

Academies Summit: 15 years on

Tuesday 12th July 2016 9:00am-2:00pm
Great Hall, Kings College London, Strand, WC2R 2LS



#Academies2016



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Academies Summit: 15 years on

Welcome:
Professor Ed Byrne
Principal, Kings College London

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Introduction: Rt Hon David Laws

Executive Chair, Education Policy Institute

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Opening Remarks: Dr Lee Elliot Major

Chief Executive, The Sutton Trust

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School performance in multi-academy trusts and local authorities – 2015

Jon Andrews
July 2016

Background

- The Government remains committed to full academisation and expects the majority of academies to join multi-academy trusts.
- The overall performance of a MAT is not formally assessed as part of the DfE or Ofsted's accountability frameworks. In the white paper "Education Excellence Everywhere", the Government signalled their intention to publish performance measures for MATs.
- The Education Policy Institute has therefore compiled the first comprehensive analysis of school performance in multi-academy trusts and local authorities at primary and secondary level.
- Our report presents measures for MATs and LAs at primary and secondary level that capture how schools have improved over time and how they are now performing taking into account pupil prior attainment.

School performance in multi-academy trusts and local authorities – 2015

Jon Andrews
July 2016

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Research area:
School performance
and leadership



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Our first annual report on the performance of multi-academy trusts and local authorities contains:

- A league table of performance for 68 multi-academy trusts and 150 local authorities at primary level and 53 multi-academy trusts and 121 local authorities at secondary level. (Those with at least five schools with results at Key Stage 2 or three schools with results at Key Stage 4)
- An analysis of the variation in results for both academy trusts and local authorities, including identifying the top and bottom performers, and considering what such variation means for the programme as a whole.
- An exploration of how results for an individual trust or local authority can vary by key stage and how results change over time.
- Insight as to how performance of local authorities and trusts varies across the country.
- An assessment of the implications for full academisation and DfE's intervention strategy for underperforming local authorities and multi-academy trusts

School performance in multi-academy trusts and local authorities – 2015

Jon Andrews
July 2016

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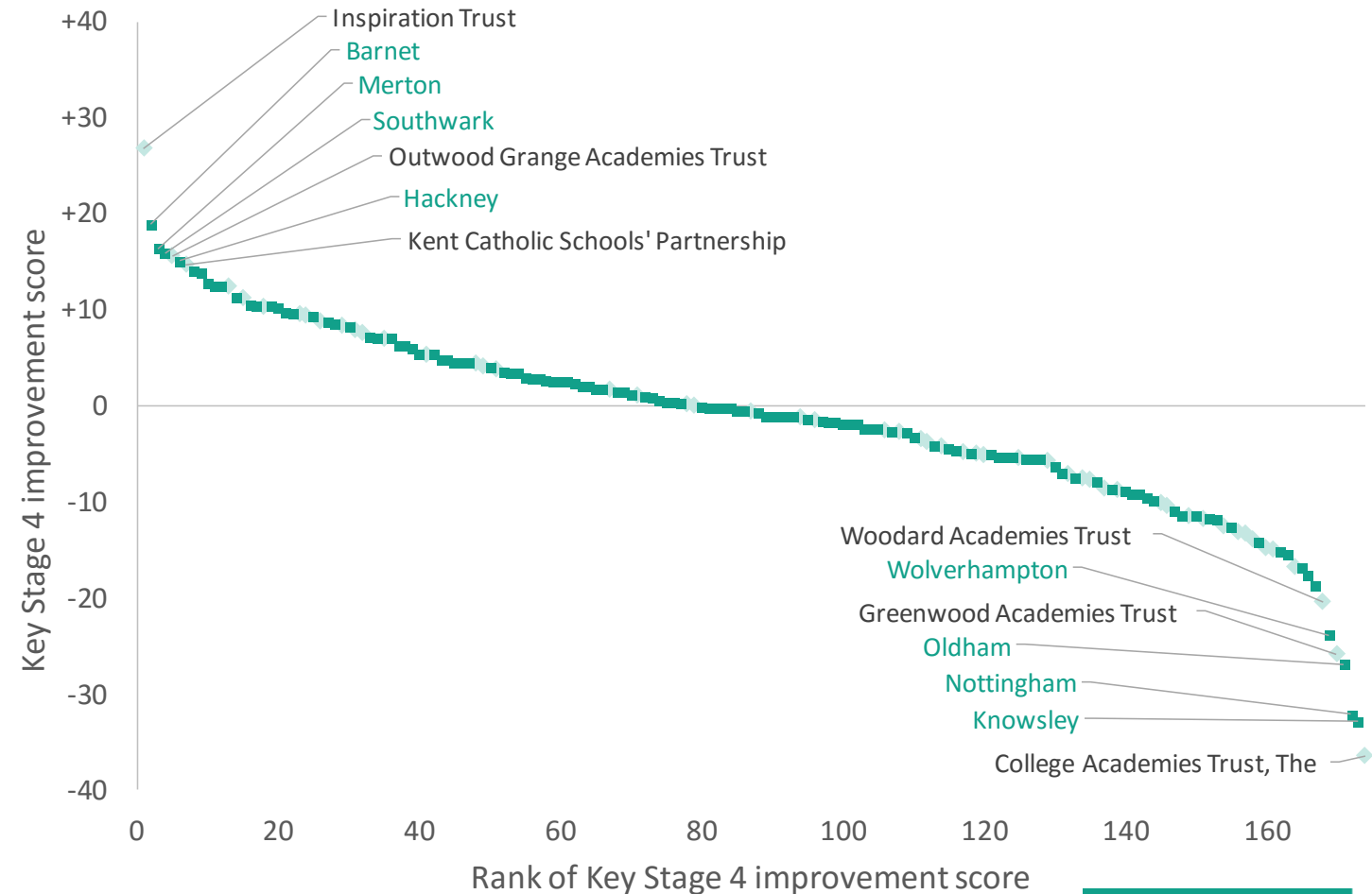
Research area:
School performance
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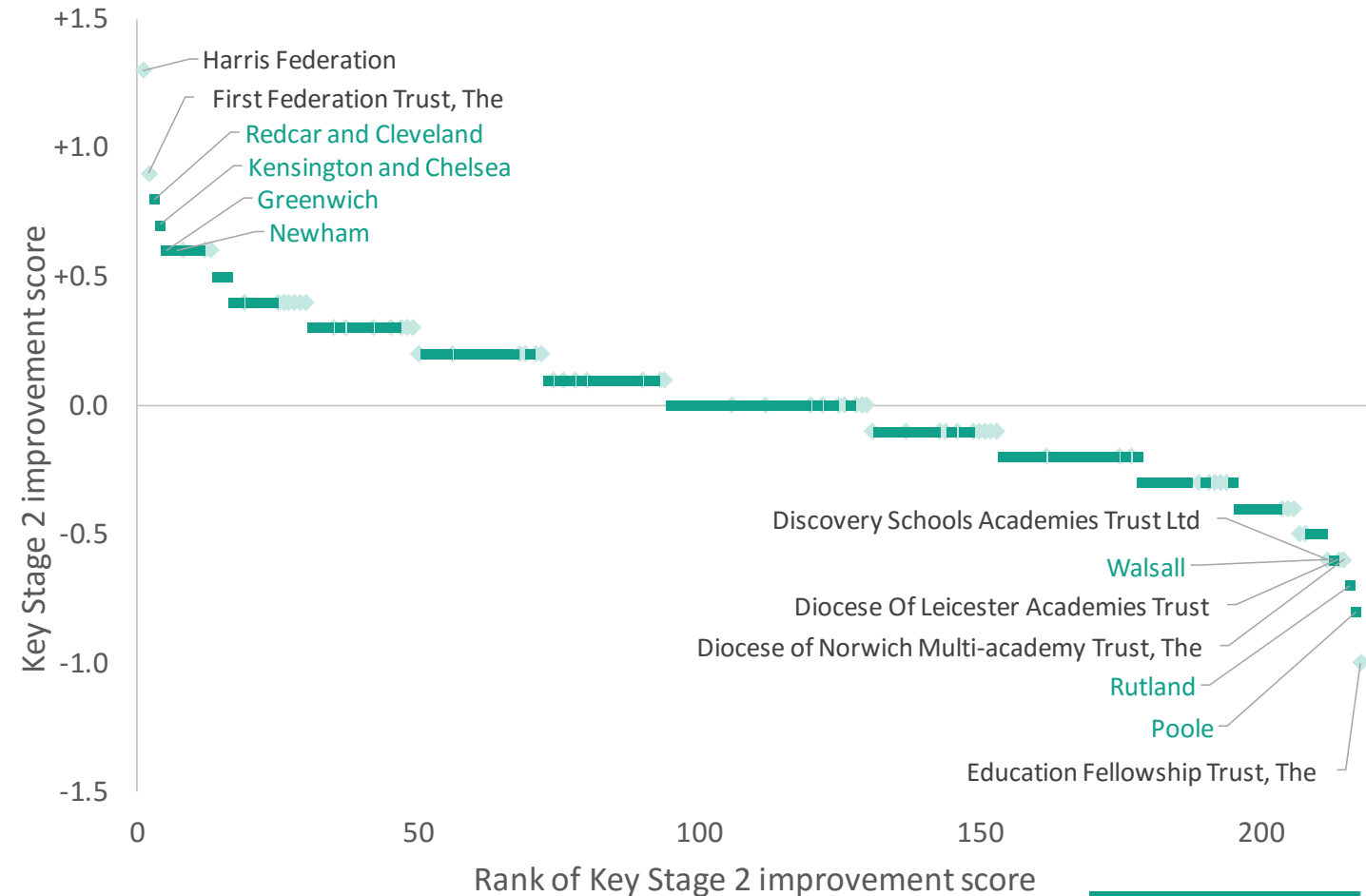
Academisation does not automatically raise standards; high levels of variability between MATs and between LAs at KS4

- Our analysis shows that there are a number of high performing MATs at Key Stage 4 that are seeing improvements in their schools. The score of 26.8 for Inspiration Trust is equivalent to four grades at GCSE.
- But variation between MATs is large and there are many trusts in which results are not keeping up with schools that started from a similar position.
- We also see a wide spread of results amongst local authorities. The top performers are in London.



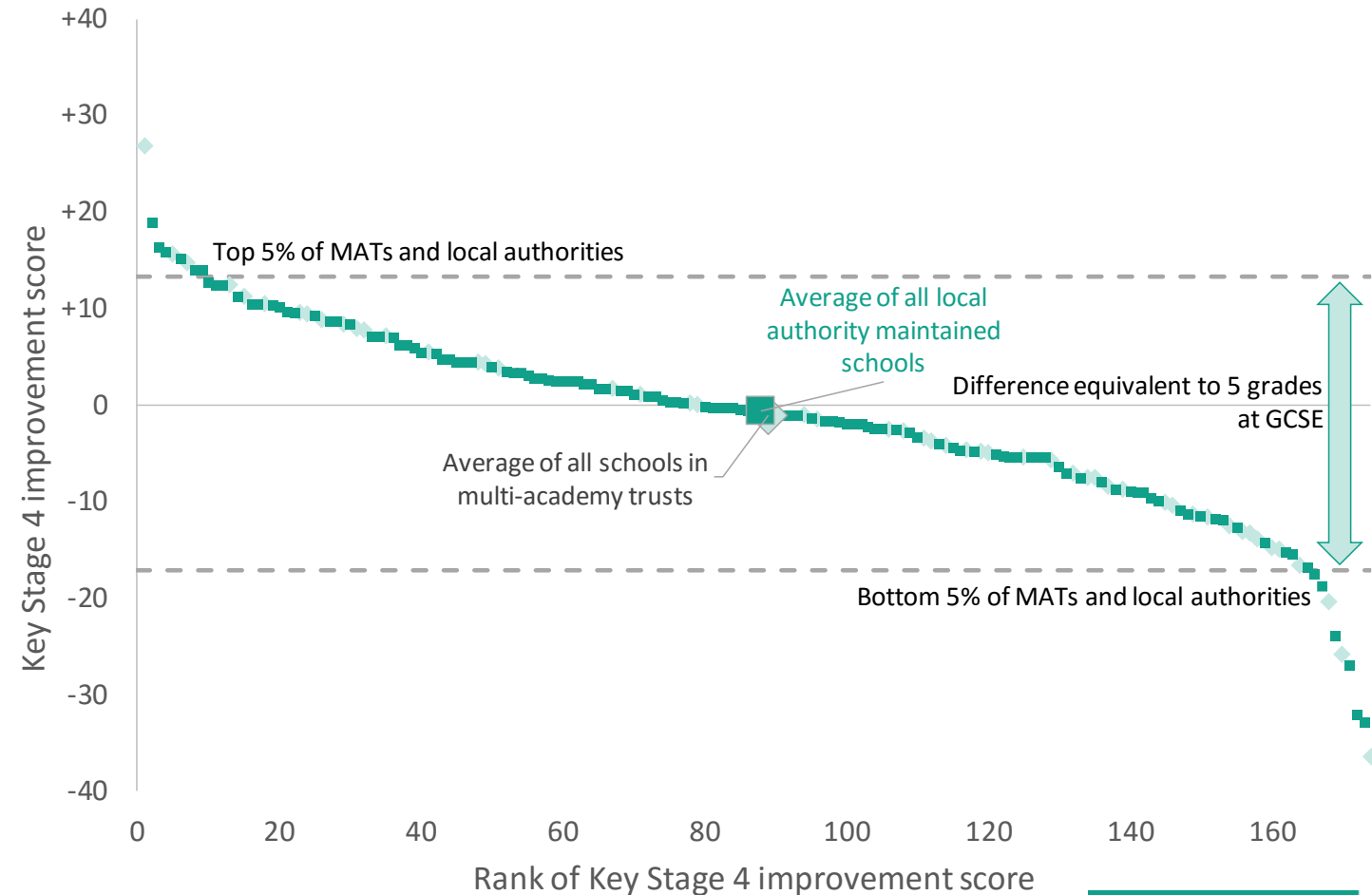
There are also high levels of variability between MATs and between LAs at KS2

- Our analysis shows that there are a number of high performing MATs at Key Stage 2 that are seeing improvements in their schools. The score of 1.3 for Harris is equivalent to 1.5 terms progress.
- But the variation between MATs and the variation between LAs is again large, and there are both MATs and LAs where schools are not keeping up with those that started from a similar point.



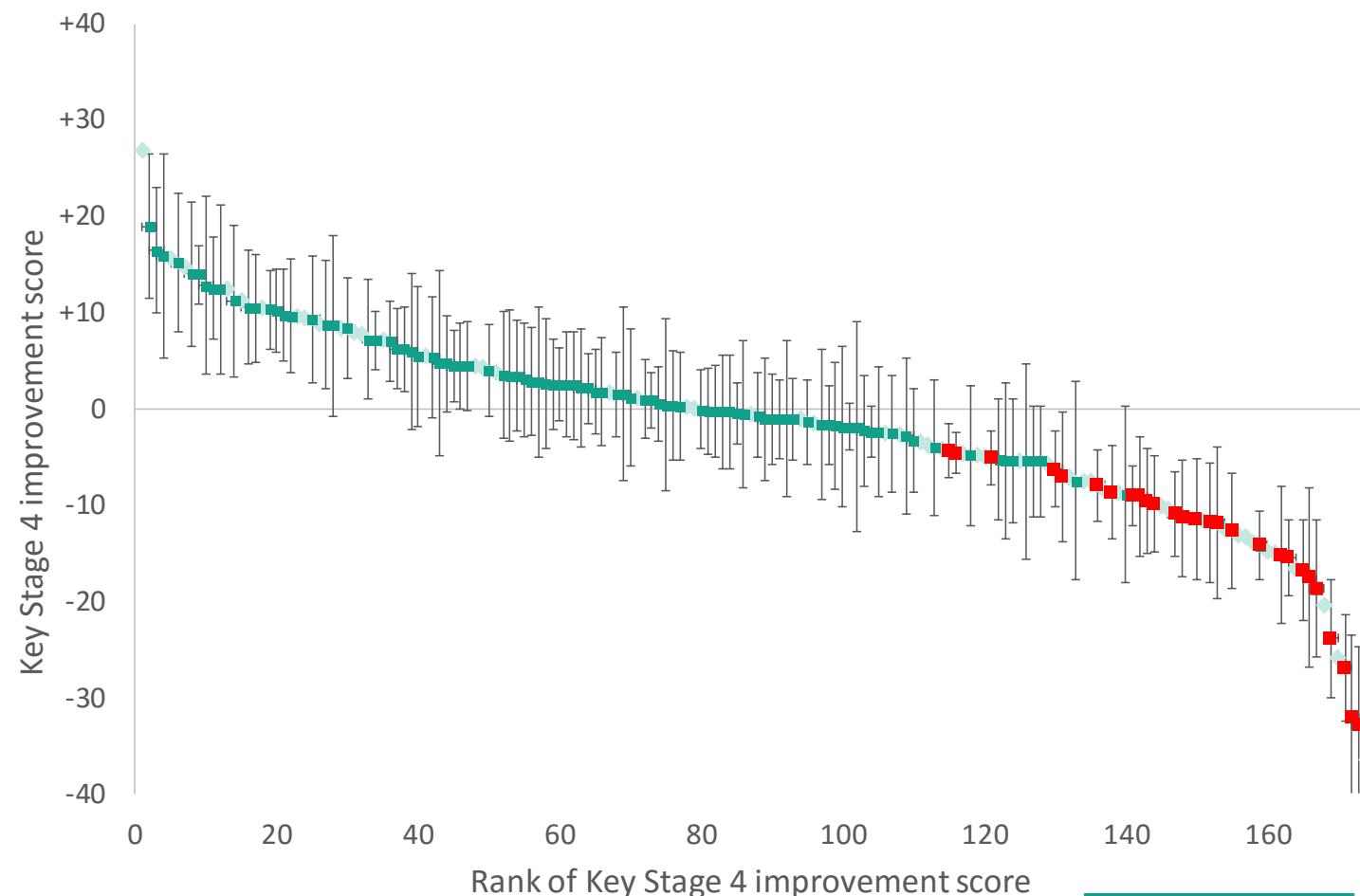
Little difference between MATs and LAs; key is to be in high performing group regardless of school type

- There is little difference between the average improvement score in MATs and LAs at either KS2 or KS4
- What is far more important is the difference between high performing and low performing groups. Worth 5 grades at GCSE or a term's progress at KS2.
- So the key question for a pupil is not are they in an academy or a local authority school it's are they in a high performing school group or not?
- Moving from a high performing LA to a low performing MAT risks a significant decline in standards.



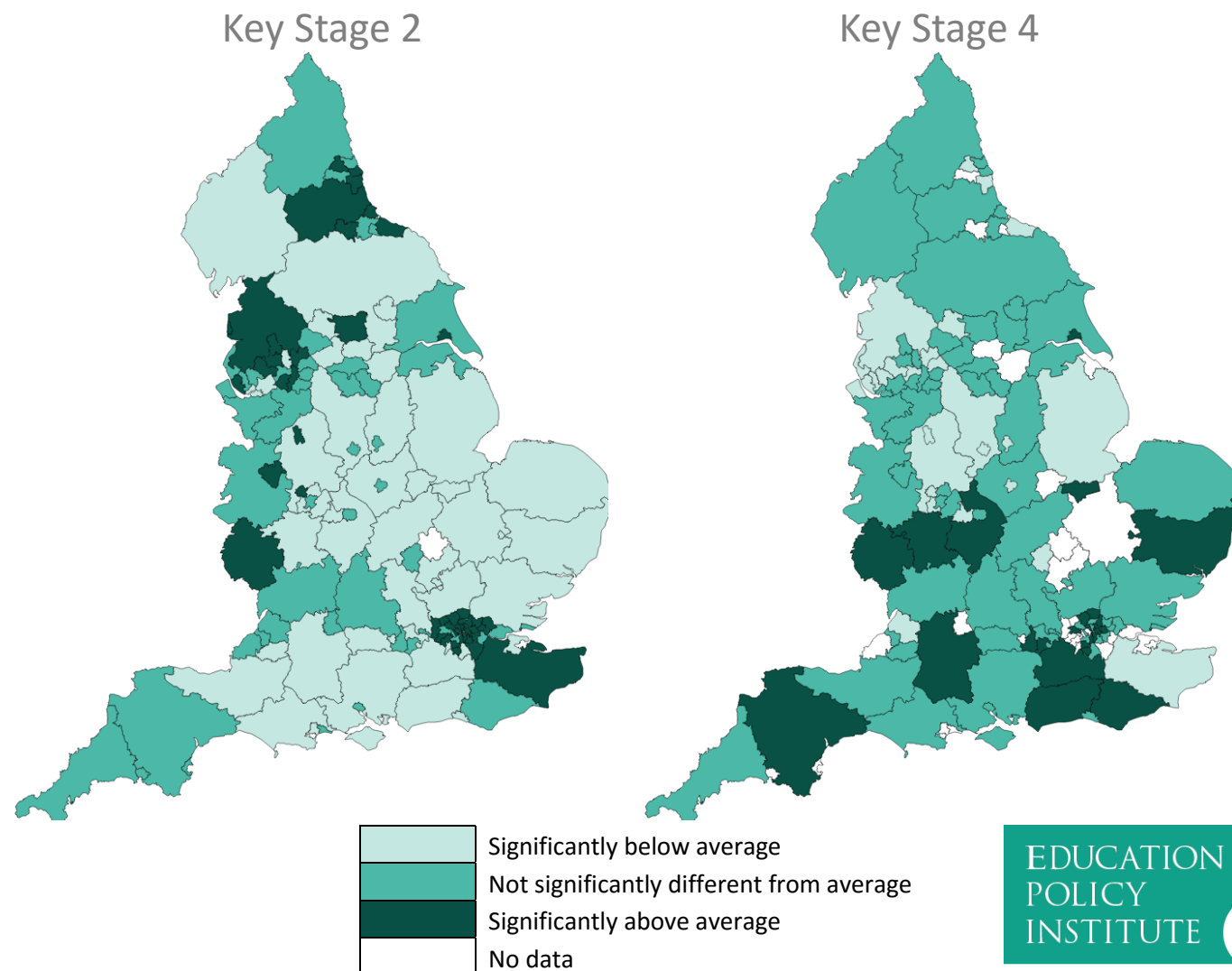
If DfE were to use our measure as the basis for intervention in low performing LAs then 9,400 schools would be in scope

- The white paper set out that the Government would seek powers to intervene (academise all schools) in those local authorities that it considers to be underperforming.
- They have not yet made any announcements on how underperformance will be defined but have committed to consult on the definition.
- Based on our measure, there are 27 LAs where improvement in secondary schools is significantly below average.
- 49 LAs where improvement in primary schools is significantly below average.
- 70 LAs where improvement in primary *or* secondary is significantly below average. They currently have oversight of around 9,400 schools.



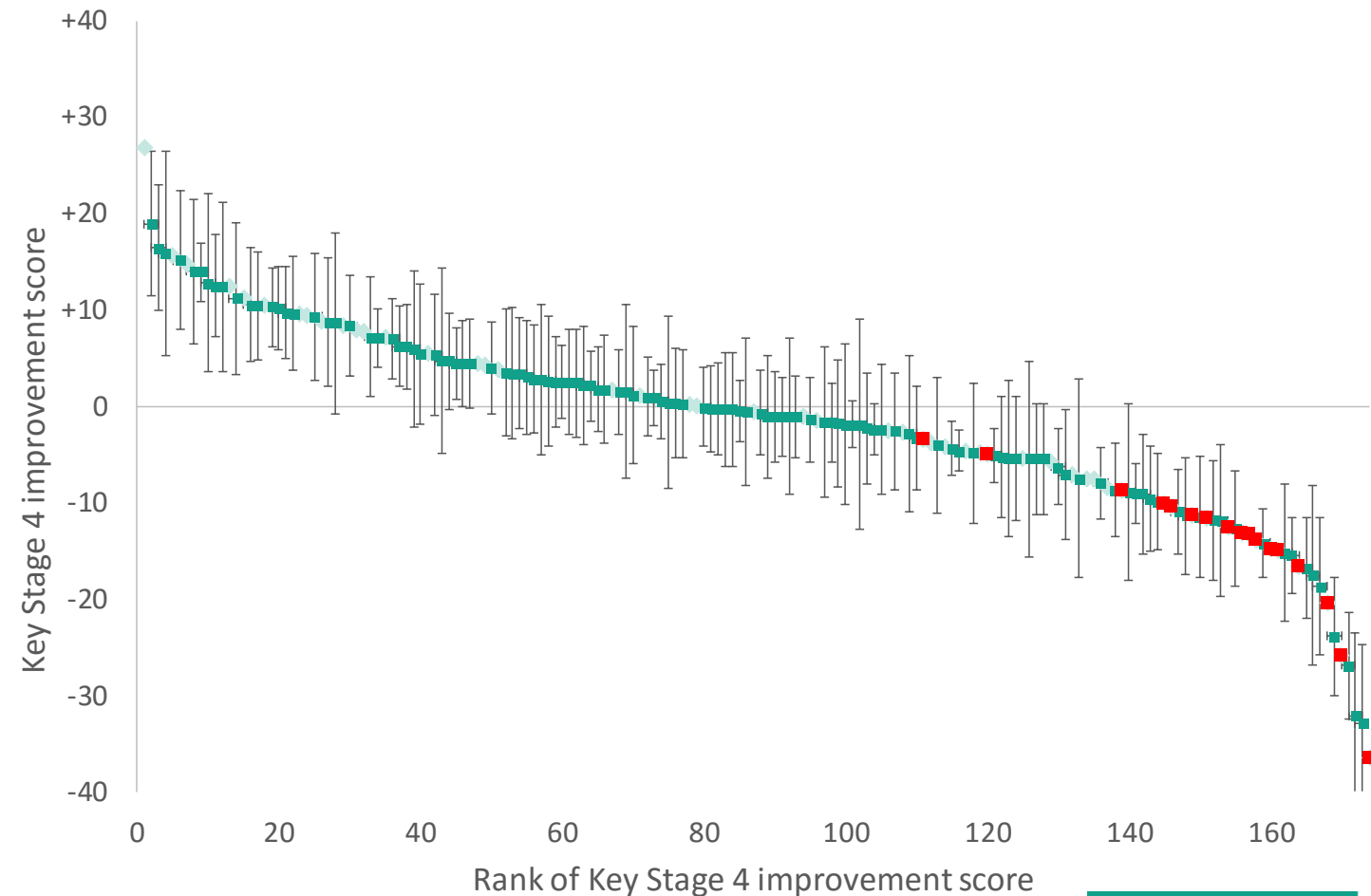
This would mean intervention across the country including many large shire counties

- London dominates the list of high performers at Key Stage 2. The north-east has the highest performing LA – Redcar and Cleveland – and several more that are significantly above average.
- Underperformance is found across the country including much of central and eastern England and the south coast.
- At Key Stage 4 the north-east performs less well with several authorities (including Sunderland, Newcastle, and Redcar and Cleveland) that are significantly below average.



If DfE are to intervene in underperforming LAs then they should intervene in underperforming MATs on the same basis

- In 6 MATs, improvement at Key Stage 2 is significantly below average. These MATs currently oversee 77 schools.
- In 17 MATs improvement in secondary schools is significantly below average. These MATs currently oversee 255 schools.
- In total underperforming MATs oversee 322 academies.
- Whilst the number of underperforming trusts is relatively low this is only a subset of all MATs (those with a sufficient number of schools with results) and one third of academies are in stand-alone trusts.



Policy recommendations

- The Government should not pursue full academisation as a policy objective. Instead the objective should be for pupils to be in a good school, regardless of whether that is in a high performing multi-academy trust or local authority.
- Government policy should be explicit about the intervention strategy it is pursuing for underperforming MATs, which should be consistent with intervention on LAs. The approach should not favour LAs or MATs, but rather target underperformance in any school.
- The Government should consider allowing high performing LAs to become academy trusts, or avoid entirely forced academisation of higher performing LAs.
- Resource and policy focus should be dedicated to understanding what drives high performance in MATs, developing new high quality Trusts and ensuring that those that are currently the lowest performing can learn from the best.



Chain Effects 2016

The impact of academy chains on the exam results of students from disadvantaged backgrounds

Professor Becky Francis

UCL Institute of Education, London

Professor Merryn Hutchings

London Metropolitan University

Dr Philip Kirby

The Sutton Trust



Government perspective

The growth in sponsored academies has transformed the performance of the most disadvantaged pupils by turning around the worst performing schools in the country, helping to realise our vision for real social justice and a good education for all.

- DfE Academies Annual Report 2013-14

Research aims

What impact have sponsored academies had on outcomes for disadvantaged pupils?

Which academy chains have been most (and least) successful in this regard?

The analysis

A comparison of outcomes for disadvantaged pupils in sponsored academies in chains with those for all mainstream schools:

- attainment data 2015
- change in attainment between 2013 and 2015
- creation of an overall index for attainment and improvement combining data for %5A*CEM, points score, progress and EBacc

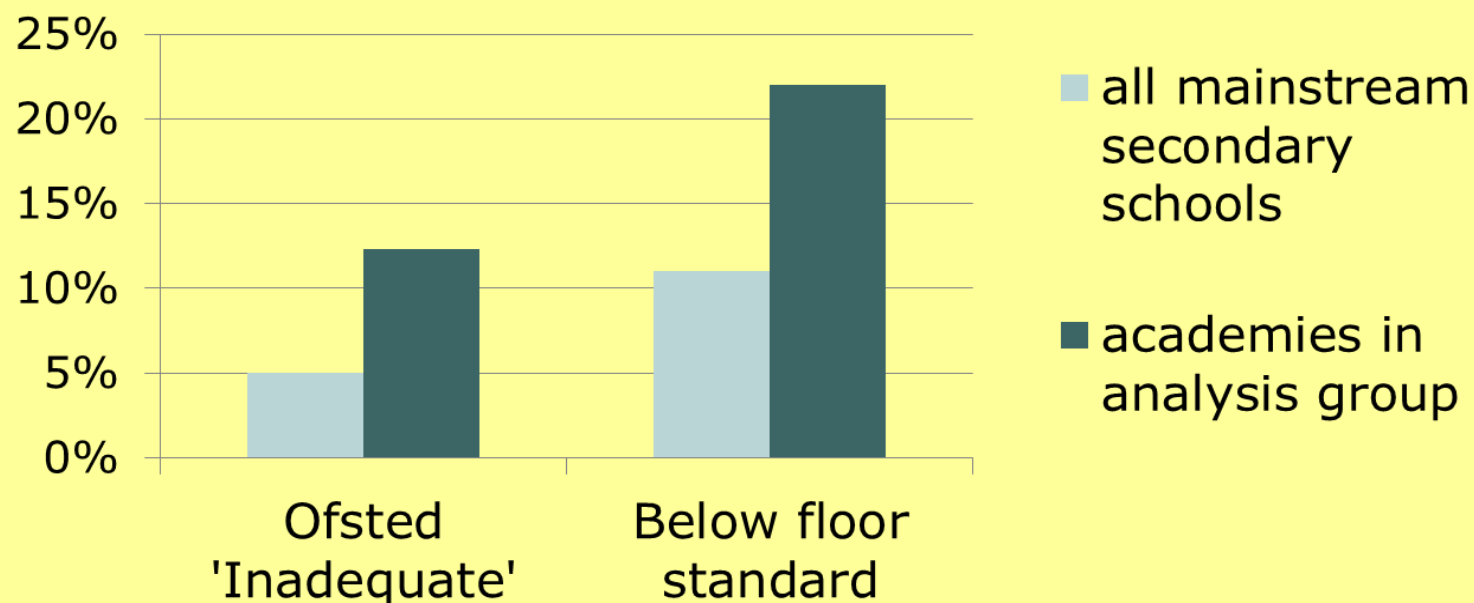
The analysis group

- Sponsored academies in **chains** (i.e. group of at least three academies of any type with the same sponsor)
- Only those that were **part of the same chain for three academic years**
- Only **secondary**
- Only those with **GCSE results in 2013, 2014 and 2015**
- Chains included only when **at least two secondary sponsored academies** met criteria

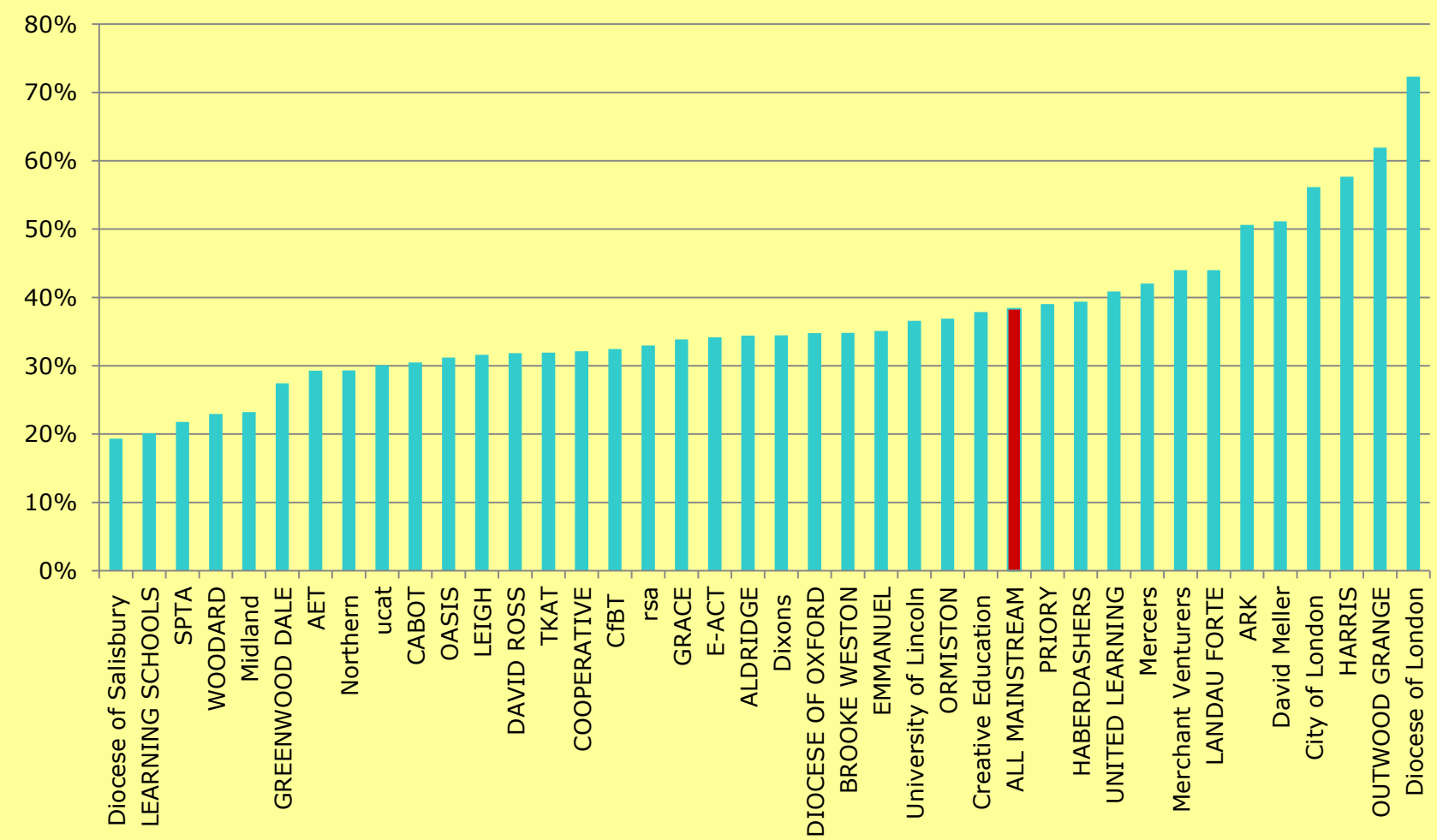
39 chains, 187 academies

Findings: overall performance

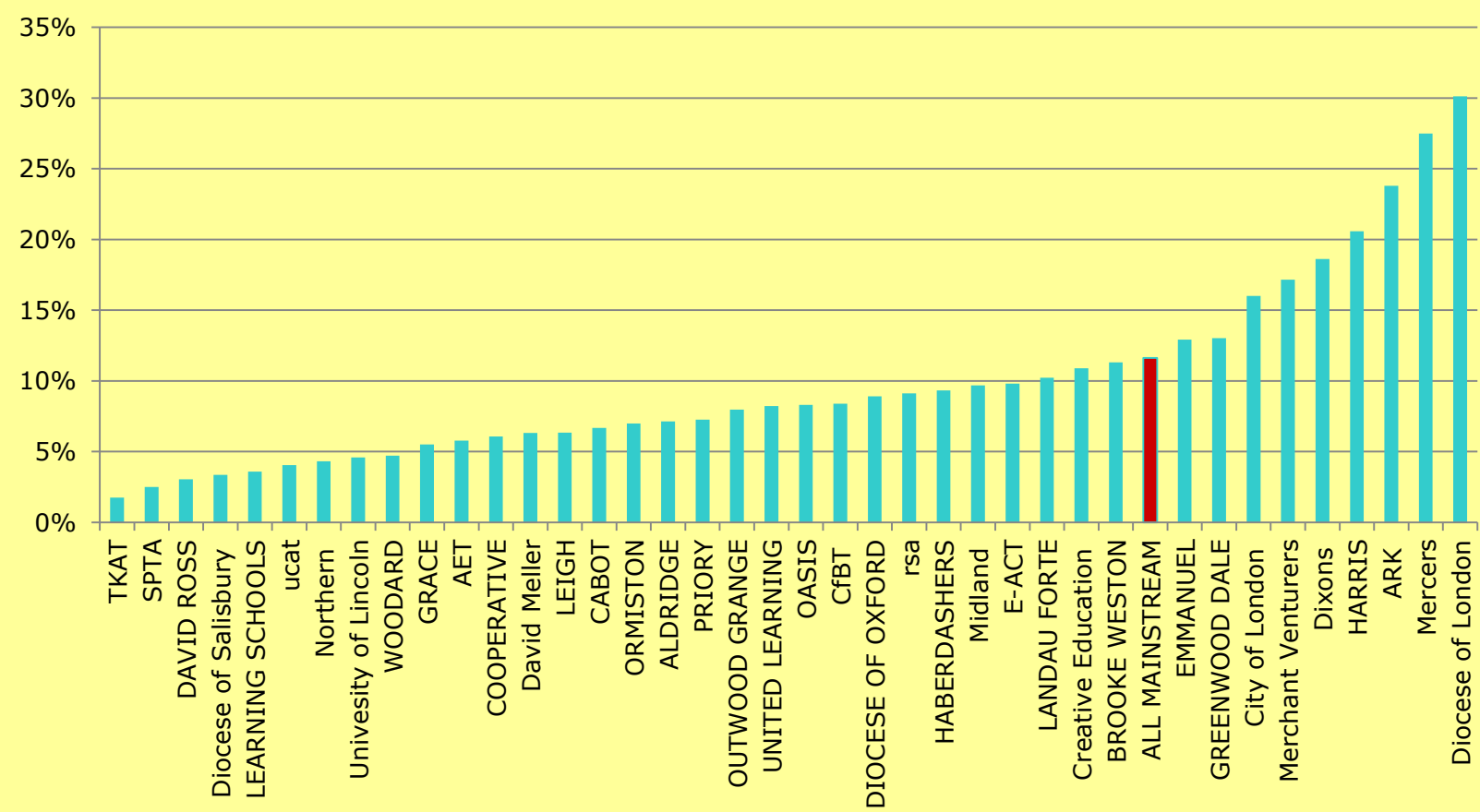
Ofsted and floor standards



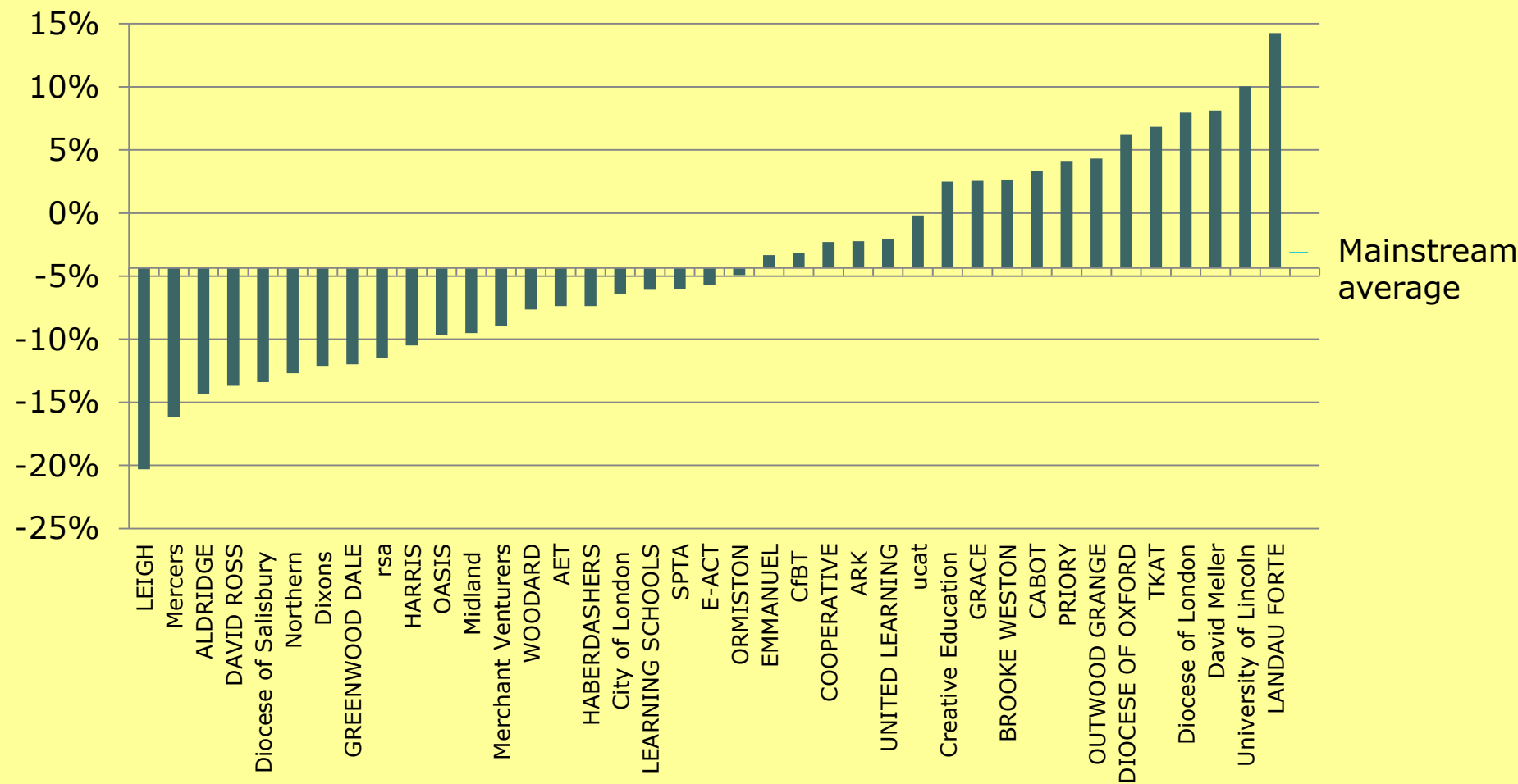
Percentage of disadvantaged pupils achieving 5A*CEM, 2015



Percentage of disadvantaged pupils achieving EBacc, 2015



Change 2013-15 in 5A*CEM



Summary of findings

- The best academy chains are succeeding in transforming the educational outcomes of their disadvantaged students.
- Some chains continue to perform below the mainstream average for disadvantaged pupils, but are showing above average improvement.
- A fifth of the chains show below average attainment and below average improvement; three chains have been in this category in successive years.

Implications

- Sponsorship is not a panacea for improvement: the Government must take a more open-minded approach to school improvement, to ensure that struggling schools and academies are best supported to improve, thereby improving the life chances of the young people they serve.
- Where chains are not improving, urgent action should be taken.

Recommendations for policy

- The Government, National Schools Commissioner and Regional Schools Commissioners (RSCs) must act urgently to create mechanisms to ensure the spread of good practice from the best academy chains to the rest.
- The Government must also concentrate on the development of capacity, improving existing chains, and ensuring that chains expand at a rate that ensures success. Too rapid expansion of chains endangers the prospects of success.

Recommendations, cont...

- New chains should not be allowed to expand until they have a track record of success in bringing about improvement in their existing academies.
- RSCs should continue to tighten the quality criteria for sponsorship, based on quality, capacity, strategic model and track record.
- The DfE should allow RSCs to expand their pools of school improvement providers beyond academy sponsors, prioritising quality and track record over type, and providing system leadership training to enable successful schools to create new trusts.

Recommendations, cont...

- RSCs should continue to sharpen and make more transparent sponsor accountability processes, and act to remove academies from failing chains. The progress of these schools should be closely monitored.
- Measures must be taken to enable parents and the wider public to assess the quality of chains. This could include publication of results and independent, accessible information from Ofsted.

Recommendations for sponsors and schools

- Sponsor chains – but especially those needing to improve – should seek out successful practice, and encourage this outward-facing approach among practitioners at all levels within their academies.
- Multi-academy trust directors should ensure there are clear lines of responsibility and accountability for school improvement and performance within the chain.
- Sponsors and schools should make full use of research evidence to improve pupil outcomes.

The Impact of Academies

Olmo Silva – LSE

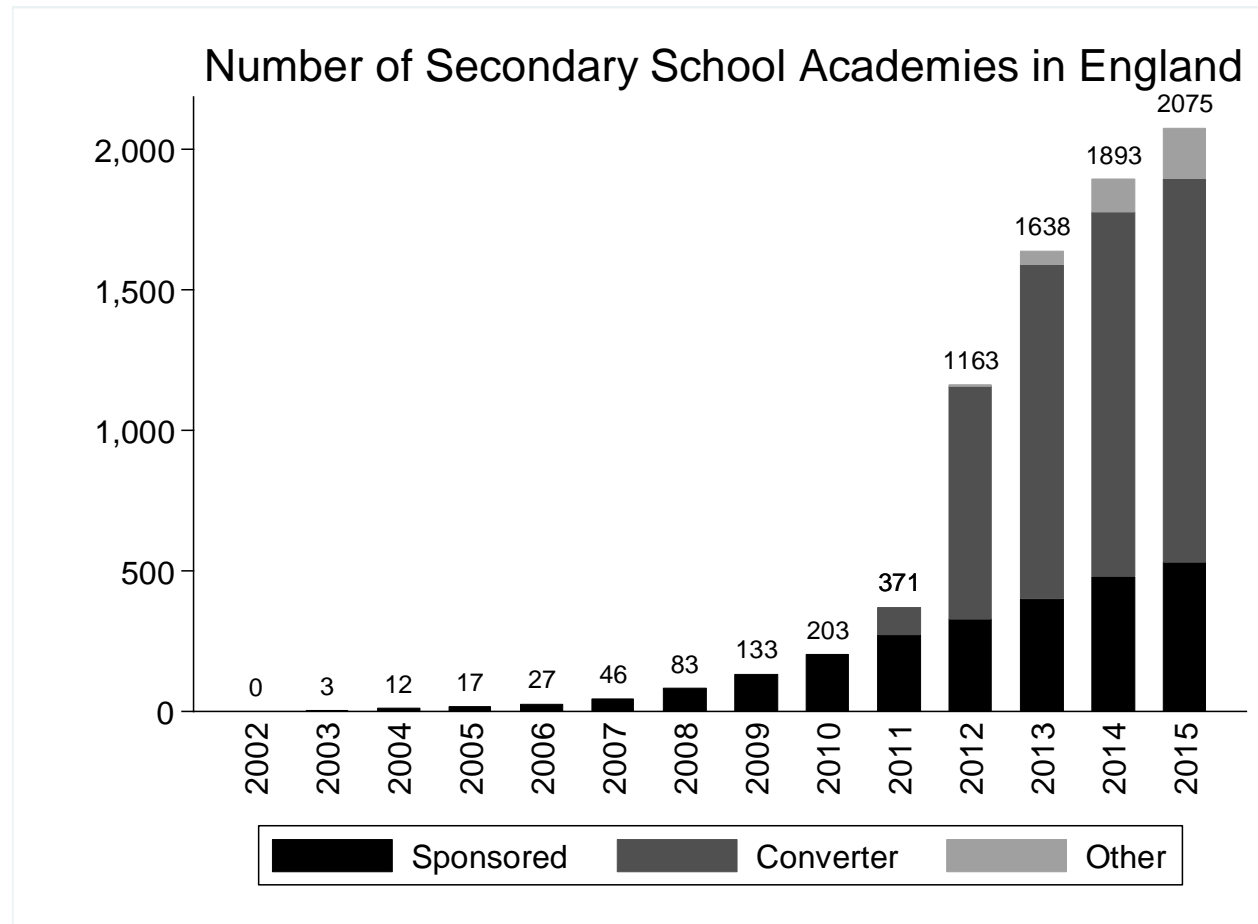
(joint with A. Eyles, G. Heller-Sahlgren, S. Machin,
and M. Sandi)



Autonomous schools in England: Academies

- Academies are state-funded schools that largely fall outside the control of the Local Authority (LA)
 - Enjoy more marked freedom in terms of curriculum, length of day, personnel practices, ethos, budgeting, extra-curricular activities, etc.
- Originally introduced by Labour Gov't in 2002 as a 'remedial intervention' school improvement programme
 - Failing schools attached to an external (Gov't appointed) sponsor with the aim of pushing through change and improving standards
- Coalition Gov't of 2010 dramatically changed programme
 - 'Converter' academies mainly outstanding schools that become academies to gain autonomy from LA
- At present, approximately 60% of secondary schools are academies – since 2010, expansion of academy sector mainly through converters

The big take off: A growing number of academies



Notes: Source - Department for Education. Other comprises free schools, university technical colleges and studio schools.

Academies: What do we know?

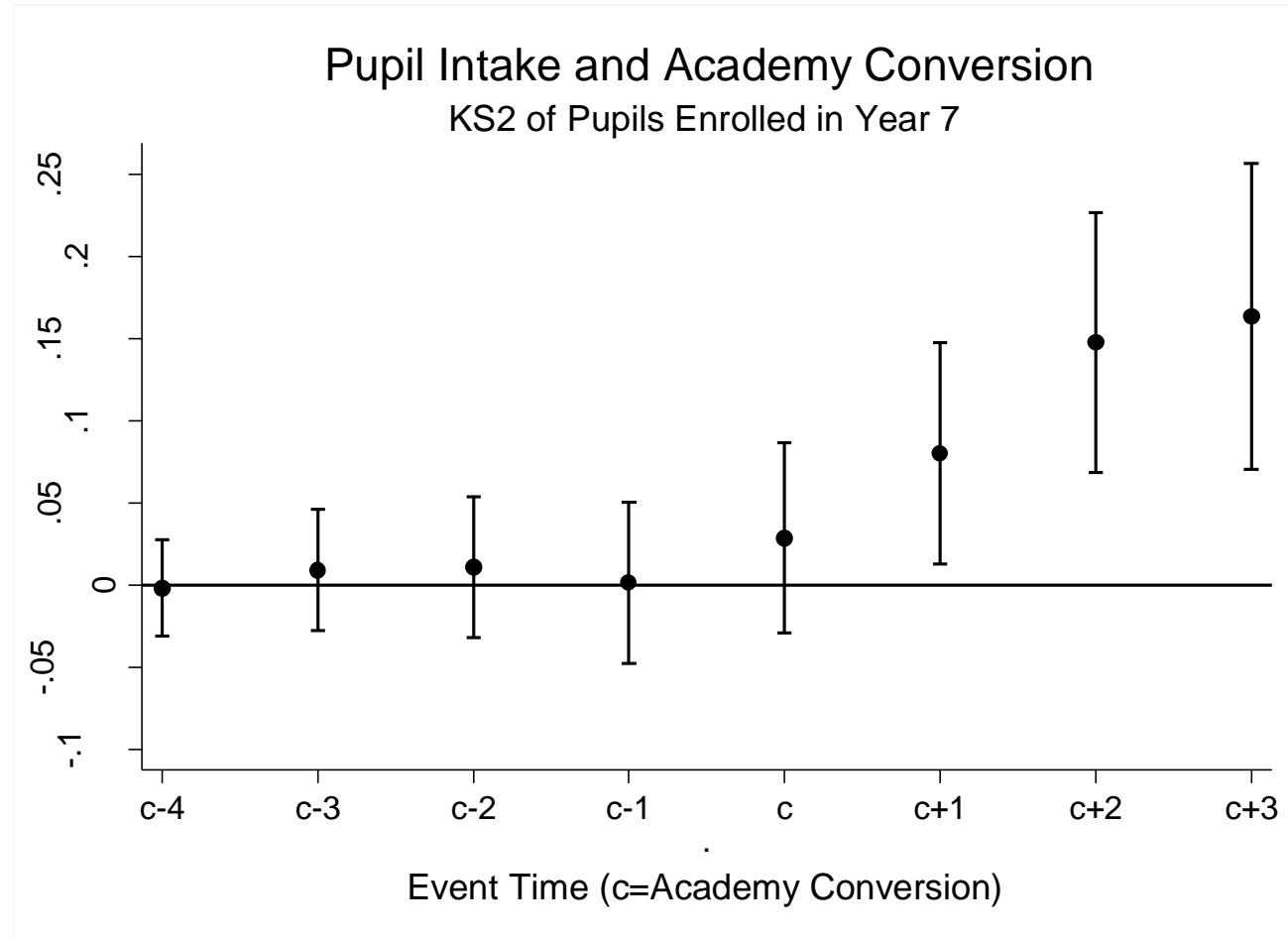
- Growing evidence on the effects of the pre-2010 (Labour) *sponsored* academies
 - Effective at raising pupils' KS4 attainments (Eyles and Machin, 2015) and pushing them into further education (Eyles, Hupkau and Machin, 2016)
 - But more stratified intakes (Eyles and Machin, 2015 and Wilson, 2011)
- What about post-2010 (Coalition) *converter* academies? Limited evidence on effects and characteristics
 - Eyles, Machin and Silva (2015) shows pre-2010 and post-2010 academies are very different → results cannot be extrapolated from first to second batch
 - Some studies use 'matching' to study post-2010 academies' impact on attainments: possibly biased because of unobservable school attributes leading to conversion
- Aim of this work: fill gap by presenting first causal estimates of the impact of post-2010 *converter* academies on students' KS4 attainments

This is how we do it...

- Schools do not become academies at ‘random’ – to properly study, need to find a suitable control group...
 - Compare academies that have been opened long enough to affect their pupils’ test scores to recently open/approved academies
 - Further use repeated school observations to control for school time-fixed unobservables – but keep an eye on possible ‘dynamic’ effects
- School selection is not the only issue – students’ sorting into schools is equally problematic
 - Academies’ intake changes following conversion – possibly because of changes in parental preferences...
 - To address this issue, focus on pupils who were already enrolled in an academy prior to conversion – we call these ‘legacy’ enrolled students

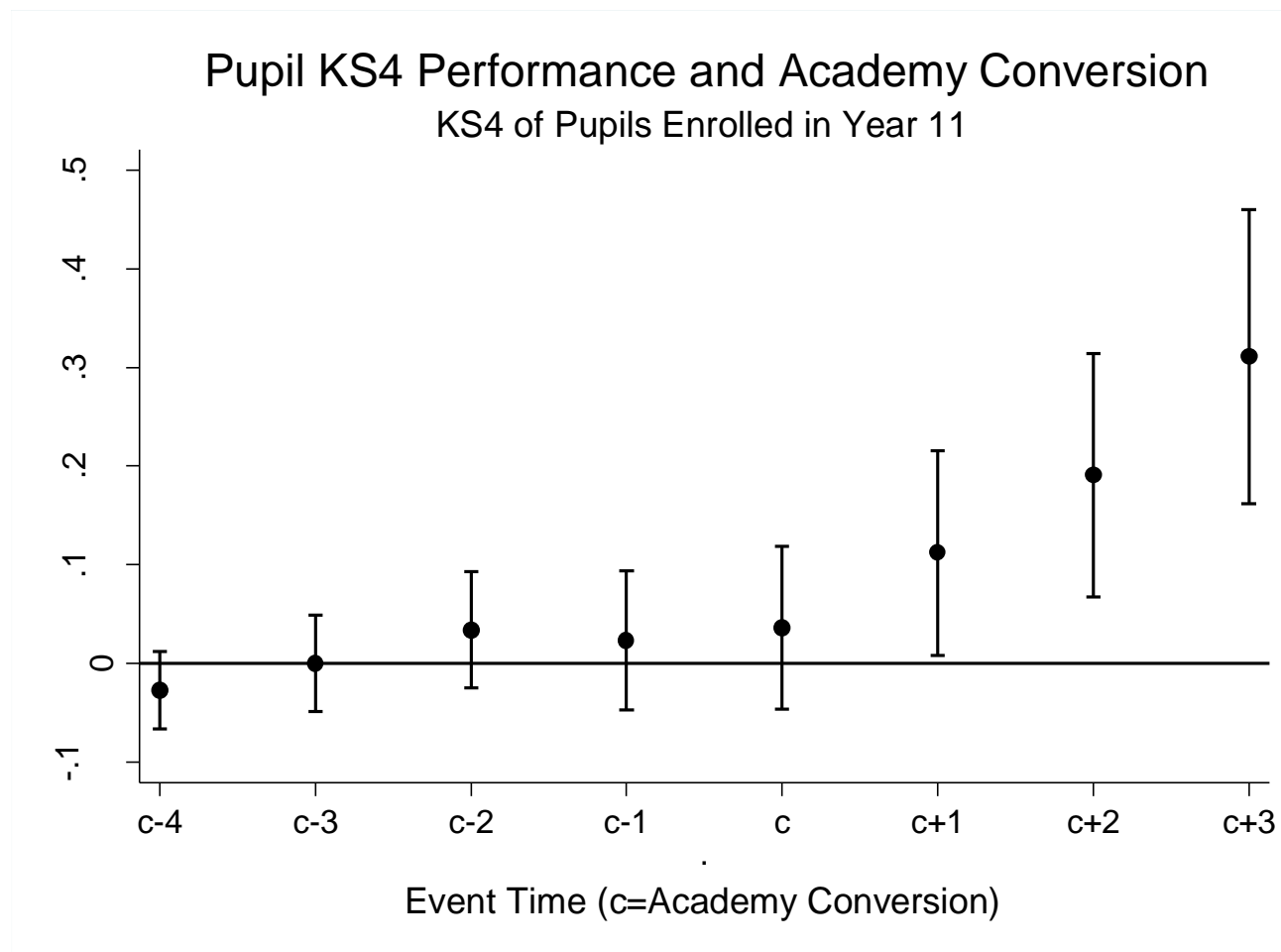
The effects of the pre-2010 (Labour) sponsored academies

Pre-2010 academies and pupil intake



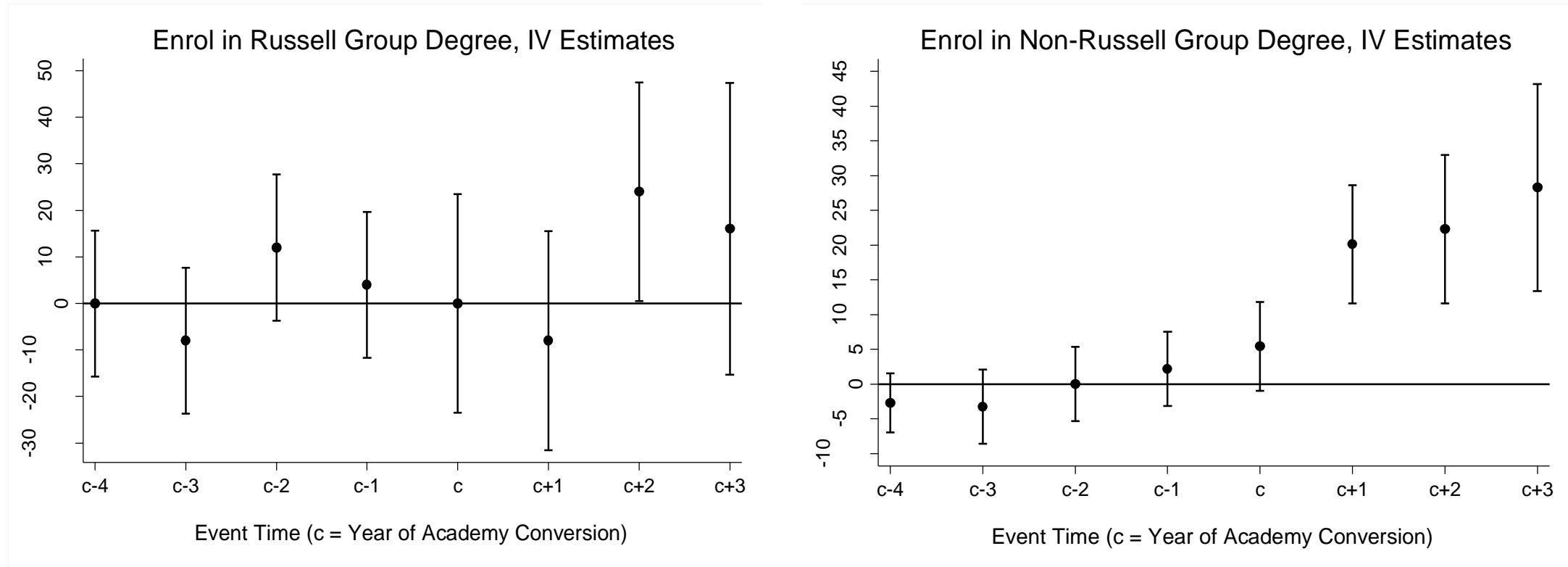
Notes: Source – Authors’ calculations using several years of National Pupil Database records matched with DfE counts of academies. New results comparing pupils in 152 sponsored academies that opened before May 2010 with those in 56 ‘to be academies’ approved under the Labour Government but opening after May 2010.

Pre-2010 academies and pupil performance



Notes: Source – Authors’ calculations using several years of National Pupil Database records matched with DfE counts of academies. New legacy enrolment results comparing pupils in 152 sponsored academies that opened before May 2010 with those in 56 ‘to be academies’ approved under the Labour Government but opening after May 2010.

Pre-2010 academies and post-school performance

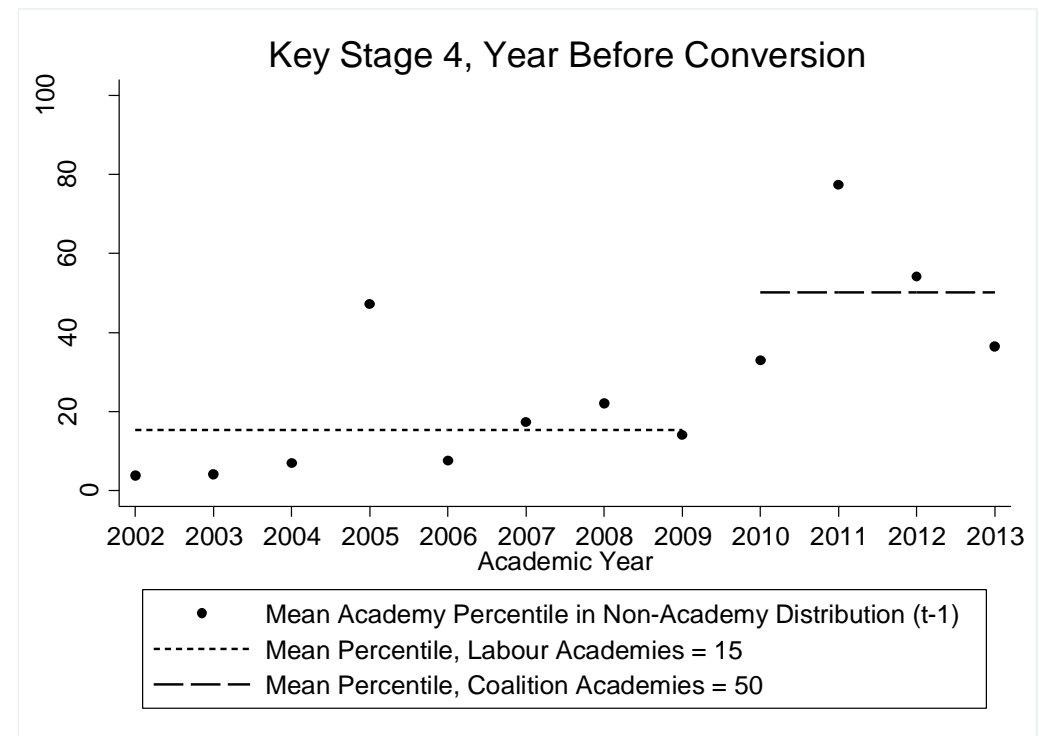
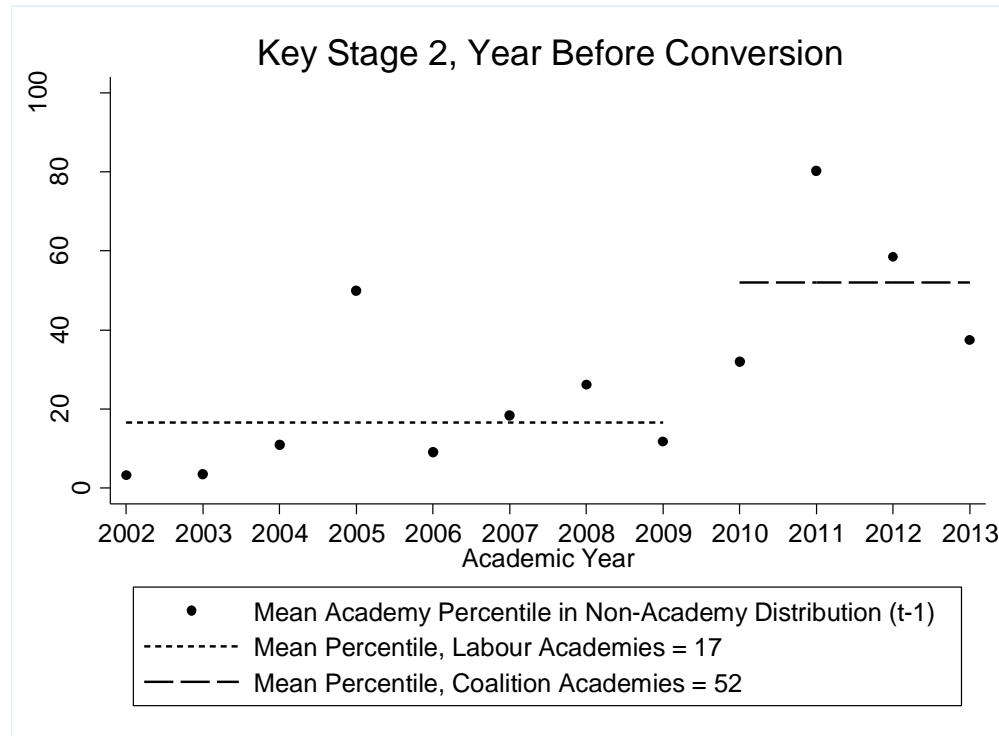


Academies increase their pupils' probability of enrolling in a non-Russell Group university by approximately 30% four years after opening; small, non-significant effects for Russell Group institutions

Notes: Source – Authors' calculations using National Pupil Database records and HESA data matched with DfE counts of academies. Results from Eyles, Hupkau and Machin (2016), comparing pupils in 94 sponsored academies opened in the school years 2002/3 to 2008/9 with those in 114 'to be academies' approved by the Labour Government.

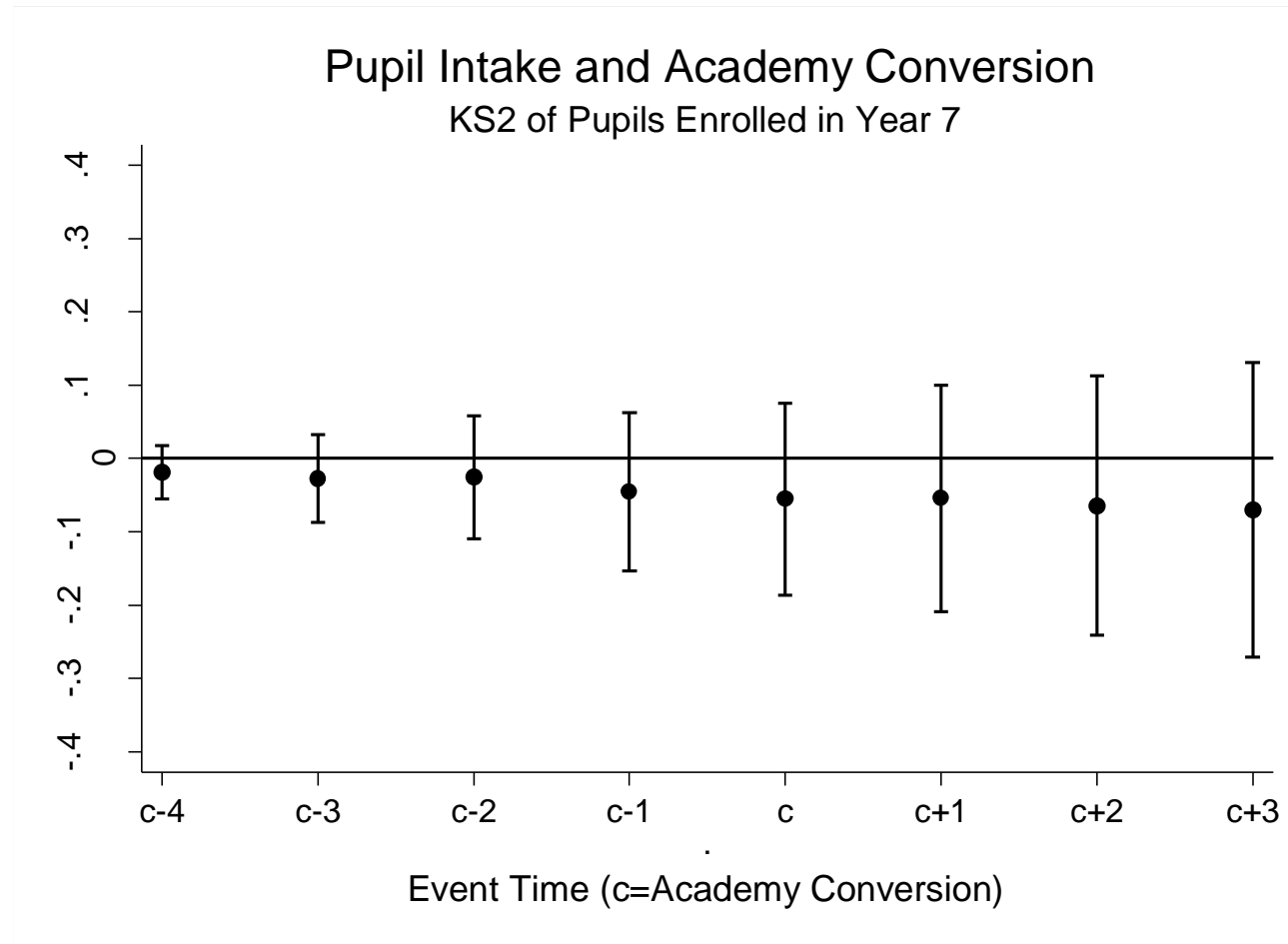
**The effects of the post-2010 (Coalition)
converter academies**

The great switcheroo: The changing nature of academies



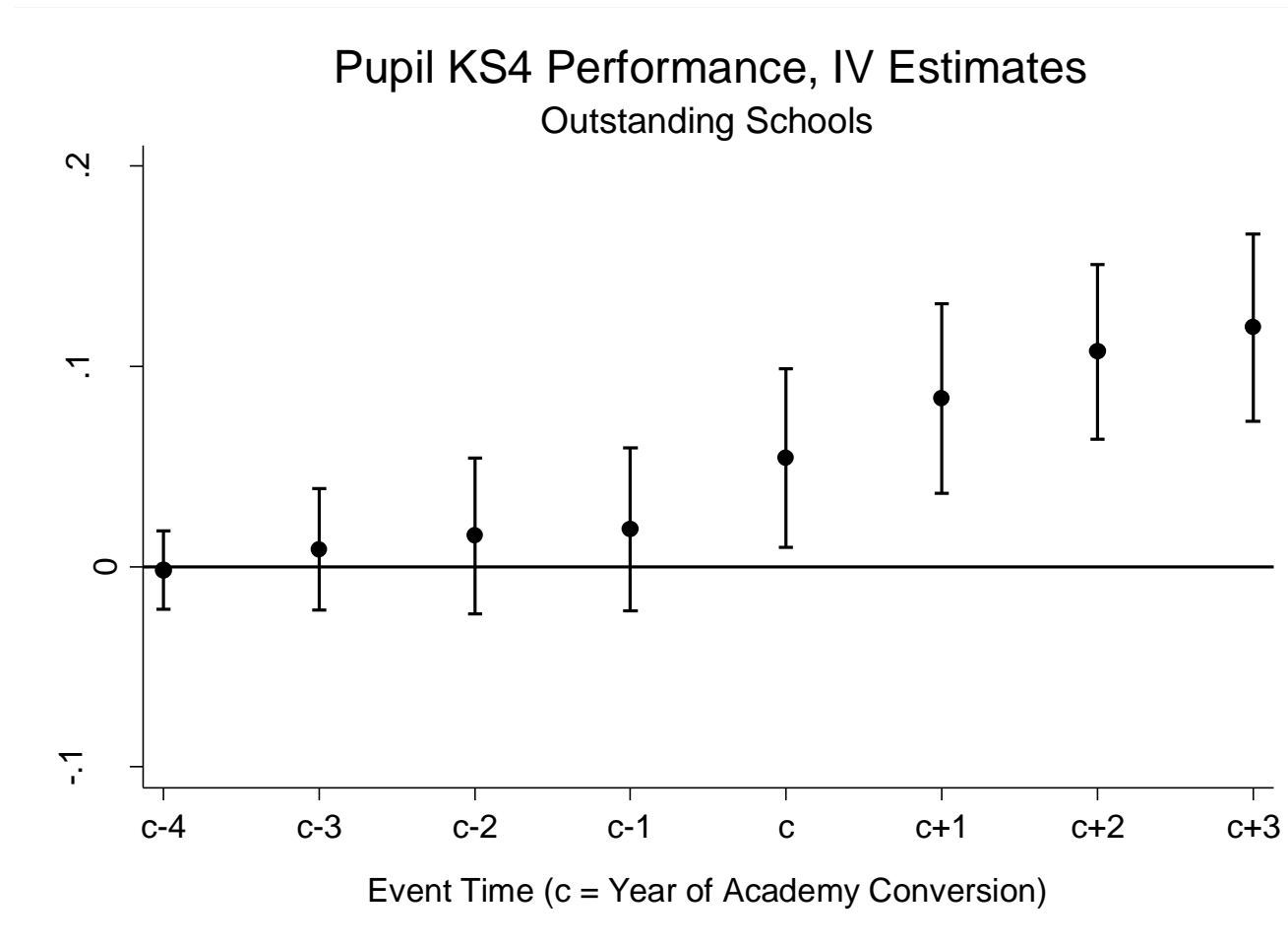
Notes: Source – Authors' calculations using National Pupil Database records matched with DfE counts of academies

Post-2010 academies and pupil intake



Notes: Source – Authors’ calculations using several years of National Pupil Database records matched with DfE counts of academies

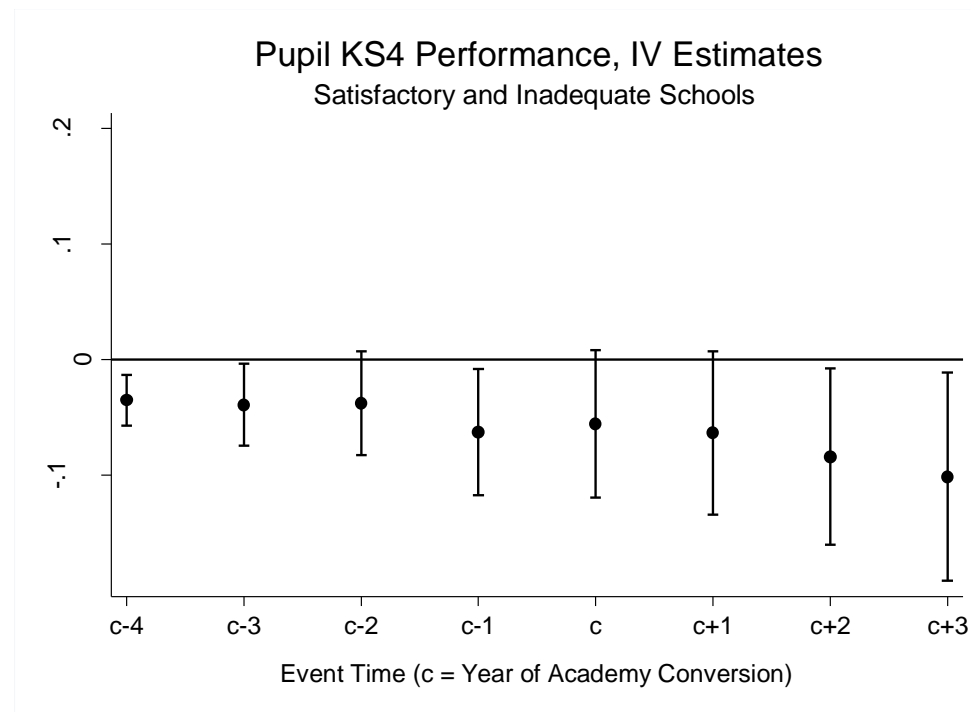
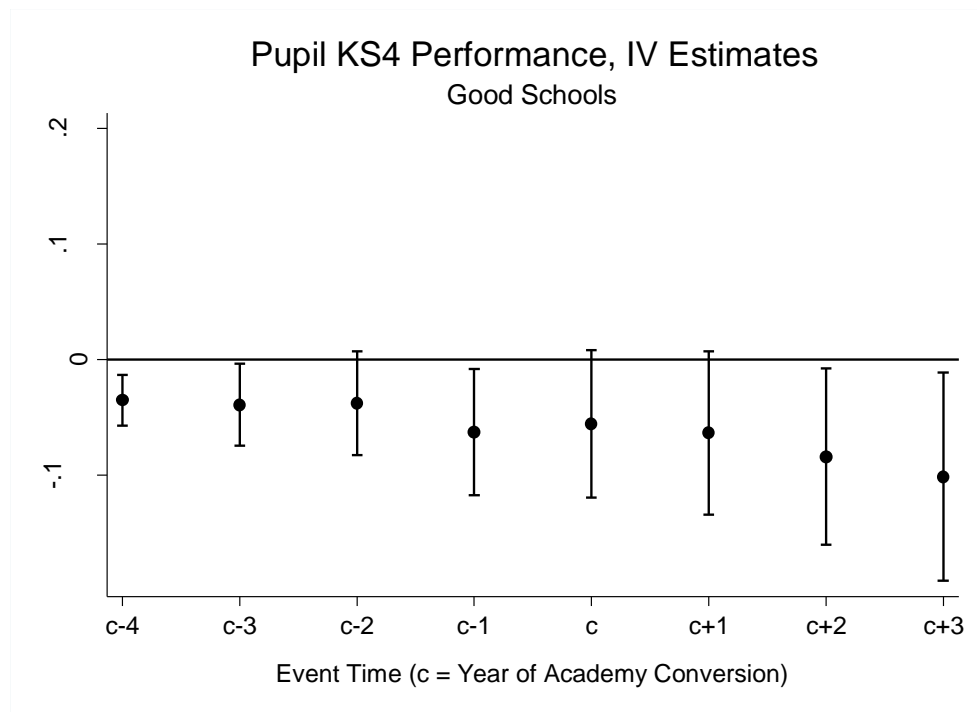
Post-2010 academies and pupil performance – outstanding converters



Notes: Source – Authors' calculations using several years of National Pupil Database records matched with DfE counts of academies

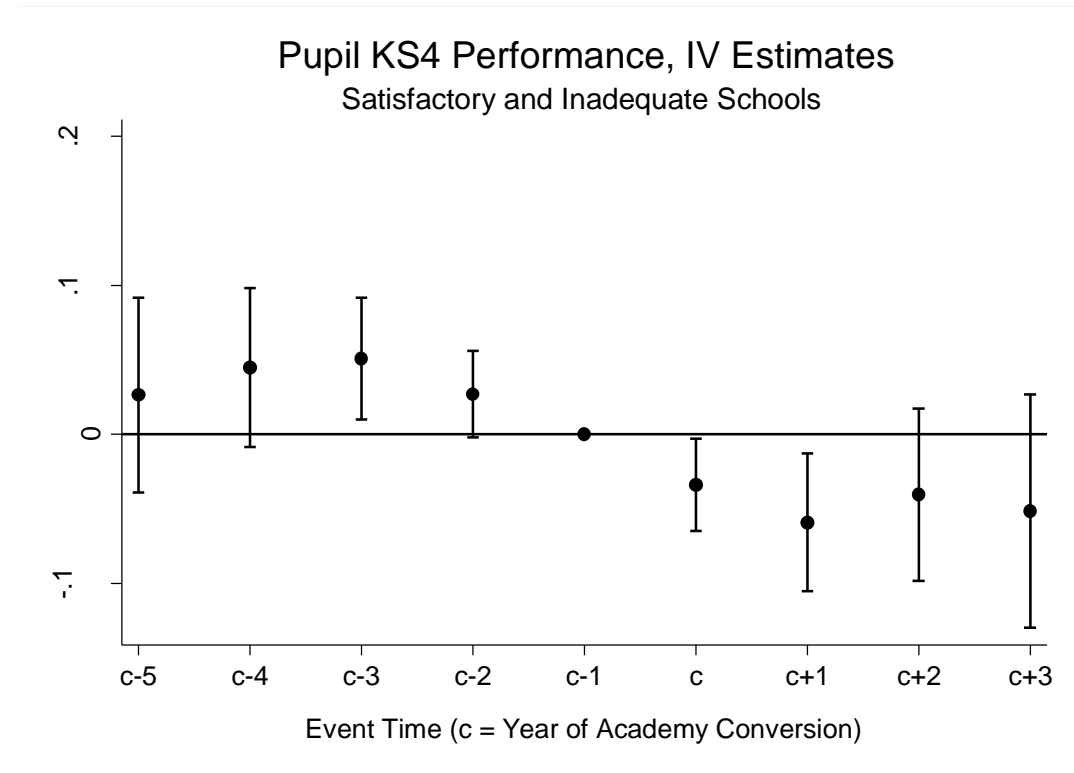
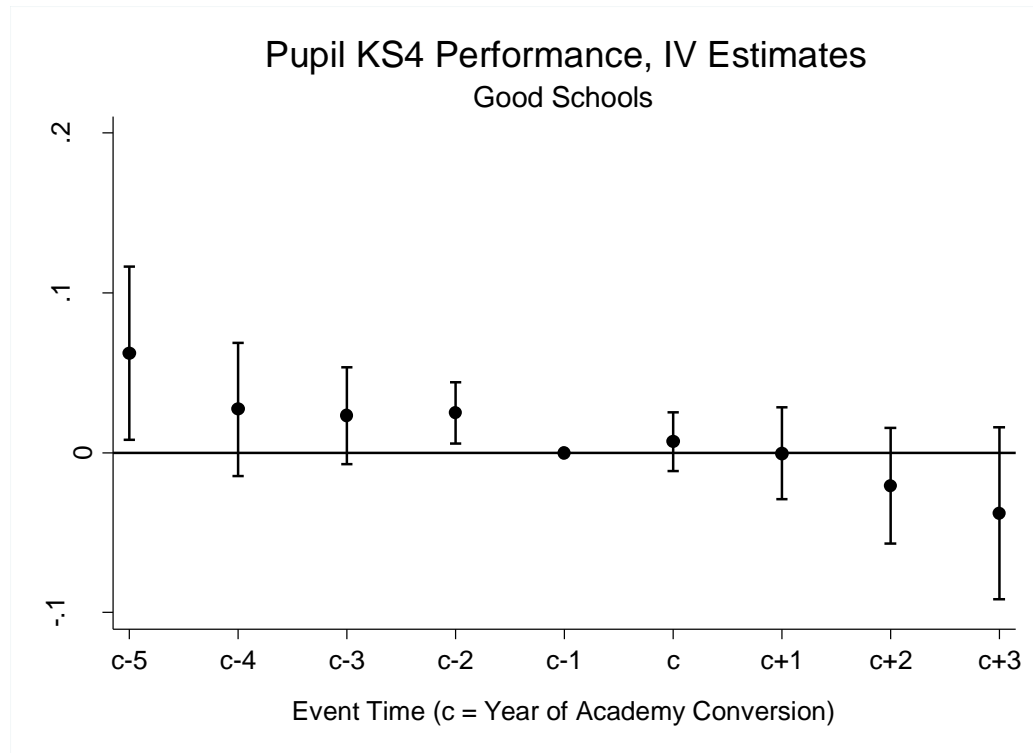
Post-2010 academies and pupil performance

– good and satisfactory/inadequate converters



Notes: Source – Authors' calculations using National Pupil Database records matched with DfE counts of academies

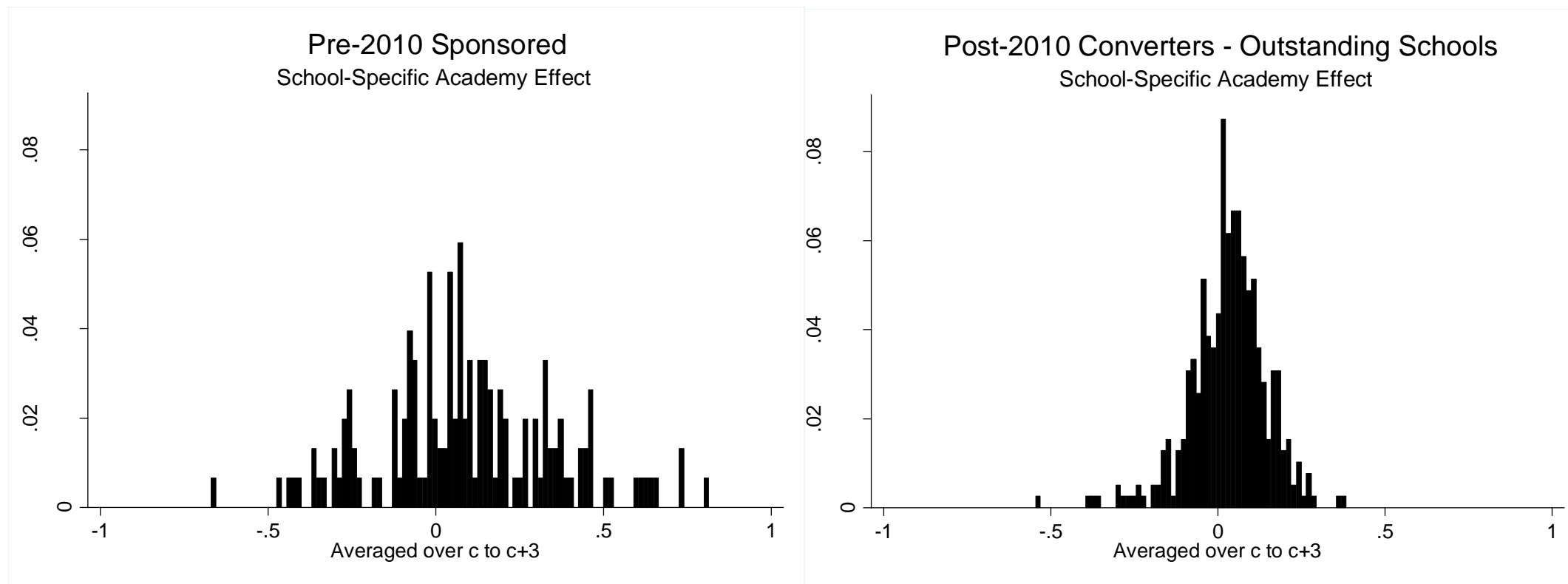
Honing in on the bumps and jumps...



Notes: Source – Authors' calculations using National Pupil Database records matched with DfE counts of academies

Taking stock and magnitudes

Super Heterogeneity – Each School, Its Own Impact



Notes: Source – Authors’ calculations using several years of National Pupil Database records matched with DfE counts of academies

Pre-2010 vs. Post-2010 magnitudes

- Both pre-2010 sponsored and post-2010 outstanding converters have positive effects on KS4 performance
 - However, pre-2010 academies' impact three times as large: approx. 30% of a standard deviation after four years compared to 11%
- What does this mean in terms of GCSE points and grades?
 - Pre-2010 (Labour) sponsored academies: up to 28.9 extra points after four years → around one grade in five subjects
 - Post-2010 (Coalition) outstanding converters: up to 9.9 extra points after four years → approximately one grade in two subjects

Concluding remarks

- Identified causal effect of academies on KS4 performance for pre-2010 sponsored and post-2010 outstanding converters
 - Pre-2010 had larger effects, but encouraging to see further gains among outstanding converters
- However, our research does not uncover positive effects for good and satisfactory/inadequate schools
 - Transient pre-conversion shocks confound identification
 - Schools improved performance prior to becoming academies, but these gains have not been sustained or transformed into further improvements
- What next?
 - Study what lies behind marked heterogeneity in academies' effectiveness
 - Study impact of post-2010 sponsored academies: under investigation



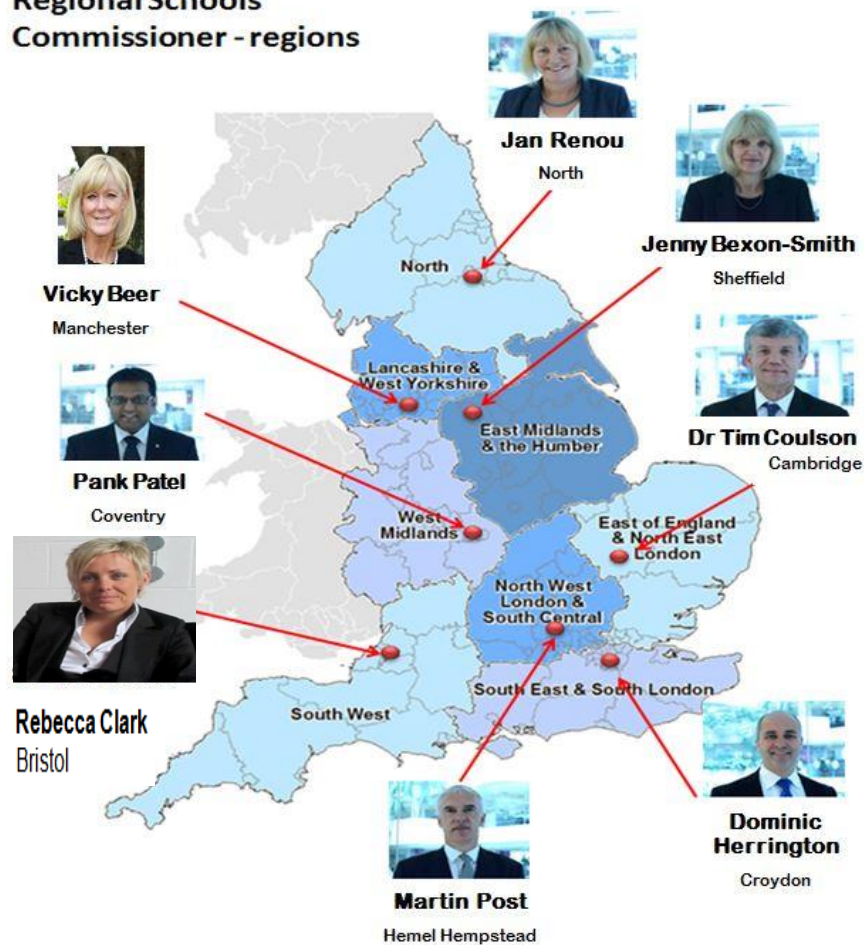
Academy Oversight – Academies Summit

July 2016

Dominic Herrington
Regional Schools Commissioner (RSC) for South East and South London
RSC.SESL@education.gsi.gov.uk

RSCs: A more regional system of oversight

Regional Schools
Commissioner - regions



Help raise standards:

- Academy underperformance
- Build strong sponsors
- Open high quality new provision
- Facilitate collaboration
- With the help of a Headteacher Board

Tackling underperformance and building strong sponsors

- Underperformance

- Diagnosis
- Challenge / Change
- Support / Commissioning

- Sponsors

- Talent spotting
- Incentives / capacity building
- Geography / external

Open high quality provision and facilitate collaboration

- New Provision

- New MATs
- Free Schools
- Work with LAs

- Collaboration

- Academy sharing
- Sub Regional Groups
- Teaching Schools,
Dioceses, LAs

Themes and reflections...

- Communications and stakeholder management
- Growth in role...need to keep focus / avoid scope creep
- Role of the National Schools Commissioner
- Dispassionate decision making and porous borders
- Headteacher involvement
- Further development (eg coasting schools)
- Scrutiny welcome!

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