Academies Evaluation

4th Annual Report
July 2007

Contents

Acknowledgements and Glossary of terms

Acknowledgements

In this, the penultimate year of the evaluation, the study team are grateful to all those who have contributed to the preparation of this Report. In particular, we value and appreciate the continued support from Sponsors, principals, pupils, parents, staff and other stakeholders in Academies and other schools who participated in the fieldwork. We are also grateful to the Department for Children, Schools and Families (DCSF) for the ongoing guidance and support we have received throughout the study.

Glossary of terms

APS	Average Point Score
BME	Black and Minority Ethnic
BSF	Building Schools for the Future
CCTV	Closed Circuit Television
CTC	City Technology College
DCSF	Department for Children, Schools and Families
EAL	English as an Additional Language
ECM	Every Child Matters
FSM	Free School Meals
GCSE	General Certificate of Secondary Education
GNVQ	General National Vocational Qualification
IDACI	Income Deprivation Affecting Children Index
KS2	Key Stage 2
KS3	Key Stage 3
LA	Local Authority
LEP	Local Education Partnership
LSA	Learning Support Assistants
LVP	Last Validated Performance
NAO	National Audit Office
NFER	National Foundation for Educational Research
OfSTED	Office for Standards in Education
OIS	Overlapping Intake School
PfS	Partnership for Schools
PLASC	Pupil Level Annual School Census
pp	percentage point
PwC	PricewaterhouseCoopers LLP
SATS	Scholastic Assessment Tests
SEN	Special Educational Needs
SLT	Senior Leadership Team
SSAT	Specialist Schools and Academies Trust
TUPE	Transfer of Undertakings Protection of Employment

Executive summary

Background

1.   Academies are publicly funded independent schools catering for pupils of all abilities. They are established by a wide range of Sponsors, including, educational foundations, universities, business, private school trusts and faith communities. Generally, they replace existing poorly performing schools, although some are wholly new schools in areas that have experienced low educational achievement. Others, such as City Technology Colleges (CTCs) are already successful schools, and these provide support in a variety of ways to lower-achieving schools, in order to improve school performance. All Academies have specialisms, including for example, business, sport, the arts and the environment. By September 2007 there will be more than 80 Academies open in more than 50 Local Authorities in England with at least 100 additional Academies being developed. In the longer term, the Government has indicated its commitment to establishing 400 Academies, with at least 200 open or in the pipeline by 2010.

2.   In February 2003, PricewaterhouseCoopers LLP (PwC) was commissioned by the Department for Children, Schools and Families (DCSF) to conduct an independent five year evaluation of the Academies programme. The aim of the evaluation is to assess the overall effectiveness of the programme in terms of its contribution to educational standards, and to examine the impact of key features of Academies including sponsorship, governance, leadership and buildings.

3.   This fourth Annual Report presents the findings from the third round of fieldwork, conducted between April and July 2006. These findings relate to the 27 institutions that were visited during the fieldwork period. As with previous Reports, the evaluation is based on extensive interview and survey data gathered during the fieldwork, as well as an analysis of data relating to pupil performance and other key educational indicators.

The profile of Academy pupils

4. Compared to the national average and other schools in similar circumstances, **Academies have significantly higher proportions of pupils who are eligible for Free School Meals (FSM); have English as an Additional Language (EAL); and have Special Educational Needs (SEN).**

5. There has been **significant growth in the pupil population in Academies over the period of the evaluation** (2002-2006) partly driven by the increase in the number of Academies. In relation to this increase in pupil numbers two key points are worth noting: firstly, as will be discussed later, in many Academies pupil performance is improving, and this means that they are attracting a greater number and broader profile of pupils. This in turn, suggests a growing confidence in Academies. Secondly, other Academies (such as CTCs) are over-subscribed on entry to the programme, and this has also contributed to the overall growth in pupil population.

6. Along with this increase in pupil numbers there has been a corresponding change in the pupil profile in Academies:
    • There has been an **overall increase in the *absolute number* of pupils eligible for Free School Meals (FSM) in Academies.** Similar increases in absolute numbers, albeit on a smaller scale, are also evident in relation to English as an Additional Language (EAL) and Special Educational Needs (SEN);

- As a consequence of the increase in pupil numbers, **in terms of changes in the *proportion* of pupils with FSM, EAL and SEN, the data suggest a more mixed picture depending on the measurement index used.** For example, for eight of the 12 Academies that opened in either 2002 or 2003, the proportion of pupils eligible for FSM declined, and generally at a rate that exceeded the corresponding declines that took place at national level, and in other, similar schools. In relation to EAL, whilst there was an overall increase in the proportion of pupils, which was broadly in line with corresponding increases in other similar schools, this average masks the considerable diversity that exists between Academies. For example, in one Academy that opened in 2003, there was a 17pp fall in the proportion of pupils with EAL between 2003 and 2006, and in another Academy there was a 16pp increase over the same period; and
- **This diversity is evident when data are compared between Academies opened in different phases, as well as between Academies opened in the same phase.** For example, one of the early Academies commenced with 51 per cent of pupils eligible for FSM, and over time has reported a percentage decrease to 12 per cent. In contrast, one of the later Academies entered the programme showing nine per cent of pupils eligible for FSM (which is considerably lower than the national average), but has subsequently increased the percentage of pupils with FSM to 41 per cent.

7. Generally, Academies have lower levels of prior pupil attainment (in terms of performance amongst the Year 7 intake), compared to other similar schools and the national average. However, the data suggest that there is a **trend towards higher attainment levels of Year 7 pupils upon entry to Academies.** This may be explained by three main factors: firstly, the fieldwork suggests that some Academies are proactively broadening their intake to include a more diverse pupil profile through the use of fair banding. Secondly, and more generally, other Academies are attracting a broader profile of pupils as their performance improves. Thirdly, Academies that have converted from already successful CTCs have entered the programme with higher levels of attainment for Year 7 pupils.

8. Generally speaking, the research suggests the need to emphasise the **diversity and complexity surrounding the pupil profile in Academies,** and that caution should be exercised when comparing Academies' average pupil profile with that of comparator schools, and schools in England as a whole. In addition, it highlights the need to take account of the diversity and complexity in pupil profile when examining the performance of Academies.

An overview of pupil performance

9. The general picture in relation to pupil performance in Academies is one of overall improvement against a range of indicators at Key Stage 3, Key Stage 4 and post-16 levels. Furthermore, Academies' **progress in terms of pupil achievement has generally exceeded corresponding improvements at a national level and amongst other similar schools.** This means that since they opened in 2002 and 2003, for example, the early Academies have begun to significantly close the gap between their performance levels and performance in other schools.

10. At **Key Stage 3 the trends in pupil performance are broadly favourable** for Academies when compared to the comparator groups and to England as a whole:
    - Performance for the 2002-06 period for Phase 1 Academies (i.e. the three Academies that opened in 2002), on average, considerably outstripped the performance of other similar schools. For example, the average improvement in Level 5 English between 2002 and 2006 was 31pp in the first Academy, 15pp in the second Academy and 42pp in the third. The overall average across the three Academies for the period, therefore, was 29pp. This compares to a corresponding improvement at a national level of 6pp, and of 9-11pp in other similar schools; and
    - A similar picture emerges for the eight Phase 2 Academies (opened in 2003). On average, the year-on-year increases in Key Stage 3 performance in each of these individual Academies is nearly always greater than the corresponding increases at national level or in other similar schools. The change between 2003 and 2006 in the Average Key Stage 3 Points Score for these eight Academies was around six points, compared to between one and two points for other similar schools and schools across England as a whole.

11.   It is important to note that there is **considerable diversity in pupil performance at Key Stage 3 between individual Academies.** For example, whilst the overall average improvement in performance at Key Stage 3 in Science in the eight Academies that opened in 2003 has been positive (21pp improvement between 2003 and 2006), one Academy amongst the eight has struggled to improve performance in this indicator, and has experienced a decline of 9pp over the period. Furthermore, two of the eight Academies have shown much greater improvement in Science (55pp and 39pp respectively) than the average.

12.   At **Key Stage 4 (GCSE), the year-on-year improvements in Academies again compare very favourably to other similar schools** and to the national average, although the extent of the differences are not quite as marked as for Key Stage 3:
   • The average improvement in Key Stage 4 Level 2 (5 GCSEs A*-C) performance in Phase 1 Academies between 2002 and 2006 was 33pp in the first Academy, 17pp in the second Academy and 26pp in the third. The average improvement across the three Academies over the period was 25pp. This compares to a corresponding improvement at a national level of 7pp, of 14-16pp for the two comparison groups and of 13pp in the OIS group of schools. In other words, for these three Academies the average performance improvement, based on this particular indicator, was nearly two times higher than that of other similar schools (25pp compared to 13-16pp). Level 2 performance including English and Maths shows a broadly similar pattern, albeit the differences are somewhat smaller; and
   • A similar picture emerges for the eight Phase 2 Academies that opened in 2003. In terms of Level 2 A*-C performance, the average improvement across the eight Phase 2 Academies between 2003 and 2006 was 13pp, compared to 12-13pp for the two comparison groups, and 6pp for the OIS group of schools and across schools in England as a whole.

13.   As with the Key Stage 3 indicators, there is also **clear diversity in performance at Key Stage 4 between individual Academies,** for example:
   • The percentage of 15 year old pupils attaining the Level 2 threshold at Key Stage 4 is, on average, greater for Academies which opened in Phases 1 and 2, with particularly large improvements for those in Phase 1; and
   • The percentage of 15 year olds achieving Key Stage 4 Level 2, including Maths and English has increased for Phase 1 Academies, but is still significantly lower than the average percentage for Academies in Phase 3.

Towards an understanding of the variable rates of progress

14. Our detailed case study analysis has provided **some hypotheses around why Academies may be improving at different rates:**
    - Individual **contextual factors** are likely to have an impact on the overall rate at which Academies improve. These include factors such as the pupil profile in Academies, including FSM, EAL, SEN, the length of time in the programme, and whether an Academy has opened from a predecessor school;
    - Different Academies use different admissions arrangements. Many have **exercised their independence** to achieve a more balanced intake of pupils by using such admissions processes as fair banding;
    - Changes to the curriculum, particularly the **introduction of vocational subjects and GNVQs**, which, the evidence suggests, often better suit the specific needs of Academy pupils and the wider community. The greater focus on pupil interests and needs of these qualifications is likely to explain, at least in part, the rapid improvement in results in some Academies;
    - **Strong and stable leadership is critical**, particularly in the early days when the vision and strategic direction are being set by the school leadership team and Sponsor(s);
    - The **new buildings** are serving as a significant enabler for some Academies, and the data suggest that the move into new buildings can be a major threshold in the pathway to improvement;
    - **Academy size** can have an important impact on the rate at which Academies are improving. Academies accommodating in excess of 1,000 pupils are more complex organisations, and data suggest that some of the larger Academies are taking longer to show improvement; and
    - Academy **starting points** (i.e. their baseline position relating to prior pupil attainment and pupil profile) is significant, because these work with other factors to shape the type of challenges that each Academy faces upon entering the programme.

Engaging pupils to achieve

15.   There is strong evidence from the fieldwork that **all Academies are proactively focused on raising pupils' aspirations as a key driver to improvement.** For example, many Academies are working to support Year 7s as they make the transition into secondary school, as this is critical to both establishing high expectations and ensuring that younger students are supported in their new environment. In addition, raising pupils' aspirations through participation in a variety of activities including pupil councils, house systems, rewards and sanctions, are all strategies that are reportedly having an impact on pupil behaviour and performance in Academies.

16.   The research has also identified a number of **other key enablers to success**, some of which are **unique to Academies**, and which individually and collectively are supporting school improvement:
   - There is evidence that the **specialism is having a positive impact in a number of Academies**, although the degree to which this has acted as an enabler varies depending upon the Academies' context, their building programme and their history with their respective specialisms;
   - **Sponsors' engagement and participation is generally seen as a positive element of the Academies' programme**, bringing benefits such as expertise, resources, and links to the wider business community. The nature of the relationship between Sponsors and their Academy principals varies, ranging from some Sponsors acting as mentors, to other Sponsors adopting a completely hands-off approach;
   - **Strong leadership continues to be a key factor in ensuring the transformation of previously failing schools** and, in this context, the selection of a principal with the appropriate skills and experience for the unique context of the Academy is critical. Academy Principals are generally highly regarded by pupils, parents and staff and by Sponsors. **New leadership models are beginning to emerge in Academies** and these can be attributed, in part, to the Sponsorship and governance arrangements. For example, some Academies have developed executive principals who provide support and advice across a group of schools;
   - Most Academies reported that **whilst behaviour is still a challenge they are experiencing steady improvement,** and this is reflected in an overall reduction in the average number of pupil exclusions, although a small number of Academies continue to have a higher than average incidence of permanent exclusions;

- As with exclusions, **the figures for Academies relating to authorised and unauthorised absences are mixed**, with some Academies showing significant improvements well above the national average. However, **a small number of Academies still have high levels of absences confirming that the focus on improving attendance, which was evident in the fieldwork, needs to continue.** In this context, establishing systems and processes to track, monitor and reward good behaviour and attendance are important aspects of raising aspirations and achievement, as are a wide range of structures and support for pupils with very challenging behaviour. Academies generally consider that progress in relation to attendance and exclusions will only be achieved through partnership with their Local Authority and the local family of schools; and
- **The independent status of Academies has been shown to be an overarching enabler,** which is being utilised to various degrees by Academies. Changes to the school day, teachers' pay and conditions, and the flexible use of support staff have been noted as positive benefits linked to the Academies' independence. Furthermore, independence has been seen as a key driver to raising the confidence of the Academy to encourage the exploration of new partnerships and relationships with business and the local community.

Challenges as the programme moves forward

17. The research has shown that **many Academies clearly face huge challenges** as they adapt from previously failing schools and at the same time navigate a pathway towards success. The specific challenges should not be underestimated, particularly for those Academies that entered the programme from a very low base. These challenges are as follows:
- Academies still reported that they **need time, resources and completed buildings to meet the challenge** associated with broadening their influence on local or similar schools. Notwithstanding these challenges, Academies are strongly committed to sharing their expertise and resources;
- New buildings, additional funding and increased resources will not in themselves improve pupil outcomes. Rather, as this year's fieldwork suggests, it is also **essential to engage pupils, parents and their local communities in the change process** if the intended outcomes are to be achieved;
- Although the specialism has had a positive impact on some Academies, others have suggested that the **specialism has presented some challenges** in meeting the needs of pupils and the local community. Furthermore, new challenges associated with structuring a coherent 14-19 programme across the local community of schools, which include both academic and vocational pathways, highlight the need for the selection of the specialism to be made with due consideration to the overall existing provision and the needs of the local community. This also has significant implications for future building programmes;

- Some interviewees reported that, in their view, **the links between Academies and the Specialist Schools and Academy Trust (SSAT) might be strengthened,** perhaps through further measures to raise the profile of the SSAT amongst Academies, in order to maximise the opportunities to build on best practice. This was particularly notable for some governors who suggested that whilst training and support was strong for principals and Sponsors, it was less so for others involved in governance;
- Related to this, this year's fieldwork visits further highlighted the **importance of Sponsors' succession planning, induction and support for Sponsors;**
- New Sponsorship arrangements are emerging, including co-Sponsorship by Local Authorities, which have given rise to issues that need to be further explored in next year's fieldwork. These include the **implications for the independent status of Academies, alongside the strengths which might flow from Academies being more closely aligned to their Local Authority and their local family of schools;** and
- Changes to the policy landscape, including the impacts of Building Schools for the Future, Extended Schools, 14-19 Curriculum, and Every Child Matters have all been significant for Academies, and have resulted in closer links being forged between Academies and their local community of schools. There are **challenges for Academies in negotiating this evolving policy landscape.**

Suggestions for the future

18. Based on these challenges, we have identified a number of areas for consideration by the Department and other key stakeholders:
- **Examine ways in which to strengthen relationships between successful Academies and predecessor schools that are on the point of entering the programme;** this would help to build on the collective positive experiences of Academies, and to minimise the workload associated with establishing a new Academy. For example, there might be benefits to be gained from requiring high-achieving schools (such as CTCs) on entry to the programme to commit some resources and time to lower achieving Academies in the areas of leadership, teaching and learning and financial management, all of which have been shown to have a major impact on the performance of Academies;

- **Sponsors should be encouraged to plan for succession and be supported in doing this** in order to ensure continuity of provision and that the benefits gained from the initial injections of intellectual and financial capital are not lost;
- **In choosing the specialism, Academies and their Sponsors should give due consideration** to the local context, the profile of the pupils and the community, and the curriculum provision planned within the local 14-19 strategy, in order to maximise the impact of the specialism;
- **Behaviour and attendance in Academies require an ongoing focus,** as these have been shown to be critical to raising achievement. Good practice in behaviour and attendance management, some of which has been identified in this Report, should be disseminated widely throughout the network;
- Within the context of a changing pupil profile in Academies, **the Department should undertake a closer review of admissions and the impact of NFER testing** in those Academies that are using fair banding. This is necessary in order to ensure that there are no overt or covert barriers preventing the most disadvantaged pupils from accessing Academies. As part of such a review, it may be necessary to consider offering the tests during school time in neighbouring feeder primary schools in order to ensure equality of opportunity; and
- **Academies and Local Authorities should continue to work in even stronger partnerships** especially in light of the changing educational landscape and the alignment of Academies to BSF, 14-19 Curriculum, Extended Schools and Every Child Matters.

Way forward

19. The fourth and final round of fieldwork for the evaluation took place between April and June 2007. This involved visiting the participating Academies as with previous years, and undertaking the full suite of stakeholder interviews and surveys. During the Autumn of 2007, these data will be analysed. In addition, between Autumn 2007 and Spring 2008 additional administrative data relating to pupil performance will be analysed in order to provide a complete picture of the development of Academies between 2002 and 2007 (the analysis in the current report was up to 2006). All of these data will be presented in the fifth Annual Report for the evaluation which, it is anticipated, will be published in July 2008.

Chapter 1:
Introduction

Background to Academies

1.1   Academies are publicly funded independent schools catering for local pupils of all abilities, established by a variety of Sponsors, including educational foundations, universities, business, private school trusts and faith communities. Generally, they replace existing schools facing problems of low achievement, though some are wholly new schools in areas of low achievement. Others, such as City Technology Colleges (CTCs) are very successful schools which are providing support in a variety of ways to other neighbouring schools in order to support improvement across the local area. The two main objectives of Academies are as follows:
   • Challenging the culture of educational under-attainment and delivering real improvements in standards to Academies and their local family of schools; and
   • Increasing choice and diversity by creating a new type of local school that provides a good standard of education.

1.2   By September 2007, there will be more than 80 Academies open in over 50 Local Authorities with at least 100 more under construction or firmly committed. In the longer term the Government is committed to establishing 400 Academies, with at least 200 open or in the pipeline by 2010.[1]

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1   Some of the newer Academies may not necessarily fall within the initial entry criterion of low achievement but may, for example, be in special measures, or have been given notice to improve. In these cases the Government is encouraging Local Authorities to consider an Academy as an alternative route to school improvement.

Evolution of the Academies policy

1.3   The Academies policy, which began in 2000, has evolved over time. At the outset it is worth placing the policy in the context of the academic literature that provides an insight into the process and impact of educational policy making (Ball, 1994; Maguire & Ball, 1994; Fitz and Halpin, 1994; and Bowe et al., 1992).[2]

> "Policy is not simply received and implemented within (the context of practice) rather it is subject to interpretation and then 'recreated'…Practitioners do not confront policy texts as naïve readers, they come with histories and experience, with values and purposes of their own, they have vested interests in the meaning of policy…furthermore, yet again, interpretation is a matter of struggle. Different interpretations will be in context as they relate to different interest."
> **(Bowe et al., 1992, 21-2)**

1.4   This resonates, in our view, with various ways in which the Academies policy has evolved since its inception. In particular, the policy is not static, nor has it been simply designed centrally to be implemented at a local level according to a particular formula. In addition, the development of the Academies policy cannot be viewed in isolation from the range of other policies, such as 14-19 Curriculum, Every Child Matters, Extended Schools, and Building Schools for the Future[3] (BSF). In this context, a number of points are worth noting:

- The Academies policy is now fully integrated with Building Schools for the Future and, as such, is more closely aligned with the mainstream school building process. This has allowed Partnerships for Schools (PfS)[4] to harness the same cost–effective economies of scale for the Academies programme as it has applied to BSF, and it is the intention that processes specially developed for BSF will deliver significant savings to the Academies programme;
- In the same way that the 14-19 strategy is a driver for new relationships so too is the Every Child Matters policy. Collaborations around extended schools are increasingly focusing Academies towards partnerships with their local community of schools; and
- Academies' relationships with Local Authorities are also changing. For example Local Authorities must now integrate Academies into their education vision which is required in order to secure BSF funding. This is intended to help Local Authorities to evaluate and implement a cohesive plan for the future of secondary education in their district, and to enable campus–style cross–school working.

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2 Ball, S.J. (1994) '*Education Reform: A critical and poststructural approach.*' Buckingham. Open University Press; Maguire, M. and Ball, S. (1994). '*Researching and the politics of research: recent qualitative studies in the UK.*' International Journal of Qualitative Studies in Education 7 (3), 269-285; Fitz, J., & Halpin, D. (1994). '*Implementation Research and Education Policy: Practice and Prospects.*' British Journal of Educational Studies, 53-69; Bowe, R., Ball, S., & Gold, A. (1992). '*Reforming Education and Changing Schools.*' London: Routledge.

3 BSF is the biggest single Government investment in improving school buildings for over 50 years. The aim is to rebuild or renew every secondary school in England over a 10-15 year period. (http://www.bsf.gov.uk/)

4 Partnerships for Schools (PfS) is responsible for delivering the Government's secondary school renewal programme, Building Schools for the Future (BSF). (http://www.p4s.org.uk/)

Scope and structure of the Report

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

1.6   This fourth Annual Report draws together data from the third round of fieldwork undertaken with a sample of Academies and predecessor schools, which joined the programme before 2005, along with a detailed analysis of statistical data.[1]

1.7   The remainder of the Report is structured around the following Chapters:
   • Chapter 2: Methodology;
   • Chapter 3: The profile of Academy pupils;
   • Chapter 4: An overview of pupil performance;
   • Chapter 5: Towards an understanding of the variable rates of progress;
   • Chapter 6: Engaging pupils to achieve success;
   • Chapter 7: Other enablers of success; and
   • Chapter 8: Conclusions.

1.8   In addition, the Report contains the following Annexes:
   • Annex A: Pupil profile – additional statistical information; and
   • Annex B: Pupil performance – additional statistical information.

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5 The first, second and third Annual Reports are available on the DCSF website (www.standards.dfes.gov.uk/Academies/publications). This Report also draws on two additional studies, the National Audit Office (February, 2007) *The Academies Programme* and the National Foundation for Educational Research Report (August, 2006) *Admissions who goes where? Messages from the statistics*.

Chapter 2: Methodology

Overview

2.1 As outlined in Chapter 1, this Report presents findings from the third round of evaluation fieldwork. The 27 Academies included in the fieldwork opened at different times since the programme started, as indicated below:
- Ten Academies were in their first year;
- Five Academies were in their second year;
- Nine Academies were in their third year; and
- Three Academies were in their fourth year.[6]

2.2 The 2005/06 fieldwork was undertaken by three fieldwork teams which each visited up to nine Academies. As in previous years, there are three key strands to the methodology underpinning the evaluation, namely:
- Surveys with pupils, parents and all Academy staff (teaching and non-teaching);
- Interviews with stakeholders, including Sponsors, principals, architects and officials from Local Authorities (LAs); and
- Analysis of existing data, provided to the study team by the Department and drawn mostly from Pupil Level Annual School Census (PLASC).

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6 It is worth noting at the outset that three of the 27 Academies visited were City Technology Colleges (CTCs) which have transitioned to Academies. These schools have long histories of success and have taken on Academy status with a view to contributing to the overall school improvement agenda. One of these schools has, for example, taken pupils from a previously failing school which was closed. In order to avoid skewing of the data, the analysis takes account of the different starting points of CTCs alongside more traditional Academies, and in some cases these data are shown separately.

Surveys

2.3   Surveys were conducted with pupils, staff and parents.[7] As in previous years, wherever possible, fieldworkers read the surveys to the younger pupils in Year 7 and support was provided, when needed, for Year 9 and Year 11 pupils. In addition, in-school Learning Support Assistants (LSAs) and teachers also offered assistance to pupils with special needs. The Tables below provide an overview of the survey element of the 2006 fieldwork.

Overview of survey element of fieldwork: 2006

Survey	Description
Pupils	Participating schools were asked to identify the 100 tracked pupils who were either in Year 7, 8 or 9 depending on the year the Academy opened, and a random sample of 50 Year 7/9 pupils and 50 Year 11 pupils. The views of the tracked cohort of pupils together with their parents have been followed over 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 4,615 letters sent home to identify pupils, a total of 3,539 surveys were completed in school by pupils during the fieldwork visits.
Staff	In total, staff questionnaires were distributed across 22 institutions. A total of 817 completed questionnaires were returned. The survey covered both teaching and non-teaching staff.
Parents	Surveys were posted to 4,000 parents who had previously agreed to participate and a total of 992 were returned directly to PwC in a pre-paid, self-addressed envelope.

7 Survey questionnaires are available at www.standards.dfes.gov.uk/Academies/pdf/Annualreportannexes03.pdf?version=1. In some Academies it was not possible to complete the full suite of surveys. Four Academies did not participate in any of the surveys, because they were conducting their own evaluation and did not want to put any additional burden on staff and pupils. The other two Academies were sponsored by the same organisation and indicated that they were not ready to take part in the evaluation. Parental details of the pupils in two Academies were not available to the fieldwork team, and one Academy only permitted pupils to be surveyed.

Survey response rates: 2004-06

Questionnaire type	Evaluation year 2005/06	Evaluation year 2004/05	Evaluation year 2003/04
Pupil	3,539 (77%)	1,832 (77%)	1,666 (83%)
Staff	817	394 (24%)	403 (29%)
Parents	992 (25%)	571 (26%)	433 (27%)

Note:

2005/06: the number of Academies for which the evaluation team was able to obtain pupils survey data was 23, for staff it was 22 and for parents 20 Academies.

2004/05: the number of Academies for which the evaluation team was able to obtain pupils, staff and parents survey data was 13.

2003/04: the number of Academies for which the evaluation team was able to obtain pupils, staff and parents survey data was 11.

2.4 Every staff member in the participating Academies was invited to complete a staff survey, with a pre-paid, self-addressed envelope provided for return. Where possible, fieldworkers provided briefings to groups of staff and were available throughout the visit to discuss the survey.[8]

2.5 To support Academies in their school improvement planning, the evaluation team made annual staff, pupil and parent survey data available to all Academies participating in the evaluation. Each Academy receives a full suite of school-specific data, providing them with comparative information for the previous year for their own Academy as well as data showing the average results for all Academies in the sample. In this way Academies are able to utilise the evaluation data to make judgements about progress (or otherwise) and to identify areas that require development. Feedback from principals suggests that this is appreciated generally by Academies participating in the study and a number are using the feedback as part of their self evaluation.

Stakeholder interviews

2.6 During the 27 Academy visits 140 stakeholder interviews were conducted. Interviews were conducted on-site with key personnel, including the principal, Finance Director, Head of Specialism and Head of Sixth Form. Where possible, interviews were also conducted either face-to-face or by telephone with a local neighbouring headteacher and senior LA officers. A breakdown of the interviews is shown in the Table overleaf. When compared to last year's fieldwork this equates to an increase of 35 interviews.

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8 In order to increase parental response rates, an alternative language option sheet, which was translated into 11 languages, provided parents with the opportunity to request a survey in their preferred language. This enabled us to send out twice as many parental surveys compared to previous years. In addition, in one Academy the attendance of the PwC team at a parent open day (where the fieldworkers were available to encourage and support parents to complete the surveys), was shown to impact positively on parental response rates. This approach resulted in the return of almost 1,000 parental surveys (twice as many as the previous year) and has meant we have achieved our goal to consistently maintain a minimum 25% response rate. These efforts not only support the evaluation in terms of capturing parents' views, they also provide an indication of parents' positive engagement with their child's Academy.

Completed stakeholder interviews: 2004-06

Stakeholder	Number of completed interviews 2005/06	Number of completed interviews 2004/05	Number of completed interviews 2003/04
Principal	25	25	13
Sponsor	13	17	11
Governor	19	10	8
Finance Director	19	16	12
LA Representative	7	5	4
Local headteacher	8	9	5
Head of Specialism	15	–	–
Head of Sixth Form	13	–	–
Other	21	23	21
Total	**140**	**105**	**74**

Analysis of existing data

2.7 This year we examined and compared data in each of the 27 Academies that were opened between September 2002 and September 2005. A number of key data cuts and analyses separated out the CTCs in order that the data from these 'successful' schools did not skew the overall averages for the sample as a whole.

2.8 Pupil profile data were analysed in relation to Free School Meals (FSM), English as an Additional Language (EAL) and Special Educational Needs (SEN). In addition to examining the pupil profile data, Key Stage 3 and Key Stage 4 performance and, where relevant, Post-16 data were analysed, together with the comparative results of the educational value added for each of the Academies. Attendance and exclusions data were also examined closely as these indices provide an additional layer of information relating to Academies' progress.

2.9 This year, as in previous years, the performance of Academies has been compared to the national average (i.e. performance of all maintained schools in England) as well as three key comparison groups:
   • Comparison Group 1: Lowest 15 per cent of national performance distribution at Key Stage 2;
   • Comparison Group 2: Lowest 10 per cent 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 15 per cent and 10 per cent 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 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 proximity.[9]

9 As with all statistical analysis, care must be taken in interpreting the reported data and as such an overly significant reliance should not be placed upon individual data items, which may be subject to errors in reporting and other quality issues that may limit their accuracy.

Chapter 3: The profile of Academy pupils

Introduction

3.1   This Chapter provides an overview of the characteristics of the pupils in Academies, and the extent to which these have changed over time. The time span ranges from January 2002, before the first wave of three Academies opened in September 2002, to January 2006 which is the latest date for which Annual School Census data were available to the study team. It is important to understand the profile of Academy pupils for two main reasons: firstly, it helps to provide some explanation around the variable rates at which Academies are improving. Secondly, changes in the pupil profile are interesting in their own right, since a key focus of policy debate to date has been the extent to which Academies are meeting the needs of all pupils in their locality and, in particular, pupils from the most disadvantaged backgrounds.

3.2   The Chapter focuses on a number of key aspects of pupil profile, and is structured in the following sections:
   • Pupil numbers;
   • Social deprivation;
   • Ethnicity;
   • Prior attainment;
   • Special Educational Needs; and
   • Conclusion.

Pupil numbers

3.3   At the outset, it is important to note that there has been significant growth in the pupil population in Academies over the period of the evaluation (2002-2006). For example, amongst the three Academies that opened in 2002, there was an increase in total pupil numbers over the 2002-06 period of 654 pupils (or 25 per cent), from 2,589 to 3,243 (see Table overleaf).

Number of pupils in Academies: 2002-06

Academy	Phase	Date opened	2002	2003	2004	2005	2006
A	1	2002	859	845	738	712	753
B		2002	1,115	1,160	1,126	1,123	1,075
C		2002	615	711	836	1379	1415
Phase 1 total			**2,589**	**2,716**	**2,700**	**3,214**	**3,243**
D	2	2003	551	575	685	726	794
E		2003	395	294	449	630	754
F		2003	1,004	1,049	1,086	1,095	1,180
G		2003	327	1,363	1,482	1,580	1,628
H		2003	1,185	1,175	1,037	1042	1,097
I		2003	622	689	841	911	969
J		2003	960	950	987	1,079	1,125
K		2003	758	724	780	1,129	1,217
W		2003	–	–	177	361	574
Phase 2 total			**5,936**	**6,970**	**7,633**	**7,827**	**8,544**
L	3	2004	633	697	745	1,244	1,280
M		2004	665	581	541	584	669
N		2004	1,111	1,131	1,147	1,199	1,252
V		2004	–	–	–	184	358
X		2004	–	–	–	218	423
Phase 3 total			**2,409**	**2,409**	**2,433**	**3,429**	**3,982**

Number of pupils in Academies: 2002-06 (cont)

Academy	Phase	Date opened	2002	2003	2004	2005	2006
O	4	2005	443	502	501	480	566
P		2005	997	953	872	745	710
Q		2005	583	548	572	567	560
R		2005	524	592	601	559	538
S		2005	1,272	1,276	1,296	1,270	1,232
T		2005	545	560	564	563	633
U		2005	653	648	552	469	559
Phase 4 total			**5,017**	**5,079**	**4,958**	**4,653**	**4,798**
Academy/predecessor school **total**			15,817	17,023	17,615	19,849	21,361
Academy/predecessor school **average**			753	811	801	827	890
Overlapping Intake Schools **average**			1,058	1,070	1,086	1,109	1,114
England total			**3,264,086**	**3,328,272**	**3,351,514**	**3,347,683**	**3,344,491**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4 Academies opened in 2005. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2.

Social Deprivation

3.4   Associated with the aforementioned increase in pupil numbers there has been a corresponding change in the pupil profile in some Academies. In terms of eligibility for Free School Meals (FSM) the figures (in the Table overleaf) show, firstly, that there has been an overall increase in the absolute number of pupils eligible for FSM. Secondly, when the figures are examined for Academies which opened in different phases, there is clear diversity between Academies. For example, if we examine the three Phase 1 Academies which opened in 2002, in Academies A and B, the total number of pupils eligible for FSM declined between 2002 and 2006 by 47 and 91 respectively. However, in Academy C, there was a corresponding increase of 258 pupils over the same period. This increase in Academy C reflects the large growth in the total number of pupils in the Academy over the same period (a net increase of 800 pupils between 2002 and 2006). Further diversity is also apparent between Academies. For example, in Academy K, which opened in 2003, 228 additional pupils were eligible for FSM in 2006 compared to 2003, whereas in Academy H, 179 fewer pupils were eligible for FSM in 2006 compared to 2003.

Total number of pupils in Academies eligible for FSM: 2002-06

Academy	Phase	Date opened	2002	2003	2004	2005	2006
A	1	2002	338	364	345	315	291
B		2002	565	570	559	546	474
C		2002	282	297	306	522	540
Phase 1 total			**1,185**	**1,231**	**1,210**	**1,383**	**1,305**
D	2	2003	395	362	347	449	459
E		2003	201	149	115	100	90
F		2003	317	373	386	409	528
G		2003	193	414	519	561	570
H		2003	490	487	389	328	308
I		2003	254	288	327	313	336
J		2003	636	603	592	697	648
K		2003	298	302	322	474	530
W		2003	–	–	44	99	192
Phase 2 total			**2,784**	**2,978**	**3,041**	**3,430**	**3,661**

Total number of pupils in Academies eligible for FSM: 2002-06 (cont)

Academy	Phase	Date opened	2002	2003	2004	2005	2006
L	3	2004	181	230	197	239	220
M		2004	217	253	229	259	290
N		2004	427	433	455	511	512
V		2004	–	–	–	16	145
X		2004	–	–	–	82	193
Phase 3 total			**825**	**916**	**881**	**1,107**	**1,360**
O	4	2005	286	313	280	265	268
P		2005	573	478	484	402	319
Q		2005	181	164	178	167	169
R		2005	116	104	114	115	108
S		2005	256	260	251	261	269
T		2005	134	155	136	148	158
U		2005	241	219	172	168	184
Phase 4 total			**1,787**	**1,693**	**1,615**	**1,526**	**1,475**
Academy/predecessor school **total**			6,581	6,818	6,747	7,446	7,801
Academy/predecessor school **average**			313	325	307	310	325
Overlapping Intake Schools **average**			257	254	259	265	254
England total			**486,353**	**482,924**	**483,883**	**473,738**	**458,686**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4 Academies opened in 2005. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2.

3.5 It is important to note that a rather different pattern becomes apparent when the *proportion* of pupils eligible for FSM and the changes in this proportion over time are examined. For example, in relation to in Phase 1 Academies, whilst there was an increase in the absolute numbers of pupils eligible for FSM between 2002 and 2006, the proportion of pupils eligible for FSM in 2006 was lower than the corresponding proportion in 2002 (see Table below). In Academy A, there was a decline in the proportion of around 1pp, and in Academies B and C there were corresponding declines of 7pp and 8pp. Taking a simple arithmetic average across the three Academies, there was an average decline in the proportion of pupils eligible for FSM of 5pp, compared to corresponding declines of 2pp for the OIS group of schools and 1pp for schools across England as a whole.

Percentage of pupils in Academies eligible for FSM: 2002-06

Academy	Phase	Date opened	2002	2003	2004	2005	2006
A	1	2002	39	43	47	44	39
B		2002	51	49	50	49	44
C		2002	46	42	37	38	38
D	2	2003	72	63	51	62	58
E		2003	51	51	26	16	12
F		2003	32	36	36	37	43
G		2003	59	30	35	36	35
H		2003	41	41	38	32	28
I		2003	41	42	39	34	35
J		2003	66	64	60	65	58
K		2003	39	42	41	42	44
W		2003	–	–	25	27	33
L	3	2004	29	33	26	19	17
M		2004	33	44	42	44	43
N		2004	38	38	40	43	41
V		2004	–	–	–	9	41
X		2004	–	–	–	38	46

Percentage of pupils in Academies eligible for FSM: 2002-06 (cont)

Academy	Phase	Date opened	2002	2003	2004	2005	2006
O	4	2005	65	62	56	55	47
P		2005	58	50	56	54	45
Q		2005	31	30	31	30	29
R		2005	22	18	19	21	20
S		2005	20	20	19	21	22
T		2005	25	28	24	26	25
U		2005	37	34	31	36	33
Academy/predecessor school **average**			42	40	38	38	36
Overlapping Intake Schools **average**			24	24	24	24	23
England			**15**	**15**	**14**	**14**	**14**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4 Academies opened in 2005. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2.

3.6 The diversity between Academies is reinforced when average data are compared between Academies in different phases, and when individual data are compared for Academies both within and between phases. For example:
  • In the five Academies that opened in 2004, there was an increase in both the number and proportion of pupils eligible for FSM;
  • For the seven Academies that opened in 2005 there was a decline in both the number and the proportion of pupils eligible for FSM;
  • Furthermore, one Academy which opened in 2003 commenced with 51 per cent of pupils eligible for FSM, and over time has seen a reduction in this percentage. By 2006 the percentage of pupils eligible for FSM in this Academy was 12 per cent; and
  • In contrast, another Academy which opened in 2005 entered the programme showing 9 per cent of pupils eligible for FSM (which is considerably lower than the national average). In this Academy the per cent of pupils with FSM has subsequently increased to 41 per cent.

Ethnicity

3.7 Pupils in Academies are much more likely than pupils in other schools to be from Black and Minority Ethnic (BME) backgrounds. The Table overleaf shows that in 2006, for example, the average percentage (60 per cent) of pupils in Academies of white origin was below that for the OIS group of schools (65 per cent) and substantially lower than the average across all mainstream maintained secondary schools in England (83 per cent). The figures show that there are clear variations between individual Academies. For example, data for 2006 indicate that the percentage of white pupils in individual Academies ranged from 18 per cent to 97 per cent.[10] In addition, between 2002 and 2006, there has been a proportionately greater increase in the percentage of pupils from BME backgrounds in Academies compared to other schools.

Percentage of pupils in Academies classified as white: 2002-06

Academy	Phase	Date opened	2002	2003	2004	2005	2006
A	1	2002	24	18	17	17	18
B		2002	99	98	98	96	96
C		2002	70	73	72	65	63
D	2	2003	43	25	23	21	22
E		2003	93	90	85	84	83
F		2003	47	45	45	45	43
G		2003	45	48	46	46	44
H		2003	94	93	94	94	94
I		2003	21	17	19	21	21
J		2003	25	25	25	25	26
K		2003	71	56	52	53	50
W		2003	–	–	51	36	56

10 It should be noted that the profile of pupils from BME groups in Academies will vary depending upon the degree of ethnic diversity within each individual Academy's local community. For example, some regional Academies are located in communities which are predominantly of white British background. In contrast, other Academies are situated in inner city areas which have far higher proportions of BME.

Percentage of pupils in Academies classified as white: 2002-06 (cont)

Academy	Phase	Date opened	2002	2003	2004	2005	2006
L	3	2004	82	56	65	79	83
M		2004	85	80	76	74	73
N		2004	55	51	49	50	49
V		2004	–	–	–	38	34
X		2004	–	–	–	29	30
O	4	2005	94	90	91	89	88
P		2005	55	46	45	45	42
Q		2005	98	98	97	96	96
R		2005	89	85	83	81	84
S		2005	100	100	97	97	97
T		2005	66	67	63	58	46
U		2005	97	96	97	96	93
Academy/predecessor school **average**			69	64	62	61	60
Overlapping Intake Schools **average**			67	65	66	66	65
England			**83**	**83**	**84**	**83**	**83**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4 Academies opened in 2005. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2.

3.8   Data in the following Table, which was taken from the recent NFER (2006) study, provide additional evidence relating to Academies' intakes compared to other schools:
   • Row 4 shows that Academies were situated in communities where there were on average 50 per cent of pupils of BME origin, whereas the voluntary-controlled schools were situated in areas where an average of only 9 per cent of pupils were of BME origin;
   • Row 5 shows that the percentage of pupils of BME origin in Academies was 45 per cent; and
   • Like all types of secondary schools, Academies were found to admit a higher proportion of pupils of BME origin from outside the local postcode districts (row 7) than there were living within the local postcode districts.

Pupils of BME origin by type of secondary school

	Academies	**Community Schools**	**Foundation Schools**	**Voluntary Aided Schools**	**Controlled Schools**
Number of schools	17	2168	514	546	120
% of intake from local postcode district	18	28	27	13	31
Mean number of postcode districts per school	21	14	18	25	14
% of pupils of BME origin living in local postcode district	50	17	18	24	9
% of pupils of BME origin at school	45	16	16	22	9
% of pupils of BME origin at school living in local postcode district	38	13	14	16	7
% of pupils of BME origin at school living outside local postcode district	55	22	19	25	12

Note: Table taken from *Admissions: who goes where? Messages from the statistics,* NFER, 2006, page 9

3.9   Building on this, it is interesting to examine ethnicity indicators for the nine Academies that opened in 2003, for which we have three years' data (2003-06). The figures in the Table below shows there was an average decline of 1.2pp in the proportion of pupils classified as white between 2003 and 2006.

Change in ethnicity profile in Phase 2 Academies: 2003-06

Academy	Change after 1 year – 2003-04	Change after 2 years – 2003-05	Change after 3 years – 2003-06
Change in per cent of pupils classified as white			
D	-1.1pp	-3.3pp	-3.0pp
E	-4.7pp	-5.8pp	-7.2pp
F	0.8pp	0.2pp	-1.4pp
G	-1.9pp	-2.0pp	-4.1pp
H	0.2pp	0.4pp	0.8pp
I	2.3pp	4.0pp	4.4pp
J	0.3pp	-0.4pp	0.4pp
K	-3.6pp	-2.6pp	-5.6pp
W		-15.1pp	4.9pp
Phase 2 Academies **average**	-1.0pp	-2.7pp	-1.2pp
Overlapping Intake Schools **average**	0.7pp	1.1pp	-0.5pp
England	**1.0pp**	**0.8pp**	**0.3pp**

Note: Phase 2 Academies opened in 2003. W opened as new school with no predecessor school. Overlapping Intake Schools are defined in Chapter 2.

3.10 However, as outlined earlier, simple arithmetic averages like this can potentially mask some of the diversity that is evident in the data between individual Academies. For example as shown in the Table overleaf, in Academy J there was a decline in the proportion of pupils with EAL of 17pp between 2003 and 2006, whereas in Academy W there was a corresponding increase over the same period of 16pp.

Change in EAL in Phase 2 Academies: 2003-06

Academy	Change after 1 year – 2003-04	Change after 2 years – 2003-05	Change after 3 years – 2003-06
Change in number of EAL pupils			
D	72	93	171
E	-18	-18	-18
F	-34	0	13
G	19	50	134
H	-40	-30	-22
I	83	128	107
J	131	-100	-81
K	27	75	149
W		135	105
Phase 2 Academies **total**	240	333	558
England	**3,940**	**10,872**	**27,313**
Change in per cent of EAL pupils			
D	3.9pp	4.2pp	10.1pp
E	-6.1pp	-6.1pp	-6.1pp
F	-4.2pp	-1.3pp	-2.2pp
G	1.2pp	2.9pp	8.0pp
H	-3.4pp	-2.4pp	-1.8pp
I	-1.0pp	-0.6pp	-6.3pp
J	10.9pp	-16.9pp	-17.1pp
K	1.4pp	-1.4pp	3.7pp
W		36.0pp	16.4pp
Phase 2 Academies **average**	0.3pp	1.6pp	0.5pp
Overlapping Intake Schools	0.1pp	-0.2pp	0.8pp
England	**0.1pp**	**0.3pp**	**0.8pp**

Note: Phase 2 Academies opened in 2003. Academy W opened as new school with no predecessor school. Overlapping Intake Schools are defined in Chapter 2.

Prior attainment

3.11   It is of interest to examine the nature of the pupil intake and, in particular, the prior attainment of Year 7 pupils based on the Key Stage 2 examinations taken in their primary schools. The Table overleaf provides a range of information relating to the prior educational attainment of Year 7 pupils at Key Stage 2 for all Academies in 2006.[11] It highlights the following:

- Generally, the average prior attainment scores of Year 7 pupils are lower in Academies compared to OIS schools and other schools across England (26 per cent in Academies compared to 27 per cent in the OIS group of schools and 28 per cent in schools in England as a whole);
- However, as with other measures, there is considerable diversity and this is reflected in the percentile positions of Academies. The percentile positions range from 99.9 to 31.6. The variation is evident in Academies across all phases;
- There are five Academies with Key Stage 2 prior attainment scores that place them in the lowest decile nationally. The weighted average position of the open Academies has moved up the associated Year 7 Key Stage 2 national distribution across all mainstream maintained secondary schools;
- In contrast, the OIS group of schools has moved down the national distribution, though it is still closer to the top of the national distribution than the weighted average for the open Academies; and
- A number of Academies have a higher percentage of male pupils and this may present additional challenges, given that boys traditionally fare less well compared to girls at various Key Stages.

**Prior attainment of Year 7 pupils in Academies at Key Stage 2 (KS2): 2006**

Academy	Phase	Date of opening	Number of pupils	Average KS2 APS	KS2 APS percentile	% Males
A	Phase 1	2002	132	25.7	89.3	62.3
B		2002	177	26.0	85.0	56.7
C		2002	205	25.4	92.4	47.4
D	Phase 2	2003	144	25.4	92.5	68.4
E		2003	166	28.3	31.6	54.2
F		2003	189	24.4	98.0	57.9
G		2003	270	26.5	77.2	52.7
H		2003	202	27.3	59.2	49.5
I		2003	179	26.6	74.1	58.9

11   These are the average prior attainment scores (APS) for pupils' performance at Key Stage 2 SATS. In reading the data in the table overleaf the following should be noted: APS for those Academies with a phased intake are not included; a KS2 APS of 21 is equivalent to a National Curriculum Level 3.

Academy	Phase	Date of opening	Number of pupils	Average KS2 APS	KS2 APS percentile	% Males
J		2003	223	23.8	99.6	60.2
K		2003	167	26.0	85.5	50.8
W		2003	178	27.5	53.6	54.7
L	Phase 3	2004	237	26.0	85.5	47.9
M		2004	172	25.8	88.3	52.5
N		2004	199	26.5	76.4	56.4
V		2004	167	27.0	65.0	50.5
X		2004	203	26.6	73.6	58.9
O	Phase 4	2005	164	26.4	78.5	60.7
P		2005	152	26.5	76.6	66.0
Q		2005	109	27.0	64.7	53.6
R		2005	102	27.8	43.3	59.2
S		2005	220	27.5	53.1	50.2
T		2005	169	26.0	85.0	69.3
U		2005	99	23.2	99.9	60.6
Academy/ predecessor school **average**			176.0	26.2	76.5	56.2
Overlapping Intake Schools **average**			175.5	26.8	65.3	47.2
England **average**			171.1	27.7	–	51.0

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4 Academies opened in 2005. Academies V, W and X opened as new schools with no predecessor schools. Overlapping Intake Schools are defined in Chapter 2. APS refers to Average Points Score.

3.12   The Figure overleaf shows the change in the average Key Stage 2 APS for Phase 1 and Phase 2 Academies between 2002 and 2006. For ten out of the 11 Academies their APS has increased over this period. Also, the average change for these Academies is higher when comparing to both the OIS group of schools and to schools in England as a whole.

Change in Key Stage 2 Average Points Score (APS) in Phase 1 and 2 Academies: 2002-06
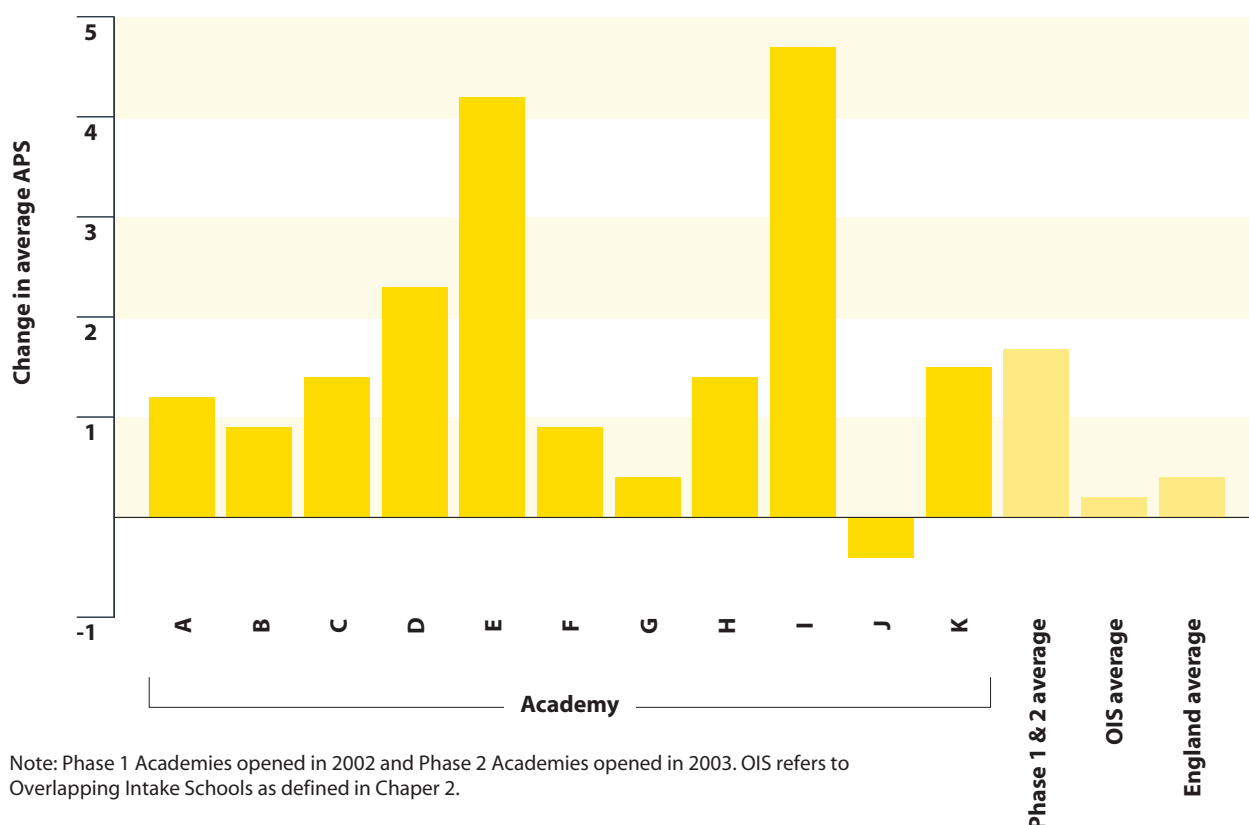
Note: Phase 1 Academies opened in 2002 and Phase 2 Academies opened in 2003. OIS refers to Overlapping Intake Schools as defined in Chaper 2.

Special Educational Needs

3.13 The overall proportion of pupils with SEN[12] *without* a statement for all Academies is considerably above that of the OIS group of schools, and of all mainstream maintained secondary schools in England as a whole. There is considerable diversity across the individual open Academies in 2006, with the percentage of SEN pupils without a statement ranging from 5 per cent to 52 per cent. There are also significant variations in the changes in these percentages between 2002 and 2006.

3.14 Longitudinal data (see Table overleaf) for Phase 1 Academies which opened in 2002 illustrates some of the complex patterns and profiles:
   • In Academies A and B there was a small decline in the number and the proportion of pupils with SEN *with* a statement between 2002 and 2006, whereas in the third Academy (C) there was a corresponding increase of 47 pupils (or 1pp) with SEN with a statement; and

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12 The term 'Special Educational Needs' (SEN) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age (http://www.direct.gov.uk/en/EducationAndLearning/Schools/ SpecialEducationalNeeds/DG_4008600). The Academies policy indicates that Academies should have a strong commitment to ensuring access and inclusion for pupils with SEN, and where an Academy has consented to be named in a child's statement of SEN, or the Secretary of State has determined that it should be named, the Academy is required to admit that pupil (www.standards.dfes.gov.uk/academies/software/ SENDisputeResPack.doc?version=1).

- In terms of the SEN *without* a statement, a similarly mixed picture emerges. In Academy A there was a decline of 11 pupils with SEN without a statement, whereas in Academies B and C there were corresponding increases of 54 pupils and 398 pupils respectively. In all three Academies, the proportion of pupils with SEN without a statement increased over the 2002-06 period (by 2pp in Academy A, 6pp in Academy B and 5pp in Academy C).

Change in SEN with and without a statement in Phase 1 Academies: 2002-06

Academy	Change after 1 year (2002-03)	Change after 2 years (2002-04)	Change after 3 years (2002-05)	Change after 4 years (2002-06)
Change in number of SEN pupils with a statement				
A	-4	-6	-6	-2
B	2	2	1	-4
C	1	15	52	47
Phase 1 **total**	-1	11	47	41
England	**927**	**378**	**-1352**	**-3904**
Change in per cent of SEN pupils with a statement				
A	-0.5pp	-0.6pp	-0.6pp	-0.1pp
B	0.0pp	0.1pp	0.0pp	-0.3pp
C	-0.4pp	0.8pp	1.6pp	1.1pp
Phase 1 **total**	-0.3pp	0.1pp	0.3pp	0.2pp
OIS **average**	0.1pp	0.1pp	0.0pp	0.0pp
England	**0.0pp**	**0.0pp**	**-0.1pp**	**-0.2pp**
Change in number of SEN pupils without a statement				
A	-4	-26	-31	-11
B	73	13	39	54
C	-69	170	335	398
Phase 1 **total**	0	157	343	441
England	**-86695**	**-64873**	**-39897**	**-5132**

Change in SEN with and without a statement in Phase 1 Academies: 2002-06 (cont)

Academy	Change after 1 year (2002-03)	Change after 2 years (2002-04)	Change after 3 years (2002-05)	Change after 4 years (2002-06)
Change in per cent of SEN pupils without a statement				
A	-0.1pp	0.5pp	0.7pp	2.0pp
B	5.2pp	0.9pp	3.3pp	6.1pp
C	-15.2pp	9.5pp	1.7pp	5.1pp
Phase 1 **average**	-3.4pp	3.6pp	1.9pp	4.4pp
OIS **average**	-3.1pp	-2.7pp	-1.5pp	-0.2pp
England	**-2.9pp**	**-2.3pp**	**-1.6pp**	**-0.5pp**

Note: Phase 1 Academies opened in 2002. OIS refers to Overlapping Intake Schools as defined in Chapter 2

Conclusion

3.15   The data reveal that many Academies have opened from a very challenging starting point in terms of their pupil profile. Compared to the national average and to schools in similar circumstances, Academies have significantly higher proportions of pupils who are eligible for Free School Meals (FSM); have English as an Additional Language (EAL); and have Special Educational Needs (SEN).

3.16   There has been significant growth in the pupil population in Academies, alongside which there has been an overall increase in the *absolute number* of pupils eligible for FSM. Similar increases in absolute numbers, albeit on a smaller scale, are also evident in relation to EAL and SEN. There has been an increase in the proportion of BME pupils in Academies, and these proportions have increased at a greater rate than for other similar schools. In terms of changes in the *proportion* of pupils with FSM and SEN, the data suggest a more mixed picture depending on the measurement index used. In the three Phase 1 Academies, for example, the proportion eligible for FSM declined, whereas the proportion with SEN (with and without a statement) increased.

3.17   The data also suggest that there has been a trend towards higher attainment levels upon entry to Academies of Year 7 pupils. This may be explained by three factors:
   • Firstly, this year's fieldwork suggests that some Academies are proactively broadening their intake to include a more diverse pupil profile through the use of fair banding;
   • Secondly, and more generally, other Academies are attracting a broader profile of pupils as their performance improves; and
   • Thirdly, Academies which have converted from already successful CTCs have entered the programme with a higher average APS for Year 7 pupils.

3.18   Generally, this Chapter highlights the diversity and complexity surrounding pupil profile in Academies and also highlights the need for caution when making judgements about the relative progress of Academies over time, without due consideration to the baseline pupil profile, alongside the changes that have occurred over time. In addition, the data suggest that changes in the profile of pupils in Academies may be linked to changes in the pupil profile of a small number of neighbouring schools. Whilst there is no doubt that Academies continue to admit a broad and diverse range of pupils, in the final year of the evaluation it will be important to examine in greater detail the impact of Academies on the pupil profile of their neighbouring schools.

Chapter 4:
An overview of pupil performance

Introduction

4.1   This Chapter examines the patterns of pupil performance in Academies, over the period 2002-06. Academies' progress is compared to comparator schools, and to schools[13] across England as a whole. The findings are based on a detailed statistical analysis of pupil performance data which, building on previous evaluation reports, tries to provide an overview of the main patterns and trends in performance across all existing Academies.

4.2   Two points are worth making at the outset: firstly, consistent with the analysis of pupil profile presented in the previous Chapter, the performance data show that the experiences of individual Academies are very different and, as such, the process of averaging performance data across all Academies potentially masks some of this diversity. For this reason, the Chapter presents pupil performance indicators for each of the individual Academies as well as, where appropriate, the averages across the group as a whole. Secondly, as in the previous Chapter, the data are generally presented according to phase; i.e. the year in which the Academy opened. Notably, in our analysis of pupil performance we tend to focus more closely on the earlier phase Academies (i.e. those that opened in 2002 and 2003), as these Academies provide the greatest opportunity to examine longitudinal data over time, thereby enabling some conclusions to be drawn regarding the impact of the programme.[14]

4.3   In order to provide an holistic picture of how pupil performance, broadly defined, is changing in Academies, we have examined a range of different performance indicators, and so we have structured the Chapter accordingly:
• Key Stage 3 performance;
• GCSE (Key stage 4) performance;
• Post-16 performance; and
• Conclusion.

13 By which we mean Comparison Groups 1 and 2 and Overlapping Intake Schools (OIS), as defined in Chapter 2 of this Report.

14 This is important because, although we have performance data from 2002 – 2006 for all 21 Academies and predecessor schools, only 3 of these Academies have been in the programme throughout this period.

Key Stage 3 performance

4.4   In terms of Key Stage 3, the *level* of performance in Academies in 2006 was clearly below the national average. For example, as shown in the Figure overleaf, 58 per cent of pupils attained Level 5 in English in 2006, compared to 73 per cent in schools in England as a whole. When compared to other similar schools, the level of performance in Academies in 2006 was somewhat above the two comparison groups, and slightly lower than the OIS group of schools. For example, 63 per cent of pupils in Academies achieved Level 5 in Maths compared to 59 and 61 per cent in the two comparison groups, and 72 per cent in OIS schools.

4.5   These figures also show the clear diversity between Academies. For example, the performance of Academy T in Science is significantly above the national average (over 80 per cent of pupils achieving Level 5 or above). In contrast, the performance of Academy U is significantly lower than the national average, the Academy average, and the average for all of the comparison schools at just over 30 per cent of pupils achieving Level 5 or above.

Percentage of pupils achieving Key Stage 3 Level 5 or above in Academies: 2006
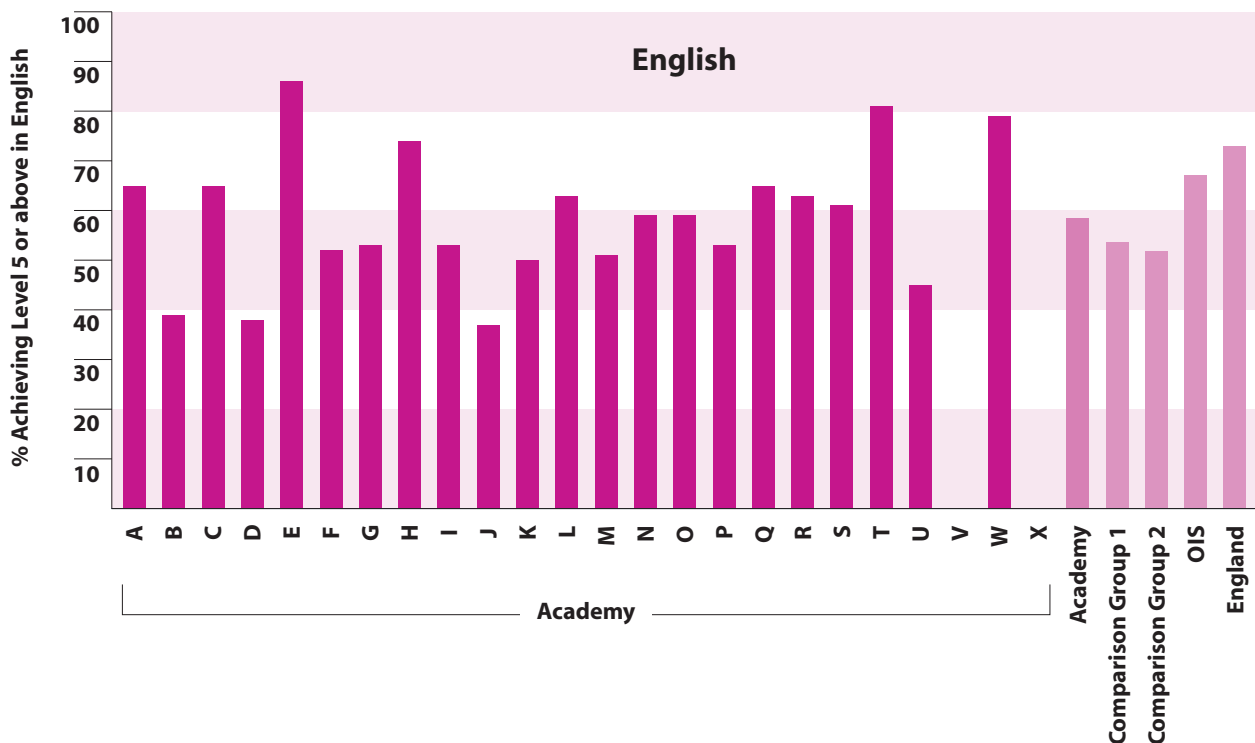
Percentage of pupils achieving Key Stage 3 Level 5 or above in Academies: 2006
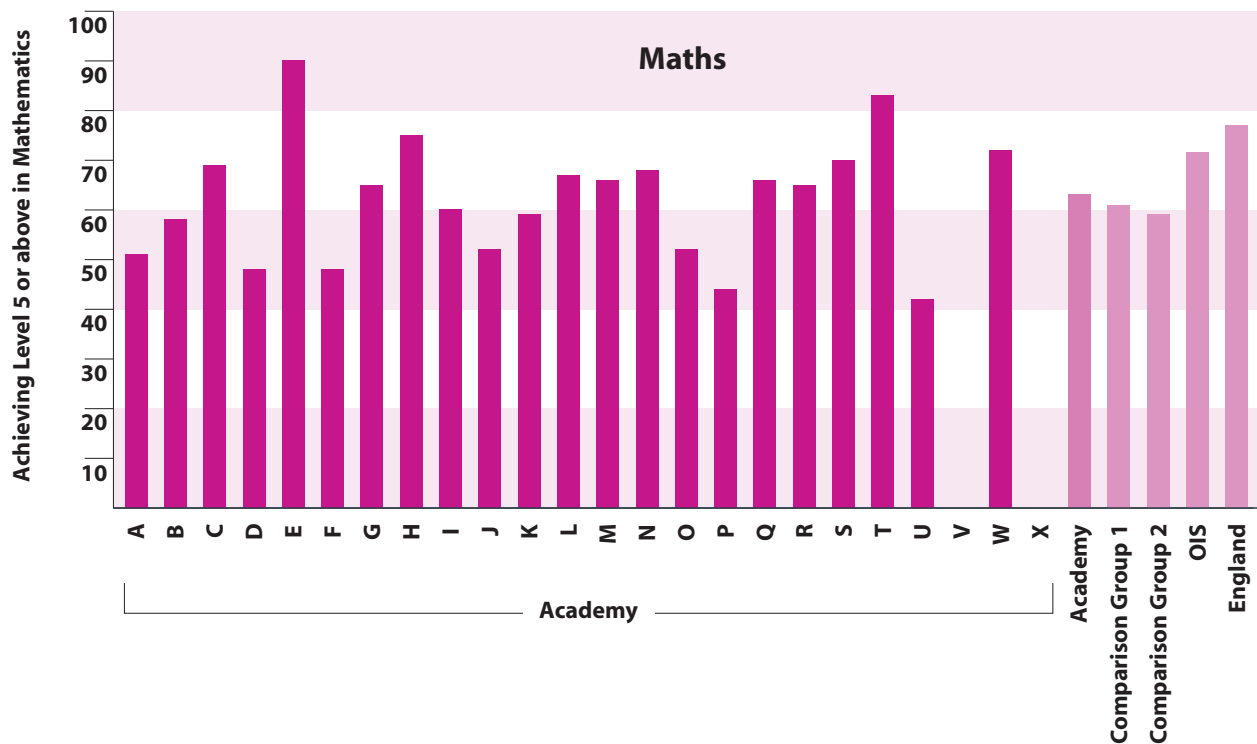
Maths

Science

Note: OIS refers to Overlapping Intake Schools as defined in Chapter 2. Comparison Groups 1 and 2 are also defined in Chapter 2.

4.6 The figures presented above relate to the levels of performance in Academies in 2006. Building on this, and looking at year-on-year *performance improvements*, the improvements in Academies compare favourably with corresponding improvements at a national level and in other similar schools. Taking, for example, the first three Academies, shown in the Table overleaf, (i.e. Phase 1 Academies which opened in 2002), the following trends can be observed:

- Generally, performance between 2002 and 2006 for these three Academies considerably outstripped that of other similar schools. For example, the average improvement in performance in Level 5 English between 2002 and 2006 was 31pp in the first Academy, 15pp in the second Academy and 42pp in the third;

- The average improvement in Level 5 performance in English across the three Academies over this period was 29pp. This compares to a corresponding improvement of 6pp at a national level; of 10-11pp in the two comparison groups; and of 9pp in the OIS group of schools. In other words, for these three Academies the average performance improvement, based on this particular indicator, was two or three times higher than that of other similar schools (29pp compared to 9-11pp); and

- Other indicators of Key Stage 3 performance for these three Academies show similar patterns, albeit the differences between them and the comparator schools are smaller. For example, in terms of Level 5 performance in Maths, the average improvement across these three Academies between 2002 and 2006 was 23pp, compared to 17-18pp for the two comparison groups, 15pp for the OIS group of schools and 10pp for schools across England as a whole. The corresponding figures for Science were 17pp in the three Academies, 11pp for the two comparison groups and the OIS group of schools, and 5pp for schools across England as a whole.

Change in percentage of pupils in Phase 1 Academies achieving Key Stage 3 Level 5: 2002-06

Academy	Change after 1 year (2002-03)	Change after 2 years (2002-04)	Change after 3 years (2002-05)	Change after 4 years (2002-06)
English				
A	13pp	21pp	26pp	31pp
B	-5pp	3pp	8pp	15pp
C	4pp	21pp	32pp	42pp
Academy **average**	4pp	15pp	22pp	29pp
Comparison Group 1	3pp	7pp	12pp	10pp
Comparison Group 2	4pp	7pp	12pp	11pp
OIS **average**	-1pp	5pp	11pp	9pp
England	**2pp**	**4pp**	**7pp**	**6pp**
Maths				
A	-2pp	3pp	12pp	15pp
B	1pp	11pp	14pp	24pp
C	9pp	9pp	21pp	31pp
Academy **average**	3pp	8pp	16pp	23pp
Comparison Group 1	6pp	10pp	12pp	17pp
Comparison Group 2	6pp	11pp	13pp	18pp
OIS **average**	5pp	8pp	11pp	15pp
England	**4pp**	**6pp**	**7pp**	**10pp**
Science				
A	3pp	-1pp	10pp	21pp
B	-4pp	-8pp	-6pp	-1pp
C	2pp	3pp	24pp	30pp
Academy **average**	0pp	-2pp	9pp	17pp
Comparison Group 1	4pp	2pp	7pp	11pp
Comparison Group 2	4pp	3pp	8pp	11pp
OIS **average**	3pp	1pp	6pp	11pp
England	1pp	-1pp	3pp	5pp

Academy	Change after 1 year (2002-03)	Change after 2 years (2002-04)	Change after 3 years (2002-05)	Change after 4 years (2002-06)
Average Points Score				
A	1.9 points	2.1 points	3.6 points	4.3 points
B	-1.0 points	0.6 points	0.6 points	2.7 points
C	0.2 points	1.1 points	3.4 points	4.4 points
Academy **average**	0.4 points	1.3 points	2.5 points	3.8 points
Comparison Group 1	0.7 points	1.0 points	1.5 points	2.0 points
Comparison Group 2	0.8 points	1.1 points	1.6 points	2.1 points
OIS **average**	0.5 points	0.6 points	1.4 points	2.1 points
England	**0.6 points**	**0.4 points**	**0.8 points**	**1.3 points**

Note: Phase 1 Academies are those Academies which opened in 2002. OIS refers to Overlapping Intake Schools as defined in Chapter 2. Comparison Groups 1 and 2 are also defined in Chapter 2.

4.7   Again, there is considerable diversity between individual Academies in terms of the rate at which they are improving. For example, two of the three Academies that opened in 2002, Academies A and C, have performed considerably better in English than Academy B. In particular, performance in English declined (by 5pp) in Academy B in its first year of opening (2002-03), compared to corresponding increases of 13pp and 4pp in Academies A and C respectively. Notwithstanding this, Academy B performs better than Academy A in Maths.

4.8   Building on this analysis of the first three Academies, a broadly similar picture emerges for the eight Academies that opened in 2003, for which we have performance data for three years (see Table overleaf). The year-on-year increases in Key Stage 3 performance in each of these individual Academies are nearly always greater than the corresponding increases at national level or in other similar schools. This means that the average improvement across these eight Academies is significantly higher than in other schools, for example:
- In terms of performance at Level 5 in English, the average improvement across these Academies between 2003 and 2006 was 26pp, compared to 7pp for the two comparison groups, 10pp for the OIS group of schools and 4pp across schools in England as a whole;
- Similarly, the change between 2003 and 2006 in the Average Points Score for these eight Academies averaged at around six points, compared to between one and two points for the two comparison groups, OIS schools and schools across England as a whole. In other words, the Key Stage 3 performance improvement in these eight Academies, based on this indicator, was generally two or three times higher than the corresponding improvements in other similar schools.

Change in percentage of pupils in Phase 2 Academies achieving Key Stage 3 Level 5: 2003-06

Academy	Change after 1 year (2003-04)	Change after 2 years (2003-05)	Change after 3 years (2003-06)
English			
D	15pp	14pp	13pp
E	14pp		60pp
F	14pp	27pp	24pp
G	17pp	10pp	13pp
H	6pp	19pp	32pp
I	17pp	34pp	42pp
J	3pp	13pp	5pp
K	12pp	7pp	22pp
Academy **average**	12pp	18pp	26pp
Comparison Group 1	4pp	9pp	7pp
Comparison Group 2	4pp	9pp	7pp
OIS **average**	7pp	13pp	10pp
England	**2pp**	**5pp**	**4pp**
Maths			
D	11pp	8pp	13pp
E	10pp		54pp
F	3pp	5pp	10pp
G	0pp	1pp	5pp
H	8pp	12pp	26pp
I	22pp	28pp	47pp
J	3pp	0pp	6pp
K	6pp	14pp	29pp
Academy **average**	8pp	10pp	24pp
Comparison Group 1	4pp	6pp	11pp
Comparison Group 2	4pp	6pp	11pp
OIS **average**	3pp	6pp	10pp
England	**2pp**	**3pp**	**6pp**

Academy	Change after 1 year (2003-04)	Change after 2 years (2003-05)	Change after 3 years (2003-06)
Science			
D	0pp	9pp	18pp
E	6pp	0pp	55pp
F	-7pp	-7pp	6pp
G	-6pp	-6pp	-9pp
H	12pp	9pp	24pp
I	13pp	13pp	39pp
J	-1pp	0pp	7pp
K	4pp	15pp	27pp
Academy **average**	3pp	5pp	21pp
Comparison Group 1	-1pp	4pp	7pp
Comparison Group 2	-1pp	4pp	7pp
OIS **average**	-2pp	3pp	8pp
England	**-2pp**	**2pp**	**4pp**
Average Points Score			
D	1.6 points	0.2 points	3.2 points
E	2.8 points		10.6 points
F	-0.8 points	0.5 points	2.0 points
G	0.9 points	0.5 points	0.4 points
H	1.7 points	2.7 points	4.3 points
I	15.1 points	15.8 points	19.4 points
J	0.7 points	1.0 points	1.6 points
K	0.8 points	2.1 points	3.8 points
Academy **average**	2.9 points	3.3 points	5.7 points
Comparison Group 1	0.3 points	0.8 points	1.3 points
Comparison Group 2	0.3 points	0.8 points	1.3 points
OIS **average**	0.1 points	0.9 points	1.6 points
England	**-0.2 points**	**0.2 points**	**0.7 points**

Note: Phase 2 Academies are those Academies which opened in 2003. OIS refers to Overlapping Intake Schools as defined in Chapter 2. Comparison Groups 1 and 2 are also defined in Chapter 2.

4.9 The diversity in pupil performance is also apparent for the eight Academies that opened in 2003 (i.e. Phase 2 Academies), and perhaps to a greater extent. For example, whilst the overall average improvement across the eight Academies in Science is positive (on average a 21pp improvement between 2003 and 2006):

- Two Academies (F and G) have struggled to improve performance in this indicator; and
- Conversely, Academies E and I show improvements which are significantly greater than the average improvement across all Academies (Academy E improved by 55pp, and Academy I showed an improvement of 39pp).

4.10 Finally, when we examine the seven Academies that opened in 2005 for which we have performance data, the Figure below shows that there is diversity, in the change in each of the individual Key Stage 3 indicators. Two out of the seven Academies had improved in all three of the indicators, whilst Academy S had a fall in English, Maths and Science over this period.

Change in percentage of pupils in Phase 4 Academies achieving Key Stage 3 Level 5: 2005-06

Note: Phase 4 Academies opened in 2005. OIS refers to Overlapping Intake Schools as defined in Chaper 2. Comparison Groups 1 and 2 are also defined in Chapter 2.

GCSE (Key Stage 4) Performance

4.11   In terms of Key Stage 4, the *level* of performance in Academies in 2006 was similar to Key Stage 3 indicators, clearly below the national average (see Figure overleaf). For example, across the 21 Academies that were open in 2006, 40 per cent of pupils achieved Key Stage 4 Level 2 (5+ A*-C), compared to 59 per cent in schools in England as a whole. When compared to other similar schools, the level of performance in Academies in 2006 was similar to the two comparison groups (both 41 per cent compared to the Academy average of 40 per cent), and slightly lower than the OIS schools which, at 54 per cent, was very close to the national average.

Percentage of pupils in Phase 4 Academies achieving Key Stage 4 Level 2 threshold: 2006
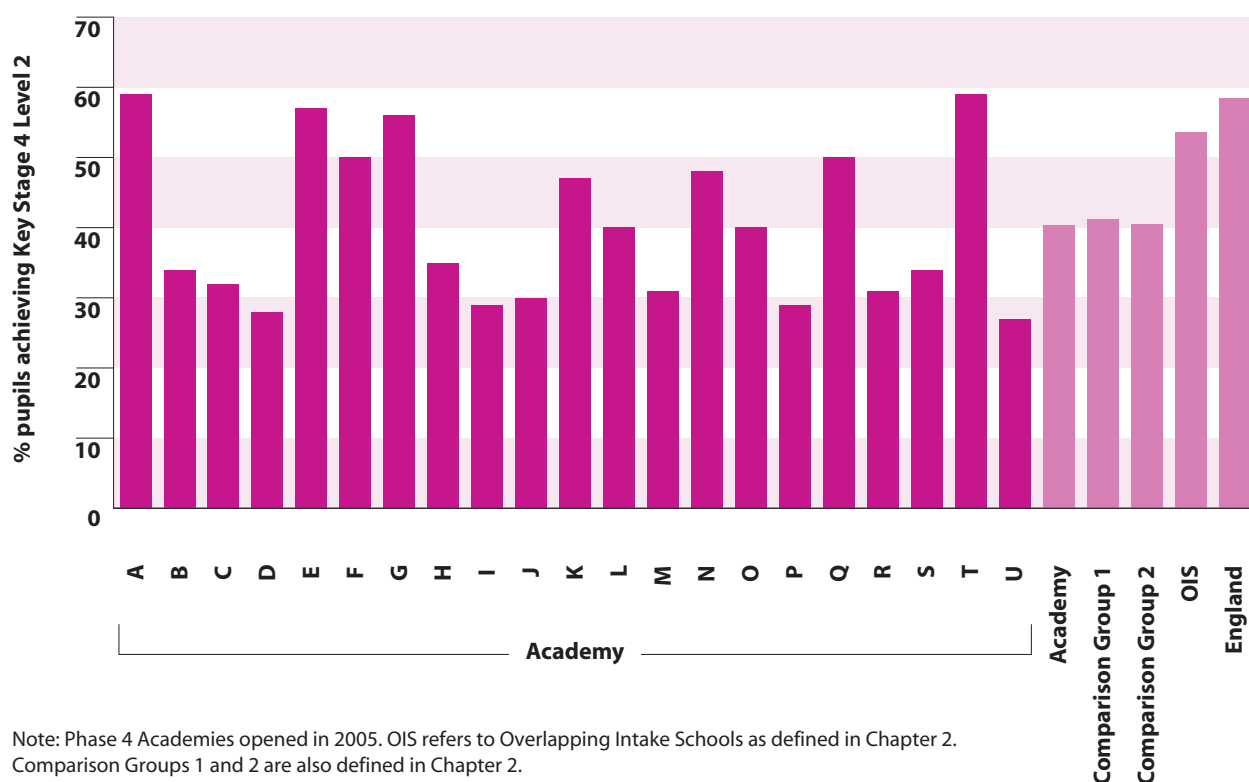

Note: Phase 4 Academies opened in 2005. OIS refers to Overlapping Intake Schools as defined in Chapter 2. Comparison Groups 1 and 2 are also defined in Chapter 2.

4.12 In terms of improvements in performance year-on-year, as with Key Stage 3, data are presented for the three Academies that opened in 2002 (see Table below).[15]

- On average, performance across the 2002-06 period was considerably better than that of other similar schools. For example, the average improvement in Level 2 A*-C performance in these three Academies between 2002 and 2006 was 33pp in the first Academy, 17pp in the second Academy and 26pp in the third;
- The average improvement across the three Academies over the period was 25pp. This compares to a corresponding improvement at a national level of 7pp; of 14-16pp for the two comparison groups and of 13pp in the OIS group of schools;
- In other words, for these three Academies the average performance improvement, based on this particular indicator, was nearly two times higher than that of other similar schools (25pp compared to 13-16pp); and
- Level 2 performance including English and Maths, shows a broadly similar pattern, albeit the differences are somewhat smaller. For example, between 2003 and 2006, there was an average increase of 5pp in the three Academies compared to corresponding increases of 3-4pp in the two comparison groups and the OIS group of schools.

Change in percentage of pupils in Phase 1 Academies achieving Key Stage 4 Level 2: 2002-06

Academy	Change after 1 year (2002-03)	Change after 2 years (2002-04)	Change after 3 years (2002-05)	Change after 4 years (2002-06)
Key Stage 4 Level 2 – A*-C				
A	9pp	0pp	28pp	33pp
B	-1pp	0pp	-1pp	17pp
C	15pp	28pp	23pp	26pp
Academy **average**	8pp	9pp	17pp	25pp
Comparison Group 1	3pp	5pp	10pp	14pp
Comparison Group 2	3pp	6pp	11pp	16pp
OIS **average**	7pp	7pp	10pp	13pp
England average	**1pp**	**2pp**	**5pp**	**7pp**

Note: Phase 1 Academies opened in 2002. OIS refers to Overlapping Intake Schools as defined in Chapter 2. Comparison Groups 1 and 2 are also defined in Chapter 2.

15 Corresponding Key Stage 4 (GCSE) data for the three Academies that opened in 2002 (for which we have two year-on-year changes) and for the seven Academies which opened in 2003 (for which there is one year-on-year change) are presented in Appendix B.

Academy	Change after 2 years (2003-04)	Change after 3 years (2003-05)	Change after 4 years (2003-06)
Key Stage 4 Level 2 including English and Maths			
A	-9pp	-9pp	-4pp
B	0pp	-1pp	7pp
C	-2pp	0pp	12pp
Academy **average**	-4pp	-3pp	5pp
Comparison Group 1	1pp	2pp	3pp
Comparison Group 2	1pp	2pp	4pp
OIS **average**	0pp	2pp	3pp
England average	**-9pp**	**-9pp**	**-4pp**

4.13   A similar picture emerges for the eight Academies that opened in 2003 (see Table overleaf):
   • The average improvement across these eight Academies is generally higher than in other schools;
   • In terms of Level 2 A*-C performance, the average improvement across the eight Phase 2 Academies between 2003 and 2006 was 13pp, compared to 12-13pp for the two comparison groups, and 6pp for the OIS group of schools and across schools in England as a whole; and
   • Corresponding changes over the same period in the same indicator including Maths and English were 9pp for the Academies, compared to 2-3pp for the two comparison groups, OIS schools and schools across England as a whole.

Change in percentage of pupils in Phase 2 Academies achieving Key Stage 4 Level 2: 2003-06

Academy	Change after 1 year (2003-04)	Change after 2 years (2003-05)	Change after 3 years (2003-06)
Key Stage 4 Level 2 – A*-C			
D	-4pp	13pp	16pp
E	1pp	18pp	8pp
F	7pp	26pp	24pp
G	-9pp	-3pp	-4pp
H	12pp	21pp	13pp
I	22pp	10pp	22pp
J	-4pp	6pp	14pp
K	-2pp	-9pp	10pp
Academy **average**	3pp	10pp	13pp
Comparison Group 1	2pp	7pp	12pp
Comparison Group 2	3pp	8pp	13pp
OIS **average**	0pp	3pp	6pp
England average	**1pp**	**3pp**	**6pp**

Academy	Change after 2 years (2003-05)	Change after 3 years (2003-06)
Key Stage 4 Level 2 including English and Maths		
D	6pp	16pp
E	16pp	19pp
F	3pp	2pp
G	-1pp	6pp
H	-3pp	-4pp
I	-6pp	0pp
J	8pp	13pp
K	3pp	17pp
Academy **average**	3pp	9pp
Comparison Group 1	1pp	3pp
Comparison Group 2	1pp	3pp
OIS **average**	2pp	2pp
England average	**2pp**	**2pp**

Note: Phase 2 Academies opened in 2003. OIS refers to Overlapping Intake Schools as defined in Chapter 2. Comparison Groups 1 and 2 are also defined in Chapter 2.

4.14   The Key Stage 4 data presented above also confirm the important theme of diversity between Academies. For example, for the eight Academies that opened in 2003, it is clear that the overall average improvement in Level 2 A*-C performance is positive (an average improvement of 13pp between 2003 and 2006) compared to 6pp in the OIS group of schools and in England as a whole. However, one Academy (Academy G) has failed to improve performance in this indicator. Conversely, there are two Academies (Academies F and I) for which improvements in this indicator have been much greater than the average improvement across the eight Academies (24pp and a 22pp improvement respectively).

4.15   In terms of the seven Academies that opened in 2005 there is a mixed picture. The Figure overleaf shows that three out of the seven Academies have shown an increase in the number of pupils achieving Key 4 Level 2, whilst the other four Academies experienced small declines.

Change in percentage of pupils in Phase 4 Academies achieving Key Stage 4 Level 2: 2005-06
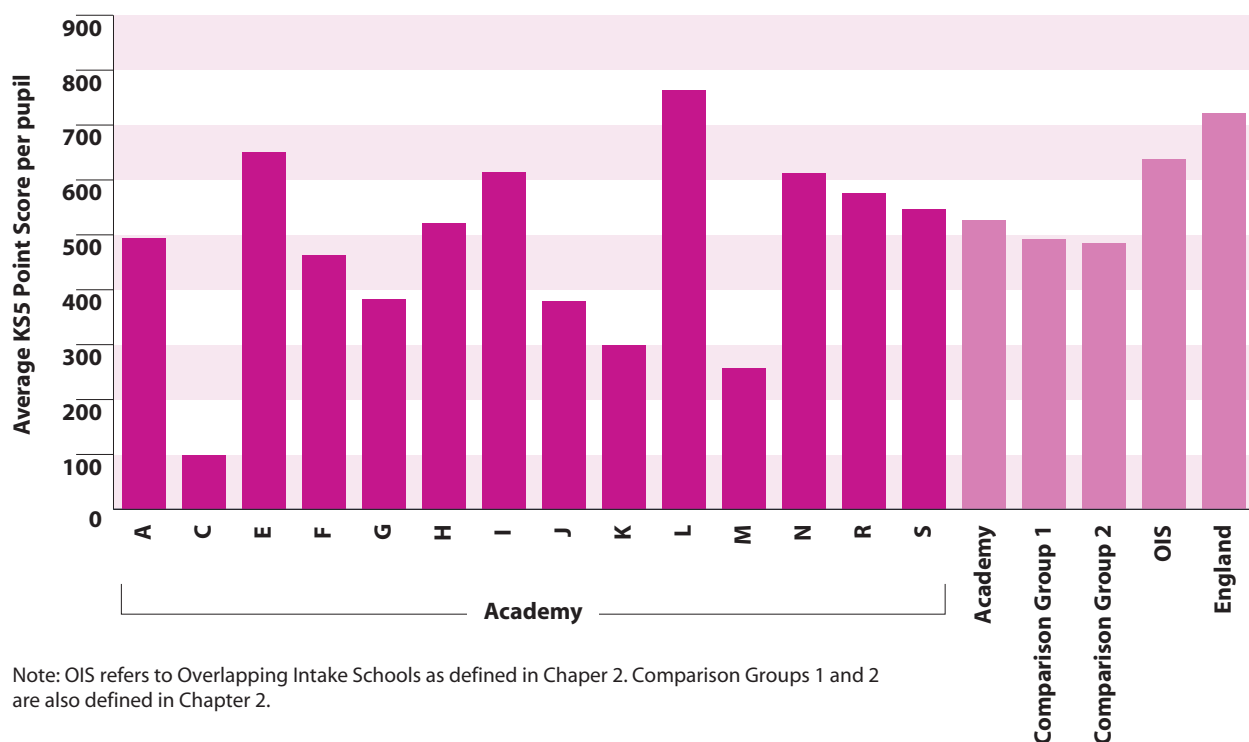
Note: Phase 4 Academies opened in 2005. OIS refers to Overlapping Intake Schools as defined in Chaper 2. Comparison Groups 1 and 2 are also defined in Chapter 2.

Post-16 Performance

4.16   Due to a change in the measurement system,[16] the post-16 Average Point Scores in 2006 are not directly comparable with those in previous years. However, it is possible to gain an impression of the changes which have occurred by comparing the percentile position of each Academy from the top of the national distribution for each of the performance measures in 2006 with those of its respective Predecessor school in 2002, as illustrated in the Figure overleaf.

- Generally, there is a wide range of variation in the Average Level 3 Point Score per pupil, ranging from 763.2 to 98.1 (bottom of the national distribution) in the 14 Academies which had pupils at Key Stage 5; and
- The Average Level 3 Point Score per pupil across the 14 open Academies in 2006 that reported post-16 results was 525.9. This was above the average of that achieved for both Comparison Group 1 and Comparison Group 2, though still significantly below the average achieved by the Overlapping Intake Schools and the national average.

16 The reported performance indicators in 2006 of the Average Level 3 Point Score per Pupil and per entry include a wider range of post-16 qualifications than those which were included in previous years in the reported performance indicator of the Average GCE/VCE A/AS and VCE DA Point Score per student and per examination entry for students who passed the 'trigger' criteria as being eligible for inclusion in this performance measure. In addition, the point scores given to different exam grades in 2006 differ significantly from those that were associated with the same exam grades in previous years. The post-16 APS in 2006 are therefore not directly comparable with those in previous years.

Average Level 3 point score per pupil in Academies: 2006

Note: OIS refers to Overlapping Intake Schools as defined in Chaper 2. Comparison Groups 1 and 2 are also defined in Chapter 2.

Conclusion

4.17 This Chapter has examined pupil performance in Academies using a range of indicators of achievement. The picture that emerges is one of positive overall progress, although the scale of this is not uniform across all measures of achievement. In terms of improvements in pupil performance, the analysis has focused on the three Academies that opened in 2002, and the eight that opened in 2003, as we have the longest run of performance data for these Academies. Focusing on these early Academies the following points are worth noting:

- The existing level of performance (at 2006) is lower than the national average at both Key Stage 3 and Key Stage 4. There is, however, clear diversity in performance, with some Academies (albeit a small number) performing significantly above the national average. The range, i.e. the gap between the best performing and worst performing Academies, is large;

- The early Academies (those that opened in 2002 and 2003) have generally improved their Key Stage 3 performance faster than the national average or other similar schools. Depending on the measurement indicator used, the differences between Academies and other schools can be large. For example, on average the first 3 Academies improved their Key Stage 3 performance at a rate that was 2 or 3 times faster than that of other similar schools;

- A similar picture emerges in relation to Key Stage 4. For example, amongst the eight Academies that opened in 2003, and depending on the measurement indicator used, the average improvement in Academies is at least twice the corresponding improvement at the national level; and

- Although the overall trends are positive, it is important to note that there is clear diversity in the rate at which Academies are improving. For example, in some Academies the overall trend in performance has been downwards, not upwards, whilst in other Academies there is an improvement in some indicators and a deterioration in others.

Chapter 5: Towards an understanding of the variable rates of progress

Introduction

5.1   This Chapter uses a Case Study approach to examine more closely those factors that are impacting on the progress made in individual Academies.[17] The intention of the Case Studies is *not* to disaggregate or identify any single variable that can explain the variations in Academies' progress; rather, the Case Studies are intended to explore some of the key factors that help to explain why Academies are improving at different rates. In particular, they compare and contrast the unique contexts and pupil profiles of individual Academies and, based on this, start to develop some hypotheses related to the variable rates at which Academies are improving more generally.

5.2   This Chapter presents three Case Studies, which each involve comparing the experiences of two Academies which opened in the same year. Each of these Case Studies has been labelled and presented in such a way as to provide an indication of the key challenges facing the Academies being considered. The following sub-sections present the key findings from each of these Case Studies and the Chapter, therefore, is structured as follows:
* Case Study 1:   Leading the way – delivering a policy in its infancy;
* Case Study 2:   Balancing the pressure to improve with a commitment to disadvantaged pupils;
* Case Study 3:   Raising achievement through a changing curriculum; and
* Conclusion.

17 The Case Study approach to research is outlined in: Yin, R. (1993). '*Applications of case study research*.' Newbury Park, CA: Sage Publishing.; Yin, R. (1994). '*Case study research: Design and methods*' (2nd ed.). Thousand Oaks, CA: Sage Publishing.

Case Study 1: leading the way – delivering a policy in its infancy

5.3   The first Case Study relates to two Academies which both opened in 2002, when the Academies programme was just being established. These Academies were therefore negotiating an evolving policy context and, as such, in many ways were trail blazing. The Case Study illustrates that despite the challenges that these early Academies faced as they navigated the policy in its infancy (e.g. Sponsorship, new buildings and governance were all being newly implemented), they have both made steady progress which appears to be have been sustained. Some key contextual factors relating to the two Academies are shown in the Table below.

Contextual factors for Case Study 1 Academies

	Academy 1		Academy 2	
	2002	**2006**	**2002**	**2006**
Total number of pupils (headcount)	615	1415	859	753
15 Year Olds achieving Key Stage 4, 5 A*-C (%)	6.0*	32.0	26.0*	59.0
FSM (%)	45.9	38.2	39.3	38.6
EAL (%)	11.1	13.0	56.6	47.9
SEN with statement (%)	3.9	5.0	1.3	1.2
SEN without statement (%)	40.7	45.8	24.7	26.7
Prior attainment at Key Stage 2 Average Point Score for Year 7 intake (note 21.0% is considered a low individual score)	24.0	25.7	24.5	25.4
Opened in new building	✓		X	
Stable leadership in first 2 years of opening	✓		X	
Sponsors with previous experience in education	X		✓	
Multiple Academy Sponsor	X		X	
Phased intake	X		X	
Changes to admissions	X		X	

* Last validated performance

Percentage of pupils in Academies 1 and 2 achieving Key Stage 4 – 5 A* – C: 2005-6

	2002	**2003**	**2004**	**2005**	**2006**
Academy 1	6%	21%	34%	29%	32%
Academy 2	26%	35%	26%	54%	59%

5.4   Academy 1 entered the programme with the second lowest performance indicators for all the Academies. Furthermore, the percentages of pupils with FSM, EAL and SEN were also substantially above the national average. The Academy opened in a completed new building, located in a catchment area with high socio-economic deprivation, and with all of the associated social problems. Within four years this Academy has increased its performance at Key Stage 4 from 6.0 per cent to 32.0 per cent. Leadership was initially stable, and the foundation principal was in post for four years. In addition, the Academy had a staff made up of both new and TUPEd staff. The Academy had also made significant changes in its middle management in the first two years, and faced an additional set of challenges associated with becoming an all-age (primary and secondary) Academy. Consequently, the pupil population almost doubled between 2002 and 2006, and is currently in excess of 1,400 from reception to Year 13, making it one of the largest Academies in the programme. Sponsorship is provided by a single Sponsor with no previous educational experience.

5.5   Academy 2 came to the programme with pupil performance at Key Stage 4 of 26 per cent, 20pp above Academy 1. The baseline percentage of pupils with FSM and SEN was also above the national average, and more than half of the pupils in the Academy had EAL. As with Academy 1, this Academy was also located in an area with high levels of socio-economic deprivation. In contrast to Academy 1, Academy 2 underwent a programme of refurbishment, rather than a completely new build. Furthermore, the refurbishment of the buildings was ongoing when the Academy opened, resulting in much disruption in the first year. Academy 2 also experienced high levels of turbulence associated with leadership changes due to the ill health of the principal. Sponsorship was provided by a joint Sponsor who had previous experience in education.

5.6   Despite both Academies' GCSE results declining at certain points over their first four years, both made significant progress, whilst at the same time maintaining their commitment to young people within the categories of EAL, FSM and SEN. More generally this Case Study highlights the significant progress these early Academies have made, despite the many challenges they faced, including:
   • The Academies' programme being in its infancy;
   • An evolving infrastructure from the DCSF;
   • High public interest and scrutiny; and
   • These Academies were some of the most challenging predecessor schools.

5.7   In this context, the following observations can be made about the key factors that have impacted on the progress made in each of these Academies:
   • The Case Study shows that managing the **buildings** programme whilst making the transition to Academy status is a significant factor in an Academy's development. The on-going building programme associated with the refurbishment of Academy 2 required additional resources and attention by the school's leadership team. In contrast, Academy 1's building was completed for the opening of the new academic year and the new buildings served as a clear signal to the pupils and the community that the Academy offered new opportunities;
   • Academy 1 benefited from a greater degree of stability in **leadership** during the early stages of development, whereas Academy 2 experienced some changes to leadership which created an additional layer of challenges to address in an already complex environment;

- Academy 1 opened with larger **numbers** of pupils, and within the first two years began planning for its expansion to include a new primary school. It is now one of the largest Academies. The research has shown that juggling the demands of the expansion of the Academy to include a primary school in the early days is likely to have been a contributing factor in its overall rate of progress;
- The **Sponsors' experience** in developing educational organisations differed. In particular, the Sponsors of Academy 2 had previous experience within an educational setting and the evidence suggests that this contributed positively to the development of the Academy; and
- Both of these Academies demonstrated a **clear and uncompromising focus on improvement** through high standards of teaching and learning, which the evidence suggests was a particularly important contributor to their progress, especially within the context of an emerging policy in its infancy.

Case Study 2: Balancing the pressure to improve with a commitment to disadvantaged pupils

5.8   This Case Study provides a comparison of two Phase 2 Academies which both opened in 2003. In this Case Study we draw on longitudinal data to investigate how changes in the pupil profile can impact on the rate at which Academies improve. Some key contextual factors relating to the two Academies are shown in the Table below.

Contextual factors for Case Study 2 Academies

	Academy 3		Academy 4	
	2002	**2006**	**2002**	**2006**
Total number of pupils (headcount)	960	1125	395	754
15 Year Olds achieving Key Stage 4, 5 A*-C (%)	22.0	30.0	22.0	57.0
FSM (%)	66.3	57.6	50.9	11.9
EAL (%)	67.0	46.3	6.1	0.0
SEN with statement (%)	4.3	4.3	4.3	3.2
SEN without statement (%)	16.8	4.8	36.2	4.9
Prior attainment at Key Stage 2 Average Point Score for Year 7 intake (note 21.0% is considered a low individual score)	24.2	25.4	24.1	28.3
Opened in new building	X		✓	
Stable leadership in first 2 years of opening	✓		✓	
Sponsors with previous experience in education	✓		✓	
Multiple Academy Sponsor	X		X	
Phased intake	X		X	
Changes to admissions	X		✓	

Percentage of pupils in Academies 3 and 4 achieving Key Stage 4 – 5 A* – C: 2003-06

	2003	2004	2005	2006
Academy 3	22%	12%	22%	30%
Academy 4	22%	50%	67%	57%

5.9   It is clear from the data above that Academy 3 started off with a very high proportion of challenging pupils from disadvantaged backgrounds (66.3 per cent of pupils with FSM and 67.0 per cent EAL). Whilst the percentage of pupils with EAL and FSM reduced (57.6 per cent FSM and 46.3 per cent EAL in 2006), the figures are still well in excess of the corresponding averages and for England as a whole. This Academy has made progress but at a slower rate than Academy 4.

5.10 In contrast, Academy 4 has experienced dramatic improvement and has shown an annual average increase in performance of 11.8 per cent. However, the change in pupil profile (FSM has fallen from 50.9 per cent to 11.9 per cent, EAL from 6.1 per cent to 0 per cent) would suggest that this Academy has used its independence and sponsorship by a CTC as levers for change, particularly in relation to admissions.

5.11 In this context, the following observations can be made about the key factors that have impacted on the progress made in each of these Academies:
   • The **pupil profile** including the number and proportions of pupils with FSM, EAL and SEN have changed, and this is particularly notable for Academy 4. Some of these changes could be accounted for in terms of an expansion in the total numbers of pupils within the Academy. However, the significance of the changes for Academy 3 may also be accounted for by changes in the **admissions processes**, including the introduction of NFER testing for fair banding;
   • The Sponsors in both of these Academies have previous educational experience, and in the case of Academy 4, sponsorship was provided by an experienced CTC. Associated with this, each of these Academies also had a clear focus on improving the **quality of teaching and learning**;
   • The research suggests that progress in Academy 3 was supported by the introduction of different curricular choices through GNVQ and other **vocational courses** in order to provide personalised learning pathways; and
   • Both Academies opened in fully completed new buildings, and both had stable leadership in the first two years of opening.

Case Study 3: Raising Achievement Through A Changing Curriculum

5.12 This Case Study is based on two Academies which opened in 2005, having had the benefit of being able to draw on the experience of the earlier Academies. Some key contextual factors relating to the two Academies are shown in the Table opposite.

Contextual factors for Case Study 3 Academies

	Academy 5		Academy 6	
	2002	**2006**	**2002**	**2006**
Total number of pupils (headcount)	443	566	583	560
15 Year Olds achieving Key Stage 4, 5 A*-C (%)	24.0	40.0	24.0	50.0
FSM (%)	64.6	47.3	31.0	29.3
EAL (%)	3.4	6.7	1.7	3.4
SEN with statement (%)	2.3	1.2	3.3	1.1
SEN without statement (%)	22.6	32.0	32.6	26.4
Prior attainment at Key Stage 2 Average Point Score for Year 7 intake (note 21 is considered a low individual score)	24.6	26.4	25.0	27.0
Opened in new building	✓		X	
Stable leadership in first 2 years of opening	✓		✓	
Sponsors with previous experience in education	✓		✓	
Multiple Academy Sponsor	X		✓	
Phased intake	X		X	
Changes to admissions	X		X	

Percentage of pupils in Academies 5 and 6 achieving Key Stage 4 – 5 A* – C: 2002-06

	2005	2006
Academy 5	22%	40%
Academy 6	44%	50%

5.13   In examining the data for the two Academies, we can see that Academy 5 has to date shown the biggest *annual* increase in pupil performance (18.2pp between 2005 and 2006) of all the Academies, and this was achieved in its first year. As with some of the earlier Case Study Academies, one of the significant changes in Academy 5 was the introduction of GNVQs and this, reportedly, changed the subject profile of pupils entering Year 11 who were due to take GCSEs in the first year of the Academy's opening.

5.14 Academy 6 entered the programme with results that were already high compared to neighbouring schools. Progress in the first year, in terms of pupil performance at Key Stage 4, was 6pp which took performance data close to national average levels. The Sponsor for this Academy has extensive experience in education, and the Academy has also benefited from being federated with other Academies within the Sponsoring organisation.

5.15 Whilst Academy 6 improved by 6pp in its first year of opening, it had a starting point of 45 per cent of pupils with 5+ GCSEs A*-C. The enablers of new buildings and Sponsorship helped this Academy to build on its success. Academy 5 used its independence to achieve a far more personalised curriculum given the profile of its pupils. The introduction of a GVNQ in IT and other vocational programmes have been a key factor in achieving improvement, as have their new buildings. Furthermore, the specialism, which is knitted into the fabric of the curriculum, has been a key driver in the Academy.

5.16 In this context, the following observations can be made about the key factors that have impacted on the progress made in each of these Academies:
- One of the Academies entered the initiative with a particularly high **baseline pupil performance position**, and this has constrained the rate at which it has been able to improve further;
- **Leadership and sponsorship**, once again, were important factors underpinning the progress made in these Academies and, in particular, there were clear benefits associated with being part of a wider federation; and
- Both Academies are relatively **small in size**, with pupil numbers of around 560, and this meant that, in a sense, the challenges they faced were rather more tractable and easier to manage compared to some of their larger counterparts.

Conclusion

5.17 Based on this Case Study analysis, a number of hypotheses have emerged which, in our view, are useful as the basis for exploring the variable rates of progress in the Academies. It is important to note that such hypotheses are based mainly on the qualitative research presented above, with a relatively small number of Case Study Academies (six in total) and, as such, will need to be explored further in next year's fieldwork. Nonetheless, they provide a starting point for interpreting some of the patterns in pupil profile and performance that were evident in the earlier Chapters of this Report. The hypotheses include:

- Individual **contextual factors** are likely to have an impact on the overall rate at which Academies improve. These include factors such as the pupil profile in Academies, including FSM, EAL, SEN, the length of time in the programme, and whether an Academy has opened from a predecessor school;
- Different Academies use different admissions arrangements. Many have **exercised their independence** to achieve a more balanced intake of pupils by using such admissions processes as fair banding;
- Changes to the curriculum, particularly the **introduction of vocational subjects and GNVQs**, which, the evidence suggests, often better suit the specific needs of Academy pupils and the wider community. The greater focus on pupil interests and needs of these qualifications is likely to explain, at least in part, the rapid improvement in results in some Academies;
- **Strong and stable leadership** is critical, particularly in the early days when the vision and strategic direction are being set by the school leadership team and Sponsor(s);
- The **new buildings** are serving as a significant enabler for some Academies, and the data suggest that the move into new buildings can be a major threshold in the pathway to improvement;
- **Academy size** can have an important impact on the rate at which Academies are improving. Academies in excess of 1,000 pupils are more complex organisations, and data suggest that some of the larger Academies are taking longer to show improvement; and
- Academy **starting points** (i.e. their baseline position relating to prior pupil attainment and pupil profile) is significant, because these work with other factors to shape the type of challenges that each Academy faces upon entering the programme.

Chapter 6: Engaging pupils to achieve success

Introduction

6.1 This Chapter explores how Academies are supporting pupils to engage more with their school and their education. In the first three years of the evaluation we observed a strong focus by Academies on buildings, policy development and staffing. In this year's fieldwork we observed what seemed to be a significant shift in focus towards changing the aspirations and participation of pupils. This shift in focus is, in a sense, a logical part of the development of Academies, many of which now have more secure governance, robust staffing and strong leadership; there are also more Academies in their completed buildings and snagging problems related to the new buildings have generally been addressed. The CTCs involved in the initiative also confirm that pupil engagement and high aspirations from both pupils and parents are critical elements to their success. This highlights the significance of engaging young people in order to improve attainment.

6.2 In order to explore these issues in detail this Chapter is structured in the following sections:
- Making the transition from primary to secondary;
- Raising pupils' aspirations and participation;
- Improving behaviour and attendance; and
- Conclusion.

Making the transition from primary to secondary

6.3 The transition from primary to secondary school is a critical time in the development of young adolescents.[18] In particular, it is widely accepted that this is a developmental period during which time pupils may fail to succeed, not just because of their own attitudes and primary schooling experiences, but also as a result of the secondary school's structure.[19]

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18 Rudduck, J. and Flutter, J. (2000) '*Pupil Participation and Pupil Perspectives: carving a new order of experience*' Cambridge Journal of Education, 30, pp.75-89

19 Pajares, Frank and Urdan, Tim. (Eds.), (2004). '*Educating Adolescents: Challenges and Strategies.*' Charlotte, NC: Information Age Publishing, Inc.

6.4   Many of the Academies that we visited this year seemed to be focusing proactively on supporting the transition of Year 7 pupils into their new environment, and ensuring that successive years were structured in order to facilitate ongoing improvement and support. Some of the pastoral and organisational strategies observed for supporting pupils included:
• Providing access to Academy buildings and teaching for neighbouring primary school pupils;
• Locating Year 7 pupils in their own learning areas and minimising the extent of change associated with lesson transfers;
• All-age Academies providing flexible opportunities for primary aged pupils to work collaboratively with secondary aged pupils and staff. These opportunities included secondary teachers taking specialist lessons (e.g. in Science) which served the dual purpose of providing contact with secondary teachers and providing expert Science teaching in a purpose-built room;
• Nurture groups and literacy and numeracy catch-up classes, for youngsters who were not at the 'expected' achievement level for their age;
• Camps and induction programmes to support pupils' understanding of the pastoral support, curriculum and discipline expectations of the school;
• Cross-curricular teaching with a key focus on learning to learn skills;
• Maintaining regular and consistent contact with parents/carers; and
• Vertical tutor groups with older pupils mentoring Year 7 pupils.

6.5   In addition, a number of Academies have specialist programmes and facilities such as:
• A unit for pupils on the autistic spectrum; and
• A special school within a school. One Academy has a special school on-site, where pupils are fully integrated into a broad range of programmes in both the primary and secondary sections of this all-age Academy.

6.6   Survey data confirm that most Year 7 pupils feel safe and believe that their work has improved since arriving at their Academy. 80 per cent of Year 7 pupils indicated that their school work had improved since coming to the Academy and a further 84 per cent indicated that they felt safe at their Academy during break and lunch time. The longitudinal survey data also suggest, on the basis of a number of key indicators, that the views of Year 7 pupils about their Academy have improved significantly over the last few years (see Table below).

How important are the following for you? – views of Year 7 pupils

Pupil questionnaire 2005/06 survey data n=698 (2003/04 survey data) n=652	Extremely/ Fairly important	Slightly important	Not important	Not sure
The quality of the Academy's resources and equipment such as computers and the library	88% (78%)	6% (9%)	3% (6%)	2% (7%)
The principal is very good at this Academy	81% (71%)	9% (9%)	5% (9%)	5% (11%)
The school rules at the Academy	80% (68%)	12% (31%)	5% (11%)	4% (11%)
Different subject choices at the Academy	78% (63%)	14% (12%)	4% (11%)	4% (14%)
The quality of the Academy's buildings	73% (63%)	17% (13%)	6% (10%)	3% (14%)

Note: Figures may not add exactly to 100% due to rounding. Excludes data from CTCs which converted to Academies last year

6.7   Despite the fact that all Academies recognised the critical importance of the transition of Year 7

pupils, the fieldwork team observed different challenges according to the Academy context. In particular, phased intake Academies (which started off with only Year 7 pupils) have had a less complex challenge because staff have had more time to establish systems, and the smaller number of pupils (and year levels) means that they have had more flexibility and less pressure (e.g. from exams) compared to other Academies. In this regard, the survey results report more positive responses about their Academy from Year 7 pupils in phased intake Academies, compared to Year 7 pupils in all other Academies (see Table below).

About your Academy – views of Year 7 pupils

Year 7 2005/06 survey data Non phased intake Academies n=561 Phased intake Academies n=131	Always/ most of the time	Sometimes	Never	Not sure
I really like this Academy	58% **66%**	36% **33%**	4% **0%**	4% **2%**
I feel that I belong in this Academy	59% **68%**	23% **20%**	7% **4%**	10% **8%**
Some pupils get bullied by others	31% **17%**	49% **37%**	4% **18%**	17% **29%**
I feel safe during break and lunch times	72% **86%**	18% **9%**	4% **2%**	6% **3%**

Note: Figures may not add exactly to 100% due to rounding. Excludes data from CTCs which converted to Academies last year

6.8   In this context it is worth noting that one OfSTED Inspection of an Academy paid particular attention to the importance of a well organised transition programme in ensuring support for incoming Year 6 pupils.

"The well organised transition programmes establish expectations of what incoming Year 6 pupils can achieve when they join the Academy… Consequently, pupils such as black boys who are otherwise liable to underachieve make exceptionally good progress… The school aims to create an environment in which pupils, adults and other learners feel safe, secure and are supported by clear discipline policies."
(OfSTED, 2006)

Raising pupils' aspirations and participation

6.9   Whilst Year 7 is an important transition point, a significant proportion of Academies also face the challenge of re-engaging older pupils in an effort to promote high expectations and achievement. Indeed, our earlier fieldwork demonstrated that one of the biggest challenges in transitioning from a predecessor school to Academy was the re-engagement of young people and their families, particularly those groups of pupils who were disaffected to the point where they were disruptive. Many Academy pupils have had a very negative experience of secondary education, or been in a predecessor school that had poor achievement and resources.

6.10   This year we noted that many Academies have prioritised the focus on raising pupils' aspirations and participation, through a broader range of programmes and extra curricular opportunities. A number of principals suggested that improvements in aspirations and increased participation of pupils are beginning to show links to improved behaviour and attendance and outcomes.

"I think it's to do with the fact that you're giving them something that they value and they know has a purpose – education has a purpose so they buy into it. In the past I'm not sure that they did – they couldn't see the point really."

"We need to promote a love of learning; there is too much pressure on results – we need the pupils to feel they are getting something from it rather than just a grade B or if this is going to get me to University. The targets and results mean there is less of an enjoyment of learning. They make it (to University) but are they going to last if we haven't taught them to be independent learners?"

"Now the next milestone is going to be getting people into University and that is a big thing I think. But there weren't any aspirations at all even three years ago... the boys were fighting and the girls would be pushing a pram about and that was about it really."
(Academy principals)

6.11   The Table below summarises some of the specific initiative currently being delivered in Academies which have been found to be effective in raising the aspirations and participation of pupils.

Raising pupil aspirations and participation in Academies – examples of specific initiatives

Initiative	Description
Pupil leadership schemes	Engaging pupils in leadership through a range of internal and external activities, some of which have links with business partners and Sponsors. For example, one Academy has trained 30 sixth formers to be form tutor prefects in order to solve the problem of pupils arriving late for tutor time. The principal reported that this had "totally changed the attitude and behaviour of pupils who now arrive at their tutor group on time". Sports Leadership Programmes are also being used in a number of Academies and this affords pupils the opportunity to 'work' as sports coaches in primary schools.

Pupil voice programmes	Designed to provide pupils with active participation in decision making. For example, in one Academy two pupil representatives (different each week) from every form group meet a senior member of staff every week. They bring with them key issues associated with all aspects of the school. Pupils were assured of confidentiality and over time engaged in activities which genuinely informed changes in school policy, including how teachers could improve the quality of the lessons, the organisational structures of the school and how to improve pupil-teacher relationships.
Pupil house systems	The introduction of quite formal 'house' systems which focus on teamwork, competition, peer support and camaraderie. For example, one Academy has profiled the house system and used it to link new pupils into a whole range of opportunities, including public speaking, and inter-house competitions, such as sports and community activities.
Formal skills training in citizenship and leadership	Explicit leadership training coupled with new opportunities and experiences, such as inter-school debating. For example, pupils leading assemblies, hosting school tours and participating in community activities within and outside the Academy. Again, in this year's fieldwork there seemed to be a visible change in the way in which pupils conducted themselves and the confidence they displayed around many of the Academies we visited.
Linking community service to the curriculum	Use of the business and enterprise specialism to encourage pupils to engage with local business and community. For example, pupils participating in fund raising, working with the community, leadership opportunities, Duke of Edinburgh Award, Outward Bound and outdoor education. These activities were purposely designed to enrich the curriculum, build self-esteem, belonging and importantly, to improve attainment.

6.12 Some of these examples resonate with other educational research which suggests that engagement of pupils in decision making can have a real impact on their learning. As Rudduck et al.,[20] note.

"Consultation [with pupils] is a way of responding to that situation; it is about understanding what learning is like from the pupil perspective and trying to get bits of it better for different pupils and different groups of pupils. It offers teachers guidance about what aspects of teaching and learning need working on. It's not just about enhancing performance in tests and examinations; it is, quite literally, about changing aspects of organisational structures, of pedagogic practice and teacher-pupil or pupil-pupil relationships in ways that make sense to young people and help them to learn." **(2004:1)**

20 Rudduck, J, Day, J. and Wallace, G. '*The Significance for School Improvement of Pupils' Experiences of Within-School Transitions*' Homerton College, Cambridge University of Derby.

6.13 The survey data also show that many Academies are proactively working to encourage and support pupils to give their views about their Academy. In particular, there seems to have been a gradual increase in pupil awareness of staff/pupil councils. There also seems to be some increase, albeit a small one at this stage in pupils' confidence about giving their opinion. However, as the data suggest, there is still further work to do in order to raise some pupils' confidence in giving their opinions: 26 per cent indicated that they are still not confident in giving their opinion about their Academy (see Table below).

Pupil participation in Academies – changes in the views of pupils

Pupil questionnaire 2005/06 survey data n=3,048 2004/05 survey data n=1,736 (2003/04 survey data n=1539)	Agree	Disagree	Don't know
We have staff/pupil councils where pupils can give their ideas on how the Academy is run	67% 62% (59%)	17% 17% (19%)	17% 20% (22%)
I'm not confident in giving my opinion about the Academy	26% 25% (28%)	61% 59% (56%)	13% 15% (16%)

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. Excludes data from CTCs which converted to Academies last year.

6.14 The Box below provides an example of one particular initiative being implemented in order to enhance pupil engagement. In this example, a member of the Senior Leadership Team (SLT) reported that prior to the transition to Academy status, pupils were significantly less willing to engage. Furthermore, lunchtime discipline was a particular problem and the time during which many of the exclusions or serious behaviour incidences occurred. In contrast, pupils were now productively engaged in activities which gave them confidence, practice at leadership, and which enabled positive role models for younger pupils.

Growing leaders: the value of a pupil leadership scheme
During the summer term of 2006, over 200 pupils in one Academy applied to be 'pupil leaders'. The application and selection process involved completion of an application form, provision of referees, along with a series of formal interviews and tasks. 50 pupils were successful and undertook two days' training on a range of issues including peer conflict resolution, assertiveness and leadership. Their new responsibilities now include daily duties at break and lunchtime, supervision and assistance to younger pupils and being an ambassador for the Academy. (Academies News Sheet, September, 2006)

The recent OfSTED inspection has highlighted the value of the scheme:

"The Inspectors were quick to praise the 'impressive pupil leader' scheme where pupils of all ages help to model and maintain the principles which underpin the general life of the Academy and which has fostered a sense of responsibility within the school and positive relationships between staff and pupils."
(OfSTED Press Statement, October, 2006)

6.15 Building on this, many Academies have had quite proactive structures in place which served multiple purposes, such as staff sitting together with pupils to have lunch, staff participating in joint leadership groups (see Box overleaf) and staff and pupils participating in joint extra-curricular activities.

Bridging the gap – Sixth formers take the lead
In one Academy, the pupils are contributing to the leadership of their school via senior pupil councils. The head girl and boy bridge the gap between pupils and the SLT by freely voicing their opinions and ideas regarding the management of the Academy.

"We have our own sixth form council which meets on a regular basis; the head boy and the head girl of the 6th form meet frequently with the principal. They have discussions with the principal quite regularly, and they also quite often lead the school council. So 6th formers have been instrumental in leading the school council and running various sub-committees, and so they are quite involved in the community of the school from that point of view."
(Head of sixth form)

Innovation is quite deliberately focused on improving behaviour and motivation through quality relationships which is evident in the above example. Pupils throughout the school are encouraged to air their views and ideas through a structured pupil council.

"We have a pupil council, which is new. So we have a pupil voice. They're getting more involved in the life of the building now that we're all in the one building. That's one major innovation."
(Member of SLT)

6.16 Some Academies have also acknowledged the need for more formal leadership training programmes. These programmes provide pupils with the necessary skills to compete more effectively with their more 'elite' peers in the wider community of schools.

Speaking out – pupils learn to articulate their views
A number of Academies have recognised the importance of nurturing higher ability pupils through programmes which might typically be associated with high achieving schools, such as inter-school debating.

> "Leadership and management are core skills that we introduce in the higher ability groups in Key Stage 4 & Key Stage 5 … these pupils get enough GCSEs and A levels but they need confidence in public speaking, they need team work, they need debating skills."
> **(Academy principal)**

6.17 Whilst all of these individual activities discussed are not in themselves particularly innovative, and might be common practice in other successful schools, the evidence suggests that Academies are increasingly focused on engaging pupils in such activities, some of which are totally novel to these young people. Therefore, although many of these activities individually look quite insignificant, when placed within a culture of respect and engagement, and a positive learning environment, they are now affecting observable changes. This is consistent with the survey data which suggest that staff and pupils across all Academies were unanimous in their view that pupils in Academies are motivated to do well, and have high aspirations to succeed. In addition, a majority of staff and pupils directly attributed the improvements in their school work to attendance at their Academy, and a majority of parents indicated that most pupils like going to their Academy (see Table below).

**Pupils' attitudes towards their schoolwork in Academies – views of pupils, staff and parents**

Pupil questionnaire 2005/06 survey data n=3,048	**Agree**	**Disagree**	**Don't know**
Most pupils at this Academy want to do well in tests and exams	86%	6%	8%
I am pleased with my schoolwork and have high expectations for myself	75%	13%	11%
Since coming to this Academy my school work has improved	72%	16%	13%
Staff questionnaire 2005/06 survey data n=588			
The Academy encourages and supports pupils to define and achieve their aspirations	87%	6%	8%
The Academy gives high priority to raising pupils' standards of achievement	89%	5%	6%
Most pupils at this Academy want to do well in tests and exams	75%	16%	9%
Parental questionnaire 2005/06 survey data n=767			
Most pupils like going to this Academy	69%	11%	21%

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. Excludes data from CTCs which converted to Academies last year.

Improving behaviour and attendance

6.18   Most interviewees in this round of fieldwork indicated that improving behaviour and attendance was critical to improving aspirations and achievement. Some Academies have had to address a long history of poor behaviour by a small group of pupils. As these Academies' predecessor schools had surplus places, they found themselves having to take a disproportionate number of pupils who were excluded from other schools. This meant that, as predecessor schools, a few Academies were likely to have higher numbers of pupils with very challenging behaviour. One of the biggest challenges has been to improve behaviour, and as a result some Academies have adopted a rigorous approach to behaviour management with the outcome, in a small number of Academies, resulting in higher than average exclusions. This has been implemented in order to communicate to pupils and their parents that disruptive, anti-social and, in a few cases, violent behaviour will not be tolerated.

6.19   The most recent exclusions data, which are for 2004/2005,[21] reveal a widely divergent picture of the numbers of permanent exclusions across the open Academies (see Figure below).

Number of exclusions as a percentage of the school population: 2004-05
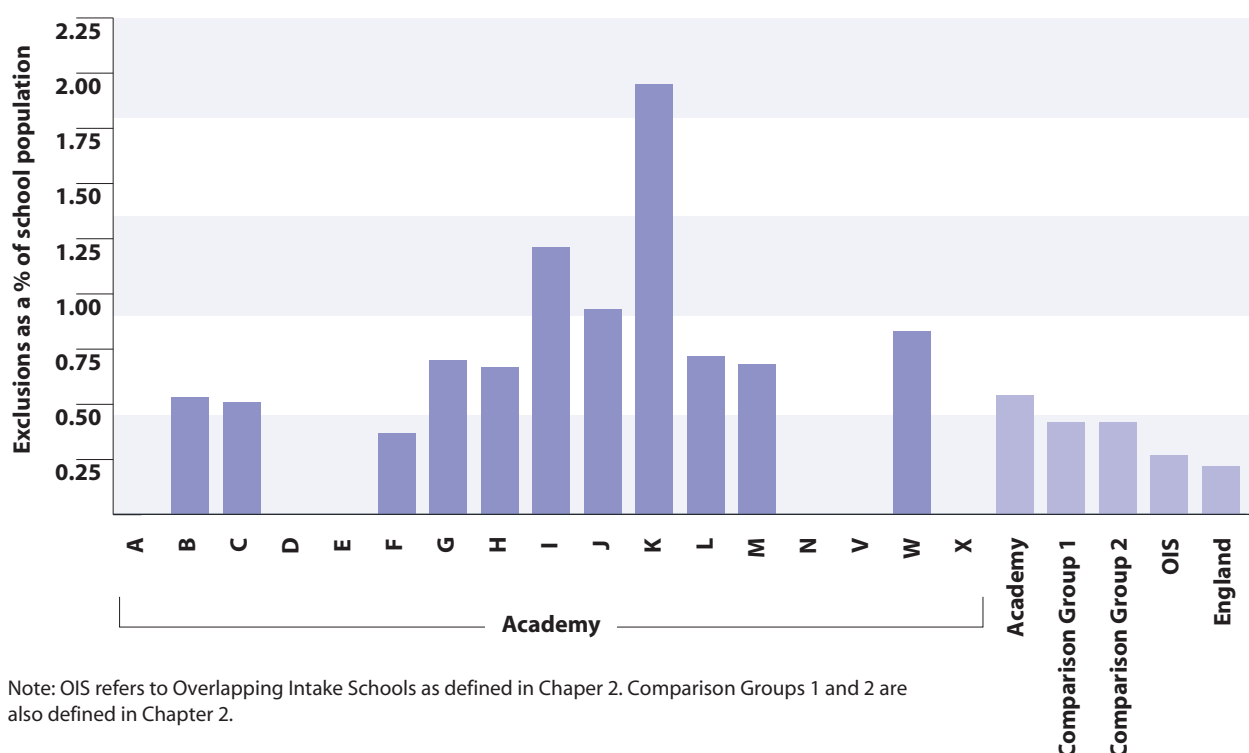
Note: OIS refers to Overlapping Intake Schools as defined in Chaper 2. Comparison Groups 1 and 2 are also defined in Chapter 2.

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21 Since the number of permanent exclusions by schools across England is believed to be under-reported in the Annual School Census, the available data on permanent exclusions must be treated with caution.

6.20 These variations in the number and proportion of permanent exclusions reflect the different contexts of Academies. The Box overleaf provides one example of the tensions that Academies face as they transition from predecessor schools which had histories of poor behaviour and attendance.

Re-defining the boundaries of acceptable behaviour – working to re-integrate excluded pupils
Whilst improving behaviour was a key focus in the principal's vision for the Academy, the view was expressed that his/her job was being somewhat hindered by the fact that there was no Behaviour Team in the Local Authority; there was currently only an Exclusions Team. This had impacted upon the amount of time the Sponsor had to spend chairing and attending exclusions panels. Establishing an ethos of respect and self-discipline required a rigorous approach, and as a result the number of fixed term exclusions and permanent exclusions were very high. The principal expressed frustration at the policy of the LA, which meant that, without the support of a Behaviour Support Team, they had to admit children to the Academy who had been previously excluded by two primary schools. Furthermore, the principal's view was that until good behaviour was firmly established, and students and their parents had a clear message about what was acceptable in the Academy, high incidence of exclusions was unavoidable:

"…we have no behaviour team in the Local Authority, just an exclusions team. We can't do anything until we exclude them. I try to do managed moves informally but if the LA had a Behaviour Team we could maybe do something. Our exclusions included bringing in and selling drugs in school, knife possession, theft of money and credit cards – and some of those excluded were bright children."
(Academy principal)

The Academy was also working to provide an alternative curriculum and one-to-one behaviour support, including Learning Mentors and an Inclusions Centre as both preventative and re-integration strategies:

"We have re-integration for fixed term excluded students which we have in the old nursery and we are looking at how this can be made to work. We monitor and track our exclusions in terms of ethnicity, ability – everything."
(Academy principal)

6.21 Finding the balance between clearly defining the boundaries of acceptable behaviour with clear consequences, and inclusion, has been shown in this round of fieldwork to be one of the single biggest challenges facing some Academies. Academies are also recognising that they cannot address this in isolation from the Local Authority and their local family of schools. For example, Academies are now working more closely with local schools and participating in strategies to support pupils with very challenging behaviour, such as managed moves.

6.22 Most Academies reported that, whilst behaviour is still a challenge, they are beginning to experience a steady improvement, and this is reflected in the average number of exclusions.

"The general behaviour of the pupils has steadily improved, month by month, term by term since we opened – we are coming to our eighth term now. Pupils' behaviour now compared to when they arrived – their behaviour is incredibly better, so large scale disciplinary matters like fights on the field and verbal and physical abuse are down to what you call small scale chatting in class, running around the class, a measurable improvement. We have also seen a massive improvement in how pupils treat one another and the respect that they show to others. Also in how they treat the building and our facilities, we had an awful lot of vandalism and graffiti in our first year, some in our second year."
(Academy principal)

6.23 Such improvements have been achieved through the combination of high-level pastoral support and robust and consistent strategies for dealing with challenging behaviour. Academies have often combined these strategies with:
- Having clearly published, whole school behaviour policies;
- Engaging young people in activities which build self-esteem and motivation;
- Offering incentives and rewards for good behaviour and attendance;
- Working with Safer School Partnerships and school-based police officers and Neighbourhood Nuisance Teams;
- Providing alternative curriculum and/or support programmes for pupils who may otherwise be excluded; and
- Combining these with 'Acceptable Behaviour Contracts'.

6.24 There has also been a clear focus on attendance, and Academies were using a variety of strategies to improve attendance including:
- Same day calling and/or texting;
- Rewarding high attendance;
- Use of pastoral support teams, including school based Educational Welfare Officers; and
- Close daily and weekly monitoring with high intervention strategies (e.g. home calls from senior staff) as soon as a pattern of poor attendance begins to emerge.

6.25 Although 74 per cent of pupils and 84 per cent of their parents indicated that they wanted to come to their Academy, pupil data show a mixed response to attendance (see Table overleaf). For example, six per cent of pupils in Academies indicated that they had truanted: '*I sometimes stay away from school and get away with it*'. This is consistent with the quantitative data relating to Academies' absences, presented and discussed later. This suggests that there is further work to be done to engage pupils and their families to value school in order to improve overall attendance, as there is strong evidence regarding the correlation between attendance and attainment.

> "Inspection evidence confirms that action to improve attendance is most effective when linked to efforts to improve behaviour and attainment. Schools taking effective action had clear procedures for registration, monitoring attendance and following up absence which were consistently implemented by staff. They did not accept weak excuses for absence or lateness and they stressed to parents and pupils the consequence of missing lessons."[22]
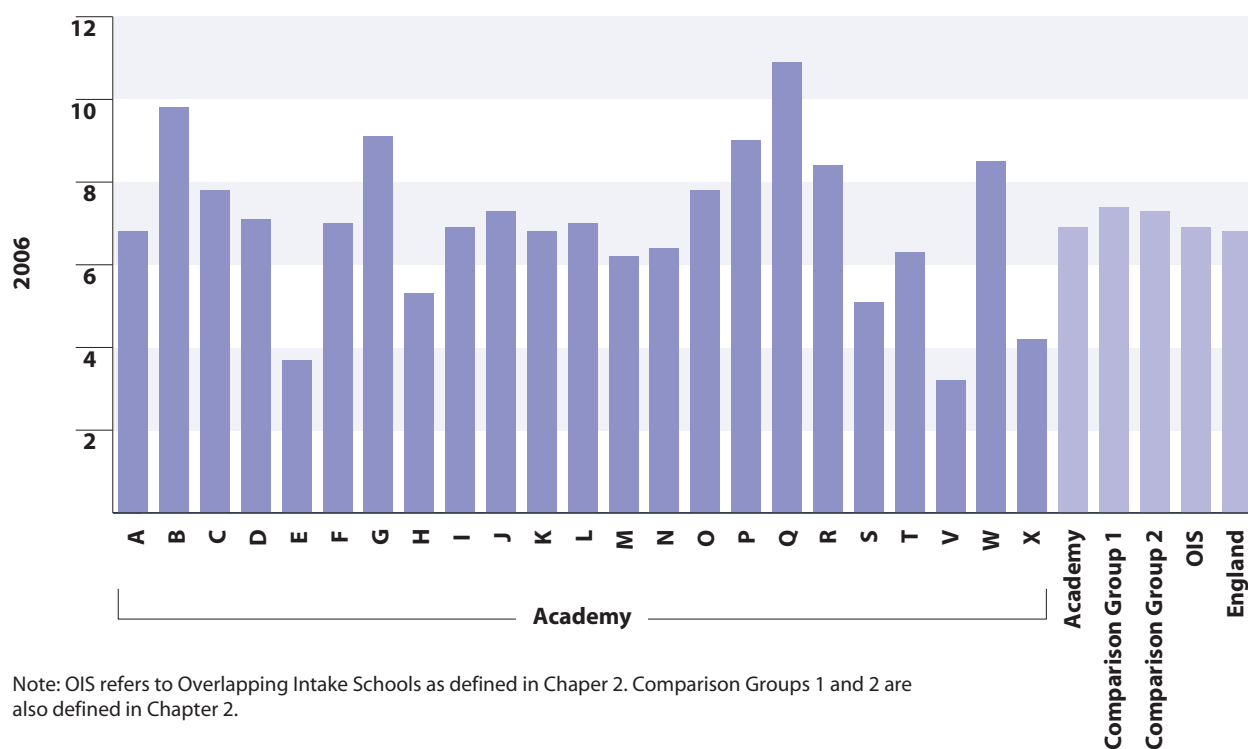
Behaviour in Academies – views of pupils and staff

Pupil questionnaire 2005/06 survey data n=3,048	Agree	Disagree	Don't Know
The principal makes sure pupils behave well	81%	12%	7%
Most teachers make sure that it is quiet, and keep order during lessons	71%	20%	8%
Pupils who misbehave get more attention than good pupils	61%	26%	12%
The teachers all have the same rules about behaviour	55%	37%	7%
My behaviour is worse now than before I came to this Academy	21%	68%	11%
I often get away with not doing my class work	17%	77%	6%
I sometimes stay away from school and get away with it	6%	87%	6%
Staff questionnaire 2005/06 survey data n=584	Agree	Disagree	Don't Know
Most pupils at this Academy want to well in tests and exams	75%	16%	9%
Most pupils behave well in class	66%	27%	7%
The Academy does not have a clearly documented behaviour management policy	18%	73%	9%

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. Excludes data from CTCs which converted to Academies last year.

6.26   As with exclusions, data relating to authorised and unauthorised absences are variable. For example, some Academies have percentages which are well above the national average, and the percentage of half days missed due to authorised and unauthorised absences is very high. The Figure overleaf shows that in 2005/2006 one Academy had authorised absences of 9.8 per cent.

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22 The Annual Report of Her Majesty's Chief Inspectors of Schools, (February 2001), http://www.archive.official-documents.co.uk/document/ofsted/hc102/102.htm

Percentage of half days missed in Academies due to authorised absence: 2006

Note: OIS refers to Overlapping Intake Schools as defined in Chaper 2. Comparison Groups 1 and 2 are also defined in Chapter 2.

6.27 Whilst there are wide variations in the incidence of authorised absences, the overall average across the open Academies is close to the national average for England as a whole. Some Academies have higher than average numbers of authorised absences.

6.28 The Table below shows variation in terms of the change in half days mixed due to authorised absences for Phase 1 Academies for 2002-06. One Academy (Academy A) showed an increase of 5pp for period, whilst another (Academy C) experienced a fall of 2pp for the same period.

Change in half days missed in Phase 1 Academies due to authorised absence: 2002-06

Academy	Change after 1 year (2002-03)	Change after 2 years (2002-04)	Change after 3 years (2002-05)	Change after 4 years (2002-06)
Phase 1 Academies				
A	4pp	6pp	5pp	5pp
B	-2pp	-1pp	0pp	0pp
C	-2pp	-2pp	-2pp	-2pp
Academy **average**	-1pp	-1pp	-2pp	-2pp
Comparison Group 1	-1pp	-1pp	-2pp	-2pp
Comparison Group 2	-1pp	-1pp	-2pp	-2pp
OIS **average**	-1pp	-1pp	-1pp	-2pp
England average	**-1pp**	**-1pp**	**-1pp**	**-1pp**

Note: Phase 1 Academies opened in 2002. OIS refers to Overlapping Intake Schools as defined in Chapter 2. Comparison Groups 1 and 2 are also defined in Chapter 2.

6.29   In Phase 2 Academies (as shown in the table overleaf for 2003-06) six out of nine experienced a reduction in authorised absences, whilst two had an increase for this period.

Change in half-days missed in Phase 2 Academies due to authorised absence: 2003-06

Academy	Change after 1 year (2003-04)	Change after 2 years (2003-05)	Change after 3 years (2003-06)
Phase 2 Academies			
D	-2pp	-4pp	-2pp
E	-4pp	-6pp	-5pp
F	0pp	-3pp	-5pp
G	0pp	-1pp	0pp
H	-5pp	-7pp	-6pp
I	-4pp	-5pp	-2pp
J	-1pp	1pp	1pp
K	-2pp	-4pp	-5pp
W	–	–	2pp
Academy **average**	-1pp	-1pp	-2pp
Comparison Group 1	-1pp	-1pp	-1pp
Comparison Group 2	-1pp	-1pp	-2pp
OIS **average**	0pp	-1pp	-1pp
England average	**0pp**	**0pp**	**0pp**

Note: Phase 2 Academies opened in 2003. OIS refers to Overlapping Intake Schools as defined in Chapter 2. Comparison Groups 1 and 2 are also defined in Chapter 2.

6.30 Attendance is clearly a priority for Academies and they recognise the relationship between attendance and achievement. The overleaf Figure, and the corresponding Tables for Phase 1 and 2 Academies, suggests that unauthorised absences are, in fact, increasing in some Academies faster than the national trend. Closer scrutiny of the data, including the interview data, suggests that one explanation could be that some Academies are rigorously following the guidelines on what constitutes an unauthorised absence, e.g. included as an unauthorised absence is being late after registers are closed. Some of these factors are directly linked to Academies' drive to focus students and their families on the importance of attending school consistently and on time.

Percentage of half days missed in Academies due to unauthorised absence: 2006
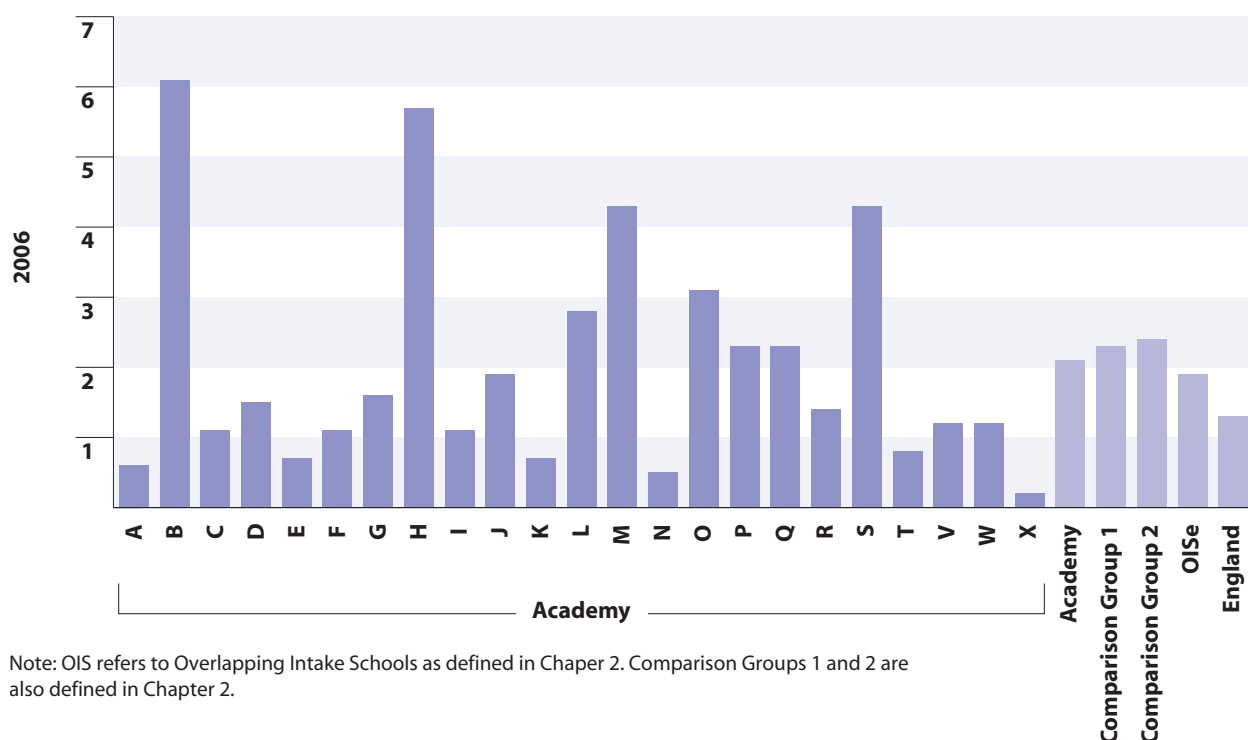
Note: OIS refers to Overlapping Intake Schools as defined in Chaper 2. Comparison Groups 1 and 2 are also defined in Chapter 2.

Change in half days missed in Phase 1 Academies due to authorised absence: 2002-06

Academy	Change after 1 year (2002-03)	Change after 2 years (2002-04)	Change after 3 years (2002-05)	Change after 4 years (2002-06)
Phase 2 Academies				
A	0pp	-3pp	-4pp	-5pp
B	0pp	1pp	4pp	4pp
C	-5pp	-6pp	-6pp	-6pp
Academy **average**	0pp	0pp	0pp	-1pp
Comparison Group 1	0pp	0pp	0pp	0pp
Comparison Group 2	0pp	0pp	0pp	0pp
OIS **average**	0pp	0pp	0pp	0pp
England average	**0pp**	**0pp**	**0pp**	**0pp**

Note: Phase 1 Academies refers to those Academies which opened in 2002. OIS refers to Overlapping Intake Schools as defined in Chapter 2. Comparison Groups 1 and 2 are also defined in Chapter 2.

Change in half-days missed in Phase 2 Academies due to authorised absence: 2003-06

Academy	Change after 1 year (2003-04)	Change after 2 years (2003-05)	Change after 3 years (2003-06)
Phase 2 Academies			
D	0pp	-1pp	-2pp
E	-1pp	0pp	0pp
F	-1pp	-1pp	0pp
G	1pp	1pp	1pp
H	7pp	6pp	5pp
I	2pp	3pp	-3pp
J	0pp	-1pp	-2pp
K	1pp	0pp	-1pp
W	–	–	0pp
Academy **average**	1pp	1pp	0pp
Comparison Group 1	0pp	0pp	0pp
Comparison Group 2	0pp	0pp	0pp
OIS **average**	0pp	0pp	1pp
England average	**0pp**	**0pp**	**0pp**

Note: Phase 2 Academies refers to those Academies which opened in 2003. OIS refers to Overlapping Intake Schools as defined in Chapter 2. Comparison Groups 1 and 2 are also defined in Chapter 2.

Conclusion

6.31   This Chapter has provided a range of evidence related to how Academies are re-engaging pupils. This year's fieldwork suggests that it is essential to engage pupils, parents and their local communities in the change process if the intended outcomes are to be achieved. This year we noted that many Academies have prioritised the focus on raising pupils' aspirations and participation, through a broader range of programmes and extra curricular opportunities. A number of principals suggested that improvements in aspirations and increased participation of pupils are beginning to show links to improved behaviour and attendance outcomes.

6.32   Supporting Year 7s as they make the transition into the secondary school is critical to both establishing high expectations and ensuring that younger students are supported in their new environment. In addition, raising pupils' aspirations through participation in a variety of activities, including pupil councils, house systems, rewards and sanctions are all strategies that are reportedly having an impact on pupil performance.

6.33 The evidence suggests that there is a growing tendency for some Academies to move towards behaviour management policies which clearly lay down the boundaries of acceptable behaviour, and the consequences. In addition, most Academies are working with the local community of schools and participating in managed moves, alongside other proactive strategies to support behaviour improvement in their own schools.

6.34 As with exclusions, data relating to authorised and unauthorised absences are variable, with some Academies showing significant improvements which are well above the national average. However, a small number of Academies still have high levels of absences which confirms that the focus on improving attendance, as observed in the fieldwork, needs to continue. Establishing systems and processes to track, monitor and reward good behaviour and attendance is an important aspect of raising aspirations and achievement, as are a wide range of structures and support for pupils with very challenging behaviour. Academies generally recognise that this will only be achieved through partnership with their Local Authority and the local family of schools.

Chapter 7:
Other enablers
to success

Introduction

7.1   This Chapter identifies factors unique to Academies which individually and collectively serve as 'enablers' in supporting school improvement. These include: Academies' independent status, governance, sponsorship, leadership models, buildings, and the specialism (see Figure below). Whilst other schools have access to some of these enablers, the unique feature for Academies is, in a sense, that they have the capacity to utilise them all.

Factors which enable change in Academies

Independence   Governance   Sponsorship

Academy Enablers

Leadership model   Buildings   Specialisms
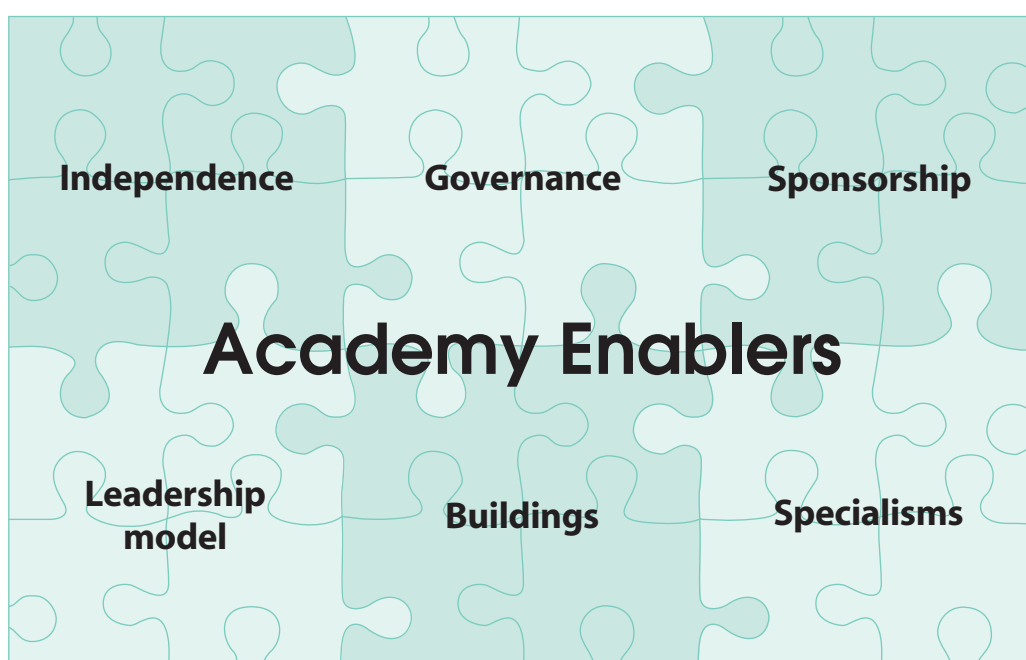
7.2   The Figure illustrates the range of enablers that can be combined by Academies as levers for change. This is critical to understanding the difference between Academies and other school improvement programmes, such as Fresh Start.[23]

7.3   This Chapter is structured in the following sections:
• Independence;
• Governance;
• Sponsorship;
• Leadership;
• Buildings;
• Specialisms; and
• Conclusions.

Independence

7.4   Independent status provides Academies, in principle, with the freedom and flexibility to work outside traditional boundaries by using different approaches to curriculum, admissions, timetabling, recruitment, staffing and governance. Key observations from this year's fieldwork relating to independence include:
• More Academies are increasing the number of teaching hours by extending the school day;
• Teachers' pay and conditions are being adjusted to accommodate the longer school day;
• There is some evidence of a more flexible use of support staff to strengthen learning teams and provide additional support to teachers in order for them to focus on their core duties;
• Curriculum options and pathways are being significantly changed in some Academies. For example, some are exercising their independence by selecting different qualifications (e.g. GNVQs) to provide more flexible options for pupils across the range of abilities;
• Some Academies are their own admissions authority and are selecting up to 10 per cent of pupils according to their specialism;[24] and
• Some principals are working in partnership with their Sponsors to access resources which they report would not have been previously available. Independence appears to have given principals, staff, and governors far greater confidence to explore new avenues of funding and new partnerships within the wider community.

23 Responding to school failure is an important aspect of Local Authority responsibility. At times, failure is so entrenched that only a major reorganisation of education at the school will lead to improvements in the short term. The Government has a number of programmes aimed at supporting Local Authorities such as Fresh Start, Academies, Trusts and Federations, in order to bring about change in schools with major problems. Fresh Start and Collaborative Restart are seen as useful first steps http://www.standards.dfes.gov.uk/sie/si/SCC/sifreshstart/.

24 http://www.standards.dfes.gov.uk/academies/faq/?version=1#582261

> "Yes – [independence] has been a great advantage…If you're in the raising standards agenda and you're working in one of the lowest achieving schools in the LEA – you're not in that position for no reason. If I say right I'm going to support you to do your job – you're going to go a little bit further than the average school in terms of time, but we're still within the 1,265 hours, but there's a trade off. Better behaviour, better equipment, better conditions and pride as the school becomes very popular."
> **(Academy principal)**

Governance

7.5   Like all other schools, Academies have the freedom to co-opt Governors from a variety of backgrounds in order to ensure that the Governing Body has a broad range of the necessary skills and experience. However, Academies can also be creative in their governance structures and utilise different models such as meta-governance or umbrella Governing Boards, which are supplemented by local governance arrangements.

7.6   Whilst in previous years some Academies had relatively immature governance arrangements, this year we noted that many Academies are increasingly sharpening the focus on the skills set and structures of the Governing Body. This has had a number of key impacts.
   • Governors' responsibilities have been more closely aligned with in-school processes, such as discipline committees, curriculum, SEN and exclusion panels;
   • The flexibility which Academies have in order to co-opt governors with expertise is being utilised more effectively. As a result, high level expertise in the areas of finance, human resources, legal and business management is being provided through co-opted Governors. A number of principals have suggested that this flexibility to co-opt Governors is working as a significant enabler; and
   • Academies that are collectively governed are deriving additional benefits associated with curriculum development, professional development and collegial networks.

> "What we believe is that there is a real benefit in 'groupness', that the glue that holds our group together is a common set of values and certain core consensus on the nature of quality teaching and what that looks like. Ours is a tiny organisation, extremely lean and fit, but it does provide the support to more than one."
> **(Sponsor representative, Multiple Academy Sponsor)**

7.7   This quotation illustrates a wider point, namely that a sub-group of Academies is deriving benefits from having both collective and local governance arrangements. However, in a small number of these Academies, whilst principals and parents do sit on the local governing body, they do not sit on the central Governing Board.

7.8   As outlined in Chapter 5, a number of Academies are also exploring ways of including pupils as associate members of Governing Bodies. This will be something that will be followed up further in next year's fieldwork. In addition, next year we will also explore more fully the impact upon governance where Local Authorities are co-sponsoring Academies.[25] Under these new arrangements Academies will continue to maintain their independence, which has been one of their defining features. The Local Authority will act as financial guarantor for the Academy, and will be represented on the Governing Body, but unlike 'traditional' Sponsorship arrangements, the Local Authority co-sponsors will not have majority control over the trusts that run them. Furthermore, these Academies will continue to be established as charitable companies to give governors the freedom to set the ethos and vision for the school, as well as setting the strategic vision, administration of finances, and appointments of staff, including the principal.

Sponsorship

7.9   Sponsorship brings with it new opportunities for engaging with the community and business partners. A number of Sponsors are proactive partners in the leadership of Academies, visiting on a weekly basis and working with the School Leadership Team. In addition to supporting school leaders, some Sponsors are increasingly bringing to Academies new opportunities for disadvantaged pupils. These include: mentoring, work experience, cultural and sporting activities to which pupils would not otherwise have access.

"The Sponsor is completely supportive, always available, inspirational – he'll give you time and effort and advice and counsel at any time by email or by phone."
(Academy principal)

7.10   Most principals were extremely positive about their Sponsor(s). There is evidence that Sponsors are adding value in a variety of different ways:
* The majority of principals suggested that the working relationships with their Sponsor(s) were highly effective; the relationships were characterised as 'hands-off, appropriate and where necessary, challenging'; and
* The Sponsor as a 'partner' in leadership is emerging as a significant model in some Academies.

25 'The initiative, from Manchester City Council, is the first to have been under-written by a Local Authority rather than a partnership between wealthy benefactors and Central Government. Under the proposals, Manchester has approached the BBC and ITV Granada to join them in creating an Academy which would specialise in creative and media industries. The scheme will see the creation of six new Academies in a £450m building and refurbishment package involving more than 20 schools across the Labour-led city. (James Meikle, Education correspondent, *The Guardian*, Tuesday January 9, 2007)

"He will point us in particular directions for extra funding: he has brought people in to work with the youngsters. In fact he phoned on Friday to tell me that he's got a contact at the [Named Theatre in Central London] and the guy at the Theatre is prepared to do a master class for free with our sixth Form drama pupils. [Sponsor's name] just does that – he drops that into conversations as we go along. He is still an absolute model sponsor."
(Academy principal)

"In fact, I wouldn't believe that there is a better sponsor around. Yes, he was prepared to give the money initially – he is prepared to continue to give tranches of cash if and when we need it. When he comes round he will say, "Are you in need of some library books?" And we get them. From that point of view, he's good. But he doesn't interfere in the running."
(Chair of Board of Governors)

"It's not any different to what it was day one if I'm being perfectly blunt. The relationship is such that the sponsors are the Governors, so there are four Governor Sponsors, and therefore they're there all the time. They come three times a year, they come in between times when they want to and that relationship is that they are my Governing Board and I think that's quite special. So, it's not different it's a continued relationship of working with them in a governance way."
(Academy principal)

7.11   Notwithstanding the generally positive responses to the role and the input of Sponsors, and the benefits being derived from the support of the Specialist Schools and Academies Trust (SSAT), there are a number of issues which emerged from the fieldwork which need to be further explored in the final year of the evaluation, including:
- Succession planning – how are Academies planning to accommodate the retirement of Sponsors?
- Induction and support of Sponsors – how effective are the policy guidelines, support and induction for Sponsors and what improvements can be suggested?
- Sponsors' role and input – how does this change over time and what is the process when the Academy does not feel well supported by its Sponsor?

Leadership

7.12   Independent research shows clearly that effective school leadership is a key enabler for all schools.[26] A number of Academies have utilised their independence to explore new leadership models and these are reportedly impacting positively on improvement in Academies. For example, the emergence of new leadership models such as confederations and system-wide leadership approaches is giving rise to new roles such as executive principals/ executive directors.

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26 PricewaterhouseCoopers LLP, (2007), '*Independent Study into School Leadership*,' http://www.dfes.gov.uk/research/data/uploadfiles/RR818A.pdf.
Leithwood K, C. Day, P Simmons, A Harris, D Hopkins, (2006)'*Seven strong claims about successful school leadership*' NCSL.

7.13 These changes have freed up some principals from the minutiae of the day-to-day operation of the school and have enabled them to '*maintain a consistent ethos across the whole organisation*' (Academy principal). In a small number of cases, Academy principals are providing support to new Academies in their development or early implementation stages, and contributing significantly through the SSAT to development programmes for aspiring leaders, both within Academies and other schools.

7.14 School improvement was a key driver for many of the principals and Sponsors we interviewed and there is no doubt that an effective principal was seen as a critical element to improvement in Academies. Whereas, in earlier years of this study we noted a number of changes to principals in Academies, this year we noted more stability and fewer changes. This was attributed, in part, to the better support offered by the Department.

7.15 In addition, a key focus for many of the principals is the recruitment and development of both teaching and non-teaching staff and 'distributing' leadership across the whole organisation. Staff training (a number of Academies have allocated generous resources – up to £1,500 per staff member for professional development), shared leadership opportunities and joint development opportunities have all helped to create the vision that it is genuinely owned and shared by all.

7.16 Some of the key observations noted during the visits, and reported by Sponsors and staff in respect of effective leadership behaviours, included:
   • **High visibility around the school** – principals in improving Academies reported that they consistently prioritise time to engage with pupils and staff. As an example, one principal dedicates three hours per day to walking around the school and speaking with pupils, parents and staff;
   • **Focus on achievement** – principals in improving Academies all had a clear focus on teaching and learning and, in particular, on improving outcomes for all pupils across the school;
   • **Focus on behaviour for learning** – all Academies we visited this year had strengthened their focus on behaviour. However, the management systems varied quite significantly between Academies. For example a number of schools had quite strict discipline policies and more than one used CCTV to monitor behaviour. At the other end of the spectrum, a number of Academies were adopting behaviour management policies that focussed more on growing pupils' self-discipline without the use of CCTV;
   • **A strategic approach to building leadership across the school** which included distributed leadership models (Bennett et al., 2003).[27] Sponsors, community members and Governing Bodies are increasingly working with school staff and pupils towards the common goal of improving pupils' achievement and aspirations;

27 Bennett et al., (2003) suggest that distributed leadership 'highlights leadership an emergent property of a group or network of interacting individuals' in concertive action. They also highlight the importance of 'openness of the boundaries of leadership' which is 'distributed across the many, not the few' (p7). Full reference: Bennett, N., Wise, C., Woods, P. and Harvey, J.A. (2003) '*Distributed Leadership' National College of School Leadership*.

> "The local Governing Body is made up of men and women rooted in community through business and through community involvement who feel that they want to make a difference and give their time and energy."
> **(Academy principal)**

- **A strategic approach to performance management** which is linked to professional development, and career development pathways;
- **Strategic recruitment** – many Academies reported that the more the school improved, the easier it was to attract quality staff; and

> "Unlike before, it's now easy to attract good staff. I have been inundated with applications for all the jobs here. I have taken them on tours and they are absolutely over the moon because they are looking at something that's totally different on a daily basis. So what we're finding is that people come here for the tour and the children are moving around them and there's a sort of glazed look that comes over them, because they've not seen the uniform, they've not seen the building, they've not seen behaviour like this. Because most schools still have to deal with mobile phones and similar things and that means that they're desperate to work here in the end, because they see the lovely conditions and the drive and the vision that's about this place."
> **(Academy principal)**

- **Re-branding the school** – principals also confirmed that there is a huge challenge associated with re-branding a school with poor results and very low esteem within the local community. The participation and engagement of parents and pupils from the outset is, therefore, a critical part of raising the profile and achievement of Academies.

> " …We did a re-branding exercise…Looking back I came into this hostile environment - I had to get rid of teachers – the school was failing and it was shamefully out of control, and I had to establish my power base…I focused on working with what was my community really. Initially there were battles with the community, but then gradually I was able to marshal that force in a positive way… and results are steadily improving…What I was good at was establishing a culture of moral responsibility – a sense of self respect and a focus on learning…I put a lot of value on what parents think about the Academy".
> **(Academy principal)**

> "Some Academies are so overwhelmed with the building they fail to really nail attitudes, values, behaviour for learning and you've got to. All the whiteboards in the world, all that kit is a waste of time if you don't have children engaged in learning."
> **(Academy Sponsor Representative)**

7.17 Survey data (see Table below) also provide a range of information related to school leadership which is broadly supportive of some of the key positive developments, outlined above. For example, most pupils (81 per cent) indicated that the principal makes sure pupils behave well, and 92 per cent of staff indicated that the principal believes that the Academy can make a difference to pupils' learning.

Leadership in Academies – views of pupils, staff and parents

Pupil questionnaire 2005/06 survey data n=3091	**Agree**	**Disagree**	**Don't Know**
The principal makes sure pupils behave well	81%	12%	7%
I often see the principal around the school	73%	23%	4%
The principal is really interested in the pupils	68%	18%	13%
I think the principal is really good	61%	20%	17%
The principal never listens to what pupils have to say	20%	65%	15%
I don't know who the principal is	10%	86%	4%

Staff questionnaire 2005/06 survey data n=586	Agree	Disagree	Don't Know
The principal believes that this Academies can make a difference to pupils' learning whatever their family background	92%	2%	5%
The principal encourages staff more than she/he criticises them	74%	14%	12%
The principal is good at bringing resources into the Academy	73%	8%	19%
The principal is good at promoting the Academy within the community	73%	8%	19%
The principal relates well to parents and fosters good home-school relations	69%	8%	3%
The principal ensures that if they need, teachers are given support to improve their teaching	65%	11%	23%
The principal does not encourage teachers to develop themselves professionally	12%	72%	15%
Parent questionnaire 2005/06 survey data n=757	**Agree**	**Disagree**	**Don't Know**
The principal is really interested in how much our children learn at the Academy	78%	10%	12%
The principal is really interested in the views of parents and guardians	71%	14%	14%
We do not really know who the principal is	23%	72%	4%

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. Excludes data from CTCs which converted to Academies last year

Buildings

7.18 The freedom to design buildings to reflect the vision and ethos, as well as new approaches to pedagogy and curriculum, offers the potential for buildings to be a significant enabler. Furthermore, high profile buildings often re-position the school within its community, and this may work as an enabler in itself. Moving into new buildings is seen as a key milestone or threshold and a number of interviewees reported that buildings can have a significant impact on raising aspirations:

"It [the new building] does not make the school, but it has changed behaviour and I think it has changed aspirations in a way and so all of the hopes that went into it of something that was probably the first new thing that this community has ever had really; and it is a real symbol. It is not just bricks and mortar and a really impressive building but a really impressive building that is imminently fit for purpose."
(Academy principal)

"The facilities are much better than my last school. I have gained more confidence in my work."
(Pupil survey response)

7.19   The survey data indicate that buildings have played a key role in supporting change in Academies (see Table below).

Buildings and facilities – views of pupils, staff and parents

Pupil questionnaire 2005/06 survey data n=3064	**Agree**	**Disagree**	**Don't Know**
The Academy has modern, clean buildings	77%	19%	12%
We have good equipment to use in class	74%	21%	5%
Staff questionnaire 2005/06 survey data n=583	**Agree**	**Disagree**	**Don't Know**
The physical environment of the Academy is pleasant to work in	81%	17%	1%
The new/refurbished buildings contribute significantly to the positive experience of the pupils	81%	9%	10%
There is good provision for pupils with special educational needs	75%	15%	10%
Parent questionnaire 2005/06 survey data n=767	**Agree**	**Disagree**	**Don't Know**
The Academy has attractive buildings	87%	9%	4%
The buildings help the pupils to learn	64%	21%	15%
The sports facilities are no better than in other schools	22%	55%	23%

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. Excludes data from CTCs which converted to Academies last year

Specialism

7.20   Research evidence (e.g. Institute of Education, University of Warwick, 2004)[28] suggests that schools benefit from specialist status and the benefits extend beyond the specialist subject itself into other areas of the curriculum and to school improvement. Given the importance of the specialism to Academies, this year's field research included interviews with the Director or Head of Specialism in order to examine how the specialism works as an enabler in Academies.

7.21   Some of the data suggest (see Table below) that the specialism is having a limited impact, although on closer examination of the data it is clear that this is variable according to the school context and the particular specialism.

The specialism in the Academy – views of staff

Staff questionnaire 2005/06 survey data n=736	Agree	Disagree	Don't know
The Academy's specialism has a significant impact on the overall design of the curriculum	45%	28%	31%
Parent and pupils are attracted to the Academy because of the specialism	35%	24%	42%
The Academy's specialism draws resources away from other subject areas	18%	48%	33%

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. (Excludes data from CTCs which converted to Academies last year)

7.22   In a small number of Academies the specialism was acting as an enabler for school improvement, and was woven into the fabric of the school. In others, the specialism was less visible and played less of a part in the school's ethos and vision, curriculum and timetable. In order to exemplify these differences we have chosen to provide three examples from the research:

Academy with a business and enterprise specialism

The specialism in this Academy has taken a very low profile, despite significant attempts to incorporate the specialism in the design features of the building. The Academy focused in the first instance on establishing systems of behaviour and quality teaching and learning. Initially, the specialism was formally timetabled. However, without direct links to the curriculum, business and enterprise was not easily incorporated. Even with 'business and enterprise weeks' during which time the whole school focused on the specialism through a range of off-timetable activities, and a high profile Sponsor, over time the focus on the specialism declined. Without a director or senior manager with designated responsibility for the specialism, its low profile would have continued. The combined specialism of 'business and enterprise' has proven to be a challenge. The business side of this partnership has been easier to establish, because of the obvious links to the curriculum, although it too provided some challenges in the early days:

28 Institution of Education, (2004), 'A Study of the Specialist Schools Programme,' University of Warwick
    http://www.dfes.gov.uk/research/data/uploadfiles/RR587.pdf

> "The whole idea of enterprise education is not really to do with enterprise….my understanding is that it was the Sponsor's wish to have business as a specialism…he drove it…we just gave birth to it as a specialism."
> **(Head of Business)**

Enterprise, in general, seems to be a far more challenging specialism to incorporate:

> "We have worked hard to pick up a department that is non-existent and now we can say we are a strong department in the school and the pupils respond to us in that way. When I arrived, the pupils didn't understand why they were doing business but they do now."
> **(Head of Business)**

In this particular case, some respondents suggested that the specialism was something that came with the package, rather than something that was owned by the pupils, community and staff.

Academy with an environmental specialism
In this Academy the specialism is the environment. The Academy buildings have been designed around the specialism with sustainable energy as a core design feature. Pupils are actively engaged in a broad range of programmes linked to the environment and this has been knitted to the spiritual ethos and vision. Pupils are seen as ambassadors for the environment and for their Academy. The school assemblies link to the specialism and the three assemblies previous to our visit included discussions of conservation of water, energy and resources. The school has engaged young people in a range of activities including Eco Councils in each year group.

Academy with a sports specialism
In this Academy the senior staff member with responsibility for the specialism has had a key role in embedding the specialism of sport across the whole school. The focus of the specialism has been to combine the opportunity for elite sports development, alongside broadening participation in a range of sports and physical activities. Team sports are sponsored and coached by elite teams within the community, and individuals who have been selected by aptitude are provided every opportunity to access specialised coaching, mentoring and support in order to achieve their goals. A number of youngsters are representing junior national teams and a number of teams are represented in local and national inter-school and inter-club competitions. The facilities in this Academy are the cornerstone of a joint community partnership which works to provide a broader range of high quality facilities, including an astro-turf pitch and international level basketball courts. The Director of Sports works closely with other Academies, local schools, and the Youth Sports Trust. Pupils within the Academy are trained to support and coach junior teams in neighbouring Primary Schools.
The school has built on the strengths of their knowledge, the value of a specialism and the interests and strengths of the pupils, and have incorporated a new specialism of Arts. This was to meet the needs of pupils who had a strong interest and aptitude in the Arts, and to balance the intake.

"To be honest we were attracting too many boys…We decided to offer the arts as a specialism, the pupils were so talented in this area, it made good sense to do so. The Art Department's work is exceptional; their grades are good. Drama is exceptional. Examiners are not allowed to tell you how good the plays are, but our A level group have been asked to perform to demonstrate 'exceptional' performance."
(Academy vice principal)

Conclusion

7.23 This Chapter has explored those factors that have worked individually and collectively to support improvement in Academies. The extent to which these impacts are utilised varies according to the context of the Academy, as was evident in the examples presented above relating to the specialism. The key findings are as follows:

- **Independence**: the independent status of Academies is being utilised to various degrees. Changes to the school day, teachers' pay and conditions, and flexible use of support staff have been noted as positive benefits linked to the Academies' independence. Furthermore, independence has been seen as a key driver to raising the confidence of the Academy to explore new partnerships and relationships with business and the local community;
- **Governance**: this year we observed a stronger focus on ensuring the participation and engagement of parents and the local community on Governing Bodies;
- **Sponsorship**: Sponsors' engagement and participation is generally seen as a positive element of the Academies' programme, bringing benefits such as expertise, resources and links to the wider business community. The nature of the relationship between Sponsors and their Academy principals varies, ranging from Sponsors acting as mentors, to a completely hands-off approach. This year's fieldwork visits further highlighted the importance of succession planning, induction and support for Sponsors and, as the policy evolves, the value of the SSAT. New Sponsorship arrangements are emerging, including co-Sponsorship by Local Authorities, which have given rise to issues that need to be further explored in next year's fieldwork. These include the implications for the independent status of Academies, alongside the strengths which might flow from Academies being more closely aligned to their Local Authority and their local family of schools;
- **Leadership**: new leadership models are beginning to emerge in Academies and these can be attributed, in part, to new and emerging Sponsorship and governance arrangements. For example, some Academies have developed executive principals who provide support and advice across the group. Academy principals are generally highly regarded by pupils, parents, staff, and Sponsors. Strong leadership continues to be a key factor in ensuring the transformation of previously failing schools. Selecting the right principal, with the appropriate skills and experience for the unique context of the Academy is critical for success;
- **Buildings**: buildings serve as a significant enabler for Academies, and the survey data suggest that the move into new buildings is a major threshold in the pathway to improvement; and
- **Specialism**: the degree to which the specialism has acted as an enabler varied, depending upon the Academies' context, their building programme and their history with their respective specialisms.

Chapter 8: Conclusions

Introduction

8.1   This Report has provided an overview of the key findings to emerge from the evaluation to date, focusing in particular on the analysis of the last round of fieldwork conducted in 2006. In this final Chapter we present a high level summary of the key findings; outline some suggestions for the future delivery of the initiative to be considered by Government and stakeholders as the initiative develops further; and provide a summary of next steps as the evaluation enters its fifth and final year.

8.2   This Chapter is structured in the following sections:
   • Summary of key findings;
   • Challenges as the programme moves forward;
   • Suggestions for the future; and
   • Way forward.

Summary of key findings

8.3   Pupil performance in Academies since 2002 generally compares favourably to other schools in similar circumstances. In particular, across key indicators relating to Key Stage 3 and Key Stage 4, the evidence shows that the rate of improvement in Academies is generally greater, and often significantly greater, than the corresponding improvements in other similar schools. This is consistent with the survey data which show high satisfaction rates amongst parents and pupils towards their Academies and the principals.

8.4   Some of the improvement in pupil performance can be explained in terms of the fact that the social and educational profile of pupils entering Academies is improving, and at a rate that is faster than other similar schools. However, there is also clear evidence from the evaluation, in particular the detailed fieldwork conducted with *inter alia* Sponsors, principals, staff and pupils, that much of this improvement in performance can be attributed to individual Academies doing things differently, and well, on the ground. Particular features of Academies that seem to be making a positive difference include:

• Pastoral and organisational strategies to support pupils in the transition from primary to secondary schooling;

• A range of initiatives, for example, pupil leadership and pupil 'voice' schemes, which have worked effectively to raise pupil aspirations and engagement with their education;

• Pastoral support alongside robust strategies for tackling poor attendance and behaviour;

and

• A number of critical success factors, or 'enablers', which are key features of the Academies initiative and which, in a sense, distinguish Academies from other schools. Such enablers include Academies' independent status, governance and leadership, all of which are being used to various degrees by Academies to improve pupil performance.

8.5   Within this context, it is important to note that, although the evaluation has focused on identifying trends and patterns across the group of Academies as a whole, a key theme to emerge from the research relates to the diversity of approaches, and the associated educational outcomes between the individual Academies. In particular, whilst at an aggregate level the patterns of pupil performance are favourable, some individual Academies have genuinely struggled, and have experienced a significant deterioration in performance. The flip-side of this is that other Academies have managed to improve performance at a much greater rate, even than the relatively high average improvement across all Academies. This is an important point because it means that the process of averaging across all Academies has limitations both from a policy and a methodological point of view, and thus any averages across all Academies need to be interpreted within the context of significant diversity that exists between individual Academies.

Challenges as the programme moves forward

8.6   The research has shown that many **Academies clearly face huge challenges** as they adapt from previously failing schools and at the same time navigate a pathway towards success. The specific challenges should not be underestimated, particularly for those Academies that entered the programme from a very low base. These challenges are as follows:

• Academies still reported that they **need time, resources and completed buildings to meet the challenge** associated with broadening their influence on local or similar schools. Notwithstanding these challenges, Academies are strongly committed to sharing their expertise and resources;

• New buildings, additional funding and increased resources will not in themselves improve pupil outcomes. Rather, as this year's fieldwork suggests, it is also **essential to engage pupils, parents and their local communities in the change process** if the intended outcomes are to be achieved;

- Although the specialism has had a positive impact on some Academies, others have suggested that the **specialism has presented some challenges** in meeting the needs of pupils and the local community. Furthermore, new challenges associated with structuring a coherent 14-19 programme across the local community of schools, which include both academic and vocational pathways, highlight the need for the selection of the specialism to be made with due consideration to the overall existing provision and the needs of the local community. This also has significant implications for future building programmes;
    - Some interviewees reported that, in their view, the **links between Academies and the Specialist Schools and Academy Trust (SSAT) might be strengthened**, perhaps through further measures to raise the profile of the SSAT amongst Academies, in order to maximise the opportunities to build on best practice. This was particularly notable for some governors who suggested that whilst training and support was strong for principals and Sponsors, it was less so for others involved in governance;
    - Related to this, this year's fieldwork visits further highlighted the **importance of Sponsors' succession planning, induction and support for Sponsors**;
    - New Sponsorship arrangements are emerging, including co-Sponsorship by Local Authorities, which have given rise to issues that need to be further explored in next year's fieldwork. These include the **implications for the independent status of Academies, alongside the strengths which might flow from Academies being more closely aligned to their Local Authority and their local family of schools**; and
    - Changes to the policy landscape, including the impacts of Building Schools for the Future, Extended Schools, 14-19 Curriculum, and Every Child Matters have all been significant for Academies, and have resulted in closer links being forged between Academies and their local community of schools. **There are challenges for Academies in negotiating this evolving policy landscape**.

Suggestions for the future

8.7   Based on these challenges, we have identified a number of areas for consideration by the Department and other key stakeholders:
- **Examine ways in which to strengthen relationships between successful Academies and predecessor schools that are on the point of entering the programme**; this would help to build on the collective positive experiences of Academies, and to minimise the workload associated with establishing a new Academy. For example, there might be benefits to be gained from requiring high-achieving schools (such as CTCs) on entry to the programme to commit some resources and time to lower achieving Academies in the areas of leadership, teaching and learning and financial management, all of which have been shown to have a major impact on the performance of Academies;
- **Sponsors should be encouraged to plan for succession and be supported in doing this** in order to ensure continuity of provision and that the benefits gained from the initial injections of intellectual and financial capital are not lost;

- **In choosing the specialism, Academies and their Sponsors should give due consideration** to the local context, the profile of the pupils and the community, and the curriculum provision planned within the local 14-19 strategy, in order to maximise the impact of the specialism;
- **Behaviour and attendance in Academies require an ongoing focus**, as these have been shown to be critical to raising achievement. Good practice in behaviour and attendance management, some of which has been identified in this Report, should be disseminated widely throughout the network;
- Within the context of a changing pupil profile in Academies, **the Department should undertake a closer review of admissions and the impact of NFER** testing in those Academies that are using fair banding. This is necessary in order to ensure that there are no overt or covert barriers preventing the most disadvantaged pupils from accessing Academies. As part of such a review, it may be necessary to consider offering the tests during school time in neighbouring feeder primary schools in order to ensure equality of opportunity; and
- **Academies and Local Authorities should continue to work in even stronger partnerships** especially in light of the changing educational landscape and the alignment of Academies to BSF, 14-19 Curriculum, Extended Schools and Every Child Matters.

Way forward

8.8   The fourth and final round of fieldwork for the evaluation took place between April and June 2007. This involved visiting the participating Academies as with previous years, and undertaking the full suite of stakeholder interviews and surveys. During the Autumn of 2007, these data will be analysed. In addition, between Autumn 2007 and Spring 2008 additional administrative data relating to pupil performance will be analysed in order to provide a complete picture of the development of Academies between 2002 and 2007 (the analysis in the current report was up to 2006). All of these data will be presented in the fifth Annual Report for the evaluation which, it is anticipated, will be published in July 2008.

Annex A:
Pupil profile – additional statistical information

Number of pupils with English as an Additional Language in Academies: 2002-06

Academy	Phase	Date of opening	2002	2003	2004	2005	2006
A	Phase 1	2002	486	465	393	369	361
B		2002	5	1	4	4	6
C		2002	68	98	100	173	177
D	Phase 2	2003	167	238	310	331	409
E		2003	24	18	0	0	0
F		2003	277	310	276	310	323
G		2003	98	25	44	75	159
H		2003	50	40	0	10	18
I		2003	386	414	497	542	521
J		2003	643	602	733	502	521
K		2003	189	206	233	281	355
W		2003	–	–	5	140	110
L	Phase 3	2004	67	95	92	107	103
M		2004	79	78	105	120	131
N		2004	483	419	504	461	423
V		2004	–	–	–	21	52
X		2004	–	–	–	93	142
O	Phase 4	2005	15	28	27	32	38
P		2005	204	271	277	191	151
Q		2005	10	10	10	19	19
R		2005	39	50	41	50	41
S		2005	1	1	1	1	3
T		2005	48	57	59	51	112
U		2005	46	58	33	29	45
Academy/predecessor school **average**			161.2	165.9	170.2	163.0	182.0
Overlapping Intake School **average**			206.2	216.2	220.0	222.1	234.3
England total			**283,512**	**293,048**	**296,988**	**303,920**	**320,361**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2.

Per cent of pupils with English as an Additional Language in Academies: 2002-06

Academy	Phase	Date of opening	2002	2003	2004	2005	2006
A	Phase 1	2002	56.6	55	53.3	51.8	47.9
B		2002	0.4	0.1	0.4	0.4	0.6
C		2002	11.1	13.8	12	13	13
D	Phase 2	2003	30.3	41.4	45.3	45.6	51.5
E		2003	6.1	6.1	0	0	0
F		2003	27.6	29.6	25.4	28.3	27.4
G		2003	30	1.8	3	4.7	9.8
H		2003	4.2	3.4	0	1	1.6
I		2003	62.1	60.1	59.1	59.5	53.8
J		2003	67	63.4	74.3	46.5	46.3
K		2003	24.9	28.5	29.9	27.1	32.2
W		2003	–	–	2.8	38.8	19.2
L	Phase 3	2004	11.9	13.4	19.4	20.5	19.6
M		2004	43.5	37.0	43.9	38.4	33.8
N		2004	3.4	5.6	5.4	6.7	6.7
V		2004	–	–	–	11.4	14.5
X		2004	–	–	–	42.7	33.6
O	Phase 4	2005	3.4	5.6	5.4	6.7	6.7
P		2005	20.5	28.4	31.8	25.6	21.3
Q		2005	1.7	1.8	1.7	3.4	3.4
R		2005	7.4	8.4	6.8	8.9	7.6
S		2005	0.1	0.1	0.1	0.1	0.2
T		2005	8.8	10.2	10.5	9.1	17.7
U		2005	7	9	6	6.2	8.1
Academy/predecessor school **average**			21.4	20.2	21.3	19.9	19.9
Overlapping Intake School **average**			19.5	20.2	20.3	20	21
England total			**8.6**	**8.8**	**8.9**	**9.1**	**9.6**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2.

Prior attainment of Year 7 pupils in Academies: change 2002-06

Academy	Phase	Date of opening	Number of Pupils	Average KS2 APS	CV of KS2 APS	KS2 APS Percentile	% Males
A	Phase 1	2002	30	1.2	-0.03	-6.3	4.9
B		2002	-13	0.9	0.01	-4.0	0.5
C		2002	104	1.4	0.00	-5.2	-0.4
D	Phase 2	2003	81	2.3	-0.01	-7.2	11.9
E		2003	96	4.2	-0.02	-65.8	6.9
F		2003	15	0.9	-0.02	-1.1	12.5
G		2003	30	0.4	0.01	8.3	-2.2
H		2003	2	1.4	-0.01	-18.9	3.9
I		2003	153	4.7	-0.05	-25.9	13.3
J		2003	31	-0.4	0.02	2.5	-10.9
K		2003	77	1.5	0.01	-10.6	-2.6
W		2003	–	–	–	–	–
L	Phase 3	2004	–	–	–	–	–
M		2004	80	1.7	0.00	-9.1	11.0
N		2004	33	1.2	0.00	-12.2	-0.2
V		2004	–	–	–	–	–
X		2004	–	–	–	–	–
O	Phase 4	2005	55	1.8	0.00	-16.2	-0.8
P		2005	19	2.5	-0.01	-21.2	7.1
Q		2005	6	2.0	0.02	-26.9	-6.4
R		2005	-19	0.2	0.00	6.1	11.9
S		2005	-18	1.9	-0.02	-30.8	0.0
T		2005	60	-1.0	0.05	31.7	7.7
U		2005	–	–	–	–	–
Academy/predecessor school **average**			43.5	1.2	0.00	-9.1	2.0
Overlapping Intake School **average**			-18.6	0.2	0.01	4.4	0.5
England average			**-5.7**	**0.4**	**0.00**	**–**	**0.0**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4. Academies V, W and X opened as new schools with no predecessor schools.

Total number of pupils with SEN without a statement in Academies: 2002-06

Academy	Phase	Date of opening	2002	2003	2004	2005	2006
A	Phase 1	2002	212	208	186	181	201
B		2002	320	393	333	359	374
C		2002	250	181	420	585	648
D	Phase 2	2003	74	52	87	97	207
E		2003	143	106	23	30	37
F		2003	424	426	299	266	345
G		2003	68	256	345	416	427
H		2003	317	317	222	244	213
I		2003	262	181	241	225	211
J		2003	161	162	407	446	459
K		2003	351	221	234	324	550
W		2003	–	–	0	46	89
L	Phase 3	2004	168	189	202	328	279
M		2004	26	106	126	174	179
N		2004	402	344	332	406	416
V		2004	–	–	–	15	12
X		2004	–	–	–	42	83
O	Phase 4	2005	100	212	198	136	181
P		2005	225	215	292	268	263
Q		2005	190	137	150	145	148
R		2005	113	70	41	92	79
S		2005	164	120	131	116	110
T		2005	74	37	56	53	114
U		2005	214	254	251	263	288
Academy/predecessor school **average**			203	199	208	219	246
Overlapping Intake School **average**			210	178	186	203	218
England total			**519,116**	**432,421**	**454,243**	**479,219**	**513,984**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2.

Per cent of pupils with SEN without a statement in Academies: 2002-06

Academy	Phase	Date of opening	2002	2003	2004	2005	2006
A	Phase 1	2002	24.7	24.6	25.2	25.4	26.7
B		2002	28.7	33.9	29.6	32.0	34.8
C		2002	40.7	25.5	50.2	42.4	45.8
D	Phase 2	2003	13.4	9.0	12.7	13.4	26.1
E		2003	36.2	36.1	5.1	4.8	4.9
F		2003	42.2	40.6	27.5	24.3	29.2
G		2003	20.8	18.8	23.3	26.3	26.2
H		2003	26.8	27.0	21.4	23.4	19.4
I		2003	42.1	26.3	28.7	24.7	21.8
J		2003	16.8	17.1	41.2	41.3	40.8
K		2003	46.3	30.5	30.0	28.7	45.2
W		2003	–	–	0.0	12.7	15.5
L	Phase 3	2004	26.5	27.1	27.1	26.4	21.8
M		2004	3.9	18.2	23.3	29.8	26.8
N		2004	36.2	30.4	28.9	33.9	33.2
V		2004	–	–	–	8.2	3.4
X		2004	–	–	–	19.3	19.6
O	Phase 4	2005	22.6	42.2	39.5	28.3	32.0
P		2005	22.6	22.6	33.5	36.0	37.0
Q		2005	32.6	25.0	26.2	25.6	26.4
R		2005	21.6	11.8	6.8	16.5	14.7
S		2005	12.9	9.4	10.1	9.1	8.9
T		2005	13.6	6.6	9.9	9.4	18.0
U		2005	32.8	39.2	45.5	56.1	51.5
Academy/predecessor school **average**			26.9	24.6	26.0	26.5	27.7
Overlapping Intake School **average**			19.8	16.7	17.1	18.3	19.6
England total			**15.9**	**13.0**	**13.6**	**14.3**	**15.4**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2.

Total number of pupils with SEN in Academies: 2002-06

Academy	Phase	Date of opening	2002	2003	2004	2005	2006
A	Phase 1	2002	223	215	191	186	210
B		2002	351	426	366	391	401
C		2002	274	206	459	661	719
D	Phase 2	2003	86	62	96	104	225
E		2003	160	119	38	47	61
F		2003	491	487	345	307	387
G		2003	72	256	347	418	428
H		2003	384	419	312	339	307
I		2003	273	191	262	245	237
J		2003	202	201	451	485	507
K		2003	371	239	248	350	578
W		2003	–	–	16	68	117
L	Phase 3	2004	194	217	226	361	320
M		2004	37	127	145	193	189
N		2004	439	389	377	459	469
V		2004	–	–	–	27	24
X		2004	–	–	–	51	104
O	Phase 4	2005	110	223	210	146	188
P		2005	245	237	314	291	287
Q		2005	209	159	167	153	154
R		2005	142	102	66	110	93
S		2005	240	179	177	153	138
T		2005	86	54	81	82	156
U		2005	249	286	275	277	304
Academy/predecessor school **average**			230	228	235	246	275
Overlapping Intake School **average**			236	206	214	231	246
England total			**597,722**	**511,954**	**533,227**	**556,473**	**588,686**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2.

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Per cent of pupils with SEN with a statement in Academies: 2002-06

Academy	Phase	Date of opening	2002	2003	2004	2005	2006
A	Phase 1	2002	1.3	0.8	0.7	0.7	1.2
B		2002	2.8	2.8	2.9	2.8	2.5
C		2002	3.9	3.5	4.7	5.5	5.0
D	Phase 2	2003	2.2	1.7	1.3	1.0	2.3
E		2003	4.3	4.4	3.3	2.7	3.2
F		2003	6.7	5.8	4.2	3.7	3.6
G		2003	1.2	0.0	0.1	0.1	0.1
H		2003	5.7	8.7	8.7	9.1	8.6
I		2003	1.8	1.5	2.5	2.2	2.7
J		2003	4.3	4.1	4.5	3.6	4.3
K		2003	2.6	2.5	1.8	2.3	2.3
W		2003	–	–	9.0	6.1	4.9
L	Phase 3	2004	4.1	4.0	3.2	2.7	3.2
M		2004	1.7	3.6	3.5	3.3	1.5
N		2004	3.3	4.0	3.9	4.4	4.2
V		2004	–	–	–	6.5	3.4
X		2004	–	–	–	4.1	5.0
O	Phase 4	2005	2.3	2.2	2.4	2.1	1.2
P		2005	2.0	2.3	2.5	3.1	3.4
Q		2005	3.3	4.0	3.0	1.4	1.1
R		2005	5.5	5.4	4.2	3.2	2.6
S		2005	6.0	4.6	3.5	2.9	2.3
T		2005	2.2	3.0	4.4	5.2	6.6
U		2005	5.4	4.9	4.3	3.0	2.9
Academy/predecessor school **average**			3.7	3.6	3.4	3.3	3.2
Overlapping Intake School **average**			2.5	2.6	2.6	2.5	2.5
England total			**2.4**	**2.4**	**2.4**	**2.3**	**2.2**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2.

Annex B:
Pupil performance – additional statistical information

Per cent of pupils in Academies achieving Key Stage 3 Level 5 or above in English: 2002-06

Academy	Phase	Date of opening	2002	2003	2004	2005	2006
A	Phase 1	2002	34	47	55	60	65
B		2002	24	19	27	32	39
C		2002	23	27	44	55	65
D	Phase 2	2003	18	25	40	39	38
E		2003	34	26	40	–	86
F		2003	47	28	42	55	52
G		2003	46	40	57	50	53
H		2003	54	42	48	61	74
I		2003	42	11	28	45	53
J		2003	32	32	35	45	37
K		2003	17	28	40	35	50
W		2003	–	–	–	–	79
L	Phase 3	2004	50	56	56	62	63
M		2004	34	36	43	51	51
N		2004	41	40	48	71	59
V		2004	–	–	–	–	–
X		2004	–	–	–	–	–
O	Phase 4	2005	28	35	48	53	59
P		2005	27	25	33	35	53
Q		2005	30	53	50	63	65
R		2005	42	61	61	66	63
S		2005	32	41	36	64	61
T		2005	68	70	83	80	81
U		2005	14	19	28	37	45
Academy/predecessor school **average**			35.7	35.7	44.9	53.2	58.4
Comparison Group 1 average			43.6	47.0	50.8	56.0	53.7
Comparison Group 2 average			41.0	44.5	48.4	53.4	51.9
Overlapping Intake School **average**			58.5	57.1	63.7	69.9	67.2
England average			**67.0**	**69.0**	**71.0**	**74.0**	**73.0**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2.

Per cent of pupils in Academies achieving Key Stage 3 Level 5 or above in Maths: 2002-06

Academy	Phase	Date of opening	2002	2003	2004	2005	2006
A	Phase 1	2002	36	34	39	48	51
B		2002	34	35	45	48	58
C		2002	38	47	47	59	69
D	Phase 2	2003	28	35	46	43	48
E		2003	36	36	46	–	90
F		2003	35	38	41	43	48
G		2003	69	60	60	61	65
H		2003	45	49	57	61	75
I		2003	38	13	35	41	60
J		2003	36	46	49	46	52
K		2003	27	30	36	44	59
W		2003	–	–	–	–	72
L	Phase 3	2004	44	54	63	63	67
M		2004	31	44	50	54	66
N		2004	46	59	62	65	68
V		2004	–	–	–	–	–
X		2004	–	–	–	–	–
O	Phase 4	2005	38	33	42	42	52
P		2005	28	34	35	40	44
Q		2005	47	58	51	67	66
R		2005	50	60	61	59	65
S		2005	45	62	60	74	70
T		2005	67	75	75	83	83
U		2005	30	37	37	49	42
Academy/predecessor school **average**			40.3	44.9	50.5	55.8	63.2
Comparison Group 1 average			44.2	50.0	54.2	56.0	61.0
Comparison Group 2 average			41.5	47.8	52.0	54.1	59.1
Overlapping Intake School **average**			56.3	61.5	64.0	67.0	71.6
England average			**67.0**	**71.0**	**73.0**	**74.0**	**77.0**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2
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Per cent of pupils in Academies achieving Key Stage 3 Level 5 or above in Science: 2002-06

Academy	Phase	Date of opening	2002	2003	2004	2005	2006
A	Phase 1	2002	33	36	32	43	54
B		2002	34	30	26	28	33
C		2002	28	30	31	52	58
D	Phase 2	2003	16	23	23	32	41
E		2003	23	33	39	–	88
F		2003	32	39	32	32	45
G		2003	72	62	56	56	53
H		2003	50	45	57	54	69
I		2003	32	10	23	23	49
J		2003	28	31	30	31	38
K		2003	21	20	24	35	47
W		2003	–	–	–	–	74
L	Phase 3	2004	42	63	58	57	67
M		2004	30	28	29	41	47
N		2004	39	50	46	57	54
V		2004	–	–	–	–	–
X		2004	–	–	–	–	–
O	Phase 4	2005	27	32	29	29	42
P		2005	30	33	23	34	43
Q		2005	42	60	44	57	59
R		2005	47	49	54	48	52
S		2005	42	56	45	63	60
T		2005	66	70	70	78	85
U		2005	27	32	17	35	33
Academy/predecessor school **average**			37.2	40.5	39.1	45.8	54.6
Comparison Group 1 average			41.6	45.1	43.9	48.6	52.2
Comparison Group 2 average			38.8	42.8	41.4	46.4	50.0
Overlapping Intake School **average**			54.1	57.3	55.2	60.2	65.1
England average			**67.0**	**68.0**	**66.0**	**70.0**	**72.0**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2.

Key Stage 3 Average Points Score of pupils in Academies: 2002-06

Academy	Phase	Date of opening	2002	2003	2004	2005	2006
A	Phase 1	2002	26.6	28.5	28.7	30.2	30.9
B		2002	27.5	26.5	28.1	28.1	30.2
C		2002	27.7	27.9	28.8	31.1	32.1
D	Phase 2	2003	26.2	26.6	28.2	26.8	29.8
E		2003	25.7	26.5	29.3	–	37.1
F		2003	27.7	28.4	27.6	28.9	30.4
G		2003	32.3	31.4	32.3	31.9	31.8
H		2003	30.3	29.8	31.5	32.5	34.1
I		2003	27.1	11.7	26.8	27.5	31.1
J		2003	27.4	27.6	28.3	28.6	29.2
K		2003	25.7	26.7	27.5	28.8	30.5
W		2003	–	–	–	–	34.2
L	Phase 3	2004	29.9	31.9	31.9	32.0	33.0
M		2004	28.1	28.4	29.5	30.5	31.7
N		2004	28.5	30.1	30.9	32.6	32.2
V		2004	–	–	–	–	–
X		2004	–	–	–	–	–
O	Phase 4	2005	26.6	27.2	28.9	28.3	30.2
P		2005	26.4	26.7	27.1	27.8	30.0
Q		2005	29.1	31.1	30.9	33.4	32.1
R		2005	29.9	31.8	31.9	31.8	32.2
S		2005	28.7	31.2	29.9	33.0	33.1
T		2005	32.6	34.1	33.8	34.6	36.1
U		2005	27.5	27.3	26.7	29.0	28.9
Academy/predecessor school **average**			28.3	28.0	29.6	30.6	31.9
Comparison Group 1 average			29.3	30.0	30.3	30.8	31.3
Comparison Group 2 average			28.8	29.6	29.9	30.4	30.9
Overlapping Intake School **average**			31.7	32.2	32.3	33.1	33.8
England average			**33.7**	**34.3**	**34.1**	**34.5**	**35.0**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2.

Per cent of pupils in Academies achieving Key Stage 4 Level 2 5 A*-C: 2002-06

Academy	Phase	Date of opening	2002	2003	2004	2005	2006
A	Phase 1	2002	26	35	26	54	59
B		2002	17	16	17	16	34
C		2002	6	21	34	29	32
D	Phase 2	2003	12	12	8	25	28
E		2003	22	49	50	67	57
F		2003	25	26	33	52	50
G		2003	55	60	51	57	56
H		2003	25	22	34	43	35
I		2003	14	7	29	17	29
J		2003	22	16	12	22	30
K		2003	13	37	35	28	47
W		2003	–	–	–	–	–
L	Phase 3	2004	29	19	30	34	40
M		2004	8	14	17	19	31
N		2004	30	40	32	48	48
V		2004	–	–	–	–	–
X		2004	–	–	–	–	–
O	Phase 4	2005	24	24	22	26	40
P		2005	18	11	15	8	29
Q		2005	24	39	44	58	50
R		2005	17	13	22	32	31
S		2005	22	26	21	35	34
T		2005	46	52	54	62	59
U		2005	4	4	15	15	27
Academy/predecessor school **average**			22.4	25.1	27.9	35.0	40.4
Comparison Group 1 average			26.9	29.6	31.8	36.9	41.2
Comparison Group 2 average			25.0	27.9	30.5	36.1	40.5
Overlapping Intake School **average**			40.4	47.5	47.2	50.7	53.6
England average			**51.6**	**52.9**	**53.7**	**56.3**	**58.5**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2

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Per cent of pupils in Academies achieving Key Stage 4 Level 1: 2002-06

Academy	Phase	Date of opening	2002	2003	2004	2005	2006
A	Phase 1	2002	89	88	84	81	86
B		2002	73	71	72	66	64
C		2002	79	84	94	88	77
D	Phase 2	2003	79	84	94	88	77
E		2003	67	52	51	77	56
F		2003	78	66	71	76	81
G		2003	69	61	81	86	89
H		2003	80	84	75	83	79
I		2003	79	75	84	81	88
J		2003	53	48	76	70	83
K		2003	92	75	87	90	87
W		2003	–	–	–	–	–
L	Phase 3	2004	88	86	83	86	86
M		2004	65	67	66	75	81
N		2004	96	86	80	92	88
V		2004	–	–	–	–	–
X		2004	–	–	–	–	–
O	Phase 4	2005	85	80	83	78	80
P		2005	70	82	69	74	78
Q		2005	89	92	81	85	78
R		2005	79	83	78	89	79
S		2005	83	84	85	84	82
T		2005	95	92	91	99	95
U		2005	53	51	74	82	54
Academy/predecessor school **average**			78.1	75.8	78.4	81.8	80.3
Comparison Group 1 average			82.4	82.1	82.8	84.4	85.5
Comparison Group 2 average			81.3	80.8	81.6	83.6	84.7
Overlapping Intake School **average**			86.9	87.0	86.4	89.1	89.4
England average			**88.9**	**88.8**	**88.8**	**90.2**	**90.5**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2

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Per cent of pupils in Academies achieving any Key Stage 4 qualification: 2002-06

Academy	Phase	Date of opening	2002	2003	2004	2005	2006
A	Phase 1	2002	100	95	95	100	97
B		2002	88	87	88	92	86
C		2002	90	95	97	98	94
D	Phase 2	2003	79	79	89	100	96
E		2003	90	95	91	89	98
F		2003	83	82	94	97	99
G		2003	95	96	94	93	93
H		2003	89	89	96	90	96
I		2003	79	87	94	97	96
J		2003	100	95	95	98	98
K		2003	98	98	94	95	99
W		2003	–	–	–	–	–
L	Phase 3	2004	94	93	95	95	96
M		2004	77	76	75	92	86
N		2004	100	96	95	99	98
V		2004	–	–	–	–	–
X		2004	–	–	–	–	–
O	Phase 4	2005	100	94	95	93	98
P		2005	93	93	87	93	96
Q		2005	96	94	96	93	90
R		2005	82	90	93	96	98
S		2005	95	95	93	94	92
T		2005	98	97	94	99	97
U		2005	83	88	89	95	93
Academy/predecessor school **average**			91.1	90.9	92.4	95.1	94.9
Comparison Group 1 average			92.5	92.8	93.7	94.9	96.2
Comparison Group 2 average			92.1	92.4	93.3	94.7	96.0
Overlapping Intake School **average**			94.6	94.5	94.8	96.5	97.0
England average			**94.6**	**94.8**	**95.9**	**97.4**	**97.8**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2.

Key Stage 4 Average Points Score in Academies: 2002-06

Academy	Phase	Date of opening	2002	2003	2004	2005	2006
A	Phase 1	2002	28.0	27.4	271.4	308.1	330
B		2002	20.4	20.2	195.4	179.6	234.8
C		2002	19.7	22.5	351	306.7	315.4
D	Phase 2	2003	16.5	15.3	125.2	188.6	223.9
E		2003	20.0	26.5	345.5	406.3	347.1
F		2003	22.2	22.7	260.6	385.8	360.4
G		2003	31.1	32.9	321.7	355.1	353.4
H		2003	24.3	22.7	268.4	295.6	317.8
I		2003	15.5	14.0	231.8	186.9	262.8
J		2003	28.0	21.6	224.4	231.7	260
K		2003	22.0	27.4	268.4	227.7	326.7
W		2003	–	–	–	–	–
L	Phase 3	2004	28.2	24.6	290.5	326.2	339.9
M		2004	17.5	17.7	191.0	206.5	261.6
N		2004	28.8	28.4	265.9	344.8	337.9
V		2004	–	–	–	–	–
X		2004	–	–	–	–	–
O	Phase 4	2005	24.4	21.8	237.1	241.9	291.3
P		2005	21.0	22.0	226.9	209.0	253.8
Q		2005	26.1	28.4	316.1	372.3	324.6
R		2005	21.5	22.7	233.3	291.2	259.6
S		2005	25.7	25.9	264.3	303.4	277.1
T		2005	36.4	36.1	337.2	374.1	355.2
U		2005	12.7	12.2	179.4	218.5	179.6
Academy/predecessor school **average**			23.6	23.4	255.1	284.0	298.9
Comparison Group 1 average			25.8	26.0	267.5	286.8	306.0
Comparison Group 2 average			25.0	25.2	261.6	283.5	303.0
Overlapping Intake School **average**			30.9	31.8	320.2	336.1	347.4
England average			**34.7**	**34.8**	**340.4**	**355.2**	**365**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2.

Per cent of pupils in Academies achieving Key Stage 4 Level 2 including English and Maths: 2003-06

Academy	Phase	Date of opening	2003	2004	2005	2006
A	Phase 1	2002	19	10	10	15
B		2002	7	7	6	14
C		2002	15	13	15	27
D	Phase 2	2003		6	12	22
E		2003		5	21	24
F		2003		16	19	18
G		2003		19	18	25
H		2003		26	23	22
I		2003		17	11	17
J		2003		10	18	23
K		2003		8	11	25
W		2003		–	–	–
L	Phase 3	2004			18	24
M		2004			9	16
N		2004			24	31
V		2004				
X		2004			–	–
O	Phase 4	2005				16
P		2005				14
Q		2005				27
R		2005				31
S		2005				19
T		2005				39
U		2005				5
Academy/predecessor school **average**			12.3	13.4	15.7	21.6
Comparison Group 1 average			17.9	18.9	21.2	23.1
Comparison Group 2 average			16.4	17.4	20.0	21.9
Overlapping Intake School **average**			33.0	34.3	35.9	38.5
England average			**41.9**	**42.6**	**44.3**	**45.3**

Note: Phase 1 Academies opened in 2002, Phase 2 Academies opened in 2003, Phase 3 Academies opened in 2004 and Phase 4. Academies V, W and X opened as new schools with no predecessor schools. The first shaded cell for each Academy provides data for the first year of being an Academy. The unshaded cells preceding this provide data for the predecessor school. Overlapping Intake Schools are defined in Chapter 2
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