



Department  
for Education

Research Report DFE-RR223

# **Attainment at Key Stage 4 by pupils in Academies 2011**

**Infrastructure Funding and  
Longitudinal Analysis Division & Data  
and Statistics Division**



# Contents

<b>Summary</b> .....	<b>2</b>
<b>Introduction</b> .....	<b>5</b>
Background .....	5
Data and technical information .....	6
<b>Section 1: Results in Sponsored Academies in comparison to a group of similar schools</b> .....	<b>9</b>
<b>Section 2: The rate of improvement in Sponsored Academies</b> .....	<b>14</b>
<b>Section 3: Results by length of time open as a Sponsored Academy</b> .....	<b>20</b>
<b>Conclusion</b> .....	<b>26</b>
<b>Glossary</b> .....	<b>27</b>
<b>References</b> .....	<b>29</b>
<b>Annexes</b> .....	<b>30</b>
Annex 1: Summary of raw results for pupils in Academies .....	31
Annex 2: Summary of raw results by pupil characteristics for pupils in Academies .....	35
Annex 3: Analysis by length of time open as an Academy .....	48
Annex 4: School coverage .....	50

# Summary

Academies are schools that are independent of local authority control and directly funded by the Government. The first Academies opened in September 2002. Over half of all secondary schools are now, or have applied to become, Academies.<sup>1</sup> This report provides a comprehensive digest of the educational attainment at the end of Key Stage 4 of pupils who were in Academies in 2010/11.<sup>2</sup>

The Secondary School Performance Tables 2011 (published in January 2012) included results for 274 Academies. This is a small proportion of the 1,877 schools that are now Academies because the Performance Tables are based on those schools that had Academy status for the entire academic year to which the results refer.

Sponsored Academies generally replaced under-performing schools with a history of low attainment, often in more socially-deprived localities and with generally lower than average prior attainment on entry. As such, it is misleading to directly compare their raw attainment data with that for other state-funded schools. The key point is to understand the attainment of Sponsored Academies in context and to assess their outcomes against a fair counterfactual.

This report therefore examines the performance of Sponsored Academies in comparison to a group of local authority maintained schools whose characteristics, in terms of deprivation, prior attainment and previous outcomes, are as similar as possible to the group of Sponsored Academies. In addition, it compares the performance of Sponsored Academies that have been open the longest with those that have become Academies more recently.

This publication includes information on a range of indicators of attainment but the main focus is on 5+ GCSEs (or equivalent qualifications) at grades A\*-C including English and mathematics GCSE. Unless otherwise stated, this (for academic year 2010/11) is what is meant by the terms “outcomes” or “results”.

The analysis shows that:

- Between 2010 and 2011, results for pupils in Sponsored Academies improved at a faster rate than in other state-funded schools and at a faster rate than in a group of similar schools.
- Having started from a slightly lower point, results for pupils in Sponsored Academies overall were broadly the same as in a group of similar schools.
- 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 have been open the longest had, on average, higher results than those which had recently become Academies.

---

<sup>1</sup> DfE: “Open Academies and Academy projects in development”  
<http://www.education.gov.uk/schools/leadership/typesofschools/academies>

<sup>2</sup> End of Key Stage 4 refers to outcomes in GCSE and equivalent qualifications that are typically completed in the academic year in which a pupil turns 16.

- In the Sponsored Academies that have been open the longest, pupils eligible for Free School Meals (FSM) or with Special Educational Needs (SEN) performed better than similar pupils in state-funded schools overall and results for such pupils are improving faster in Sponsored Academies than in similar local authority maintained schools.

## **Section 1: Results in Sponsored Academies in comparison to similar schools**

This section reports on outcomes for Sponsored Academies in comparison to a statistically similar set of schools that were not Academies. It shows that:

- Results in 2011 for pupils in Sponsored Academies were broadly the same as in a group of similar (statistically matched) schools. This was the case for FSM and non-FSM pupils and also for pupils with and without SEN.
- In both Sponsored Academies and a group of similar schools, Chinese pupils were the highest performing ethnic group and White pupils were the lowest performing ethnic group.
- Results for pupils whose first language was English or other than English were broadly the same in Sponsored Academies and a group of similar schools. In both groups of schools, pupils with first language other than English outperformed pupils whose first language was English. This is likely to reflect the high attainment of some ethnic groups.

## **Section 2: The rate of improvement in Sponsored Academies**

This section explores how results for Sponsored Academies improved between 2010 and 2011. Where possible, trends over a longer period are also examined by looking at how the earliest Sponsored Academies (which have now open long enough to have had a cohort of pupils complete their secondary education entirely within the Academy) have performed against similar schools over those years.

The analysis shows that results for pupils in Sponsored Academies increased at a faster rate than in other state-funded schools and at a faster rate than in a group of similar schools. In particular:

- Results in Sponsored Academies were similar to a group of schools operating in similar circumstances and improved at a faster rate between 2010 and 2011.
- Although results in Sponsored Academies were, on average, lower than in all state-funded schools (reflecting their origins as former failing schools), they improved at a faster rate between 2010 and 2011.
- Results for FSM pupils in Sponsored Academies improved at a faster rate than for FSM pupils in a group of similar schools between 2010 and 2011.
- Results for pupils with SEN in Sponsored Academies increased at a faster rate than for SEN pupils in a group of similar schools between 2010 and 2011.
- For those Sponsored Academies that had been open for at least five years, results between 2006 and 2011 improved at a faster rate than for a group of comparator schools tracked over the same period.

### **Section 3: Results by length of time open as a Sponsored Academy**

It is reasonable to expect that the full impact of becoming an Academy would become more evident over a number of years – at its simplest, the five years it typically takes to complete compulsory secondary schooling. To help understand the effect of this transition, analysis is included that distinguishes performance of Sponsored Academies in the 2010/11 KS4 results by the length of time they have been open as an Academy.

This section shows that Sponsored Academies that have been open the longest had, on average, better results than those which had recently become Academies. In particular:

- Attainment (both including and excluding GCSE equivalent qualifications) was higher the longer a Sponsored Academy had been open.
- Pupil progress (as measured by value added) was, on average, greater for Sponsored Academies that had been open the longest.
- FSM pupils in Sponsored Academies that had been open for the longest achieved higher results than similar pupils in other state-funded schools.
- Results for pupils with SEN in Sponsored Academies were, on average, lower than for similar pupils in other state-funded schools, but those pupils with SEN who were in Sponsored Academies that had been open the longest outperformed similar pupils in other state-funded schools.
- Results for pupils whose first language was other than English 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 achieved similar results to similar pupils in other state-funded schools.

Additionally, the report provides a collation of the attainment data for Academies contained within the Statistical First Release on attainment<sup>3</sup> and supplementary tables to the Statistical First Release on attainment by pupil characteristics.<sup>4</sup> These can be found in Annex 1 and Annex 2.

---

<sup>3</sup> DfE: GCSE and Equivalent Results in England, 2010/11 (Revised)  
<http://www.education.gov.uk/rsgateway/DB/SFR/s001056/index.shtml>

<sup>4</sup> DfE: GCSE and Equivalent Attainment by Pupil Characteristics in England, 2010/11  
<http://www.education.gov.uk/rsgateway/DB/SFR/s001057/index.shtml>

# Introduction

## Background

Academies are independent schools that 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.

The first Academies opened in September 2002, these were Sponsored Academies which replaced former failing schools. The Academies Act 2010<sup>5</sup> has led to a rapid expansion of the Academies programme and as of 8 June 2012 there are 1,877 Academies open in England.<sup>6</sup> Over half of all secondary schools are now Academies or have applied to become one and, as such, there is considerable interest in their performance.

On 26 January 2012, the Department for Education published the Statistical First Release “*DfE: GCSE and Equivalent Results in England, 2010/11 (Revised)*”.<sup>7</sup> It provided information on the overall achievements of young people in GCSE examinations and other accredited qualifications in 2010/11 based on data collated for the 2011 Secondary School Performance Tables. Included within the publication was analysis by school type including outcomes in Sponsored and Converter Academies.

On 9 February 2012, the Department published a further Statistical First Release, “*DfE: GCSE and Equivalent Attainment by Pupil Characteristics in England, 2010/11*” that provided outcomes at the end of Key Stage 4 by pupil characteristics (eligibility for free school meals, disadvantage, special educational needs, ethnicity and English as an additional language) for pupils at the end of Key Stage 4 from 2007 to 2011.<sup>8</sup> This publication covered all state-funded schools and did not distinguish any results specific to Academies.

In their Annual Report for 2010/11, Her Majesty’s Chief Inspector of Education, Children’s Services and Skills said that of the 75 Academies inspected, 40 were judged to be providing a good or outstanding education for their pupils and five were inadequate.<sup>9</sup> The proportion of Academies judged good or outstanding was similar to that for all secondary schools.

In their 2010 assessment of the Academies Programme, the National Audit Office concluded that while Sponsored Academies were still some way behind the national average for the percentage of pupils achieving 5+ A\*-C including English and mathematics, they were making good progress against comparable maintained schools.<sup>10</sup>

---

<sup>5</sup> See <http://www.legislation.gov.uk/ukpga/2010/32/contents>

<sup>6</sup> DfE: “*Open Academies and Academy projects in development*”  
<http://www.education.gov.uk/schools/leadership/typesofschools/academies>

<sup>7</sup> Available from <http://www.education.gov.uk/rsgateway/DB/SFR/s001056/index.shtml>

<sup>8</sup> Available from <http://www.education.gov.uk/rsgateway/DB/SFR/s001057/index.shtml>

<sup>9</sup> Ofsted (2011) “*The Annual Report of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills 2010/11*”

<sup>10</sup> National Audit Office (2010) “*Department for Education: The Academies Programme*”

Both NAO (2010) and Ofsted (2011) recognised the importance of understanding the origin of most Sponsored Academies as replacing previously failing schools with a history of low attainment. The Statistical First Releases are intended as an initial summary of the data and cannot fully reflect this context.

This report therefore builds on the data published in the Statistical First Releases and examines the performance of Sponsored Academies in a way that recognises the circumstances in which they operate to provide a comprehensive digest of the educational attainment at the end of Key Stage 4 of pupils who were in Academies in 2010/11.

Having described above the importance of understanding the origin of Sponsored Academies, **Section 1** contains analysis comparing outcomes against a statistically similar set of schools that were not Academies.

For those Academies open for more than one year, **Section 2** explores the improvements seen in Sponsored Academies between 2009/10 and 2010/11 and again compares this to a group of similar schools. Where possible, trends over a longer period are examined by looking at how the earliest Sponsored Academies (which have now open long enough to have had a cohort of pupils complete their secondary education entirely within the Academy) have performed against similar schools over those years.

Given that it is reasonable to expect that the full impact of becoming an Academy would become more evident over a number of years, **Section 3** compares the performance of Sponsored Academies that have been open the longest with those that have become Academies more recently.

## **Data and technical information**

Unless otherwise stated, results relate to the 2010/11 academic year. Analysis is based on data published as part of the Secondary School Performance Tables<sup>11</sup> and pupil attainment and characteristics information contained within the National Pupil Database.

Consistent with Performance Tables and the two Statistical First Releases, the Academy status of a school is taken as at 12 September 2010; giving 266 Sponsored Academies and 25 Converter Academies. This is a small proportion of all secondary schools that are now Academies.

Furthermore, while the majority of Academies are now “Converter Academies”, those “converters” made up a relatively small proportion of the Academies in the Performance Tables. The 25 that were included were from the first wave of Converter Academies for which the predecessor schools were already high performing. The focus of this report is therefore largely on the 266 Sponsored Academies that had results published in the 2011 Secondary School Performance Tables.

Of these, a small number of Sponsored Academies did not have results published in the Performance Tables. This includes ‘growing’ schools, i.e. schools that did not yet have a year 11, and schools where data have not been published due to

---

<sup>11</sup> <http://www.education.gov.uk/performancetables/>



the schools only having a small number of relevant pupils. There were 249 Sponsored Academies which were defined as such that had results published in the Performance Tables.

Figure A sets out the number of pupils that were in Sponsored Academies, Converter Academies, other state-funded schools and all state-funded schools for Performance Table purposes. The size of these groups should be taken in to consideration when interpreting the results.

**Figure A: The number of pupils at the end of Key Stage 4 in 2010/11 by type of school**

	Number of end of Key Stage 4 pupils
All Academies	45,715
<i>of which</i>	
Sponsored Academies	40,719
Converter Academies	4,996
Other state-funded schools	521,217
All state-funded schools	566,932

Source: DfE: GCSE and Equivalent Results in England, 2010/11 (Revised)

Some analyses, such as year-on-year comparisons, are necessarily based on a reduced number of schools (since results for at least two years need to be available). A full description of which schools are included in each analysis is provided in Annex 4.

This publication includes attainment on a range of indicators such as the percentage of pupils who at GCSE or equivalent achieved 5+ A\*-C including English and mathematics, the percentage who achieved the English Baccalaureate (EBacc) and the percentage who made the expected level of progress in each of English and mathematics. However, the main focus is on 5+ GCSEs (or equivalent qualifications) at grades A\*-C including English and mathematics GCSE and, unless otherwise stated, this is what the terms “outcomes” or “results” refer to. Results relate to the 2010/11 academic year unless otherwise stated.

The Department is required to take reasonable steps to ensure that confidentiality is protected in all its published or disseminated statistics. Within this publication, a cross (x) is used in the tables to signify a suppressed value where publication of that figure would be disclosive. Values of 1 or 2, or a percentage based on 1 or 2 pupils who achieved or 0, 1 or 2 pupils who did not achieve a particular level are suppressed. Some additional figures are suppressed to prevent the possibility of a suppressed figure being revealed.

As this publication provides breakdowns by school type and by pupil characteristics, suppression has been necessary. The rules have been applied in such a way as to provide the most useful information while still meeting the Department’s obligation to protect confidentiality. In some instances, this means that the detailed breakdowns in the main Statistical First Release are not reproduced in the additional tables broken down by Academy status. Most notably,

it means that results are not published by detailed ethnic group but are limited to the seven broad categories.

## Section 1: Results in Sponsored Academies in comparison to a group of similar schools

The Sponsored Academies included in the analysis largely replaced previously failing schools with low outcomes overall and therefore comparing them directly to all other schools will not necessarily be meaningful. Instead, it is necessary to select a group of non-Academy schools that are as similar as possible to the group of Sponsored Academies.

There are a variety of ways in which this might be done, such as making comparisons to schools with similar levels of prior attainment or with similar levels of deprivation. It is important to recognise that no comparison group is perfect. It is difficult for any such group to fully reflect what would have happened to the predecessor schools if they had not become Academies and there are a range of other factors that cannot be captured that might affect the overall outcomes in a school.

The Department's preferred approach is to use a group of schools that are identified as having a similar probability of becoming an Academy, using a technique called propensity score matching. This technique was endorsed and used by the National Audit Office in 2010 in their independent assessment of the Academies Programme.<sup>12</sup>

Using this method, a probability of becoming an Academy, based on levels of prior attainment, deprivation and previous outcomes, is calculated for each mainstream state-funded school. Sponsored Academies are then matched to a non-Academy school that had a similar, modeled, propensity to become a Sponsored Academy. This then provides a group of comparator schools.<sup>13</sup> The group identified had similar characteristics to the group of Sponsored Academies though average attainment was slightly higher.

This analysis shows that:

- **Having started from a slightly lower base, results for pupils in Sponsored Academies were broadly the same as in a group of similar schools in 2011.** Amongst the group of Sponsored Academies<sup>14</sup>, 46.0% of pupils achieved 5+ A\*-C including English and mathematics. In the group of similar schools, 45.7% of pupils achieved 5+ A\*-C including English and mathematics. See *Figure 1.1*
- **If equivalent qualifications are excluded, results in Sponsored Academies were lower than in a group of similar schools.** Amongst the group of Sponsored Academies, 32.6% of pupils achieved 5+ A\*-C including

---

<sup>12</sup> National Audit Office (2010) *Department for Education: The Academies Programme*

<sup>13</sup> Analysis is based on Sponsored Academies that had results published for at least two years, that had results published as a predecessor school (i.e. are not new provision) and excludes ex-CTC and independent schools where results were historically higher. This gives 162 Sponsored Academies. which were then matched on a one to one basis without replacement to other state-funded schools. Hence the group of comparator schools also contains 162 schools.

<sup>14</sup> Comparator group of Sponsored Academies refers to the 162 Sponsored Academies in the comparison group. As such, this does not include all Sponsored Academies. Results for all Sponsored Academies should be taken from Annex 1 and Annex 2.

English and mathematics (excluding equivalent qualifications). In the group of similar schools, 35.6% of pupils achieved 5+ A\*-C including English and mathematics (excluding equivalent qualifications).<sup>15</sup> See *Figure 1.1*

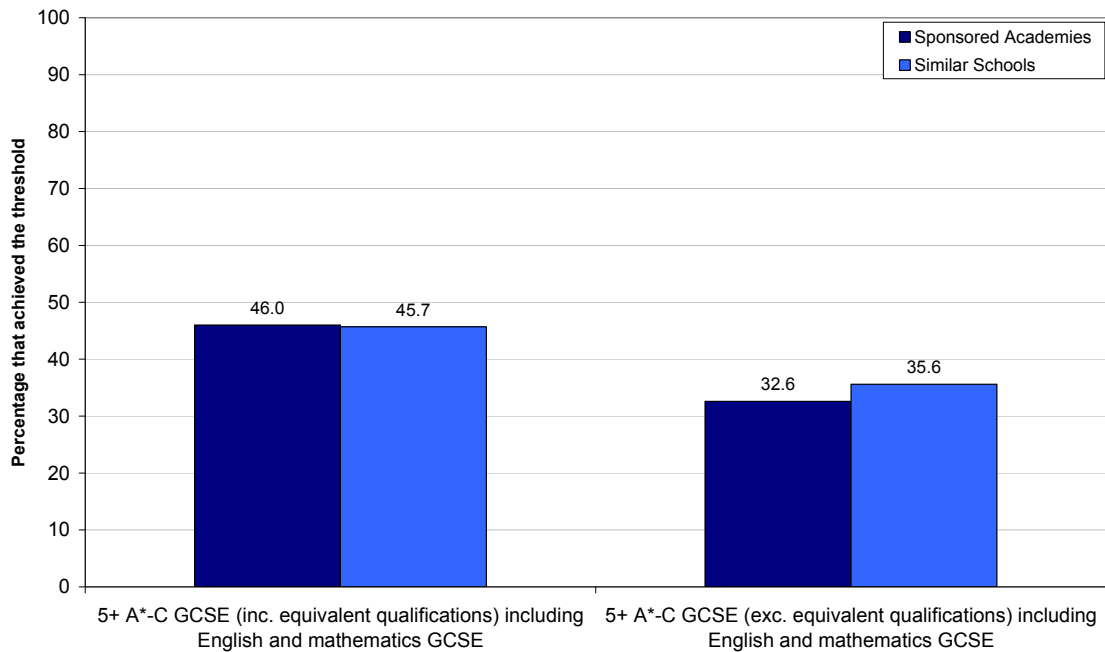
- **Results for FSM and non-FSM pupils were broadly the same in Sponsored Academies and the group of similar schools.** Amongst the group of Sponsored Academies, 33.7% of FSM pupils achieved 5+ A\*-C including English and mathematics. In the group of similar schools, attainment for those eligible for FSM was broadly the same at 34.7%. In the group of Sponsored Academies, 50.0% of non-FSM pupils achieved 5+ A\*-C including English and mathematics. In the group of similar schools, attainment for non-FSM was broadly the same at 49.3%. See *Figure 1.2*
- **Results for pupils with and without SEN were broadly the same in Sponsored Academies and the group of similar schools.** Amongst the group of Sponsored Academies, 18.5% of pupils with SEN achieved 5+ A\*-C including English and mathematics. In the group of similar schools, attainment for pupils with SEN was broadly the same, at 19.8%. Amongst the group of Sponsored Academies, 57.8% of pupils who did not have SEN achieved 5+ A\*-C including English and mathematics. In the group of similar schools, attainment for those without SEN was broadly the same at 57.6%. See *Figure 1.3*
- **In both Sponsored Academies and the group of similar schools, White pupils were the lowest performing ethnic group.** The majority of the broad ethnic groups had similar attainment in similar schools to Sponsored Academies.<sup>16</sup> Amongst the group of Sponsored Academies, White pupils were the lowest performing (43.7% achieved 5+ A\*-C including English and mathematics) and this was also true in the group of similar schools where 43.3% achieved 5+ A\*-C including English and mathematics. See *Figure 1.4*
- **Results for pupils whose first language was English or other than English were broadly the same in Sponsored Academies and the group of similar schools.** In the group of Sponsored Academies, 44.8% of pupils whose first language was English achieved 5+ A\*-C including English and mathematics. In a group of similar schools, attainment for such pupils was broadly the same, 44.5%. Amongst the group of Sponsored Academies, 49.8% of pupils whose first language was other than English achieved 5+ A\*-C including English and mathematics. In the group of similar schools, attainment for such pupils was marginally lower, 48.2%. See *Figure 1.5*
- **In both Sponsored Academies and the group of similar schools, pupils with first language other than English outperformed pupils whose first language was English.** Amongst the group of Sponsored Academies, pupils whose first language was other than English outperformed pupils whose first language was English by 5.0 percentage points. Amongst the group of similar schools, the attainment gap was 3.7 percentage points. This is likely to be due to the high attainment levels of some ethnic groups in which many pupils' first language was other than English. See *Figure 1.5*

---

<sup>15</sup> It will be important to see how this pattern of results changes with the exclusion of many of the equivalent qualifications from 2014.

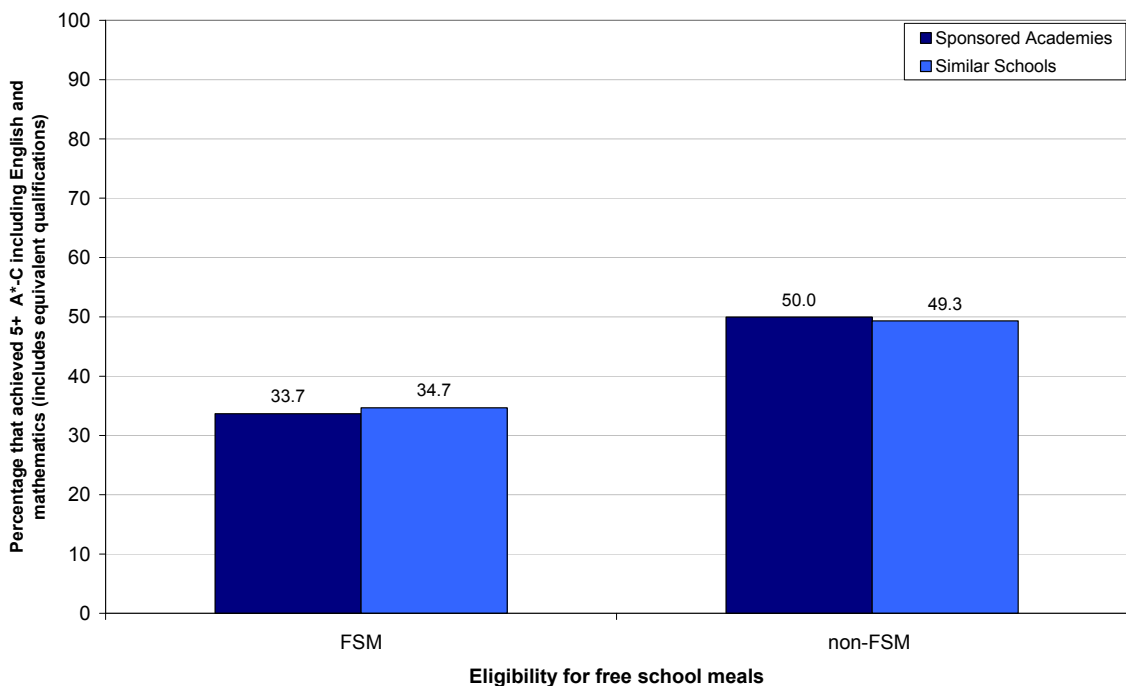
<sup>16</sup> Attainment for Chinese pupils was lower in similar schools but this is based on small numbers.

**Figure 1.1: Percentage of pupils in Sponsored Academies and in a group of similar schools that achieved 5+ A\*-C (including and excluding equivalent qualifications and including English and mathematics GCSE)**



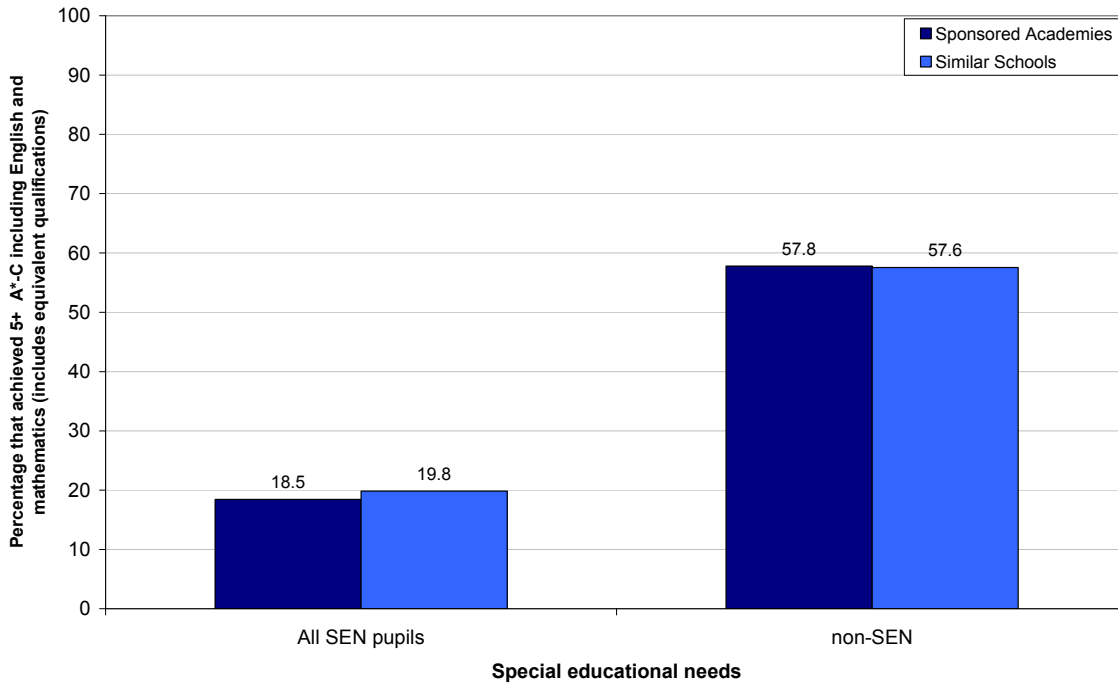
Source: Performance Tables

**Figure 1.2: Percentage of pupils in Sponsored Academies and in a group of similar schools that achieved 5+ A\*-C (including equivalent qualifications and English and mathematics GCSE) by eligibility for free school meals**



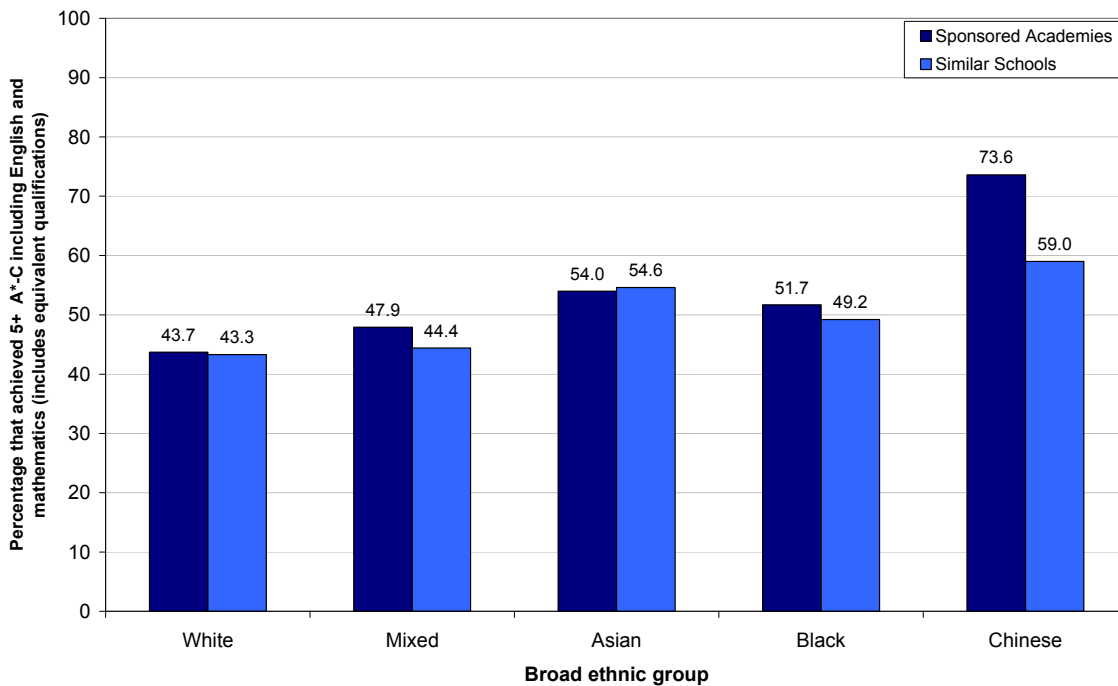
Source: National Pupil Database

**Figure 1.3: Percentage of pupils in Sponsored Academies and in a group of similar schools that achieved 5+ A\*-C (including equivalent qualifications and English and mathematics GCSE) by special educational needs**



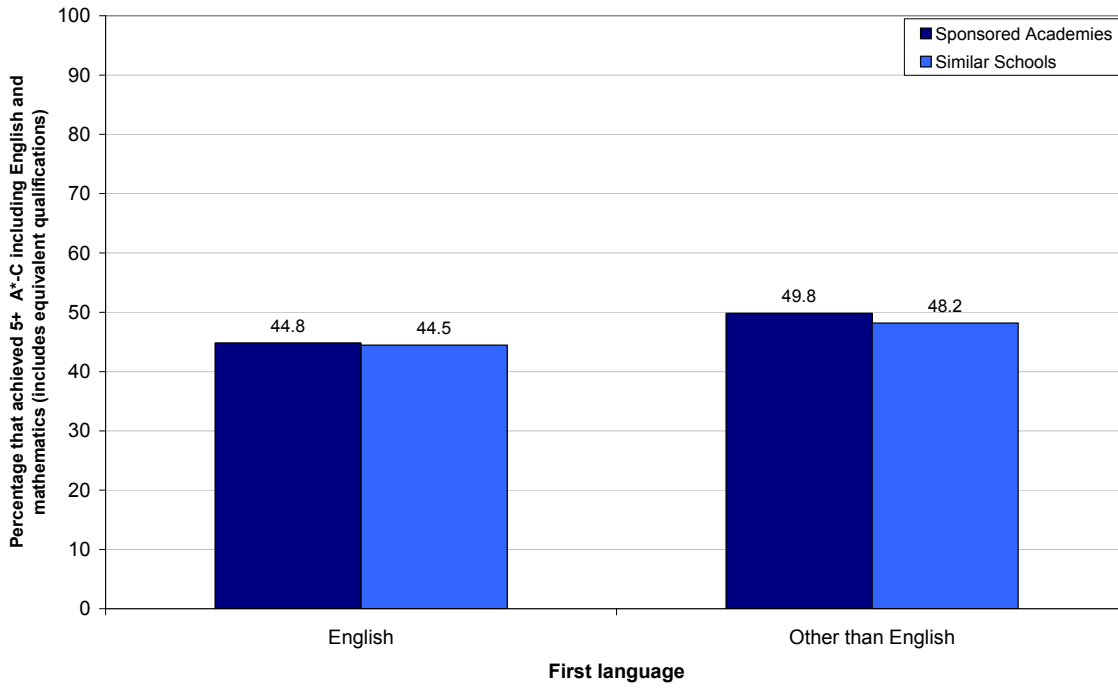
Source: National Pupil Database

**Figure 1.4: Percentage of pupils in Sponsored Academies and in a group of similar schools that achieved 5+ A\*-C (including equivalent qualifications and English and mathematics GCSE) by broad ethnic group**



Source: National Pupil Database

**Figure 1.5: Percentage of pupils in Sponsored Academies and in a group of similar schools that achieved 5+ A\*-C (including equivalent qualifications and English and mathematics GCSE) by first language**



Source: National Pupil Database

## Section 2: The rate of improvement in Sponsored Academies

Drawing meaningful year-on-year comparisons in headline statistics for Sponsored Academies is difficult since the group of schools included changes from year to year and the different starting points for schools means that their scope for improvement varies considerably.

A more meaningful comparison is to restrict analysis to those Sponsored Academies that had at least two years of Key Stage 4 results. This can again be developed further by comparing them to a group of non-Academy schools that had similar levels of prior attainment, deprivation and previous outcomes (see Section 1). The analysis examines improvements over one year before looking at patterns over a longer time period. It shows that between 2009/10 and 2010/11:

- **Results in Sponsored Academies were on average lower, but were improving at a faster rate, than in all 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 who achieved 5+ A\*-C including English and mathematics increased by 5.7 percentage points. This compares to 3.1 percentage points in all state-funded schools. See *Figure 2.1*
- **Having started from a slightly lower base, results in Sponsored Academies were similar to a group of schools operating in similar circumstances and were improving at a faster rate.** Amongst the group of 162 comparator Sponsored Academies, 45.7% of pupils achieved 5+ A\*-C including English and mathematics in 2011; an increase of 5.6 percentage points since 2010.<sup>17</sup> Amongst the group of similar schools, 45.3% of pupils achieved 5+ A\*-C including English and mathematics in 2011 - an increase of 3.4 percentage points since 2010. See *Figure 2.1*
- **Results for FSM pupils in Sponsored Academies improved at a faster rate than for such pupils in a group of similar schools.** Amongst the group of Sponsored Academies, 33.7% of FSM pupils achieved 5+ A\*-C including English and mathematics in 2010/11 - an increase of 5.0 percentage points since 2009/10. In the group of similar schools, 34.7% of FSM pupils achieved 5+ A\*-C including English and mathematics in 2010/11 - an increase of 3.6 percentage points since 2009/10. See *Figure 2.2*
- **Results for non-FSM pupils in Sponsored Academies improved at a faster rate than for such pupils in a group of similar schools and at a slightly faster rate than FSM pupils in Sponsored Academies.** Amongst the group of Sponsored Academies, 50.0% of non-FSM pupils achieved 5+ A\*-C including English and mathematics in 2010/11, an increase of 6.1 percentage points since 2009/10. In the group of similar schools, 49.3% of non-FSM pupils achieved 5+ A\*-C including English and mathematics in 2010/11, an increase of 3.3 percentage points since 2009/10. Results for FSM pupils in Sponsored Academies increased by 5.0 percentage points

---

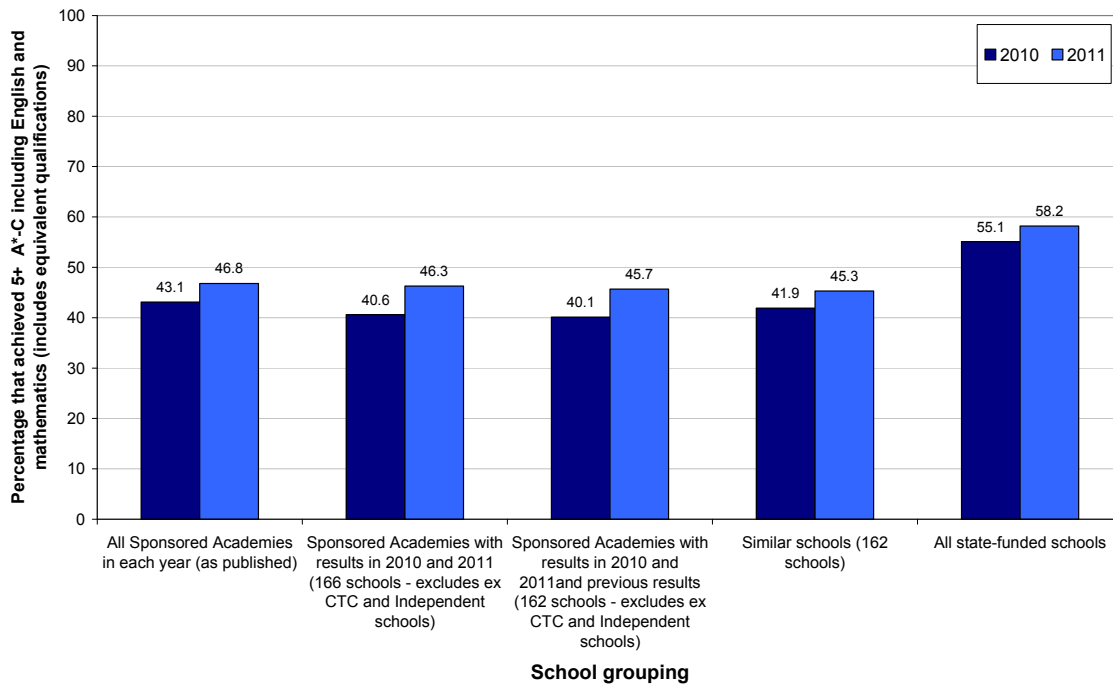
<sup>17</sup> Analysis is again based on Sponsored Academies that had results published for at least two years with the additional condition that they had results published as a predecessor school (i.e. are not new provision). Hence this is a set of 162 schools taken from the 166 schools used for year on year comparisons.



over the same period. See Figure 2.2

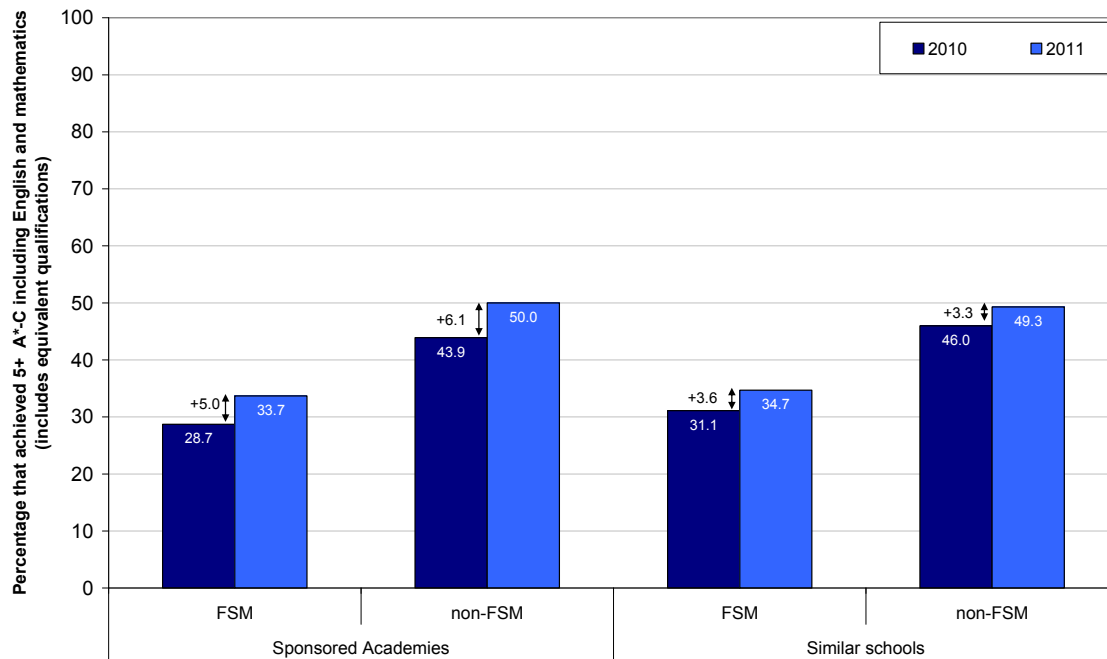
- Results for pupils with SEN in Sponsored Academies increased at a faster rate than for such pupils in the group of similar schools.** Amongst the group of Sponsored Academies, 18.5% of pupils with SEN achieved 5+ A\*-C including English and mathematics in 2010/11, an increase of 4.1 percentage points since 2009/10. In the group of similar schools, 19.8% of pupils with SEN achieved 5+ A\*-C including English and mathematics in 2010/11, an increase of 2.2 percentage points since 2009/10. See Figure 2.3
- The rate of improvement was slightly greater for pupils who did not have SEN.** Amongst the group of Sponsored Academies, 57.8% of pupils without SEN achieved 5+ A\*-C including English and mathematics in 2010/11, an increase of 5.6 percentage points since 2009/10. In the group of similar schools, 57.6% of pupils without SEN achieved 5+ A\*-C including English and mathematics in 2010/11, an increase of 2.7 percentage points since 2009/10. See Figure 2.3

**Figure 2.1: Percentage of pupils in Sponsored Academies and in a group of similar schools that achieved 5+ A\*-C (including equivalent qualifications and English and mathematics GCSE) in 2010 and 2011**



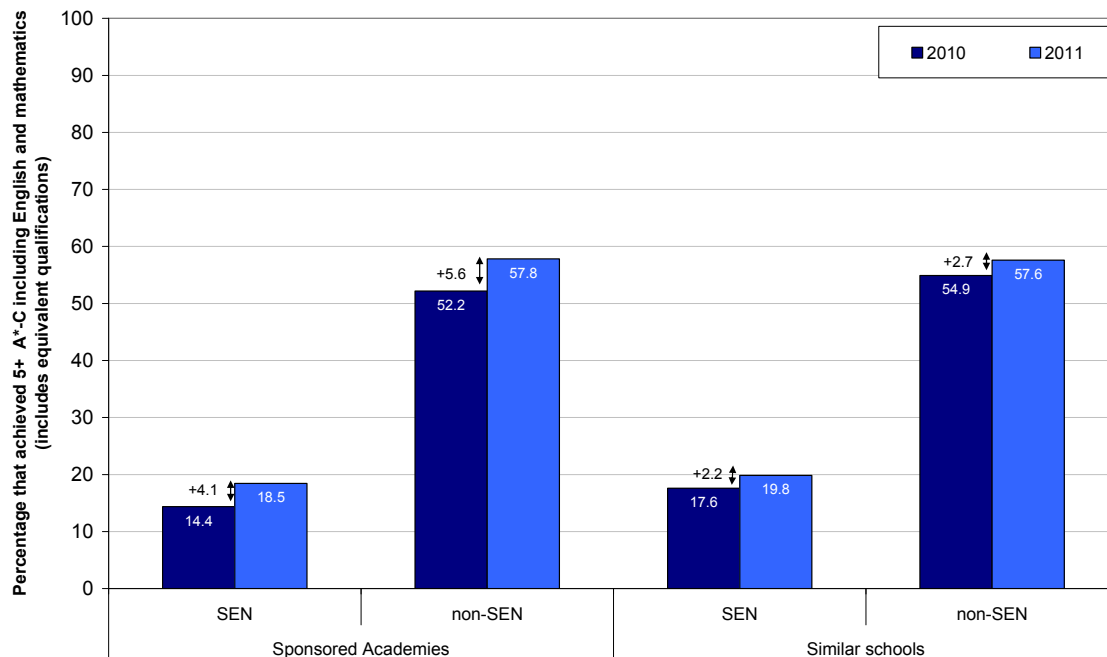
Source: Performance Tables and School Census

**Figure 2.2: Change in the percentage of pupils in Sponsored Academies and in a group of similar schools that achieved 5+ A\*-C (including equivalent qualifications and English and mathematics GCSE) by eligibility for free school meals.<sup>17</sup>**



Source: National Pupil Database

**Figure 2.3: Change in the percentage of pupils in Sponsored Academies and in a group of similar schools that achieved 5+ A\*-C (including equivalent qualifications and English and mathematics GCSE) by special educational needs.<sup>17</sup>**



Source: National Pupil Database

The analysis above examines the single year improvements that were seen in Sponsored Academies, with results in 2009/10 and 2010/11, against comparator schools. Considering the subset of Sponsored Academies that have been open for several years enables performance to be viewed over a longer time series.

In their 2010 assessment of the Academies Programme, the National Audit Office did this by making the distinction between 'earlier Academies', opening before 2006/07 (using 2002/03 as the base year), and 'later academies' that opened during or after 2006/07 (using that year as the base year).<sup>18</sup> In each case, the Academies were matched to a group of similar schools based on deprivation as measured by eligibility for free school meals, prior attainment and previous outcomes. The report concluded that while Sponsored Academies were still some way behind the national average for the percentage of pupils achieving 5+ A\*-C including English and mathematics, they were:

*“nonetheless making good progress against comparable maintained schools both in absolute attainment and relative to prior attainment, with earlier academies generally sustaining improvements over the longer period for which trend data is available.”*

This approach is developed further in the following analysis, in which the results of a group of Sponsored Academies that had been open for five or more years are tracked and compared to a group of similar non-Academy schools over the same period. A period of five years is used as this is the time typically taken to complete both Key Stage 3 and Key Stage 4. The analysis thus aims to cover a cohort of pupils that will have largely spent their entire secondary education within an Academy.

The group of similar schools is based on the same set of characteristics (deprivation, prior attainment and previous outcomes) as in the NAO report, but in this instance the characteristics are taken from 2005/06 and that same group is then fixed for every subsequent year.<sup>19</sup>

- **Between 2005/06 and 2010/11, results improved in Sponsored Academies, in a group of similar schools and in all state-funded schools.** In 2005/06 the proportion of pupils who achieved 5+ A\*-C including English and mathematics was 20.3% in Sponsored Academies, 22.4% in a group of similar schools and 44.0% in all state-funded schools. In 2010/11 the proportions were 48.0%, 43.7% and 58.2% respectively. See *Figure 2.4*
- **Between 2005/06 and 2010/11, results in Sponsored Academies improved at a faster rate than in all state-funded schools.** Amongst the group of Sponsored Academies, the proportion of pupils who achieved 5+ A\*-C including English and mathematics increased by 27.7 percentage

---

<sup>18</sup> National Audit Office (2010) *“Department for Education: The Academies Programme”*

<sup>19</sup> In 2010/11 there were 41 Sponsored Academies (excluding former CTCs and independent schools) that had been open for at least five years and had results published. Analysis is based on those that had results published for every year from 2005/06 to 2010/11 and had the necessary deprivation data in 2005/06. Therefore this analysis is based on 33 Sponsored Academies and figures should not be mistaken for the performance of all Sponsored Academies open for five years due to these exclusions. Given the small number of schools involved the precise results are sensitive to the exact specification of the model and the schools included.

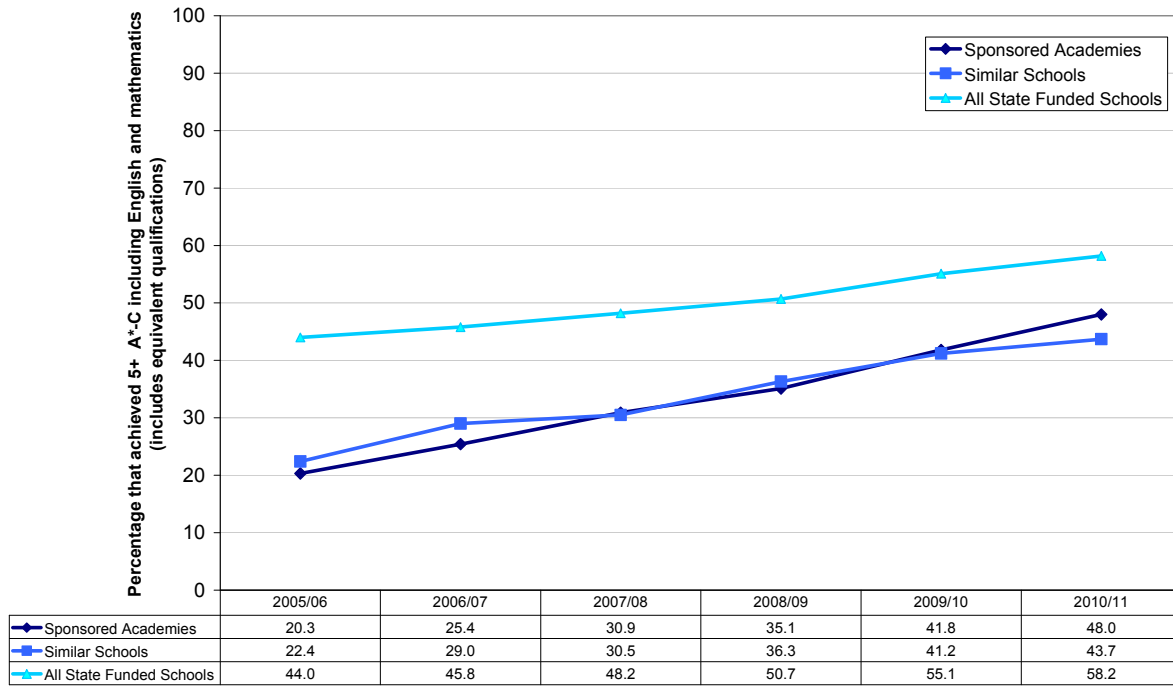
points. This compares to 14.2 percentage points in all state-funded schools. See *Figure 2.4*

- **Between 2005/06 and 2010/11, results in Sponsored Academies improved at a faster rate than in a group of similar schools.** Amongst the group of Sponsored Academies, the proportion of pupils who achieved 5+ A\*-C including English and mathematics increased by 27.7 percentage points. This compares to 21.3 percentage points in a group of similar schools. See *Figure 2.4*
- **In 2010/11, attainment in Sponsored Academies remained lower than in other state-funded schools but the attainment gap between the two types of school had halved between 2005/06 and 2010/11.** In 2005/06, the proportion of pupils who achieved 5+ A\*-C including English and mathematics in the group of Sponsored Academies was 20.3% and in all state funded schools 44.0%; a gap of 23.7 percentage points. In 2010/11, the proportion of pupils who achieved 5+ A\*-C including English and mathematics in the group of Sponsored Academies was 48.0% and in all state funded schools 58.2%; a gap of 10.2 percentage points. See *Figure 2.5*
- **By 2010/11, attainment in Sponsored Academies was higher than that in similar schools.** In 2005/06, the proportion of pupils who achieved 5+ A\*-C including English and mathematics in the group of Sponsored Academies was 20.3%, 2.1 percentage points lower than that in a group of similar schools. In 2010/11, the proportion of pupils who achieved 5+ A\*-C including English and mathematics in the group of Sponsored Academies was 48.0%, 4.3 percentage points higher than that in a group of similar schools. Over five years, this is a 6.4 percentage point greater improvement in Sponsored Academies than in comparable schools. See *Figure 2.4*<sup>20</sup>

---

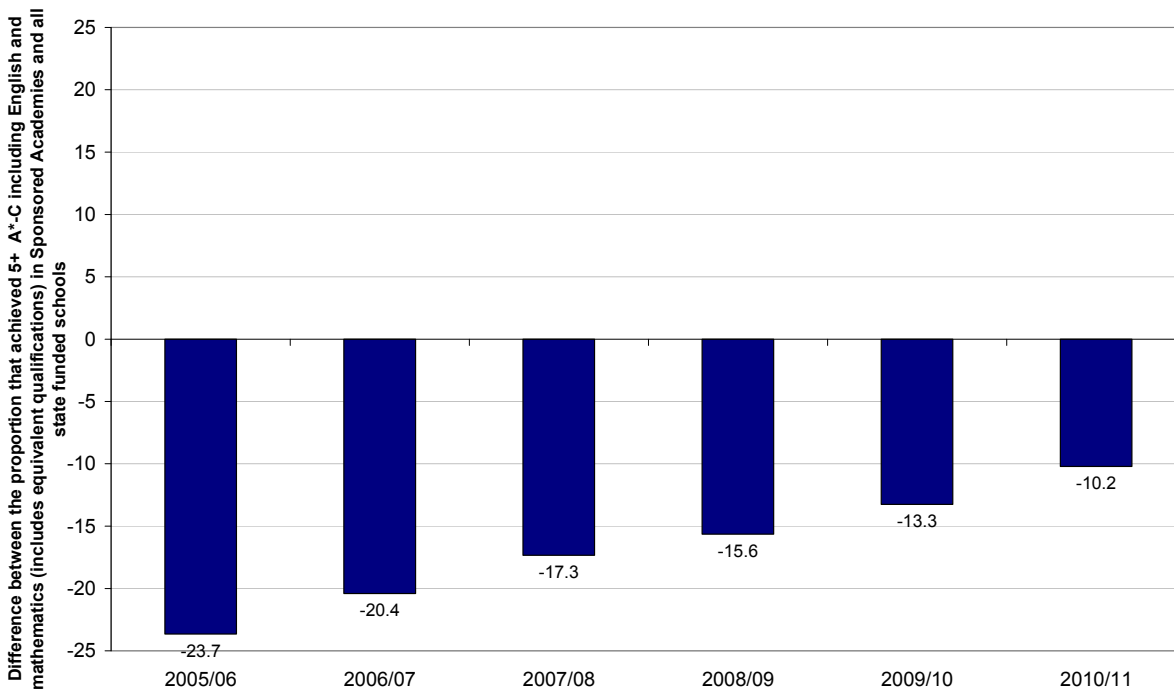
<sup>20</sup> Results in 2010/11 were higher in the group of Sponsored Academies than in the group of similar schools. However, the results for similar schools were quite volatile.

**Figure 2.4: Percentage of pupils in Sponsored Academies, in a group of similar schools and in all state-funded schools that achieved 5+ A\*-C (including equivalent qualifications and English and mathematics GCSE) in 2010 and 2011**



Source: Performance Tables and School Census

**Figure 2.5: Difference between the percentage of pupils in Sponsored Academies that achieved 5+ A\*-C (including equivalent qualifications and English and mathematics GCSE) and in all state-funded schools between 2006 and 2011<sup>21</sup>**



Source: Performance Tables and School Census

<sup>21</sup> Negative values indicate that Sponsored Academies achieved lower results than other state funded schools and vice versa.

## Section 3: Results by length of time open as a Sponsored Academy

Headline figures for all Sponsored Academies have the potential to mask the variation that exists by the relative length of time each has been open as an Academy. In this analysis, Sponsored Academies are grouped by their length of time open as an Academy (in complete academic years).

Figure 3.1 shows how many schools are included within each grouping and what the cut-off dates are for inclusion. Column (1) shows how many schools were defined as Academies in Performance Tables. However, some of the schools defined as Academies in Performance Tables did not have results published in 2011. These included ‘growing’ schools – i.e. schools that did not yet have a year 11, and schools where data was not published due to only having a small number of relevant pupils. Column (2) shows how many schools were defined as Academies, had pupils at the end of Key Stage 4, and had sufficient numbers to be published.

**Figure 3.1: Number of Sponsored Academies included within each classification of length of time open**<sup>22</sup>

Number of years open as a Sponsored Academy	Dates by which Sponsored Academy opened (from / to)		(1)	(2)
			Defined as Sponsored Academies in Performance Tables	Of which had results published in Performance Tables
1	Start October 2009	12 September 2010	67	63
2	Start October 2008	End September 2009	69	64
3	Start October 2007	End September 2008	47	44
4	Start October 2006	End September 2007	37	32
5+	Start October 2005	End September 2006	46	46
<b>Total</b>			<b>266</b>	<b>249</b>

Source: Performance Tables

Consistent with the Statistical First Release, the small number of Sponsored Academies that were previously City Technology Colleges or independent schools are included within this analysis and they form a small minority of Academies in each year grouping. However, given that these schools are atypical of the group of Sponsored Academies with, on average, higher results prior to becoming an Academy, analysis excluding their results is shown in Annex 3. The results follow a similar pattern with or without this exclusion.

“DfE: GCSE and Equivalent Results in England, 2010/11 (Revised)” showed that, on average, Sponsored Academies had lower results than other state-funded schools. Further analysis shows that:

- **Sponsored Academies that had been open the longest had, on average, higher results than those which had recently become**

<sup>22</sup> Consistent with Performance Tables, Academy status in 2011 is taken as at 12 September 2010. For earlier years, Academy status is taken at the end of September in the relevant academic year. Hence an Academy that opened on 30 September 2009 would be deemed to have been open for 2 years and an Academy that opened on 1 October 2009 would be deemed to have been open for 1 year.

**Sponsored Academies.** Amongst Sponsored Academies that had been open for five or more years, 52.0% of pupils achieved 5+ A\*-C including English and mathematics. In those Sponsored Academies open for one year, 42.7% of pupils achieved 5+ A\*-C including English and mathematics. See *Figure 3.2*

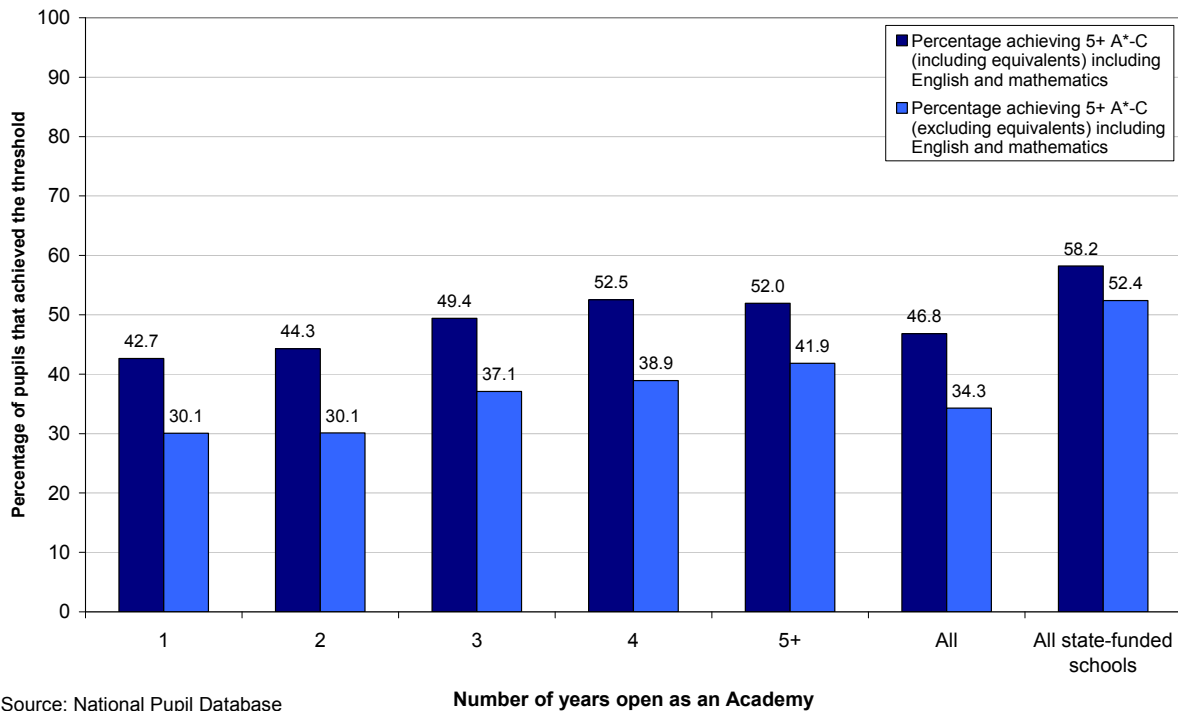
- **Attainment excluding equivalents was also higher the longer a Sponsored Academy had been open, but the gap between the measures including and excluding equivalents was broadly consistent.** Amongst Sponsored Academies that had been open for five or more years, 41.9% of pupils achieved 5+ A\*-C including English and mathematics excluding equivalents. In those Sponsored Academies open for one year 30.1% of pupils achieved 5+ A\*-C including English and mathematics excluding equivalents. This gives gaps of 10.1 and 12.6 percentage points respectively between the qualification measures with and without equivalents. See *Figure 3.2*
- **Pupil progress (measured by value added) tended to be higher, on average, for Sponsored Academies that had been open the longest.**<sup>23</sup> The underlying school level data published alongside the Secondary School Performance Tables shows that amongst Sponsored Academies that had been open for one year, the median value added score was 989.1 and amongst those open for five or more years the median score was 1008.0. This difference is equivalent to being a grade higher in three GCSE subjects. However, there was variation about these medians and each grouping had schools above, and schools below, the national average.<sup>24</sup>

---

<sup>23</sup> Value Added (VA) is a measure of the progress students make between different stages of education in relation to their peers nationally. The school level VA scores published in the Performance Tables are centred around 1000. This means that a school with a VA score of over 1000 is, generally speaking, helping its pupils make more progress than the average for pupils with similar prior attainment. If a school has a score of less than 1000, its pupils may still be making progress, but not as many are making similar or better progress as children who ended Key Stage 2 at the same level. Further details are available from the Performance Tables website [http://www.education.gov.uk/schools/performance/secondary\\_11/s5.html](http://www.education.gov.uk/schools/performance/secondary_11/s5.html)

<sup>24</sup> The underlying data is available from [http://www.education.gov.uk/schools/performance/download\\_data.html](http://www.education.gov.uk/schools/performance/download_data.html)

**Figure 3.2: Percentage of pupils in Sponsored Academies that achieved 5+ A\*-C (including equivalent qualifications and English and mathematics GCSE) by number of years the school has been open as an Academy**



Source: National Pupil Database

Section 1 showed that the proportion of pupils eligible for FSM, with SEN or first language other than English who achieved 5+ A\*-C including English and mathematics in 2010/11 in Sponsored Academies was similar to that seen in a group of similar schools. Further analysis by length of time open as a Sponsored Academy shows that:<sup>25</sup>

- Results for FSM pupils were generally higher the longer a Sponsored Academy had been open.** In those Sponsored Academies open for one year, 30.3% of FSM pupils achieved 5+ A\*-C including English and mathematics in 2011, in those Sponsored Academies open for five or more years, the proportion was 41.9%. *See Figure 3.4*
- FSM pupils in Sponsored Academies that have been open for four or more years achieved higher results than similar pupils nationally.** Amongst all state-funded schools, 34.6% of FSM pupils achieved 5+ A\*-C including English and mathematics. Amongst Sponsored Academies open for four years, this figure was slightly higher at 36.9% and in those open for five or more years higher still, at 41.9%. *See Figure 3.4*
- Results for pupils with SEN in Sponsored Academies were, on average, lower than similar pupils in other state-funded schools, but those pupils with SEN 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 SEN achieved 5+ A\*-C including English and mathematics. For such pupils in Sponsored Academies that had been open for just one year, results were much lower at 14.0%. Results in Sponsored Academies open for five or more years

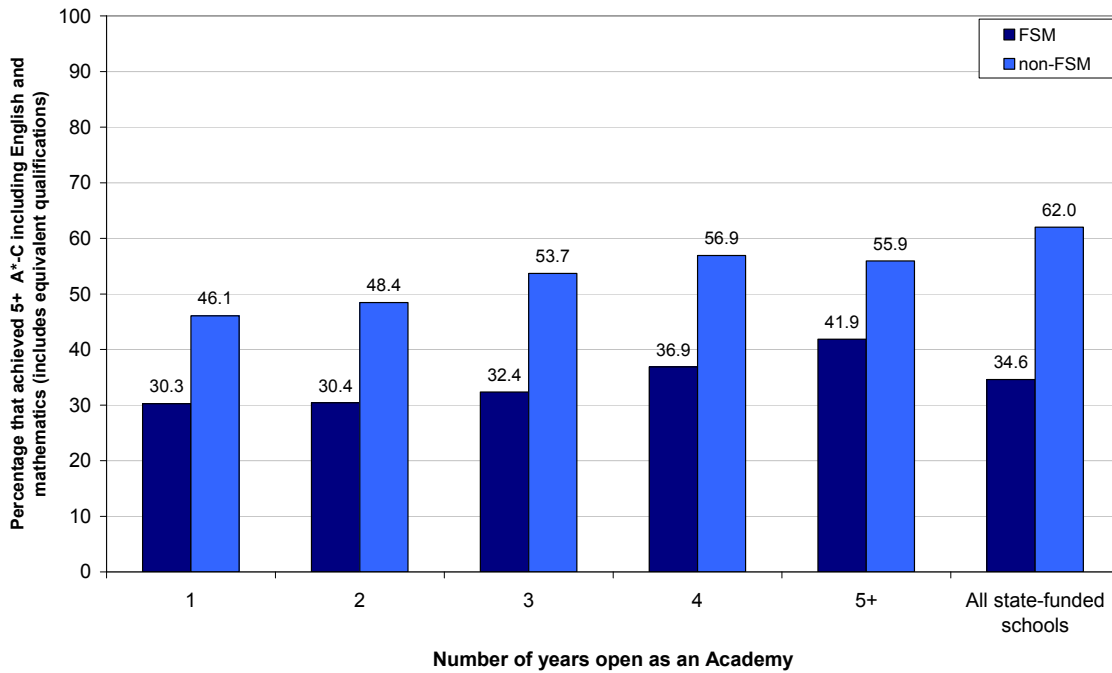
<sup>25</sup> Note that due to small numbers, it is not possible to present analysis split by ethnic group and length of time open as an Academy.



were above the average for the group with 25.7% achieving 5+ A\*-C including English and mathematics. See *Figure 3.5*

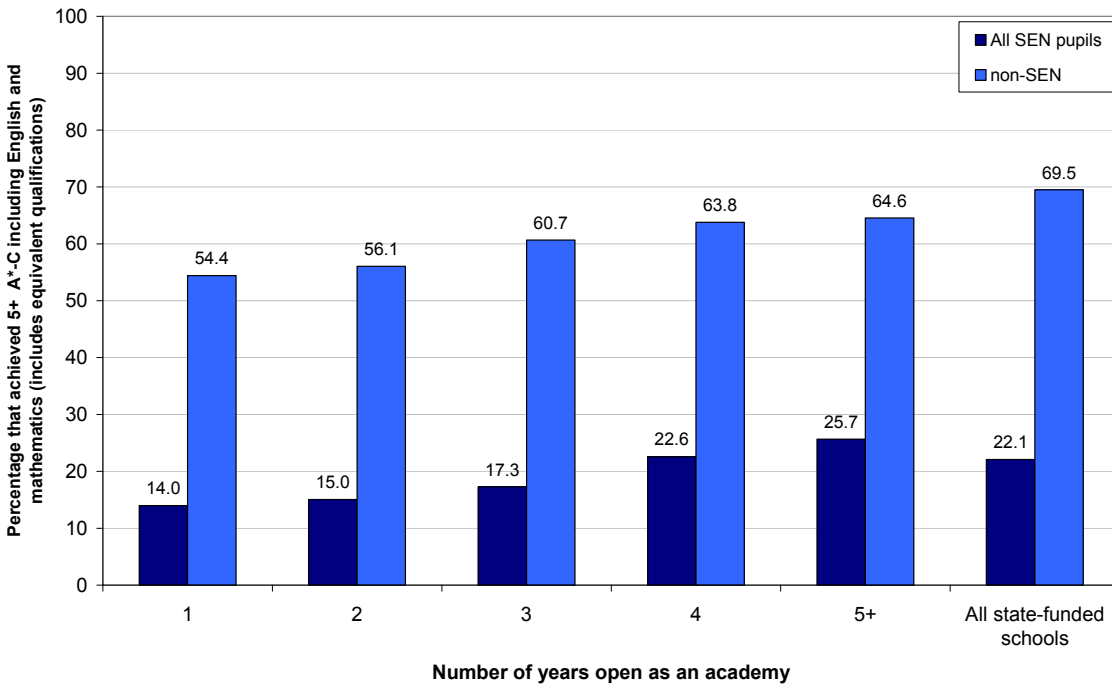
- **Results for pupils whose first language was other than English in Sponsored Academies were, on average, lower than for similar pupils in other state-funded schools, but those pupils who were in Sponsored Academies that had been open the longest achieved similar results to pupils in other state-funded schools.** Amongst all state-funded schools, 55.8% of pupils with a first language that was other than English achieved 5+ A\*-C including English and mathematics. For such pupils in Sponsored Academies that had been open for just one year, the proportion was lower at 44.2%. Results in Sponsored Academies open for five or more years were similar to those across all state-funded schools, with 55.3% achieving 5+ A\*-C including English and mathematics. See *Figure 3.6*

**Figure 3.4: Percentage of pupils in Sponsored Academies that achieved 5+ A\*-C (including equivalent qualifications and English and mathematics GCSE) by FSM eligibility and number of years the school has been open as an Academy**



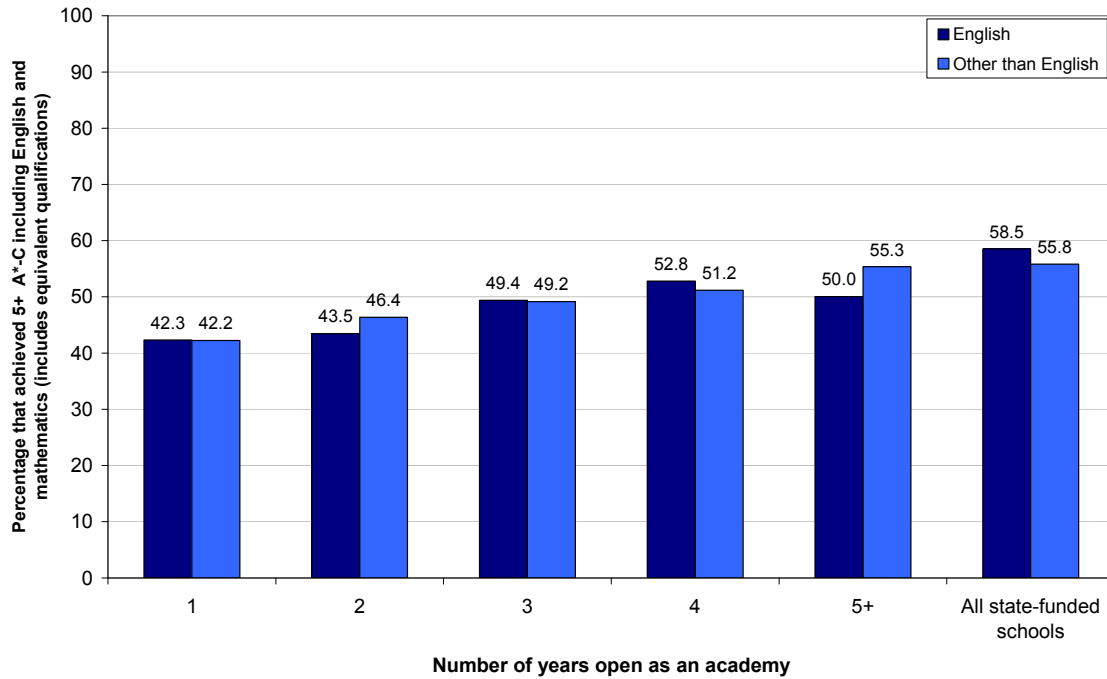
Source: National Pupil Database

**Figure 3.5: Percentage of pupils in Sponsored Academies that achieved 5+ A\*-C (including equivalent qualifications and English and mathematics GCSE) by SEN status and number of years the school has been open as an Academy**



Source: National Pupil Database

**Figure 3.6: Percentage of pupils in Sponsored Academies that achieved 5+ A\*-C (including equivalent qualifications and English and mathematics GCSE) by first language and number of years the school has been open as an Academy**



Source: National Pupil Database

## Conclusion

This report has examined KS4 attainment in Academies. Rather than making misleading comparisons between attainment in Sponsored (and Converter) Academies and the average for all state-funded schools, it has taken into account the very different circumstances in which Academies originated, with the majority of Sponsored Academies replacing failing schools with a history of low attainment. The analysis has shown that:

- Results for pupils in Sponsored Academies were broadly the same as in a group of similar schools
- Between 2010 and 2011, results for pupils in Sponsored Academies increased at a faster rate than in other state-funded schools and at a faster rate than in a group of similar schools
- This pattern of improvement was also sustained in Sponsored Academies that have 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 have been open the longest had, on average, higher results than those which had recently become Academies
- In the Sponsored Academies that have been open the longest, pupils eligible for FSM or with SEN performed better than similar pupils in state-funded schools overall and results for such pupils are improving faster in Sponsored Academies than in similar local authority maintained schools.

When comparing like-with-like, the results suggest that Sponsored Academies (once they have had long enough to turn around a school's previous poor performance) are performing better than similar non-Academy schools for pupils overall and for disadvantaged pupils in particular.

This report presents the performance of Academies to date. Using future Key Stage 4 results over the years to come, it will become possible to add to this analysis by measuring performance from the recent expansion of Academies (including Converter Academies) and to monitor longer run impacts.

# Glossary

## School types

### **State-funded schools**

Comprehensive, modern and selective schools, Academies, City Technology Colleges and maintained special schools (excluding hospital schools, Pupil Referral Units, Alternative Provision and independent schools).

### **Sponsored Academy**

All-ability, state-funded schools established and managed by sponsors from a wide range of backgrounds, including high performing schools and colleges, universities, individual philanthropists, businesses, the voluntary sector, and the faith communities.

### **Converter Academy**

All schools that have chosen through Governing Body Resolution and application to the Secretary of State to become an Academy under the Academies Act 2010.

### **City Technology College**

Independent all-ability, non fee-paying school offering pupils the opportunity to study a curriculum geared, with the help of private sector sponsors, towards the world of work.

## Qualifications

### **English Baccalaureate (EBacc)**

Introduced into performance tables in 2010 with the aim of recognising pupils' achievements across a core of selected academic subjects. The EBacc covers achievement in GCSE (or accredited iGCSE) English, mathematics, sciences, a language (including Latin, classical Greek or ancient Hebrew) and a humanities subject (history or geography).

### **GCSE**

General Certificate of Secondary Education.

### **iGCSE**

international General Certificate of Secondary Education. A number of these qualifications are now accredited as International Certificates and the 'legacy' iGCSEs in those subjects that have been accredited are included and counted in the same way as a GCSE in this publication.

## Data and pupil characteristics

### **First language**

The language to which a child was initially exposed during early development and continues to be exposed to this language in the home or in the community.

### **Free school meals (FSM)**

Children are eligible for free school meals if they are living in families in receipt of any of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the Guarantee element of State Pension Credit
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income of £16,190 or less
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit

### **National Pupil Database (NPD)**

Longitudinal database linking pupil/student characteristics to school and college learning aims and attainment information for all children in state-funded schools in England. Individual pupil level attainment data for pupils is also included for non-state-funded and independent schools who partake in the tests/exams.

### **Special Educational Needs (SEN)**

Pupils with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age. Pupils with special educational needs comprise those at School Action, School Action Plus or with statements of SEN:

- School Action – where extra or different help is given, from that provided as part of the school's usual curriculum.
- School Action Plus – where the class teacher and the SENCO receive advice or support from outside specialists (the specialist teacher, an educational psychologist, a speech and language therapist or other health professionals).
- Statement – a pupil has a statement of SEN when a formal assessment has been made. A document setting out the child's needs and the extra help they should receive is in place.

### **Value Added**

Value Added (VA) is a measure of the progress students make between different stages of education in relation to their peers nationally. The school level VA scores published in the Performance Tables are centred around 1000. This means that a school with a VA score of over 1000 is, generally speaking, helping its pupils make more progress than the average for pupils with similar prior attainment. If a school has a score of less than 1000, its pupils may still be making progress, but not as many are making similar or better progress as children who ended Key Stage 2 at the same level.

## References

DfE: "GCSE and Equivalent Results in England, 2010/11 (Revised)"  
<http://www.education.gov.uk/rsgateway/DB/SFR/s001056/index.shtml>

DfE: "GCSE and Equivalent Attainment by Pupil Characteristics in England, 2010/11"  
<http://www.education.gov.uk/rsgateway/DB/SFR/s001057/index.shtml>

DfE: "2011 Secondary School (GCSE and equivalent) Performance Tables"  
<http://www.education.gov.uk/performance/tables/>

DfE: "Open Academies and Academy projects in development"  
<http://www.education.gov.uk/schools/leadership/typesofschools/academies>

National Audit Office (2010): "Department for Education: The Academies Programme"  
<http://www.nao.org.uk/publications/1011/Academies.aspx>

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>

## **Annexes**

- Annex 1: Summary of raw results for pupils in Academies
- Annex 2: Summary of raw results by pupil characteristics for pupils in Academies
- Annex 3: Analysis by length of time open as an Academy
- Annex 4: School coverage



## Annex 1: Summary of raw results for pupils in Academies

This section summarises the results contained within “*DfE: GCSE and Equivalent Results in England, 2010/11 (Revised)*”<sup>26</sup> and the Secondary School Performance Tables. The Statistical First Release is intended as an initial summary of outcomes and does not provide extensive information to assess how the different types of school operate in context.

### Outcomes for pupils in Academies

Full results are provided in Figures A2.1 and A2.2, they show that:

- **Reflecting their origins as failing schools, results in Sponsored Academies were, on average, lower than across all state-funded schools.** In Sponsored Academies, 46.8% of pupils achieved 5+ GCSEs (or equivalent qualifications) at grades A\*-C including English and mathematics GCSE, compared to 58.2% of pupils across all state-funded schools.
- **Reflecting their origins as outstanding schools, results in Converter Academies were, on average, higher than across all state-funded schools.** In Converter Academies, 77.1% of pupils achieved 5+ A\*-C including English and mathematics, compared to 58.2% of pupils across all state-funded schools.
- **The proportion of pupils in Sponsored Academies who achieved the EBacc was much lower than across all state-funded schools.** In Sponsored Academies, 5.2% of pupils achieved the EBacc compared to 15.4% of pupils across all state-funded schools.
- **The proportion of pupils in Converter Academies who achieved the EBacc was double that seen across all state-funded schools.** In Converter Academies, 31.5% of pupils achieved the EBacc compared to 15.4% of pupils across all state-funded schools.
- **The proportion of pupils in Sponsored Academies who made the expected level of progress in English was lower than across all state-funded schools but was broadly the same for those with low prior attainment.** In Sponsored Academies, 47.7% of pupils with low prior attainment made the expected level of progress in English compared to 48.0% of similar pupils across all state-funded schools. In Sponsored Academies, 79.6% of pupils with high prior attainment made the expected level of progress in English compared to 87.2% of similar pupils across all state-funded schools. In Converter Academies, a higher proportion of pupils made the expected level of progress in English regardless of prior attainment.
- **The proportion of pupils in Sponsored Academies who made the expected level of progress in mathematics was lower than across all state-funded schools but was slightly higher for pupils with low prior attainment.** In Sponsored Academies, 27.8% of pupils with low prior attainment made the expected level of progress in mathematics compared to 26.8% of similar pupils across all state-funded schools. In Sponsored Academies, 75.6% of pupils with high prior attainment made the expected level of progress in mathematics compared to 85.2% of similar pupils across all state-funded schools. In Converter Academies, a higher proportion of pupils made the expected level of progress in mathematics than across all state-funded schools regardless of prior attainment.

---

<sup>26</sup> Available from <http://www.education.gov.uk/rsgateway/DB/SFR/s001056/index.shtml>

## Low performing schools

It is expected that, as a minimum standard, all schools should have at least 35 per cent of pupils achieving 5 or more GCSEs or equivalent qualifications at grade A\*-C including GCSEs (or iGCSEs) in both English and mathematics and not be below the median of school scores for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English and in mathematics. This standard is termed “the floor”. The median value for the proportion of pupils making the expected level of progress in 2010/11 was 74 per cent in English and 66 per cent in mathematics. In 2010/11, 107 open, state-funded mainstream schools were below these floor standards compared to 214 schools in 2009/10. Further analysis shows that:

- **A higher proportion of Sponsored Academies were below the floor than other state-funded schools, but such schools represent a minority of all Sponsored Academies.** Of the 107 schools below the floor in 2011, 39 were Sponsored Academies, representing 15.6% of all Sponsored Academies with published results.
- **Almost half of the Sponsored Academies below the floor in 2011 were also below the floor in 2010, but more Academies rose above the floor in 2011 than fell below it.** Of the 39 Sponsored Academies below the floor in 2011, 17 were also below the floor in 2010 (of which 10 improved their results since 2010). In 2011, 39 Sponsored Academies rose above the floor (132 schools nationally rose above the floor).
- **Of the Sponsored Academies newly below the floor in 2011, the majority were ‘new’ Academies without results in previous years.** Of the 22 Academies that were newly below the floor in 2011, 15 did not have data for previous years, i.e. they are 'new' Academies having results published for the first time; two were newly opened in 2010 but were not below the floor; four were below the floor in 2009 but not 2010; and one was newly opened in 2009 and fell below the floor for the first time in 2011.<sup>27</sup>

---

<sup>27</sup> Prior to 2010 the Key Stage 4 floor standard was based on 5+ A\*-C including English and mathematics and did not include measures of pupil progress.

**Figure A1.1: GCSE and equivalent attempts and achievements of pupils at the end of Key Stage 4 by type of Academy 2010/11**

	Number of end of Key Stage 4 pupils	Percentage entered for 5+ GCSEs or equivalent <sup>2</sup>	Percentage who achieved at GCSE or equivalent				Percentage entered for GCSEs or equivalents <sup>2</sup>	Percentage who achieved at GCSE or equivalent		English Baccalaureate	
			5+ A*-C grades	5+ A*-C inc. English & mathematics	5+ A*-G grades	5+ A*-G inc. English & mathematics		1+ A*-C grades	Any passes	Per cent entered components	Per cent achieved
<b>Sponsored Academy</b>											
Boys	21,139	94.8	78.8	43.8	93.5	91.4	99.1	94.2	99.0	7.1	3.8
Girls	19,580	96.2	84.5	50.1	95.0	93.2	99.5	95.9	99.4	9.5	6.6
Total	40,719	95.5	81.6	46.8	94.2	92.3	99.3	95.0	99.2	8.3	5.2
<b>Converter Academy</b>											
Boys	2,990	99.5	90.2	76.6	99.3	98.9	99.9	98.6	100.0	41.5	32.1
Girls	2,006	99.5	93.2	77.8	99.5	99.1	100.0	99.1	99.9	36.3	30.6
Total	4,996	99.5	91.4	77.1	99.4	99.0	99.9	98.8	99.9	39.4	31.5
<b>Total Academy</b>											
Boys	24,129	95.4	80.2	47.9	94.2	92.4	99.2	94.7	99.2	11.4	7.3
Girls	21,586	96.5	85.3	52.6	95.5	93.7	99.5	96.2	99.4	12.0	8.8
Total	45,715	95.9	82.6	50.1	94.8	93.0	99.4	95.4	99.3	11.7	8.0
<b>All State Funded Schools</b>											
Boys	288,887	95.9	77.0	54.6	94.1	92.7	99.0	92.6	99.0	19.4	12.7
Girls	278,045	97.3	84.0	61.9	96.2	95.1	99.4	95.5	99.4	23.9	18.2
Total	566,932	96.6	80.5	58.2	95.2	93.9	99.2	94.0	99.2	21.6	15.4

Source: Secondary school performance tables

**Notes:**

Including attempts and achievements by these pupils in previous academic years.

Percentage entered for GCSEs or equivalents includes attempts in entry level qualifications which are assessed below grade G.

Includes all academies that were open as at 12 September 2010.

Coverage: England

**Figure A1.2: Percentage of pupils at the end of Key Stage 4 that made the expected progress in each of English and mathematics by prior attainment bands by type of Academy**

	Percentage of pupils whose prior attainment was:			Percentage of pupils making the expected level of progress in English by prior attainment:			Percentage of pupils making the expected level of progress in mathematics by prior attainment:		
	Below Level 4	At Level 4	Above Level 4	Below Level 4	At Level 4	Above Level 4	Below Level 4	At Level 4	Above Level 4
Sponsored Academy	26.6	52.8	20.6	47.7	67.5	79.6	27.8	60.0	75.6
Converter Academy	11.0	41.4	47.5	66.5	86.3	94.5	37.8	77.7	93.2
All State Funded Schools	17.9	49.0	33.1	48.0	70.8	87.2	26.8	64.6	85.2

Source: Secondary school performance tables

Notes:

An explanation of how prior attainment bands are calculated are included in the technical notes to the main SFR.

<http://www.education.gov.uk/rsgateway/DB/SFR/s001056/index.shtml>

Includes attempts and achievements by these pupils in previous academic years.

Includes all academies that were open as at 12 September 2010.

Coverage: England

## Annex 2: Summary of raw results by pupil characteristics for pupils in Academies

This section supplements (and in part restates for ease of reference) the results in “DfE: GCSE and Equivalent Attainment by Pupil Characteristics in England, 2010/11”<sup>28</sup> by using the pupil level data contained within the National Pupil Database to present analysis of pupil attainment by characteristics in Academies in 2009/10 and 2010/11.

Due to suppression, it is not possible to provide analysis across each indicator for every characteristic. Full results are provided in Figures A2.1 and A2.2, the summaries here refer to results in 2010/11.

### Results by eligibility for free school meals

- **The proportion of FSM pupils who achieved 5+ A\*-C including English and mathematics in Sponsored Academies was similar to that 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). However, if looking at 5+ A\*-C including English and mathematics GCSEs but *excluding* equivalent qualifications, results for FSM pupils were lower in Sponsored Academies than for similar pupils in other state-funded schools.
- **All pupils - FSM and other pupils - achieved higher results in Converter Academies than similar pupils in other state-funded schools (excluding Sponsored Academies).** In Converter Academies, 48.7% of FSM pupils achieved 5+ A\*-C including English and mathematics compared to 34.6% of similar pupils in other state-funded schools (excluding Sponsored Academies).
- **A similar proportion of pupils eligible for FSM made the expected level of progress in each of English and mathematics in Sponsored Academies to similar pupils in other state-funded schools.** In Sponsored Academies, 55.8% of FSM pupils made the expected level of progress in English and 44.9% made the expected progress in mathematics. In other state-funded schools the rates were 54.7% and 44.7% respectively.
- **A higher proportion of FSM pupils made the expected level of progress in each of English and mathematics in Converter Academies than similar pupils in other state-funded schools.** In Converter Academies, 72.6% of FSM pupils made the expected progress in English and 55.9% made the expected progress in mathematics. In other state-funded schools the rates were 54.7% and 44.7% respectively.

### Results for disadvantaged pupils

In the Performance Tables, disadvantage is defined as being eligible for free school meals or being continuously looked-after for six months or more. Given the relatively small proportion of continuously looked-after children, the pattern of results for disadvantaged pupils is very similar to that seen by eligibility for free school meals, namely:

---

<sup>28</sup> Available from <http://www.education.gov.uk/rsgateway/DB/SFR/s001057/index.shtml>

- **The proportion of disadvantaged pupils who achieved 5+ A\*-C including English and mathematics in Sponsored Academies was similar to other state-funded schools.** In Sponsored Academies, 33.7% of pupils who were defined as disadvantaged achieved 5+ A\*-C including English and mathematics compared to 33.8% of similar pupils in other state-funded schools (excluding Converter Academies).
- **All pupils - both those defined as disadvantaged and other pupils - achieved higher results in Converter Academies than similar pupils in other state-funded schools (excluding Sponsored Academies).** In Converter Academies, 48.3% of those pupils defined as disadvantaged achieved 5+ A\*-C including English and mathematics compared to 33.8% of similar pupils in other state-funded schools (excluding Sponsored Academies).

## Results by broad ethnic group

Given the small numbers involved, it is not possible to provide attainment in Academies by the detailed ethnic groups that were used in the main Statistical First Release. To provide as much information as possible, the broad ethnic groups (White, Mixed, Asian, Black and Chinese) are used.

- **Outcomes in Sponsored Academies were lower than in other state-funded schools and this is consistent for each of the broad ethnic groups.** The proportion of pupils achieving 5+ A\*-C including English and mathematics was lower in Sponsored Academies than in other state-funded schools (excluding Converter Academies) for each ethnic group. The gap between Sponsored Academies and other state-funded schools was largest amongst White pupils, 13.7 percentage points, and smallest amongst Black pupils, 1.5 percentage points.
- **Outcomes in Converter Academies were higher than in other state-funded schools and this is consistent for each of the broad ethnic groups.**<sup>29</sup> The proportion of pupils achieving 5+ A\*-C including English and mathematics was higher in Converter Academies than other state-funded schools (excluding converter Academies) for each ethnic group. The gap was largest amongst Asian pupils, 30.3 percentage points, and smallest amongst Black pupils, 13.3 percentage points.
- **In both types of Academies, the groups that performed higher than the Academy average were similar to those who performed well nationally, with Asian pupils and Chinese pupils outperforming other ethnic groups.** In Sponsored Academies 71.6% of Chinese pupils achieved 5+ A\*-C including English and mathematics, compared to 46.8% of all pupils in such schools.
- **White pupils were the lowest performing ethnic group in Sponsored Academies whereas Black pupils were the lowest performing in all state-funded schools. The results for Black pupils were similar in Sponsored Academies and other state-funded schools.** The proportion of White pupils achieving 5+ A\*-C including English and mathematics in Sponsored Academies was 45.0%, making them the lowest performing ethnic group. Results for Black pupils, which amongst all state-funded schools were the lowest, showed little variation between Sponsored Academies and other state-funded schools.
- **The proportion of each ethnic group making the expected level of progress in mathematics was generally lower in Sponsored Academies**

<sup>29</sup> The number of pupils from particular ethnic groups is small when looking at Converter Academies. Therefore results should be treated with some caution.

**than in other schools.**<sup>30</sup> The proportion of each ethnic group making the expected level of progress in mathematics was lower in Sponsored Academies than in other state-funded schools (excluding Converter Academies) for White, Mixed, Asian and Chinese pupils but was higher for Black pupils. The gap between Sponsored Academies and other state-funded schools was largest for White pupils at 12.7 percentage points.

## Results by special educational needs

- **Pupils in Sponsored Academies with SEN at School Action or School Action Plus level achieved lower results than similar pupils in other state-funded schools.**<sup>31</sup> Of pupils in Sponsored Academies with SEN at School Action level, 21.2% achieved 5+ A\*-C including English and mathematics in comparison to 27.9% in other state-funded schools (excluding Converter Academies). Of pupils in Sponsored Academies with SEN at School Action Plus level, 14.2% achieved 5+ A\*-C including English and mathematics in comparison to 19.7% in other state-funded schools (excluding Converter Academies).
- **However, pupils in Sponsored Academies with a statement of SEN achieved slightly higher results than similar pupils in other state-funded schools.**<sup>32</sup> Of pupils in Sponsored Academies with a statement of SEN, 11.0% achieved 5+ A\*-C including English and mathematics in comparison to 8.3% in other state-funded schools (excluding Converter Academies).
- **Pupils in Converter Academies with any type of SEN achieved higher results than similar pupils in other state-funded schools.** Of pupils in Converter Academies with SEN 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 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).<sup>33</sup>
- **A marginally lower proportion of pupils with SEN in Sponsored Academies made the expected level of progress in each of English and mathematics than similar pupils in other state-funded schools.** Of pupils in Sponsored Academies with any SEN, 45.2% made the expected level of progress in English. Of similar pupils in other state-funded schools (excluding Converter Academies), 47.9% made the expected level of progress. Of pupils in Sponsored Academies with any SEN, 32.2% made the expected level of progress in mathematics. Of similar pupils in other state-funded schools (excluding Converter Academies), 36.1% made the expected level of progress.

---

<sup>30</sup> Due to suppression it is not possible to provide a full analysis of progress in English by broad ethnic group.

<sup>31</sup> An explanation of the different levels of special educational needs is provided in the glossary.

<sup>32</sup> There were fewer than 1,000 such pupils in Sponsored Academies so this result should be treated with caution.

<sup>33</sup> The number of pupils with a statement of special educational needs is very low in Converter Academies. Therefore these results should be treated with some caution.

## Results by first language

- **Pupils whose first language was other than English achieved lower results in Sponsored Academies than similar pupils in other state-funded schools.** Of pupils in Sponsored Academies whose first language was other (or believed to be other) than English, 49.0% achieved 5+ A\*-C including English and mathematics in comparison to 56.3% in other state-funded schools (excluding Converter Academies).
- **Pupils whose first language was other than English achieved higher results in Sponsored Academies than pupils whose first language was English.** Of pupils in Sponsored Academies whose first language was other (or believed to be other) than English, 49.0% achieved 5+ A\*-C including English and mathematics in comparison to 46.4% of pupils whose first language was English or believed to be English.
- **Pupils whose first language was other than English achieved much higher results in Converter Academies than pupils whose first language was English.**<sup>34</sup> Of pupils in Converter Academies whose first language was other (or believed to be other) than English, 90.2% achieved 5+ A\*-C including English and mathematics in comparison to 75.8% of pupils whose first language was English or believed to be English.

---

<sup>34</sup> The number of pupils with first language other than English is relatively small when looking at Converter Academies. Therefore results should be treated with some caution.



## Tables of results

### Figure A2.1 Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by pupil characteristics in Sponsored Academies 2009/10 in:

- (i) Sponsored Academies
- (ii) Other state-funded schools
- (iii) All state-funded schools

### Figure A2.2: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by pupil characteristics in 2010/11 in

- (i) All Academies
- (ii) Sponsored Academies
- (iii) Converter Academies
- (iv) Other state-funded schools
- (v) All state-funded schools

The following footnotes apply to all tables contained within Annex 2.

1. Number of pupils at the end of Key Stage 4 in each academic year.
  2. Figures for 2009/10 are based on final data, 2010/11 figures are based on revised data.
  3. From 2009/10 iGCSEs, accredited at time of publication, have been counted as GCSE equivalents and also as English & mathematics GCSEs.
  4. 2009/10 Academies figures include all Academies that were open as at 21 January 2010. 2010/11 Academies figures include all Academies that were open as at 12 September 2010. There were no converter Academies in 2009/10. This means that direct comparison between years are not on the same basis.
  5. GCSEs only (including iGCSEs, short courses, double awards and vocational GCSEs) and AS levels.
  6. Includes pupils for whom ethnicity or first language was not obtained, refused or could not be determined.
  7. Includes 'Not known but believed to be English'.
  8. Includes 'Not known but believed to be other than English'.
  9. Includes pupils known to be eligible for FSM or are looked after children. There are differences in the number of disadvantaged pupils published here and the number of disadvantaged pupils published in the Performance tables due to updates in the National Pupil Database matching process.
  10. Includes pupils for whom SEN provision could not be determined.
- . =Not applicable.
- x = Figures not shown in order to protect confidentiality. See 'Confidentiality' within the SFR text for information on data suppression.

**Figure A2.1(i): Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by pupil characteristics in Sponsored Academies 2009/10**

		Percentage of pupils achieving:											
		Number of eligible pupils <sup>1</sup>	5+ A*-C grades	5+ A*-C grades inc. English & mathematics GCSEs	5+ A*-G grades	5+ A*-G grades inc. English & mathematics GCSEs	A*-C in English and mathematics GCSEs	A*-C grades in a Modern Foreign Language	5+ A*-C grades exc. equivalents inc. English and mathematics GCSEs <sup>5</sup>	Entered the English Baccalaureate	Achieved the English Baccalaureate	Expected progress in English	Expected progress in mathematics
<b>Gender</b>													
	Boys	16,333	73.3	39.9	91.8	89.4	.	11.8	.	.	.	.	.
	Girls	15,398	79.7	46.5	94.1	91.9	.	19.2	.	.	.	.	.
	<b>All pupils</b>	<b>31,731</b>	<b>76.4</b>	<b>43.1</b>	<b>92.9</b>	<b>90.6</b>	.	<b>15.4</b>	.	.	.	.	.
<b>Ethnicity</b>													
	White	23,562	74.5	41.3	92.0	89.7	.	12.4	.	.	.	.	.
	Mixed	1,317	78.7	45.4	93.2	90.5	.	18.5	.	.	.	.	.
	Asian	2,624	84.6	50.2	97.1	94.4	.	25.0	.	.	.	.	.
	Black	2,997	81.0	46.5	96.3	94.4	.	19.4	.	.	.	.	.
	Chinese	142	91.5	66.9	x	x	.	51.4	.	.	.	.	.
	Any Other Ethnic Group	755	81.2	47.9	x	x	.	43.8	.	.	.	.	.
	Unclassified <sup>6</sup>	334	75.4	51.2	91.3	89.2	.	20.4	.	.	.	.	.
	<b>All pupils</b>	<b>31,731</b>	<b>76.4</b>	<b>43.1</b>	<b>92.9</b>	<b>90.6</b>	.	<b>15.4</b>	.	.	.	.	.
<b>First Language</b>													
	English <sup>7</sup>	26,239	75.3	42.3	92.4	90.3	.	11.9	.	.	.	.	.
	Other than English <sup>8</sup>	5,099	81.0	46.6	95.5	92.3	.	32.9	.	.	.	.	.
	Unclassified <sup>6</sup>	393	88.8	49.1	95.4	91.1	.	21.4	.	.	.	.	.
	<b>All pupils</b>	<b>31,731</b>	<b>76.4</b>	<b>43.1</b>	<b>92.9</b>	<b>90.6</b>	.	<b>15.4</b>	.	.	.	.	.
<b>Free School Meals (FSM)</b>													
	FSM	7,723	68.0	30.7	89.2	86.0	.	11.7	.	.	.	.	.
	All other pupils	24,008	79.1	47.1	94.1	92.1	.	16.5	.	.	.	.	.
	<b>All pupils</b>	<b>31,731</b>	<b>76.4</b>	<b>43.1</b>	<b>92.9</b>	<b>90.6</b>	.	<b>15.4</b>	.	.	.	.	.
<b>Disadvantaged Pupils<sup>9</sup></b>													
	Disadvantaged Pupils	.	.	.	.	.	.	.	.	.	.	.	.
	All other pupils	.	.	.	.	.	.	.	.	.	.	.	.
	<b>All pupils</b>	.	.	.	.	.	.	.	.	.	.	.	.
<b>Special Educational Needs (SEN)</b>													
<b>SEN provision</b>													
	No identified SEN	22,076	85.8	55.1	97.0	95.8	.	19.3	.	.	.	.	.
	<b>All SEN pupils</b>	<b>9,644</b>	<b>54.8</b>	<b>15.6</b>	<b>83.7</b>	<b>78.8</b>	.	<b>6.3</b>	.	.	.	.	.
	SEN without a statement	8,936	56.2	16.2	84.6	80.4	.	6.6	.	.	.	.	.
	School Action	5,565	62.3	17.8	90.5	86.3	.	7.4	.	.	.	.	.
	School Action +	3,371	46.2	13.5	75.0	70.7	.	5.4	.	.	.	.	.
	SEN with a statement	708	37.4	8.5	71.2	59.5	.	2.4	.	.	.	.	.
	<b>All pupils<sup>10</sup></b>	<b>31,731</b>	<b>76.4</b>	<b>43.1</b>	<b>92.9</b>	<b>90.6</b>	.	<b>15.4</b>	.	.	.	.	.

Source: National Pupil Database

**Figure A2.1(ii): Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by pupil characteristics in other state-funded schools 2009/10**

		Percentage of pupils achieving:											
		Number of eligible pupils <sup>1</sup>	5+ A*-C grades	5+ A*-C grades inc. English & mathematics GCSEs	5+ A*-G grades	5+ A*-G grades inc. English & mathematics GCSEs	A*-C in English and mathematics GCSEs	A*-C grades in a Modern Foreign Language	5+ A*-C grades exc. equivalents inc. English and mathematics GCSEs <sup>5</sup>	Entered the English Baccalaureate	Achieved the English Baccalaureate	Expected progress in English	Expected progress in mathematics
<b>Gender</b>													
	Boys	278,132	72.4	52.2	93.5	92.1	.	23.4	.	.	.	.	.
	Girls	268,196	80.0	59.7	96.0	94.9	.	35.4	.	.	.	.	.
	<b>All pupils</b>	<b>546,328</b>	<b>76.1</b>	<b>55.8</b>	<b>94.8</b>	<b>93.5</b>	.	<b>29.3</b>	.	.	.	.	.
<b>Ethnicity</b>													
	White	453,751	75.9	55.9	94.7	93.4	.	28.3	.	.	.	.	.
	Mixed	16,723	76.3	55.7	94.2	92.8	.	31.9	.	.	.	.	.
	Asian	39,816	79.2	58.9	96.0	94.7	.	36.0	.	.	.	.	.
	Black	21,166	73.5	49.7	94.8	93.3	.	25.8	.	.	.	.	.
	Chinese	2,094	90.2	76.1	x	x	.	70.1	.	.	.	.	.
	Any Other Ethnic Group	5,861	74.9	52.3	x	x	.	47.7	.	.	.	.	.
	Unclassified <sup>6</sup>	6,917	72.8	52.8	93.6	92.1	.	30.6	.	.	.	.	.
	<b>All pupils</b>	<b>546,328</b>	<b>76.1</b>	<b>55.8</b>	<b>94.8</b>	<b>93.5</b>	.	<b>29.3</b>	.	.	.	.	.
<b>First Language</b>													
	English <sup>7</sup>	486,744	76.2	56.2	94.8	93.6	.	27.9	.	.	.	.	.
	Other than English <sup>8</sup>	57,604	75.5	52.9	94.5	92.5	.	41.1	.	.	.	.	.
	Unclassified <sup>6</sup>	1,980	75.9	53.0	95.3	93.9	.	32.6	.	.	.	.	.
	<b>All pupils</b>	<b>546,328</b>	<b>76.1</b>	<b>55.8</b>	<b>94.8</b>	<b>93.5</b>	.	<b>29.3</b>	.	.	.	.	.
<b>Free School Meals (FSM)</b>													
	FSM	69,598	57.5	31.3	87.2	84.3	.	14.3	.	.	.	.	.
	All other pupils	476,730	78.8	59.4	95.9	94.8	.	31.5	.	.	.	.	.
	<b>All pupils</b>	<b>546,328</b>	<b>76.1</b>	<b>55.8</b>	<b>94.8</b>	<b>93.5</b>	.	<b>29.3</b>	.	.	.	.	.
<b>Disadvantaged Pupils<sup>9</sup></b>													
	Disadvantaged Pupils	.	.	.	.	.	.	.	.	.	.	.	.
	All other pupils	.	.	.	.	.	.	.	.	.	.	.	.
	<b>All pupils</b>	.	.	.	.	.	.	.	.	.	.	.	.
<b>Special Educational Needs (SEN)</b>													
<b>SEN provision</b>													
	No identified SEN	412,906	85.7	67.2	98.5	98.0	.	35.8	.	.	.	.	.
	<b>All SEN pupils</b>	<b>133,334</b>	<b>46.4</b>	<b>20.8</b>	<b>83.1</b>	<b>79.3</b>	.	<b>8.9</b>	.	.	.	.	.
	SEN without a statement	112,313	51.4	23.3	89.5	86.3	.	10.1	.	.	.	.	.
	School Action	74,247	56.8	26.4	93.9	91.4	.	11.6	.	.	.	.	.
	School Action +	38,066	40.8	17.4	80.9	76.4	.	7.1	.	.	.	.	.
	SEN with a statement	21,021	19.6	7.3	48.6	41.7	.	2.9	.	.	.	.	.
	<b>All pupils<sup>10</sup></b>	<b>546,328</b>	<b>76.1</b>	<b>55.8</b>	<b>94.8</b>	<b>93.5</b>	.	<b>29.3</b>	.	.	.	.	.

Source: National Pupil Database

**Figure A2.1(iii): Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by pupil characteristics in all state-funded schools 2009/10**

		Percentage of pupils achieving:											
		Number of eligible pupils <sup>1</sup>	5+ A*-C grades	5+ A*-C grades inc. English & mathematics GCSEs	5+ A*-G grades	5+ A*-G grades inc. English & mathematics GCSEs	A*-C in English and mathematics GCSEs	A*-C grades in a Modern Foreign Language	5+ A*-C grades exc. equivalents inc. English and mathematics GCSEs <sup>5</sup>	Entered the English Baccalaureate	Achieved the English Baccalaureate	Expected progress in English	Expected progress in mathematics
<b>Gender</b>													
	Boys	294,465	72.4	51.5	93.4	92.0	.	22.7	.	.	.	.	.
	Girls	283,594	79.9	58.9	95.9	94.7	.	34.5	.	.	.	.	.
	<b>All pupils</b>	<b>578,059</b>	<b>76.1</b>	<b>55.1</b>	<b>94.7</b>	<b>93.3</b>	.	<b>28.5</b>	.	.	.	.	.
<b>Ethnicity</b>													
	White	477,313	75.9	55.1	94.6	93.2	.	27.5	.	.	.	.	.
	Mixed	18,040	76.5	55.0	94.1	92.6	.	30.9	.	.	.	.	.
	Asian	42,440	79.6	58.4	96.0	94.7	.	35.4	.	.	.	.	.
	Black	24,163	74.4	49.3	95.0	93.4	.	25.0	.	.	.	.	.
	Chinese	2,236	90.3	75.5	97.5	96.3	.	68.9	.	.	.	.	.
	Any Other Ethnic Group	6,616	75.6	51.8	93.1	90.7	.	47.3	.	.	.	.	.
	Unclassified <sup>6</sup>	7,251	72.9	52.7	93.5	92.0	.	30.1	.	.	.	.	.
	<b>All pupils</b>	<b>578,059</b>	<b>76.1</b>	<b>55.1</b>	<b>94.7</b>	<b>93.3</b>	.	<b>28.5</b>	.	.	.	.	.
<b>First Language</b>													
	English <sup>7</sup>	512,983	76.1	55.5	94.7	93.4	.	27.0	.	.	.	.	.
	Other than English <sup>8</sup>	62,703	76.0	52.4	94.6	92.5	.	40.4	.	.	.	.	.
	Unclassified <sup>6</sup>	2,373	78.0	52.3	95.3	93.5	.	30.8	.	.	.	.	.
	<b>All pupils</b>	<b>578,059</b>	<b>76.1</b>	<b>55.1</b>	<b>94.7</b>	<b>93.3</b>	.	<b>28.5</b>	.	.	.	.	.
<b>Free School Meals (FSM)</b>													
	FSM	77,321	58.6	31.2	87.4	84.5	.	14.1	.	.	.	.	.
	All other pupils	500,738	78.8	58.8	95.8	94.7	.	30.7	.	.	.	.	.
	<b>All pupils</b>	<b>578,059</b>	<b>76.1</b>	<b>55.1</b>	<b>94.7</b>	<b>93.3</b>	.	<b>28.5</b>	.	.	.	.	.
<b>Disadvantaged Pupils<sup>9</sup></b>													
	Disadvantaged Pupils	.	.	.	.	.	.	.	.	.	.	.	.
	All other pupils	.	.	.	.	.	.	.	.	.	.	.	.
	<b>All pupils</b>	.	.	.	.	.	.	.	.	.	.	.	.
<b>Special Educational Needs (SEN)</b>													
<b>SEN provision</b>													
	No identified SEN	434,982	85.7	66.5	98.4	97.9	.	35.0	.	.	.	.	.
	<b>All SEN pupils</b>	<b>142,978</b>	<b>46.9</b>	<b>20.4</b>	<b>83.1</b>	<b>79.3</b>	.	<b>8.8</b>	.	.	.	.	.
	SEN without a statement	121,249	51.7	22.8	89.2	85.9	.	9.8	.	.	.	.	.
	School Action	79,812	57.2	25.8	93.7	91.1	.	11.3	.	.	.	.	.
	School Action +	41,437	41.2	17.0	80.4	75.9	.	7.0	.	.	.	.	.
	SEN with a statement	21,729	20.2	7.3	49.4	42.3	.	2.9	.	.	.	.	.
	<b>All pupils<sup>10</sup></b>	<b>578,059</b>	<b>76.1</b>	<b>55.1</b>	<b>94.7</b>	<b>93.3</b>	.	<b>28.5</b>	.	.	.	.	.

Source: National Pupil Database

**Figure A2.2(i): Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by pupil characteristics in all Academies 2010/11**

		Percentage of pupils achieving:											
		Number of eligible pupils <sup>1</sup>	5+ A*-C grades	5+ A*-C grades inc. English & mathematics GCSEs	5+ A*-G grades	5+ A*-G grades inc. English & mathematics GCSEs	A*-C in English and mathematics GCSEs	A*-C grades in a Modern Foreign Language	5+ A*-C grades exc. equivalents inc. English and mathematics GCSEs <sup>5</sup>	Entered the English Baccalaureate	Achieved the English Baccalaureate	Expected progress in English	Expected progress in mathematics
<b>Gender</b>													
	Boys	24,129	80.2	47.9	94.2	92.4	48.2	15.5	35.7	11.4	7.3	63.2	57.5
	Girls	21,586	85.3	52.6	95.5	93.7	52.9	21.9	41.5	12.0	8.8	72.2	59.3
	<b>All pupils</b>	<b>45,715</b>	<b>82.6</b>	<b>50.1</b>	<b>94.8</b>	<b>93.0</b>	<b>50.4</b>	<b>18.5</b>	<b>38.4</b>	<b>11.7</b>	<b>8.0</b>	<b>67.5</b>	<b>58.4</b>
<b>Ethnicity</b>													
	White	34,466	81.5	48.6	94.3	92.4	48.9	16.2	36.5	10.7	7.3	64.7	54.6
	Mixed	1,808	82.4	51.1	94.9	93.5	51.5	19.9	40.7	13.3	8.1	69.8	58.5
	Asian	4,023	88.1	57.5	97.5	95.9	57.7	27.1	47.4	17.4	13.3	78.5	74.3
	Black	3,719	87.0	53.5	96.8	95.2	54.0	19.2	41.6	11.4	6.4	78.4	72.4
	Chinese	200	95.5	79.0	x	98.5	79.0	61.0	73.5	34.0	31.0	90.7	94.4
	Any Other Ethnic Group	977	83.2	49.6	x	92.3	49.7	47.6	42.1	15.1	10.2	77.4	74.4
	Unclassified <sup>6</sup>	522	79.5	54.2	92.0	90.2	54.4	26.4	44.4	15.5	11.7	73.6	65.2
	<b>All pupils</b>	<b>45,715</b>	<b>82.6</b>	<b>50.1</b>	<b>94.8</b>	<b>93.0</b>	<b>50.4</b>	<b>18.5</b>	<b>38.4</b>	<b>11.7</b>	<b>8.0</b>	<b>67.5</b>	<b>58.4</b>
<b>First Language</b>													
	English <sup>7</sup>	37,931	82.2	49.9	94.6	92.9	50.2	15.4	37.8	11.1	7.7	66.0	55.8
	Other than English <sup>8</sup>	7,194	85.2	51.5	95.8	93.5	51.7	35.3	41.8	14.7	10.2	77.5	74.7
	Unclassified <sup>6</sup>	590	78.5	47.5	93.7	91.7	47.5	12.0	35.9	7.6	5.3	63.5	61.2
	<b>All pupils</b>	<b>45,715</b>	<b>82.6</b>	<b>50.1</b>	<b>94.8</b>	<b>93.0</b>	<b>50.4</b>	<b>18.5</b>	<b>38.4</b>	<b>11.7</b>	<b>8.0</b>	<b>67.5</b>	<b>58.4</b>
<b>Free School Meals (FSM)</b>													
	FSM	10,359	74.0	34.5	91.0	88.0	34.8	11.2	22.8	5.4	2.9	56.3	45.2
	All other pupils	35,356	85.2	54.7	95.9	94.5	55.0	20.7	43.0	13.5	9.5	70.7	62.1
	<b>All pupils</b>	<b>45,715</b>	<b>82.6</b>	<b>50.1</b>	<b>94.8</b>	<b>93.0</b>	<b>50.4</b>	<b>18.5</b>	<b>38.4</b>	<b>11.7</b>	<b>8.0</b>	<b>67.5</b>	<b>58.4</b>
<b>Disadvantaged Pupils<sup>9</sup></b>													
	Disadvantaged Pupils	10,678	73.5	34.1	90.7	87.6	34.4	11.1	22.4	5.3	2.8	56.0	45.0
	All other pupils	35,037	85.4	55.0	96.1	94.7	55.3	20.8	43.3	13.6	9.6	70.9	62.3
	<b>All pupils</b>	<b>45,715</b>	<b>82.6</b>	<b>50.1</b>	<b>94.8</b>	<b>93.0</b>	<b>50.4</b>	<b>18.5</b>	<b>38.4</b>	<b>11.7</b>	<b>8.0</b>	<b>67.5</b>	<b>58.4</b>
<b>Special Educational Needs (SEN)</b>													
<b>SEN provision</b>													
	No identified SEN	32,579	89.8	62.1	97.9	97.1	62.4	23.3	48.8	15.1	10.7	75.0	67.5
	<b>All SEN pupils</b>	<b>13,078</b>	<b>64.8</b>	<b>20.1</b>	<b>87.2</b>	<b>82.9</b>	<b>20.4</b>	<b>6.5</b>	<b>12.6</b>	<b>3.0</b>	<b>1.2</b>	<b>47.8</b>	<b>34.5</b>
	SEN without a statement	12,066	66.1	20.8	88.0	84.4	21.1	6.7	12.9	3.1	1.2	48.5	35.1
	School Action	8,030	72.0	23.8	92.6	89.7	24.2	7.4	15.1	3.7	1.5	53.8	39.0
	School Action +	4,036	54.3	14.8	78.9	73.9	15.0	5.3	8.6	1.8	0.7	38.1	27.3
	SEN with a statement	1,012	49.3	12.3	77.3	65.1	12.5	3.2	8.4	2.3	1.6	38.6	27.5
	<b>All pupils<sup>10</sup></b>	<b>45,715</b>	<b>82.6</b>	<b>50.1</b>	<b>94.8</b>	<b>93.0</b>	<b>50.4</b>	<b>18.5</b>	<b>38.4</b>	<b>11.7</b>	<b>8.0</b>	<b>67.5</b>	<b>58.4</b>

Source: National Pupil Database

**Figure A2.2(ii): Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by pupil characteristics in Sponsored Academies 2010/11**

		Percentage of pupils achieving:											
		Number of eligible pupils <sup>1</sup>	5+ A*-C grades	5+ A*-C grades inc. English & mathematics GCSEs	5+ A*-G grades	5+ A*-G grades inc. English & mathematics GCSEs	A*-C in English and mathematics GCSEs	A*-C grades in a Modern Foreign Language	5+ A*-C grades exc. equivalents inc. English and mathematics GCSEs <sup>5</sup>	Entered the English Baccalaureate	Achieved the English Baccalaureate	Expected progress in English	Expected progress in mathematics
<b>Gender</b>													
	Boys	21,139	78.8	43.8	93.5	91.4	44.1	11.7	30.6	7.1	3.8	59.7	54.0
	Girls	19,580	84.5	50.1	95.0	93.2	50.3	18.9	38.2	9.5	6.6	70.1	56.9
	<b>All pupils</b>	<b>40,719</b>	<b>81.6</b>	<b>46.8</b>	<b>94.2</b>	<b>92.3</b>	<b>47.1</b>	<b>15.1</b>	<b>34.3</b>	<b>8.3</b>	<b>5.2</b>	<b>64.8</b>	<b>55.4</b>
<b>Ethnicity</b>													
	White	30,402	80.2	45.0	93.6	91.6	45.3	12.6	32.0	7.2	4.5	61.5	51.2
	Mixed	1,633	81.8	48.5	94.3	x	48.8	16.5	37.2	9.9	5.1	68.1	56.2
	Asian	3,623	87.1	53.7	x	x	53.8	22.1	42.5	12.2	8.2	76.1	71.5
	Black	3,573	87.0	53.0	x	x	53.4	18.9	40.6	10.8	6.1	78.4	72.0
	Chinese	148	x	71.6	x	98.0	71.6	x	64.2	17.6	14.2	x	92.3
	Any Other Ethnic Group	939	x	47.9	x	x	48.0	x	40.0	13.1	8.1	x	73.4
	Unclassified <sup>6</sup>	401	74.8	46.9	89.5	x	46.9	21.9	36.9	11.7	8.7	67.4	58.6
	<b>All pupils</b>	<b>40,719</b>	<b>81.6</b>	<b>46.8</b>	<b>94.2</b>	<b>92.3</b>	<b>47.1</b>	<b>15.1</b>	<b>34.3</b>	<b>8.3</b>	<b>5.2</b>	<b>64.8</b>	<b>55.4</b>
<b>First Language</b>													
	English <sup>7</sup>	33,386	81.0	46.4	94.0	92.1	46.7	11.6	33.3	7.6	4.8	63.0	52.4
	Other than English <sup>8</sup>	6,764	x	49.0	x	x	49.2	32.9	38.8	11.7	7.2	x	x
	Unclassified <sup>6</sup>	569	x	46.2	x	x	46.2	10.2	34.3	6.2	3.9	x	x
	<b>All pupils</b>	<b>40,719</b>	<b>81.6</b>	<b>46.8</b>	<b>94.2</b>	<b>92.3</b>	<b>47.1</b>	<b>15.1</b>	<b>34.3</b>	<b>8.3</b>	<b>5.2</b>	<b>64.8</b>	<b>55.4</b>
<b>Free School Meals (FSM)</b>													
	FSM	10,086	74.0	34.1	90.7	87.7	34.4	10.9	22.2	5.0	2.7	55.8	44.9
	All other pupils	30,633	84.0	51.0	95.4	93.8	51.3	16.5	38.2	9.3	6.0	67.6	58.8
	<b>All pupils</b>	<b>40,719</b>	<b>81.6</b>	<b>46.8</b>	<b>94.2</b>	<b>92.3</b>	<b>47.1</b>	<b>15.1</b>	<b>34.3</b>	<b>8.3</b>	<b>5.2</b>	<b>64.8</b>	<b>55.4</b>
<b>Disadvantaged Pupils<sup>9</sup></b>													
	Disadvantaged Pupils	10,388	73.6	33.7	90.5	87.4	34.0	10.8	21.9	4.9	2.7	55.6	44.7
	All other pupils	30,331	84.3	51.3	95.5	94.0	51.6	16.6	38.5	9.4	6.0	67.8	59.0
	<b>All pupils</b>	<b>40,719</b>	<b>81.6</b>	<b>46.8</b>	<b>94.2</b>	<b>92.3</b>	<b>47.1</b>	<b>15.1</b>	<b>34.3</b>	<b>8.3</b>	<b>5.2</b>	<b>64.8</b>	<b>55.4</b>
<b>Special Educational Needs (SEN)</b>													
<b>SEN provision</b>													
	<b>No identified SEN</b>	<b>28,629</b>	<b>89.1</b>	<b>58.8</b>	<b>97.6</b>	<b>96.7</b>	<b>59.2</b>	<b>19.0</b>	<b>44.2</b>	<b>10.9</b>	<b>7.0</b>	<b>72.6</b>	<b>64.8</b>
	<b>All SEN pupils</b>	<b>12,042</b>	<b>63.7</b>	<b>18.2</b>	<b>86.2</b>	<b>81.7</b>	<b>18.4</b>	<b>5.9</b>	<b>10.7</b>	<b>2.0</b>	<b>0.9</b>	<b>45.2</b>	<b>32.2</b>
	SEN without a statement	11,113	65.0	18.8	87.2	83.3	19.0	6.2	11.0	2.1	0.8	46.0	32.7
	School Action	7,258	70.9	21.2	91.9	88.7	21.5	6.8	12.6	2.5	1.0	50.8	36.1
	School Action +	3,855	53.9	14.2	78.3	73.0	14.3	5.1	7.9	1.3	0.5	37.0	26.5
	SEN with a statement	929	48.3	11.0	75.2	62.5	11.2	2.6	7.0	1.7	1.3	35.3	25.6
	<b>All pupils<sup>10</sup></b>	<b>40,719</b>	<b>81.6</b>	<b>46.8</b>	<b>94.2</b>	<b>92.3</b>	<b>47.1</b>	<b>15.1</b>	<b>34.3</b>	<b>8.3</b>	<b>5.2</b>	<b>64.8</b>	<b>55.4</b>

Source: National Pupil Database

**Figure A2.2(iii): Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by pupil characteristics in Converter Academies 2010/11**

		Percentage of pupils achieving:											
		Number of eligible pupils <sup>1</sup>	5+ A*-C grades	5+ A*-C grades inc. English & mathematics GCSEs	5+ A*-G grades	5+ A*-G grades inc. English & mathematics GCSEs	A*-C in English and mathematics GCSEs	A*-C grades in a Modern Foreign Language	5+ A*-C grades exc. equivalents inc. English and mathematics GCSEs <sup>5</sup>	Entered the English Baccalaureate	Achieved the English Baccalaureate	Expected progress in English	Expected progress in mathematics
<b>Gender</b>													
	Boys	2,990	90.2	76.6	99.3	98.9	77.3	42.6	71.1	41.5	32.1	86.4	80.9
	Girls	2,006	93.2	77.8	99.5	99.1	77.9	51.1	73.8	36.3	30.6	91.2	81.8
	<b>All pupils</b>	<b>4,996</b>	<b>91.4</b>	<b>77.1</b>	<b>99.4</b>	<b>99.0</b>	<b>77.5</b>	<b>46.0</b>	<b>72.2</b>	<b>39.4</b>	<b>31.5</b>	<b>88.3</b>	<b>81.3</b>
<b>Ethnicity</b>													
	White	4,064	90.9	75.5	99.3	98.9	76.0	42.9	70.1	36.8	28.5	87.6	79.4
	Mixed	175	88.0	75.4	100.0	x	76.6	52.0	73.1	45.1	35.4	85.1	79.5
	Asian	400	97.0	92.5	x	x	92.5	73.3	91.8	64.3	60.0	97.5	97.2
	Black	146	87.0	67.8	x	x	67.8	26.7	65.1	25.3	15.1	79.3	79.2
	Chinese	52	x	100.0	100.0	100.0	100.0	x	100.0	80.8	78.8	x	100.0
	Any Other Ethnic Group	38	x	92.1	100.0	x	92.1	x	92.1	65.8	63.2	x	92.1
	Unclassified <sup>6</sup>	121	95.0	78.5	100.0	x	79.3	41.3	69.4	28.1	21.5	92.4	85.8
	<b>All pupils</b>	<b>4,996</b>	<b>91.4</b>	<b>77.1</b>	<b>99.4</b>	<b>99.0</b>	<b>77.5</b>	<b>46.0</b>	<b>72.2</b>	<b>39.4</b>	<b>31.5</b>	<b>88.3</b>	<b>81.3</b>
<b>First Language</b>													
	English <sup>7</sup>	4,545	91.0	75.8	99.4	99.0	76.3	43.2	70.6	37.3	29.0	87.5	79.9
	Other than English <sup>8</sup>	430	x	90.2	x	x	90.5	74.7	89.1	61.9	57.0	x	x
	Unclassified <sup>6</sup>	21	x	81.0	x	x	81.0	61.9	81.0	47.6	42.9	x	x
	<b>All pupils</b>	<b>4,996</b>	<b>91.4</b>	<b>77.1</b>	<b>99.4</b>	<b>99.0</b>	<b>77.5</b>	<b>46.0</b>	<b>72.2</b>	<b>39.4</b>	<b>31.5</b>	<b>88.3</b>	<b>81.3</b>
<b>Free School Meals (FSM)</b>													
	FSM	273	72.5	48.7	98.9	97.4	49.1	21.2	43.2	19.4	9.5	72.6	55.9
	All other pupils	4,723	92.5	78.7	99.4	99.1	79.2	47.4	73.9	40.6	32.7	89.2	82.8
	<b>All pupils</b>	<b>4,996</b>	<b>91.4</b>	<b>77.1</b>	<b>99.4</b>	<b>99.0</b>	<b>77.5</b>	<b>46.0</b>	<b>72.2</b>	<b>39.4</b>	<b>31.5</b>	<b>88.3</b>	<b>81.3</b>
<b>Disadvantaged Pupils<sup>9</sup></b>													
	Disadvantaged Pupils	290	72.4	48.3	98.3	96.6	48.6	20.7	42.4	19.0	9.3	70.9	55.6
	All other pupils	4,706	92.6	78.9	99.4	99.2	79.3	47.6	74.1	40.7	32.8	89.4	82.9
	<b>All pupils</b>	<b>4,996</b>	<b>91.4</b>	<b>77.1</b>	<b>99.4</b>	<b>99.0</b>	<b>77.5</b>	<b>46.0</b>	<b>72.2</b>	<b>39.4</b>	<b>31.5</b>	<b>88.3</b>	<b>81.3</b>
<b>Special Educational Needs (SEN)</b>													
<b>SEN provision</b>													
	<b>No identified SEN</b>	<b>3,950</b>	<b>95.2</b>	<b>86.0</b>	<b>99.6</b>	<b>99.5</b>	<b>86.3</b>	<b>54.7</b>	<b>82.0</b>	<b>45.9</b>	<b>38.2</b>	<b>91.3</b>	<b>86.6</b>
	<b>All SEN pupils</b>	<b>1,036</b>	<b>76.8</b>	<b>43.1</b>	<b>98.5</b>	<b>97.2</b>	<b>43.9</b>	<b>12.5</b>	<b>34.7</b>	<b>14.6</b>	<b>5.6</b>	<b>76.3</b>	<b>60.3</b>
	SEN without a statement	953	78.3	44.5	98.3	97.5	45.4	12.8	35.6	15.1	5.7	76.2	61.2
	School Action	772	82.3	48.4	99.6	99.0	49.2	13.6	38.5	15.8	5.7	79.7	65.0
	School Action +	181	61.3	27.6	92.8	91.2	29.3	9.4	23.2	12.2	5.5	60.9	44.5
	SEN with a statement	83	60.2	26.5	100.0	94.0	26.5	9.6	24.1	8.4	4.8	78.3	49.3
	<b>All pupils<sup>10</sup></b>	<b>4,996</b>	<b>91.4</b>	<b>77.1</b>	<b>99.4</b>	<b>99.0</b>	<b>77.5</b>	<b>46.0</b>	<b>72.2</b>	<b>39.4</b>	<b>31.5</b>	<b>88.3</b>	<b>81.3</b>

Source: National Pupil Database

**Figure A2.2(iv): Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by pupil characteristics in other state-funded schools 2010/11**

		Percentage of pupils achieving:											
		Number of eligible pupils <sup>1</sup>	5+ A*-C grades	5+ A*-C grades inc. English & mathematics GCSEs	5+ A*-G grades	5+ A*-G grades inc. English & mathematics GCSEs	A*-C in English and mathematics GCSEs	A*-C grades in a Modern Foreign Language	5+ A*-C grades exc. equivalents inc. English and mathematics GCSEs <sup>5</sup>	Entered the English Baccalaureate	Achieved the English Baccalaureate	Expected progress in English	Expected progress in mathematics
<b>Gender</b>													
	Boys	264,758	76.7	55.2	94.1	92.8	55.8	23.0	49.2	20.1	13.1	67.0	63.6
	Girls	256,459	83.9	62.7	96.3	95.2	63.1	35.5	58.1	24.9	19.0	77.5	67.3
	<b>All pupils</b>	<b>521,217</b>	<b>80.3</b>	<b>58.9</b>	<b>95.2</b>	<b>94.0</b>	<b>59.4</b>	<b>29.2</b>	<b>53.6</b>	<b>22.5</b>	<b>16.0</b>	<b>72.2</b>	<b>65.4</b>
<b>Ethnicity</b>													
	White	429,590	80.0	58.7	95.1	93.9	59.3	28.1	53.5	22.6	16.0	71.3	63.9
	Mixed	16,967	80.5	59.3	94.7	93.5	59.8	32.4	54.2	23.3	17.4	73.3	65.9
	Asian	39,184	83.9	62.2	96.6	95.4	62.6	35.4	56.9	23.4	17.0	79.4	76.8
	Black	21,670	79.0	54.5	95.5	94.1	55.2	27.4	48.4	16.8	10.5	76.0	70.7
	Chinese	2,103	92.5	78.5	x	96.7	78.6	65.9	76.0	40.5	34.9	88.2	94.7
	Any Other Ethnic Group	5,830	79.1	54.7	x	92.2	55.1	48.0	50.2	22.4	16.2	77.3	76.9
	Unclassified <sup>6</sup>	5,873	76.4	56.5	93.6	92.2	57.2	30.2	51.7	23.7	16.8	70.6	63.3
	<b>All pupils</b>	<b>521,217</b>	<b>80.3</b>	<b>58.9</b>	<b>95.2</b>	<b>94.0</b>	<b>59.4</b>	<b>29.2</b>	<b>53.6</b>	<b>22.5</b>	<b>16.0</b>	<b>72.2</b>	<b>65.4</b>
<b>First Language</b>													
	English <sup>7</sup>	460,723	80.3	59.2	95.2	94.1	59.7	27.7	53.8	22.6	16.1	71.6	64.2
	Other than English <sup>8</sup>	57,937	80.3	56.3	95.1	93.4	56.7	40.6	51.3	21.2	14.9	78.1	75.9
	Unclassified <sup>6</sup>	2,557	82.3	61.8	94.7	93.3	62.3	34.6	57.3	23.5	17.1	76.0	72.1
	<b>All pupils</b>	<b>521,217</b>	<b>80.3</b>	<b>58.9</b>	<b>95.2</b>	<b>94.0</b>	<b>59.4</b>	<b>29.2</b>	<b>53.6</b>	<b>22.5</b>	<b>16.0</b>	<b>72.2</b>	<b>65.4</b>
<b>Free School Meals (FSM)</b>													
	FSM	68,810	63.2	34.6	87.7	85.0	35.2	14.4	28.0	8.3	4.5	54.7	44.7
	All other pupils	452,407	82.9	62.5	96.3	95.4	63.1	31.4	57.5	24.6	17.8	74.8	68.5
	<b>All pupils</b>	<b>521,217</b>	<b>80.3</b>	<b>58.9</b>	<b>95.2</b>	<b>94.0</b>	<b>59.4</b>	<b>29.2</b>	<b>53.6</b>	<b>22.5</b>	<b>16.0</b>	<b>72.2</b>	<b>65.4</b>
<b>Disadvantaged Pupils<sup>9</sup></b>													
	Disadvantaged Pupils	72,192	62.2	33.8	86.9	84.1	34.4	14.1	27.3	8.1	4.3	54.0	44.0
	All other pupils	449,025	83.2	62.9	96.5	95.6	63.4	31.6	57.8	24.8	17.9	75.0	68.7
	<b>All pupils</b>	<b>521,217</b>	<b>80.3</b>	<b>58.9</b>	<b>95.2</b>	<b>94.0</b>	<b>59.4</b>	<b>29.2</b>	<b>53.6</b>	<b>22.5</b>	<b>16.0</b>	<b>72.2</b>	<b>65.4</b>
<b>Special Educational Needs (SEN)</b>													
<b>SEN provision</b>													
	No identified SEN	397,803	88.8	70.1	98.6	98.2	70.6	35.4	64.6	27.6	20.1	79.4	74.1
	All SEN pupils	122,816	52.7	22.3	84.1	80.3	22.9	9.0	17.9	5.8	2.7	47.9	36.1
	SEN without a statement	102,622	58.4	25.1	90.8	87.7	25.8	10.2	20.1	6.5	3.0	52.2	39.2
	School Action	67,259	63.8	27.9	94.8	92.4	28.5	11.5	22.4	7.4	3.4	56.7	43.5
	School Action +	35,363	48.0	19.7	83.1	78.7	20.6	7.6	15.5	4.8	2.4	43.5	31.1
	SEN with a statement	20,194	23.6	8.3	50.0	42.8	8.5	2.8	7.0	2.1	1.1	26.0	19.6
	<b>All pupils<sup>10</sup></b>	<b>521,217</b>	<b>80.3</b>	<b>58.9</b>	<b>95.2</b>	<b>94.0</b>	<b>59.4</b>	<b>29.2</b>	<b>53.6</b>	<b>22.5</b>	<b>16.0</b>	<b>72.2</b>	<b>65.4</b>

Source: National Pupil Database



**Figure A2.2(v): Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by pupil characteristics in all state-funded schools 2010/11**

		Percentage of pupils achieving:											
		Number of eligible pupils <sup>1</sup>	5+ A*-C grades	5+ A*-C grades inc. English & mathematics GCSEs	5+ A*-G grades	5+ A*-G grades inc. English & mathematics GCSEs	A*-C in English and mathematics GCSEs	A*-C grades in a Modern Foreign Language	5+ A*-C grades exc. equivalents inc. English and mathematics GCSEs <sup>5</sup>	Entered the English Baccalaureate	Achieved the English Baccalaureate	Expected progress in English	Expected progress in mathematics
<b>Gender</b>													
	Boys	288,887	77.0	54.6	94.1	92.7	55.2	22.4	48.1	19.4	12.7	66.7	63.1
	Girls	278,045	84.0	61.9	96.2	95.1	62.3	34.4	56.8	23.9	18.2	77.1	66.7
	<b>All pupils</b>	<b>566,932</b>	<b>80.5</b>	<b>58.2</b>	<b>95.2</b>	<b>93.9</b>	<b>58.7</b>	<b>28.3</b>	<b>52.4</b>	<b>21.6</b>	<b>15.4</b>	<b>71.8</b>	<b>64.8</b>
<b>Ethnicity</b>													
	White	464,056	80.1	58.0	95.0	93.8	58.5	27.2	52.2	21.7	15.4	70.8	63.2
	Mixed	18,775	80.7	58.5	94.7	93.5	59.0	31.2	52.9	22.4	16.5	73.0	65.2
	Asian	43,207	84.3	61.8	96.7	95.4	62.2	34.6	56.0	22.8	16.7	79.3	76.5
	Black	25,389	80.2	54.3	95.7	94.3	55.0	26.2	47.4	16.0	9.9	76.3	71.0
	Chinese	2,303	92.7	78.5	97.9	96.9	78.7	65.4	75.8	39.9	34.6	88.5	94.7
	Any Other Ethnic Group	6,807	79.7	54.0	94.4	92.2	54.3	47.9	49.0	21.3	15.3	77.3	76.6
	Unclassified <sup>6</sup>	6,395	76.7	56.3	93.4	92.0	56.9	29.9	51.1	23.0	16.4	70.8	63.5
	<b>All pupils</b>	<b>566,932</b>	<b>80.5</b>	<b>58.2</b>	<b>95.2</b>	<b>93.9</b>	<b>58.7</b>	<b>28.3</b>	<b>52.4</b>	<b>21.6</b>	<b>15.4</b>	<b>71.8</b>	<b>64.8</b>
<b>First Language</b>													
	English <sup>7</sup>	498,654	80.4	58.5	95.2	94.0	59.0	26.8	52.6	21.8	15.5	71.1	63.6
	Other than English <sup>8</sup>	65,131	80.8	55.8	95.2	93.4	56.2	40.0	50.2	20.5	14.4	78.1	75.8
	Unclassified <sup>6</sup>	3,147	81.6	59.1	94.5	93.0	59.5	30.4	53.3	20.6	14.9	73.6	70.0
	<b>All pupils</b>	<b>566,932</b>	<b>80.5</b>	<b>58.2</b>	<b>95.2</b>	<b>93.9</b>	<b>58.7</b>	<b>28.3</b>	<b>52.4</b>	<b>21.6</b>	<b>15.4</b>	<b>71.8</b>	<b>64.8</b>
<b>Free School Meals (FSM)</b>													
	FSM	79,169	64.6	34.6	88.1	85.4	35.1	14.0	27.3	7.9	4.3	54.9	44.8
	All other pupils	487,763	83.0	62.0	96.3	95.3	62.5	30.6	56.4	23.8	17.2	74.5	68.0
	<b>All pupils</b>	<b>566,932</b>	<b>80.5</b>	<b>58.2</b>	<b>95.2</b>	<b>93.9</b>	<b>58.7</b>	<b>28.3</b>	<b>52.4</b>	<b>21.6</b>	<b>15.4</b>	<b>71.8</b>	<b>64.8</b>
<b>Disadvantaged Pupils<sup>9</sup></b>													
	Disadvantaged Pupils	82,870	63.7	33.8	87.4	84.6	34.4	13.7	26.7	7.8	4.1	54.2	44.2
	All other pupils	484,062	83.3	62.3	96.5	95.5	62.8	30.8	56.7	24.0	17.3	74.7	68.3
	<b>All pupils</b>	<b>566,932</b>	<b>80.5</b>	<b>58.2</b>	<b>95.2</b>	<b>93.9</b>	<b>58.7</b>	<b>28.3</b>	<b>52.4</b>	<b>21.6</b>	<b>15.4</b>	<b>71.8</b>	<b>64.8</b>
<b>Special Educational Needs (SEN)</b>													
<b>SEN provision</b>													
	No identified SEN	430,382	88.9	69.5	98.6	98.1	70.0	34.5	63.4	26.7	19.4	79.1	73.6
	<b>All SEN pupils</b>	<b>135,894</b>	<b>53.8</b>	<b>22.1</b>	<b>84.4</b>	<b>80.6</b>	<b>22.7</b>	<b>8.7</b>	<b>17.4</b>	<b>5.5</b>	<b>2.6</b>	<b>47.9</b>	<b>35.9</b>
	SEN without a statement	114,688	59.2	24.7	90.5	87.4	25.3	9.8	19.3	6.1	2.8	51.8	38.8
	School Action	75,289	64.7	27.5	94.6	92.2	28.1	11.1	21.7	7.0	3.2	56.4	43.1
	School Action +	39,399	48.6	19.2	82.7	78.2	20.0	7.4	14.8	4.5	2.2	42.9	30.7
	SEN with a statement	21,206	24.9	8.5	51.3	43.8	8.7	2.8	7.1	2.1	1.1	26.6	19.9
	<b>All pupils<sup>10</sup></b>	<b>566,932</b>	<b>80.5</b>	<b>58.2</b>	<b>95.2</b>	<b>93.9</b>	<b>58.7</b>	<b>28.3</b>	<b>52.4</b>	<b>21.6</b>	<b>15.4</b>	<b>71.8</b>	<b>64.8</b>

Source: National Pupil Database

### Annex 3: Analysis by length of time open as an Academy

Consistent with the Statistical First Release<sup>35</sup> the small number of Sponsored Academies that were previously City Technology Colleges (CTCs) or independent schools are included within analysis by length of time open as an Academy in Section 3 and they form a small minority of Academies in each year grouping.

However, given that these schools are atypical of the group of Sponsored Academies with, on average, higher results prior to becoming an Academy, analysis excluding their results is presented on the following page. The results follow a similar pattern with or without this exclusion.

The table below shows how many Sponsored Academies were included in the analysis including and excluding former CTCs and independent schools.

**Figure A3.1: Number of Sponsored Academies included within each classification of length of time open**

Number of years open as a Sponsored Academy	Dates by which Sponsored Academy opened (from / to)		(1)	(2)	(3)
			Defined as Academies in Performance Tables	Of which had results published in Performance Tables	Excluding former CTCs and independent schools
1	Start October 2009	12 September 2010	67	63	62
2	Start October 2008	End September 2009	69	64	63
3	Start October 2007	End September 2008	47	44	39
4	Start October 2006	End September 2007	37	32	25
5+	Start October 2005	End September 2006	46	46	41
<b>Total</b>			<b>266</b>	<b>249</b>	<b>230</b>

<sup>35</sup> DfE: GCSE and Equivalent Results in England, 2010/11 (Revised)  
<http://www.education.gov.uk/rsgateway/DB/SFR/s001056/index.shtml>

**Figure A3.2: Percentage of pupils in Sponsored Academies that achieved 5+ A\*-C including English and mathematics GCSE by number of years the school has been open as an Academy**

**(i) All Sponsored Academies open as at 12 September 2010**

	1	2	3	4	5+	All	All state-funded schools
Percentage achieving 5+ A*-C (including equivalents) including English and mathematics	42.7	44.3	49.4	52.5	52.0	46.8	58.2
Percentage achieving 5+ A*-C (excluding equivalents) including English and mathematics	30.1	30.1	37.1	38.9	41.9	34.3	52.4

Source: Performance Tables

**(ii) Sponsored Academies open as at 12 September 2010 excluding former City Technology Colleges and independent schools**

	1	2	3	4	5+	All	All state-funded schools
Percentage achieving 5+ A*-C (including equivalents) including English and mathematics	42.3	44.1	47.2	46.2	50.2	45.4	58.2
Percentage achieving 5+ A*-C (excluding equivalents) including English and mathematics	29.6	29.8	34.8	30.3	39.5	32.3	52.4

Source: Performance Tables

**Figure A3.3: Percentage of pupils in Sponsored Academies that achieved 5+ A\*-C including English and mathematics GCSE by characteristics and length of time open as an Academy**

**(i) All Sponsored Academies open as at 12 September 2010**

	1	2	3	4	5+	All state-funded schools
FSM	30.3	30.4	32.4	36.9	41.9	34.6
non-FSM	46.1	48.4	53.7	56.9	55.9	62.0
All SEN pupils	14.0	15.0	17.3	22.6	25.7	22.1
non-SEN	54.4	56.1	60.7	63.8	64.6	69.5
English	42.3	43.5	49.4	52.8	50.0	58.5
Other than English	42.2	46.4	49.2	51.2	55.3	55.8

Source: National Pupil Database

**(ii) Sponsored Academies open as at 12 September 2010 excluding former City Technology Colleges and independent schools**

	1	2	3	4	5+	All state-funded schools
FSM	30.3	30.4	31.7	32.1	41.7	34.6
non-FSM	45.7	48.2	51.3	50.6	53.8	62.0
All SEN pupils	13.9	15.0	16.3	20.4	25.3	22.1
non-SEN	54.1	55.8	58.8	57.9	63.0	69.5
English	42.0	43.2	47.0	45.9	47.1	58.5
Other than English	41.7	46.3	48.8	47.2	56.3	55.8

Source: National Pupil Database

## Annex 4: School coverage

### Overall results

Results are based on school status as published in the School Performance Tables 2011; this means schools that were open as Academies as at 12 September 2010 had their results published as such, otherwise results were published under the previous school name and type.

There were 266 Sponsored Academies in the Performance Tables of which 249 had results. There were 25 Converter Academies with results published in Performance Tables. The table below sets out the number of pupils that were in Sponsored Academies, Converter Academies, other state-funded schools and all state-funded schools for the purposes of the analysis in this publication. The size of these groups should be taken in to consideration when interpreting the results.

**Figure A4.1: The number of pupils at the end of Key Stage 4 in 2010/11 by type of school**

	Number of end of Key Stage 4 pupils
All Academies	45,715
<i>of which</i>	
Sponsored Academies	40,719
Converter Academies	4,996
Other state-funded schools	521,217
All state-funded schools	566,932

Source: DfE: GCSE and Equivalent Results in England, 2010/11 (Revised)

### Year on year comparisons

Year on year comparisons are based on the 166 Sponsored Academies that had results published in 2009/10 and 2010/11.

For the 2011 figures, certain Academies with 2 years of results have been excluded from the overall figures in order to make them consistent with analysis carried out in previous years:

- Ex-CTC and ex-independent schools. These schools are an anomaly within the sponsored Academies group in terms of their characteristics and attainment, typically being high attaining schools at the point at which they became sponsored Academies. These schools are therefore excluded as they are not comparable with the rest of the Sponsored Academy programme.
- Schools with fewer than 10 pupils eligible for KS4. For 2011, this means that The Petchey Academy was excluded from the analysis, as it had small pupil numbers in 2010. Schools with small numbers of pupils will typically have more volatile results year-on-year and so they are excluded to avoid skewing the overall figures.

This group of Sponsored Academies is only used for year on year comparisons not for

the overall performance of all Sponsored Academies.

Improvements over a longer period (2006 to 2011) are based on 33 Sponsored Academies and 33 similar schools based on previous outcomes, deprivation and prior attainment – all measured in 2006.

### Comparison to similar schools

Our group of Sponsored Academies used for a comparison to similar schools uses the criteria for year on year comparisons above with the additional criteria that schools had results published as a predecessor school (i.e. are not new provision); this gives 162 schools. These are matched to a group of non-Academy schools that, based on previous outcomes, deprivation and prior attainment at Key Stage 2, would have had a similar propensity to become an Academy.

Improvements over a longer period (2006 to 2011) are based on 33 Sponsored Academies and 33 similar schools based again on previous outcomes, deprivation and prior attainment – all measured in 2006.

### Length of time open

The table below shows how many schools are included within each grouping and what the cut-off dates are for inclusion. Column (1) shows how many schools were defined as Academies in Performance Tables, however not all schools defined as Academies in Performance Tables had results published in 2011. This includes ‘growing’ schools – i.e. schools that did not yet have a year 11, and schools where data was not published due to only having a small number of relevant pupils. Column (2) shows how many schools were defined as Academies, had pupils at the end of Key Stage 4, and had sufficient numbers to be published.

**Figure A4.2: Number of Academies included within each classification of length of time open**<sup>36</sup>

Number of years open as an Academy	Dates by which Academy opened (from / to)		(1)	(2)	(3)
			Defined as Academies in Performance Tables	Of which had results published in Performance Tables	Excluding former CTCs and independent schools
1	Start October 2009	12 September 2010	67	63	62
2	Start October 2008	End September 2009	69	64	63
3	Start October 2007	End September 2008	47	44	39
4	Start October 2006	End September 2007	37	32	25
5+	Start October 2005	End September 2006	46	46	41
<b>Total</b>			<b>266</b>	<b>249</b>	<b>230</b>

Source: Performance Tables

<sup>36</sup> Consistent with Performance Tables, Academy status in 2011 is taken as at 12 September 2010. For earlier years, Academy status is taken at the end of September in the relevant academic year. Hence an Academy that opened on 30 September 2009 would be deemed to have been open for 2 years and an Academy that opened on 1 October 2009 would be deemed to have been open for 1 year.

**Ref: DFE-RR223**

**ISBN: 978-1-78105-119-1**

**© Department for Education**

**June 2012**