



ECARDA

## Perspectives on Performance

Secondary Phase Version

I used these presentation slides at the 2016 Wilkin Chapman Grimsby conference in February 2016. I looked at school-level attainment, progress, funding and school-type data and compared their distributions in a sample of local authority areas. The questions were: Are there relationships between performance and the proportion of academies? & Are there relationships between performance and funding?

**Peter Lacey**  
**February 2016**

# Perspectives on Performance

Peter Lacey  
Managing Director  
ECARDA Ltd

# About ECARDA

Education Consultancy, Advice, Research & Development Associates

- Been around for over ten years
- Focus on analysis and improvement planning
- Works with others to deliver a wide range of confidential and professional services to schools
- Past contracts with government agencies and local authorities
- One-time partnership with 'Project Realise' delivering academy and social enterprise set-ups
- Continued role in establishing and sustaining academies
- Acquired the 'Democracy in Schools Standard'
- Increasing involvement in trouble shooting
- See the website [www.ecarda.co.uk](http://www.ecarda.co.uk) for more

## SOME TOP-LEVEL SCHOOL METRICS

	PRIMARY	SECONDARY
ATTAINMENT (a)	% L4 Re^Wr^Ma	% 5A*-C GCSE equiv inc GCSE En + Ma
PROGRESS (p)	KS2 APS – KS1 APS (matched)	KS4 APS <sup>‡</sup> best 8 – KS2 APS (matched)
FUNDING (f)	Total grant funding	Total grant funding

PRODUCTIVITY      refers to the relationship      ( a, p )

EFFICIENCY          refers to the relationship      ( f, p )

EFFICIENCY INDEX (i)      =      P/F (points per £k)

<sup>‡</sup> see over

## VALUE FOR MONEY

### Technical note:

$$\text{VfM (secondary)} = \frac{[\{(KS4APS_{\text{best 8}}) / 8\} + 5 - KS2APS]}{\text{Per pupil grant funding expressed as £k (to 3dp)}}$$

$$\text{VfM (primary)} = \frac{[KS2APS - KS1APS]}{\text{Per pupil grant funding expressed as £k (to 3dp)}}$$

a, p and i can be calculated for each school

This allows:

- Schools within a LA area (LAA) to compare with each other
- Distributions of schools within an LAA to be shown as pictures (LAA thumb prints)
- Distributions of types of schools within an LAA to be shown as pictures
- LAAs to compare with each other and with national norms

This presentation uses data from all mainstream schools in:

- Barnsley
- Doncaster
- East Riding of Yorkshire
- Kingston upon Hull
- Lincolnshire
- North Lincolnshire
- North East Lincolnshire
  
- and Tower Hamlets

**But first, some general introduction to the tables and charts -**

Key Stage 4 2015: Sometown created: 21 Jan

## MOCK-UP EXAMPLE OF LA SHEET (SECONDARY)

ESTAB	URN	School Name	Type	Admission policy	Gender	Total school pupils	Total Y11 pupils	KS4 cohort KS2APS	%5+GCSE (equiv) inc EM	Best 8 VA	Best 8 APS	APS NC equiv	Progress (APS out-APS in)	per pupil grant fund (2013-14)	VfM
61905	1317419	Brockriver Academy	AC	COMP	MIXED	898	171	25.8	42%	952.0	252.5	36.6	10.76	6801	1.582
61912	1317422	Cragside College	CY	COMP	MIXED	814	201	26.1	51%	970.7	268.6	38.6	12.48	6883	1.812
61919	1317425	Dame Monica Stevens College	CY	COMP	MIXED	941	158	27.9	49%	968.8	296.7	42.1	14.19	5440	2.608
61926	1317428	Dragonville Community Learning Centre	CY	COMP	MIXED	964	181	26.2	36%	978.3	276.7	39.6	13.39	6660	2.010
61933	1317431	Holy Trinity	VA	COMP	MIXED	1147	126	27	33%	971.0	284.5	40.6	13.56	4881	2.779
61940	1317434	Hoylake Community College	VC	COMP	MIXED	1929	383	28.3	62%	1001.4	328.7	46.1	17.79	5429	3.276
61947	1317437	Kirk Regus Community College	CY	COMP	MIXED	1071	236	27.7	51%	982.8	306.7	43.3	15.64	5451	2.869
61954	1317440	Northside High School	CY	COMP	MIXED	1151	280	27.8	39%	957.7	285.5	40.7	12.89	6138	2.100
61961	1317443	Peter Hopgood School	CY	COMP	MIXED	1600	267	29.2	72%	1005.9	347.2	48.4	19.20	4700	4.085
61968	1317446	Spark Hill Community College	CY	COMP	MIXED	1030	232	26.3	45%	981.8	286.0	40.8	14.45	7038	2.053
LA (MAINSTREAM REPORTED)						11545	2235	27.4	50.2%	980.0	298.5	42.3	14.90	5803	2.569
NAT ALL (STATE FUNDED)								27.4	57.1%	1000.0	312.7	44.1	16.69	5674	2.941

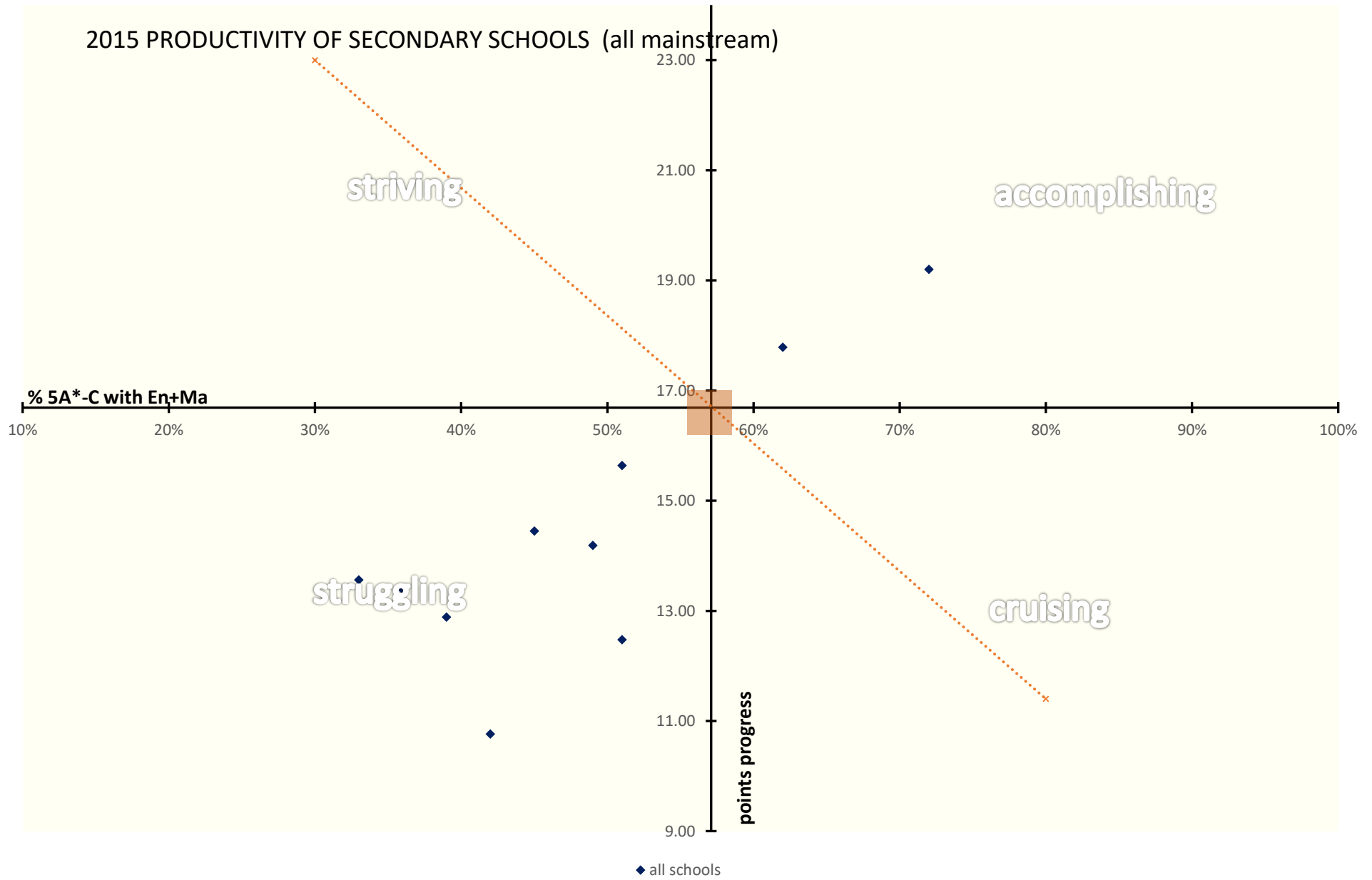
Key Stage 4 2015: Sometown created: 21 January 2016

MOCK-UP EXAMPLE OF LA SHEET (SECONDARY)

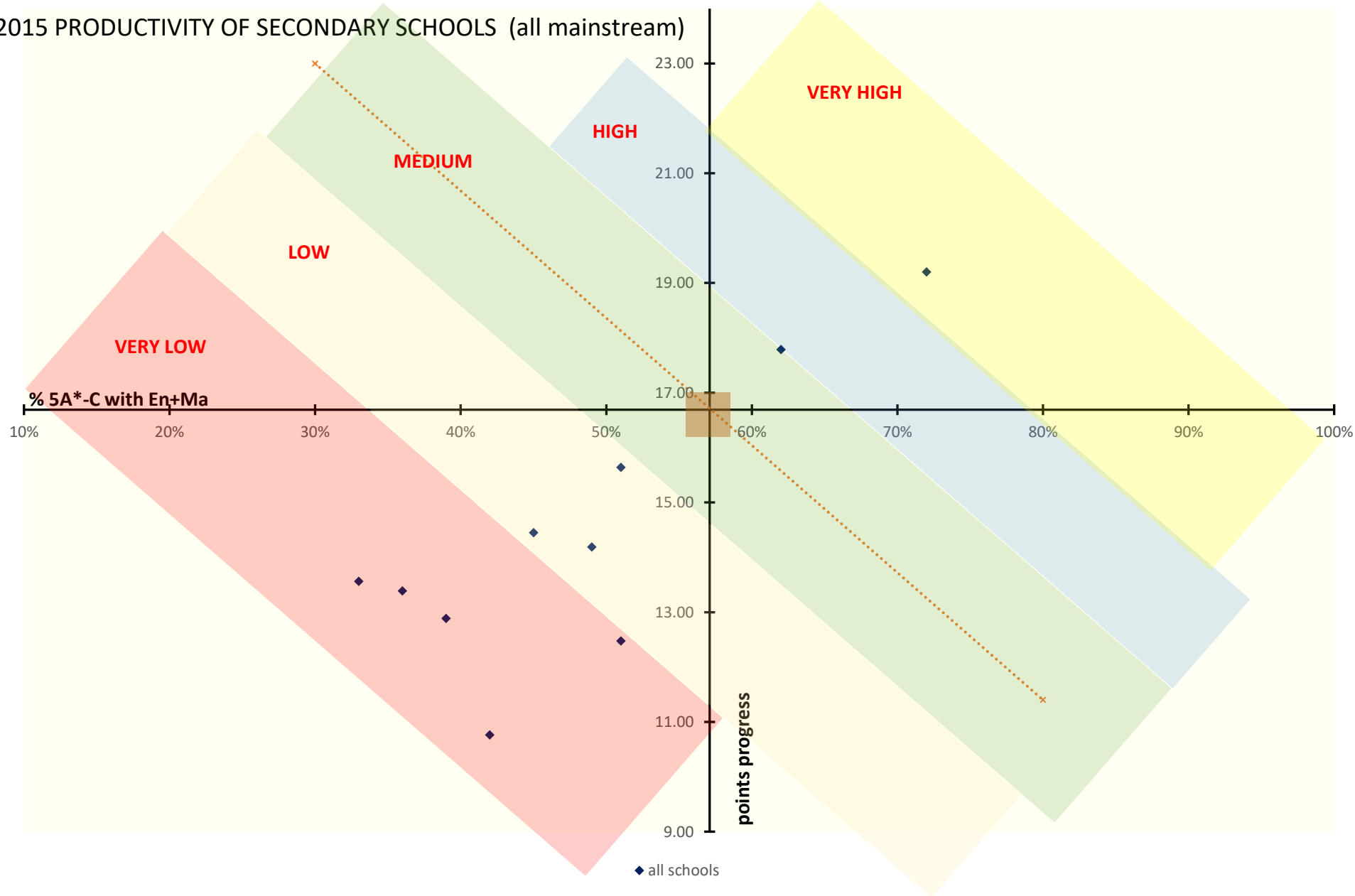
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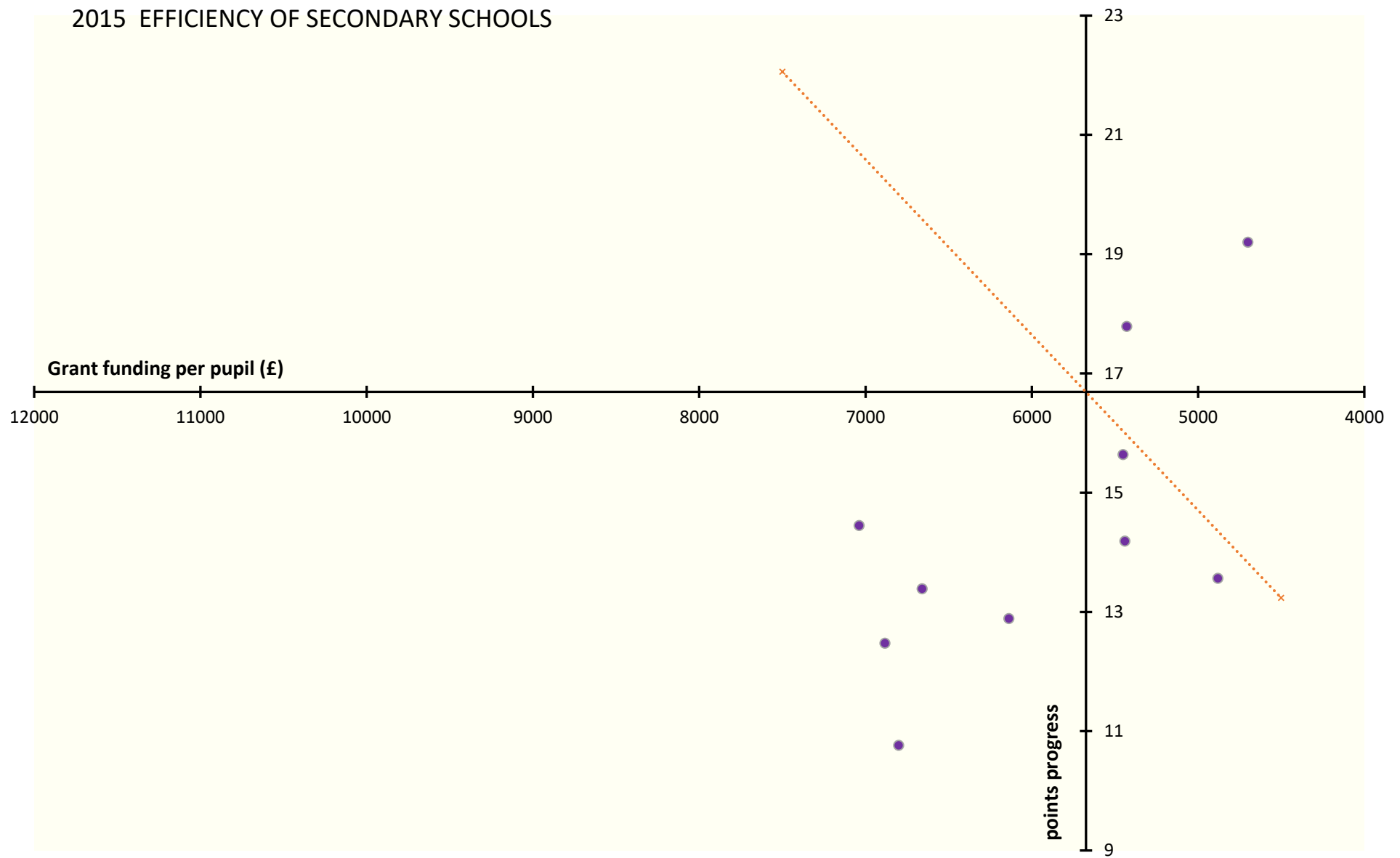
# 2015 PRODUCTIVITY OF SECONDARY SCHOOLS (all mainstream)



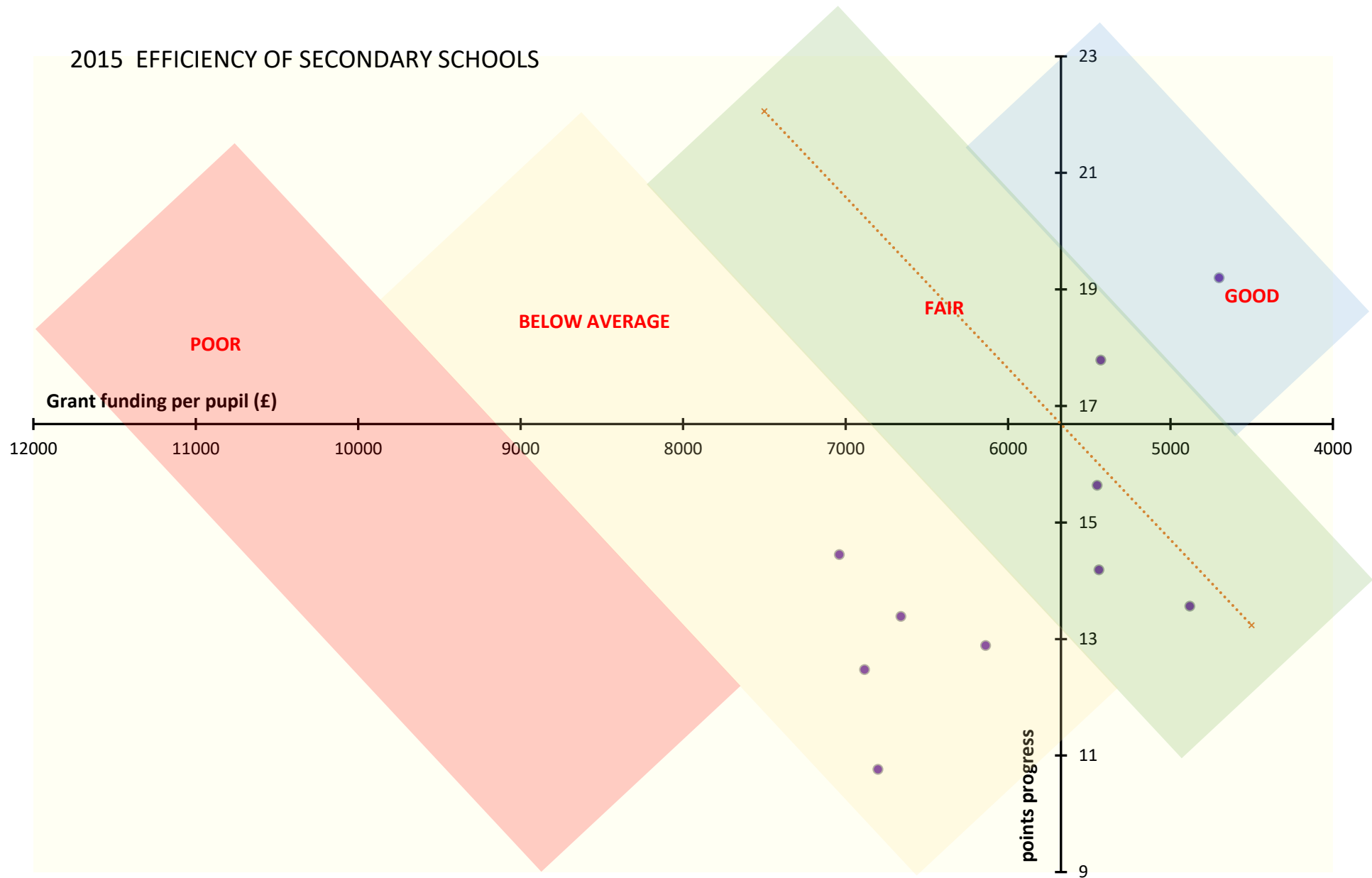
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## 2015 EFFICIENCY OF SECONDARY SCHOOLS



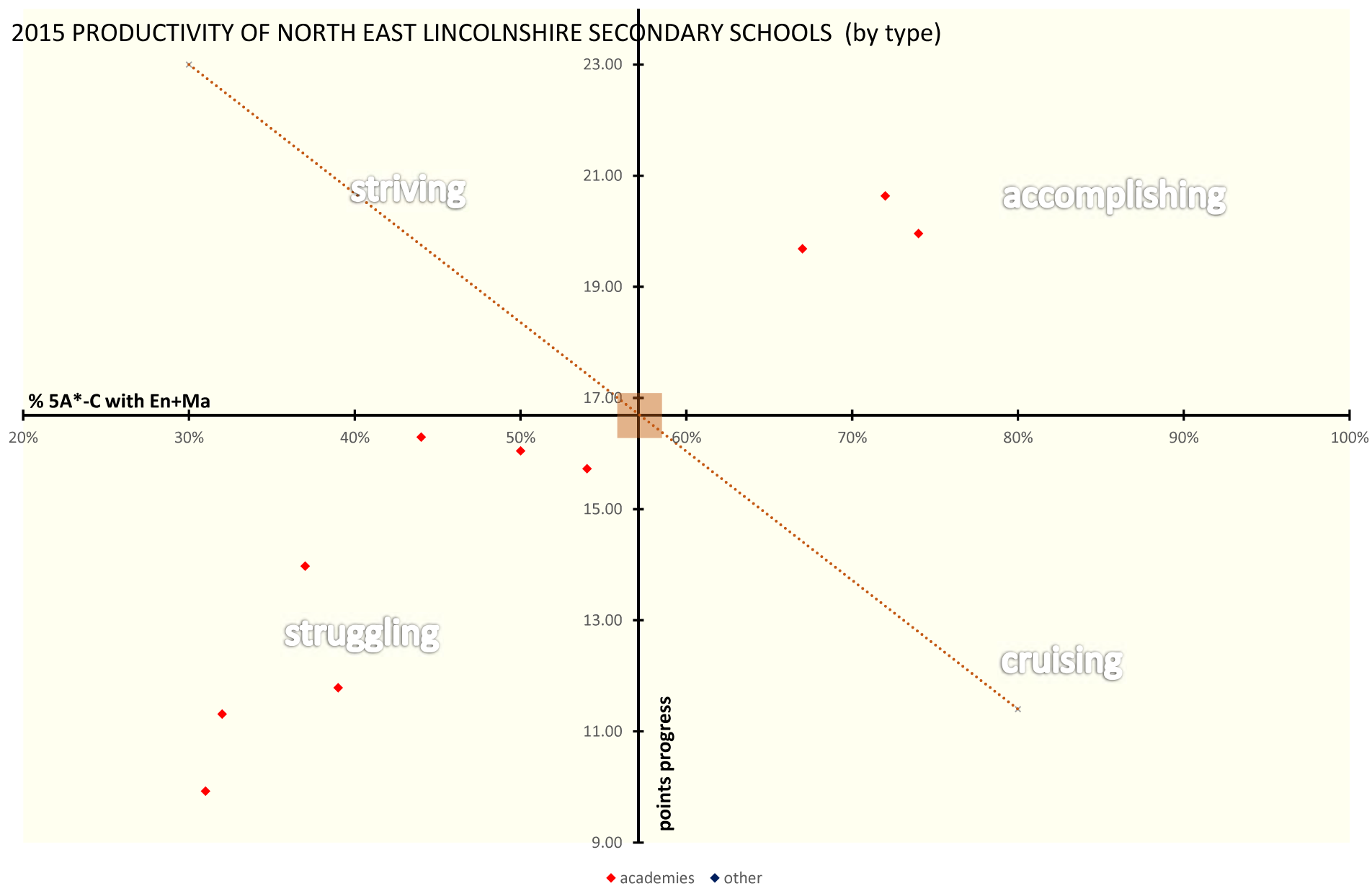
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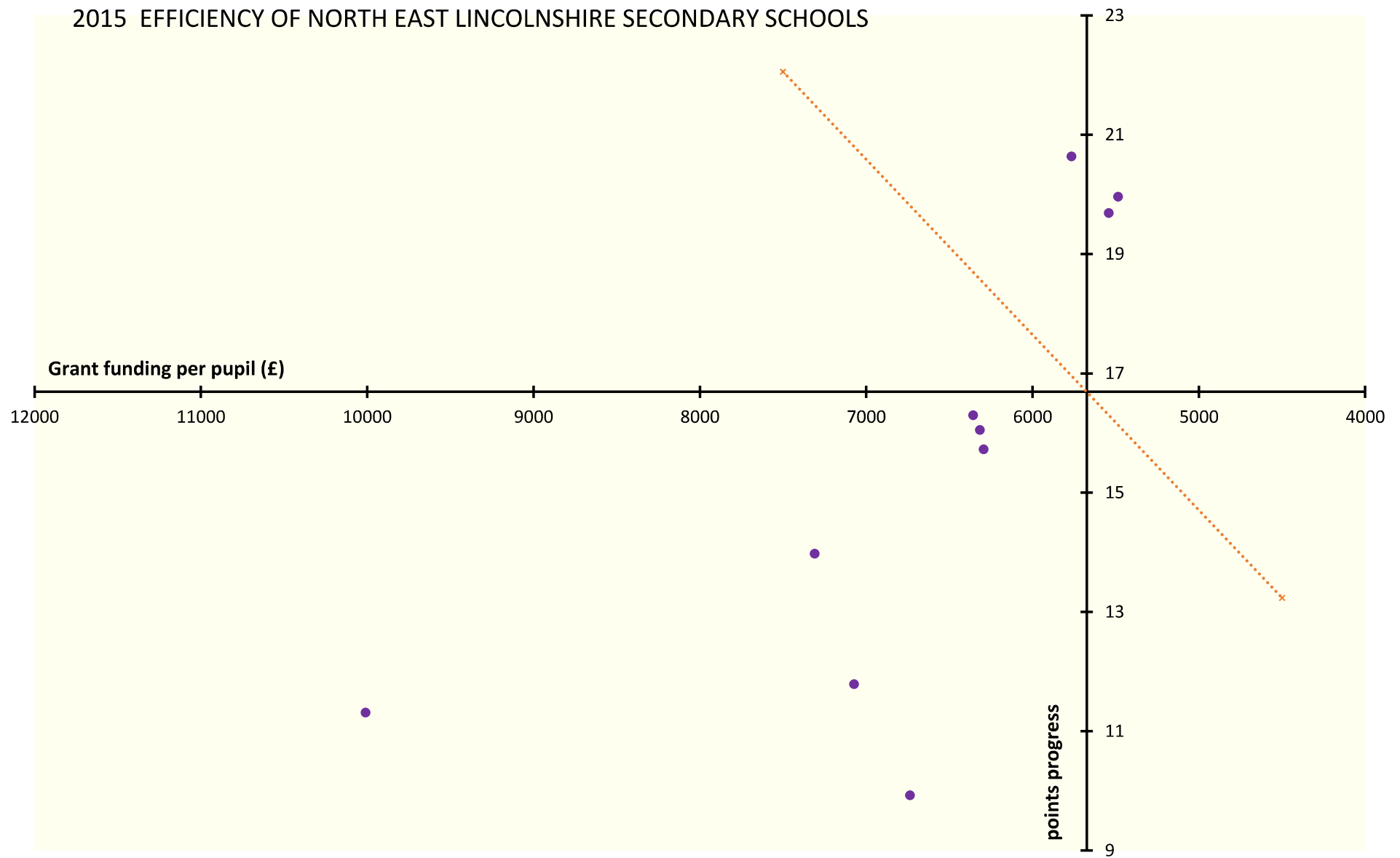
And,

Now some actual school data

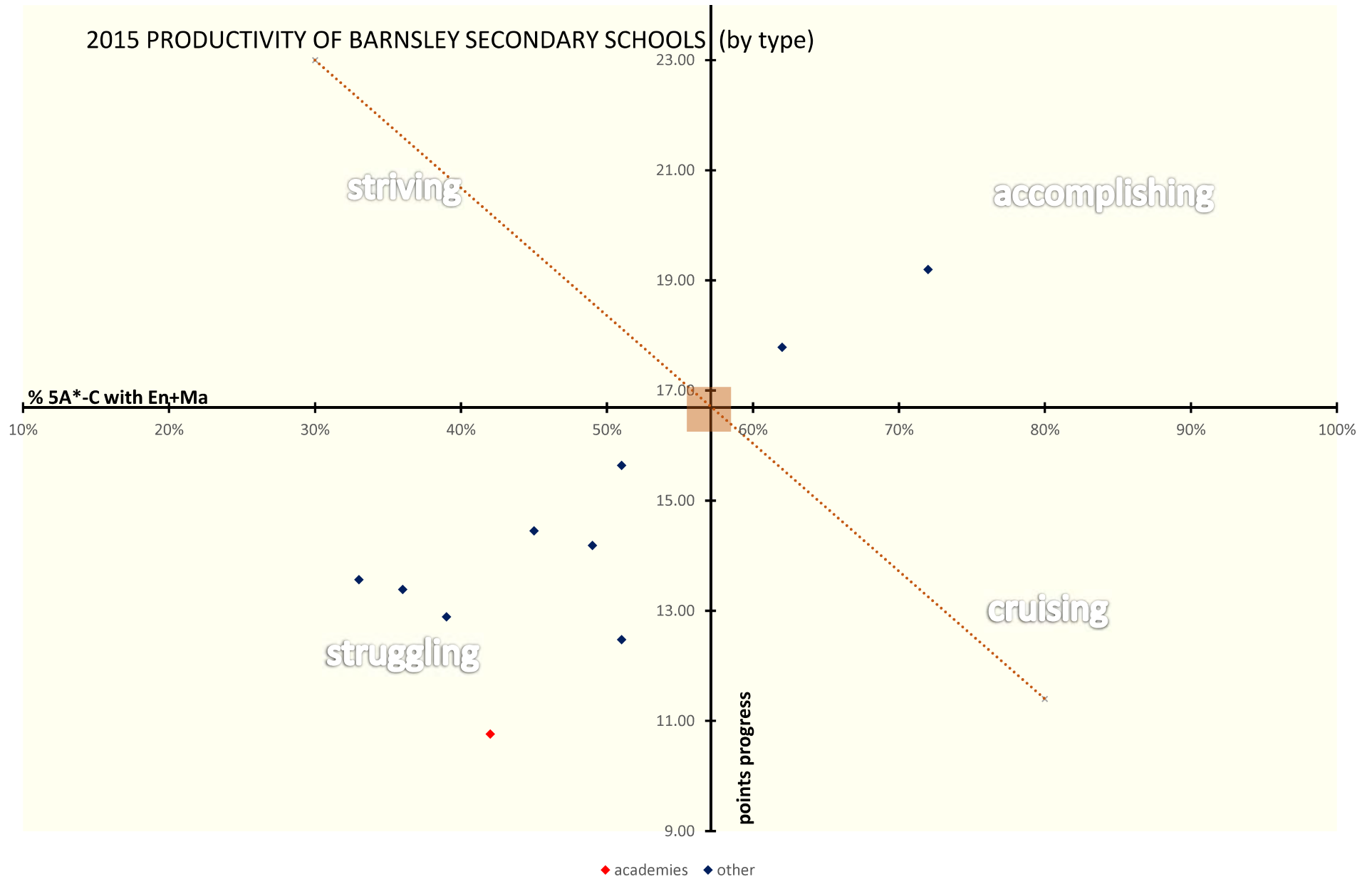
# 2015 PRODUCTIVITY OF NORTH EAST LINCOLNSHIRE SECONDARY SCHOOLS (by type)



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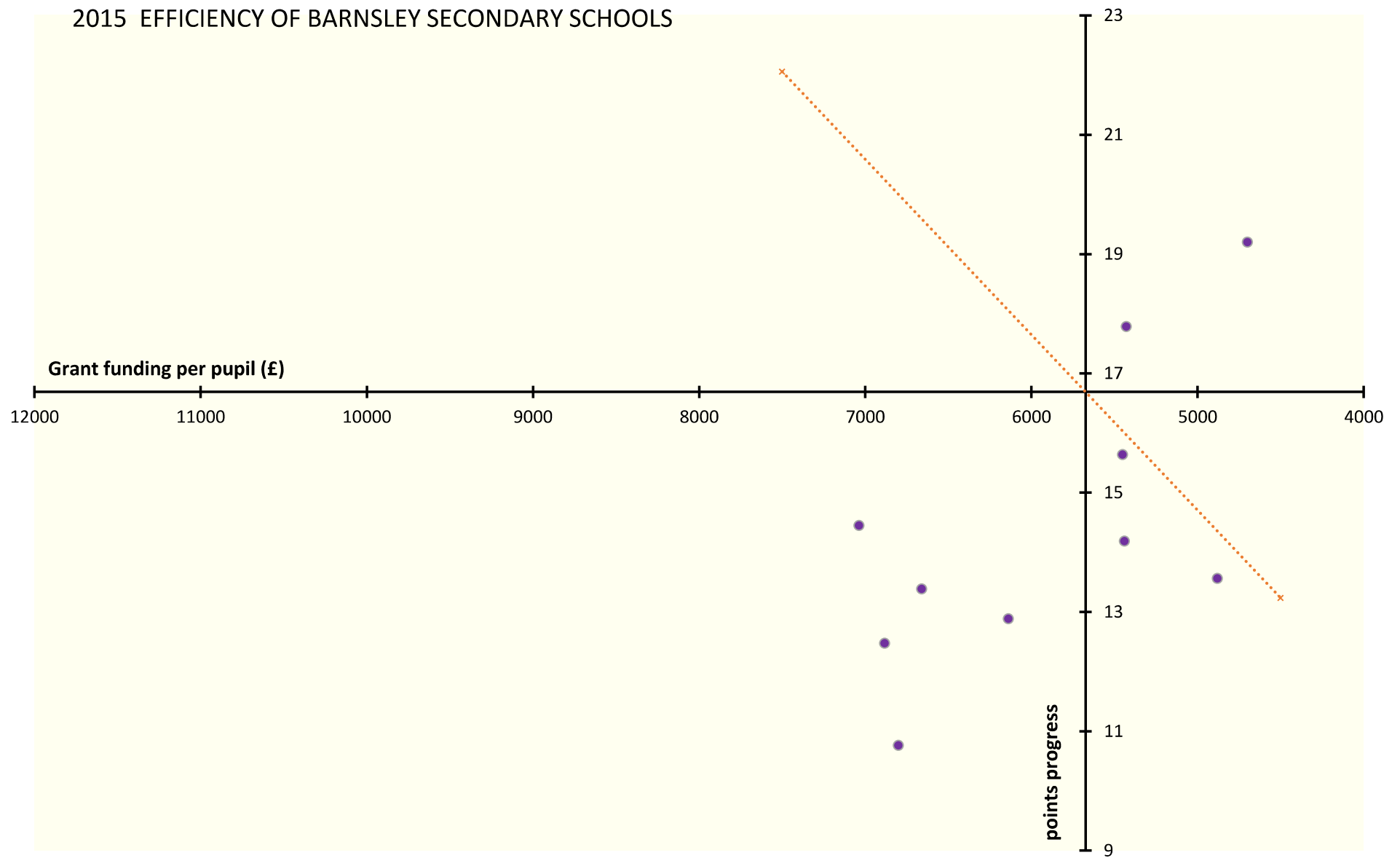


# 2015 PRODUCTIVITY OF BARNSLEY SECONDARY SCHOOLS (by type)

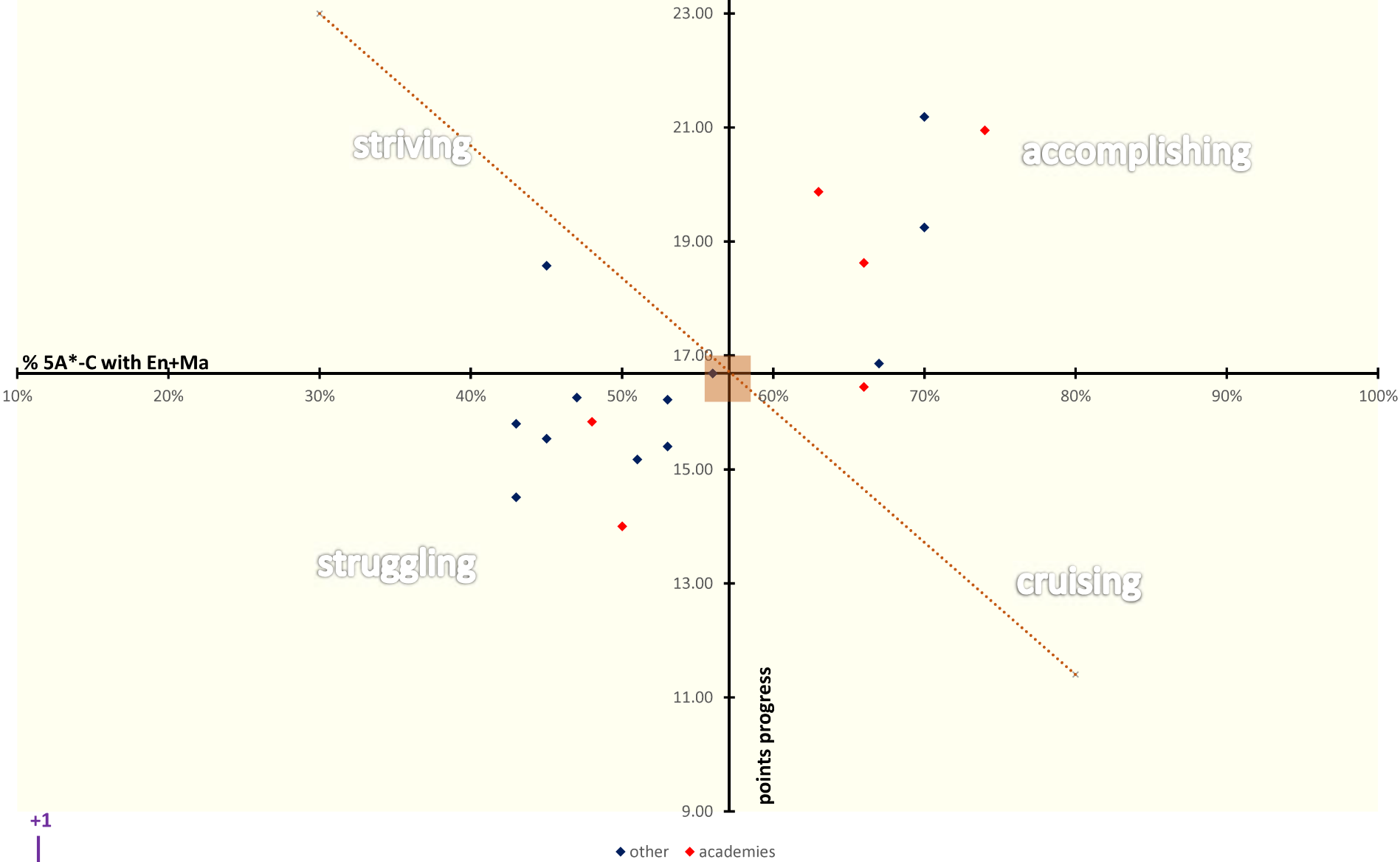




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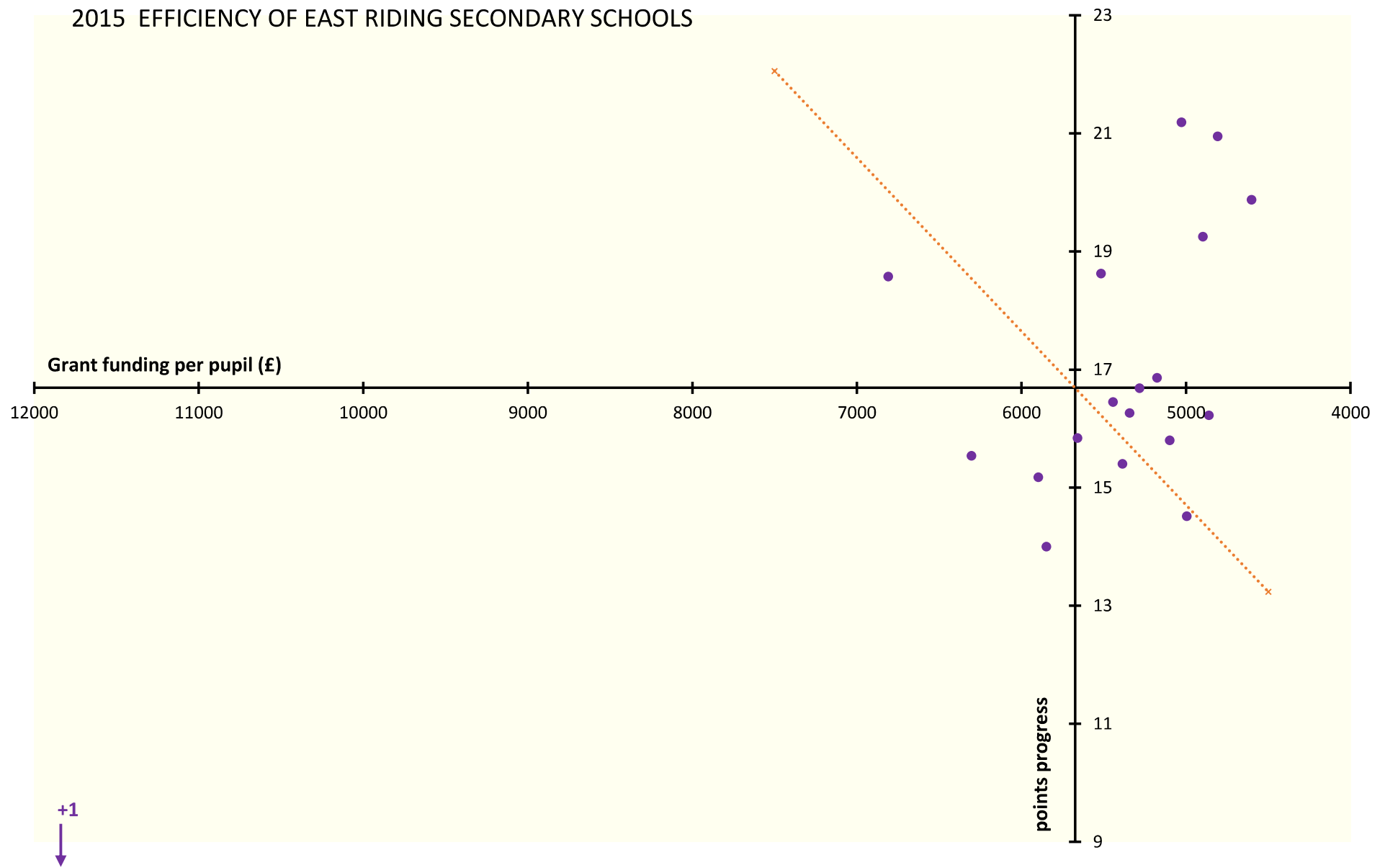


2015 PRODUCTIVITY OF E RIDING SECONDARY SCHOOLS (by type)

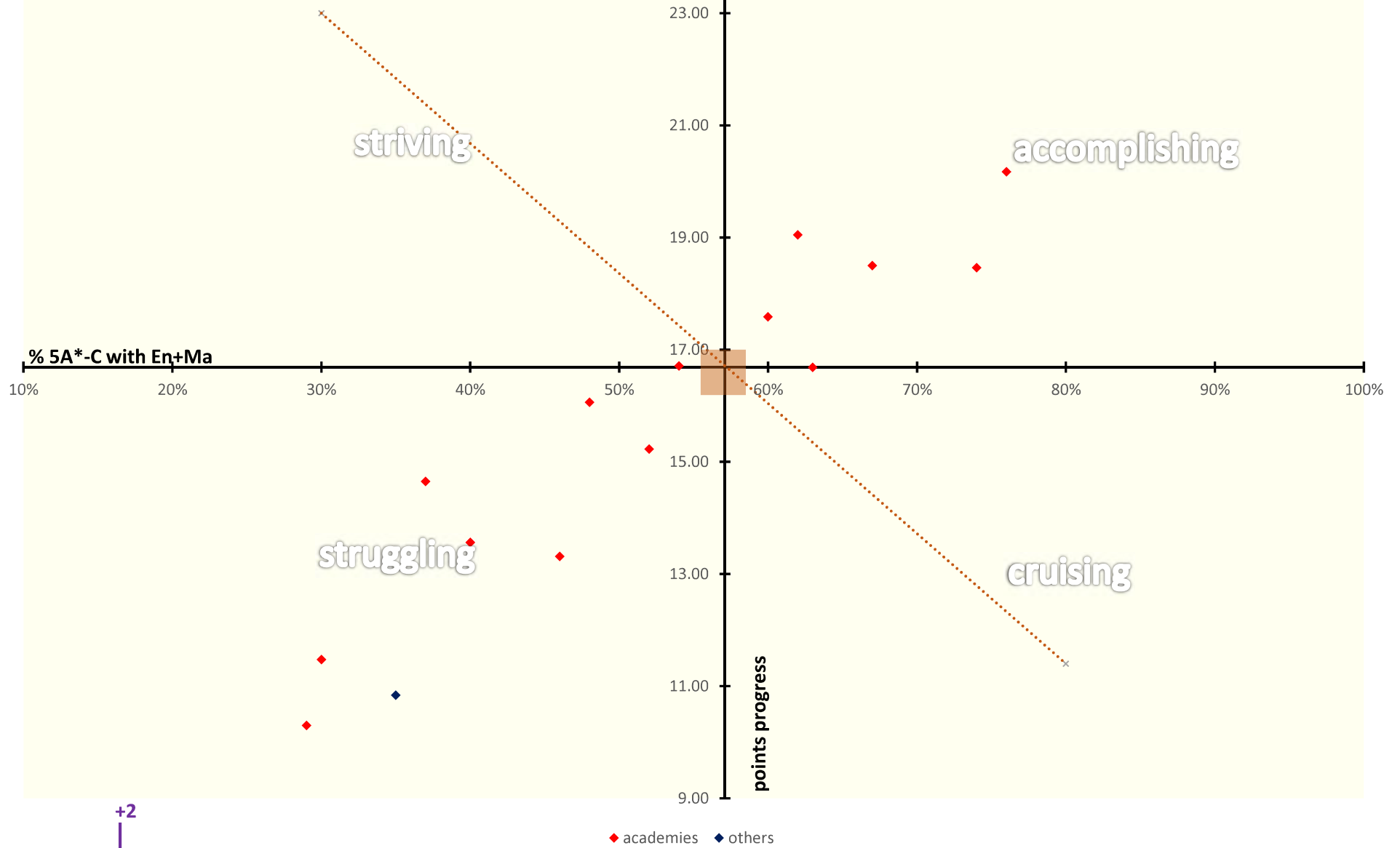


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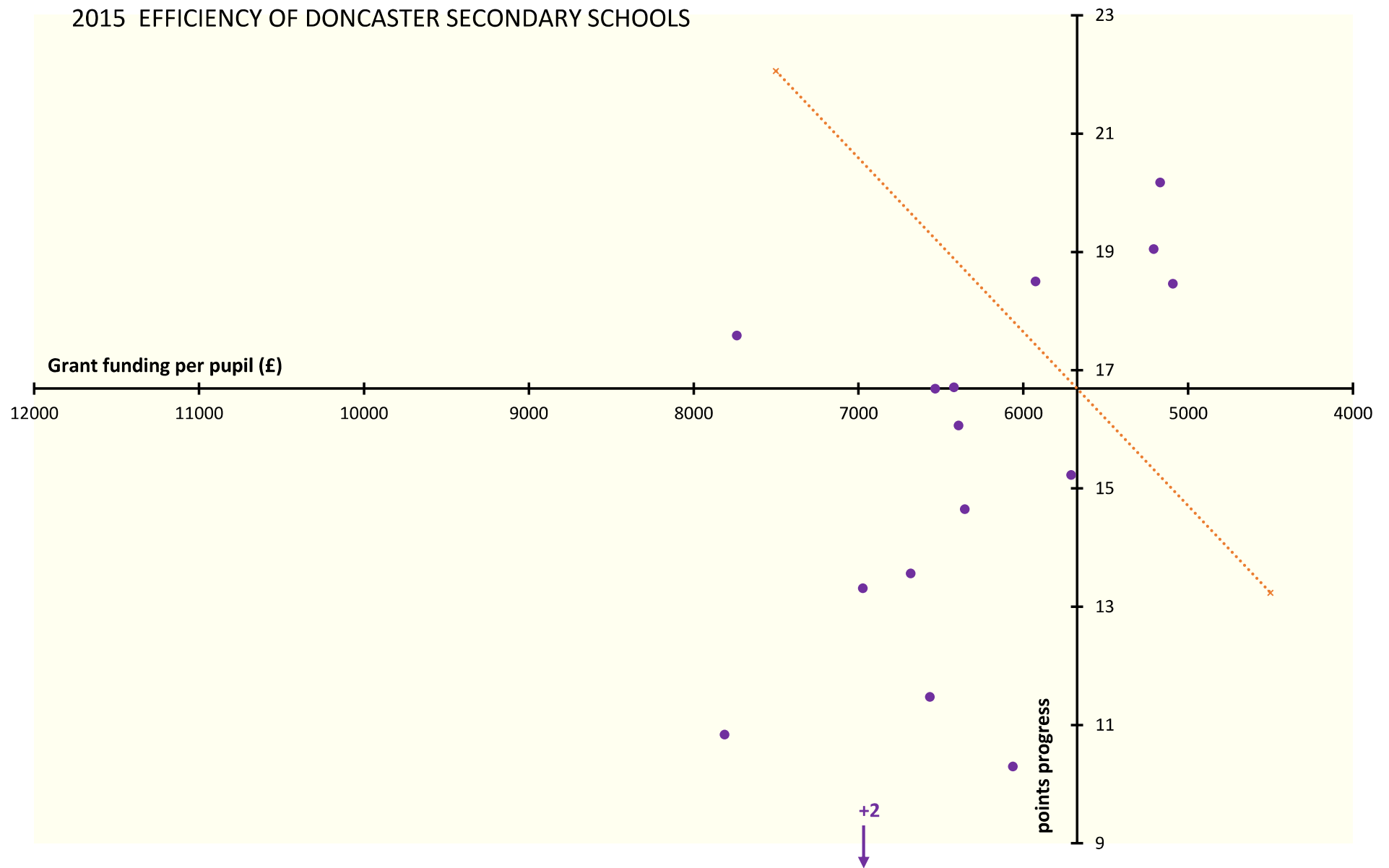
# 2015 EFFICIENCY OF EAST RIDING SECONDARY SCHOOLS

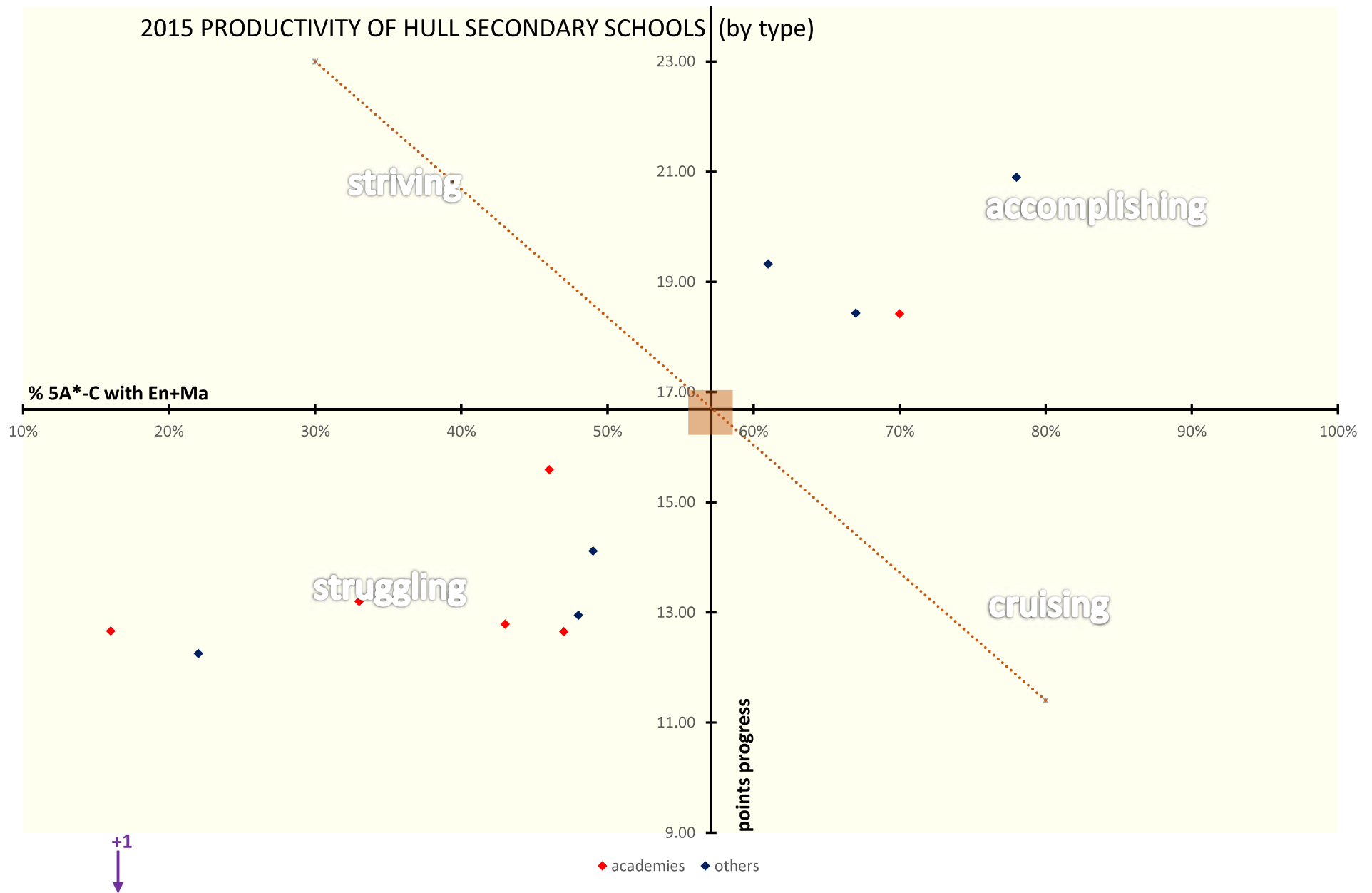


# 2015 PRODUCTIVITY OF DONCASTER SECONDARY SCHOOLS (by type)

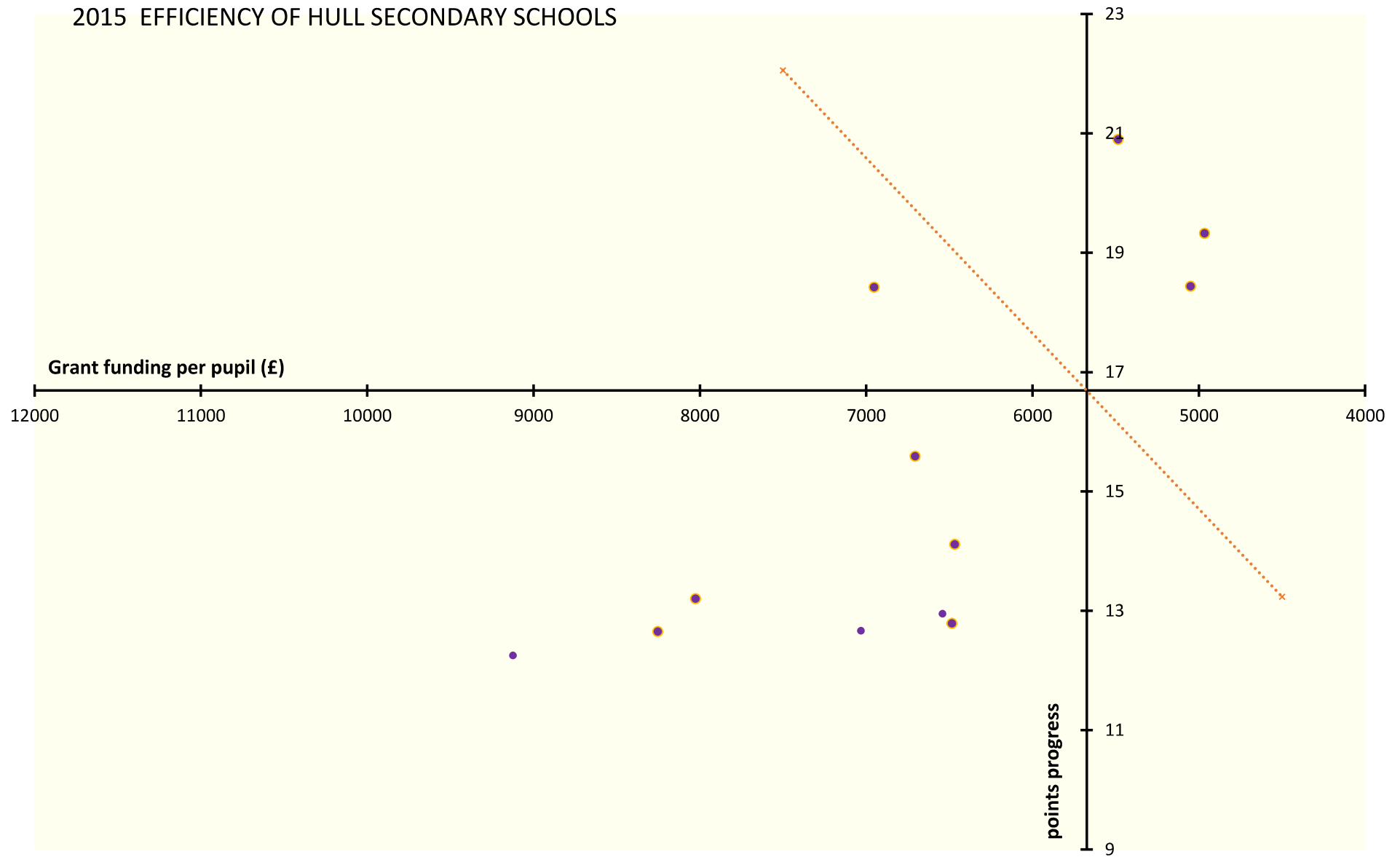


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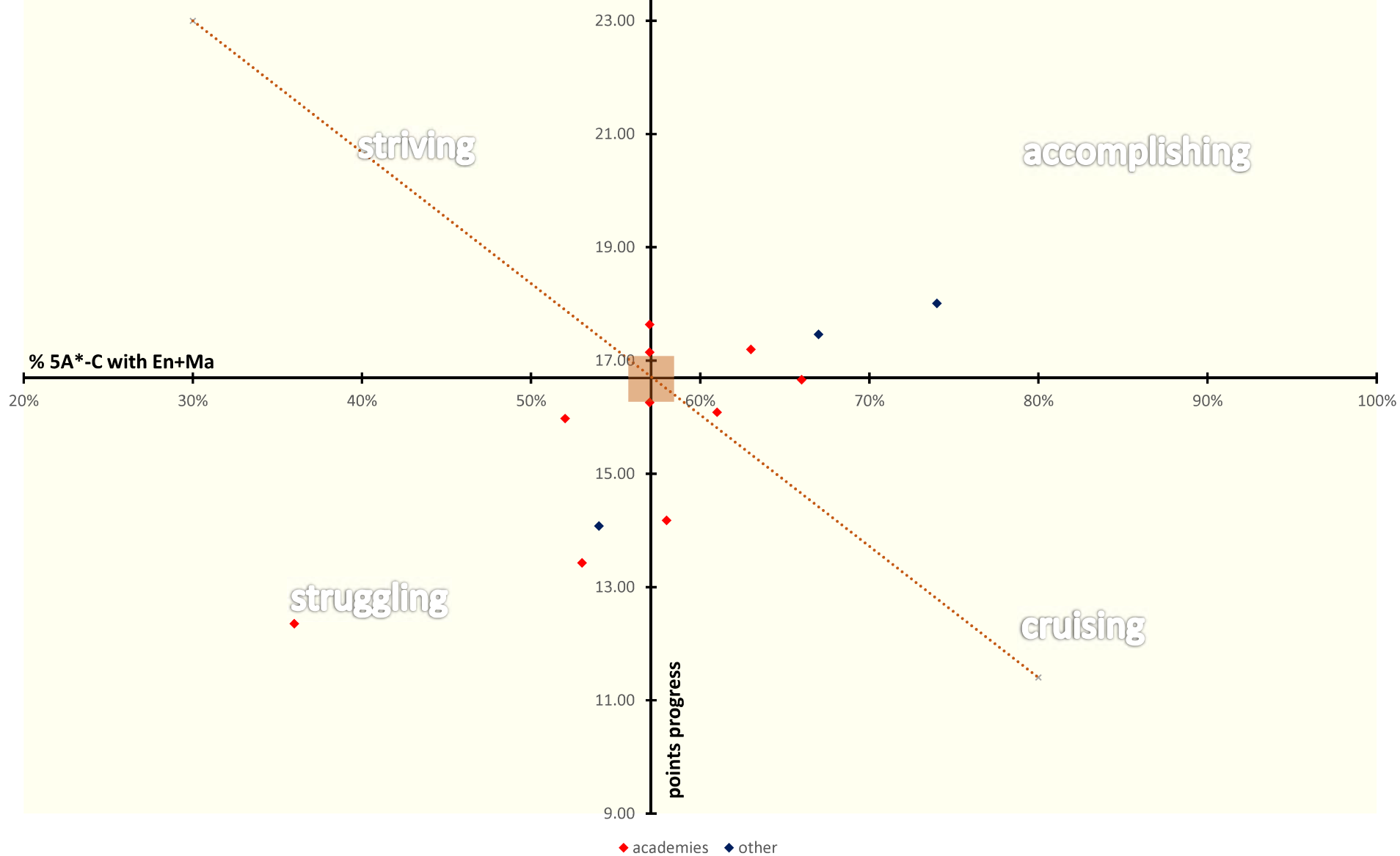




## 2015 EFFICIENCY OF HULL SECONDARY SCHOOLS

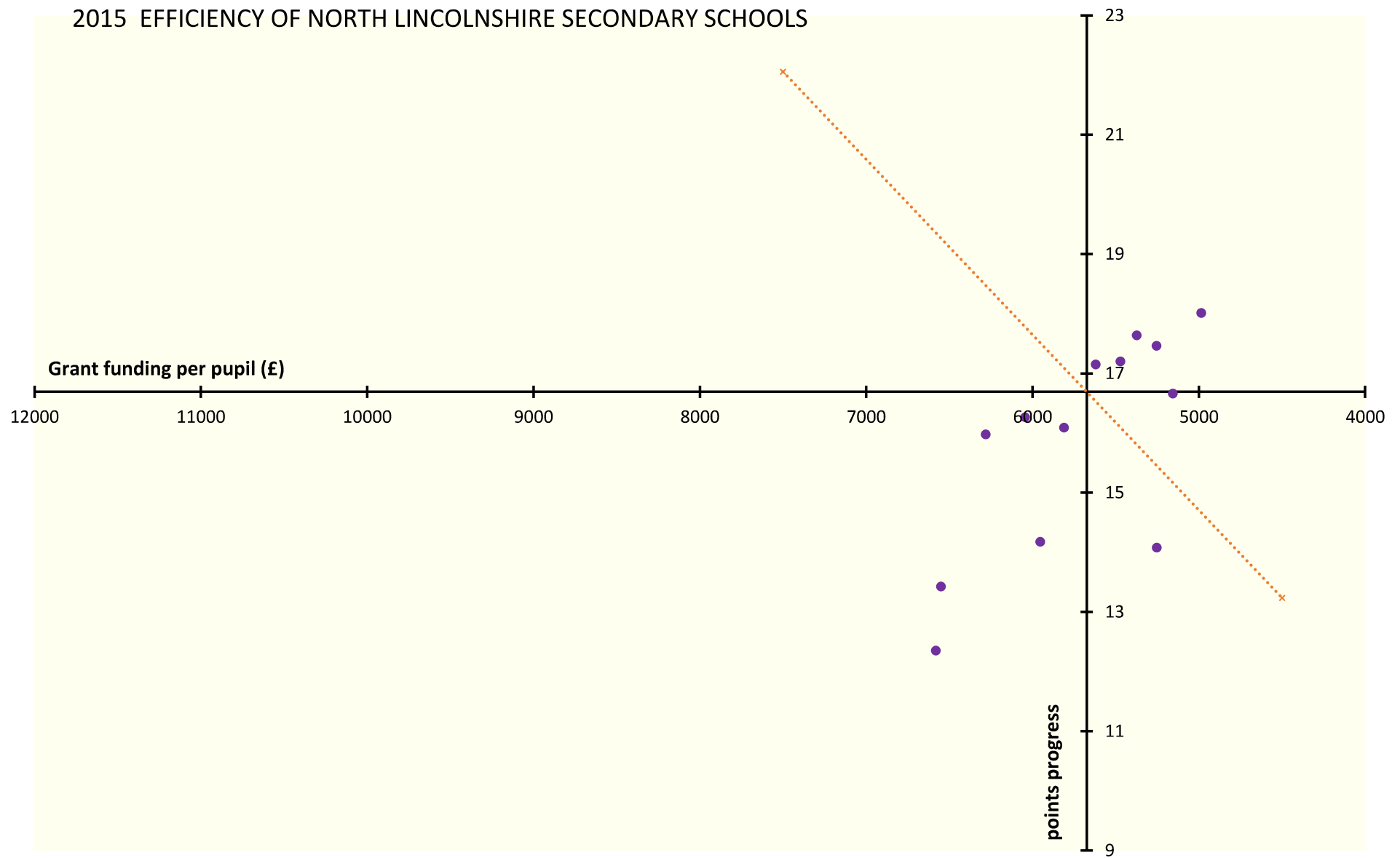


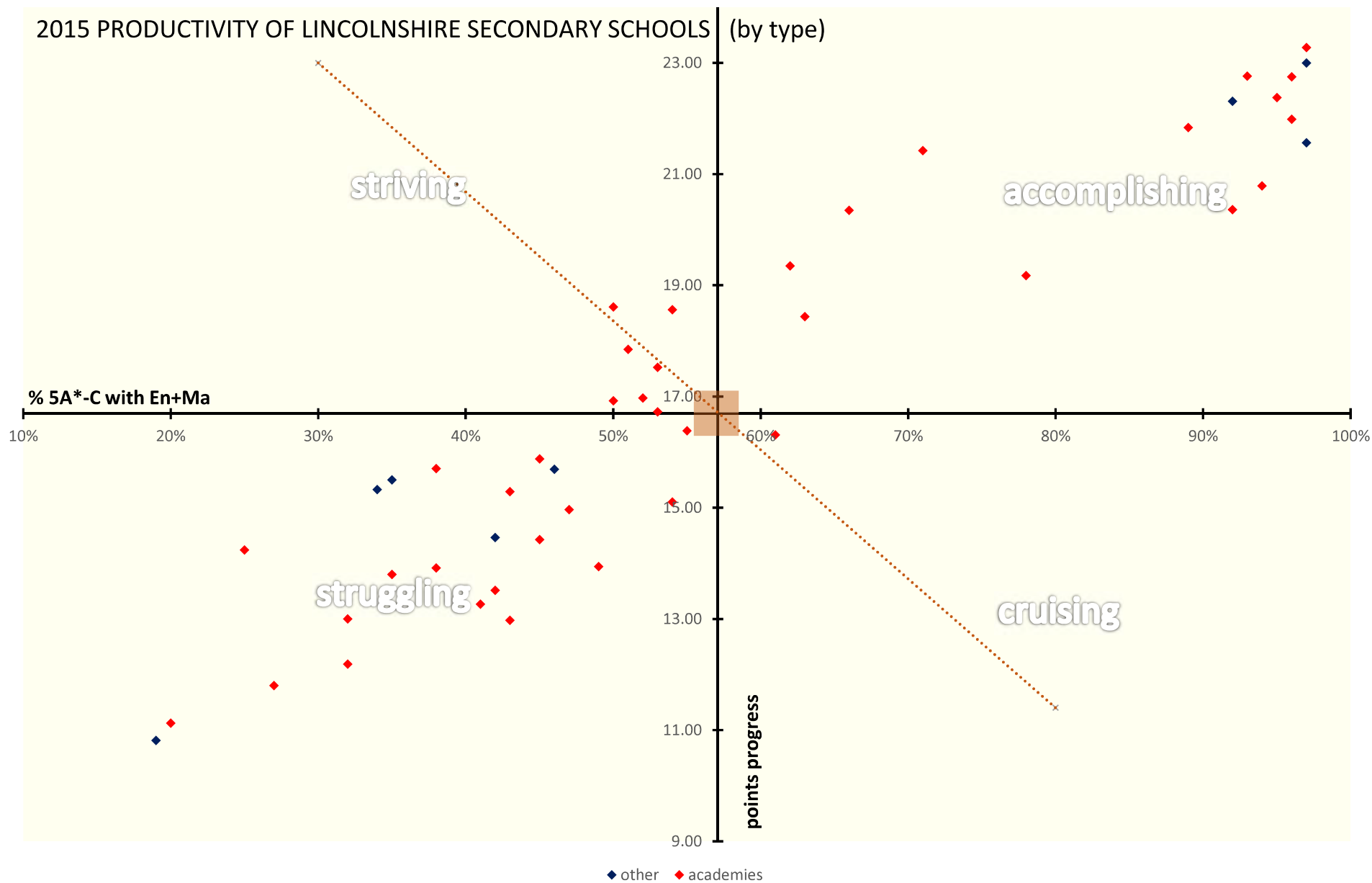
# 2015 PRODUCTIVITY OF NORTH LINCOLNSHIRE SECONDARY SCHOOLS (by type)



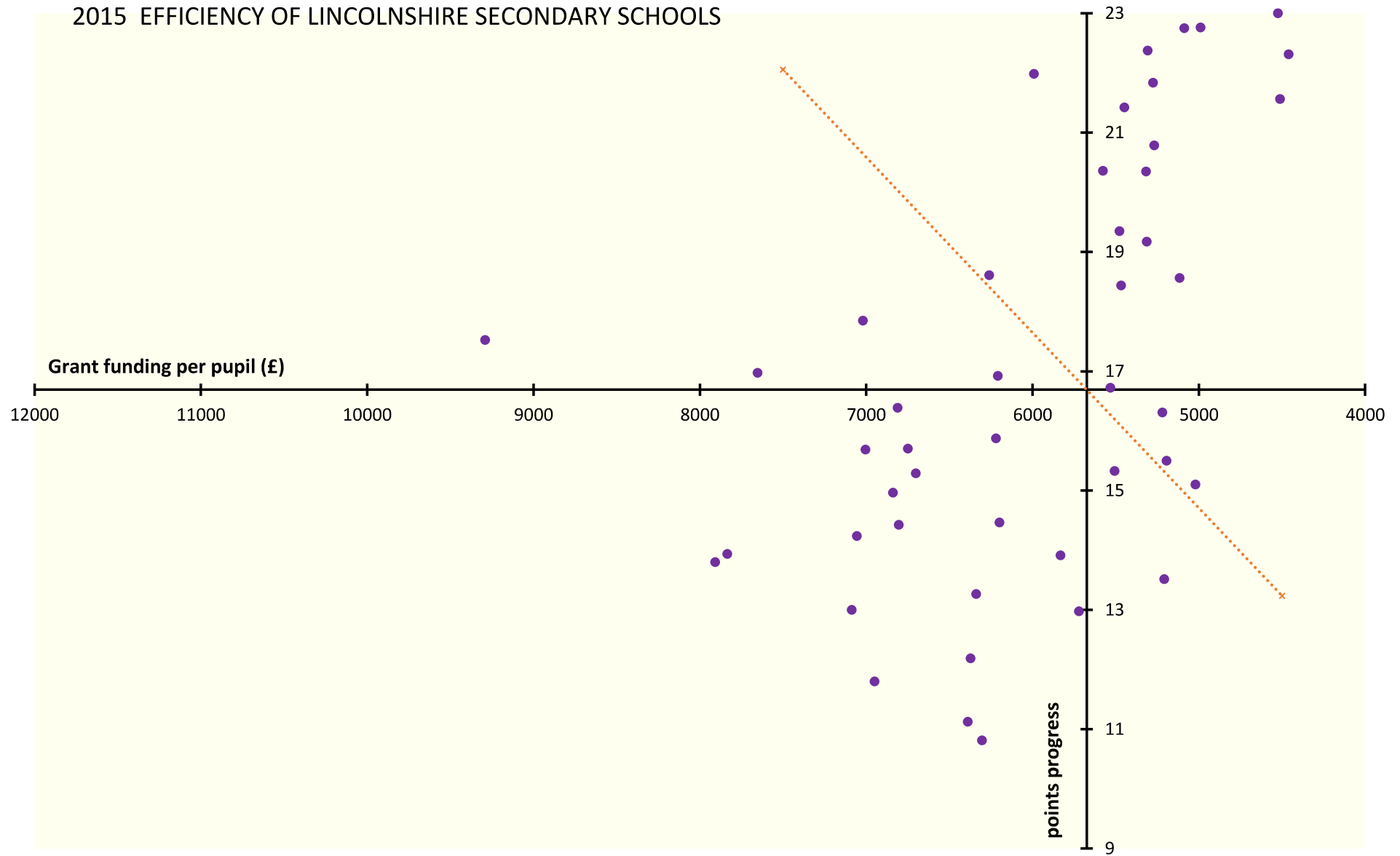


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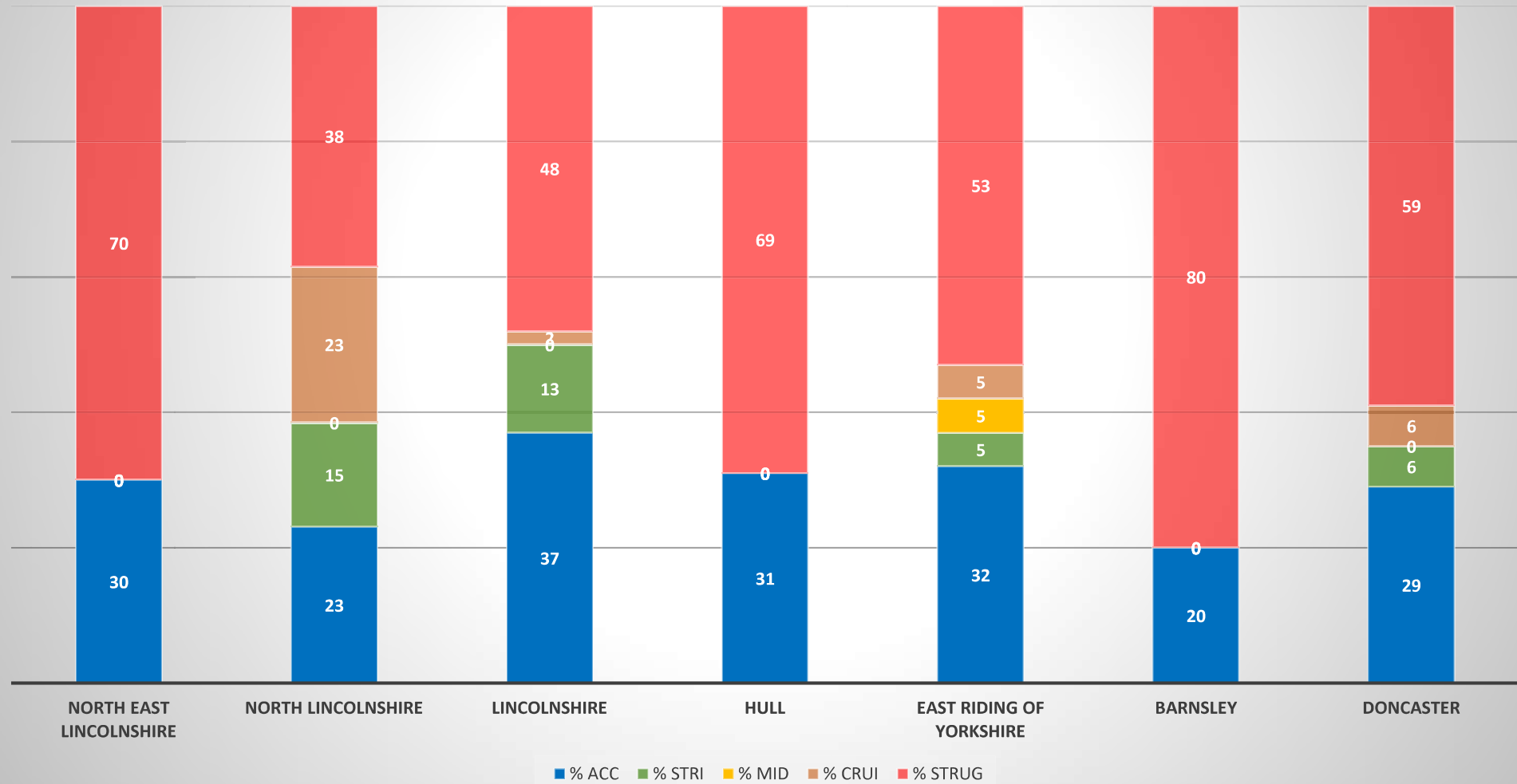




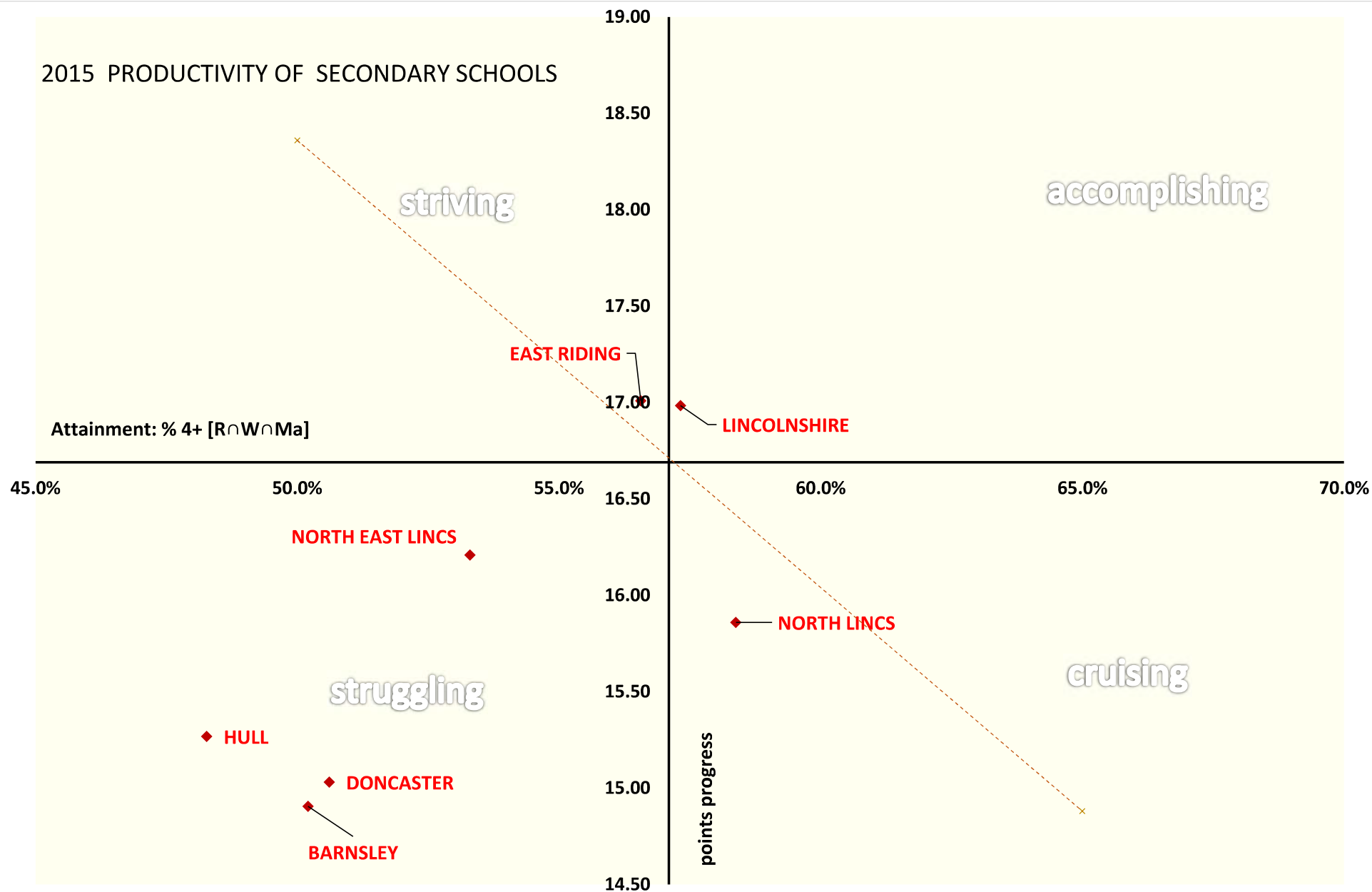
## 2015 EFFICIENCY OF LINCOLNSHIRE SECONDARY SCHOOLS



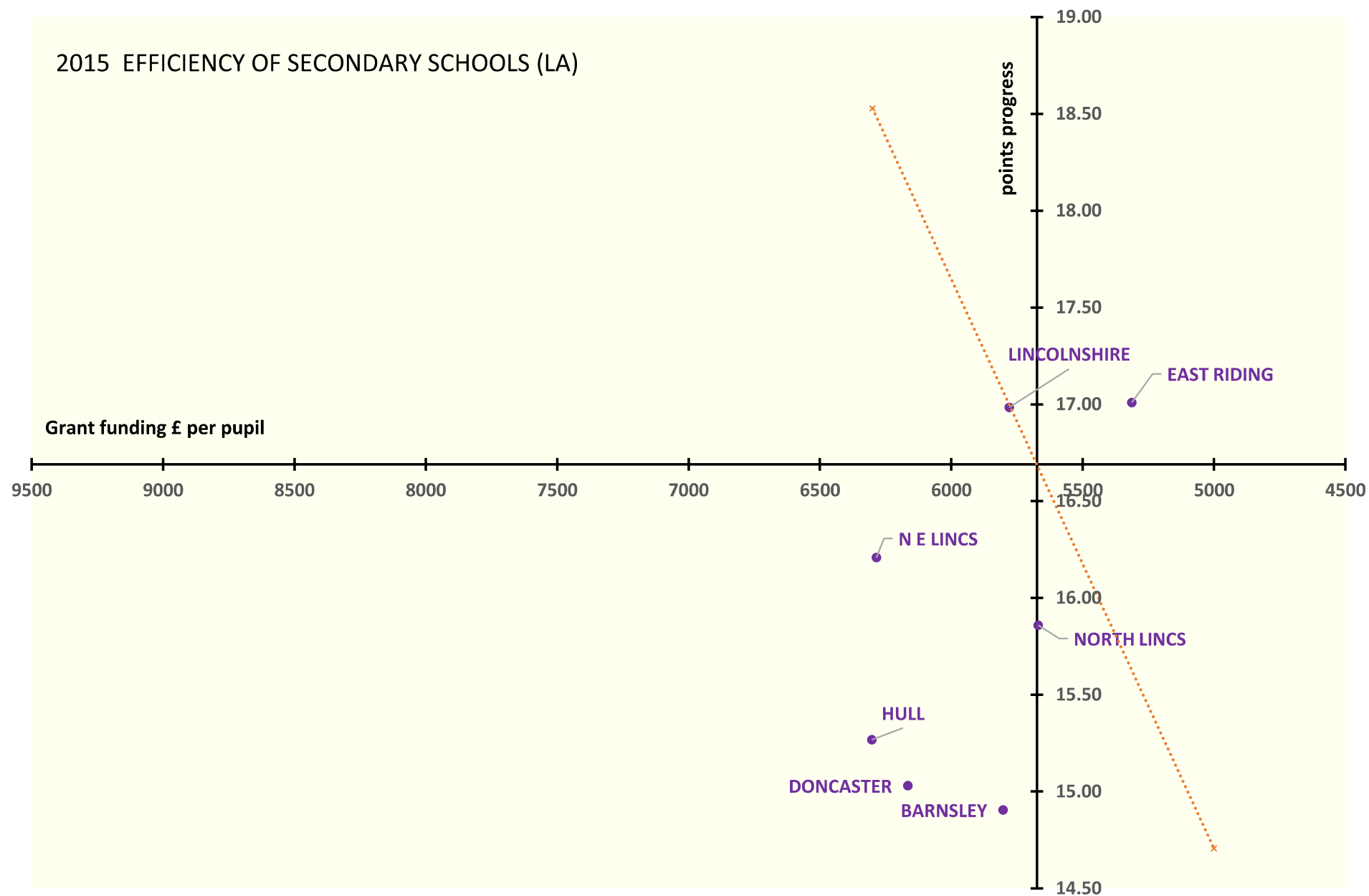
## PERCENTAGE IN EACH CATEGORY



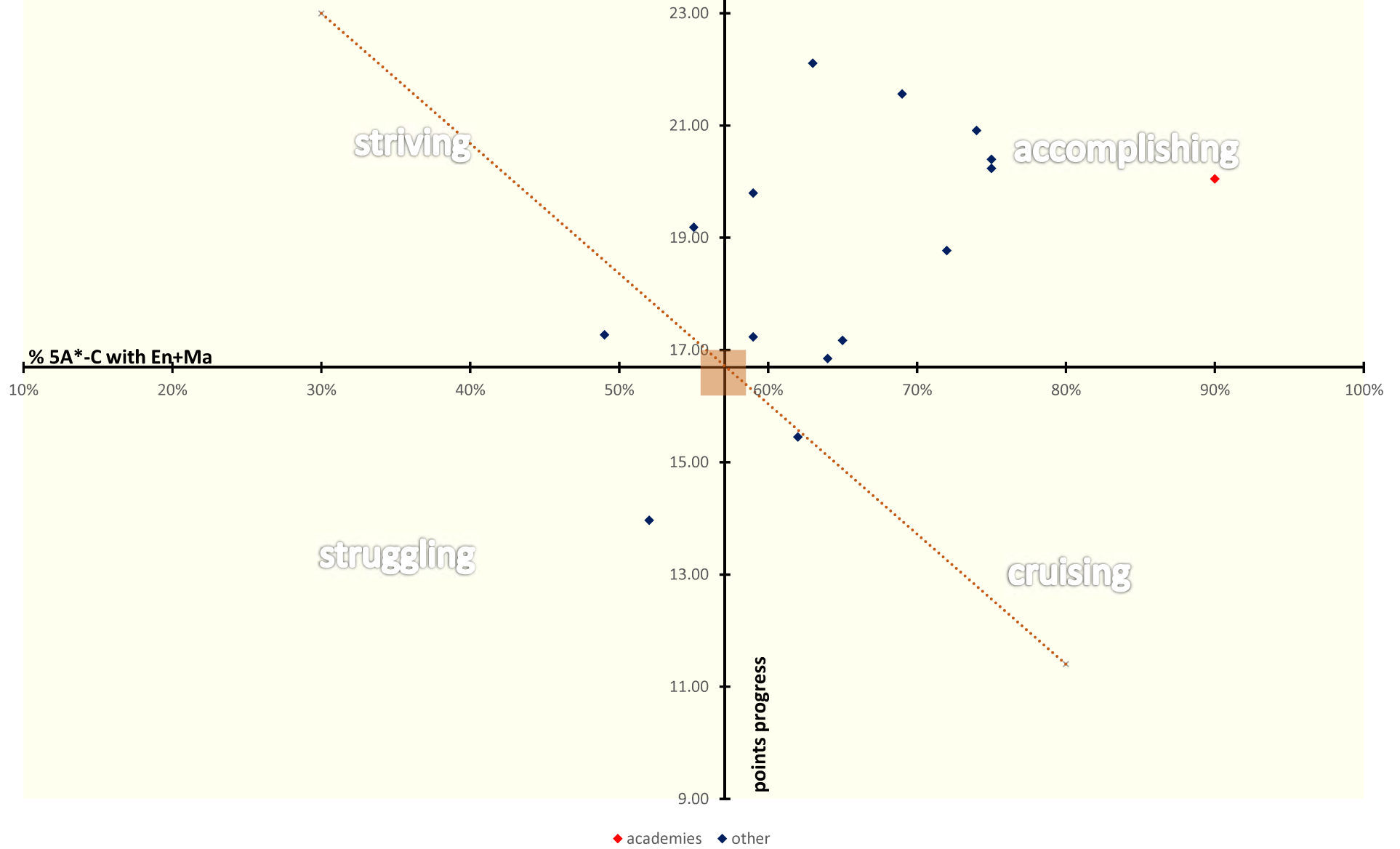
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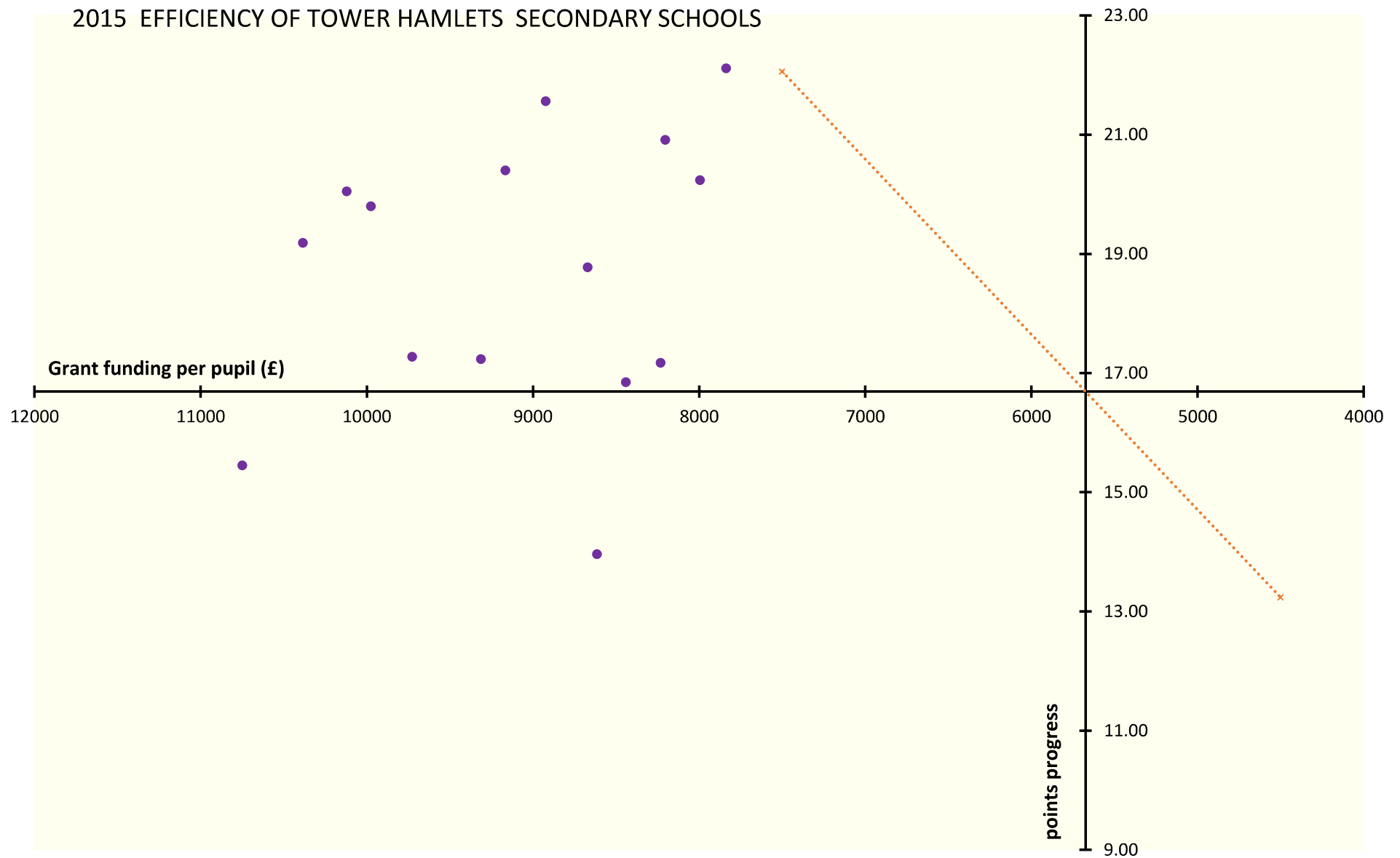
## 2015 EFFICIENCY OF SECONDARY SCHOOLS (LA)



# 2015 PRODUCTIVITY OF TOWER HAMLETS SECONDARY SCHOOLS (by type)

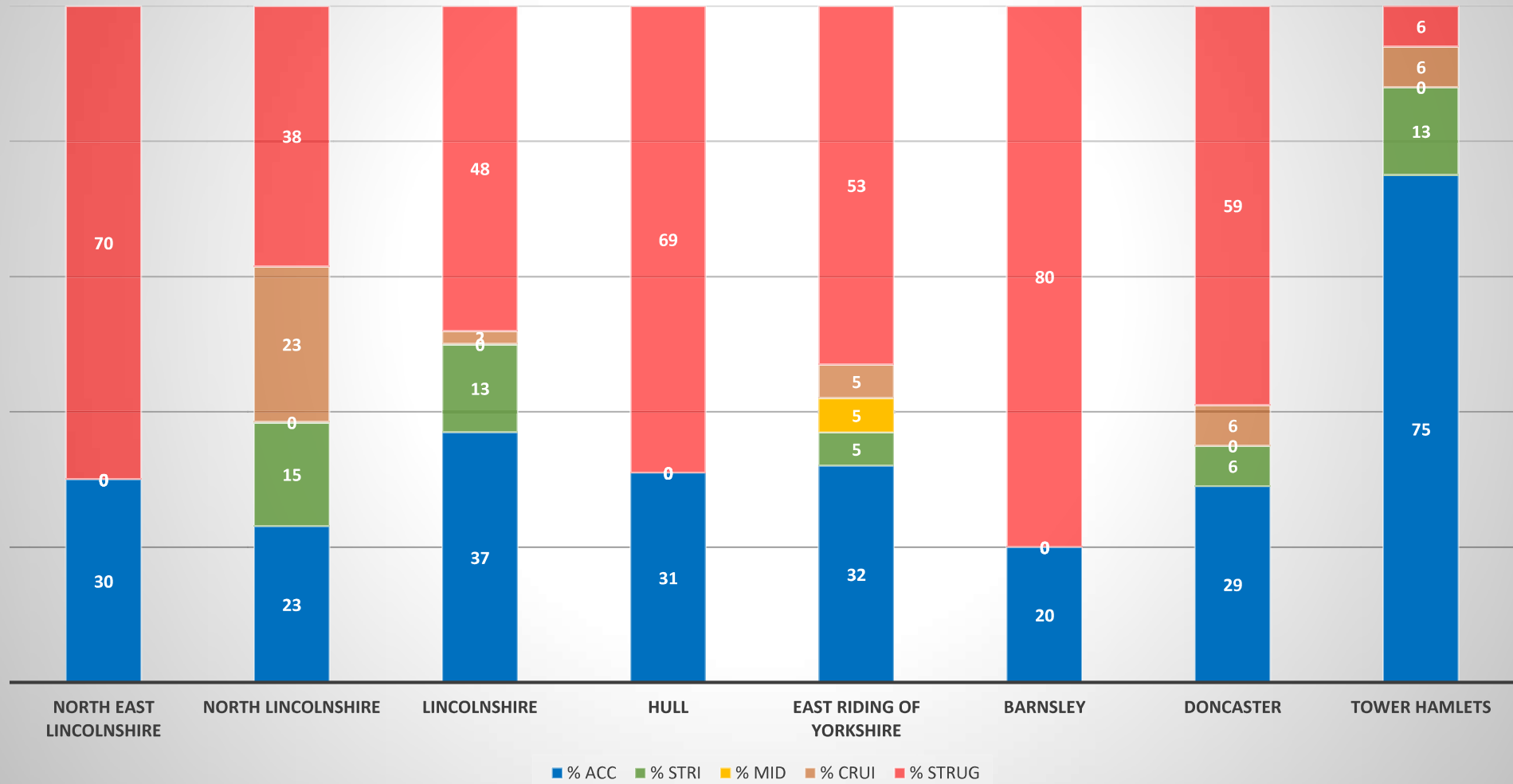


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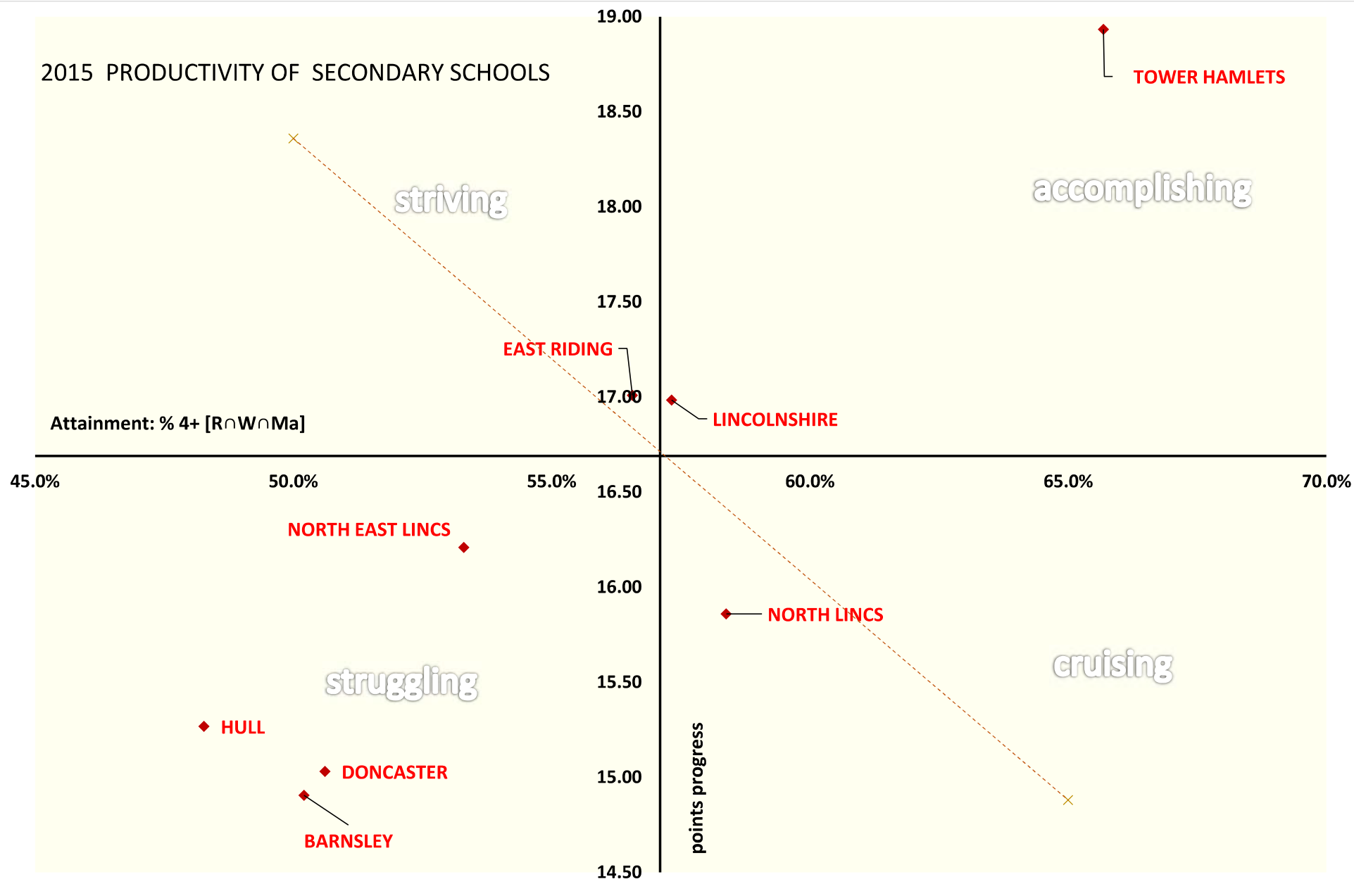




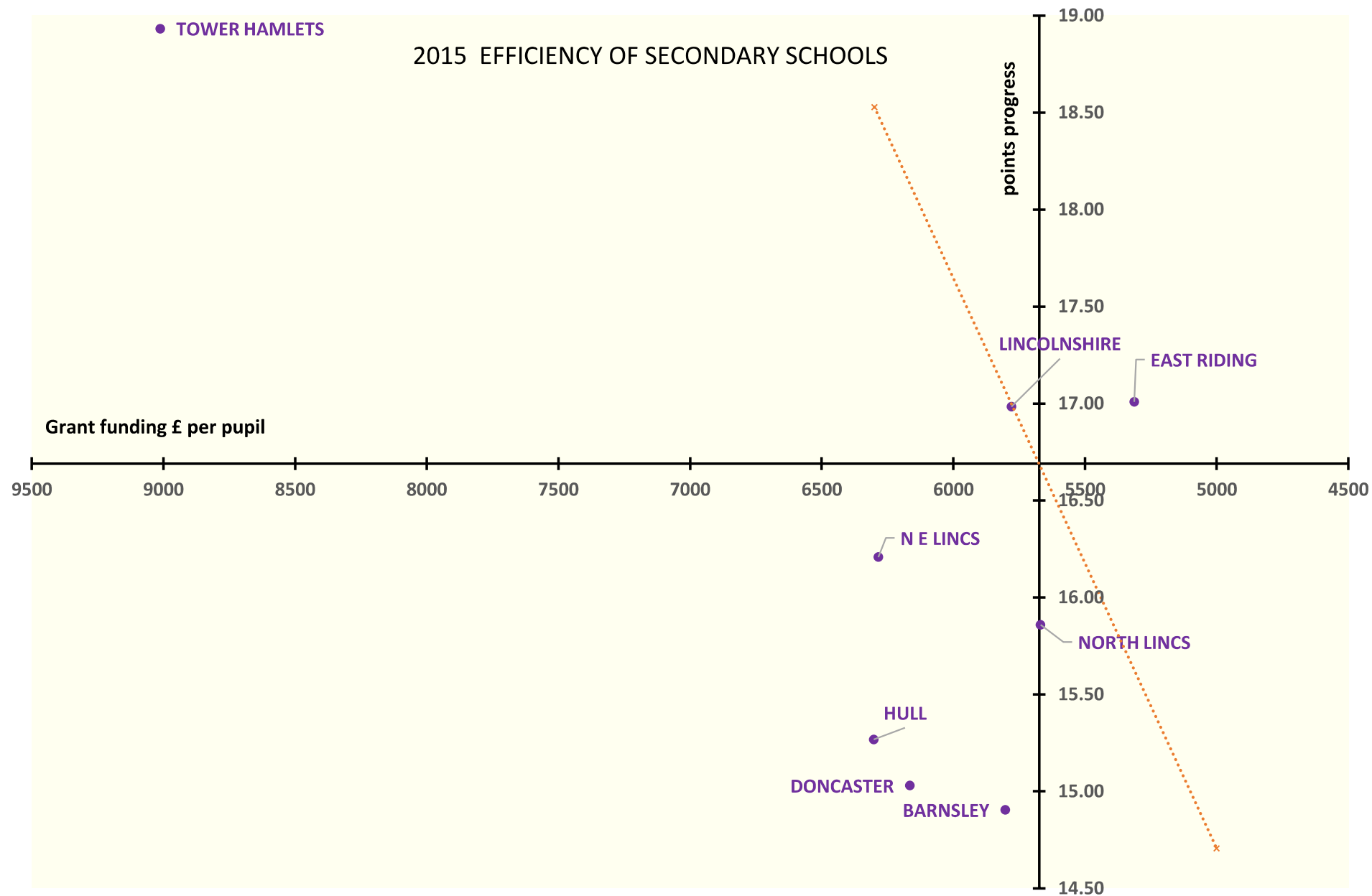
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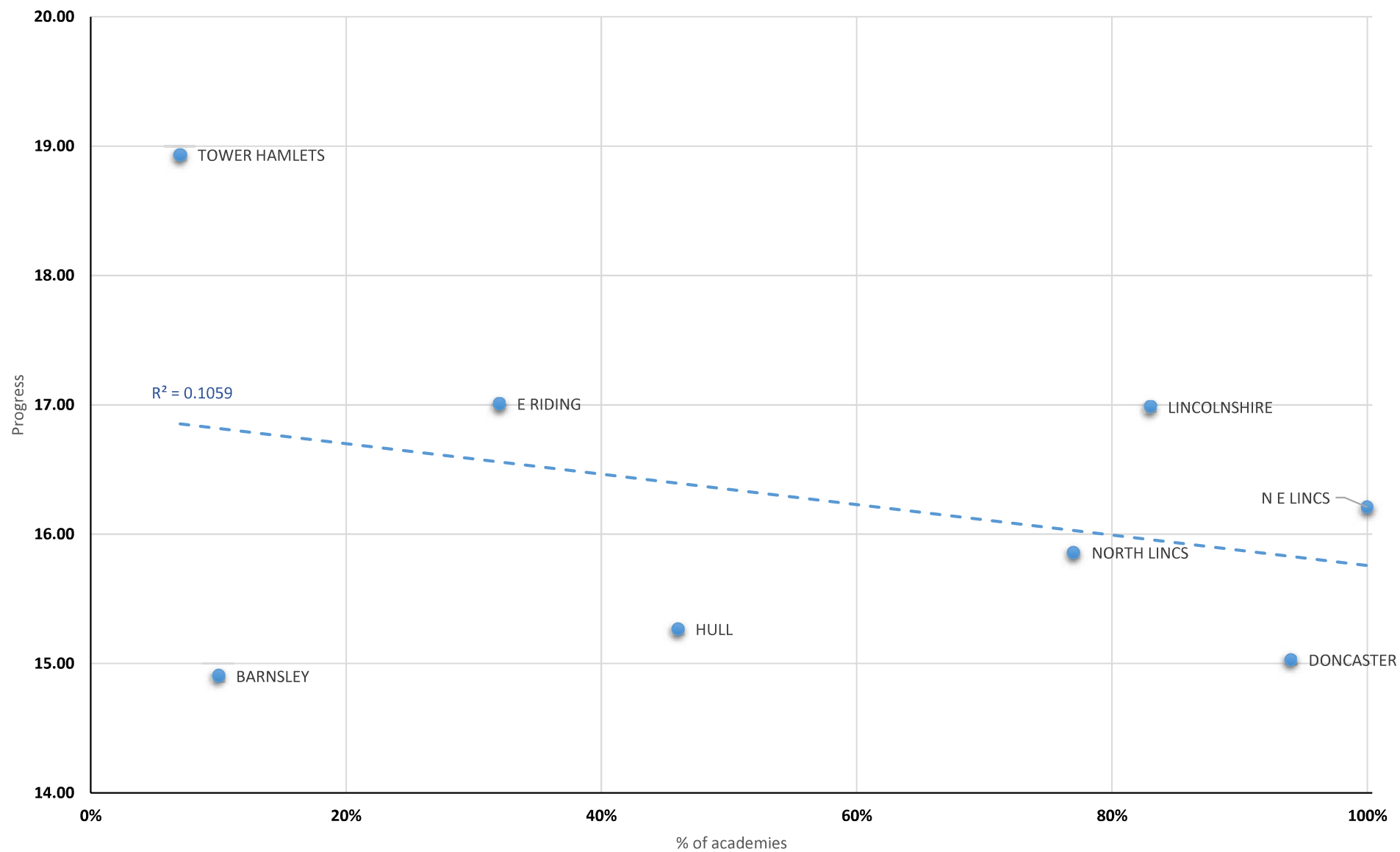
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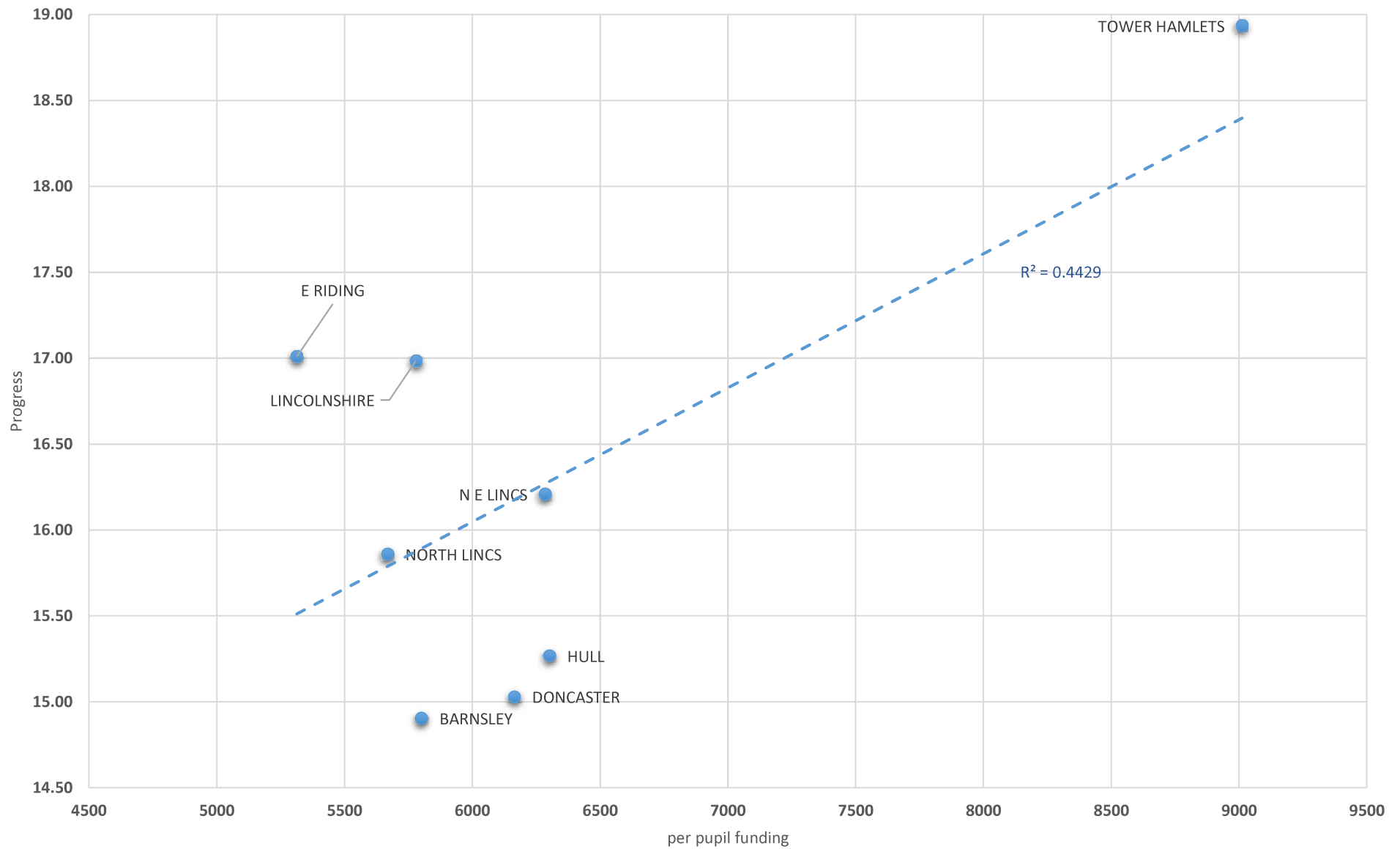
## LOCAL AUTHORITY PERFORMANCE PROFILE (MAINSTREAM SECONDARY SCHOOLS)

	ATT	PROG	% ACC	% STRI	% MID	% CRUI	% STRUG	%ACAD	FUND	VfM
NORTH EAST LINCOLNSHIRE	53.3%	16.21	30	0	0	0	70	100%	6285	2.579
NORTH LINCOLNSHIRE	58.4%	15.86	23	15	0	23	38	77%	5669	2.798
LINCOLNSHIRE	57.3%	16.98	37	13	0	2	48	83%	5779	2.939
HULL	48.3%	15.27	31	0	0	0	69	46%	6303	2.422
EAST RIDING OF YORKSHIRE	56.6%	17.01	32	5	5	5	53	32%	5313	3.201
BARNSELY	50.2%	14.90	20	0	0	0	80	10%	5803	2.569
DONCASTER	50.6%	15.03	29	6	0	6	59	94%	6165	2.438
TOWER HAMLETS	65.7%	18.93	75	13	0	6	6	7%	9012	2.101
NATIONAL (ALL STATE FUNDED)	57%	16.7						60%	5674	2.941

Relationship between overall pupil progress and proportion of academies



Relationship between overall pupil progress and per pupil funding



AND,

IN CONCLUSION.....

## SOME INFERENCES

THE NORTHERN SAMPLE (OVERALL)	TOWER HAMLETS
Higher proportions of struggling schools	Lower proportion of struggling schools
Higher proportions of academies	Lower proportion of academies
Lower per-pupil funding	Higher per-pupil funding
Higher proportions of efficient schools (points progress per £k)	Lower proportions of efficient schools (points progress per £k)

- At local authority level there is no evident relationship between the proportion of academies and the overall average rate of pupil progress.
- At local authority level there may be a weak but positive relationship between average per pupil funding and the overall average rate of pupil progress.

## SOME THOUGHTS

Northern local authorities are consistently berated for lower performance levels than those in London.

Under the Northern Power House initiative, two tranches of funding of £5m each, (known as the Norther Fund) have been released to academy sponsors. The first tranche was allocated and the second was by bid. The intention is to increase the number of academies by developing hubs managed by existing sponsors.



Tower Hamlets was part of the **London Challenge**, which started with a focus on secondary schools. The **Wikipedia** extract below describes how it worked.

One of the distinctive features of London Challenge was a focus on partnership and shared purpose between schools. Independent, experienced education experts, known as London Challenge Advisers, were appointed to each of the 'Keys to Success' schools to provide tailored help. The advisers were supported by an administrative team in the Department for Education (DfE). They worked closely with experienced education professionals, appointed by the DfE, known as National Leaders of Education (NLE) or Local Leaders of Education (LLE), as well as local authority appointed School Improvement Partners (SIP) and other local authority officers to develop a bespoke intervention programmes. The cost of the support and the services brokered by the adviser came directly from the DfE. In some areas school improvement services were outsourced to consultants, though from 2007 specialist services to the 'Keys to Success' schools were supplied by a single education consultancy company under a Challenge Service Contract.

School to school peer support was also a feature of the London Challenge programme. Some particularly successful schools were awarded Teaching School status, giving them the remit and opportunity to support other schools in their local community. Another initiative was the annual "Families of Schools" report which grouped all of London's state schools into numbered families with other similar schools. This was aimed at middle and senior leaders in schools, allowing them to compare their performance with their peer schools and to share best practice on improvement initiatives, although there is no evidence that the resource was widely used for those purposes.

The London Challenge incorporated the 14-19 Pathfinders initiative which aimed to define and develop improved "learning pathways" for students in this age group.

For schools that needed support beyond the classroom, the Extended School concept was introduced, creating hubs for services to be offered directly to students and their families. The London Challenge also introduced the Teach First initiative to encourage highly academic graduates into the teaching profession.

In 2008 the Government announced an expansion of the London Challenge to include primary schools, and the programme was extended until 2011.

There is no mention in this strategy of developing academies.