



Department
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South West trust development statements

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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 South West.

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](#)

Cornwall

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

In Cornwall there is a need to raise education standards through consolidation of the trust landscape, including bringing geographic coherence to fragmented areas through mergers of smaller trusts and the growth of high-quality multi-academy trusts (MATs) by bringing together local-authority-maintained schools and single-academy trusts (SATs). We would like to see consolidation of the secondary sector through schools joining MATs already operating in the area and potentially the presence of one further secondary or cross phase MAT. There needs to be a focus on improving key stage 2 outcomes, through trust structures and work across trusts and schools.

Background

School landscape

School Breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	236	32	4	6	278
Total number of pupils	42,640	30,740	460	80	73,910

Table 1: Cornwall school landscape overview

School Type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	186	27	4	6	223
Number of single academy trusts (SATs)	4	6	0	0	10
Number of local-authority-maintained schools	50	5	0	0	55

Table 2: Cornwall school landscape by type

Cornwall local authority has a total of 278 state funded schools (academies, free schools and local-authority-maintained schools). There are 236 primary, 32 secondary, 4 special and 6 alternative provision (AP) schools. Of these, only 20% (55) are local-authority-maintained, with 50 of these being primary and 5 secondary. A further 80% (223) are academies or free schools, comprising 186 primaries, 27 secondaries, 4 special and 6 AP.

There are 22 MATs with academies in the local authority and 10 SATs, the academy system is relatively mature. Most trusts in Cornwall operate exclusively within the local authority, although a small number also have operations in Devon, Plymouth or slightly further afield.

Both the Diocese of Plymouth and the Diocese of Truro have strategic oversight of schools in the local authority. The Diocese of Truro has the largest presence with 41 schools, of which 34 are academies in MATs, 1 is a SAT and 6 are local-authority-maintained schools. The Diocese of Plymouth has 4 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	25	3	1	1	30
Number of schools judged good	176	20	3	4	203
Number of schools judged requires improvement	25	5	0	0	30
Number of schools judged inadequate	6	3	0	1	10
Number of schools not yet inspected	4	0	0	0	4

Table 3: Cornwall Ofsted Judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 30 outstanding schools, 203 good schools, 30 requires improvement (RI) and 10 inadequate. There are 17 schools with consecutive RI judgements. Four 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 above the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 77%, which is above the national average of 75%.

Type of Pupil	Percentage of pupils (%)
All pupils	55
Disadvantaged pupils	38

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

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.

Key stage 2 all pupil progress and attainment outcomes are below the national average. At key stage 2, 38% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 55% of all pupils in the EIA, both are below national averages.

Progress and Attainment	Cornwall
Progress 8 score	-0.15
Disadvantaged pupils Progress 8 score	-0.68
Attainment 8 score	46.9
Disadvantaged pupils Attainment 8 score	35.7

Table 5: Cornwall key stage 4 progress and attainment

English & Maths Attainment and EBacc Entry	Score
English and maths attainment at grade 5 or above	43.1
Disadvantaged pupils English and maths attainment at grade 5 or above	23
EBacc entries	27.1

Table 6: Cornwall 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, 23% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 43.1% of all pupils. The English Baccalaureate (Ebacc) entry level across the local authority is 27.1% compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence and suspension rates are below the national average and permanent exclusion rates are in line with the national average. The percentage of those eligible for pupil premium is 21.3%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in Cornwall, we welcome growth proposals – including merger proposals – that bring coherence to fragmented areas of the local authority where small MATs, SATs and local-authority-maintained schools are not currently maximising collaboration through trust structures. This is currently most pronounced around Truro, in Camborne, Pool and Redruth, and to the East of the county.

We do not envisage the need for additional primary trusts in the local authority, nor do we envisage the need for additional trusts to take on majority diocesan articles. We do envisage the need for one or more secondary or cross-phase trust, within certain

geographic areas of the local authority, such as East Cornwall, and would welcome expressions of interest from existing trusts, including out of region trusts.

At primary level we are seeking a step-change in performance across the local authority and would particularly welcome growth applications from trusts with the capacity to increase attainment and progress in EYFS, phonics and key stage 2 (particularly maths) outcomes. At both primary and secondary level, we welcome growth applications from MATs with a record in increasing attendance, reducing rates of preventable exclusion, and working with the most vulnerable disadvantaged pupils to bridge the local authority's large disadvantage gaps.

As there are relatively few trust providers of special and AP in the county, we are keen to diversify provision in this area, including through the incorporation of special and alternative provision into mainstream trusts.

Dorset

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

In Dorset there is a pressing need to raise education standards by consolidating the trust landscape, harnessing existing trust capacity and expertise by merging small and medium sized trusts. This includes continuing to support the academisation of the remaining local-authority-maintained schools. There will be a focus on improving key stage 2 outcomes, working collaboratively to narrow the attainment gap for disadvantaged pupils and promote inclusion, and in ensuring double require improvement (RI) schools rapidly improve.

Background

School landscape

School Breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	120	29	6	4	159
Total number of pupils	20,970	24,520	760	130	46,380

Table 1: Dorset school landscape overview

School Type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	75	20	2	1	98
Number of single academy trusts (SATs)	1	2	1	0	4
Number of local-authority-maintained schools	45	9	4	3	61

Table 2: Dorset school landscape by type

Dorset local authority has a total of 159 state funded schools (academies, free schools and local-authority-maintained schools). There are 120 primary, 29 secondary, 6 special and 4 alternative provision (AP) schools. Of these, 38% (61) are local-authority-maintained, with 45 of these being primary, 9 secondary, 4 special, and 3 AP. The remaining 62% (98) are academies or free schools, this includes 75 primaries, 20 secondaries, 2 special and one AP.

There are 15 multi-academy trusts (MATs) in Dorset and 4 standalone single-academy trusts (SATs). The academy system is relatively mature, and the majority of MATs contain a high number of schools. Many of the county's schools are significantly smaller than average and may particularly benefit from collaborating as a family of schools. Most MATs in Dorset operate exclusively within the local authority, although a small number also have operations further afield.

There are 3 dioceses with a presence in the local authority. The Diocese of Salisbury has strategic oversight of 81 schools in Dorset, of which 54 are in MATs and 27 are local-authority-maintained. The Roman Catholic Diocese of Plymouth has 6 schools, all of which are in MATs. The Diocese of Bath and Wells is responsible for one school, which is in a MAT.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	20	3	3	0	26
Number of schools judged good	78	21	2	3	104
Number of schools judged requires improvement	15	2	0	0	17
Number of schools judged inadequate	7	3	0	1	11
Number of schools not yet inspected	0	0	1	0	1

Table 3: Dorset Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 26 outstanding schools, 104 good schools, 17 requires improvement (RI) and 11 inadequate. There are 12 schools with consecutive RI judgements. One school has 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 in-line with the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 78%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	55
Disadvantaged pupils	38

Table 4: Dorset 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 with maths being a particular concern. At key stage 2, 36% of disadvantaged pupils

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.

achieved the expected level in reading, writing and maths compared with 55% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.09
Disadvantaged pupils Progress 8 score	-0.78
Attainment 8 score	47.9
Disadvantaged pupils Attainment 8 score	35.7

Table 5: Dorset key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	45.1%
Disadvantaged pupils English and maths attainment at grade 5 or above	24.7%
EBacc entries	37.7%

Table 6: Dorset 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, 24.7% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 45.1% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 37.7%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence rates are below the national average, permanent exclusions are lower than the national average and suspension rates are higher than the national average. The percentage of those eligible for pupil premium is 17.7%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in Dorset, we welcome growth proposals from existing MATs that already operate in Dorset, to bring capacity to north Dorset and west Dorset where schools are not currently maximising collaboration through trust structures. In doing so, it is our ambition to ensure Dorset pupils' attainment at key stage 2 and key stage 4 improves to be at or above the national average.

We welcome growth applications from MATs already operating in Dorset with the capacity to increase attainment and progress in key stage 2 and key stage 4, with a robust track-record in increasing attendance, reducing rates of preventable exclusion,

and working with the most vulnerable disadvantaged pupils to successfully bridge existing attainment gaps.

We do not envisage the need for the establishment of further trusts in the local authority, although an exception may be an additional trust with a majority of special schools within it.

North Somerset

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

In North Somerset there is a need to raise education standards through consolidation of the mainstream trust landscape, to build on areas of existing strength and ensure sustainable trust structures, and through the growth of specialist trust capacity. Across the local authority there will be a particular focus on improving key stage 2 progress outcomes, working collaboratively to narrow the attainment gap for disadvantaged pupils and promoting inclusion.

Background

School landscape

School Breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	64	11	4	1	80
Total number of pupils	16,260	13,690	400	50	30,410

Table 1: North Somerset school landscape overview

School Type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	58	11	1	0	70
Number of single academy trusts (SATs)	1	1	0	0	2
Number of local-authority-maintained schools	6	0	3	1	10

Table 2: North Somerset school landscape by type

North Somerset local authority has a total of 80 state funded schools (academies, free schools and local-authority-maintained schools). There are 64 primary, 11 secondary, 4 special and one alternative provision (AP) school. Of these, only 13% (10) are local-authority-maintained, with 6 of these being primary, 3 special and one AP. Most schools, 87% (70), are academies or free schools, this includes 58 primaries, 11 secondaries, and one special.

There are 13 multi-academy trusts (MATs) with academies in the local authority and 2 single-academy trusts (SATs). Most trusts in the local authority also have a presence in neighbouring local authorities, particularly in Bath and North East Somerset and Somerset. There are no trusts that exclusively operate special or AP academies in the local authority.

Both the Diocese of Bath and Wells and the Roman Catholic Diocese of Clifton are responsible for schools in the local authority. The Diocese of Bath and Wells has the greatest presence with strategic oversight of 28 schools, of which 26 are in MATs and 2 are local-authority-maintained schools. The Diocese of Clifton has 3 schools, 2 in MATs and one local-authority-maintained school.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	8	4	0	0	12
Number of schools judged good	47	3	2	1	53
Number of schools judged requires improvement	5	4	1	0	10
Number of schools judged inadequate	2	0	0	0	2
Number of schools not yet inspected	2	0	1	0	3

Table 3: North Somerset Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 12 outstanding schools, 53 good schools, 10 requires improvement (RI) and 2 inadequate. There are 4 schools with consecutive RI judgements. Three 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 higher than the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 79%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	59
Disadvantaged pupils	37

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

Key stage 2 all pupil attainment is in line with the national average. Key stage 2 all pupil

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.

progress is below the national average. At key stage 2, 37% 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	-0.02
Disadvantaged pupils Progress 8 score	-0.67
Attainment 8 score	49
Disadvantaged pupils Attainment 8 score	36.1

Table 5: North Somerset key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	48.3
Disadvantaged pupils English and maths attainment at grade 5 or above	24.1
EBacc entries	31.5

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

Key stage 4 attainment and progress are in line with national average for all pupils but below national averages for disadvantaged pupils. At key stage 4, 24.1% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 48.3% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 31.5%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence rates and suspension rates are below the national average, while permanent exclusions rates are in line with the national average. The percentage of those eligible for pupil premium is 16.3%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in North Somerset we welcome growth proposals, including for trust mergers, from trusts that can demonstrate effective approaches to improving pupil progress and outcomes, particularly at key stage 2. For both primary and secondary phases, we welcome growth applications from trusts with a record of working with the most vulnerable disadvantaged pupils to bridge the local authority's large disadvantage gap. We would also like to hear from trusts which have secured above national progress outcomes for young people with education, health and care plans (EHCP) within mainstream settings. Any proposals should seek to demonstrate inclusive trust practices that improve outcomes for all, as well as a commitment to play a system role in driving improvement across the local authority and outside of the trust's

own schools.

We do not envisage the need for additional primary or secondary trusts in the local authority, nor do we envisage the need for additional trusts to take on diocesan articles. We welcome applications for growth that will help maximise collaboration between schools, and we are particularly keen to see proposals for SATs to join MATs and proposals for consolidation.

To ensure the strength of special and AP, we welcome the development of specialist and AP trust capacity within North Somerset. This could be achieved through the formation of a new specialist focused MAT or the introduction of an out of area trust with either good or outstanding social, emotional and mental health (SEMH) or profound and multiple learning disability (PMLD) provision, or a robust strategy to move into this area.

Plymouth

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

In Plymouth there is a need to raise educational standards and further strengthen multi-academy trusts operating in the city through consolidation with other existing Plymouth trusts and remaining local-authority-maintained primary schools converting. Special educational needs and disability (SEND) is a priority in Plymouth with the opportunity to grow specialist trust capacity in the city.

Background

School Landscape

School Breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	69	19	7	1	96
Total number of pupils	20,540	17,430	720	200	38,890

Table 1: Plymouth school landscape overview

School Type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	59	18	1	1	79
Number of single academy trusts (SATs)	0	3	0	0	3
Number of local-authority-maintained schools	10	1	6	0	17

Table 2: Plymouth school landscape by type

Plymouth local authority has a total of 96 state funded schools (academies, free schools and local-authority-maintained schools). There are 69 primary, 19 secondary, 7 special and one alternative provision (AP) school. Of these, only 18% (17 schools) are local-authority-maintained, with 10 of these being primary, one secondary and 6 special schools. A further 82% (79) are academies or free schools, comprising 59 primaries, 18 secondaries, one special and one AP school.

There are 14 MATs with academies in the local authority and 3 SATs. The city's cross-phase trusts all have a wider South West footprint or cross-regional presence, as do some of the city's primary only MATs.

Both the Diocese of Plymouth and the Diocese of Exeter have a presence in the local authority. The Diocese of Exeter has strategic oversight of 10 schools, of which 7 are in MATs and 3 are local-authority-maintained schools. The Diocese of Plymouth has 8 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	9	1	1	0	11
Number of schools judged good	45	11	5	1	62
Number of schools judged requires improvement	11	4	0	0	15
Number of schools judged inadequate	4	3	1	0	8
Number of schools not yet inspected	0	0	0	0	0

Table 3: Plymouth Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 11 outstanding schools, 62 good schools, 15 requires improvement (RI) and 8 inadequate. There are 5 schools with consecutive RI judgements. No 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 76%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	59
Disadvantaged pupils	42

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

Plymouth's key stage 2 all pupil attainment outcomes are in line with the national average, progress scores are below national averages. At key stage 2, 42% 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	-0.2
Disadvantaged pupils Progress 8 score	-0.6
Attainment 8 score	47.5
Disadvantaged pupils Attainment 8 score	38.2

Table 5: Plymouth key stage 4 progress and attainment

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.

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	46
Disadvantaged pupils English and maths attainment at grade 5 or above	28
EBacc entries	29.4

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

Key stage 4 all pupils progress scores have been lower than the national average. At key stage 4, 28% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 46% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 29.4%, 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 28.0%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in Plymouth, we welcome growth proposals from existing trusts already operating in the city to support consolidation, including where secondary SATs and local-authority-maintained primaries are not currently maximising collaboration through MAT structures.

We do not envisage the need for additional primary, secondary or cross-phase trusts in the city, nor do we envisage the need for additional trusts to take on diocesan articles. We do, however, envisage the need to develop the city's specialist provision within trust structures.

At primary level, we are interested in proposals from trusts that wish to consolidate their Plymouth footprint and demonstrate greater capacity to support school improvement. At secondary level, we welcome applications from SATs to join existing trust structures with a view that any partnership should involve other secondary schools to ensure the benefits of collaboration and sharing of staffing and resources can be fully realised.

To ensure the strength of special school provision we welcome proposals for either: existing special schools to establish a new special trust; special schools to establish themselves as the hub of an out of region trust; or special schools to join mainstream or AP/special school trusts already present in the city. All proposals would need to demonstrate appropriate support and a willingness to work with mainstream providers across the area.

Working with the Strategy Education Group (SEG), and alongside Plymouth City Council, we will continue to foster the sector-led, sustainable and place-based approach to school improvement developed since 2019, with the aim of addressing the key area-wide priorities of improving secondary standards in the city, closing the disadvantaged gap, reducing student mobility and supporting inclusion.

Somerset

Within the Somerset EIA, West Somerset 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 Somerset is to raise education standards through consolidation of the trust landscape, including bringing geographic coherence to fragmented areas through mergers of smaller trusts and the growth of high-quality trusts through local-authority-maintained schools and single-academy trusts (SATs). We are actively working to build, and introduce, high-quality trusts in the area that can demonstrate effective approaches to improving pupil progress and outcomes and have the capacity and willingness to contribute across the system. There needs to be a focus on improving key stage 2 and key stage 4 outcomes, reducing preventable exclusions, improving attendance and closing the disadvantage gap as well as improving the quality of special school provision.

Background

School Landscape

School Breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	217	37	8	4	266
Total number of pupils	38,630	30,740	950	110	70,420

Table 1: Somerset school landscape overview

School Type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	96	33	4	0	133
Number of single academy trusts (SATs)	7	10	0	0	17
Number of local-authority-maintained schools	121	4	4	4	133

Table 2: Somerset school landscape by type

Somerset local authority has a total of 266 state funded schools (academies, free schools and local-authority-maintained schools). There are 217 primary, 37 secondary, 8 special and 4 alternative provision (AP) schools. Of these, 50% (133) are local-authority-maintained, with 121 of these being primary, 4 secondary, 4 special and 4 AP. The remaining 50% (133) are academies or free schools, this includes 96 primaries, 33 secondaries and 4 special schools.

There are 21 multi-academy trusts (MATs) with academies in the local authority and 17 standalone SATs. Nine MATs, nearly half of MATs in Somerset, already serve 10 or more schools (2 MATs have 10 or more schools within Somerset). There are 11 MATs working only or mostly in Somerset, the majority of which have fewer than 10 schools. There are 10 MATs with a strong presence in Somerset and at least one other local authority, most commonly North Somerset and Bath and North East Somerset. Seven MATs have either a special school or specialist resource base within Somerset and there are no trusts with AP schools within the county.

The Diocese of Bath and Wells has a large presence in Somerset with 117 schools, of which 45 schools are in MATs, 4 are SATs, and 68 are local-authority-maintained schools. The Diocese of Clifton also has a presence with 8 schools, 5 in MATs and 3 local-authority-maintained.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	26	3	1	0	30
Number of schools judged good	158	20	6	4	188
Number of schools judged requires improvement	18	9	0	0	27
Number of schools judged inadequate	13	4	1	0	18
Number of schools not yet inspected	2	0	0	0	2

Table 3: Somerset Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 30 outstanding schools, 188 good schools, 27 requires improvement (RI) and 18 inadequate. There are 17 schools with consecutive RI judgements. Two schools have not yet been inspected.⁵

Outcomes

The percentage of children achieving a good level of development by the end of the EYFS is below the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 74%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	54
Disadvantaged pupils	36

Table 4: Somerset 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 and attainment outcomes are below the national average. At key stage 2, 36% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 54% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.26
Disadvantaged pupils Progress 8 score	-0.85
Attainment 8 score	45.6
Disadvantaged pupils Attainment 8 score	33.3

Table 5: Somerset key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	45.4
Disadvantaged pupils English and maths attainment at grade 5 or above	23.5
EBacc entries	25.7

Table 6: Somerset 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, 23.5% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 45.4% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 25.7%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence rates are below the national average and permanent exclusions and suspension rates are above the national average. The percentage of those eligible for pupil premium is 21.0%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in Somerset, we welcome growth proposals from high-quality trusts that can demonstrate effective approaches to improving pupil progress and outcomes and have the capacity and willingness to contribute across the system, working with schools both within the trust and beyond.

We welcome applications for growth that will help maximise collaboration between schools, and we are particularly keen to see proposals for SATs to join MATs and proposals for consolidation in West Somerset, Frome, Yeovil and Crewkerne and Ilminster. Proposals should include small rural schools where appropriate, ensuring these schools are not at risk of becoming isolated.

With the aim of improving key stage 4 outcomes across the local authority, we welcome proposals from high-quality Somerset trusts that can demonstrate robust strategies and sufficient capacity to reduce preventable exclusions, improve attendance and close the disadvantage gap. We are also actively working to introduce a small number of high-quality established trusts, from outside the local authority. We do not anticipate any additional, new trusts being needed for secondary phase.

At primary phase, we welcome growth proposals from high-quality Somerset trusts, particularly those working with pre-school providers to improve phonics outcomes, as well as evidence of strong key stage 2 maths and reading practice and success in closing the disadvantage gap. We are actively working to introduce a high-quality primary trust with diocesan articles from outside the area and do not see a pressing need to introduce additional primary trusts; any proposal would need a strong rationale and would need to clearly demonstrate additionality to the current trust landscape.

Proposals for the creation of new mainstream MATs in Somerset, at either the primary or secondary phase, are unlikely to be supported.

To improve the quality of special school provision, we welcome proposals to consolidate existing specialist provision and build specialist expertise, within both schools and resource bases. This may include a new or additional specialist or mixed trust, and we are particularly keen to hear from sector colleagues with successful social, emotional and mental health (SEMH) provision.

No trusts currently working in Somerset have AP schools operating within the local authority. We welcome proposals that will consolidate strong AP provision within a trust or trusts. We are interested in proposals that demonstrate effective strategies for managing the relationship between SEMH provision and AP.

South Gloucestershire

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

In South Gloucestershire we want to raise educational standards and consolidate the trust landscape. This will include growing high-quality primary and cross-phase trusts through the academisation of maintained schools and the merger of smaller trusts. There is some evidence of developing strength in the secondary phase that needs to consolidate and strengthen further. We will focus on improving attendance, bridging the disadvantage gap for the most vulnerable pupils, and improving outcomes for children with special educational needs and disability (SEND), both within trust structures and across trusts and schools.

Background

School Landscape

School Breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	93	16	5	1	115
Total number of pupils	23,150	16,500	570	60	40,270

Table 1: South Gloucestershire school landscape overview

School Type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	13	15	3	0	31
Number of single academy trusts (SATs)	0	0	0	0	0
Number of local-authority-maintained schools	80	1	2	1	84

Table 2: South Gloucestershire school landscape by type

South Gloucestershire local authority has a total of 115 state funded schools (academies, free schools and local-authority-maintained schools). There are 93 primary, 16 secondary and 5 special and 1 alternative provision (AP) schools. Of these, 73% (80) are local-authority-maintained, with 80 of these being primary, one secondary, 2 special and one AP. The remaining 27% (31) are academies or free schools, this includes 13 primaries, 15 secondaries and 3 special.

There are 9 multi-academy trusts (MATs) with academies in the local authority. There are no single academy trusts (SATs). Of the 9 MATs operating in South Gloucestershire there is: one MAT with a national footprint; 5 MATs with a regional footprint; 3 MATs which operate exclusively in South Gloucestershire. These MATs vary in size with the majority exceeding the average trust size. We think these trusts have the capacity and appetite to take on more schools. Three trusts are below the average trust size, one of which is a special school trust.

Three dioceses have a presence in the local authority. The Diocese of Bristol has the largest presence with strategic oversight of 23 schools, all of which are currently local-authority-maintained. The Diocese of Clifton and Diocese of Gloucester have 6 and 9 schools respectively, all of which are local-authority-maintained.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	10	0	1	0	11
Number of schools judged good	76	13	3	1	93
Number of schools judged requires improvement	3	3	1	0	7
Number of schools judged inadequate	1	0	0	0	1
Number of schools not yet inspected	3	0	0	0	3

Table 3: South Gloucestershire Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 10 outstanding schools, 93 good schools, 7 requires improvement (RI) and one inadequate. There are 3 schools with consecutive RI judgements. Three schools have not yet been inspected.⁶

Outcomes

The percentage of children achieving a good level of development by the end of the EYFS is above 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	60
Disadvantaged pupils	36

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

Key stage 2 all pupils attainment was above the national average in 2019. Key stage 2

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.

all pupils progress outcomes were below the national average in maths, reading and writing. At key stage 2, 36% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 60% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.09
Disadvantaged pupils Progress 8 score	-0.73
Attainment 8 score	47.7
Disadvantaged pupils Attainment 8 score	34.4

Table 5: South Gloucestershire key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	48.3
Disadvantaged pupils English and maths attainment at grade 5 or above	25.2
EBacc entries	33.2

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

Key stage 4 all pupils attainment and progress outcomes are below the national average. At key stage 4, 25.2% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 48.3% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 33.2%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence and permanent exclusion rates are below the national average and suspension rates are above the national average. The percentage of those eligible for pupil premium is 13.5%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in South Gloucestershire, we welcome growth proposals from trusts already operating in this local authority or across the South West 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 for some schools within the county – for example, there are 40 schools with different church affiliations which have relatively limited options available to them – 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 high-quality MAT, are at risk of becoming isolated.

We do not envisage the need for additional secondary trusts in the local authority. We do envisage the need for one or more additional primary-only trust within the local authority and we envisage the need for additional trusts to operate with both Catholic and Church of England diocesan articles. We wish to hear from trusts with experience of addressing the needs of rural communities 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 welcome growth applications from trusts with a record in increasing attendance and working with the most vulnerable disadvantaged pupils to bridge the area's disadvantage gap.

We will work closely with all relevant stakeholders to improve outcomes, raise aspirations, and improve attendance. We are keen to hear from sector colleagues seeking to establish or grow trusts in South Gloucestershire who have successful track records in addressing these issues.

Swindon

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

In Swindon there is a need to raise education standards by harnessing existing trust capacity and expertise and bringing cohesion and consolidation to the trust landscape in the area. There needs to be a focus on attainment at key stage 2 and key stage 4, with particular emphasis on improving outcomes for the most vulnerable and disadvantaged pupils.

Background

School Landscape

School Breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	66	14	7	1	88
Total number of pupils	19,960	14,270	780	60	35,060

Table 1: Swindon school landscape overview

School Type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	48	14	6	0	68
Number of single academy trusts (SATs)	10	5	0	0	15
Number of local-authority-maintained schools	18	0	1	1	20

Table 2: Swindon school landscape by type

Swindon local authority has a total of 88 state funded schools (academies, free schools and local-authority-maintained schools). There are 66 primary, 14 secondary, 7 special and one alternative provision (AP) school. Of these, 23% (20) are local-authority-maintained, with 18 of these being primary, one special and one AP. The remaining 77% (68) are academies or free schools, this includes 48 primaries, 14 secondaries and 6 special.

There are 13 multi-academy trusts (MATs) with academies in the local authority and 15 standalone single-academy trusts (SATs). Of the MATs, there is a clear mix of national and regional providers, as well as smaller trusts operating solely in the Swindon area. Most of these smaller trusts have fewer than 10 schools and under 5000 pupils currently. The trust landscape is reasonably fragmented with a high number of trusts with either one or a small number of schools.

The Diocese of Bristol and the Roman Catholic Diocese of Clifton have a presence in the local authority. The Diocese of Bristol has the largest presence with strategic oversight of 8 schools, of which 3 are in MATs, one is a SAT and 4 are local-authority-maintained schools. The Diocese of Clifton has 6 schools, all of which are SATs.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	5	0	1	0	6
Number of schools judged good	49	8	4	1	62
Number of schools judged requires improvement	5	3	1	0	9
Number of schools judged inadequate	3	1	0	0	4
Number of schools not yet inspected	4	2	1	0	7

Table 3: Swindon Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 6 outstanding schools, 62 good schools, 9 requires improvement (RI) and 4 inadequate. There are 5 schools with consecutive RI judgements. Seven schools have not yet been inspected.⁷

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%, exactly the same as the national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	58
Disadvantaged pupils	42

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

At Key stage 2 attainment and progress outcomes are below national averages. At key stage 2, 42% of disadvantaged pupils achieved the expected level in reading, writing

⁷ 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.

and maths compared with 58% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.1
Disadvantaged pupils Progress 8 score	-0.63
Attainment 8 score	46.6
Disadvantaged pupils Attainment 8 score	35.7

Table 5: Swindon key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	46.9
Disadvantaged pupils English and maths attainment at grade 5 or above	27.9
EBacc entries	23.9

Table 6: Swindon 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, 23.9% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 27.9% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 23.9%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence and permanent exclusion rates are above the national average whilst suspension rates are in line with national averages. The percentage of those eligible for pupil premium is 21.1%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in Swindon, we will work with all partners to harness the existing breadth of trust capacity and educational expertise and drive system-wide improvement in the area. In doing so, it is our ambition to ensure pupils' attainment at key stage 2 and key stage 4 improves to the point whereby this is at or above the national average by 2030. We are keen to hear from sector colleagues with successful methods of addressing the key challenges in Swindon working across existing trusts to develop long-term strategies for improvement across the town.

We particularly welcome growth applications from trusts with a current footprint in Swindon with the capacity to increase attainment and progress in key stage 2 and key stage 4; a robust track-record in increasing attendance, reducing rates of preventable exclusion, and working with the most vulnerable disadvantaged pupils to successfully

bridge existing attainment gaps. We will work with partners towards the consolidation of the trust landscape.

We do not currently envisage the need for the establishment of further trusts in the local authority area, unless related to developing trust capacity for Catholic schools. We would otherwise consider proposals for new trusts only on an exceptional basis where a compelling case for need is provided.



Department
for Education

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