



Department  
for Education

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# **Yorkshire and the Humber 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 Yorkshire and the Humber.

## 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](#)

## Bradford

*The entirety of the Bradford 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 Bradford is to raise educational standards by growing high-quality trusts with a particular focus on improving outcomes at key stage 1 and key stage 2, particularly for disadvantaged pupils. At primary and special we believe there is scope to increase trust capacity. We want to support inclusive practices and improve attendance across the district, and therefore we are keen to grow trusts with a good record in these areas.

## Background

### School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	156	37	8	3	204
Total number of pupils	54,680	39,070	1,470	90	95,300

**Table 1: Bradford school landscape overview**

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	95	33	5	1	134
Number of single academy trusts (SATs)	1	2	0	0	3
Number of local-authority-maintained schools	61	4	3	2	70

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

Bradford local authority has a total of 204 state funded schools (academies, free schools and local-authority-maintained schools). There are 156 primary, 37 secondary schools, 8 special schools and 3 alternative provision (AP). Of these, 34% (70) are local-authority-maintained, with 61 of these being primary, 4 secondary, 3 special and 2 AP. There are 66% (134) academies in total, this includes 95 primaries, 33 secondaries, 5 special and one AP.

There are 25 multi-academy trusts (MATs) with academies in the local authority and 3 standalone single-academy trusts (SATs). The average size of a MAT in the local authority is 9 schools. There are 6 trusts that have less than 5 schools. While 14 trusts operate exclusively or mainly in Bradford, there are also 4 trusts in the local authority area that operate nationally, and several of these only have a small presence in the area.

Both the Church of England and Roman Catholic Diocese of Leeds have a presence in the local authority. The Church of England diocese has the largest presence with 29 schools, of which 15 are in MATs, one is a SAT and 13 are local-authority-maintained schools. The Roman Catholic diocese has 21 schools, of which 18 are in MATs and 3 are local-authority-maintained.

## Ofsted (as of 31 December 2022)

Ofsted Category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	19	8	1	1	29
Number of schools judged good	112	14	7	2	135
Number of schools judged requires improvement	18	7	0	0	25
Number of schools judged inadequate	7	4	0	0	11
Number of schools not yet inspected	0	2	0	0	2

**Table 3: Bradford Ofsted judgements**

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 29 outstanding schools, 135 good schools, 25 requires improvement (RI) and 11 inadequate. There are 19 schools with consecutive RI judgements. Two schools 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 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	57
Disadvantaged pupils	44

**Table 4: Bradford 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.

<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.



At key stage 2, 44% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 57% of all pupils in the EIA.

Progress and Attainment	Score
Progress 8 score	-0.18
Disadvantaged pupils Progress 8 score	-0.61
Attainment 8 score	43.8
Disadvantaged pupils Attainment 8 score	34.9

**Table 5: Bradford key stage 4 outcomes**

Type of Attainment	Percentage of pupils (%)
English and maths attainment at grade 5 or above	41.2
Disadvantaged pupils English and maths attainment at grade 5 or above	26.4
EBacc entries	34.9

**Table 6: Bradford key stage 4 attainment**

Key stage 4 all pupil progress and attainment outcomes are below national average. At key stage 4, 26.4% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 41.2% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 34.9% compared to the national average of 38.7%.

### Attendance and pupil premium

Persistent absence and suspension rates are above the national average whilst permanent exclusion rates are below the national average. The percentage of those eligible for pupil premium is 28.6%, compared to 24.4% nationally.

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

## Expectations 2023/25

To raise education standards in Bradford, we welcome growth applications from trusts with the capacity to increase attainment in EYFS, key stage 1 and key stage 2 outcomes. At both primary and secondary level, we are also interested in hearing from trusts with a record in increasing attendance, reducing rates of suspension and preventable exclusion, and working with the most vulnerable and disadvantaged pupils. We are keen to establish forums for collective open discussions across the sector, and to hear from colleagues with successful methods of addressing these issues to develop long term strategies for improvement that can operate across the entire system.

We do not envisage the need for additional secondary MATs in Bradford but encourage consolidation of the remaining SATs and local-authority-maintained-schools with the

secondary trusts currently operating in the immediate surrounding area. We would also welcome growth applications from these trusts to expand into primary.

We envisage the need for 2 to 3 additional trusts with primary expertise and would welcome growth applications from established high-quality trusts that already have a presence in the area. We will also work with the Church of England diocese and their trusts to understand capacity and support increased presence of trusts which currently operate in this local authority where appropriate.

As there are relatively few trust providers of special and AP in Bradford district, we are keen to diversify provision in this area, including through the incorporation of new special schools and AP into mainstream trusts. Proposals need to demonstrate appropriate support, inclusive practices, and a willingness to work with mainstream providers across the area and wider region.

# Doncaster

*The entirety of the Doncaster 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 Doncaster is to raise education standards and reduce the disadvantage gap by the consolidating and strengthening the trust landscape. We will focus on the growth of high-quality trusts with an existing Doncaster footprint, a strong record of delivering school improvement, and evidence of improving attendance and inclusive practice.

## Background

### School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	98	21	6	3	128
Total number of pupils	27,760	18,750	680	30	47,220

**Table 1: Doncaster school landscape overview**

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	67	21	5	1	94
Number of single academy trusts (SATs)	4	4	0	0	8
Number of local-authority-maintained schools	31	0	1	2	34

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

Doncaster has a total of 128 state funded schools (academies, free schools and local-authority-maintained schools). There are 98 primary, 21 secondary, 6 special and 3 alternative provision (AP) schools. Of these, 27% (34) are local-authority-maintained, with 31 of these being primary, one special and 2 AP. The remaining 73% (94) are academies or free schools, this includes 67 primaries, 21 secondaries, 5 special and one AP.

There are 19 multi-academy trusts (MATs) with academies in Doncaster and 8 standalone single-academy trusts (SATs). Of the 8 SATs operating in the area, 5 are exploring the potential for joining MATs. Of the 19 MATs operating in the area, 7 operate either entirely, or with most of their academies in Doncaster. The remaining 12 MATs operating in the area serve a portfolio of schools that is primarily outside of Doncaster, 9 having 3 or fewer academies in the area.

There are 2 dioceses with a presence in Doncaster. The Church of England Diocese of Sheffield has strategic oversight of 9 schools, of which 6 are in MATs and 3 are local-authority-maintained. The Catholic Diocese of Hallam has a larger presence with 11 schools, 5 of which are in MATs, 2 are SATs, and 4 are local-authority-maintained.

## Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	7	2	2	0	11
Number of schools judged good	70	10	1	3	84
Number of schools judged requires improvement	19	6	2	0	27
Number of schools judged inadequate	2	2	0	0	4
Number of schools not yet inspected	0	0	1	0	1

**Table 3: Doncaster Ofsted judgements**

In this EIA, the Ofsted judgements, as of 31 December 2023, show there are 11 outstanding schools, 84 good schools, 27 requires improvement (RI) and 4 inadequate. There are 13 schools with consecutive RI judgements. One school 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 in line with 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	56
Disadvantaged pupils	41

**Table 4: Doncaster 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 the national average. At key stage 2, 41% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 56% of all pupils in the EIA.

<b>Progress and attainment</b>	<b>Score</b>
Progress 8 score	-0.09
Disadvantaged pupils Progress 8 score	-0.68
Attainment 8 score	45.1
Disadvantaged pupils Attainment 8 score	34.1

**Table 5: Doncaster 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	44.6
Disadvantaged pupils English and maths attainment at grade 5 or above	25.9
EBacc entries	20.2

**Table 6: Doncaster 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, 25.9% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 44.6% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 20.2%, 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 29.4%, compared to 24.4% nationally.

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

## **Expectations 2023/25**

To raise education standards in this priority area, we welcome growth proposals from trusts with a strong record of delivering school improvement, and the capacity to drive up standards – with the aim of improving key stage 2 and key stage 4 progress and attainment outcomes. We welcome growth applications from trusts with a demonstrable record of success in reducing rates of suspension and permanent exclusion, increasing attendance, improving parental engagement, and working with the most vulnerable children and young people to bridge the Doncaster disadvantage gap.

With the aim of driving system-wide improvements that address the needs of local communities, we welcome growth applications from trusts with a record of improving

schools in Doncaster, or in an area with a similar community demographic. Growth proposals should seek to incorporate schools with less than good Ofsted judgements as well as those that can offer capacity to the overall trust portfolio. With a relatively high number of trusts already operating in the area, we do not at this stage envisage a need for additional trusts in Doncaster and we welcome growth proposals – including merger proposals – from high-quality and rapidly improving trusts with an existing Doncaster footprint, to bring coherence to the area’s trust landscape.

To support the remaining local-authority-maintained schools to flourish as part of high-quality trust structures, we welcome growth applications from trusts with the expertise to incorporate effective mental health and wellbeing provision into academies. We also welcome growth applications from trusts with a record of inclusive practice, ensuring improved transition between the special and mainstream sectors in the area, and supporting provision of high-quality special educational needs and disability (SEND) education in a mainstream setting.

## Kirklees

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 Kirklees is to foster a collaborative, trust led system which will raise educational attainment and progress outcomes in key stages 2 and 4, particularly for disadvantaged pupils. We want to build special educational needs and disability (SEND) capacity across the area and are keen to grow trusts with a record of providing a compelling offer for children with SEND within mainstream settings, in accordance with local need.

## Background

### School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	143	27	6	3	179
Total number of pupils	37,190	26,920	810	40	64,950

Table 1: Kirklees school landscape overview



School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	45	21	2	3	71
Number of single academy trusts (SATs)	2	3	0	0	5
Number of local-authority-maintained schools	98	6	4	0	108

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

Kirklees local authority has a total of 179 state funded schools (academies, free schools and local-authority-maintained schools). There are 143 primary, 27 secondary, 6 special and 3 alternative provision (AP) schools. Of these, 60% (108) are local-authority-maintained, with 98 of these being primary, 6 secondary and 4 special. The remaining 40% (71) are academies or free schools, this includes 45 primaries, 21 secondaries and 2 special and 3 AP schools.

There are 18 multi-academy trusts (MATs) with academies in the local authority and 5 single-academy trusts (SATs). Of these 18 MATs, 8 have either all or the majority of their academies within Kirklees.

Both the Church of England and Roman Catholic Dioceses of Leeds have a presence in the local authority. The Church of England diocese has the largest presence with strategic oversight of 45 schools, of which 37 are local-authority-maintained schools, 7 are in MATs, and one is a SAT. The Roman Catholic diocese has one local-authority-maintained school and 9 schools in MATs.

## Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	15	3	2	1	21
Number of schools judged good	109	18	4	2	133
Number of schools judged requires improvement	13	2	0	0	15
Number of schools judged inadequate	5	4	0	0	9
Number of schools not yet inspected	1	0	0	0	1

**Table 3: Kirklees Ofsted judgements**

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 21 outstanding schools, 133 good schools, 15 requires improvement (RI) and 9 inadequate. There are 6 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 74%, compared to the national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	57
Disadvantaged pupils	38

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

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<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.

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 57% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	0.01
Disadvantaged pupils Progress 8 score	-0.45
Attainment 8 score	48.2
Disadvantaged pupils Attainment 8 score	37.2

**Table 5: Kirklees key stage 4 progress and attainment**

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	49.9
Disadvantaged pupils English and maths attainment at grade 5 or above	28.6
EBacc entries	36.2

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

Key stage 4 all pupil progress and attainment outcomes are in line with the national average. At key stage 4, 28.6% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 49.9% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 36.2%, compared to the national average of 38.7%.

### Attendance and pupil premium

Persistent absence, suspension rates, and permanent exclusion rates are above the national averages. The percentage of those eligible for pupil premium is 24.6%, compared to 24.4% nationally.

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

## Expectations 2023/25

We welcome growth proposals from trusts already operating in the district and across West Yorkshire, as well as those proposing to expand into Kirklees, with the aim of driving system wide improvement whilst meeting the needs of local communities. There is a specific need in the area for two to three additional trusts with primary expertise (either from out of area or newly formed), particularly with experience of supporting small schools. There are 99 maintained primaries, many of which are small, rural and single form entry. There is sufficient secondary capacity within Kirklees to accommodate the remaining maintained secondary schools. We anticipate that additional trust

capacity will be required for the remaining voluntary-controlled Church of England primary schools.

We will continue to work closely with local partners to improve SEND provision in the district, particularly trusts that can support children with SEND through the development of new or expanded **resourced provisions** in mainstream schools, to meet local need.

To continue to raise education standards in the district, we would welcome growth applications from trusts that have the capacity to increase key stage 2 and key stage 4 **progress, particularly for disadvantaged pupils**. We would further welcome applications from those with demonstrable success in **reducing the rates of suspension and preventable exclusion** and working in partnership with local stakeholders to support the most vulnerable pupils to attend school. We are keen to hear from colleagues across the sector who have proposals that would advance these ambitions for a collaborative, trust-led system for Kirklees.

## Leeds

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 Leeds is to raise educational standards by growing high-quality trusts with a particular focus on improving attainment outcomes at key stage 2 and key stage 4, especially for disadvantaged pupils. We particularly want to build capacity of both Catholic and Church of England diocesan multi-academy trusts (MATs) to accommodate remaining faith schools within Leeds. We believe there is strength in the secondary phase that needs to consolidate through trust mergers and local-authority-maintained-schools joining, and at primary phase we believe there is scope to grow existing trusts with a presence in Leeds. As there are relatively few trust providers of special and alternative provision (AP) in Leeds district, we are keen to diversify provision in this area, including through the incorporation of resourced provision, new special schools and AP into mainstream trusts. We will continue to work closely with local partners on proposals that demonstrate appropriate support, inclusive practices, and a willingness to work with mainstream providers across the area.

## Background

### School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	222	46	8	2	278
Total number of pupils	73,890	53,470	1,890	10	129,260

Table 1: Leeds school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	63	34	4	2	103
Number of single academy trusts (SATs)	1	3	1	0	5
Number of local-authority-maintained schools	159	12	4	0	175

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

Leeds has a total of 278 state funded schools (academies, free schools and local-authority-maintained schools). There are 222 primary, 46 secondary, 8 special and 2 AP schools. Of these, 63% (175) are local-authority-maintained, with 159 of these being primary, 12 secondary and 4 special. The remaining 37% (103) are academies or free schools, this includes 63 primaries, 34 secondaries, 4 special and 2 AP schools.

There are 22 multi-academy trusts (MATs) with academies in Leeds and 5 standalone single-academy trusts (SATs). The average size of a MAT in the local authority is 4 schools. Eight trusts operate exclusively or mainly in Leeds, there are also 14 trusts in the local authority that operate across Yorkshire and Humber or nationally, and several of these only have a small presence in Leeds. There are 11 trusts that have less than 5 schools in Leeds, with 3 of these based solely in this area. Therefore, there is scope for many of these trusts to grow in scale.

There are 3 dioceses with a presence in the local authority. The Diocese of York has strategic oversight of 5 schools in the area, of which one is in a MAT and 4 are local-authority-maintained. Both the Church of England and Roman Catholic Diocese of Leeds also have oversight of schools in Leeds. The Church of England diocese has the largest presence with 36 schools, of which 28 are local-authority-maintained schools and 8 schools are in MATs. The Roman Catholic diocese has 31 schools, of which 16 schools are in MATs and 15 are local-authority-maintained schools.

## Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	32	8	1	0	41
Number of schools judged good	163	27	5	2	197
Number of schools judged requires improvement	16	7	0	0	23
Number of schools judged inadequate	10	1	0	0	11
Number of schools not yet inspected	1	2	2	0	5

**Table 3: Leeds Ofsted judgements**

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 41 outstanding schools, 197 good schools, 23 requires improvement (RI) and 11 inadequate. There are 10 schools with consecutive RI judgements. Five schools have not yet been inspected.<sup>4</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 75%, which is in line with the national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	58
Disadvantaged pupils	39

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

Key stage 2 all pupil attainment outcomes are below the national average however, key stage 2 progress outcomes are above the national average. At key stage 2, 39% of

<sup>4</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.

disadvantaged pupils achieved the expected level in reading, writing and maths compared with 58% of all pupils.

Progress and attainment	Score
Progress 8 score	0.12
Disadvantaged pupils Progress 8 score	-0.32
Attainment 8 score	47.8
Disadvantaged pupils Attainment 8 score	36.8

**Table 5: Leeds key stage 4 progress and attainment**

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	51.3
Disadvantaged pupils English and maths attainment at grade 5 or above	30.4
EBacc entries	41

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

Key stage 4 all pupil progress is above the national average. Key stage 4 all pupil attainment outcomes are below the national average. At key stage 4, 30.4% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 51.3% of all pupils. The English Baccalaureate (EBacc) entry level across the local authority is 41%, compared to the national average of 38.7%.

### Attendance and pupil premium

Persistent absence rates and suspension rates are above the national average. Permanent exclusions are below the national average. The percentage of those eligible for pupil premium is 27.6%, compared to 24.4% nationally.

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

## Expectations 2023/25

In Leeds, we would welcome growth applications from trusts that have the capacity to increase attainment, particularly for disadvantaged pupils. We believe there is sufficient capacity in the sector for secondary. We would particularly welcome applications from secondary trusts with the capacity to accommodate primary schools in Leeds.

There is a specific need for additional trusts with primary expertise and we would welcome growth applications from established trusts that already have a presence in the area. We recognise the need to consolidate some of our existing trust landscape, and welcome discussions with trusts willing to explore conversations regarding their growth plans and long-term viability and the possibility of merger. The department will



continue to work with both dioceses where there is need to introduce existing diocesan MATs into the LA should there be a requirement to add further capacity.

As there are relatively few trust providers of special and AP in Leeds district, we are keen to diversify provision in this area, including through the incorporation of resourced provision, new special schools and AP into mainstream trusts. We will continue to work closely with local partners on proposals that demonstrate appropriate support, inclusive practices, and a willingness to work with mainstream providers across the area.

# North Yorkshire

*Within the North Yorkshire EIA, Scarborough 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 North Yorkshire is to raise educational performance by growing high-quality multi-academy trusts (MATs) that can drive system wide improvement and serve the needs of local communities. We will focus particularly on support for schools and trusts within the Scarborough priority area to address underperformance, high levels of suspension and permanent exclusion, and low attendance. We will work closely with the local authority, dioceses and trusts to consider the needs of small, rural schools in North Yorkshire to ensure that schools are not left isolated.

## Background

### School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	299	43	10	5	357
Total number of pupils	42,870	36,660	1,100	40	80,670

**Table 1: North Yorkshire school landscape overview**

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	108	28	3	1	140
Number of single academy trusts (SATs)	1	2	1	0	4
Number of local-authority-maintained schools	191	15	7	4	217

**Table 2: North Yorkshire school landscape by type**

North Yorkshire has a total of 357 state funded schools. There are 299 primary, 43 secondary, 10 special and 5 alternative provision (AP) schools. Of these, 61% (217) are local-authority-maintained, with 191 of these being primary, 15 secondary, 7 special and 4 AP. The remaining 39% (140) are academies or free schools, this includes 108 primaries, 28 secondaries, 3 special and one AP schools.

There are 29 MATs in the local authority and 4 standalone single academy trusts (SATs). There are 17 trusts with fewer than 10 academies. Seventeen trusts operate exclusively, or mainly, in North Yorkshire and the average size of these trusts is 6 academies. Looking at all trusts operating in North Yorkshire, the average size of trust is 14 schools. There is clear scope for the growth of MATs within North Yorkshire.

There are 4 dioceses with a presence in North Yorkshire. The Diocese of Middlesbrough has strategic oversight of 11 schools, all of which are in MATs. The Diocese of York has 54 schools, of which 12 are in MATs and 42 are local-authority-maintained. Both the Church of England and Roman Catholic Dioceses of Leeds also have strategic oversight of schools in North Yorkshire. The Church of England diocese has the largest presence with 73 schools, 48 local-authority-maintained schools and 25 schools in MATs. The Roman Catholic diocese has the smallest presence with 10 schools, 2 of which are local-authority-maintained and 8 are in MATs.

## Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	31	10	2	0	43
Number of schools judged good	221	24	5	5	255
Number of schools judged requires improvement	29	5	1	0	35
Number of schools judged inadequate	17	4	2	0	23
Number of schools not yet inspected	2	0	0	0	2

**Table 3: North Yorkshire Ofsted judgements**

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 43 outstanding schools, 255 good schools, 35 requires improvement (RI) and 23 inadequate. There are 12 schools with consecutive RI judgements. Two schools have not yet been inspected.<sup>5</sup>

## Outcomes

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

Type of pupil	Percentage of pupils (%)
All pupils	57
Disadvantaged pupils	35

**Table 4: North Yorkshire 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.

<sup>5</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.

At key stage 2, 35% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 57% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	0.03
Disadvantaged pupils Progress 8 score	-0.70
Attainment 8 score	50.3
Disadvantaged pupils Attainment 8 score	35.1

**Table 5: North Yorkshire key stage 4 progress and attainment**

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	53.8
Disadvantaged pupils English and maths attainment at grade 5 or above	27.1
EBacc entries	40.6

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

Key stage 4 all pupil progress and attainment outcomes are above the national average. At key stage 4, 27.1% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 53.8% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 40.6%, compared to the national average of 38.7%.

### Attendance and pupil premium

Persistent absence rates are above the national average and suspension and permanent exclusion rates are below the national average. The percentage of those eligible for pupil premium is 17.4%, compared to 24.4% nationally.

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

## Expectations 2023/25

To raise education standards in North Yorkshire, we welcome growth proposals from existing trusts operating in the area. We also encourage proposals from existing MATs based outside North Yorkshire to increase capacity and choice for maintained schools and SATs. It is expected that there is capacity for most of the remaining local-authority-maintained schools to join an already established MAT, however there might be a need for a limited number of new MATs to fill gaps and address cold spots.

We are keen to hear from sector colleagues with successful methods of supporting schools in managing some of the key challenges in North Yorkshire, including small schools, rurality, working in coastal areas and areas with high levels of pupil mobility (related to armed forces bases and families placed temporarily in the area). We will

prioritise the conversion of schools within the Scarborough priority area, both in terms of timing and matching schools to high-quality trusts, and we would encourage proposals from MATs with proven experience of tackling underperformance, preventable exclusions and low attendance.

Any trusts will need to demonstrate an appropriate understanding of the area's challenges and a willingness to work with very small and rural schools. MATs operating in rural areas will likely develop hub models and we would welcome creative proposals from groups of schools joining trusts and ensuring that no schools are left isolated.

Given the high number of Church of England local-authority-maintained schools in North Yorkshire, we will develop an appropriate structures in line with the memorandum of understanding agreed with the Church of England, acknowledging published diocesan strategies. There is sufficient capacity within existing Catholic MATs operating in North Yorkshire to offer a trust home to the remaining two local authority-maintained Catholic schools.

With the aim of developing and growing high-quality trusts to meet the full range of educational need in all phases, we support the growth of trusts which will place special schools into trusts with specialist expertise. Secondary trusts should develop to include multiple secondary schools, moving beyond the practice of only working with their feeder primaries. We expect AP will be brought into trusts alongside secondary schools to promote a culture of inclusivity. Growth proposals should be balanced, seeking to incorporate schools with less than good Ofsted judgements as well as those that can offer capacity to the overall trust portfolio.

We would encourage proposals that are clear about how a trust intends to take advantage of area-based collaboration to ensure the priorities of teacher recruitment and retention, delivering high standards of curriculum, behaviour, attendance, and staff CPD are realised in North Yorkshire.

# Rotherham

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 Rotherham is to raise education standards by strengthening and bringing coherence to the trust landscape. In mainstream education, this will be through the growth of multi-academy trusts (MATs) with an existing Rotherham presence. These trusts should have a strong record of delivering school improvement, improving attendance, reducing rates of preventable exclusion and a commitment to inclusion and integration of special educational needs and disability (SEND) provision into mainstream academies. We also want to strengthen the way in which trust, and school leaders of special schools work together collaboratively to support and improve SEND sufficiency, and the quality of the SEND offer in Rotherham.

## Background

### School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	96	17	7	2	122
Total number of pupils	24,490	19,040	950	200	44,680

Table 1: Rotherham school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	76	16	5	0	97
Number of single academy trusts (SATs)	4	2	0	0	6
Number of local-authority-maintained schools	20	1	2	2	25

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

Rotherham has 122 state funded schools. There are 96 primary, 17 secondary, 7 special and 2 alternative provision (AP) schools. Of these, 20% (25) are local-authority-maintained, with 20 of these being primary, one secondary, 2 special and 2 AP. The remaining 80% (97) are academies or free schools, this includes 76 primaries, 16 secondaries and 5 special.

There are 18 MATs with academies in the Rotherham and 6 standalone single-academy trusts (SATs). Of the 6 SATs operating in the area, 5 are Diocese of Hallam schools. Of the 18 multi-academy trusts (MATs) operating in the area, 12 operate either entirely, or with most of their academies in Rotherham. Of the remaining 6 MATs operating in the area, 5 serve a portfolio of schools that is primarily outside of Rotherham, (4 having a local footprint of at least 3 academies) and one is a Diocese of Hallam Catholic MAT.

Both the Diocese of Hallam and the Diocese of Sheffield have a presence in the local authority. The Diocese of Hallam has strategic oversight for 9 schools, one in a MAT, 5 SATs and the remaining 3 are local-authority-maintained. The Diocese of Sheffield has 10 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	13	2	1	0	16
Number of schools judged good	65	9	3	2	79
Number of schools judged requires improvement	15	3	1	0	19
Number of schools judged inadequate	1	2	1	0	4
Number of schools not yet inspected	2	0	1	0	3

**Table 3: Rotherham Ofsted judgements**

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 16 outstanding schools, 79 good schools, 19 requires improvement (RI) and 4 inadequate. There are 11 schools with consecutive RI judgements. Three schools have not yet been inspected.<sup>6</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 75%, which is in line with the national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	54
Disadvantaged pupils	37

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

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<sup>6</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 the national average. At key stage 2, 37% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 54% of all pupils in the EIA.

<b>Progress and attainment</b>	<b>Score</b>
Progress 8 score	-0.09
Disadvantaged pupils Progress 8 score	-0.55
Attainment 8 score	46.8
Disadvantaged pupils Attainment 8 score	35.6

**Table 5: Rotherham 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	44.9
Disadvantaged pupils English and maths attainment at grade 5 or above	23.3
EBacc entries	20.3

**Table 6: Rotherham 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, 23.3% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 44.9% of all pupils in the EIA, a gap of 21.6 percentage points. The English Baccalaureate (EBacc) entry level across the local authority is 20.3%, compared to the national average of 38.7%.

### **Attendance and pupil premium**

Persistent absence, suspension and permanent exclusion rates in Rotherham are above their respective national average. The percentage of those eligible for pupil premium is 27.8%, compared to 24.4% nationally.

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

## **Expectations 2023/25**

With the aim of driving system-wide improvements that address the needs of local communities, we will seek to grow trusts with a record of improving schools in Rotherham, or in an area with a similar community demographic. We particularly welcome growth proposals from trusts with a strong record of delivering school improvement and with the capacity to drive up standards - with the aim of improving key stage 2 and key stage 4 progress and attainment outcomes. We also welcome growth applications from trusts with a record of increasing attendance and reducing rates of preventable exclusion, both of which are at particularly high levels in Rotherham.

We do not envisage a need for additional new MATs in the area. We welcome growth proposals from high-quality and rapidly improving trusts with an existing Rotherham footprint to bring coherence to the landscape.

At primary level, we particularly welcome growth applications from trusts with the capacity and expertise to improve reading progress in primary education, and those with experience of managing effective transition into secondary education by building strong collaborative links with secondary providers. In addition, we invite growth from trusts with a commitment to effective parental engagement and those with a record of inclusive practice. This is to ensure improved transition between the special and mainstream sectors in the area, and support provision of high-quality SEND education in a mainstream setting to support area-based SEND sufficiency.

To strengthen the local SEND offer, we are also keen to grow trusts with a strong track record and expertise of providing a compelling offer for children with SEND in mainstream academies, and those that will actively engage with and support the SEND landscape in the area. This is to support bringing about much needed cohesion to the SEND system which is currently spread across several trusts, and to support the local authority's SEND sufficiency strategy.

We are keen to work closely with all relevant stakeholders to improve both outcomes, and system coherence across trusts in Rotherham. We therefore welcome growth applications from system leaders with the desire and expertise to engage in, and drive improvements for the whole school system in the area.

## Wakefield

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 Wakefield is to foster a collaborative, trust led system which will raise educational attainment and progress outcomes in key stages 2 and 4, particularly for disadvantaged pupils. There is a breadth of high-quality trusts already operating in the district. We particularly want to build capacity of Church of England diocesan multi-academy trusts (MATs) to take on additional schools designated with a religious character within the district. We also want to build trust capacity in the area to support special schools within Wakefield and to develop special educational needs and disability (SEND) capacity across the city.

## Background

### School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	113	20	4	3	140
Total number of pupils	32,160	21,100	620	190	54,070

Table 1: Wakefield school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	67	19	0	1	87
Number of single academy trusts (SATs)	5	1	0	0	6
Number of local-authority-maintained schools	46	1	4	2	53

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

Wakefield has a total of 140 state funded schools. There are 113 primary, 20 secondary, 4 special and 3 alternative provision (AP) schools. Of these, 37.9% (53) are local-authority-maintained, with 46 of these being primary, one secondary, 4 special and 2 AP. The remaining 62.1% (87) are academies or free schools, this includes 67 primaries, 19 secondaries and one AP schools.

There are 15 MATs with academies in the local authority and 6 stand-alone single-academy trusts (SATs). Of these 15 MATs, 9 have either all or the majority of their academies within Wakefield.

Both the Church of England and Roman Catholic Dioceses of Leeds have a presence in Wakefield. The Church of England diocese has the largest presence and has strategic oversight of 20 schools, of which 12 are local-authority-maintained schools, 5 are in MATs and there are 3 SATs. The Roman Catholic diocese has 11 schools, all of which are in a MAT.

### Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	14	4	2	0	20
Number of schools judged good	82	11	2	1	96
Number of schools judged requires improvement	15	3	0	1	19
Number of schools judged inadequate	2	0	0	1	3
Number of schools not yet inspected	0	0	0	0	0

**Table 3: Wakefield Ofsted judgements**

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 20 outstanding schools, 96 good schools, 19 requires improvement (RI) and 3 inadequate. There are 12 schools with consecutive RI judgements. All schools have been inspected.<sup>7</sup>

## Outcomes

The percentage of children achieving a good level of development by the end of the early years foundation stage (EYFS) is above than the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 80%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	58
Disadvantaged pupils	38

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

Key stage 2 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 58% of all other pupils.

Progress and attainment	Score
Progress 8 score	0.07
Disadvantaged pupils Progress 8 score	-0.50
Attainment 8 score	47.5
Disadvantaged pupils Attainment 8 score	34.6

**Table 5: Wakefield key stage 4 progress and attainment**

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<sup>7</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.

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	50.7
Disadvantaged pupils English and maths attainment at grade 5 or above	27.0
EBacc entries	29.5

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

Key stage 4 progress scores are above the national average. Key stage 4 attainment outcomes are below the national average. At key stage 4, 27.0% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 50.7% of all other pupils. The English Baccalaureate (EBacc) entry level across the local authority is 29.5%, compared to the national average of 38.7%.

### Attendance and pupil premium

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

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

## Expectations 2023/25

To continue to raise education standards in the area, we would welcome growth applications from trusts with the capacity to increase attainment in EYFS, key stage 1 and key stage 2 outcomes. We are particularly keen for those with a record of increasing reading attainment and delivering good levels of progress for their pupils, as well as closing the gap for disadvantaged pupils. We are keen to hear from colleagues across the sector who have proposals that would advance these ambitions for a collaborative, trust-led system for Wakefield.

In Wakefield, we welcome growth proposals from trusts with Church of England articles and primary expertise already operating in the area, with the aim of driving system wide improvement whilst meeting the needs of local communities. We will continue to work closely with the diocese to ensure that there is sufficient capacity in the area.

There is sufficient capacity at both primary and secondary for the remaining non-faith primary and secondary schools. There is a need to consolidate some of the existing trust landscape, and we welcome discussions with trusts willing to explore their growth plans and long-term viability, including the possibility of mergers.

As there are relatively few trust providers of special and AP in the local authority, we are keen to diversify provision in this area, including the development of resourced provision in mainstream academies and through the incorporation of new special school and AP schools into mainstream trusts. Proposals need to demonstrate appropriate support,

inclusive practices, and a willingness to work with mainstream providers across the area and wider region. We would welcome applications from trusts with the capacity and expertise to improve quality and capacity of provision to meet the local need.





Department  
for Education

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