



Department  
for Education

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# **South East trust development statements**

**March 2023**

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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 East.

## Review date

These statements will be reviewed/updated by September 2025.

## Who is this publication for?

This publication is for:

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

## Main points

This document outlines for each EIA –

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

## Data sources

The following data sources are used in this publication –

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

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

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

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

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

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

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

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

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

## East Sussex

*Within the East Sussex EIA, Hastings 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 to raise education standards in East Sussex is to grow high-quality trusts already working in the area; the creation of new trust capacity through multi-academy trusts (MATs) moving from other areas; and the creation of new high-quality MATs. We expect trusts to focus on improving outcomes for all children, in particular disadvantaged children and those with special educational needs.

## Background

### School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	148	26	13	2	189
Total number of pupils	36,480	27,570	1,210	40	65,290

**Table 1: East Sussex school landscape overview**

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	45	18	12	2	77
Number of single academy trusts (SATs)	0	2	2	0	4
Number of local-authority-maintained schools	103	8	1	0	112

**Table 2: East Sussex school landscape by type**

East Sussex local authority has a total of 189 state funded schools (academies, free schools and local-authority-maintained schools). There are 148 primary, 26 secondary, 13 special and 2 alternative provision (AP). Of these, 59% (112) are local-authority-maintained, with 103 of these being primary, 8 secondary and one special. The remaining 41% (77) are academies or free schools, this includes 45 primaries, 18 secondaries, 12 special and 2 AP.

There are 22 multi-academy trusts (MATs) with academies in the local authority and 4 single-academy trusts (SATs). There are 3 trusts who have grown from SATs within the last 12 months, and which have the potential to grow further in the medium term. Many of the larger trusts have a presence outside of East Sussex, while 2 smaller trusts consist of schools close together within East Sussex.

There are 2 dioceses with a presence in the local authority. The Diocese of Arundel and Brighton has strategic oversight of 9 schools, one of which is in a MAT and 8 are local-authority-maintained schools. The Diocese of Chichester has a larger presence with 66 schools, of which 12 are in MATs and 54 are local-authority-maintained schools.

## Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	14	1	6	0	21
Number of schools judged good	121	20	4	1	146
Number of schools judged requires improvement	9	4	0	0	13
Number of schools judged inadequate	4	1	1	0	6
Number of schools not yet inspected	0	0	2	1	3

**Table 3: East Sussex Ofsted judgements**

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 21 outstanding schools, 146 good schools, 13 requires improvement (RI) and 6 inadequate. There are 4 schools with consecutive RI judgements. Three school have not yet been inspected.<sup>1</sup>

## 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 73%, which is below the national average of 75%.

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

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

Key stage 2 all pupil progress and attainment outcomes are below national average. At

<sup>1</sup> 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, 38% 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	-0.11
Disadvantaged pupils Progress 8 score	-0.78
Attainment 8 score	46.5
Disadvantaged pupils Attainment 8 score	33.3

**Table 5: East Sussex key stage 4 progress and attainment**

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	46.3
Disadvantaged pupils English and maths attainment at grade 5 or above	22.2
EBacc entries	33.4

**Table 6: East Sussex key stage 4 English and maths attainment and EBacc entry**

Key stage 4 all pupil attainment and progress outcomes are below the national average. At key stage 4, 22.2% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 46.3% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 33.4%, compared to the national average of 38.7%.

### Attendance and pupil premium

Persistent absence and suspension rates are above the national averages whilst permanent exclusions are below the national average. The percentage of those eligible for pupil premium is 24.2%, which is in line with 24.4% nationally.

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

## Expectations 2023/25

To raise education standards in East Sussex, we welcome growth proposals from high-quality trusts already operating in East Sussex and across the South East region, as well as proposals to create new, high-quality MATs with the aim of driving system-wide improvement and addressing the needs of local communities. There is currently a lack of MAT options in the more rural areas of the county, and we welcome applications which target these areas. Proposals should demonstrate how networks will be built that ensure the smallest schools can be part of successful larger hubs, so that no vulnerable schools are left isolated. We expect all trusts operating in East Sussex to contribute to local collaboration and encourage their academies to do the same. We expect all trusts to be inclusive and particularly welcome opportunities to work with trusts that have a proven record in areas of coastal deprivation and/or raising the attainment of



disadvantaged children and children with special educational needs and disability (SEND).

There is a need for increased primary and secondary MAT capacity to enable the significant number of maintained schools to join a high-quality trust in the short to medium term. We welcome applications from MATs which will build hubs of locality based primary and secondary schools. These hubs will provide a coherent school landscape to localities whilst retaining the community feel of schools and ensuring the long-term sustainability of smaller rural schools. We also encourage proposals from existing SATs to strengthen the local trust sector by adding capacity through merger with other SATs or MATs, or formation of new MATs.

There is a significant number of schools designated with a religious character (be this Catholic or Church of England) which have yet to become academies in East Sussex. We would therefore welcome trusts which would work collaboratively with the dioceses and local authority to potentially take the relevant model articles of association, as required locally, for either Catholic or Church of England schools and existing MATs with majority articles which want to expand.

## Isle of Wight

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 the Isle of Wight is to raise educational standards by encouraging high-quality multi-academy trusts (MATs) currently based on the mainland to take on schools on the island and to develop hubs. MATs should have a particular focus on improving outcomes at key stage 2 and key stage 4, especially for disadvantaged pupils, and improving attendance.

## Background

### School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	38	7	2	1	48
Total number of pupils	8,810	7,650	300	30	16,790

Table 1: Isle of Wight school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	4	3	0	0	7
Number of single academy trusts (SATs)	2	1	0	0	3
Number of local-authority-maintained schools	34	4	2	1	41

**Table 2: Isle of Wight school landscape by type**

The Isle of Wight local authority has a total of 48 state funded schools (academies and local-authority-maintained schools). There are 38 primary, 7 secondary, 2 special and one alternative provision (AP). Of these, 85% (41) are local-authority-maintained schools, with 34 of these being primary, 4 secondary, 2 special and one AP. The remaining 15% (7) are academies, this includes 4 primaries and 3 secondaries.

There are 3 multi-academy trusts (MATs) with academies in the local authority and 3 single academy trusts (SATs). There are no MATs based on the Isle of Wight, the 3 MATs that have schools on the Isle of Wight are based on the mainland. One MAT has 2 schools and 2 have one school each on the island.

Both the Roman Catholic Diocese of Portsmouth and the Diocese of Portsmouth (Church of England) have strategic oversight of schools in the local authority. The Church of England diocese has 10 local-authority-maintained schools, and the Roman Catholic diocese has 5 local-authority-maintained schools. Both dioceses are jointly responsible for one school.

## Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	0	0	0	0	0
Number of schools judged good	29	4	2	1	36
Number of schools judged requires improvement	9	3	0	0	12
Number of schools judged inadequate	0	0	0	0	0
Number of schools not yet inspected	0	0	0	0	0

**Table 3: Isle of Wight Ofsted judgements**

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are no outstanding schools, 36 good schools, 12 requires improvement (RI) and no inadequate. There are 7 schools with consecutive RI judgements. No schools have not yet been inspected.<sup>2</sup>

## 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 63%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	46
Disadvantaged pupils	28

**Table 4: Isle of Wight key stage 2 pupils achieving expected standard in reading, writing and maths**

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<sup>2</sup> 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 national average. At key stage 2, 28% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 46% of all pupils in the EIA.

<b>Progress and attainment</b>	<b>Score</b>
Progress 8 score	-0.39
Disadvantaged pupils Progress 8 score	-0.83
Attainment 8 score	43.7
Disadvantaged pupils Attainment 8 score	34.4

**Table 5: Isle of Wight key stage 4 progress and attainment**

<b>English &amp; maths attainment and EBacc entry</b>	<b>Percentage of pupils (%)</b>
English and maths attainment at grade 5 or above	39.6
Disadvantaged pupils English and maths attainment at grade 5 or above	25
EBacc entries	38.9

**Table 6: Isle of Wight key stage 4 English and maths attainment and EBacc entry**

Key stage 4 all pupil progress and attainment outcomes are below national average for all pupils. At key stage 4, 25% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 39.6% of all other pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 38.9%, in line with the national average of 38.7%.

### **Attendance and pupil premium**

Persistent absentee and suspension rates are above national average. Permanent exclusions are below the national average. The percentage of those eligible for pupil premium is 24.2%, which is in line with 24.4% nationally.

Please see the Isle of Wight tab in the data table for further background information.

## **Expectations 2023/25**

To raise education standards on the Isle of Wight, we welcome growth proposals from high-quality trusts on the mainland that are looking to build a hub on the island, with the aim of driving system-wide improvement and addressing the needs of local communities. There is currently a lack of MAT options on the Isle of Wight, and we envisage the need for at least 3 or 4 trusts to establish a presence on the island to accommodate both primary and secondary schools, preferably including MATs with faith articles.

None of the special and AP schools on the Isle of Wight are currently academies. We are keen to provide trust options for these schools and diversify provision in this area,

both through the expansion of special and AP trusts, and mainstream trusts with high-quality special and AP experience.

At all stages, we particularly welcome growth applications from MATs with the capacity to increase attainment and progress. At both primary and secondary level, we welcome growth applications from trusts with a record of improving attendance, reducing rates of preventable exclusion, and working with the most vulnerable and/or disadvantaged pupils.

All the academies and maintained schools on the island are invested in working together including through powerful subject networks. Trusts looking to establish a hub on the island need to demonstrate appropriate capacity and a willingness to work with other island schools to collaborate and share good practice. They also need to show experience and an understanding of working closely with local communities to drive improvement and facilitate wider change. 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.

# Portsmouth

*The entirety of the Portsmouth 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 to raise education standards in Portsmouth is to grow high-quality trusts and consolidate the current multi-academy trust (MAT) landscape to provide options for the remaining local-authority-maintained schools in the city. We expect trusts to focus on improving outcomes for children in all phases of education but with an emphasis on key stage 2 and attendance.

## Background

### School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	46	11	4	0	61
Total number of pupils	15,900	10,650	650	0	27,200

**Table 1: Portsmouth school landscape overview**

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	30	9	4	0	43
Number of single academy trusts (SATs)	0	1	0	0	1
Number of local-authority-maintained schools	16	2	0	0	18

**Table 2: Portsmouth school landscape by type**

Portsmouth local authority has a total of 61 state-funded schools (local-authority-maintained, free schools and academies). There are 46 primary, 11 secondary, and 4 specials. Of these, 29% (18) are local-authority-maintained, with 16 of these being primary and 2 secondary. The remaining 71% (43) are academies including 30 primaries, 9 secondaries and 4 special.

There are 14 MATs in the local authority and one standalone single-academy trust (SAT). Of the MATs, 6 contain 18 or more academies across at least 4 local authorities, several are national academy trusts. Three MATs contain between 5 to 15 academies and 5 are smaller with 2 to 4 academies. All the MATs, except for 3 smaller trusts and the SAT, have a presence outside of Portsmouth.

Both the Church of England and Roman Catholic Diocese of Portsmouth have strategic oversight of schools in the local authority. The Church of England diocese has 2 local-authority-maintained schools, and the Roman Catholic diocese has 4 local authority-maintained schools. Both dioceses are currently responsible for a single school within a trust.



## Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	2	2	3	0	7
Number of schools judged good	38	8	1	0	47
Number of schools judged requires improvement	4	1	0	0	5
Number of schools judged inadequate	1	0	0	0	1
Number of schools not yet inspected	1	0	0	0	1

**Table 3: Portsmouth Ofsted judgements**

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 7 outstanding schools, 47 good schools, 5 requires improvement (RI) and 1 inadequate. There are 2 schools with consecutive RI judgements. One school has not yet been inspected.<sup>3</sup>

## 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 67%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	49
Disadvantaged pupils	39

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

Key stage 2 all pupil progress and attainment outcomes are below national average. At key stage 2, 39% of disadvantaged pupils achieved the expected level in reading,

<sup>3</sup> 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.

writing and maths compared with 49% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.35
Disadvantaged pupils Progress 8 score	-0.91
Attainment 8 score	43.4
Disadvantaged pupils Attainment 8 score	32

**Table 5: Portsmouth 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	23.6
EBacc entries	35.8

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

Key stage 4 all pupil progress and attainment outcomes are below national average. At key stage 4, 23.6% 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 35.8%, compared to the national average of 38.7%.

### Attendance and pupil premium

Persistent absentee rates are above national average. Permanent exclusions and suspensions are below national average. The percentage of those eligible for pupil premium is 33.5%, compared to 24.4% nationally.

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

## Expectations 2023/25

To raise education standards in Portsmouth, we welcome growth proposals that bring coherence to a system where schools are not currently able to maximise collaboration through current trust structures. We would welcome growth proposals which involve trust merger or the voluntary transfer of existing academies. This will result in smoother transitions for Portsmouth children and enable the remaining trusts to focus attention on the particular educational challenges faced in the city.

At primary level, we particularly welcome growth applications from MATs with the capacity to increase attainment and progress in EYFS, phonics and key stage 2, and a record in improving school attendance. We also welcome proposals which enable the remaining local-authority-maintained schools to join a high-quality trust family.

There is sufficient MAT capacity within Portsmouth to accommodate the remaining local-authority-maintained schools. We do not envisage the need for additional primary or secondary trusts in the area, nor do we envisage the need for additional trusts to take on diocesan articles.



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