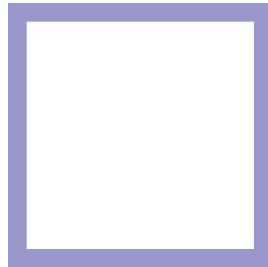
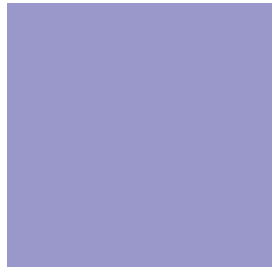
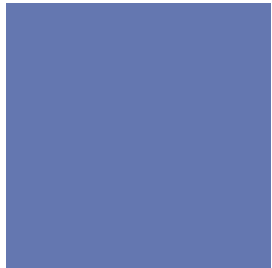


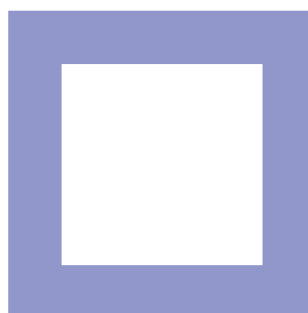
Academies Evaluation 3rd Annual Report



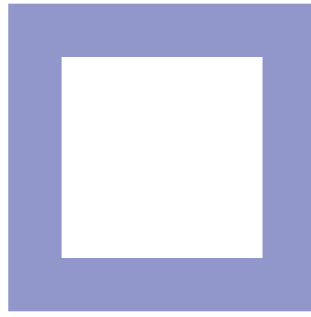
This report has been prepared by PricewaterhouseCoopers LLP for the Department for Education and Skills (DfES). This report has not been prepared with the interests of anyone other than the DfES in mind. Accordingly, PricewaterhouseCoopers LLP does not accept or assume any duty or responsibility to any other party to whom this report is shown or into whose hands it may come, save where expressly agreed in writing by PricewaterhouseCoopers LLP.

©2006 PricewaterhouseCoopers LLP. All rights reserved. 'PricewaterhouseCoopers' refers to the PricewaterhouseCoopers LLP (a limited liability partnership in the United Kingdom) or, as the context requires, other member firms of PricewaterhouseCoopers International Limited, each of which is a separate and independent legal entity.

Contents

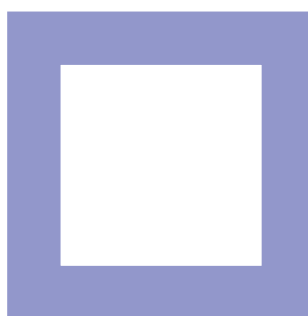


| | |
|--|----|
| Chapter 1: Introduction..... | 1 |
| Chapter 2: Methodology | 3 |
| Chapter 3: The impact of Academies on pupil performance: preliminary evidence..... | 8 |
| Chapter 4: Early indications of success factors | 21 |
| Chapter 5: The impact of Academies on other outcomes..... | 40 |
| Chapter 6: Conclusions and suggestions for the future..... | 53 |
| Appendix A: Further information on the evaluation's evidence base | 60 |
| Appendix B: Additional information on pupil performance and other pupil characteristics..... | 62 |



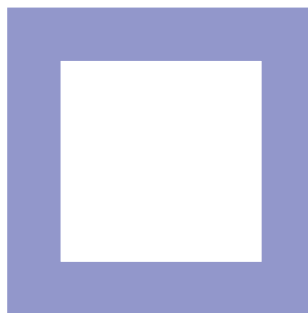
Acknowledgements

The study team are grateful to all those who have contributed to the preparation of this report. In particular, we would like to thank officials in the Department for Education and Skills who have helped guide the research and reporting process and the sponsors, principals, pupils, parents, staff and other stakeholders in Academies and other schools who participated in the fieldwork.



Glossary of terms

| | |
|--------|---|
| APS | Average Point Score |
| CG1 | Comparison Group 1 |
| CG2 | Comparison Group 2 |
| CG3 | Comparison Group 3 |
| CTC | City Technology College |
| DfES | Department for Education and Skills |
| EAL | English as an Additional Language |
| EiC | Excellence in Cities |
| FSM | Free School Meals |
| ICT | Information Communications Technology |
| INSET | In-service training |
| KS2 | Key Stage 2 |
| KS3 | Key Stage 3 |
| KS4 | Key Stage 4 |
| LEA | Local Education Authority |
| LIG | Leadership Incentive Grant |
| NCSL | National College for School Leadership |
| OfSTED | Office for Standards in Education |
| OIS | Overlapping Intake Schools (Comparison Group 3) |
| PLASC | Pupil Level Annual School Census |
| PP | Percentage Points |
| PwC | PricewaterhouseCoopers LLP |
| SSAT | Specialist Schools and Academy Trust |
| SEN | Special Educational Needs |
| TUPE | Transfer of Undertakings for Permanent Employment |



Executive summary

1. Academies were introduced by the Department for Education and Skills (DfES) in 2000 as a key element of the Government's school improvement strategy. The initiative is focused on raising standards whilst maintaining a strong commitment to social equity and equality of opportunity. It is aimed at turning round failing schools where previous interventions had not led to improvements. Sponsors contribute up to £2million to the capital costs of building a new school, or remodelling an old one. The DfES provides all other capital costs, and also provides the ongoing recurrent funding. Academies have independent status, and this is intended to facilitate flexibility and creativity in management arrangements, teaching appointments and curriculum delivery.
2. In February 2003, PricewaterhouseCoopers LLP (PwC) was commissioned by DfES to conduct an independent, five-year evaluation of the Academies initiative. The aim of the evaluation is to assess the overall effectiveness of the initiative, in terms of its contribution to educational standards, and to examine the impact of key features of the Academies programme including sponsorship, governance, leadership and building design.
3. This report provides an overview of the key findings to emerge from the evaluation to date. It is based mainly on surveys and interviews conducted in 15 Academies and nine predecessor schools during 2005, along with a detailed analysis of existing data on pupil performance and other factors between 2002 and 2005, covering all open Academies, their predecessor schools and three comparison groups. Surveys were conducted with pupils, staff and parents, and interviews were conducted with principals, sponsors and a range of other key stakeholders. It is not possible, given the extent of the evidence that has been collected and analysed to date, to provide a definitive assessment of the overall success of the initiative. However, the evaluation will come closer to this when the final report is published in 2008 (at which time four *tranches* of fieldwork will have been conducted, and five years of performance data analysed). Rather, at this stage in the evaluation process, the main focus has been on identifying the emerging trends and some of the key features of the initiative which underpin them.

4. Generally speaking, pupil performance at Key Stages 3 and 4 in Academies between 2002 and 2005 has been improving, and often at a rate that exceeds the corresponding improvements in other similar schools. On balance, the evidence over this period suggests that the improvements in pupil performance in Academies, when taken as a group, are better than in other schools with similar characteristics, although the absolute differences are generally small.
5. There is clear diversity in pupil performance both between and within Academies, and this diversity is one of the most important findings to emerge from the research to date. In some Academies, and depending on the indicator used, performance is actually deteriorating; in other Academies, performance is improving in all subject areas, and in others, performance is improving in one subject and deteriorating in another. This finding is not surprising because Academies themselves represent a diverse group of institutions; they are borne out of diverse circumstances, have different specialisms and cultures, and are led and governed in different ways, based on different models.
6. The qualitative evidence and the data from surveys with staff and pupils suggest that, where there have been improvements in the learning environment, these have been underpinned by a number of features of Academies including:
 - Clear evidence, from the surveys, interviews and case studies, of the existence of strong leadership in most Academies, focused on raising pupil aspirations. This is reflected in the pupil feedback from the surveys: for example, around three quarters of pupils thought that the principal was "really interested in the students", and a similar proportion thought that the principal was "really good";
 - There has also been generally positive feedback from principals of the support provided to them by sponsors; as well as emerging evidence in some Academies (albeit a smaller number – two out of the 15 visited in the fieldwork) that the wider governance arrangements for Academies are maturing and providing more tangible support to principals;
 - There is some qualitative evidence that a number of Academies were undertaking innovations in relation to teaching the curriculum. Some of these innovations can be linked directly or indirectly to the freedoms and flexibilities that Academies enjoy;
 - There also seemed to be a clearer focus amongst Academies during 2005 on 'getting the basics right' in relation to, for example, behaviour, discipline, homework, uniform and parental involvement;
 - Although the amount of revenue funding for Academies is the same as other schools, the overall level of resourcing in Academies, and the quality of the resources deployed, is significantly above that which staff and pupils experienced in their predecessor schools; this is particularly the case in relation to buildings,

ICT and equipment (for example, nearly nine out of 10 pupils thought that the Academy had "modern, clean buildings"). There is clear evidence from pupil and staff surveys that this injection of resources has been a major factor in promoting a more positive learning environment. For example, nearly nine out of 10 staff thought that the use of ICT in the Academy had contributed significantly to the positive experience of pupils; and

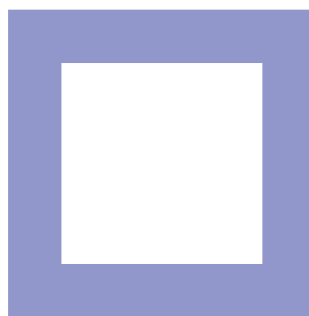
- Finally, there have been a number of aspects of the planning and induction process that have assisted Academies in the early establishment of a positive learning environment for their pupils. In particular, the process of establishing an Academy was facilitated where there was an adequate lead-in time for principals and staff, and a phased intake of pupils.

7. Although the overall trends in pupil performance in Academies are positive, it is not universally the case that improvements are being made and some Academies have been performing less well than the national average and other similar schools. This is the case in relation to four out of the 11 Academies for which detailed performance data are available for 2002-2005. The qualitative research evidence suggests that where performance in Academies has been relatively poor, this can be explained mainly in relation to a combination of specific factors. Many of these are, in a sense, the 'flip side' of the success factors outlined earlier. For example, only one of these four Academies was, at the time of the research, located in its new building; none had been able to phase its pupil intake, and in only one was the lead-in time for the principal and staff considered adequate. Finally, two of the four Academies had experienced major challenges, and significantly, within 18 months of opening there had been a change in the principal in these schools.
8. In relation to the implementation stage, the evidence suggests that the process of project managing the building of the new Academies has proved to be very challenging for the majority of Academies. Consistent with last year's research, there remain ongoing issues in relation to the extent to which the new buildings are fit-for-purpose. There is also some evidence to suggest that managing pupil behaviour remains a challenge for some Academies, although there are also clear examples of them beginning to address behaviour through programmes which link good behaviour to achievement and aspirations.
9. Finally, there is evidence to support the emergence of some broad patterns, or models, between different groups of Academies. In particular, the research has highlighted two broad types of sponsorship and governance models that are apparent amongst current open Academies: firstly, there are Academies whose sponsors are responsible for only one Academy, where governance arrangements are completely autonomous (i.e. each Academy is governed independently), and local governing bodies are responsible for strategic and operational decision-making. Secondly, there are Academies whose sponsor supports more than one

Academy, where strategic governance tends to be undertaken mainly on a collective basis (i.e. it relates to all of the Academies in the group, not just one Academy), and local governing bodies assume responsibility for day-to-day decision-making. The research suggests that Academies in each of these groups are beginning to exhibit different characteristics and approaches to learning. For example, those with multiple Academy sponsorship or governance appear to be more likely than those with single Academy sponsorship to focus on traditional models of teaching and learning, and on the basics of behaviour, discipline and uniform. There is some evidence to suggest that these Academies are also less likely to have engaged extensively with other schools in the local area.

Chapter 1:

Introduction



BACKGROUND

- 1.1 Academies were introduced by the Department for Education and Skills (DfES) in 2000 as a key element of the Government's school improvement strategy. The initiative is focused on raising standards whilst maintaining a strong commitment to social equity and equality of opportunity. It is aimed at turning round failing schools where previous interventions had not led to improvements. Sponsors contribute up to £2million to the capital costs of building a new school, or remodelling an old one. The DfES provides all other capital costs, and also provides the ongoing recurrent funding. Academies have independent status, and this is intended to facilitate flexibility and creativity in management arrangements, teaching appointments, and curriculum delivery. Sponsors come from a wide range of backgrounds including business, existing private schools and educational foundations.
- 1.2 In addition to funding, DfES provides project management support, and agrees the precise scope and design of each Academy with the sponsor. There are currently 27 Academies open. The first three opened in September 2002; nine more opened in September 2003, five in September 2004 and ten in 2005. The Government is committed to the initiative (see below), which continues to be a central element of the overall education reform agenda.

"What makes Academies different is their ethos, their sense of purpose, the strengths of their leaders, teachers and support staff, the involvement of parents and pupils. Things can be done differently in Academies if that's what it takes to get results".

Prime Minister Tony Blair, speech at City of London Academy, 12th September 2005
(www.labour.org.uk/speeches)

TERMS OF REFERENCE

- 1.3 In February 2003, PwC was commissioned by DfES to conduct an independent, five-year evaluation of the Academies initiative. The aim of the evaluation is to assess the overall effectiveness of the initiative in terms of its contribution to educational standards, and to examine the impact of key features of Academies including sponsorship, governance, leadership and building design.

SCOPE AND STRUCTURE OF REPORT

1.4 This is the third Annual Report from the evaluation. The first and second Annual Reports are available on the DfES website (www.standards.dfes.gov.uk/academies/publications). The findings presented in the current Report are based mainly on fieldwork conducted with 24 institutions, including Academies and predecessor schools. The structure of the Report is as follows:

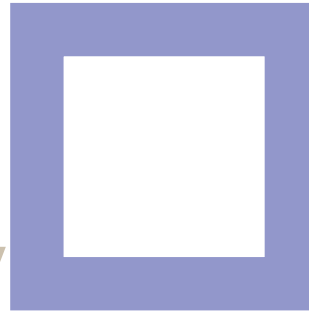
- Chapter 2: Methodology;
- Chapter 3: The impact of Academies on pupil performance: preliminary evidence;
- Chapter 4: Early indications of success factors;
- Chapter 5: The impact of Academies on other outcomes; and
- Chapter 6: Conclusions and suggestions for the future.

1.5 In addition, the Report contains the following Appendices:

- Appendix A: Further information and the evaluation's evidence base; and
- Appendix B: Additional information on pupil performance and other pupil characteristics.

Chapter 2:

Methodology



OVERVIEW

- 2.1 In its first year (2003), PwC's evaluation of the Academies initiative was focused on research design and baselining, e.g. designing questionnaires and topic lists, and assessing the baseline performance of Academy predecessor schools. Since then, the methodology for the evaluation has consisted of an annual cycle containing three main elements:
- Surveys with pupils, parents and Academy staff;
 - Interviews with stakeholders, including sponsors, principals, governors, architects and officials from Local Education Authorities (LEAs); and
 - Analysis of existing data on pupil performance and other factors provided to the study team by the DfES.
- 2.2 Each of these three elements has been undertaken in research conducted in 2004 and 2005. The focus of the current report is on the results of the fieldwork undertaken in 2005 although, where appropriate, some earlier data are also provided. The table overleaf presents an overview of the scope of the research exercise, by showing the number of institutions and stakeholders covered in each of the three strands of the methodology.¹

¹ In order to supplement the information presented in the chapter, detailed information on the evaluation's evidence base is provided in Appendix A.

Overview of existing evidence base

| | Surveys | Stakeholder interviews | Analysis of existing data |
|--------------|--|--|---|
| Institutions | <ul style="list-style-type: none"> • 14 Academies • 9 predecessors | <ul style="list-style-type: none"> • 15 Academies • 9 predecessors | <ul style="list-style-type: none"> • 11 Academies • 4 predecessors • 745 comparison schools • 3,435 other schools |
| Stakeholders | <ul style="list-style-type: none"> • Pupils – 2,378 (77%) • Staff – 1,617 (24%) • Parents – 2,174 (26%) | <ul style="list-style-type: none"> • 105 interviews | <ul style="list-style-type: none"> • 10,047 pupils in Academies • 622,634 pupils in comparison schools • 3,351,261 pupils in other schools |

Note:

(i) In relation to stakeholder surveys, the first figure relates to the size of the sample surveyed, while figures in parentheses show response rates to those surveys.

(ii) Comparison schools are those with similar characteristics to Academies, in terms of either pupil performance, or the profile of their intake from primary schools – the specification and selection of comparison schools is discussed in more detail later in the chapter.

(iii) More detailed statistical information relating to response rates is presented in Appendix A.

SURVEYS

- 2.3 The surveys and stakeholder interviews were undertaken as part of a series of site visits to Academies and predecessor schools. Twenty four site visits were conducted during 2005: nine to predecessor schools, five to Academies in their first year, eight to Academies in their second year of operation and two to Academies in their third year of operation. Data were collected using the research instruments (questionnaires and interview topic lists) developed in the first year of the evaluation. Site visits were generally conducted by two education consultants/researchers and lasted two days on average.
- 2.4 Further information on the approach adopted in the surveys is provided in the table overleaf. The high response rates to the pupil questionnaire reflect the appropriateness of the classroom-based administration method adopted by the evaluation team. In terms of robustness and representativeness, the pupil survey is generally more reliable than the staff and parent surveys, where the response rates, although in line with those achieved in similar research, were nonetheless lower.

Overview of survey element of fieldwork

| Survey | Description |
|---------------|---|
| Pupils | Participating schools were asked to identify a random sample of 100 Year 8 pupils, 50 Year 9 pupils and 50 Year 11 pupils. Year 7 pupils who were identified last year were tracked, together with their parents, and this process will continue during the course of the evaluation. The parents/carers of the pupils had, in advance of the fieldwork visit, received a letter offering them the opportunity to opt their children out of the research. Of the 2,378 letters sent home to identified pupils, a total of 1,832 surveys were completed in school by students during the fieldwork visits. The fieldworkers read each of the questions aloud to the Year 8 groups: the other year groups were able to complete the survey independently. Additional help was provided by either the researchers or the school staff present to any pupils requesting assistance. |
| Staff | In total, 1,617 staff questionnaires were distributed across 13 institutions. A total of 394 completed questionnaires were returned. The survey covered both teaching and non-teaching staff. |
| Parents | Surveys were posted to 2,174 parents who had previously agreed to participate and a total of 571 were returned directly to PwC in a pre-paid, self-addressed envelope. |

2.5 The table below sets out the extent to which the responses to the parent and pupil questionnaires were representative in terms of ethnicity and socio-economic background. Parents were asked to indicate in the questionnaire whether or not their children were eligible for Free School Meals (FSM); this is typically used by researchers as a proxy measure for socio-economic deprivation.

Survey responses compared to profile of pupils in Academies

| | Population % of pupils | Survey % of pupils | Survey % of parents |
|---------------------------|-----------------------------------|-------------------------------|--------------------------------|
| Ethnicity | | | |
| White | 54% | 56% | 74% |
| Mixed | 6% | 11% | 3% |
| Indian | 3% | 3% | 2% |
| Pakistani and Bangladeshi | 7% | 6% | 4% |
| Black or Black British | 25% | 20% | 13% |
| Other ethnic groups | 6% | 6% | 4% |
| FSM | 40% | - | 25% |

Note: Figures do not add to exactly 100% because of rounding.

2.6 As the table indicates, on average the pupil survey response rates are generally representative of the pupil profile in Academies, whilst, on average, a relatively high proportion of white parents responded to the survey compared to their counterparts from ethnic minority backgrounds. The figures also show, as would be expected in a postal survey, that parents from relatively more deprived backgrounds (as indicated by eligibility for

FSM) were less likely to respond to the survey.²

INTERVIEWS WITH STAKEHOLDERS

2.7 In total, 105 interviews were undertaken across 24 institutions during this *tranche* of fieldwork. A breakdown of these is shown in the table below.

Stakeholder interviews conducted in 2005 fieldwork

| Interviewee | Number of interviews conducted |
|----------------------------|--------------------------------|
| Principal | 25 |
| Bursar/Financial Director | 16 |
| Sponsor/sponsor's delegate | 17 |
| LEA link person | 5 |
| Governor | 10 |
| Architect | 6 |
| Project Manager | 7 |
| Community representative | 10 |
| Other local headteacher | 9 |
| Total | 105 |

ANALYSIS OF EXISTING DATA

2.8 The analysis of existing data focuses on the progress made by Academies that took Key Stage 4 (KS4) and Key Stage 3 (KS3) examinations in 2004, and for which final data are available. A high-level assessment was also undertaken of the most recent performance data for the summer of 2005.³ In addition, value-added measures, as provided by the DfES, are analysed. Value-added measures are intended to allow comparison between schools with different student intakes. School Performance Tables since 2002 have included a value-added score which is designed to measure the progress students have made from one stage of their education to another.

2.9 The performance of Academies has been compared to the national average (i.e. performance of all maintained schools in England) and three key comparison groups:

- Comparison Group 1 - lowest 10% of national performance distribution at Key Stage 2;

²The study team have weighted the results of the parent surveys to reflect these differences between the survey responses and the population.

³There were 11 open Academies that took Key Stage 4 (KS4) and Key Stage 3 (KS3) examinations in 2004. Three of these opened in September 2002 and eight opened in September 2003. A twelfth Academy also opened in September 2003 as a new school without any predecessor schools. The Annual School Census taken in January 2004 reveals that at that time this school had a total of 177 pupils, 63 of whom were girls aged 11 and 114 of whom were boys aged 11, and who therefore were not yet at the stage of being entered for Key Stage 3 or Key Stage 4 examinations in 2004.

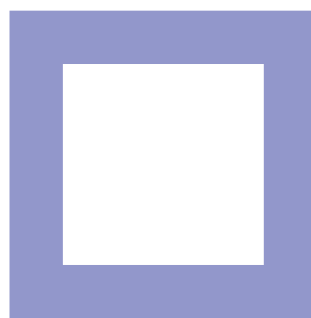
- Comparison Group 2 - lowest 15% of national performance distribution at Key Stage 2; and
- Comparison Group 3 - Overlapping Intake Schools (OIS) i.e. secondary schools whose feeder primary schools overlap significantly with those of an open Academy.

2.10 In previous reports, we have assessed the average level of prior attainment in Academies and highlighted the fact that the prior attainment of pupils entering Academies is amongst the weakest nationally. Given that there may be systematic differences in pupil progress specifically as a result of factors such as socio-economic deprivation and reflected in prior attainment, we have compared the outcomes achieved by pupils in Academies with those pupils attending schools with the lowest levels of prior attainment. Essentially, in generating Comparison Groups 1 and 2 (the 10% and 15% of schools with the lowest levels of prior attainment at Key Stage 2), we have adopted the mainstream methodological approach undertaken in other evaluations (such as the evaluation of Excellence in Cities), and compared like-with-like in terms of pupil input. In addition to this, we have generated Comparison Group 3 which includes those non-Academies that have at least 10 pupils coming from the same primary feeder schools as Academies. This is a quasi-geographic comparison group, as it is likely that many of the schools in this comparison group will be relatively close to Academies in geographic terms (though it allows also for more complex geographical patterns of recruitment). Importantly, the comparison is again between schools with 'similar' pupil intakes rather than simple geographical proximity⁴.

⁴Note that an important question that has not yet been addressed in the research, but will be addressed in subsequent evaluation reports, relates to the cost-effectiveness of the Academies initiative. This will involve, *inter alia*, trying to assess the total economic cost of the initiative, which includes both the direct costs associated with the initiative as well as the opportunity costs. The direct costs will include capital expenditure such as the financial costs associated with the rebuilding or refurbishment of the new Academies buildings, and other current costs which would not have been incurred in the absence of the Academies initiative (such as new training specifically associated with Academy sponsorship/management). In terms of opportunity costs, it is clear, for instance, that central government departments have expended considerable time and effort in policy development, and implementing and managing the initiative. In the absence of Academies, it is likely that these resources would have been deployed in other activities. As such the opportunity costs associated with these activities need to be incorporated into the analysis, to the extent that it is possible to do so using existing data. In terms of assessing the net cost of the initiative, it will be important to ensure that these economic costs only include costs that would not otherwise have been incurred. For instance, it is likely that much of the salary costs associated with teachers employed in an Academy would have been incurred in predecessor schools that would have remained open in the absence of Academies. Therefore in assessing the net cost effectiveness of Academies, these costs will be excluded from the analysis.

Chapter 3:

The impact of Academies on pupil performance: preliminary evidence



INTRODUCTION

3.1 This chapter explores the impact of Academies on a variety of indicators of pupil performance and a number of other outcomes, using statistical data provided by the DfES. The structure of the chapter is as follows:

- **Profile of pupils in Academies;** this section sets out some baseline information on the educational and socio-economic profile of pupils (e.g. FSM) in Academies and examines how this has changed in recent years;
- **Pupils' educational performance 2002-2005;** this section examines the performance of pupils in Academies between 2002 and the summer of 2005 (for which the most recent data are available); and
- **Summary of findings;** this section summarises the key findings presented in the chapter.⁵

PROFILE OF PUPILS IN ACADEMIES

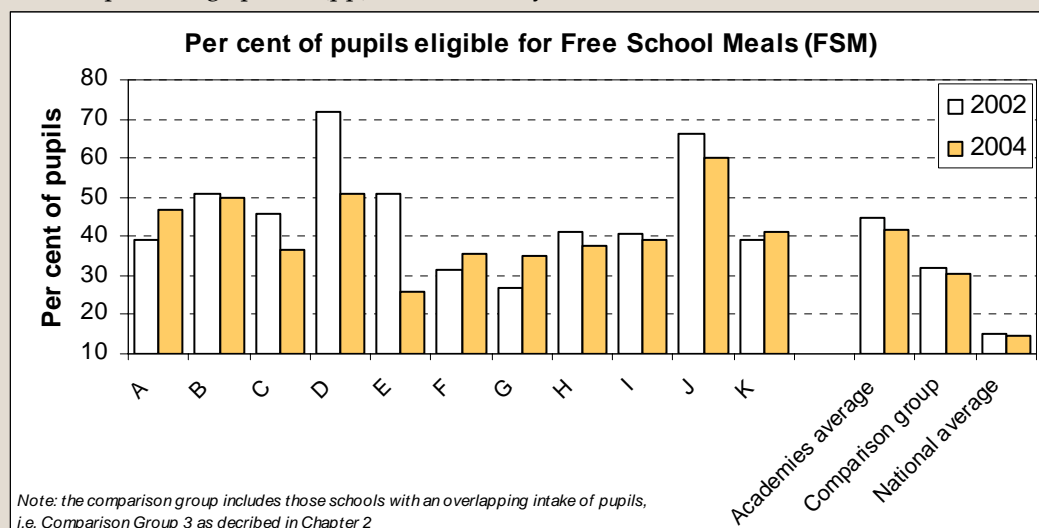
3.2 All except one of the Academy predecessor schools fell within the lowest decile (i.e. ten per cent) of the national distribution of Average Point Scores (APS) at Key Stage 2 for their pupil intake. Indeed, two of the Academy predecessors fell within the lowest percentile (i.e. one per cent) of schools. This provides an indication of the challenging starting point for Academies, i.e. that the average prior attainment of their pupil intake at Key Stage 2 is generally amongst the lowest in England.

⁵Note that more detailed statistical information relating to this chapter is presented in Appendix B.

3.3 There was an increase in the absolute numbers of pupils eligible for FSM in Academies between 2002 and 2004 from 4,052 to 4,251, and this is in line with an overall increase in pupil numbers in Academies from 9,099 to 10,224. However, there has been a decline in the corresponding proportion of pupils eligible for FSM from 44.5% to 41.6%. This decline has on average exceeded the corresponding declines amongst comparison schools (32.1% to 30.2%), and amongst English schools as a whole (14.9% to 14.4%, see figure below). However, there are some significant variations between individual Academies in the proportions of pupils eligible for FSM, e.g. in one Academy 60% of pupils were eligible, whereas in another less than 30% were eligible. The key point is that for the most part, Academies have a pupil population that is significantly less well off economically than the pupil populations in schools nationally or in those schools in the various comparison groups.

Entitlement to Free School Meals 2002-2004

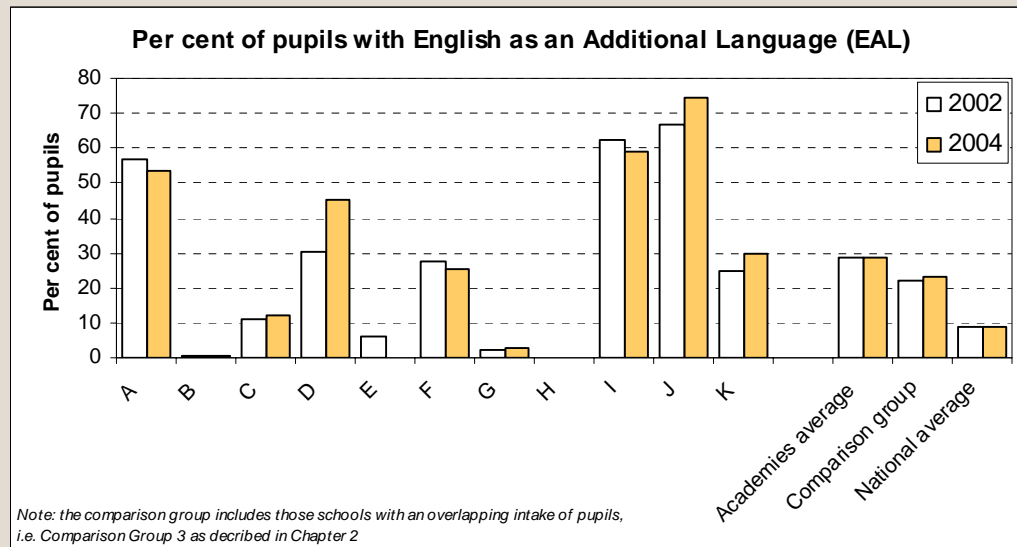
- The *number* of pupils eligible for FSM in Academies increased between 2002 and 2004 from 4,052 to 4,251;
- On average, there has been a decline in the *proportion* of pupils eligible for FSM in Academies between 2002 and 2004;
- There is notable variation between Academies in the proportion of pupils eligible for FSM;
- Academies A, F, G and K have a greater proportion of pupils eligible for FSM compared to their predecessor schools; and
- The proportions of FSM eligible pupils in Academies D and E have fallen by between 20 and 25 percentage points (pp) over the two years.



3.4 There is also significant diversity between Academies in terms of the percentage of pupils with English as an Additional Language (EAL). Two Academies have no or very few pupils in this category, and three other Academies have 50% or more. On average, and in line with the national average, the proportion of pupils with EAL did not change significantly in Academies between 2002 and 2004 (see figure overleaf).

Proportion of pupils with English as an Additional Language 2002-2004

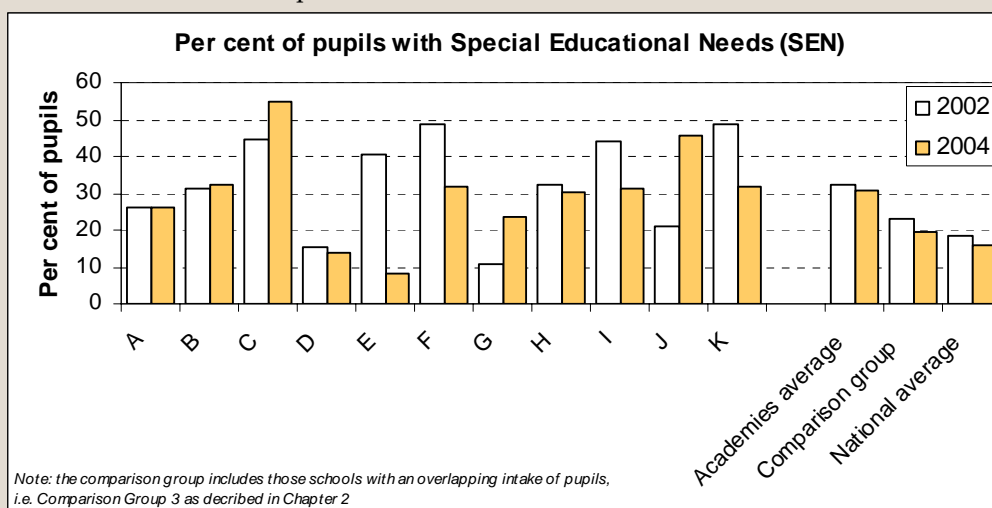
- On average, the proportion of EAL pupils in Academies has essentially remained the same between 2002 and 2004;
- There are some Academies with between 50% and 75% of their pupils who do not have English as their first language with other Academies having negligible numbers; and
- Academies D and J have notably increased the number of EAL pupils between 2002 and 2004.



- 3.5 Generally, the proportion of pupils with Special Educational Needs (SEN) was significantly higher than in other maintained schools, with 3.2% of SEN pupils with statements compared to 2.3% in English secondary schools as a whole. There was a marginal fall in the proportion of statemented pupils in Academies between 2002 and 2004 (from 3.3% to 3.2% compared to a fall from 2.4% to 2.3% in England as a whole). The following figure shows the position for pupils with Special Educational Need (SEN) for statemented and non-statemented combined.

Proportion of pupils with Special Educational Needs 2002-2004

- With a small number of exceptions, the overall percentages of pupils with SEN for open Academies in 2004 significantly exceed those for all mainstream maintained secondary schools in England and for other comparator schools; and
- Between 2002 and 2004 there was a small fall in the overall percentage of pupils in the open Academies with SEN status; the fall was smaller than the corresponding falls at national level and in comparator schools.



3.6 Generally, therefore, the pupil profile to emerge from this analysis demonstrates the challenging educational, economic and social circumstances facing Academies, with a slightly changing overall picture in terms of the number of pupils with SEN, those entitled to FSM and those with EAL between 2002 and 2004.

PUPILS' EDUCATIONAL PERFORMANCE 2002-2005

3.7 The most recent statistics in relation to educational performance available to the study team at the time of writing this report were publicly available data in relation to the performance of Academies in the summer of 2005. The performance of pupils in these Academies in terms of the proportion achieving five or more A*- Cs at GCSE level is shown in the figure overleaf. Amongst the key findings emerging from these data are the following:

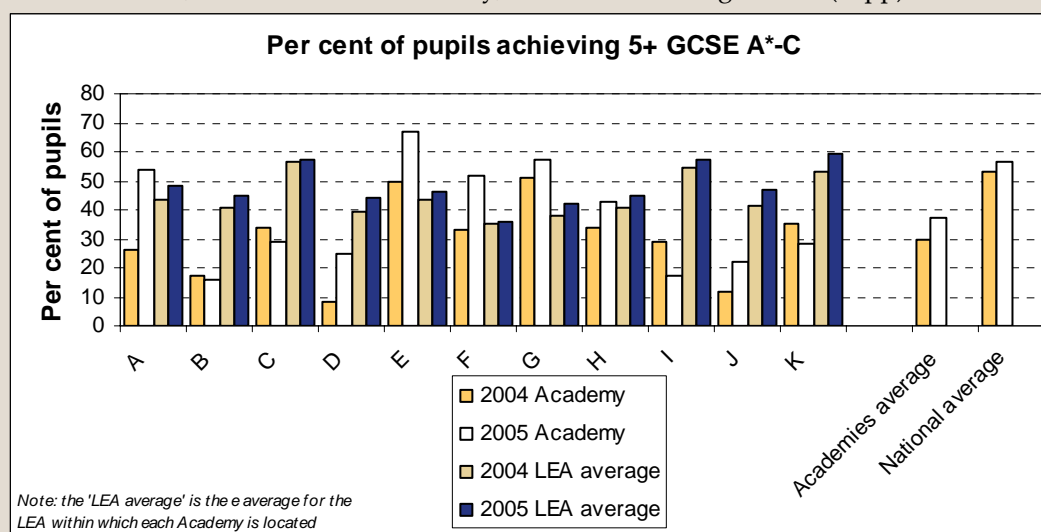
- Academies, when taken as a whole, showed an improvement in performance in 2005 compared to 2004; the improvements, on average, were generally greater than the corresponding improvements at national level; and
- There is considerable diversity in the performance of individual Academies; although the average trend between 2004 and 2005 is one of improvement, performance actually deteriorated in some Academies, and for one Academy, this decline was very significant.

3.8 Note that the figure presents data for 11 Academies, whereas in the summer

of 2005 there were 17 Academies open. Of these 17, three Academies were opened as completely new schools (one in 2003 and two in 2004); they all started with one year group (Year 7) and so there are no Key Stage 3 or 4 data available for these Academies. We have presented data for 11 of the remaining 14 Academies in the figure overleaf for 2004-05 in order to maintain consistency with the subsequent figures in the chapter, which are all based on the 11 Academies for which we have detailed 2002-2004 data. It is worth noting that if the additional three Academies are included, the overall picture in relation to GCSE performance 2004-05 is rather more positive; for example, the overall improvement across the 14 Academies is 8pp, compared to 5pp for the 11 Academies.

Pupil performance in Academies – Key Stage 4, 2004-2005

- Across all Academies, the average improvement in performance was 5 percentage points (pp), compared to a national average of 3pp and an average for the LEAs in which the Academies are located of 2pp;
- In seven out of 11 Academies, pupil performance had improved between 2004 and 2005, whereas in the remainder (four Academies), performance declined;
- Of the seven Academies in which performance had improved, the average improvement was 15pp, compared to the national average of 3pp; and
- Of the four Academies in which performance had declined, three had shown relatively small declines, whereas in one Academy, the decline was significant (14pp).



- 3.9 The figures presented above are average, institutional-level, figures and for a variety of reasons should not be relied on solely to provide an overall assessment of the impact of the initiative on pupil performance. In particular, as we have seen earlier in this chapter, Academies are borne out of a particular set of challenging social and educational circumstances. Therefore, in order to provide a more complete assessment of the impact of the initiative, the performance of Academies needs to be compared to the performance of schools facing similar circumstances (i.e. the 'comparison

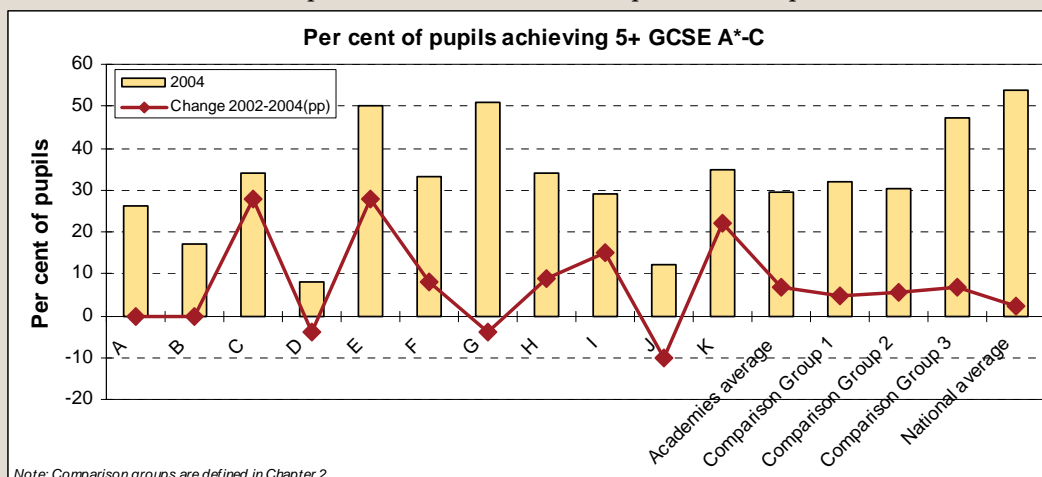
group' schools). The most recent available data are for changes in performance between 2002 and 2004⁶ and, hence, for a smaller number of Academies (11 in total, of which three opened in 2002, and eight in 2003). It should be noted that when examining performance changes between 2002 and 2004, we are effectively comparing the performance of the 11 Academy predecessor schools in 2002, with the subsequent performance of Academies in 2004. As such, this part of our analysis gets close to the key evaluation questions around the additionality of the initiative (i.e. how Academies have performed compared to their predecessor schools).

- 3.10 In terms of Key Stage 4 (GCSE), the improvement in performance across all Academies was marginally better than the corresponding improvements at national level or in similar (comparison group) schools. For example, the average 2002-2004 increase between predecessors and Academies in terms of the per cent of pupils with five or more GCSEs at A*-C and A*-G, was 6.6 and 1.5 percentage points (pp) respectively. This compares to the national average of 2.1pp and -0.1pp. The average Academy improvements for A*-G are greater than all three comparison groups (1.5pp compared to 0.4pp, 0.3pp and -0.5pp); and in relation to A*-C they are greater than two of the three comparison groups (6.6pp compared to 4.9pp, 5.5pp and 6.8pp). The figures for A*-C are illustrated in the figure below, and more detailed data are provided in Appendix B.
- 3.11 However, there was considerable diversity in the level of performance at Key Stage 4 in 2004, and the extent of individual improvement in performance between 2002 and 2004 across the open Academies.

⁶These are the most recent data because the comparison groups are established by examining pupil-level data. At the time of writing this Report, although the institution-level data were available for 2005, the earliest available pupil-level data that could be provided to the study team were for 2004.

Pupil performance in Academies – Key Stage 4, 2002-2004 (5+ GCSEs A*-C)

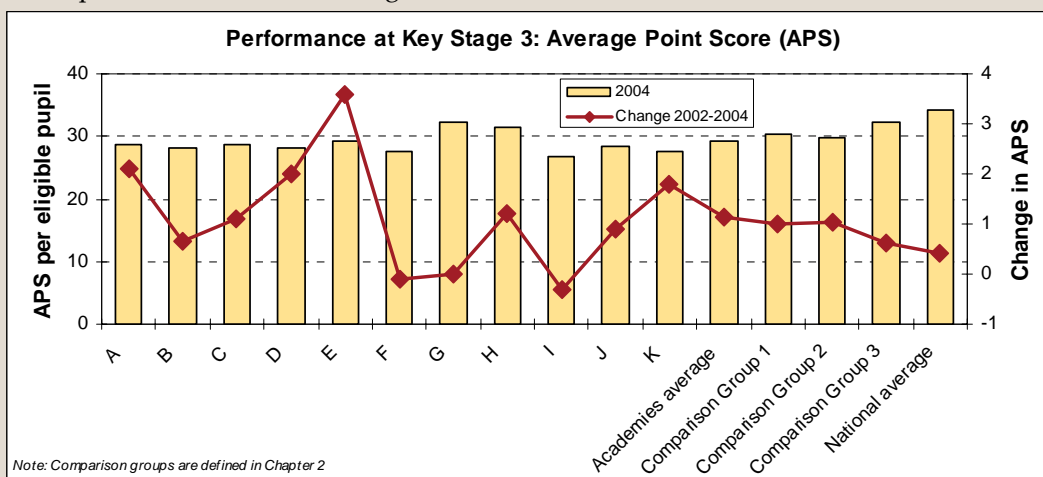
- The average improvement in performance amongst Academies relative to the predecessor school exceeded the corresponding improvements at national level by more than 4pp (6.6pp compared to 2.1pp).
- The performance improvement amongst Academies outstripped performance in two of the three comparison groups of schools.
- Six out of 11 Academies performed better than Comparison Groups 1 and 2.



3.12 The analysis undertaken also attempted to assess whether there was any significant change in the performance of Academies (relative to their predecessor schools) compared to the national average and the various comparison groups at Key Stage 3. This component of the analysis has focused on measures of the Average Point Score (APS) at Key Stage 3, as well as the proportion of children attaining Level 5 (or better) in English, Mathematics and Science (see figure below and Appendix B for further information). In terms of APS, the open Academies achieved improvements that were generally above those of the comparison groups, and for schools in England as a whole. For example, the average improvement in APS was 1.13 points for Academies, compared to improvements in the national average of 0.40 points, and in the averages for the three comparison groups of 1.00 points, 1.05 points and 0.61 points. However, it is important to note that, while the improvements have been slightly greater, the absolute level of the performance of the open Academies remained on average below those of the three comparison groups, as well as below that of England as a whole.

Pupil performance in Academies – Key Stage 3, 2002-2004 (APS)

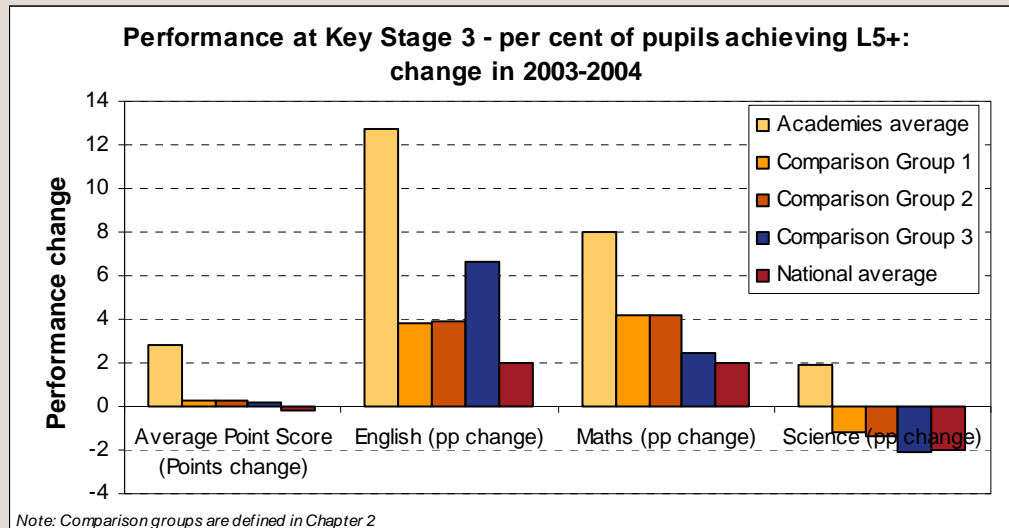
- Between 2002-2004 performance in eight out of 11 Academies increased by more than the corresponding increase in performance at a national level; and
- The average improvement in Academies was broadly in line with the corresponding improvements in Comparison Groups 1 and 2, and significantly better than Comparison Group 3 and the national average.



- 3.13 However, when Key Stage 3 figures for 2002-2004 are examined separately for English, Maths and Science, a rather more mixed picture emerges. For example, in relation to Level 5 or above in Maths, the average improvement across all Academies is 8.1pp; this is better than the national average improvement of 6pp and the improvement in Comparison Group 3 of 7.7pp. It is not as great as the corresponding improvements in Comparison Groups 1 and 2 of 10pp and 10.5pp respectively (see Appendix B for further information).
- 3.14 When we compare the Key Stage 3 performance change in Academies in the period 2003-2004 (as opposed to 2002-2004) to the comparison groups, all four Key Stage 3 performance measures for open Academies exceed those of the comparison groups and the national average (see figure below). Note that recently published figures on Key Stage 3 performance in 2005 are consistent with these broadly positive trends. For example, the increase in APS between 2004 and 2005 was 1.1 points across all Academies, which is nearly three times the national average rate of improvement

Pupil performance in Academies – Key Stage 3, 2003-2004

- The average improvements for all Key Stage 3 performance measures for Academies significantly exceed those for Comparison Groups 1, 2 and 3 and the national average; and
- For Science, Academies achieved positive improvements despite the negative changes that were achieved nationally.



- 3.15 The quantitative analysis undertaken also assessed measures of value added. These measures provide an indication of the progress made by pupils between Key Stages. In the long term they will therefore provide an important insight into the Academies initiative. However, at this stage in the programme when Academies have been open for relatively short periods, value added measures will include the performance of the predecessor school and hence do not yet provide a complete indication of the progress being made in Academies.
- 3.16 Despite these limitations we have included some preliminary analysis of Key Stage 3 - Key Stage 4 value added measures, which given the timescales, are at this stage more relevant than Key Stage 2 - Key Stage 4 value added measures as they only cover two years as opposed to five.⁷ However it must be remembered that only 3 Academies were open in 2002 and hence only these are recording value-added just in Academies.

⁷ Pupils who sat KS4 exams in Academies in 2004 will have sat their KS3 tests in 2002 and their KS2 tests in 1999. Of the 11 Academies that were open in 2004, for which we have performance data, eight opened in 2003 and three in 2002. This means that, of the five year period between Key Stage 2 and Key Stage 4, the Academies initiative covers only the last year (eight Academies) or else the last two years (three Academies). More time is required, therefore before these value-added measures can be used to provide a complete picture of the impact of the initiative on pupil performance.

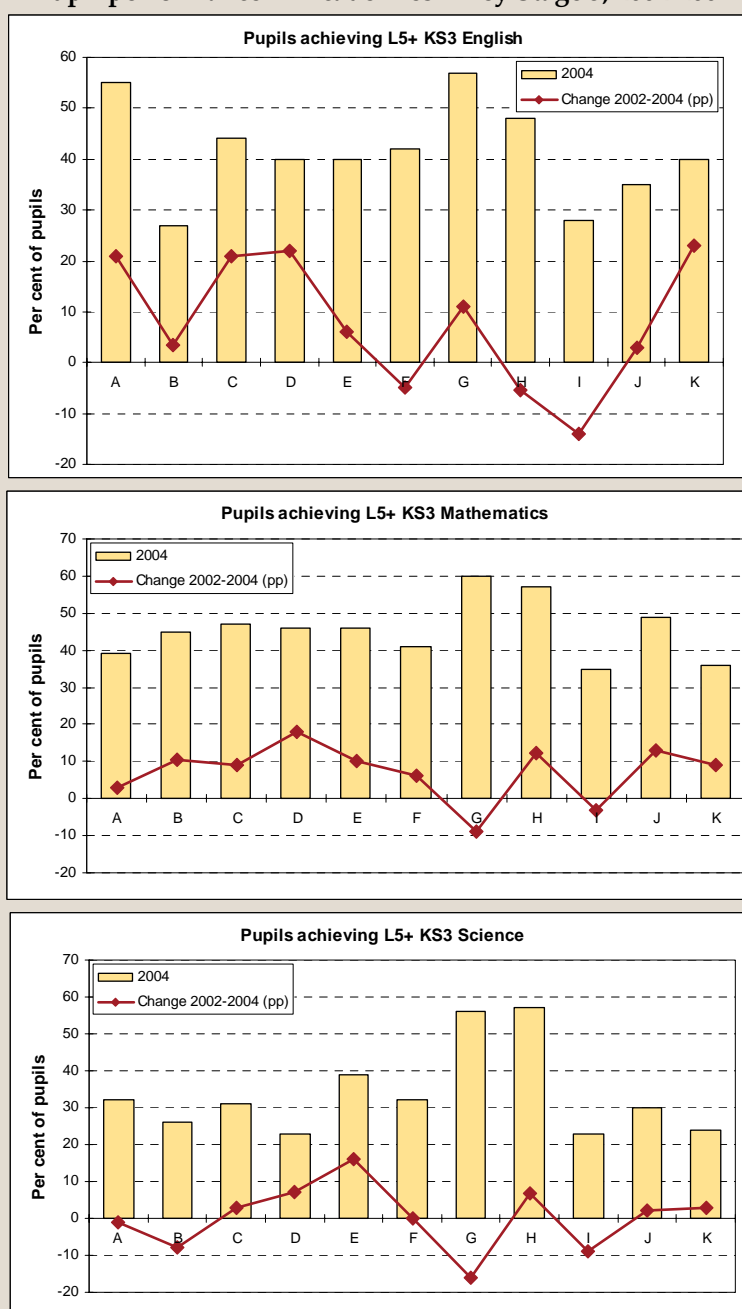
Value-added in Academies: Key Stage 3-4

| Academy | KS3-KS4 |
|---------------------------|---------|
| A | 1027.7 |
| B | 961.8 |
| C | 1010.3 |
| D | 945.4 |
| E | 1044.7 |
| F | 998.3 |
| G | 982.3 |
| H | 974.5 |
| I | 1023.3 |
| J | 997.1 |
| K | 1039.1 |
| <i>Academies average</i> | 995.0 |
| <i>Comparison Group 1</i> | 990.0 |
| <i>Comparison Group 2</i> | 990.6 |
| <i>Comparison Group 3</i> | 994.5 |
| <i>National average</i> | 1000.0 |

Note: Comparison groups are defined in Chapter 2.

- 3.17 The average for the Academies for the Key Stage 3 - 4 value-added measure is above those of Comparison Groups 1 and 2, and almost equal to the average for Comparison Group 3. There are four Academies that have Key Stage 3 - Key Stage 4 value-added measures in the top 5% of the national distribution of value-added scores (Academies A, E, I and K). Illustrating the diversity of the results, Academy D has a value-added measure in the bottom 5% of value added scores nationally.
- 3.18 Academies have been opened in a wide variety of contexts: for example, a single year intake with fully completed buildings on a new build site, with no predecessor school, is operating in a significantly different set of circumstances to a predecessor school which is becoming an Academy with 1,000 pupils, incomplete buildings, large numbers of staff transferred from the predecessor school and significant numbers of new staff. Given this diversity, it is, perhaps, not surprising that there are such clear differences between Academies in the quantitative figures presented above. In order to illustrate this point further, we present figures on Key Stage 3 performance overleaf. This demonstrates that, for some Academies, pupil attainment improves between 2002 and 2004, and for others it deteriorates; some Academies improve in some subjects but not in others.

Pupil performance in Academies – Key Stage 3, 2002-2004



3.19 In order to explore this point further, in the table below we have presented the results of each Academy at Key Stage 3 and 4 relative to the national average to explore whether the gains made by individual Academies (where they exist) appear to be universal or focused at a particular level of attainment or in a particular subject. The variation between Academies is clear. By way of example, Academy A outperforms the national average improvement in the proportions achieving Level 5 or above in English but underperforms in Mathematics and Science at Key Stage 3 as well as according to a variety of attainment metrics at Key Stage 4. At the other end

of the attainment spectrum, Academy C outperforms the national average at both Key Stage 3 and 4 irrespective of the measure.

Relative attainment between Academies and national average

| | %L5+ KS3 English | %L5+ KS3 Maths | %L5+ KS3 Science | %5+ A*-C GCSE | %5+ A*-G GCSE | %1+ A*-G GCSE |
|---|---------------------|-------------------|---------------------|------------------|------------------|------------------|
| Academy | | | | | | |
| A | ✓ | • | • | • | • | • |
| B | • | ✓ | • | • | • | • |
| C | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| D | ✓ | ✓ | ✓ | • | • | ✓ |
| E | ✓ | ✓ | ✓ | ✓ | • | • |
| F | • | • | ✓ | ✓ | ✓ | ✓ |
| G | ✓ | • | • | • | • | • |
| H | • | ✓ | ✓ | ✓ | ✓ | ✓ |
| I | • | • | • | ✓ | ✓ | ✓ |
| J | • | ✓ | ✓ | • | • | • |
| K | ✓ | ✓ | ✓ | ✓ | • | • |
| Number outperforming (out of 11) | 6 | 7 | 7 | 6 | 4 | 5 |

Note: A tick shows where performance in Academies has improved at a greater rate compared relative to the national average – actual figures are provided in Appendix B.

3.20 This reinforces the diversity in the performance of Academies both in relation to the level at which gains, if any, are made, as well as in relation to specific subjects and specific indicators.

SUMMARY OF FINDINGS

3.21 Amongst the key findings to emerge from this chapter are the following:

- Academy predecessor schools were, with one exception, in the lowest 10% of the national performance distribution in relation to pupil prior attainment at Key Stage 2. This demonstrates that Academies have a very challenging starting point in that they include some of the lowest achieving pupils in the country;
- The improvements in pupil performance in Academies between 2004 and 2005 were, in general, quite strong. In seven out of 11 Academies, pupil performance at GCSE level (Key Stage 4) improved between 2004 and 2005, whereas in the remainder (four Academies) performance deteriorated;
- In terms of performance changes between 2002 and 2004, for which the study team has more detailed data, the improvements in Academies relative to their predecessors are, generally speaking, greater than the corresponding changes for a number of comparison groups;

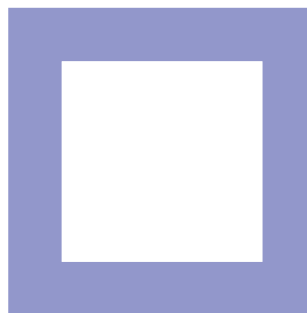
- Since 2002, at Key Stage 4 the percentage of pupils in Academies achieving 5+ A*-G, has increased at a greater rate than in all comparison groups. In terms of the percentage of pupils in Academies achieving 5+ A*-C it has increased at a greater rate than all but one of the comparison groups; and
- At Key Stage 3, Academies outperformed all comparison groups in terms of the improvements in APS and the percentage achieving L5+ English. However, Academies performed less well in Maths and Science where a number of comparison groups appeared to be performing better (see table below).
- It is clear from all of the figures presented that there is considerable diversity in the achievements of Academies, depending on the time period, and the levels and specific indicators of performance being examined. This diversity is consistent with the qualitative evidence gathered in the fieldwork (presented in the following chapter). It also suggests that care should be taken, at this stage, in drawing firm conclusions based on average Academy performance figures.

Summary table: performance change in Key Stage 3 and Key Stage 4 indicators - percentage points change 2002-2004

| | Key Stage 4 | | Key Stage 3 | | | |
|---|-------------|----------|-------------|---------------|-------------|---------------|
| | % 5+A*-C | % 5+A*-G | APS | % L5+ English | % L5+ Maths | % L5+ Science |
| Academies average | 8.7 | 1.3 | 1.10 | 7.7 | 7.5 | -0.2 |
| Academies weighted average | 6.6 | 1.5 | 1.13 | 7.5 | 8.1 | 0.0 |
| Comparison Group 1 (lowest 10%) | 4.9 | 0.4 | 1.00 | 7.2 | 10.0 | 2.3 |
| Comparison Group 2 (lowest 15%) | 5.5 | 0.3 | 1.05 | 7.4 | 10.5 | 2.6 |
| Comparison Group 3 (overlapping intake) | 6.8 | -0.5 | 0.61 | 5.2 | 7.7 | 1.1 |
| National average | 2.1 | -0.1 | 0.40 | 4.0 | 6.0 | -1.0 |

Note: the Academies average is the simple arithmetic mean, and the Academies weighted averaged has been weighted to account for the different number of pupils in each Academy.

Chapter 4:



Early indications of success factors

INTRODUCTION

- 4.1 The focus of this chapter is on identifying the factors that, in the views of the principals, sponsors and other stakeholders, have helped to support the improvements in performance evident in some Academies. Linked to this, the factors that have acted as constraints for Academies to improve the learning environment are also considered. The research presented in this chapter is based mainly on the more qualitative aspects of the evidence base, e.g. case studies from individual Academies and quotations from stakeholders and interviewees, although, where appropriate, this is supplemented with quantitative data from the surveys with pupils, parents and staff.
- 4.2 This chapter is structured around the four key inter-related features of Academies that the evidence suggests have helped to create a more positive learning environment, namely:⁸
- Leadership;
 - Teaching and learning;
 - Resources; and
 - Preparation, planning and management.

LEADERSHIP

- 4.3 There is evidence that strong leadership is critical to the success of Academies. For example, a significant number of pupils and parents in Academies generally think highly of their principal and highlighted a number of positive areas including the principal's interest in and understanding of pupils' and parents' issues, their visibility around the

⁸Note that these were the main features highlighted as important in the last *tranche* of qualitative fieldwork. They are not intended to be an exhaustive list of the most important features of Academies and this aspect of the research will be built upon and enhanced as subsequent evidence becomes available.

school and their focus on fostering good behaviour. This positive endorsement of the principals' leadership is consistent with the evidence presented in last year's report (see table below), as well as the findings from OfSTED inspections of Academies (see <http://www.ofsted.gov.uk/reports>).

Academy leadership – views of parents and pupils

| Pupil survey | Agree | Disagree | Not sure |
|---|--------------|-----------------|-----------------|
| All 2005 Academies visited n=1,782 | | | |
| All 2004 Academies visited n=1,604 | | | |
| The principal is really interested in the students | 76% | 12% | 11% |
| | 70% | 13% | 17% |
| I often see the principal around the school | 78% | 19% | 3% |
| | 77% | 17% | 6% |
| The principal makes sure pupils behave well | 84% | 10% | 6% |
| | 81% | 11% | 8% |
| I don't know who the principal is | 7% | 90% | 3% |
| | 10% | 85% | 5% |
| The principal never listens to what pupils have to say | 16% | 70% | 14% |
| | 18% | 68% | 15% |
| I think that the principal is really good | 73% | 14% | 14% |
| | 68% | 15% | 16% |
| Parental survey | Agree | Disagree | Not sure |
| All 2005 Academies visited n=561 | | | |
| All 2004 Academies visited n=418 | | | |
| We do not really know who the principal is | 22% | 75% | 4% |
| | 23% | 74% | 4% |
| The principal is really interested in how much our children/child learn(s) at the Academy | 82% | 7% | 11% |
| | 81% | 5% | 14% |
| The principal is interested in the views of parents and guardians | 71% | 14% | 15% |
| | 75% | 8% | 16% |
| The sponsor's money has made a difference to the Academy | 66% | 5% | 30% |
| | 66% | 5% | 30% |
| Staff survey | Agree | Disagree | Not sure |
| All 2005 Academies visited n=377 | | | |
| All 2004 Academies visited n=403 | | | |
| The sponsor's resources have had a positive impact on pupils' learning | 55% | 12% | 33% |
| | 56% | 13% | 31% |
| The sponsor brings expertise that would otherwise not be available to the Academy | 42% | 21% | 37% |
| | 39% | 21% | 40% |
| Note: There may be some variation in the number of responses to individual questions. Agree includes "Agree" and "Agree strongly". Disagree includes "Disagree" and "Disagree strongly". Figures may not add exactly to 100% due to rounding. | | | |

- 4.4 It should be noted that whilst pupils and staff were generally positive about their principal, there appeared to be a degree of ambivalence with regard to the role of sponsor(s) in Academies. For example, there were mixed views amongst pupils about how important it was that the Academy had a sponsor: 41% indicated that it was important and 43% indicated that it was not important (the remaining 16% were not sure). Related to this, staff in Academies were asked a range of questions about the sponsors and between

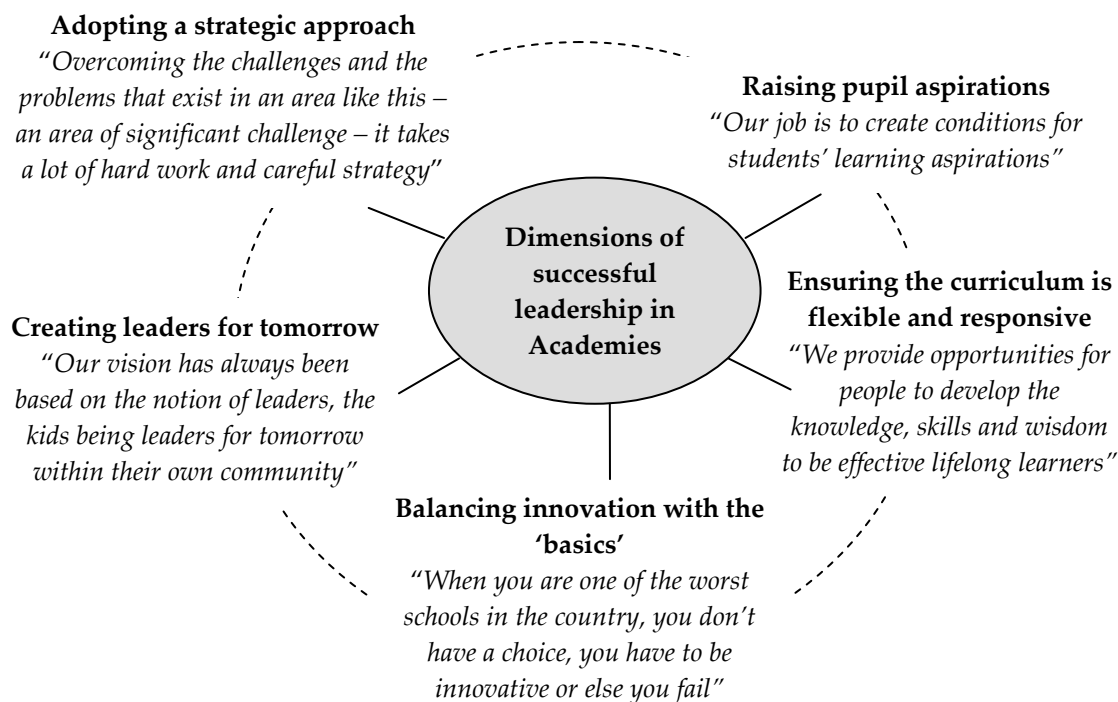
30% and 45% of staff consistently indicated a “don’t know” response. Based on discussions with the DfES, these findings seem broadly in line with expectations since the Department’s intended role for the sponsor is a high-level strategic one, and the visibility of sponsors amongst pupils and staff is not intended to be particularly high.⁹

- 4.5 Notwithstanding this, it is clear that where staff did have a view on the sponsor’s role there was a clear recognition that the role related mostly to higher level strategic decisions around the vision for the Academy, finance and management, and much less to the day-to-day development and delivery of the curriculum. For example, amongst those staff who had a view of the sponsor’s role, more than nine out of 10 (in both this year’s research and last year’s research) thought that it related mainly to bringing additional expertise and additional resources to the Academy. This compares to less than three out of 10 who thought the sponsor’s role was about departmental planning or lesson planning. In addition, where parents and staff expressed a view about the role of the sponsor, these views were generally of a positive nature, particularly in relation to the resources and expertise that sponsors could bring to bear. For example, the number of parents who agreed with the statement ‘the sponsor’s money has made a difference to the Academy’ was more than ten times higher than the number who disagreed (see previous table).
- 4.6 The research involved discussing with Academy principals their views on the challenge they had been presented with, and the specific aspects of their leadership that they felt had contributed positively to the establishment and running of their Academy. The figure overleaf highlights some of the key areas identified by principals, which include a focus on raising pupils’ learning aspirations, adopting a strategic approach and ensuring that the curriculum is sufficiently flexible and responsive in order that all students are successful. These findings are broadly consistent with other research evidence on effective school leadership.¹⁰

⁹Although the figures presented in the table above suggest a marginal improvement in pupils’ views between 2004 and 2005 and a marginal deterioration in parents’ views, many of the differences are small in absolute terms and are generally not statistically significant. Data from subsequent years of this evaluation will, in all likelihood, provide a better indication of whether these differences are significant and the trends maintained.

¹⁰See, for example, NCSL (2004) *What we know about successful school leadership*, National College for School Leadership, Sheffield.

Key dimensions of Academy leadership – what the principals say



Note: Verbatim quotations are from Academy principals

- 4.7 It was clear from the research that the degree of success of the principal was inextricably linked to the strategic and operational support they received from the governing body. Last year's findings suggested that the governance arrangements for many Academies were relatively immature (e.g. there was limited involvement of parents and teachers). This year's research suggests that some Academies in their second year seem to have moved towards clarifying and defining more explicitly the roles and responsibilities of the governing body, and some had recruited additional governors with specific skills and experience. During this second *tranche* of fieldwork, a total of 15 Academies were visited and, of these, two were observed to have made particularly significant changes to their governance arrangements along these lines (see figure overleaf).

Vignette: evidence of maturing governance arrangements

Strengthening participation

In an effort towards more inclusive governance in one second year Academy, significant change had taken place in the governance structures, protocols and procedures. Whilst in the first year a pattern was identified whereby the sponsor and the principal played the key roles, with some governors playing a lesser role, this year there seemed to be a focus on strengthening the participation of all of the governors.

"There has been a significant change in the governance structures, protocols, and procedures since the last visit. The focus now is upon strengthening the participation of all Trustees with a stronger presence of parents and teachers".

(Principal of a second year Academy)

There was also evidence to suggest that governors had spent considerable time working out the scope and responsibility of their roles. There was a greater focus on the strengths and expertise that governors were expected to bring to governance: it was much more than a tokenistic role and both the sponsor and principal were quite clear about how they expected governors to contribute to the life of the school. There was also a stronger presence of parents and teachers on governing bodies. These adjustments had resulted from concerns by the principal that some early protocols and procedures were not within acceptable parameters.

"I just don't think it was as you would expect in a normal school and I don't see how the rules could be any different for an Academy... rules of trusteeship were unclear. Trustees were well motivated, but uncertain about what their roles and responsibilities should be... there has been a lot of learning over the past year. I think that the trustees are now much clearer about what a proper educational agenda is... but it wasn't set up in the first instance".

(LEA representative of the same second year Academy)

Restructuring the governing body

"Our lead sponsor has become Chair of Governors this year. He has restructured the governing body and he meets with us on a weekly basis to discuss strategy. He has rationalised the governing body and that's interesting because we had five committees and he has taken it down to two so I think that's more of a business model. It is streamlined into two areas:

- *Learning organisation - curriculum, student welfare; and*
- *Business organisation - finance, health and safety premises".*

(Principal of a second year Academy)

4.8 It was also clear from the fieldwork that important patterns in governance arrangements were emerging amongst Academies with different sponsorship models. Eleven Academies had sponsors that were responsible for one Academy only. In these Academies, the governance arrangements were completely autonomous (i.e. each Academy was governed independently) and governing bodies operated at a local level. Two sponsors were responsible for more than one Academy. One sponsor was responsible for three Academies and one predecessor school, and another sponsor was responsible for one Academy and one predecessor school. In these Academies, the governance arrangements were primarily collective, with strategic decisions being taken on behalf of the group of Academies by

a central governing board. In addition, each individual Academy had a local governing body, which tended to be responsible for day-to-day decisions. These emerging patterns in sponsorship and governance are important because, as will be shown later, there is some preliminary evidence to suggest that they are correlated with aspects of Academies that are likely to have an impact on the achievement of educational aims and objectives.

TEACHING AND LEARNING

- 4.9 Another key factor underpinning the positive changes made in some Academies, according to the fieldwork data, relates to the changes that have been made to the teaching and learning environment. In particular, there is evidence of a consistent focus on the quality of teaching and learning and, in some cases, an extension of the teaching day. Feedback from principals and sponsors was that these changes, coupled with an emphasis on discipline and raising pupil aspirations, were beginning to have a positive impact on pupils' achievement. Specific examples of measures being adopted in individual Academies at the time of the fieldwork are shown in the figure overleaf.
- 4.10 Some of the examples given in this figure relate to specific elements of the Academies policy, e.g. the ability of Academies to set their own pay and conditions for staff, and use of the Academy start-up grant. Other examples (e.g. cross-curricular theming) do not reflect a specific aspect of the Academies policy, but rather a response amongst Academies to the broad thrust of the policy which encourages, firstly, governing bodies and principals to determine and pursue their own strategies and, secondly, a more general openness to adopting flexible, non-traditional approaches to teaching and learning.

Evidence of alternative approaches to teaching and learning

Supporting quality standards in teaching

The principal used part of the Academy's start up grant to appoint three experienced OfSTED-registered inspectors to undertake lesson observations. The inspectors provided on-the-job training to a designated teacher in the school. The Inspectors undertook observations and provided feedback to teachers who then became "partner practitioners". The "partner practitioners" then cascaded their techniques and learning to other staff in the school so that they could undertake peer reviews.

Flexibility in timetabling

All students in one Academy had 27 hours teaching. Compulsory literacy and numeracy and homework classes were provided for pupils who were achieving below their attainment level. Those students who did not require additional support in literacy and numeracy were able to select additional courses from more than thirty options across all areas of the curriculum.

"We are going to change "Thursday Plus", which is an afternoon activity session... is going to switch to become "Academy Plus" and it is going to be more voluntary-based and school, if you wish, will go on to 5 o'clock that day... At the minute it is compulsory, but we just can't satisfy demand: if it is voluntary we feel that we can meet demand".

(Principal of an Academy)

Multi-disciplinary partnerships

In the previous year, one Academy had introduced an innovation that focused on language, which had proved to be very successful. Over the year, teaching staff worked as part of a multi-disciplinary team that included speech and language therapists, to develop an educational programme designed to improve pupils' spoken and written language in classrooms. The programme addresses pronunciation and phonetics with the aim of improving access to language skills for children. This year the Academy had extended the programme to develop "Language for Learning". Two speech and language specialists attended the Academy once a week to work specifically with the English teacher and EAL pupils.

Flexibilities in relation to staff terms and conditions

An important part of the effective resourcing of Academies was the development of flexible contracts of employment for teachers. The ability of Academies to set their own terms and conditions in this way represents an important freedom of Academies. An example of one such contract is provided in Box below. Early feedback from principals was that, notwithstanding the challenges in implementing this flexibility, it had helped them to recruit and retain and thereby develop a positive learning environment.

"The Teacher shall receive a salary of £ per annum by way of remuneration for his/her services hereunder. The salary shall be subject to an annual review at the discretion of the governors. Additional allowances in respect of additional duties or performance related bonuses may be paid in accordance with the Governors' Pay Policy in force from time to time".

(Principal of an Academy)

Developing cross – curricular activities

An alternatives week had been introduced in one Academy. This took the form of a themed week which involved pupils participating in cross-curricular work in small groups. Outside professionals who specialised in a range of activities were brought in to offer a wide range of programmes, including ballet, hairdressing and car maintenance.

"This was a great success with pupils... In that week only one child was sent to me because of bad behaviour and the kids really seemed to love it – we are planning another week for later this term".

(Principal of an Academy)

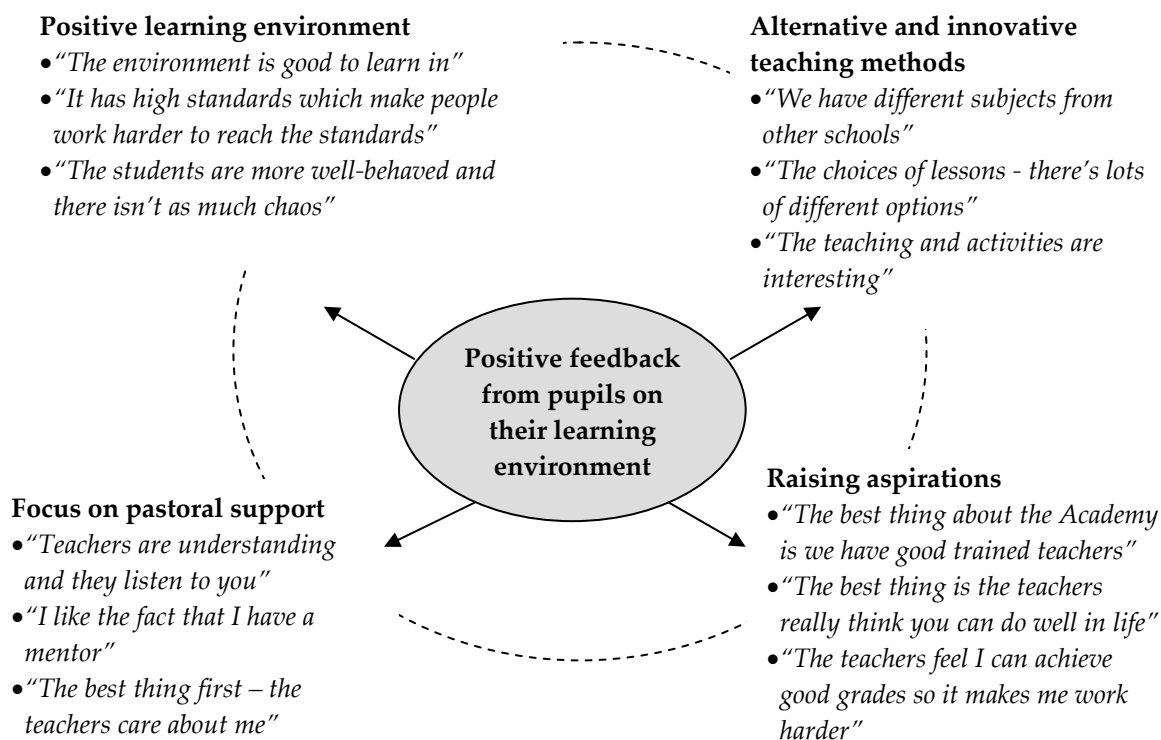
- 4.11 Significantly, there appears to be a pattern that most principals have suggested that in order to improve achievement no single ‘innovation’ is likely to work. Rather, a number have suggested that the real challenge is to link all aspects of change in a coherent and strategic way. More detailed evidence of how one Academy had remodelled its timetable and curriculum delivery is shown in the table below.

Further evidence of alternative approaches

| | |
|--|---|
| Planning and support | <i>“With the support of the DfES, who gave us an advisor, we have really got down to looking at teaching and learning and we are going to make some quite radical changes”.</i> |
| Behaviour management | <i>“The reality is that we are at our most vulnerable at break-time and lunch-time and because the facilities are so limited. It is extremely congested. So when we start the school day we are not going to have a formal break and lunch-time - they will be staggered”.</i> |
| Pastoral support | <i>“A lot of these children don’t access any form of breakfast before they come on site”.</i> |
| Flexibility and responsive learning opportunities are linked to pastoral support | <i>“Many of our students are living in poor housing with limited ICT facilities. The Academy will provide them with the opportunity of staying longer on the school campus”.</i> |
| Setting realistic and achievable goals with a clear focus on quality teaching and learning | <i>“We have to be realistic in terms of change so from Sept 2005 what we are expecting is that schemes of work will be amended in all curriculum areas to accommodate longer lessons, to accommodate differentiation to show what we are doing to meet the needs of able students... and we are looking at what we can do within each curriculum area to provide for children with special educational needs”.</i> (Principal Designate of an Academy) |

- 4.12 Consistent with this evidence about the teaching in Academies, pupils provided a range of positive comments about their learning environment which, for illustrative purposes, are outlined in the Figure overleaf.

The learning environment – what pupils say



Note: Verbatim quotations drawn from the pupil questionnaires

4.13 Consistent with last year's research, parents also fed back broadly positive messages about their linkages with the Academy through parent's evenings etc (see Table below).

School home relationships – view of parents

| Parent Survey | 2005 (n=359) | 2004 (n=419) |
|--|-----------------|-----------------|
| Teachers tell you how your child is doing at the Academy | 87% | 87% |
| If a child was bullied the Academy would deal with it | 65% | 61% |
| You feel welcome in the Academy and like to visit it | 81% | 85% |
| At parents evenings the teachers are helpful and well informed about your children | 89% | 86% |
| It is easy to arrange to see a teacher or the principal if you need to | 68% | 64% |

Note: There may be some variation in the number of responses to individual questions.

4.14 The research, then, has identified a number of specific examples of situations in which the new Academies have improved the teaching and learning environment, by introducing a range of new approaches. And, although the initiative is still in its relatively early stages, sponsors and principals viewed these changes as having helped to create a more positive learning environment. Notwithstanding this, there was also interesting evidence from the evaluation to suggest that some Academies were

beginning to pull back on some of the more innovative approaches that had been implemented in their first year. Two sources of evidence suggest this: firstly, there was qualitative evidence from Academies in their second year to suggest that some of those that had been strongly committed to implementing alternative approaches to teaching and learning in their first year, had reconsidered (see figure below).

Evidence of one Academy to doing 'traditional' things well

In the early days alternative approaches were tried in this Academy in relation to buildings, uniforms, timetabling, pastoral support groupings, and meals. Early pressure had meant that the school had instituted changes which were subsequently found to be impractical. The experience of this Academy was that the pressure associated with being 'different' had in some cases superseded good sense. The principal had a simple motto:

"The aim is to do traditional things well, such as uniform, homework, behaviour and to involve parents". (Principal of an Academy with collectively based sponsorship)

And this was reinforced by the sponsor: the sponsor and principal were both clear that this focus had yielded positive results:

"The focus has been on discipline and behaviour for the year and there has been a transformation". (Sponsor of an Academy with collectively based sponsorship)

- 4.15 Secondly, and consistent with this finding, the staff survey evidence suggests that staff in the most recent *tranche* of Academies included in the fieldwork (those that opened in September 2004) considered themselves to be less focused on innovation *per se* compared to other Academies (see table overleaf).

Organisation of the curriculum – views of staff

| Staff survey | Agree | Disagree | Don't know |
|---|-------|----------|------------|
| Most recent tranche of Academies (opened Sept 2004) | | | |
| n=89 | | | |
| Other Academies (opened pre-Sept 2004) n=288 | | | |
| The curriculum is more flexible and innovative than in other (non-Academy) secondary schools | 40% | 35% | 25% |
| | 52% | 23% | 25% |
| The way support staff are used allows for innovation in the curriculum | 41% | 44% | 16% |
| | 41% | 38% | 22% |
| The Academy curriculum is innovative in responding to the needs of pupils with SEN | 46% | 36% | 18% |
| | 53% | 31% | 16% |
| The Academy curriculum is not innovative in responding to needs of gifted and talented pupils | 35% | 45% | 20% |
| | 24% | 56% | 20% |
| Flexible salary packages mean that the Academy can provide a more innovative curriculum | 24% | 32% | 44% |
| | 24% | 27% | 49% |
| The timing of the Academy day/year means that the Academy is able to be more innovative | 30% | 48% | 22% |
| | 49% | 28% | 23% |
| ICT is used to support innovative teaching and learning | 69% | 23% | 8% |
| | 86% | 5% | 8% |

Note: There may be some variation in the number of responses to individual questions. Staff figures relate to teaching staff and support staff. Agree includes "Agree" and "Agree strongly". Disagree includes "Disagree" and "Disagree strongly". Figures may not add exactly to 100% due to rounding.

- 4.16 This development, evident in the data, of Academies beginning to withdraw a little from innovation is an interesting one. Based on the interviews with sponsors and principals it reflects the fact that in the early stages of the initiative there was a strong expectation within the sector that Academies would universally adopt radical, innovative approaches to teaching and learning. The evidence suggests that some of the initiatives that were implemented were not particularly well founded, and were regarded as having a very limited impact on pupil performance.
- 4.17 Finally, it is also important to note that, whilst there are clear examples of good, innovative practice amongst Academies, it is not universally the case that all Academies are successfully adopting such approaches. Rather, the reality is that there is a more mixed picture across Academies as a whole and, indeed, within individual Academies. For example, around one quarter of teachers surveyed did *not* believe that the curriculum was more flexible and innovative in Academies than in other secondary schools. This more mixed picture is consistent with the diversity evident in the quantitative figures on pupil performance, discussed in the previous chapter.

RESOURCES

- 4.18 There is extensive positive feedback from pupils, parents and staff about the facilities available in Academies, particularly where pupils were in new Academy buildings. In particular, pupils fed back positive messages about three key aspects of their Academy's facilities:

- Buildings; e.g. amongst pupils who were in new Academy buildings, nearly nine out of ten said that "this Academy has modern, clean buildings";
- ICT; e.g. eight out of ten pupils who were in new Academy buildings said "we have enough computers to use"; and
- Equipment; eight out of ten of pupils in new Academy buildings said "we have good equipment to use in class".

4.19 More generally, just over three fifths (61%) of pupils in their old buildings indicated that there was too much litter around the Academy, compared to 31% of pupils in their new Academy building. Almost half (48%) of pupils in their new Academy building also indicated that, in their view, pupils respected the buildings, facilities and Academy resources, compared to only 29% of pupils in their old building (see figure below).

Buildings and facilities – views of pupils

| Pupil survey | Agree | Disagree | Don't know |
|---|--------------|-----------------|-------------------|
| In new Academy building n=941 | | | |
| Not in new Academy building n=799 | | | |
| This Academy has modern, clean buildings | 87% | 9% | 4% |
| | 54% | 35% | 11% |
| We have enough computers to use | 76% | 20% | 4% |
| | 67% | 27% | 6% |
| The toilets are well cared for and clean | 59% | 35% | 6% |
| | 19% | 73% | 7% |
| We have good equipment to use in class | 82% | 14% | 5% |
| | 66% | 27% | 9% |
| There is a good library | 68% | 18% | 13% |
| | 52% | 33% | 15% |
| There is too much litter around the Academy | 31% | 61% | 8% |
| | 62% | 29% | 10% |
| Pupils in the Academy respect the buildings, facilities and Academy resources | 47% | 34% | 18% |
| | 29% | 54% | 17% |

Note: There may be some variation in the number of responses to individual questions. Agree includes "Agree" and "Agree strongly". Disagree includes "Disagree" and "Disagree strongly". Figures may not add exactly to 100% due to rounding.

4.20 In relation to the new Academy buildings in particular, a range of positive features of the buildings were identified in this round of fieldwork, including for example:

- A lecture theatre that allowed a whole year group to meet at one time, whilst providing the opportunity for groups of students to break out into smaller rooms;

- Single toilets built within close proximity of teaching areas that reduced vandalism, facilitated supervision and were significant in reducing bullying; and
- Separate areas for Year 7 and Year 8 pupils that facilitated the transition of pupils from primary school.

4.21 The building process had generally worked better in Academies where sponsors had experience of similar education initiatives (i.e. one Academy was sponsored by a City Technical College, and four Academies had sponsors who were involved with more than one Academy). Respondents reported that a number of benefits had resulted from sponsors having experience of similar education initiatives (see box below).

Evidence on getting the best out of the building process

Consultation with staff

"The staff designed the school so that we have ready made experts in the school so no outside consultants are brought in".
(Principal of an Academy)

Co-ordination of stakeholders

"The relationship between builders, the architect and the project management team was very good. There were formal lines of communication which took place twice or three times per week".
(Principal of an Academy)

Contribution of the sponsor

"There is considerable optimism and enthusiasm about the new buildings and facilities. There is strong input into the building design from the sponsor, who has previous experience of building a school".
(Principal Designate of an Academy)

4.22 However, it was also clear that, consistent with the findings presented in last year's report, there were a number of key aspects of the final design of new Academies that were broadly regarded as unsatisfactory and not fit-for-purpose. Examples of these include (see also box below):

- Design and size of classrooms too small in a number of Academies;
- Changing facilities inadequate or not conveniently located;
- Limited space for full service and extended school services;
- Unfinished or poor quality work;
- Inadequate storage and poor access; and
- Fixtures and fittings not durable and/or safe.

Vignette: some challenges in designing fit-for-purpose buildings

"At the end of the day there have been too many design changes...the biggest lesson to be learnt is that you have to have your design sorted before you start".^{11D}

(Principal of an Academy)

"The toilets are in a very bad condition, they are not cleaned properly".

"The uniform and school building are really badly made. Everything is falling to pieces".

"There is no room. The playground is tiny and I don't know how we are going to fit anymore people in".

Note: Verbatim quotations drawn from the survey of pupils who are in their new Academy building

- 4.23 Linked to this, the fieldwork also suggested some not insignificant problems in relation to managing the buildings process (see box below for examples). Most of the 15 Academies visited as part of this round of fieldwork had experienced some problems of this nature.

Key concerns with the building process

- Lack of consultation with key stakeholders, especially staff;
- Lack of co-ordination between DfES, architects, builders, project manager, sponsor and principal;
- Budget management problems;
- Inexperienced or ineffective architects, builders and project managers;
- No post-occupation review – delays and disputes associated with snagging;
- Clear lines of accountability between stakeholders need to be identified; and
- Upkeep of high maintenance features such as glass or carpets.

"The design team blamed the construction team and the construction company blamed the design team, particularly at a senior level. The interesting thing was that on the ground people were just getting down to the business. But there were escalating issues and at a senior level there was quite a lot of tension and that has continued. Looking back and hindsight is a wonderful thing - one of the causes of that was that the design was not at a sufficient level of completion before the builders were brought on site".

(Principal of an Academy)

- 4.24 However, the research also provides clear feedback from pupils and staff suggesting that the quality of the facilities in new Academy buildings is impacting positively on pupils' learning (see table overleaf).

¹¹ Recent changes to the policy now mean that the funding agreement cannot be signed until there is a finalised design and detailed costing for the new Academy building.

Link between facilities and learning – views of pupils, staff and parents

| | |
|--|--------------|
| Pupil survey | Agree |
| In new Academy building 2005 n=926 | |
| In new Academy building 2004 n=468 | |
| Using computers in lessons makes the work more interesting | 90% |
| | 80% |
| I often use the Academy's computers during break and lunch times | 43% |
| | 37% |
| Staff survey | |
| In new Academy building 2005 n=208 | |
| In new Academy building 2004 n=122 | |
| The use of ICT in this Academy has contributed significantly to the positive experience of students | 87% |
| | 82% |
| ICT is used in a variety of innovative ways within the Academy | 81% |
| | 74% |
| Parent survey | |
| In new Academy building 2005 n=359 | |
| In new Academy building 2004 n=156 | |
| The buildings help the pupils to learn | 69% |
| | 74% |
| Note: There may be some variation in the number of responses to individual questions. Staff figures relate to teaching staff and support staff. Agree includes "Agree" and "Agree strongly". | |

PREPARATION, PLANNING AND MANAGEMENT

4.25 The fieldwork evidence suggested that the change process involved in establishing a new Academy is facilitated by having an adequate lead-in time and/or early involvement of principals (i.e. where principals had been appointed at least one year in advance of the Academy opening). This was the case in six of the fifteen Academies visited in the fieldwork. Adequate time for principals to prepare and inform staff, parents and pupils was considered to be essential in the planning stages of an Academy. In addition, principals being on hand to oversee and input into the building process, as well as having adequate time to prepare curriculum frameworks, policies and procedures well in advance, was found to be a key enabler for a smooth transition. Related to this, principals and sponsors suggested that building the ethos and vision of the Academy is contingent upon having clear processes for the induction and support of teachers in the transition and early development phases. For example, one school had 'staffed up' in the first year of the school's operation (see box overleaf for this and other examples).

Benefits of having an adequate lead in time

Development of induction programme

One principal appointed four terms in advance was able to work closely with the predecessor school to develop an induction programme. The induction programme provided information to all staff, parents and pupils about the Academy including information about policies and procedures. The purpose was to ensure that the transfer was as smooth as possible.

"The target for the first year was teaching and learning... the second priority was to ensure that the whole school would work to establish the systems. In that first year all of the new systems were gradually launched. Every day we launched or revisited something new. Everyone learned by doing – staff and pupils.

Coming in so far in advance has meant that I got the opportunity to liaise with the architects while also putting in place all the policies and procedures. The day I started was the day they started building, so I was able to have significant input into the interior layout... this has been invaluable. One piece of advice I would give the DfES is to ensure that the Principal has sufficient lead-in time prior to the Academy opening – around 18 months".

(Principal of an Academy)

Difficulties with dual responsibilities

In situations where the leadership team had the dual responsibilities of co-ordinating the development of the new Academy, whilst maintaining their responsibilities within the old school, significant stresses were noted.

"I think the lead-in time for the principal should have been a year... we have one leadership team doing everything and that has caused significant problems. The pressures on certain people like me and the principal have been ludicrous. We are expected to plan for the future and do everything here".

(Member of Academy's senior management team)

Staffing up

An Academy which had a single year intake recruited sufficient staff for its first two years of operation: in effect, 'staffing up' in the first year. This had a number of benefits: firstly, staff had more time for planning, preparation and assessment which was particularly welcome given the school's focus on integrating ICT into all lessons across the curriculum. Secondly, this supported the establishment of the school, freeing sufficient staff for writing policies, establishing a broad range of after-school and extra-curricular activities and working closely with pupils as they made the transition from primary to secondary school. Thirdly, the school did not face a demanding recruitment regime during its first year (in preparation for the second cohort of pupils).

- 4.26 The pupil responses suggest that in Academies where there was an adequate lead-in time for the principals, teaching and learning have embedded more than in Academies where this was not the case. Approximately two-thirds (65%) of pupils in Academies where there was adequate lead-in time indicated that most teachers made their lessons interesting, compared to 54% of pupils in Academies where there was not adequate lead-in time.

- 4.27 Three Academies in the evaluation had experienced a phased intake of pupils (i.e. they had begun with a single cohort of Year 7 pupils). Principals in these Academies spoke unanimously about the benefits this had created for staff, pupils and the leadership team (see box below). The pupil responses are also beginning to suggest that there were some educational benefits associated with having a phased intake of pupils. Four-fifths (81%) of pupils from phased intake Academies thought that their school work had improved since joining the Academy, compared to 72% from Academies where the pupil intake was not phased. Furthermore, 64% of pupils in Academies in which intake was phased indicated that "most teachers make their lessons interesting", compared to 56% for other Academies. Similarly, 87% of staff in phased intake Academies stated that they were able to keep order in their classrooms compared to 74% in non-phased Academies.

Benefits of phasing pupil intake

"A phased intake is the way to go... the ethos of the school needs to be firmly in place at the start".
(Teacher in an Academy with phased intake)

"The senior management team had the time to write the curriculum, the staffing model and the philosophical structure which underpins the school".
(Principal of an Academy with phased intake)

"We were able to develop the curriculum and integrate the specialism into teaching and learning. It also provided us with the opportunity to monitor the development of the Academy, to get things right, and make improvements where necessary. We were not faced with the challenge in the early days of developing systems for a large number of pupils".
(Principal of an Academy with phased intake)

- 4.28 Finally, one of the clear indicators of the success of the Academies initiative is their growing popularity. One Academy received around 1,200 applications for 180 Year 7 places for the September 2005 intake. In another Academy the number of Year 7 students choosing the school as their first choice went up by 378%. Another Academy increased the attendance at parents' evenings from 40 per cent to 80 per cent.

Evidence on the increased demand for places in Academies

"There was a huge change in the popularity of the school, whereas the predecessor school would have been one of the schools which would have been chosen by a small number of people and would have been undersubscribed, last year for the first time the Academy was massively oversubscribed, and that was a delight".

(Principal of an Academy)

4.29 When developing and implementing criteria for admitting pupils, Academies must comply with admissions legislation and the Admissions Code as it applies to the admission authorities of all maintained schools. However, in many cases, Academies are choosing to explore the flexibility offered in the Admissions Code and are operating different admissions criteria to those adopted by the LEA's family of schools. It is hoped that this will allow Academies to begin to address the often unique local situations and needs they face by adopting a variety of admissions arrangements such as Fair Banding and straight line distance from the school.¹²

SUMMARY OF FINDINGS

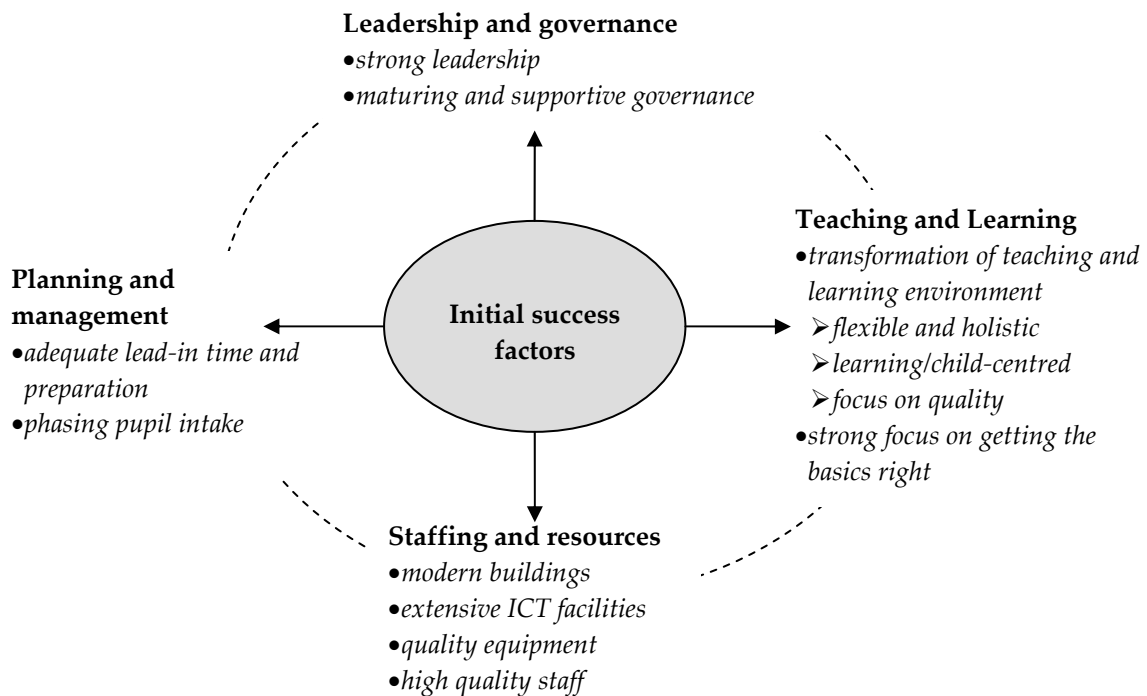
4.30 The purpose of this chapter was to identify some of the key factors that have underpinned positive developments in the learning environment in Academies, and also to identify some of the constraints. By way of summary, the research at this stage suggests that there have been four key success factors, namely:

- Strong, pupil-centred leadership, supported by more mature and focused governance arrangements;
- Clear innovations in teaching and learning, underpinned by a strong and renewed focus on getting the 'basics' right (e.g. discipline, uniform and behaviour);
- Good facilities, particularly buildings, equipment and ICT; and
- Effective planning and management which allowed, in particular, for proper induction and preparation amongst the principal, the senior team and other staff; and, where possible, a phased in-take of pupils.

4.31 An illustrative summary of these factors is provided in the figure overleaf.

¹² The role of admissions in Academies is an interesting area, and will be explored in more detail in subsequent evaluation reports.

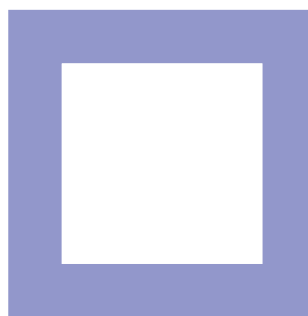
Some initial success factors for Academies



4.32 Whilst acknowledging these success factors, the evidence also suggests that a number of key factors have acted as constraints on the success of Academies, including:

- The pressure on Academy principals has been intense and, to date, has resulted in turnover of principals in five out of 27 Academies;
- In the drive to innovate, and based on the expectations placed on Academies, a number of alternative approaches to teaching and learning have not succeeded. This was based on Academies, particularly in the early stages of the initiative, feeling under significant pressure to come up with innovative teaching and learning methods; and
- There remain issues with the quality and fit-for-purpose nature of some Academy buildings and, related to this, significant problems have been experienced with project managing the buildings process.

Chapter 5:



The impact of Academies on other outcomes

INTRODUCTION

5.1 This Report up to now has considered the impact of Academies on pupil performance (Chapter 3), and the features of Academies that have been regarded by stakeholders as having helped to create a more positive learning environment (Chapter 4). This is appropriate given that, ultimately, raising standards of pupil performance remains the initiative's main objective. It is also important, however, to examine the impact of the initiative on other more intermediate outcomes, as well as those that reflect some of the initiative's wider aims. This chapter examines two such outcomes, namely (a) attendance, exclusions and behaviour, and (b) links with the wider community of schools. The structure of the chapter is as follows:

- **Attendance, exclusions and behaviour;** which are widely accepted as important contributors to pupil performance, and which the DfES has asked the study team to examine as part of the evaluation;
- **Links with the wider community of schools;** which are significant since one of the objectives of the initiative is that Academies act as a resource for other local schools; and
- **Summary of findings;** summarises the key findings presented in the chapter.

ATTENDANCE, EXCLUSIONS AND BEHAVIOUR

5.2 As part of the evaluation, the DfES requested the study team to examine data on attendance and exclusions. This is because attendance and exclusions are not only interesting intermediate educational indicators in

their own right, but also because they are often regarded as being correlated to some extent with pupil behaviour and performance.¹³

- 5.3 Data on absences present a rather mixed picture in Academies, with improvements being made in relation to authorised absences, but not in relation to unauthorised absences. *Total absences* in Academies have decreased by 1.7pp, compared to a decline in the national average of 0.5pp over the same period. In terms of *authorised* absences, there was a 0.6pp fall in the percentage of half days missed between 2001-2002 and 2003-2004 amongst all mainstream maintained secondary schools in England, whilst Academies and their predecessors posted a 1.9pp fall in authorised absence over the same period. In terms of *unauthorised* absences, however, the proportion of half days missed in Academies and their predecessors increased by 0.2pp between 2001-2002 and 2003-2004 compared to 0.1pp nationally.

Authorised and unauthorised absences in Academies and predecessor schools

| Academy | Predecessor School | % of half days missed due to authorised absences | | | | % of half days missed due to unauthorised absences | | | |
|----------------|--------------------|--|---------|---------|---------|--|---------|---------|---------|
| | | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
| A | A.1 | 5.9 | 1.8 | (5.4) | (7.9) | 0.6 | 5.2 | (5.1) | (1.9) |
| B | B.1 | 11.2 | 9.7 | (8.1) | (9.5) | 0.5 | 0.6 | (2.0) | (2.8) |
| B | B.2 | 14.0 | 10.2 | (8.1) | (9.5) | 1.9 | 2.8 | (2.0) | (2.8) |
| C | C.1 | 15.0 | 10.1 | (7.8) | (8.0) | 6.3 | 7.1 | (2.0) | (1.0) |
| D | D.1 | 11.4 | 12.8 | 9.1 | (7.3) | 3.2 | 2.4 | 3.9 | (4.2) |
| E | E.1 | 10.6 | 9.8 | 8.6 | (4.6) | 1.4 | 1.4 | 1.1 | (0.3) |
| F | F.1 | 10.4 | 11.2 | 11.5 | (11.2) | 0.3 | 0.9 | 0.9 | (0.2) |
| G | G.1 | 10.7 | N/A | N/A | (9.0) | 4.6 | N/A | N/A | (1.4) |
| G | G.2 | 7.8 | 10.3 | 9.2 | (9.0) | 0.2 | 0.7 | 0.7 | (1.4) |
| H | H.1 | 13.4 | 12.8 | 13.9 | (6.3) | 0.7 | 0.9 | 2 | (8.2) |
| H | H.2 | 10.8 | 9.6 | 9 | (6.3) | 1.1 | 0.7 | 0.6 | (8.2) |
| I | I.1 | 4.9 | 9 | 9.1 | (5.2) | 7.1 | 4 | 3.7 | (5.9) |
| J | J.1 | 6.7 | 5.7 | 6.2 | (5.7) | 1.1 | 2.4 | 3.8 | (3.6) |
| K | K.1 | 11.6 | 10.7 | 11.6 | (9.3) | 4.7 | 5.5 | 1.8 | (2.6) |
| Average | | 10.3 | 9.5 | 9.1 | 7.6 | 2.4 | 2.7 | 2.3 | 2.9 |
| England | | 8.0 | 7.6 | 7.1 | 7.0 | 1.1 | 1.1 | 1.1 | 1.2 |

Note: The bracketed figures show the relevant percentages of half days lost for the open Academies for the years when they were open, and the unbracketed figures show the relevant data for their predecessor schools.

¹³For example, research in Scotland published in the early 1990s demonstrated a statistical association between absences and pupil performance (Raffe, D et al., 1991, *Truancy in Scotland 1985-89*, Scottish Office Statistical Bulletin, Edn/ES/1991/9). In thinking about the link between attendance and performance/behaviour, however, it is worth noting that intuitively *unauthorised* absences would seem more likely to be linked to poor behaviour than authorised absences. In addition, it is important to recognise unauthorised absence is regarded by some as being an unreliable, or volatile, indicator, since it depends on the robustness of the school's authorisation policies. The links between exclusions and behaviour or performance are also complex, and generally there are two possible interpretations: firstly, when exclusions are high, this may indicate a general lack of control by the staff and so be associated with poor pupil behaviour. Alternatively, high levels of exclusions may indicate that the school is owning the behaviour agenda, dealing with the difficult pupils, and creating a well managed and orderly environment for the rest of the pupils.

- 5.4 As with the figures on pupil performance, the data reveal significant diversity between Academies in relation to absences. There are some Academies (such as C, D and E) that have made significant inroads into the issue of authorised absence, though it is only in the case of Academies C and E that the same improvements have been made in terms of unauthorised absences. The data also suggest that there has been, to some extent, a substitution from authorised absence to unauthorised absences, as in Academies D and H.
- 5.5 Similar variations are evident in relation to the 2003-2004 figures on pupil exclusions, in terms of the number of exclusions, the proportion of the school population that this represents and where this places schools in the national distribution. For example, the 27 reported permanent exclusions for Academy H, representing 2.6 per cent of its school population, place it within the top 0.1 per cent of schools nationally for the percentage of pupils who were permanently excluded. At the other end of the spectrum, the zero value for the number and the percentage for Academy A puts it in a position where over 73 per cent of mainstream maintained secondary schools in England had greater percentages of the school population with permanent exclusions.

Permanent exclusions in Academies 2003-2004

| Academy | Number of permanent exclusions | Percentage of school population | Percentile Position in National Distribution |
|-----------------------------------|--------------------------------|---------------------------------|--|
| A | 0 | 0.00 | 73.87+ |
| B | 8 | 0.71 | 9.01 |
| C | 6 | 0.72 | 8.69 |
| D | 3 | 0.44 | 20.71 |
| E | 1-2 | - | - |
| F | 7 | 0.64 | 11.09 |
| G | 3 | 0.20 | 36.30 |
| H | 27 | 2.60 | 0.06 |
| I | 4 | 0.48 | 18.02 |
| J | 5 | 0.51 | 16.50 |
| K | 8 | 1.03 | 3.76 |
| Academies average | 6.6 | 0.70 | - |
| Academies weighted average | 7.1 | 0.72 | - |
| England | 8,320 | 0.25 | - |

Note: The 'Academies average' is a simple arithmetic mean. The weighted average is weighted according to the total number of pupils in each Academy.

5.6 Notwithstanding this diversity, the data suggest that, when taken as a group, the rate of exclusions from Academies is significantly greater than in comparison group schools¹⁴. For example, the proportion of open Academies that had no exclusions in 2003-2004 was significantly below the proportions for all three comparison groups of schools (9% in Academies compared to 20%+ in comparison groups – see table below). Similarly, a significantly higher proportion of Academies had more than two exclusions in 2003-2004 than was the case for any of the comparison groups (82% in Academies compared to between 38% and 51% in comparison groups). Furthermore, within those schools that did have more than two exclusions in 2003-2004, the open Academies also had a greater average number of exclusions, and an associated higher average percentage of the school population accounted for by permanent exclusions, than was the case for the comparison groups.¹⁵

Comparative figures on permanent exclusions in Academies

| | More than 2 permanent exclusions | | | 1 or 2 permanent exclusions | No permanent exclusions |
|--------------------|----------------------------------|--|--------------------------------|--------------------------------|--------------------------------|
| | Proportion of schools involved | Average number of permanent exclusions | Average % of school population | Proportion of schools involved | Proportion of schools involved |
| Academies | 0.82 | 7.89 | 0.81 | 0.09 | 0.09 |
| Comparison Group 1 | 0.50 | 5.93 | 0.75 | 0.30 | 0.20 |
| Comparison Group 2 | 0.51 | 5.88 | 0.79 | 0.29 | 0.20 |
| Comparison Group 3 | 0.38 | 5.83 | 0.53 | 0.41 | 0.22 |

5.7 Generally, the overall picture to emerge is that some improvements do seem to have been made in Academies (as evident in the improving trends in authorised absences). However, there also seems to be clear evidence of the

¹⁴ Note that, unlike Academies, the comparison group schools are generally not new schools. This needs to be borne in mind when interpreting the exclusions data since in some circumstances new schools might be expected to have relatively high exclusions rates.

¹⁵Please note that these figures, and indeed all of the average figures on exclusions for Academies as a whole, are significantly influenced by the large number of exclusions posted by Academy H (27 exclusions, corresponding to 2.6% of the school population). In the previous table, for example, it was shown that across Academies as a whole, the number of exclusions corresponded to 0.7% of the school population, and this compared to 0.25% across all schools in England. If Academy H is excluded from the analysis, the corresponding figure for Academies becomes 0.5%, which is significantly closer to the national average. Note also that at the time of writing this Report, comparable data on exclusions were not available for previous years (i.e. prior to 2003-04). However, comparable data for subsequent years will be available in due course. This means that in subsequent evaluation reports we will be able to track how exclusions in Academies have changed over time.

challenges which they face (relatively high unauthorised absences and pupil exclusions). However, care must be taken when interpreting figures on absences and exclusions, particularly in relation to drawing links with pupil behaviour and pupil performance. In addition, as we have noted above, there are also some issues around the quality of the data, particularly in relation to exclusions. However, based on the data available, there seems to be *prima facie* evidence consistent with the hypothesis that some challenges are being faced in Academies in relation to pupil behaviour. Data from the pupil survey are, to some extent, consistent with this. For example, figures from the pupil survey show that more than one fifth of pupils, both in 2005 and 2004, thought their behaviour was worse now than it had been prior to joining the Academy. In addition, levels of bullying in Academies are consistent with levels in maintained schools but as in maintained schools, bullying still represents a significant challenge.¹⁶

Behaviour and bullying – pupil views

| Pupil survey | Agree |
|--|-------------------|
| All 2005 Academies visited n=1,765 | |
| All 2004 Academies visited n=1,603 | |
| My behaviour is worse now than before I came to this Academy | 23% 21% |
| Some pupils get bullied by others | 77% 81% |
| I have been bullied during my time in this school | 26% 27% |
| If I behave badly at the Academy the teachers will tell my parents | 84% 80% |
| Note: There may be some variation in the number of responses to individual questions. Agree includes "Agree" and "Agree strongly". | |

- 5.8 In order to explore these findings further, the results from the pupil surveys were examined separately for the four Academies (B, C, H and K) which, according to the statistics presented earlier, had the highest percentages of exclusions. This painted a complex picture which will need to be explored in more detail in later years of the evaluation. However, the figures do seem to suggest that in the Academies with high exclusions, pupil behaviour generally is more of a problem. For example, nearly twice as many pupils in these Academies indicated they believe their behaviour was worse now than before they came to the Academy (37% in high exclusion Academies compared to the average of 20%). In addition, the figures suggest that the proportion of pupils thinking that their behaviour was now worse had increased significantly between 2004 and 2005 (from 24% in 2004 to 37% in

¹⁶Around one quarter of pupils in Academies claim to have been bullied (see table above). This is broadly in line with figures on bullying in mainstream schools (see, for example, Donellan, C 2003, *Dealing with bullies*, London, Independent Educational Publishers).

2005 in these Academies, compared to a stable 20% in each year for other Academies).

Behaviour and bullying – pupil views

| Pupil survey | Agree | Disagree | Disagree strongly | Don't know |
|--|--------------|-----------------|--------------------------|-------------------|
| High exclusion Academies n=248 | | | | |
| Remaining Academies n=1,574 | | | | |
| My behaviour is worse now than before I came to this Academy | 37% | 33% | 23% | 7% |
| I have been bullied during my time in this school | 28% | 30% | 38% | 4% |
| Teachers are too strict at this Academy | 72% | 16% | 5% | 7% |
| The principal is really interested in the pupils | 86% | 6% | 1% | 6% |
| | 20% | 38% | 32% | 10% |
| | 25% | 28% | 41% | 5% |
| | 48% | 35% | 5% | 12% |
| | 75% | 9% | 4% | 12% |

Note: There may be some variation in the number of responses to individual questions. Agree includes "Agree" and "Agree strongly". Figures may not add exactly to 100% due to rounding.

- 5.9 Finally, there is some evidence to suggest that appropriate steps are being taken in Academies experiencing behaviour problems. For example, nearly three quarters of pupils in these Academies said that their teachers were too strict, a figure that had risen from less than one half in last year's research (see table above). This might indicate that a firmer line is now being taken in these Academies and so exclusions may be expected to decrease in due course a figure that had risen from less than one half in last year's research. There are also some specific examples, outlined in the figure overleaf, of Academies implementing new measures to deal with behaviour and exclusions issues.

Dealing effectively with behaviour issues

Focus on pastoral support

In some Academies, non-teaching Heads of Year have been appointed, with a remit to take an holistic approach to pastoral support, including monitoring attendance and behaviour. One of these Academies works with a community agency, which provide on-site counselling and pastoral support staff. These staff offer individual and small group activities such as art therapy to support vulnerable and at risk pupils. Pupils can either self-refer or be referred by staff (with parental approval) to this service.

"We've appointed the senior team, and as a leadership team we meet once a month plus we've got another group looking at policies and practices on discipline, pastoral care, first day calling – all sorts of stuff like that, so it's more a pastoral focus and the other one is teaching and learning".

(Principal designate of an Academy)

Participation in LEA management of exclusions

In order to avoid permanent exclusions, one predecessor school with challenging pupils had become involved in "managed moves". In the last year four difficult students from other schools were offered places at the Academy. These pupils were in danger of being permanently excluded from their school. As part of the agreement, the predecessor school negotiated alternative placements for three of its pupils with other schools in the area.

"Other schools are not envious because they see us as playing fair: we are not seen as being an elitist school, it's about working together and that has been helped by some education initiatives which have allowed headteachers, senior leadership teams and middle managers to work together, such as through the leadership incentive grant".

(Principal Designate of an Academy)

LINKAGES WITH THE WIDER COMMUNITY OF SCHOOLS

5.10 Last year's research highlighted a mixed picture in relation to perceptions around Academies' links with other local schools, and the evidence from this year's research is broadly consistent with previous findings. For example, less than one half of staff surveyed both this year and last year thought that their Academy proactively supported schools within the local community by sharing expertise and resources (see table below).

| Staff survey | % Agree |
|--|---------|
| All 2005 Academies visited n=372 | |
| All 2004 Academies visited n=393 | |
| The Academy proactively supports schools within the local community by sharing expertise and resources | 48% |
| Staff from the Academy participate in LEA activities on a regular basis | 45% |
| | 39% |
| | 41% |
| The Academy has proactively recruited good students from neighbouring schools | 18% |
| | 14% |
| The Academy has had a negative impact on neighbouring schools' enrolments | 16% |
| | 11% |

Note: There may be some variation in the number of responses to individual questions. Staff figures relate to teaching staff and support staff. Agree includes "Agree" and "Agree strongly".

- 5.11 This year's research has gathered more qualitative information, which is broadly consistent with these survey findings, on the specific barriers that have existed between Academies and other local schools, including:
- Dissatisfaction with the differences in resourcing between Academies and other schools, reflected in the new Academy buildings and facilities;
 - Concerns expressed by some about Academies adopting an elitist approach, and associated worries that they would not genuinely participate in wider local authority initiatives; and
 - Potential 'creaming' by Academies of the brightest and best pupils in the local area.
- 5.12 Some specific examples of some of the challenges being faced by Academies in engaging with their local community of schools are provided in the figure overleaf.

Understanding the barriers between Academies and other local schools

The challenge of winning hearts and minds

In one Academy, parents and teachers in neighbouring schools needed to be convinced that the Academy will bring positive benefits to neighbouring schools.

"I think their feelings are that we have had a fortune spent on us, and that they are the poor relative of the family and are hard done by. I think they feel that we might take the brighter students, even though we have the standard admission criteria – there's no selection here, apart from the 10% specialism selection".

(Sponsor's delegate in an Academy)

The partnership with primary schools and the Academy very much focused on the sports specialism. Staff had received feedback that other schools were not aware of the work that was currently being done by the Academy.

"One of the issues we need to work on is our relationship with other schools – the Academy is viewed with a bit of suspicion by other schools – primary and secondary. The primary school up the road has never sent a child to the Academy. There is a massive job to be done to win the hearts and minds of these primary and secondary schools".

(Sponsor's delegate in an Academy)

Some evidence of improvements

In the neighbouring headteacher's opinion, the Academies policy was not well thought through especially around exclusions and ethos. S/he was of the opinion that the Academy "considered its own pupils over and above all of the pupils in the borough". However, s/he also suggested that perceptions of the local Academy had steadily improved, partly due to the Academy principal attending meetings, and building up a relationship based on mutual learning and understanding.

"I have a growing respect for the Principal of the Academy although we do disagree about a lot of things".

(Headteacher of a neighbouring school)

In terms of sharing best practice, the local headteacher agreed that the Academy worked as part of the LIG team and that it shared staff training days between schools. In his view this had also helped to develop longer term contacts. There was also a perception that the Academy had also impacted on regeneration in the area. Relationships were developing at a staff level through the annual deputy headteacher conference and shared staff training days. According to the sponsor, the principal had spent a significant amount of time supporting local schools. They were hostile at first but the relationship has now improved. However the sponsor is conscious that this effort has taken a significant amount of the principal's time.

- 5.13 Notwithstanding these barriers, the staff survey responses also suggest that Academies in their second year were more likely to engage with neighbouring schools than Academies in their first year (see table overleaf). This was confirmed by first year Academy principals, who emphasised that whilst they were committed to working in partnership with neighbouring

schools, their priorities in the first year of opening were more internally focused. The evidence to date also suggests that Academies with local, or autonomous, governance arrangements were more likely to reach out to the wider community than those with collective governance arrangements.

Wider community of schools – views of staff

| Staff survey | Agree | Disagree | Don't know |
|---|-------------------|-------------------|-------------------|
| 2nd year Academy n=285 | | | |
| 1 st year Academy n=86 | | | |
| The Academy proactively supports schools within the local community by sharing expertise and resources | 54% 32% | 14% 22% | 33% 45% |
| Staff survey | | | |
| Autonomous governance n=282 | | | |
| Collective governance n=90 | | | |
| The Academy proactively supports schools within the local community by sharing expertise and resources | 53% 35% | 15% 19% | 33% 46% |
| The Academy has had a negative impact on neighbouring schools' enrolments | 13% 27% | 30% 19% | 57% 54% |
| Note: There may be some variation in the number of responses to individual questions. Staff figures relate to teaching staff and support staff. Agree includes "Agree" and "Agree strongly". Disagree includes "Disagree" and "Disagree strongly". Figures may not add exactly to 100% due to rounding. | | | |

- 5.14 An important conduit for those Academies that are beginning to engage with the wider community of schools has been their ability to share their new resources and facilities (the box overleaf provides two examples where this has happened successfully).
- 5.15 There is some evidence that collaboration with neighbouring schools is also related to the Academy's specialism. Even when buildings and facilities are incomplete, Academies with Sports and IT specialisms have tended to have a more immediate programme of support to local schools, including primary schools. These programmes have expanded once the facilities and buildings have been completed. This level of sharing of facilities and resources is not as evident in other Academies with different specialisms.

Academies sharing resources with local schools

Sharing facilities

Three local schools use the facilities in one Academy, including 500 pupils from the local Chinese and Polish Schools. The Academy also shared its teaching and learning handbook with other schools. Recently, the Academy had submitted a bid to the DfES's Innovation Unit to look at flexing the Key Stage 3 curriculum to include vocational courses in building and hairdressing which are considered to be key to the local area. All of this had impacted positively upon the wider community's attitudes towards the Academy.

"There is a view that the Academy is doing what it said it would".

(Principal of an Academy)

The attitudes of local primary schools towards the Academy had notably improved in the past year.

"The Academy is now on a sound footing with other schools in the area. Initially things were quite hostile... Things have now improved as communication has improved between the Academy and the neighbouring schools. The primary school now sends 55% of pupils to the Academy - up from 18% last year... We have worked closely over the last year".

(Headteacher of a neighbouring school)

Provision of vocational courses

The reputation of one Academy in the community of local schools has greatly increased, because of its provision of vocational courses.

"In the past, it was seen as the school on the hill, inaccessible, isolationist, elitist. That has almost disappeared".

(Principal of an Academy)

Last year, 700 students from other city schools attended courses organised by this Academy. This involved beauty therapy, hairdressing, motor vehicle technology, early years, and construction. A wide range of vocational courses were offered to students in neighbouring schools.

"What is coming out of the motor vehicle course is that another local school is having a new block built onto the school to accommodate their own motor vehicle course".

(Principal of an Academy)

5.16 In addition to sharing their resources, Academies were also found to have been engaging in a number of other activities that had helped to foster better relationships with neighbouring schools. This included:

- Participation in "away days" with other senior management teams from local secondary schools;
- Membership of 6th form consortia; and
- Involvement in local Excellence in Cities (EiC) and Leadership Incentive Grant (LIG) teams and other initiatives that involve co-operation with other local schools (see figure overleaf).

Academies participating in wider LEA initiatives

Working together

"Other schools are not envious because they see us as playing fair: we are not seen as being an elitist school. It's about working together and that has been helped by some education initiatives which have allowed headteachers, senior leadership teams and middle managers to work together, such as through the leadership incentive grant".

(Principal Designate of an Academy)

Contribution to local diversity

"I think that one of the things the Council was always attracted to when we went into the whole concept of the Academy was that it would add another distinctive type of school to the town. What we looked at when we exchanged from upper to secondary schools, was to try to ensure we were able to provide the widest possible range of choice for parents, so we already have a boys and a girls school, that has been maintained. We are always keen to have an Academy. In this area, we felt that an Academy could well revitalise the aspirations of parents in the local community into the value of education. This has already been shown to be true by the way the public perception of the school has changed so quickly".

(LEA Representative)

SUMMARY OF FINDINGS

5.17 Much of the data presented in this chapter have been of a qualitative nature. Moreover, where quantitative data have been presented, for a variety of reasons, care has been taken around their interpretation. Notwithstanding this, the key findings to emerge from the chapter are as follows:

- Total absences are declining in Academies, and at a rate that is faster than the national average;
- The quantitative data suggest a marginally improving picture in relation to authorised absences, and a marginally deteriorating one in relation to unauthorised absence;
- Levels of exclusions are proportionally higher in Academies compared to other similar schools, and are particularly high in four of the eleven Academies examined;¹⁷
- As with the figures on pupil performance, there is considerable diversity amongst Academies in relation to both absences and exclusions data, with some Academies being amongst the best in the country and others amongst the worst;
- Consistent with these quantitative figures on absences and exclusions, the data from the pupil surveys suggest that pupil behaviour remains a not

¹⁷ As noted earlier, subsequent evaluation reports will examine how this picture changes over time.

insignificant challenge for many Academies. Around a quarter of pupils claim to have been bullied, and around one fifth of pupils indicate that their behaviour was worse at the time of the survey than it was before the Academy opened (this figure rising to nearly two fifths for the four Academies with the highest exclusions);

- However, it appears also from the research that the Academies are beginning to implement measures to address these challenges, e.g. focusing on improving pastoral support to pupils, and co-operating with other local schools in relation to the management of exclusions; and
- The evidence suggests that as time passes and the Academies become more embedded, they have begun to engage more fully with other local schools, although it is clear that in doing this a number of significant barriers and blockages have had to be overcome. There is also a need to recognise that the differences in the contexts of Academies (buildings, specialism(s) and maturity of the organisation) must be considered when considering the extent to which the Academy is engaging with its local family of schools.

Chapter 6:



Conclusions and suggestions for the future

INTRODUCTION

6.1 This report has provided an overview of the key findings to emerge from the evaluation to date. It is based mainly on surveys and interviews conducted in 15 Academies and nine predecessors during 2005, along with a detailed analysis of existing data on pupil performance and other factors between 2002 and 2005, covering all open Academies, their predecessors and three comparison groups. It is not possible, given the extent of the evidence that has been collected and analysed to date, to provide a definitive assessment of the overall success of the initiative. It will be possible to come closer to this when the evaluation's final report is published in early 2008 (at which time four *tranches* of fieldwork will have been conducted, and five years of performance data analysed). Rather, at this stage in the evaluation process, the main focus has been on identifying the emerging trends and some of the key features of the initiative which underpin them. The main purpose of this chapter is to provide an overview of the key findings in these areas. The structure of the chapter is as follows:

- **Summary of key findings**, providing an overview of the key findings based on the quantitative and qualitative research; and
- **Suggestions for the future**, highlighting a number of areas, based on the research evidence, that the DfES may wish to consider as it takes the initiative forward.

SUMMARY OF KEY FINDINGS

6.2 Generally speaking, **pupil performance at Key Stages 3 and 4 in Academies between 2002 and 2005 has been improving**, and often at a rate that exceeds the corresponding improvements in other similar schools. On

balance, the evidence over this period suggests that the improvements in pupil performance in Academies, when taken as a group, are better than in other schools with similar characteristics, although the absolute differences are generally small.

- 6.3 **There is clear diversity in pupil performance both between and within Academies**, and this diversity is one of the most important findings to emerge from the research to date. In some Academies, and depending on the indicator used, performance is actually deteriorating; in other Academies performance is improving in all subject areas and in others, performance is improving in one subject and deteriorating in another. This finding is not surprising because Academies themselves represent a diverse group of institutions; they are borne out of diverse circumstances, have different specialisms and cultures, and are led and governed in different ways, based on different models.
- 6.4 The qualitative evidence suggests that, where there have been improvements in the learning environment, these have been underpinned by a number of features of Academies, which are outlined below:
- There is clear evidence, from the surveys, interviews and case studies, of the existence of **strong leadership** in most Academies, focused on raising pupil aspirations. This finding is generally consistent with the findings on leadership from OfSTED inspections of Academies (see <http://www.ofsted.gov.uk/reports>);
 - There has also been generally **positive feedback from principals of the support provided to them by sponsors**; as well as emerging evidence in some Academies (albeit a smaller number – two out of the 15 visited) that **the wider governance arrangements for Academies are maturing** and providing more tangible support to principals e.g. through clarifying the roles of governors and recruiting additional governors with specific expertise;
 - There is clear qualitative evidence that many Academies are undertaking **innovations in relation to teaching the curriculum**. Much of this innovation can be related directly or indirectly to the freedoms and flexibilities that Academies enjoy;¹⁸
 - There also seemed to be a clearer focus amongst Academies during 2005 on **‘getting the basics right’** in relation to, for example, behaviour, discipline, homework, uniform and parental involvement;

¹⁸Although it should be noted that many of the innovations observed are also evident in the maintained schools (non-Academy) sector.

- Although the amount of revenue funding for Academies is the same as other schools, the overall **level of resourcing in Academies, and the quality of the resources deployed**, is significantly above that experienced by staff and pupils in their predecessor schools; this is particularly the case in relation to buildings, ICT and equipment. There is clear evidence from pupil and staff surveys that this injection of resources has been a major factor in promoting a more positive learning environment; and
 - Finally, there have been a number of aspects of the planning and induction process that have facilitated Academies in the early establishment of a positive learning environment for their pupils. In particular, the process of establishing an Academy was facilitated where there was an **adequate lead-in time for principals and staff, and a phased intake of pupils**.
- 6.5 Although the overall trends in pupil performance in Academies are positive, it is not universally the case that improvements are being made, and **some Academies have been performing less well than the national average and other schools**. This is the case in relation to four out of the 11 Academies for which detailed performance data are available for 2002-2005.¹⁹ The qualitative research evidence suggests that, where performance in Academies has been relatively poor, this can be explained mainly in relation to a combination of specific factors many of which, in a sense, are the 'flip side' of the success factors outlined earlier. For example, only one of these four Academies was, at the time of the research, in its new building; none had been able to phase in its pupil intake, and in only one was the lead-in time for the principal and staff adequate. Finally, two of the four Academies had experienced significant leadership issues, so much so that within 18 months of opening there had been a change in the principal.
- 6.6 In relation to the implementation stage, the evidence suggests that the **process of project managing the building of the new Academies has proved to be very challenging** for the majority of Academies. Consistent with last year's findings, there remain ongoing issues in relation to the extent to which the new buildings are fit-for-purpose. There is also some evidence to suggest that managing pupil behaviour remains an important challenge for some Academies, although there are also clear examples of Academies beginning to do this in innovative ways.
- 6.7 Finally, there is evidence to support the **emergence of some broad patterns, or models, between different groups of Academies**. In particular, the research has highlighted two broad types of sponsorship and governance

¹⁹This is based on the figures presented earlier showing how each of the 11 Academies fared between 2002 and 2004 according to six separate indicators of achievement. Based on these figures, four of the 11 Academies performed worse than the national average in at least four of the six.

models that are apparent amongst current open Academies. Firstly, there are the Academies whose sponsors are responsible for only one Academy, where governance arrangements are completely autonomous (i.e. each Academy is governed independently), and local governing bodies are responsible for strategic and operational decision making. Secondly, there are the Academies whose sponsors contribute to more than one Academy, where strategic governance tends to be done mainly on a collective basis (i.e. it relates to all of the Academies in the group, not just one Academy), and local governing bodies assume responsibility for day-to-day decision making. The evidence suggests that Academies in each of these groups are beginning to exhibit different characteristics and approaches to learning. For example, those with multiple Academy sponsorship seem, based on the survey evidence, more likely than those with single Academy sponsorship to focus on teaching and learning and on the basics of behaviour, discipline and uniform and less likely to have engaged extensively with other schools in the local area.

SUGGESTIONS FOR THE FUTURE

6.8 Just as it is too early at this stage in the evaluation to provide a firm assessment of the overall success of the initiative, it is also too early to provide firm recommendations for the future. However, based on the research findings, a number of suggestions for the future can be made.²⁰ The first set of these relate to the **process of implementing the Academies initiative**, and are as follows:

- **Allowing an adequate lead-in time;** where possible, principals should be appointed at least 12 months and preferably 18 months before the opening of a new Academy. Senior leadership teams should be appointed at least six months prior to the opening in order to support the principal and the sponsor in the development and transition phases. Linked to this, the DfES should encourage the phasing-in of pupil intakes, where opportunities for this exist;²¹
- **Developing a comprehensive induction programme for sponsors, principals and staff;** comprehensive induction processes should be provided for principals and sponsors during the establishment phase. The purpose of the induction should be to clarify the roles, responsibilities and expectations of sponsors and trustees in respect of governance. This induction should include information from the DfES and experienced principals and sponsors of Academies. Examples of policies and procedures relating to the legal requirements associated with

²⁰The study team originally discussed these suggestions with the Department towards the end of 2005, soon after the fieldwork had been completed. On the basis of this, and the Department's ongoing consideration of the implementation of the initiative, the Department has already begun to address some of the issues identified.

²¹As of January 2006, all principals are appointed five terms in advance of the Academy opening.

governance of Academies would also be useful. As part of this, further consideration should be given to the leadership demands placed on Academy principals. It is also recommended that the factors that have contributed to the attrition of some Academy principals be analysed more fully with the aim of reflecting this in the content of future induction programmes.²² Where possible, time and resources should be allocated by Academy principals to ensure that staff are provided with a range of in-service training (INSET) in the lead-up to the opening of the Academy and in the early development phase. This is likely to provide short and long-term benefits as staff will feel valued, involved and committed to the ethos and vision of the Academy; and

- **Enhancing the process and outcome of new Academy buildings;** additional support and guidance should be provided by the DfES to facilitate a smoother project management of the new Academy buildings, and ensure that they are fit-for-purpose in relation to 21st century learning. Based on the research evidence, a number of specific suggestions can be made:

- The contractual agreements with project managers, builders and architects, should include a post-occupation review and a clear process and date for completion of all outstanding problems identified by this;
- Utilities, security and maintenance costings should be modelled as part of the design phase of all Academies;
- Academies should be encouraged to consult more widely with users of the buildings, particularly staff and pupils, as the evidence suggests that this will facilitate the achievement of a fit-for-purpose, practical design; and
- Related to this, architects and other stakeholders should be encouraged by the DfES to strike an appropriate balance between the 'look' and 'feel' of new Academies, and their practical and fit-for-purpose design aspects.²³

6.9 Secondly, the research suggests a number of areas relating to the **delivery of Academies** 'on the ground' and, in particular, the ways in which the DfES and other relevant agencies can support Academies:

²²A pilot for such an induction programme, which has been commissioned by NCSL and is delivered by Specialist Schools and Academy Trust (SSAT) began in January 2006 and is due to end in March 2007, at which time an impact evaluation will be conducted and, on the basis of the findings, decisions taken about potential roll-out.

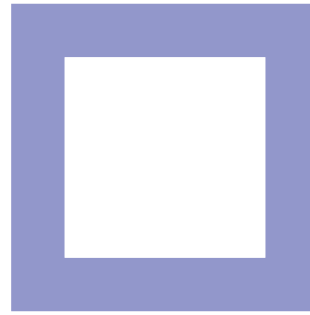
²³Discussions are currently ongoing around mainstreaming Academies into the *Building Schools for the Future* initiative. Such developments are likely to help Academies overcome some of the difficulties outlined above.

- **Recognising diversity and the need for tailored support;** in providing support, the DfES should continue to take account explicitly of the diversity between and within Academies, as reflected in the diverse patterns of pupil performance. The support provided should be tailored and specific to the individual requirements of each Academy;
- **Encouraging the right balance between tradition and innovation in teaching the curriculum;** Academies should not feel pressured to implement too much change too quickly. The evidence suggests that focusing on establishing the school's culture and ethos, building positive relationships between staff, students and parents and establishing quality teaching and learning are all appropriate priorities in the initial set-up period;
- **Supporting measures to improve pupil behaviour;** the DfES should consider further ways of providing additional guidance and support to Academies in relation to managing behaviour. This should be aligned closely to the DfES's ongoing work in relation to behaviour improvement (see for example <http://www.dfes.gov.uk/behaviourandattendance/>), but should be tailored to reflect the specific circumstances facing Academies. The qualitative evidence in this Report suggests that measures which focus in a holistic way on pastoral dimensions of pupils' needs are likely to have a significant degree of success;
- **Promoting productive working between Academies networks;** principals and sponsors should be supported and encouraged to network with other Academies as part of their induction and ongoing delivery process. This is particularly relevant to those Academies that are not collectively governed. Many of the more established Academies have expertise, experience and resources that could be utilised by Academies in the development and early implementation phases;
- **Developing partnerships with other local schools;** given the DfES's commitment to the development of local collaboratives, where schools work in partnership with each other, it is important that Academies continue to be encouraged to participate in the local family of schools. The evidence in this report suggests that two of the main *conduits* for achieving this are (a) encouraging Academy principals to participate fully in initiatives involving other local schools, and (b) ensuring that the opportunities for Academies sharing their new facilities with other local schools are maximised. Related to this, emerging policies such as Every Child Matters and protocols for hard-to-place pupils are predicated on the assumption that all schools co-operate and contribute to the transformation of children's services. Clarification is also needed for sponsors, governors and LEAs in relation to collective and individual

school-level responsibilities and resources to respond to emerging policies (e.g. Extended Schools, 14-19, inclusion and SEN);

- **Encouraging more mature governance arrangements;** sponsors and governors should ensure that parents, staff and pupils are fully informed of governance arrangements and are given opportunities to participate actively in enacting the vision and ethos of the school; and
- **Disseminating information on good practice;** information on the examples of innovative approaches being developed in some Academies, some of which have been outlined in this report, should be disseminated widely throughout the Academy network and beyond. Based on the material presented in this Report, such good practice is likely to include examples of flexibility in timetabling arrangements, measures to enhance and assure teaching quality, and holistic approaches to learning which focus on pastoral support. This information, which should be tied into the DfES's other sources of information on good practice (e.g. <http://www.standards.dfes.gov.uk/personalisedlearning/five/teachlearning/>), should be used as a pool from which existing and new Academies can draw ideas about appropriate innovations to implement within their own context.

Appendix A:



Further information on the
evaluation's evidence base

Survey response rates

| | Number of surveys administered | Number of surveys returned | Response rate |
|--|--------------------------------|----------------------------|---------------|
| 2005 fieldwork - 14 Academies, 9 predecessors | | | |
| Pupils | 2,378 | 1,832 | 77% |
| Staff | 1,617 | 394 | 24% |
| Parents | 2,174 | 571 | 26% |
| 2004 fieldwork - 8 Academies, 3 predecessors | | | |
| Pupils | 2,008 | 1,666 | 83% |
| Staff | 1,375 | 403 | 29% |
| Parents | 1,632 | 433 | 27% |

Interviews – number of completed stakeholder interviews

| Interviewee | Number of interviews conducted | |
|----------------------------|---|--|
| | 2005 fieldwork – 15 Academies, 9 predecessors | 2004 fieldwork – 8 Academies, 3 predecessors |
| Principal | 25 | 13 |
| Bursar/Financial Director | 16 | 12 |
| Sponsor/sponsor's delegate | 17 | 11 |
| LEA link person | 5 | 4 |
| Governor | 10 | 8 |
| Architect | 6 | 8 |
| Project Manager | 7 | 6 |
| Community representative | 10 | 7 |
| Other local headteacher | 9 | 5 |
| Total | 105 | 74 |

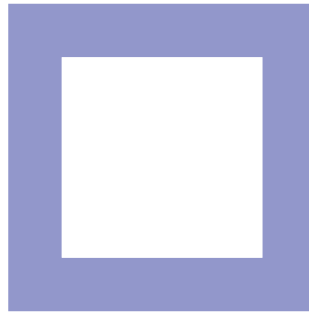
Analysis of existing data – numbers of institutions and pupils covered in 2005 fieldwork

| | Academies | Comparison Groups | | | National |
|------------------------|-----------|-------------------------|-------------------------|---------------------------------|-----------|
| | | Group 1 (lowest 10%) | Group 2 (lowest 15%) | Group 3 (Overlapping intake) | |
| Number of institutions | 11* | 431* | 282* | 32* | 3,435** |
| Number of pupils | 10,047 | 360,046 | 225,790 | 36,798 | 3,351,261 |

*for which published Key Stage 4 data are available for 2004

**total for all mainstream maintained secondary schools

Appendix B:



Additional information on pupil performance and other pupil characteristics

Pupil intake of Academies (based on performance at Key Stage 2)

| Academy | Academy predecessor School | Opening Date | School Mean of KS2 Average Point Score | Co-efficient of Variation KS2 Average Point Score | Rank of School Mean KS2 Average Point Score | Percentile Position of School Mean KS2 Average Point Score |
|---------|----------------------------|--------------|--|---|---|--|
| A | A.1 | 2002 | 24.00 | 0.172 | 2986 | 94.97 |
| B | B.1 | 2002 | 23.91 | 0.176 | 3008 | 95.67 |
| B | B.2 | 2002 | 23.91 | 0.167 | 3011 | 95.77 |
| C | C.1 | 2002 | 23.93 | 0.156 | 3001 | 95.45 |
| D | D.1 | 2003 | 22.46 | 0.192 | 3134 | 99.68 |
| E | E.1 | 2003 | 23.37 | 0.162 | 3078 | 97.90 |
| F | F.1 | 2003 | 23.85 | 0.205 | 3020 | 96.06 |
| G | G.1 | 2003 | 22.31 | 0.189 | 3137 | 99.78 |
| G | G.2 | 2003 | 24.45 | 0.137 | 2875 | 91.44 |
| H | H.1 | 2003 | 23.71 | 0.182 | 3039 | 96.66 |
| H | H.2 | 2003 | 25.46 | 0.163 | 2405 | 76.49 |
| I | I.1 | 2003 | 23.23 | 0.204 | 3095 | 98.44 |
| J | J.1 | 2003 | 23.00 | 0.196 | 3111 | 98.95 |
| K | K.1 | 2003 | 24.47 | 0.164 | 2869 | 91.25 |

Eligibility for Free School Meals

| Academy | Predecessor School | No. of Pupils | | No. of Pupils Eligible for FSM | | % Eligible for FSM | | Percentile Position for % Eligible for FSM | |
|-----------------|--------------------|---------------|-------|--------------------------------|-------|--------------------|------|--|-------|
| 2004 | 2002 | 2002 | 2004 | 2002 | 2004 | 2002 | 2004 | 2002 | 2004 |
| A | A.1 | 859 | 738 | 338 | 345 | 39.3 | 46.7 | 7.78 | 3.84 |
| B | B.1 | 457 | 1126 | 257 | 559 | 56.2 | 49.6 | 1.79 | 3.14 |
| B | B.2 | 658 | 1126 | 308 | 559 | 46.8 | 49.6 | 4.08 | 3.14 |
| B | B.1+B2 | 1115 | 1126 | 565 | 559 | 50.7 | 49.6 | - | 3.14 |
| C | C.1 | 615 | 836 | 282 | 306 | 45.9 | 36.6 | 4.54 | 9.00 |
| D | D.1 | 551 | 685 | 395 | 347 | 71.7 | 50.7 | 0.14 | 2.74 |
| E | E.1 | 395 | 449 | 201 | 115 | 50.9 | 25.6 | 2.81 | 18.25 |
| F | F.1 | 1004 | 1086 | 317 | 386 | 31.6 | 35.5 | 13.80 | 9.96 |
| G | G.2 | 1035 | 1482 | 276 | 519 | 26.7 | 35.0 | 16.94 | 10.45 |
| H | H.1 | 473 | 1037 | 254 | 389 | 53.7 | 37.5 | 2.11 | 8.38 |
| H | H.2 | 712 | 1037 | 236 | 389 | 33.1 | 37.5 | 12.73 | 8.38 |
| H | H.1+H.2 | 1185 | 1037 | 490 | 389 | 41.4 | 37.5 | - | 8.38 |
| I | I.1 | 622 | 841 | 254 | 327 | 40.8 | 38.9 | 6.83 | 7.54 |
| J | J.1 | 960 | 987 | 636 | 592 | 66.3 | 60.0 | 0.38 | 0.64 |
| K | K.1 | 758 | 780 | 298 | 322 | 39.3 | 41.3 | 7.81 | 6.06 |
| L | - | - | 177 | - | 44 | - | 24.9 | - | 19.36 |
| Academy Overall | | 9099 | 10224 | 4052 | 4251 | 44.5 | 41.6 | - | - |
| OIS Overall | | 30666 | 36799 | 9847 | 11102 | 32.1 | 30.2 | - | - |
| England | | - | - | - | - | 14.9 | 14.4 | - | - |

Note: OIS refers to overlapping intake schools (Comparison Group 3)

English as an Additional Language (EAL)

| | Predecessor | | | | | Percentile Position | |
|-----------------|-------------|------------------|------|--------------|------|---------------------|-------|
| Academy | School | No of EAL Pupils | | % EAL Pupils | | for % EAL Pupils | |
| 2004 | 2002 | 2002 | 2004 | 2002 | 2004 | 2002 | 2004 |
| A | A.1 | 486 | 393 | 56.6 | 53.3 | 3.65 | 4.10 |
| B | B.1 | 5 | 4 | 1.1 | 0.4 | 58.24 | 84.19 |
| B | B.2 | 0 | 4 | 0.0 | 0.4 | 95.42 | 84.19 |
| B | B.1+B.2 | 5 | 4 | 0.4 | 0.4 | - | 84.19 |
| C | C.1 | 68 | 100 | 11.1 | 12.0 | 19.02 | 19.04 |
| D | D.1 | 167 | 310 | 30.3 | 45.3 | 8.89 | 5.50 |
| E | E.1 | 24 | 0 | 6.1 | 0.0 | 26.22 | 99.97 |
| F | F.1 | 277 | 276 | 27.6 | 25.4 | 9.90 | 10.71 |
| G | G.2 | 24 | 44 | 2.3 | 3.0 | 41.15 | 39.16 |
| I | I.1 | 386 | 497 | 62.1 | 59.1 | 2.94 | 3.11 |
| J | J.1 | 643 | 733 | 67.0 | 74.3 | 2.39 | 1.51 |
| K | K.1 | 189 | 233 | 24.9 | 29.9 | 10.65 | 9.26 |
| Academy Overall | 2269 | | 2594 | 28.7 | 28.8 | - | - |
| OIS Overall | | 8280 | 8538 | 22.2 | 23.2 | - | - |
| England | | - | - | 8.6 | 8.9 | - | - |

Note: OIS refers to overlapping intake schools (Comparison Group 3)

Special Educational Needs (SEN)

| Academy | Predecessor | No. of Pupils | | No of Pupils with SEN | | % with SEN with | | No of Pupils with SEN | | % with SEN without | |
|-----------------|-------------|---------------|-------|-----------------------|------|-----------------|------|-----------------------|------|--------------------|------|
| | School | | | with Statement | | Statement | | without Statement | | Statement | |
| 2004 | 2002 | 2002 | 2004 | 2002 | 2004 | 2002 | 2004 | 2002 | 2004 | 2002 | 2004 |
| A | A.1 | 859 | 738 | 11 | 5 | 1.3 | 0.7 | 212 | 186 | 24.7 | 25.2 |
| B | B.1 | 457 | 1126 | 13 | 33 | 2.8 | 2.9 | 120 | 333 | 26.3 | 29.6 |
| B | B.2 | 658 | 1126 | 18 | 33 | 2.7 | 2.9 | 200 | 333 | 30.4 | 29.6 |
| B | B.1+B.2 | 1115 | 1126 | 31 | 33 | 2.8 | 2.9 | 320 | 333 | 28.7 | 29.6 |
| C | C.1 | 615 | 836 | 24 | 39 | 3.9 | 4.7 | 250 | 420 | 40.7 | 50.2 |
| D | D.1 | 551 | 685 | 12 | 9 | 2.2 | 1.3 | 74 | 87 | 13.4 | 12.7 |
| E | E.1 | 395 | 449 | 17 | 15 | 4.3 | 3.3 | 143 | 23 | 36.2 | 5.1 |
| F | F.1 | 1004 | 1086 | 67 | 46 | 6.7 | 4.2 | 424 | 299 | 42.2 | 27.5 |
| G | G.2 | 1035 | 1482 | 0 | 2 | 0 | 0.1 | 110 | 345 | 10.6 | 23.3 |
| H | H.1 | 473 | 1037 | 17 | 90 | 3.6 | 8.7 | 134 | 222 | 28.3 | 21.4 |
| H | H.2 | 712 | 1037 | 50 | 90 | 7.0 | 8.7 | 183 | 222 | 25.7 | 21.4 |
| H | H.1+H.2 | 1185 | 1037 | 67 | 90 | 5.7 | 8.7 | 317 | 222 | 26.8 | 21.4 |
| I | I.1 | 622 | 841 | 11 | 21 | 1.8 | 2.5 | 262 | 241 | 42.1 | 28.7 |
| J | J.1 | 960 | 987 | 41 | 44 | 4.3 | 4.5 | 161 | 407 | 16.8 | 41.2 |
| K | K.1 | 758 | 780 | 20 | 14 | 2.6 | 1.8 | 351 | 234 | 46.3 | 30.0 |
| Academy Overall | | 9099 | 10047 | 301 | 318 | 3.3 | 3.2 | 2624 | 2797 | 28.8 | 27.8 |
| OIS Overall | | 36170 | 36806 | 830 | 947 | 2.3 | 2.6 | 7609 | 6291 | 21.0 | 17.1 |
| England | | - | - | - | - | 2.4 | 2.3 | - | - | 15.9 | 13.4 |

Note: OIS refers to overlapping intake schools (Comparison Group 3)

Performance at Key Stage 3 - % of pupils achieving Level 5 in English, Maths and Science

| Academy | % L5+ English | | | % L5+ Mathematics | | | % L5+ Science | | |
|---------------------------|---------------|------|------|-------------------|------|------|---------------|------|------|
| | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| A | 34 | 47 | 55 | 36 | 34 | 39 | 33 | 36 | 32 |
| B | 23 | 19 | 27 | 34 | 35 | 45 | 34 | 30 | 26 |
| C | 23 | 27 | 44 | 38 | 47 | 47 | 28 | 30 | 31 |
| D | 18 | 25 | 40 | 28 | 35 | 46 | 16 | 23 | 23 |
| E | 34 | 26 | 40 | 36 | 36 | 46 | 23 | 33 | 39 |
| F | 47 | 28 | 42 | 35 | 38 | 41 | 32 | 39 | 32 |
| G | 46 | 40 | 57 | 69 | 60 | 60 | 72 | 62 | 56 |
| H | 54 | 42 | 48 | 45 | 49 | 57 | 50 | 45 | 57 |
| I | 42 | 11 | 28 | 38 | 13 | 35 | 32 | 10 | 23 |
| J | 32 | 32 | 35 | 36 | 46 | 49 | 28 | 31 | 30 |
| K | 17 | 28 | 40 | 27 | 30 | 36 | 21 | 20 | 24 |
| Academies average | 34.9 | 29.7 | 42.4 | 39.0 | 39.1 | 47.1 | 35.9 | 34.0 | 35.9 |
| Comparison Group 1 | 43.6 | 47.0 | 50.8 | 44.2 | 50.0 | 54.2 | 41.6 | 45.1 | 43.9 |
| Comparison Group 2 | 41.0 | 44.5 | 48.4 | 41.5 | 47.8 | 52.0 | 38.8 | 42.8 | 41.4 |
| Comparison Group 3 | 58.5 | 57.1 | 63.7 | 56.3 | 61.5 | 64.0 | 54.1 | 57.3 | 55.2 |
| England | 67.0 | 69.0 | 71.0 | 67.0 | 71.0 | 73.0 | 67.0 | 68.0 | 66.0 |

| Academy | % L5+ English | | % L5+ Mathematics | | % L5+ Science | | Average KS3 point score | |
|---------------------------|---------------|--------------------|-------------------|--------------------|---------------|--------------------|-------------------------|--------------------|
| | 2004 | Change 2002 - 2004 | 2004 | Change 2002 - 2004 | 2004 | Change 2002 - 2004 | 2004 | Change 2002 - 2004 |
| A | 55 | 21 | 39 | 3 | 32 | -1 | 28.7 | 2.1 |
| B | 27 | 3.4 | 45 | 10.6 | 26 | -8 | 28.1 | 0.64 |
| C | 44 | 21 | 47 | 9 | 31 | 3 | 28.8 | 1.1 |
| D | 40 | 22 | 46 | 18 | 23 | 7 | 28.2 | 2 |
| E | 40 | 6 | 46 | 10 | 39 | 16 | 29.3 | 3.6 |
| F | 42 | -5 | 41 | 6 | 32 | 0 | 27.6 | -0.1 |
| G | 57 | 11 | 60 | -9 | 56 | -16 | 32.3 | 0 |
| H | 48 | -5.5 | 57 | 12.3 | 57 | 6.9 | 31.5 | 1.2 |
| I | 28 | -14 | 35 | -3 | 23 | -9 | 26.8 | -0.3 |
| J | 35 | 3 | 49 | 13 | 30 | 2 | 28.3 | 0.9 |
| K | 40 | 23 | 36 | 9 | 24 | 3 | 27.5 | 1.8 |
| Academies | 42.4 | 7.5 | 47.1 | 8.1 | 35.9 | 0 | 29.11 | 1.13 |
| Comparison Group 1 | 50.8 | 7.2 | 54.2 | 10.0 | 43.9 | 2.3 | 30.29 | 1.00 |
| Comparison Group 2 | 48.4 | 7.4 | 52.0 | 10.5 | 41.4 | 2.6 | 29.88 | 1.05 |
| Comparison Group 3 | 63.7 | 5.2 | 64.0 | 7.7 | 55.2 | 1.1 | 32.28 | 0.61 |
| England | 71.0 | 4.0 | 73.0 | 6.0 | 66.0 | -1.0 | 34.10 | 0.40 |

Performance at Key Stage 4 - % of pupils achieving 5+ A-C, 5+ A*-G, 1+ A*-G*

| Academy | %5+ A*-C | | | %5+ A*-G | | | %1+ A*-G | | |
|---------------------------|----------|------|------|----------|------|------|----------|------|------|
| | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| A | 26 | 35 | 26 | 89 | 88 | 84 | 100 | 95 | 95 |
| B | 17 | 16 | 17 | 73 | 71 | 72 | 88 | 87 | 88 |
| C | 6 | 21 | 34 | 79 | 84 | 94 | 90 | 95 | 97 |
| D | 12 | 12 | 8 | 67 | 52 | 51 | 79 | 79 | 89 |
| E | 22 | 49 | 50 | 78 | 66 | 71 | 90 | 95 | 91 |
| F | 25 | 26 | 33 | 69 | 61 | 81 | 83 | 82 | 94 |
| G | 55 | 60 | 51 | 80 | 84 | 75 | 95 | 96 | 94 |
| H | 25 | 22 | 34 | 79 | 75 | 84 | 89 | 89 | 96 |
| I | 14 | 7 | 29 | 53 | 48 | 76 | 79 | 87 | 94 |
| J | 22 | 16 | 12 | 92 | 75 | 87 | 100 | 95 | 95 |
| K | 13 | 37 | 35 | 77 | 87 | 75 | 98 | 98 | 94 |
| Academies average | 22.7 | 26.1 | 29.3 | 76.4 | 72.1 | 77.9 | 90.2 | 90.2 | 93.4 |
| Comparison Group 1 | 26.9 | 29.6 | 31.8 | 82.4 | 82.1 | 82.8 | 92.5 | 92.8 | 93.7 |
| Comparison Group 2 | 25.0 | 27.9 | 30.5 | 81.3 | 80.8 | 81.6 | 92.1 | 92.4 | 93.3 |
| Comparison Group 3 | 40.4 | 47.5 | 47.2 | 86.9 | 87.0 | 86.4 | 94.6 | 94.5 | 94.8 |
| England | 51.6 | 52.9 | 53.7 | 88.9 | 88.8 | 88.8 | 94.6 | 94.8 | 95.9 |

| Academy | %5 A*-C | | %5 A*-G | | %1+ A*-G | |
|---------------------------|---------|-------------------|---------|-------------------|----------|-------------------|
| | 2004 | Change 2002 -2004 | 2004 | Change 2002 -2004 | 2004 | Change 2002 -2004 |
| A | 26 | 0 | 84 | -5 | 95 | -5 |
| B | 17 | -0.1 | 72 | -0.6 | 88 | 0 |
| C | 34 | 28 | 94 | 15 | 97 | 7 |
| D | 8 | -4 | 51 | -16 | 89 | 10 |
| E | 50 | 28 | 71 | -7 | 91 | 1 |
| F | 33 | 8 | 81 | 12 | 94 | 11 |
| G | 51 | -4 | 75 | -5 | 94 | -1 |
| H | 34 | 8.8 | 84 | 5 | 96 | 7.4 |
| I | 29 | 15 | 76 | 23 | 94 | 15 |
| J | 12 | -10 | 87 | -5 | 95 | -5 |
| K | 35 | 22 | 75 | -2 | 94 | -4 |
| Academies average | 29.3 | 6.6 | 77.9 | 1.5 | 93.4 | 3.2 |
| Comparison Group 1 | 31.8 | 4.9 | 82.8 | 0.4 | 93.7 | 1.2 |
| Comparison Group 2 | 30.5 | 5.5 | 81.6 | 0.3 | 93.3 | 1.2 |
| Comparison Group 3 | 47.2 | 6.8 | 86.4 | -0.5 | 94.8 | 0.2 |
| England | 53.7 | 2.1 | 88.8 | -0.1 | 95.9 | 1.3 |

You can download this publication or order copies online at:
www.standards.dfes.gov.uk/academies/publications

Copies of this publication can also be obtained from:

DfES Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham NG15 0DJ
Tel 0845 60 222 60
Fax 0845 60 333 60
Textphone 0845 60 555 60
email dfes@prolog.uk.com

Please quote ref: 00250-2006DOC-EN

ISBN: 1-84478-791-5

© Crown Copyright 2006
Published by the Department for Education and Skills

Extracts from this document may be reproduced for non-commercial research, education or training purposes on the condition that the source is acknowledged. For any other use please contact HMSOlicensing@cabinet-office.x.gsi.gov.uk

