



Department
for Education

Academies Annual Report

2010/11

Academies Annual Report 2010/11

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1 Foreword by Secretary of State for Education, Rt Hon Michael Gove MP

There is clear evidence to show greater school autonomy leads to improved outcomes for pupils, and that quality sponsorship is tackling entrenched underperformance. It is for that reason that this Government took urgent and decisive action to expand the Academies programme to tackle underperformance and to free schools from bureaucratic constraints to do what is best for their pupils.

I am delighted to see so many good and outstanding schools have seen the attractions of Academy status and sought to convert of their own volition. Under this Government 529 good and outstanding schools had converted to become Academies at the end of July 2011. By June 2012 these numbers had more than doubled and there were 1513 good and outstanding schools operating as Academies. The numbers speak for themselves.

There are many different types of Academy. Some Academies have sponsors and have been set up to help transform schools with a history of educational failure. Free Schools, University Technical Colleges and Studio Schools are being set up in response to local parental and employer demand. The first special schools opened as Academies in September 2011 and the first pupil referral units will open from September 2012. Some Academies operate in chains, while others operate autonomously. We are encouraging these diverse models so that all schools can enjoy the benefits of Academy status in ways which best suit them.

I welcome the emerging evidence which shows how Academies are using their freedoms and flexibilities to work together, and with their local communities, to do what is best for their children – especially the most vulnerable children who too often have been failed by the system. Sponsored Academies have higher than average proportions of children with Special Educational Needs (SEN), or who are eligible for free school meals (FSM). Pupils with SEN or eligible for FSM in sponsored Academies open the longest had higher results and faster rates of improvement than similar pupils in maintained schools.

I am determined that Academies should do well for all children and will be as tough on underperformance in Academies as other types of school. Evidence from public examination results and from Ofsted shows that Academies are continuing to deliver educational progress for their pupils. Last year I wrote to the small number of Academies who are not making acceptable progress asking them to submit plans on how they are going to make rapid and sustained improvements. I have asked the Schools Commissioner to monitor and challenge their performance and to report back.

During the passage of the Academies Act 2010, we made a commitment to Parliament to publish an annual report reporting on the performance of the Academies sector during the year. This is the first Annual Report and it covers the performance of Academies during the 2010/11 academic year.

It sets out:

- background information on the Academies programme including international and UK research evidence on why school autonomy leads to improved results;
- data showing the number, type and location of Academies across the country;
- information on how Academies use freedoms and flexibilities in order to raise standards in their schools;
- up-to-date information on Academy sponsors and on how Academies work in partnership to promote professional development and improved teaching and learning;
- an analysis of the educational performance of the Academies sector during the 2010/11 academic year;
- outcomes for pupils with Special Educational Needs (SEN) and eligible for free school meals (FSM) in Academies, including an equalities impact assessment for the sector.

This Annual Report sets out the important start we have made in promoting the benefits of self-governance to schools. Over 50% of secondary schools in England are either Academies or en route to becoming Academies and there are a growing number of primary schools. The Academies initiative has changed the face of schooling in England.

Although a huge amount has changed since the Academies Act 2010, there is much more to do. I am determined to expand the Academies programme further to ensure many more schools are able to reap the benefits of Academy status.

Michael Gove MP

Secretary of State for Education

2 Purpose of this report

This report has been published to inform Parliament about developments on the Academies programme. Section 11 of the Academies Act 2010 places a duty on the Secretary of State for Education to prepare, publish and lay before Parliament an annual report on Academies, starting with the year beginning on 1 August 2010. The legislation requires the annual report to contain information on the Academy arrangements entered into and the performance of Academies during the year. In relation to performance the annual report must contain information collected under regulations made under section 537 of the Education Act 1996 (under which Academies must provide certain information to the Secretary of State) and under the contractual arrangements which Academies enter into with the Secretary of State for Education.

This report gives information on the number of Academies opened during the 2010/11 academic year, and reports on the educational performance of the sector as a whole during this period. It also gives more recent data on the number of Academies opened at June 2012.

3 Background to the Academies programme

Academies are independent schools which are directly funded by the Government. They provide greater freedom and flexibility to heads and teachers, promote innovation and diversity in the school system, and so help to raise educational standards across the board. Every Academy is required to set up an Academy Trust which is an exempt charity and company limited by guarantee. Every Academy Trust enters into a funding agreement with the Secretary of State for Education. The funding agreement sets out the requirements which apply to individual Academies and the conditions to which the payment of grant is subject.

There are many different types of Academy. Some Academies have sponsors while other schools convert to become Academies without a sponsor. Some Academies operate in chain arrangements while others operate autonomously. The first Academies were mainly underperforming secondary schools but under this Government the programme has been opened to all secondary, primary and special schools. Free Schools, University Technical Colleges (UTCs) and Studio Schools are new Academies which open in direct response to parental demand (also taking account of employer demand in the case of UTCs and Studio Schools) and aim to drive up standards in the communities they serve.

The earliest Academies opened in September 2002. Almost all had sponsors and were set up to eradicate underperformance in those secondary schools with a history of educational failure. There is clear evidence to show that the programme – with its benefits around greater autonomy, freedom and flexibility – leads to improved results and better outcomes for parents and pupils. Research by economists at the LSE examined the performance of a sample of sponsored Academies and comparator schools up to 2009/10 and concluded that moving to a more autonomous school structure through Academies generated “a significant improvement in pupil performance” and that this result was “strongest for the schools that have been Academies for longer and for those who experienced the largest increase in their school autonomy”¹.

These findings are supported by international research evidence which shows that greater autonomy increases school effectiveness, particularly when in conjunction with strong accountability. The Organisation for Economic Cooperation and Development (OECD) has stated: “the creation of more autonomous schools will lead to innovations in curriculum, instruction and governance, which in turn will improve outcomes.”² Wößmann and Fuchs (2004) found that “test scores are higher when schools manage their own budgets and recruit and select their own teachers.”³ They also conclude that test scores are also higher when education ministries set central examinations. Hindriks et al (2010) examine the Flemish education system in Belgium and conclude that “we find strong indications that operational school autonomy is associated with high educational performance if

¹ Machin, S. and Veroit, J. (2011) ‘Changing School Autonomy: Academy Schools and their Introduction to England’s Education’, LSE: Centre for the Economics of Education

² Organisation for Economic Cooperation and Development (2010) ‘Education at a Glance 2010: OECD Indicators’, OECD Publishing

³ Wößmann, L. and Fuchs, T. (2004) “What Accounts for International Differences in Student Performance? A Re-examination Using PISA Data”, Working Paper no. 1235, CESifo: Germany

appropriate accountability systems are active.”⁴ Hanushek et al (2011) analysed PISA data and conclude: “autonomy reforms improve student achievement in developed countries.”⁵

This Government introduced legislation in 2010 to make it easier for all schools (including primary and special schools) to convert to become Academies. As a result:

- In June 2010 the Government launched the Free Schools programme which allowed brand new schools to be established in response to local or parental demand. In September 2011 the first 24 Free Schools opened with 1 UTC and 4 Studio Schools.
- In July 2010 all primary, secondary and special schools became eligible to apply to become Academies. In September 2010 the first outstanding schools converted to Academy status.
- In November 2010 the Government announced it was inviting all good schools with outstanding features to convert; and it was also providing an opportunity for any school to convert, irrespective of Ofsted grade, if it joins an Academy Trust with an excellent school (Outstanding or Good with Outstanding Features), or an education partner with a strong record of improvement.
- In January 2011 the Government announced it was inviting applications from outstanding special schools to become an Academy with the first ones opening in September 2011.
- In February 2012 the Government announced it was inviting pupil referral units (PRUs) to register an interest in opening as Alternative Provision Academies from September 2012.

The tables in section 4 below show the steep increase in the number of schools which have of their own volition converted to become Academies since the introduction of the Academies Act in 2010. The tables also show the steady increase in the number of sponsored Academies.

Sponsored Academies remain an essential part of the Government’s drive to raise standards and improve education opportunities for all pupils. In addition to the continuing focus on turning under-performing secondary schools into sponsored Academies, the Government’s aim is for 200 under-performing primary schools to become sponsored Academies by 2012. The first sponsored primary Academies opened in September 2011. The first sponsored special Academy opened in April 2012 and more are expected to follow by the end of the year. This represents a rapid expansion of the sponsored Academy programme.

⁴ Hindriks, J. *et al* (2010), ‘School Autonomy and Educational Performance: Within-Country Evidence’, Discussion Paper no. 82, Centre for Operations Research and Econometrics: Belgium

⁵ Hanushek, E. A. *et al* (2011) ‘Does School Autonomy Make Sense Everywhere? Panel Estimates from PISA’, Discussion Paper no. 6185, IZA: Institute for the Study of Labour: Germany

4 Data relating to the number, type and location of Academies

The Academies programme has expanded significantly since July 2010. Much of this expansion comes from schools converting to Academy status through their own choice. The tables at Figures 1-3 below set out:

- (i) the number of Academies which opened after the inception of the programme in 2002/03 and prior to the 2010/11 academic year;
- (ii) the progress that was made during the 2010/11 academic year, the year to which this report relates; and
- (iii) more recent progress.

Figure 1: The number of Academies opened by year prior to the 2010/11 academic year.

	Number opened	Total open
2002/03	3	3
2003/04	9	12
2004/05	5	17
2005/06	10	27
2006/07	20	47
2007/08	36	83
2008/09	50	133
2009/10	70	203

Source: *All Open Academies June 2012, DfE Website*

Figure 2: The number of Academies opened by month during the 2010/11 academic year.

	Number opened			Total Open		
	Sponsored	Converter	All	Sponsored	Converter	All
August	0	0	0	203	0	203
September	64	29	93	267	29	296
October	0	24	24	267	53	320
November	0	29	29	267	82	349
December	0	10	10	267	92	359
January	4	46	50	271	138	409
February	0	33	33	271	171	442
March	1	24	25	272	195	467
April	1	163	164	273	358	631
May	1	26	27	274	384	658
June	0	46	46	274	430	704
July	0	99	99	274	529	803
2010/11	71	529	600	274	529	803

Source: *All Open Academies June 2012, DfE Website*

Note: The 2010/11 academic year is taken as 1 August 2010 to 31 July 2011.

Figure 3: The number of Academies opened by month during the 2011/12 academic year to date.

	Number opened			Total Open		
	Sponsored	Converter	All	Sponsored	Converter	All
August	0	300	300	274	829	1103
September	45	152	197	319	981	1300
October	0	50	50	319	1031	1350
November	0	69	69	319	1100	1419
December	0	44	44	319	1144	1463
January	16	50	66	335	1194	1529
February	2	49	51	337	1243	1580
March	0	55	55	337	1298	1635
April	18	123	141	355	1421	1776
May	2	29	31	357	1450	1807
June	7	63	70	364	1513	1877

Source: *All Open Academies June 2012, DfE Website*

Note: The 2011/12 academic year is taken as 1 August 2011 to 31 July 2012.

There were 600 Academy Funding Agreements signed in the period from 1 August 2010 to 31 July 2011. Figure 4 shows the breakdown of these figures for different types of Academy. There were 803 open Academies at 31 July 2011 of which 274 were sponsored and 529 were converters.

Figure 4: The number of Academies by type and age range during, and by the end of, the 2010/11 academic year

	Number opened during 2010/11			Total open by end 2010/11		
	Sponsored	Converter	All	Sponsored	Converter	All
Primary	0	124	124	0	124	124
Secondary	70	405	475	247	405	652
All through	1	0	1	27	0	27
Special	0	0	0	0	0	0
Total	71	529	600	274	529	803

Source: *All Open Academies June 2012, DfE Website*

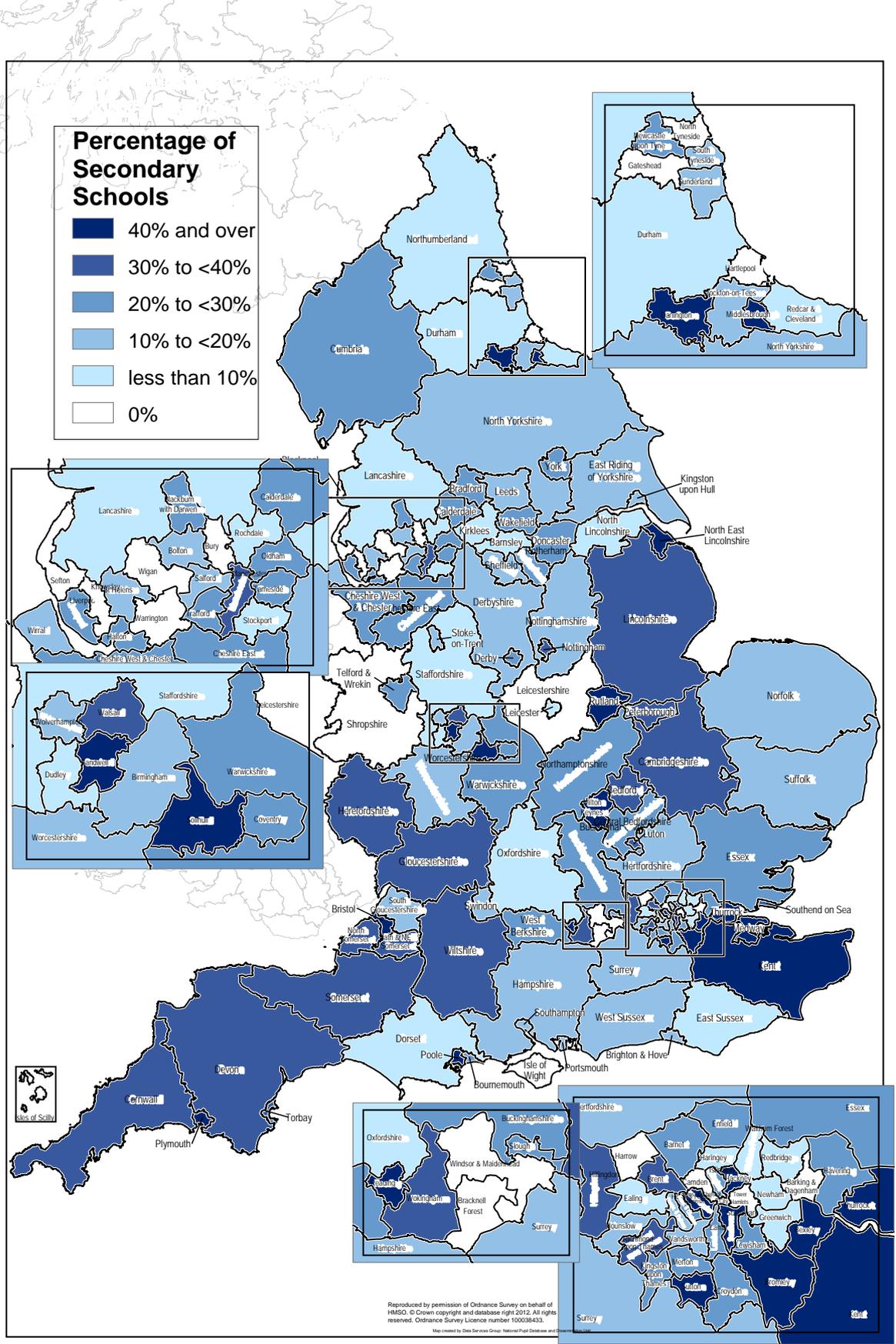
Note: The 2010/11 academic year is taken as 1 August 2010 to 31 July 2011.

Academies are located across all regions of England, and at 31 July 2011 21% of state-funded mainstream secondary schools and 1% of state-funded mainstream primary schools were operating as Academies.

The map at figure 5 (see page 13) shows the percentage of state-funded mainstream secondary schools that were open as Academies at 31 July 2011 by local authority area. The highest concentration of secondary schools operating as Academies was in the south east, London and the Home Counties but there were also high concentrations in Solihull and Sandwell in the Midlands and in Rutland, Darlington, Middlesbrough and North East Lincolnshire.

The map at figure 6 (see page 14) shows the percentage of state-funded mainstream primary schools that were open as Academies at 31 July 2011 by local authority area. It shows a small but growing number of primary schools across the country that are converting to become Academies. In Torbay 10% or more of primary schools were operating as Academies.

Figure 5: The percentage of state-funded mainstream secondary schools that were open as Academies as at 31 July 2011 by local authority



5 Academy freedoms and flexibilities

Academies have the freedom and flexibility to teach, spend money and run activities in ways that specifically suit their local community of pupils, their parents, staff and those working in partnership with the school. The greater freedoms and flexibilities that Academies benefit from include:

- freedom from local authority control;
- the ability to set their own pay and conditions for staff;
- freedoms around the delivery of the curriculum (Academies are required to teach a broad and balanced curriculum, including English, mathematics, science and religious education); and
- greater control of their budgets.

Academies are using these greater freedoms and flexibilities to help improve standards in their schools. Some examples are given in the case studies below.

The Harris Federation has used the flexibility to set its own pay and conditions to improve the curricular offer at the school and to increase the range of development opportunities and other benefits open to school staff.

Case Study

The Harris Federation

The ability to set their own pay and conditions has made it easier for the Harris Federation to transfer staff to support neighbouring schools and allows them to appoint outstanding staff to work across more than one school.

Harris also offers a one year professional development programme for taking teachers from satisfactory to good, and a two year programme for taking them from good to outstanding. They also have a Masters programme to develop future leaders, which is delivered with the London University Institute of Education, and subsidised by 50 per cent.

Harris benefits include: private medical cover, interest free loans for season tickets and bicycle purchase. There is also a range of financial incentives and bonuses for good performance, including for attendance and examination performance.

Marine Academy in Plymouth has used curriculum and timetabling flexibilities, as well as the area's natural resources, to engage their pupils more and to boost the number of pupils staying on in education, employment and training.

Case Study

Marine Academy, Plymouth

Marine Academy Plymouth opened in September 2010 replacing a national challenge school. Every year, on average, almost one in ten pupils left school without being in education, employment or training. Every day the Academy uses the area's greatest natural resource, the sea, to get pupils out of the classroom and on to boats, where they learn about everything from literacy to numeracy, physics to history. All the while they are developing and learning about leadership skills, teamwork, self confidence and reliance.

The National Marine Aquarium is a key partner in the task to inspire students. Children who did not do well in traditional classrooms often thrive with the help of the aquarium. The Academy uses the Aquarium's education centre, called Just Add H₂O, where pupils are motivated and engaged through learning experiences in dynamic environments where they are encouraged to question and explore. Local businesses are also involved, offering work experience and visiting the Academy to inspire youngsters. Teachers want to show pupils the range of jobs available on their doorstep by working with a steady stream of visiting artists, sailors, chefs, linguists and scientists. The Academy aims to raise aspiration by making learning relevant by building on what is in the community.

The Academy's timetable means longer lessons giving more opportunity to take classes out and about on a regular and frequent basis. In the older year groups, whole days each week are timetabled for off-site learning where students interact with other adults who work in that environment and they come to understand the responsibility, the team work and the challenge intrinsic to the variety of work activities they experience as part of their courses. And there are regular celebration ceremonies boosting pupils' confidence.

In its first year, 38% of students gained 5+ A*-C GCSEs including English and maths, an increase of 7%.

ARK Academies have used timetabling flexibilities to improve standards of teaching and learning at their schools. Primary pupils spend longer hours on phonics and English from an earlier age and now use the *Math in Focus* study programme which is based on the curriculum used in Singapore – ranked number one in the world in maths. The impact can be seen at ARK Academies nationally and at King Solomon Academy in London where Key Stage 1 pupils achieved results well above local and national averages in every subject in 2011.

Case Study

King Solomon Academy

King Solomon Academy (KSA) is a Primary Academy in London sponsored by ARK. The standard day runs from 08:30 to 16:00 and is very popular with parents. Pupils spend longer hours on phonics and English from an earlier age and now do Singapore maths from reception. As a result, Key Stage 1 pupils achieved results well above local and

national averages in every subject in 2011. Despite starting from relatively low baselines, the Academy is ahead of national levels on reading (80% vs. 51%), writing, (60% vs. 33%) and maths (75% vs. 47%).

The school has a strong focus on getting every pupil on course for university entry at 18 and this permeates all aspects of the curriculum and enrichment. The longer school day gives more time for an intense focus on English and mathematics as well as providing a broad curriculum offer. Pupils at KSA do seven hours of English a week compared with an average of three hours a week in maintained schools. As an indicator of progress, by the end of spring term 2012, 95% of pupils are at level 5 or above, having already met their year end target.

Learning at KSA also extends to Saturday and summer schools. Saturday tutoring is run for pupils who need extra support in English and mathematics. Every summer KSA runs an extended summer term, finishing two weeks later than neighbouring schools. This additional time allows pupils to build on the previous year's work and helps them get a head start on the next year.

Case Study

Broadclyst Primary Academy, Exeter

Converting to an Academy has enabled Broadclyst Primary School to turn its school dinner service around, something that head teacher, Jonathan Bishop, believes the school could not have done without Academy status.

Previously, the number of pupils having school meals was low and the service ran at a loss. Since becoming an Academy Broadclyst has invested over £20,000 in the lunch service.

Now there is a wider variety of home cooked dishes available on the daily menu and care is taken to source quality ingredients. The canteen has been transformed with artwork and properly laid tables, and instead of a take-away culture children are encouraged to sit down and eat.

Cashless tills keep track of what the children are eating. Pupils choose their meal and when they get to the till their thumb is scanned. This identifies the pupil, records what they have chosen and deducts the cost of the meal from an online account managed by their parents. Parents log on to the system at home via the school website to credit the account with money. At the same time they can see what their child has been eating.

Head teacher Jonathan Bishop, said: "We battled for years to improve the dinner service and never got anywhere. When we became an Academy I was keen to use the freedom we had gained to raise standards and turn the dinner service around. We have created a service that offers choice, quality and value for money, all the things that the parents and children wanted. We would not have been able to achieve this without Academy status."

6 Academy Sponsors and Partnership working

Academy sponsors come from a diverse range of backgrounds including the educational, commercial and charitable sectors. The sponsor role is designed to bring expertise and innovation to teaching and learning and corporate governance to improve the performance of weak and failing schools. All bring a record of success in other enterprises and a diverse range of experience and expertise, which they are able to apply to their Academies in partnership with experienced school managers.

Academy sponsors are accountable for progressive and sustainable improvements to performance in their schools. The Government expects them to lead on improvement and challenge traditional ways of thinking about how schools are run and what they should be like for students. Sponsors are responsible for establishing the Academy Trust and appointing the majority of its members, and the appointment of the head teacher. Once a head teacher is appointed, the Academy Trust will work closely with him or her to develop the staff and leadership structure as well as an Academy's ethos, vision and curriculum, so the Academy can hit the ground running when it opens. The Academy Trust, led by the sponsor, will challenge the head and hold him or her accountable for performance.

The Government is keen to develop a larger pool of sponsors that will bring a diverse range of experience and skills to help deliver a sustained transformation in these schools, many of which have a long history of underperformance. As of January 2012 there were 175 Academy sponsors actively sponsoring open Academies. The following are examples of where Academy sponsorship has led to improvements in staff development opportunities and enhanced terms and conditions of employment.

Case Study

ARK Academies

ARK Schools is an educational charity which currently runs eleven Academies in London, Birmingham and Portsmouth and is about to expand further, opening a new school, ARK Kings Academy in September 2012. ARK is committed to recruiting, developing and supporting excellent staff within their network.

ARK offers teachers the opportunity to further their knowledge and understanding of education by studying for an MA at King's College, London. ARK's bursary covers the majority of the course fee, with teachers expected to contribute just 25% themselves.

There is a comprehensive programme of staff development for both teachers and non-teaching staff. Staff are offered a wide range of targeted training, from advanced teaching skills to 'soft skills' including communication, team work, managing conflict and time management. Subject groups are also in place across ARK Academies to provide the opportunity to share best practice.

ARK also works with Future Leaders, an independent educational charity, to develop the next generation of leaders for challenging schools. The programme combines a year-long apprenticeship as a senior leader under a successful head teacher in a challenging school; intensive residential training; a study tour to visit exemplary US schools; and coaching from an experienced ex-head teacher.

ARK Academies operate a longer school day to develop and enrich learning; typically the school day starts at 8.30am and runs until 4pm at primary and 4.30pm at secondary level. The ARK teacher contract reflects the longer school day by allowing them to reward teachers for their flexibility by paying an additional 2.5 per cent above the school teachers' pay and conditions.

The longer school day not only benefits pupils through extra classes and enrichment activities but gives ARK Academies greater flexibility for teachers to work collaboratively and share ideas. It also provides additional time for lesson observation, debriefings and continuous professional development.

Case Study

The Harris Federation

The Harris Federation comprises 13 Academies (twelve secondary and one primary school) with five more planned for September 2013. They currently educate 11,660 pupils in London.

Nine out of eleven Harris Academies inspected so far have been judged to be Outstanding by Ofsted (78% compared to 20% nationally). Improvement in terms of 5+ A*-C GCSEs with English and mathematics was 13% last summer compared to 2.8% nationally and 5.7% for all Academies.

The ability to set their own pay and conditions has made it easier for the Harris Federation to transfer staff by agreement and to support neighbouring schools and allows them to appoint outstanding staff to work across more than one school.

Harris also offers a one year professional development programme for taking teachers from satisfactory to good, and a two year programme for taking them from good to outstanding. They also have a Master's programme to develop future leaders, which is delivered with the London University Institute of Education, and subsidised by 50%.

Harris staff who are signed up to the Federation's own contract are eligible for a number of benefits. These include: private medical cover, interest free loans for season tickets and bicycle purchase and 20% off at Harris Carpets. There are also a range of financial incentives and bonuses for good performance, including for attendance and examination performance.

Partnership working

The school system has always thrived on partnership working, but the Academies programme allows new opportunities for more formal collaboration as well as sharing ideas and innovation. By virtue of their funding agreement, Academies have to ensure that the school will be at the heart of its community, collaborating and sharing facilities with other schools and the wider community.

There are a growing number of Academy chain arrangements where outstanding schools support weaker schools to improve. As at 31 July 2011, 87 Academies had opened as part of a total of 33 chains. These chains vary in size and composition. They support member schools to improve by providing a common approach to professional development, sharing effective practice, and providing shared 'back office' support. The types of Academy chain operating at the moment include loose collaborations, multi-Academy trust and umbrella trust models where schools come together in varying levels of formal governance to support each other.

One example is the Kemnal Academies Trust (TKAT) which is made up of 17 primary and secondary Academies in Essex, Kent, Medway, Bromley, Bexley, Surrey, West Sussex and Hampshire. While each Academy operates independently through its Local Governing Body, the ethos is that all the Academies will work collaboratively, to enable students and staff to flourish.

TKAT Academies all share the values of high attainment, excellent opportunities for staff and students and strive to achieve excellence. Each Academy works collaboratively with the other Academies run by TKAT, sharing resources, knowledge and best practice to: achieve consistently high standards of teaching and learning, optimise opportunities for students, improve performance and achieve best value in service delivery and financial management.

The case study below shows how primary Academies in Devon were able to share expertise and resources with a view to improving efficiency.

Case Study

The Primary Academies Trust, or the 'Devon 11' as they are more commonly known, is made up of two federations of primary schools and two stand alone community primary schools spread across Devon. Despite being a rural authority, not all the schools within the Devon 11 serve rural communities. Some of the schools are in affluent areas of Devon, others are in deprived areas and some serve more mixed catchment areas. The schools are highly inclusive supporting many statemented children and children on free school meals as well as many gifted and talented children.

The 11 maintained primary schools were led by four experienced primary head teachers who became the executive Directors of the Academy and sit on the Trust Boards.

They believed that by setting up a Primary Academy Chain they could take all that was good and proven about Devon's ground breaking federation model and extend it to a much wider field of partners, thereby combining the significant benefits of collaborative working with the new freedoms of Academy status irrespective of the geography of the schools.

Helen Nicholls, one of the founding head teachers of the Primary Academies Trust, said: “Distributed leadership will strengthen considerably as colleagues across the school sites work in partnership to procure and share resources. Many services have already been jointly procured and have generated efficiency savings which have been re-invested in the delivery of primary education.

“By sharing performance data we can identify strengths, weaknesses and emerging trends and allocate staff from across the chain to provide support to a school whether it is part of the chain or outside it.”

7 Educational performance of the Academies sector

Evidence from public examination results and from independent reports shows that Academies are continuing to deliver educational improvements for their pupils.

In the Chief Inspector's Annual Report for 2010/11,⁶ Ofsted explained that most of the Academies inspected were sponsored Academies where previously the school had experienced a history of failure or low performance. Of the 75 Academies inspected, 40 were judged to be providing a good or outstanding education for their pupils and five were inadequate. The proportion of Academies judged good or outstanding was similar to that for all secondary schools, although within this the proportion judged outstanding was higher at just over 20 per cent. Ofsted found that staff in the best Academies were well led and that they had a clear and accurate understanding of where things worked well and where improvements were needed. They also found that the quality of teaching and learning was consistently high because teachers worked relentlessly to implement agreed strategies for behaviour management, lesson planning and assessment.

A Public Accounts Committee report on Academies published in January 2011 stated: "Most sponsored Academies have seen increases in academic attainment for their pupils compared with their predecessor schools. Although still below the national average, the proportion of pupils gaining 5+ A*-C grade GCSEs or equivalent is improving at a faster rate in Academies than in maintained schools with a similar intake."

Performance of Sponsored Academies in 2010/11

GCSE and A Level results for the 2010/11 academic year were published in January 2012 for those Academies that were open on 12 September 2010.⁷ In the 249 sponsored Academies that were open by this point and had results published, 46.8% of pupils achieved 5+ A*-C including English and mathematics. Further analysis published by the Department shows that:⁸

- Between 2010 and 2011, results for pupils in sponsored Academies improved at a faster rate than in other state-funded schools. In the 166 sponsored Academies with results in both 2010 and 2011 (excludes ex-CTC and ex-independent schools), the percentage of pupils achieving 5+ A*-C GCSEs (including equivalent qualifications) including English and mathematics increased by 5.7 percentage points. This compared to 3.1 percentage points in all state-funded schools.
- When looking at a group of similar schools (in terms of prior attainment, previous results and deprivation) sponsored Academies were achieving similar outcomes and improving at a faster rate.

⁶ Ofsted (2011) "The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2010/11": <http://www.ofsted.gov.uk/resources/annualreport1011>

⁷ There were 266 sponsored Academies in the 2011 Performance Tables of which 249 had results published. There were 25 converter Academies.

⁸ DfE (2012) "Attainment at Key Stage 4 by Pupils in Academies 2011"

- This pattern of improvement was also sustained in sponsored Academies that had been open over a longer period. For those sponsored Academies that had been open for at least five years, results between 2006 and 2011 increased at a faster rate than in other state-funded schools and at a faster rate than in a group of similar schools.
- Sponsored Academies that had been open the longest had, on average, higher results than those which had recently become Academies. The proportion of pupils achieving 5+ A*-C GCSEs (including equivalent qualifications) including English and mathematics was over nine percentage points higher in sponsored Academies open for five or more years than those that had been open for one year.

The case study below shows how Burlington Danes Academy took decisive steps to drive up standards at the school so that it moved from being a school on special measures to 75% of pupils achieving 5+ A*-C GCSE grades.

Case Study

Burlington Danes Academy (ARK School)

Burlington Danes Academy (BDA) is a Church of England school in London. After being placed in special measures by Ofsted in 2004, it became the first Academy sponsored by ARK (Absolute Return for Kids) in September 2006.

The Academy is a “comprehensive grammar” school for 11-18 year olds, in a relatively deprived part of inner-London. A high proportion of pupils are on free school meals. The Academy is over subscribed with 1100 students on roll. This year the school received over four applications for every place.

The school ethos is that every student matters and every lesson counts. The no excuses culture: ‘no matter what your background, circumstances, or ability, you can, and will, *succeed*’ is reflected in the year on year improvement in results.

In 2011, 75% of students achieved 5+ A*-C GCSE grades including English and mathematics, 20 percentage points above the national average. This compares to 67% in 2010, 50% in 2009, 41% in 2008 and 36% in 2007.

Mathematics is one of the Academy’s highest performing subjects, with 88% of Year 11 students gaining A*-C and 51% receiving either an A*, A or B grade in 2011. Last year 68% of the school’s first sixth form cohort achieved A Level grades A-C and gained places at some of Britain's top universities.

The school offers a traditional academic curriculum built around the core disciplines of English, mathematics, science and humanities. Students also have the opportunity to study Latin and two European languages.

A multi-pathway curriculum is designed to meet the needs of all students, from those who require specialist help, support and encouragement, to the most able students requiring extra activities to stretch and enrich them.

Assessment plays a key part of student life at BDA and regular informal assessment gives students advice on how to improve their work. Summative assessments each term enables students and staff to measure progress against national standards.

Academic excellence is recognised with a rank order system for every pupil in every year. A place is allocated to every child each term based on their performance subject by subject. At half term the children are examined and given their scores. They then have the opportunity in the remaining half term to improve them and at the end of term each student is ranked, in every subject. This healthy competition has encouraged pupils to do well and has been the single biggest change in helping to drive up results.

An enrichment programme gives students the opportunity to take part in a new or different type of club or activity. The Academy sets the expectation that all students sign up for at least one extra curricular activity each week. Over 40 clubs run either before or after school and at lunchtime, with everything from African drumming to an investments club.

Performance of Converter Academies in 2010/11

GCSE and A Level results for the 2010/11 academic year were published in January 2012 for those Academies that were open on 12 September 2010. In the 25 converter Academies open at this point, 77.1% of pupils achieved 5+ A*-C including English and mathematics.

During the 2010/11 academic year a large number of high performing schools chose to convert to Academy status. Those schools continued to perform well at the end of Key Stage 4 in the summer term. In all the schools open as converter Academies by 1 April 2011, 60.8% of pupils achieved 5+ A*-C including English and mathematics, compared with 58.2% for all state-funded schools.

Performance of Academy Chains

Section 6 above gives information on partnership working and Academy chain arrangements where outstanding Academies support weaker schools to improve. There is evidence to show that Academy chains help raise standards and develop future leaders of the teaching profession. A 2011 report of the Public Accounts Committee said that: "the sponsored Academies see collaboration across chains or 'clusters' of Academies as the way forward which will help to further raise standards and develop future leaders."⁹

The 2011 Secondary School Performance Tables showed that some Academy sponsors saw large improvements across their schools. Between 2009/10 and 2010/11, Harris Academies saw an average improvement of 13.1 percentage points, ARK 11.0 percentage points, Oasis 9.5 percentage points and ULT 7.5 percentage points in the proportion of pupils gaining 5+ A*-C including English and mathematics. Across all state-funded schools, the rate of improvement was 3.1 percentage points

In all but one of the Harris Academies, results improved at a faster rate than was seen amongst all state-funded schools, most notably the Harris Academy Merton which improved by 26.0 percentage points. There was a similar pattern amongst the ARK chain of Academies with St Alban's Academy seeing an improvement of 17.0 percentage points.

⁹ Public Accounts Committee - Seventeenth Report - The Academies Programme, 19 January 2011

The National College for School Leadership (NCSL) found a link between membership of chains and Academy performance, showing that Academies in chains comprising three or more Academies are improving faster than other Academies.¹⁰ It showed that between 2008-09 and 2010-11 the proportion of pupils gaining 5+ A*-C at GCSE (and equivalent qualifications), including English and mathematics, increased by 15.0 percentage points in chains of three or more Academies, compared with 12.2 and 11.0 percentage points for standalone and two-strong Academy chains, respectively.

The NCSL report highlighted that some converter Academy chains are coming to Academy status having previously been part of a performance federation and that a further study commissioned by the College found that such federations have a positive impact on student attainment at GCSE.¹¹ It also identified that there is a time lag of two to four years between the formation of federations and the point when their performance overtakes their non-federated counterparts, and that there was variation in performance within chains.

The early evidence relating to the performance of Academy chains is encouraging. With the expansion of the Academies Programme, the Government will continue to keep this evidence under close review.

Tackling underperformance

Underperformance was an issue in a number of Academies, which the Government is determined to tackle as strongly in the Academies sector as in other sectors. In 2010, the minimum expected standard for secondary schools was raised to 35 per cent of pupils getting 5 A*-C GCSEs including English and mathematics, combined with the majority of pupils making above average progress from Key Stage 2 to Key Stage 4. The attainment floor has increased to 40% with effect from summer 2012 examinations, and will rise further to 50% by 2015. The progression measure is based on the median rate of progress and so will move over time. In 2011 there were 39 Academies, down from 64 in 2010, in which performance was below the secondary floor standard and 9 primary Academies were below the primary floor.

In March 2011 the Secretary of State required the sponsors of all Academies which were below the 2010 floor standard to provide plans on how they were going to make rapid and sustained improvements. Their progress has been closely monitored and challenged, where the plans were not deemed strong enough, by the Schools Commissioner, Dr Elizabeth Sidwell and her team. The Government has made clear that if sponsors are unable to bring about the transformational change for their pupils it will look to those Academy sponsors with proven track-records to provide assistance. In the more severe instances, where there are concerns around the capability of a sponsor of an underperforming Academy, the Government will look to strengthen the Academy Trust – or, where appropriate, would expect a change of sponsor or Academy Trust membership to be arranged to address continuing underperformance.

¹⁰ Hill, R. *et al* (2012) 'The Growth of Academy Chains: Implications for Leaders and Leadership', National College for School Leadership, Nottingham

¹¹ Chapman, C., Muijs, D. and MacAllister, J. (2011) 'A Study of the Impact of School Federation on Student Outcomes', National College for School Leadership, Nottingham

Case Study

ESSA Academy

In 2005, just 24% of the pupils at Hayward school in Great Lever, Bolton achieved five good GCSEs including English and maths. Three years later, this figure had only grown by four per cent to 28%.

On 1 January 2009, the Hayward School closed and was replaced by the ESSA Academy. The ESSA Academy draws its pupils from the same socially disadvantaged area as its predecessor. Forty-four per cent of its students are entitled to free school meals, well over 30% are on the SEN register and 44 different languages are spoken by pupils. But by 2011, less than three years after becoming an Academy, the percentage of pupils achieving 5+ A*-C GCSEs (or equivalent) including English and mathematics had doubled to 56%.

The school is using its freedoms as an Academy to foster a love of learning in pupils who might otherwise have been disengaged from education. They have been able to use the freedom that they have as an Academy to completely rethink how they can engage with the pupils from their surrounding area to ensure that they receive the best possible education.

The school provides every pupil with an iPod Touch, enabling and encouraging them to access a wide range of educational resources in school, on the bus or at home. Teachers can set tests, quizzes and exercises for pupils to complete on their iPods. Pupils can then submit work back to the teacher, or display it on computer screens back in the class. Teachers also use their own tablet PCs and laptops for fast and efficient administration, teaching and assessment.

ESSA's Principal, Showk Badat, said: "Letting children learn means breaking down the barriers that stop them achieving the same success as children anywhere in the country. It means ending low teacher expectations, formed over decades. It means convincing children that the school and its teachers are here to help them realise their learning potential, not to fight them."

8 How Academies cater for vulnerable and disadvantaged pupils

As with admissions and exclusions, and as required by section 1(7) of the Academies Act 2010, all new Academies are required to follow the law and guidance on special educational needs (SEN) that applies to maintained schools.

Sponsored Academies have a higher proportion of pupils with special educational needs than the average across all state-funded schools. In the 2010/11 academic year, 28.5% of pupils in sponsored secondary Academies were identified as having some kind of Special Educational Need compared to 21.3% of pupils in all state-funded secondary schools.¹²

Many converter Academies have also developed innovative provision for pupils with special educational needs. The case study below shows how Brooke Hill Academy has bought in additional support to help improve outcomes for its pupils with SEN.

Case Study

Brooke Hill Academy

Robust tracking of children's progress has allowed Brooke Hill to identify children who would benefit from 1:1 small group support. As a result of becoming an Academy, the school has employed an additional SEN teaching assistant who works with individuals and small groups to enhance reading skills in Key Stages 1 and 2. The school has a dyslexia specialist teacher working 1:1 with children in years 5 and 6 for one day each week, and an additional teacher providing 1:1 booster tuition for children in years 5 and 6. Pupil progress is regularly assessed to measure the impact of this and all of the children have made at least one to two sub-levels of progress. The school works closely with their parents who are supportive of these additional programmes and all are thrilled with the benefits to their children. A specialist drama teacher is now working with an identified group of children in year 5 for one afternoon each week to develop the children's speech and language confidence.

East Wickham Infant School in the London Borough of Bexley have used their budget to get the services their children need.

Case Study

East Wickham Infant School

East Wickham Infant School converted to an Academy in April 2011. It has 225 pupils on roll. 22.3% of pupils are eligible for Free School Meals, 15.9% have English as an additional language and 5.9% of pupils have special educational needs (with an SEN statement or on School Action Plus). The Academy has been judged by Ofsted as a good school with outstanding features.

¹² Based on all schools that had become Academies by 31 July 2011 using data (where available) from the January 2011 School Census.

East Wickham has used the greater control it has over its budget to acquire services for its children that it had not been able to provide before. This includes:

- one day a week of speech therapy
- one day a week of occupational therapy
- one day a week of a parent support worker to support their families
- one day a week of education welfare and attendance services (attendance was the only satisfactory grade in their last Ofsted report)
- additional time from their highly trained teaching assistants to deliver targeted literacy programmes in partnership with the Fischer Family Trust to boost literacy achievement.

The Academy also uses their pupil premium money creatively and has sourced out of school support for two children and paid for attendance at a breakfast club for another.

As a result of this creative budget control, 32 pupils have been helped with their speech and language and a further 18 pupils have worked with the occupational therapist, a service which also incorporates advice to the parents.

Headteacher Susan Manzi said “Here at East Wickham we are all about narrowing the attainment gap. A third of our children don’t read at home but I will not let anyone leave this school illiterate.”

The majority of children joining East Wickham have very low levels of baseline attainment yet the latest results show that 90-95% of pupils achieve level 2 in English, maths and science and of those 30 per cent achieve level 3.

The case study below shows how Stockwell Park High School used the financial freedoms that Academy status brings to support vulnerable and disadvantaged pupils.

Case Study

Stockwell Park High School, Lambeth

Stockwell Park High School in Lambeth converted to an Academy in February 2011. It is situated in an area with high levels of deprivation and nearly 60% of children on roll are eligible for free school meals. More than half the pupils have Special Educational Needs and half speak English as a second language. In 2011 68% of pupils achieved 5+ A*-C GCSE grades including English and mathematics.

The school has made use of the financial freedom that Academy status brings to fund school trips for its disadvantaged pupils. The school also operates a revision programme during the Easter break for year 11 pupils at which breakfast and lunch are provided and 97% of pupils took advantage of this. The school has an innovative curriculum model for lower ability KS3 pupils, where they are taught using a primary model, which means that they are taught by one teacher. The school recognises that girls and boys learn differently and therefore pupils are taught in single gender classes. Teachers are drawn from the primary sector and have an interest in secondary education. This model nurtures these more vulnerable pupils and they go on to achieve good GCSE results at KS4 (43% of low attainers achieved 5 A*-C GCSEs including English and mathematics in 2011). The enhanced financial flexibility that Academy status provides also allows the school to buy in additional services to support these vulnerable groups (literacy programmes, study skills

programmes, academic mentoring, coaching programmes, mentoring for specific groups, resident counsellor, etc.)

In partnership with its local authority, the school opened a designated unit for children with autism in September 2011. It will take three children per year over a five year period, building up to a maximum of 15 children. The children who attend the facility will be prioritised from the year 7 intake, and it is the school's intention to integrate the children in the unit into the mainstream school where possible, though the provision will be driven by the needs of the pupil. From the first cohort of children admitted to the centre in September 2011 all of them have already moved into mainstream education and are doing very well.

Special Academies

The Government wants all schools, including special schools, to be able to benefit from Academy freedoms. Special Academies will play a key role within a diverse range of SEN provision, working with a wide range of educational providers including mainstream schools, and maintained, non-maintained and independent special schools. They are a key and vital part of the expanding Academies programme and offer excellent education, support and care to many vulnerable young people. As at 31 July 2011 there were no special Academies. The first special schools were able to convert from September 2011 and as at June 2012 there are 34 special Academy converters and 1 special sponsored Academy.

Special Academies offer schools the opportunity to operate with greater freedom and autonomy; to take decisions in order to respond to the needs of children, young people and families; to become leaders in the field of special education; and to be recognised as a centre of expertise and innovation. They offer parents a greater choice of SEN provision so that they can choose the right school and learning pathway for their child, and a positive, helpful relationship with a school that is responsive to and supportive of the family's needs. Most importantly, they offer children and young people with SEN or disabilities a learning experience that is right for them and enables them to achieve and progress in school; high quality, motivated and committed teaching staff; and the support that will enable them to make the transition to adulthood and to live fulfilling and successful adult lives.

Pupils Eligible for Free School Meals

The proportion of pupils in sponsored Academies who are known to be eligible for free school meals (FSM) is considerably higher than the average across all state-funded schools. In the 2010/11 academic year 27.7% of pupils in sponsored Academies were known to be eligible for free school meals compared to 15.9% across all state-funded secondary schools.¹²

In their 2010/11 Annual Report, Ofsted found that the pupil populations of almost three quarters of Academies inspected that year were more deprived than the national average, based on the Income Deprivation Affecting Children Index. Ofsted found evidence to suggest that some Academies were successfully weakening the link between deprivation and poorer outcomes. Figure 7 below shows the proportions of pupils in Academies with SEN or free school meals.

Figure 7: Proportion of pupils known to be eligible for free school meals or with special educational needs by Academy status

		Number schools	Number of pupils	% known to be eligible for free school meals	% SEN all	% SEN without statements	% SEN with statement
Primary	Converter Academies	124	43,875	14.1	18.9	17.5	1.3
	Sponsored Academies	0	-	-	-	-	-
	All state-funded primary schools	16,884	4,137,755	18.0	19.3	17.9	1.4
Secondary	Sponsored	271	252,905	27.7	28.5	26.3	2.2
	Converter	405	481,715	7.8	16.8	15.3	1.6
	All state-funded secondary schools	3,310	3,262,635	15.9	21.3	19.4	2.0

Source: School Census January 2011 and published list of open Academies

Includes all Academies open by 31 July 2011 that had a January 2011 School Census record, for some Academies this means that the census was taken prior to their becoming an Academy. Total schools not consistent with earlier tables as schools without a January 2011 census record are excluded.

Outcomes for Vulnerable and Disadvantaged Pupils

The 2010/11 exam results for vulnerable and disadvantaged pupils in Academies are encouraging. Results from 2010/11 show that:¹³

- The proportion of pupils eligible for FSM who achieved 5+ A*-C including English and mathematics in sponsored Academies was similar to other state-funded schools and for sponsored Academies that had been open the longest the results were higher than similar pupils in other state-funded schools. In sponsored Academies 34.1% of pupils who were known to be eligible for FSM achieved 5+ A*-C including English and mathematics compared to 34.6% of similar pupils in other state-funded schools (excluding converter Academies). Amongst sponsored Academies open for five or more years the proportion was 41.9%;
- Results for pupils with special educational needs in sponsored Academies were on average lower than similar pupils in other state-funded schools, but those pupils who were in sponsored Academies that had been open the longest outperformed similar pupils in other state-funded schools. Amongst all state-funded schools, 22.1% of pupils with any special educational need achieved 5+ A*-C including English and mathematics. Results in sponsored Academies open for five or more years were above the average for the group with 25.7% achieving that threshold;
- Results for pupils known to be eligible for FSM and those with any SEN were broadly the same in sponsored Academies and a group of comparable local authority maintained schools. Results for both groups increased at a faster rate in sponsored Academies than in a comparable group of local authority maintained schools. In 2010/11, sponsored Academies saw an increase of 5.0 percentage points in the proportion of FSM pupils achieving 5+A*-C including English and mathematics since 2009/10. In a group of similar schools the increase was 3.6 percentage points since 2009/10. The equivalent figures for SEN pupils were 4.1 and 2.2 percentage points respectively; and

¹³ DfE (2012) "Attainment at Key Stage 4 by Pupils in Academies 2011"

- Pupils eligible for FSM or with special educational needs achieved higher results in converter Academies than similar pupils in other state-funded schools. In converter Academies 48.7% of those pupils known to be eligible for FSM achieved 5+ A*-C including English and mathematics compared to 34.6% of similar pupils in other state-funded schools (excluding sponsored Academies). Of pupils in converter Academies with SEN or at School Action level, 48.4% achieved 5+ A*-C including English and mathematics in comparison to 27.9% in other state-funded schools (excluding sponsored Academies). Of pupils in converter Academies with SEN or at School Action Plus level, 27.6% achieved 5+ A*-C including English and mathematics in comparison to 19.7% in other state-funded schools (excluding sponsored Academies). Of pupils in converter Academies with a statement of Special Educational Needs, 26.5% achieved 5+ A*-C including English and mathematics in comparison to 8.3% in other state-funded schools (excluding sponsored Academies).

Exclusions

Academies play an active part in their local admissions system, and must have regard to the Secretary of State's guidance on exclusions. The latest data on exclusions is for 2009/10 and so only covers sponsored Academies. Many Academies have exclusion rates no higher than the rest of their local authority. As many Academies have exclusion rates below the national average as have exclusion rates above it.

Academies, like other schools under new leadership, tend to have higher exclusion rates in early years as principals establish discipline and leadership. Analysis published by the Department showed that in 2009/10, Academies had the highest rate of permanent exclusions of any school type¹⁴ but when Academies were compared with local authority maintained schools with similar intakes, the average permanent exclusion rate for Academies was only slightly higher than for the comparator schools (0.32% compared to 0.25% respectively).

The overall level of exclusions is falling. Across all sponsored Academies, the rate of permanent exclusions has fallen from 0.47% in 2007, to 0.30% in 2010. This compares to a fall in the rate of permanent exclusions, from 0.23% in 2007 to 0.15% in 2010 across all state-funded secondary schools.

¹⁴ DfE (2012): "A profile of pupil exclusions in England"
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR190>

Figure 8: Permanent exclusions in Academies

	Number of schools	2006/07		2009/10	
		Permanent Exclusions		Permanent Exclusions	
		Number of permanent exclusions	Percentage of the school population (2)	Number of permanent exclusions	Percentage of the school population (2)
Academies by cohort					
2002 openers (3)	3	10	0.27	x	x
2003 openers (3)	9	50	0.49	40	0.38
2004 openers (3)	5	50	1.07	30	0.58
2005 openers (3)	10	20	0.24	20	0.17
2006 openers (3)(4)	20	70	0.45	60	0.31
2007 openers (3)(4)	36	-	-	130	0.37
2008 openers (3)(4)	50	-	-	100	0.23
2009 openers (3)(4)	67	-	-	200	0.32
All Academies (including new openers) (5)	203	190	0.47	590	0.30

Source:
School
Census

(1) Includes all Academies open at beginning of September of relevant year; Academies are shown by date of opening.

(2) The number of permanent exclusions expressed as a percentage of the number (headcount) of pupils in Academies, open in relevant year.

(3) These figures refer to the new Academies - those schools set up to replace one or more existing schools or to meet a need for additional school places.

(4) Excludes all cases of exclusion which occurred prior to the opening of the Academy during part of the relevant academic year

(5) Totals include Academies that opened in January 2010

X less than 5 exclusions, or a rate based on less than 5 exclusions

Totals may not appear to equal the sum of the component parts because numbers have been rounded to the nearest 10.

The case study below shows how Bristol Brunel Academy used a positive behaviour scheme to help tackle exclusions and behaviour problems in the school.

Case Study

Bristol Brunel Academy

Bristol Brunel Academy is sponsored by the Cabot Learning Federation. It serves a disadvantaged area of the city, and 25% of its students do not have English as a first language. The predecessor school had a long history of high exclusion rates where every term 40 to 50 pupils were excluded, either on a temporary or permanent basis – the highest exclusion rate in the second highest excluding ward in the country. As a result

parents lost confidence in the school's ability to keep their children safe. The poor reputation that the school developed within the community led to it operating well below capacity.

Since the Academy opened in 2007, it has implemented a 'Positive Behaviour Scheme' to tackle issues and promote safety in the school. The scheme is based on the ethos of restorative justice, which not only tackles the behaviour but also its causes. This includes a range of early intervention measures, including mentor support, time away from the classroom to reflect on an incident, anger management workshops and restorative meetings. As a result, pupils are learning to cope with their emotions in a more constructive way.

Attainment has improved, with the percentage of pupils achieving 5+ A*-C GCSEs (or equivalent) including English and mathematics GCSEs rising by 16% between 2009 and 2011. The number of pupils going onto post-16 education has risen, the school is well regarded in the local community and since it opened the Academy has made no fixed term exclusions and two permanent exclusions.

9 Further Analysis for Academies sector

The Department published an Equality Analysis for Academies in May 2010 as the Academies Bill was going through Parliament. The evidence (in respect of sponsored Academies) showed average attainment at the end of Key Stage 4 was improving at a faster rate in Academies than the national average and also at a faster rate than a matched comparison group of similar schools (with similar attainment, history and intakes). A detailed breakdown of attainment by ethnic group showed that for every ethnic group, attainment was lower in Academies than similar pupils in other schools. This reflected the fact that sponsored Academies were operating in challenging areas. Comparison with a group of schools (with similar intakes) showed that attainment for each ethnic group in Academies was broadly in line with attainment of similar pupils in the comparison group of schools.

Ethnic group

Sponsored Academies have higher proportions of minority ethnic pupils than the national average. In 2011, 72.1% of pupils in sponsored Academies (open as at 31 July 2011) were of white ethnic origin, compared to 80.6% across all state-funded secondary schools. This was consistent for all the minority ethnic groups, with the biggest difference seen in the proportions of black pupils (9.6% in sponsored Academies compared to 4.6% in state-funded schools). The proportion of each ethnic group in sponsored Academies stayed broadly the same between 2010 and 2011, consistent with the national pattern.

Comparing the group of 162 sponsored Academies with results in 2010 and 2011 with similar schools showed that there were similar proportions of minority ethnic pupils in both, but the mix within this differed slightly, where the group of similar schools had a higher proportion of Asian pupils than that seen in sponsored Academies.

Figure 9: The proportion of pupils by ethnic group

	All Sponsored Academies Open as at 31 July		National Average for State-Funded Secondary Schools		162 Sponsored Academies with results in 2010 and 2011 (1)		162 Similar Schools (2)	
	2010	2011	2010	2011	2010	2011	2010	2011
Asian	8.9	9.4	7.9	8.3	8.6	8.9	13.7	14.0
Black	10.3	9.6	4.4	4.6	9.6	9.9	8.6	8.6
Chinese	0.4	0.4	0.4	0.4	0.3	0.3	0.3	0.3
Mixed	4.8	4.8	3.5	3.7	4.2	4.5	4.1	4.2
White	71.3	72.1	81.2	80.6	73.2	72.5	70.0	69.7
Any other ethnic group	2.5	2.4	1.2	1.3	2.6	2.8	2.5	2.4
Unclassified	1.6	1.4	1.3	1.2	1.4	1.1	0.9	0.9
All pupils	100	100	100	100	100	100	100	100

Source: School Census

Notes: (1) Excludes ex-City Technology Colleges, Independent Schools and New Provisions. (2)

Comparison schools matched based on their prior attainment, previous outcomes and levels of deprivation.

Pupils in sponsored Academies obtained lower results, on average, than pupils in other state-funded schools, and this was consistent across all ethnic groups. Pupils of white ethnic origin in sponsored Academies achieved the lowest results of any ethnic group, which differs from the national pattern, where pupils of black and any other ethnic origin achieve the lowest results.

When comparing to similar schools, sponsored Academies showed similar results for white pupils (43.7% in 2011, compared to 43.3% in similar schools), but higher results for many of the other ethnic groups. Similar ethnic groups performed well in sponsored Academies, similar schools and nationally, with Chinese and Asian pupils achieving the highest results on average.

Results for minority ethnic pupils in sponsored Academies were improving faster, on average, than for such pupils nationally and in similar schools. For example, black pupils in sponsored Academies recorded an 8.3 percentage point improvement, compared to 6.9 percentage points in similar schools and 5.0 percentage points nationally.

Figure 10: The proportion of pupils achieving 5+ A*-C GCSEs including English and mathematics, by ethnic group

	162 Sponsored Academies with results in 2010 and 2011 (1)			162 Similar Schools (2)			National Average		
	2010	2011	Change 10-11	2010	2011	Change 10-11	2010	2011	Change 10-11
	Asian	48.0	54.0	6.0	50.4	54.6	4.2	58.4	61.8
Black	43.4	51.7	8.3	42.3	49.2	6.9	49.3	54.3	5.0
Chinese (3)	64.9	73.6	8.7	57.8	59.0	1.2	75.5	78.5	3.0
Mixed	40.4	47.9	7.5	40.5	44.4	3.9	55.0	58.5	3.5
White	38.5	43.7	5.2	40.4	43.3	2.9	55.1	58.0	2.9
Any other ethnic group	45.8	48.7	2.9	42.6	40.0	-2.6	51.8	54.0	2.2
Unclassified (3)	42.1	41.4	-0.7	36.3	40.8	4.5	52.7	56.3	3.6
All pupils	40.1	45.7	5.6	41.9	45.3	3.4	55.1	58.2	3.1

Source: National Pupil Database

Notes: (1) Excludes ex-City Technology Colleges, Independent Schools and New Provisions. (2) 162 comparison schools matched based on their prior attainment, previous outcomes and levels of deprivation. (3) Figures for Chinese and Unclassified pupils in sponsored Academies and similar schools should be treated with caution due to relatively small numbers.

Gender

The gender split in sponsored Academies is largely in line with the national average, although they show a marginally higher proportion of boys than the national average for state-funded secondary schools (52.0 per cent for sponsored Academies open as at 31 July 2011, compared to 50.4 per cent nationally). The change in the proportions of each gender in sponsored Academies between 2010 and 2011 was marginal.

Comparing the group of 162 sponsored Academies to the group of similar schools showed that both groups have a slightly higher proportion of boys than the national average, although this is higher in similar schools.

Figure 11: The proportion of pupils by gender

	All Sponsored Academies Open as at 31 July		National Average for State-Funded Secondary Schools		162 Sponsored Academies with results in 2010 and 2011 (1)		162 Similar Schools (2)	
	2010	2011	2010	2011	2010	2011	2010	2011
Girls	48.3	48.0	49.6	49.6	48.0	48.2	46.9	46.9
Boys	51.7	52.0	50.4	50.4	52.0	51.8	53.1	53.1
All pupils	100	100	100	100	100	100	100	100

Source: School Census

Notes: (1) Excludes ex-City Technology Colleges, Independent Schools and New Provisions. (2) Comparison schools matched based on their prior attainment, previous outcomes and levels of deprivation.

As across all state-funded secondary schools, girls outperformed boys in sponsored Academies. Results for boys in sponsored Academies improved at a faster rate than girls, seeing a 6.1 percentage point improvement from 2010 to 2011, compared to 5.2 percentage points for girls. These improvements are faster than for pupils nationally and in similar schools.

Figure 12: The proportion of pupils achieving 5+ A*-C including English and mathematics, by gender

	162 Sponsored Academies with results in 2010 and 2011 (1)			162 Similar Schools (2)			National Average		
	2010	2011	Change 10-11	2010	2011	Change 10-11	2010	2011	Change 10-11
Girls	43.3	48.5	5.2	44.9	48.3	4.9	58.9	61.9	3.0
Boys	37.1	43.2	6.1	39.3	42.6	2.9	51.5	54.6	3.1
All pupils	40.1	45.7	5.6	41.9	45.3	3.4	55.1	58.2	3.1

Source: National Pupil Database

Notes: (1) Excludes ex-City Technology Colleges, Independent Schools and New Provisions. (2)

Comparison schools matched based on their prior attainment, previous outcomes and levels of deprivation.

Special Educational Needs

Sponsored Academies have higher proportions of pupils with Special Educational Needs (SEN) than the national average for state-funded secondary schools. For those sponsored Academies open as at 31 July 2011, 28.5 per cent of pupils had SEN, compared to 21.3 per cent nationally. This mainly comprised pupils without a statement; the proportions of pupils with a statement were similar to the national average (2.2 per cent compared to 2.0 per cent, respectively). This proportion with SEN has decreased slightly since 2010, from 30.5 per cent in 2010 to 29.5 per cent in 2011, with a slight decrease also observed nationally.

Looking at the 162 sponsored Academies with results in 2010 and 2011 and comparing to similar schools, the proportion of SEN pupils was slightly higher in similar schools in both 2010 and 2011. Both groups had higher proportions of SEN than the national average, again, mainly comprising greater proportions of pupils with SEN without a statement.

Figure 13: The proportion of pupils by Special Educational Needs

	All Sponsored Academies Open as at 31 July		National Average for State-Funded Secondary Schools		162 Sponsored Academies with results in 2010 and 2011 (1)		162 Similar Schools (2)	
	2010	2011	2010	2011	2010	2011	2010	2011
No identified SEN	71.2	71.5	78.3	78.6	69.5	70.5	66.7	67.9
All SEN pupils	28.8	28.5	21.7	21.3	30.5	29.5	33.3	32.1
<i>SEN without a statement</i>	26.6	26.3	19.7	19.4	28.3	27.5	31.0	29.9
<i>SEN with a statement</i>	2.2	2.2	2.0	2.0	2.2	2.1	2.3	2.2
All pupils	100	100	100	100	100	100	100	100

Source: School Census

Notes: (1) Excludes ex-City Technology Colleges, Independent Schools and New Provisions. (2)

Comparison schools matched based on their prior attainment, previous outcomes and levels of deprivation.

Results for pupils with SEN achieving 5+ A*-C including English and mathematics in sponsored Academies were slightly lower than for such pupils nationally: 18.5% in 2011 compared to 22.1%, respectively. However, they are broadly in line with such pupils in similar schools (19.8%). Results for all pupils with SEN in sponsored Academies are improving faster than for such pupils in similar schools and for such pupils in all schools nationally (4.1 percentage points compared to 2.2 in similar schools and 1.7 nationally).

Figure 14: The proportion of pupils achieving 5+ A*-C including English and mathematics by Special Educational Needs

	162 Academies with results in 2010 and 2011 (1)			162 Similar schools (2)			National Average		
	2010	2011	Change 10-11	2010	2011	Change 10-11	2010	2011	Change 10-11
No identified SEN	52.2	57.8	5.6	54.9	57.6	2.7	66.5	69.5	3.0
All SEN pupils	14.4	18.5	4.1	17.6	19.8	2.2	20.4	22.1	1.7
<i>SEN without a statement</i>	15.0	19.2	4.2	18.4	20.4	2.0	22.8	24.7	1.9
<i>SEN with a statement (3)</i>	6.4	8.1	1.7	6.8	12.2	5.4	7.3	8.5	1.2
All pupils	40.1	45.7	5.6	41.9	45.3	3.4	55.1	58.2	3.1

Source: IFLAD Analysis of Amended Key Stage 4 National Pupil Database Extract

Notes: (1) Excludes ex-City Technology Colleges, Independent Schools and New Provisions. (2) 162 comparison schools matched based on their prior attainment and levels of deprivation. (3) Results should be treated with caution due to small numbers.

Converter Academies

On publishing the equality analysis in 2010, the Department undertook to update the analysis to take account of the profile and characteristics of new Academies, once known, and to undertake further work as necessary. As the early converter Academies have a very different profile from the established sponsored Academies, this update covers some of the key data contained in the 2010 analysis for sponsored Academies only – based on performance data for summer 2011. This is because it is too early to conduct a fully updated equality analysis for all Academies. Only sponsored Academies have more than one year of results available (recent converters do not). We will therefore conduct a full analysis at a later date when sufficient data for comparing change over time is available.

10 Secretary of State as Principal Regulator

On 1 August 2011 the Secretary of State became Principal Regulator for Foundation and Voluntary Schools, Academy Trusts and Sixth Form Colleges as exempt charities. One of the key duties of the Principal Regulator is to promote compliance with Charity Law and the Government made a commitment to report on how the Secretary of State was carrying out these duties.

To date the Department has promoted compliance by ensuring information on the role of the Principal Regulator, coupled with information about compliance responsibilities, are published on its website which includes links to the Young People's Learning Agency (as it was until 1 April 2012 when it was abolished and became part of the Department as the Education Funding Agency) and the Charity Commission websites. These provide further information to ensure that charity trustees carry out their duties and responsibilities as required by law. We have been working with the Charity Commission to clarify our respective roles and responsibilities and how best to work together. A Memorandum of Understanding between the Department of Education and the Charity Commission is shortly to be signed by both parties. This sets out how the Commission and the Department will work together, both in co-ordinating our regulation operations and formulating the policy to which we work.

11 Conclusion

The Academies sector is growing in both numbers and significance and has become a key part of the education landscape. Academies are adding to the diversity of provision available to parents and pupils. They empower teachers and governors to take better and more immediate decisions for their pupils. They are helping to drive up standards across the board, including for our most disadvantaged and vulnerable children and young people.

Most schools become Academies of their own volition and the sector is continuing to grow. There were 1907 open Academies at 2 June 2012 of which 362 were sponsored, 1479 were converters, 24 were Free Schools, 2 were UTCs, 6 were Studio Schools and 34 were special converter Academies. The first Free Schools opened in September 2011, so next year's Annual Report will be able to provide a full report to Parliament on their progress. There are currently 71 Free Schools in development, working towards opening in 2012 and beyond.

The early indicators of success are very encouraging and provide a strong foundation on which to build the Academies programme further.



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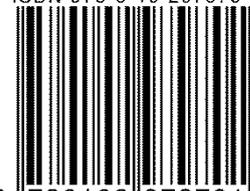
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