



Department
for Education

Supplementary statistics for the Academies Annual Report 2014/15

November 2016

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Introduction

The Government has laid before Parliament its fifth Academies Annual Report. The report draws on a wide range of statistical information published by the Department for Education on the attainment and characteristics of pupils attending academies.

Attainment by pupil characteristics for 2014/15 has been published as part of the key stage 2 and key stage 4 statistical first releases (SFR). The tables of pupil characteristics covered the attainment of pupils in all state-funded schools. More detail on these releases can be found on GOV.UK. There are separate releases for [key stage 2](#) and [key stage 4](#).

The Academies Annual Report report also includes analysis of attainment that examines:

- the rate of improvement of sponsored academies; and
- the rate of improvement of sponsored academies by pupil characteristics.

Whilst much of this information can be derived from the underlying data published in the Performance Tables it is not readily available to the lay reader nor is analysis of performance by pupil characteristics as requires the use of the National Pupil Database (NPD).

Therefore, the purpose of this note is to provide a guide to the interpretation and use of this new analysis that has been used in the Academies Annual Report. It does not include all of the statistics used in the Annual Report.

Guide to data sources and methodology

Data Sources

The tables at the end of this document use data extracts from the NPD, matching attainment data for each key stage to available school census records for each pupil.

The key stage 2 and key stage 4 results are the 'final' data, which includes any amendments made to the data after the publication of the 'revised' statistical releases.

Data coverage

The data includes attainment results in 2013/14 and 2014/15 for the following types of schools:

- Sponsored academies
- Converter academies
- Local authority maintained mainstream schools

The school type used is as recorded on 11 September 2014, which is used for publication in the 2014/15 school performance tables.

Methodology

Each year, the number of state-funded schools in England remains relatively stable. However the number of schools within an individual school type group can vary, most commonly due to local authority maintained schools closing to become academies. Because of this, it is not appropriate to make comparisons of the results published in statistical releases across successive years.

**Figure 1 - Number of state-funded mainstream schools with results in 2013/14 and 2014/15 (1)
(2)**

<i>Type of school</i>	<i>2013/14</i>	<i>2014/15</i>
All state-funded mainstream schools	3,037	3,069
Local authority maintained mainstream schools	1,362	1,227
Academies and free schools	1,672	1,834
<i>Sponsored academies</i>	441	503
<i>Converter academies</i>	1,201	1,272
<i>Free schools</i>	10	20
<i>University technical colleges (UTCs)</i>	7	17
<i>Studio schools</i>	13	22

Source: 2014/15 - [Revised GCSE and equivalent results in England: 2014 to 2015](#) (table 3a)
2013/14 - [GCSE and equivalent results: 2013 to 2014 \(revised\)](#) (table 3a)

(1) Number of schools with pupils included in national results.

(2) Above figures exclude city technology colleges and FE colleges with provision for 14- to 16- year olds.

In order to construct a consistent comparison between the two years, the tables in this document are based on a methodology that matches the same group of schools in each year. Where a school has changed school type between the two years, the results for the predecessor school is used for the 2013/14 results. If a school does not have valid results for both years, it is omitted from the analysis.

Interpretation and limitations of these statistics

Looking at the attainment of academies as a single group masks important variation between the different types of schools within this group.

Converter academies have a higher proportion of pupils achieving level 4 or above in reading, writing and mathematics and 5+ A*-C grades including English and maths than the average for state-funded schools. This may be explained by the fact that these were already high performing schools that chose to convert to academies.

The converse may be true of sponsored academies, which perform below the average for state-funded schools, as these are schools that were already low performing before their conversion to academy status.

Measuring improvement over time is important. It can show whether underperforming schools or groups of schools (for example, schools that have become sponsored academies) are catching up with higher performing schools. However, when interpreting such measures it should be noted that the extent to which a school improves is related to a range of factors, which makes it difficult to fully reflect the effect of any individual factor. Schools with the lowest previous outcomes tend to see the largest improvements but simply controlling for starting

points does nothing to account for the very different circumstances which may exist in two schools. For example, in two schools with the same outcomes, pupils might be far exceeding expectations given prior attainment in one while, in the other, pupils might be making less progress than expected. This will affect the relative ability to demonstrate improvement. For further discussion and analysis of these issues, see [Attainment by pupils in academies 2012](#) and [Measuring the performance of schools within academy chains and local authorities](#).

Pupil characteristics

Free School Meals (FSM)

This states whether a pupil's family have claimed eligibility for FSM as reported at the time of the annual spring school census.

Ethnic group

This census data item is provided for all pupils aged five and over as at the previous 31 August. Where the information has not yet been collected then this is recorded as not yet obtained. If a pupil or parent has refused to give the information then refused is recorded and returned.

Special Educational Needs (SEN)

The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

From 2015, pupils with SEN are categorised as follows:

SEN support

Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and SEN coordinator may receive advice or support from outside specialists. This category replaces the former 'school action' and 'school action plus' categories.

Statement or education, health and care (EHC) plan

A pupil has a statement of SEN or an EHC plan when a formal assessment has been made.

Proportion of pupils that achieved level 4 or above in reading, writing and mathematics at key stage 2, by pupil characteristics

Figure 2 - Proportion of pupils that achieved level 4 or above in reading, writing and mathematics at key stage 2 in 2014 and 2015 in sponsored academies, converter academies, LA maintained mainstream schools and all state-funded schools by pupil characteristics

	Sponsored academies with results in 2014 and 2015			Converter academies with results in 2014 and 2015			LA schools with results in 2014 and 2015			All state-funded schools		
	2014	2015	Change	2014	2015	Change	2014	2015	Change	2014	2015	Change
All pupils	68	71	+4	83	84	+1	80	81	+1	79	80	+1
Free school meals	57	62	+5	68	70	+2	66	68	+2	64	66	-2
All other pupils	72	75	+3	85	86	+1	83	84	+1	82	83	-1
Asian	73	75	+3	85	86	+1	81	83	+2	80	81	-1
Black	68	75	+7	82	83	+1	78	81	+2	76	79	-3
Chinese	89	93	+4	92	92	0	89	89	0	88	88	0
Mixed	70	74	+4	83	85	+1	82	83	+1	80	81	-1
White	67	70	+4	83	84	+1	80	81	+1	79	80	-1
Any other ethnic group	68	69	+2	80	82	+2	76	79	+3	73	76	-3
Unclassified	70	74	+4	81	82	+1	78	81	+3	65	65	0

	Sponsored academies with results in 2014 and 2015			Converter academies with results in 2014 and 2015			LA schools with results in 2014 and 2015			All state-funded schools		
	2014	2015	Change	2014	2015	Change	2014	2015	Change	2014	2015	Change
No identified SEN	81	82	+1	92	92	0	90	90	0	90	90	0
All SEN pupils	30	34	+4	45	45	0	41	42	+1	38	39	-1
SEN support	-	36	-	-	47	-	-	44	-	-	43	-
SEN with a statement or EHC plan	15	19	+4	26	27	+1	22	24	+2	15	16	-1

Source: DfE analysis of National Pupil Database, National curriculum assessments at key stage 2: 2014 to 2015

Note: Changes are calculated using unrounded data.

Proportion of pupils that achieved 5+ A*-C at GCSE (including equivalents) including English and Maths by pupil characteristics

Figure 3- The proportion of pupils achieving 5+ A*-C (including equivalent qualifications) including English and mathematics GCSEs in 2014 and 2015 in sponsored academies, converter academies, LA maintained mainstream schools and all state-funded schools by pupil characteristics

	Sponsored academies with results in 2014 and 2015			Converter academies with results in 2014 and 2015			LA schools with results in 2014 and 2015			All state-funded schools		
	2014	2015	Change	2014	2015	Change	2014	2015	Change	2014	2015	Change
All pupils	45.6	45.9	+0.3	63.6	64.4	+0.7	55.7	56.1	+0.4	56.6	57.1	+0.5
Free school meals	31.2	31.3	+0.1	38.9	38.1	-0.7	35.3	34.9	-0.4	33.5	33.1	-0.4
All other pupils	49.7	50.1	+0.3	66.3	67.1	+0.7	59.4	59.6	+0.3	60.5	60.9	+0.4
Asian	52.7	52.6	-0.1	68.8	68.7	-0.1	58.6	58.9	+0.3	60.9	61.1	+0.2
Black	52.0	49.6	-2.4	59.3	57.2	-2.0	52.0	52.0	0.0	53.2	52.0	-1.2
Chinese	68.0	69.5	+1.5	81.5	83.2	+1.6	71.2	73.9	+2.7	74.5	76.6	+2.1
Mixed	47.1	47.6	+0.5	65.8	66.6	+0.8	56.3	56.4	+0.1	57.7	58.1	+0.4
White	43.9	44.4	+0.5	63.2	64.1	+0.9	55.4	55.8	+0.4	56.2	56.8	+0.6
Any other ethnic group	52.8	52.5	-0.3	62.7	62.1	-0.6	57.0	58.6	+1.5	56.8	57.0	+0.2
Unclassified	38.4	44.5	+6.0	60.3	62.0	+1.7	58.3	55.9	-2.4	53.8	52.2	-1.6

	Sponsored academies with results in 2014 and 2015			Converter academies with results in 2014 and 2015			LA schools with results in 2014 and 2015			All state-funded schools		
	2014	2015	Change	2014	2015	Change	2014	2015	Change	2014	2015	Change
No identified SEN	53.4	52.2	-1.2	71.1	70.2	-0.9	63.4	62.1	-1.3	65.3	64.2	-1.1
All SEN pupils	17.2	15.8	-1.4	26.3	27.1	+0.8	21.1	20.9	-0.2	20.5	20.0	-0.5
SEN Support	-	16.5	-	-	28.4	-	-	21.6	-	-	23.5	-
SEN with a statement or EHC plan	10.6	11.2	+0.7	17.5	19.1	+1.5	14.2	16.3	+2.2	8.0	8.8	+0.8

Source: DfE analysis of National Pupil Database, GCSE and equivalent attainment by pupil characteristics, 2014 to 2015

Note: Changes are calculated using unrounded data.



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Reference: DFE-00323-2016



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