



National College for
Teaching & Leadership

Teaching School Alliances: Key Information Form (KIF) 2015/16 - Analysis

November 2017

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1. Foreword

This experimental statistics release presents initial findings on the work that Teaching School Alliances (TSAs) delivered in England in the academic year 2015/16. The report is based on self-reported data supplied by TSAs to National College for Teaching and Leadership (NCTL) from November 2016 to January 2017 through the Key Information Form (KIF) online portal.

This is the first time analysis from the KIF data collection has been published. We would welcome feedback on the methods used and insights generated in this report, to inform future research and development of future publications. Please send your views to: TeachersAnalysisUnit.MAILBOX@education.gov.uk.

2. Executive Summary

This experimental statistics release presents initial findings on the work that Teaching School Alliances (TSAs) delivered in England in the academic year 2015/16.

A Teaching School Alliance is composed of one or more Teaching Schools designated by NCTL (National College for Teaching and Leadership), along with a network of schools that deliver and consume support as part of the Alliance. TSAs delivered work across three main strands: Initial teacher training (ITT), Continuing Professional and Leadership Development (CPLD) and School-to-School support (StSS).

Section 5 of the report covers **Delivery of Support**. The analysis found that **teaching school alliances are delivering across all areas of the programme**.

Table 1: Percentage of Teaching School Alliances delivering across programme areas

Area	% TSAs delivering activity in these areas
Initial Teacher Training (ITT)	95%
Continuing Professional and Leadership Development (CPLD)	91%
School-to-school support (StSS)	99%
At least 2 areas	97%
All 3 areas	89%

Source: KIF delivery data 2015/16

The following list gives a more detailed breakdown:

1. ITT:
 - 87% of alliances provide placements
 - 86% of alliances provide ITT training
 - Median of 11 ITT deliverers per alliance

2. CPLD:
 - 36% of alliances are delivering “NQT” focused CPLD activity
 - Across all CPLD activities:
 - 12% focus on leadership and management
 - 11% other
 - 8% NQT
 - 5% middle leaders, early years, SEND
 - Median of 4 CPLD deliverers per alliance

3. StSS:
 - Median 5 StSS deliverers per alliance

Teaching School Alliances vary in size because of the diversity of Alliance models.

The number of schools actively contributing to Teaching School Alliance delivery varies in size from just one to 205 schools. However, the majority (91%) contain 40 or fewer schools contributing to delivery and the median number of schools contributing to delivery per Teaching School Alliance is 15.

There were 8,421 delivery schools working across 528 TSAs. Of these delivery schools, 81% were delivering Initial Teacher Training (ITT), 48% School-to-School Support (StSS), 52% (Continuing Professional and Leadership Development) CPLD, and 33% of delivery schools were delivering all three strands.

The vast majority of schools (83%) are contributing to delivery for just one alliance and the proportion is higher for School-to-School Support work. The KIF form asked TSAs to provide information on who is “actively contributing to the delivery of that alliance” and so they may not have included work they are doing with other alliances that they deem not to be significant. Alliances may also network to share best practice or offer peer-to-peer support, which has not been captured in the collection. This may also be because Teaching School Alliances show strong coverage over the three delivery areas (see Table 1) so do not need to work with other alliances to deliver programme areas.

Section 6 looks at **School-to-School Support (StSS)** – focusing on those schools who actually receive the support. The analysis finds that Teaching School Alliances are supporting the schools most in need of help with 38% of all Category 3 or 4 or below floor schools nationally having received support from a Teaching School Alliance compared to just 15% of all schools nationally falling into Category 3 or 4 or below floor.

Teaching Schools work with many of the most challenging schools – The proportion of StSS engagements supporting schools rated as requires improvement or inadequate by Ofsted, or below the floor standard, is far higher than the proportion of schools nationally that are rated by Ofsted as requires improvement or inadequate, or fall below the floor standard.

- 29% of Teaching School programme engagements are with Schools rated by Ofsted as Category 3 schools, which is far higher than the 11% of schools nationally rated as Category 3 by Ofsted.
- 5% of Teaching School programme engagements are with Schools rated by Ofsted as Category 4 schools as compared to 1% of schools nationally rated as Category 4 by Ofsted.
- 37% of Teaching School programme engagements are with schools below floor standard or rated by Ofsted as Category 3 or 4 this compares to just 15% of schools nationally meeting this criteria.

Ofsted Ratings - Nationally, 40% (958 schools) of schools rated as requires improvement as at 30 June 2016 have received StSS from TSAs in the 15/16 academic year, and this rises to 45% (133 schools) for schools rated as inadequate. In total, 41% (1,091 schools) of schools in England rated as requires improvement or inadequate have received StSS in the 15/16 academic year from TSAs.

Priority Areas – in the Achieving Excellence Everywhere white paper,¹ the Department identified “Priority Areas”² where too few children have access to a good school and there are insufficient high quality teachers, leaders, system leaders and sponsors. The Department created a composite indicator, which placed each local authority district into one of six groups and sought to target those in priority areas. In total 41% (1,513 schools) of all schools receiving School-to-School support were in priority areas.

Opportunity Areas – In January 2017, the Department for Education announced six further “Opportunity Areas”³, in addition to the six announced the previous year. This is a new social mobility package focusing on areas, identified as being the most challenging areas for social mobility. Through the Teaching Schools programme, 26% (247 schools) of all state schools in Opportunity Areas received School-to-School Support.

Deprivation – Analysis of deprivation quintiles in the 30 June 2016 Ofsted report⁴ shows that 28% of schools receiving School-to-School Support are in band 5 (the most deprived

¹ <https://www.gov.uk/government/publications/educational-excellence-everywhere>

² “Priority Areas” are tier 5/6 areas identified in the White Paper

³ <https://www.gov.uk/government/news/education-secretary-announces-6-new-opportunity-areas>

⁴ <https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsted-school-inspections-outcomes>

quintile or most deprived 20% of schools) and 23% are in band 4 (the next 20% deprived). Each quintile covers 20% of schools.

Table 2: Proportion of School-to-school engagements in each deprivation quintile

Deprivation Quintile	School-to-School Support engagements	Number of engagements
Band 5 (most deprived)	28%	1,319
Band 4	23%	1,068
Band 3	19%	902
Band 2	15%	715
Band 1 (least deprived)	14%	651

Source: Ofsted inspection outcomes June 2016 and KIF School-to-School Support data 2015/16

The reach of the Teaching Schools School-to-School Support programme is considerable, with 17% of state schools receiving School-to-School Support from a Teaching School Alliance during the 2015/16 academic year. 6% of schools delivered School-to-School Support and 21% of state schools were involved as either receivers or deliverers.

3. Glossary of terms used in this report

Teaching School - Teaching Schools are strong schools led by strong leaders that work with others to provide high-quality training, development and support to new and experienced school staff. Teaching Schools are designated by the National College for Teaching and Leadership (NCTL).

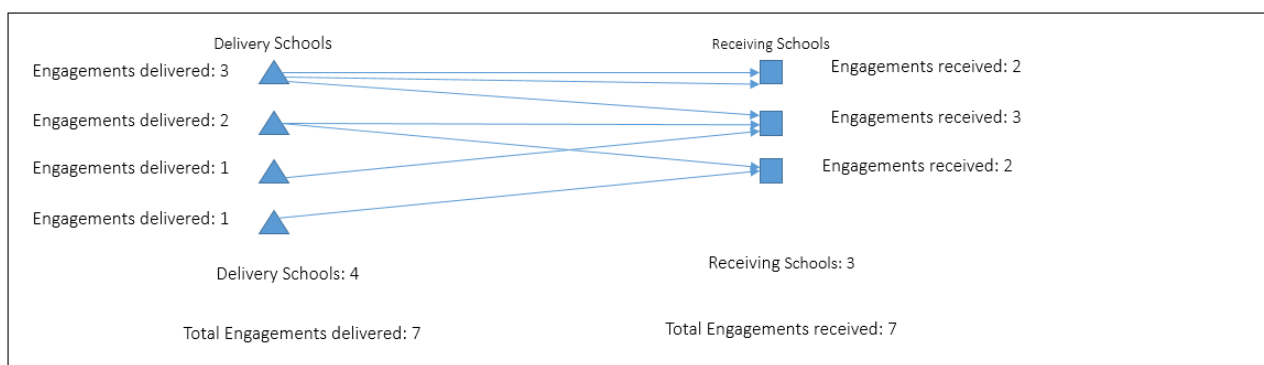
Teaching School Alliance - A Teaching School Alliance is composed of one or more Teaching Schools designated by NCTL, along with several other schools that deliver support as part of the Alliance. The schools can be located in any location. Schools that are either members of an alliance or engaged with the alliance but are not actively contributing to delivery of ITT, CPLD and StSS have been excluded from this data collection.

Delivery schools – Delivery schools are schools actively contributing to the delivery of at least one of the three types of support: Continuing Professional and Leadership Development (CPLD), Initial Teacher Training (ITT) and School-to-School Support (StSS).

Deliverers - Deliverers are schools delivering at least one of the three types of support for a Teaching School Alliance. This means a single delivery school can be counted as a deliverer several times if it delivers for several different Teaching School Alliances.

Engagements - An engagement or deployment refers to an activity between known schools; this can only happen in School-to-School Support data where deliverers and receivers are known. In a delivery context, an engagement occurs when a school has delivered support to another school. Similarly, for a receiver an engagement occurs when a school has received support from another school.

Figure 1: Example showing the difference between engagements and schools for School-to-School Support data



Ofsted Category – This is a measure of overall effectiveness ranging from 1-4: 1=Outstanding, 2=Good, 3=Requires Improvement and 4=Inadequate.

Below floor standards schools – Schools that do not meet floor standards set by the Department for Education^{5,6}. The floor standard for a school defines the minimum standard for pupil achievement and/or progress that the Government expects schools in that phase of education to meet. 2014/15 performance data⁷ and floor standards have been used as these were the most recent available for schools active during the 2015/16 academic year covered in the report.

Deprivation Quintile – This measure uses the Income Deprivation Affecting Children Index to form quintiles. The most deprived schools have a quintile of 5 (containing the 20% most deprived schools), the next 20% deprived are in quintile 4 and the least deprived have a quintile of 1 (20% least deprived).

⁵ <https://www.gov.uk/government/collections/statistics-key-stage-2>

⁶ <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

⁷ <https://www.gov.uk/government/collections/statistics-performance-tables>

4. Introduction

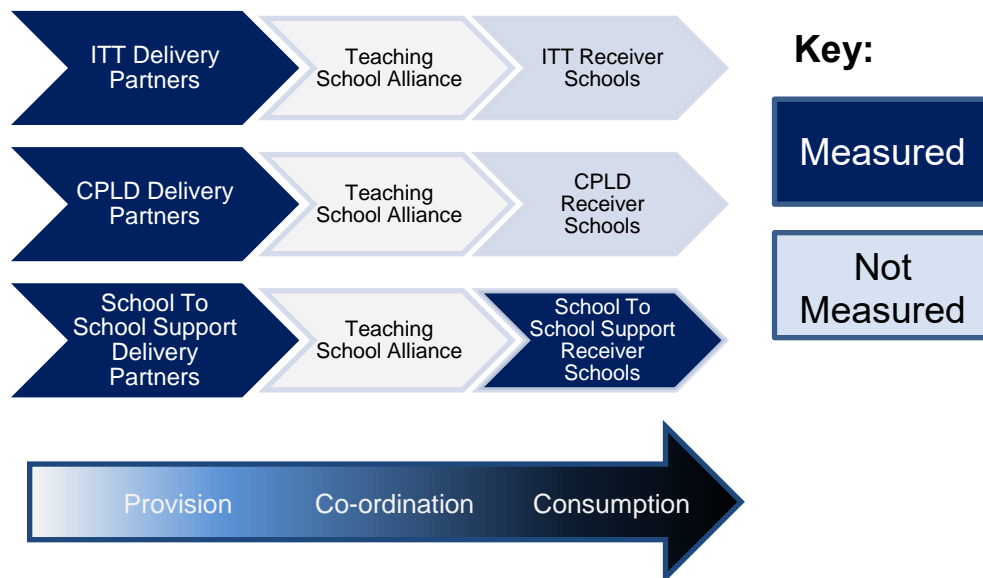
This experimental statistics release presents initial findings on the work that Teaching School Alliances (TSAs) delivered in England in the academic year 2015/16. The report is based on self-reported data supplied by TSAs to National College for Teaching and Leadership (NCTL) from November 2016 to January 2017 through the Key Information Form (KIF) online portal. This report is focused on the Teaching School programme as a whole. This is the first time analysis from the KIF data collection has been published and feedback is welcome (see p37 for further details).

NCTL worked in partnership with the [Teaching Schools Council](#) to develop the KIF framework used in the 2015/16 data collection. The framework was designed to capture:

1. Alliance delivery: information about the precise role played by schools in the delivery of the Alliance's work across the 3 main strands of Teaching School work:
 - (i) Initial teacher training (ITT)
 - (ii) Continuing Professional and Leadership Development (CPLD)
 - (iii) School-to-School support (StSS)
2. Receivers of support: information about schools who have received StSS from TSAs.
3. [Specialist Leaders of Education](#) (SLE): information about new SLE designations and changes in circumstance of existing SLEs. Data on SLEs is operational data and falls outside the scope of this report.

The information gathered focuses on what has been delivered and by whom. There are some areas (for example, School-to-School Support), where alliances have also been asked to supply information regarding who has received support.

Figure 2: Diagram showing the strands of the Teaching School programme and what is measured from this data collection



From the diagram, we can see that the data around the provision element of Teaching School Alliances is comprehensive, but the data around consumption is partial as this data was out of scope for this collection. Therefore, we do not have complete data on the overall reach of the programme and the number of schools engaged with it.

4.1 Introduction to analysis

Analysis is based on the 2016 Key Information Form (KIF), matched with relevant school characteristics (from Edubase⁸), performance data (from 2014/15 performance tables⁹) and other National College for Teaching and Leadership (NCTL) or Department for Education (DfE) datasets where required. Matching of data allows additional information such as school characteristics to be explored. The 2015/16 KIF data had a completion rate of 97% among Teaching School Alliances.

The KIF is composed of two datasets: Delivery and School-to-School Support (StSS). The Delivery data shows which schools have delivered CPLD, ITT and whether any StSS was offered, for which further information is available in the School-to-School Support (StSS) data that shows interactions between schools.

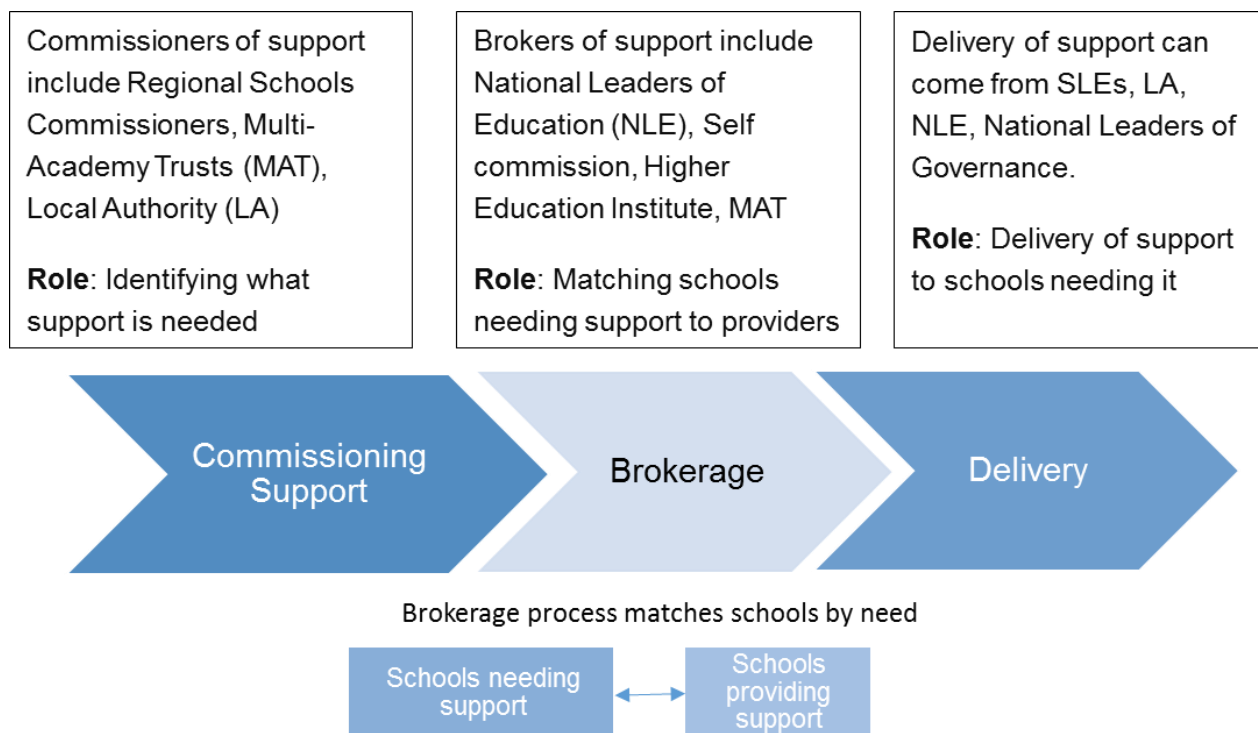
The delivery of support is the final part of the process and there are several steps

⁸ <http://www.education.gov.uk/edubase/home.xhtml> (March 2017 extract used)

⁹ 2014/15 performance tables and floor standards have been used as these were the most recent available for schools active during the 2015/16 academic year covered in the report

preceding this. If a school requires support, the support must first be commissioned; this involves identifying what support is needed. With this need in mind, the support is then brokered by a body that matches the needs of the school to a deliverer that can offer the necessary support. Once the support has been brokered, the deliverer then delivers support. All three stages of the process can be completed by a single body for example a Local Authority (see Figure 3). There are three types of delivery (CPLD, School-to-School Support and ITT) which can address a range of issues such as disadvantaged pupils, governance and assessment.

Figure 3: Diagram showing the process for support and how support is brokered



5. Delivery

The 2015/16 Delivery data contains 10,508 known delivery engagements involving 528 Teaching School Alliances.

In total, there were 8,421 unique delivery schools involved in delivery of activities. These schools can work across different TSAs and will deliver at least one of the three main delivery strands: StSS, CPLD and ITT. Breaking down by strand activity, we find the following numbers of unique schools involved in each strand: 4,357 (52%) unique schools are involved in the delivery of CPLD, 6,822 in ITT (81%), 4,027 (48%) in StSS and 2,761 (33%) covering all three strands. Overall 89% of Teaching School Alliances cover all strands.

Active contribution to Teaching School Alliance delivery varies in size

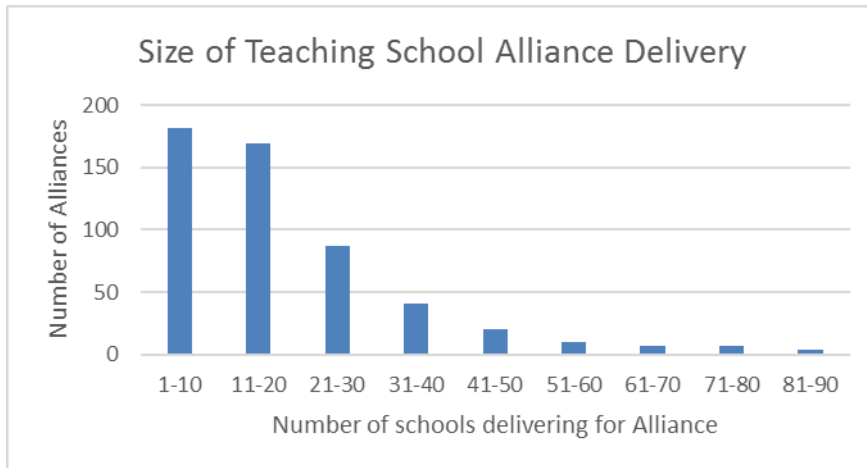
The number of schools actively contributing to Alliance delivery varies in size from just one to 205 schools.

Just 29 TSAs contain over 50 schools contributing to delivery (5%) and 479 contain 40 or fewer schools contributing to delivery (91%)

The median number of schools contributing to delivery per Teaching School Alliance is 15.

Chart 1 illustrates the number of schools contributing to delivery in Teaching School Alliances.

Chart 1: Size of Teaching School Alliances ¹⁰



Source: KIF delivery data 2015/16

The vast majority (91%) of Teaching School Alliances have 40 or fewer delivery schools, with 34% having between 1 and 10. The median number of deliverers in each Alliance is 15. Note that the data contains some extreme observations, namely that 19 Teaching School Alliances record 61 or more delivery schools; these are likely longstanding Alliances that have developed strong networks.

Most delivery schools are based in urban areas which is representative of schools nationally

6,783 (81%) delivery schools are located in areas classed as urban, compared to 83% nationally.

1,579 delivery schools (19%) are located in areas classed as rural, compared to 17% nationally.

The location of the delivery school has been matched into the KIF data from Edubase. Of 8,421 delivery schools, 8,362 records could be matched to a rural urban flag:

¹⁰ Please note that one Teaching School Alliance had 205 delivery schools and this case was removed to produce the chart 1 above.

Table 3: Delivery Schools by Rural Urban area

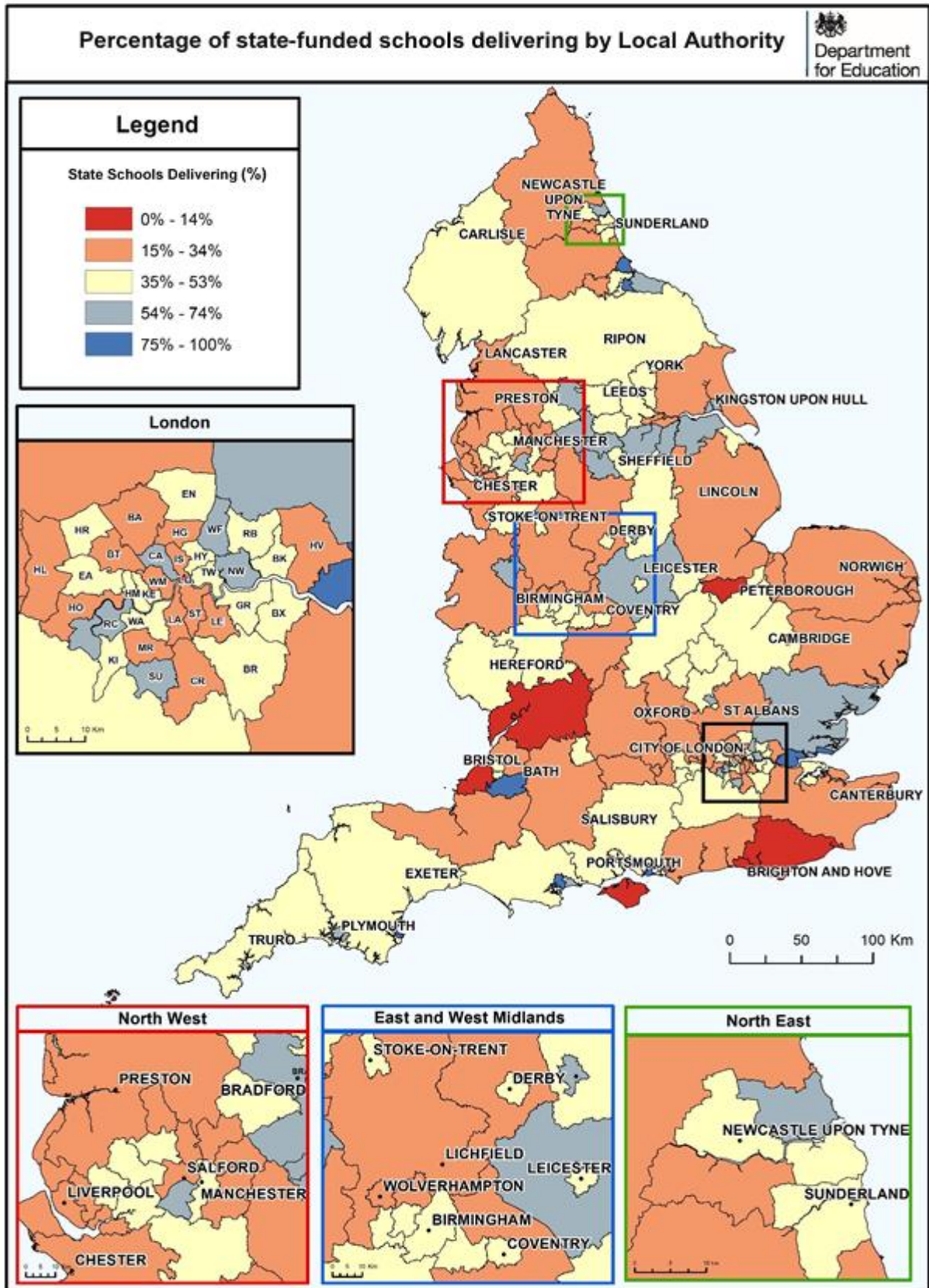
Rural Urban Area	Number of Delivery schools	% of Deliverers
Urban city and town	3,702	44.3%
Urban major conurbation	2,650	31.7%
Rural town and fringe	754	9.0%
Rural village	510	6.1%
All other Urban	431	5.2%
All other Rural	310	3.7%
Other	5	0.06%

Source: KIF delivery data 2015/16

The rural/urban split is examined further in Section 6.5 (School-to-School engagement and distance).

5.1 Where are delivery schools based?

Map 1: Delivery Schools as a percentage of state-funded schools in Local Authorities



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 Map produced by Data Insights Team, TAD
 July 2017

Data Source
 KIF Delivery data 2015/16
 Pupils, schools and characteristics statistical release, January 2016

The number of delivery schools in local authorities varies from just 2 to 344.

Some local authorities are smaller than others in terms of number of schools, so this will have an impact for example; there is one school in City of London, one in Isles of Scilly and nearly 700 in Kent.

Note that calculating the percentage of state schools delivering can result in small local authorities having misleadingly high or low percentages. However, this approach is useful as it takes account of the size of different local authorities (large local authorities have many schools and so likely to have more delivering), enabling comparison between local authorities.

Essex, areas around South Yorkshire and parts of the Midlands have a high proportion of schools delivering. Whereas, areas such as Peterborough, Isle of Wight, Brighton, and Worcestershire, among others, have lower proportions of state schools delivering. A lower percentage of state schools delivering does not necessarily mean fewer delivery activities were delivered, as a delivery school can work with a range of schools on a range of activities.

A legend showing the full list of Local Authorities is available in Annex 1: List of London Local Authorities.

5.2 Delivery and Collaboration

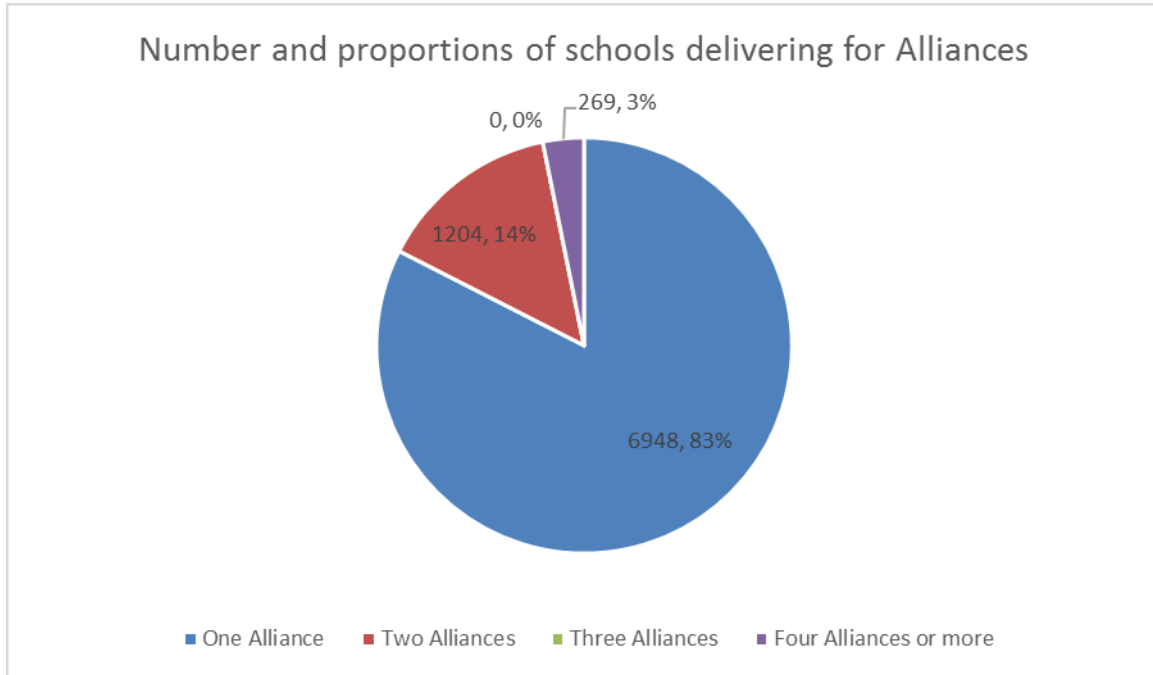
In the KIF form TSAs provided information on who is “actively contributing to the delivery of that alliance” so by analysing the schools delivering for one or more alliances we will get a picture of the level of collaboration that was deemed to be significant by TSAs. The TSAs responding to the form may not have included work with other alliances that they did not “actively” contribute to. Alliances may also network to share best practice or offer peer-to-peer support, which has not been captured in the collection.

An analysis examining how many schools are delivering for one or more Alliances shows that there are 8,421 unique delivery schools and 10,252 deliverers (see Section 3 Glossary). The mean number of Alliances per delivery school is 1.2 and the median is 1. Therefore, most delivery schools only deliver for one Alliance.

Limited collaboration across Teaching School Alliances

17% of delivery schools delivered for more than one Teaching School Alliance.

Chart 2: Number and proportions of schools delivering for Alliances



Source: KIF delivery data 2015/16

6,948 schools deliver for a single Teaching School Alliance, 1,204 deliver for two and 205 deliver for three and 64 for four. In total, 17% of delivery schools worked across multiple Alliances. Of these, 37% were secondary schools – far higher than the national proportion of schools in this phase (17%). The reasons for this are unclear but could be for a range of reasons: there could be a lack of secondary provision among Alliances which would lead these schools to support multiple alliances, or that Alliances collaborate together to provide secondary provision, or that secondary schools are more able to support multiple alliances as they are larger and more likely to be in a MAT.

The local authorities with the highest proportions of delivery schools collaborating are shown in Table 4.

Table 4: Local authorities with highest proportions of delivery schools working across more than one Alliance

Local Authority	Number of Delivery schools collaborating	% of Delivery schools working across more than one Alliance
Peterborough	3	60.0%
Central Bedfordshire	34	58.6%
Cambridgeshire	55	50.5%
Brighton and Hove	2	50.0%
Sheffield	59	46.5%
Bedford	18	45.0%
Trafford	27	42.9%
Gateshead	11	40.7%
Middlesbrough	20	38.5%
Barnsley	22	36.7%

Source: KIF delivery data 2015/16

The table shows that there are local authorities where a far higher degree of collaboration occurs. The reasons for this are unclear; potential reasons include a lack of provision among some Alliances requiring further support from the same schools or a greater collaborative culture in certain areas.

As most delivery schools are actively contributing to the delivery for one alliance there may be collaboration across alliances occurring that has not been captured in the collection, particularly given that many alliances take a collaborative approach to deliver in response to local needs.

6. School-to-School Support

6.1 Overview

The School-to-School Support (StSS) data contains 5,261 engagements, covering 493 Teaching School Alliances and 150 out of 152 local authorities. There is no data for City of London and Isles of Scilly as they are small local authorities with just one school each.

In total, 3,652 schools received support and 1,371 schools delivered support. As of January 2016¹¹ there were 21,911 state-funded schools in England.

School-to-School Support programme reach

Data from the KIF collection indicates the following:

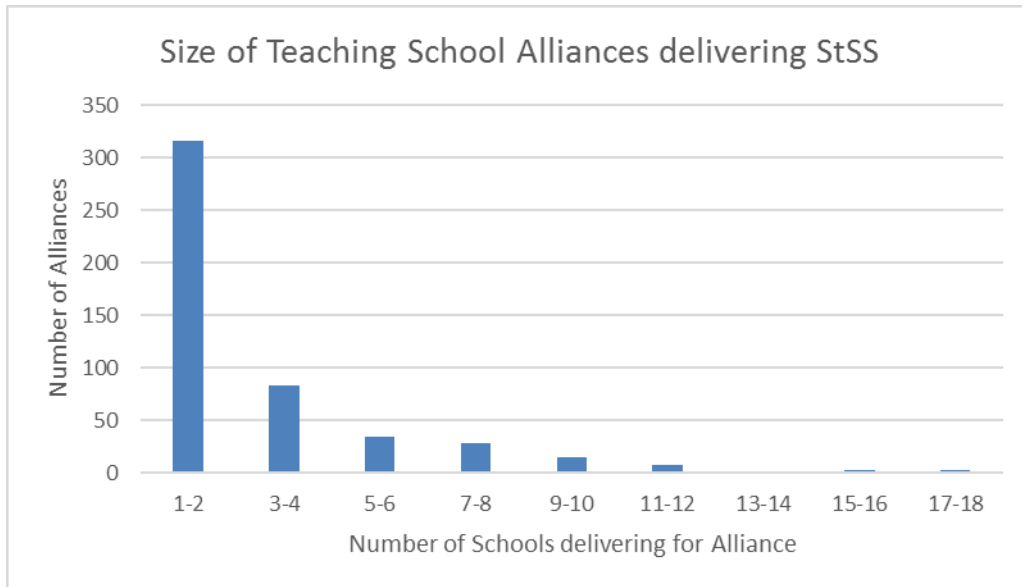
- 17% of state-funded schools received support through StSS
- 6% of state-funded schools delivered support through StSS
- 21% of state-funded schools (4,694) were involved in the programme through delivery and/or support

The mean number of engaged schools per Teaching School Alliance (including Cohort 8 –see Section 7) is 10.7.

Chart 3 shows that trends in delivery of StSS specifically are similar to the general trend for TSA delivery, with most Alliances containing a small number of schools delivering for each Alliance (with very few larger TSAs), the median for StSS being just two. In total 399 Alliances (81%); have four or fewer schools delivering School-to-School Support. However, despite fewer delivery schools in the StSS data, 493 Teaching School Alliances in StSS data have at least one school delivering StSS as compared to a total of 528 TSAs in the Delivery data (thus 93% of TSAs delivering StSS). Please note that these figures differ to the executive summary high-level figures as they use the delivery data to define StSS activity. Further information can be found in Section 7 (Methodology).

¹¹ <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2016>

Chart 3: Size of Teaching School Alliances delivering StSS



Source: School-to-School Support KIF data 2015/16

Before School-to-School Support can happen, the support must first be commissioned by a body and then a deliverer can be engaged. The KIF collected 12 commissioner categories: Diocese, Higher Education Institution (HEI), Local Leaders of Education (LLE), Local Authority (LA), Multi-Academy Trust (MAT), National Leaders in Education (NLE/NSS), Regional Schools Commissioners (RSC), self-commission, School-centred Initial Teacher Training (SCITT) and other. The biggest categories are self-commission (reported by 1,857) and Local Authority (with 1,253), together making up 59% of all commissioning.

After support has been commissioned, it is then brokered and support is provided (see Figure 3).

4,419 records in the StSS data contain information on who brokered or provided support. The largest groups contributing to the brokerage of support are self-commission (reported by 1,138), NLE/NSS (with 990) and other (with 1,159). Together, self-commission and other constitute 52% of all brokerage.

The support was mainly provided by SLEs (1,656) and others (1,203) which together made up 65% of all known support.

Support can be funded by a range of sources. In the data returned, the most frequent source quoted was self-funded (2,078), followed by NCTL StSS fund (970) and Local Authority (553), together making up 81% of all cases.

The range of different types of support that can be provided is illustrated in Table 5 below:

Table 5: Types of support provided by School-to-School Support

Type of Support¹²	Number of cases	% of all support provided
SLT	716	16.3%
Other*	653	14.8%
Key Subjects	492	11.2%
SEND	355	8.1%
Early Years	314	7.2%
Middle Leaders	309	7.0%
Good Practice Exchange	304	6.9%
Monitoring and Assessment	214	4.9%
KS2 Maths	179	4.1%
KS2	137	3.1%
KS4	133	3.0%
KS1	74	1.7%
KS2 English	76	1.7%
Disadvantaged Pupils	71	1.6%
PPR	65	1.5%
KS1 Phonics	56	1.3%

¹² The KIF form limited responses Teaching School Alliances could provide to “Type of Support” to the types of support activities listed in Table 5. This means that under the response “Other” flagged by an asterisk (*) in the table, types of support outside the range of responses will be included and possibly multiple focus activities covering one or more types of support.

Type of Support ¹²	Number of cases	% of all support provided
Behaviour and Attendance	47	1.1%
Business Management	46	1.0%
Governance	36	0.8%
High Achievers	32	0.7%
KS5	25	0.6%
KS3	24	0.5%
Additional Inspector	18	0.4%
Low Achievers	6	0.1%
Middle Achievers	2	0.0%

Source: School-to-School Support KIF data 2015/16

In March 2016, the Department announced the *Achieving Excellence Everywhere* white paper¹³, which identified “Achieving Excellence Areas” (AEAs) where too few children have access to a good school and there are insufficient high quality teachers, leaders, system leaders and sponsors. Under the AEA policy, the Department created a composite indicator¹⁴, which placed each local authority district into one of six groups and sought to target those in priority areas. The priority areas were announced during the period covered in the 2015/16 KIF returns. Therefore, any specific activity resulting from the creation of priority areas will not be captured in the 2015/16 KIF data.

¹³ <https://www.gov.uk/government/publications/educational-excellence-everywhere>

¹⁴ <https://www.gov.uk/government/publications/defining-achieving-excellence-areas-methodology>

School-to-School Support activity in priority areas

- 2,185 engagements occurred in priority areas
- 1,513 schools in priority areas received support
- 41% of all schools receiving support were in priority areas

In October 2016 the Department for Education announced six “Opportunity Areas” followed a further six in January 2017¹⁵. This is a new social mobility package focusing on areas, identified as being the most challenging areas for social mobility. The programme will focus on improving outcomes at every life stage. Education services and businesses in the OAs would work to create opportunities outside school that will raise aspirations and broaden horizons for young people. The OAs were announced after the period covered in the 2015/16 KIF returns. Therefore, any specific activity resulting from the creation of OAs will not be captured in the 2015/16 KIF data. However, given the importance of OAs, analysis of the 2015/16 KIF data at this level is presented below.

School-to-School Support activity in Opportunity Areas

- 366 engagements occurred in Opportunity Areas
- 247 schools in Opportunity Areas received support
- 26% of all state schools in Opportunity Areas received support
- The mean number of schools receiving support in an Opportunity Area was 21

Note: That there are more engagements than schools receiving support because a school can receive support from multiple schools.

All of the 12 Opportunity Areas¹⁶ are Local Authority Districts (LADs). Some of these may also be local authorities whereas others may be one of a number of local authority districts which make up a local authority.

¹⁵ <https://www.gov.uk/government/news/education-secretary-announces-6-new-opportunity-areas>

¹⁶ The 12 Opportunity areas consist of the following: Derby, Oldham, Blackpool, Scarborough, Norwich, West Somerset, Bradford, Doncaster, Fenland and East Cambridgeshire, Hastings, Ipswich and Stoke-on-Trent.

Although the Department's policy on Opportunity Areas is very broad-based, and support from other schools is only part of it, it is useful to know the extent of School-to-School Support in these areas as reported in the 2015/16 KIF returns. Data is analysed below where possible.

The amount of School-to-School Support offered to OAs varies, with West Somerset receiving support for two schools while Bradford received support for 74.

Table 6: Schools receiving support in Opportunity Areas¹⁷

Opportunity Area	Number of schools receiving support	Number of state-funded Schools¹⁸	Percentage of state schools receiving support
Stoke-on-Trent*	40	98	41%
Derby*	41	103	40%
Bradford*	74	213	35%
Doncaster*	35	125	28%
Ipswich	11	48	23%
Blackpool*	9	42	21%
Scarborough	8	54	15%
Fenland and East Cambridgeshire	11	72	15%
Hastings	3	25	12%
West Somerset	2	18	11%
Oldham*	9	104	9%
Norwich	4	46	9%

Source: School-to-School Support KIF data 2015/16, Edubase June 2017 and School, pupils and their characteristics data (Jan 2016)

¹⁷ Please note that numbers of state schools is published at local authority level and some Opportunity Areas are one of several local authority districts (LAD) which form a local authority.
<https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2016>

¹⁸ LAD state school numbers are matched in from a cut of Edubase dated 15 June 2017. LADs are assigned based on the postcode of the school and may differ from the numbers reported for the LA in the school census. LADs that are also LAs are flagged with an asterisk (*) in the table.

The mean number of schools receiving support in an OA is 21. This will be affected by some areas like Stoke-on-Trent and Derby receiving a lot of support, while other OAs are cold spots for School-to-School Support – namely, Hastings, West Somerset, Norwich and Oldham. There is scope to focus more on these areas and boost support being received there.

Taking the percentage of schools receiving support of all state-funded schools in each local authority, we find the percentage varies from 9% to 41%. This indicates that there is a great degree of variability in support received for Opportunity Area schools.

In total, there were 366 engagements in Opportunity Areas. When we examine these cases in detail, we find that the composition of commissioning, brokerage and provision is very similar to the StSS data as a whole. At the commissioning stage, self-commission and local authority make up 56% of cases, similar to the 59% in the wider StSS data. At the brokerage stage, other and self-commission make up 44% of cases, as compared to 52% in the wider StSS data. Meanwhile, support was provided by other and SLE in 55% of cases in Opportunity Areas, compared to 65% in the StSS data.

6.2 Understanding need

School-to-School Support can be received by any school, as long as they have a need for it. However, a potential proxy measure that may help us understand the need for support and the extent of need in different local authorities is the number of schools rated as requires improvement (category 3) or inadequate (category 4) by Ofsted, or schools falling below floor standards. This measure is not perfect but will help to give an indication of where the schools in need, and therefore those most likely to need support, are located.

Category 3 or 4 or below floor schools receiving support nationally

38% of all Category 3 or 4 or below floor schools nationally have received support from a Teaching School Alliance in 2015/16

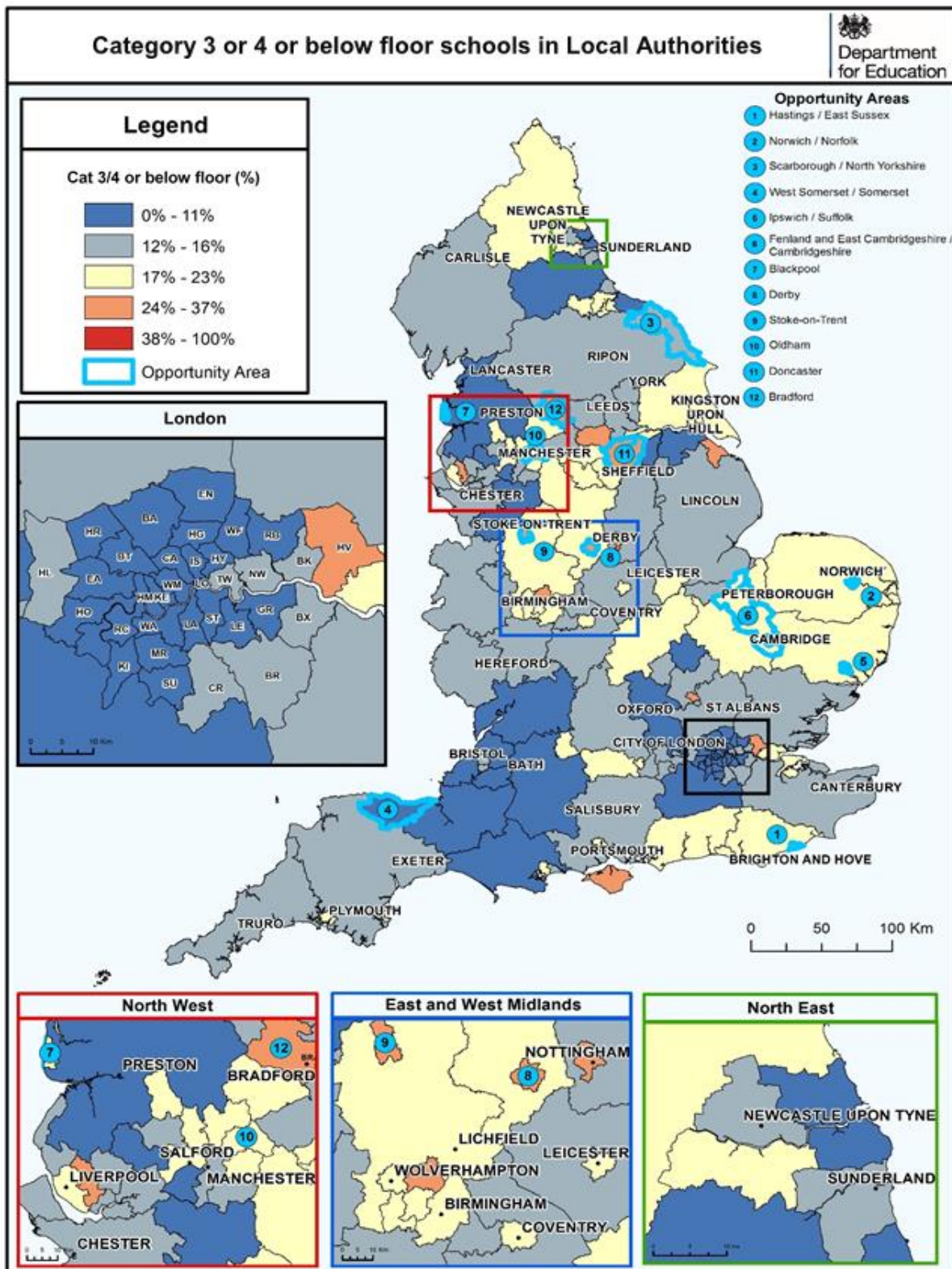
Map 2 illustrates the percentage of state-funded schools in each local authority¹⁹ which fulfil this criterion. Data on schools rated as requires improvement or inadequate was taken from Ofsted's *School inspection outcomes: management information* (June 2016)²⁰, and school performance tables²¹ from 2014/15 were used to assess which schools were below floor standards.

¹⁹ <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2016>

²⁰ <https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsteds-school-inspections-outcomes>

²¹ <https://www.gov.uk/government/collections/statistics-performance-tables>

Map 2: Schools rated by Ofsted as requires improvement or inadequate or below floor schools as a percentage of state-funded schools in Local Authorities



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 Map produced by Data Insights Team, TAD
 July 2017

Data Source
 June 2016 Ofsted report
 2014/15 School performance tables
 Pupils, schools and characteristics statistical release, January 2016

The map shows that the percentage of schools rated as requires improvement or inadequate by Ofsted as at June 2016 is low (below 23%) across most local authorities. However, there are areas with higher percentages, for example East Anglia, the Midlands and South Yorkshire. There are also small pockets with very high percentages such as the Isle of Wight, Bradford and Derby.

Comparing this data with the School-to-School Support data shows that 38% of schools receiving support were rated as requires improvement or inadequate or below floor; thus, the support activity offered appears to target schools in need.

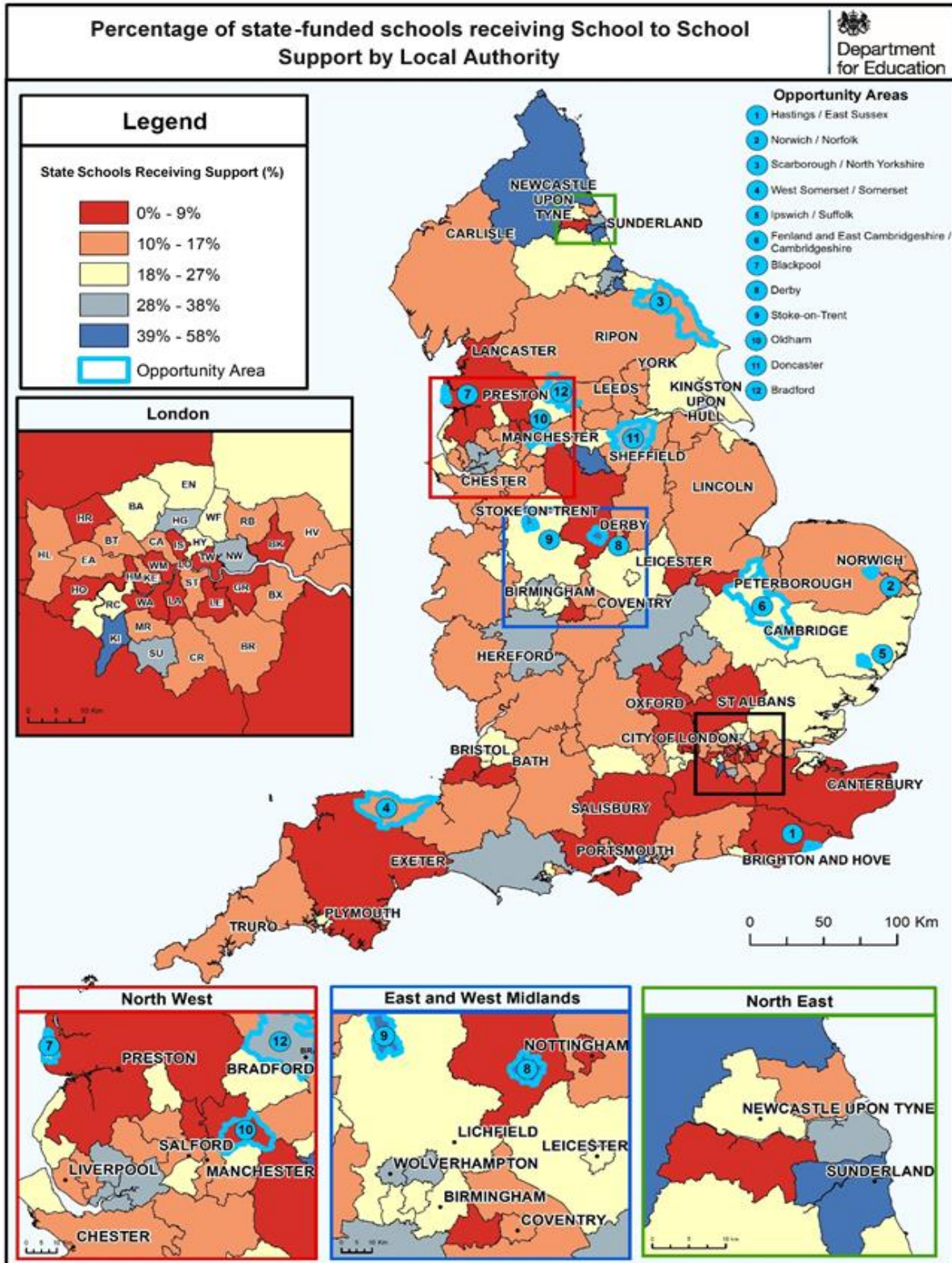
6.3 Receivers of School-to-School Support

We can show where the receivers of School-to-School Support are located, and how much support they receive (by calculating the percentage of state-funded schools receiving support). This is shown in Map 3. By doing this, we avoid bias towards large local authorities that would have a large number of schools and therefore receivers. The number of state schools is sourced from Pupils, schools and characteristics statistical release²² as at January 2016.

Map 3 provides a breakdown by local authority showing the level of support received. Opportunity Areas are shown in blue.

²² <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2016>

Map 3: Schools receiving School-to-School Support as a percentage of state-funded schools in Local Authorities



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 Map produced by Data Insights Team, TAD
 July 2017

Data Source
 School to School Support KIF data 2015/16
 Pupils, schools and characteristics statistical release, January 2016

The Map shows that Devon, Derbyshire and parts of the South East, among other areas, appear to receive lower levels of School-to-School Support. The remaining areas receiving lower levels of support are spread around the country and tend to be further away from major population centres. Areas receiving high levels of support include Sunderland, Northumberland, Sheffield and Bradford.

Map 3 also shows that London appears to be a cold spot for the receipt of School-to-School Support. This might be because schools nearby are stronger performers, with few being rated as requires improvement or inadequate by Ofsted or below floor as can be seen in Map 2. Therefore, they are less likely to need extra support.

Six of the Opportunity Areas appear in the map as local authorities, with the remaining being LADs located inside a local authority. Regarding the six Opportunity Areas, which are also local authorities, we can see many of them are receiving a high level of support: Bradford, Stoke-on-Trent, Derby, Blackpool and Doncaster are in the top two bands for support received in the map. On the other hand, Oldham is in the bottom band for support received.

The June 2016 Ofsted data contains deprivation information on schools, called the Ofsted quintile. This splits all schools into five bands of deprivation, each representing 20% of schools nationally, with band 5 being the most deprived and band 1 the least. An analysis of receivers of School-to-School Support shows that the proportion of schools in the more deprived bands (51% in bands 4 and 5) is higher than the proportion for schools nationally, indicating that the programme engages more with more deprived schools. A full breakdown by Ofsted quintile band can be found in Table 2 in the Executive Summary.

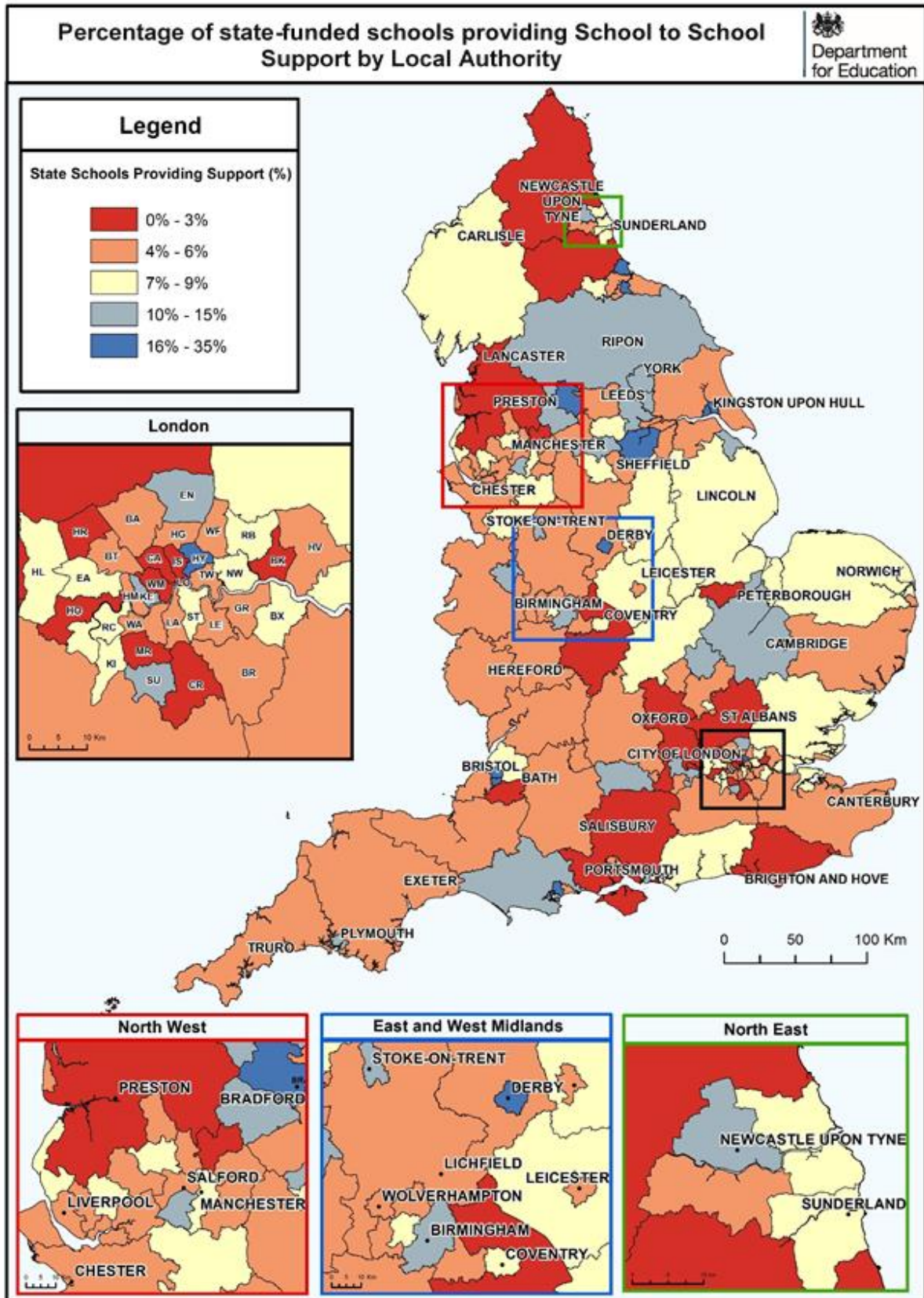
6.4 Providers of School-to-School Support

We can examine where providers of School-to-School Support are most prevalent.

Map 4 shows the percentage of state-funded schools providing School-to-School Support in each Local Authority²³.

²³ To acquire data to map, each provider's URN was matched to Edubase to find out which of the 152 Local Authorities across England they were located in. This was possible in the vast majority of cases, however for 24 such cases this was not possible and they had to be excluded from the analysis.

Map 4: Schools providing School-to-School Support as a percentage of state-funded schools in Local Authorities



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 Map produced by Data Insights Team, TAD
 July 2017

Data Source
 School to School Support KIF data 2015/16
 Pupils, schools and characteristics statistical release, January 2016

Analysis of KIF data showed that two schools provided large amounts of School-to-School Support compared to all other schools. These were located in North Yorkshire and Worcestershire. This appears to be because both schools have included courses they have ran for many schools and therefore have returned more engagements than other delivery schools.

The map shows there are many areas with minimal provision of School-to-School Support especially in the North East, South and South East, as well as Lancashire. This may occur either because there is less demand for support or because there is a shortage of delivery schools in these areas. It does indicate that there may be space for delivery work to expand further in these areas.

There are also areas providing high proportional levels of support such as Derby, Bristol, Doncaster and Bradford, but these areas are spread out across the country. Interestingly Derby, Doncaster and Bradford are all Opportunity Areas.

The provider and receiver maps show differing patterns nationally. Part of this might be because delivery schools tend to support multiple schools whereas receivers tend to receive support from just one school. The providers map (Map 4) shows three clusters of large amounts of provision around North Yorkshire, Cambridge and Dorset. In the receivers map (Map 3) the areas around these clusters show higher levels of support received; this suggests that providers may deliver work in the local authority and neighbouring ones to support others. This is investigated further in the section below.

6.5 School-to-School engagements and distance

The geographical coordinates of each receiver and provider (deliverer) of School-to-School Support are used to calculate the distance between the two schools. This gives a direct distance, “as the crow flies”. Such an approach does not take account of National Parks, transport links and rivers that may lengthen the actual travelling distance. However, this simpler approach is the best available and will help understand distances of deployments.

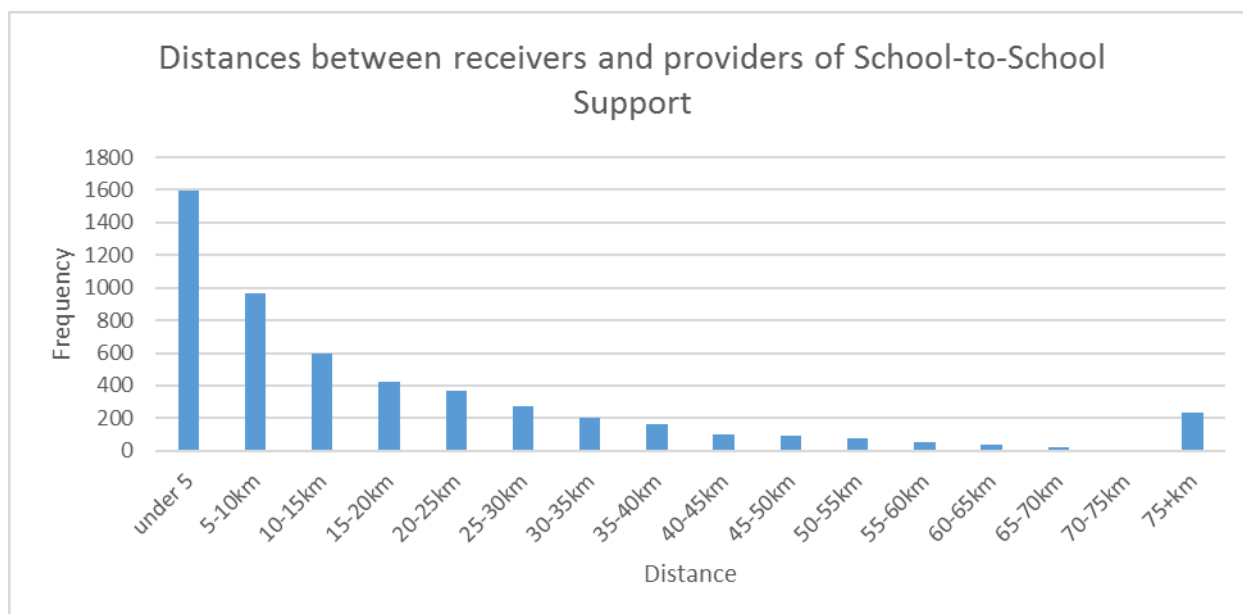
Most engagements occur locally

- 64% occur within the same Local Authority
- 69% of distances are under 20km
- Median distance between provider and receiver school is 10.3km

Due to the short distances involved, support offered is likely to happen within the boundary of a local authority. The mean distance is 21.3 kilometres, which again indicates that support is likely to lie within the local authority, dependent on local authority size. However, the mean does take account of extreme observations, so will be skewed.

There are large numbers of extreme distances present in the data (see Chart 4 below) with 231 cases of distances over 75km; of these, 154 are over 100km.

Chart 4: Distances between receivers and providers of School-to-School Support



Source: School-to-School Support KIF data 2015/16 and Edubase data (March 2017)

In Chart 4, it is apparent that there are very few cases where the distance between receiver and provider exceeds 45km, except for extreme cases. In fact, 90% of the School-to-School Support cases have distances between providers and receivers under 45km, and 31% of engagements occur within a distance under 5km.

In the Delivery section, we saw that the majority (81%) of deliverers were located in urban areas. If we examine the rural urban breakdowns for receivers of support, we find that the majority (81%) were in urban areas, very similar to the deliverers and to the overall national picture.

It should be noted that since a receiver of support is a school that has received support from a delivery school, some schools can receive support from multiple schools and so will be counted as receivers multiple times. Counting receivers multiple times allows us to understand distance between receivers and providers.

Table 7: Receivers and distance by Rural Urban Area

Rural Urban Area	Number of receivers	Mean distance from deliverer(km)
Rural hamlet and isolated dwellings	104	25.8
Rural hamlet and isolated dwellings in a sparse setting	8	42.4
Rural town and fringe	472	24.1
Rural town and fringe in a sparse setting	41	47.9
Rural village	295	23.6
Rural village in a sparse setting	34	54.0
Urban city and town	2274	25.9
Urban city and town in a sparse setting	13	62.9
Urban major conurbation	1635	12.4
Urban minor conurbation	239	13.2

Source: School-to-School Support KIF data 2015/16 and Edubase data (March 2017)

The mean distances between providers and receivers can be broken down into three similar groups: firstly urban conurbations around 12-13km, secondly rural hamlet and isolated dwellings, rural town and fringe and rural village at around 25km and finally rural villages, towns and cities in sparse settings with 42-63km. The latter group have few numbers of receivers and as a result the mean distances can be more affected by outliers.

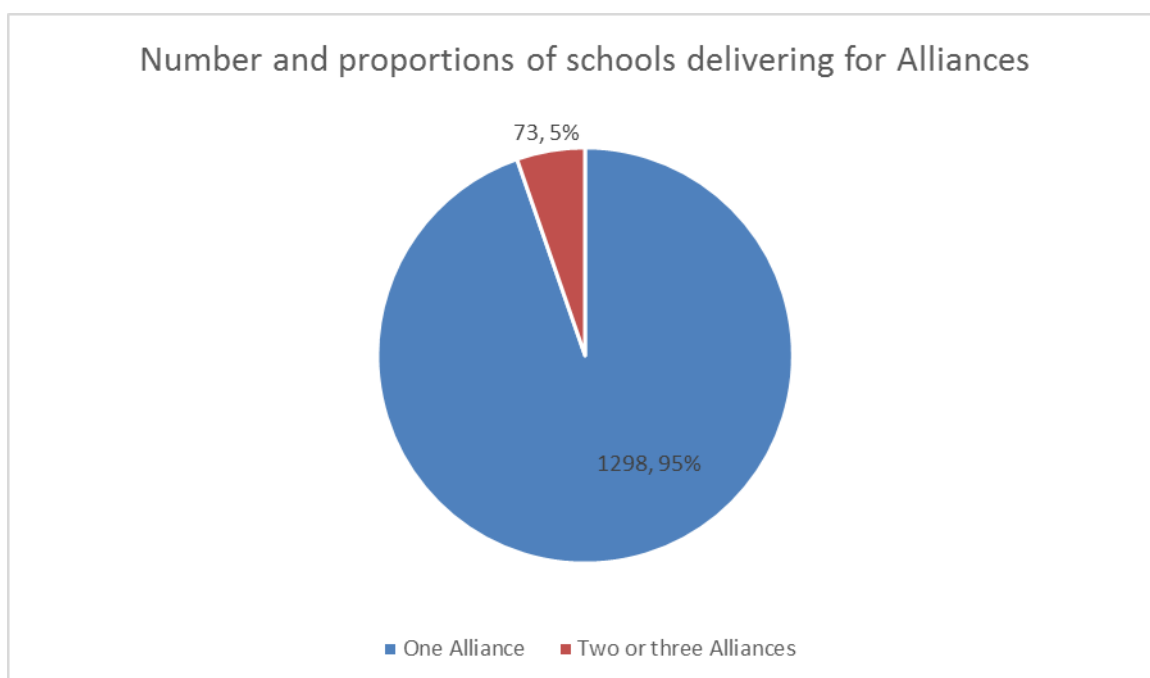
Most rural areas (rural hamlet and isolated dwellings, rural town and fringe, rural village) receive support from providers that are similar in distance to urban city and town. In fact, both groups seem similar and the difficult to reach areas requiring furthest travel are those in sparse settings, which are just 1.9% of receivers, in line with the percentage of schools nationally in these areas.

6.6 School-to-School Support Collaboration

In Section 6.5 (School-to-School engagements and distances), we found that School-to-School Support activity tends to be coordinated at the local level, which raises further questions as to whether there are collaborations between schools across Alliances. We have already seen that there is limited collaboration reflected in the delivery data but that there may be lower level collaboration, which has not been captured in the collection.

An analysis examining how many schools are delivering StSS for one or more Alliances shows that there are 1,371 unique delivery schools and 1,448 deliverers. The mean number of delivery schools per alliance is 1.06 and the median is one, so most delivery schools only deliver for one alliance.

Chart 5: Proportion and number of schools delivering for different number of Teaching School Alliances



Source: School-to-School Support KIF data 2015/16

In total, 1,298 schools deliver for a single Teaching School Alliance and 73 deliver for two or three Teaching School Alliances.

A similar pattern occurs with schools receiving StSS from alliances with 3,245 receiving support from a single alliance, 372 from two, 33 from three and 2 from four.

There is very little collaboration across Alliances, both in terms of schools delivering and receiving School-to-School Support. For comparison, the analysis of delivery and collaboration revealed that 17% of schools worked with multiple Teaching Schools Alliances whereas in School-to-School support this figure is just 5%. The delivery data considers ITT, CPLD and StSS activity whereas here we look at StSS alone. There will be more collaboration in the former as a wider range is considered.

7. Methodology

The initial phase of analysis included data cleansing of KIF returns. Data issues were encountered, such as some StSS and Teaching Schools not being included in the Delivery data, inclusion of schools which had been de-designated (when a Teaching School Alliance loses its status and can therefore no longer deliver support), and errors in the data such as duplicated records and schools supporting themselves. Aspects of this were handled by the online data collection system; however, other aspects were handled once the data was submitted, for example through the removal of duplicate records. Therefore, there is a small possibility of errors.

As the KIF returns are self-reported we cannot fully verify the data provided and there are likely to be inconsistencies between the returns. For example, what constitutes an “engagement/deployment” may vary between returns, with some taking a single course offered as evidence while others consider a programme of support in an area as evidence. There is also the possibility of human error filling in the form. For example, an incorrect school URN may still be a legitimate URN in Edubase, and consequently it will return data from a different school.

Please note that activities completed in each strand were entered in the Delivery data and Yes/No boxes were filled out to indicate the strand of support offered. In the course of analysis, it was discovered that some entries had filled in the activity boxes but indicated No in the Yes/No boxes. As a result, the headline figures for Alliance and strand coverage in the Executive Summary headline figures have been calculated using activities information recorded in the Delivery data (which was deemed more accurate).

The KIF data is composed of 8 cohorts: the first seven were active over the entire reporting period (1 September 2015 - 31 July 2016), however Cohort 8 was only active 1 April 2016 – 31 July 16, thus not active over the entire academic year. We have kept Cohort 8 data for completeness, but when producing summary analysis it may be appropriate to leave these cases out, as they are not active over the entire term.

We would welcome feedback on the methods used and insights generated in this report, to inform future research and development of future publications.

Please send your views to: TeachersAnalysisUnit.MAILBOX@education.gov.uk

Annex 1: List of London Local Authorities

BK	Barking and Dagenham	IS	Islington
BA	Barnet	KE	Kensington and Chelsea
BX	Bexley	KI	Kingston upon Thames
BT	Brent	LA	Lambeth
BR	Bromley	LE	Lewisham
CA	Camden	LO	City of London
CR	Croydon	MR	Merton
EA	Ealing	NW	Newham
EN	Enfield	RB	Redbridge
GR	Greenwich	RC	Richmond upon Thames
HY	Hackney	ST	Southwark
HM	Hammersmith and Fulham	SU	Sutton
HG	Haringey	TW	Tower Hamlets
HR	Harrow	WF	Waltham Forest
HV	Havering	WA	Wandsworth
HL	Hillingdon	WM	Westminster
HO	Hounslow		



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