



Department
for Education

North East trust development statements

March 2023

Contents

Summary	3
Review date	3
Who is this publication for?	3
Main points	3
Data sources	4
County Durham	5
Vision	5
Background	5
Expectations 2023/25	8
Darlington	10
Vision	10
Background	10
Expectations 2023/25	13
Hartlepool	15
Vision	15
Background	15
Expectations 2023/25	18
Middlesbrough	20
Vision	20
Background	20
Expectations 2023/25	23
South Tyneside	25
Vision	25
Background	25
Expectations 2023/25	28
Sunderland	30
Vision	30
Background	30
Expectations 2023/25	33

Summary

This publication provides details of the [Regional Department for Education \(DfE\) Directors](#) trust development priorities for each of the identified [education investment areas](#) (EIAs) in the North East.

Review date

These statements will be reviewed/updated by September 2025.

Who is this publication for?

This publication is for:

- trust leaders, school leaders, school staff and governing bodies in all maintained schools, academies and free schools
- local authorities
- Church of England and Catholic dioceses
- other faith groups and organisations interested in establishing a multi-academy trust (MAT)

Main points

This document outlines for each EIA –

- the educational context for the area - the shape of the school landscape including the number of local-authority-maintained schools and academies, the number of MATs and single-academy trusts (SATs) present and the number of diocesan schools.
- regional directors' priorities for developing a high-quality trust led system.

Data sources

The following data sources are used in this publication –

[School configuration and academisation rates as of 1 January 2023](#)

[Ofsted management information as of 31 December 2023](#)

[Early years foundation stage profile results: 2021 to 2022, published 24 November 2022](#)

[Phonics screening check and key stage 1 assessments: England 2022 statistical release, published 6 October 2022](#)

[Key stage 2 attainment \(revised\): 2022 statistical release, published 15 December 2022](#)

[Key stage 4 performance 2022 statistical release, published 1 February 2023](#)

[Pupil premium allocations 2022 to 2023, published 28 March 2022](#)

[Permanent exclusions and suspension rates in England: autumn term 2021 to 2022, published 24 November 2022](#)

[Pupil absence in schools in England: 2020 to 2021, published 24 March 2022](#)

County Durham

School configuration and academisation rates show the position as of 1 January 2023. School performance data is based on the 2021 to 2022 academic year. The Ofsted outcomes show the position as of 31 December 2022. Pupil absence data is based on the 2020 to 2021 academic year. Permanent exclusions and suspension rates are based on autumn term 2021 to 2022. The use of data is in line with the department's statement on the use of these data: [Regional directors decision making: 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Vision

Our vision for County Durham is to raise education standards by both supporting the growth of existing high-quality trusts in Durham and by developing new trust capacity to meet the needs of local communities, particularly where they can demonstrate strengths in key stage 4 outcomes, provision for young people with special educational needs and disabilities and supporting schools in rural and disadvantaged areas.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	211	31	9	2	253
Total number of pupils	38,490	30,120	1,590	200	70,400

Table 1: County Durham school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	75	26	1	1	103
Number of single academy trusts (SATs)	2	3	0	0	5
Number of local-authority-maintained schools	136	5	8	1	150

Table 2: County Durham school landscape by type

County Durham local authority has a total of 253 state funded schools (academies, free schools and local-authority-maintained schools). There are 211 primary, 31 secondary, 9 special and 2 alternative provision (AP) schools. Of these, 59% (150) are local-authority-maintained, with 136 of these being primary, 5 secondary, 8 special and one AP. The remaining 41% (103) are academies or free schools, comprising 75 primaries, 26 secondaries, one special and one AP.

Many of the local-authority-maintained schools are in areas of high deprivation, with significant rural challenge and many smaller isolated schools. We need to ensure that these schools are effectively supported by high-quality trusts. This offers potential for existing trusts to grow and new ones to be developed within the county.

There are 19 multi-academy trusts (MATs) with academies in the local authority and 5 single-academy trusts (SATs). Two are MATs with only one academy. Four trusts are diocesan. Only 2 have 10 or more academies within County Durham itself. In total, 67% of trusts operating in County Durham have fewer than 5 schools, and therefore scope for these trusts to grow in scale.

There are 3 dioceses in the local authority. The Diocese of Hexham and Newcastle has the largest presence with 42 schools, of which 40 schools are in MATs and 2 are local-authority-maintained schools. The Diocese of Durham has 6 schools in MATs and 18 local-authority-maintained schools. The Church of England Diocese of Leeds has one local-authority-maintained school.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	28	7	1	0	36
Number of schools judged good	166	16	7	2	191
Number of schools judged requires improvement	14	6	1	0	21
Number of schools judged inadequate	3	2	0	0	5
Number of schools not yet inspected	0	0	0	0	0

Table 3: County Durham Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 36 outstanding schools, 191 good schools, 21 requires improvement (RI) and 5 inadequate. There are 5 schools with consecutive RI judgements. No schools have not yet been inspected.¹

Outcomes

The percentage of children achieving a good level of development by the end of the early years foundation stage (EYFS) is lower than the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 74%, in line with the national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	57
Disadvantaged pupils	42

¹ The number of schools in Ofsted data may differ to the number of schools used for academisation rates as the data is taken at two different dates. Schools are eligible for intervention if they are judged inadequate by Ofsted and may be eligible for intervention if they are judged RI and have at least one previous consecutive judgement below good (2RI+). Please refer to [The Schools Causing Concern guidance](#) for further information about the eligibility criteria. Inadequate and 2RI+ schools listed above may have transferred to high-quality trusts since their last inspection.

Table 4: County Durham key stage 2 pupils achieving expected standard in reading, writing and maths

Key stage 2 all pupil progress and attainment outcomes are below the national average. At key stage 2, 42% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 57% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.22
Disadvantaged pupils Progress 8 score	-0.63
Attainment 8 score	47.3
Disadvantaged pupils Attainment 8 score	37.4

Table 5: County Durham key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	45.2
Disadvantaged pupils English and maths attainment at grade 5 or above	25.7
EBacc entries	28.5

Table 6: County Durham key stage 4 English and maths attainment and EBacc entry

Key stage 4 all pupils progress and attainment outcomes are below the national average. At key stage 4, 25.7% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 45.2% of all pupils in the EIA. The English Baccalaureate (Ebacc) entry level across the local authority is 28.5%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence and permanent exclusions above the national average. Suspension rates are below the national average. The percentage of those eligible for pupil premium is 32.4%, compared to 24.4% nationally.

Please see the County Durham tab in the data table for further background information.

Expectations 2023/25

We welcome growth proposals from trusts already operating in County Durham and across the North East region, as well as proposals to create new, high-quality trusts with the aim of driving system-wide improvement and addressing the needs of local communities. There is currently a lack of trust options in some parts of the county – for example, in central and west Durham – and we welcome growth applications that diversify the trust landscape in these areas. Any proposals should also seek to incorporate schools with less than good Ofsted judgements and schools that, if not in a trust, are at risk of becoming isolated.

With the aim of improving key stage 4 outcomes across the local authority, we specifically encourage good and outstanding secondary maintained schools in the area to consider how they might spread aspiration and best practice through joining an existing MAT or leading the formation of a new secondary only, or mixed secondary/primary trust with several schools in each phase, including those currently requiring improvement or at risk of becoming isolated.

In primary education, we are interested in proposals from existing trusts or new trusts formed from a merger of local-authority-maintained schools, SATs or smaller trusts that wish to establish primary hubs in County Durham. We wish to hear from trusts with experience of addressing the needs of rural communities and areas of high deprivation, and that understand the importance of close links to local communities. Proposals should demonstrate how networks will be built that ensure the smallest schools can be part of successful larger hubs, so that no vulnerable schools are left isolated.

We expect trusts and schools to support place based collaborative solutions for our communities, which will ensure that the most important issues and opportunities in these areas have the biggest impact. To demonstrate their commitment to inclusive schools being the norm, trusts and schools are encouraged to demonstrate their commitment to making available quality and specialist provision to those who need it.

To ensure the strength of special school provision we welcome proposals to set up a new special school trust, or proposals from existing trusts with special school expertise that wish to set up a special school hub in County Durham. Proposals need to demonstrate appropriate support and a willingness to work with mainstream providers across the area and wider region.

Darlington

School configuration and academisation rates show the position as of 1 January 2023. School performance data is based on the 2021 to 2022 academic year. The Ofsted outcomes show the position as of 31 December 2022. Pupil absence data is based on the 2020 to 2021 academic year. Permanent exclusions and suspension rates are based on autumn term 2021 to 2022. The use of data is in line with the department's statement on the use of these data: [Regional directors decision making: 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Vision

Our vision for Darlington is to raise education standards through the consolidation of the trust landscape, resulting in a smaller number of high-quality trusts, building on existing strengths to improve outcomes for all young people, particularly at key stage 4.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	29	8	2	1	40
Total number of pupils	8,930	6,720	320	30	16,000

Table 1: Darlington school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	26	8	2	0	36
Number of single academy trusts (SATs)	2	1	0	0	3
Number of local-authority-maintained schools	3	0	0	1	4

Table 2: Darlington school landscape by type

Darlington is a smaller than average local authority with a total of 40 state funded schools (academies, free schools and local-authority-maintained schools). There are 29 primary, 8 secondary, 2 special and one alternative provision (AP) schools. Of these, 10% (4) are local-authority-maintained, with 3 of these being primary and one AP. The remaining 90% (36) are academies or free schools, comprising 26 primaries, 8 secondaries and 2 special schools.

There are 12 multi-academy trusts (MATs) with academies in the local authority and 3 single-academy trusts (SATs). Most trusts consist only of academies in Darlington local authority; a smaller number have academies across the North East and beyond. Of the trusts operating in Darlington, 64% have fewer than 5 schools.

There are 2 dioceses in the local authority. The Diocese of Durham has the largest presence with 7 schools, of which 6 are in MATs and one is a SAT. The Diocese of Hexham and Newcastle has 5 schools in MATs.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	3	1	0	0	4
Number of schools judged good	22	5	1	1	29
Number of schools judged requires improvement	4	1	1	0	6
Number of schools judged inadequate	0	1	0	0	1
Number of schools not yet inspected	0	0	0	0	0

Table 3: Darlington Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 4 outstanding schools, 29 good schools, 6 requires improvement (RI) and one inadequate. There are 4 schools with consecutive RI judgements. No schools have not yet been inspected.²

Outcomes

The percentage of children achieving a good level of development by the end of the early years foundation stage (EYFS) is higher than the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 77%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	57
Disadvantaged pupils	41

Table 4: Darlington key stage 2 pupils achieving expected standard in reading, writing and maths

² The number of schools in Ofsted data may differ to the number of schools used for academisation rates as the data is taken at two different dates. Schools are eligible for intervention if they are judged inadequate by Ofsted and may be eligible for intervention if they are judged RI and have at least one previous consecutive judgement below good (2RI+). Please refer to [The Schools Causing Concern guidance](#) for further information about the eligibility criteria. Inadequate and 2RI+ schools listed above may have transferred to high-quality trusts since their last inspection.

Key stage 2 all pupil progress and attainment outcomes are below the national average. At key stage 2, 41% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 57% of all pupils.

Progress and attainment	Score
Progress 8 score	-0.23
Disadvantaged pupils Progress 8 score	-0.75
Attainment 8 score	47.5
Disadvantaged pupils Attainment 8 score	35.8

Table 5: Darlington key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	46.5
Disadvantaged pupils English and maths attainment at grade 5 or above	21.7
EBacc entries	39.3

Table 6: Darlington key stage 4 English and maths attainment and EBacc entry

Key stage 4 all pupil progress and attainment outcomes are below the national average. At key stage 4, 21.7% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 46.5% of all other pupils. The English Baccalaureate (Ebacc) entry level across the local authority is 39.3%, compared to the national average of 38.7%.

Attendance and pupil premium

Permanent exclusions and suspension rates are above the national average. Persistent absence rates are below the national average. The percentage of those eligible for pupil premium is 29.3%, compared to 24.4% nationally.

Please see the Darlington tab in the data table for further background information.

Expectations 2023/25

In Darlington we are keen to work with all stakeholders to improve outcomes at both key stage 2 and key stage 4. We would like to receive growth proposals from high-quality trusts with a track record in sustained school improvement.

We would like to see a consolidation of the trust landscape in order to support sustained improvement. All but 4 schools are already in mostly small trusts, we welcome proposals to achieve consolidation through mergers from existing high-quality trusts who already operate in the North East or North Yorkshire. We are also open to proposals to form newly created larger trusts that contain SATs, small MATs and

maintained schools. Our aim is for Darlington schools to be served by a smaller number of larger MATs.

Hartlepool

The entirety of the Hartlepool EIA has been designated a priority area.

School configuration and academisation rates show the position as of 1 January 2023. School performance data is based on the 2021 to 2022 academic year. The Ofsted outcomes show the position as of 31 December 2022. Pupil absence data is based on the 2020 to 2021 academic year. Permanent exclusions and suspension rates are based on autumn term 2021 to 2022. The use of data is in line with the department's statement on the use of these data: [Regional directors decision making: 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Vision

Our vision for Hartlepool is to raise education standards by welcoming proposals for remaining maintained schools to move into existing multi-academy trusts (MATs), building on good key stage 2 outcomes and improving outcomes at key stage 4, especially for disadvantaged pupils.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	30	5	2	1	38
Total number of pupils	8,290	5,870	200	20	14,380

Table 1: Hartlepool school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	21	4	2	0	27
Number of single academy trusts (SATs)	0	0	0	0	0
Number of local-authority-maintained schools	9	1	0	1	11

Table 2: Hartlepool school landscape by type

Hartlepool local authority has a total of 38 state funded schools (academies, free schools and local-authority-maintained schools). There are 30 primary, 5 secondary, 2 special and one alternative provision (AP) school. Of these, only 29% (11) are local-authority-maintained, with 9 of these being primary, one secondary and one AP. The remaining 71% (27) are academies or free schools, this includes 21 primaries, 4 secondaries and 2 special.

There are 10 MATs with academies in the local authority and all except one also serve academies in neighbouring local authorities. Two of the 10 MATs have over 20 academies. Six of the remaining 8 MATs have between 4 and 8 academies, one serves 10+ academies and the final MAT has just one academy.

There are 2 dioceses in the local authority. The Diocese of Durham has strategic oversight of 6 schools, one of which is local-authority-maintained and 5 of which are in MATs. The Roman Catholic Diocese of Hexham and Newcastle has a slightly larger presence with 7 schools, all of which are in MATs.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	4	1	1	0	6
Number of schools judged good	24	2	1	1	28
Number of schools judged requires improvement	2	1	0	0	3
Number of schools judged inadequate	0	1	0	0	1
Number of schools not yet inspected	0	0	0	0	0

Table 3: Hartlepool Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 6 outstanding schools, 28 good schools, 3 requires improvement (RI) and one inadequate. There are 2 schools with consecutive RI judgements. No schools have not yet been inspected.³

Outcomes

The percentage of children achieving a good level of development by the end of the early years foundation stage (EYFS) is below the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 77%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	63
Disadvantaged pupils	50

Table 4: Hartlepool key stage 2 pupils achieving expected standard in reading, writing and maths

Key stage 2 all pupil progress scores are below the national average whilst attainment outcomes are above the national average. At key stage 2, 50% of disadvantaged pupils

³ The number of schools in Ofsted data may differ to the number of schools used for academisation rates as the data is taken at two different dates. Schools are eligible for intervention if they are judged inadequate by Ofsted and may be eligible for intervention if they are judged RI and have at least one previous consecutive judgement below good (2RI+). Please refer to [The Schools Causing Concern guidance](#) for further information about the eligibility criteria. Inadequate and 2RI+ schools listed above may have transferred to high-quality trusts since their last inspection.

achieved the expected level in reading, writing and maths compared with 63% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.43
Disadvantaged pupils Progress 8 score	-0.89
Attainment 8 score	45.0
Disadvantaged pupils Attainment 8 score	36

Table 5: Hartlepool key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	42.3
Disadvantaged pupils English and maths attainment at grade 5 or above	25.7
EBacc entries	24.6

Table 6: Hartlepool key stage 4 English and maths attainment and EBacc entry

Key stage 4 all pupil progress and attainment outcomes are below national average. At key stage 4, 25.7% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 42.3% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 24.6%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence, permanent exclusions and suspension rates are above the national averages. The percentage of those eligible for pupil premium is 39.2%, compared to 24.4% nationally.

Please see the Hartlepool tab in the data table for further background information.

Expectations 2023/25

In Hartlepool we will work closely with all relevant stakeholders to improve outcomes, particularly at key stage 4, raise aspirations and improve attendance in all schools in the area. We would like to hear growth proposals from trusts with successful methods of addressing these issues to develop long-term strategies for improvement that can operate across the entire system.

We would encourage proposals for welcoming the area's remaining maintained schools into high-quality trusts to help improve outcomes for young people, particularly those eligible for free school meals. Any proposals should also seek to incorporate schools with less than good Ofsted judgements and schools that, if not in a high-quality MAT,

are at risk of becoming isolated. We are not seeking proposals for schools to create new trusts, as there is sufficient trust capacity in the local area and wider region.

Middlesbrough

The entirety of the Middlesbrough EIA has been designated a priority area.

School configuration and academisation rates show the position as of 1 January 2023. School performance data is based on the 2021 to 2022 academic year. The Ofsted outcomes show the position as of 31 December 2022. Pupil absence data is based on the 2020 to 2021 academic year. Permanent exclusions and suspension rates are based on autumn term 2021 to 2022. The use of data is in line with the department's statement on the use of these data: [Regional directors decision making: 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Vision

Our vision for Middlesbrough is to raise education standards by welcoming proposals for remaining local-authority-maintained schools and single-academy trusts (SATs) to move into existing or new multi-academy trusts (MATs), improving outcomes at key stage 2 and 4, especially for disadvantaged pupils.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	41	8	5	3	57
Total number of pupils	15,910	8,860	590	80	25,450

Table 1: Middlesbrough school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	32	8	2	3	45
Number of single academy trusts (SATs)	3	0	0	0	3
Number of local-authority-maintained schools	9	0	3	0	12

Table 2: Middlesbrough school landscape by type

Middlesbrough local authority has a total of 57 state funded schools (academies, free schools and local-authority-maintained schools). There are 41 primary, 8 secondary, 5 special and 3 alternative provision (AP) schools. Of these, 21% (12) are local-authority-maintained, with 9 of these being primary and 3 special. The remaining 79% (45) are academies or free schools, this includes 32 primaries, 8 secondaries, 2 special and 3 AP.

There are 16 MATs with academies in the local authority and 3 SATs. There is a MAT with only one school and two MATs with 2 schools each. The remainder are MATs that range in size from 4 to over 50 academies. There are 7 trusts which serve only academies in Middlesbrough local authority, others serve academies across the North East, with a few of the larger trusts going beyond this, into other regions of the country.

The Diocese of Middlesbrough has strategic oversight of 12 schools in the local authority, all of which are in one trust.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	3	0	1	0	4
Number of schools judged good	35	5	3	3	46
Number of schools judged requires improvement	3	1	0	0	4
Number of schools judged inadequate	0	1	0	0	1
Number of schools not yet inspected	0	1	1	0	2

Table 3: Middlesbrough Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 4 outstanding schools, 46 good schools, 4 requires improvement (RI) and one inadequate. There are 3 schools with consecutive RI judgements. Two schools have not yet been inspected.⁴

Outcomes

The percentage of children achieving a good level of development by the end of the early years foundation stage (EYFS) is lower than the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 70%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	58
Disadvantaged pupils	47

Table 4: Middlesbrough key stage 2 pupils achieving expected standard in reading, writing and maths

Key stage 2 all pupil progress scores are above the national average. Key stage 2 all

⁴ The number of schools in Ofsted data may differ to the number of schools used for academisation rates as the data is taken at two different dates. Schools are eligible for intervention if they are judged inadequate by Ofsted and may be eligible for intervention if they are judged RI and have at least one previous consecutive judgement below good (2RI+). Please refer to [The Schools Causing Concern guidance](#) for further information about the eligibility criteria. Inadequate and 2RI+ schools listed above may have transferred to high-quality trusts since their last inspection.

pupil attainment outcomes are below the national average. At key stage 2, 47% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 58% of all other pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.43
Disadvantaged pupils Progress 8 score	-0.74
Attainment 8 score	43.0
Disadvantaged pupils Attainment 8 score	35.4

Table 5: Middlesbrough key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	38.9
Disadvantaged pupils English and maths attainment at grade 5 or above	26.2
EBacc entries	23

Table 6: Middlesbrough key stage 4 English and maths attainment and EBacc entry

Key stage 4 all pupils progress and attainment outcomes are below the national average. At key stage 4, 26.2% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 38.9% of all pupils in the EIA, a gap of 28 percentage points. The English Baccalaureate (EBacc) entry level across the local authority is 23%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence, permanent exclusions and suspension rates are above the national averages. The percentage of those eligible for pupil premium is 41.9%, compared to 24.4% nationally.

Please see the Middlesbrough tab in the data table for further background information.

Expectations 2023/25

In Middlesbrough we encourage growth proposals from high-quality trusts that focus on improving outcomes for young people. Proposals should focus particularly on those that have experience of working with disadvantage, or who have special educational needs and disability (SEND) or English as an additional language (EAL), on reducing persistent absence and preventable exclusions and improving attendance to national average or, ideally, above.

We encourage proposals from existing high-quality trusts to grow further by welcoming SATs, smaller MATs and local-authority-maintained schools into their trusts. We are

also open to proposals to create new trusts that bring together SATs, smaller MATs and local-authority-maintained schools.

We will work closely with all relevant stakeholders to improve outcomes, raise aspirations, reduce preventable exclusions, and improve attendance in the area. We would, therefore, like to see proposals that include successful methods of addressing these issues to develop long-term strategies for improvement that can operate across the entire system.

South Tyneside

School configuration and academisation rates show the position as of 1 January 2023. School performance data is based on the 2021 to 2022 academic year. The Ofsted outcomes show the position as of 31 December 2022. Pupil absence data is based on the 2020 to 2021 academic year. Permanent exclusions and suspension rates are based on autumn term 2021 to 2022. The use of data is in line with the department's statement on the use of these data: [Regional directors decision making: 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Vision

Our vision for South Tyneside is to raise education standards through both bringing trust capacity into the area from existing high-quality trusts, and the establishment of new trusts which build on the strengths of schools in the area and help improve outcomes for all children.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	45	8	4	1	58
Total number of pupils	11,720	9,070	600	50	21,430

Table 1: South Tyneside school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (SATs and MATS)	17	4	0	0	21
Number of single academy trusts (SATs)	2	1	0	0	3
Number of local-authority-maintained schools	28	4	4	1	37

Table 2: South Tyneside school landscape by type

South Tyneside local authority has a total of 58 state funded schools (academies, free schools and local-authority-maintained schools). There are 45 primary, 8 secondary, 4 special and one alternative provision (AP) school. Of these, 64% (37) are local-authority-maintained, with 28 of these being primary, 4 secondary, 4 special and one AP. The remaining 36% (21) are academies or free schools, this includes 17 primaries and 4 secondaries.

The trust landscape consists of 5 multi-academy trusts (MATs) and 3 standalone single-academy trusts (SATs). There are only 3 non-diocesan MATs operating in the local authority, 2 of which currently only have one primary academy based in the borough with further academies situated in other local authority areas. The third is an empty secondary trust. There are a very small number of MATs operating in South Tyneside, alongside several SATs and there is clearly scope for consolidation, growth of existing trusts and the opportunity of existing trusts new to the local authority.

There are 2 dioceses in the local authority. The Church of England Diocese of Durham has strategic oversight of 5 schools, of which one is a SAT, 2 are in MATs and 2 are local-authority-maintained schools. The Roman Catholic Diocese of Hexham and Newcastle has a larger presence with 13 schools, all of which are academies in a large trust which has 30 schools in total.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	9	1	1	0	11
Number of schools judged good	34	6	3	0	43
Number of schools judged requires improvement	1	1	0	1	3
Number of schools judged inadequate	1	0	0	0	1
Number of schools not yet inspected	0	0	0	0	0

Table 3: South Tyneside Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 11 outstanding schools, 43 good schools, 3 requires improvement (RI) and one inadequate. There is one school with consecutive RI judgements. No schools have not yet been inspected.⁵

Outcomes

The percentage of children achieving a good level of development by the end of the early years foundation stage (EYFS) is higher than the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 76%, above the national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	59
Disadvantaged pupils	46

Table 4: South Tyneside key stage 2 pupils achieving expected standard in reading, writing and maths

⁵ The number of schools in Ofsted data may differ to the number of schools used for academisation rates as the data is taken at two different dates. Schools are eligible for intervention if they are judged inadequate by Ofsted and may be eligible for intervention if they are judged RI and have at least one previous consecutive judgement below good (2RI+). Please refer to [The Schools Causing Concern guidance](#) for further information about the eligibility criteria. Inadequate and 2RI+ schools listed above may have transferred to high-quality trusts since their last inspection.

Key stage 2 all pupil progress scores are below the national average. Key stage 2 all pupil attainment scores are in line with the national average. At key stage 2, 46% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 59% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.54
Disadvantaged pupils Progress 8 score	-0.7
Attainment 8 score	43.1
Disadvantaged pupils Attainment 8 score	37.8

Table 5: South Tyneside key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	39.2
Disadvantaged pupils English and maths attainment at grade 5 or above	24.9
EBacc entries	26.9

Table 6: South Tyneside key stage 4 English and maths attainment and EBacc entry

Key stage 4 all pupil progress and attainment outcomes are below the national average. At key stage 4, 24.9% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 39.2% of all pupils in the EIA. The English Baccalaureate (Ebacc) entry level across the local authority is 26.9%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence, permanent exclusions and suspension rates are below the national averages. The percentage of those eligible for pupil premium is 35.0%, compared to 24.4% nationally.

Please see the South Tyneside tab in the data table for further background information.

Expectations 2023/25

In South Tyneside, we expect all trusts to drive improvement and address the needs of the community. We are particularly interested in trusts with a proven record in achieving strong key stage 4 outcomes, particularly for disadvantaged cohorts. We are keen to hear proposals from trusts with successful methods of addressing these issues via long-term strategies for improvement that can operate across the entire system, and not just on the academies within the trust.

In South Tyneside, we welcome proposals from existing or new high-quality trusts from within the local authority or the wider locality, to improve standards. These trusts should

be of a sufficient size to provide effective school improvement support and central services to improve the outcomes for students in the trust and within the EIA. We encourage strategic, planned growth and expect trusts to set out their growth plan as part of any proposal.

Building on strong existing partnerships and collaboration we would encourage maintained schools to consider all the options open to them for joining or developing a trust. Any proposals for a new trust could focus on a particular phase, for example secondary, primary or be mixed, providing each 'phase' will have more than one school.

We recognise the strength of the maintained special schools in South Tyneside and would be interested to hear of any proposals that create a trust with specialist expertise or applications from special schools to join existing trusts. Proposals should demonstrate appropriate support and a willingness to work with mainstream providers across the area and/or wider region.

Sunderland

School configuration and academisation rates show the position as of 1 January 2023. School performance data is based on the 2021 to 2022 academic year. The Ofsted outcomes show the position as of 31 December 2022. Pupil absence data is based on the 2020 to 2021 academic year. Permanent exclusions and suspension rates are based on autumn term 2021 to 2022. The use of data is in line with the department's statement on the use of these data: [Regional directors decision making: 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Vision

Our vision for Sunderland is to raise education standards through consolidating the trust landscape and creating fewer, larger trusts who can build on good key stage 2 outcomes in the area and improve outcomes for all children.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	81	18	7	3	109
Total number of pupils	21,870	15,890	890	80	38,730

Table 1: Sunderland school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	47	18	5	2	72
Number of single academy trusts (SATs)	3	1	0	1	5
Number of local-authority-maintained schools	34	0	2	1	37

Table 2: Sunderland school landscape by type

Sunderland local authority has a total of 109 state funded schools (academies, free schools and local-authority-maintained schools). There are 81 primary, 18 secondary, 7 special and 3 alternative provision (AP) schools. Of these, 34% (37) are local-authority-maintained, with 34 of these being primary, 2 special and one AP. The remaining 66% (72) are academies or free schools, this includes 47 primaries, all 18 secondaries, 5 special and 2 AP.

There are 30 multi-academy trusts (MATs) operating in Sunderland and 5 standalone single-academy trusts (SATs). Whilst 12 MATs in Sunderland have 5 schools or more (region wide) there are a considerable number of smaller trusts - 16 have 2 schools or less and 10 of these MATs have only one school. In total, 65% (22) of trusts operating in Sunderland have fewer than 5 schools. Of the largest 5, 2 trusts are part of the Roman Catholic diocese, and the other 3 trusts have a comparatively small presence in Sunderland compared to their numbers in adjacent authorities. There are 7 special/AP academies across 5 trusts and one SAT. Sunderland has several infant and junior schools situated on shared or adjacent sites operating separately as SATs or maintained schools.

There are 2 dioceses in the local authority. The Church of England Diocese of Durham has strategic oversight of 4 schools, 3 schools in MATs and 1 local-authority-maintained school. The Roman Catholic Diocese of Hexham and Newcastle has a larger presence with 17 schools, 15 of which are in MATs and 2 of which are currently local-authority-maintained schools.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	9	1	2	0	12
Number of schools judged good	70	11	3	2	86
Number of schools judged requires improvement	2	5	0	1	8
Number of schools judged inadequate	0	1	1	0	2
Number of schools not yet inspected	0	0	1	0	1

Table 3: Sunderland Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 12 outstanding schools, 86 good schools, 8 requires improvement (RI) and 2 inadequate. There are 5 schools with consecutive RI judgements. One school has not yet been inspected.⁶

Outcomes

The percentage of children achieving a good level of development by the end of the early years foundation stage (EYFS) is below the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 75%, in line with the national average.

Type of pupil	Percentage of pupils (%)
All pupils	61
Disadvantaged pupils	48

Table 4: Sunderland key stage 2 pupils achieving expected standard in reading, writing and maths

Key stage 2 all pupil and disadvantaged pupil attainment outcomes are above the national average. Key stage 2 all pupil progress outcomes are above the national

⁶ The number of schools in Ofsted data may differ to the number of schools used for academisation rates as the data is taken at two different dates. Schools are eligible for intervention if they are judged inadequate by Ofsted and may be eligible for intervention if they are judged RI and have at least one previous consecutive judgement below good (2RI+). Please refer to [The Schools Causing Concern guidance](#) for further information about the eligibility criteria. Inadequate and 2RI+ schools listed above may have transferred to high-quality trusts since their last inspection.

average in writing and below the national average in reading and maths. At key stage 2, 48% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 61% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.44
Disadvantaged pupils Progress 8 score	-0.94
Attainment 8 score	46
Disadvantaged pupils Attainment 8 score	34.7

Table 5: Sunderland key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	42.7
Disadvantaged pupils English and maths attainment at grade 5 or above	23.7
EBacc entries	41.3

Table 6: Sunderland key stage 4 English and maths attainment and EBacc entry

Key stage 4 all pupil progress and attainment outcomes are below national average. At key stage 4, 23.7% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 42.7% of all other pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 41.3%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence, suspension and permanent exclusion rates are above the national average. The percentage of those eligible for pupil premium is 30.1%, compared to 24.4% nationally.

Please see the Sunderland tab in the data table for further background information.

Expectations 2023/25

In Sunderland, we encourage interest from trusts or system leaders with a strong record of improving key stage 4 and key stage 5 outcomes and levels of persistent absence in demographics similar to those in the area. We welcome proposals by high-quality trusts to consolidate and grow to provide effective system wide support for school improvement and pupil standards. We welcome proposals from high-quality trusts currently operating in the area, or across the North East region as well as proposals to establish new trusts through the coming together of several SATs, local-authority-maintained schools and/or smaller trusts. We would encourage maintained schools to consider all the options open to them for joining or developing a trust.

In primary education, we specifically encourage proposals that bring together infant and junior schools with common characteristics (for example site, pupil intake, geography) within the same trust.

We are keen to receive proposals from SATs, local-authority-maintained schools or smaller trusts providing special or AP wishing to come together to form a new, high-quality trust or to join existing trusts with proven expertise. Proposals need to demonstrate appropriate support and a willingness to collaborate with mainstream providers across the area and/or wider region. Proposals that incorporate mainstream provision as highlighted in the recently published SEND and Alternative Provision Improvement Plan, in particular for children with social, emotional and mental health (SEMH) and autism needs are of particular interest.



Department
for Education

© Crown copyright 2023

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk