Multi-academy trust measures at 16 to 18 in England, 2019

## Multi-academy trust performance measures: 2019

This release presents performance measures for multi-academy trusts (MATs). A MAT must have at least three institutions that have been with the MAT for at least three years and each institution must have results in 2019 to be included. Where an academy sponsor oversees more than one MAT, results are presented under the sponsor rather than the individual constituent MATs. Institution figures are weighted according to their total cohort size.

The MAT performance measures at 16 to 18 are Level 3 value added (L3VA) progress scores for both the academic and applied general cohorts. The number of eligible MATs included in these measures is 58 for the academic cohort and 46 for the applied general cohort, an increase from 50 and 38 respectively in 2018. There were 52,400 and 8,734 entries in the academic and applied general cohorts respectively, representing 7% and 11% of all state funded mainstream entries.

MAT performance data should not be used to infer performance of the MAT system as a whole. This is explained further in about this release. More information on the calculation of the measures, eligibility and limitations of the measures is contained in the accompanying quality and methodology document.

Level 3 value added for the academic cohort is lower in MATs than the national average
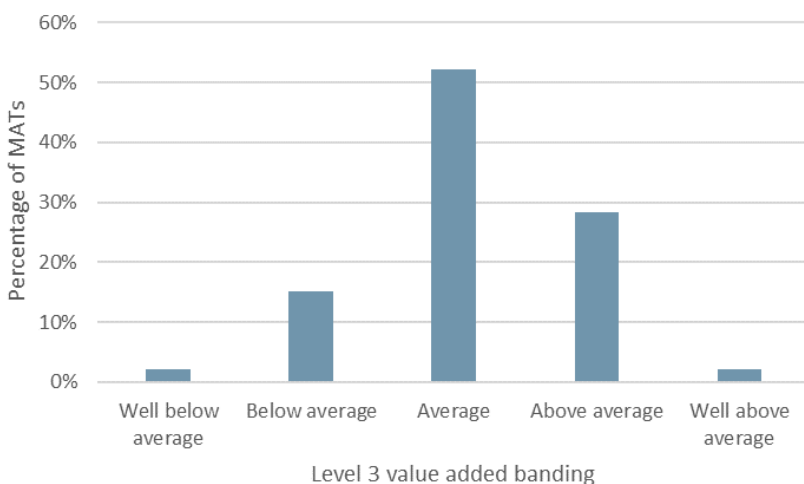
Figure 1: L3VA progress bandings in academic cohort
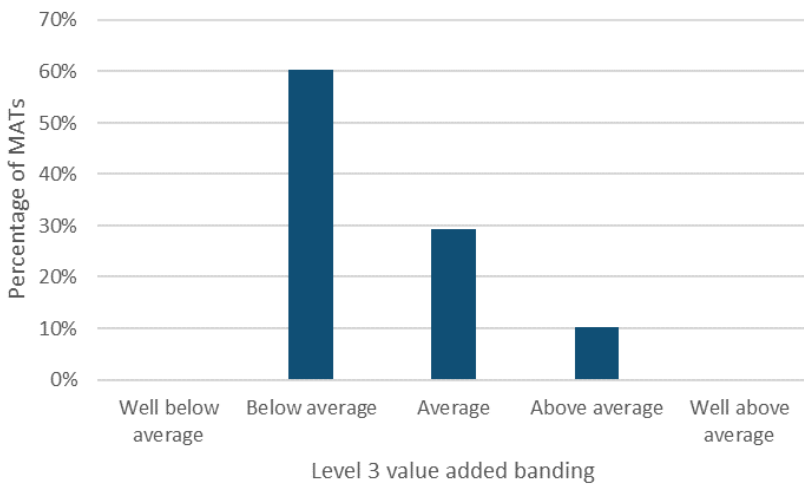
In the 2019 academic cohort, students in MATs had an average L3VA score of -0.11. Students in all state funded mainstream institutions nationally had an average L3VA score of -0.02.

10% of MATs had L3VA scores above the national average, while no MATs were well above average. 60% of MATs were below the national average and none were well below. The remaining 29% were not above or below the national average by a statistically significant amount.

Figure 2: L3VA progress bandings in the applied general cohort

In the applied general cohort, students in MATs had an average L3VA score that was not statistically different to students in all state funded mainstream institutions nationally.

28% of MATs had L3VA scores above the national average and 2% were well above average. 15% of MATs were below the national average and 2% were well below. The remaining 52% were not above or below the national average by a statistically significant amount.

1. About this release

This release provides national aggregate figures for MATs, which only cover the subset of academies and MATs included in the MAT measures. These statistics therefore cannot be interpreted as how academies or MATs are performing as a whole. The institutions and MATs included change each year, meaning comparisons over time in attainment measures should be treated with caution. Progress measures are in-year relative measures which, in combination with the changing composition of MATs each year, means they should not be compared over time.

National figures for all state-funded mainstream institutions are shown for context but comparisons between MAT and national averages should be treated with caution as they are not like-for-like. Both national aggregates for MATs and national averages for state-funded mainstream institutions exclude special schools, pupil referral units and alternative provision facilities. However, state-funded mainstream institutions also include voluntary, foundation and community schools. State-funded FE colleges are also included. These are not academies and are therefore ineligible to be included in MAT measures. In addition, the proportion of sponsor led academies is higher in MAT measures than across all academies.[1]

Academies and multi-academies trusts

Academies are state schools directly funded by the government. Each one is part of an academy trust. Trusts can be single academy trusts responsible for one academy or multi-academy trusts (MATs) responsible for a group of academies. An academy sponsor may oversee a number of MATs. The statistics in this release report at the highest level of accountability. Where an academy sponsor oversees a number of multi-academy trusts, results are presented under the sponsor rather than the individual constituent MATs.

The number of eligible MATs included in these measures is 58 for the academic cohort and 46 for the applied general cohort, an increase from 50 and 38 respectively in 2018. There were 52,400 and 8,734 entries in the academic and applied general cohorts respectively, representing 7% and 11% of all state funded mainstream entries.

Figure 3 shows the percentage of MATs by the size of the MAT, for the MATs and institutions included in the performance data in this release.

Figure 3: Percentage of eligible MATs by size in 16 to 18 MATs performance data
England 2019, academic and applied general cohorts
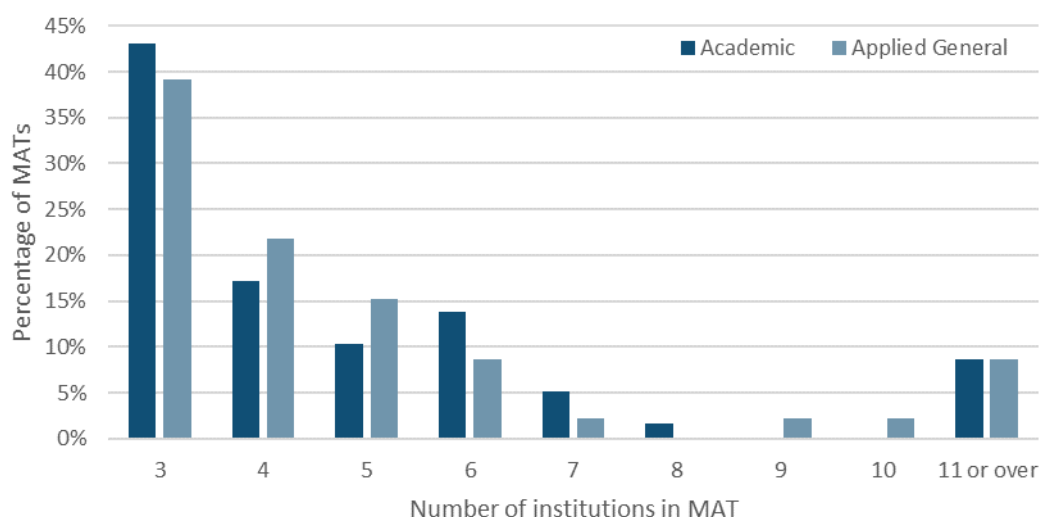
Source: 16 to 18 revised attainment data

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[1] MAT national figures are derived from qualification level data, not institution level data, in line with the approach used to calculate national comparison figures used in the school performance tables and elsewhere in this release. This means that no weighting has been applied in the MAT national figures, as the weights used to derive MAT level figures are institution level weights, not student level.

Table 1 shows the distribution of the institutions included in the MAT academic and applied general measures by institution type. For both the academic and applied general cohorts, MATs eligible for inclusion in these measures show a lower proportion of converter academies (typically previously high performing schools) than sponsor led academies (typically previously poor performing schools).

Institutions at 16 to 18 have a range of sizes. For the applied general cohort, the percentage of entries is similar to the percentage of institutions by type. For the academic cohort the percentage of entries from converter academies is larger than the percentage of institutions in MATs that are converter academies, with the inverse true for sponsor led academies and free schools.

Table 1: Institutions in 16 to 18 MATs academic and applied general measures by type
England 2019

Institution Type	Academic			Applied General		
	Institutions		Entries	Institutions		Entries
	Number	Percentage	Percentage	Number	Percentage	Percentage
Converter academies	90	30.7%	41.2%	63	26.9%	29.0%
Sponsor led academies	178	60.8%	52.5%	154	65.8%	67.8%
Free schools/UTCs/Studio schools	25	8.5%	6.3%	17	7.3%	3.2%

Source: 16 to 18 revised attainment data

2. Multi-academy trust progress

Progress bandings for MATs are aligned to the methodology used to produce institution level progress bandings, reported in the school and college performance tables. They are calculated based on the overall L3VA score for the MAT and the associated confidence intervals.[2] In the academic cohort, 10% of MATs had L3VA scores above the national average, while no MATs were well above average. 60% of MATs were below the national average and none were well below. The remaining 29% were not above or below the national average by a statistically significant amount.

In the applied general cohort, 28% of MATs had L3VA scores above the national average and 2% were well above average. 15% of MATs were below the national average and 2% were well below. The remaining 52% were not above or below the national average by a statistically significant amount.

MAT performance by institution type

Figure 4 (overleaf) compares performance in the academic cohort in MATs with the national average for state funded mainstream institutions, broken down by institution type. Students in MATs had an average L3VA score of -0.11, compared to -0.02 nationally.

For the academic cohort, the average L3VA score for every institution type was lower in MATs than the corresponding national average. Sponsor led academies had the smallest attainment gap, with students in MATs having an average L3VA score of -0.16, compared to -0.13 nationally.

The national average in MATs for Level 3 value added in the academic cohort is lower than the average for all state funded mainstream institutions partly because of the different proportions of sponsor led academies. In MATs, sponsor led academies made up 52% of entries included in L3VA, whereas nationally students in sponsor led academies made up only 7% of entries in L3VA.[3]

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[2] More information on how progress bandings are calculated is available in the 16 to 18 accountability headline measures guidance: https://www.gov.uk/government/publications/16-to-19-accountability-headline-measures-technical-guide
[3] In calculating L3VA scores entries are weighted by qualification size. The accompanying quality and methodology document details how entries are weighted to derive MAT level L3VA scores. Calculation of national average L3VA scores, or scores broken down by institution type or disadvantaged status, mirrors this process.

Figure 4: L3VA scores in MATs compared with national average, by institution type, academic cohort
England, 2019, eligible MATs and state funded mainstream institutions
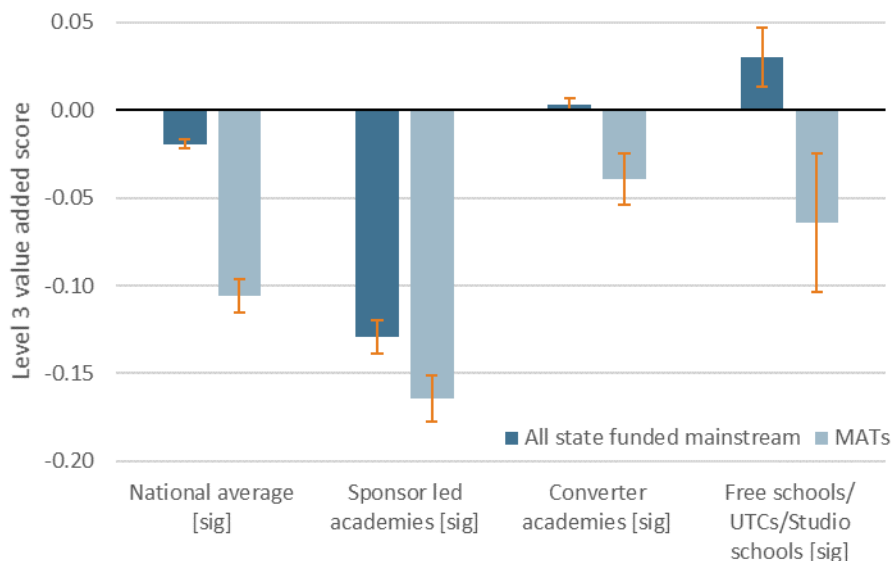
Source: 16 to 18 revised attainment data

Figure 5 shows that in the applied general cohort, due to overlapping confidence intervals, overall performance of students in MATs was not statistically different from that of students in state funded mainstream institutions nationally. The difference between sponsor led academies in MATs and all sponsor led academies was also not statistically significant.

Figure 5: L3VA scores in MATs compared with national average, by institution type, applied general cohort
England, 2019, eligible MATs and state funded mainstream institutions
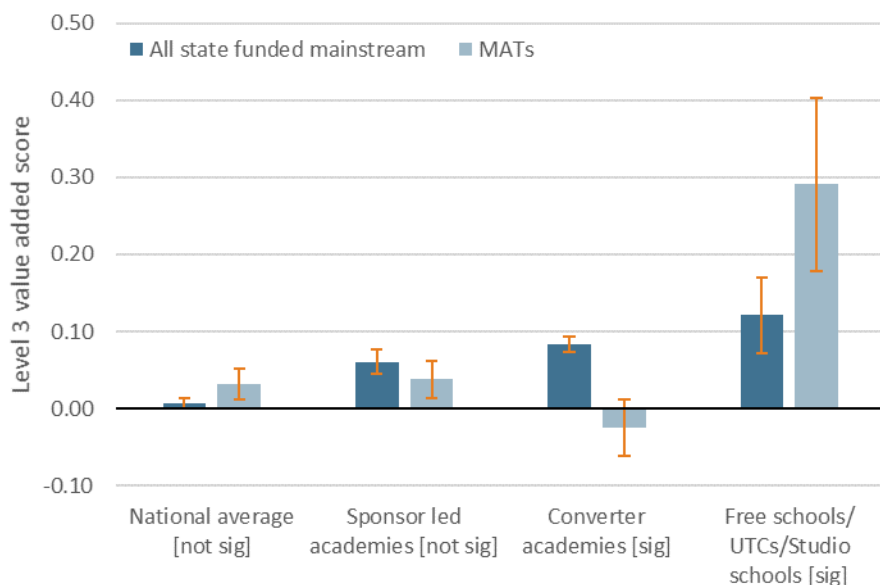
Source: 16 to 18 revised attainment data

Students in converter academies in MATs had an average L3VA score of -0.03, compared to 0.08 nationally. However, as the confidence interval overlaps with 0, it cannot be concluded whether students in converter academies in MATs make more or less progress than average. Students in free schools (including UTCs and studio schools) in MATs had an average L3VA score of 0.29, compared with 0.12 nationally.

The large confidence intervals for MATs are mostly as a result of the relatively small cohort sizes. This is especially the case for free schools where, for example, in the applied general cohort there were only 277 entries from students in MATs.

3. Variation in MAT performance measures

Figure A1 in Annex A shows the variation in Level 3 value added by MAT in 2019 for the academic cohort, where values in Level 3 value added at MAT level ranged from -0.53 to 0.17. This was a smaller range than for all state funded mainstream institutions (-1.66 to 2.09).

Figure A2 shows the variation for the applied general cohort, where the range was from -0.74 to 0.67. This again was smaller than the range for all state funded mainstream institutions (-1.66 to 1.09). In both cases, the smaller range is likely to be as a result of the larger cohort sizes in MATs compared to individual institutions.

This annex is linked from the release page.

4. Progress by disadvantaged status

Table 2 shows that in 2019 the percentage of students that were disadvantaged was higher in eligible MATs than the national average for both the academic and applied general cohorts. This was also the case for the number of entries submitted by disadvantaged students in each cohort.

Table 2: Disadvantaged status of students and entries in eligible MATs compared with national average, academic and applied general cohorts
England, 2019, eligible MATs and state funded mainstream institutions

	Academic		Applied General	
	Students	Entries	Students	Entries
Disadvantaged (National)	16.0%	15.1%	23.0%	23.2%
Disadvantaged (MATs)	22.9%	22.3%	28.5%	29.0%

Source: 16 to 18 revised attainment data

Figure 6 compares performance in the academic cohort in MATs with the national average for state funded mainstream institutions, broken down by disadvantaged status. Both disadvantaged and non-disadvantaged students made less progress in MATs than the national average. Non-disadvantaged students in MATs make more progress than disadvantaged students.

Figure 6: L3VA scores in MATs compared with national average, by disadvantaged status, academic cohort
England, 2019, eligible MATs and state funded mainstream institutions
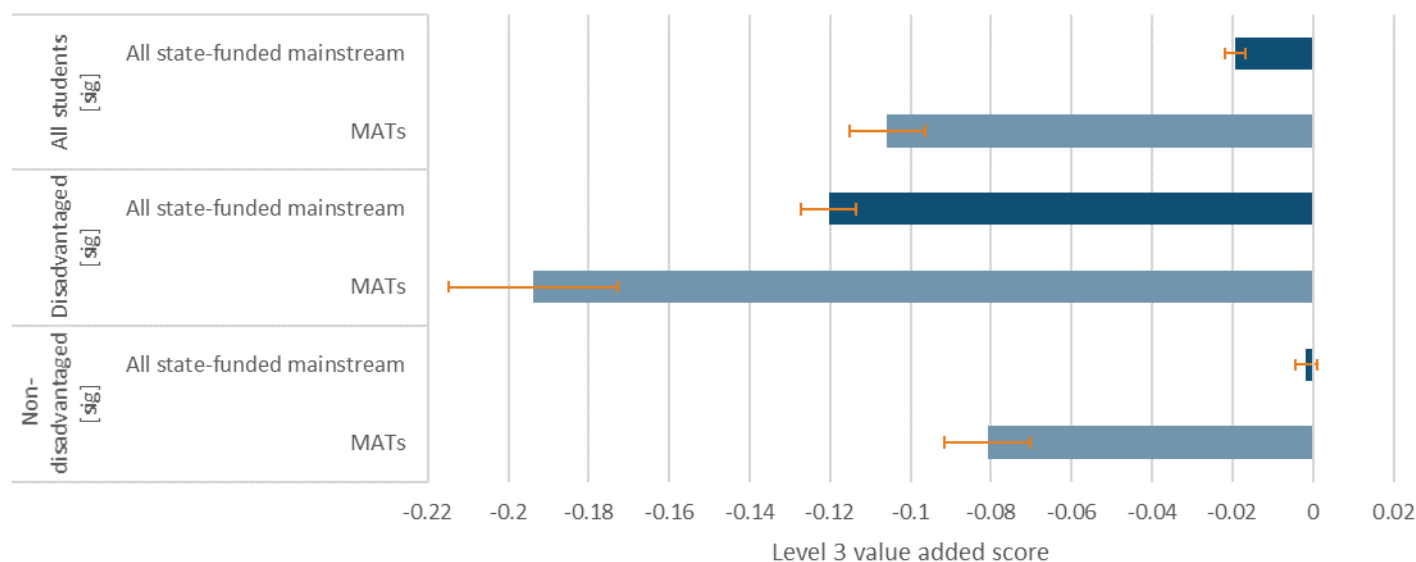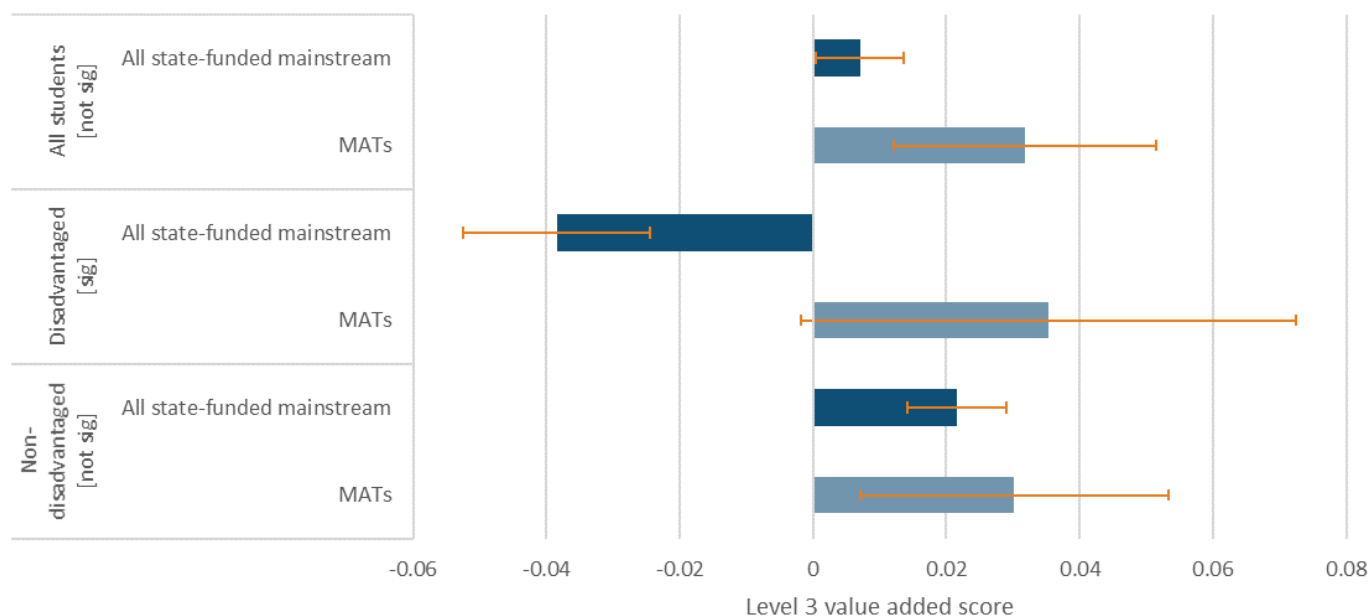

Source: 16 to 18 revised attainment data

Figure 7 shows that in the applied general cohort disadvantaged students in MATs made more progress than disadvantaged students nationally. Differences for all pupils and non-disadvantaged pupils were not statistically significant.

Confidence intervals overlap for disadvantaged and non-disadvantaged students in MATs. Therefore the difference between disadvantaged and non-disadvantaged students in MATs is not statistically significant and it cannot be concluded that disadvantaged students in MATs make more progress than non-disadvantaged students. Neither disadvantaged nor non-disadvantaged students in MATs are significantly different from all pupils in MATs.

Figure 7: L3VA scores in MATs compared with national average, by disadvantaged status, applied general cohort
England, 2019, eligible MATs and state funded mainstream institutions

Source: 16 to 18 revised attainment data

5. Accompanying tables

The following table is available in Excel format on the department's statistics website:

MATs National table

Table 1   Multi-academy trust performance at 16 to 18 in 2019, national figures by characteristic

When reviewing the table, please note that:

We preserve confidentiality	The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality. Where appropriate we apply suppression to protect confidentiality.
This is revised data	This publication is based on revised data. There is usually little difference between institution level revised and final data. MAT level figures are not updated using final data.
We provide underlying data	The publication is accompanied by national underlying data and metadata describing this data. This data is provided in csv format so that it can be loaded into the software of your choice.

6. Further information is available

Characteristics breakdowns	Characteristics breakdowns are included in this publication
Progress measures	Information on progress for different school types and pupil groups are published in this publication.
MAT level figures	MAT level data has been published in the [performance tables](#) in January
Previously published figures	[Revised A level and other 16 to 18 results in England, 2017/2018 – Additional text](#)
More information on MATs	[Academies Consolidated Annual Report 2017/18](#)

7. Official Statistics

These are Official Statistics and have been produced in line with the Code of Practice for Official Statistics.

This can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest. The Department has a set of statistical policies in line with the Code of Practice for Official Statistics.

8. Technical information

A separate quality and methodology document on multi-academy trusts accompanies this release, including information on the methodology to derive figures at multi-academy trust level.

9. Get in touch

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