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Summary

This publication provides details of the [Department for Education \(DfE\) Regional Director's](#) trust development priorities for each of the identified [education investment areas](#) (EIAs) in the West Midlands.

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](#)

Coventry

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 Coventry is to raise attainment and progress from early years foundation stage (EYFS) to key stage 4 and to reduce the attainment gap between disadvantaged and non-disadvantaged pupils. We will achieve this through the growth of existing high-quality multi-academy trusts (MATs), as well as the creation of new high-quality trusts with expertise to meet the needs of children and young people in urban communities in areas of high deprivation. Our focus will cover primary phase, special education, and alternative provision (AP).

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	85	22	8	2	117
Total number of pupils	32,910	24,200	1,030	70	58,210

Table 1: Coventry school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	33	22	3	0	58
Number of single academy trusts (SATs)	0	1	0	0	1
Number of local-authority-maintained schools	52	0	5	2	59

Table 2: Coventry school landscape by type

Coventry local authority has a total of 117 state funded schools (academies, free schools and local-authority-maintained schools). There are 85 primary, 22 secondary, 8 special and 2 AP schools. Of these, 50% (59) are local-authority-maintained, with 52 of these being primary, 5 special, and 2 AP. The remaining 50% (58) are academies or free schools, this includes 33 primaries, all 22 secondaries and 3 special schools.

There are 17 multi-academy trusts (MATs) based in Coventry with scope for many to grow in scale and one single-academy trust (SAT). Two of the MATs contain only one school. Two consist of 2 schools, with fewer than 1000 pupils. Seven trusts all have between 6 and 8 schools, with an average of 4200 pupils in each trust. Three trusts with a presence in Coventry have over 10 schools and 10,000 pupils.

There are 2 dioceses with a presence in the local authority. The Archdiocese of Birmingham has the largest presence being responsible for 21 schools, 15 of which are in MATs and 6 of which are local-authority-maintained. The Diocese of Coventry has strategic oversight for 9 schools, 7 of which are in MATs and 2 are local-authority-maintained.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	4	4	3	0	11
Number of schools judged good	72	13	3	1	89
Number of schools judged requires improvement	8	4	1	1	14
Number of schools judged inadequate	1	1	1	0	3
Number of schools not yet inspected	0	0	0	0	0

Table 3: Coventry Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 11 outstanding schools, 89 good schools, 14 requires improvement (RI) and 3 inadequate. There are 4 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 72%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	54
Disadvantaged pupils	40

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

Key stage 2 attainment outcomes are below the national average. Key stage 2 progress for all pupils is below the national average in writing but above the national average in

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.

reading and maths. At key stage 2, 40% 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	-0.03
Disadvantaged pupils Progress 8 score	-0.44
Attainment 8 score	46.2
Disadvantaged pupils Attainment 8 score	37.7

Table 5: Coventry key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	46.6
Disadvantaged pupils English and maths attainment at grade 5 or above	31.4
EBacc entries	35.2

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

Key stage 4 attainment outcomes are below the national average. Key stage 4 all pupil progress score is in line with the national average. At key stage 4, 31.4% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 46.4% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 35.2% compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence and suspension rates are above the national average whilst permanent exclusions are below national average. The percentage of those eligible for pupil premium is 26.1%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise educational standards in Coventry, we welcome growth proposals from established high-quality trusts already operating within the city and high-quality trusts from nearby local authorities, especially those with experience of addressing the needs of urban communities in areas of high deprivation. We would also welcome proposals for the creation of new, high-quality trusts and proposals which would bring increased diversity to the school landscape through collaborative partnerships.

We envisage the need for a small number of additional trusts to operate within the city, with a particular focus on the city's primary phase. We do not envisage the need for additional secondary trusts, nor do we envisage the need for additional trusts to take on

diocesan articles. We will continue to work with established diocesan trusts, other faith groups, and trusts covering the secondary phase on potential growth plans.

There are also relatively few trust providers of special and AP in Coventry. We welcome proposals from high performing special and AP trusts, or mixed trusts, with a clear vision to ensure the continued strength of special and AP within the city.

Dudley

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://www.publishing.service.gov.uk)

Vision

Our vision for Dudley is to raise attainment and progress from early years foundation stage (EYFS) to key stage 4 and to reduce the attainment gap between disadvantaged and non-disadvantaged pupils. We will achieve this through consolidation of the trust landscape, including growing existing high-quality multi-academy trusts (MATs) and bringing new MATs into the area. We particularly want to build capacity in special education and alternative provision (AP) to improve outcomes for the most vulnerable and disadvantaged children and young people.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	78	20	7	2	107
Total number of pupils	27,500	18,200	920	10	46,630

Table 1: Dudley school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	30	16	0	1	47
Number of single academy trusts (SATs)	0	0	0	0	0
Number of local-authority-maintained schools	48	4	7	1	60

Table 2: Dudley school landscape by type

Dudley local authority has a total of 107 state funded schools (academies, free schools and local-authority-maintained schools). There are 78 primary, 20 secondary, 7 special and 2 AP schools. Of these, 56% (60) are local-authority-maintained, with 48 of these being primary, 4 secondary, 7 special and one AP. The remaining 44% (47) are academies or free schools, this includes 30 primaries, 16 secondaries and one AP school.

There are 19 MATs with academies in the local authority, none of which are standalone single-academy trusts (SATs). Of the 19 MATs, 4 are based nationally and 9 are entirely based in the West Midlands. There are 5 MATs predominantly based in Dudley, one primary and 4 mixed phase and with capacity to grow.

There are 2 dioceses with a presence in the local authority. The Archdiocese of Birmingham has strategic oversight for 6 schools, of which 5 are in MATs and one is a local-authority-maintained. The Diocese of Worcester has a larger presence with 14 schools, of which 4 are in MATs and 10 are local-authority-maintained schools.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	4	1	2	0	7
Number of schools judged good	56	12	5	2	75
Number of schools judged requires improvement	14	5	0	0	19
Number of schools judged inadequate	4	1	0	0	5
Number of schools not yet inspected	0	0	0	0	0

Table 3: Dudley Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 7 outstanding schools, 75 good schools, 19 requires improvement (RI) and 5 inadequate. There are 11 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 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%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	53
Disadvantaged pupils	38

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

Key stage 2 all pupils progress and attainment outcomes are below the national average. At key stage 2, 38% of disadvantaged pupils achieved the expected level in

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.

reading, writing and maths compared with 53% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.01
Disadvantaged pupils Progress 8 score	-0.48
Attainment 8 score	46.5
Disadvantaged pupils Attainment 8 score	36.6

Table 5: Dudley key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	45.5
Disadvantaged pupils English and maths attainment at grade 5 or above	25.6
EBacc entries	23.8

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

Key stage 4 progress for all pupils is above the national average. Key stage 4 attainment outcomes are below the national average. At key stage 4, 25.6% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 45.5% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 23.8% compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence, permanent exclusions and suspension rates are all above the national average. The percentage of those eligible for pupil premium is 25.4%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise educational standards in Dudley, we welcome proposals that ensure that trust growth leads to consolidation, through mergers, of the educational landscape. We are seeking to promote collaborative working practices to strengthen organisational partnerships and promote system-wide improvements.

We envisage a need for introducing at least three new primary trusts into Dudley. We wish to hear from primary-only trusts, mixed primary-secondary trusts and trusts seeking to establish primary hubs in the West Midlands. At primary level, we welcome growth applications from trusts with a proven record of increasing attainment and progress particularly in phonics and key stage 2 reading and maths.

We anticipate that there is sufficient trust capacity within the West Midlands region to

accommodate the remaining 4 secondary schools in Dudley. We welcome conversations between these schools and trusts that consider that they are well placed to support them. We do not envisage the need for additional trusts with diocesan articles.

Across both primary and secondary phases, we are keen to hear from trusts who have successfully worked with the most vulnerable and disadvantaged pupils and those with a record of decreasing absence and persistent absence rates.

To continue to develop special schools and AP, we welcome proposals to establish a new special school and/or AP trust, or proposals from existing trusts with special or AP school expertise that wish to set up a school hub in the West Midlands. Proposals need to demonstrate appropriate support and a willingness to work with mainstream providers across the area and the wider region. We are also looking to potentially diversify provision in this area, including through the incorporation of special school and AP into mainstream trusts.

Sandwell

The entirety of the Sandwell 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 Sandwell is to raise attainment and progress from early years foundation stage (EYFS) to key stage 4. We believe this requires growth proposals that focus on increasing attainment and progress in key stage 2 and through system-wide improvement to address the needs of children and young people in local communities. We particularly want to build capacity in special education and alternative provision (AP).

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	94	20	6	3	123
Total number of pupils	36,090	24,530	720	80	61,420

Table 1: Sandwell school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	29	17	3	0	49
Number of single academy trusts (SATs)	4	1	0	0	5
Number of local-authority-maintained schools	65	3	3	3	74

Table 2: Sandwell school landscape by type

Sandwell local authority has a total of 123 state funded schools (academies, free schools and local-authority-maintained schools). There are 94 primary, 20 secondary, 6 special schools and 3 AP schools. Of these, 60% (74) are local-authority-maintained, with 65 of these being primary, 3 secondary, 3 special and 3 AP. The remaining 40% (49) are academies or free schools, this includes 29 primaries, 17 secondaries and 3 special schools.

There are 19 multi-academy trusts (MATs) with academies in the local authority and 5 single-academy trusts (SATs). Of the remaining 19 MATs, 2 are predominantly based in Sandwell, each with 9 schools, both with capacity to grow. Both MATs also serve Birmingham, Worcestershire, and Staffordshire. Three are based nationally, and a further 9 serve the West Midlands.

There are 3 dioceses with a presence in the local authority. The Archdiocese of Birmingham has the largest presence with strategic oversight of 8 schools, of which 7 are in MATs and one is a local-authority-maintained school. The Diocese of Birmingham has 4 local-authority-maintained schools. The Diocese of Lichfield has 7 schools, of which one is in a MAT, one is a SAT, and 5 are local-authority-maintained.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	18	2	2	1	23
Number of schools judged good	62	12	2	2	78
Number of schools judged requires improvement	9	2	0	0	11
Number of schools judged inadequate	4	3	0	0	7
Number of schools not yet inspected	1	1	2	0	4

Table 3: Sandwell Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 23 outstanding schools, 78 good schools, 11 requires improvement (RI) and 7 inadequate. There are 6 schools with consecutive RI judgements. Four schools have not yet been inspected.³

Outcomes

The percentage of children achieving a good level of development by the end of the EYFS is lower than the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 72%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	55%
Disadvantaged pupils	43%

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

Key stage 2 attainment outcomes are below the national average for all pupils but in line with national average for disadvantaged pupils. Key stage 2 progress scores are above

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.

the national average in reading and writing and below in maths. At key stage 2, 43% of disadvantaged pupils 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	-0.02
Disadvantaged pupils Progress 8 score	-0.38
Attainment 8 score	45.7
Disadvantaged pupils Attainment 8 score	38.9

Table 5: Sandwell key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	41.3
Disadvantaged pupils English and maths attainment at grade 5 or above	28.2
EBacc entries	28.6

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

Key stage 4 all pupils progress score is in line with the national average and above national average for disadvantaged pupils. Key stage 4 attainment outcomes for all pupils are below the national average. At key stage 4, 28.2% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 41.3% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 28.6% compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence and suspension rates are below the national averages whilst permanent exclusions are above national average. The percentage of those eligible for pupil premium is 31.7%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise educational standards in Sandwell, we welcome growth proposals that focus on enhancing collaboration and further strengthening partnerships to drive system-wide improvement and address the needs of local communities. We want to work in collaboration with the local authority to bring the remaining 3 secondary schools in Sandwell and the remaining 65 local-authority-maintained primary schools into high-quality and suitable trusts in order to raise standards.

We envisage we will need to encourage new trusts into the Sandwell area, particularly primary-only trusts, mixed primary-secondary trusts and trusts seeking to establish

primary hubs in the West Midlands. We particularly welcome growth applications from trusts with the capacity and a proven record in increasing attainment in phonics and attainment and progress in key stage 2, with a particular focus on reading, and a strong evidence base of decreasing absence and persistent absence rates.

There is sufficient trust capacity within Sandwell to accommodate the remaining 3 secondary schools, and we welcome conversations between these schools and trusts that feel well placed to support them. We do not envisage the need for additional trusts to take on diocesan articles in both primary and secondary.

To further develop special and AP, we welcome proposals to set up a new special and/or AP trust, or proposals from existing trusts with special or AP school expertise that wish to set up a school hub in West Midlands. We would encourage proposals which demonstrate appropriate support and a willingness to work with mainstream providers across the area and wider region. We are also keen to diversify provision in this area, for example by incorporating new special school and AP into mainstream trusts.

Stoke-on-Trent

The entirety of the Stoke-on-Trent 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 Stoke-on-Trent is to raise attainment and progress – particularly in phonics, key stage 2 and key stage 4 English and maths – through consolidation of the trust landscape. We will bring coherence through mergers of smaller sized trusts from within Stoke-on-Trent and the surrounding area. We encourage greater collaboration of trusts and schools and the growth of high-quality trusts through the conversion of local-authority-maintained schools and transfer of single-academy trusts (SATs).

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	71	15	4	1	91
Total number of pupils	24,780	14,910	920	0	40,610

Table 1: Stoke-on-Trent school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies	60	15	2	0	77
Number of single academy trusts	3	1	0	0	4
Number of local-authority-maintained schools	11	0	2	1	14

Table 2: Stoke-on-Trent school landscape by type

Stoke-on-Trent local authority has a total of 91 state funded schools (academies, free schools and local-authority-maintained schools). There are 71 primary, 15 secondary, 4 special schools and 1 AP school. Of these, 15% (14) are local authority-maintained schools with 11 of these being primary, 2 special and 1 AP. The remaining 85% (77) are academies or free schools, this includes 60 primaries, 15 secondaries and 2 special schools.

There are 23 multi-academy trusts (MATs) with academies in the local authority, 4 of which are SATs and 2 are empty MATs. Most trusts operate exclusively in Stoke-on-Trent, but some do have significant presence in Staffordshire.

There are 2 dioceses with a presence in the city. The Diocese of Lichfield has strategic oversight of 9 schools in MATs and 4 local-authority-maintained schools. The Archdiocese of Birmingham has 14 schools in MATs and an additional diocesan SAT.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	12	1	0	0	13
Number of schools judged good	47	11	3	1	62
Number of schools judged requires improvement	11	2	0	0	13
Number of schools judged inadequate	1	0	1	0	2
Number of schools not yet inspected	0	0	0	0	0

Table 3: Stoke-on-Trent Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 13 outstanding schools, 62 good schools, 13 requires improvement (RI) and 2 inadequate.

There are 6 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 72%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	55
Disadvantaged pupils	44

Table 4: Stoke-on-Trent key stage 2 pupils achieving expected standard in reading, writing and maths

Key stage 2 attainment outcomes are below the national average for all pupils but above national average for disadvantaged pupils. Key stage 2 progress outcomes for all pupils are in line with the national average in reading, above national average in writing and below the national average in maths. At key stage 2, 44% of disadvantaged pupils 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	-0.28
Disadvantaged pupils Progress 8 score	-0.66
Attainment 8 score	43.5
Disadvantaged pupils Attainment 8 score	35.5

Table 5: Stoke-on-Trent 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	38.2
Disadvantaged pupils English and maths attainment at grade 5 or above	23.6
EBacc entries	25.4

Table 6: Stoke-on-Trent 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, 23.6% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 38.2% of all pupils in the EIA. The English Bacculaureate (EBacc) entry level across the local authority is 25.4% compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence, permanent exclusions and suspension rates are all above the national averages. The percentage of those eligible for pupil premium is 38.4%, compared to 24.4% nationally.

Please see the Stoke-on-Trent tab in the data table for further background information.

Expectations 2023/25

To raise education standards in Stoke-on-Trent, we welcome proposals from high-quality trusts already operating in Stoke-on-Trent or those that can bring cohesion to the educational landscape. There are a high number of smaller trusts working across a relatively compact city and we would welcome proposals from these trusts to merge their skills and experience for the benefit of the city.

With the aim of improving key stage 4 outcomes across the city, we would encourage trusts that are delivering good levels of attainment for their children to consider how they could disseminate that success across the city either by developing partnerships with those trusts/schools with low attainment at key stage 4 or by developing cross-phase partnerships with primary trusts. We are looking to SATs and smaller MATs to consolidate via voluntary mergers with other trusts.

In primary education, we would like trusts operating in Stoke-on-Trent with experience of delivering good standards of education to consider taking on additional schools. We are looking to SATs and smaller MATs to consolidate via voluntary mergers with other trusts.

To build the strength of special school provision, we welcome proposals from existing trusts operating special provision in or near Stoke-on-Trent that wish to support the one maintained school and the one maintained AP in Stoke-on-Trent. There are currently 2 trusts supporting Stoke-on-Trent special schools. Proposals need to demonstrate

appropriate support and a willingness to work with mainstream providers across the area and wider region.

Alongside this, we will look to strengthen the links between Stoke-on-Trent trusts and high-performing Staffordshire trusts to further develop good practice. Many trusts in Stoke-on-Trent have a significant presence in Staffordshire and further afield.

Walsall

The entirety of the Walsall 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 Walsall is to raise attainment and progress from early years foundation stage (EYFS) to key stage 4 and to reduce the attainment gap between disadvantaged and non-disadvantaged pupils. We will ensure that excellence is championed through the growth of high-quality trusts using the capacity of existing multi-academy trusts (MATs) in the area. We see clear opportunities to add additional capacity, particularly in the primary phase but not exclusively, through local solutions and new MAT formation alongside supporting the introduction of high-quality trusts which recognise the importance of place.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	85	19	7	3	114
Total number of pupils	28,950	22,520	810	120	52,390

Table 1: Walsall school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	22	17	1	1	41
Number of single academy trusts (SATs)	2	3	0	0	5
Number of local-authority-maintained schools	63	2	6	2	73

Table 2: Walsall school landscape by type

Walsall local authority has a total of 114 state funded schools (academies, free schools and local-authority-maintained schools). There are 85 primary, 19 secondary, 7 special and 3 alternative provision (AP) schools. Of these, 64% (73) are local-authority-maintained, with 63 of these being primary, 2 secondary, 6 special and 2 AP. The remaining 36% (41) are academies or free schools, this includes 22 primaries, 17 secondaries, one special and one AP.

There are 17 MATs with academies in the local authority and 5 single-academy trusts (SATs). Of the MATs, 3 are Walsall based, 8 are based in the West Midlands, 3 are national MATs and 2 are cross regional MATs. There is potential for growth from within the MATs currently operating within this local authority.

There are 2 dioceses with a presence in the local authority. The Diocese of Lichfield has the largest presence with strategic oversight of 14 schools, of which 11 are local-authority-maintained schools, 2 schools are in MATs, and one is a SAT. The Archdiocese of Birmingham has 11 schools, of which one school is in a MAT and 10 are local-authority-maintained schools.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	10	3	2	0	15
Number of schools judged good	65	13	3	1	82
Number of schools judged requires improvement	9	3	1	1	14
Number of schools judged inadequate	1	0	1	0	2
Number of schools not yet inspected	0	0	0	1	1

Table 3: Walsall Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 15 outstanding schools, 82 good schools, 14 requires improvement (RI) and 2 inadequate. There are 9 schools with consecutive RI judgements. One school has not yet been inspected.⁵

Outcomes

The percentage of children achieving a good level of development by the end of the EYFS is lower than the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 73%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	56
Disadvantaged pupils	43

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

Key stage 2 attainment outcomes are below the national average for all pupils. Key stage 2 progress scores for all pupils are above the national average in reading, writing

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.

and maths. At key stage 2, 43% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 56% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.08
Disadvantaged pupils Progress 8 score	-0.47
Attainment 8 score	46.4
Disadvantaged pupils Attainment 8 score	37.1

Table 5: Walsall key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	44
Disadvantaged pupils English and maths attainment at grade 5 or above	26.9
EBacc entries	32.4

Table 6: Walsall 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, 26.9% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 44% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 32.4% compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence rates are above the national average whilst suspension rates and permanent exclusions are below national averages. The percentage of those eligible for pupil premium is 37.1%, compared to 24.4% nationally.

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

Expectations 2023/25

We will work closely with the local authority and all relevant stakeholders to improve outcomes, raise aspirations, and improve attendance in the area. We are keen to hear from sector colleagues with successful methods of addressing these issues to develop long-term strategies for improvement that can operate across the entire system.

In primary education, we are interested in proposals from trusts with a record of primary excellence that wish to establish primary hubs in Walsall. We would be keen to hear from primary trusts already operating in Walsall and proposals from established federations of maintained primary schools in the area. We will also consider plans to develop primary capacity from high-quality secondary-only trusts.

We do not envisage a significant need for additional trusts in the secondary phase other than a new Catholic MAT. We are working with the Archdiocese of Birmingham to support further academisation and believe that there is a need for the formation of a high-quality Catholic MAT which would include primary and secondary phases. We welcome proposals from high-quality trusts with relevant church articles to establish primary hubs for the Church of England Diocese of Lichfield in the local authority.

To further develop special school provision and AP, we welcome proposals from trusts with a strong evidence-based record in these areas. We are also interested in proposals from mainstream trusts, which clearly set out how they can develop and offer expertise in the special and AP sectors. Proposals would need to demonstrate how appropriate support and collaborative practise, including working with mainstream providers and key stakeholders across the area, would reflect the ambitions of the special educational needs and disability (SEND) and AP plan.



Department
for Education

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