Unexplained pupil exits from schools

Further analysis and data by multi-academy trust and local authority

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Foreword

The Education Policy Institute is an independent, impartial, and evidence-based research institute which aims to promote high quality education outcomes for all, through analysis that both informs and influences the policy debate in England and internationally.

Over recent years, there has been rising concern about unexplained exits from English schools – often focusing on "off-rolling" as a subset of school exits deemed to be in the interests of the school and not the child. The concern has been that schools – under pressure from government and other accountability targets – have been "unloading" more vulnerable pupils, without actually formally excluding them. It is difficult to assess the scale and prevalence of any such activity, because detailed data about the reasons for school exits is not recorded at a national level.

Given the importance of the issue, EPI has sought to estimate the scale of unexplained exits from schools, by looking carefully at all exits, and removing those which appear to be driven by parental preferences, rather than the actions of the school. We published our first report into this issue in April 2019. Since then, we have been consulting on our methodology, and we are very grateful to all those who have contributed to this process. We now publish our final estimates of unexplained exits, using our amended methodology.

This report not only sheds light on the scale and pervasiveness of the issue of unexplained exits, but highlights how more vulnerable learners are far more likely to experience these unexplained moves. This is of concern, given that many of these pupils will be lower performers, who would presumably benefit from a stable educational experience. We are also publishing, for the first time, our estimates of unexplained exits for each (larger) multi-academy trust and local authority. This will highlight groups of schools where the issue may be a particular concern – and will give education leaders and policy-makers an opportunity to focus on organisations whose behaviours appear to be particularly unusual, and potentially concerning.

Finally, we have looked at the relationship between formal exclusions and unexplained exits, to see if we can establish whether school groups with extreme outcomes on one measure have similarly extreme, or offsetting, performance on the other.

We hope that school groups, policy-makers, and those who hold schools to account (including parents) will look closely at this report and its conclusions, in order to address the major issues which seem to us to arise from the analysis.

As ever, we welcome comment on our analysis and conclusions, and this will help inform our future work in this area.

David Laws

Executive Chairman

Education Policy Institute

Executive summary

Background

Earlier this year, the Education Policy Institute published a working paper entitled "*Unexplained pupil exits from schools: A growing problem*?." The aim of this working paper was to seek feedback on a newly developed methodology which sought to estimate the number and prevalence of unexplained exits from secondary schools in England. By unexplained exits, we mean exits from a school to either another school, alternative provision or an unknown destination, where those exits do not appear to be driven by families or a formal exclusion.

The working paper estimated that around one in twelve pupils (8.1 per cent of the total cohort) who completed their GCSEs in 2017 experienced an unexplained exit at some point during their time at secondary school. This was an increase of almost one percentage point from the 2014 cohort.

The working paper was intended to generate feedback from both the research community, on our analytical methods, and the education community, on how we had categorised different types of exits from schools. We are very grateful to have received feedback via email and during face-to-face meetings. Those who responded to and engaged with us include the Department for Education, Ofsted, the Local Government Association, several multi-academy trusts, local authority maintained schools, children's charities and parents.

In this report, we have made some amendments to our methodology to reflect some of the feedback we received. Some of these amendments have added more exits into the unexplained category, while others have reduced the number of unexplained exits. The main amendments we have made which have reduced the number of exits categorised as unexplained are:

- Allowing a greater time lag between a house move and a school move. In our previous paper, we only considered an exit to be explained if it happened during the same term as a house move. We now include exits that happen during the term after the house move in order to recognise that some families may choose to wait until a new term to move their children to a new school.
- Exempting exits by Gypsy/Roma/Traveller pupils only for those who move multiple times during secondary schooling, or who exit a school as part of a group of other GRT pupils.

The amendments we have made which have increased the number of exits categorised as unexplained are:

- Including moves to higher graded Ofsted schools as being unexplained. This is because our previous approach benefited all schools rated Good or below and penalised Outstanding schools. In addition, given the vulnerabilities of the pupils involved, it was deemed unlikely that these moves would be driven by family choice. This is explained in more detail in part 1 of the report.
- We have refined our counts of pupil exits related to migration so that the total termly number of migrant pupil exits in each local authority accords with with LA-level out-migration rates from England.

Further details about the changes we made are set out in detail in Part 1 of this paper.

Key Findings

National Level

The net effect of our revisions has meant that we now estimate that **around one in ten pupils (10.1 per cent of the total cohort) who reached year 11 in 2017 experienced an unexplained exit at some point during their time at secondary school. This represents an increase of just over one percentage point from 2014, when that figure stood at 9.0 per cent.**

While the number of pupils experiencing two or more unexplained exits is relatively low, we find that it was nevertheless higher in 2017 than in 2014 (1.2 per cent of all pupils compared to 0.9 per cent respectively).

In response to some of the feedback we heard, we also looked at how many pupils returned to the same school following an unexplained exit. **We found that only 4.4 per cent of all pupils from the 2017 cohort who left a school for an unknown reason returned to their original school by the spring term of year 11.**

Amongst the 2017 cohort of pupils, we also found that approximately 24,000 children who exit to an unknown destination do not return to a state-funded school by the spring term of year 11. This equates to four in ten pupils who ever experience an unexplained exit – and seven in ten who ever experience an unexplained exit to an unknown destination.

We also estimated how many unexplained exits to different schools might be considered "managed moves." These are, typically, moves that take place from one school to another without an official exclusion taking place and are brokered locally by headteachers and the local authority. While these moves might be in the best interest of the pupil, there is no transparency over the cause or prevalence of these moves either locally or nationally. Processes vary across the country and we cannot observe from the national data whether families are supportive of these moves or not. We therefore classify all managed moves as unexplained.

We estimate that managed moves account for around 12.8 per cent of the unexplained exits amongst the 2017 cohort and 7.6 per cent of the unexplained moves amongst the 2014 cohort. **This means that the vast majority of unexplained exits do not appear to be a managed move.**

We also looked at whether pupils who experience an unexplained exit are more or less likely to move to a school that has a higher Ofsted rating.

We found that in fewer than half of all cases of unexplained exits, pupils move into a school (which has an Ofsted grade) in the term following the exit (45.2 per cent); 51.9 per cent of all unexplained exits are to an unknown destination in the term following the exit.

Of the exits to schools with Ofsted grades, 74.9 per cent are to a different school with an Ofsted rating that is the same as or better than the origin school. However, 25.1 per cent are to a school with a lower Ofsted grade – meaning that around 8,000 pupils move to a school with a lower grade than the one they left. For 9,000 pupils (28.6 per cent of all exits to graded schools), their destination is a school that is 'less than Good', and 5,000 pupils (16.0 per cent of all exits to graded schools) move from a school that was 'Good or better' to one that was 'less than Good.'

Beneath these headline figures, we continue to find that vulnerable pupils are more likely to have experienced an unexplained exit than their peers. In 2017, 75.8 per cent of pupils who experienced an unexplained move were vulnerable in some way (this compares to 57.4 per cent of all pupils).

A sizeable proportion of vulnerable groups of pupils had experienced an unexplained exit:

- almost two in five pupils who ever experienced a permanent exclusion;
- close to a third of current or former looked after children;
- over a quarter of those ever with identified social, emotional or mental health difficulties;
- a quarter of pupils with a fixed period exclusion and of those who were persistently absent;
- a fifth of current or former children in need;
- one in six children ever identified with SEND and children ever eligible for free school meals; and
- one in seven of those with low prior attainment and of those from black ethnic backgrounds.

Local Level

We have also looked at whether unexplained exits are more prevalent in individual local authorities and multi-academy trusts (we only look at groups which have at least three schools in each of the five years up to 2014 or 2017). Alongside the rates of unexplained exits, we also look at the rates of permanent exclusions and family-driven exits in individual local authorities and MATs. The tables showing our full set of results are in Section 3 of this report.

The overall picture of unexplained exits from schools in MATs and those controlled by local authorities is one of significant variation, with numbers of exits ranging from zero across all terms of secondary school, to a rate of over three per cent of pupils per term. This means that while some school groups had no unexplained exits, others had exit rates of between twice and six times the average. **We found both LAs and MATs among the school groups with higher than average rates of unexplained exits, i.e. this is not a problem that is most prevalent amongst a particular structure of school governance.**

We do, however, find that larger MATs (those with at least ten schools with secondary pupils) all have above average rates of unexplained exits. In addition, all of these MATs (with the exception of two – Delta Academies Trust and the Harris Federation) have above average rates of permanent exclusions. Large MATs are the only group that demonstrates this pattern - local authorities (irrespective of size) and smaller MATs feature below, above and at the average.

We also looked at the distribution of unexplained exits across schools in a given group. We were interested here in whether there are individual schools within an LA or MAT that have high rates of unexplained exits. In two MATs and seven LAs, we found at least one school in which more than 30 unexplained exits had taken place affecting the 2017 cohort.

Conclusions and Recommendations

Our research into unexplained exits has uncovered and mapped a large volume of school exits that do not appear to be driven by family considerations such as a home move or migration. Vulnerable children who are already at increased risk of low educational outcomes are systematically over-represented in the group of children who experience unexplained exits.

It is important to acknowledge that no data analysis can ever tell us the whole truth about a complex school system. We cannot tell which cases of unexplained exit are more or less in the interest of the child by analysing administrative data, however sophisticated the analysis.

In considering the uncertainty around the appropriateness of individual unexplained exits, it is clear from evidence gathered in the consultation on methodology that some proportion of unexplained exits will be legitimate decisions in the interests of the child. It also seems likely from the patterns of

exits around year 11 that some proportion represent deliberate gaming of the school accountability system. Whilst we have found some groups of schools with unusually high rates of unexplained exits that raise serious concerns, the striking finding of this research is that there is a systemic problem of too much mobility under the assumption that moving a child is a 'solution' to educational challenges.

We set out some provisional recommendations below. These do not provide a complete solution, but they outline what we believe are the main parts of the problem that need addressing at a national level from our research:

1. **We need a central data reporting system that captures managed moves and moves into home schooling to enable proper oversight of school inclusion.** It would also be prudent for the government to collect and monitor the use of offsite alternative provision and/or 'internal exclusions' by schools. This would enable better monitoring and research of inclusion, including for children with protected characteristics, who we have found to be at disproportionate risk of unexplained exits.

2. **Local processes for administering managed moves and placements of excluded children need greater transparency and a properly independent representative of the child's best interests.** This role cannot be effectively undertaken by local authority officials due to the conflict of interest they face as both the assessor of and provider/funder of support for special educational needs and disabilities support. This conflict needs to be resolved in order to ensure that there is better preventative support for children with SEND to reduce their likelihood of struggling at school.

3. **Government needs to recognise the complex causes of behaviour difficulties in its policies and guidance.** These include trauma from abuse or neglect and attachment problems, the effects of material poverty such as hunger and inadequate housing, parental stress and mental health difficulties, and unsupported special educational needs and disabilities.

4. **School performance measures and accountability need to take the vulnerability of the school's pupil intake into account.** In addition to contextualising attainment and other outcomes, the accountability system needs to recognise and reward the inclusion of vulnerable children in mainstream schooling as a social good. It needs a broader conception of school performance that accounts for children's health and development, but does not blame schools for having vulnerable intakes.

5. **Schools need new guidance and support on making reasonable adjustments for children with SEND or social care histories.** This should include compulsory training for headteachers on SEND rights and responsibilities and on bias.

6. **The high needs funding review should base a new funding allocation system around the aim of promoting inclusion and early support for children with SEND or other difficulties, and should be funded at a level that supports meaningful improvements in outcomes for vulnerable children.**

Part 1: Methodology

The full explanation of data sources, how we built the 2014 and 2017 cohorts and prepared the data for analysis was published as part of our working paper,[1] and can be reviewed in Annex 1.

For this report, we have analysed the secondary school records of:

- 616,830 pupils whose date of birth places them in the cohort taking their GCSEs in 2014; and
- 603,705 pupils whose date of birth places them in the cohort taking their GCSEs in 2017.

For each of the five years of secondary school, we counted any move between terms:

- from a school to a different school (measured by a change in school unique reference number, accounting for any changes due to a school becoming an academy or other governance changes);
- from a school to an unknown destination; and
- if the pupil was permanently excluded.

We then grouped these exits as either (1) family-driven, if they appeared to be explained by a family-related reason as available in the data such as a house move or a move to a special school or (2) unexplained, if they could not be accounted for by any of the family-related reasons available to us, or (3) as a permanent exclusion. Transitional moves such as those from middle to upper schools have been removed from the number of exits.

We have not undertaken further analysis of the cohort taking their GCSEs in 2011 in this report because missing data issues meant that we had to estimate parts of the national calculations for this cohort in the working paper. We do not have adequate data to break down these estimates robustly below the national level and so we have therefore not included the 2011 cohort in this report.

A note on terminology

Following our working paper, some readers were initially confused by the use of the term 'unexplained exits' as referring to moves between mainstream schools or mainstream and specialist provision in addition to cases where pupils exited the state-funded education system altogether (as captured within the school and alternative provision censuses). We would like to clarify here that our use of the word 'exit' refers to leaving a particular school.

We are concerned with churn within the school system in addition to children who may be missing education. Moves within the school system are sometimes referred to as 'school mobility' but this would not describe all of the exits we include in our analysis as some are exits from the school system entirely. We referred to the difference between the two types of school exit in our working paper using the terminology 'destination' to describe where pupils were next recorded, including 'unknown destinations' where there was a system exit.

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[1] Education Policy Institute (2019). Unexplained pupil exits from schools: a growing problem? Retrieved from https://epi.org.uk/publications-and-research/unexplained-pupil-exits/

Summary of feedback received during consultation

Following our working paper on unexplained exits published in April 2019, we undertook a period of consultation with stakeholders who provided feedback on our working assumptions and methodology. Anybody with a view was invited to respond to the consultation as advertised in the working paper, but we specifically sought the views of education sector organisations including professional representative bodies, DfE, Ofsted, the Office of the Children's Commissioner for England, organisations representing local government, large multi-academy trusts and charities representing vulnerable children. We also included responses that we received on Twitter in addition to those received through the advertised mailbox.

Responses to the consultation were carefully considered and constructive. We are grateful to all those who took the time to engage as we believe this has enabled us to improve our methodology substantively. A summary of the main themes raised by stakeholders is presented here for information. We were not able to act on every suggestion due to data and feasibility limitations, but the changes we made to our methodology as a result of the consultation are explained immediately following this summary.

- **Change of LSOA as a proxy for change of address over a sufficient distance to affect travel to school:** it was noted that school moves may sometimes lag behind changes of home address due to admissions processes, and that over shorter distances children may continue to attend their previous school in the short term. It was also noted that changes of address in densely populated areas with lots of schools to choose between, such as London, might result in different decisions about moving schools than they would in other areas with fewer schools.

- **Looked after children / adoption:** it was noted that children can change care placement without their legal status changing, and vice versa. Therefore, the proxy we have used to remove care system driven school exits from the unexplained category is imperfect.

- **Moves to special schools:** it was noted that moves to special schools are not necessarily unproblematic even though they are much more tightly regulated than moves into alternative provision. This is because parents must make preferences based on the available options within their local area, taking account of how inclusive mainstream schools are.

- **Moves to schools with better Ofsted grades:** It was noted that exempting all moves to 'better' schools from the unexplained category could be excessively generous to some schools, and unfair to those rated Outstanding who would not receive the same benefit of the doubt. It was also noted that changes in grades following inspection might lag behind local parental knowledge about school performance. It was further noted that parents, especially those of children with SEND, often base their satisfaction with a school on their personal perception of the headteacher, which may not correspond with Ofsted's judgment.

- **Late entrants to school / migration proxy:** it was noted that our approach – classifying all school exits by pupils who entered the English school system after Reception as related to migration and therefore family-driven – which gave the benefit of the doubt to a very wide group, was too generous and resulted in too many children having potentially unexplained exits discounted.

- **Gypsy/Roma/Traveller mobility:** similarly to the previous point, it was noted that the approach of exempting all exits by Gypsy/Roma/Traveller (GRT) children from the count of

unexplained exits was too generous and resulted in undercounting unexplained exits among a vulnerable group.

- **School closures:** it was noted that when schools are scheduled to close permanently without a successor, parents are aware of this beforehand and may begin to withdraw children ahead of the actual closure, which would then not be exempted from the unexplained exits count. While this would not be a school-driven exit in the usual sense, it would be driven by the operation of the school system and not properly-speaking a family-driven move either.

- **School preferences:** it was noted that some school moves in early secondary may be driven by parental choice where children do not receive places at the preferred school for the start of year 7 but are placed on a waiting list. Unfortunately, the available data on school preferences is not sufficient to measure this for the cohorts analysed. It was also noted that not all parentally-instigated school moves are wholly independent of the action of the school because some may result from dissatisfaction with the school's response to events such as bullying, emerging special educational needs, or disciplinary action perceived as unfair.

- **Unforeseen events:** it was noted that parents may decide to withdraw their children from a school due to events such as a serious accident, safeguarding issue or other incident at the school that may not necessarily have been influenced by the actions of the school.

- **Special provision:** it was noted that children may sometimes move schools in order to access specialist provision such as a SEND unit or resourced provision, or more simply a school with a strong reputation for meeting additional needs effectively. As with all cases of school choice this may or may not be wholly independent of the actions of the original school.

- **Moves to independent schools:** while these should not necessarily be exempted from unexplained exits as they could result from the actions of the original school in some (but not all) cases, it was noted that these are inseparable from unknown destinations and/or children missing education.

- **Managed moves:** it was noted that these are an intended feature of the school system recognised in official guidance even though they may not always be in the best interests of the child and are weakly regulated and recorded. It was also noted that dual registrations may provide some information about when managed moves have taken place, and pupils sometimes return to their original mainstream school after a period in alternative provision. It was further noted that the concept of parental consent in managed moves may be problematic due to explicit or implicit threats of official exclusion if consent is not given.

- **Withdrawn pupils:** it was noted that pupils with high absence rates may sometimes be withdrawn from school temporarily by their parents to avoid prosecution for school non-attendance. Practices will vary locally around this.

- **Ghost pupils:** it was noted that sometimes when a school is taken over by a new sponsor due to underperformance, the school registers may have been kept poorly prior to the change of governance, resulting in names on the register of pupils who left the school some time previously and/or cannot be traced by the new leadership.

- **Grammar schools:** it was noted that some grammar schools have historically off-rolled children who were not making good academic progress over the course of years 7 to 11.

- **Batch exits:** it was noted that large numbers of pupils leaving a school at the same point in time (which is not a local transition) may be more suspicious of potential off-rolling than individual exits.

- **Oversubscribed schools:** it was noted that oversubscribed schools face more incentives to off-roll children that those with vacant pupil places as they are likely to attract 'replacement' pupils and the funding attached to those pupils.
- **Moves within MATs:** it was noted that accountability system incentives exist for multi-academy trusts to move children with lower attainment from across their schools into a single school so that only one will have 'low performance' in the performance tables, while the others will see their results artificially inflated.

Changes to the methodology

Following the consultation, we modified our approach to classifying pupil exits from schools as follows:

- **Lagged school moves following a house move**: we added exits to different schools to the family-driven (not unexplained) exits count for pupils who changed address in the term before a school exit to the family-driven category, to allow for a time lag. Previously we had only included exits to different schools if a house move happened in the term of the exit. Our data set is missing lower super output area records for the summer 2011 and autumn 2012 terms; for exits between summer 2011 and autumn 2011 we excluded any exits happening at the same time as house moves recorded between spring 2011 and spring 2012 from the unexplained count.[2]
- **Accounting for 'ghost pupils' and roll cleaning following academisation**: we exempted exits to unknown destinations from counting as unexplained if the exit happened in the same term as the school joining a MAT and the pupil had not attended any sessions in the two terms prior to the exit term;
- **Gypsy/Roma/Traveller pupil exits**: we exempted exits by GRT pupils only in the case of those who moved more than once in the five years of secondary from counting as unexplained, or if the exit was part of a movement of multiple GRT children from that school at that time;
- **Exits to higher Ofsted-rated schools**: we removed these from the family-driven category and reclassified them as unexplained exits. Following feedback from schools and charities in our methodology consultation, we decided not to classify any moves as family-driven based on Ofsted grades in this report (unlike the approach taken in the working paper). This was because people fed back to us that this was likely to be unfair and of questionable relevance. The point of fairness raised was that schools or groups of schools that are rated Outstanding would not have the possibility of having any exits explained as family-driven based on school choice, whereas those rated lower could potentially have many exits assumed to be driven by school choice, and therefore family-driven. The point about relevance stemmed from the finding that pupils with unexplained exits were found to be a highly vulnerable group with children with special needs and disabilities overrepresented. People fed back to us that this makes it less plausible that Ofsted grades are likely to be a strong determinant of school choice for the group of children in question, as parents of children with SEND are more likely to value special needs arrangements and an ethos of inclusion supported by the headteacher when choosing a school. We considered that these points were justified and that it is better, on balance, not to make assumptions about likely school preferences for this

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[2] Due to this missing data issue, we also counted any exits to an unknown destination between the 2011 summer term and 2012 autumn term as family-driven if the pupil lived on the Scottish or Welsh border in the spring term of 2011.

group based on Ofsted grades. This has the implication that school choice is not factored out of unexplained exits, but instead treated as a feature of the school system that may contribute to them. The choice to move schools within the secondary phase is distinct from the notion of school choice as the preferences that parents submit regarding the school their child will join in year 7 or at another local school transition age, as transitions are already excluded from the count of school exits.

- **Migrant pupils**: we re-classified exits by pupils who join the English school system post-Reception from family-driven to unexplained based on LA-level migration estimates. We had previously classified any move to an unknown destination by a pupil who entered the system after Reception to be family-driven, as we took late entrance to the state school system as a proxy measure for having a migrant background. In order to improve our estimate of migrant pupil exits, we cross-referenced this proxy measure with annual LA-level out-migration estimates for the same five-year periods covered by our two cohorts.[3,4] We summed estimates of international out-migration and out-migration from England to other countries in the UK and generated an overall out-migration rate per 1000, which we then compared to the rate per 1000 based on our proxy measure of migrant background. For all pupils in a local area, we assigned a probability flag to the exit based on the likelihood that it was driven by migration. For example, if the LA-level out-migration rate was one quarter the size of our estimated rate in the same time period, we generated a probability flag of 0.25 that the exit was in fact driven by migration (and therefore classified as family-driven) and a probability flag of 0.75 that it was not explained by migration (and therefore classified as unexplained). We then allocated these exits to either the family-driven or unexplained categories based on the probability flag. As we only had annual LA-level out-migration rates, we used these as a basis of comparison for each termly migration estimate in the same year. UK-internal migration figures for 2010 were not available, so we substituted in those from 2011 assuming there was not a large year-on-year difference.

Family-driven reasons in the data for a school exit now include:

- **Pupils who move address** (measured by a change in their lower super output area records) in the term prior to or term of a move to a different school.
- **Looked after pupils** who experience a change in legal status, and who are missing home address records in the same term as changing schools.
- **Pupils who are adopted** in the same term as a school change.
- Pupils who move from a mainstream **into a special school**.
- Pupils who leave the state school system and are likely to have a **migrant background** based on late entrance to the system and LA-level migration estimates.
- Pupils who live on the **Welsh or Scottish border** and exit the English state school system.
- Pupils with **Gypsy/Roma/Traveller ethnicity** who exit to a different school or unknown destination more than once in the five years of secondary school, or exit as part of a group of at least five GRT pupils.
- Pupils with **parents in military service**.

[3] Office for National Statistics (2019). Internal migration: detailed estimates by origin and destination local authorities, age and sex. Retrieved from:
https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/migrationwithintheuk/datasets/internalmigrationbyoriginanddestinationlocalauthoritiessexandsingleyearofagedetailedestimatesdataset
[4] Office for National Statistics (2019). Estimates of the population for the UK, England and Wales, Scotland and Northern Ireland. Retrieved from:
https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/datasets/populationestimatesforukenglandandwalesscotlandandnorthernireland

The remaining exits have been classified as unexplained, as they are not explained by any family-related reason available in the data.

Results of our analysis are presented below. Table entries of 'x' mean the figures have been suppressed due to small numbers. We have suppressed pupil numbers of fewer than 10.

Part 2: The national prevalence of unexplained exits

Termly exits: family-driven exits, unexplained exits and permanent exclusions

Figures 1.1 to 1.4 present the breakdown of family-driven and unexplained exits and permanent exclusions by term for both cohorts. We present the total number of each type of exit (first chart) and each type of exit as a proportion of the total cohort (second chart).

After changes to our methodology, our counts of unexplained exits from schools are:

- 61,976 for the 2014 cohort; and
- 69,299 for the 2017 cohort.

The two main reasons these counts have increased from those in the working paper are (1) the decrease in our estimate of migrant (family-driven) exits and (2) the reclassification of exits to higher-Ofsted rated schools as unexplained, for the reasons detailed above.

Managed moves

Many children move schools or enter alternative provision without having been officially excluded, via a process which varies locally, but is known generically as 'managed moves.' These are defined as 'voluntary agreements between schools, parents/carers and a pupil, for that pupil to change school or educational programme under controlled circumstances.'[5] These are less transparent than official exclusions as they are only recorded locally and are unlikely to face any effective challenge from parents because they purport to take place with their consent.

The line between a managed move by parental consent and an illegal exclusion by coercion is difficult to distinguish due to a paucity of case law. Partial data systems and incomplete regulation mean that complete information on this cannot be extracted from administrative data.

Taking into account feedback received during the consultation, we are firmly of the view that managed moves should not be exempted from the unexplained exits count, even if we were able to identify them perfectly in the data.

This view was reinforced by feedback received from parents who said they were coerced with the threat of permanent exclusion if they did not sign a managed move agreement. This is not to assume that all managed moves are bad – which would be no more realistic than assuming they are all in the best interests of the child concerned.

Nevertheless we believe it is most appropriate to continue to treat identifiable managed moves as 'unexplained' due to the weakness of the relevant regulation and the lack of any genuinely independent and compulsory review of decisions taken by local fair access panels. These panels are typically made up of local headteachers and LA officials - professionals who (through no fault of their own) face conflicts of interest created by school accountability and funding policies.

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[5] Definition taken from Child Law Advice charity website: https://childlawadvice.org.uk/information-pages/managed-moves/

Estimating the volume of managed moves nationally

Our counts of unexplained exits, both in the working paper and in this report, include managed moves between schools. While protocols vary, in most local authorities the pupil will be dual registered at their origin and destination schools during a six-week transition period.

Dual registration during a transitional period is a way in which schools can comply with the Education (Pupil Registration) (England) Regulations 2006, as amended in 2016. These state that schools may only delete a child from the register in prescribed circumstances, such as when they have been registered at another school or have been officially permanently excluded.

Although we are not able to, and do not believe it would be appropriate to, exclude all managed moves from our definition of unexplained exits, we do provide national estimates of the volume of managed moves in order to demonstrate that they are unlikely to account for the majority of unexplained exits.

It is possible that some managed moves do not follow the process identified in our estimates described below, so these are likely to be low estimates. However, several stakeholders presented managed moves as a positive alternative to official exclusion on the basis that in many areas they do follow this process for safeguarding reasons, so we believe it is useful to be able to estimate the volume on this basis.

We counted 3,296 exits to a different school following a period of dual registration amongst pupils in the 2017 cohort and 1,739 amongst the 2014 cohort.

We can only capture whether a pupil is dual registered if the dual registration occurs at the time of a school census (in October, January and May). Assuming dual registration for six weeks while the transition takes place, we are only able to capture managed moves happening in just over a third of the academic year (approximately 13 out of 35 weeks).

Given this, and assuming that these moves are evenly distributed across terms, we estimate that managed moves account for approximately 8,874 of the unexplained exits amongst the 2017 cohort of pupils (or **12.8 per cent of all unexplained exits**), and 4,682 of the unexplained exits amongst the 2014 cohort (or **7.6 per cent of all unexplained exits**). While not perfect, these estimates of managed moves suggest that locally agreed arrangements under fair access protocols are very unlikely to account for most unexplained exits.

Figure 1.1. Number of termly exits in secondary school for pupils finishing GCSEs in 2014

Legend: ▪ Family-driven exits ▪ Permanent exclusions ▪ Unexplained exits: to schools ▪ Unexplained exits: to unknown destinations
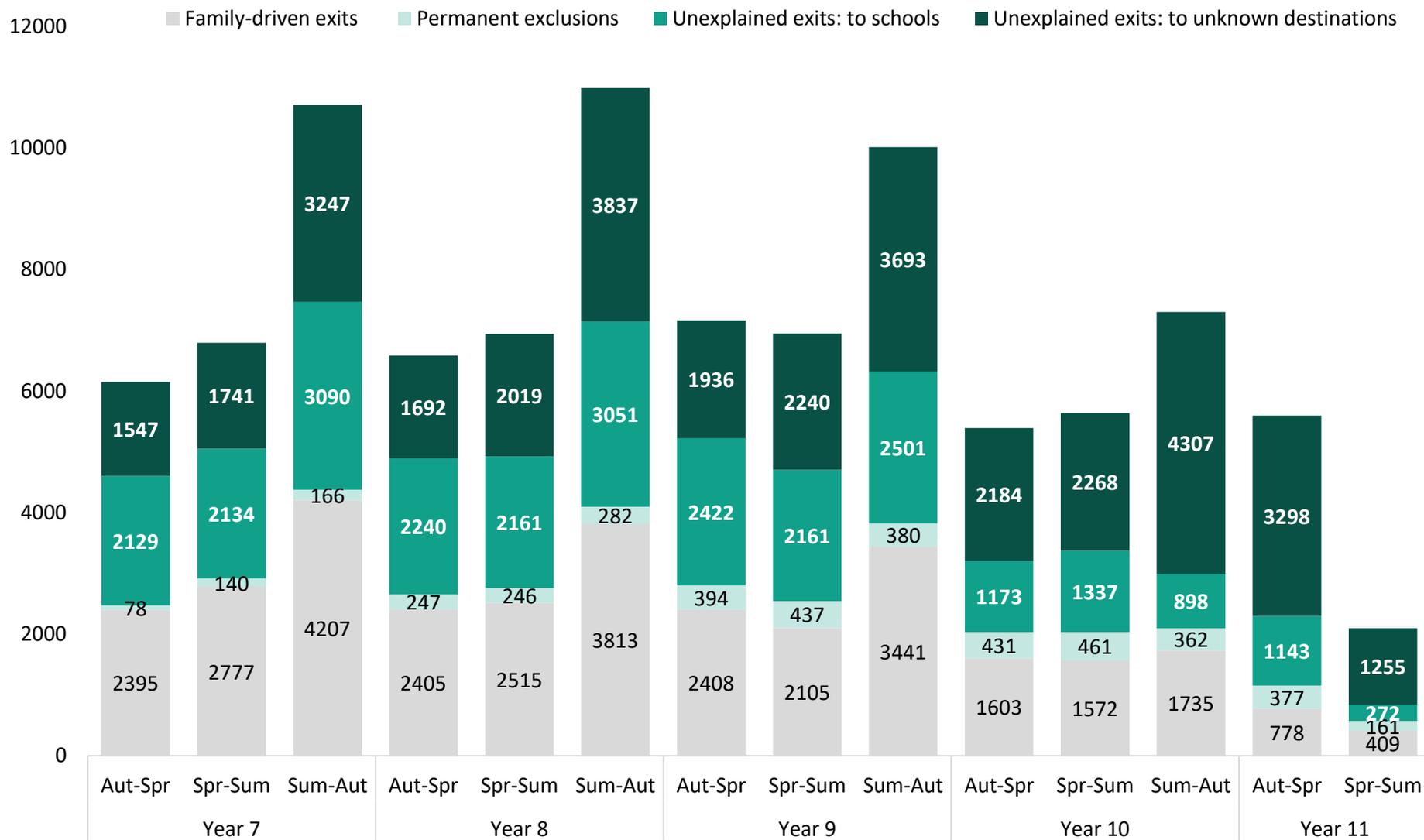
Figure 1.2. Termly exits as a proportion of the total cohort for pupils finishing GCSEs in 2014

Legend: Family-driven exits | Permanent exclusions | Unexplained exits: to schools | Unexplained exits: to unknown destinations

	Year 7			Year 8			Year 9			Year 10			Year 11	
	Aut-Spr	Spr-Sum	Sum-Aut	Aut-Spr	Spr-Sum	Sum-Aut	Aut-Spr	Spr-Sum	Sum-Aut	Aut-Spr	Spr-Sum	Sum-Aut	Aut-Spr	Spr-Sum
Unexplained exits: to unknown destinations	0.25%	0.28%	0.52%	0.27%	0.33%	0.62%	0.31%	0.36%	0.60%	0.35%	0.37%	0.70%	0.53%	0.20%
Unexplained exits: to schools	0.34%	0.34%	0.50%	0.36%	0.35%	0.49%	0.39%	0.35%	0.40%	0.19%	0.22%	0.15%	0.18%	0.04%
Permanent exclusions	0.01%	0.02%	0.03%	0.04%	0.04%	0.05%	0.06%	0.07%	0.06%	0.07%	0.07%	0.06%	0.06%	0.03%
Family-driven exits	0.39%	0.45%	0.68%	0.39%	0.41%	0.62%	0.39%	0.34%	0.56%	0.26%	0.25%	0.28%	0.13%	0.07%

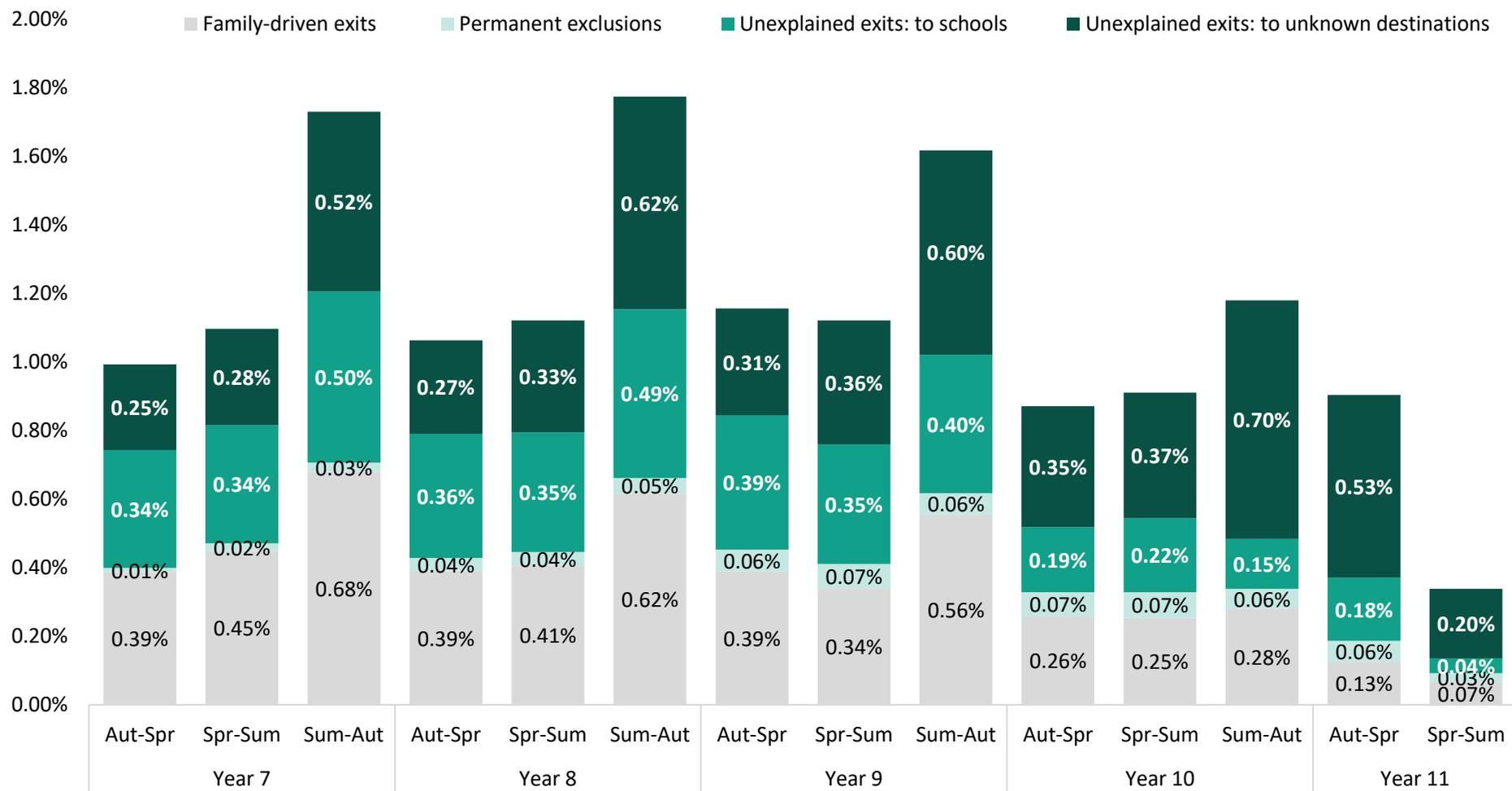**Figure 1.3. Number of termly exits in secondary school for pupils finishing GCSEs in 2017**
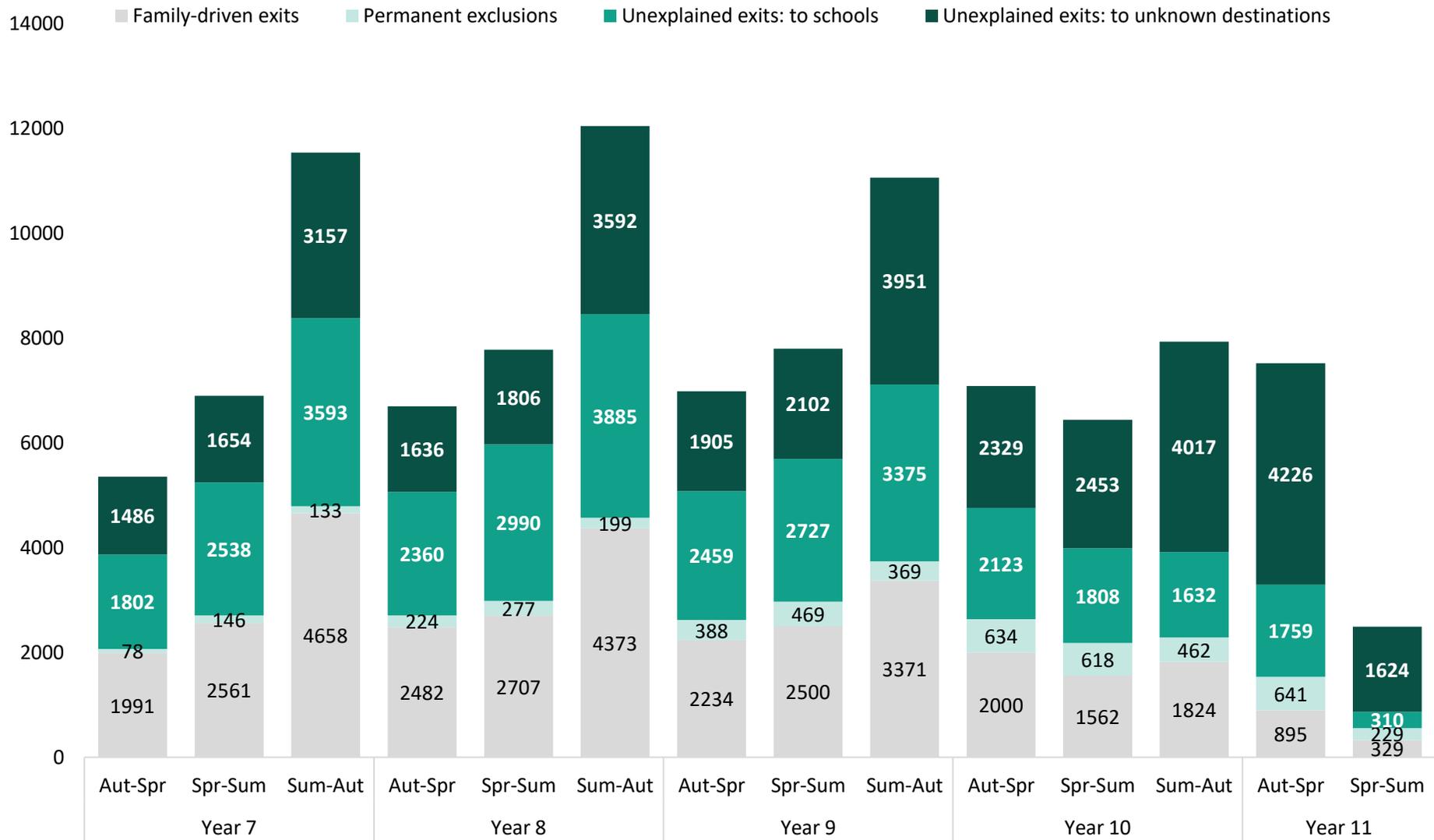
Figure 1.4. Termly exits as a proportion of the total cohort for pupils finishing GCSEs in 2017

- Family-driven exits
- Permanent exclusions
- Unexplained exits: to schools
- Unexplained exits: to unknown destinations
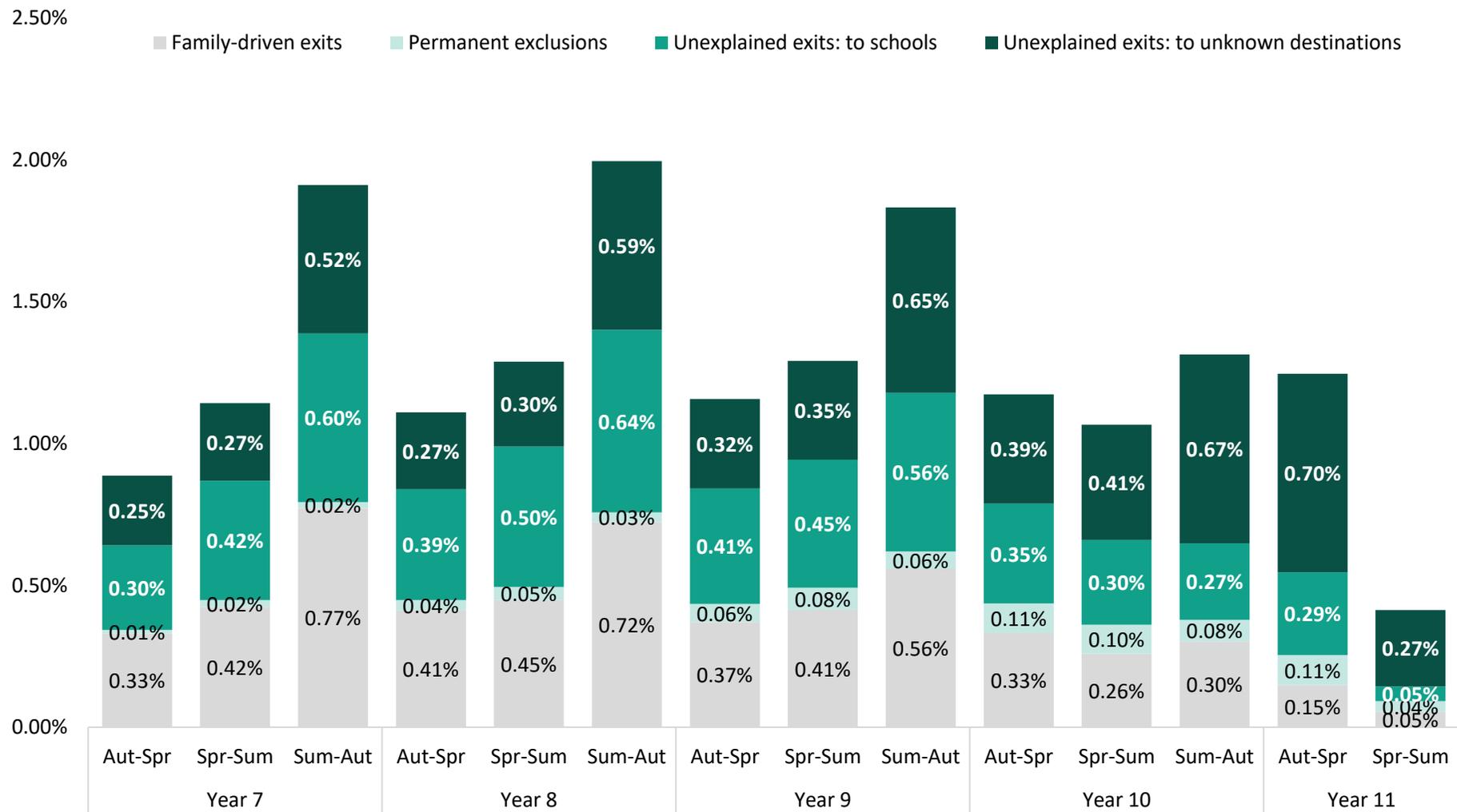
Unexplained exits per pupil

Figures 2.1 and 2.2 present the number of unexplained exits per pupil (for those who experienced at least one of these exits) during the five years of secondary school in both cohorts.

The number of pupils with at least one unexplained exit from a school was:

- 55,686 in the 2014 cohort, or **9.0 per cent of all pupils in the cohort**; and
- 61,123 in the 2017 cohort, or **10.1 per cent of all pupils in the cohort**.

The finding that one in ten pupils experiences an unexplained exit during the course of secondary school is striking, and we believe this warrants much closer scrutiny from the government than is currently the case. On average, in a class of thirty, three pupils are unable to complete the secondary schooling within the school that they joined in year 7 or at another local transition point. This raises many questions about how inclusive secondary schools are.

It is worth noting that the law sets a qualified duty to include children with special educational needs and disabilities in mainstream schools where this is practicable and in the child's best interests. It is relevant that school mobility, even in cases where the child moves to another mainstream school, is associated with lower attainment outcomes on average, so it is not without risk to move children between schools. [6]

Whilst it is challenging to untangle the underlying causes of such associations between mobility and educational outcomes, we do know from broader research that vulnerable children are more likely to be resilient to adversity if they are supported by long-term stable relationships with caring adults.[7] Looked after children are especially reliant on stability in their relationships with teachers and other adults working in public services.[8]

While most of the 10.1 per cent of pupils experienced only one unexplained exit, the number who left a school at least twice between years 7 and 11 was higher in the more recent cohort: 6,973, or 1.2 per cent, compared with 5628, or 0.9 per cent of the 2014 cohort.

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[6] Department for Children, Schools and Families (2010). Identifying components of attainment gaps. DCSF RR-217. Retrieved from https://dera.ioe.ac.uk/822/1/DCSF-RR217Fin.pdf

[7] National Scientific Council on the Developing Child (2015). Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper No. 13. Retrieved from www.developingchild.harvard.edu.

[8] Children's Commissioner for England (2019). Stability Index 2019: Overview report. Retrieved from https://www.childrenscommissioner.gov.uk/publication/stability-index-2019/

Figure 2.1. Number of unexplained exits per pupil between Year 7 and Year 11 in 2014 cohort
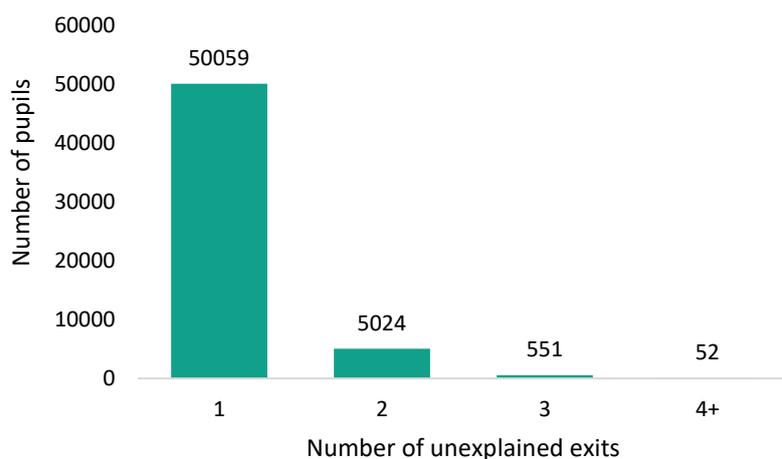
Figure 2.2. Number of unexplained exits per pupil between Year 7 and Year 11 in 2017 cohort
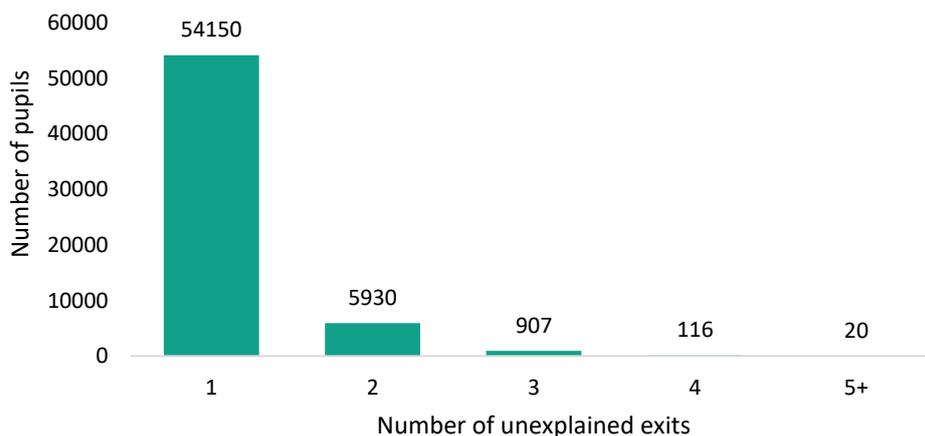
Pupils who return to education and those who do not

Of all pupils in the 2017 cohort who experienced an unexplained exit, **2,692 (or 4.4 per cent) returned to the school they had left by the spring term of year 11**. This means that only a very small minority of unexplained exits are time-limited interruptions to attending a single school.

One of the aims of alternative provision is to support children to be able to successfully reintegrate into mainstream schooling, at a later date, where possible. We therefore also looked at the proportion of pupils who experience an unexplained exit to alternative provision, and, of these, the number who were reintegrated into mainstream provision by the spring term of year 11. **Of the 2,685 pupils who left a mainstream school for an unknown reason and entered AP, 272 (or 10.1 per cent) were recorded as being in a mainstream school in the year 11 spring term.** This tells us that the chances of reintegration for children who move into alternative provision following an unexplained exit are also low.

Finally, we looked at pupils who exit to an unknown destination, and the proportion of these who return to any type of state-funded school provision by spring of year 11. Of the 33,903 who exit a school for an unknown destination, 9,791 (28.9 per cent) return to a school by year 11 spring term.

This means that over 24,000 children who exit to an unknown destination do not return to a state-funded school by the spring term of year 11. This equates to seven in ten of those who ever exit a school for an unknown destination – and four in ten pupils in the 2017 cohort who experience an unexplained exit.

Possible destinations for these children include alternative provision outside of a registered provider, home schooling, independent schooling, and missing out on education. We cannot tell how many children are in each of these categories due to limitations in the data collected by the DfE, but some estimates exist from other research. A total of 49,000 children of all school ages were estimated to be missing education by the National Children's Bureau by the time the 2017 cohort reached year 11.[9]

Risk profile of pupils who experience an unexplained exit

Figures 3.1 and 3.2 present the risk factors associated with unexplained exits from secondary school for pupils in the 2017 cohort. In our working paper analysis, we identified a disproportionately high number of unexplained exits among vulnerable groups of young people.[10] Here we present:

- the prevalence of pupils with at least one unexplained exit among vulnerable groups (Figure 3.1); and
- the prevalence of these vulnerabilities among the group of pupils who experienced at least one unexplained exit, compared to those who experienced none (see the highlighted figures in Figure 3.2). We also compare the prevalence of combinations of risk factors among these two groups (see the non-highlighted figures, where the column and row risk factor categories meet. For example, the proportion of pupils with at least one unexplained exit who had *both* low prior attainment and were ever FSM-eligible was 20.7 per cent, compared to 10.3 per cent for pupils who experienced no unexplained exits).

Of the 2017 cohort, over three quarters of pupils (75.7 per cent) who experienced an unexplained exit had at least one observable vulnerability. This compares with 57.4 per cent of the total cohort. Breakdowns by type of vulnerability, as well as by combinations of vulnerabilities, among pupils who experienced an unexplained exit compared with those who did not are presented in Figure 3.2.

A sizeable proportion of vulnerable groups of pupils had experienced an unexplained exit:

- almost two in five pupils who ever experienced a permanent exclusion;
- close to a third of current or former looked after children (LAC);
- over a quarter of those ever with identified mental health needs (SEMH);
- a quarter of pupils with a fixed period exclusion and of those who were persistently absent;
- a fifth of current or former children in need (CIN); and
- one in six children ever identified with SEND and children ever eligible for free school meals (FSM); and

[9] Ellison, R. & Hutchinson, D. (2018). Children Missing Education. Retrieved from https://www.ncb.org.uk/sites/default/files/field/attachment/Children%20Missing%20EducationFINAL.pdf

[10] Education Policy Institute (2019). Unexplained pupil exits from schools: a growing problem? Retrieved from https://epi.org.uk/publications-and-research/unexplained-pupil-exits/

- one in seven of those with low prior attainment and those from black ethnic backgrounds.

Figure 3.1. The proportion of vulnerable pupils who experienced at least one unexplained exit (UE) in the 2017 cohort

Vulnerable group	Proportion with at least one UE
Ever permanent exclusion	36.2%
Ever LAC	29.8%
Ever SEMH	27.0%
Ever fixed period exclusion	24.8%
Persistent absentee	24.6%
Ever CIN	20.1%
Ever SEND	15.7%
Ever FSM	15.6%
Low prior attainment	14.1%
Black ethnicity	13.9%

Figure 3.2 Risk factors for pupils who experience at least one unexplained exit (UE) in the 2017 cohort compared to those who experience none (%)

	UE	No UE	UE	No UE	UE	No UE	UE	No UE	UE	No UE	UE	No UE	UE	No UE	UE	No UE	UE	No UE
	Low prior attainment		**Ever FSM**		**Ever SEND**		**Ever CIN**		**Ever FX**		**Persistent absentee**		**Black ethnicity**		**Ever LAC**		**Ever PX**	
Low prior attainment	36.0	23.9																
Ever FSM	20.7	10.3	49.9	36.1														
Ever SEND	19.8	12.2	24.9	10.8	37.0	26.6												
Ever CIN	15.9	6.4	27.4	10.7	21.2	7.5	36.5	20.4										
Ever FX	14.3	4.4	23.4	4.9	20.2	5.3	19.7	4.5	33.0	15.0								
Persistent absentee	10.0	3.5	17.3	5.1	13.9	3.8	14.2	3.6	13.9	2.9	23.4	10.7						
Black ethnicity	5.5	1.7	6.5	3.8	3.8	1.8	3.9	1.5	4.3	1.4	1.7	0.4	9.7	7.9				
Ever LAC	2.9	0.8	4.7	1.2	4.4	1.0	5.8	1.5	4.0	0.6	2.0	0.3	0.8	0.2	5.9	2.2		
Ever PX	2.2	0.3	2.4	0.5	2.4	0.5	0.4	0.1	3.0	0.6	1.7	0.4	0.5	0.1	0.4	0.1	3.1	1.0

Unexplained exits by Ofsted grade of origin and destination school

Figure 4.1 presents national volumes of unexplained exits by Ofsted grade of the schools pupils leave and the schools they enter, for the 2017 cohort. These figures include pupils who are present in a school with an Ofsted grade in the term following an unexplained exit. We present numbers of exits from and to each grade category (on the left), as well as the proportions these represent of all unexplained exits to schools with grades (on the right).

In fewer than half of all cases of unexplained exits, pupils move into a school with an Ofsted grade in the term following the exit (45.2 per cent); 51.9 per cent of all unexplained exits are to an unknown destination in the term following the exit.

The 45.2 per cent of exits which result in a placement the following term in a graded school are comprised as follows.

Of these, 74.9 per cent are to a different school with an Ofsted rating that is the same as or better than the origin school. However, 25.1 per cent are exits to a school with a lower Ofsted grade – meaning that around 7,800 pupils move to a school with a lower grade than the one they left. For around 9,000 pupils (28.6 per cent of all exits to graded schools), their destination is a school that is 'less than Good', and 5,000 pupils (16.0 per cent of all exits to graded schools) move from a school that was 'Good or better' to one that was 'less than Good.'

As the number of schools with certain ratings depends on the area in which pupils live, these national patterns will vary significantly by geography.

Figure 4.1. Unexplained exits by Ofsted grade of origin and destination school for the 2017 cohort

Origin school grade		Destination school grade							
		Outstanding		Good		RI		Inadequate	
	Outstanding	967	3.1%	2298	7.3%	789	2.5%	217	0.7%
	Good	2765	8.8%	7919	25.3%	3157	10.1%	847	2.7%
	RI	1273	4.1%	4577	14.6%	2095	6.7%	566	1.8%
	Inadequate	573	1.8%	1975	6.3%	961	3.1%	340	1.1%

Part 3: The prevalence of unexplained exits in local authorities and multi-academy trusts

We present results for all multi-academy trusts and local authorities with at least three schools in each of the five years covered by either cohort. School type – whether an academy or local authority-maintained – is taken as at the first Thursday in October for all autumn term analyses, the second Thursday in January for all spring term analyses, and the second Thursday in May for all summer term analyses to accord with school census dates.

Figure 6.1 presents types of exits for MATs and local authorities in the 2017 cohort. Total number of unexplained exits are presented on the right, followed by the average termly rate of exits, and finally by the ratio of the school group's unexplained exit rate compared to the rate for all school groups in operation in the same time period.

We found that of the 9422 unexplained pupil exits from MATs included in these tables, 491 (or 5.2 per cent) were to a different school within the same MAT.

Figure 6.2 presents the same figures for MATs in which at least a quarter of schools are specialist provision, either special schools or alternative provision. We also looked at the number of specialist schools in LA school groups and found that, for almost all, a quarter of their total number of schools were special schools or pupil referral units; all LA school groups are included in the main table.

Patterns of unexplained exit rates

The overall picture of unexplained exits from schools in MATs and those controlled by local authorities is very mixed, with substantial variation in the rates of unexplained exits amongst both MATs and LA school groups. **While some school groups had no unexplained exits, others had exit rates of between twice and six times the average.**

There are MATs spanning the full range from zero unexplained exits in several smaller MATs to the highest found in the system, where 5.4 per cent of pupils are lost *each term* on average in the Rosedale Hewens Academy Trust.[11] This is illustrated as scatter charts in Figure 5.1 and Figure 5.2. Turning to local authority school groups, rates of unexplained exits are also very varied (although less so than for MATs) and range from 0.5 per cent of pupils per term in Cheshire West and Chester, to 2.9 per cent of pupils per term in Bournemouth.

The scatter chart also reveals that all the biggest outliers in terms of high unexplained exit rates are specialist MATs (those with a substantial proportion of schools that are either alternative provision or special schools). These are presented separately from other MATs and LA school groups in the unexplained exits tables because the interpretation of unexplained exits is much more ambiguous in specialist schools. This is because they often perform an assessment function to determine where the best long-term place for a child is, and because part of the purpose of alternative provision is to reintegrate children into mainstream education, which implies leaving the alternative provision. As

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[11] Upon inspection, it was found that many of the unexplained exits within the Rosedale Hewens Academy Trust resulted in pupils moving into year 12 provision within the MAT, but at the time when they should have progressed from year 10 to year 11. The purpose of this practice is unclear, but it remains within the category we define as unexplained exits. This accounted for more than a quarter of pupils.

we have seen earlier this is not very common among children who experience unexplained exits, but it may be the case in some school groups more than in others.

A handful of local authority groups and predominantly mainstream MATs have unexplained exit rates at or above 2 per cent of pupils per term, but this is rare. Focusing on the main body of school groups in the chart (Figure 5.2), we can see that the largest MATs (those with 10 or more schools for secondary aged pupils during the relevant time period) have above-average rates of unexplained exits without exception. Most of these large MATs also have above-average permanent exclusion rates in addition to their unexplained exits (with the exception of Delta Academies Trust and the Harris Federation). By contrast, a number of smaller MATs have low rates of both unexplained exits and permanent exclusions.

Turning to LA school groups, both larger and smaller groups are spread evenly across the distribution of unexplained exit rates. However, local authority groups in London do typically have more similar above-average unexplained exit rates to the large MATs; their permanent exclusion rates vary from low to high. For example, Tower Hamlets has an unexplained exits rate of 1.6 per cent of pupils per term, but a permanent exclusion rate of 0.19 per cent of pupils over the course of years 7-11. Wandsworth has a similar unexplained exits rate of 1.6 per cent per term, but a much higher permanent exclusions rate of 1.26 per cent for Y7-11. Outside of London, many local authority school groups have unexplained exit rates below 1 per cent per term, including areas such as Bolton (0.72 per cent) and Rotherham (0.74 per cent) as well as other more affluent and rural areas.

Figure 5.1. Unexplained exit rates compared with permanent exclusion rates for different school groups
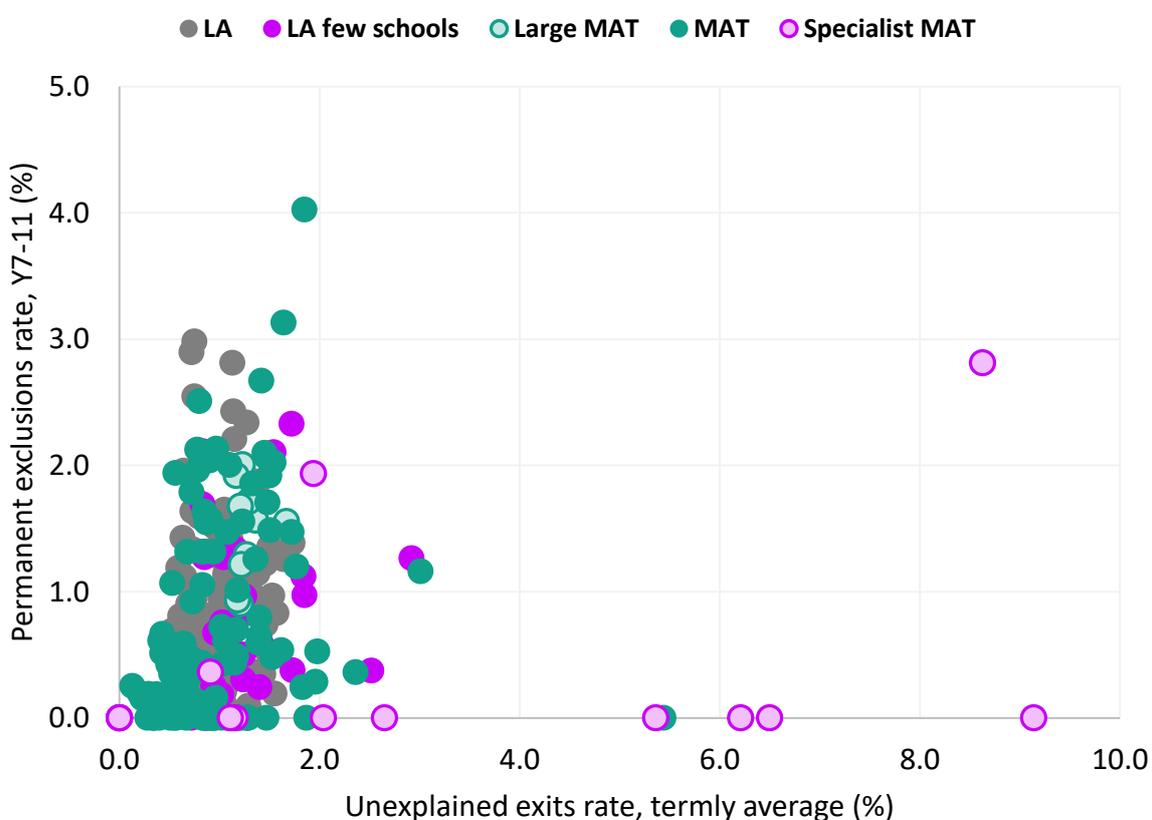
Figure 5.2. Unexplained exit rates compared with permanent exclusion rates for different school groups (outliers removed)
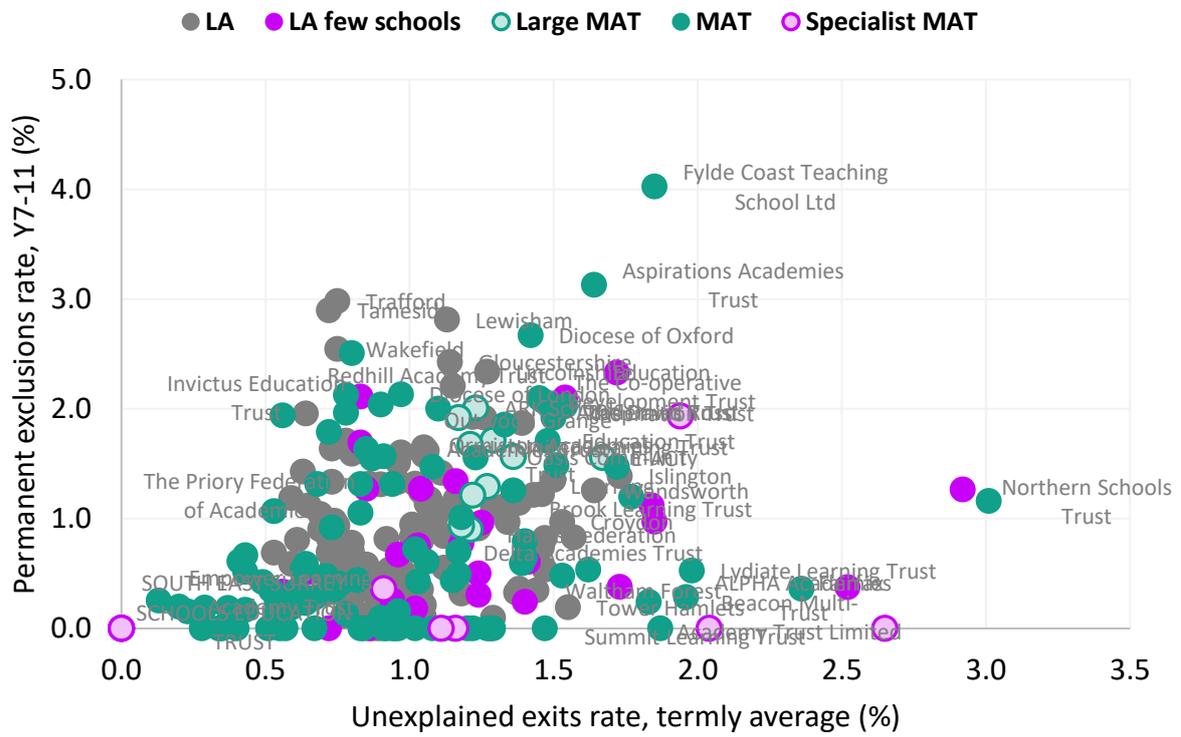
Figure 6.1. Type of termly exits for MATs and local authorities in the 2017 cohort

School group	Type	Terms included	Average # of schools	Average # of pupils	Permanent exclusions	Family-driven exits				Unexplained exits		Relative risk (RR): compared to average rate	Percentage change in RR from the 2014 cohort
						House move	To a special school	Social care related	Migration related	Total	Average termly rate		
The Rosedale Hewens Academy Trust*	MAT	9	4	182	0	11	x	0	x	89	5.4%	6.1	+210.3%
Consilium Academies	MAT	1	3	311	0	0	0	0	0	x	x	3.7	-
Northern Schools Trust	MAT	8	3	344	x	14	0	0	x	83	3.0%	3.4	+15.9%
Fairfax	MAT	2	3	552	x	0	0	0	x	26	2.4%	3.2	-
Bournemouth	LA	14	4	237	x	25	x	0	x	97	2.9%	3.2	+75.7%
Hammersmith and Fulham	LA	14	7	266	x	28	x	0	x	94	2.5%	2.7	+37.0%
Education South West	MAT	1	4	628	x	0	0	0	x	x	x	2.7	-
Lydiate Learning Trust*	MAT	2	3	380	x	0	0	0	x	15	2.0%	2.7	-
Summit Learning Trust	MAT	2	3	723	0	0	x	0	x	27	1.9%	2.6	-
ALPHA Academies Trust	MAT	8	3	350	x	20	x	0	x	55	2.0%	2.2	-
Fylde Coast Teaching School Ltd	MAT	8	3	472	19	19	x	0	x	70	1.9%	2.1	-
Blackpool	LA	14	6	618	x	103	x	0	13	160	1.9%	2.0	+28.8%
Torbay	LA	14	5	446	x	57	15	0	x	115	1.8%	2.0	+46.0%
White Rose Academies Trust	MAT	8	3	408	x	14	0	0	x	56	1.7%	1.9	-
Islington	LA	14	13	1225	17	79	x	0	20	297	1.7%	1.9	-12.1%
Brook Learning Trust	MAT	10	3	333	x	12	0	0	x	59	1.8%	1.9	+.5%
Thurrock	LA	12	4	265	x	23	x	0	x	55	1.7%	1.8	+48.0%
E-ACT	MAT	14	12	1735	27	139	x	x	24	406	1.7%	1.8	-3.7%
Hartlepool	LA	13	5	593	x	25	x	0	x	49	0.6%	1.8	+304.4%
Great Schools Trust	MAT	5	3	176	x	x	0	0	x	13	1.5%	1.8	-

School group	Type	Terms included	Average # of schools	Average # of pupils	Permanent exclusions	Family-driven exits				Unexplained exits			
						House move	To a special school	Social care related	Migration related	Total	Average termly rate	Relative risk (RR): compared to average rate	Percentage change in RR from the 2014 cohort
Richmond upon Thames	LA	13	7	601	14	37	10	0	12	134	1.7%	1.8	+35.6%
Wandsworth	LA	14	12	875	11	60	15	0	x	201	1.6%	1.8	+16.3%
Greenshaw Learning Trust	MAT	3	3	611	0	x	0	0	x	27	1.5%	1.8	-
Aspirations Academies Trust*	MAT	11	4	415	13	36	0	0	x	75	1.6%	1.8	+61.5%
Aldridge Education	MAT	14	4	559	x	42	x	0	x	127	1.6%	1.8	-25.1%
Inspiration Trust	MAT	8	5	593	12	28	0	0	x	73	1.5%	1.7	-
Merton	LA	14	10	1084	x	60	x	0	13	238	1.6%	1.7	-24.1%
Tower Hamlets	LA	14	20	2581	x	114	11	0	20	561	1.6%	1.7	+5.6%
The Sigma Trust	MAT	2	4	778	0	x	0	0	x	19	1.2%	1.7	-
Reading	LA	14	6	428	x	34	x	0	x	92	1.5%	1.7	+18.4%
Croydon	LA	14	17	1858	18	131	22	0	13	397	1.5%	1.7	+32.8%
Greenwood Academies Trust	MAT	14	8	1345	20	127	x	0	x	285	1.5%	1.7	+19.6%
University of Brighton	MAT	2	3	542	0	0	0	0	x	13	1.2%	1.6	-
The David Ross Education Trust	MAT	14	9	938	18	92	x	0	x	197	1.5%	1.6	+50.9%
Bristol, City of	LA	14	18	1405	19	76	22	0	16	295	1.5%	1.6	-16.4%
Derby	LA	14	19	2185	18	172	29	0	40	451	1.5%	1.6	+21.2%
The Co-operative Academies Trust	MAT	14	3	485	10	40	x	0	12	100	1.5%	1.6	+73.9%
Greenwich	LA	14	11	1493	x	103	x	0	16	307	1.5%	1.6	-19.6%
Lambeth	LA	14	15	1353	10	71	13	0	13	277	1.5%	1.6	-3.0%
Brent	LA	14	9	900	11	43	0	0	x	184	1.5%	1.6	+16.9%
Education Development Trust	MAT	14	5	619	13	45	x	0	x	126	1.5%	1.6	+81.6%
Bradford Diocesan Academies Trust	MAT	2	3	655	0	0	0	0	x	15	1.2%	1.6	-
Waltham Forest	LA	14	15	1726	x	140	13	0	36	348	1.4%	1.6	+1.3%

School group	Type	Terms included	Average # of schools	Average # of pupils	Permanent exclusions	Family-driven exits				Unexplained exits			
						House move	To a special school	Social care related	Migration related	Total	Average termly rate	Relative risk (RR): compared to average rate	Percentage change in RR from the 2014 cohort
Peterborough	LA	14	11	1150	14	94	16	0	31	230	1.4%	1.6	-8.3%
Diocese of Oxford	MAT	14	3	412	11	25	x	0	x	82	1.4%	1.6	+9.2%
Community Academies Trust	MAT	4	5	651	0	x	x	0	x	33	1.3%	1.6	-
Isle of Wight	LA	14	8	991	x	95	x	0	x	196	1.4%	1.5	+4.8%
Knowsley	LA	14	8	821	x	35	10	0	x	161	1.4%	1.5	+4.1%
The Brooke Weston Trust	MAT	14	5	880	x	50	x	0	x	172	1.4%	1.5	+31.0%
David Meller	MAT	14	4	619	x	37	x	0	12	121	1.4%	1.5	-16.0%
Ealing	LA	14	16	2138	40	151	x	0	24	416	1.4%	1.5	+36.0%
Camden	LA	14	12	1398	16	70	12	0	24	271	1.4%	1.5	-10.2%
Plymouth	LA	14	14	1106	x	69	x	0	28	213	1.4%	1.5	+57.9%
Southend-on-Sea	LA	14	9	919	x	69	15	0	x	176	1.4%	1.5	+16.4%
Oasis Community Learning	MAT	14	14	2107	33	172	14	x	32	402	1.4%	1.5	-8.1%
Haringey	LA	14	13	1548	15	88	11	0	28	291	1.3%	1.5	+13.2%
Liverpool	LA	14	32	3054	34	151	47	0	21	568	1.3%	1.4	-12.7%
Activate Learning Education Trust**	MAT	4	4	296	x	x	0	0	x	14	1.2%	1.4	-
City of London Academies Trust	MAT	14	3	485	x	20	x	0	x	90	1.3%	1.4	-6.5%
Swale Academies Trust	MAT	12	3	557	x	29	x	0	x	91	1.4%	1.4	-38.4%
Blackburn with Darwen	LA	14	9	1026	x	67	x	0	x	186	1.3%	1.4	+1.4%
Kingston upon Hull, City of	LA	14	13	1459	16	101	13	0	12	264	1.3%	1.4	-23.1%
United Learning Trust	MAT	14	25	3854	66	266	23	x	55	695	1.3%	1.4	-4.8%
Kensington and Chelsea	LA	8	5	428	0	13	x	0	x	44	1.3%	1.4	+26.1%
The Kemnal Academies Trust	MAT	14	14	1933	25	132	11	0	19	344	1.3%	1.4	+15.0%

School group	Type	Terms included	Average # of schools	Average # of pupils	Permanent exclusions	Family-driven exits				Unexplained exits			
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Lincolnshire	LA	14	28	2009	47	180	37	0	24	357	1.3%	1.4	-13.2%
Stoke-on-Trent	LA	14	11	990	19	77	11	0	x	175	1.3%	1.4	+29.2%
Southwark	LA	14	9	623	x	30	x	0	x	109	1.3%	1.4	+3.8%
Bath and North East Somerset	LA	14	9	984	x	36	x	0	x	171	1.2%	1.4	+48.4%
Harrow	LA	14	7	600	x	36	x	0	x	104	1.2%	1.4	+6.3%
Barnet	LA	14	14	1318	12	68	x	0	13	228	1.2%	1.3	-14.1%
Cabot Learning Federation	MAT	14	6	835	13	60	x	0	x	144	1.2%	1.3	-20.7%
ARK Schools	MAT	14	15	1943	39	125	x	0	20	334	1.2%	1.3	-38.7%
Salford	LA	14	16	1868	36	129	24	0	13	319	1.2%	1.3	+25.5%
Academies Enterprise Trust (AET)	MAT	14	27	3705	45	255	25	0	56	632	1.2%	1.3	+1.5%
Ormiston Academies Trust	MAT	14	22	3222	54	209	11	0	16	548	1.2%	1.3	+17.9%
Delta Academies Trust	MAT	14	13	1773	16	124	x	0	14	300	1.2%	1.3	+32.3%
Community Inclusive Trust	MAT	3	6	62	0	x	x	0	0	x	x	1.3	-
The Heath Family Trust	MAT	6	3	610	x	x	x	0	x	43	1.2%	1.3	-
FPTA Academies (Fort Pitt Grammar School and The Thomas Aveling School)	MAT	5	3	493	x	13	0	0	x	26	1.1%	1.3	-
Hounslow	LA	14	7	642	x	27	x	0	x	106	1.2%	1.3	-7.9%
Bourne Education Trust	MAT	7	3	429	x	x	0	0	x	35	1.2%	1.3	-
Suffolk	LA	14	37	3691	34	273	x	x	46	609	1.2%	1.3	+25.5%
Harris Federation	MAT	14	14	2358	22	134	x	0	17	389	1.2%	1.3	-11.1%
Kent	LA	14	70	6296	20	351	74	0	74	1037	1.2%	1.3	+9.4%

| School group | Type | Terms included | Average # of schools | Average # of pupils | Permanent exclusions | Family-driven exits | | | | Unexplained exits | | | |
						House move	To a special school	Social care related	Migration related	Total	Average termly rate	Relative risk (RR): compared to average rate	Percentage change in RR from the 2014 cohort
Outwood Grange Academies Trust	MAT	14	10	1771	34	139	13	0	20	289	1.2%	1.3	+23.3%
Hackney	LA	14	12	1020	12	37	x	0	x	166	1.2%	1.3	-19.2%
Swindon	LA	14	9	969	13	108	14	0	16	157	1.2%	1.3	+17.8%
Nottingham	LA	14	15	1405	31	94	12	0	x	227	1.2%	1.3	+8.7%
Gloucestershire	LA	14	30	1854	45	102	24	0	44	297	1.1%	1.2	+25.3%
Kingston upon Thames	LA	12	5	318	x	12	x	0	x	45	1.2%	1.2	-5.3%
Newham	LA	14	15	2755	23	198	11	0	16	440	1.1%	1.2	-12.7%
Cambridge Meridian Academies Trust	MAT	11	4	687	x	41	x	0	x	87	1.2%	1.2	+520.0%
Lewisham	LA	14	16	1814	51	100	x	0	13	286	1.1%	1.2	-34.4%
Herefordshire, County of	LA	14	9	833	x	49	x	0	29	131	1.1%	1.2	+18.4%
The Skinners' Company	MAT	9	4	499	0	14	x	0	x	52	1.2%	1.2	-
Coastal Academies Trust	MAT	14	3	465	0	23	x	0	x	73	1.1%	1.2	-37.8%
Barking and Dagenham	LA	14	11	1990	11	154	x	0	17	311	1.1%	1.2	-4.0%
West Berkshire	LA	14	10	1014	11	54	x	0	x	158	1.1%	1.2	+16.3%
Medway	LA	14	13	1554	22	100	13	0	24	242	1.1%	1.2	+3.4%
Tudor Grange Academies Trust	MAT	8	4	611	x	15	x	0	x	53	1.1%	1.2	-
Woodard Academies Trust	MAT	14	5	799	16	57	x	0	x	123	1.1%	1.2	+20.0%
Hillingdon	LA	14	9	798	x	47	x	0	11	122	1.1%	1.2	-10.5%
Birmingham	LA	14	63	7273	78	357	69	0	69	1104	1.1%	1.2	-4.1%
Manchester	LA	14	23	2739	25	147	55	0	25	415	1.1%	1.2	-9.2%
Wolverhampton	LA	14	18	1542	15	112	17	0	18	232	1.1%	1.2	+31.5%
Southampton	LA	14	12	1357	16	120	x	0	x	203	1.1%	1.2	-15.9%

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						House move	To a special school	Social care related	Migration related	Total	Average termly rate		
The GORSE Academies Trust	MAT	5	3	635	0	x	0	0	x	30	0.9%	1.2	-
Buckinghamshire	LA	14	23	2020	23	120	22	0	21	299	1.1%	1.2	+17.3%
Bedford	LA	14	10	865	14	51	10	0	x	128	1.1%	1.2	-10.9%
Wirral	LA	14	17	1577	26	62	17	0	26	232	1.1%	1.1	-7.3%
Sandwell	LA	14	11	1459	23	84	x	0	x	214	1.1%	1.1	+9.6%
Bradford	LA	14	34	4572	x	294	29	0	88	670	1.1%	1.1	-10.2%
Essex	LA	14	45	5190	11	344	43	0	43	760	1.1%	1.1	+22.6%
Cornwall	LA	14	30	3285	41	321	x	0	59	480	1.0%	1.1	+20.2%
Telford and Wrekin	LA	14	13	1404	x	90	11	0	14	205	1.0%	1.1	-5.0%
Leicester	LA	14	23	3182	x	158	23	0	16	464	1.0%	1.1	-23.6%
Poole	LA	14	9	707	x	35	x	0	x	103	1.0%	1.1	+9.7%
Coventry	LA	14	16	1891	15	120	21	0	22	275	1.0%	1.1	+9.7%
Barnsley	LA	14	10	1800	x	117	x	0	12	260	1.0%	1.1	+49.3%
Westminster	LA	14	5	396	x	11	x	0	x	57	1.0%	1.1	-22.2%
Newcastle upon Tyne	LA	14	15	1558	11	72	16	0	16	224	1.0%	1.1	-31.7%
St. Helens	LA	14	12	1378	x	62	x	0	x	198	1.0%	1.1	+34.9%
Brighton and Hove	LA	14	15	2051	x	92	20	0	12	294	1.0%	1.1	+11.0%
South Gloucestershire	LA	14	16	1440	19	82	10	0	13	206	1.0%	1.1	+32.1%
Wokingham	LA	14	9	715	x	36	12	0	x	102	1.0%	1.1	-9.0%
Windsor and Maidenhead	LA	14	7	547	x	33	x	0	x	78	1.0%	1.1	-12.6%
Portsmouth	LA	14	9	1100	x	70	16	x	17	157	1.0%	1.1	+5.7%
Cumbria	LA	14	28	2745	26	142	x	0	11	389	1.0%	1.1	+54.9%
Luton	LA	14	10	1551	13	126	x	0	x	219	1.0%	1.1	+.9%
Devon	LA	14	40	3727	31	263	20	0	28	525	1.0%	1.1	-1.8%

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Russell Education Trust	MAT	11	4	277	x	10	0	0	10	31	1.0%	1.1	-
The Thinking Schools Academy Trust	MAT	10	4	466	x	18	x	0	x	48	1.0%	1.1	+44.0%
Bohunt Education Trust	MAT	2	3	765	x	0	0	0	x	12	0.8%	1.1	-
Sefton	LA	14	20	1958	10	96	17	0	x	269	1.0%	1.1	+10.3%
Rochdale	LA	14	12	1809	29	114	28	0	x	246	1.0%	1.1	+5.0%
Diocese of London	MAT	14	4	657	14	18	x	0	x	89	1.0%	1.1	-34.8%
East Riding of Yorkshire	LA	14	20	3006	12	158	x	0	18	406	1.0%	1.1	+47.9%
Bexley	LA	14	7	743	x	21	x	0	x	100	1.0%	1.0	-4.6%
Havering	LA	14	16	1949	26	126	x	x	x	261	1.0%	1.0	+13.0%
Enfield	LA	14	19	2585	39	168	26	0	12	346	1.0%	1.0	0
Loxford School Trust Ltd	MAT	6	4	761	10	19	x	0	x	43	0.9%	1.0	-
Northamptonshire	LA	14	15	1791	x	132	x	0	11	238	1.0%	1.0	+13.2%
Dixons Academy Trust	MAT	14	4	596	0	18	x	0	x	79	1.0%	1.0	-
Slough	LA	14	8	782	x	51	x	0	x	103	0.9%	1.0	0
Oxfordshire	LA	14	27	2425	13	182	15	0	63	317	0.9%	1.0	-5.6%
Star Academies	MAT	8	6	359	0	x	x	0	x	26	0.9%	1.0	-
East Sussex	LA	14	26	3193	26	177	32	x	x	411	0.9%	1.0	+1.0%
Sunderland	LA	14	11	1057	x	48	x	x	x	136	0.9%	1.0	+58.7%
The Howard Partnership Trust	MAT	5	3	684	x	x	0	0	x	28	0.8%	1.0	-
Redbridge	LA	14	18	2506	x	135	x	0	25	322	0.9%	1.0	+8.7%
The Cam Academy Trust	MAT	7	4	529	0	x	x	0	x	x	x	1.0	-
Milton Keynes	LA	14	13	2061	x	135	18	0	x	263	0.9%	1.0	-31.3%

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Doncaster	LA	14	15	1217	x	83	x	0	x	155	0.9%	1.0	-2.9%
York	LA	14	11	1611	x	95	x	0	20	204	0.9%	1.0	-14.0%
Norfolk	LA	14	47	5187	68	357	14	x	36	656	0.9%	1.0	+8.9%
Leigh Academies Trust	MAT	14	6	1029	x	41	x	0	x	129	0.9%	1.0	-14.9%
Academy Transformation Trust	MAT	13	9	1211	19	88	x	0	25	143	0.9%	1.0	+19.8%
Redcar and Cleveland	LA	14	11	1199	0	96	13	0	x	149	0.9%	1.0	+31.1%
Hertfordshire	LA	14	50	4216	13	187	32	x	23	522	0.9%	1.0	+4.3%
Cheshire East	LA	14	15	1501	x	76	11	0	x	184	0.9%	1.0	-8.7%
Cambridgeshire	LA	14	29	2967	0	215	30	0	35	363	0.9%	1.0	-11.2%
Northern Education Trust	MAT	12	8	1128	23	55	x	x	x	122	0.9%	1.0	+17.3%
The Midland Academies Trust	MAT	14	3	517	x	38	x	0	x	63	0.9%	1.0	-23.4%
County Durham	LA	14	31	3036	40	219	42	0	20	367	0.9%	0.9	+10.6%
Bracknell Forest	LA	14	8	1108	0	57	x	0	x	133	0.9%	0.9	+8.1%
Matrix Academy Trust	MAT	6	3	551	x	x	x	0	x	28	0.9%	0.9	-
North Tyneside	LA	14	17	1675	x	78	14	x	x	200	0.9%	0.9	-3.1%
Middlesbrough	LA	14	7	865	11	45	x	x	11	103	0.9%	0.9	-27.6%
Sheffield	LA	14	17	2409	14	136	12	0	24	285	0.9%	0.9	+15.0%
The Cardinal Hume Academies Trust	MAT	2	3	373	0	x	0	0	x	x	x	0.9	-
Leeds	LA	14	38	5131	x	252	31	x	39	605	0.8%	0.9	+4.5%
Warrington	LA	14	15	1816	x	80	17	0	x	214	0.8%	0.9	+21.3%
Halton	LA	14	7	945	16	48	x	0	x	110	0.8%	0.9	+30.4%
Gateshead	LA	14	9	852	18	52	18	0	x	99	0.8%	0.9	+25.0%

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The Haberdashers' Livery Company	MAT	14	5	854	x	38	x	0	x	99	0.8%	0.9	-13.5%
Wigan	LA	14	20	2730	x	121	11	0	x	316	0.8%	0.9	-4.3%
Wiltshire	LA	14	22	2187	x	187	10	0	90	252	0.8%	0.9	+23.6%
Redhill Academy Trust	MAT	8	4	638	16	10	0	0	x	41	0.8%	0.9	-
Kent Catholic Schools' Partnership	MAT	9	4	633	0	13	x	0	x	48	0.8%	0.9	-
Worcestershire	LA	14	24	2431	15	119	13	0	x	277	0.8%	0.9	+11.4%
Calderdale	LA	14	10	1279	x	72	x	0	21	144	0.8%	0.9	-22.3%
Somerset	LA	14	24	2080	13	135	14	0	14	234	0.8%	0.9	-13.0%
South Tyneside	LA	14	13	1281	10	58	24	0	x	144	0.8%	0.9	+13.0%
West Norfolk Academies Trust	MAT	4	3	559	10	x	0	0	x	16	0.7%	0.9	-
Kirklees	LA	14	22	2492	x	131	17	0	22	280	0.8%	0.9	-10.3%
The Dean Trust	MAT	9	3	456	x	16	x	0	x	34	0.8%	0.9	-
Lancashire	LA	14	91	10110	161	541	54	0	54	1132	0.8%	0.9	-5.4%
Hampshire	LA	14	68	8433	29	544	77	x	145	930	0.8%	0.9	0
Walsall	LA	14	15	1695	29	72	14	0	x	186	0.8%	0.9	-48.5%
Leicestershire	LA	14	22	2937	12	150	x	0	12	321	0.8%	0.9	+2.4%
Creative Education Trust	MAT	14	5	894	19	60	0	x	x	97	0.8%	0.8	-17.6%
Stockport	LA	14	17	2123	14	87	11	0	x	229	0.8%	0.8	-4.5%
Surrey	LA	14	61	6483	20	287	48	0	60	699	0.8%	0.8	-5.6%
Dorset	LA	14	27	2696	x	177	15	0	55	290	0.8%	0.8	-8.7%
River Learning Trust	MAT	2	3	575	x	x	0	0	x	x	x	0.8	-
Transforming Education in Norfolk (the TEN Group)	MAT	10	3	408	x	22	x	0	x	32	0.8%	0.8	+10.7%
Landau Forte Charitable Trust	MAT	14	3	491	x	25	x	0	x	52	0.8%	0.8	-2.4%

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Stockton-on-Tees	LA	14	10	1279	12	68	23	0	x	135	0.8%	0.8	-1.2%
Trafford	LA	14	13	906	27	49	29	0	x	95	0.8%	0.8	-30.8%
Wakefield	LA	14	11	1218	31	75	x	0	10	127	0.8%	0.8	+11.0%
Sutton	LA	14	11	1202	10	32	x	x	x	125	0.7%	0.8	+5.2%
The Diocese Of Westminster Academy Trust	MAT	14	6	1684	x	76	x	0	10	175	0.7%	0.8	-19.0%
Rotherham	LA	14	14	1223	12	86	12	0	32	127	0.7%	0.8	+47.3%
Wellsway Multi Academy Trust*	MAT	6	5	435	x	x	0	0	x	19	0.7%	0.8	-
Solihull	LA	14	13	1344	22	57	13	0	x	138	0.7%	0.8	-5.9%
Nottinghamshire	LA	14	31	3465	19	179	15	0	15	355	0.7%	0.8	-14.0%
Oldham	LA	14	11	2246	30	93	x	0	x	229	0.7%	0.8	-3.7%
Central Bedfordshire	LA	14	10	905	x	37	x	0	15	92	0.7%	0.8	-23.3%
Bolton	LA	14	19	2760	19	120	20	0	20	280	0.7%	0.8	-9.2%
West Sussex	LA	14	39	5418	38	237	29	0	27	549	0.7%	0.8	-2.5%
Shropshire	LA	14	15	1711	14	72	x	0	49	173	0.7%	0.8	-2.5%
The Rodillian Multi Academy Trust	MAT	5	3	435	x	x	x	0	0	14	0.6%	0.8	-
Tameside	LA	14	12	1278	37	54	x	0	x	129	0.7%	0.8	-10.3%
Darlington	LA	14	3	357	0	33	x	0	x	36	0.7%	0.8	+16.4%
Tollbar Multi Academy Trust	MAT	4	3	553	x	x	x	0	x	14	0.6%	0.8	-
Warwickshire	LA	14	21	2484	x	126	11	0	12	247	0.7%	0.8	+13.2%
Tapton School Academy trust	MAT	8	3	608	x	x	x	0	x	33	0.7%	0.8	-
Staffordshire	LA	14	57	5646	51	284	40	x	16	545	0.7%	0.8	-2.6%
GLF Schools	MAT	2	4	642	0	0	0	0	x	x	x	0.8	-
The Two Counties Trust	MAT	2	4	827	x	0	0	0	0	x	x	0.8	-

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Derbyshire	LA	14	51	6432	67	330	16	x	18	617	0.7%	0.7	+23.3%
Northumberland	LA	14	29	2323	26	102	17	0	20	212	0.7%	0.7	-23.7%
Dudley	LA	14	24	3064	60	123	14	0	x	276	0.6%	0.7	-1.4%
Diverse Academies Trust	MAT	14	5	849	x	50	x	0	x	76	0.6%	0.7	+12.9%
Guildford Education Partnership	MAT	5	3	633	0	x	0	0	x	18	0.6%	0.7	-
Bury	LA	14	16	2171	31	105	x	0	x	192	0.6%	0.7	-40.0%
North Yorkshire	LA	14	48	5083	41	322	35	0	96	437	0.6%	0.7	-6.9%
Castle School Education Trust	MAT	5	4	666	x	x	0	0	x	18	0.5%	0.7	-
North Somerset	LA	14	10	1346	16	76	x	0	21	112	0.6%	0.7	-8.5%
Bromley	LA	14	11	1187	x	40	12	0	x	98	0.6%	0.6	-26.4%
Invictus Education Trust	MAT	6	4	567	11	x	0	0	0	19	0.6%	0.6	-
North Lincolnshire	LA	14	5	595	x	44	x	0	x	47	0.6%	0.6	-43.5%
Emmanuel Schools Foundation	MAT	2	3	586	x	x	0	0	0	x	x	0.6	-
The Priory Federation of Academies	MAT	14	4	656	x	32	x	0	x	49	0.5%	0.6	-52.1%
The Spencer Academies Trust	MAT	6	3	573	x	x	0	0	x	18	0.5%	0.6	-
Cheshire West and Chester	LA	14	23	2317	16	88	15	0	90	171	0.5%	0.6	-13.6%
Empower Learning Academy Trust	MAT	1	3	503	x	0	0	0	0	x	x	0.6	-
Carmel Education Trust	MAT	6	3	473	x	x	x	0	x	14	0.5%	0.5	-
East Midlands Education Trust	MAT	5	5	751	x	x	0	0	x	16	0.4%	0.5	-
Bridgwater College Trust	MAT	3	3	388	x	x	0	0	x	x	x	0.5	-

School group	Type	Terms included	Average # of schools	Average # of pupils	Permanent exclusions	Family-driven exits				Unexplained exits		Relative risk (RR): compared to average rate	Percentage change in RR from the 2014 cohort
						House move	To a special school	Social care related	Migration related	Total	Average termly rate		
The Arthur Terry Learning Partnership	MAT	5	3	491	x	x	x	0	x	10	0.4%	0.5	-
Excalibur Academies Trust	MAT	2	3	442	0	x	0	0	x	x	x	0.5	-
Great Academies Education Trust	MAT	2	3	594	0	x	0	0	0	x	x	0.5	-
The Athelstan Trust	MAT	5	3	516	0	x	x	0	x	x	x	0.4	-
Nova Education Trust	MAT	2	3	524	x	x	0	0	x	x	x	0.4	-
Anglian Learning	MAT	2	4	710	0	x	0	0	0	x	x	0.4	-
Education and Leadership Trust	MAT	2	3	641	x	0	0	0	0	x	x	0.3	-
Midsomer Norton Schools Partnership	MAT	2	3	393	x	x	0	0	x	x	x	0.2	-
Scholars' Education Trust	MAT	1	3	338	0	0	0	0	0	0	-	-	-
The Seckford Foundation Free Schools Trust	MAT	1	3	102	0	0	0	0	0	0	-	-	-
South East Surrey Schools Education Trust	MAT	1	3	468	0	0	0	0	0	0	-	-	-

*These MATs contain small studio schools however they do not appear to account for the majority of their unexplained exits.

**These MATs contain small studio schools which may account for a substantial number of their unexplained exits.

Figure 6.2. Type of termly exits for MATs with specialist schools for the 2017 cohort[12]

| MAT | Terms included | Average # of schools | Average # of pupils | PX | Family-driven exits | | | | Unexplained exits | | Relative risk (RR): compared to average rate | Percentage change in RR from the 2014 cohort |
					House move	Special school move	Social care related	Migration related	Total	Average termly rate		
Advance Trust	10	4	38	0	x	x	0	11	10	2.7%	2.8	+279.0%
Beacon Multi-Academy Trust Limited	4	3	411	x	x	0	0	x	30	1.8%	2.2	
Beckfoot Trust	5	4	547	0	x	0	0	0	14	0.5%	0.6	
Bolton Impact Trust	3	3	52	x	x	0	0	x	x	x	2.3	-
Bright Futures Educational Trust	14	4	416	x	29	x	0	13	89	1.5%	1.7	
Central Learning Partnership Trust	4	3	295	0	x	x	0	0	12	1.0%	1.2	
Education Partnership Trust	2	3	276	x	x	0	0	x	x	x	1.2	-
Horizons Specialist Academy Trust	1	3	86	0	0	0	0	x	x	x	3.3	-
Hornbeam Academy Trust	3	3	37	0	0	0	0	0	0	0.0%	0.0	-
New Bridge Academy	1	3	46	0	0	0	0	0	0	0.0%	0.0	-
Nexus Multi Academy Trust	2	3	25	0	0	0	0	x	x	x	2.8	-
Northern House School Academy Trust	1	3	29	0	0	0	0	0	0	0.0%	0.0	-
Orchard Hill College	5	5	86	0	x	x	0	28	28	6.5%	7.9	-
Parallel Learning Trust	3	3	54	0	0	x	0	10	10	6.2%	7.5	-
Partnership Learning	1	3	535	x	x	0	0	0	x	x	1.1	
Sidney Stringer Academy Trust	7	3	326	0	x	x	0	x	21	0.9%	1.0	
Special Partnership Trust	2	4	45	0	0	0	0	x	x	x	1.5	-
TBAP Trust	9	5	61	0	12	x	0	50	50	9.1%	9.6	-
The Active Learning Trust Limited	2	3	372	0	0	0	0	0	x	x	0.6	
The Adelaide Academy Trust	2	3	24	0	0	0	0	0	0	-	-	-

[12] In the time period we looked at, at least 25% of schools in these MATs were specialist schools. By contrast, we found that at least a quarter of schools in **almost all** LA school groups were specialist provision.

MAT	Terms included	Average # of schools	Average # of pupils	PX	Family-driven exits				Unexplained exits		Relative risk (RR): compared to average rate	Percentage change in RR from the 2014 cohort
					House move	Special school move	Social care related	Migration related	Total	Average termly rate		
The Queen Katherine School	5	3	357	x	x	x	0	0	12	0.7%	0.8	
The Rowan Learning Trust	6	3	401	0	x	x	0	0	23	1.0%	1.1	
The Sabden Multi Academy Trust	1	4	56	0	0	0	0	x	x	x	15.3	-
The Shaw Education Trust	8	4	210	x	x	x	0	0	12	0.7%	0.8	
The White Horse Federation	6	4	336	x	x	x	0	0	28	1.4%	1.5	
Unity Schools Partnership	8	4	527	x	20	0	0	0	25	0.6%	0.7	
Wellspring Academy Trust	7	4	71	x	x	x	0	43	43	8.6%	9.5	-

Distribution of unexplained exits across MAT and LA schools

We looked at how unexplained exits are spread across schools in multi-academy trusts and local authority school groups. Annex 3 presents these distributions for the 2017 cohort. As above, only MATs with at least three schools were included in our counts.

In a minority of both MATs and LAs (18 per cent and 13 per cent respectively), the majority of schools had zero unexplained exits across the five years of secondary schools. Meanwhile, nine school groups – seven LAs and two MATs – had one school which saw 30 or more unexplained exits during the five years of secondary school. The LAs with a single school with more than 30 exits were: Merton, Tower Hamlets, Bristol, Derby, Kent, Leicester and Sefton. The MATs were Rosedale Hewens Academy Trust and Ormiston Academies Trust.

Unexplained exits by local authority area

Figures 7.1 and 7.2 present the geographic breakdown of unexplained exits across local authority areas in England for the 2014 and 2017 cohorts. Areas in which the risk of unexplained exits was above average are highlighted in dark green, and those with a risk that is below average are highlighted in light green. Areas with risk ratios between 0.9 and 1.1 are included in the 'approximately average' category.

London, parts of the urban West Midlands, and a band of areas stretching across the North from Merseyside to the Humber all have experienced relatively high rates of unexplained exits for both the 2014 and 2017 cohorts. In the East of England, parts of central England and the South West, there have been increases in unexplained exits between the two cohorts.

Figure 7.1. Local authority level unexplained exit rates for the 2014 cohort
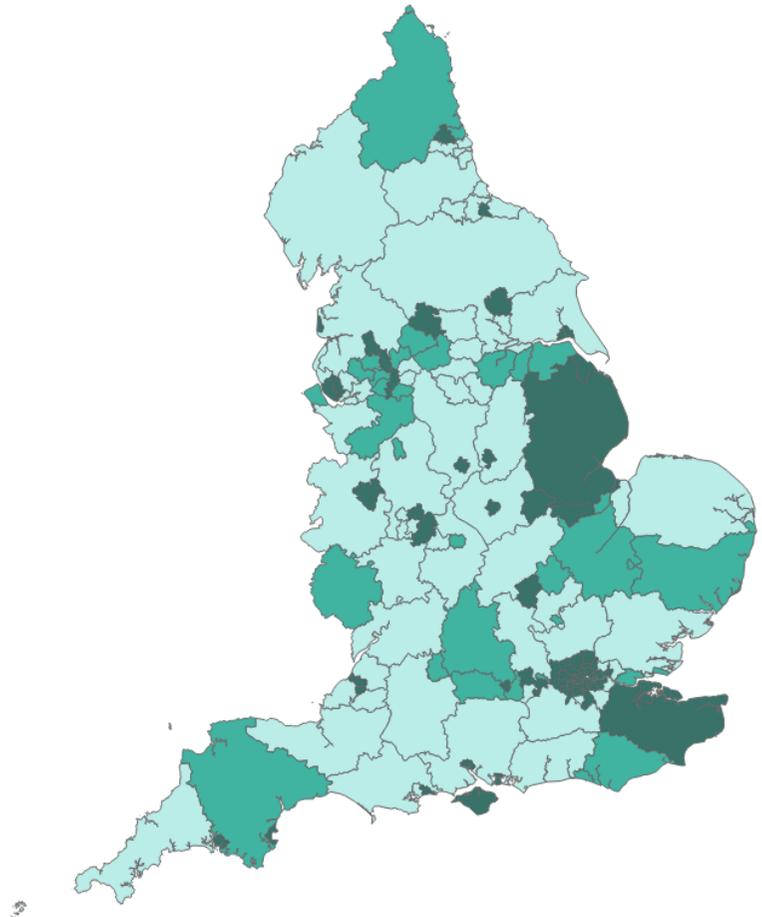
Figure 7.2. Local authority level unexplained exit rates for the 2017 cohort

Above average

Approximately average

Below average
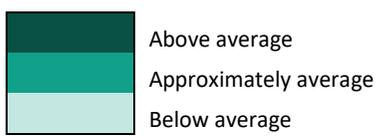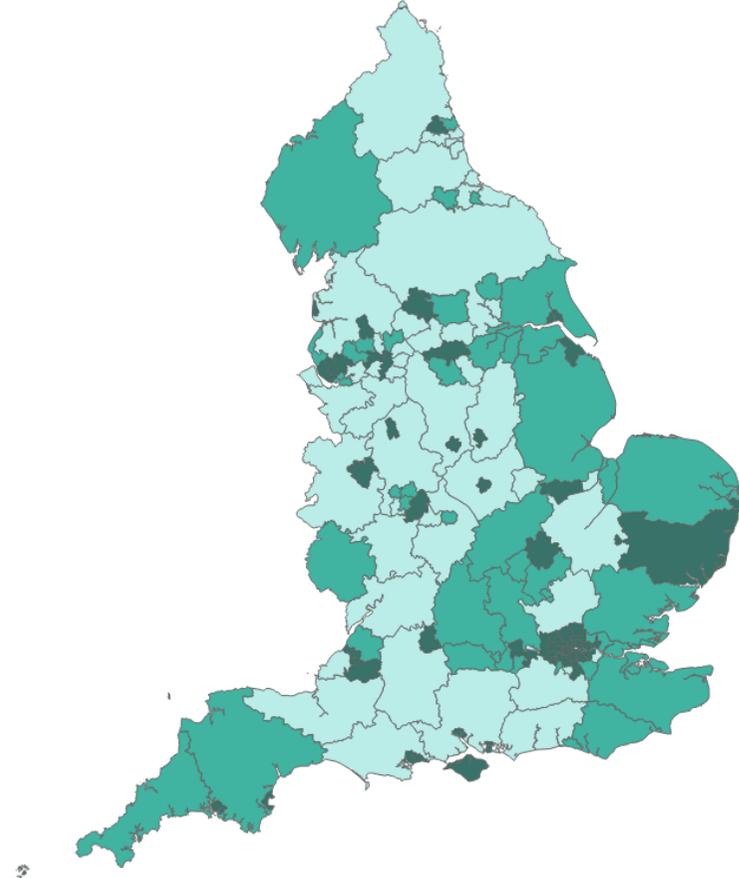
Part 4: Conclusions and recommendations

Our research into unexplained exits has uncovered and mapped a large volume of school exits that do not appear to be driven by family considerations such as a home move or migration. Vulnerable children who are already at increased risk of low educational outcomes are systematically over-represented in the group of children who experience unexplained exits. This is not a new problem, having existed at high levels under labour, coalition and conservative governments, but it is increasing in prevalence over recent years. This raises profound questions about the inclusion of children with special educational needs and disabilities in our schools, as well as of other vulnerable and marginalised groups. Given the basic protective function of stable long-term relationships with supportive adults, it does not seem credible that it would be in the best interests of children for one in ten to face disrupted schooling over the course of secondary school. This is not to suggest that there should not be any school moves, as sometimes these will be necessary, but the volume we have found is worrying.

It is important to acknowledge that no data analysis can ever tell us the whole truth about a complex school system. We cannot tell which cases of unexplained exit are more or less in the interest of the child by analysing administrative data, however sophisticated the analysis. This is why we refer to the school exits in our analysis as 'unexplained' and not as 'off-rolling.' However, we have undertaken a very detailed and careful analysis, giving benefit of the doubt where this seems appropriate and revising our initial working paper methodology on the basis of feedback we have received from the school sector and others. We have tested the extent to which the unexplained exits we have found can be attributed as 'managed moves' and found this to be low. In any case, we are not convinced that there are sufficient safeguards around managed moves to ensure that they are only used appropriately. Our analysis shows that over half of children who experience an unexplained exit do not immediately get a school place in the term following the exit, and close to two in five do not return to education in time to complete their GCSEs.

In considering the uncertainty around the appropriateness of individual unexplained exits, it is clear from evidence gathered in the consultation on methodology that some proportion of unexplained exits will be legitimate decisions in the interests of the child. It also seems likely from the patterns of exits around year 11 that some proportion represent deliberate gaming of the school accountability system. This leaves many cases - we believe this is likely to be the majority - where schools are simply following a system that is not set up to ensure the best outcomes for vulnerable children. Whilst we have found some groups of schools with unusually high rates of unexplained exits that raise serious concerns, the striking finding of this research is that there is a systemic problem of too much mobility under the assumption that moving a child is a 'solution' to educational challenges. It may be in some cases, but this only makes sense where there is going to be better support after the move than before it.

Our research presents an opportunity to step back and look at the big picture of pupil mobility and children missing education and use this information to make changes that provide better protection and inclusion for vulnerable children. We set out some provisional recommendations below. This is not a complete solution, but it outlines what we believe are the main parts of the problem that need addressing at a national level from our research:

1. **We need a central data reporting system that captures managed moves and moves into home schooling to enable proper oversight of school inclusion.** It would also be prudent for the government to collect and monitor the use of offsite alternative provision and/or 'internal

exclusions' by schools. This would enable better monitoring and research of inclusion, including for children with protected characteristics, who we have found to be at disproportionate risk of unexplained exits.

2. **Local processes for administering managed moves and placements of excluded children need greater transparency and a properly independent representative of the child's best interests.** This role cannot be effectively undertaken by local authority officials due to the conflict of interest they face as both the assessor of and provider/funder of support for special educational needs and disabilities support. This conflict needs to be resolved in order to ensure that there is better preventative support for children with SEND to reduce their likelihood of struggling at school.

3. **Government needs to recognise the complex causes of behaviour difficulties in its policies and guidance.** These include trauma from abuse or neglect and attachment problems, the effects of material poverty such as hunger and inadequate housing, parental stress and mental health difficulties, and unsupported special educational needs and disabilities.

4. **School performance measures and accountability need to take the vulnerability of the school's pupil intake into account.** In addition to contextualising attainment and other outcomes, the accountability system needs to recognise and reward the inclusion of vulnerable children in mainstream schooling as a social good. It needs a broader conception of school performance that accounts for children's health and development, but does not blame schools for having vulnerable intakes.

5. **Schools need new guidance and support on making reasonable adjustments for children with SEND or social care histories.** This should include compulsory training for headteachers on SEND rights and responsibilities and on bias.

6. **The high needs funding review should base a new funding allocation system around the aim of promoting inclusion and early support for children with SEND or other difficulties, and should be funded at a level that supports meaningful improvements in outcomes for vulnerable children.**

Annex 1: Methodology details from our previous working paper

Data scope and structure

Data Sources

The following data sources were included in the dataset constructed for this working paper:

- School Census termly records autumn 2007 to summer 2017 [Oct/Jan/May];
- Alternative Provision 'AP' Census 2008 to 2017 [Jan];
- Pupil Referral Unit 'PRU' Census 2010 to 2013 [Jan];
- Children Looked After 'CLA' Census 2006 to 2017 [Mar]. Contains episodes of care from as early as 1991 for children with ongoing care records since the collection started in 2006;
- Children In Need 'CIN' Census 2009 to 2017 [Mar]. Contains referrals as early as 1991 for children with ongoing need records since the collections started in 2009;
- Key Stage 2 prior attainment 2005/06 to 2011/12 and linked school census records 2002 to 2012 [Jan];
- Get Information About Schools 'GIAS' records and link files [all records];
- Ofsted Inspection Outcomes Data 2005 to 2017.

Cohorts

Cohorts were constructed with membership determined according to month and year of birth, aligning to the school year [September to August]. Cohort membership was based on the *most recently recorded* birth month and year for records with conflicting information recorded in earlier or later census returns. The analysis in this working paper is based on cohorts where the majority of children reached year 11 in 2010/11 ('the 2011 cohort'), in 2013/14 ('the 2014 cohort'), and in 2016/17 ('the 2017 cohort'). The 2011 cohort is used to analyse school mobility in academic years 2013/14 to 2010/11, and so forth. This captures years 7 to 11 (inclusive) for most pupils.

Matching

Records were matched across data sources, terms and years using the anonymised pupil matching reference 'PMR' as the sole matching key. Cohorts were constructed from the School Census, AP Census and PRU Census records to form the core of the analytical dataset. Duplicate records for the same time period and Census type were deleted based on file order to produce no more than one record per PMR at one point in time. It is possible to have records from the School Census, AP Census and/or PRU Census for the same child where they have been dual-registered or have moved between institutions over time; these records are retained in the analysis.

The time structure of the core dataset is longitudinal spanning 15 school terms. However, children only ever registered in the AP or PRU Censuses throughout years 7 to 11 only have data for five annual time points.

All other datasets were matched to this core but retained for analysis only if they refer to children in the specified cohorts based on the School Census, AP census and/or PRU Census. The additional data were restructured to fit the termly structure of the core dataset, reflecting activity during one school term, or the latest position. Wherever the data record the dates of events leading to a status the latest status for each term was established. This was the case for exclusions records, CIN and CLA episode records, and Ofsted inspection records. For some statuses the position recorded is as at the

date of the census. This was the case for School Census records such as Free School Meals status, AP and PRU records and some aspects of the CIN and LAC data.

Identifying schools and school types

Using the original School Census school unique reference number 'URN' identifiers we can identify what the status of a school was at the time when a pupil left that school; for example, whether that school was an academy or a local authority school, and whether it was a mainstream school or a special school or alternative provision school.

However, when determining whether a pupil has moved schools by comparing their URN in two different terms, sometimes the URN changes, for example due to academy conversion, without the child having moved anywhere. In order not to spuriously count these URN changes as moves, we also associate each child with a 'stable URN' for each term using the link files from GIAS.

Where two or more URNs are linked as predecessor or successor schools, we select one URN arbitrarily from each URN 'family' and recode all the variants of that school to create the 'stable URN' that determines whether a child has moved schools or not. This version of the URN is not used to attribute any characteristics of the school as these can change over time; it is solely used to identify when URN changes genuinely represent a move of school.

CIN and CLA data structure

The CIN and CLA data were restructured into termly variables using the date of referral for the CIN episode to assign a school term and year to each episode of need (CIN), or the date the CLA episode commenced (CLA). The latest record for each episode (defined by date) was retained and any earlier records for the same episode discarded.

Different episodes within each term for each child were then ordered by date. The first and last episodes within each term for each child were retained and any intervening episodes were dropped. Termly child-level variables describing first and last episodes were then created using a 'cases to variables' restructure command, and matched to the core cohort datasets.

We took this 'first and last' approach to structuring the data within each school term because there are sometimes several episodes within a term for one child that would be unmanageable to analyse in detail for this project. Selecting the first and last episodes per term enables most lasting changes in status or type of need or abuse to be captured without overloading the analysis with a level of detail that would be difficult to interpret.

Fixed period exclusions data structure

Exclusions data for 2005/06 to 2016/17 were matched into a single pupil level file covering these years using the PMR identifier variable. The exclusion start date was used to assign a school term and year to each exclusion.

To create termly variables for the number of fixed period exclusions, and the number of sessions missed due to fixed period exclusions, records were aggregated for each child, within each term, year and school. Separate records were maintained where exclusions were reported by two different schools for the same child and term. This was so that exclusions by 'school A' prior to a child leaving 'school A' and 'joining school B' can be isolated in the analysis.

Exclusion records with missing dates were assigned to the year in which the record was returned but without associating them with a term; these are then treated as having occurred 'before' school

moves occurring between the summer term and the autumn term of the subsequent school year, or later, in the analysis.

Where partial duplicate records exist for the same child issued on the same date, records from mainstream schools were retained in preference to duplicates from AP, PRU or special schools.

Then, for any remaining duplicate exclusion dates, exclusion records with longer duration were retained over those with shorter durations.

Then, for any remaining duplicate exclusion dates, records were prioritised according to the reason for exclusion, and those for reasons appearing earliest in the following list were retained: assault on a pupil, assault on an adult, sexual misconduct, racist abuse, bullying, verbal abuse of a pupil, verbal abuse of an adult, damage, theft, drug or alcohol related, persistent disruptive behaviour, other reason.

The list ordering is to some extent arbitrary but prioritises those reasons for exclusion that are likeliest to harm others. Only a small minority of exclusion records were date of issue duplicates, so the impact of the ordering is not large. In this way, only a single exclusions record was retained for a given date for each pupil (for those pupils with exclusions).

For each child, each term, in each school, aggregate variables were then created to capture the total number of fixed period exclusions, the number of fixed period exclusions for each reason, and the total number of sessions for which the child was excluded (for any reason).

There are no available administrative data to measure the use of isolation and/or internal exclusions as alternatives to fixed period exclusions, but we acknowledge that these form a part of the picture with respect to factors that may be associated with unexplained school exits.

Permanent exclusions data structure

The structuring of permanent exclusions was simpler due to the smaller numbers of these. For each child, year and term, exclusion records were ordered by the date they took effect. There were only a very small number of records with duplicate dates for the same child, and these were removed by retaining those with a reason appearing earliest in the list above.

For each permanent exclusion of each child in each term, aggregate variables were then created to capture the identity of the school that excluded the child and the reason for the exclusion. Children were permanently excluded a maximum of two times within any term and all records were retained so they could be associated with particular schools in the analysis.

Absence data structure

For school absences, a simpler approach was taken than that for exclusions. Data on absences by each child during the whole of the year 7 to 11 period were created. This is because absences were expected to be less directly associated with leaving a school's roll than exclusions and are treated as an expression of the general vulnerability of the child in the analysis.

In fact, the absence measures were among the strongest factors correlated with unexplained exits, and it could be argued that some absences may be at the direction of the school, rather than a characteristic of the child and their individual circumstances. We have not taken this approach in this working paper, but intend to examine absences in relation to unexplained exits in more detail in the work that is to follow this working paper.

Aggregated variables were created to capture the number of sessions missed by each child in total (for all reasons) and separately for each of the following reasons: illness, medical, traveller, exclusion, other authorised reason, lateness, unexplained, and unauthorised (truancy).

Working method

We analysed the secondary school records of:

- 602,933 pupils whose date of birth places them in the cohort taking their GCSEs in 2011;
- 616,830 pupils whose date of birth places them in the cohort taking their GCSEs in 2014; and
- 603,705 pupils whose date of birth places them in the cohort taking their GCSEs in 2017.

The analysis followed the steps detailed below.

Step 1: Flagging pupil exits between terms

The first step of the analysis was to identify all pupils who exited a school between censuses. These exits can be divided into three categories:

a. pupils who were **permanently excluded** (we treated these as a separate category to family-driven and unexplained moves);

b. pupils who **changed schools** between censuses; and

c. pupils who **moved from a school to an unknown destination.**

> **Box 1: Transitions**
>
> **Any moves into schools in the autumn term in which at least 20 pupils joined that school and any moves out of a school in the summer term in which at least 80 per cent of pupils left that school were classified as transitions and not included in the figures presented here.**

> **Box 2: Moves due to a permanent exclusion**
>
> **For pupils recorded as being permanently excluded but who remained in the same school in the term following the exclusion, we have assumed that this represents a time lag in removing the pupil from the school roll. We recoded the first subsequent exit in any census leading up to the next spring census as occurring in the term of the exclusion. As this was only the case for a small number of pupils, it will not have a significant impact on overall volumes.**

Step 2: Flagging pupil exits that are likely to be driven by family factors

The second step of the analysis was to identify the pupils exiting schools for reasons which are likely to be unrelated to the school. These are listed below, along with further explanation and justification for why they were included. All 'ever' categories included records going back to autumn 2007 for all three cohorts.

For both exits from the system and exits to a different school, we flagged:

- Pupils with parents in military service

All pupils that were ever recorded as 'service children' were included in this group.

- Pupils with Gypsy, Roma or Traveller (GRT) ethnicity and pupils with any absences due to their family travelling for occupational purposes.

All pupils that were recorded as having GRT ethnicity were included in this group, as well as all those ever recorded as absent from a session due to 'traveller' status.

Box 3: Gypsy/Roma/Traveller pupils

Original approach in working paper:

For the purposes of this analysis, we assumed all moves experienced by pupils ever recorded as Gypsy/Roma/Traveller or having an absence due to 'traveller' status to be family-driven. GRT pupils are both highly mobile and at significantly higher risk of official exclusions and poor outcomes, and it is impossible to distinguish with these data whether exits from schools are more likely to be driven by pupils' families or their schools. Despite these data limitations and the approach we have taken in this analysis, we acknowledge that GRT children are a highly vulnerable group and should not be discounted in the conversation around 'unofficial' exclusions and off-rolling.

Updated approach in this report:

We reduced the scope of the school moves that would be counted as family-driven using additional assumptions. Moves were only classified as family driven, and therefore not unexplained exits, in cases where GRT pupils moved more than once in the five years of secondary (as an indicator of the family travelling for occupational purposes), or if the exit was part of a movement of multiple GRT children from that school at that time (as an indicator of traveller community mobility).

For exits to a different school, we flagged:

- Pupils who move from any type of school into a special school

These moves are likely to be decided with parental consent and in the interest of the pupil.

- Pupils who move to a school with a higher Ofsted grade

We wanted to try to account for school moves that may be driven by parental choice. This is a difficult task because parents make school choices for many varied reasons.

Box 4: Schools with higher Ofsted grades

Original approach in working paper:

We deemed moves to better rated schools to be most likely driven by parental choice. Further analysis of school moves by Ofsted rating will be undertaken in the follow-up report to this working paper.

Updated approach in this report:

Following feedback from schools and charities in our methodology consultation, we decided not to classify any moves as family-driven based on Ofsted grades in this paper (unlike the approach taken in the working paper). This was because people fed back to us that this was likely to be unfair and of questionable relevance.

Fairness

The point of fairness raised was that schools or groups of schools that are rated Outstanding would not have the possibility of having any exits explained as family-driven based on school choice, whereas those rated lower could potentially have many exits assumed to be driven by school choice, and therefore family-driven.

Relevance

The point about relevance stemmed from the finding that pupils with unexplained exits were found to be a highly vulnerable group with children with special needs and disabilities overrepresented. People fed back to us that this makes it less plausible that Ofsted grades are likely to be a strong determinant of school choice for the group of children in question, as parents of children with SEND are more likely to value special needs arrangements and an ethos of inclusion supported by the headteacher when choosing a school.

We felt that these points were justified and that it is better, on balance, not to make assumptions about likely school preferences for this group based on Ofsted grades. This has the implication that school choice is not factored out of unexplained exits, but instead treated as a feature of the school system that may contribute to them. The choice to move schools *within* the secondary phase is distinct from the notion of school choice as the preferences that parents submit about which school their child will join in year 7 or at another local school transition age, as transitions are already excluded from the count of school exits as described in Box 1.

- Pupils who move to a different lower super output area (LSOA)

We wanted to account for school moves that are driven by families moving to live and work somewhere different and making the original school inconvenient or impossible to attend.

> **Box 5: Pupils whose home address changes**
>
> *Original approach in working paper:*
>
> We assume that any school move that happens at the same time as an LSOA move (where the pupil's home address has changed) is due to this home move. Each LSOA has a population of around 1500 people on average, with a minimum of 1000. It is therefore possible to move home without moving LSOA, but unlikely that this would require a change of school.
>
> LSOA data for the summer and autumn 2011 censuses are missing, so we considered any school-to-school moves between the spring 2010 and spring 2012 censuses coinciding with a house move between these two points in time to be explained by the house move.
>
> *Updated approach in this report:*
>
> We expanded the conditions under which a school move would be classified as family-driven to include cases where a school move lagged a little behind a change of Lower Super Output Area of residence. Accordingly, an exit is not classified as unexplained for pupils who change address in the term before a school exit, to allow for a time lag. Previously we had only included exits to different schools if a house move happened in the term of the exit. Our data set is missing lower super output records for the summer 2011 and autumn 2012 terms; for exits between summer 2011 and autumn 2011/12 we excluded any exits happening during house moves between spring 2011 and spring 2012 from the unexplained count.

- Looked after pupils who are adopted

We included any looked after pupil whose period of care ended because they were adopted.

- Looked after pupils who experience a change in their legal care status

For pupils missing LSOA information, we flagged a change in their care legal status, used as a proxy for a change in their placement. We are missing care legal status data for the summer 2017 term because these data were not yet available at the time of our data request, but as this is a very small number of pupils it does not have a significant effect on overall volumes.

For exits from the system, we flagged:

- Pupils who are late entrants to the school system, i.e. join at any point in time after Reception

We expect these pupils to be more likely to exit the school system before the end of secondary school, for reasons including moving to the independent schools sector. For the 2011 cohort, we only have data going back to Year 3, therefore it is not possible to distinguish between Year 3 arrivals or those who joined the system previously.

- EAL pupils who are late entrants to the system, i.e. join at any point in time after Reception

We wanted to account for school exits driven by families migrating out of England.

> **Box 6: Pupils with a migrant background**
>
> *Original approach in working paper:*
>
> We used EAL status and late entrance (after Reception) to the school system as proxy markers of having a migrant background. We assumed these late EAL entrants to be more likely to exit the English school system before GCSEs. Therefore, we assumed all moves out of the system by these pupils to be 'explained' by their migrant background. We acknowledge that migrant children are a vulnerable group and should not be discounted in the conversation around 'unofficial' exclusions.
>
> *Updated approach in this report:*
>
> One of the limitations of the approach taken in our working paper was that the number of school exits that were classified as family-driven based on potential migrant status was significantly higher than were plausibly actual cases of external migration based on ONS estimates. This was due to the fact that the data do not allow us to perfectly identify pupils who have a migrant background and to the fact that not all families who migrate into England subsequently migrate out again. We had preferred a cautious approach that gave the benefit of the doubt about whether the school exits were related to features of the education system.
>
> In order to scale the number of family-driven migration exemptions from the unexplained exits count down to a realistic number, we re-classified some exits by pupils who join the English school system post-Reception from 'family-driven' to 'unexplained' based on LA-level migration estimates. Because we cannot tell from the available data which school exits are genuine migration cases and which are not, we used a weighting approach to share out the increase in counted unexplained exits across schools based on local data about migration levels.
>
> We cross-referenced our proxy indicator of migrant status from the working paper with annual LA-level out-migration estimates for the same five-year periods covered by our two cohorts. [1] We summed estimates of international out-migration and out-migration from England to other countries in the UK and generated an overall out-migration rate per 1000, which we then compared to the rate per 1000 based on our proxy measure of migrant background.
>
> For all pupils in a local area, we assigned a probability flag to the exit based on the likelihood that it was driven by migration. For example, if the LA-level out-migration rate was one quarter the size of our estimated rate in the same time period, we generated a probability flag of 0.25 that the exit was in fact driven by migration (and therefore classified as family-driven) and a probability flag of 0.75 that it was not explained by migration (and therefore classified as unexplained).
>
> As we only had annual LA-level out-migration rates, we used these as a basis of comparison for each termly migration estimate in the same year. UK-internal migration figures for 2010 were not available, so we substituted in those from 2011 assuming there was not a large year-on-year difference.
>
> As a result of this method, the counts of unexplained exits and family-driven migration exits for a given school or group of pupils may not be a whole number.

- Pupils who live on the Welsh or Scottish border in the term of the move

These pupils may have moved to a school in Wales or Scotland. In order to flag these pupils:

1. We identified the eastings and northings[13] for Scottish and Welsh schools using their postcodes.[14]
2. We then split the Scottish schools by primary and secondary, as we employed different thresholds to determine whether an LSOA in England is close to a Scottish school depending on whether it is a primary or secondary school. This is because secondary school pupils are likely to travel a longer distance than primary school pupils. The thresholds we used were five miles to a primary school and eight miles to a secondary school. There are no flags in the EduBase database to indicate whether Welsh schools are primary or secondary.[15] Therefore, we used the eight-mile threshold for all Welsh schools.
3. For each of Scottish primary and secondary schools and Welsh schools, we matched the schools to all English LSOAs in order to calculate the distance between them each English LSOA.
4. We calculated the distance in metres between English LSOAs and schools using the Pythagorean theorem: we took the square root of: ((eastings of LSOA – eastings of school)^2 + (northings of LSOA – northings of school)^2). We then converted the result into miles.
5. Next, we filtered out LSOAs that surpassed our thresholds i.e. those that were more than five miles from Scottish primary schools and eight miles from Scottish secondary and Welsh schools. For Welsh schools, we filtered out schools that were closed using EduBase data.

Moving to a school in Wales or Scotland is still, to an extent 'unexplained.' However, we have assumed that this could plausibly be due to a parental preference for the curriculum, qualifications or other aspects of the education system in Wales or Scotland, and need not necessarily reflect on the inclusiveness of the school previously attended in England.

Step 3: Investigating unexplained exits from schools

School-level distribution of unexplained exits in secondary

After removing the categories of pupils listed above, we are left with pupil exits that cannot be explained by the available data. For this reason, we have labelled these exits 'unexplained.'

Next, we looked at the prevalence of these exits across schools. We aggregated the number of unexplained exits from schools by term and summed them over all terms in the five years of secondary for each cohort.

We also investigated the prevalence of unexplained exits by school level of disadvantage. We used the average proportion of FSM-eligible pupils in each school across all terms as a measure of the overall disadvantage level of the school.

Risk profile of pupils with at least one unexplained exit in secondary school

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[13] Eastings and northings are map coordinates that specify a location.
[14] Postcodes were obtained here: https://gridreferencefinder.com/postcodeBatchConverter/
[15] https://get-information-schools.service.gov.uk/

Finally, we looked at differences in the prevalence of total unexplained exits over the five years of secondary school by the characteristics listed below. Here we include an explanation for how we coded these characteristics from the original records:

▪ **Gender**

We classified all pupils ever recorded as being male as male, and all other pupils as female.

▪ **Ethnicity**

We used pupils' most recent ethnicity records:

- Any 'other'
- Bangladeshi
- Black African
- Black Caribbean
- Chinese
- Indian
- Other Asian background
- Other Black background
- Other mixed background
- Other White background
- Pakistani
- White and Asian
- White and Black African
- White and Black Caribbean
- White British
- White Irish

▪ **Term of birth**

We used pupils' most recent month and year of birth records to flag pupils born in the spring, summer and autumn terms.

▪ **EAL status**

We included pupils ever recorded as speaking English as an additional language who entered the school system in Reception. While EAL status may not necessarily mean that children are not proficient in English, nor that they are first generation migrants, it is used here as a proxy for potential migrant status. If it was available, we would use actual migrant status for this purpose, but these data are not collected from schools.

▪ **FSM eligibility**

We included pupils ever recorded as being eligible for free school meals.

▪ **Looked after status**

We classified these pupils into three groups:

- pupils who have ever been in the care system;
- pupils who entered the care system in secondary school; and

- pupils in care who experienced a change in legal status in secondary school.

We considered these groups to have different risk profiles and wanted to test differences in the prevalence of unexplained moves in each. These groups are not mutually exclusive, so the same pupil can appear in more than one of them.

- **Child in need status**

We looked at two groups of children in need which we considered to have different risk profiles (not mutually exclusive):

- pupils who have ever been recorded as a child in need; and
- pupils who became a child in need in secondary school.

- **SEND type**

We looked at the prevalence of unexplained moves among pupils ever identified with each type of SEND:

- specific learning difficulty;
- moderate learning difficulty;
- severe learning difficulty;
- profound and multiple learning difficulty;
- behavioural, emotional and social difficulty or (after 2014) social, emotional and mental health difficulty;
- speech, language and communication difficulty;
- hearing impairment;
- visual impairment;
- multi-sensory impairment;
- physical disability;
- autism spectrum disorder; or
- any other SEND.

- **Prior attainment quartiles**

Reading and maths fine grades were used for all children who sat the KS2 tests at age 11. The available key stage 2 attainment data have changed slightly over time: in the 2011 cohort those who had missing test data had an English teacher assessment used, whereas in the 2014 and 2017 cohorts a reading teacher assessment was available instead.

We standardised the attainment scores by converting them into decimal rankings for the cohort, indicating each child's relative position in the attainment distribution. These rankings were then used to create prior attainment quartiles.

- **Absence record**

We used the Department for Education's threshold for persistent absentee pupils: any pupil that misses at least 10 per cent of sessions in a term. We looked at pupils that were persistently absent across all 14 terms of secondary school for the following reasons:

- overall absences regardless of reason;
- illness and medical appointment absences;
- authorised absences including exclusions and 'other;' and

- unauthorised reasons, including lateness, unexplained and 'other' unauthorised reason.

- **Fixed period exclusion record**

We included pupils ever recorded as having at least one fixed period exclusion.

- **Permanent exclusion record**

We included pupils ever recorded as having at least one permanent exclusion.

Annex 2: Distribution of pupil exits by local authority area

LA	Average # of schools	Average # of pupils	Permanent exclusions	Family-driven exits				Unexplained exits			
				House move	To a special school	Social care related	Migration related	Total	Average termly rate	Relative risk (RR): compared to overall average	Percentage change in RR from the 2014 cohort
Islington	16	1516	26	95	11	0	21	361	1.7%	1.8	-11.4%
North East Lincolnshire	13	1620	29	131	x	0	x	377	1.7%	1.8	49.0%
Blackpool	11	1306	28	162	11	0	23	302	1.7%	1.8	11.4%
Merton	11	1321	11	83	12	0	15	294	1.6%	1.7	-23.2%
Tower Hamlets	22	2660	x	119	11	0	23	586	1.6%	1.7	6.6%
Kensington and Chelsea	7	759	x	31	x	0	11	156	1.5%	1.6	20.5%
Lambeth	20	2074	17	106	15	0	20	424	1.5%	1.6	-14.2%
Knowsley	10	1068	x	48	13	0	x	216	1.4%	1.6	9.4%
Hammersmith and Fulham	16	1364	x	78	11	0	24	272	1.4%	1.5	-14.5%
Wandsworth	18	1762	22	103	18	0	19	347	1.4%	1.5	1.0%
Isle of Wight	10	1288	x	117	x	0	x	253	1.4%	1.5	1%
Isles of Scilly	1	21	0	0	0	0	x	x	x	1.5	-
Haringey	17	2189	18	130	13	0	36	426	1.4%	1.5	19.5%
Kingston upon Hull, City of	18	2392	30	136	14	0	17	465	1.4%	1.5	-12.8%
Camden	13	1571	19	74	12	0	28	305	1.4%	1.5	-9.6%
Bournemouth	14	1616	22	95	12	0	x	309	1.4%	1.5	-5.1%
Waltham Forest	23	2641	x	205	23	0	48	504	1.4%	1.5	-5.7%
Greenwich	15	2204	11	123	x	0	22	417	1.4%	1.5	-23.9%
Liverpool	45	4714	57	210	56	0	38	883	1.3%	1.5	-7.2%

| LA | Average # of schools | Average # of pupils | Permanent exclusions | Family-driven exits | | | | Unexplained exits | | | |
				House move	To a special school	Social care related	Migration related	Total	Average termly rate	Relative risk (RR): compared to overall average	Percentage change in RR from the 2014 cohort
Torbay	11	1285	x	93	24	0	x	235	1.3%	1.4	16.4%
Hillingdon	26	3154	28	169	22	0	44	573	1.3%	1.4	13.7%
Plymouth	24	2621	11	178	11	0	69	474	1.3%	1.4	26.5%
Stoke-on-Trent	20	2307	41	198	12	0	29	417	1.3%	1.4	36.9%
Ealing	19	2782	62	175	x	0	28	499	1.3%	1.4	23.0%
Croydon	27	3497	26	222	27	0	17	625	1.3%	1.4	2.9%
Derby	23	2867	20	201	32	0	44	512	1.3%	1.4	11.9%
Bristol, City of	31	3235	36	163	32	x	52	574	1.3%	1.4	-20.2%
Nottingham	22	2620	54	164	17	0	14	464	1.3%	1.4	16.5%
Peterborough	18	2340	19	169	20	0	39	414	1.3%	1.4	-5.0%
Blackburn with Darwen	15	1813	x	106	x	0	11	316	1.2%	1.4	-5.1%
Newcastle upon Tyne	20	2456	20	104	22	0	41	419	1.2%	1.3	-22.7%
Hounslow	19	2585	26	138	10	0	19	438	1.2%	1.3	1.2%
Brent	19	2924	37	147	x	0	25	495	1.2%	1.3	1.1%
Harrow	15	2054	12	121	x	0	19	347	1.2%	1.3	11.2%
Salford	20	2114	42	141	28	0	16	357	1.2%	1.3	24.3%
St. Helens	14	1760	x	91	x	0	x	291	1.2%	1.3	44.7%
Southwark	21	2625	22	127	x	0	25	426	1.2%	1.3	-11.5%
Barking and Dagenham	12	2276	15	174	x	0	18	368	1.2%	1.3	0.0%
Manchester	36	4648	54	241	70	0	54	740	1.1%	1.2	-5.6%
Richmond upon Thames	12	1422	18	63	13	0	25	223	1.1%	1.2	-4.1%
Newham	21	3610	27	237	12	0	21	562	1.1%	1.2	-17.3%

LA	Average # of schools	Average # of pupils	Permanent exclusions	Family-driven exits				Unexplained exits			
				House move	To a special school	Social care related	Migration related	Total	Average termly rate	Relative risk (RR): compared to overall average	Percentage change in RR from the 2014 cohort
Swindon	16	2125	28	170	21	0	26	324	1.1%	1.2	12.6%
Southampton	16	1907	21	161	12	0	14	289	1.1%	1.2	-21.1%
Bedford	16	1837	44	99	12	0	x	277	1.1%	1.2	12.4%
Lewisham	19	2360	65	127	x	0	15	355	1.1%	1.2	-29.6%
Westminster	13	1570	x	53	x	0	27	235	1.1%	1.2	-19.9%
Hackney	18	2119	22	73	x	0	12	316	1.1%	1.2	-14.0%
Windsor and Maidenhead	12	1540	x	68	x	0	12	229	1.1%	1.2	0.2%
Barnsley	13	2196	12	144	10	0	18	325	1.1%	1.1	47.3%
Portsmouth	13	1645	x	110	25	x	22	242	1.1%	1.1	1.4%
Leicester	25	3314	x	163	25	0	17	483	1.0%	1.1	-23.5%
Bradford	44	5995	x	344	31	0	115	873	1.0%	1.1	-11.8%
Telford and Wrekin	18	1862	x	108	15	0	19	271	1.0%	1.1	-2.4%
Enfield	25	3607	48	234	27	0	31	524	1.0%	1.1	-0.7%
Suffolk	59	6903	63	466	13	x	75	996	1.0%	1.1	17.5%
Barnet	28	3556	40	171	x	0	26	513	1.0%	1.1	-15.7%
Birmingham	98	12522	141	561	111	0	99	1806	1.0%	1.1	-11.8%
Bath and North East Somerset	18	1996	x	67	11	0	16	286	1.0%	1.1	28.9%
Brighton and Hove	17	2290	x	109	24	0	12	328	1.0%	1.1	4.4%
East Sussex	38	4910	51	277	43	x	15	699	1.0%	1.1	13.2%
Northamptonshire	50	7452	74	441	31	x	36	1058	1.0%	1.1	31.1%
Poole	15	1307	17	67	x	0	17	185	1.0%	1.1	37.0%
Kent	130	15725	50	770	115	0	170	2213	1.0%	1.1	-4.1%
Wolverhampton	25	2503	38	142	22	0	25	350	1.0%	1.1	24.2%

LA	Average # of schools	Average # of pupils	Permanent exclusions	Family-driven exits				Unexplained exits			
				House move	To a special school	Social care related	Migration related	Total	Average termly rate	Relative risk (RR): compared to overall average	Percentage change in RR from the 2014 cohort
West Berkshire	14	1857	21	81	x	0	13	252	1.0%	1.1	8.2%
Cornwall	41	5283	53	471	x	x	94	717	1.0%	1.1	17.2%
Devon	59	6876	51	437	29	x	60	932	1.0%	1.1	2.2%
Middlesbrough	11	1422	21	78	18	x	21	192	1.0%	1.0	-11.2%
Doncaster	25	3121	x	199	12	0	33	416	1.0%	1.0	9.7%
Medway	22	3051	56	185	25	0	44	402	0.9%	1.0	-11.5%
Darlington	9	1059	0	83	x	0	17	139	0.9%	1.0	53.5%
Southend-on-Sea	18	2163	x	109	20	0	x	284	0.9%	1.0	-4.9%
Redbridge	24	3486	24	191	10	0	39	456	0.9%	1.0	12.6%
Norfolk	69	8122	140	532	19	x	73	1061	0.9%	1.0	15.2%
Reading	12	1110	14	59	10	0	x	145	0.9%	1.0	-14.0%
Kingston upon Thames	14	1543	x	45	11	0	12	201	0.9%	1.0	-9.1%
Luton	14	2474	21	170	x	0	11	322	0.9%	1.0	-5.3%
Coventry	26	3466	18	192	32	0	32	448	0.9%	1.0	-0.1%
South Gloucestershire	24	2621	35	142	14	0	35	335	0.9%	1.0	27.3%
Cumbria	45	5007	45	241	10	0	23	640	0.9%	1.0	44.4%
Rochdale	15	2303	42	136	33	0	x	294	0.9%	1.0	-4.7%
Sefton	27	3012	17	126	22	0	x	384	0.9%	1.0	9.8%
York	11	1662	x	95	x	0	21	210	0.9%	1.0	-14.0%
Essex	99	14671	32	719	72	0	75	1841	0.9%	1.0	10.8%
Milton Keynes	18	2912	13	175	22	0	x	363	0.9%	1.0	-31.1%
East Riding of Yorkshire	22	3499	15	172	x	0	24	436	0.9%	1.0	37.9%
Wigan	25	3450	x	162	18	0	15	429	0.9%	1.0	5.4%

LA	Average # of schools	Average # of pupils	Permanent exclusions	Family-driven exits				Unexplained exits			
				House move	To a special school	Social care related	Migration related	Total	Average termly rate	Relative risk (RR): compared to overall average	Percentage change in RR from the 2014 cohort
Lincolnshire	71	7640	111	518	60	0	94	941	0.9%	1.0	-26.5%
Sheffield	32	5235	82	298	20	x	103	644	0.9%	1.0	12.4%
Walsall	23	3260	52	117	16	x	21	399	0.9%	1.0	-36.8%
Herefordshire, County of	20	1738	12	101	12	0	50	212	0.9%	0.9	0.2%
Halton	12	1420	19	73	x	0	x	173	0.9%	0.9	35.0%
Havering	23	2908	33	155	x	x	12	354	0.9%	0.9	6.5%
Bracknell Forest	8	1142	0	57	x	0	x	139	0.9%	0.9	9.4%
Sandwell	22	3664	51	183	x	0	16	445	0.9%	0.9	8.1%
Buckinghamshire	48	5730	62	240	28	0	52	687	0.9%	0.9	9.1%
Oxfordshire	50	6025	34	345	30	0	116	722	0.9%	0.9	-10.7%
Thurrock	13	1674	17	100	x	0	x	200	0.9%	0.9	-6.2%
Leeds	51	7432	16	361	40	x	71	880	0.8%	0.9	9.0%
North Lincolnshire	15	1785	13	152	x	0	12	211	0.8%	0.9	-4.6%
Wokingham	14	1670	20	60	13	0	15	196	0.8%	0.9	-11.8%
Cambridgeshire	44	5699	x	368	46	0	65	667	0.8%	0.9	-9.8%
Bolton	24	3300	36	160	22	0	32	384	0.8%	0.9	-2.9%
Bromley	23	3305	38	119	21	0	16	382	0.8%	0.9	1.3%
Central Bedfordshire	23	2712	19	153	19	0	53	313	0.8%	0.9	1.5%
North Tyneside	19	1995	10	83	14	x	x	228	0.8%	0.9	-3.1%
Warrington	17	2288	10	91	23	0	x	261	0.8%	0.9	24.0%
Oldham	16	2972	52	119	15	0	17	336	0.8%	0.9	1.9%
Gloucestershire	58	6304	101	306	38	0	119	712	0.8%	0.9	-0.9%
Gateshead	15	2003	42	89	27	x	12	225	0.8%	0.9	36.3%

| LA | Average # of schools | Average # of pupils | Permanent exclusions | Family-driven exits | | | | Unexplained exits | | | |
				House move	To a special school	Social care related	Migration related	Total	Average termly rate	Relative risk (RR): compared to overall average	Percentage change in RR from the 2014 cohort
Cheshire East	29	3627	26	164	21	0	20	406	0.8%	0.9	-4.6%
County Durham	41	4710	58	334	51	0	32	516	0.8%	0.9	8.6%
Slough	14	1731	x	83	x	0	x	189	0.8%	0.8	-15.9%
South Tyneside	14	1502	11	62	24	0	x	163	0.8%	0.8	17.2%
Somerset	42	4921	32	302	21	0	58	530	0.8%	0.8	-5.1%
Lancashire	108	12454	196	614	57	0	62	1340	0.8%	0.8	-5.8%
Nottinghamshire	57	7709	52	411	31	0	45	829	0.8%	0.8	-3.7%
Dorset	35	4130	x	228	18	0	74	442	0.8%	0.8	-5.1%
Redcar and Cleveland	14	1631	x	114	20	0	x	174	0.8%	0.8	14.7%
Worcestershire	46	5530	49	252	28	0	22	590	0.8%	0.8	8.9%
Tameside	19	2471	59	103	11	0	x	262	0.8%	0.8	-1.0%
Surrey	82	10275	42	416	65	0	93	1086	0.8%	0.8	-5.6%
Stockport	20	2736	27	104	11	0	x	287	0.7%	0.8	-10.1%
Hertfordshire	100	12991	36	490	62	x	58	1359	0.7%	0.8	-4.7%
Wirral	30	3523	38	101	28	0	55	368	0.7%	0.8	-25.4%
West Sussex	52	7925	65	366	34	0	35	825	0.7%	0.8	-2.4%
Stockton-on-Tees	15	1957	21	104	30	x	11	203	0.7%	0.8	0.2%
Bexley	20	3212	18	117	11	0	x	332	0.7%	0.8	-10.1%
Rutland	3	486	x	33	x	0	27	50	0.7%	0.8	-30.8%
Hampshire	93	12935	42	775	96	x	220	1304	0.7%	0.8	-2.7%
Kirklees	32	4464	21	197	21	0	35	449	0.7%	0.8	-17.1%
Hartlepool	7	997	x	45	x	0	x	99	0.7%	0.8	74.4%
Northumberland	34	3212	42	144	23	0	28	319	0.7%	0.8	-18.3%
Warwickshire	43	5643	32	274	18	0	26	559	0.7%	0.8	10.7%

LA	Average # of schools	Average # of pupils	Permanent exclusions	Family-driven exits				Unexplained exits			
				House move	To a special school	Social care related	Migration related	Total	Average termly rate	Relative risk (RR): compared to overall average	Percentage change in RR from the 2014 cohort
Wiltshire	37	4788	x	351	24	0	222	474	0.7%	0.8	19.6%
Leicestershire	47	6925	22	312	19	0	30	683	0.7%	0.8	0.6%
Sunderland	22	2841	25	122	22	x	19	278	0.7%	0.8	27.9%
Staffordshire	77	8611	87	406	48	x	30	835	0.7%	0.8	-3.1%
Derbyshire	58	7505	86	353	18	x	19	700	0.7%	0.7	20.6%
Sutton	20	2832	21	71	16	x	x	260	0.7%	0.7	-6.4%
North Somerset	14	2146	27	122	x	0	26	190	0.6%	0.7	-16.7%
Solihull	21	3053	50	107	23	0	x	270	0.6%	0.7	-8.8%
Bury	16	2173	31	105	x	0	x	192	0.6%	0.7	-40.1%
Shropshire	24	2833	26	131	x	0	94	248	0.6%	0.7	-9.4%
Wakefield	22	3486	66	197	22	0	19	303	0.6%	0.7	4.8%
North Yorkshire	57	6067	57	357	36	0	134	524	0.6%	0.7	-4.3%
Rotherham	23	3102	36	157	15	0	41	263	0.6%	0.7	19.2%
Dudley	26	3564	76	138	14	0	x	297	0.6%	0.6	-7.3%
Calderdale	16	2533	14	100	x	0	24	208	0.6%	0.6	-34.9%
Cheshire West and Chester	30	3342	23	118	18	0	122	241	0.5%	0.6	-9.0%
Trafford	24	2751	44	90	37	0	x	195	0.5%	0.6	-42.5%

Annex 3: School level distribution of unexplained exits by school group

For each school group, we have generated a bar chart showing the average number of schools across the 14 terms with unexplained exits numbering zero to thirty or more. Number of unexplained exits (UEs) are on the x-axis, with values ranging from 0 to 30+ exits, and number of schools are on the y-axis (the total number of schools varies widely between school groups, and we have not scaled the y-axes the same for all charts. These charts are therefore not comparable across school groups). The green bars represent the number of exits most common among schools in the MAT or LA.

School group	Type	Number of UEs by number of schools
The Rosedale Hewens Academy Trust	MAT	
Consilium Academies	MAT	
Northern Schools Trust	MAT	
Fairfax	MAT	
Bournemouth	LA	
Hammersmith and Fulham	LA	
Education South West	MAT	
Lydiate Learning Trust	MAT	
Summit Learning Trust	MAT	
Beacon Multi-Academy Trust Limited	MAT	
ALPHA Academies Trust	MAT	
Fylde Coast Teaching School Ltd	MAT	
Blackpool	LA	
Torbay	LA	
White Rose Academies Trust	MAT	
Islington	LA	
Brook Learning Trust	MAT	
Hartlepool	LA	
Thurrock	LA	
E-ACT	MAT	
Great Schools Trust	MAT	
Richmond upon Thames	LA	
Wandsworth	LA	
Greenshaw Learning Trust	MAT	
Aldridge Education	MAT	
Aspirations Academies Trust	MAT	
Inspiration Trust	MAT	
Merton	LA	

Tower Hamlets	LA
Reading	LA
The Sigma Trust	MAT
Bright Futures Educational Trust	MAT
Croydon	LA
Greenwood Academies Trust	MAT
University of Brighton	MAT
Bristol, City of	LA
The David Ross Education Trust	MAT
Derby	LA
Greenwich	LA
The Co-operative Academies Trust	MAT
Brent	LA
Lambeth	LA
Education Development Trust	MAT
Waltham Forest	LA
Bradford Diocesan Academies Trust	MAT
Community Academies Trust	MAT
Diocese of Oxford	MAT
Peterborough	LA
Isle of Wight	LA
David Meller	MAT
Knowsley	LA
The Brooke Weston Trust	MAT
The White Horse Federation	MAT
Ealing	LA
Plymouth	LA
Camden	LA
Southend-on-Sea	LA
Oasis Community Learning	MAT

Organisation	Type
Haringey	LA
Activate Learning Education Trust	MAT
City of London Academies Trust	MAT
Liverpool	LA
Swale Academies Trust	MAT
Blackburn with Darwen	LA
Kingston upon Hull, City of	LA
Kensington and Chelsea	LA
United Learning Trust	MAT
Lincolnshire	LA
The Kemnal Academies Trust	MAT
Stoke-on-Trent	LA
Southwark	LA
Bath and North East Somerset	LA
Harrow	LA
Cabot Learning Federation	MAT
Barnet	LA
ARK Schools	MAT
Salford	LA
Academies Enterprise Trust (AET)	MAT
Ormiston Academies Trust	MAT
Delta Academies Trust	MAT
FPTA Academies (Fort Pitt Grammar School and The Thomas Aveling School)	MAT
The Heath Family Trust	MAT
Bourne Education Trust	MAT
Hounslow	LA
Kent	LA
Suffolk	LA
Harris Federation	MAT
Outwood Grange Academies Trust	MAT

Swindon	LA
Hackney	LA
Nottingham	LA
Cambridge Meridian Academies Trust	MAT
Central Learning Partnership Trust	MAT
Kingston upon Thames	LA
Newham	LA
Gloucestershire	LA
Coastal Academies Trust	MAT
Herefordshire, County of	LA
Lewisham	LA
The Skinners' Company	MAT
Medway	LA
West Berkshire	LA
Barking and Dagenham	LA
Tudor Grange Academies Trust	MAT
Woodard Academies Trust	MAT
Hillingdon	LA
Manchester	LA
Birmingham	LA
Wolverhampton	LA
Southampton	LA
Bedford	LA
Buckinghamshire	LA
The GORSE Academies Trust	MAT
Wirral	LA
Sandwell	LA
Bradford	LA
Essex	LA
Leicester	LA

Telford and Wrekin	LA
Poole	LA
Cornwall	LA
Coventry	LA
St. Helens	LA
Barnsley	LA
Newcastle upon Tyne	LA
Westminster	LA
South Gloucestershire	LA
Windsor and Maidenhead	LA
Wokingham	LA
Brighton and Hove	LA
Portsmouth	LA
Luton	LA
Cumbria	LA
Devon	LA
Russell Education Trust	MAT
Bohunt Education Trust	MAT
The Thinking Schools Academy Trust	MAT
Sefton	LA
Partnership Learning	MAT
Rochdale	LA
Diocese of London	MAT
East Riding of Yorkshire	LA
The Rowan Learning Trust	MAT
Bexley	LA
Enfield	LA
Havering	LA
Loxford School Trust Ltd	MAT
Dixons Academy Trust	MAT

Northamptonshire	LA	
Slough	LA	
Oxfordshire	LA	
Sidney Stringer Academy Trust	MAT	
Star Academies	MAT	
Sunderland	LA	
Redbridge	LA	
East Sussex	LA	
The Cam Academy Trust	MAT	
The Howard Partnership Trust	MAT	
Milton Keynes	LA	
Doncaster	LA	
York	LA	
Norfolk	LA	
Academy Transformation Trust	MAT	
Redcar and Cleveland	LA	
Leigh Academies Trust	MAT	
Hertfordshire	LA	
Cheshire East	LA	
Cambridgeshire	LA	
Northern Education Trust	MAT	
The Midland Academies Trust	MAT	
County Durham	LA	
Bracknell Forest	LA	
North Tyneside	LA	
Matrix Academy Trust	MAT	
Middlesbrough	LA	
Sheffield	LA	
Leeds	LA	
The Cardinal Hume Academies Trust	MAT	

Warrington	LA
Halton	LA
Wigan	LA
Gateshead	LA
The Haberdashers' Livery Company	MAT
Wiltshire	LA
Kent Catholic Schools' Partnership	MAT
Redhill Academy Trust	MAT
Worcestershire	LA
South Tyneside	LA
Calderdale	LA
Kirklees	LA
Lancashire	LA
Somerset	LA
The Dean Trust	MAT
West Norfolk Academies Trust	MAT
Hampshire	LA
Walsall	LA
Leicestershire	LA
Creative Education Trust	MAT
Stockport	LA
Dorset	LA
Surrey	LA
River Learning Trust	MAT
Transforming Education in Norfolk (the TEN Group)	MAT
Stockton-on-Tees	LA
Landau Forte Charitable Trust	MAT
The Queen Katherine School	MAT
Trafford	LA
Rotherham	LA

Wakefield	LA
Sutton	LA
The Diocese of Westminster Academy Trust	MAT
Solihull	LA
Nottinghamshire	LA
Wellsway Multi Academy Trust	MAT
Shropshire	LA
Central Bedfordshire	LA
Bolton	LA
Oldham	LA
West Sussex	LA
The Shaw Education Trust	MAT
Darlington	LA
Tameside	LA
The Rodillian Multi Academy Trust	MAT
Warwickshire	LA
Tollbar Multi Academy Trust	MAT
Staffordshire	LA
GLF Schools	MAT
Tapton School Academy trust	MAT
The Two Counties Trust	MAT
Derbyshire	LA
Northumberland	LA
Diverse Academies Trust	MAT
Dudley	LA
Bury	LA
Guildford Education Partnership	MAT
North Yorkshire	LA
Castle School Education Trust	MAT
Unity Schools Partnership	MAT

North Somerset	LA	
Bromley	LA	
Beckfoot Trust	MAT	
North Lincolnshire	LA	
Invictus Education Trust	MAT	
The Priory Federation of Academies	MAT	
The Spencer Academies Trust	MAT	
Emmanuel Schools Foundation	MAT	
Cheshire West and Chester	LA	
Empower Learning Academy Trust	MAT	
The Active Learning Trust Limited	MAT	
Carmel Education Trust	MAT	
Bridgwater College Trust	MAT	
East Midlands Education Trust	MAT	
The Arthur Terry Learning Partnership	MAT	
Excalibur Academies Trust	MAT	
Great Academies Education Trust	MAT	
The Athelstan Trust	MAT	
Anglian Learning	MAT	
Nova Education Trust	MAT	
Education and Leadership Trust	MAT	
Midsomer Norton Schools Partnership	MAT	
Scholars' Education Trust	MAT	
The Seckford Foundation Free Schools Trust	MAT	
South East Surrey Schools Education Trust	MAT	