School performance in multi-academy trusts and local authorities – 2015

Jon Andrews

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Peter Sellen, Chief Economist. Peter worked as a Government economist from 2006 to 2016, including time at the Department for Education and at HM Treasury.
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Foreword

This is the first major publication by the new Education Policy Institute – which has evolved out of what was previously CentreForum.

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

'School Performance in Multi-Academy Trusts and Local Authorities – 2015' represents exactly the type of analysis which EPI intends to contribute to the policy debate, and I am grateful to Jon Andrews and our team for their work on this paper.

For too long the debate about 'academisation', the possible roles for local authorities in school improvement, and the impact of structural reform on our school system has been dominated by political ideologies, half-truths and hunches, rather than by evidence and careful analysis.

Governments have seemed unwilling to have a key school reform rigorously tested against the evidence, and too often the critics have also wanted to make their case without reference to the emerging data on how structural change is impacting on attainment and value added.

Now - for the very first time in our country - it is possible to compare objectively and simply the performance of academy groups and local authorities, in both the primary and secondary phases.

It is also possible to begin to draw some conclusions from this work to inform Government policies. Does the evidence support a policy of academising all schools? Which academy groups and local authorities are the most and least effective in delivering improvement and high value added? What difference does it make to a pupil to be in a high or low-performing local authority or academy group? Is performance of local authorities and academy chains driven by variations in management effectiveness or by geographic variations in improvement which affect all school providers? If Ofsted is to inspect the best and worst school groups, which would these be? If the Department for Education wishes to intervene against the lowest-performing local authorities, which would these be, and which academy chains should also face intervention if a consistent standard is applied?

For the first time these crucial questions can begin to be answered using rigorous analysis, not selective facts or hunches.

The Education Policy Institute intends to publish a similar report on performance of multi-academy trusts and local authorities on an annual basis. Over time, we will make improvements in our methodology, where this seems appropriate. We already plan to look next year at the variations in performance of disadvantaged pupils in different local authorities and trusts.

We therefore welcome feedback and suggestions for improvement from all those with an interest in this work.

Rt. Hon. David Laws
Executive Chairman, Education Policy Institute.

Executive summary

The Education Policy Institute has published - for the first time - league tables comparing the performance of schools in both academy groups and local authorities, at both primary and secondary level. These tables use two measures - one for the improvement of schools, and one for the level of 'value added'.

The analysis shows how important it is for pupils to be in a high-performing academy trust or local authority, compared with a weaker school group. In secondary education, the top performing school groups have delivered improvements that are on average 5 GCSE grades higher for pupils across their subjects than the lowest-performing school groups.[1] The highest-performing school group in secondary education is the Inspiration Trust and the lowest-performing is the College Academies Trust. In primary education, the top performing school groups have delivered improvements that are equivalent to one term more progress than the lowest-performing. The highest-performing school group in primary education is the Harris Federation and the lowest-performing school group is the Education Fellowship Trust.

At primary level (Key Stage 2) 12 of the top 30 school groups are multi-academy trusts meaning that they are slightly over represented within this group. The Harris Federation is the highest-performing school group and Redcar and Cleveland is the best-performing local authority.

At primary level, multi-academy trusts are also slightly over represented amongst the lowest performers. The Education Fellowship Trust is the lowest-performing school group in England; Poole is the worst local authority.

At secondary level (Key Stage 4), 6 of the top 20 school groups are multi-academy trusts and 14 are local authorities. This is in line with their relative numbers overall. The Inspiration Trust is the best schools group in England; Outwood Grange is the best large academy group (10 schools or more); and Barnet is the best local authority.

At secondary level, nine of the worst schools groups in England are multi-academy trusts and 11 are local authorities meaning that multi-academy trusts make up a disproportionate number of the lowest-performing. The College Academies Trust is the lowest-performing schools group in England. Knowsley and Nottingham are the worst-performing local authorities and Greenwood Academies Trust is the worst large academy group.

The performance of some local authorities and multi academy trusts is markedly different at primary and secondary levels.

The measures demonstrate the considerable variation in the performance of both multi-academy trusts and local authorities. The variation between different local authorities and between different multi-academy trusts is far greater than the variation between the two groups. This implies that it is more important to ask whether a child is in a high-performing MAT or a high-performing local authority than it is to ask whether a child is in an academy school or a local authority school. For example, moving from a school in a high-performing local authority to a school in a low-performing multi-academy trust would appear to risk a significant decline in progress and attainment. The

[1] The difference between groups at the 5th and 95th percentile.

difference between the highest-performing local authority and lowest-performing large multi-academy trust in secondary education is equivalent to just over 7 grades for pupils across their GCSEs.

Taken in aggregate there appears to be little difference in the improvement seen in schools within local authorities and schools within multi-academy trusts.

Policy implications:

- The analysis we have produced casts doubt on the Government's previous policy of academising all schools. It is not clear what the gains from this would be in terms of school performance, not least for schools in high-performing local authorities. The average improvement in performance of pupils in academy groups is similar to that in local authorities.
- The Government could either allow high-performing LAs to become academy trusts, under specified circumstances, or it could avoid forced academisation of higher performing LAs. If the Government wishes forcibly to convert schools to multi-academy trusts in the 10 worst-performing local authorities in England at primary level then it should focus on the following local authorities: Poole, Rutland, Walsall, Central Bedfordshire, Dorset, Kirklees, Worcestershire, West Sussex, Luton, and Doncaster. This would require the forced academisation of 829 primary schools.
- However, if the Government were to choose to intervene against these local authorities as a consequence of their poor performance, then a consistent approach to under-performance would also imply intervention against 9 'failing' academy chains at primary level. This would require 're-brokering' of 84 primary schools.
- Amongst many of the very lowest-performing local authorities at Key Stage 4 most, if not all, schools have already become academies. If the Government were to decide to intervene more ambitiously - for example, against LAs where performance is statistically significantly worse than average - then far more LAs would be in scope for intervention/forced academisation.
- If this measure were used then:
  - 49 local authorities would be in scope due to poor improvement at primary level, with 7,100 schools in total.[2]
  - 27 local authorities would be in scope due to poor improvement at secondary level, with 3,400 schools in total.
  - In total, and taking into account LAs in both categories, this would bring nearly half of LAs into scope for intervention - 70 in total. These LAs have oversight of over 9,000 schools.
- If the Government were to apply this tougher threshold then this should logically lead to tougher action against failing multi-academy trusts.
- Of MATs with five or more schools with results at Key Stage 2 or three or more schools with results at Key Stage 4 (but ignoring those where the 'confidence level' on data is low):
  - 6 fail the primary improvement measure, with 77 schools in total.
  - 17 fail the secondary measure, with 255 schools in scope.

[2] The totals here include all schools, primary, secondary and special, that are maintained by the local authority.

- In total, there are 20 MATs in which improvement at either Key Stage 2 or Key Stage 4 is significantly below average. These MATs have oversight of 332 schools.
- This may under-estimate the number of 'failing' academy schools, as it ignores low-performing chains where statistical significance is low and it ignores single converter academies and smaller multi-academy trusts.
- High performance of academy groups and local authorities appears to be partly correlated with geographic area. This means that on average both LAs and chains perform more highly in London than they do nationally, particularly at Key Stage 2. This implies that the Government needs to focus policy not simply on structural change but on parts of the country where performance is weak in both academy groups and LAs.
- Given the potential number of LA schools in scope for academisation, and the number of existing academies which are performing poorly and which may need re-brokering, there must be a question for the Government about whether there are currently enough high quality MATs to take on the numbers of schools involved. Even under hugely optimistic assumptions, there is very unlikely to be the capacity to academise all 16,000 present LA schools, along with academies which could need re-brokering. So if the Government is intent on continuing its 'academisation' programme, it needs to consider targeting the areas and schools that might benefit most from intervention and do more to develop high quality sponsors.

Part 1: The policy context

The academies programme has arguably been one of the biggest reforms to the English education system of the last few decades.

Introduced in 2002 under the then Labour government, academies were initially envisaged as raising educational standards in disadvantaged communities and areas of low performance. By taking failing schools out of local authority control and bringing in sponsors (including businesses, faith groups, voluntary organisations and philanthropists), and introducing greater freedoms for head teachers and new governance arrangements, the academies programme was aimed at improving educational outcomes through an operating model seen as similar to that in private schools. In a report published by the Education Policy Institute's predecessor organisation, CentreForum, the then Schools Minister and architect of the academies programme, Lord Adonis, described academies as '*injecting the best of the DNA of private schools into the state-funded sector*'.[3] By the end of the Labour Government in May 2010, there were 203 academies in England. Most of these had replaced previously failing local authority schools.

Between 2002 and 2010, some sponsors took on several schools, and so the emergence of multi-academy trusts began. By August 2010 there were seven sponsors (Ark, E-ACT, United Learning Trust, the Harris Federation, the Ormiston Trust, Oasis and the Academies Enterprise Trust) which sponsored six or more academies. United Learning Trust sponsored the largest number, at seventeen academies.[4]

The expansion of the academies programme since 2010

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

By the end of March 2016, there were 5,549 academies, including free schools, university technical colleges and studio schools. This month also saw the Education and Adoption Act receive Royal Assent. The 2016 Act means that any school deemed by Ofsted to be 'inadequate' – meaning it has serious weaknesses or requires special measures – must be issued with an academy order. The Act also gave the Secretary of State, working through the Regional Schools Commissioners, the power to intervene in 'coasting schools'.

Convinced that the academy system was now 'sufficiently mature', the Department for Education set out its vision in March 2016 that every school should be an academy (or in the process of becoming an academy) by 2020.[5] The Department also stated that most schools would form or join a

[3] J. Astle and C. Ryan (eds.), 'Academies and the Future of State Education', CentreForum, 2008, p.x.
[4] National Audit Office, 'The Academies Programme', September 2010, p.14.
[5] Department for Education, 'Educational Excellence Everywhere', March 2016, p.15.

multi-academy trust, with an expectation that there would be 'many more' MATs with oversight of around 10 to 15 academies.

The announcement to require all schools to become academies was highly controversial, and faced strong resistance in Parliament. As a result, in early May 2016, the Secretary of State announced that the Department would no longer seek to require all schools to become academies but would instead take new legislative powers to trigger an area-wide conversion to academies if a local authority is deemed to be under-performing or if it is no longer financially viable for the authority to run its own schools (because a critical mass has already converted to academy status).[6]

The current landscape

By March 2016 around two-thirds of all academies (including free schools, UTCs and studio schools) were operating within a multi-academy trust. There were a total of 973 multi-academy trusts in England.[7] The vast majority of multi-academy trusts are small in size; 681 have three academies or fewer and 252 have only one school (but have established themselves as a MAT in to allow for future expansion). In contrast, there are only 51 MATs with ten or more academies and almost all are linked with academy sponsors such as Ark, Harris, Oasis and Ormiston (see Figure 1.1).

Most multi-academy trusts operate within a relatively small geographical area and often within just a single local authority. This is demonstrated in Figure 1.2, which takes MATs with three or more academies (giving a total of 447 MATs) and then groups them by the number of local authorities within which their academies are located. Nearly two-thirds are currently operating within just one local authority area.

Because the academies programme was initially aimed at under-performing secondary schools, the earliest multi-academy trusts consisted entirely of secondary or all-through sponsored academies. The majority of MATs now include at least some primary provision and some converter academies.

Figure 1.3 shows the spread of MATs that operate across primary, secondary and special schools (again, this analysis shows only MATs with three or more academies). While most MATs oversee a mix of provision, just over two-fifths operate exclusively within the primary, secondary or special schools sector. Similarly, we see from Figure 1.4 that the majority of MATs now include a mix of sponsored and converter academies. There are 123 MATs which only have converter academies and only 23 MATs which only have sponsored academies.

[6] Department for Education, 'Next steps to spread educational excellence everywhere announced', 6 May 2016: https://www.gov.uk/government/news/next-steps-to-spread-educational-excellence-everywhere-announced.

[7] J. Andrews, 'Written evidence to the Education Select Committee inquiry into multi-academy trusts', CentreForum, May 2016.

Figure 1.1: Number of multi-academy trusts by size of trust, March 2016[7]

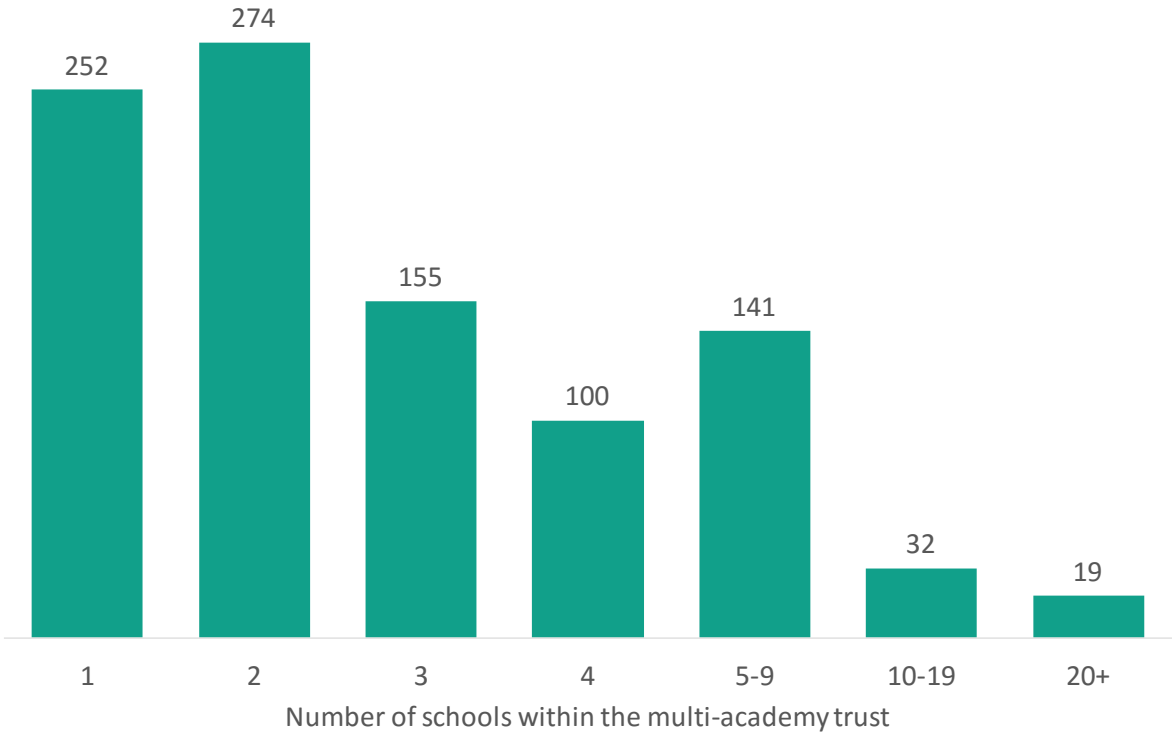


Figure 1.2: Number of multi-academy trusts grouped by the number of local authorities in which they currently have schools (restricted to MATs with at least three schools), March 2016[7]

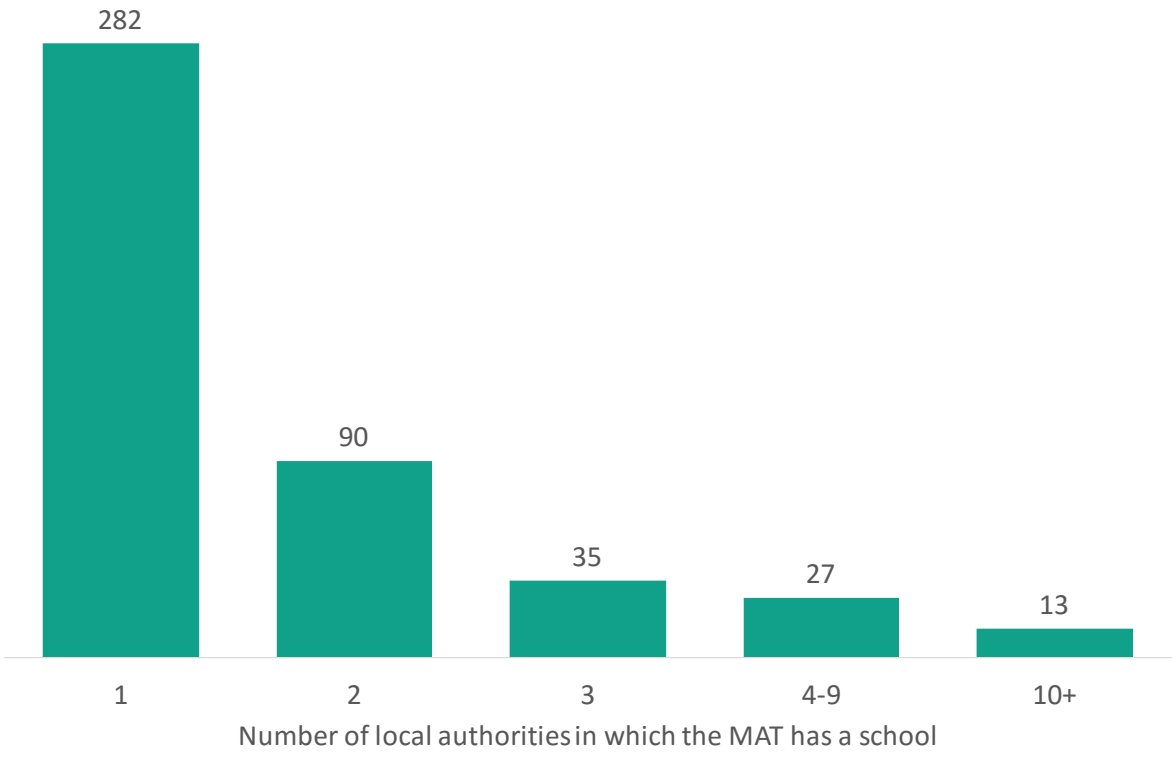


Figure 1.3 Number of multi-academy trusts by mix of provision (restricted to MATs with at least three schools), March 2016[7]

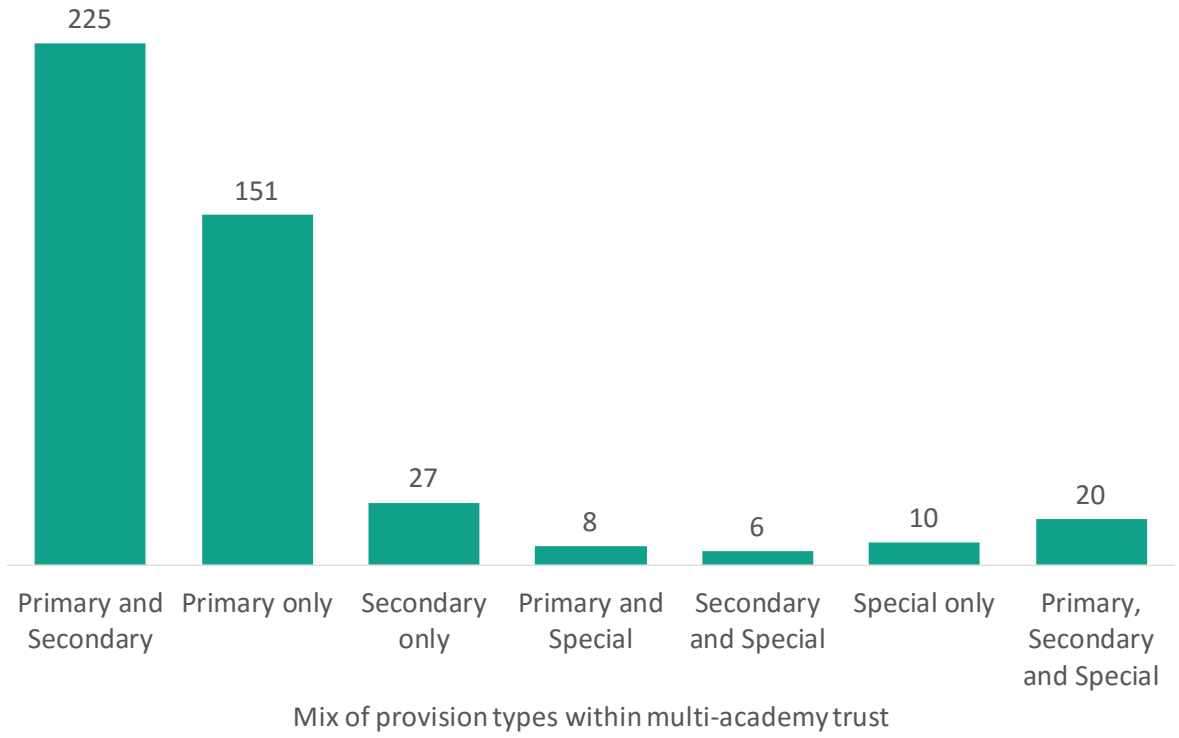
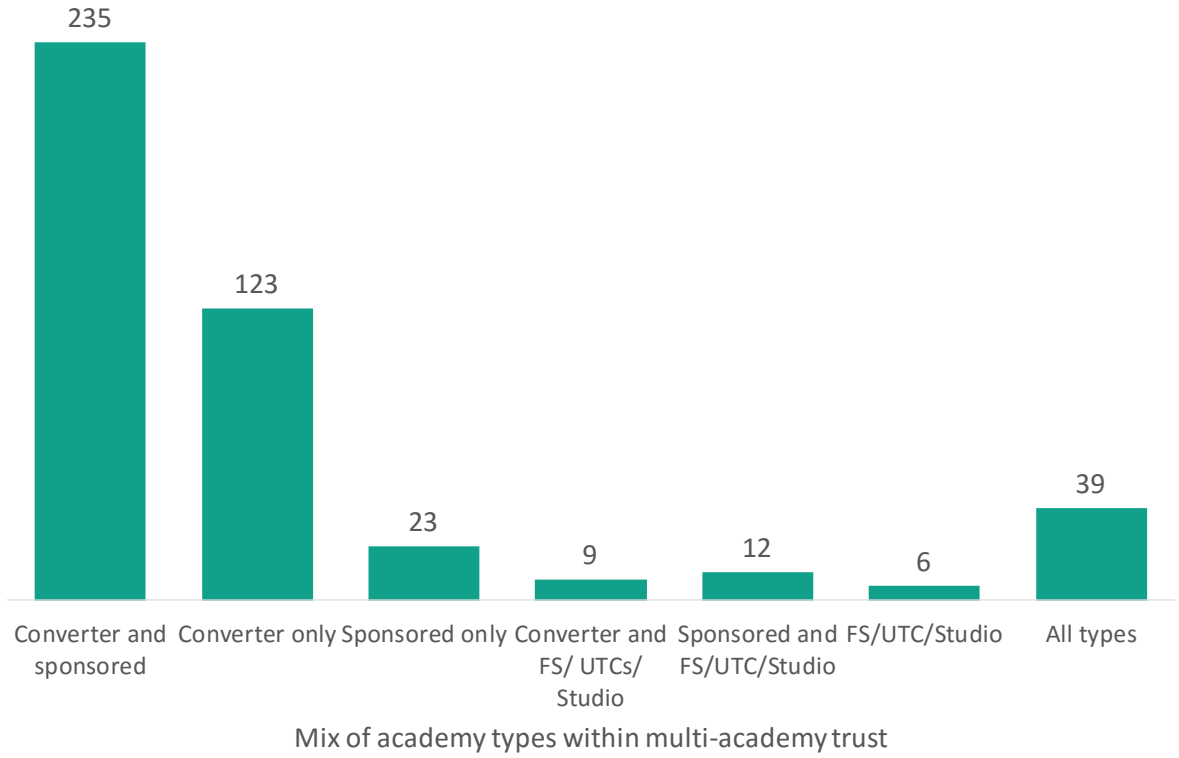


Figure 1.4: Number of multi-academy trusts by mix of academy types (restricted to MATs with at least three schools), March 2016[7]



How performance of academies has been assessed to date

The overall performance of a MAT is not formally assessed as part of the DfE or Ofsted's accountability frameworks. There have however been two shifts in policy which, taken together, may improve public understanding of the effectiveness of multi-academy trusts.

First, in January 2015, the Secretary of State confirmed in a letter to Her Majesty's Chief Inspector of Schools that Ofsted could, where appropriate, carry out focused inspections by 'batching together' academies (in a single MAT) that are due to be inspected in the current year.[8] The Secretary of State's steer was that, other than in exceptional circumstances, these batched inspections should be conducted only in cases where five or more academies can be considered at the same time. Any batched inspection of academies should also be followed by a meeting between Ofsted and the relevant MAT in order to discuss the evidence already gathered and consider further evidence to demonstrate the impact that the MAT has had. The Secretary of State also agreed that letters from Ofsted to the MAT setting out findings from its batched inspection should be published.

While this policy increases transparency and enables Ofsted to express concerns that may be symptomatic of a MAT-wide problem, it is not a formal inspection or accountability process, nor does it necessarily trigger any intervention actions from either the Department or Ofsted.

The second shift in policy is the Department's commitment in its recent White Paper to '*launch new accountability measures for MATs, publishing MAT performance tables in addition to the continued publication of, and focus on, inspection and performance data at individual school level*'.

Whilst the performance of multi-academy trusts has not, to date, formed part of the DfE's accountability framework, there have been independent assessments of their performance. Most notably The Sutton Trust's annual 'Chain Effects' report considers the impact of academies on low income students and the variation of this across chains.[9] Earlier this year, analysis by PWC for 'The Times' used measures of attainment and value added (the performance of pupils after controlling for their prior attainment) to demonstrate the variation in performance between multi-academy trusts.[10]

Since the publication of the White Paper, there have been no further details of how the new accountability measures and performance tables will be implemented and published. It is likely, although unconfirmed, that the new performance tables will mirror the statistical working paper published by the Department in March 2015.[11] This report demonstrates, using the methodology outlined in the Department's working paper, the substantial variation in the performance of both multi-academy trusts and local authorities and considers possible implications for education policies.

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[8] N. Morgan, Correspondence with M. Wilshaw, Department for Education, 22 January 2015, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/397810/Nicky_Morgan_letter_to_Ofsted.pdf.

[9] M. Hutchings, B. Francis and P. Kirby, 'Chain Effects 2015: The impact of academy chains on low-income students', The Sutton Trust, July 2015.'

[10] G. Hurst, 'Huge gulf in academy standards revealed', The Times, 9 May 2016: http://www.thetimes.co.uk/article/huge-gulf-in-academy-standards-revealed-w50jdvr9v.

[11] Department for Education, 'Measuring the performance of schools within academy chains and local authorities', March 2015.

Part 2: Performance tables for multi-academy trusts and local authorities

How the performance of MATs and local authorities is assessed

Summarising performance data at trust and local authority level in a meaningful way presents a challenge.

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

Immediately prior to the 2015 General Election, the DfE published a statistical working paper with proposed measures of performance within academy chains and within local authorities that aimed to do this.[12] The DfE proposed two measures of performance:

- How well schools in a given chain or local authority are currently performing (based on current value added scores);[13] and
- How that performance has changed over time by looking at improvement in value added scores.

The Department published performance data for the largest academy chains and local authorities (those with five or more schools with results) at Key Stage 4, based on school performance in 2014. Whilst the DfE has committed to publishing performance measures for MATs, they have not to date made further comment on these particular measures and whether they intend to use them as part of that accountability framework.

The Education Policy Institute considers these to be sensible measures and we have used them to inform our own analysis of the latest, 2015 data. We have expanded on the DfE's analysis further by:

- Calculating performance measures for primary schools with Key Stage 2 results;
- Including local authorities and multi-academy trusts in one table; and
- For secondary schools, including all local authorities and multi-academy trusts with three or more schools with results at Key Stage 4 (the DfE applied a cut-off of five schools).[14]

The measures are described in Figure 2.1. Within each MAT and local authority greater weight is given to those schools that have been within the group for the longest, and school scores are also

[12] Department for Education, 'Measuring the performance of schools within academy chains and local authorities', March 2015.
[13] Value added measures pupil performance, controlling for prior attainment. It is an estimate of school effectiveness.
[14] We have retained the threshold of five schools for Key Stage 2 to allow for the much smaller cohorts and reduce the risk of assessing the performance of a local authority or academy trust on the characteristics of a small group of pupils.

weighted by pupil numbers (so the contribution of a school to the overall measure is proportionate to its size). The methodology is discussed further in Annex 1.

Given that the underlying aim of academisation is to raise standards, we consider the improvement measure to be the more important of the two.

Whilst we believe these measures to be a sensible approach to assessing the performance of multi-academy trusts and local authorities there are a range of factors that are associated with the attainment and progress of pupils that are not accounted for. These include levels of disadvantage, special educational needs, first language and overall prior attainment in a school. In order to aid interpretation, we have published additional data separate to this report which provides this contextual information. As we develop this work further we will consider how we can incorporate such factors into the measures themselves.

There are also valid concerns with the use of value added in primary schools because of the reliability of assessment at the end of Key Stage 1 (age 7) used as prior attainment in value added measures and the fact that, for all-through primary schools, the measures do not account for the progress that pupils made during the first two years of compulsory education.

Given the reforms to assessment in 2016 which will result in new performance measures at Key Stage 2 we will take the opportunity in next year's report to consider how we can better reflect performance in the primary sector.

A fuller discussion of how the measures could be developed further can be found in Annex 2.

Figure 2.1: The performance measures for multi-academy trusts and local authorities[15]

Measure	What it captures	What it looks like	How it should be interpreted
Improvement in performance at Key Stage 2	How has the performance of primary schools within the MAT or local authority changed in comparison to schools that had a similar starting point?	A score centred around 0.	In MATs and local authorities with scores above zero, schools have improved at a faster rate than schools that had a similar starting point. A score of +1 means that schools have improved outcomes faster than similar schools and equivalent to one term's progress.
Current performance at Key Stage 2	How well are pupils performing at the end of primary school?	A score centred around 100.	In MATs and local authorities with scores above 100, pupils make more progress than similar pupils nationally. Each point difference from 100 represents one term's progress. Therefore, in MATs and local authorities with a score of 101, pupils make on average one term more progress than similar pupils nationally.
Improvement in performance at Key Stage 4	How has the performance of secondary schools within the MAT or local authority changed in comparison to schools that had a similar starting point?	A score centred around 0.	In MATs and local authorities with scores above zero schools have improved at a faster rate than schools that had a similar starting point. A score of +6 means that schools have improved outcomes faster than similar schools and equivalent to one grade in one GCSE subject.
Current performance at Key Stage 4	How well are pupils performing at the end of secondary school?	A score centred around 1000.	In MATs and local authorities with scores above 1000, pupils make more progress than similar pupils nationally. Each six-point difference from 1000 represents one grade in one GCSE subject. Therefore, in MATs and local authorities with a score of 1006, pupils achieve on average one grade higher in one GCSE subject than similar pupils nationally.

[15] In addition, each measure has a confidence interval. This is because value added is an estimate of effectiveness: a school could have been equally effective with a different set of pupils, yet achieved slightly different results. If the confidence interval overlaps the national average then the MAT or LA is not significantly different from average. Similarly, when comparing individual MATs and local authorities:

- If the confidence interval of one overlaps with the score of another then they are not significantly different from each other;
- If the confidence interval of one overlaps with the confidence interval of another then they are unlikely to be significantly different from each other (but can be);
- If the confidence intervals of one does not overlap with those of another then they are significantly different from each other.

The results

We present results for all multi-academy trusts and local authorities with at least five schools that had a value added measure at Key Stage 2 or at least three schools at Key Stage 4. In order to be included, a school must have been open and associated with the MAT or local authority by 12 September 2014. This is consistent with the way in which school types are published in the DfE's school performance tables. Any school which left a MAT or local authority after that date is included within the organisation that it left.[16]

It is possible for a school to have a current value added score but not be included in the improvement measure – for example, where it is a new provision school having results published for the first time and so is unable to demonstrate improvement. Therefore, in some instances, it is possible for a MAT or local authority's improvement score to be based on a smaller number of schools, or for the improvement score to be supressed due to being based on fewer than five schools at Key Stage 2 or fewer than three schools at Key Stage 4.

In total it has been possible to calculate scores for:

- Current performance at Key Stage 2: 68 MATs and 150 local authorities.
- Improvement in performance at Key Stage 2: 68 MATs and 149 local authorities.
- Current performance at Key Stage 4: 53 MATs and 121 local authorities.
- Improvement in performance at Key Stage 4: 53 MATs and 121 local authorities.

The top and bottom multi-academy trusts and local authorities are presented in Figure 2.2 (Key Stage 2) and Figure 2.3 (Key Stage 4), with complete tables included in Annex 3. Results are sorted by the improvement score at each Key Stage, with the highest first, and then by current value added score. The column headed 'Difference from average' demonstrates what the improvement score means in educational terms in comparison to the national average. For Key Stage 2 this is measured by terms of progress and for Key Stage 4 it is measured by number of GCSE grades.

It should be remembered that, particularly around the average, small differences in scores can lead to very different rankings. However, small differences in scores are unlikely to be statistically significant. An analysis of the results is presented in Part 3.

[16] Please see 'Data on school type and school group' in Annex 1 for further information and data limitations.

Figure 2.2: The top and bottom performing multi-academy trusts and local authorities in England at Key Stage 2

			Improvement in performance					Current performance		
	Name	Type	Number of schools	Measure	Conf. Interval	Difference from average		Number of schools	Measure	Conf. Interval
	Top Performers									
1	Harris Federation	Multi-academy trust	10	+1.3	+/- 0.3	1.5 terms more progress	Sig +	10	101.2	+/- 0.2
2	First Federation Trust, The	Multi-academy trust	6	+0.9	+/- 0.6	1 term more progress	Sig +	6	101.4	+/- 0.4
3	Redcar and Cleveland	Local authority	37	+0.8	+/- 0.2	1 term more progress	Sig +	37	101.0	+/- 0.1
4	Kensington and Chelsea	Local authority	25	+0.7	+/- 0.2	0.5 terms more progress	Sig +	25	101.3	+/- 0.2
5 =	Greenwich	Local authority	64	+0.6	+/- 0.1	0.5 terms more progress	Sig +	64	101.1	+/- 0.1
	Camden	Local authority	38	+0.6	+/- 0.2	0.5 terms more progress	Sig +	38	101.0	+/- 0.1
	Newham	Local authority	61	+0.6	+/- 0.1	0.5 terms more progress	Sig +	61	101.0	+/- 0.1
	CFBT Schools Trust	Multi-academy trust	6	+0.6	+/- 0.5	0.5 terms more progress	Sig +	7	100.8	+/- 0.3
	Hounslow	Local authority	40	+0.6	+/- 0.1	0.5 terms more progress	Sig +	41	100.8	+/- 0.1
	Waltham Forest	Local authority	35	+0.6	+/- 0.2	0.5 terms more progress	Sig +	36	100.8	+/- 0.1
	Darlington	Local authority	9	+0.6	+/- 0.3	0.5 terms more progress	Sig +	9	100.7	+/- 0.2
	L.E.A.D. Multi-Academy Trust	Multi-academy trust	10	+0.6	+/- 0.4	0.5 terms more progress	Sig +	10	100.7	+/- 0.3
	REAch2 Academy Trust	Multi-academy trust	29	+0.6	+/- 0.2	0.5 terms more progress	Sig +	29	100.1	+/- 0.1
14 =	Lambeth	Local authority	57	+0.5	+/- 0.1	0.5 terms more progress	Sig +	57	101.0	+/- 0.1
	Westminster	Local authority	33	+0.5	+/- 0.2	0.5 terms more progress	Sig +	33	100.9	+/- 0.1
	Stoke-on-Trent	Local authority	40	+0.5	+/- 0.2	0.5 terms more progress	Sig +	40	100.6	+/- 0.1
17 =	Islington	Local authority	42	+0.4	+/- 0.2	0.5 terms more progress	Sig +	42	100.8	+/- 0.1
	Lewisham	Local authority	61	+0.4	+/- 0.1	0.5 terms more progress	Sig +	61	100.7	+/- 0.1
	Newman Catholic Collegiate, The	Multi-academy trust	7	+0.4	+/- 0.5	0.5 terms more progress		7	100.7	+/- 0.3
	Richmond upon Thames	Local authority	33	+0.4	+/- 0.2	0.5 terms more progress	Sig +	33	100.7	+/- 0.1
	Haringey	Local authority	45	+0.4	+/- 0.1	0.5 terms more progress	Sig +	45	100.6	+/- 0.1
	Merton	Local authority	41	+0.4	+/- 0.2	0.5 terms more progress	Sig +	41	100.6	+/- 0.1
	Redbridge	Local authority	44	+0.4	+/- 0.1	0.5 terms more progress	Sig +	44	100.6	+/- 0.1
	Bromley	Local authority	37	+0.4	+/- 0.2	0.5 terms more progress	Sig +	37	100.5	+/- 0.1
	Dominic Barberi Multi Academy Company, The	Multi-academy trust	6	+0.4	+/- 0.5	0.5 terms more progress		6	100.4	+/- 0.4

			Improvement in performance					Current performance		
	Name	Type	Number of schools	Measure	Conf. Interval	Difference from average		Number of schools	Measure	Conf. Interval
	Good Shepherd Trust, The	Multi-academy trust	5	+0.4	+/- 0.5	0.5 terms more progress		5	100.3	+/- 0.3
	Academies Enterprise Trust	Multi-academy trust	35	+0.4	+/- 0.2	0.5 terms more progress	Sig +	35	100.2	+/- 0.1
	E-ACT	Multi-academy trust	11	+0.4	+/- 0.3	0.5 terms more progress	Sig +	11	100.1	+/- 0.2
	Pontefract Academies Trust	Multi-academy trust	6	+0.4	+/- 0.4	0.5 terms more progress		6	100.0	+/- 0.3
	Brooke Weston Trust, The	Multi-academy trust	5	+0.4	+/- 0.5	0.5 terms more progress		5	99.8	+/- 0.3
	Bottom performers									
196 =	Bath and North East Somerset	Local authority	49	-0.4	+/- 0.2	0.5 terms less progress	Sig -	49	99.5	+/- 0.1
	Leicestershire	Local authority	107	-0.4	+/- 0.1	0.5 terms less progress	Sig -	108	99.5	+/- 0.1
	Northamptonshire	Local authority	144	-0.4	+/- 0.1	0.5 terms less progress	Sig -	145	99.5	+/- 0.1
	West Berkshire	Local authority	53	-0.4	+/- 0.2	0.5 terms less progress	Sig -	54	99.5	+/- 0.1
	Doncaster	Local authority	72	-0.4	+/- 0.1	0.5 terms less progress	Sig -	72	99.4	+/- 0.1
	Luton	Local authority	35	-0.4	+/- 0.1	0.5 terms less progress	Sig -	35	99.4	+/- 0.1
	West Sussex	Local authority	162	-0.4	+/- 0.1	0.5 terms less progress	Sig -	165	99.4	+/- 0.1
	Worcestershire	Local authority	104	-0.4	+/- 0.1	0.5 terms less progress	Sig -	105	99.4	+/- 0.1
	St Piran's Cross Church of England Multi Academy Trust	Multi-academy trust	5	-0.4	+/- 0.7	0.5 terms less progress		5	99.1	+/- 0.5
	Wakefield City Academies Trust	Multi-academy trust	5	-0.4	+/- 0.5	0.5 terms less progress		5	99.0	+/- 0.3
	Academy Transformation Trust	Multi-academy trust	8	-0.4	+/- 0.4	0.5 terms less progress	Sig -	8	98.7	+/- 0.3
207 =	Corpus Christi Catholic Academy Trust	Multi-academy trust	5	-0.5	+/- 0.5	0.5 terms less progress		5	99.9	+/- 0.4
	Kernow Collaborative Trust	Multi-academy trust	7	-0.5	+/- 0.4	0.5 terms less progress	Sig -	7	99.5	+/- 0.3
	Kirklees	Local authority	101	-0.5	+/- 0.1	0.5 terms less progress	Sig -	103	99.4	+/- 0.1
	Dorset	Local authority	84	-0.5	+/- 0.1	0.5 terms less progress	Sig -	84	99.3	+/- 0.1
	Central Bedfordshire	Local authority	9	-0.5	+/- 0.2	0.5 terms less progress	Sig -	15	99.0	+/- 0.2
212 =	Discovery Schools Academies Trust Ltd	Multi-academy trust	6	-0.6	+/- 0.4	0.5 terms less progress	Sig -	6	99.4	+/- 0.3
	Walsall	Local authority	64	-0.6	+/- 0.1	0.5 terms less progress	Sig -	64	99.4	+/- 0.1
	Diocese Of Leicester Academies Trust	Multi-academy trust	5	-0.6	+/- 0.6	0.5 terms less progress	Sig -	5	99.2	+/- 0.4
	Diocese of Norwich Multi-academy Trust, The	Multi-academy trust	5	-0.6	+/- 0.5	0.5 terms less progress	Sig -	5	98.4	+/- 0.4
216	Rutland	Local authority	11	-0.7	+/- 0.5	0.5 terms less progress	Sig -	11	99.0	+/- 0.3

			Improvement in performance					Current performance		
	Name	Type	Number of schools	Measure	Conf. Interval	Difference from average		Number of schools	Measure	Conf. Interval
217	Poole	Local authority	13	-0.8	+/- 0.2	1 term less progress	Sig -	13	98.9	+/- 0.1
218	Education Fellowship Trust, The	Multi-academy trust	8	-1.0	+/- 0.4	1 term less progress	Sig -	8	98.4	+/- 0.3

Notes:

(1) The number of schools refers to the number of schools with an improvement score or a current performance score at Key Stage 2 not the total number of scores within the multi-academy trust or local authority.

(2) The test of statistical significance for a local authority or trust is based on unrounded data. Hence in some instances there may be an apparent inconsistency with the measure, confidence interval and test of significance.

(3) For data sources please see Annex 1.

Figure 2.3: The top and bottom performing multi-academy trusts and local authorities in England at Key Stage 4

			Improvement in performance					Current performance		
	Name	Type	Number of schools	Measure	Conf. interval	Difference from average		Number of schools	Measure	Conf. interval
	Top performers									
1	Inspiration Trust	Multi-academy trust	3	+26.8	+/- 9.7	One grade higher in 4 subjects	Sig +	3	1019.5	+/- 6.8
2	Barnet	Local authority	6	+18.9	+/- 7.5	One grade higher in 3 subjects	Sig +	6	1027.9	+/- 4.8
3	Merton	Local authority	5	+16.4	+/- 6.5	One grade higher in 3 subjects	Sig +	5	1027.7	+/- 4.5
4	Southwark	Local authority	3	+15.9	+/- 10.6	One grade higher in 3 subjects	Sig +	3	1030.5	+/- 7.4
5	Outwood Grange Academies Trust	Multi-academy trust	9	+15.6	+/- 4.9	One grade higher in 3 subjects	Sig +	9	1022.8	+/- 3.4
6	Hackney	Local authority	7	+15.1	+/- 7.2	One grade higher in 3 subjects	Sig +	7	1021.4	+/- 5.0
7	Kent Catholic Schools' Partnership	Multi-academy trust	3	+14.7	+/- 9.1	One grade higher in 2 subjects	Sig +	3	1024.8	+/- 6.4
8	Wokingham	Local authority	4	+14.0	+/- 7.5	One grade higher in 2 subjects	Sig +	4	1014.7	+/- 5.3
9	Surrey	Local authority	24	+13.9	+/- 3.0	One grade higher in 2 subjects	Sig +	24	1016.3	+/- 2.1
10	Peterborough	Local authority	3	+12.8	+/- 9.2	One grade higher in 2 subjects	Sig +	3	1004.0	+/- 6.4
11	Waltham Forest	Local authority	11	+12.5	+/- 5.3	One grade higher in 2 subjects	Sig +	11	1022.8	+/- 3.7
12 =	Sutton	Local authority	3	+12.4	+/- 8.8	One grade higher in 2 subjects	Sig +	3	1022.6	+/- 6.1
	Bright Futures Educational Trust	Multi-academy trust	3	+12.4	+/- 10.2	One grade higher in 2 subjects	Sig +	3	1014.4	+/- 7.1
14 =	Herefordshire	Local authority	5	+11.2	+/- 7.9	One grade higher in 2 subjects	Sig +	5	1011.7	+/- 5.5
	Tapton School Academy Trust	Multi-academy trust	3	+11.2	+/- 8.3	One grade higher in 2 subjects	Sig +	3	1009.0	+/- 5.8
16	Kingston upon Hull City of	Local authority	6	+10.5	+/- 5.9	One grade higher in 2 subjects	Sig +	6	1007.1	+/- 4.1
17 =	ARK Schools	Multi-academy trust	12	+10.4	+/- 5.3	One grade higher in 2 subjects	Sig +	12	1015.2	+/- 3.6
	Camden	Local authority	9	+10.4	+/- 5.6	One grade higher in 2 subjects	Sig +	9	1012.0	+/- 3.9
19	Newham	Local authority	12	+10.3	+/- 4.1	One grade higher in 2 subjects	Sig +	12	1016.8	+/- 2.9
20	Tower Hamlets	Local authority	14	+10.2	+/- 4.3	One grade higher in 2 subjects	Sig +	14	1018.8	+/- 3.0
	Bottom performers									
155	Wirral	Local authority	8	-12.7	+/- 6.0	One grade lower in 2 subjects	Sig -	8	975.8	+/- 4.2
156	University of Chester Academies Trust	Multi-academy trust	6	-13.1	+/- 7.4	One grade lower in 2 subjects	Sig -	6	970.6	+/- 5.2

			Improvement in performance					Current performance		
	Name	Type	Number of schools	Measure	Conf. interval	Difference from average		Number of schools	Measure	Conf. interval
157	Bradford College Education Trust	Multi-academy trust	3	-13.3	+/- 12.3	One grade lower in 2 subjects	Sig -	3	971.0	+/- 8.6
158	Grace Academy	Multi-academy trust	3	-13.9	+/- 9.5	One grade lower in 2 subjects	Sig -	3	970.3	+/- 6.6
159	Bradford	Local authority	14	-14.2	+/- 3.6	One grade lower in 2 subjects	Sig -	14	973.9	+/- 2.4
160	Creative Education Trust	Multi-academy trust	6	-14.8	+/- 6.9	One grade lower in 2 subjects	Sig -	6	983.7	+/- 4.8
161	Learning Schools Trust	Multi-academy trust	4	-14.9	+/- 8.0	One grade lower in 2 subjects	Sig -	4	965.6	+/- 5.6
162	Sunderland	Local authority	5	-15.2	+/- 7.1	One grade lower in 3 subjects	Sig -	5	980.5	+/- 5.0
163	Liverpool	Local authority	15	-15.5	+/- 4.0	One grade lower in 3 subjects	Sig -	15	977.1	+/- 2.8
164	White Rose Academies Trust	Multi-academy trust	3	-16.7	+/- 12.0	One grade lower in 3 subjects	Sig -	3	983.9	+/- 8.4
165	Salford	Local authority	9	-16.8	+/- 5.2	One grade lower in 3 subjects	Sig -	9	983.3	+/- 3.7
166	Stoke-on-Trent	Local authority	3	-17.6	+/- 9.3	One grade lower in 3 subjects	Sig -	3	964.6	+/- 6.5
167	Newcastle upon Tyne	Local authority	4	-18.7	+/- 7.1	One grade lower in 3 subjects	Sig -	4	968.4	+/- 5.0
168	Woodard Academies Trust	Multi-academy trust	4	-20.4	+/- 7.3	One grade lower in 3 subjects	Sig -	4	961.2	+/- 5.0
169	Wolverhampton	Local authority	8	-23.9	+/- 6.1	One grade lower in 4 subjects	Sig -	8	980.5	+/- 4.3
170	Greenwood Academies Trust	Multi-academy trust	7	-25.8	+/- 5.5	One grade lower in 4 subjects	Sig -	7	959.8	+/- 3.9
171	Oldham	Local authority	5	-26.9	+/- 5.5	One grade lower in 4 subjects	Sig -	5	973.3	+/- 3.9
172	Nottingham	Local authority	3	-32.1	+/- 8.6	One grade lower in 5 subjects	Sig -	3	946.8	+/- 6.0
173	Knowsley	Local authority	3	-32.9	+/- 8.1	One grade lower in 5 subjects	Sig -	3	943.0	+/- 5.6
174	College Academies Trust, The	Multi-academy trust	3	-36.4	+/- 9.5	One grade lower in 6 subjects	Sig -	3	961.4	+/- 6.6

Notes:

(1) The number of schools refers to the number of schools with an improvement score or a current performance score at Key Stage 4 not the total number of scores within the multi-academy trust or local authority.

(2) The test of statistical significance for a local authority or trust is based on unrounded data. Hence in some instances there may be an apparent inconsistency with the measure, confidence interval and test of significance.

(3) For data sources please see Annex 1.

Part 3: Analysis of the results

At Key Stage 2 there are 149 local authorities and 68 multi-academy trusts with an improvement measure. Amongst the top 30 performing local authorities and trusts 12 are multi-academy trusts. This means that multi-academy trusts are slightly over represented amongst the top performing (comprising 40 per cent of top performers and 31 per cent of the total number of trusts and local authorities). But the same is true when looking at the lowest-performing where 9 of the bottom 23 (39 per cent) are multi-academy trusts.[17]

In part this will reflect that there are relatively small numbers of schools (and hence pupils) in some of these trusts – and so it is easier to see an extreme result. It may also reflect the characteristics of the individual trusts: for example, a trust may consist entirely of schools that were previously high-performing and have continued to be so, with other trusts and local authorities having a far greater mix of schools.

At Key Stage 4 there are 53 trusts and 121 local authorities in the analysis. There are a disproportionate number of trusts amongst the low performers – 9 trusts are within the bottom 20 positions, meaning that they make up 45 per cent of the bottom performers but just 30 per cent of the total. There are 6 trusts in the top 20, meaning they make up 30 per cent of the top performers, which is in line with the total.

At both Key Stages it is important to take into account the make-up of these trusts when considering the extent to which they reflect the relative impact of multi-academy trusts on performance (for better or worse). More detailed performance tables including a range of characteristics are published alongside this report.

The spread of results

The measures demonstrate the considerable variation in the performance of both multi-academy trusts and local authorities. Indeed, we find that the variation between different local authorities and between different MATs is far greater than the variation between the two groups.

Figure 3.1 plots for each MAT and LA their current performance and improvement measures at Key Stage 2. The difference between the highest and lowest performers on the current improvement measure is 1.6 points; this means that primary pupils in the lowest-performing MATs and LAs make 1.5 terms less progress than those in the highest-performing.[18] There is a similar spread of performance when examining the improvement measure, with the difference between the lowest and highest-performing MATs and LAs equating to around 1 term of progress.

At Key Stage 4 (Figure 3.2) the difference between the highest and lowest-performing MATs and LAs on the current value added measure is equivalent to a total of 9 grades across a secondary pupil's GCSE subjects, with the rate of improvement in the fastest outstripping the slowest by just over 5 grades.[18]

[17] Note that different cut-offs are necessary due to the large number of tied ranks. Moving to a slightly higher performance threshold would have meant moving to a total of 39, however a similar pattern of results is seen.
[18] For the purposes of this comparison, high-performing trusts are those at the 5th percentile and low performers are those at the 95th percentile.

In general MATs and LAs that do well on one measure do well on the other (such as Barnet and Outwood Grange), but there are examples where current performance is below average but the rate of improvement is above average (MATs and LAs in the top left hand quadrants of Figures 3.1 and 3.2) and conversely where current performance is above average but the relative rate of improvement is below average (the bottom right hand quadrant.)

Figure 3.1: Current performance and improvement at Key Stage 2

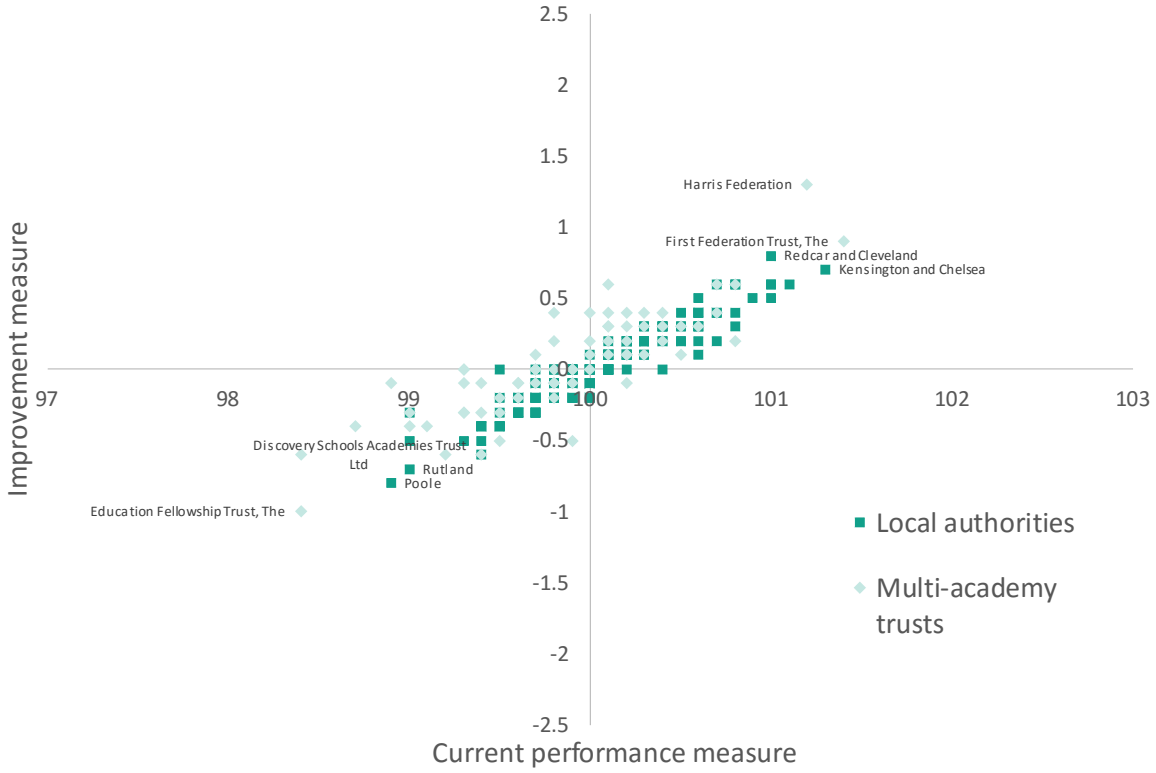


Figure 3.2: Current performance and improvement at Key Stage 4

The relationship between Key Stage 2 and Key Stage 4 performance

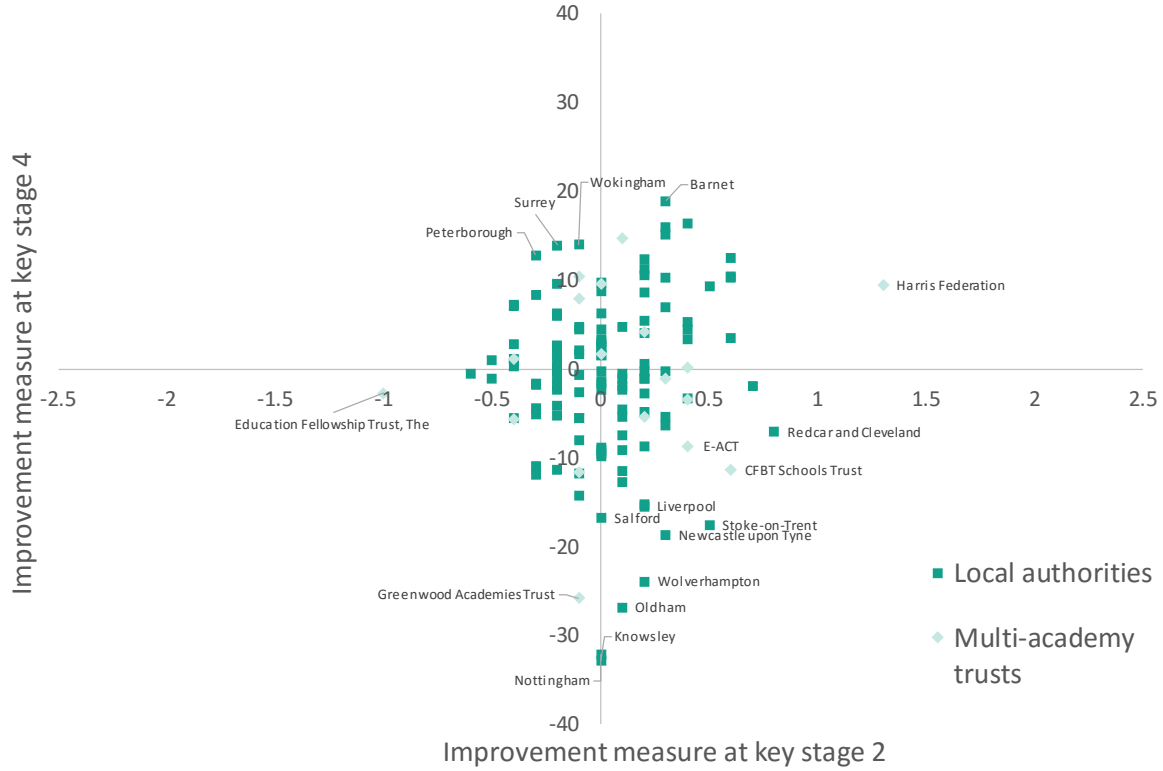
In the previous section we considered the variation that exists between multi-academy trusts and between local authorities. There also exists variation within each of these structures. One source of variation is the differing performance that a MAT or LA might demonstrate between its primary schools and its secondary schools.

Figure 3.3 plots the improvement seen at Key Stage 4 against the improvement seen at Key Stage 2 for those multi-academy trusts and local authorities with a measure for each (18 MATs and 121 local authorities). It shows that whilst there is a general relationship between the two, there are MATs and LAs where there are large differences.

For example, amongst multi-academy trusts the Education Fellowship Trust's improvement score for its eight schools at Key Stage 2 is well below average, yet its four secondary schools are improving in line with the average. For Greenwood Academies Trust the reverse is true: whilst results at Key Stage 4 are below average, its performance at Key Stage 2 is much better. A similar story is seen amongst local authorities. Knowsley, often highlighted for its poor performance at secondary level, has average performance when measured by improvement at Key Stage 2.

Such variation is important within the context of intervention in under-performing local authorities and multi-academy trusts and this is discussed further in Part 4.

Figure 3.3: Comparison of performance at Key Stage 2 and Key Stage 4



The number of high and low-performing MATs and local authorities

In its White Paper 'Education Excellence Everywhere' the Government set out its ambition for all schools to become academies by 2022. As part of this ambition, the White Paper set out an intention for the Government to take powers to direct schools to become academies in under-performing or unviable local authority areas. The DfE has since committed to consulting on how under-performance will be defined and has stated that the definition will be set out in regulations. At the time of publishing this report these definitions are not known.

The Education Policy Institute's own analysis, published earlier this year, demonstrated the potential scale of intervention required at local authority level by using assumptions about what constitutes under-performance and viability.[19] These were based on local authorities where which overall attainment is below average at either Key Stage 2 or Key Stage 4.[20]

We add to that analysis here by considering under-performance in terms of the measures presented in this report and also the extent to which multi-academy trusts would require intervention.

Throughout this analysis we include those MATs and LAs with at least five schools with results at Key Stage 2 or at least three schools with results at Key Stage 4. In many cases, particularly for primary schools, this means that results are based on a small number of schools and ultimately a small number of pupils. In the analysis above we examined the spread of results and identified a wide range of outcomes between multi-academy trusts and local authorities. However, in many instances

[19] J. Andrews, 'Education Excellence Everywhere – White Paper - Next Steps', CentreForum May 2016

[20] Overall attainment was measured by the proportion of pupils that achieved the expected level in reading, writing and mathematics at Key Stage 2 and the proportion of pupils that achieved five good GCSEs including English and mathematics at Key Stage 4.

the relatively small numbers of schools involved means that the results for individual trusts or authorities are not statistically significant.

Figure 3.4 shows that around a third of local authorities are significantly below average for improvement at Key Stage 2 and around a third are significantly above. For multi-academy trusts the figures for both are much lower, in part reflecting that they tend to be smaller, with more uncertainty in their measures. However, whilst MATs are less likely to be significantly different from average, the data shows that they are more likely to be significantly above than significantly below. At Key Stage 4 a multi-academy trust is more likely to be below average than above.

If the DfE were to use this measure as the basis for under-performance and hence intervention, then:

- In 49 local authorities improvement at Key Stage 2 is significantly below average. In total these authorities have oversight of 7,100 schools (including primary, secondary and special schools).[21]
- In 27 local authorities improvement at Key Stage 4 is significantly below average. In total these authorities have oversight of 3,400 schools.
- In total, 70 local authorities would require intervention because their improvement scores at either Key Stage 2 or Key Stage 4 are significantly below average. Together, these authorities have oversight of 9,400 schools.

If the same threshold were to be applied to multi-academy trusts then:

- In 6 multi-academy trusts improvement at Key Stage 2 is significantly below average. In total these MATs have oversight of 77 schools
- In 17 multi-academy trusts improvement at Key Stage 4 is significantly below average. In total these MATs have oversight of 255 schools.
- In total, 20 multi-academy trusts would require intervention because their improvement scores at either Key Stage 2 or Key Stage 4 are significantly below average. Together, these MATs have oversight of 332 schools.

[21] The extent to which a local authority intervenes in an individual school varies by its governance arrangements. Here we take oversight to mean that the school is 'maintained' by the authority using the DfE definition of LA Maintained – community, foundation, voluntary aided, and voluntary controlled mainstream and special schools.

Figure 3.4: Distribution of current performance and improvement scores at Key Stage 2

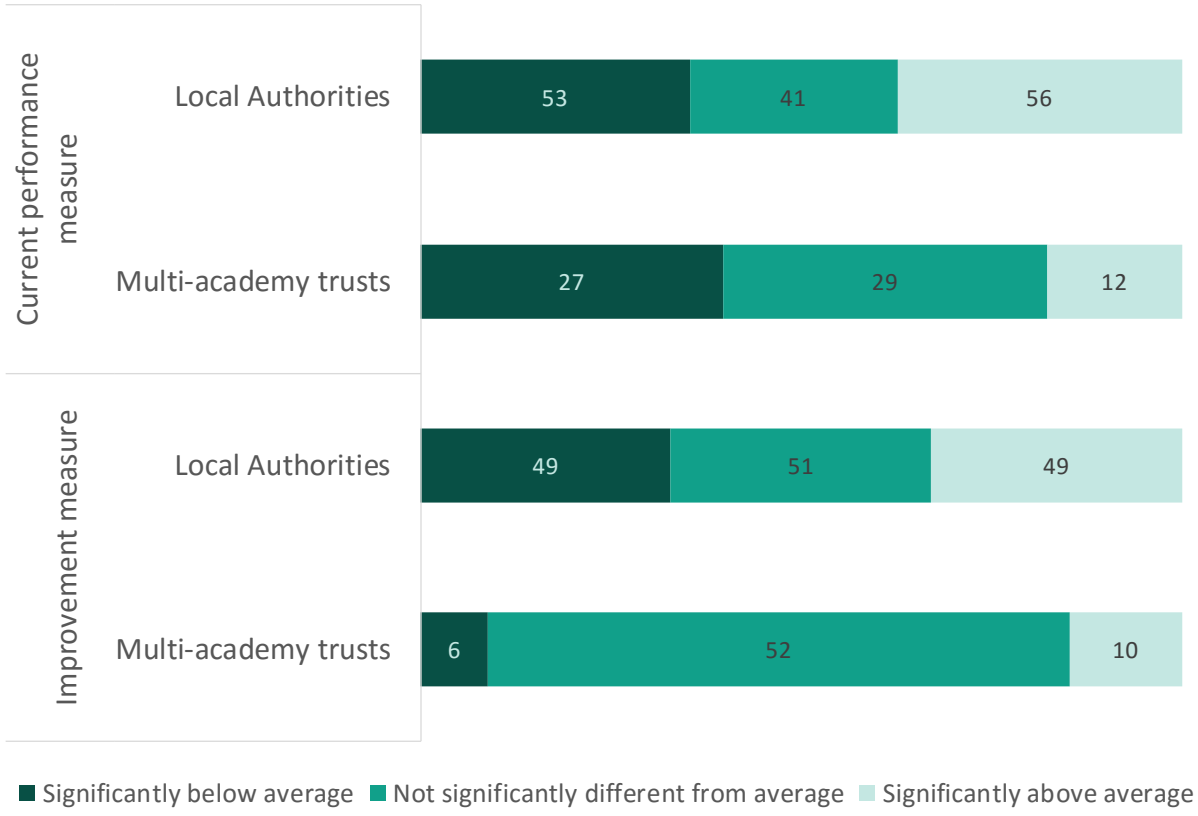
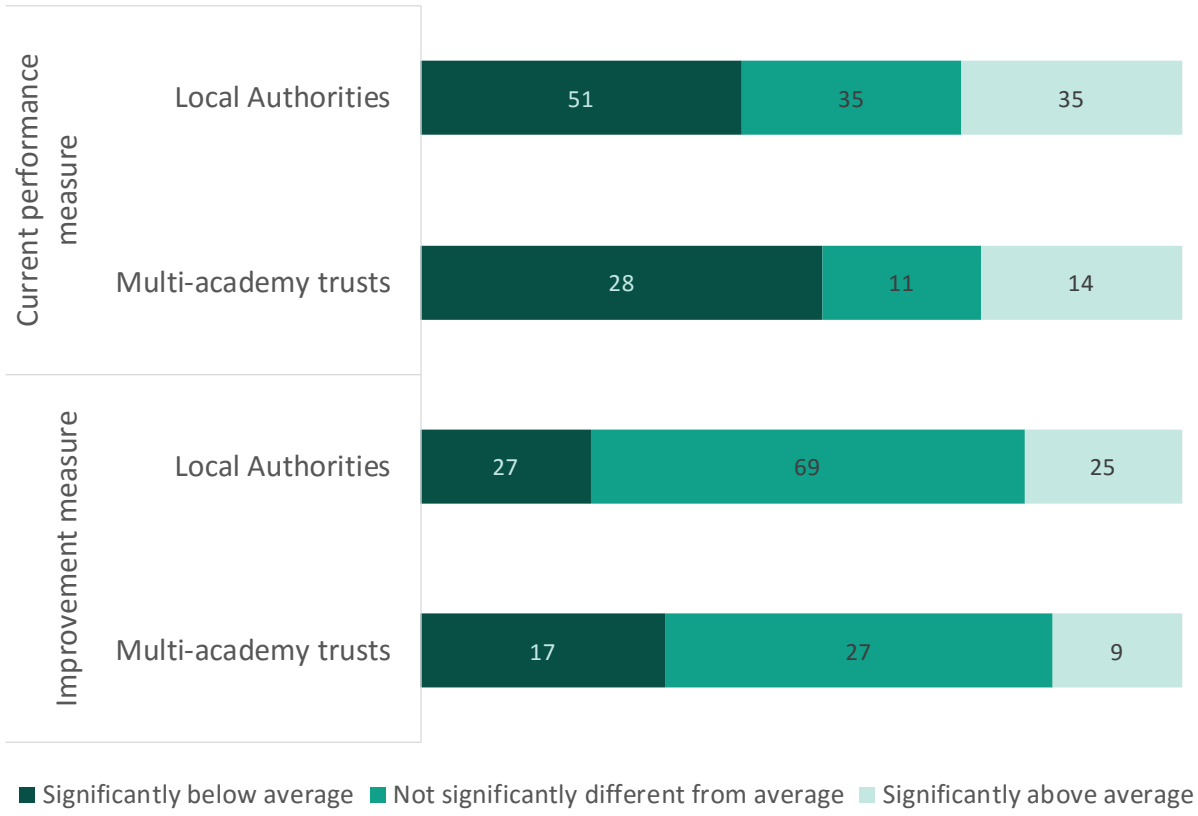


Figure 3.5: Distribution of current performance and improvement scores at Key Stage 4



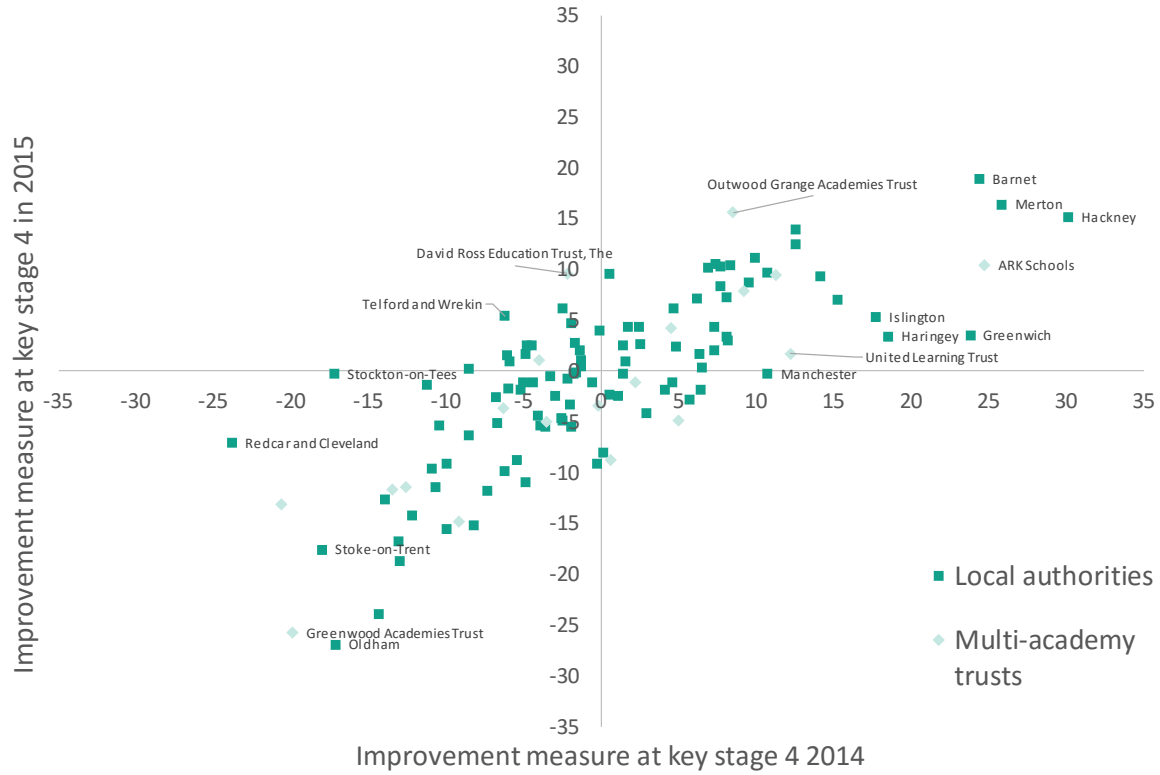
Comparison of results in 2014 and 2015

The DfE publication, 'Measuring the performance of schools in academy chains and local authorities 2014', included results for academy chains and local authorities with five or more schools at Key Stage 4 – giving published measures for 100 local authorities and 21 academy trusts. Figure 3.6 plots the results for those multi-academy trusts and local authorities with results in 2014 and 2015.

Year-on-year changes can occur for a number of reasons. Schools will often see fluctuation in results from year to year even if there is no change in their underlying effectiveness. For local authorities a change in result may reflect schools that have become academies (either high or low performers) and for trusts, the schools that have joined within the last year – though this is offset by schools that have recently joined having less weight within the measures. Despite these challenges, the results in Figure 3.6 show that in most cases there is consistency in performance between each year.

Three London local authorities – Brent, Merton and Hackney – performed well above average in both years. Amongst multi-academy trusts, Ark continued to perform above average, though its score fell by 13 points. Outwood Grange saw an increase of 7 points. Amongst lower performers, Stoke-on-Trent, Oldham and Greenwood Academies Trust were also well below average in 2014.

Figure 3.6 Improvement at Key Stage 4 in 2014 and 2015



Aggregate performance of multi-academy trusts and local authorities

Just as it is possible to aggregate results from individual schools into measures at trust and local authority level, it is also possible to aggregate results across all trusts and all local authorities. However, the results of such calculations should be interpreted with caution. The measures presented in this paper have been developed primarily as a comparison between middle tier

organisations rather than the system as a whole. In addition, they have been designed to be consistent with school measures in the DfE's school performance tables and as such do not control for a range of factors known to be associated with pupil progress, such as levels of disadvantage and special educational needs. Other approaches can offer a more robust comparison at these higher levels.

However, taken in aggregate there appears to be little difference in the improvement seen in schools in local authorities and schools within multi-academy trusts.

- At primary level the mean improvement score within local authorities was 0.0 and within multi-academy trusts +0.1; and
- At secondary level the mean improvement score within local authorities was -0.7 and within multi-academy trusts was -1.1.[22]

Variation across the country

Figures 3.7 and 3.8 display the performance of maintained schools by local authority area, highlighting those local authorities in which maintained school improvement is significantly above or significantly below average at either Key Stage 2 or Key Stage 4. London dominates the list of high-performing local authorities at Key Stage 2. Amongst the top 20 performers on the improvement measure, 16 are in London. The north-east also performs well, with the highest-performing, Redcar and Cleveland, joined by Darlington, Hartlepool, Newcastle-upon-Tyne, South Tyneside, Durham and Sunderland in being significantly above average. Under-performance is found across the country including much of central and eastern England and along the south coast (Brighton, West Sussex, Hampshire, Portsmouth, Dorset, Poole and the Isle of Wight.) At Key Stage 4 the north-east performs less well, with several authorities (Sunderland, Newcastle-upon-Tyne and Redcar and Cleveland) performing significantly below average

Figures 3.7 and 3.8 also show the result of aggregating the performance of academies within multi-academy trusts by local authority area. This illustrates in part that some high performance – such as in areas of London – may be linked with geographical area rather than being associated with a local authority or multi-academy trust. In other areas there is a difference between maintained schools and those in multi-academy trusts. For example, in the south-west, schools in multi-academy trusts in Cornwall and Dorset are significantly above average at Key Stage 4 whereas local authority schools in those areas are not.

[22] Note that it is not necessary for these figures to average to zero due to the weighting applied by length of time open and schools in single-academy trusts being excluded. Analysis includes all LA schools and those recorded as in MAT, it is not restricted to those with 3 or 5 or more schools. The difference of 0.4 pts here equates to less than one tenth of one GCSE grade.

Figure 3.7: Local authority level improvement scores at Key Stage 2

Local authority maintained mainstream schools

Mainstream academies in multi-academy trusts

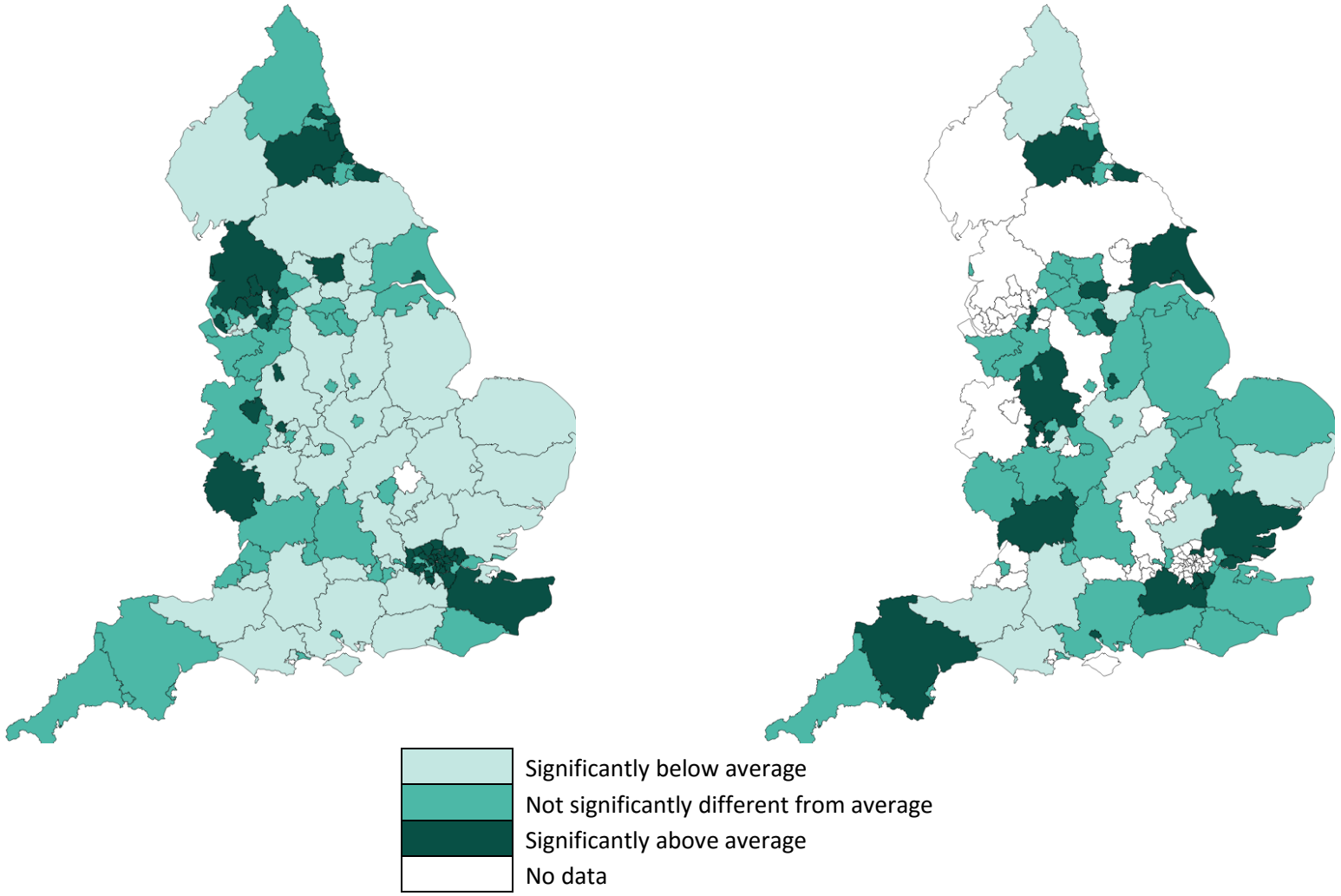
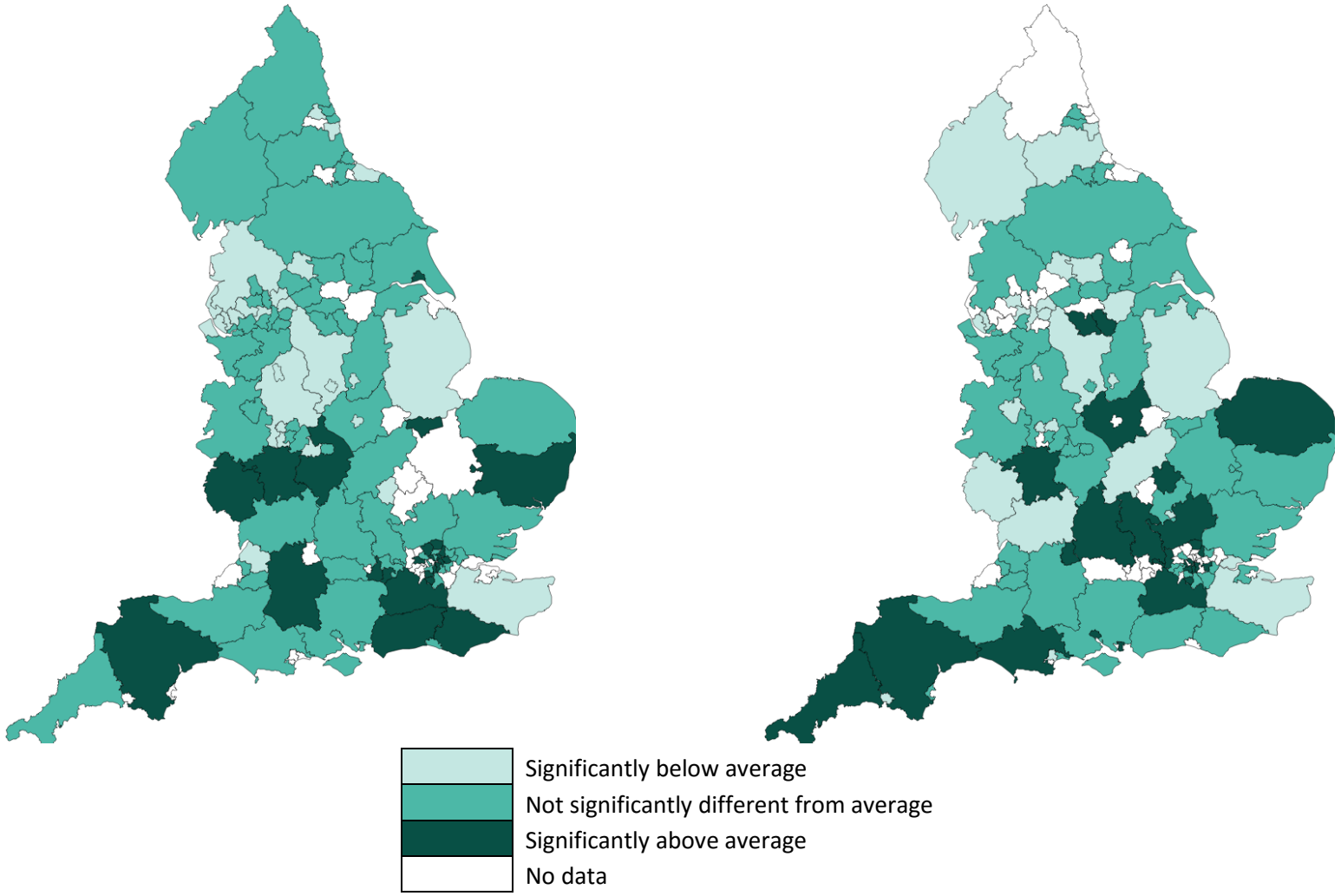


Figure 3.8: Local authority level improvement scores at Key Stage 4

Local authority maintained mainstream schools

Mainstream academies in multi-academy trusts



Part 4: Conclusion and policy implications

The performance of academy trusts

The results presented within this paper present a mixed picture in terms of the performance of academies overall.

There are undoubtedly high-performing multi-academy trusts that are sustaining high rates of progress for their pupils and often improving at a faster rate than LA maintained schools that started from a similar position. This is not just a continuation of the old academies model, with a sponsor being brought in to improve under-performing schools, but groups of high-performing schools joining together under a MAT and continuing to improve.

But the picture is far from consistent and joining a trust is not guaranteed to drive improvement. At Key Stage 4 more multi-academy trusts are significantly below average than above and even within the same trust there can be variation in performance between its secondary and its primary academies. Outwood Grange is an example of an academy trust in which the schools are improving well at both primary and secondary level (significantly above average on all measures). Yet even within this high-performing trust there remain some individual schools that are under-performing.

It is, perhaps, unreasonable to expect consistent high-performance across all MATs and all schools within a trust, just as it would be for a local authority. Some schools are inherently more challenging than others and, in all schools, results can fluctuate from year to year. However, there is a clear need to understand and address under-performance in existing trusts. There are currently 20 trusts which this analysis identifies as being under-performing at either Key Stage 2, Key Stage 4, or both. These trusts are currently responsible for over 300 academies. While the number of under-performing trusts is relatively low, it should be remembered that this analysis only includes a subset of multi-academy trusts[23] and a third of academies are in standalone trusts. So the true level of under-performance, and need for intervention, is likely to be higher and likely to grow as the number of trusts increases.

Intervention can occur in a number of ways: the Regional Schools Commissioner working with an individual school; moving a number of schools to another MAT (so called re-brokerage); or, ultimately, dissolution of the trust and the re-brokering of all of its academies. Some schools have already been moved from those trusts identified as under-performing. Over the coming years it will be important to assess the impact that re-brokerage has on performance, particularly given the risk that under-performance persists and schools are simply passed from trust to trust.

Implications for full academisation

Failure at trust level places additional demands on MAT capacity elsewhere in the system, alongside the considerable pressure of full academisation.

[23] The relatively small number occurs because a trust needs to have five schools with results at Key Stage 2, or three at Key Stage 4, and those schools have to have been open by September 2014. The analysis includes results for 121 MATs. There are over 400 trusts with three or more schools, and nearly 1,000 in total.

Full academisation would require the significant expansion of existing multi-academy trusts and the development of new ones. The White Paper sets out some of the ways that the Department for Education believes this will be achieved, including:

- The recruitment of new sponsors and incentivising existing sponsors to expand through the Sponsor Capacity Fund;
- Providing support to MATs to enable them to grow sustainably, such as through Future Leaders; and
- Expecting some local authority staff to join existing MATs or set up new ones.[24]

The White Paper did not quantify the additional capacity that will be introduced through each of these routes; indeed, it would be very difficult to do so at this stage. Full academisation would mean approximately 16,000 schools that are currently maintained by local authorities becoming academies. By considering the current profile of MATs by their size, we estimate that:

- Developing *new* MATs that match the number and size of existing small MATs (fewer than 10 academies) would create additional capacity for around 2,500 academies;
- Growing all existing MATs that are currently below the DfE's suggested size of 10-15 schools up to that level would create additional capacity for around 6,500 academies;
- Doubling the number of large (more than 10 academies) MATs would create additional capacity for 1,000 academies; and
- Growing all existing large (more than 10 academies) MATs by 50 per cent would create additional capacity for around 500 academies.

All of these taken together would create additional capacity in the system for around 10,500 academies. In other words, under what appear to be ambitious approaches to expansion of multi-academy trusts, there would still only be capacity for approximately two-thirds of schools that are currently maintained by local authorities. By not being able to expand some existing MATs due to under-performance, or by having to move schools between MATs, this ambition becomes yet more challenging if it is to be delivered through high quality trusts.

Local authority performance, role and intervention

It is inevitable that people will draw comparisons between the performance of academies and that of schools that have remained within a local authority. What this analysis shows is that the variation between local authorities is just as great as that seen between multi-academy trusts. Just as with multi-academy trusts, there are some authorities where schools are continuing to thrive, and others where results remain consistently low. Taken in aggregate there is not substantial or consistent evidence for MATs being more effective than local authorities or vice versa.

Given under-performance in some multi-academy trusts and the shortage of high quality trusts to take on additional schools, there is a strong case for local authorities that are performing well to have a continued role in the school system. Whilst it could be argued that local authorities have benefited from having some of their worst-performing schools transferred to academy trusts, it remains the case that in many instances local authority schools are outperforming those in MATs

[24] Department for Education, 'Educational Excellence Everywhere', March 2016, pp. 83-84.

and continue to improve. The DfE should give serious consideration to allowing high-performing local authorities to set up MATs.

The DfE should also consider the relative performance of primary and secondary schools within a local authority when assessing under-performance and the need for intervention. It may be that intervention is not required across all schools. This analysis demonstrates, for example, that there are local authorities where primary performance is good but is let down by poor progress during secondary school.

But there remain local authorities where the performance of schools remains persistently low. In these situations the DfE is right to seek intervention, including academisation, if there is capacity with a high-performing MAT.

Annex 1: Methodology

Principles

We have four principles that we believe a performance measure for a MAT or local authority should reflect:

- The performance measure for a group of schools should link directly to performance measures for the individual schools to ensure consistent priorities.
- Measures should not create disincentives to take on more challenging schools and should therefore reflect the improvement (or otherwise) seen in a school since joining the MAT.
- Efforts should be made to account for the fact that there is variation between the intakes of schools.
- The final measure should have a 'real world' interpretation.

Consistent with these principles, we have attempted to recreate the methodology proposed by the Department for Education in their statistical working paper 'Measuring the performance of schools within academy chains and local authorities'.[25] This presented results at Key Stage 4 in 2014. Here we update the analysis to include 2015 results and present data on performance in primary schools for the first time.

Approach

The DfE's proposed measures use school level value added scores. While there are a variety of approaches to measuring value added they all share the same principle that they measure a school's performance by comparing the outcomes that pupils achieve with those of pupils that have similar prior attainment nationally; school scores are then the average of all pupil scores.

At Key Stage 4 a school's value added score is centred around 1000. A score above 1000 means that pupils achieved higher results than pupils with similar prior attainment nationally, a score below 1000 means that pupils achieved lower results than pupils with similar prior attainment nationally. At Key Stage 2 measures are centred around 100 and are interpreted in a similar way.

Measure 1: How performance has changed over time by looking at improvement in value added.

The first measure looks at how the value added scores for schools have changed over time and in particular how the performance of schools within academy chains has changed since they joined the chain.

There are some complexities in looking at changes over time. It would be possible to look at a school's score in a baseline year and how much it has changed since that point. However, schools with the lowest starting point tend to see the biggest increases and those with the highest starting point the greatest falls. This is an effect that is known as 'regression to the mean'.

This is countered in the DfE's proposed approach by grouping schools by previous value added outcomes and comparing improvement for a school to those who started from a similar position.

[25] Department for Education, 'Measuring the performance of schools within academy chains and local authorities', March 2015.

Again the scores are weighted by the number of pupils and the length of time that a school has been with a chain or local authority.

We have adopted the same approach within this paper. The change in a school's value added is compared to schools with a similar value added in the baseline year (taken as the average of the school score in that year and the preceding two years).

- For academies this is the final year in which results were published against the predecessor school.
- If the academy opened more than five years ago, we take the result from five years ago (four years for Key Stage 2).
- If we have identified that an academy has moved trust after it opened, we treat it as if it is opening as an academy for the first time with a baseline year linked to when it joined the trust.
- For schools that do not have a long time series of value added measures – such as new schools – their first year of results becomes the baseline score.

Scores for local authorities and multi-academy trusts are then the average of individual schools weighted by:

- pupil numbers, so that a school's contribution to the overall measure is proportional to its size (i.e. larger schools carry more weight); and
- length of time the school has been with the chain or local authority, meaning that those that have been with the chain or LA the longest carry more weight than those that have recently joined (up to a maximum of four years at Key Stage 2 and five years at Key Stage 4). Schools open less than a year are excluded entirely.

The final stage then converts the score on to a measure that is in national curriculum point scores at Key Stage 2 or GCSE points at Key Stage 4.

Measure 2: How well schools in a given chain or local authority are currently performing based on current value added scores.

This measure attempts to capture how well schools within a chain or local authority are currently performing. It is the average of the value added scores of schools within the chain or local authority; these are also weighted by pupil numbers and length of time open as described above.

These scores are centred around 100 at Key Stage 2 and 1000 at Key Stage 4 and interpreted in the same way as measures for individual schools.

A detailed explanation of the methodology is contained within the Department for Education's statistical working paper.[26] The average improvement and spread of improvements in each baseline group is set out in Figure A1.1 and Figure A1.2.

[26] Department for Education, 'Measuring the performance of schools within academy chains and local authorities', March 2015.

Underlying performance data

The measures are based on the performance of schools using value added. Whilst school performance tables have included value added measures since 2002, the underlying methodology has changed over time. For example, prior to 2011 the performance tables included measures of contextual value added which adjusted pupil scores to reflect their characteristics (such as levels of deprivation).

In order to minimise the effects of these reforms we have recalculated historic value added data at school level matching as closely as possible the methodology used in the 2015 performance tables.[27] We have done this using extracts from the National Pupil Database 2008 to 2015.[28] Therefore, the underlying school scores will not necessarily be consistent with those published in performance tables. However, for value added measures from 2011 onwards the measures are very close in the vast majority of cases and for 2008 to 2010, where contextual value added was used in the performance tables, the measures are very strongly correlated.

Whilst we have calculated performance measures from the National Pupil Database we have restricted analysis to those schools that had a value added (or contextual value added) measure published in the school performance tables that year.[29]

Data on school type and school group

For the purposes of performance tables the school type – whether a local authority maintained school or an academy – is taken as at 11 September 2014 (i.e. the start of the academic year). Similarly for this analysis we aim to identify the trust or local authority as at the start of the 2014/15 academic year.

Local authority schools that have opened as academies after 11 September 2014 are grouped with the local authority of the predecessor school. The multi-academy trust to which a school belongs is identified from an extract of Edubase taken in April 2016.[30] Unfortunately this is a snapshot at that point and does not include longitudinal data. This means that it is not possible to identify schools that have moved trust between September 2014 and April 2016.

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[27] For further information on the calculation of value added, see: Department for Education, 'A guide to value added key stage 1 to 2 in 2015 school performance tables', February 2016: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/516899/Key_stage_1_and_2_value_added_guide_2015.pdf; Department for Education, 'Key Stage 2 to Key Stage 4 Value Added Measures', January 2015: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/517056/Key_stage_2_to_4_value_added_measures_2015.pdf.

[28] The National Pupil Database is the DfE's longitudinal dataset of pupil level attainment data linked with their characteristics as collected via the School Census. For further information, see: Department for Education, 'National pupil database', first published November 2013, last updated December 2015: https://www.gov.uk/government/collections/national-pupil-database.

[29] An archive of performance tables data is available from gov.uk at: https://www.compare-school-performance.service.gov.uk/.

[30] Edubase is the Department for Education's register of educational establishments in England and Wales. It can be accessed at: http://www.education.gov.uk/edubase/home.xhtml.

The DfE have however released data on schools that have moved between academy sponsors.[31] We have used this data to make corrections to the Edubase extract for those schools that moved either to, or from, an academy sponsor after September 2014. Whilst our analysis cannot therefore identify schools that moved between non-sponsor led trusts, it does correct for movements between trusts under a sponsor.

The predecessor schools of academies are identified using the DfE's published list of open academies and projects in development.[32] Where academies had more than one predecessor school, the results of its predecessors are combined to form a baseline score. The DfE's list only includes those academies that are open and so will exclude any academies that had results published in 2015 but have since closed. We have attempted to identify predecessor schools in these cases using the performance tables. Where local authorities have changed structures – such as moving from a three to a two tier system – it has not been possible to identify which schools to include as predecessor schools for those now open. Therefore, in areas where this has occurred the improvement score may be based on a reduced number of schools or based over a shorter time period (post restructure).

[31] Department for Education, 'List of all switches between academy sponsors', WhatDoTheyKnow, April 2016: https://www.whatdotheyknow.com/request/list_of_all_switches_between_aca.
[32] Department for Education, 'Open academies and academy projects in development', first published March 2014, last updated May 2016: https://www.gov.uk/government/publications/open-academies-and-academy-projects-in-development.

Figure A1.1: Average school improvement and standard deviation by starting point – Key Stage 2

	Average improvement by baseline year				Standard Deviation by baseline year			
	2011	2012	2013	2014	2011	2012	2013	2014
Group 01 <98.0	1.82	1.51	1.06	0.80	1.24	1.20	1.09	1.01
Group 02 >=98.0 to <98.8	1.04	0.95	0.76	0.53	1.07	1.07	0.98	0.87
Group 03 >=98.8 to <99.3	0.68	0.59	0.49	0.35	1.06	0.96	0.93	0.86
Group 04 >=99.3 to <99.8	0.28	0.28	0.23	0.18	0.98	0.97	0.89	0.80
Group 05 >=99.8 to <100.3	-0.02	-0.05	0.00	0.00	0.94	0.92	0.91	0.83
Group 06 >=100.3 to <100.8	-0.39	-0.35	-0.26	-0.20	0.94	0.91	0.88	0.82
Group 07 >=100.8 to <101.3	-0.65	-0.61	-0.47	-0.33	0.98	0.96	0.94	0.87
Group 08 >=101.3 to <102.0	-0.98	-0.90	-0.75	-0.50	1.03	1.04	0.98	0.89
Group 09 >=102.0	-1.49	-1.40	-1.17	-0.80	1.05	1.07	1.08	1.08

Figure A1.2: Average school improvement and standard deviation by starting point – Key Stage 4

	Average improvement by baseline year					Standard Deviation by baseline year				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Group 01 <964	20.42	18.00	19.00	17.14	10.25	27.22	25.20	24.17	26.40	30.00
Group 02 >=964 to <973	13.71	15.89	14.22	12.01	5.61	24.11	26.57	22.55	19.47	22.88
Group 03 >=973 to <979	6.98	4.75	8.77	6.17	0.17	24.28	22.33	24.20	21.36	23.87
Group 04 >=979 to <985	5.15	6.24	5.67	7.53	0.87	24.15	21.19	22.23	21.51	19.71
Group 05 >=985 to <991	1.54	2.66	2.88	5.56	2.12	22.15	22.41	20.85	21.92	19.01
Group 06 >=991 to <997	-1.00	1.27	2.46	1.97	1.39	20.73	20.60	21.07	21.64	18.56
Group 07 >=997 to <1003	-2.13	-1.55	-0.64	-0.69	0.38	20.28	20.96	20.11	20.84	16.65
Group 08 >=1003 to <1009	-3.96	-3.03	-2.57	-2.49	-1.92	19.44	20.45	22.91	21.67	17.32
Group 09 >=1009 to <1015	-5.58	-5.55	-3.96	-4.61	-2.69	17.80	21.34	20.03	21.65	18.00
Group 10 >=1015 to <1021	-6.51	-6.95	-8.85	-7.11	-2.15	20.21	21.27	22.38	20.21	16.75
Group 11 >=1021 to <1027	-9.33	-9.17	-9.50	-8.34	-5.36	19.83	18.96	21.50	21.36	17.94
Group 12 >=1027 to <1033	-9.16	-10.00	-11.59	-16.36	-6.10	21.98	22.94	23.74	31.96	18.32
Group 13 >=1033 to <1039	-15.13	-17.56	-18.53	-17.27	-6.15	24.70	22.36	23.24	22.73	13.65
Group 14 >=1039 to <1045	-22.21	-20.91	-23.07	-19.45	-10.66	25.30	22.98	27.24	21.34	19.04
Group 15 >=1045	-35.11	-37.99	-32.46	-27.57	-9.93	25.99	27.68	22.51	26.12	16.51

Annex 2: How the methodology might be developed further

This is the Education Policy Institute's first annual report on the performance of multi-academy trusts and local authorities. The performance measures for academy trusts and local authorities that are presented in this paper mirror the methodology published by the Department for Education in the statistical working paper 'Measuring the performance of schools within academy chains and local authorities'.[33]

Over time we will develop the measures further to consider how they might best reflect the performance of these school groups. This might include:

Controlling for a wider range of factors: Since 2011 the DfE's performance tables have used measures of value added that only control for prior attainment. However, there are a range of factors – such as disadvantage, special educational needs and first language – that are associated with the progress that pupils make. This can be a particular issue in primary schools where small numbers of pupils mean that the characteristics of one cohort can differ greatly from the next. We will investigate the extent to which controlling for such factors affects the relative positions of local authorities and multi-academy trusts.

Inclusion of special schools: There are now nearly 200 special academies and free schools, over half of which are in multi-academy trusts. Performance measures for these schools are published in the performance tables and so there is a precedent for comparing on a similar basis. However, even when comparing to pupils with similar prior attainment, pupils in special schools generally make slower progress and, therefore, value added can be a poor assessment of school effectiveness in this instance. Despite these challenges it is important to capture the performance of these schools.

Impact on particular pupil groups: We will consider whether there are further breakdowns of the measure that could be published (such as for disadvantaged pupils). We believe doing so would be a positive step as a single headline measures for all pupils risks masking considerable within MAT variation.

Choice of performance measure: We believe that using value added as the basis for these measures is the fairest way that is currently available. It means that the performance of pupils is compared to that of similar pupils nationally. However, one of our criteria for a successful measure is that it links directly with measures of accountability at school level. Historically the key indicators have been based on measures of attainment with some inclusion of progress – for example, schools are below the floor standard at Key Stage 4 if less than 40 per cent of pupils achieve five good GCSEs including English and maths and progress is below average.

Far less emphasis is placed on measures of value added. This means that schools have had an incentive to behave in a particular way – for example, trying to push pupils at the D/C boundary above that level rather than moving pupils from an A to an A*. This effect is countered by the introduction of Progress 8 which captures performance across a range of subjects after controlling

[33] Department for Education, 'Measuring the performance of schools within academy chains and local authorities', March 2015.

for prior attainment and rewards success at each point of the attainment distribution. From 2016, floor standards will be based on Progress 8 for all schools.

In time we will use Progress 8 as the basis for its measures of MAT performance, this will ensure a clear link between performance at school and at MAT level. However, applying Progress 8 retrospectively is difficult as it would be unfair to judge schools using an accountability system that was not in place at the time. Schools would have been likely to make different curriculum choices if Progress 8 had been in place.

There are also valid concerns with the use of value added in primary schools because of the reliability of assessment at the end of Key Stage 1 (age 7) and the fact that for all-through primary schools the measures do not account for the progress that pupils made during the first two years of compulsory education.

Given the reforms to assessment in 2016 which will result in new performance measures at Key Stage 2 we will take the opportunity in next year's report to consider how we can better reflect performance in the primary sector.

Annex 3A: Performance measures at Key Stage 2

			Improvement in performance					Current performance		
	Name	Type	Number of schools	Measure	Conf. Interval	Difference from average		Number of schools	Measure	Conf. Interval
1	Harris Federation	Multi-academy trust	10	+1.3	+/- 0.3	1.5 terms more progress	Sig +	10	101.2	+/- 0.2
2	First Federation Trust, The	Multi-academy trust	6	+0.9	+/- 0.6	1 term more progress	Sig +	6	101.4	+/- 0.4
3	Redcar and Cleveland	Local authority	37	+0.8	+/- 0.2	1 term more progress	Sig +	37	101.0	+/- 0.1
4	Kensington and Chelsea	Local authority	25	+0.7	+/- 0.2	0.5 terms more progress	Sig +	25	101.3	+/- 0.2
5 =	Greenwich	Local authority	64	+0.6	+/- 0.1	0.5 terms more progress	Sig +	64	101.1	+/- 0.1
	Camden	Local authority	38	+0.6	+/- 0.2	0.5 terms more progress	Sig +	38	101.0	+/- 0.1
	Newham	Local authority	61	+0.6	+/- 0.1	0.5 terms more progress	Sig +	61	101.0	+/- 0.1
	CFBT Schools Trust	Multi-academy trust	6	+0.6	+/- 0.5	0.5 terms more progress	Sig +	7	100.8	+/- 0.3
	Hounslow	Local authority	40	+0.6	+/- 0.1	0.5 terms more progress	Sig +	41	100.8	+/- 0.1
	Waltham Forest	Local authority	35	+0.6	+/- 0.2	0.5 terms more progress	Sig +	36	100.8	+/- 0.1
	Darlington	Local authority	9	+0.6	+/- 0.3	0.5 terms more progress	Sig +	9	100.7	+/- 0.2
	L.E.A.D. Multi-Academy Trust	Multi-academy trust	10	+0.6	+/- 0.4	0.5 terms more progress	Sig +	10	100.7	+/- 0.3
	REAch2 Academy Trust	Multi-academy trust	29	+0.6	+/- 0.2	0.5 terms more progress	Sig +	29	100.1	+/- 0.1
14 =	Lambeth	Local authority	57	+0.5	+/- 0.1	0.5 terms more progress	Sig +	57	101.0	+/- 0.1
	Westminster	Local authority	33	+0.5	+/- 0.2	0.5 terms more progress	Sig +	33	100.9	+/- 0.1
	Stoke-on-Trent	Local authority	40	+0.5	+/- 0.2	0.5 terms more progress	Sig +	40	100.6	+/- 0.1
17 =	Islington	Local authority	42	+0.4	+/- 0.2	0.5 terms more progress	Sig +	42	100.8	+/- 0.1
	Lewisham	Local authority	61	+0.4	+/- 0.1	0.5 terms more progress	Sig +	61	100.7	+/- 0.1
	Newman Catholic Collegiate, The	Multi-academy trust	7	+0.4	+/- 0.5	0.5 terms more progress		7	100.7	+/- 0.3
	Richmond upon Thames	Local authority	33	+0.4	+/- 0.2	0.5 terms more progress	Sig +	33	100.7	+/- 0.1
	Haringey	Local authority	45	+0.4	+/- 0.1	0.5 terms more progress	Sig +	45	100.6	+/- 0.1
	Merton	Local authority	41	+0.4	+/- 0.2	0.5 terms more progress	Sig +	41	100.6	+/- 0.1
	Redbridge	Local authority	44	+0.4	+/- 0.1	0.5 terms more progress	Sig +	44	100.6	+/- 0.1
	Bromley	Local authority	37	+0.4	+/- 0.2	0.5 terms more progress	Sig +	37	100.5	+/- 0.1

			Improvement in performance					Current performance		
	Name	Type	Number of schools	Measure	Conf. Interval	Difference from average		Number of schools	Measure	Conf. Interval
	Dominic Barberi Multi Academy Company, The	Multi-academy trust	6	+0.4	+/- 0.5	0.5 terms more progress		6	100.4	+/- 0.4
	Good Shepherd Trust, The	Multi-academy trust	5	+0.4	+/- 0.5	0.5 terms more progress		5	100.3	+/- 0.3
	Academies Enterprise Trust	Multi-academy trust	35	+0.4	+/- 0.2	0.5 terms more progress	Sig +	35	100.2	+/- 0.1
	E-ACT	Multi-academy trust	11	+0.4	+/- 0.3	0.5 terms more progress	Sig +	11	100.1	+/- 0.2
	Pontefract Academies Trust	Multi-academy trust	6	+0.4	+/- 0.4	0.5 terms more progress		6	100.0	+/- 0.3
	Brooke Weston Trust, The	Multi-academy trust	5	+0.4	+/- 0.5	0.5 terms more progress		5	99.8	+/- 0.3
31 =	Southwark	Local authority	60	+0.3	+/- 0.1	0.5 terms more progress	Sig +	60	100.8	+/- 0.1
	Barnet	Local authority	68	+0.3	+/- 0.1	0.5 terms more progress	Sig +	71	100.6	+/- 0.1
	Hackney	Local authority	53	+0.3	+/- 0.1	0.5 terms more progress	Sig +	53	100.6	+/- 0.1
	Harrow	Local authority	33	+0.3	+/- 0.1	0.5 terms more progress	Sig +	34	100.6	+/- 0.1
	Painsley Catholic Academy, The	Multi-academy trust	6	+0.3	+/- 0.5	0.5 terms more progress		6	100.6	+/- 0.4
	Hartlepool	Local authority	27	+0.3	+/- 0.2	0.5 terms more progress	Sig +	27	100.5	+/- 0.2
	Northern Lincolnshire Catholic Academy Trust, The	Multi-academy trust	6	+0.3	+/- 0.5	0.5 terms more progress		6	100.5	+/- 0.3
	Tower Hamlets	Local authority	60	+0.3	+/- 0.1	0.5 terms more progress	Sig +	61	100.5	+/- 0.1
	Enfield	Local authority	58	+0.3	+/- 0.1	0.5 terms more progress	Sig +	58	100.4	+/- 0.1
	Hillingdon	Local authority	40	+0.3	+/- 0.1	0.5 terms more progress	Sig +	40	100.4	+/- 0.1
	Newcastle upon Tyne	Local authority	60	+0.3	+/- 0.1	0.5 terms more progress	Sig +	60	100.4	+/- 0.1
	Primary Academies Trust, The	Multi-academy trust	8	+0.3	+/- 0.4	0.5 terms more progress		8	100.4	+/- 0.3
	South Tyneside	Local authority	37	+0.3	+/- 0.2	0.5 terms more progress	Sig +	37	100.4	+/- 0.1
	Blackpool	Local authority	18	+0.3	+/- 0.2	0.5 terms more progress	Sig +	18	100.3	+/- 0.2
	Village Academy, The	Multi-academy trust	5	+0.3	+/- 0.7	0.5 terms more progress		5	100.3	+/- 0.5
	Wigan	Local authority	95	+0.3	+/- 0.1	0.5 terms more progress	Sig +	95	100.3	+/- 0.1
	Elliot Foundation Academies Trust, The	Multi-academy trust	15	+0.3	+/- 0.3	0.5 terms more progress	Sig +	15	100.2	+/- 0.2
	Bath and Wells Diocesan Academies Trust, The	Multi-academy trust	9	+0.3	+/- 0.4	0.5 terms more progress		9	100.1	+/- 0.3
	Oasis Community Learning	Multi-academy trust	24	+0.3	+/- 0.2	0.5 terms more progress	Sig +	24	100.1	+/- 0.2
50 =	Hull Collaborative Academy Trust	Multi-academy trust	5	+0.2	+/- 0.4	Less than half a term		5	100.8	+/- 0.3

			Improvement in performance					Current performance		
	Name	Type	Number of schools	Measure	Conf. Interval	Difference from average		Number of schools	Measure	Conf. Interval
	Brent	Local authority	47	+0.2	+/- 0.1	Less than half a term	Sig +	47	100.7	+/- 0.1
	Hammersmith and Fulham	Local authority	31	+0.2	+/- 0.2	Less than half a term		31	100.6	+/- 0.1
	Manchester	Local authority	106	+0.2	+/- 0.1	Less than half a term	Sig +	106	100.5	+/- 0.1
	Trafford	Local authority	53	+0.2	+/- 0.1	Less than half a term	Sig +	53	100.5	+/- 0.1
	Bolton	Local authority	86	+0.2	+/- 0.1	Less than half a term	Sig +	86	100.4	+/- 0.1
	Park Federation Academy Trust, The	Multi-academy trust	5	+0.2	+/- 0.3	Less than half a term		5	100.4	+/- 0.2
	Wolverhampton	Local authority	60	+0.2	+/- 0.1	Less than half a term	Sig +	60	100.4	+/- 0.1
	Blackburn with Darwen	Local authority	48	+0.2	+/- 0.2	Less than half a term	Sig +	48	100.3	+/- 0.1
	Durham	Local authority	184	+0.2	+/- 0.1	Less than half a term	Sig +	186	100.3	+/- 0.1
	Rochdale	Local authority	68	+0.2	+/- 0.1	Less than half a term	Sig +	68	100.3	+/- 0.1
	Sunderland	Local authority	60	+0.2	+/- 0.1	Less than half a term	Sig +	60	100.3	+/- 0.1
	Sutton	Local authority	30	+0.2	+/- 0.2	Less than half a term	Sig +	30	100.3	+/- 0.1
	Barking and Dagenham	Local authority	37	+0.2	+/- 0.1	Less than half a term	Sig +	37	100.2	+/- 0.1
	Havering	Local authority	42	+0.2	+/- 0.1	Less than half a term	Sig +	42	100.2	+/- 0.1
	Herefordshire	Local authority	53	+0.2	+/- 0.2	Less than half a term	Sig +	54	100.2	+/- 0.1
	Kingston upon Hull City of	Local authority	35	+0.2	+/- 0.2	Less than half a term	Sig +	35	100.2	+/- 0.1
	Liverpool	Local authority	107	+0.2	+/- 0.1	Less than half a term	Sig +	109	100.2	+/- 0.1
	South Dartmoor Academy	Multi-academy trust	5	+0.2	+/- 0.6	Less than half a term		5	100.2	+/- 0.4
	Faringdon Academy of Schools	Multi-academy trust	6	+0.2	+/- 0.5	Less than half a term		6	100.1	+/- 0.4
	Telford and Wrekin	Local authority	48	+0.2	+/- 0.2	Less than half a term	Sig +	48	100.1	+/- 0.1
	Northern Education Trust	Multi-academy trust	10	+0.2	+/- 0.3	Less than half a term		10	100.0	+/- 0.2
	Kemnal Academies Trust, The	Multi-academy trust	25	+0.2	+/- 0.2	Less than half a term	Sig +	25	99.8	+/- 0.1
73 =	Wandsworth	Local authority	52	+0.1	+/- 0.2	Less than half a term		52	100.6	+/- 0.1
	White Horse Federation, The	Multi-academy trust	7	+0.1	+/- 0.4	Less than half a term		7	100.5	+/- 0.3
	Middlesbrough	Local authority	29	+0.1	+/- 0.2	Less than half a term		29	100.3	+/- 0.1
	Navigate Academies Trust	Multi-academy trust	9	+0.1	+/- 0.4	Less than half a term		9	100.3	+/- 0.3

	Name	Type	Improvement in performance					Current performance		
			Number of schools	Measure	Conf. Interval	Difference from average		Number of schools	Measure	Conf. Interval
	Oldham	Local authority	76	+0.1	+/- 0.1	Less than half a term		76	100.3	+/- 0.1
	Bishop Wheeler Catholic Academy Trust, The	Multi-academy trust	5	+0.1	+/- 0.5	Less than half a term		5	100.2	+/- 0.4
	Gateshead	Local authority	61	+0.1	+/- 0.2	Less than half a term		61	100.2	+/- 0.1
	Kent Catholic Schools' Partnership	Multi-academy trust	8	+0.1	+/- 0.4	Less than half a term		8	100.2	+/- 0.3
	Leeds	Local authority	197	+0.1	+/- 0.1	Less than half a term	Sig +	198	100.2	+/- 0.1
	Sandwell	Local authority	75	+0.1	+/- 0.1	Less than half a term		75	100.2	+/- 0.1
	Tameside	Local authority	71	+0.1	+/- 0.1	Less than half a term		71	100.2	+/- 0.1
	Torbay	Local authority	13	+0.1	+/- 0.3	Less than half a term		13	100.2	+/- 0.2
	Calderdale	Local authority	61	+0.1	+/- 0.2	Less than half a term		61	100.1	+/- 0.1
	Cheshire West and Chester	Local authority	119	+0.1	+/- 0.1	Less than half a term		119	100.1	+/- 0.1
	Lancashire	Local authority	446	+0.1	+/- 0.1	Less than half a term	Sig +	449	100.1	+/- 0.0
	Milton Keynes	Local authority	48	+0.1	+/- 0.1	Less than half a term		48	100.1	+/- 0.1
	North Tyneside	Local authority	50	+0.1	+/- 0.2	Less than half a term		50	100.1	+/- 0.1
	St Gilbert of Sempringham Catholic Academy Trust	Multi-academy trust	5	+0.1	+/- 0.6	Less than half a term		5	100.1	+/- 0.4
	Wirral	Local authority	83	+0.1	+/- 0.1	Less than half a term		83	100.1	+/- 0.1
	Kent	Local authority	333	+0.1	+/- 0.1	Less than half a term	Sig +	335	100.0	+/- 0.0
	Spencer Academies Trust, The	Multi-academy trust	6	+0.1	+/- 0.4	Less than half a term		6	100.0	+/- 0.3
	Diocese of Ely Multi-academy Trust, The	Multi-academy trust	6	+0.1	+/- 0.6	Less than half a term		6	99.7	+/- 0.4
95 =	Ealing	Local authority	58	0.0	+/- 0.1	Less than half a term		58	100.4	+/- 0.1
	Knowsley	Local authority	48	0.0	+/- 0.2	Less than half a term		48	100.2	+/- 0.1
	Bristol City of	Local authority	57	0.0	+/- 0.1	Less than half a term		58	100.1	+/- 0.1
	Oxfordshire	Local authority	180	0.0	+/- 0.1	Less than half a term		180	100.1	+/- 0.1
	Salford	Local authority	71	0.0	+/- 0.1	Less than half a term		71	100.1	+/- 0.1
	Sefton	Local authority	71	0.0	+/- 0.1	Less than half a term		71	100.1	+/- 0.1
	Slough	Local authority	12	0.0	+/- 0.2	Less than half a term		12	100.1	+/- 0.2
	St. Helens	Local authority	52	0.0	+/- 0.1	Less than half a term		52	100.1	+/- 0.1

		Improvement in performance				Current performance		
Name	Type	Number of schools	Measure	Conf. Interval	Difference from average	Number of schools	Measure	Conf. Interval
Stockton-on-Tees	Local authority	51	0.0	+/- 0.2	Less than half a term	51	100.1	+/- 0.1
Thurrock	Local authority	16	0.0	+/- 0.2	Less than half a term	16	100.1	+/- 0.2
Barnsley	Local authority	54	0.0	+/- 0.2	Less than half a term	54	100.0	+/- 0.1
Bishop Konstant Catholic Academy Trust, The	Multi-academy trust	7	0.0	+/- 0.5	Less than half a term	7	100.0	+/- 0.3
Devon	Local authority	219	0.0	+/- 0.1	Less than half a term	219	100.0	+/- 0.1
Nottingham	Local authority	43	0.0	+/- 0.2	Less than half a term	43	100.0	+/- 0.1
Sheffield	Local authority	85	0.0	+/- 0.1	Less than half a term	86	100.0	+/- 0.1
Shropshire	Local authority	108	0.0	+/- 0.1	Less than half a term	109	100.0	+/- 0.1
South Gloucestershire	Local authority	79	0.0	+/- 0.1	Less than half a term	79	100.0	+/- 0.1
Blessed Cyprian Tansi Catholic Academy Trust, The	Multi-academy trust	5	0.0	+/- 0.5	Less than half a term	5	99.9	+/- 0.4
East Riding of Yorkshire	Local authority	104	0.0	+/- 0.1	Less than half a term	104	99.9	+/- 0.1
East Sussex	Local authority	125	0.0	+/- 0.1	Less than half a term	125	99.9	+/- 0.1
Gloucestershire	Local authority	178	0.0	+/- 0.1	Less than half a term	178	99.9	+/- 0.1
North East Lincolnshire	Local authority	16	0.0	+/- 0.3	Less than half a term	16	99.9	+/- 0.2
North Somerset	Local authority	52	0.0	+/- 0.1	Less than half a term	53	99.9	+/- 0.1
Plymouth	Local authority	51	0.0	+/- 0.1	Less than half a term	51	99.9	+/- 0.1
Southend-on-Sea	Local authority	26	0.0	+/- 0.2	Less than half a term	26	99.9	+/- 0.1
St Mary's Academy Trust	Multi-academy trust	6	0.0	+/- 0.5	Less than half a term	6	99.9	+/- 0.4
Bracknell Forest	Local authority	28	0.0	+/- 0.2	Less than half a term	28	99.8	+/- 0.1
Enquire Learning Trust, The	Multi-academy trust	10	0.0	+/- 0.3	Less than half a term	10	99.8	+/- 0.2
Rotherham	Local authority	64	0.0	+/- 0.1	Less than half a term	66	99.8	+/- 0.1
Swindon	Local authority	30	0.0	+/- 0.2	Less than half a term	30	99.8	+/- 0.1
David Ross Education Trust, The	Multi-academy trust	18	0.0	+/- 0.3	Less than half a term	18	99.7	+/- 0.2
Griffin Schools Trust, The	Multi-academy trust	10	0.0	+/- 0.3	Less than half a term	10	99.7	+/- 0.2
Northumberland	Local authority	40	0.0	+/- 0.1	Less than half a term	43	99.7	+/- 0.1
United Learning Trust	Multi-academy trust	13	0.0	+/- 0.3	Less than half a term	13	99.7	+/- 0.2

			Improvement in performance					Current performance		
	Name	Type	Number of schools	Measure	Conf. Interval	Difference from average		Number of schools	Measure	Conf. Interval
	Active Learning Trust Limited, The	Multi-academy trust	8	0.0	+/- 0.3	Less than half a term		8	99.3	+/- 0.2
	Wakefield Diocesan Academies Trust	Multi-academy trust	5	0.0	+/- 0.5	Less than half a term		5	99.3	+/- 0.4
131 =	Diocese of Westminster Academy Trust, The	Multi-academy trust	5	-0.1	+/- 0.5	Less than half a term		5	100.2	+/- 0.4
	Buckinghamshire	Local authority	120	-0.1	+/- 0.1	Less than half a term	Sig -	121	100.0	+/- 0.1
	Cheshire East	Local authority	101	-0.1	+/- 0.1	Less than half a term		101	100.0	+/- 0.1
	Leicester	Local authority	64	-0.1	+/- 0.1	Less than half a term		64	100.0	+/- 0.1
	Stockport	Local authority	76	-0.1	+/- 0.1	Less than half a term		76	100.0	+/- 0.1
	Wokingham	Local authority	40	-0.1	+/- 0.2	Less than half a term		40	100.0	+/- 0.1
	ASPIRE Academy Trust	Multi-academy trust	9	-0.1	+/- 0.5	Less than half a term		9	99.9	+/- 0.3
	Bexley	Local authority	36	-0.1	+/- 0.2	Less than half a term		36	99.9	+/- 0.1
	Coventry	Local authority	77	-0.1	+/- 0.1	Less than half a term		77	99.9	+/- 0.1
	Essex	Local authority	314	-0.1	+/- 0.1	Less than half a term	Sig -	316	99.9	+/- 0.0
	Bradford	Local authority	136	-0.1	+/- 0.1	Less than half a term	Sig -	136	99.8	+/- 0.1
	Cornwall	Local authority	137	-0.1	+/- 0.1	Less than half a term		139	99.8	+/- 0.1
	Greenwood Academies Trust	Multi-academy trust	14	-0.1	+/- 0.3	Less than half a term		14	99.8	+/- 0.2
	Hastings Academies Trust	Multi-academy trust	5	-0.1	+/- 0.5	Less than half a term		5	99.8	+/- 0.3
	Southampton	Local authority	30	-0.1	+/- 0.2	Less than half a term		32	99.8	+/- 0.1
	ARK Schools	Multi-academy trust	13	-0.1	+/- 0.3	Less than half a term		14	99.7	+/- 0.2
	Derby	Local authority	50	-0.1	+/- 0.1	Less than half a term		50	99.7	+/- 0.1
	North Lincolnshire	Local authority	36	-0.1	+/- 0.2	Less than half a term		39	99.7	+/- 0.1
	Focus Academy Trust (UK) Ltd	Multi-academy trust	8	-0.1	+/- 0.4	Less than half a term		8	99.6	+/- 0.3
	School Partnership Trust Academies	Multi-academy trust	27	-0.1	+/- 0.2	Less than half a term		27	99.6	+/- 0.1
	Diocese of Coventry Multi-academy Trust, The	Multi-academy trust	8	-0.1	+/- 0.3	Less than half a term		8	99.4	+/- 0.2
	GLF Schools	Multi-academy trust	6	-0.1	+/- 0.4	Less than half a term		6	99.3	+/- 0.3
	Lilac Sky Schools Trust, The	Multi-academy trust	5	-0.1	+/- 0.5	Less than half a term		5	98.9	+/- 0.4
154 =	Halton	Local authority	47	-0.2	+/- 0.2	Less than half a term	Sig -	47	100.0	+/- 0.1

	Name	Type	Improvement in performance					Current performance		
			Number of schools	Measure	Conf. Interval	Difference from average		Number of schools	Measure	Conf. Interval
	Kingston upon Thames	Local authority	26	-0.2	+/- 0.2	Less than half a term	Sig -	26	100.0	+/- 0.1
	Birmingham	Local authority	207	-0.2	+/- 0.1	Less than half a term	Sig -	208	99.9	+/- 0.0
	Bury	Local authority	60	-0.2	+/- 0.1	Less than half a term	Sig -	60	99.9	+/- 0.1
	Croydon	Local authority	44	-0.2	+/- 0.1	Less than half a term	Sig -	44	99.9	+/- 0.1
	Warrington	Local authority	67	-0.2	+/- 0.1	Less than half a term	Sig -	67	99.9	+/- 0.1
	Brighton and Hove	Local authority	43	-0.2	+/- 0.1	Less than half a term	Sig -	43	99.8	+/- 0.1
	Cumbria	Local authority	201	-0.2	+/- 0.1	Less than half a term	Sig -	206	99.8	+/- 0.1
	Eynsham Partnership Academy	Multi-academy trust	6	-0.2	+/- 0.6	Less than half a term		6	99.8	+/- 0.4
	Hertfordshire	Local authority	312	-0.2	+/- 0.1	Less than half a term	Sig -	313	99.8	+/- 0.0
	Nottinghamshire	Local authority	210	-0.2	+/- 0.1	Less than half a term	Sig -	211	99.8	+/- 0.1
	Somerset	Local authority	126	-0.2	+/- 0.1	Less than half a term	Sig -	126	99.8	+/- 0.1
	Wiltshire	Local authority	152	-0.2	+/- 0.1	Less than half a term	Sig -	153	99.8	+/- 0.1
	York	Local authority	46	-0.2	+/- 0.2	Less than half a term	Sig -	46	99.8	+/- 0.1
	Cambridgeshire	Local authority	157	-0.2	+/- 0.1	Less than half a term	Sig -	160	99.7	+/- 0.1
	Hampshire	Local authority	294	-0.2	+/- 0.1	Less than half a term	Sig -	294	99.7	+/- 0.0
	Lincolnshire	Local authority	190	-0.2	+/- 0.1	Less than half a term	Sig -	191	99.7	+/- 0.1
	North Yorkshire	Local authority	242	-0.2	+/- 0.1	Less than half a term	Sig -	252	99.7	+/- 0.1
	Surrey	Local authority	171	-0.2	+/- 0.1	Less than half a term	Sig -	172	99.7	+/- 0.0
	Bournemouth	Local authority	17	-0.2	+/- 0.2	Less than half a term		17	99.6	+/- 0.1
	Norfolk	Local authority	241	-0.2	+/- 0.1	Less than half a term	Sig -	242	99.6	+/- 0.1
	Plymouth CAST	Multi-academy trust	31	-0.2	+/- 0.2	Less than half a term		31	99.6	+/- 0.2
	Windsor and Maidenhead	Local authority	26	-0.2	+/- 0.2	Less than half a term	Sig -	26	99.6	+/- 0.1
	Education Central Multi Academy Trust	Multi-academy trust	9	-0.2	+/- 0.3	Less than half a term		9	99.5	+/- 0.2
	Suffolk	Local authority	185	-0.2	+/- 0.1	Less than half a term	Sig -	206	99.5	+/- 0.1
179 =	Dudley	Local authority	75	-0.3	+/- 0.1	0.5 terms less progress	Sig -	75	99.7	+/- 0.1
	Peterborough	Local authority	43	-0.3	+/- 0.2	0.5 terms less progress	Sig -	43	99.7	+/- 0.1

			Improvement in performance					Current performance		
	Name	Type	Number of schools	Measure	Conf. Interval	Difference from average		Number of schools	Measure	Conf. Interval
	Reading	Local authority	30	-0.3	+/- 0.2	0.5 terms less progress	Sig -	30	99.7	+/- 0.1
	Warwickshire	Local authority	137	-0.3	+/- 0.1	0.5 terms less progress	Sig -	137	99.7	+/- 0.1
	Derbyshire	Local authority	268	-0.3	+/- 0.1	0.5 terms less progress	Sig -	268	99.6	+/- 0.1
	Medway	Local authority	43	-0.3	+/- 0.1	0.5 terms less progress	Sig -	43	99.6	+/- 0.1
	Portsmouth	Local authority	24	-0.3	+/- 0.2	0.5 terms less progress	Sig -	26	99.6	+/- 0.1
	Solihull	Local authority	41	-0.3	+/- 0.1	0.5 terms less progress	Sig -	43	99.6	+/- 0.1
	Staffordshire	Local authority	206	-0.3	+/- 0.1	0.5 terms less progress	Sig -	207	99.6	+/- 0.1
188	Bedford	Local authority	3	-	-			9	99.5	+/- 0.2
189 =	Collaborative Academies Trust, The	Multi-academy trust	7	-0.3	+/- 0.4	0.5 terms less progress		7	99.5	+/- 0.3
	Wakefield	Local authority	63	-0.3	+/- 0.1	0.5 terms less progress	Sig -	63	99.5	+/- 0.1
	Diamond Learning Partnership Trust, The	Multi-academy trust	5	-0.3	+/- 0.6	0.5 terms less progress		5	99.4	+/- 0.4
	Montsaye Community Learning Partnership	Multi-academy trust	5	-0.3	+/- 0.4	0.5 terms less progress		5	99.3	+/- 0.3
	Oxford Diocesan Schools Trust	Multi-academy trust	5	-0.3	+/- 0.5	0.5 terms less progress		5	99.3	+/- 0.4
	Diocese of Salisbury Multi Academy Trust	Multi-academy trust	5	-0.3	+/- 0.6	0.5 terms less progress		5	99.0	+/- 0.4
	Isle of Wight	Local authority	37	-0.3	+/- 0.2	0.5 terms less progress	Sig -	37	99.0	+/- 0.1
196 =	Bath and North East Somerset	Local authority	49	-0.4	+/- 0.2	0.5 terms less progress	Sig -	49	99.5	+/- 0.1
	Leicestershire	Local authority	107	-0.4	+/- 0.1	0.5 terms less progress	Sig -	108	99.5	+/- 0.1
	Northamptonshire	Local authority	144	-0.4	+/- 0.1	0.5 terms less progress	Sig -	145	99.5	+/- 0.1
	West Berkshire	Local authority	53	-0.4	+/- 0.2	0.5 terms less progress	Sig -	54	99.5	+/- 0.1
	Doncaster	Local authority	72	-0.4	+/- 0.1	0.5 terms less progress	Sig -	72	99.4	+/- 0.1
	Luton	Local authority	35	-0.4	+/- 0.1	0.5 terms less progress	Sig -	35	99.4	+/- 0.1
	West Sussex	Local authority	162	-0.4	+/- 0.1	0.5 terms less progress	Sig -	165	99.4	+/- 0.1
	Worcestershire	Local authority	104	-0.4	+/- 0.1	0.5 terms less progress	Sig -	105	99.4	+/- 0.1
	St Piran's Cross Church of England Multi Academy Trust	Multi-academy trust	5	-0.4	+/- 0.7	0.5 terms less progress		5	99.1	+/- 0.5
	Wakefield City Academies Trust	Multi-academy trust	5	-0.4	+/- 0.5	0.5 terms less progress		5	99.0	+/- 0.3
	Academy Transformation Trust	Multi-academy trust	8	-0.4	+/- 0.4	0.5 terms less progress	Sig -	8	98.7	+/- 0.3

			Improvement in performance					Current performance		
	Name	Type	Number of schools	Measure	Conf. Interval	Difference from average		Number of schools	Measure	Conf. Interval
207 =	Corpus Christi Catholic Academy Trust	Multi-academy trust	5	-0.5	+/- 0.5	0.5 terms less progress		5	99.9	+/- 0.4
	Kernow Collaborative Trust	Multi-academy trust	7	-0.5	+/- 0.4	0.5 terms less progress	Sig -	7	99.5	+/- 0.3
	Kirklees	Local authority	101	-0.5	+/- 0.1	0.5 terms less progress	Sig -	103	99.4	+/- 0.1
	Dorset	Local authority	84	-0.5	+/- 0.1	0.5 terms less progress	Sig -	84	99.3	+/- 0.1
	Central Bedfordshire	Local authority	9	-0.5	+/- 0.2	0.5 terms less progress	Sig -	15	99.0	+/- 0.2
212 =	Discovery Schools Academies Trust Ltd	Multi-academy trust	6	-0.6	+/- 0.4	0.5 terms less progress	Sig -	6	99.4	+/- 0.3
	Walsall	Local authority	64	-0.6	+/- 0.1	0.5 terms less progress	Sig -	64	99.4	+/- 0.1
	Diocese Of Leicester Academies Trust	Multi-academy trust	5	-0.6	+/- 0.6	0.5 terms less progress	Sig -	5	99.2	+/- 0.4
	Diocese of Norwich Multi-academy Trust, The	Multi-academy trust	5	-0.6	+/- 0.5	0.5 terms less progress	Sig -	5	98.4	+/- 0.4
216	Rutland	Local authority	11	-0.7	+/- 0.5	0.5 terms less progress	Sig -	11	99.0	+/- 0.3
217	Poole	Local authority	13	-0.8	+/- 0.2	1 term less progress	Sig -	13	98.9	+/- 0.1
218	Education Fellowship Trust, The	Multi-academy trust	8	-1.0	+/- 0.4	1 term less progress	Sig -	8	98.4	+/- 0.3

Notes:

(1) The number of schools refers to the number of schools with an improvement score or a current performance score at Key Stage 2 not the total number of scores within the multi-academy trust or local authority.

(2) The test of statistical significance for a local authority or trust is based on unrounded data. Hence in some instances there may be an apparent inconsistency with the measure, confidence interval and test of significance.

Annex 3B: Performance measures at Key Stage 4

			Improvement in performance					Current performance		
	Name	Type	Number of schools	Measure	Conf. interval	Difference from average		Number of schools	Measure	Conf. interval
1	Inspiration Trust	Multi-academy trust	3	+26.8	+/- 9.7	One grade higher in 4 subjects	Sig +	3	1019.5	+/- 6.8
2	Barnet	Local authority	6	+18.9	+/- 7.5	One grade higher in 3 subjects	Sig +	6	1027.9	+/- 4.8
3	Merton	Local authority	5	+16.4	+/- 6.5	One grade higher in 3 subjects	Sig +	5	1027.7	+/- 4.5
4	Southwark	Local authority	3	+15.9	+/- 10.6	One grade higher in 3 subjects	Sig +	3	1030.5	+/- 7.4
5	Outwood Grange Academies Trust	Multi-academy trust	9	+15.6	+/- 4.9	One grade higher in 3 subjects	Sig +	9	1022.8	+/- 3.4
6	Hackney	Local authority	7	+15.1	+/- 7.2	One grade higher in 3 subjects	Sig +	7	1021.4	+/- 5.0
7	Kent Catholic Schools' Partnership	Multi-academy trust	3	+14.7	+/- 9.1	One grade higher in 2 subjects	Sig +	3	1024.8	+/- 6.4
8	Wokingham	Local authority	4	+14.0	+/- 7.5	One grade higher in 2 subjects	Sig +	4	1014.7	+/- 5.3
9	Surrey	Local authority	24	+13.9	+/- 3.0	One grade higher in 2 subjects	Sig +	24	1016.3	+/- 2.1
10	Peterborough	Local authority	3	+12.8	+/- 9.2	One grade higher in 2 subjects	Sig +	3	1004.0	+/- 6.4
11	Waltham Forest	Local authority	11	+12.5	+/- 5.3	One grade higher in 2 subjects	Sig +	11	1022.8	+/- 3.7
12 =	Sutton	Local authority	3	+12.4	+/- 8.8	One grade higher in 2 subjects	Sig +	3	1022.6	+/- 6.1
	Bright Futures Educational Trust	Multi-academy trust	3	+12.4	+/- 10.2	One grade higher in 2 subjects	Sig +	3	1014.4	+/- 7.1
14 =	Herefordshire	Local authority	5	+11.2	+/- 7.9	One grade higher in 2 subjects	Sig +	5	1011.7	+/- 5.5
	Tapton School Academy Trust	Multi-academy trust	3	+11.2	+/- 8.3	One grade higher in 2 subjects	Sig +	3	1009.0	+/- 5.8
16	Kingston upon Hull City of	Local authority	6	+10.5	+/- 5.9	One grade higher in 2 subjects	Sig +	6	1007.1	+/- 4.1
17 =	ARK Schools	Multi-academy trust	12	+10.4	+/- 5.3	One grade higher in 2 subjects	Sig +	12	1015.2	+/- 3.6
	Camden	Local authority	9	+10.4	+/- 5.6	One grade higher in 2 subjects	Sig +	9	1012.0	+/- 3.9
19	Newham	Local authority	12	+10.3	+/- 4.1	One grade higher in 2 subjects	Sig +	12	1016.8	+/- 2.9
20	Tower Hamlets	Local authority	14	+10.2	+/- 4.3	One grade higher in 2 subjects	Sig +	14	1018.8	+/- 3.0
21	Ealing	Local authority	9	+9.7	+/- 4.8	One grade higher in 2 subjects	Sig +	9	1023.9	+/- 3.4
22 =	Wiltshire	Local authority	9	+9.6	+/- 5.9	One grade higher in 2 subjects	Sig +	9	1005.2	+/- 4.2
	David Ross Education Trust, The	Multi-academy trust	8	+9.6	+/- 6.6	One grade higher in 2 subjects	Sig +	8	1001.3	+/- 4.6
24	Harris Federation	Multi-academy trust	16	+9.4	+/- 4.4	One grade higher in 2 subjects	Sig +	16	1024.8	+/- 3.1

	Name	Type	Improvement in performance					Current performance		
			Number of schools	Measure	Conf. interval	Difference from average		Number of schools	Measure	Conf. interval
25	Lambeth	Local authority	8	+9.3	+/- 6.6	One grade higher in 2 subjects	Sig +	8	1018.2	+/- 4.6
26	Rosedale Hewens Academy Trust, The	Multi-academy trust	3	+8.8	+/- 16.4	One grade higher in 1 subject		3	1032.0	+/- 11.5
27	Bracknell Forest	Local authority	5	+8.7	+/- 6.7	One grade higher in 1 subject	Sig +	5	1003.9	+/- 4.7
28	Brent	Local authority	3	+8.6	+/- 9.4	One grade higher in 1 subject		3	1026.1	+/- 6.6
29	Redhill Academy Trust	Multi-academy trust	3	+8.4	+/- 9.7	One grade higher in 1 subject		3	1006.8	+/- 6.8
30	Warwickshire	Local authority	9	+8.3	+/- 5.2	One grade higher in 1 subject	Sig +	9	1011.7	+/- 3.6
31	Diocese of Westminster Academy Trust, The	Multi-academy trust	6	+7.9	+/- 6.2	One grade higher in 1 subject	Sig +	6	1015.7	+/- 4.3
32	Co-operative Academies Trust, The	Multi-academy trust	3	+7.7	+/- 11.1	One grade higher in 1 subject		3	994.2	+/- 7.7
33	Worcestershire	Local authority	6	+7.2	+/- 6.2	One grade higher in 1 subject	Sig +	6	1006.1	+/- 4.4
34 =	Thinking Schools Academy Trust, The	Multi-academy trust	3	+7.1	+/- 9.8	One grade higher in 1 subject		3	1016.5	+/- 6.8
	West Sussex	Local authority	22	+7.1	+/- 3.0	One grade higher in 1 subject	Sig +	22	1009.4	+/- 2.1
36	Enfield	Local authority	12	+7.0	+/- 4.2	One grade higher in 1 subject	Sig +	12	1013.3	+/- 2.9
37 =	East Sussex	Local authority	12	+6.2	+/- 4.2	One grade higher in 1 subject	Sig +	12	1010.7	+/- 2.9
	Suffolk	Local authority	10	+6.2	+/- 4.4	One grade higher in 1 subject	Sig +	10	1006.2	+/- 2.9
39	Windsor and Maidenhead	Local authority	4	+6.0	+/- 8.1	One grade higher in 1 subject		4	1015.4	+/- 5.6
40 =	Tudor Grange Academies Trust	Multi-academy trust	3	+5.4	+/- 8.4	One grade higher in 1 subject		3	1015.2	+/- 5.9
	Telford and Wrekin	Local authority	5	+5.4	+/- 7.2	One grade higher in 1 subject		5	1000.5	+/- 5.1
42	Islington	Local authority	8	+5.3	+/- 6.3	One grade higher in 1 subject		8	1018.0	+/- 4.4
43 =	North Tyneside	Local authority	10	+4.7	+/- 5.0	One grade higher in 1 subject		10	1007.5	+/- 3.5
	North Lincolnshire	Local authority	3	+4.7	+/- 9.6	One grade higher in 1 subject		3	1001.2	+/- 6.7
45 =	Redbridge	Local authority	11	+4.4	+/- 4.5	One grade higher in 1 subject		11	1016.1	+/- 3.1
	Stockport	Local authority	9	+4.4	+/- 4.6	One grade higher in 1 subject		9	1001.1	+/- 3.3
	Devon	Local authority	16	+4.4	+/- 3.7	One grade higher in 1 subject	Sig +	16	1000.4	+/- 2.6
	Norfolk Academies	Multi-academy trust	3	+4.4	+/- 10.0	One grade higher in 1 subject		3	996.7	+/- 7.0
49	Kemnal Academies Trust, The	Multi-academy trust	14	+4.2	+/- 4.3	One grade higher in 1 subject		14	997.2	+/- 3.0
50	Barking and Dagenham	Local authority	8	+4.0	+/- 4.8	One grade higher in 1 subject		8	1013.2	+/- 3.4

	Name	Type	Improvement in performance				Current performance		
			Number of schools	Measure	Conf. interval	Difference from average	Number of schools	Measure	Conf. interval
51	Comberton Academy Trust	Multi-academy trust	3	+3.8	+/- 8.4	One grade higher in 1 subject	3	1005.1	+/- 5.9
52	Greenwich	Local authority	6	+3.5	+/- 6.6	One grade higher in 1 subject	6	1011.7	+/- 4.6
53 =	Haringey	Local authority	6	+3.4	+/- 5.8	One grade higher in 1 subject	6	1011.4	+/- 4.1
	Gloucestershire	Local authority	6	+3.4	+/- 6.8	One grade higher in 1 subject	6	990.6	+/- 4.7
55	Rotherham	Local authority	6	+3.0	+/- 5.9	One grade higher in 1 subject	6	996.2	+/- 4.1
56 =	West Berkshire	Local authority	4	+2.8	+/- 7.8	Less than a grade	4	1003.6	+/- 5.5
	Sheffield	Local authority	6	+2.8	+/- 5.6	Less than a grade	6	999.3	+/- 3.9
58	Croydon	Local authority	7	+2.6	+/- 6.7	Less than a grade	7	1009.7	+/- 4.7
59 =	Shropshire	Local authority	10	+2.5	+/- 5.4	Less than a grade	10	1003.2	+/- 3.8
	Brighton and Hove	Local authority	7	+2.5	+/- 4.7	Less than a grade	7	1000.1	+/- 3.3
	Norfolk	Local authority	19	+2.5	+/- 3.8	Less than a grade	19	999.8	+/- 2.7
62	Oxfordshire	Local authority	9	+2.4	+/- 5.6	Less than a grade	9	1001.5	+/- 3.9
63 =	Coventry	Local authority	7	+2.1	+/- 6.1	Less than a grade	7	999.2	+/- 4.2
	Hertfordshire	Local authority	21	+2.1	+/- 3.6	Less than a grade	21	997.7	+/- 2.5
65 =	York	Local authority	7	+1.7	+/- 5.6	Less than a grade	7	1003.5	+/- 3.9
	United Learning Trust	Multi-academy trust	26	+1.7	+/- 3.2	Less than a grade	26	999.0	+/- 2.2
	Cornwall	Local authority	14	+1.7	+/- 4.4	Less than a grade	14	997.2	+/- 3.1
68 =	Slough	Local authority	4	+1.5	+/- 9.0	Less than a grade	4	1005.9	+/- 6.3
	Northumberland	Local authority	10	+1.5	+/- 4.4	Less than a grade	10	1003.9	+/- 3.1
70 =	Northamptonshire	Local authority	4	+1.1	+/- 7.1	Less than a grade	4	995.0	+/- 5.0
	Academy Transformation Trust	Multi-academy trust	9	+1.1	+/- 5.6	Less than a grade	9	989.8	+/- 3.9
72	Dorset	Local authority	13	+1.0	+/- 4.1	Less than a grade	13	1000.3	+/- 2.9
73	North Yorkshire	Local authority	32	+0.9	+/- 2.9	Less than a grade	32	1001.0	+/- 2.0
74	Bolton	Local authority	13	+0.5	+/- 3.9	Less than a grade	13	998.5	+/- 2.7
75	Leicestershire	Local authority	3	+0.4	+/- 8.9	Less than a grade	3	1000.5	+/- 6.2
76	Luton	Local authority	7	+0.3	+/- 5.7	Less than a grade	7	1001.2	+/- 4.0

	Name	Type	Improvement in performance				Current performance		
			Number of schools	Measure	Conf. interval	Difference from average	Number of schools	Measure	Conf. interval
77 =	Somerset	Local authority	7	+0.2	+/- 5.6	Less than a grade	7	996.5	+/- 3.9
	Brooke Weston Trust, The	Multi-academy trust	4	+0.2	+/- 7.3	Less than a grade	4	985.7	+/- 5.1
79	London Academies Enterprise Trust	Multi-academy trust	4	0.0	+/- 7.8	Less than a grade	4	1006.5	+/- 5.5
80	Cumbria	Local authority	18	-0.1	+/- 4.1	Less than a grade	18	997.4	+/- 2.9
81 =	Bury	Local authority	13	-0.3	+/- 4.5	Less than a grade	13	1003.6	+/- 3.1
	South Tyneside	Local authority	7	-0.3	+/- 5.9	Less than a grade	7	998.2	+/- 4.2
	Stockton-on-Tees	Local authority	6	-0.3	+/- 5.9	Less than a grade	6	993.4	+/- 4.1
	Manchester	Local authority	9	-0.3	+/- 4.8	Less than a grade	9	993.2	+/- 3.4
85	Leeds	Local authority	20	-0.5	+/- 3.2	Less than a grade	20	994.7	+/- 2.2
86 =	Priory Federation of Academies, The	Multi-academy trust	4	-0.6	+/- 8.1	Less than a grade	4	1008.6	+/- 5.7
	Walsall	Local authority	4	-0.6	+/- 7.7	Less than a grade	4	991.0	+/- 5.4
88	Essex	Local authority	11	-0.7	+/- 4.4	Less than a grade	11	995.6	+/- 3.1
89 =	Blackburn with Darwen	Local authority	6	-1.1	+/- 6.4	Less than a grade	6	1009.3	+/- 4.5
	Cheshire West and Chester	Local authority	10	-1.1	+/- 4.7	Less than a grade	10	1004.7	+/- 3.3
	Durham	Local authority	16	-1.1	+/- 4.1	Less than a grade	16	998.4	+/- 2.9
	Kirklees	Local authority	13	-1.1	+/- 4.3	Less than a grade	13	993.2	+/- 3.0
	Halton	Local authority	3	-1.1	+/- 8.1	Less than a grade	3	985.3	+/- 5.7
	Oasis Community Learning	Multi-academy trust	15	-1.1	+/- 4.3	Less than a grade	15	985.0	+/- 3.0
95	Barnsley	Local authority	9	-1.4	+/- 4.4	Less than a grade	9	982.8	+/- 3.1
96	Leigh Academies Trust	Multi-academy trust	4	-1.5	+/- 7.5	Less than a grade	4	1000.3	+/- 5.3
97	Isle of Wight	Local authority	3	-1.6	+/- 7.8	Less than a grade	3	983.9	+/- 5.4
98	East Riding of Yorkshire	Local authority	12	-1.7	+/- 4.1	Less than a grade	12	995.9	+/- 2.9
99	Portsmouth	Local authority	6	-1.8	+/- 6.6	Less than a grade	6	987.7	+/- 4.6
100 =	Kensington and Chelsea	Local authority	3	-1.9	+/- 10.9	Less than a grade	3	1001.5	+/- 7.6
	Hampshire	Local authority	40	-1.9	+/- 2.4	Less than a grade	40	994.3	+/- 1.7
	Calderdale	Local authority	4	-1.9	+/- 8.3	Less than a grade	4	989.4	+/- 5.8

	Name	Type	Improvement in performance					Current performance		
			Number of schools	Measure	Conf. interval	Difference from average		Number of schools	Measure	Conf. interval
103	Tameside	Local authority	8	-2.3	+/- 5.8	Less than a grade		8	995.7	+/- 4.0
104 =	Birmingham	Local authority	35	-2.4	+/- 2.7	Less than a grade		35	1000.8	+/- 1.9
	Bristol City of	Local authority	5	-2.4	+/- 6.7	Less than a grade		5	996.2	+/- 4.7
106	Swale Academies Trust	Multi-academy trust	3	-2.5	+/- 8.2	Less than a grade		3	1010.0	+/- 5.7
107	Buckinghamshire	Local authority	7	-2.6	+/- 6.1	Less than a grade		7	994.3	+/- 4.2
108	Education Fellowship Trust, The	Multi-academy trust	4	-2.7	+/- 7.9	Less than a grade		4	978.6	+/- 5.5
109	Havering	Local authority	4	-2.8	+/- 8.1	Less than a grade		4	987.4	+/- 5.6
110	Lewisham	Local authority	10	-3.3	+/- 5.4	One grade lower in 1 subject		10	994.1	+/- 3.7
111	Academies Enterprise Trust	Multi-academy trust	28	-3.4	+/- 3.0	One grade lower in 1 subject	Sig -	28	985.2	+/- 2.1
112	Diverse Academies Trust	Multi-academy trust	4	-3.7	+/- 7.4	One grade lower in 1 subject		4	996.2	+/- 5.2
113	Nottinghamshire	Local authority	5	-4.1	+/- 7.0	One grade lower in 1 subject		5	993.3	+/- 4.9
114	Brook Learning Trust	Multi-academy trust	3	-4.2	+/- 10.1	One grade lower in 1 subject		3	994.0	+/- 7.0
115	Staffordshire	Local authority	33	-4.4	+/- 2.8	One grade lower in 1 subject	Sig -	33	993.8	+/- 2.0
116	Lancashire	Local authority	61	-4.6	+/- 2.1	One grade lower in 1 subject	Sig -	61	991.8	+/- 1.5
117	Dean Trust, The	Multi-academy trust	3	-4.7	+/- 8.8	One grade lower in 1 subject		3	992.9	+/- 6.1
118 =	Trafford	Local authority	6	-4.9	+/- 7.3	One grade lower in 1 subject		6	999.8	+/- 5.1
	Cabot Learning Federation	Multi-academy trust	7	-4.9	+/- 6.8	One grade lower in 1 subject		7	992.3	+/- 4.7
120	Ormiston Academies Trust	Multi-academy trust	24	-5.0	+/- 3.3	One grade lower in 1 subject	Sig -	24	987.4	+/- 2.3
121	Derbyshire	Local authority	30	-5.1	+/- 2.8	One grade lower in 1 subject	Sig -	30	983.4	+/- 2.0
122	Warrington	Local authority	5	-5.3	+/- 6.3	One grade lower in 1 subject		5	995.7	+/- 4.4
123 =	Sandwell	Local authority	5	-5.4	+/- 6.4	One grade lower in 1 subject		5	992.4	+/- 4.5
	Northern Education Trust	Multi-academy trust	7	-5.4	+/- 6.2	One grade lower in 1 subject		7	984.2	+/- 4.3
	Hartlepool	Local authority	3	-5.4	+/- 8.1	One grade lower in 1 subject		3	979.2	+/- 5.7
126 =	Bath and North East Somerset	Local authority	3	-5.5	+/- 10.2	One grade lower in 1 subject		3	993.1	+/- 7.1
	Cheshire East	Local authority	7	-5.5	+/- 5.8	One grade lower in 1 subject		7	989.6	+/- 4.0
	Southampton	Local authority	8	-5.5	+/- 5.7	One grade lower in 1 subject		8	988.6	+/- 4.0

	Name	Type	Improvement in performance					Current performance		
			Number of schools	Measure	Conf. interval	Difference from average		Number of schools	Measure	Conf. interval
129	Wakefield City Academies Trust	Multi-academy trust	5	-5.7	+/- 6.8	One grade lower in 1 subject		5	984.2	+/- 4.7
130	Wigan	Local authority	14	-6.3	+/- 3.9	One grade lower in 1 subject	Sig -	14	994.0	+/- 2.7
131 =	Cambridge Meridian Academies Trust	Multi-academy trust	3	-7.1	+/- 9.8	One grade lower in 1 subject		3	995.5	+/- 6.8
	Redcar and Cleveland	Local authority	5	-7.1	+/- 6.8	One grade lower in 1 subject	Sig -	5	990.8	+/- 4.8
133 =	Wandsworth	Local authority	3	-7.5	+/- 10.3	One grade lower in 1 subject		3	998.0	+/- 7.2
	Aspirations Academies Trust	Multi-academy trust	3	-7.5	+/- 8.8	One grade lower in 1 subject		3	990.3	+/- 6.2
135	Landau Forte Charitable Trust	Multi-academy trust	4	-7.6	+/- 8.1	One grade lower in 1 subject		4	989.9	+/- 5.7
136	Leicester	Local authority	17	-8.0	+/- 3.7	One grade lower in 1 subject	Sig -	17	995.8	+/- 2.6
137	CWA Academy Trust	Multi-academy trust	3	-8.5	+/- 8.7	One grade lower in 1 subject		3	967.3	+/- 6.1
138 =	E-ACT	Multi-academy trust	13	-8.7	+/- 5.0	One grade lower in 1 subject	Sig -	13	989.4	+/- 3.5
	Rochdale	Local authority	9	-8.7	+/- 4.9	One grade lower in 1 subject	Sig -	9	987.4	+/- 3.4
140	Southend-on-Sea	Local authority	3	-8.9	+/- 9.2	One grade lower in 1 subject		3	963.8	+/- 6.5
141 =	Kent	Local authority	30	-9.1	+/- 3.1	One grade lower in 2 subjects	Sig -	30	991.2	+/- 2.1
	South Gloucestershire	Local authority	6	-9.1	+/- 6.2	One grade lower in 2 subjects	Sig -	6	984.9	+/- 4.4
143	St. Helens	Local authority	7	-9.6	+/- 5.5	One grade lower in 2 subjects	Sig -	7	985.6	+/- 3.8
144	Sefton	Local authority	11	-9.9	+/- 5.0	One grade lower in 2 subjects	Sig -	11	989.4	+/- 3.5
145	Prospects Academies Trust	Multi-academy trust	4	-10.1	+/- 7.0	One grade lower in 2 subjects	Sig -	4	970.0	+/- 4.9
146	Midland Academies Trust, The	Multi-academy trust	5	-10.4	+/- 7.7	One grade lower in 2 subjects	Sig -	5	973.4	+/- 5.2
147	Dudley	Local authority	13	-10.9	+/- 4.4	One grade lower in 2 subjects	Sig -	13	985.9	+/- 3.1
148 =	Lincolnshire	Local authority	9	-11.4	+/- 6.0	One grade lower in 2 subjects	Sig -	9	987.5	+/- 4.2
	CFBT Schools Trust	Multi-academy trust	8	-11.4	+/- 5.5	One grade lower in 2 subjects	Sig -	8	978.8	+/- 3.8
150	Milton Keynes	Local authority	4	-11.5	+/- 6.3	One grade lower in 2 subjects	Sig -	4	979.1	+/- 4.4
151	School Partnership Trust Academies	Multi-academy trust	14	-11.7	+/- 4.5	One grade lower in 2 subjects	Sig -	14	975.3	+/- 3.2
152	Derby	Local authority	6	-11.8	+/- 6.2	One grade lower in 2 subjects	Sig -	6	988.3	+/- 4.3
153	Solihull	Local authority	3	-11.9	+/- 7.9	One grade lower in 2 subjects	Sig -	3	985.1	+/- 5.5
154	Barnfield Education Partnership Trust (BEPT)	Multi-academy trust	3	-12.5	+/- 9.7	One grade lower in 2 subjects	Sig -	3	987.8	+/- 6.8

	Name	Type	Improvement in performance					Current performance		
			Number of schools	Measure	Conf. interval	Difference from average		Number of schools	Measure	Conf. interval
155	Wirral	Local authority	8	-12.7	+/- 6.0	One grade lower in 2 subjects	Sig -	8	975.8	+/- 4.2
156	University of Chester Academies Trust	Multi-academy trust	6	-13.1	+/- 7.4	One grade lower in 2 subjects	Sig -	6	970.6	+/- 5.2
157	Bradford College Education Trust	Multi-academy trust	3	-13.3	+/- 12.3	One grade lower in 2 subjects	Sig -	3	971.0	+/- 8.6
158	Grace Academy	Multi-academy trust	3	-13.9	+/- 9.5	One grade lower in 2 subjects	Sig -	3	970.3	+/- 6.6
159	Bradford	Local authority	14	-14.2	+/- 3.6	One grade lower in 2 subjects	Sig -	14	973.9	+/- 2.4
160	Creative Education Trust	Multi-academy trust	6	-14.8	+/- 6.9	One grade lower in 2 subjects	Sig -	6	983.7	+/- 4.8
161	Learning Schools Trust	Multi-academy trust	4	-14.9	+/- 8.0	One grade lower in 2 subjects	Sig -	4	965.6	+/- 5.6
162	Sunderland	Local authority	5	-15.2	+/- 7.1	One grade lower in 3 subjects	Sig -	5	980.5	+/- 5.0
163	Liverpool	Local authority	15	-15.5	+/- 4.0	One grade lower in 3 subjects	Sig -	15	977.1	+/- 2.8
164	White Rose Academies Trust	Multi-academy trust	3	-16.7	+/- 12.0	One grade lower in 3 subjects	Sig -	3	983.9	+/- 8.4
165	Salford	Local authority	9	-16.8	+/- 5.2	One grade lower in 3 subjects	Sig -	9	983.3	+/- 3.7
166	Stoke-on-Trent	Local authority	3	-17.6	+/- 9.3	One grade lower in 3 subjects	Sig -	3	964.6	+/- 6.5
167	Newcastle upon Tyne	Local authority	4	-18.7	+/- 7.1	One grade lower in 3 subjects	Sig -	4	968.4	+/- 5.0
168	Woodard Academies Trust	Multi-academy trust	4	-20.4	+/- 7.3	One grade lower in 3 subjects	Sig -	4	961.2	+/- 5.0
169	Wolverhampton	Local authority	8	-23.9	+/- 6.1	One grade lower in 4 subjects	Sig -	8	980.5	+/- 4.3
170	Greenwood Academies Trust	Multi-academy trust	7	-25.8	+/- 5.5	One grade lower in 4 subjects	Sig -	7	959.8	+/- 3.9
171	Oldham	Local authority	5	-26.9	+/- 5.5	One grade lower in 4 subjects	Sig -	5	973.3	+/- 3.9
172	Nottingham	Local authority	3	-32.1	+/- 8.6	One grade lower in 5 subjects	Sig -	3	946.8	+/- 6.0
173	Knowsley	Local authority	3	-32.9	+/- 8.1	One grade lower in 5 subjects	Sig -	3	943.0	+/- 5.6
174	College Academies Trust, The	Multi-academy trust	3	-36.4	+/- 9.5	One grade lower in 6 subjects	Sig -	3	961.4	+/- 6.6

Notes:

(1) The number of schools refers to the number of schools with an improvement score or a current performance score at Key Stage 4 not the total number of scores within the multi-academy trust or local authority.

(2) The test of statistical significance for a local authority or trust is based on unrounded data. Hence in some instances there may be an apparent inconsistency with the measure, confidence interval and test of significance.