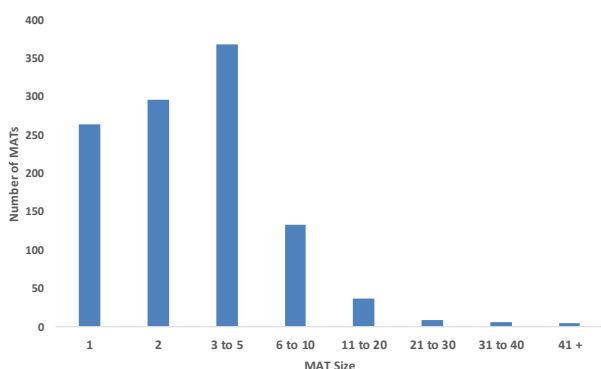




SFR 02/2017, 19 January 2017

This release presents performance measures for multi-academy trusts (MATs) with at least three schools with results in 2016 that had been with the MAT for at least three years. Figures are based on the new school accountability progress measures introduced this year. These are relative measures based around a national pupil-level average of zero. Explanations for MAT performance can be complex, including their mix of sponsored academies and converters. More details can be found in our methodology document.

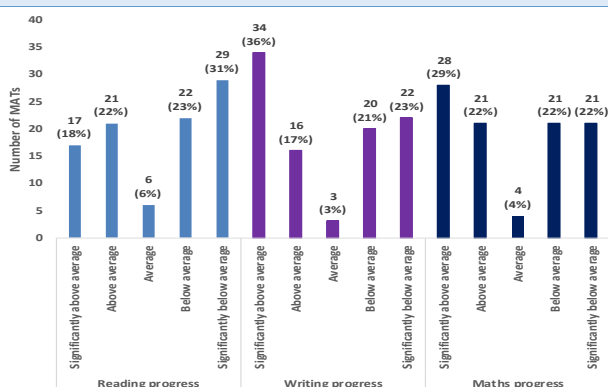
What are academies and multi-academy trusts?



Academies are state schools directly funded by the government. Each one is part of an academy trust. Trusts can be standalone or multi-academy trusts (MATs) - trusts that are responsible for a group of academies.

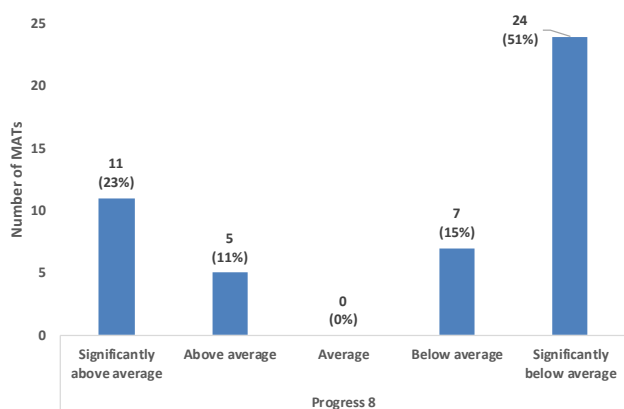
There were over 21,525 state-funded schools in England on 01 November 2016. Of these 5,758 were academies, of which 1,618 were stand-alone academies and 4,140 schools were in MATs.

At key stage 2 more than half the MATs had above average progress in writing and maths



However, on the measure of reading progress over half of the MATs have scores that are below average¹. These are relative measures calculated using data for individual pupils. The average for pupils (in mainstream schools) is zero so around half of pupils are above average and half below. MAT scores depend on the performance of their pupils, a statistically significant result does not mean the score is very far from the average.

At key stage 4 two thirds of the MATs had progress 8 scores that were below average



51 per cent of MATs performed significantly below average on Progress 8 at key stage 4. However, the measure does not fully account for the historic performance of schools, including the poor prior performance of schools that became sponsored academies (which make more than three-quarters of the academies in these results).

¹ This document describes the results of analysis of the performance of mainstream academies (including free schools, studio schools and university technical colleges) in the 2015/16 academic year compared with other state-funded mainstream schools.

Contents

1.	Introduction.....	4
2.	Key stage 2 MAT performance in 2016 (Table 1 KS2 MATs 2016).....	6
	Current year reading progress measure.....	6
	Current year writing progress measure.....	6
	Current year maths progress measure.....	7
	Analysis by disadvantage, SEN, English as an additional language and prior attainment.....	17
	Analysis by pupil numbers.....	23
	Analysis by type of academy and length of time open.....	25
3.	Key stage 4 MAT performance in 2016 (Table 2 KS4 MATs 2016).....	27
	Current year progress 8 MAT measure.....	27
	Analysis by disadvantage, SEN, English as an additional language and prior attainment.....	29
	Analysis by pupil numbers.....	31
	Analysis by type of academy and length of time open.....	32
	By admissions policy.....	33
4.	Accompanying tables.....	34
5.	Further information is available.....	34
6.	Official Statistics.....	35
7.	Technical information.....	35
8.	Get in touch.....	35
	Media enquiries.....	35
	Other enquiries/feedback.....	35

About this release

These experimental statistics provide data and analysis on the performance of multi-academy trusts based on measures of progress for MATs with three or more academies that have been with the MAT for at least 3 academic years. It provides the measures, contextual information (including disadvantage and prior attainment) and school level underlying data for the 2015/16 academic year.

Changes from previous releases

This release uses new progress measures introduced fully to the school accountability system this year. Our previous releases can be found [here \(March 2015\)](#) and [here \(July 2016\)](#). Our previous releases were based on the school accountability system at the time.

The 2016 school performance tables reflect new key stage 2 and key stage 4 performance measures. We have adapted the MAT-level performance measure methodology accordingly. We have not been able to provide 2015/16 improvement over time measures, as the introduction of new school-level performance measures mean that we do not have more than one year of comparable data this year. We plan to produce improvement measures when we have two years of comparable data.

[Our previous release is the best source of historical measures of improvement over time for MATs.](#)

We have also made a change to the coverage of data in this publication. We now only include data for schools that have been a part of their multi-academy trust for at least three academic years rather than one in the past. This brings these measures into line with inspection policy for new and rebrokered schools.

In this publication

The following tables are included in the statistical working paper:

- Main tables (Excel .xls)
- Underlying school level data (Excel .xls)

The accompanying quality and methodology information document, provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

We have also published a pre-release access list alongside this document which details officials that had privileged access to the release one day prior to official publication.

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at Academies.DATA@education.gov.uk

1. Introduction

The overall performance of MATs has many dimensions including pupil outcomes, financial management, governance, value for money, workforce management and capacity to expand. Performance can also be related to a number of contextual factors including, for example pupil characteristics.

No single measure is ever likely to capture every element of performance or impact. This should be borne in mind when considering the outcomes reported in these statistics. It is also for this reason that we are providing contextual data (including disadvantage and prior attainment) and school level underlying data for the 2015/16 academic year.

MATs included in these measures are:

1. **Those with at least three schools that had results** at either key stage 2 or key stage 4, as published in the 2016 school performance tables where;
2. **Those schools had been with the MAT for at least three academic years.** In previous publications we included schools from their first full academic year with the MAT. Including schools from their third full academic year with the MAT attempts to reflect that it can take time for a MAT to fully influence the outcomes of its schools, particularly those that are starting from a relatively low base in terms of educational performance. It is also consistent with inspection policy for new and rebrokered schools. MATs remain accountable for the performance of individual academies, school level data on these is published in the school performance tables after one academic year and;
3. **State-funded mainstream schools only.** Special schools and pupil referral units/alternative provision academies/alternative provision free schools are not included.

In addition:

4. **In the 2016 results schools are counted under the MAT they were with** as of 12 September 2015 and;
5. **Where an academy sponsor oversees a number of multi-academy trusts,** results are presented under the sponsor rather than the individual constituent MATs.

At key stage 2, we have three separate current year progress measures – one for each of reading, writing and maths. At key stage 4 we have one measure based on current year progress 8

At key stage 2, these measures capture the progress that pupils at a school make on average in each of the three subjects from the end of key stage 1 to the end of key stage 2. At key stage 4, progress 8 aims to capture the progress that pupils at a school make on average from the end of primary school to the end of secondary school.

Each is a value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment.

The progress score for each MAT is calculated from the progress scores of its schools.

For all mainstream pupils nationally, the average progress score is zero. The MAT level progress scores are presented as positive and negative numbers either side of zero:

- If a MAT has a score of zero this means that, on average, pupils within the MAT do about as well as those with similar prior attainment nationally.
- A positive score means that, on average, pupils within the MAT do better than those with similar prior attainment nationally.
- A negative score means that, on average, pupils within the MAT do worse than those with similar prior attainment nationally. A negative score does not necessarily mean that any/all of the schools within the MAT are failing.

Improvement measures – this year we have not published any new improvement measures. This is because we do not have comparable data from previous years at either key stage 2 or key stage 4. We plan to produce improvement measures when we have two years of comparable data.

However, improvement measures are important as they allow us to tell the story of changing performance over time. That is why, alongside our measures this year, we have republished the 2015 improvement measures (first published in July 2016) in order to give users some indication of how the MATs were improving over time.

Although not directly comparable to the new progress measures, the 2015 improvement measures captured the relative improvement in an academy's value added over time in comparison to schools with a similar starting point.

The 2015 improvement measures are also centred around zero. A score of zero represents MATs with academies that had improved pupil progress in line with other, similar schools nationally. Positive scores represent MATs with

academies that had improved pupil progress more quickly than the average rate of improvement. Negative scores represent MATs where academies were not improving pupil progress as quickly as the average rate of improvement.

Confidence intervals and ranking

There is a level of uncertainty within our measures as they are based on a given set of pupils' results. MATs could have been equally effective and yet the same set of pupils might have achieved slightly different results and would almost certainly have shown different results with a different set of pupils. In recognition of this, the measures are presented with confidence intervals. These provide a range in which users can be 95% confident that the true progress score lies. Smaller groups have wider confidence intervals because their progress scores are based on smaller numbers of pupils. We can use the confidence intervals to identify MATs performing above or below the average by a statistically significant amount or close to average. The confidence intervals (which can overlap each other for different MATs) mean it is inappropriate to specify a precise performance-based rank order of the MATs.

Interpreting confidence intervals

- **Above average by a statistically significant amount:** Those MATs with scores above 0 and confidence intervals that do not include the national average.
- **Close to the national average:** Those MATs whose confidence intervals include the national average.
- **Below average by a statistically significant amount:** Those MATs with scores below 0 and confidence intervals that do not include the national average.

Due to the small size of some MATs we are unable to say with certainty whether they are above or below average performers. We can be more certain about the relative positions of larger MATs. The effect is shown by the length of the lines on either side of the points in the charts in this release.

The confidence intervals can help distinguish between MATs:

- (i) if the confidence intervals of one MAT do not overlap the confidence intervals of another, then they are statistically significantly different from each other;
- (ii) if the confidence intervals for one MAT overlap with the score of another MAT, then they are not statistically significantly different from each other;
- (iii) if the confidence intervals of one MAT overlap the confidence intervals of another (but does not overlap the score itself), then the two scores are *unlikely* to be statistically significantly different from each other.

Consistency with school accountability

We have updated the MAT performance measures so that they remain consistent with the school accountability system: at key stage 2, state-funded schools are assessed against headline performance measures including individual progress measures in reading, writing and maths; and at key stage 4, state-funded schools are assessed against headline performance measures including Progress 8.

Contextual information

The methodology provides robust statistics about the performance of MATs based on progress in the performance of pupils in their schools. Contextual information is provided alongside the measures so that users can see how similar MATs perform. Each MAT is different and can operate under a variety of circumstances – some more challenging than others. The contextual information covers prior attainment and indications of disadvantage, special educational needs and percentage of pupils with English as an additional language.

2. Key stage 2 MAT performance in 2016 (Table 1 KS2 MATs 2016)

On 19 October 2016, the Secretary of State for Education made a statement to Parliament on primary assessment. This included a commitment that no decisions on intervention would be made on the basis of 2016 performance data alone, and that this data should be used as a starting point for a conversation about what support a school needs to move forward in a positive direction. She also reiterated that primary performance data in 2016 is not comparable to previous years, and so 2016 performance should be viewed against national averages for 2016.

There were 95 multi-academy trusts (MATs) that satisfied the definition for inclusion in our analysis at key stage 2 during the 2015/16 academic year. They represented 539 individual schools which were included in each of the three individual progress measures of reading, writing and maths. **Table 1** provides the distribution of these schools by school type, showing roughly equal proportions of converter academies (typically previously high performing schools) and sponsored academies (typically previously poor performing schools). The measures presented below are current year measures. They tell users how well MATs are performing currently but do not tell the story of how performance has changed over time.

Table 1:

School Type	Number of schools of this type included within each progress measure	Percentage of schools of this type included within each progress measure
Converter academies	266	49.4%
Sponsored academies	271	50.3%
Free schools	2	0.4%

Source: Underlying KS2 school performance table data, 2016

These MATs represented an end of key stage 2 cohort of 30,346 pupils, five per cent of the mainstream state-funded key stage 2 cohort.

Current year reading progress measure

- 17 MATs (17.9%) were performing above the national average by a statistically significant amount. On average, the pupils within these MATs do better at key stage 2 reading than other pupils with similar prior attainment nationally.
- 49 MATs (51.6%) were performing close to the national average. Since their confidence intervals include the average we cannot say with absolute certainty that the performance of these MATs is statistically significantly above or below the national average. While not reflecting statistically significant differences, our estimates are that:
 - 21 (22.1%) are currently performing above average (because our best estimate is above zero);
 - 6 (6.3%) are performing in line with the national average and;
 - 22 (23.2%) are performing below average (because our best estimate is below zero).
- 29 MATs (30.5%) are performing below the national average by a statistically significant amount. On average, the pupils within these MATs do worse at key stage 2 reading than other pupils with similar prior attainment nationally.

Current year writing progress measure

- 34 MATs (35.8%) were performing above the national average by a statistically significant amount. On average, the pupils within these MATs do better at key stage 2 writing than other pupils with similar prior attainment nationally.

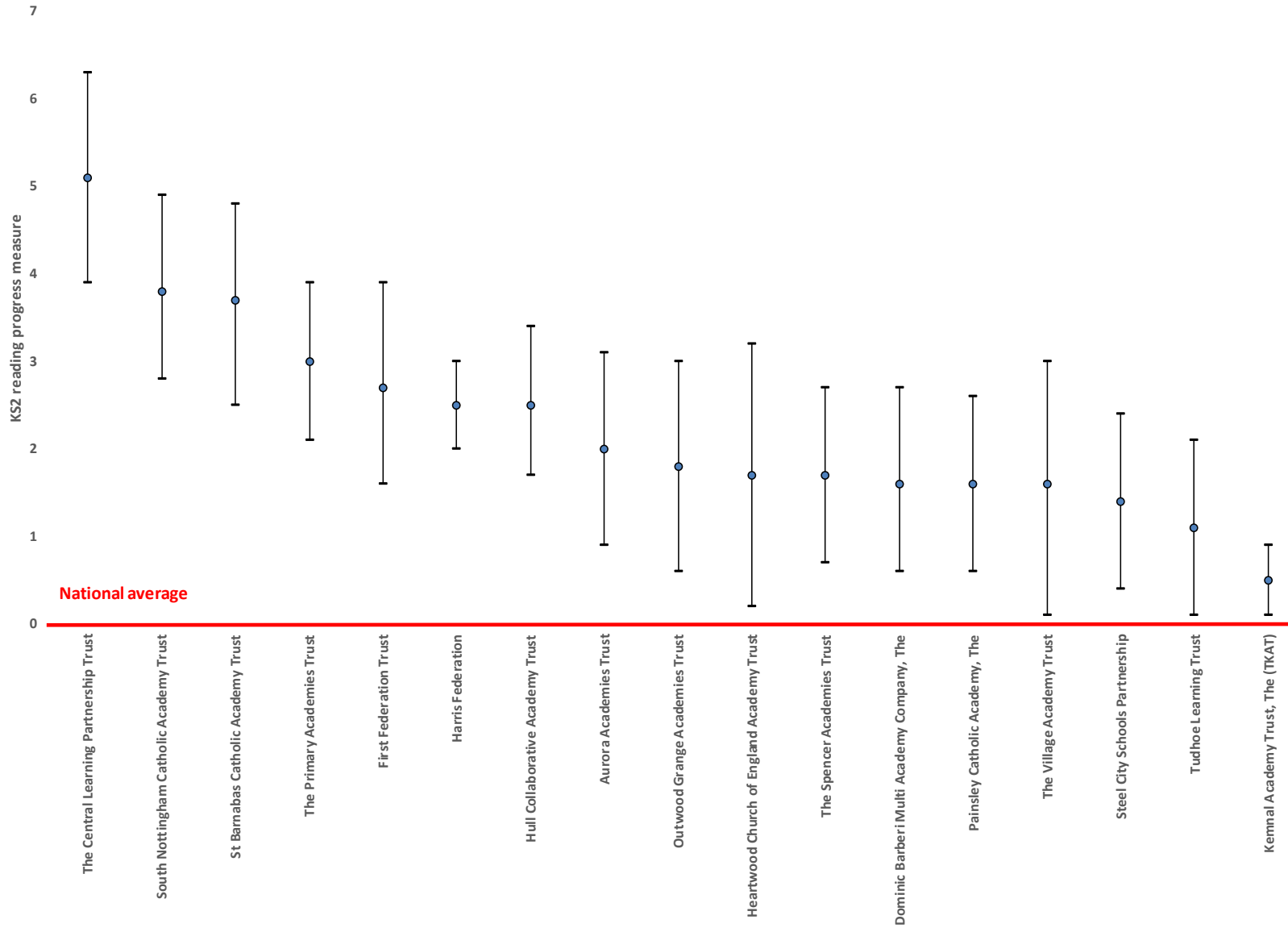
- 39 MATs (41.1%) were performing close to the national average. Since their confidence intervals include the average we cannot say with absolute certainty that the performance of these MATs is statistically significantly above or below the national average. While not reflecting statistically significant differences, our estimates are that:
 - 16 (16.8%) are currently performing above average (because our best estimate is above zero);
 - 3 (3.2%) are performing in line with the national average and;
 - 20 (21.1%) are performing below average (because our best estimate is below zero).
- 22 MATs (23.2%) are performing below the national average by a statistically significant amount. On average, the pupils within these MATs do worse at key stage 2 writing than other pupils with similar prior attainment nationally.

Current year maths progress measure

- 28 MATs (29.5%) were performing above the national average by a statistically significant amount. On average, the pupils within these MATs do better at key stage 2 maths than other pupils with similar prior attainment nationally.
- 46 MATs (48.4%) were performing close to the national average. Since their confidence intervals include the average we cannot say with absolute certainty that the performance of these MATs is statistically significantly above or below the national average. While not reflecting statistically significant differences, our estimates are that:
 - 21 (22.1%) are currently performing above average (because our best estimate is above zero);
 - 4 (4.2%) are performing in line with the national average and;
 - 21 (22.1%) are performing below average (because our best estimate is below zero).
- 21 MATs (22.1%) are performing below the national average by a statistically significant amount. On average, the pupils within these MATs do worse at key stage 2 maths than other pupils with similar prior attainment nationally.

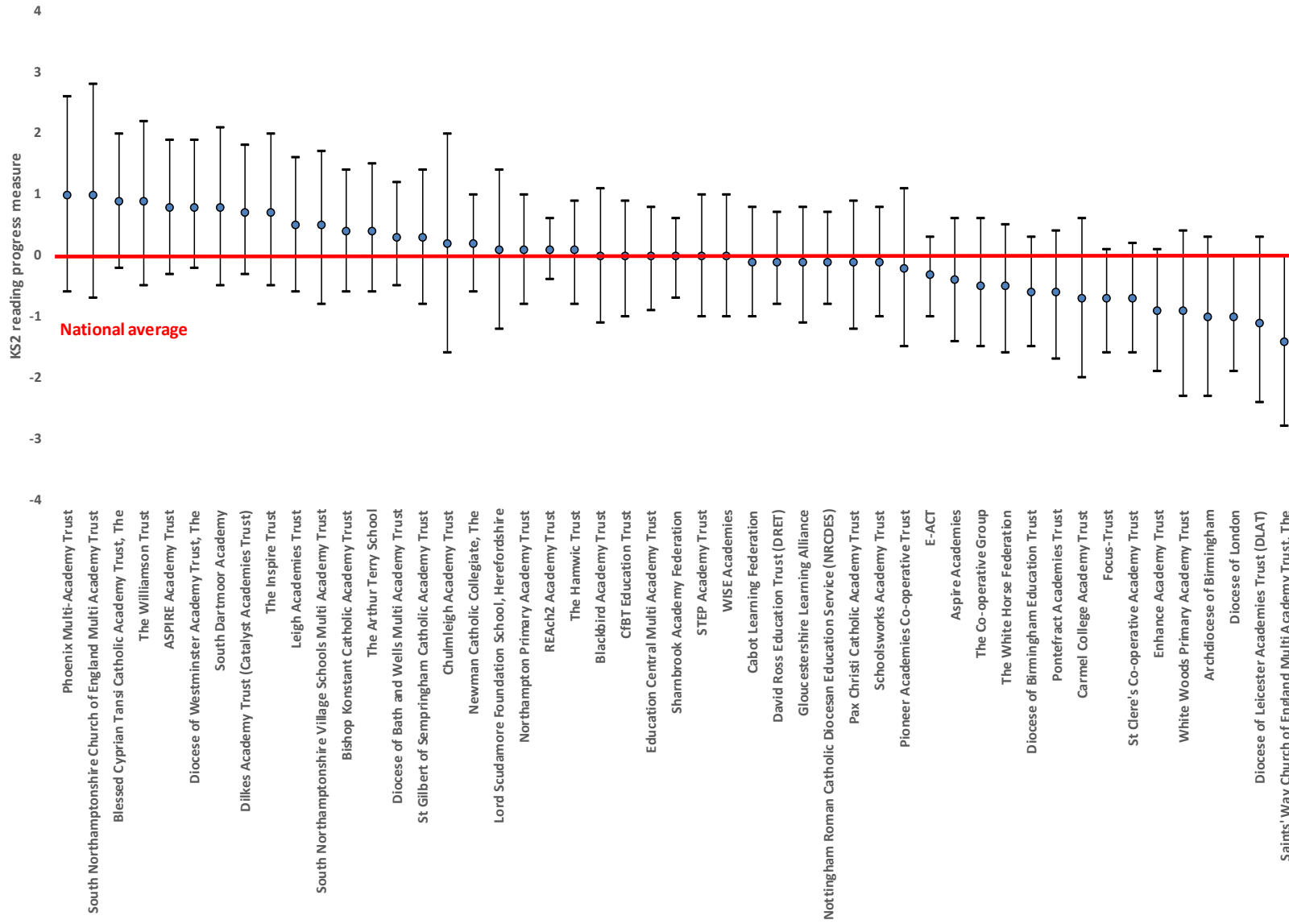
Presented below, **Figures A1 to A9** display the variation in each of the individual current year progress measures (reading, writing and maths) by MAT.

Figure A1: Variation in current year reading progress MAT scores –above average by a statistically significant amount: England, Key Stage 2, Academic Year 2015/16



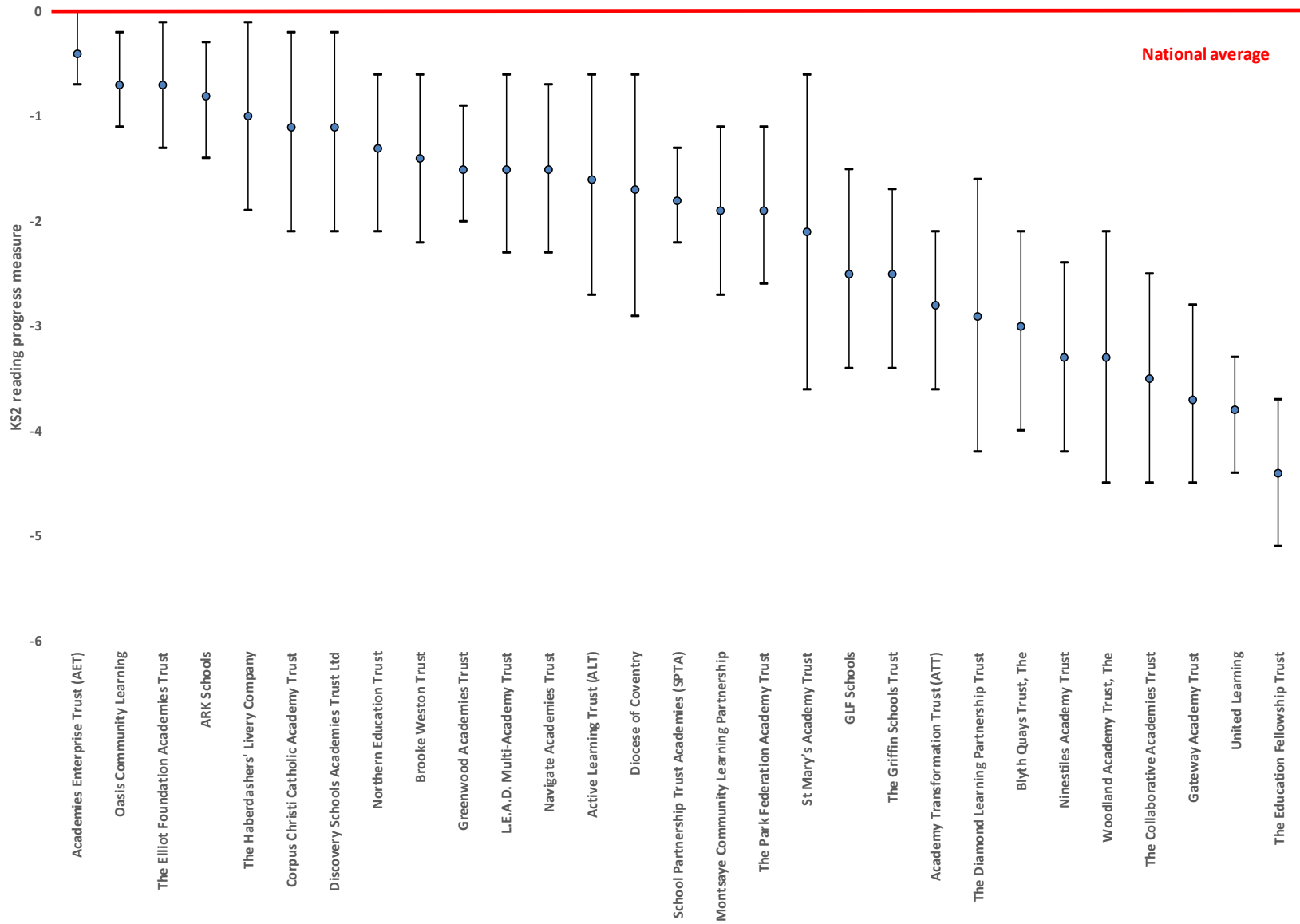
Source: Underlying KS2 school performance table data, 2016

Figure A2: Variation in current year reading progress MAT scores –close to average:
 England, Key Stage 2, Academic Year 2015/16



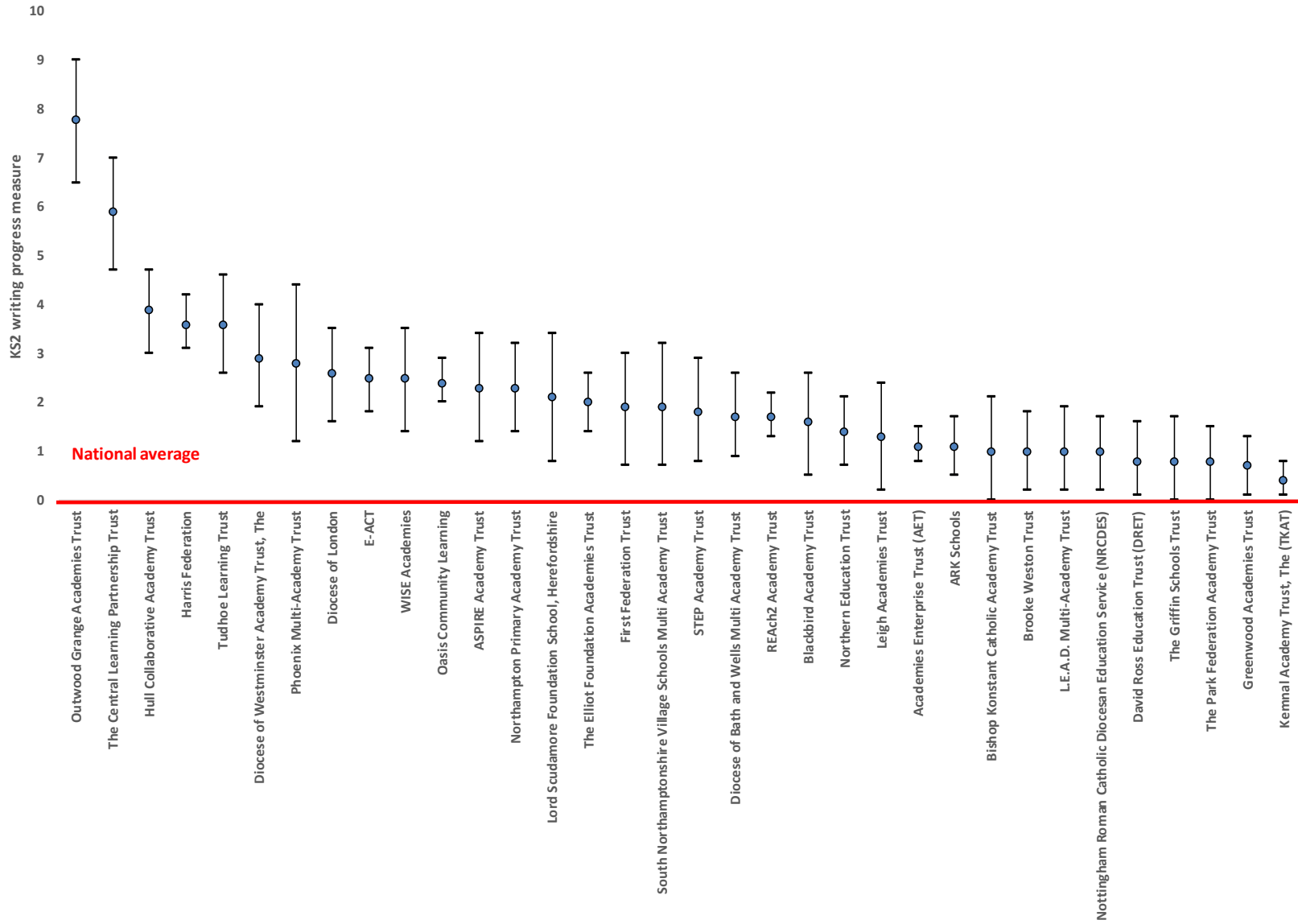
Source: Underlying KS2 school performance table data, 2016

Figure A3: Variation in current year reading progress MAT scores –below average by a statistically significant amount:
 England, Key Stage 2, Academic Year 2015/16



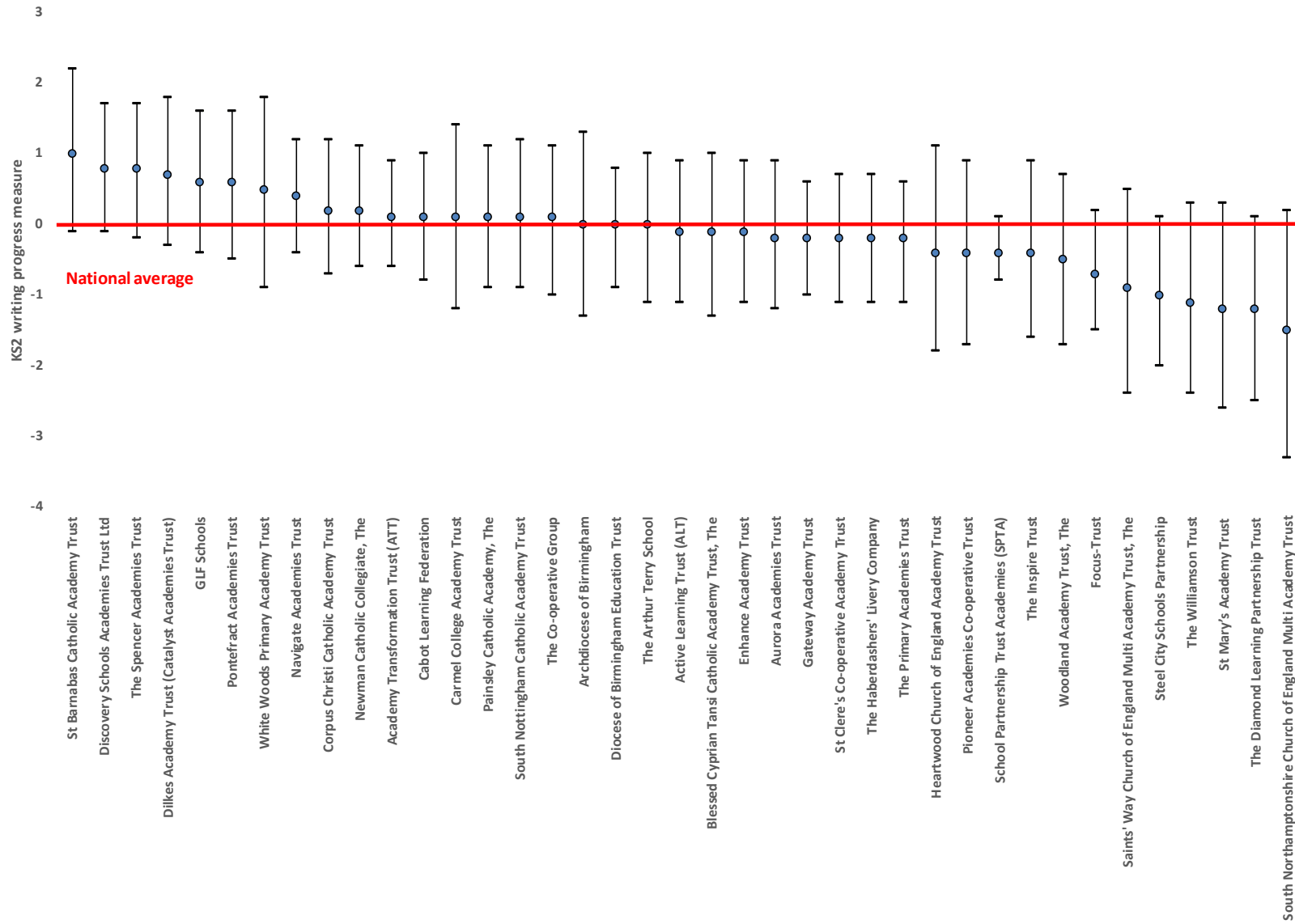
Source: Underlying KS2 school performance table data, 2016

Figure A4: Variation in current year writing progress MAT scores –above average by a statistically significant amount: England, Key Stage 2, Academic Year 2015/16



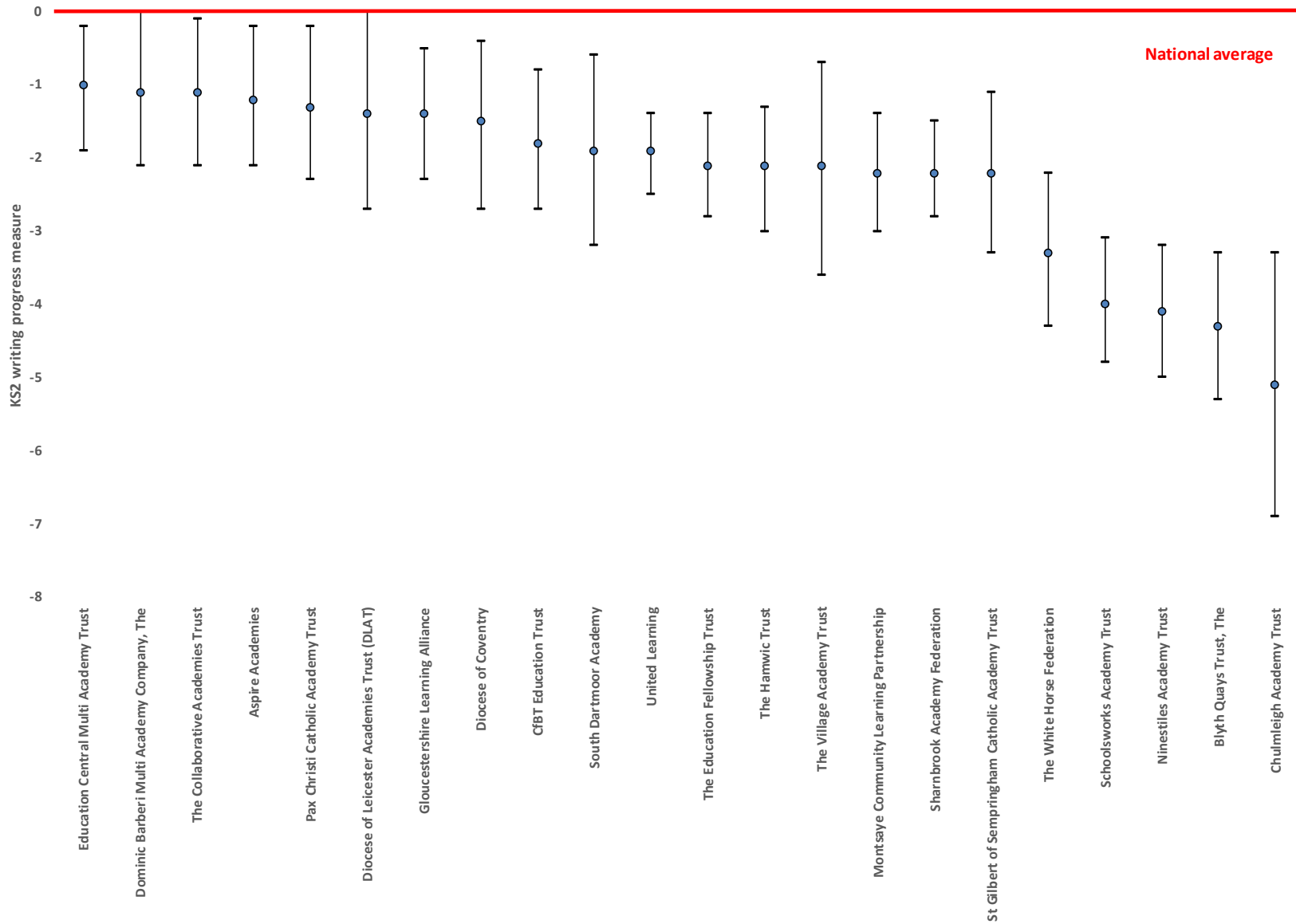
Source: Underlying KS2 school performance table data, 2016

Figure A5: Variation in current year writing progress MAT scores – statistically close to average:
 England, Key Stage 2, Academic Year 2015/16



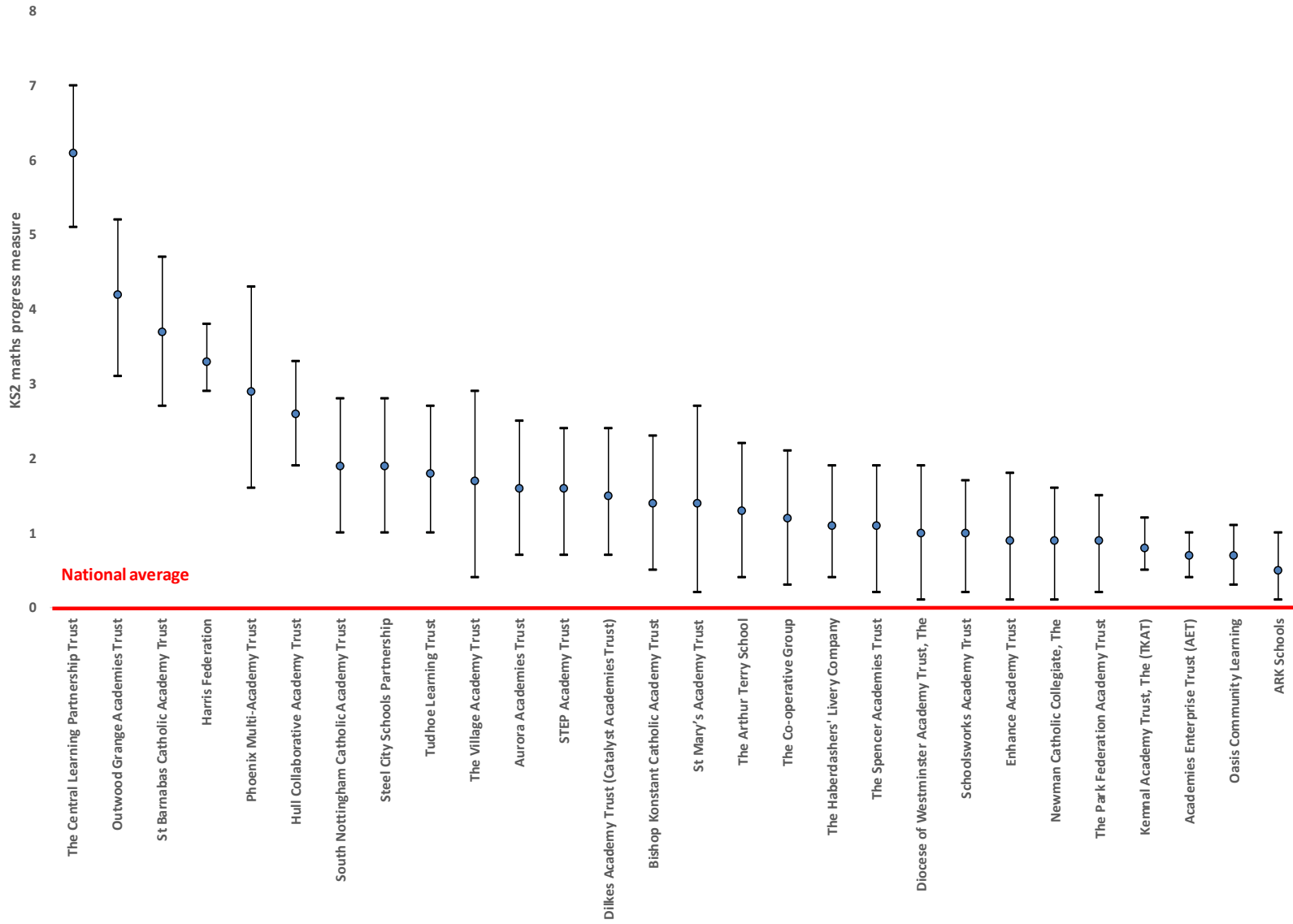
Source: Underlying KS2 school performance table data, 2016

Figure A6: Variation in current year writing progress MAT scores – statistically significantly below average:
 England, Key Stage 2, Academic Year 2015/16



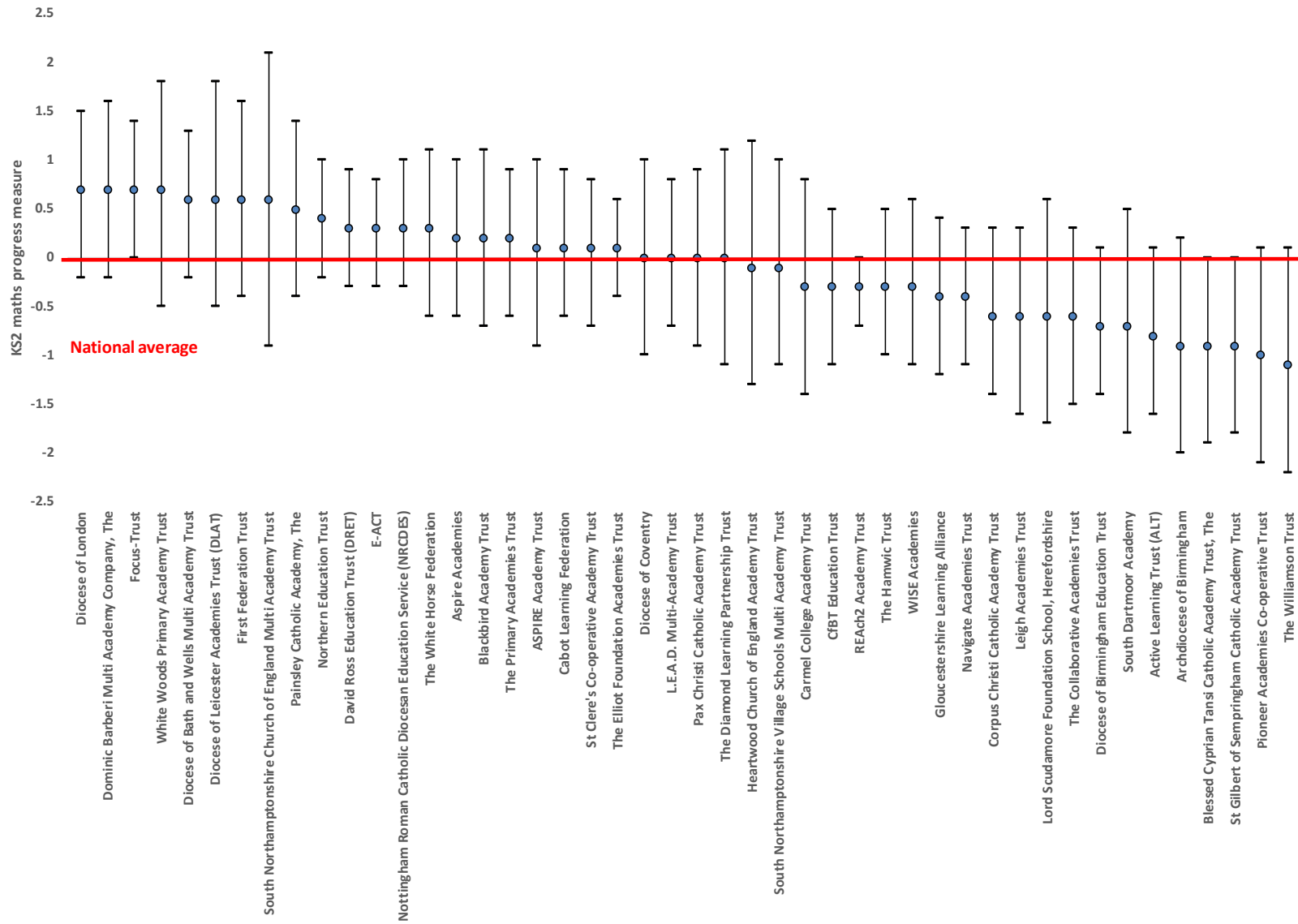
Source: Underlying KS2 school performance table data, 2016

Figure A7: Variation in current year maths progress MAT scores – statistically significantly above average:
 England, Key Stage 2, Academic Year 2015/16



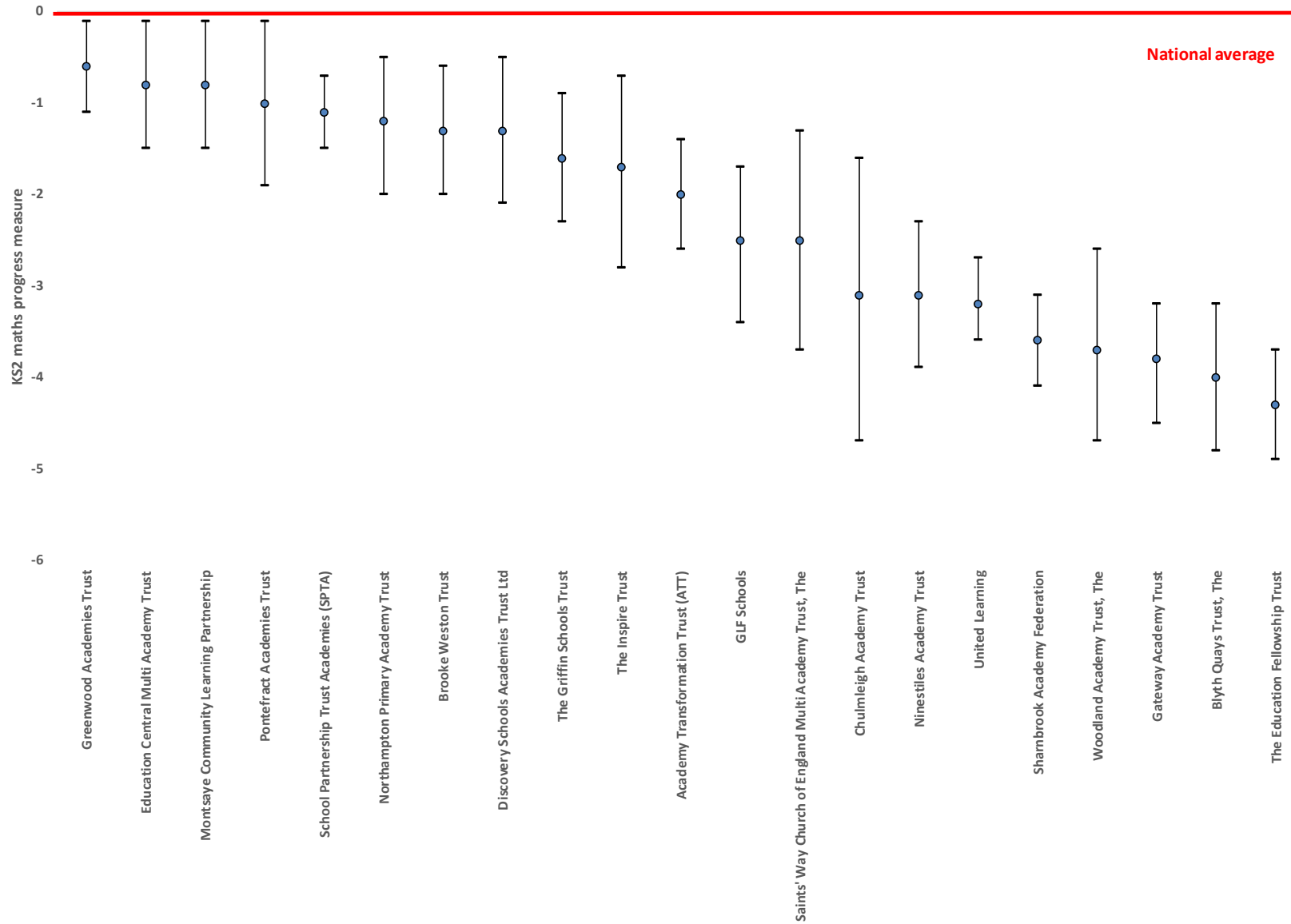
Source: Underlying KS2 school performance table data, 2016

Figure A8: Variation in current year maths progress MAT scores – statistically close to average:
 England, Key Stage 2, Academic Year 2015/16



Source: Underlying KS2 school performance table data, 2016

Figure A9: Variation in current year maths progress MAT scores – statistically significantly below average:
 England, Key Stage 2, Academic Year 2015/16



Source: Underlying KS2 school performance table data, 2016

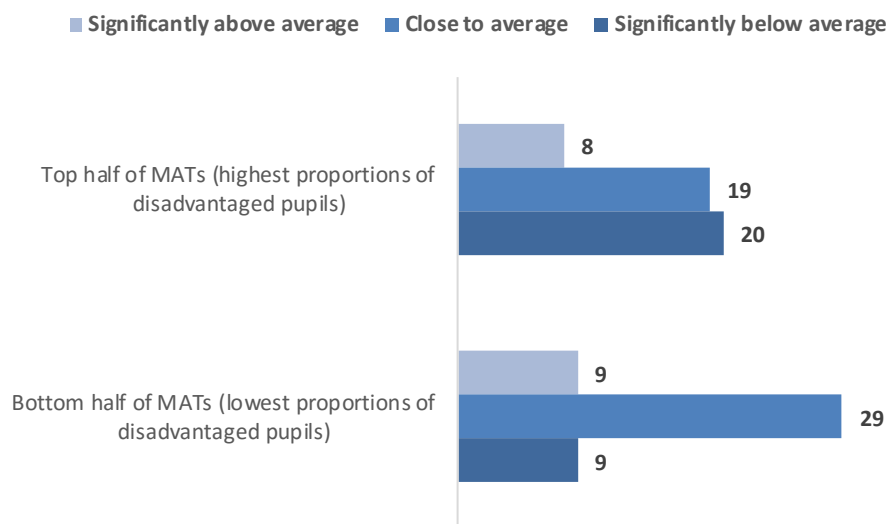
Analysis by disadvantage, SEN, English as an additional language and prior attainment

We have provided contextual information alongside these measures so that users can compare the performance of similar MATs. Each MAT is different and can operate under a variety of circumstances – some more challenging than others. The contextual information currently covers pupil prior attainment and indicators of disadvantage experienced by pupils, their special educational needs and the percentage of pupils with English as an additional language. For future publications we will consider including additional contextual factors, for example to provide users with information about the economic and social circumstances in which schools are operating.

Our data show that some MATs have strong educational performance even under particularly challenging circumstances, such as high proportions of pupils with special educational needs or high proportions of pupils with English as an additional language.

After ordering the KS2 MATs by their proportions of disadvantaged pupils **Figures B1, B2 and B3** group the MATs by their statistical significance for the separate progress measures.

Figure B1: KS2 reading progress measure – Number of MATs ordered by % disadvantaged pupils and grouped according to statistical significance of position in relation to the average
England, Key Stage 2, Academic Year 2015/16

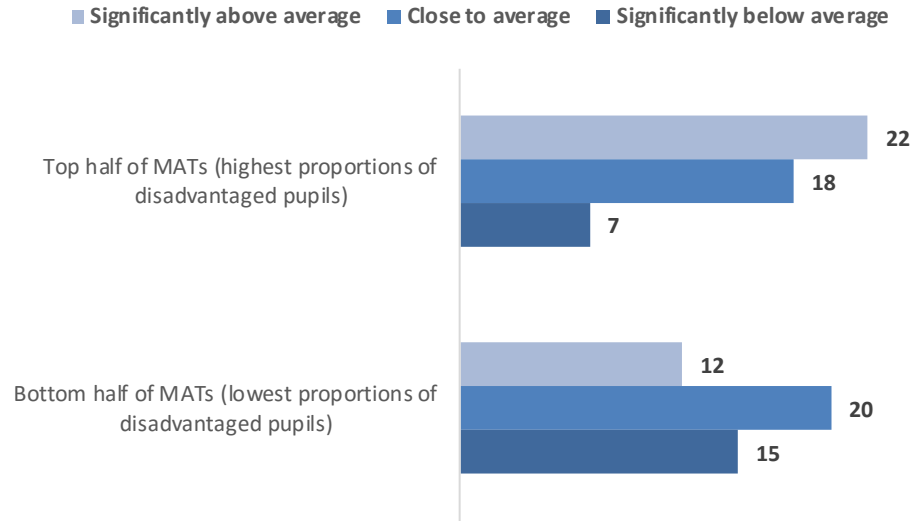


Source: Underlying KS2 school performance table data, 2016, the MAT positioned at 48th (the middle of the performance distribution) was performing close to average

The data for the reading progress measure shows that, of the MATs with the larger proportions of disadvantaged pupils 8 performed above the average by a statistically significant amount and 20 were below average by a statistically significant amount.

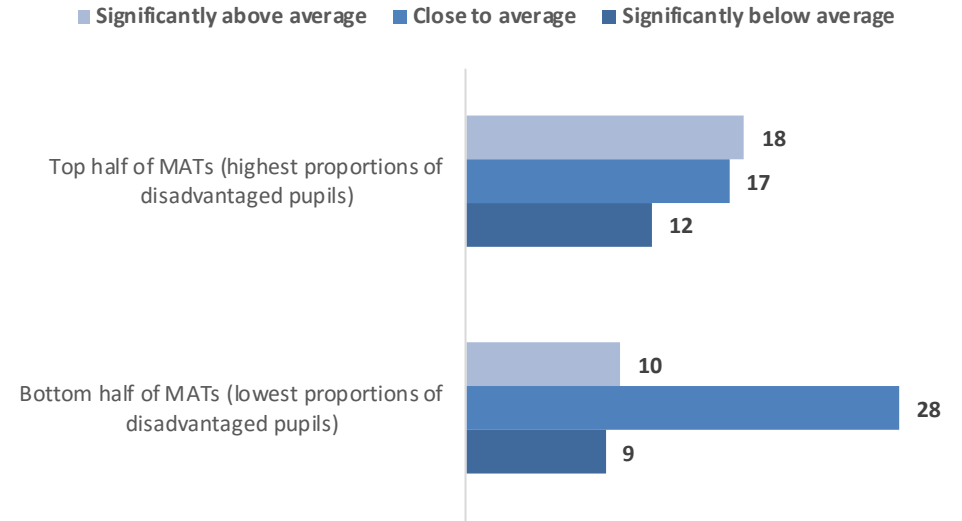
In contrast, the illustrations below for the writing progress measure and maths progress measure respectively show that that a relatively substantial proportion of MATs with higher percentages of disadvantaged pupils are performing above average by a statistically significant amount.

Figure B2: KS2 writing progress measure – Number of MATs ordered by % disadvantaged pupils and grouped according to statistical significance of position in relation to the average
 England, Key Stage 2, Academic Year 2015/16



Source: Underlying KS2 school performance table data, 2016, the MAT positioned at 48th (the middle of the performance distribution) was performing close to average

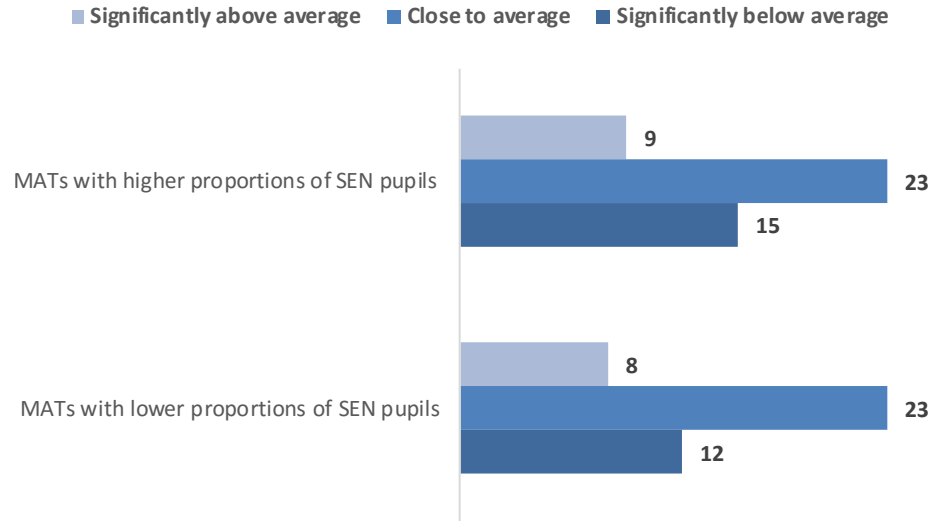
Figure B3: KS2 maths progress measure – Number of MATs ordered by % disadvantaged pupils and grouped according to statistical significance of position in relation to the average
 England, Key Stage 2, Academic Year 2015/16



Source: Underlying KS2 school performance table data, 2016, the MAT positioned at 48th (the middle of the performance distribution) was performing close to average

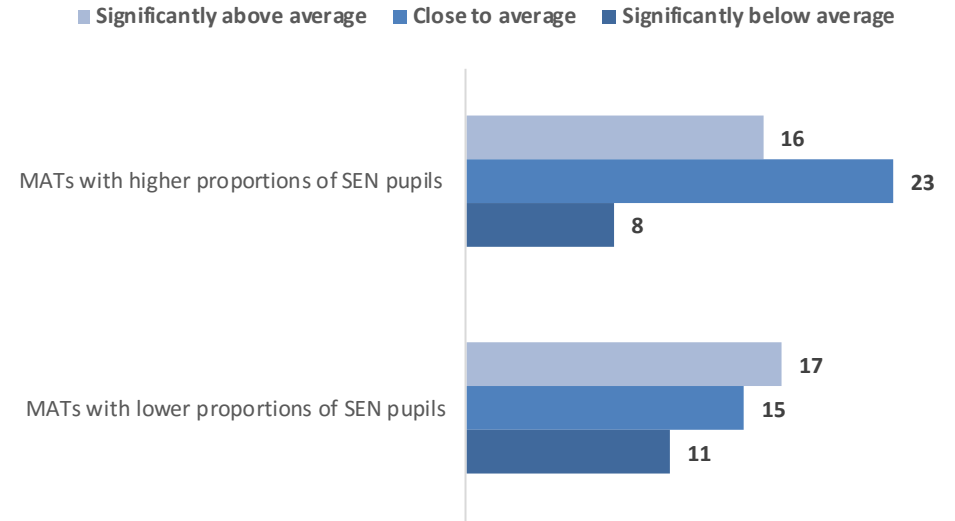
There is a similar pattern of results within the data for each of the other contextual measures as is shown in **figures B4 to B12** below.

Figure B4: KS2 reading progress measure – Number of MATs ordered by % pupils with SEN and grouped according to statistical significance of position in relation to the average
 England, Key Stage 2, Academic Year 2015/16



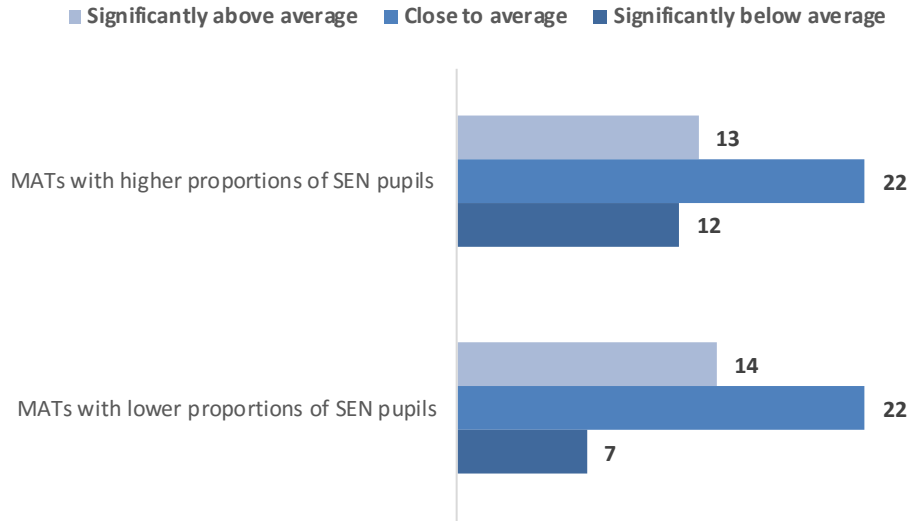
Source: Underlying KS2 school performance table data, 2016, five MATs were jointly positioned in the middle of the distribution and were performing significantly below average (x2) and close to average (x3).

Figure B5: KS2 writing progress measure – Number of MATs ordered by % pupils with SEN and grouped according to statistical significance of position in relation to the average
 England, Key Stage 2, Academic Year 2015/16



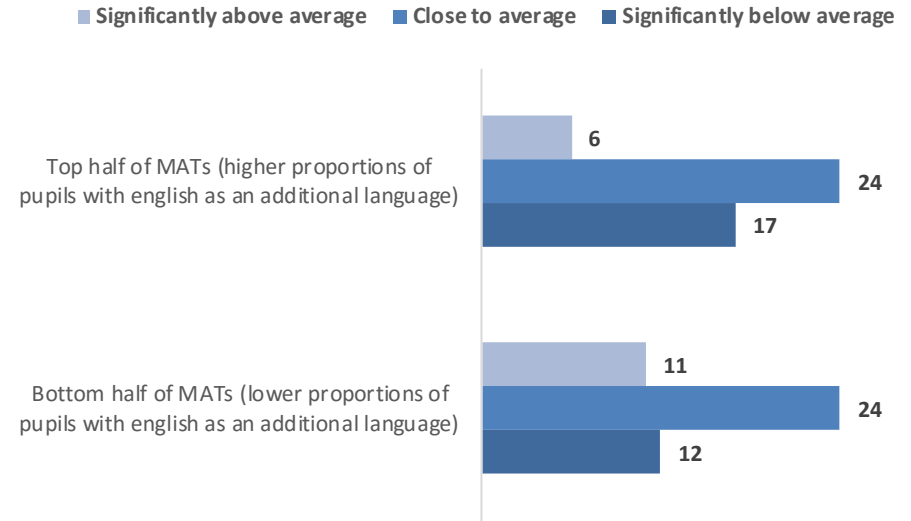
Source: Underlying KS2 school performance table data, 2016, five MATs were jointly positioned in the middle of the distribution and were performing significantly below average (x3), close to average (x1) and significantly above average (x1).

Figure B6: KS2 maths progress measure – Number of MATs ordered by % pupils with SEN and grouped according to statistical significance of position in relation to the average
 England, Key Stage 2, Academic Year 2015/16



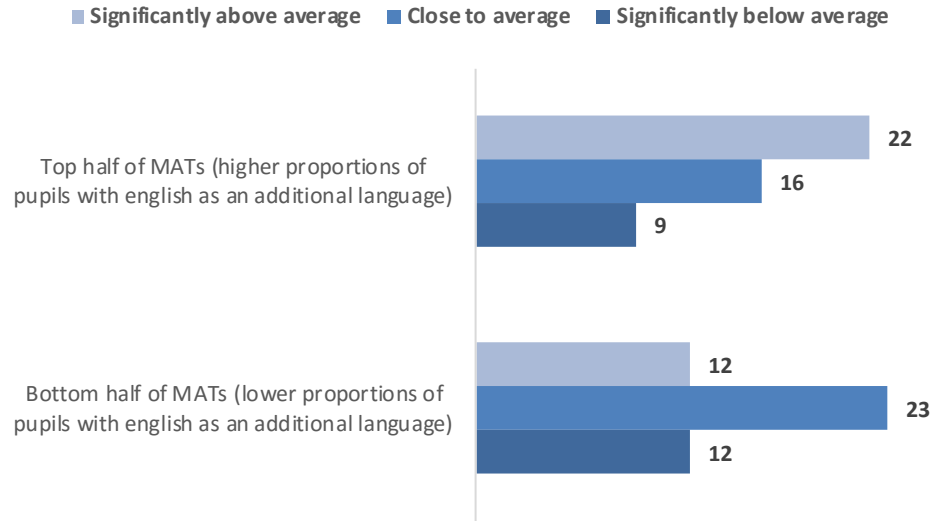
Source: Underlying KS2 school performance table data, 2016, five MATs were jointly positioned in the middle of the distribution and were performing significantly below average (x2), close to average (x2) and significantly above average (x1).

Figure B7: KS2 reading progress measure – Number of MATs ordered by % pupils with English as an additional language and grouped according to statistical significance of position in relation to the average
 England, Key Stage 2, Academic Year 2015/16



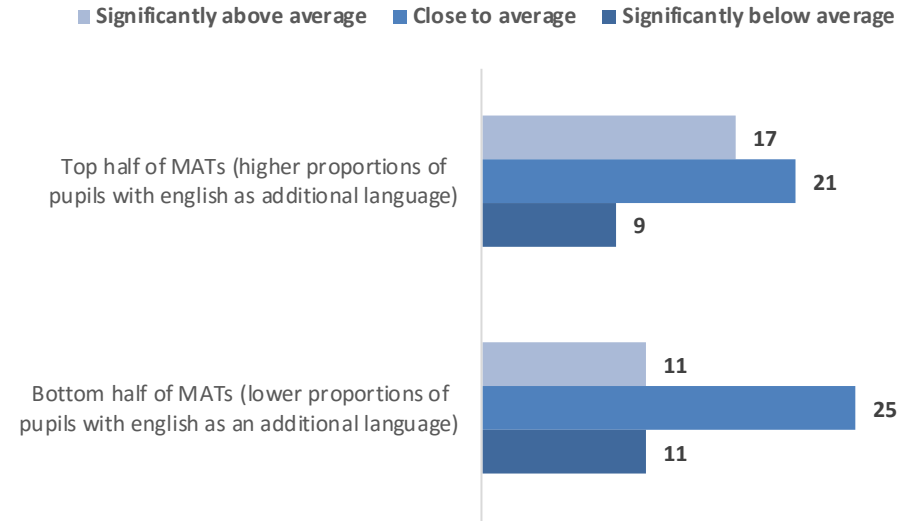
Source: Underlying KS2 school performance table data, 2016, the MAT positioned at 48th (the middle of the performance distribution) was performing close to average

Figure B8: KS2 writing progress measure – Number of MATs ordered by % pupils with English as an additional language and grouped according to statistical significance of position in relation to the average
 England, Key Stage 2, Academic Year 2015/16



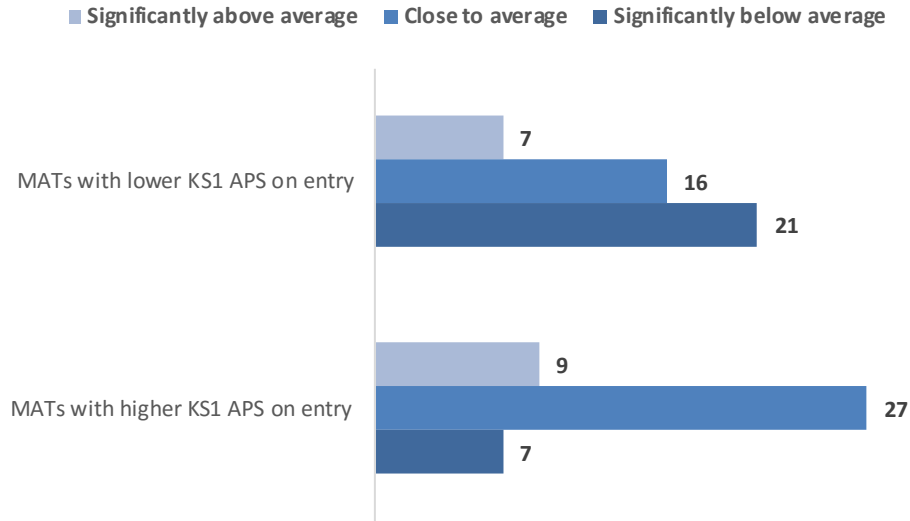
Source: Underlying KS2 school performance table data, 2016, the MAT positioned at 48th (the middle of the performance distribution) was performing significantly below average

Figure B9: KS2 maths progress measure – Number of MATs ordered by % pupils with English as an additional language and grouped according to statistical significance of position in relation to the average
 England, Key Stage 2, Academic Year 2015/16



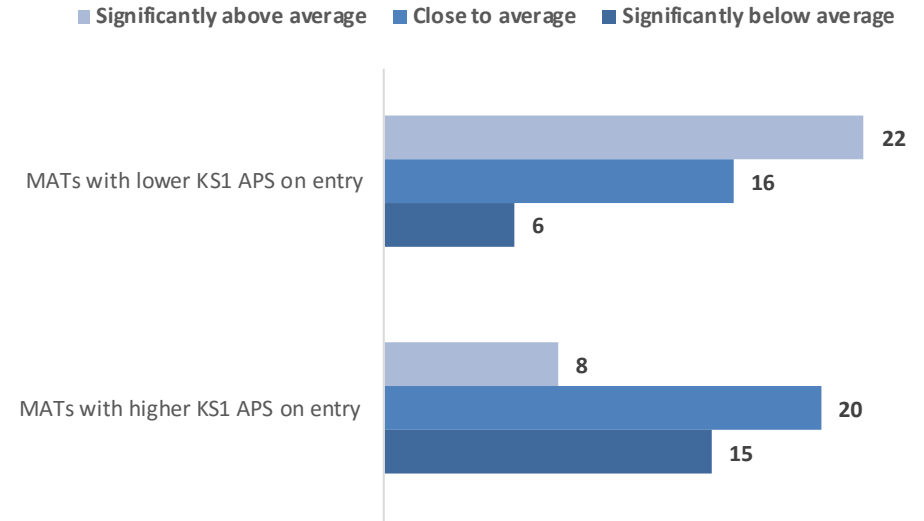
Source: Underlying KS2 school performance table data, 2016, the MAT positioned at 48th (the middle of the performance distribution) was performing significantly below average

Figure B10: KS2 reading progress measure – Number of MATs ordered by average KS1 APS (low to high) and grouped according to statistical significance of position in relation to the average
 England, Key Stage 2, Academic Year 2015/16



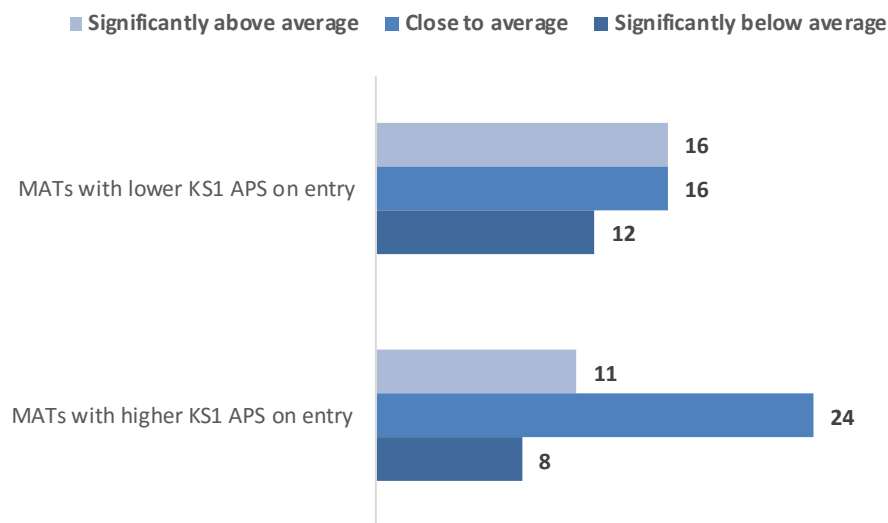
Source: Underlying KS2 school performance table data, 2016, eight MATs were jointly positioned in the middle of the distribution and were performing close to average (x6), significantly above average (x1) and significantly below average (x1)

Figure B11: KS2 writing progress measure – Number of MATs ordered by average KS1 APS (low to high) and grouped according to statistical significance of position in relation to the average
 England, Key Stage 2, Academic Year 2015/16



Source: Underlying KS2 school performance table data, 2016, eight MATs were jointly positioned in the middle of the distribution and were performing close to average (x3), significantly above average (x4) and significantly below average (x1)

Figure B12: KS2 maths progress measure – Number of MATs ordered by average KS1 APS (low to high) and grouped according to statistical significance of position in relation to the average
 England, Key Stage 2, Academic Year 2015/16



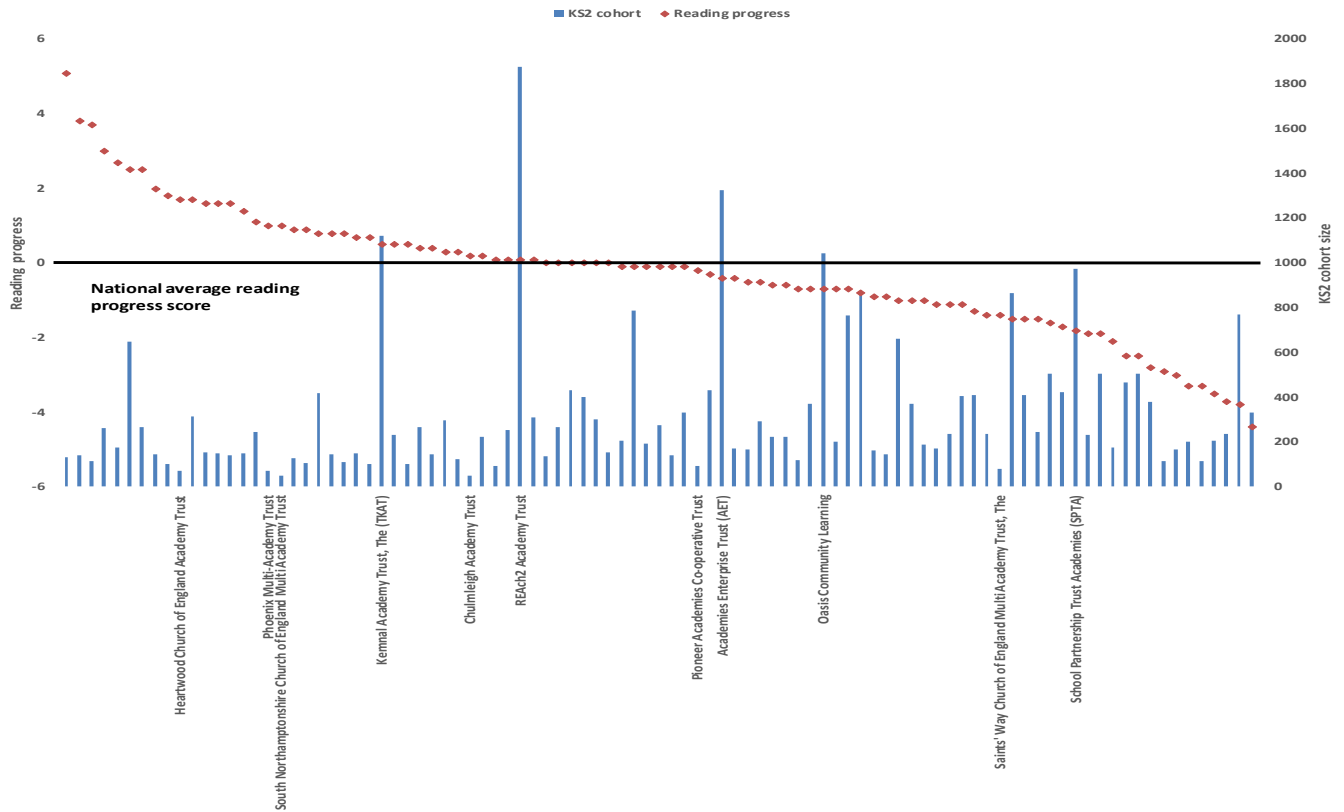
Source: Underlying KS2 school performance table data, 2016, eight MATs were jointly positioned in the middle of the distribution and were performing close to average (x6), significantly above average (x1) and significantly below average (x1)

Analysis by pupil numbers

The MATs represented a combined KS2 cohort of more than 30,000 pupils of a total key stage 2 cohort of around 579,000 (in state-funded mainstream schools). **Figure C1** shows the larger MATs appear to be spread throughout the MAT performance distribution. In addition, a number of small MATs (according to cohort size) score highly on the reading progress measure. This does not mean that there is no relationship between number of pupils and performance, but at least suggests that size of MAT is not a barrier to high performance on these measures.

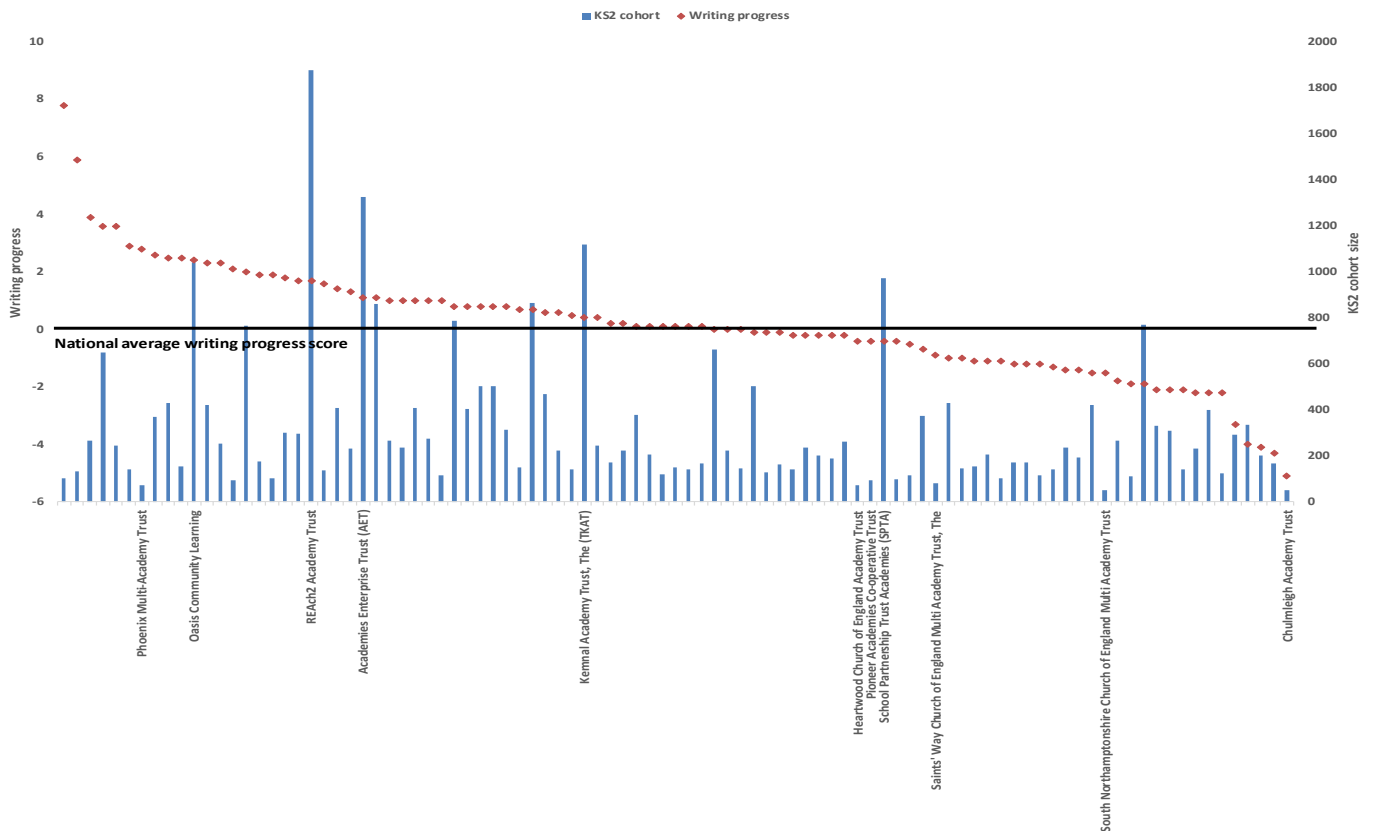
Analysis of the writing progress measure and maths progress measure shown in **Figures C2 and C3** presents a very similar picture.

Figure C1: Reading progress MAT measure by pupils in KS2 cohort: England, Key Stage 2, Academic Year 2015/16



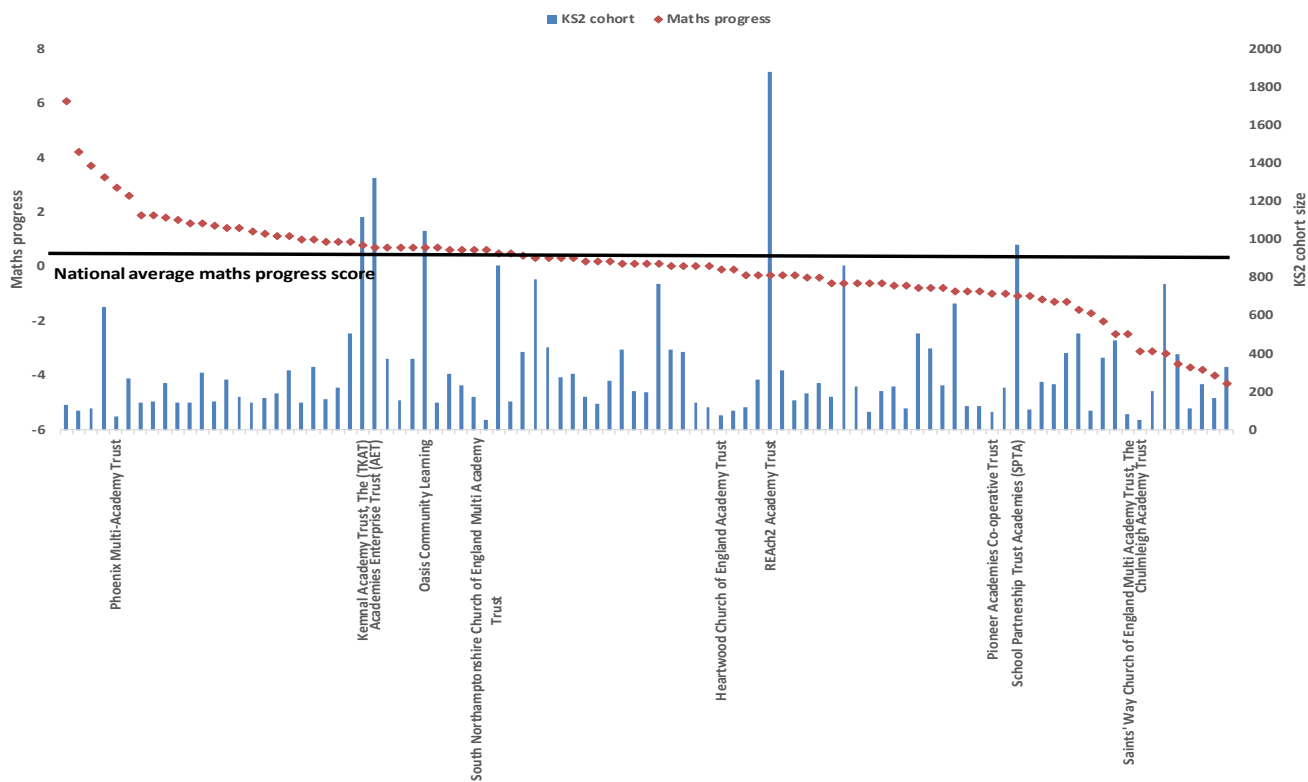
Source: Underlying KS2 school performance table data, 2016. Due to space constraints not all MATs are labelled.

Figure C2: Writing progress MAT measure by pupils in KS2 cohort: England, Key Stage 2, Academic Year 2015/16



Source: Underlying KS2 school performance table data, 2016. Due to space constraints not all MATs are labelled.

Figure C3: Maths progress MAT measure by pupils in KS2 cohort:
England, Key Stage 2, Academic Year 2015/16



Source: Underlying KS2 school performance table data, 2016. Due to space constraints not all MATs are labelled.

Analysis by type of academy and length of time open

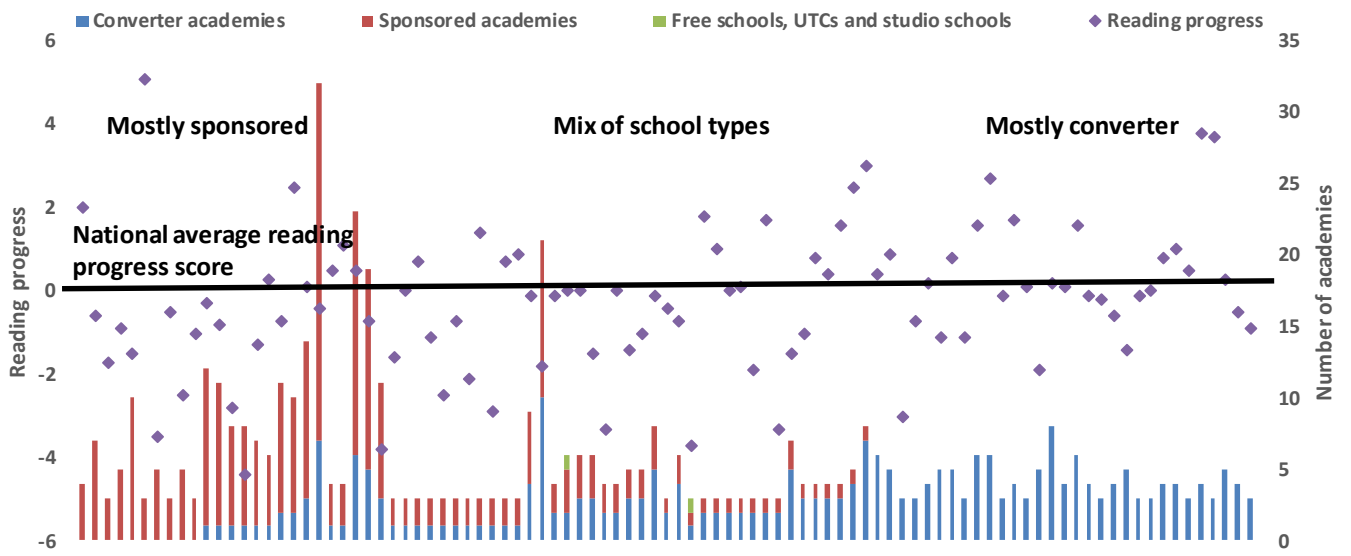
At key stage 2, just over half of the academies were sponsored academies (50.3%), just under half were converter academies (49.4%) and a small proportion (0.4%) were free schools. The individual MATs are made up of different types of academies in varying proportions.

Length of time open as an academy with the MAT is important². This year we have only included schools from their third full academic year with the MAT to reflect that it can take time for a MAT to fully influence the outcomes of its schools.

It should be noted again that these are progress measures (not simple measures of attainment which can be high even where progress is below average – e.g. in schools which already had high attainment, as was the case for most converter academies). Our data show that some MATs comprised solely of sponsored academies do have relatively low educational performance scores based on our measures – but there are also MATs comprised solely of sponsored academies that are performing strongly. **Figure D1** illustrates this, based on our reading progress MAT measure. There is a very similar pattern for the writing and the maths progress measures.

² [Attainment and progress for academies by length of time open at KS2, 2016 can be found in tables F & G in this document.](#)

Figure D1: Reading progress MAT measure, by type of academy:
 England, Key Stage 2, Academic Year 2015/16



Source: Underlying KS2 school performance table data, 2016, due to space constraints MAT names are not shown

3. Key stage 4 MAT performance in 2016 (Table 2 KS4 MATs 2016)

There were 47 multi-academy trusts (MATs) that satisfied the definition for inclusion in our measures at key stage 4 during the 2015/16 academic year. They represented 312 individual schools which were included in our progress 8 MAT measure, roughly 10 per cent of all state funded mainstream schools at key stage 4.

Table 2 provides the distribution of these schools by school type. The majority (76.6%) of schools were sponsored academies which historically start from a low base in terms of educational performance. The measure presented below is a current year measure. This tells users about current pupil performance in MATs, but the measures cannot yet tell the story of change over time.

Table 2:

School Type	Number of schools of this type included within each progress measure	Percentage of schools of this type included within each progress measure
Converter academies	59	18.9%
Sponsored academies	239	76.6%
Free schools, UTC's, Studio schools	14	4.5%

Source: Underlying KS2 school performance table data, 2016

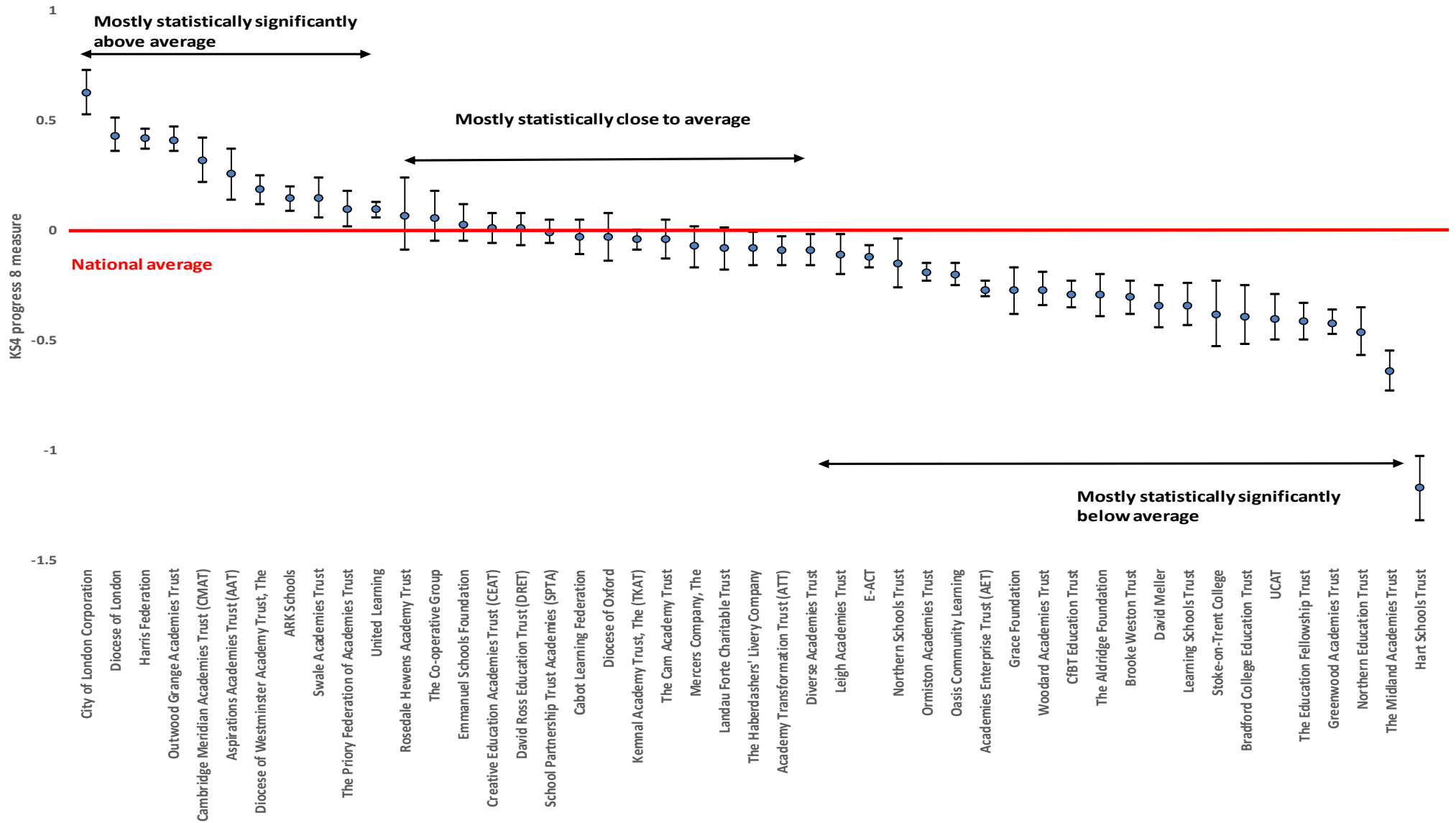
These MATs represented an end of key stage 4 cohort of 53,365 pupils, approximately ten per cent of the mainstream state funded key stage 4 cohort.

Current year progress 8 MAT measure

- 11 MATs (23.4%) were performing above the national average by a statistically significant amount. On average, the pupils within these MATs make more progress from the end of key stage 2 to the end of key stage 4 compared with all pupils nationally with similar prior attainment in mainstream schools.
- 12 MATs (25.5%) were performing close to the national average. Since their confidence intervals include the average we cannot say with absolute certainty that the performance of these MATs is statistically significantly above or below the national average. While not reflecting statistically significant differences, our estimates are that:
 - 5 (10.6%) are currently performing above average (because our best estimate is above zero);
 - 0 (0%) are performing in line with the national average and;
 - 7 (14.9%) are performing below average (because our best estimate is below zero).
- 24 MATs (51.1%) are performing below the national average by a statistically significant amount (and the majority of the academies included being sponsored academies will be a factor in this). On average, the pupils within these MATs make less progress from the end of key stage 2 to the end of key stage 4 compared with all pupils nationally with similar prior attainment in mainstream schools.

Presented below, **Figure E1** displays the variation in the current year progress 8 measure by MAT.

Figure E1: Variation in progress 8 MAT scores:
 England, Key Stage 4, Academic Year 2015/16



Source: Underlying KS4 school performance table data, 2016

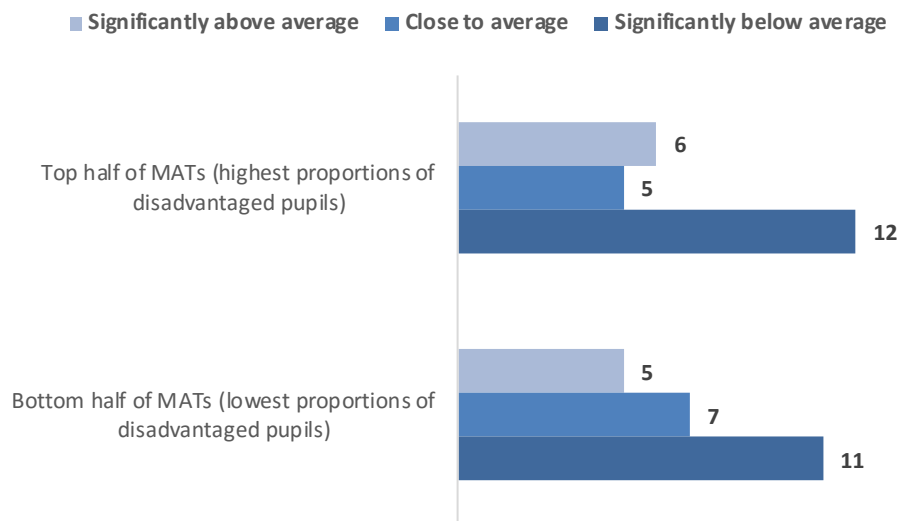
Analysis by disadvantage, SEN, English as an additional language and prior attainment

We have provided contextual information so this is also provided alongside these measures so that users can compare the performance of similar MATs. Each MAT is different and can operate under a variety of circumstances – some more challenging than others. The contextual information currently covers pupil prior attainment and indicators of disadvantage experienced by pupils, their special educational needs and the percentage of pupils with English as an additional language. For future publications we will consider including additional contextual factors, for example to provide users with information about the economic and social circumstances in which schools are operating.

Our data show that some MATs have strong educational performance even under particularly challenging circumstances, such as relatively low prior attainment, high proportions of pupils with special educational needs or high proportions of pupils with English as an additional language.

After ordering the KS4 MATs by their proportion of disadvantaged pupils, **Figure F1** groups the MATs by their statistical significance for the progress 8 measure. This shows that a relatively high proportion of MATs with higher percentages of disadvantaged pupils are performing statistically significantly below average. Nevertheless, there are still six MATs with relatively high proportions of disadvantaged pupils that are performing statistically significantly above average.

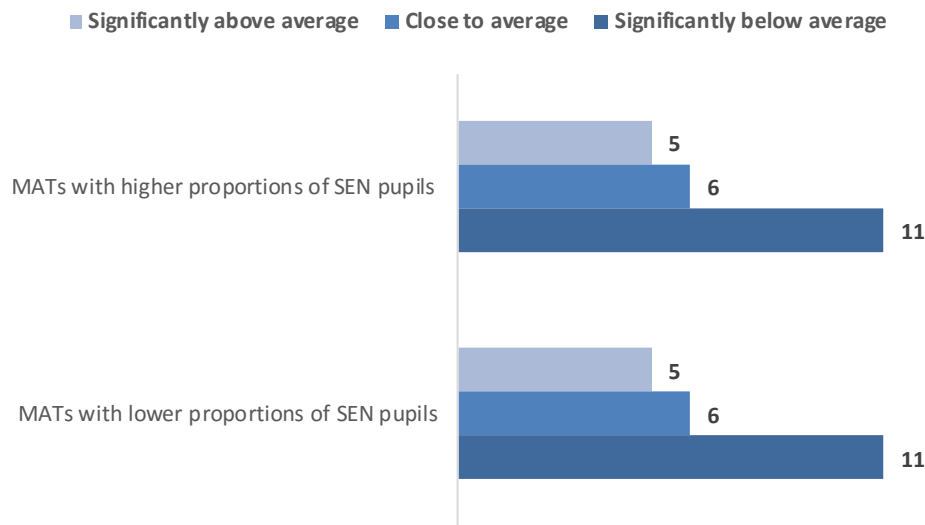
Figure F1: KS4 progress 8 measure – Number of MATs ordered by % disadvantaged pupils and grouped according to statistical significance of position in relation to the average
England, Key Stage 4, Academic Year 2015/16



Source: Underlying KS4 school performance table data, 2016, the MAT positioned 24th (the middle of the performance distribution) was significantly below average

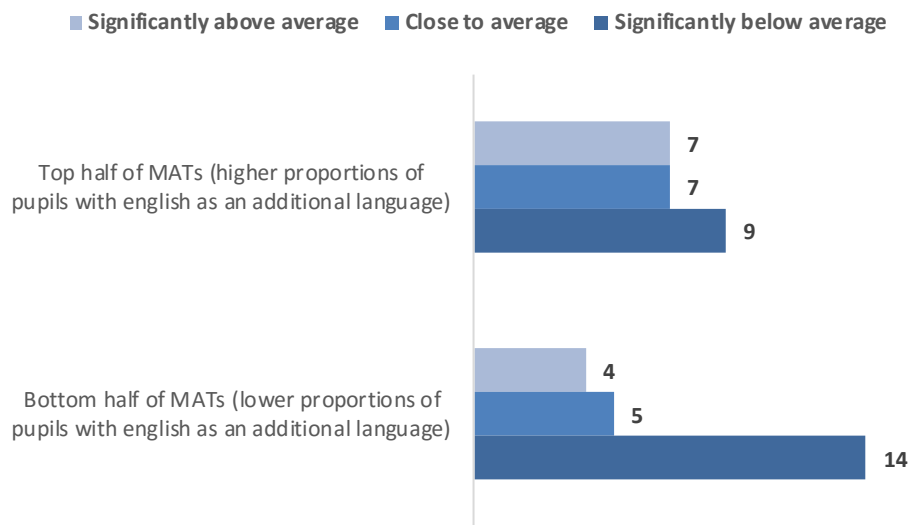
There is a similar pattern of results within the data for each of the other contextual measures as is shown in **figures F2 to F4** below. Whilst there are a number of MATs at key stage 4 that are performing statistically significantly below average, users should bear in mind that many of the underlying schools are sponsored academies which were often historically underperforming schools.

Figure F2: KS4 progress 8 measure – Number of MATs ordered by % pupils with SEN and grouped according to statistical significance of position in relation to the average
 England, Key Stage 4, Academic Year 2015/16



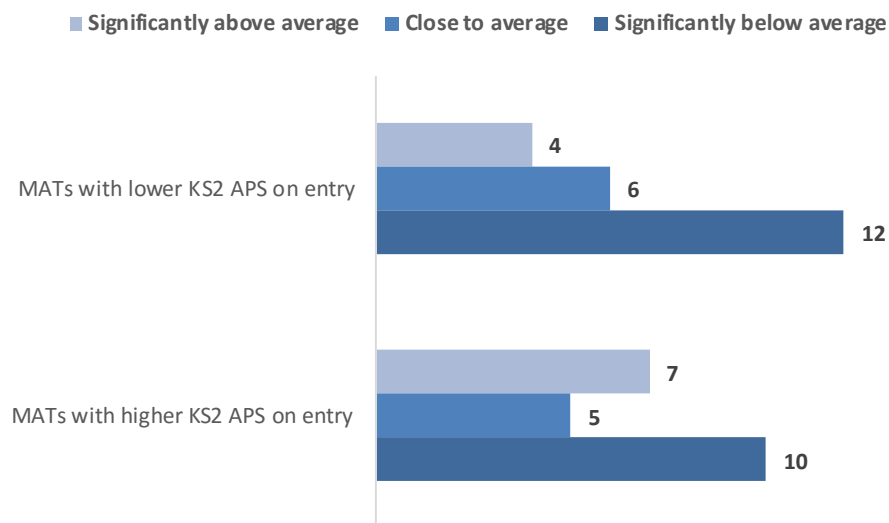
Source: Underlying KS4 school performance table data, 2016, three MATs were jointly positioned in the middle of the distribution and were performing significantly below average (x2) and significantly above average (x1)

Figure F3: KS4 progress 8 measure – Number of MATs ordered by % pupils with English as an additional language and grouped according to statistical significance of position in relation to the average
 England, Key Stage 4, Academic Year 2015/16



Source: Underlying KS4 school performance table data, 2016, the MAT positioned 24th (the middle of the performance distribution) was significantly below average

Figure F4: Key stage 4 progress 8 measure – Number of MATs ordered by average key stage 2 average point score (low to high) and grouped according to statistical significance of position in relation to the average England, key stage 4, Academic Year 2015/16

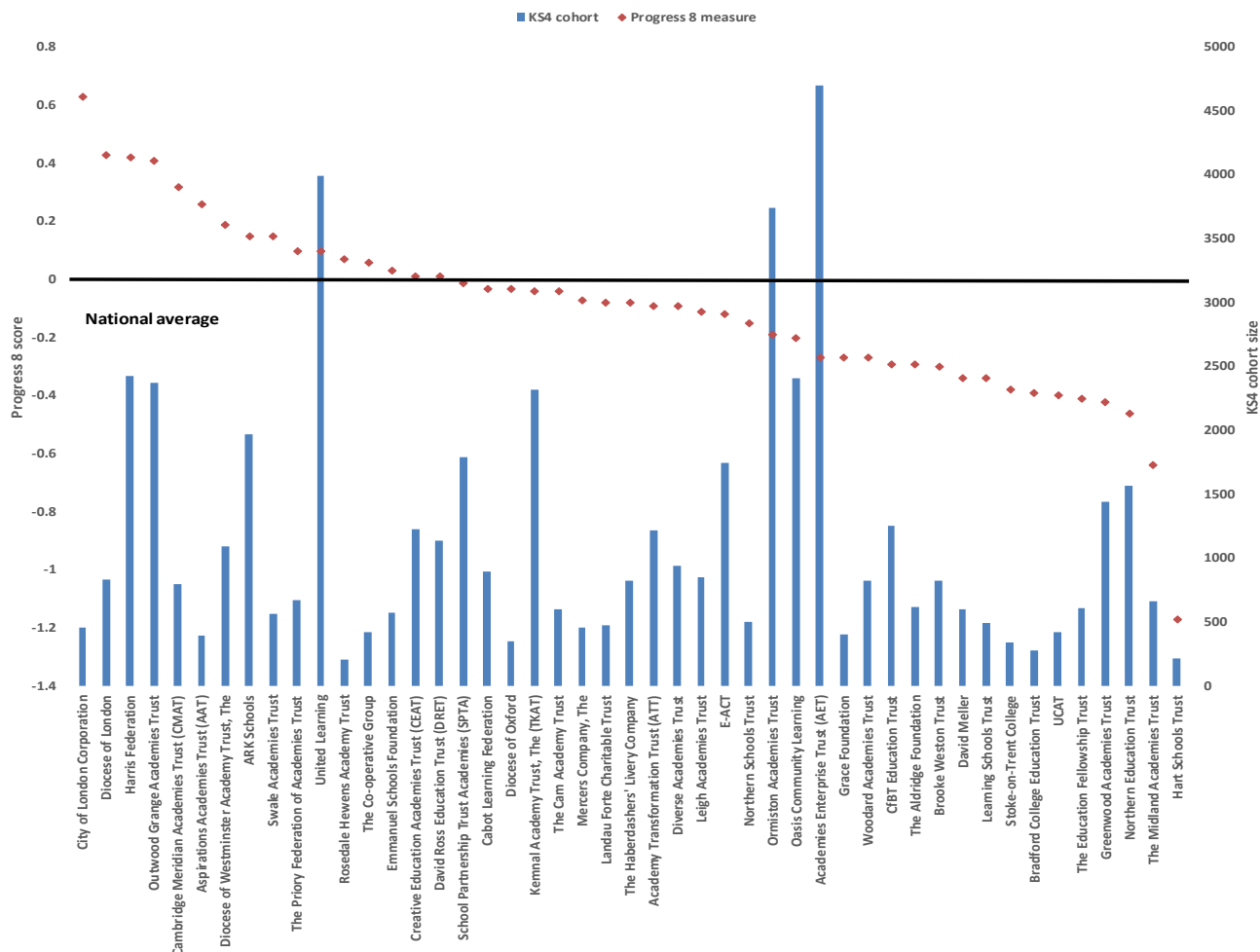


Source: Underlying KS4 school performance table data, 2016, three MATs were jointly positioned in the middle of the distribution and were performing significantly below average (x2) and close to average (x1)

Analysis by pupil numbers

The MATs represented a combined key stage 4 cohort of more than 53,000 pupils, roughly 10 per cent of the overall KS4 cohort within mainstream state-funded schools. **Figure G1** shows the larger MATs appear spread throughout the performance distribution. In addition, some small MATs (according to cohort size) score highly on the progress 8 measure. This does not mean that there is no relationship between number of pupils and performance, but at least suggests that size may not be a barrier to high performance on these measures.

Figure G1: Progress 8 MAT measure by number of pupils in KS4 cohort:
England, Key Stage 4, Academic Year 2015/16



Source: Underlying KS4 school performance table data, 2016.

Analysis by type of academy and length of time open

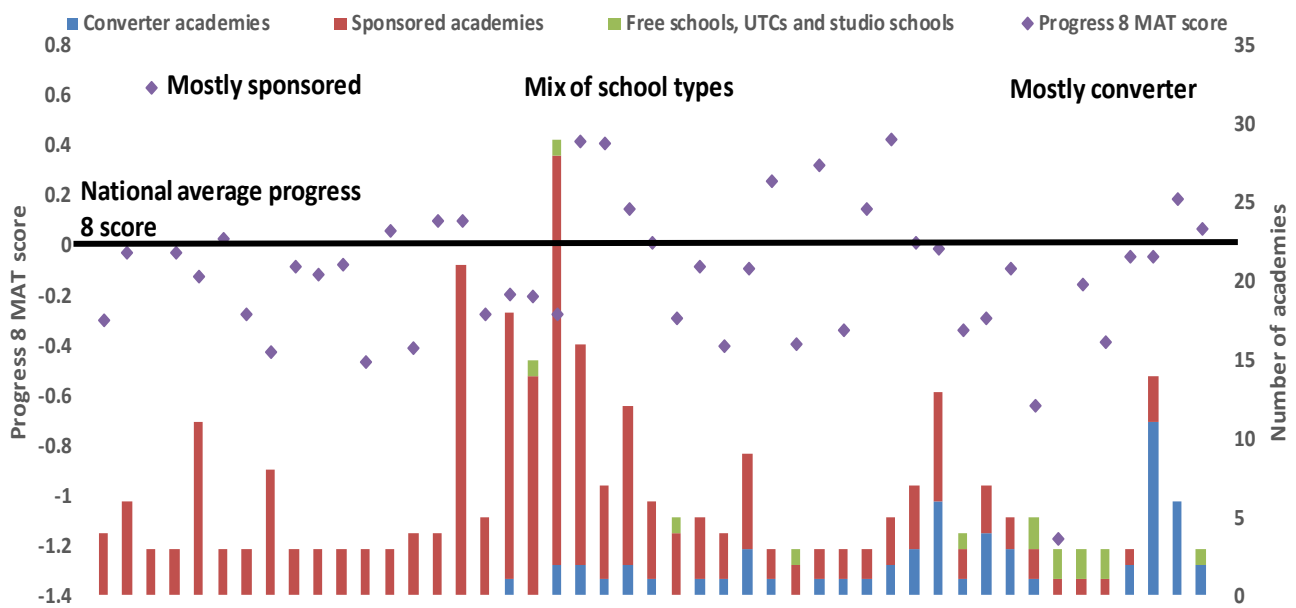
At key stage 4 most of the academies were sponsored academies (76.6%), just under one fifth were converter academies (18.9%) and a small proportion (4.5%) were free schools, UTCs or Studio Schools. The individual MATs are made up of different types of academies in varying proportions.

Length of time open is important³. This year we have only included schools from their third full academic year with the MAT to reflect that it can take time for a MAT to fully influence the outcomes of its schools.

Figure H1 illustrates this based on our progress 8 MAT measure. Over half are below average by a statistically significant amount.

³ Provisional performance data for academies by length of time open at KS4, 2016 can be found in this document. Revised KS4 data has been published alongside this release.

Figure H1: Progress 8 MAT measure, by type of academy:
 England, Key Stage 4, Academic Year 2015/16



Source: Underlying KS4 school performance table data, 2016, due to space constraints MAT names are not shown

By admissions policy

The 47 MATs represented within our Key Stage 4 progress 8 MAT measure cover 312 individual schools, of these only 2 were grammar schools so it is not possible to say draw robust conclusions about the relationship between admissions policy and MAT performance using this data.

4. Accompanying tables

The following tables are available in Excel format on the department's statistics website

<https://www.gov.uk/government/statistics?departments%5B%5D=department-for-education>

National tables

Table_1_KS2_MATs_2016	Measuring the performance of schools within multi-academy trusts at key stage 2 in 2016
Table_2_KS4_MATs_2016	Measuring the performance of schools within multi-academy trusts at key stage 4 in 2016
Improvement_measure_KS2_2015	Provides an indication of MAT improvement over time, using the key stage 2 improvement measure for 2015 that is based on the old value added methodology
Improvement_measure_KS4_2015	Provides an indication of MAT improvement over time, using the key stage 4 improvement measure for 2015 that is based on the old value added methodology

When reviewing the tables, please note that:

- **We preserve confidentiality**
The Code of Practice for Official Statistics requires we take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
- **We round and suppress numbers and percentages**
Percentages and measures are calculated on unrounded data and are rounded to the nearest percentage point. Zeros have not been suppressed. This suppression is consistent with the Departmental statistical policy which can be found at: [Departmental statistical policy](#) and we adopt symbols to help identify this within our tables as follows:

NA Not applicable
SUPP suppressed figure

5. Further information is available

- [Academies Annual Report 2014/15](#)
- We have used data from the [Schools, pupils and their characteristics Statistical Release \(SFR20/2016\)](#) from January 2016, as this is compared to performance results for the 2015/16 academic year.
- [Performance data for KS2 for 2016 \(SFR62/2016\)](#)
- [Provisional performance data for KS4 for 2016: \(SFR48/2016\)](#) revised data has been published alongside this release
- [Multi-academy trust performance measures 2014 to 2015, July 2016](#)
- [Schools in academy chains and LAs: performance measures, March 2015](#)

6. Official Statistics

The United Kingdom Statistics Authority has designated these statistics as Official Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation 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.

Once statistics have been designated as Official Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

7. Technical information

A quality and methodology information document accompanies this release. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

Data in the underlying school data file has been suppressed for schools with small number of pupils in line with the suppression used in performance tables of that year, because of the publication of sensitive pupil characteristics. The summary data uses the underlying data of MATs with at least three schools that have been with the MAT for at least three academic years.

8. Get in touch

Media enquiries

Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Tel: 020 7783 8300

Other enquiries/feedback

Adam Hatton, IFD Analysis, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Tel: 020 7340 8364 Email: Academies.DATA@education.gov.uk



Department for Education

© Crown copyright 2017

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries Adam Hatton, IFD Analysis, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

Tel: 020 7340 8364

Email: Academies.DATA@education.gov.uk

Reference: [SFR 02/2017]



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk