Teacher recruitment, progression and retention in multi-academy trusts

Quantitative analysis supporting the report, 'People power: Six ways to develop and retain educators in multi-academy trusts'

Jon Andrews
June 2019

Cambridge Assessment

EDUCATION POLICY INSTITUTE

Ambition Institute

Acknowledgements

Contents

Background

'People Power: Six ways to develop and retain educators in multi-academy trusts' has been published by Ambition Institute, Education Policy Institute and Cambridge Assessment.

The study looks at how school trusts – which now employ over 44 per cent of the education workforce – can manage their workforce. It explores the hypothesis that the academy trust model has the potential to provide a more dynamic and flexible approach to workforce management, **by which we mean the intentional actions taken by trust management to develop, retain, progress and/or deploy their workforce, to support their strategic vision and aims.** Specifically, multi-academy trusts are able to deploy or develop teachers and leaders by either operating staff across multiple schools or moving staff more readily between them.

The study was carried out between May and November 2018. It used a mixed method design, beginning with a short literature review followed by secondary data analysis and qualitative fieldwork.

The purpose of this note is to set out the complete set of secondary data analysis that was carried out as part of the study. Please see the full report for a full discussion of the results and their implications.

Technical information

The data analysis draws primarily on the data contained within the School Workforce Census. The School Workforce Census provides information on teacher roles, salaries, qualifications, characteristics, and the subjects they teach. This information is captured annually by the Department for Education for all teachers in state-funded schools in England. Crucially, we are able to access a longitudinal dataset that enables us to track teachers over a six-year period. Therefore, we will be able to identify where teachers and school leaders are moving between schools and between different levels of responsibility.

The analysis in this report is based on the collections carried out in 2010 to 2016.

The dataset includes one record per teacher contract. Around 88 per cent of teachers on the dataset had one contract in any given year with a further 10 per cent having two contracts. We have excluded the two per cent of teachers that had three or more contracts. We have primarily focussed on the detail relating to the first contract held by a teacher.

Our dataset covers approximately 765,000 teachers (headcount) across the 2010 to 2016 period. In any given year there are approximately 500,000 teachers (headcount) with 450,000 full-time equivalent (FTE).

Leadership groups

We use five levels of leadership within schools:

- classroom teachers;
- middle leaders;
- senior leaders; and

- headteachers.

We have applied the same definition as used by the Department for Education in their analysis of trends in leadership within schools to identify the role types that are included within each category.[1] Senior leader includes assistant headteacher and deputy headteacher. Headteacher includes headteacher and executive headteacher. Middle leader includes:

- leading practitioners;
- advisory teachers;
- classroom teachers with a teaching and learning responsibility (TLR) payment of £100 or more; and
- classroom teachers who have one of the following roles – head of department, head of house, head of year, behaviour manager / specialist, data manager / analyst, extended schools manager / support, learning manager, SEN co-ordinator.

The longitudinal nature of the dataset means that we are able to track where teachers move between different schools, and also where they move between different levels. However, we can only do so when there is a formal arrangement that is recorded in the School Workforce Census. We cannot, for example, identify cases where a teacher is employed by one school but works across a trust.

Identifying academy trusts and local authorities

The School Workforce Census records the school that employs a teacher but does not provide any further information about the school itself such as whether it is linked to an academy trust (and if so which trust). Links between individual academies and academy trusts and between maintained schools and local authorities were established using data from the Department for Education's 'Get information about schools' service.[2]

Schools are grouped with a local authority if they are a community school, foundation school, voluntary aided school, or a voluntary controlled school.

Schools are grouped under an academy chain using the trust and sponsor information recorded on 'Get information about schools'. Where a trust appears under a sponsor we have taken this higher level as being the school grouping (so an academy group may have multiple academy trusts within it).

This data provides a snapshot at the point of download and does not record a change in school trust that did not result in a change of school identifier (known as the school URN). Therefore, we have supplemented this using published data on schools that have moved between trusts.[3] However, this dataset does not cover all years and naming conventions for trusts are sometimes inconsistent between datasets with no separate unique identifiers included.

Academy groups are classified according to the number of pupils within the trust using the definition adopted by the Department for Education:

---

[1] DfE (2018) *'School leadership in England 2010 to 2016: characteristics and trends',* April 2018
[2] https://get-information-schools.service.gov.uk/
[3] DfE, *'Academy trust transfers and grant funding'*, September 2017.

- <1,200 pupils: starter trusts
- 1,200-5,000 pupils: established trusts
- 5,000-12,000 pupils: national trusts
- 12,000+ pupils: system leader trusts

The dataset is supplemented further by linking to a range of other performance and characteristic information including:

- performance data at multi-academy trust and local authority level taken from the Education Policy Institute's publication of performance measures;[4]
- descriptive statistics of multi-academy trusts including geographical dispersal taken from previous work on the characteristics of multi-academy trusts;[5]
- school level characteristics data from the school census; and
- school level performance data from the school performance tables and Ofsted.

Note that not all of these breakdowns are included in the analysis presented here, however they were used to help identify a range of multi-academy trusts as part of the qualitative research.

---

[4] J. Andrews (2018), *'School performance in academy chains and local authorities – 2017'*, June 2018
[5] J. Andrews (2017), *'Quantitative analysis of the characteristics and performance of multi-academy trusts'*, November 2017.

Part 1: The leadership mix within schools

In this section we examine the mix of different levels of leadership across all schools and how this then varies across different types of school groups.

Across all state-funded schools

- In November 2016 there were just over 450,000 full-time equivalent teachers employed in state-funded primary schools, secondary schools, special schools, PRUs and alternative provision.
- Classroom teachers represented 62 per cent of this total teaching workforce across all state-funded schools, middle leaders accounted for just under a further quarter, with the final 15 per cent consisting of senior leaders including headteachers.
- Secondary schools have a greater proportion of teachers in middle leadership roles; 34 per cent of teachers in secondary schools are middle leaders, more than double the rate seen in primary schools. This is likely to reflect the range of middle leadership roles that are more prevalent in secondary schools such as heads of department and heads of year. Other schools (special, AP and PRU), follow a similar pattern to those seen in primary schools.
- Roles at senior leadership level and above account for just under 1 in 5 posts in primary schools and other schools, but around 1 in 9 posts in secondary schools. As there are fewer middle leadership roles the progression routes for primary may be less clear than at secondary. Furthermore, given the size of the average primary school, senior leadership roles often amount to one or two posts per school and opportunities to progress may be limited.

Figure 1: Mix of school workforce (FTE) by phase, November 2016
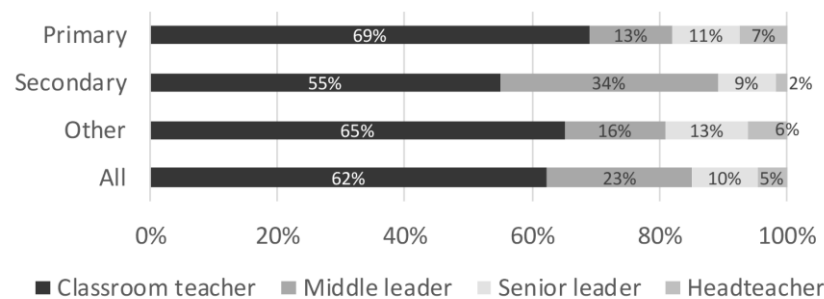
Across different governance arrangements

We now break down that analysis by the governance arrangements of school groups – local authority schools, and academies in different sized academy trusts (Figure 2-4).

- At both primary and secondary level we find very little difference in the proportion of teachers that are at different leadership levels between local authority schools and different types of academy trusts, though at secondary level system-leader trusts do appear to have a slightly higher proportion of classroom teachers.
- Based on the information collected in the School Workforce Census, there does not appear to be a systematic difference between large and small trusts or between trusts and local authority schools in terms of the proportion of teachers at different leadership levels. That

this analysis is based on the School Workforce Census is however a key caveat in this comparison. The census only captures those that are employed directly by state-funded schools and not those that are employed in any central teams. There is also greater variation amongst special schools, APs and PRUs.

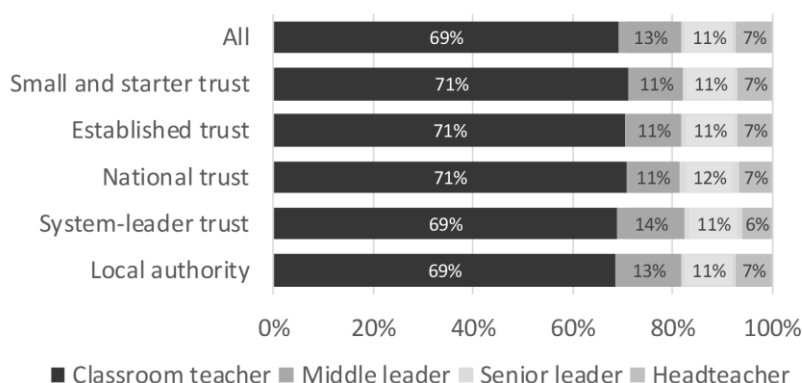**Figure 2: Mix of school workforce in primary schools by governance arrangements, November 2016**

	Classroom teacher	Middle leader	Senior leader	Headteacher
All	69%	13%	11%	7%
Small and starter trust	71%	11%	11%	7%
Established trust	71%	11%	11%	7%
National trust	71%	11%	12%	7%
System-leader trust	69%	14%	11%	6%
Local authority	69%	13%	11%	7%

Figure 3: Mix of school workforce in secondary schools by governance arrangements, November 2016

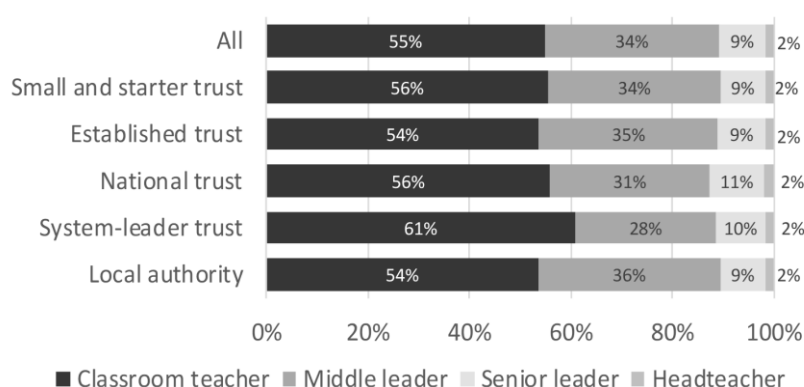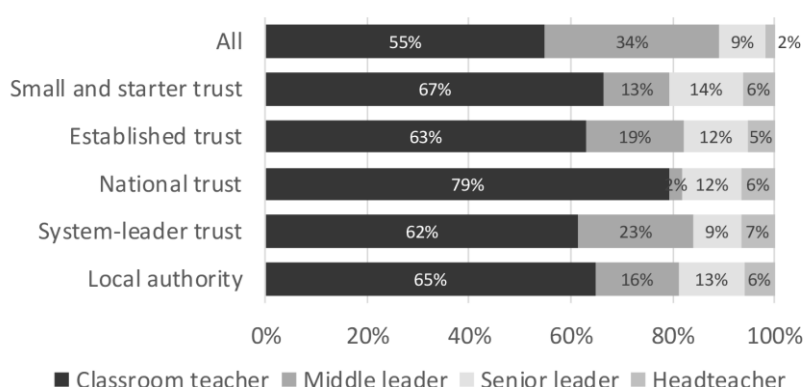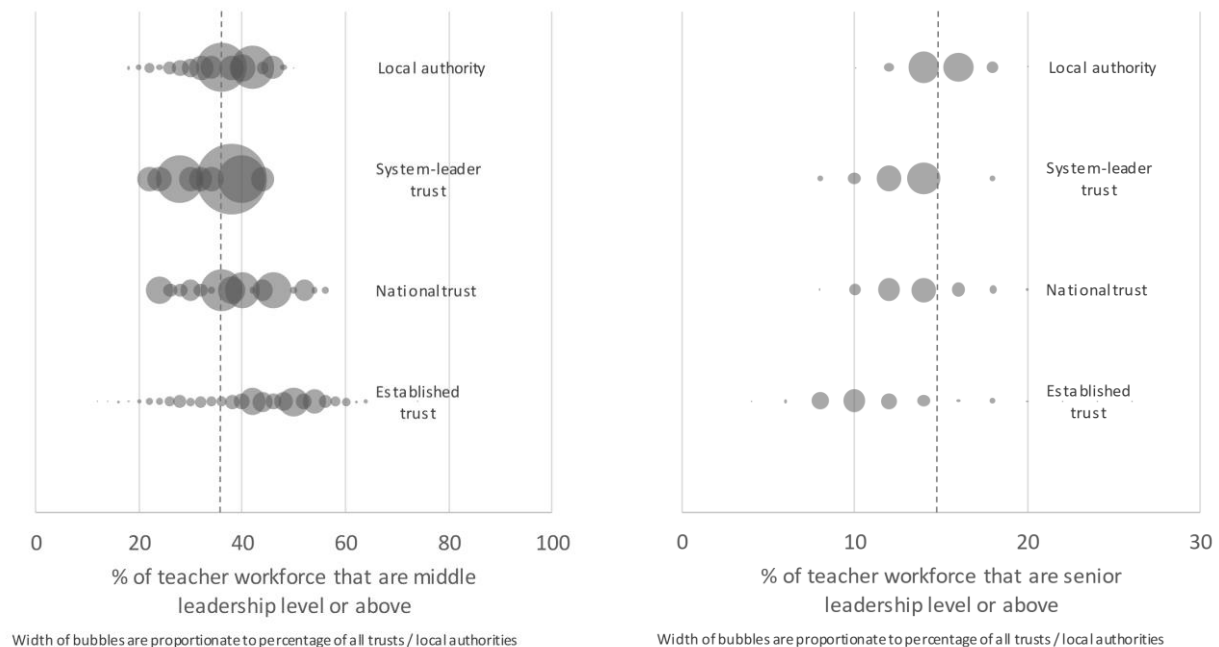|	Classroom teacher	Middle leader	Senior leader	Headteacher
All	55%	34%	9%	2%
Small and starter trust	56%	34%	9%	2%
Established trust	54%	35%	9%	2%
National trust	56%	31%	11%	2%
System-leader trust	61%	28%	10%	2%
Local authority	54%	36%	9%	2%

Figure 4: Mix of school workforce in special schools, AP and PRUs by governance arrangements, November 2016

	Classroom teacher	Middle leader	Senior leader	Headteacher
All	55%	34%	9%	2%
Small and starter trust	67%	13%	14%	6%
Established trust	63%	19%	12%	5%
National trust	79%	2%	12%	6%
System-leader trust	62%	23%	9%	7%
Local authority	65%	16%	13%	6%

The mix of leadership levels within a trust is related more to the individual trust than the type of trust. Figure 5 plots trusts based on the proportion of the workforce that are at middle leadership level or above. In some trusts, middle leaders make up less than a third of the teaching workforce,

but in some established and national trusts they can represent over half of all teachers. This analysis is then repeated for senior leaders.

Figure 5: Percentage of workforce that are middle leaders or above (left) and senior leaders or above (right) by type of trust, November 2016[6]

% of teacher workforce that are middle leadership level or above

Width of bubbles are proportionate to percentage of all trusts / local authorities

% of teacher workforce that are senior leadership level or above

Width of bubbles are proportionate to percentage of all trusts / local authorities

Some of the variation is explained by the mix of schools within each trust, for example:

- if you are a trust that is predominantly made up of secondary schools you would expect to see higher numbers of middle leaders
- local authorities have a disproportionately high number of primary schools and so we may expect a higher proportion of senior leaders.

But at the extremes, these are rates that are very different from what might be expected given national averages.

---

[6] Note that the smallest trusts are excluded from this analysis.

# Part 2: Deployment and development of classroom teachers

In this section we consider the journey of classroom teachers; from when they join state-funded primary and secondary schools, their progression to middle leadership roles, movements between different schools within the same academy trust or local authority, and the extent to which they are leaving the profession.

Entrants to the state-system

Around one-fifth of classroom teachers are 'new' to the state-funded school system in a given year, that is, they were not employed as a teacher in a state-funded school the previous year.

- Published statistics from the Department for Education show that newly qualified teachers make up over half (62 per cent) of new entrants with teachers returning to the state-funded system after time away accounting for around a third (32 per cent), with the rest comprising teachers joining from the independent sector.[7]
- Across all state-funded schools, 17 per cent of classroom teachers at primary level and 20 per cent of classroom teachers at secondary level were new entrant teachers in 2016.
- Local authority maintained schools were less likely than average to employ new entrant classroom teachers (16 per cent primary and 18 per cent secondary).
- System-leader trusts are disproportionately more likely to have new entrant classroom teachers, accounting for around a quarter of their classroom teachers.
- Other larger academy groups also have a disproportionate number of new entrant classroom teachers.

Figure 6: Percentage of classroom teachers that were new entrants, 2016
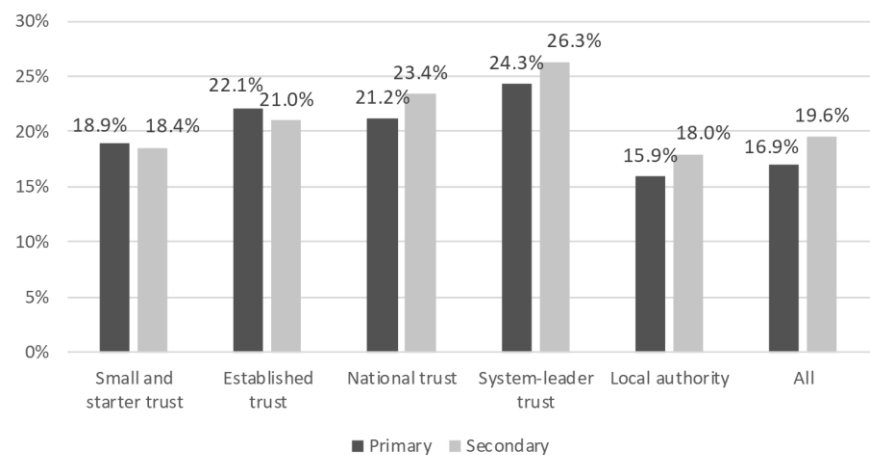
## Progression of classroom teachers to leadership roles

In a given year, around 1 in 10 classroom teachers make the move to middle leadership or above. In 2015, there were just over 280,000 full time-equivalent classroom teachers in state-funded schools in England. By 2016, 27,000 had moved up to middle leadership roles or above (the vast

---

[7] DfE (2018), *'School workforce in England – November 2017'*, June 2018

majority at middle leader level) on a permanent or temporary basis. At the same time, 13 per cent exited the state-funded system, this is discussed further below.

**Figure 7: Movement from classroom teacher to different leadership levels between 2015 and 2016**
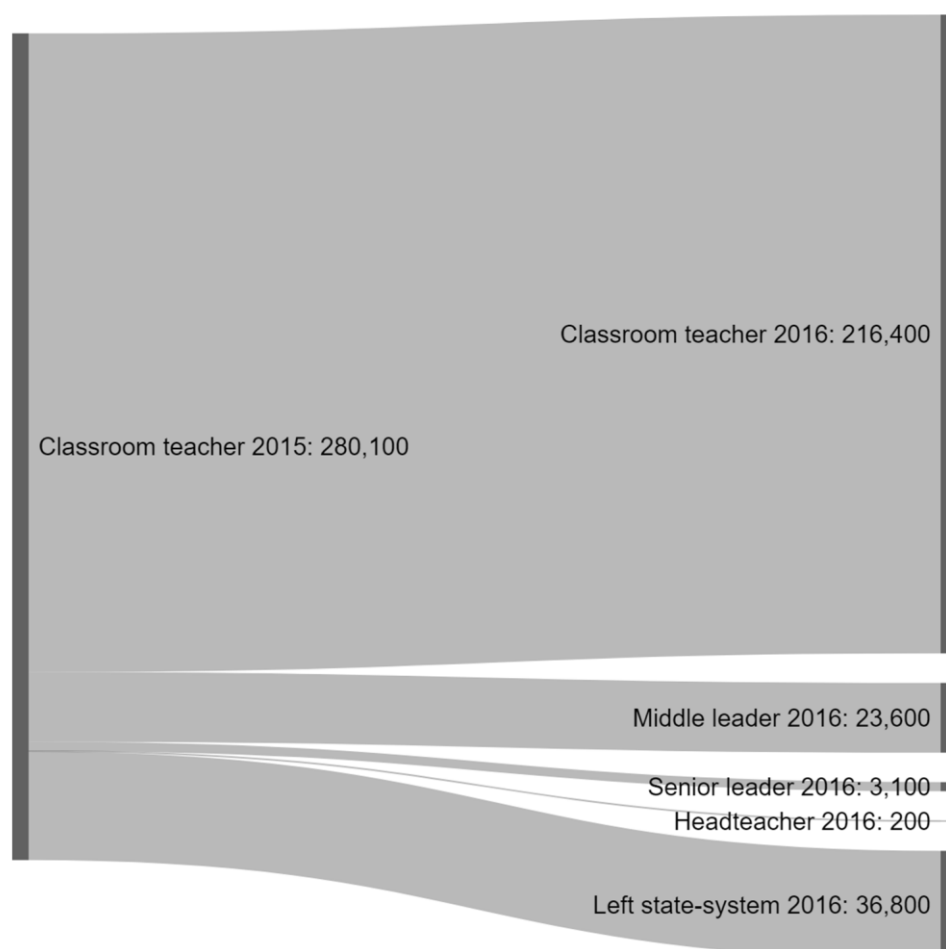
	Number	Classroom teacher	Middle leader	Senior leader	Headteacher	Left state-system
Classroom teacher	280,100	77%	8%	1%	0%	13%

Again, we see differences in the propensity to be promoted when considering different school groups. Figure 8 shows the relative likelihood of a classroom teacher being promoted between 2015 and 2016. Scores above 1 indicate that the likelihood of being promoted is higher than the national average.

- Classroom teachers in system-leader trusts are much more likely to be promoted than classroom teachers nationally at both primary and secondary level.
- In all academy groupings, the propensity to be promoted as a classroom teacher at primary level is higher than the national average.

Figure 8: Relative likelihood (odds ratio with national average) of a classroom teacher being promoted between 2015 and 2016
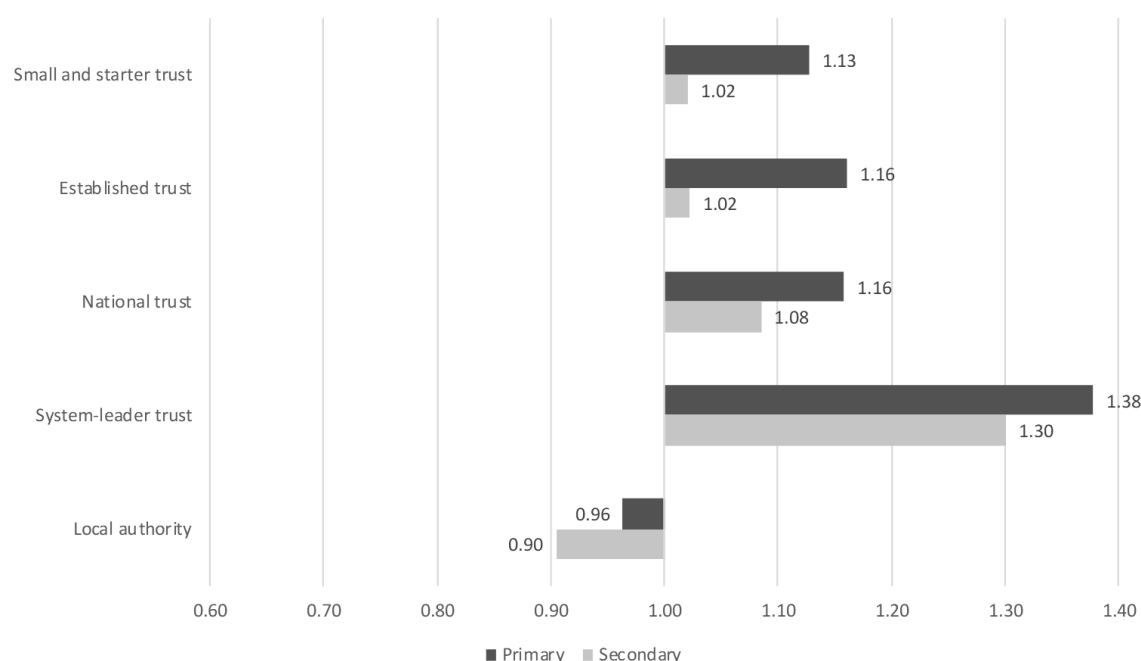

In some academy groups, the propensity of a classroom teacher to be promoted is particularly high. Figure 9 ranks all academy trusts and local authorities for which we have sufficient data by the proportion of classroom teachers promoted in any year.[8] It shows that there are many academy trusts, including one large system leader trust, where the proportion of teachers being promoted is above a fifth. In some instances, a third of classroom teachers are achieving promotion in any given year.

There could be several reasons for this pattern. It may be because of the characteristics of those schools that are within large academy trusts (for example, more likely to be historically poor performing schools with high levels of disadvantage) which tend to have a higher rate of turnover. It could be indicative of more rigorous workforce management in which posts are removed when they are no longer needed or where poorly performing teachers are managed out. Or the way in which trusts are operating is having a negative impact on teacher retention.

---

[8] For this analysis we combine all seven years worth of data together to boost the underlying numbers.

Figure 9: Variation in propensity to be promoted to a middle leadership role in different school groups
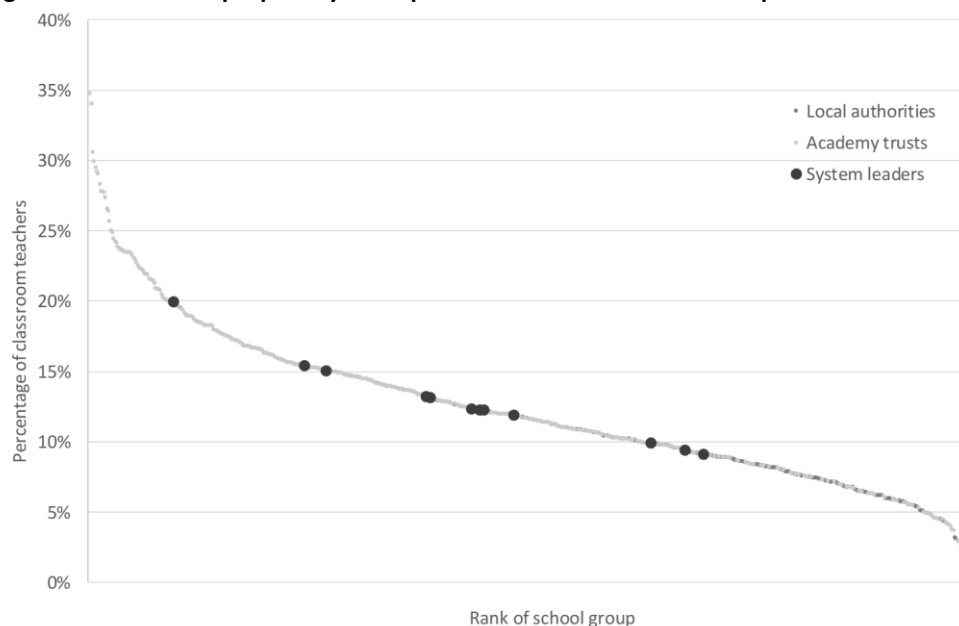

We also see differences in the point in their careers at which classroom teachers are progressing. Figure 10 shows the age of classroom teachers at the point of promotion to middle-leadership.

- Classroom teachers in large academy trusts are generally promoted at a younger age than in local authority schools and this is particularly the case at primary.
- In system-leader trusts the average age at promotion in both primary and secondary school is 34.0 years, in comparison to 35.7 years at primary and 34.7 years at secondary in local authority maintained schools.

Figure 10: Age at promotion to middle leadership role, 2015 to 2016[9]

---
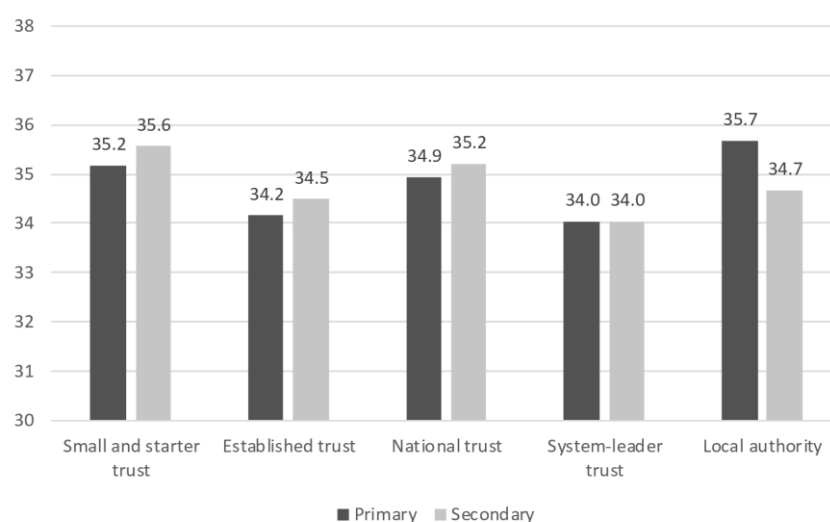
[9] Age taken as at November 2015 and assumed promotion at that point.

Movement of classroom teachers between schools

One potential benefit of being part of an academy trust is the potential to move teachers between different schools in the trust in a way that is not possible within the local authority maintained sector. Figure 11 shows the proportion of classroom teachers that moved to a different school between 2015 and 2016.

- At both primary and secondary level, 90 per cent of classroom teachers remained in the same school the following year, with 83 per cent doing so in special, AP and PRUs.
- The majority of moves are to schools outside of the original group – i.e. to a school in a different academy trust or a different local authority.

Figures 12 and 13 show how this varies by the different types of school group at both primary and secondary level.

- In general, larger academy trusts have a higher turnover of staff than smaller trusts and local authority maintained schools.
- There is no real sign that when they do leave they are going to another school within the trust; nine in ten school moves are outside of the group.
- One barrier to moving between schools within the same group is likely to be geography, particularly given the pattern of moves between primary schools within the same local authority area (which are relatively common). But if we compare academy trusts that are clustered (all schools within an hour of each other) with those with some isolation (those with at least one school that is an hour away from every other school) we do not find a large difference between the groups (91 per cent of moves being to different groups for clustered trusts versus 94 per cent in isolated trusts).

Figure 11: Destinations of classroom teachers who stayed within state-funded schools between 2015 and 2016
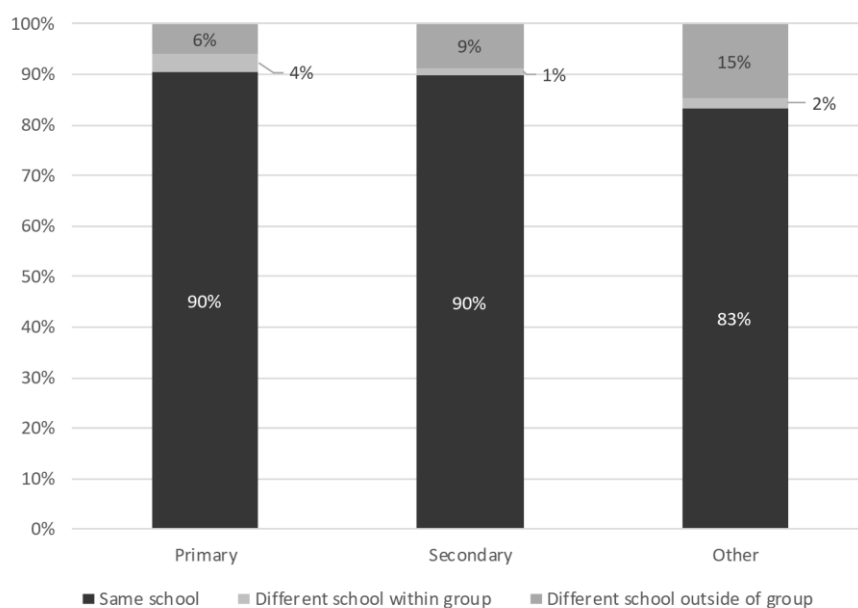

Legend: ■ Same school ■ Different school within group ■ Different school outside of group

Figure 12: Destinations of classroom teachers who stayed within state-funded schools between 2015 and 2016 by school governance – primary

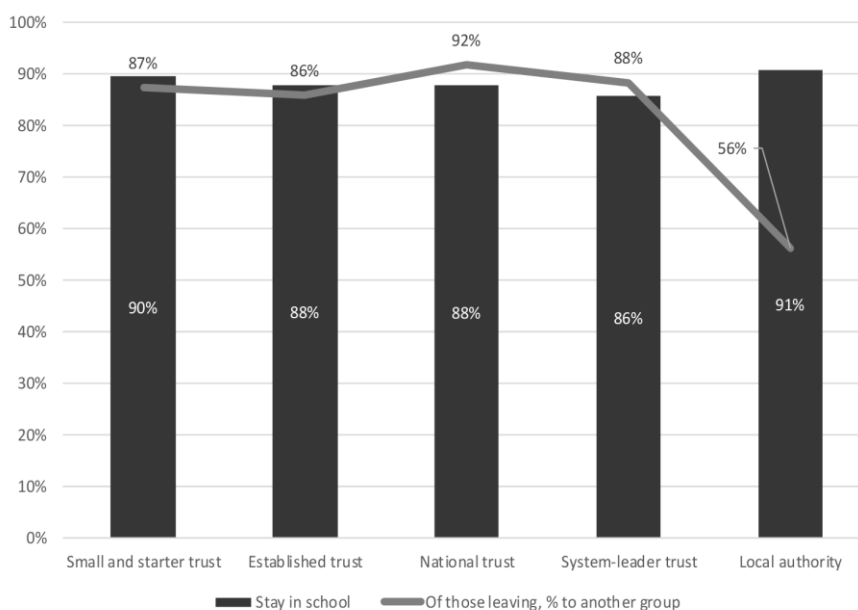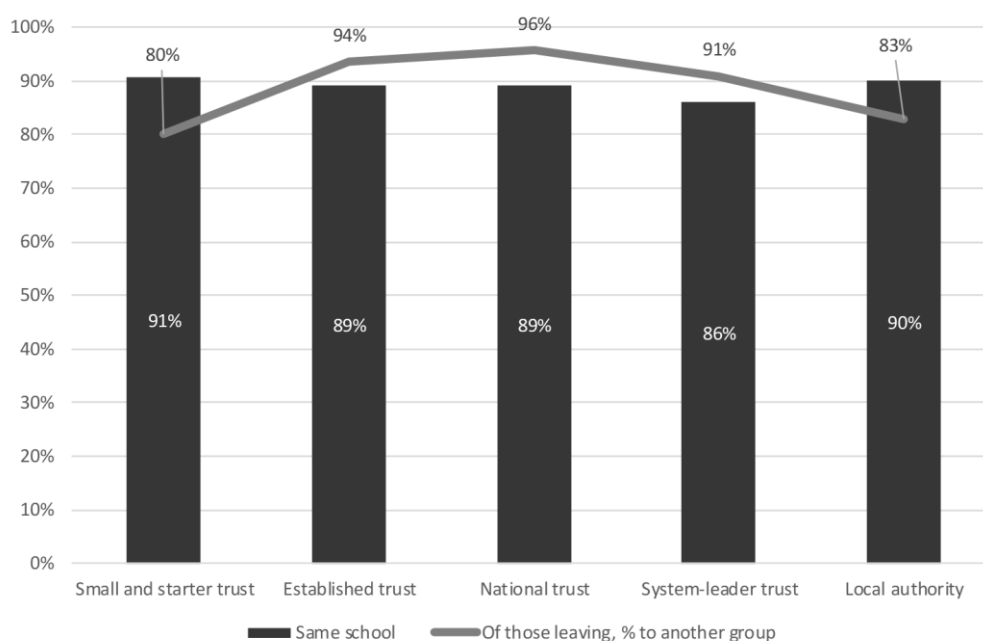Legend: ■ Stay in school ▬ Of those leaving, % to another group

Figure 13: Destinations of classroom teachers who stayed within state-funded schools between 2015 and 2016 by school governance – secondary

Classroom teachers moving out of the state-system

We now consider the 13 per cent of classroom teachers that exit the state-funded system in a given year. There are several reasons why a teacher may exit including:

- a move to the independent sector (from which they may return at a later point);
- a career break or secondment;
- retirement; or
- leaving the profession.

Figure 14 demonstrates the variation between the different school groups in terms of the proportion of classroom teachers that leave.

- At secondary level, 18.7 per cent of classroom teachers in system-leader trusts left between 2015 and 2016 (the highest group) compared with 14.6 per cent amongst local authority maintained secondary schools (the lowest group).
- The rates in national trusts were also well above those seen in local authority schools.
- At primary level, system-leader trusts also see large numbers of exits with 15.3 per cent of classroom teachers leaving compared with 11.2 per cent in small and starter trusts and 11.4 per cent in local authority schools.
- So, system leader trusts have a disproportionate number of new entrants to the system and a disproportionate number of exits. Figure 15 plots those rates at individual trust and local authority level. The entry and exit rates were above average in three-quarters of national trusts and all 13 system leader trusts.

Figure 14: The percentage of classroom teachers in 2015 who had left the state-funded sector by 2016
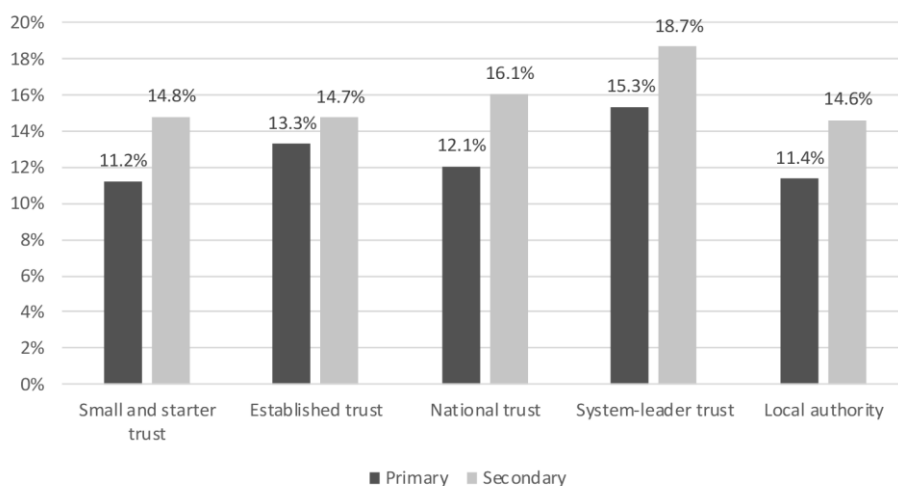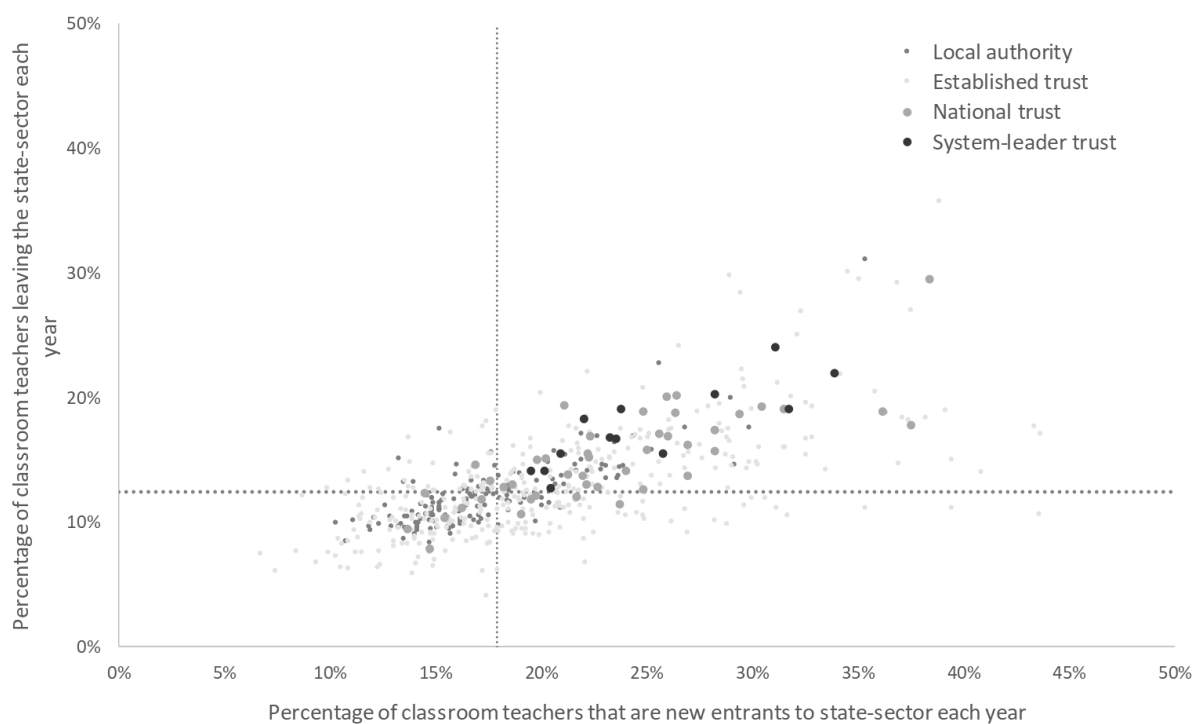

Legend: ■ Primary ■ Secondary

Figure 15: Entry and exit rates of classroom teachers between 2015 and 2016

Part 3: Deployment and development of middle leaders

Entrants to middle leadership roles and progression to senior leadership

Middle leaders account for a quarter of the teaching workforce. Of these, just under a quarter are new to a middle leadership role in a given year. As shown in the previous section, there is variation between different school groups in terms of when in a teacher's career they achieve promotion to these roles, with those in system-leader trusts generally achieving it at a younger age. This is then reflected in the characteristics of the middle leaders in different groups of schools.

Figure 16 shows the average age of middle leaders across different groups of schools at primary and secondary level. In both primary and secondary schools, middle leaders in system-leader trusts are on average younger by three years than those in local authority schools. More broadly, middle leaders in academies tend to be younger than those in local authority schools.

Figure 16: Mean age of middle leadership workforce by school grouping, 2016
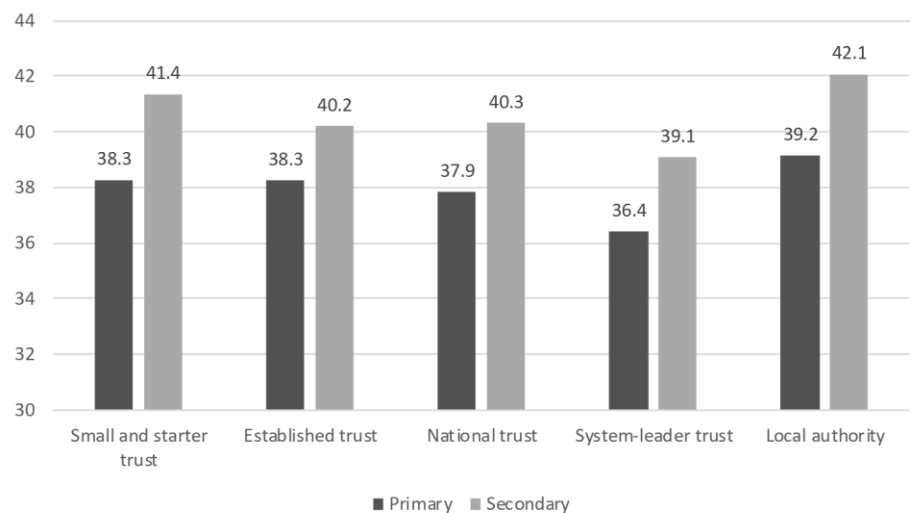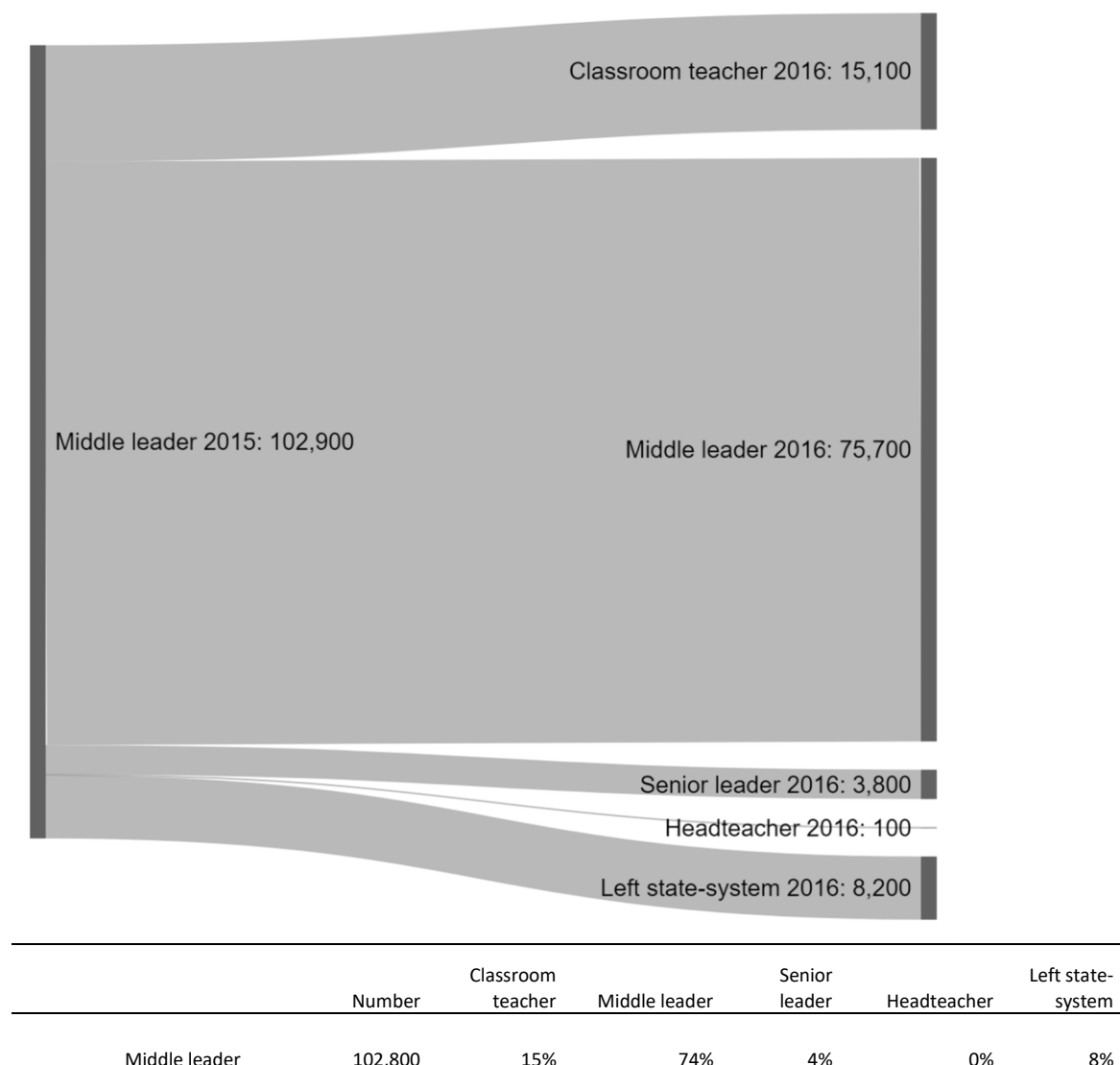

Figure 17 shows that, as with classroom teachers, around three-quarters of middle leaders in one year will still be at that level in the next. However, the propensity to progress is lower reflecting the relative availability of those positions. Figure 17 shows that in fact, middle leaders are much more likely to move down than they are to move up (15 per cent returning to be classroom teachers versus 4 per cent moving to senior leadership). This is partly explained by the number of middle leaders that are appointed on temporary contracts (i.e. are temporarily promoted). One quarter of promotions to middle leadership in primary schools and one fifth of promotions to middle leadership in secondary schools are on a temporary basis.[10]

---

[10]DfE (2018) *'School leadership in England 2010 to 2016: characteristics and trends',* April 2018

Figure 17: Movement from classroom teacher to different leadership levels between 2015 and 2016

Classroom teacher 2016: 15,100

Middle leader 2015: 102,900

Middle leader 2016: 75,700

Senior leader 2016: 3,800

Headteacher 2016: 100

Left state-system 2016: 8,200

	Number	Classroom teacher	Middle leader	Senior leader	Headteacher	Left state-system
Middle leader	102,800	15%	74%	4%	0%	8%

As with classroom teachers, the propensity of middle leaders to be promoted varies by school group. Figure 18 shows the relative likelihood of a middle leader being promoted to a senior leadership role in a given year.

- The propensity to be promoted is far higher in system-leader trusts, and also in this instance in national trusts, than the national average.
- However, the picture is quite different for smaller academy trusts. At primary level the propensity to move into senior leadership roles is higher than the average, but the propensity in secondary schools is lower.
- Middle leaders that are promoted into senior leadership roles in system leader trusts are on average younger than in other school groups. At both primary and secondary level, the average age on promotion was just over 35 years, this is about 2.5 years younger than in local authority maintained schools.

Figure 18: Relative likelihood (odds ratio with national average) of a middle leader being promoted between 2015 and 2016
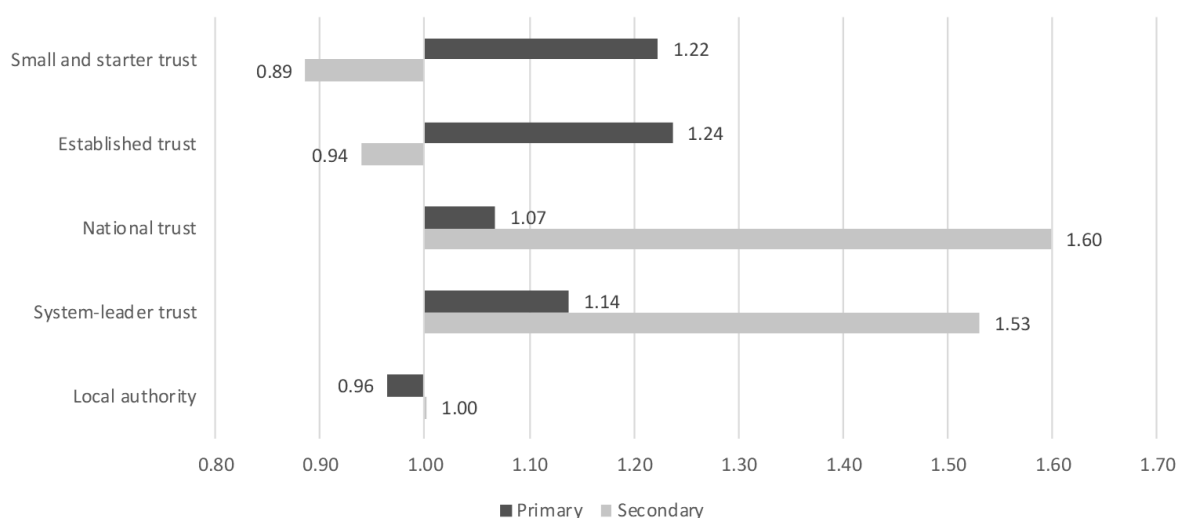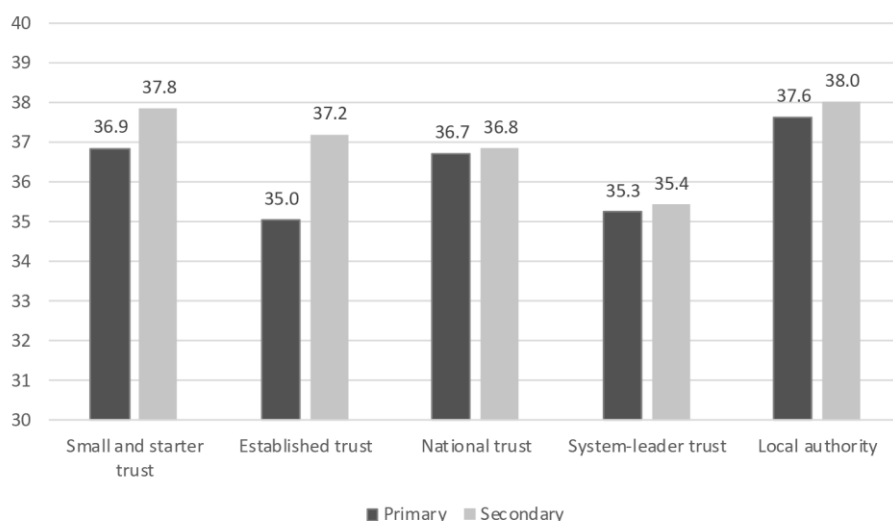

Figure 19: Age at promotion to senior leadership role, 2015 to 2016

Movement of middle leaders between and out of schools

Middle leaders were slightly more likely than classroom teachers to be in the same school one year later. Across all schools, 92 per cent of middle leaders in primary and 93 per cent of middle leaders in secondary remained in the same school the following year (Figure 20). As with classroom teachers, the vast majority of those middle leaders who moved schools did so to another school group.

Each year, 8 per cent of middle leaders leave the state-funded school system. As with classroom teachers, the exit rate is generally higher in system-leader trusts than it is in other schools. 10.6 per cent of secondary middle leaders in system-leader trusts left in comparison to 7.4 per cent of those in local authority maintained schools.

Figure 20: Destinations of middle leaders who stayed within state-funded schools between 2015 and 2016
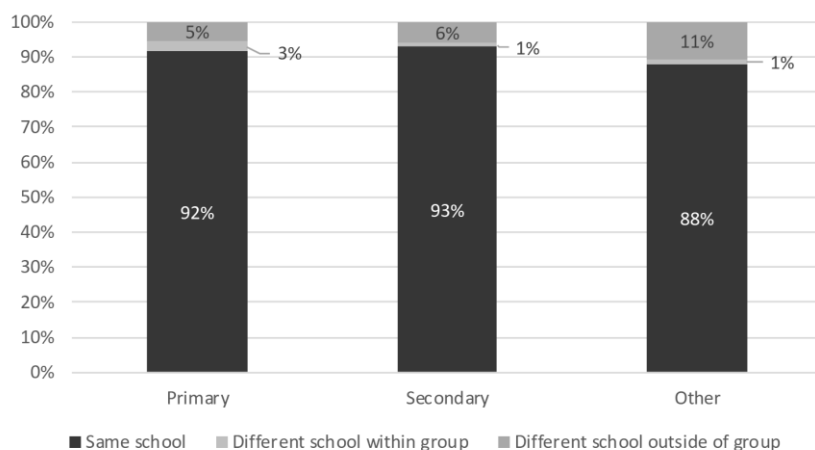

Legend: ■ Same school ■ Different school within group ■ Different school outside of group

Figure 21: Destinations of middle leaders who stayed within state-funded schools between 2015 and 2016 by school governance – primary

Legend: ■ Stay in school ━ Of those leaving, % to another group

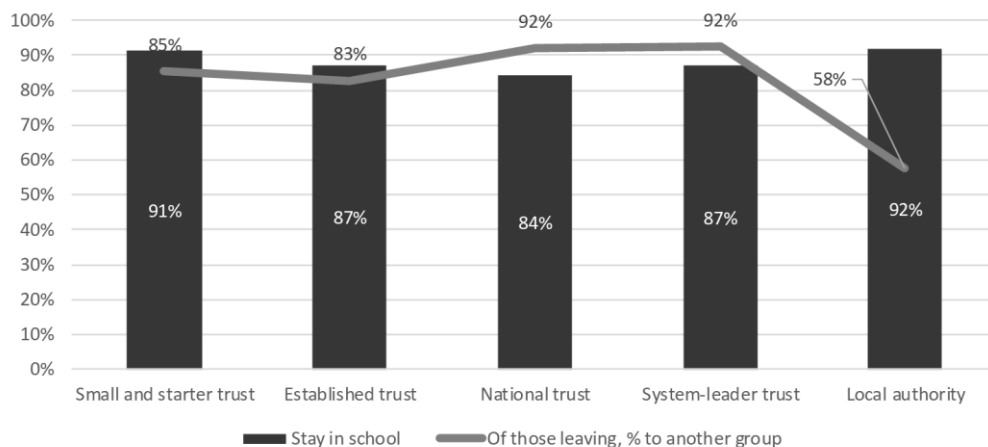**Figure 22: Destinations of middle leaders who stayed within state-funded schools between 2015 and 2016 by school governance – secondary**

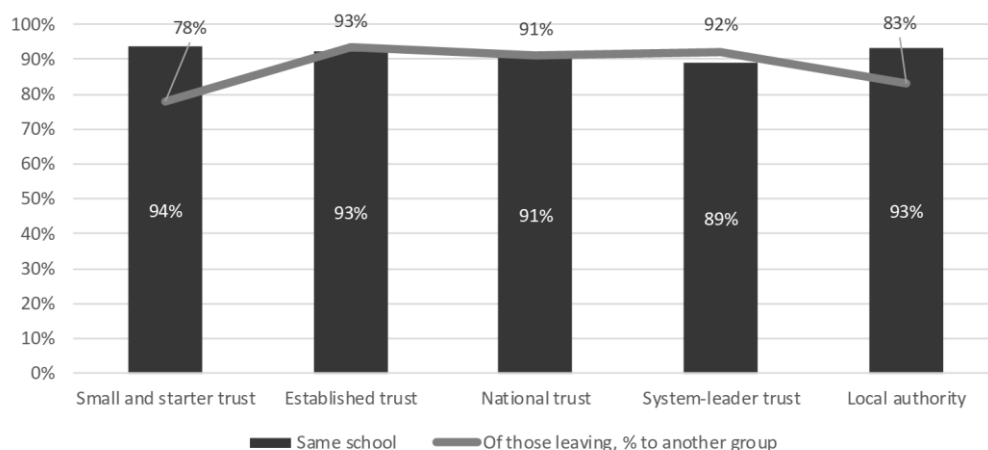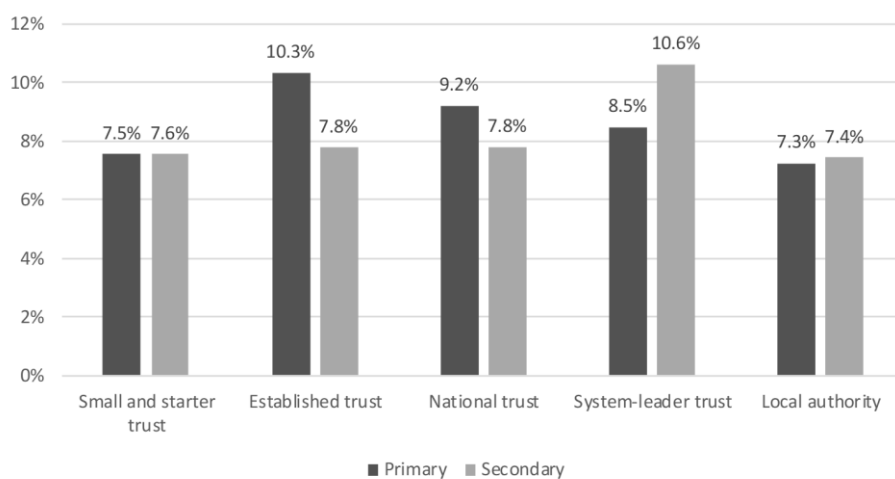Legend: ■ Same school ━ Of those leaving, % to another group

Figure 23: The percentage of middle leaders in 2015 who had left the state-funded sector by 2016

	Small and starter trust	Established trust	National trust	System-leader trust	Local authority
Primary	7.5%	10.3%	9.2%	8.5%	7.3%
Secondary	7.6%	7.8%	7.8%	10.6%	7.4%

■ Primary ■ Secondary

Part 4: Deployment and development of senior leaders and headteachers

Entrants to senior leadership roles and progression to headteacher

Senior leaders and headteachers account for 18 per cent of the teaching workforce in primary schools and 11 per cent of the teaching workforce in secondary schools.

As with different levels of leadership, there is variation between different school groups in terms of when in a teacher's career they achieve promotion to these more senior roles, with those in system-leader trusts generally achieving it at a younger age. Figure 24 shows the average age of senior leaders across different groups of schools at primary and secondary level and Figure 25 repeats this analysis for headteachers,

- In primary schools, senior leaders in system-leader trusts are on average younger by three years than those in local authority schools. In secondary schools the difference increases to four years. More broadly, senior leaders in academies tend to be younger than those in local authority schools.
- Headteachers in primary and secondary schools in system leader trusts are on average four years younger than their counterparts in local authority schools.

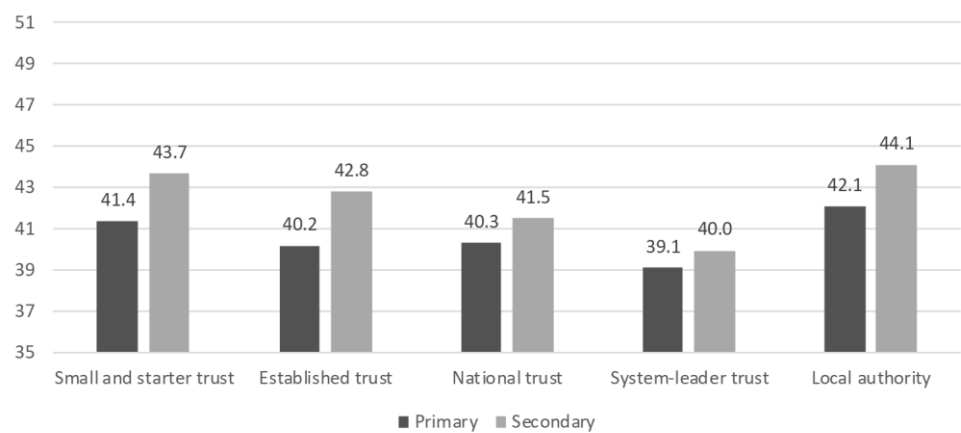**Figure 24: Mean age of senior leadership workforce by school grouping, 2016**

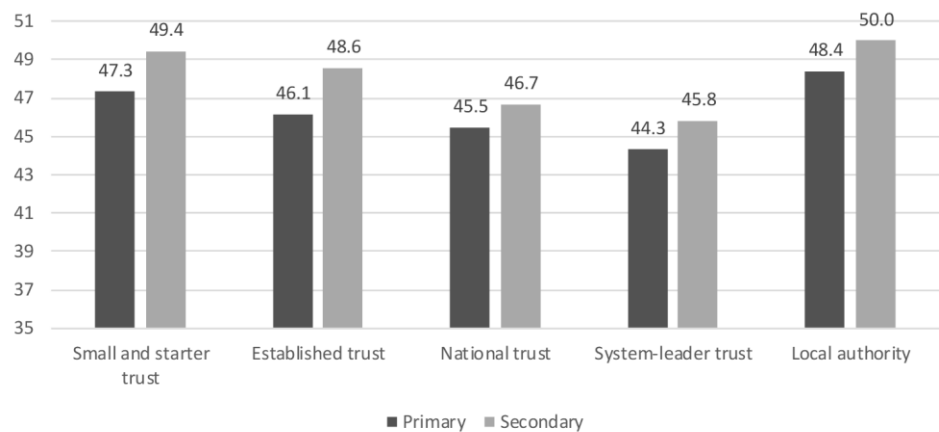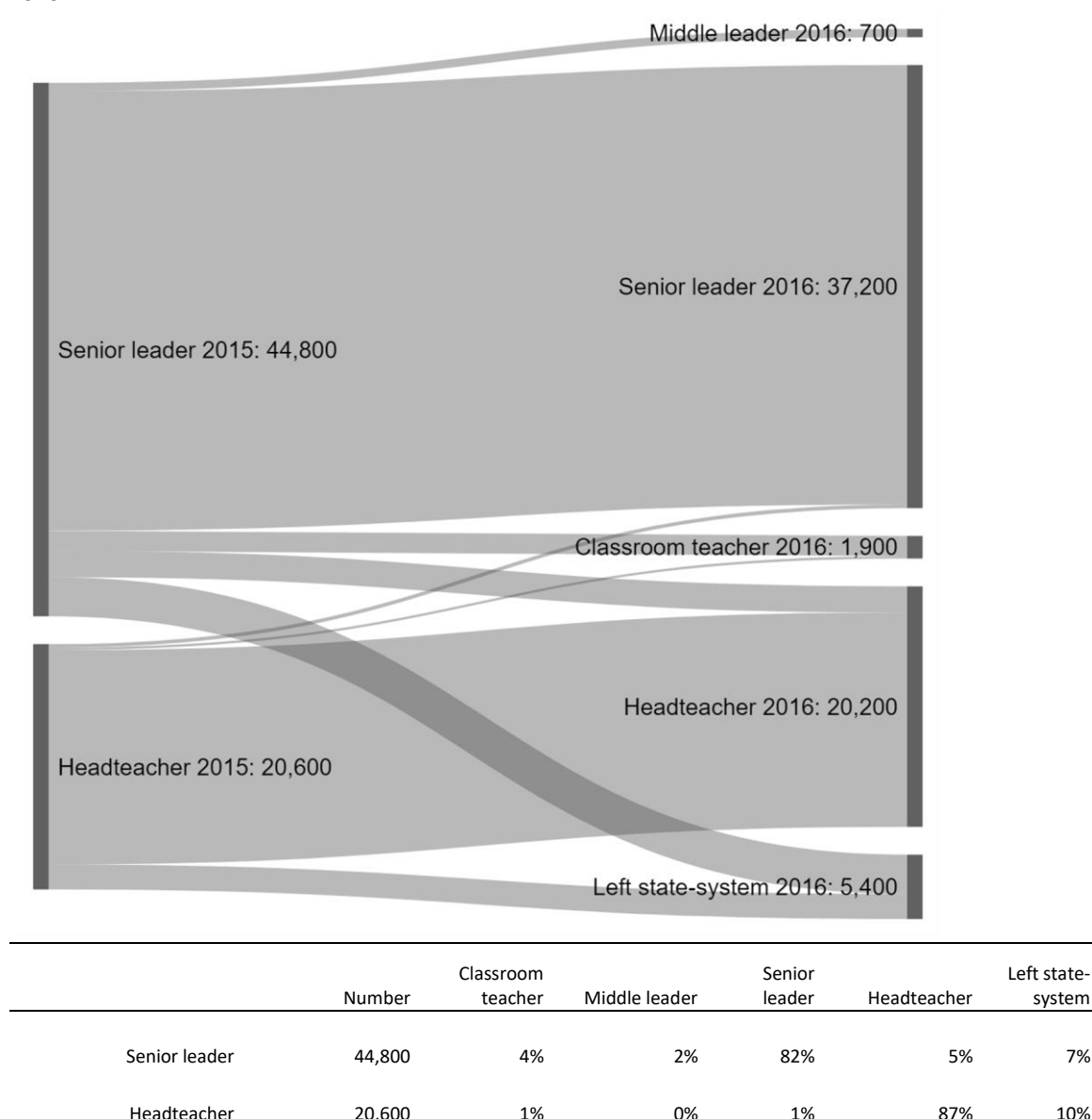**Figure 25: Mean age of headteacher workforce by school grouping, 2016**

Figure 26 shows that senior leaders are more likely to be at the same level the next year than middle leaders are.

- Overall, just over four-fifths (82 per cent) of senior leaders are still senior leaders the following year (cf. 74 per cent of middle leaders).
- Only 1 in 20 progress to a headteacher role in a given year while a similar proportion move down to middle leader and classroom teacher roles (again this is likely to reflect temporary contracts at the higher leadership level).
- Nearly 9 in 10 headteachers continue in similar roles from one year to the next. The vast majority of the rest leave the state-school system.
- As well as headteachers leaving teaching or retiring this is likely to include those moving to more senior positions within local authorities and academy trusts that are not recorded in the school workforce census.

Figure 26: Movement from senior and headteacher roles to different leadership levels between 2015 and 2016

	Number	Classroom teacher	Middle leader	Senior leader	Headteacher	Left state-system
Senior leader	44,800	4%	2%	82%	5%	7%
Headteacher	20,600	1%	0%	1%	87%	10%

As with other levels of leadership, the propensity of senior leaders to be promoted varies by school group. Figure 27 shows the relative likelihood of a senior leader being promoted to a headteacher role in a given year.

- In secondary schools, the propensity to be promoted is far higher in system-leader trusts and established trusts than it is in other trusts and in local authorities.
- Amongst primary schools, promotions are uniformly more likely in academies than they are in local authority schools.
- Senior leaders that are promoted into headteacher roles in system leader trusts are on average younger than in other school groups. At secondary level, the average age on promotion to headteacher is 42.5 years in comparison with 45.7 years in local authority secondary schools.

Figure 27: Relative likelihood (odds ratio with national average) of a senior leader being promoted between 2015 and 2016
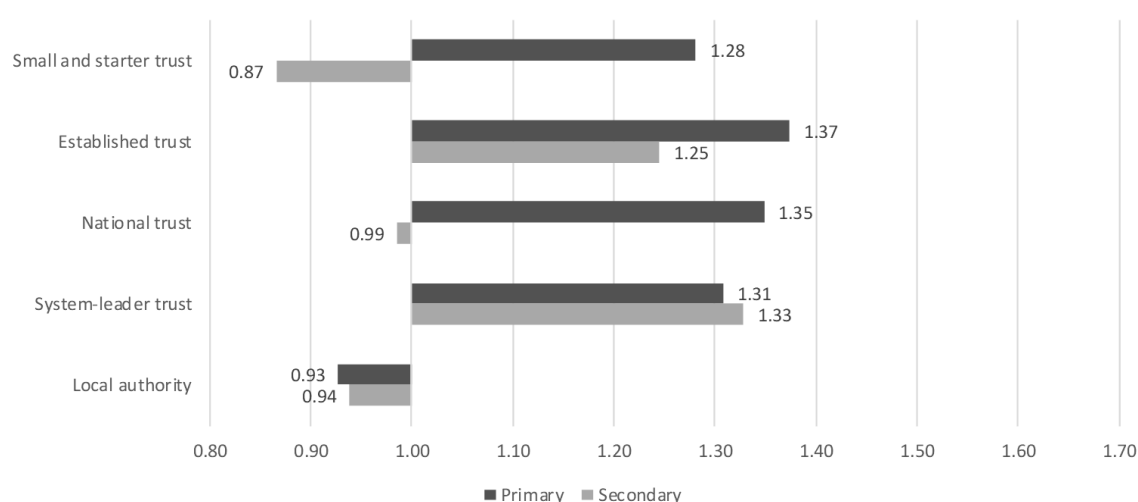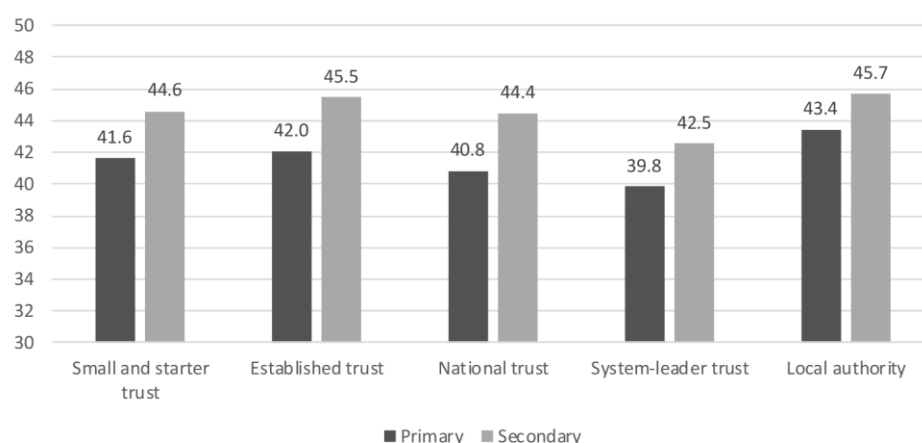

Figure 28: Age at promotion to headteacher role, 2015 to 2016

Movement of senior leaders and headteachers between and out of schools

Senior leaders have similar propensities to move between schools, or stay in the same school, as middle leaders. Across all schools, 92 per cent of senior leaders in primary and 93 per cent of senior leaders in secondary remained in the same school the following year (Figure 29). As with classroom

teachers and middle leaders, the vast majority of those senior leaders who moved schools did so to another school group.

Figure 29: Destinations of senior leaders who stayed within state-funded schools between 2015 and 2016

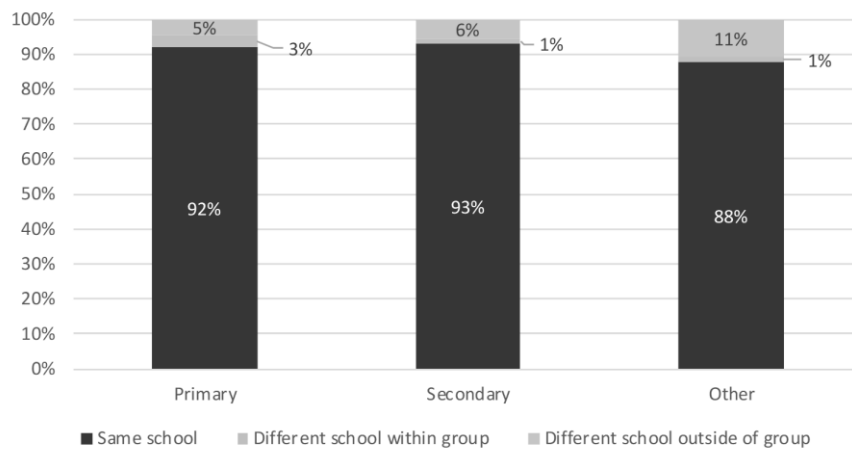Legend: ■ Same school ■ Different school within group ■ Different school outside of group

Figure 30: Destinations of senior leaders who stayed within state-funded schools between 2015 and 2016 by school governance – primary

Legend: ■ Stay in school ── Of those leaving, % to another group
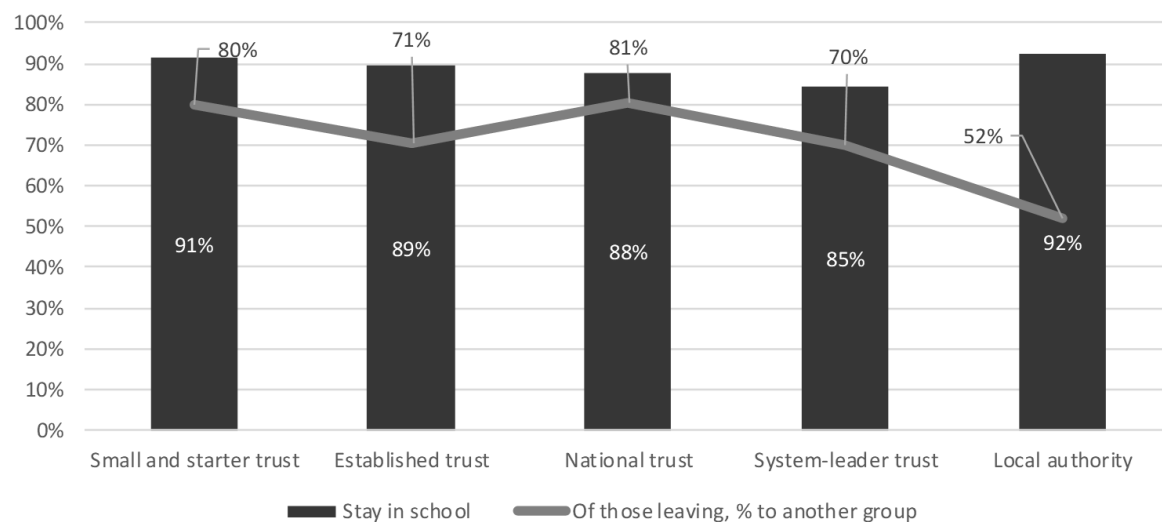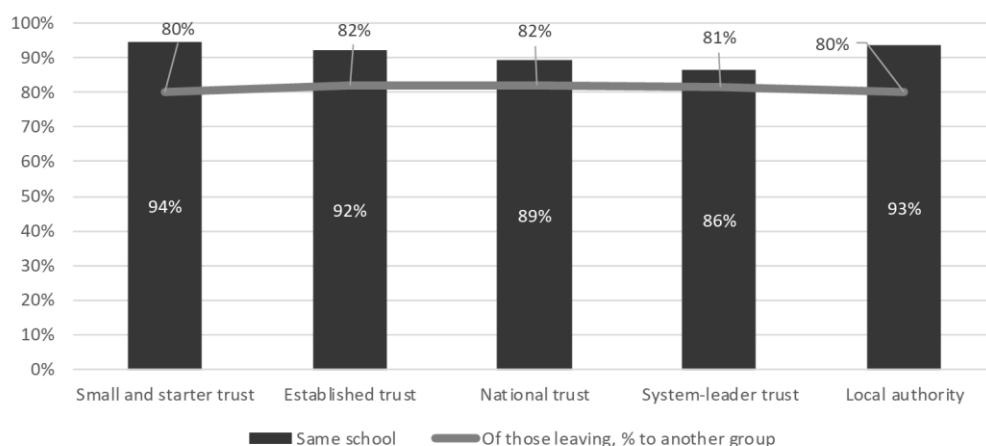
Figure 31: Destinations of senior leaders who stayed within state-funded schools between 2015 and 2016 by school governance – secondary

Each year, 7 per cent of senior leaders leave the state-funded school system. As with classroom teachers, the exit rate is generally higher in system-leader trusts than it is in other schools. 13.1 per cent of secondary senior leaders in system-leader trusts left in comparison to 8.2 per cent of those in local authority maintained schools.

Figure 32: The percentage of senior leaders in 2015 who had left the state-funded sector by 2016
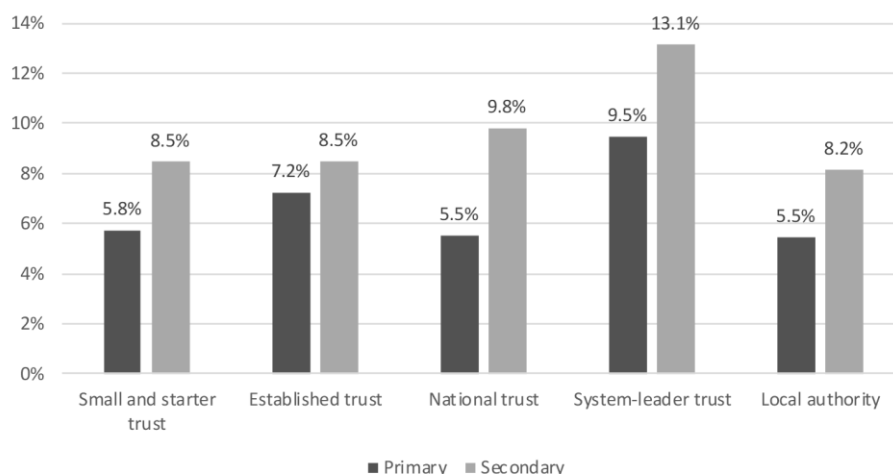
Headteachers are, on average, less likely to be within the same school the following year than senior leaders and this propensity falls further in larger trusts. Amongst secondary schools, just under 1 in 3 headteachers in system leader trusts are not in the same post the following year. One in five headteachers in secondary schools in system leader trusts are not recorded as being in the state-funded system the following year. However, this does not mean they have necessarily 'left'. For example, they may have taken a more senior role within the academy trust that is not collected via the school workforce census.

Figure 33: Destinations of headteachers between 2015 and 2016 by school governance – primary
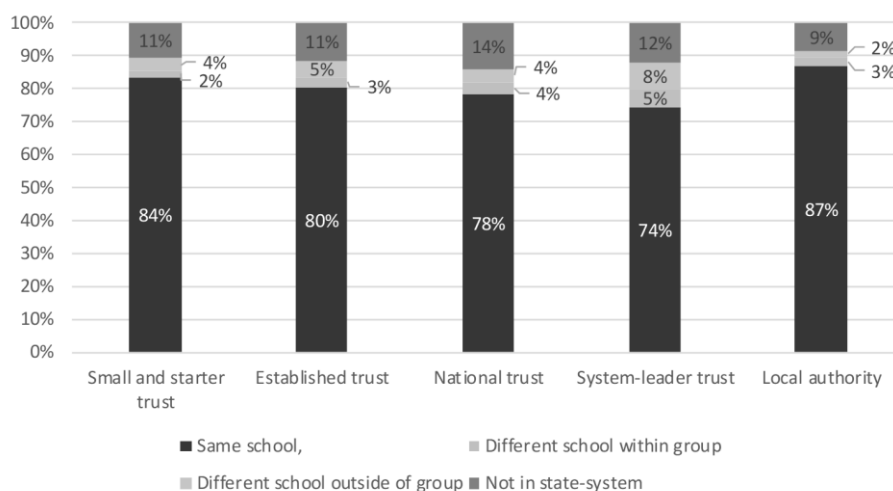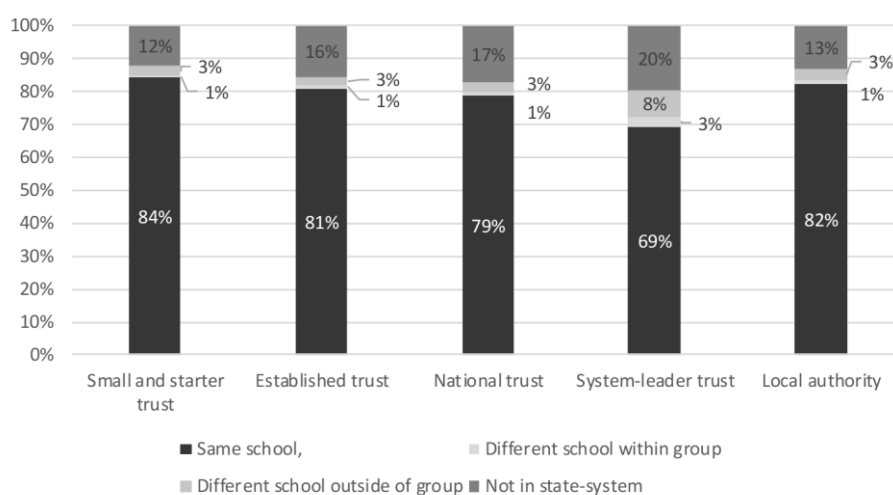

Legend: Same school, | Different school within group | Different school outside of group | Not in state-system

Figure 34: Destinations of headteachers between 2015 and 2016 by school governance – secondary

Legend: Same school, | Different school within group | Different school outside of group | Not in state-system

Part 5: The effect of school and trust characteristics

The analysis above shows that there are differences in the experiences of teachers between different types of academy groups. Large system leader trusts have more new entrants to the system than other school types and they generally see classroom teachers achieve promotion to middle leadership roles at a younger age, but their teachers are more likely to leave the state-funded system.

However, that analysis does not allow for the fact that academies in large trusts are often quite different from those in small trusts in terms of the characteristics of pupils that attend them and the historic levels of performance of schools that join them.

In this section we examine how some of these characteristics affect the results shown previously. The effects are largely illustrated by propensity to exit the state-funded school system to illustrate any systematic differences between school types.

Levels of disadvantage

Larger trusts tend to have levels of disadvantage that are well above those seen in smaller trusts. This stems from how the academies programme expanded. The earliest converter academies were all high performing schools, rated outstanding by Ofsted. They were allowed to convert as standalone academies or joining in together with a small number of other schools in a trust. This is particularly true of secondary schools. Schools rated highly by Ofsted tend to – on average at least – have lower levels of disadvantage.

Schools rated as inadequate or requires improvement tend to go down the sponsored academy route which means that the school is normally joining a large trust. Schools rated as inadequate or requires improvement, tend to have higher levels of disadvantage than average.

That pattern then plays out in the distribution of disadvantage within each of the school groups. Figures 35 and 36 show for primary and secondary schools respectively, the proportion of teachers that are in schools with low, medium, and high levels of disadvantage within each group type.

- Amongst local authority primary schools, 55 per cent of teachers are in schools where the percentage of pupils that are eligible for free school meals is below 12.5 per cent.
- In system leader trusts, just 14 per cent of primary teachers are in schools where the FSM rate is below 12.5 per cent.
- Conversely, 15 per cent of local authority primary school teachers are in schools with FSM rates above 25 per cent. In system leader trusts it is 42 per cent.
- The differences between small and large trusts are even more stark in secondary. Just 7 per cent of teachers in small and starter trusts are in schools with high levels of free school meal eligibility. In system leader trusts it is 34 per cent.

Figure 35: Percentage of FTE teachers in primary schools by percentage of pupils eligible for free school meals and school group
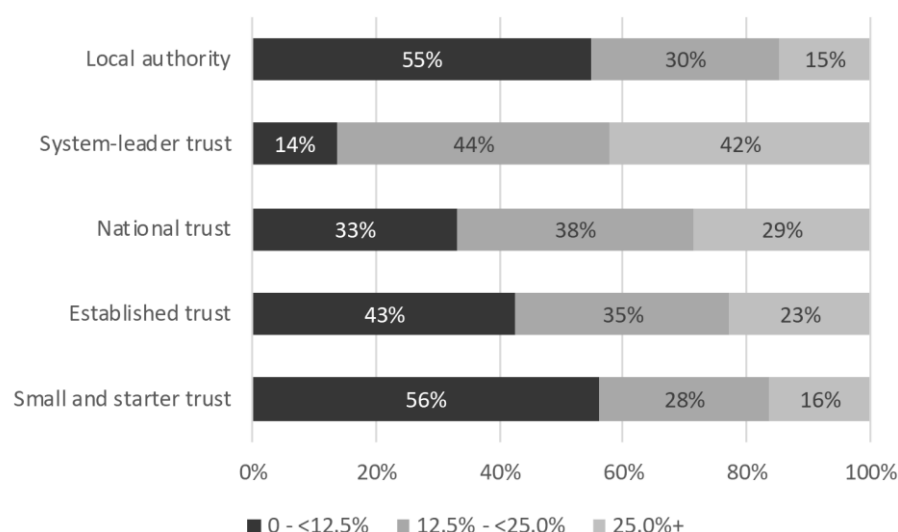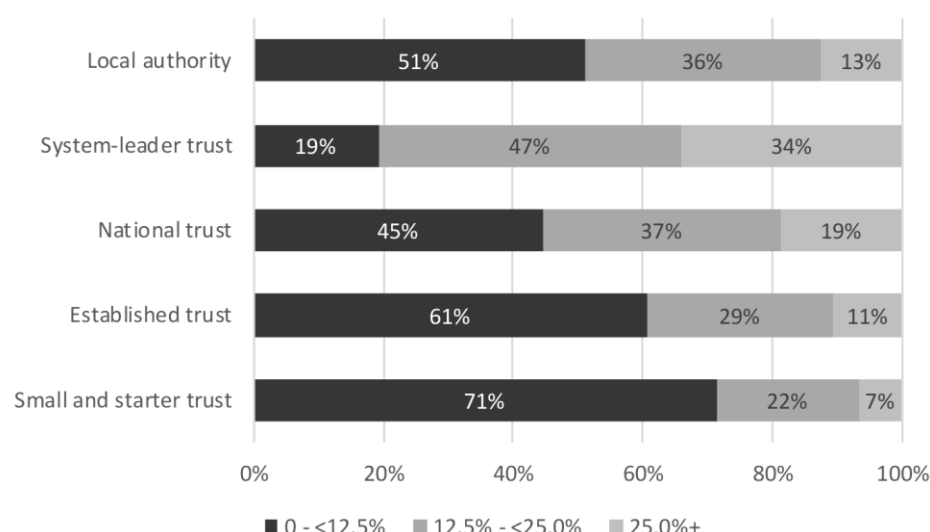

Figure 36: Percentage of FTE teachers in secondary schools by percentage of pupils eligible for free school meals and school group

These differences are important as the propensity of teachers to move schools, or leave the state-funded system, is higher in schools with high levels of disadvantage than it is elsewhere regardless of school type. Figures 37 and 38 show the propensity of teachers to leave the sector in a given year by school group type and levels of disadvantage.

- In nearly all cases, the propensity to leave the state system increases as level of disadvantage increases. For example, in primary schools in established trusts, 12 per cent of teachers in schools with low levels of disadvantage left the system, in schools with medium levels of disadvantage it was 14 per cent and in schools with high levels of disadvantage it was 15 per cent.

- This explains some of the difference between system leader trusts and other groups. However, it is still the case that in the most disadvantaged schools, where a significant

proportion of their teachers are found, the rate of exits from system leader trusts is higher than in other schools at both primary and secondary level.

Figure 37: Propensity to leave state-funded sector by level of disadvantage in school and school group type - primary
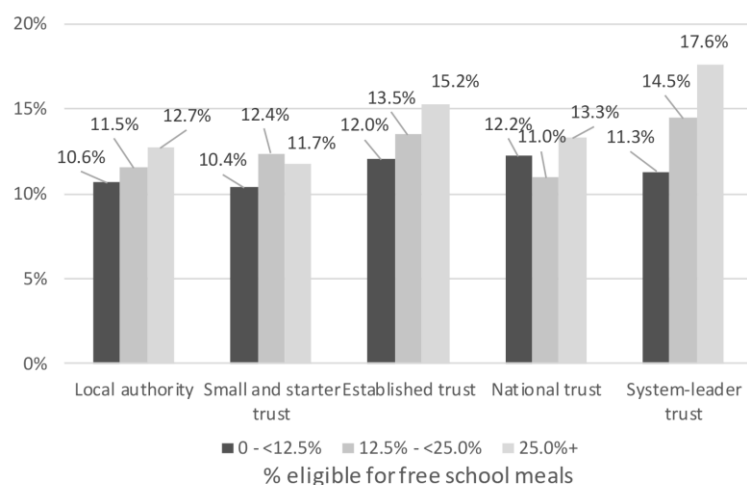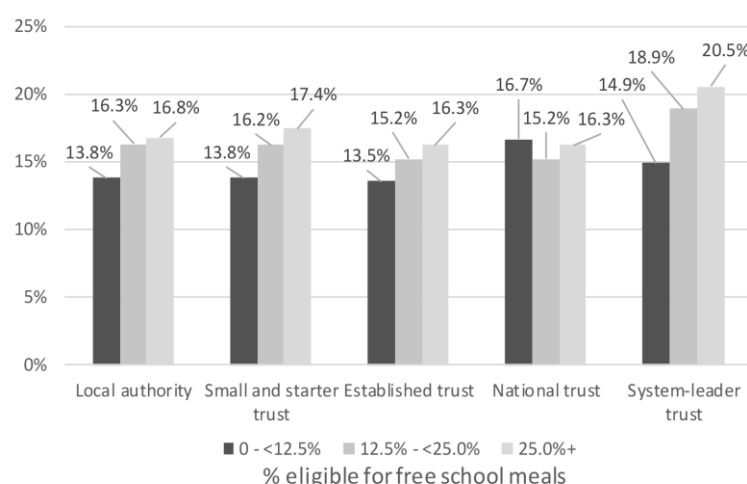

Figure 38: Propensity to leave state-funded sector by level of disadvantage in school and school group type – secondary

School performance

As set out above, historically, the academy 'route' that schools went down was usually determined by the performance of that school in terms of Ofsted outcomes. System leader trusts had a disproportionate number of schools that had previously been rated as inadequate or requires improvement. In Figures 39 and 40 we group schools by their latest inspection outcome. For schools that have recently become academies this may be the outcome achieved by the predecessor school.

- Perhaps unsurprisingly, the propensity for a teacher to leave a school increases as performance moves from outstanding through to inadequate.
- There also remains a relationship between school group and propensity to exit.
- Amongst secondary schools, the propensity for a teacher to leave the state-funded sector ranges from 13.4 per cent in schools rated outstanding in small trusts, to 26.4 per cent to schools rated as inadequate in system-leader trusts.

31

Figure 39: Propensity to leave state-funded sector by Ofsted outcomes of school and school group type – primary
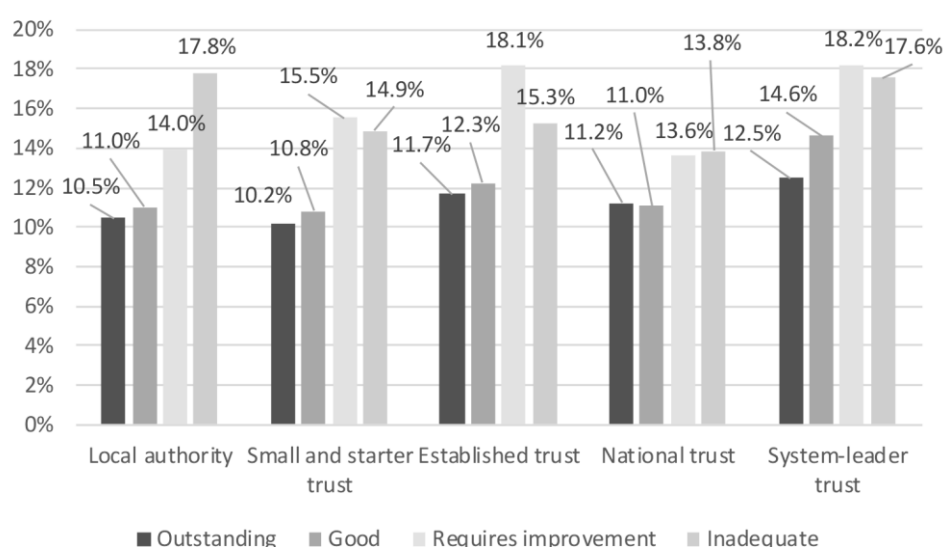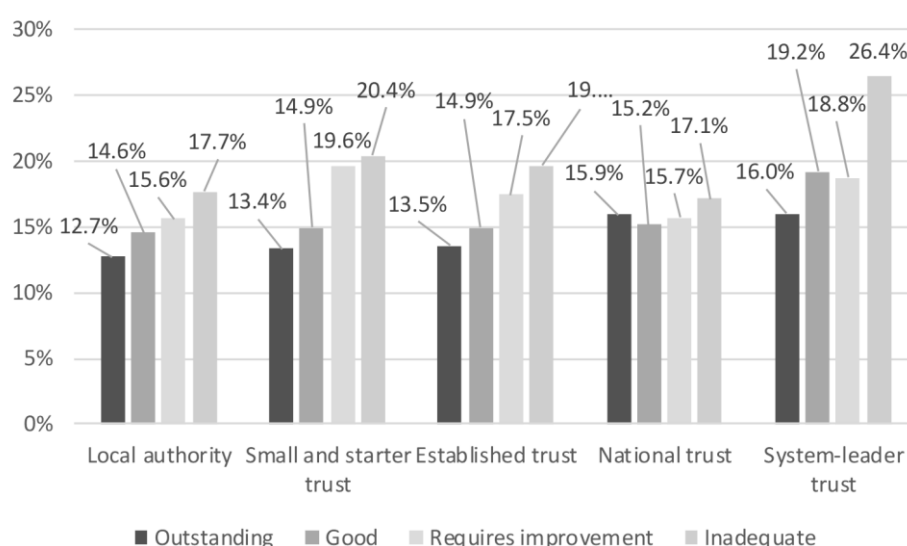

Figure 40: Propensity to leave state-funded sector by Ofsted outcomes of school and school group type - secondary

Length of time with trust

One further consideration is the length of time that a school has been associated with a particular trust. Given the role of system-leader trusts in taking on schools that have been rated as inadequate, the school is likely to enter a transitional period for a number of years while it looks to improve. In many cases this is likely to involve a change a of leadership and some turbulence in the teaching workforce while new arrangements are established.

In this analysis we look at patterns of teachers moving schools at classroom teacher level and at senior leader level by length of time schools have been with their trust.[11] Because of the relatively

---

[11] Another approach is to follow the path of a set of trusts over a number of years.

small number of trusts and the number of breakdowns we are doing it has been necessary to group trusts together into:

- smaller trusts – small and starter trusts and established trusts; and
- larger trusts – national and system leader trusts.

Figure 41 suggests that:

- the propensity for classroom teachers in larger trusts to move schools decreases the longer a school has been with a trust and this relationship is particularly clear at primary level;
- in primary academies, 18 per cent of classroom teachers move schools during the first year of a school being with the trust;[12] and
- in schools in the trust for longer than four years the rate of movement was halved and at a similar level to smaller trusts.

Figure 43 shows the propensity of senior leaders to move school by year of membership of a trust:

- there is greater turbulence in senior leadership in the early years of an academy being part of a trust suggesting that leadership teams reach a steady state after a few years; and
- in schools that have been with a trust the longest, the propensity for senior leaders to move schools is much lower than after initially joining.

---

[12] This can be both during the first year of being associated with the trust or immediately prior to the school joining.

Figure 41: Propensity of classroom teachers to move school by length of time school has been with a trust[13]
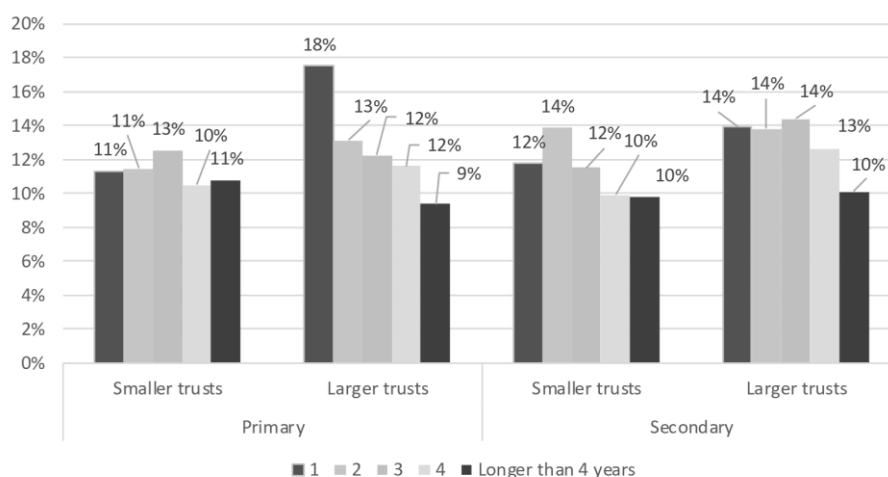

Legend: ■ 1 ■ 2 ■ 3 ■ 4 ■ Longer than 4 years

Figure 42: Propensity of middle leaders to move school by length of time school has been with a trust

Legend: ■ 1 ■ 2 ■ 3 ■ 4 ■ Longer than 4 years
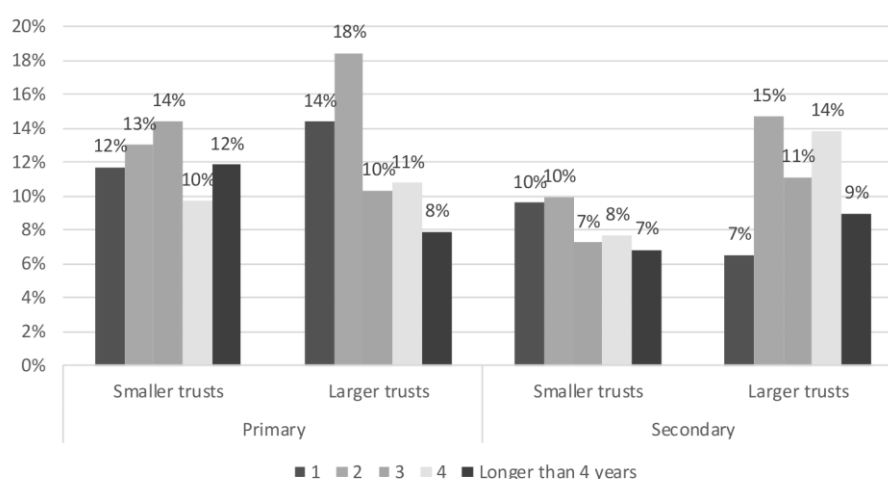
Figure 43: Propensity of senior leaders to move school by length of time school has been with a trust

Legend: ■ 1 ■ 2 ■ 3 ■ 4 ■ Longer than 4 years

---
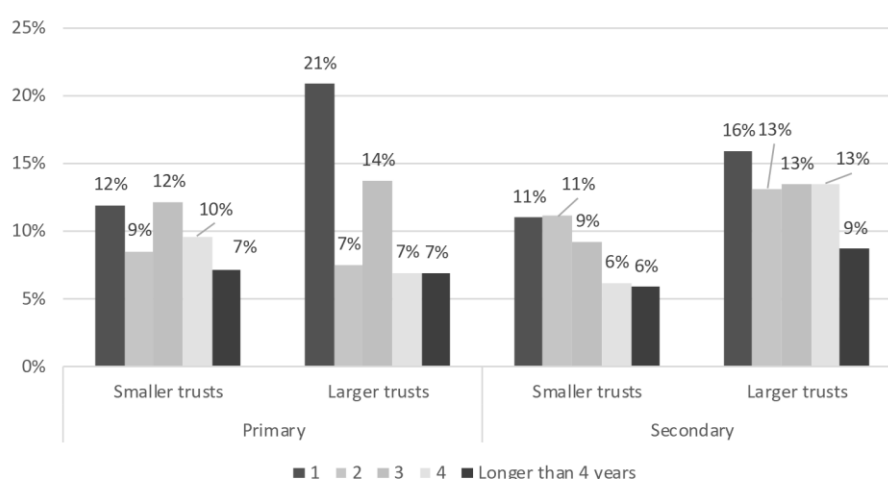
[13] Here the reference point for the year is taken at the point of the school workforce census. So a school that joined in September 2016 would count as "1 year" at the point of the November 2016 census. As this analysis measures transitions between 2015 and 2016 the movement may have occurred prior to joining the trust.

34