



Report to Children, Young People and Family Support Scrutiny & Policy Development Committee 25th June 2018

Report of: John Doyle

Subject: Academisation in Sheffield

Author of Report: Pamela Smith, Head of Primary and Targeted Intervention

Summary:

The report/presentation will provide contextual information on the spread of academies across Sheffield; current number and phase of education; range of multi academy trusts; where they are situated; pupil outcomes; capital programmes and funding.

This information was requested by the Chair, Cabinet Member and Executive Director to inform the Committee's annual work programme.

Type of item: The report author should tick the appropriate box

Reviewing of existing policy	
Informing the development of new policy	
Statutory consultation	
Performance / budget monitoring report	
Cabinet request for scrutiny	
Full Council request for scrutiny	
Community Assembly request for scrutiny	
Call-in of Cabinet decision	
Briefing paper for the Scrutiny Committee	√
Other	

The Scrutiny Committee is being asked to:

Consider the information in order to gain a greater understanding of the current overview of Academisation and determine what information may be needed to shape any future work on the changing education landscape in Sheffield.

Category of Report: OPEN

/CLOSED (please specify)

Most reports to Scrutiny Committees should be openly available to the public. If a report is deemed to be 'closed', please add: '**Not for publication because it contains exempt information under Paragraph xx of Schedule 12A of the Local Government Act 1972 (as amended).**'

Report of the Director of XXX –

Title of report

1. Introduction/Context

- 1.1 This section should provide background information on the report – providing a reminder of why the report is being presented (e.g. requested by the Committee), and an introduction to the subject, with emphasis on providing succinct, summary information.

2. Main body of report, matters for consideration, etc

- 2.1 This section of the report should highlight the main issues which Committee members should focus on in scrutinising the subject, including highlighting any areas of concern, key proposals, etc.
- 2.2 This section should also identify where relevant, known financial, corporate or equality implications and any risk implications. The content of this section should enable Committee members to clearly identify areas which they may need to probe further.

3 What does this mean for the people of Sheffield?

- 3.1 This section should summarise how the issue/subject/proposals covered in the report are important to the people of Sheffield.

4. Recommendation

- 4.1 This should provide a clear statement of what the Committee is being asked to do (e.g. The Committee is asked to consider the proposals and provide views, comments, etc)

CYP&F - Scrutiny Committee

Academisation in Sheffield

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Contextual Information

- There has been a gradual move towards academisation of Sheffield schools since 2012
- Schools with Good or Outstanding Ofsted judgements are allowed to convert to academy status
- Schools judged by the DfE or Ofsted to be causing concern due to poor inspection judgements or poor pupil outcomes are expected to become academies sponsored by a strong Multi Academy Trust.
- Until recently, a school which received a third Ofsted judgement of Requiring Improvement automatically triggered an Inadequate - Special Measures judgement. This still happens in some cases but is no longer automatic
- As a result, there are more sponsored academies in disadvantaged areas of Sheffield and this is reflected the national picture

Academy Conversions to date

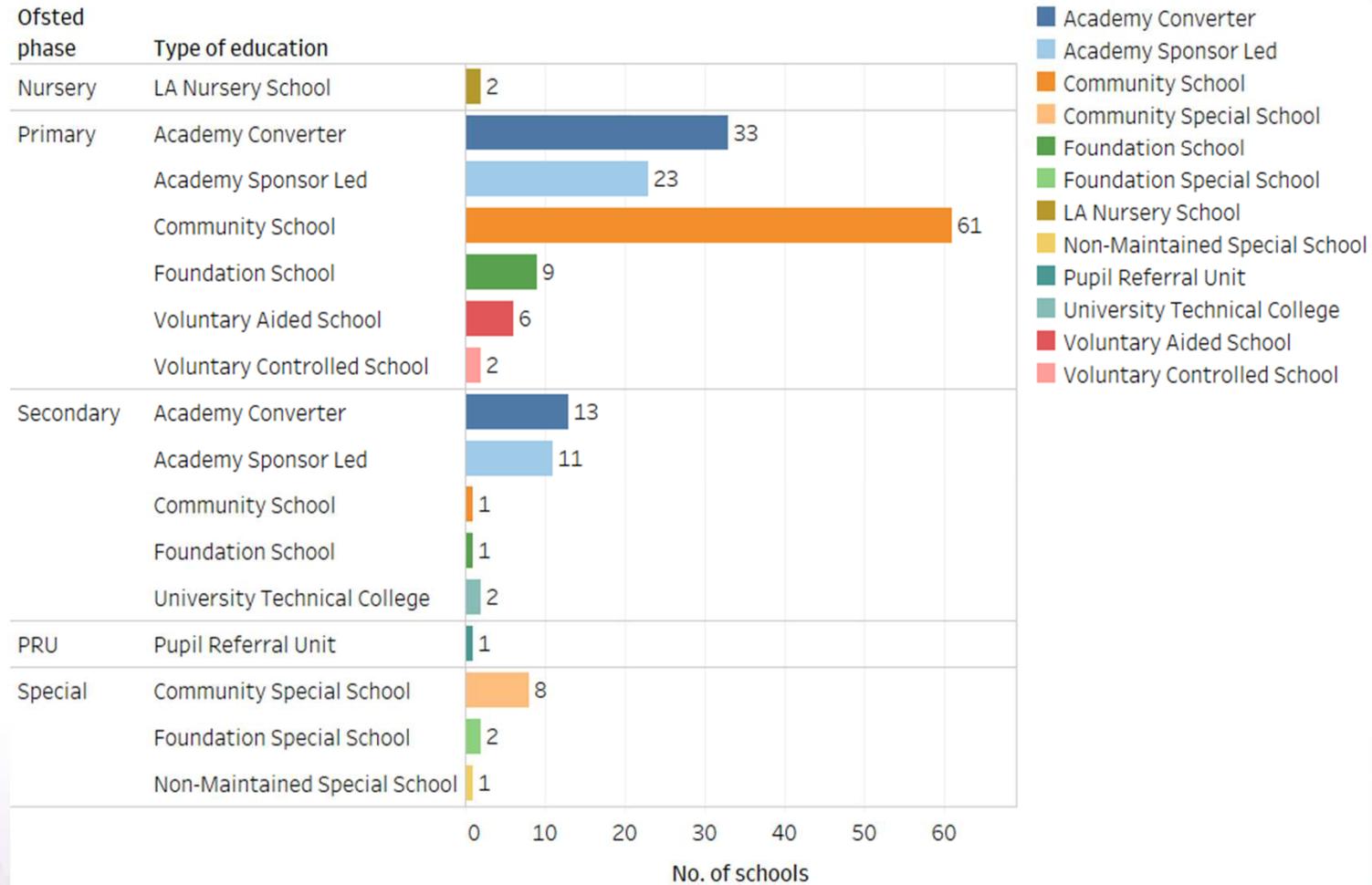
- Total number: 81 schools
- Primary 56 - Secondary 25 - Special 0
- Percentage: Primary 41% Secondary 93%
- Number of pupils: 45,890
- Percentage of pupil population: 61%
- 94 LA maintained schools across all sectors



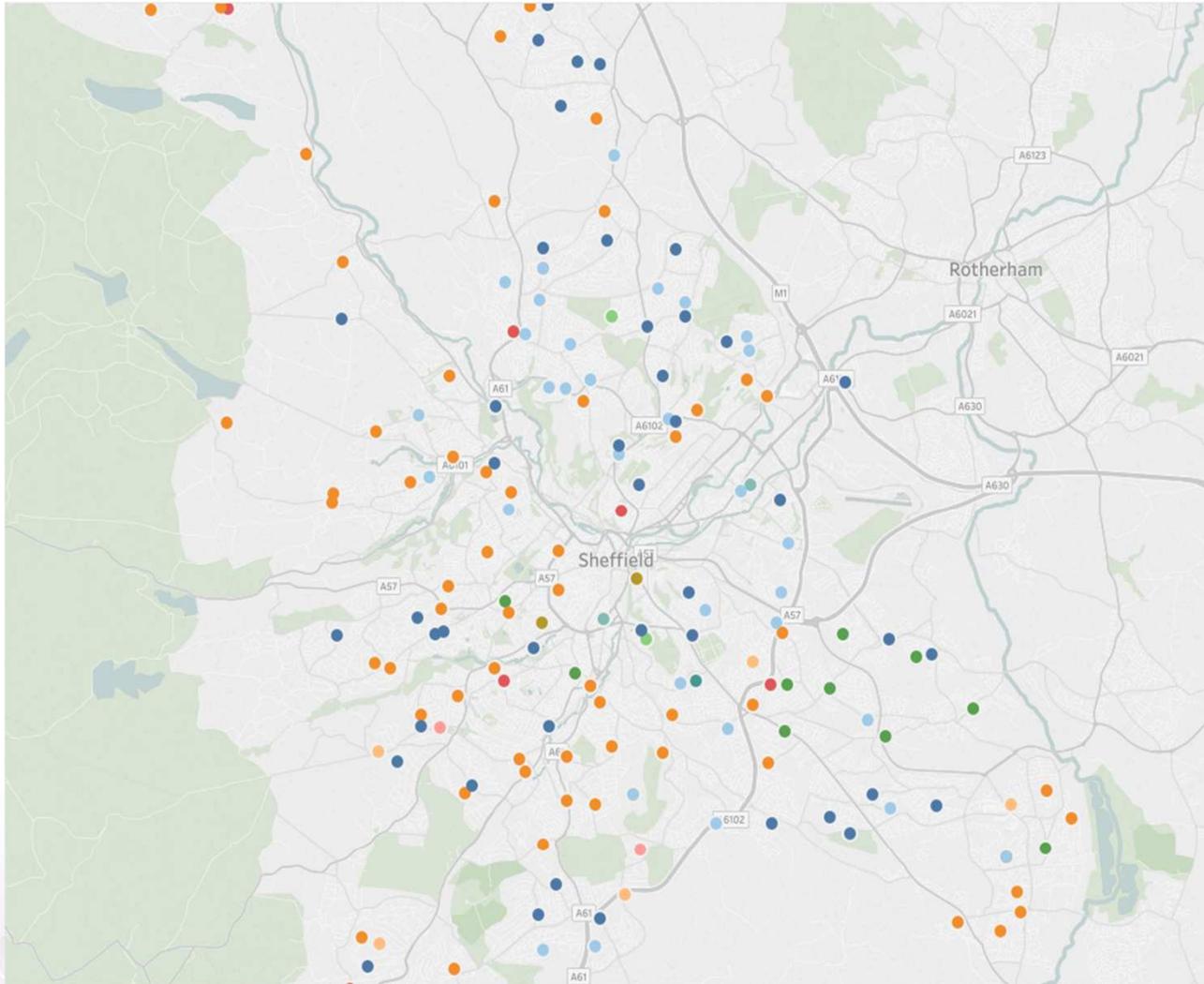
Definitions of school type

- Community Schools are controlled by the local Council
- Foundation Schools are controlled by a Foundation Trust (usually the Governing Body but can be other)
- Voluntary Aided are Faith Schools controlled by the appropriate Faith Body
- Voluntary Controlled are Faith Schools but run by the local Council
- Maintained Schools are those in any category controlled by the local Council

Sheffield schools by phase and type (31st May 2018)



School type by location

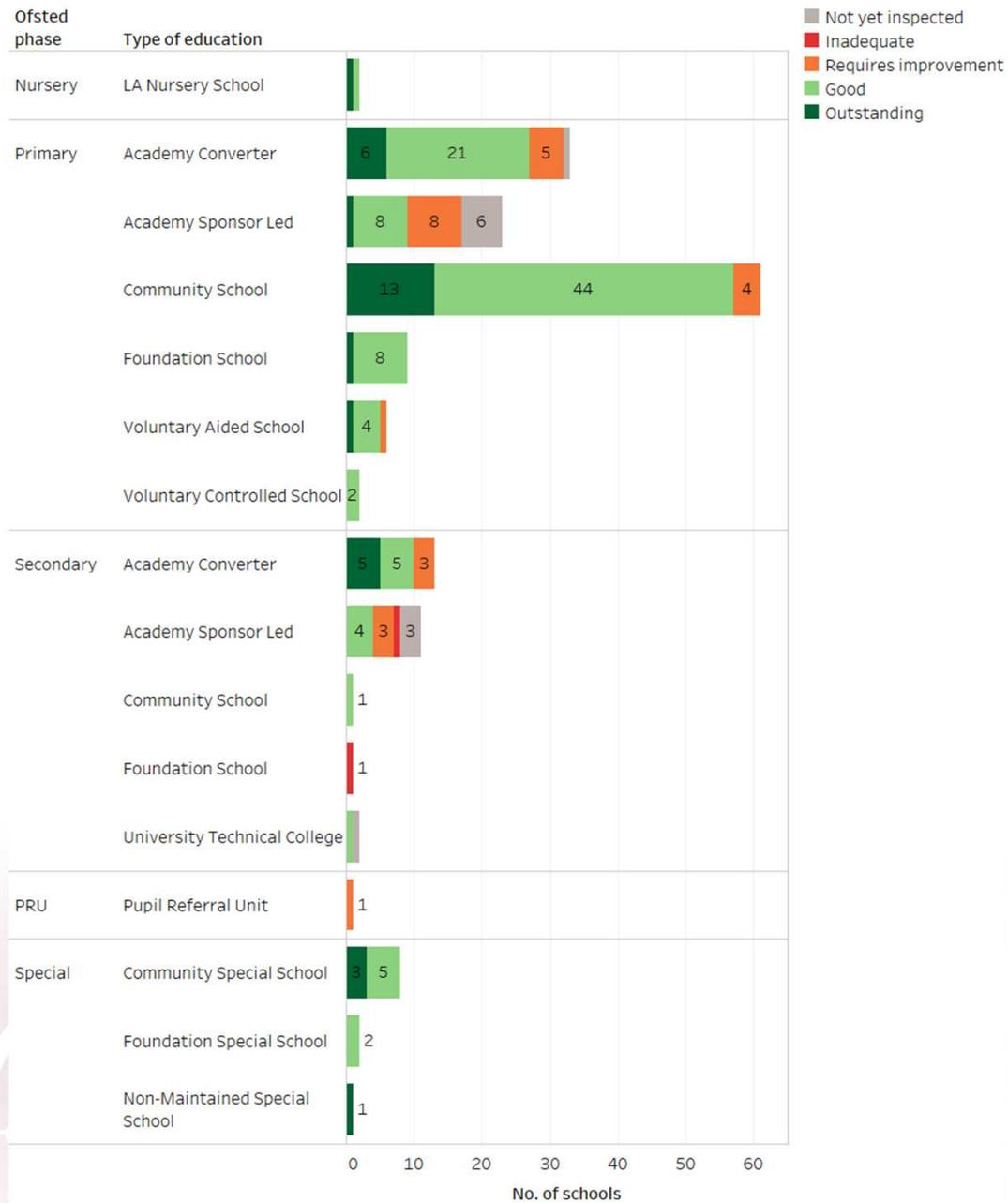


- Academy Converter
- Academy Sponsor Led
- Community School
- Community Special School
- Foundation School
- Foundation Special School
- LA Nursery School
- Non-Maintained Special School
- Pupil Referral Unit
- University Technical College
- Voluntary Aided School
- Voluntary Controlled School

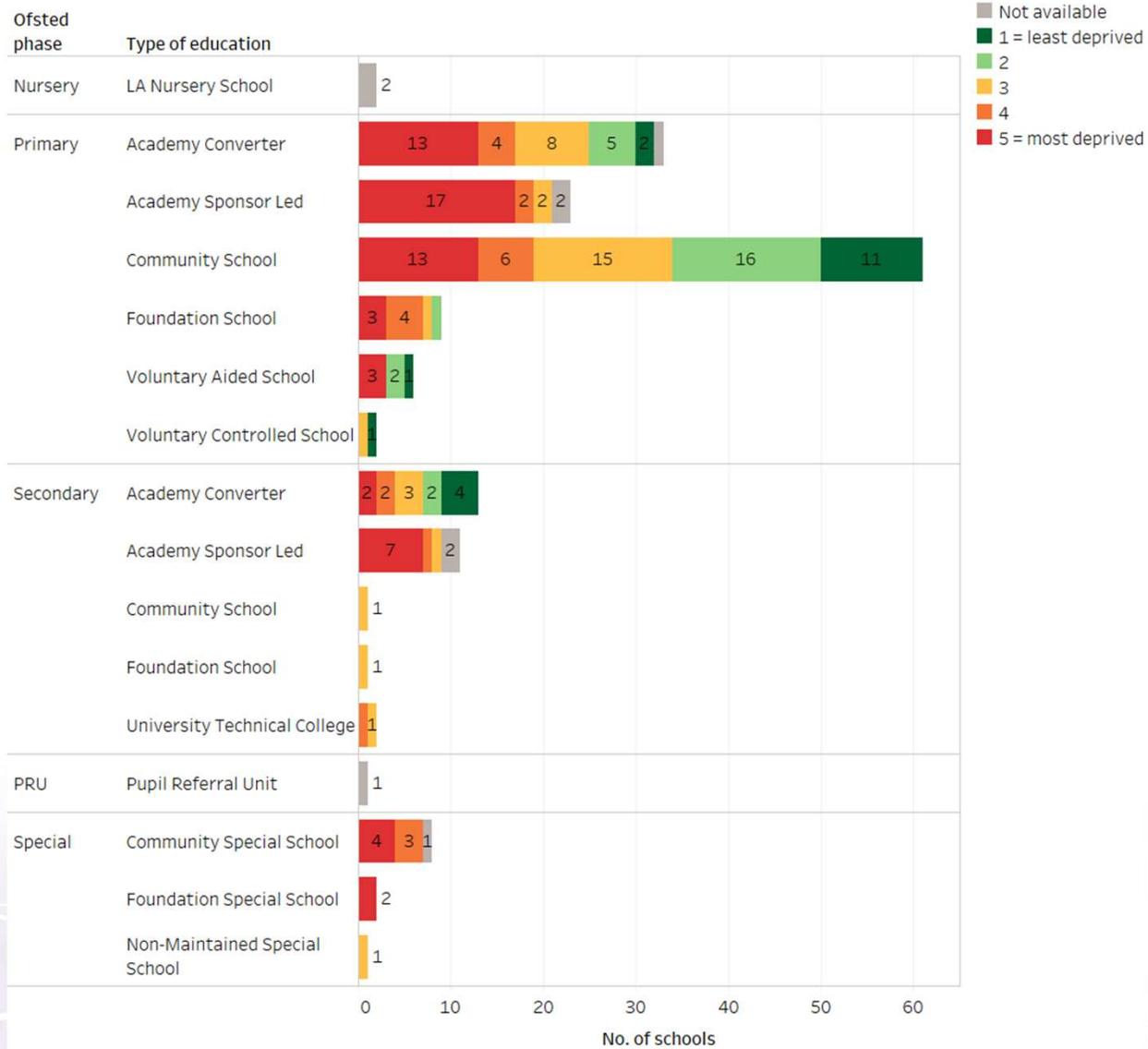
Contextual information

- Upon academisation, the school starts again with a new DfE number and has a clean inspection record until re-inspected
- There are significantly more sponsor led schools in the more disadvantaged areas of Sheffield
- The DfE has conducted national research to investigate the increased effectiveness of academies but has not been able to find clear evidence to support this
- Pupil outcomes in Sheffield across all schools have steadily improved in almost all key indicators over the past five years
- It is difficult to compare the success of different Trusts, solely by measuring pupil outcomes due to the variability of conversion dates, differing contexts and range of locations across the city

Sheffield schools Ofsted judgements by school phase and type (31st May 2018)



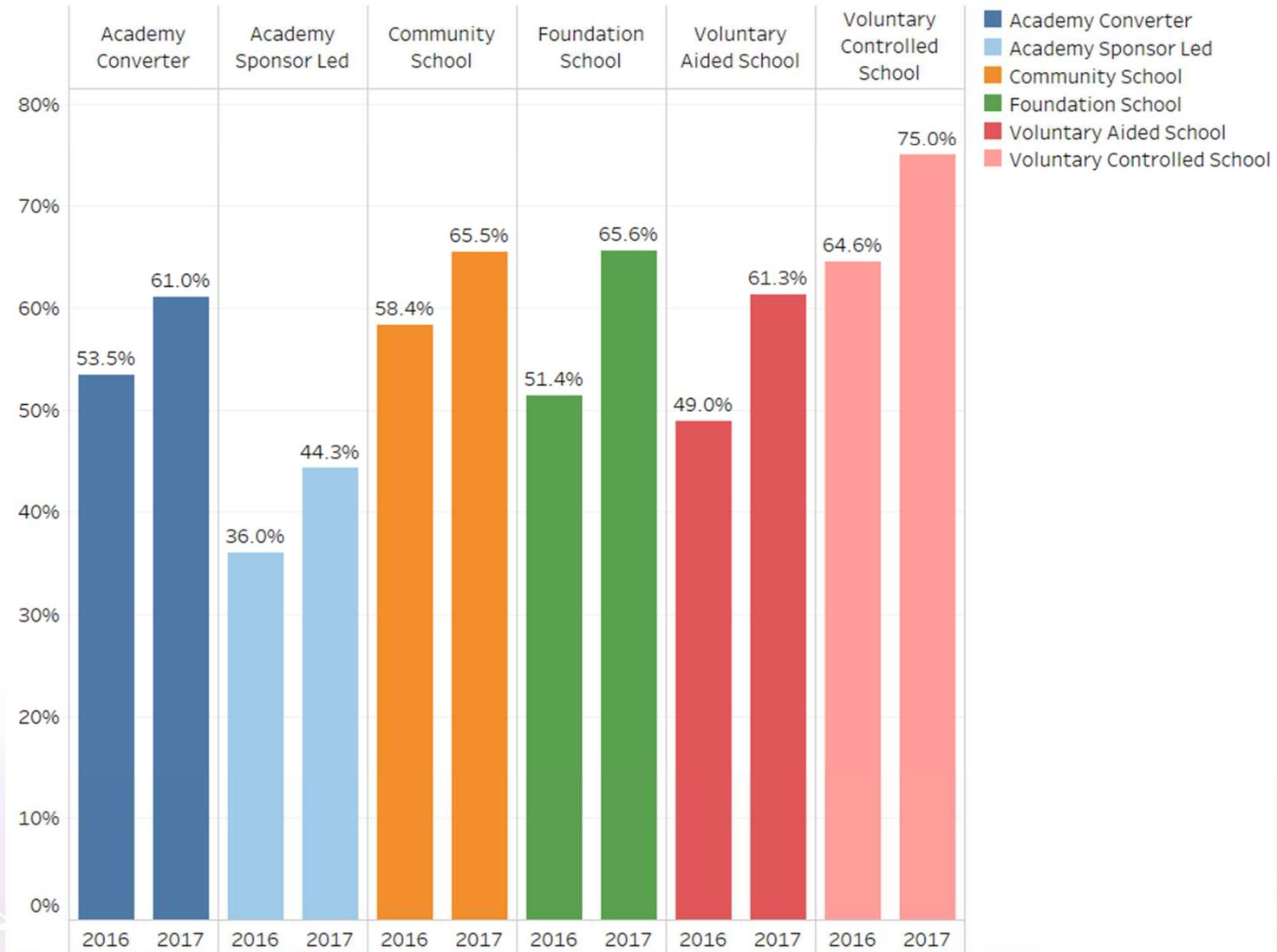
Sheffield schools by IDACI quintile (31st May 2018)



Improvement Priorities for South Yorkshire

- Sheffield priorities for improvement agreed in partnership with the Regional Schools' Commissioner (DfE) and all LAs in South Yorkshire
- DfE Strategic School Improvement Fund has been used to focus improvement in schools in the key priorities:
 - Improving literacy outcomes throughout early years and the primary phase particularly for disadvantaged pupils
 - Improving numeracy outcomes in the primary phase
 - Building the capacity and quality of secondary schools in order to improve attainment and progress by the end of KS4
 - Improving outcomes for targeted pupil groups through inclusive practice and curriculum that improve behaviour and reduce persistent absence and exclusion rates
 - Improving outcomes for pupils eligible for pupil premium and those with SEND
 - Improving the achievement of white disadvantaged pupils.

KS2 results by school type - % of pupils achieving the expected standard in reading, writing and maths (2016-2017)



Current Distribution of Multi Academy Trusts in Sheffield

- Current breakdown shows a variety of MATs ranging from large national Trusts with large numbers of academies across the U.K. to local Trusts with an exclusive membership of Sheffield schools
- The Catholic and Anglican Dioceses also have Trusts which serve their own school communities



Tapton Academy Trust
 Tapton School
 Chaucer School
 Southey Green Primary
 Meynell Primary
 Hillsborough Primary
 Forge Valley School
 Hallam Primary
 Wisewood Primary

Mercia Academy Trust
 King Ecgbert School
 Totley Primary
 Newfield School
 Valley Park Primary
 Nether Edge Primary
 Mercia School (wef Sept 2018)

Minerva Academy Trust
 Handsworth Grange School
 Ecclesfield School
 Stocksbridge School
 High Storr's School
 King Edward VII School

Catholic Academies
 All Saints High School
 Notre Dame High School
 St Maries Primary
 St Thomas of Canterbury
 St Wilfrids Primary
 St Patricks Primary
 St Josephs Primary
 Sacred Heart Primary
 St Anns Primary
 St John Fisher Primary
 St Marys (RC) Primary
 St Catherine's Primary
 St Thomas More Primary
 Emmaus Primary**

L.E.A.D Academy Trust
 Birley Community College
 Birley Primary School
 Birley Spa Primary School
 Rainbow Forge Primary School
 Charnock Hall Primary School

Astrea Academy Trust
 Hatfield Primary
 Hartley Brook Primary
 Greengate Lane Primary
 Lower Meadow Primary
 Byron Wood Primary
 Astrea Academy (wef Sept 2018)

Sheffield South East Academy Trust
 Wybourn Community Primary
 Manor Lodge Community Primary
 Phillimore Community Primary
 Acres Hill Community Primary
 Norfolk Community Primary

Steel City Schools Partnership
 Mansel Primary
 Montenev Primary
 Fox Hill Primary
 Greenhill Primary
 Windmill Hill Primary

Five Rivers Academy Trust
 Tinsley Meadow Primary School
 Abbeyfield Community Primary

Diocese of Sheffield Academy Trust
 St Marys CE Primary
 Emmanuel Junior

United Learning Trust
 Park Academy
 Springs Academy
 High Hazels NI
 High Hazels Junior

Academies Enterprise Trust
 Firth Park School

Brigantia Academy Trust
 Hinde House 3-16 School
 Concord Junior School
 Wincobank NI School
 Yewlands School

Meadowhead School Academy Trust

Cascade Academy Trust
 Beck Primary
 Hucklow Primary

Koinonia Academy Trust
 Porter Croft Primary

Aston Community Education Trust
 Lowedges Primary School

Outwood Grange
 Outwood Academy City

Fir Vale School Academy Trust

Chorus Education Trust
 Silverdale School
 Westfield School
 Mosborough Primary
 Shortbrook Primary

EACT
 Parkwood Academy
 EACT Pathways Academy

Oasis
 Oasis Fir Vale
 Oasis Watermead
 Oasis Don Valley

Lound Academy Trust
 Lound Infants
 Lound Juniors

UTC
 UTC City Centre
 UTC Olympic Legacy Park

Peak Edge Trust
 Oughtibridge Primary
 Loxley Primary
 Nook Lane Primary
 Bradfield Dungworth Primary
 Wharnccliffe Side Primary
 Stannington Infants



Basic Need Fund and Academies

- Sheffield City Council has been allocated just over £100m in Basic Need Capital Grant funding since 2011. This funding has been used to add places to existing schools and has contributed towards a significant new build programme that has resulted in the following new schools:
- Oasis Primary Academy Watermead
- Oasis Primary Academy Fir Vale
- Oasis Primary/Secondary Academy Don Valley
- Tinsley Meadows Primary Academy
- Mercia Academy, Bannerdale
- Astrea Academy, Burngreave



Capital Programme and Academies

- The LA has a statutory duty to ensure there are sufficient good quality school places in Sheffield (Education Act 1996). This was reaffirmed when the Government published the white paper 'Educational Excellence Everywhere' in 2016 and went further to state that 'Local Authorities will retain responsibility for this in a fully academised system'
- Over the past decade, the main focus has been around increasing the supply of school places in line with population growth in Sheffield. As such, over 9000 places have been added during the period 2008-2018
- Increasing the number of school places available is generally achieved through the expansion (temporary or permanent) of existing schools or by building new schools
- As the government aim is for a fully academised system, all new schools must be academies. Local Authorities can no longer open community schools, but support a process of appointing an Academy Sponsor as the Responsible Body for all new schools they commission
- The capital funding allocated to Local Authorities to enable the expansion of school places is the Basic Need Capital Grant

Building Condition and Academies

- Building Condition Allocation (BCA) is a further annual source of capital grant funding for managing building condition in academies and is allocated direct to the academy trust
- Academies have a further opportunity to bid for capital funding through the Condition Improvement Fund (CIF)
- There is no single allocation of capital grant funding to address building condition issues in schools across Sheffield. However, we are able to do this for schools where SCC is the responsible body, using data collected through a rolling programme of building condition surveys
- It is also very difficult to monitor actual capital investment into Sheffield, as the funding allocated to successful bids to the Condition Improvement Fund (CIF) is not published
- The amount of Building Condition Capital Grant which is allocated to SCC annually is based on pupil numbers in schools. As more pupils/schools transfer to academies, the allocation to SCC as the responsible body reduces year on year. The key issue here is that the schools in the worst condition still remain as community schools and therefore the responsibility of SCC

Future Priorities

- Ensure planning is co-ordinated so that all CYP&F services are working in partnership to support Sheffield children and families in all schools and academies across the city
- Design service commissioning so that it is focussed on key agreed priorities
- Continue to ensure that improvements in school performance and pupil outcomes are at the core of the SCC Commission to Learn Sheffield
- Establish Sheffield's future approach to academisation in partnership with the CYP&F Scrutiny Committee



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