



Department  
for Education

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# **East Midlands 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 East 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](#)

## Derby

*The entirety of the Derby 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 Derby is to raise education standards across both key stage 2 and key stage 4 by growing high-quality trusts already operating in the area and creating a new trust with primary and secondary expertise. We particularly want to grow trusts with a strong record of supporting inclusion and improving outcomes for vulnerable children and young people.

## Background

### School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	73	16	6	3	98
Total number of pupils	24,570	18,410	830	50	43,860

**Table 1: Derby school landscape overview**

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	50	13	5	1	69
Number of single academy trusts (SATs)	1	2	0	0	3
Number of local-authority-maintained schools	23	3	1	2	29

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

Derby local authority has a total of 98 state funded schools (academies, free schools and local-authority-maintained schools). There are 73 primary, 16 secondary, 6 special and 3 alternative provision (AP) schools. Of these, 30% (29) are local-authority-maintained, with 23 being primary, 3 secondary, one special and 2 AP. The remaining 70% (69) are academies or free schools, this includes 50 primaries, 13 secondaries, 5 special and one AP.

There are 19 multi-academy trusts (MATs) with academies in the local authority area and 3 standalone single-academy trusts (SATs).

There are 2 dioceses with a presence in the local authority. The Diocese of Derby has strategic oversight of 8 schools, 7 of which are academies within MATs, and one is a local-authority-maintained school. The Diocese of Nottingham has a similar presence with 6 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	6	1	4	1	12
Number of schools judged good	52	8	2	2	64
Number of schools judged requires improvement	10	3	0	0	13
Number of schools judged inadequate	3	3	0	0	6
Number of schools not yet inspected	2	1	0	0	3

**Table 3: Derby Ofsted judgements**

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 12 outstanding schools, 64 good schools, 13 requires improvement (RI) and 6 inadequate. There are 11 schools with consecutive RI judgements. Three 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 74%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	53
Disadvantaged pupils	40

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

Key stage 2 progress and attainment outcomes are below the national averages. At key stage 2, 40% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 53% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.14
Disadvantaged pupils Progress 8 score	-0.72
Attainment 8 score	44.8
Disadvantaged pupils Attainment 8 score	33.2

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

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<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.

<b>English &amp; maths attainment and EBacc entry</b>	<b>Percentage of pupils (%)</b>
English and maths attainment at grade 5 or above	41.8
Disadvantaged pupils English and maths attainment at grade 5 or above	21.1
EBacc entries	38.9

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

Key stage 4 progress and attainment outcomes are below the national average. At key stage 4, 21.1% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 41.8% of all other pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 38.9%, compared to the national average of 38.7%, marginally above the national average.

### **Attendance and pupil premium**

Persistent absence is above the national average. Permanent exclusions are in line with the national average and suspension rates marginally higher than national average. The percentage of those eligible for pupil premium is 32.8%, compared to 24.4% nationally.

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

## **Expectations 2023/25**

To raise education standards in Derby, we want to encourage growth proposals from established academy trusts operating in the area, at both primary and secondary level. In addition, we would welcome proposals to create a new, high-quality trust in the area with capacity and expertise to support both primary and secondary schools.

We particularly welcome growth proposals from trusts with a record of supporting pupil inclusion, increasing attendance and reducing rates of exclusion, as well as improving outcomes for vulnerable children and young people, and those with special educational needs and disability (SEND).



# Derbyshire

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 Derbyshire is to raise education standards at both key stage 2 and key stage 4 by growing high-quality trusts already operating in the area, with a focus on small rural maintained schools. We will have a particular focus on building capacity near the northern and western borders of Derbyshire. We also want to create several new trusts, particularly at primary level, including one or two new Church of England trusts.

## Background

### School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	354	45	10	3	412
Total number of pupils	61,350	44,220	1,120	160	106,840

Table 1: Derbyshire school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	103	35	6	3	147
Number of single academy trusts (SATs)	3	2	0	0	5
Number of local-authority-maintained schools	251	10	4	0	265

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

Derbyshire local authority has a total of 412 state funded schools (academies, free schools and local-authority-maintained schools). There are 354 primary, 45 secondary, 10 special and 3 alternative provision (AP) schools. Of these, 64% (265) are local-authority-maintained, with 251 of these being primary, 10 secondary and 4 special. The remaining 36% (147) are academies or free schools, this includes 103 primaries, 35 secondaries, 6 special and 3 AP.

There are 33 multi-academy trusts (MATs) with academies in the local authority (of which one is a MAT with one school) and there are 5 standalone single-academy trusts (SATs).

There are 4 dioceses with a presence in the local authority. The Diocese of Derby has the largest presence with 102 schools, of which 22 are academies and 80 are local-authority-maintained. The Diocese of Nottingham has strategic oversight of 16 schools all of which are in MATs. The Diocese of Hallam has 4 schools of which 2 are SATs and 2 are local-authority-maintained. The Diocese of Leicester has oversight of one local-authority-maintained school.

## Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	27	2	3	0	32
Number of schools judged good	272	23	6	2	303
Number of schools judged requires improvement	42	14	1	1	58
Number of schools judged inadequate	9	6	0	0	15
Number of schools not yet inspected	4	0	0	0	4

**Table 3: Derbyshire Ofsted judgements**

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 32 outstanding schools, 303 good schools, 58 requires improvement (RI) and 15 inadequate. There are 33 schools with consecutive RI judgements. Four 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 75%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	56
Disadvantaged pupils	40

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

Key stage 2 progress and attainment are below national average. At key stage 2, 40% of disadvantaged pupils achieved the expected level in reading, writing and maths

<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.

compared with 56% of all pupils in the EIA.

<b>Progress and attainment</b>	<b>Score</b>
Progress 8 score	-0.14
Disadvantaged pupils Progress 8 score	-0.69
Attainment 8 score	47.3
Disadvantaged pupils Attainment 8 score	35

**Table 5: Derbyshire 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	47.5
Disadvantaged pupils English and maths attainment at grade 5 or above	25.5
EBacc entries	28.6

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

Key stage 4 attainment and progress outcomes are below national averages. At key stage 4, 25.5% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 47.3% 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 rates are below the national average whilst permanent exclusions and suspensions are above. The percentage of those eligible for pupil premium is 27.4%, compared to 24.4% nationally.

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

## **Expectations 2023/25**

To raise education standards in Derbyshire, we welcome growth proposals from trusts already operating in the area and those operating near the northern and western borders of Derbyshire. Given the significant number of schools which are not yet academies, particularly at primary level, we also welcome proposals to create several new, high-quality trusts to ensure that all schools can experience the benefits of working as part of a family of schools.

There is currently a lack of high-quality trust options in some parts of the county, for example in the High Peak and Derbyshire Dales. We envisage the need to establish one or two new Church of England trusts to align with the Derby Diocesan Board of Education's strategy.

In primary education, we wish to hear proposals from trusts, or potential trusts, with experience of addressing the needs of rural communities and the importance of close links to local communities. Proposals should demonstrate how networks will be built that ensure the smallest schools can be part of successful larger hubs, so that no school is left isolated and viability concerns are well managed.

# Lincolnshire

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 Lincolnshire is to raise education standards by both growing high-quality trusts already operating in the region and creating new trust capacity. There is a particular need for additional trusts with majority faith (Church of England) articles and additional trusts on the East Coast and in West Lindsey. There needs to be a focus on increasing attainment and progress in early years foundation stage (EYFS), phonics and key stage 2 maths, reducing rates of exclusion and bridging the local authority's large disadvantage gaps. We would like to consolidate the existing trust landscape, bringing small vulnerable trusts and single-academy trusts (SATs) into larger families of schools to ensure that there is effective collaboration and improvement across the EIA and that standards are able to improve as a result.

## Background

### School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	280	54	18	5	357
Total number of pupils	56,580	48,740	2,030	110	107,450

Table 1: Lincolnshire school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	118	52	13	5	188
Number of single academy trusts (SATs)	20	18	0	1	39
Number of local-authority-maintained schools	162	2	5	0	169

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

Lincolnshire local authority has a total of 357 state funded schools (academies, free schools and local-authority-maintained schools). There are 280 primary, 54 secondary, 18 special and 5 alternative provision (AP) schools. Of these, 47% (169) are local-authority-maintained, with 162 of these being primary, 2 secondary and 5 special. The remaining 53% (188) are academies or free schools, this includes 118 primaries, 52 secondaries, 13 special and 5 AP.

Many of the local-authority-maintained schools are in rural areas and are smaller and geographically isolated. We need to ensure that these schools are effectively supported by high-quality trusts. There is the potential for existing trusts to grow and new trusts to be developed within the county.

There are 33 multi-academy trusts (MATs) with academies in the local authority (2 are MATs with only one academy) and 39 SATs. Eleven of the trusts operating in the local authority are based outside of Lincolnshire. These currently only have a small footprint in the county but have the potential to grow their presence.

There are 2 dioceses with a presence in the local authority. The Diocese of Lincoln has strategic oversight of 115 schools, of which 24 are in MATs, 10 are SATs and 81 are local-authority-maintained. The Diocese of Nottingham has 8 schools, all of which are in MATs.

## Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	26	7	7	0	40
Number of schools judged good	209	31	10	3	253
Number of schools judged requires improvement	33	9	0	0	42
Number of schools judged inadequate	11	7	1	0	19
Number of schools not yet inspected	1	0	0	2	3

**Table 3: Lincolnshire Ofsted judgements**

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 40 outstanding schools, 253 good schools, 42 requires improvement (RI) and 19 inadequate. There are 23 schools with consecutive RI judgements. Three schools have 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 below the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 74%, compared to a national average of 75%.

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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.



Type of pupil	Percentage of pupils (%)
All pupils	55
Disadvantaged pupils	39

**Table 4: Lincolnshire 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. Lincolnshire. At key stage 2, 39% 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	-0.57
Attainment 8 score	48.6
Disadvantaged pupils Attainment 8 score	35.6

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

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	47.4
Disadvantaged pupils English and maths attainment at grade 5 or above	24.9
EBacc entries	38.7

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

Key stage 4 all pupil progress is line with the national average and attainment is below national averages. At key stage 4, 24.9% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 47.4% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 38.7%, in line with the national average which is also 38.7%.

### Attendance and pupil premium

Persistent absence rates, permanent exclusions and suspension rates are in line with national averages. The percentage of those eligible for pupil premium is 26%, above the national average at 24.4%.

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

## Expectations 2023/25

To raise education standards in Lincolnshire, we welcome growth proposals from trusts already operating in the county and across the East Midlands region. Given the significant number of schools which are not yet academies, particularly at primary level,

we also welcome proposals to create several new, high-quality trusts in the area to ensure that all schools can experience the benefits of working as part of a family of schools.

We are keen to receive proposals to welcome into a family of schools those with less than good Ofsted judgements, SATs, schools that are geographically isolated and small vulnerable trusts.

There is a particular need for 2 additional trusts to be created with, or an existing trust to expand and take on, majority faith (Church of England) articles.

There is currently a lack of high-quality trust options in some parts of the county, for example the East Coast and West Lindsey. We welcome growth applications, or proposals to create new trusts, to diversify the trust landscape in these areas.

In primary education, we are interested in proposals from high-quality trusts, including those with a small or no current footprint in the county, to establish new primary hubs. We wish to hear from trusts with experience of addressing the needs of rural communities in areas of high deprivation and which understand the importance of close links to local communities. Proposals should demonstrate how networks will be built that ensure the smallest schools can be part of successful larger hubs. We particularly welcome growth applications from trusts with the capacity to increase attainment and progress in EYFS, phonics and key stage 2 maths with a record in increasing attendance, reducing rates of exclusion and working with the most vulnerable disadvantaged pupils to bridge the local authority's large disadvantage gaps.

## North Northamptonshire

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 Northamptonshire is to raise education standards at both key stage 2 and key stage 4, through the growth of existing trusts. Consolidation is needed in order to ensure there is effective collaboration and improvement across the EIA but particularly around Corby, Kettering, Wellingborough and Rushden. We also need additional faith trust capacity for Church of England schools, one or more trusts to grow a mixed primary and secondary model and high-quality trusts to expand into special and alternate provision.

## Background

### School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	112	20	8	0	140
Total number of pupils	30,290	22,760	1,140	0	54,190

Table 1: North Northamptonshire school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies	78	19	7	0	104
Number of single academy trusts	2	1	1	0	4
Number of local-authority-maintained schools	34	1	1	0	36

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

North Northamptonshire local authority has a total of 140 state funded schools (academies, free schools and local-authority-maintained schools). There are 112 primary, 20 secondary and 8 special schools. Of these, 26% (36) are local-authority-maintained, with 34 of these being primary, one secondary and one special. The remaining 74% (104) are academies or free schools, this includes 78 primaries, 19 secondaries and 7 special.

There are 23 multi-academy trusts (MATs) with academies in the local authority and 4 standalone single-academy trusts (SATs). Most trusts operate across both North and West Northamptonshire, with some also operating further afield, for example, in Milton Keynes, Oxfordshire and Cambridgeshire.

There are 2 dioceses with a presence in the local authority. The Diocese of Peterborough has strategic oversight of 31 schools of which 21 are in MATs, 2 are SATs and 8 are local-authority-maintained. The Diocese of Northampton has 6 schools, of which 5 are in MATs and one is local-authority-maintained.

### Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	9	2	5	0	16
Number of schools judged good	80	13	1	0	94
Number of schools judged requires improvement	20	4	0	0	24
Number of schools judged inadequate	2	1	0	0	3
Number of schools not yet inspected	1	0	2	0	3

**Table 3: North Northamptonshire Ofsted judgements**

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 16 outstanding schools, 94 good schools, 24 requires improvement (RI) and 3 inadequate. There are 16 schools with consecutive RI judgements. Three 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 72%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	56
Disadvantaged pupils	38

**Table 4: North Northamptonshire 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. Lincolnshire. At key stage 2, 38% 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	0.01
Disadvantaged pupils Progress 8 score	-0.55
Attainment 8 score	46.2
Disadvantaged pupils Attainment 8 score	34.2

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

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<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.

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	43
Disadvantaged pupils English and maths attainment at grade 5 or above	19.8
EBacc entries	38.6

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

Key stage 4 all pupil progress is in line with the national average and attainment below national averages. At key stage 4, 19.8% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 43% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 38.6%, in line with the national average of 38.7%.

### Attendance and pupil premium

Persistent absence rates for Northampton (prior local authority) were below national averages. The permanent exclusions for North Northampton are above national averages as are suspension rates. The percentage of those eligible for pupil premium is 19.1%, this is below the national average at 24.4%.

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

## Expectations 2023/25

To raise education standards in North Northamptonshire, we welcome growth proposals that will bring greater coherence to the trust landscape, to maximise the benefits of working as part of a high-quality family of schools. We particularly welcome proposals which seek to do this around the Corby, Kettering and Wellingborough areas and along the local authority's south-east border around Rushden. There is a need for additional faith trust capacity to welcome the remaining Church of England schools into a high-quality family.

We envisage the need for one or more trusts to grow a mixed secondary-primary model within the local authority area. At primary level, we particularly welcome growth applications from trusts with the capacity to increase attainment and progress in early years foundation stage (EYFS), phonics and key stage 2 maths. At both primary and secondary level, we welcome growth applications from trusts with a record in increasing attendance, reducing rates of exclusion, and working with the most vulnerable disadvantaged pupils to bridge the local authority's disadvantage gaps.

As there are relatively few trust providers of special and alternative provision (AP) in the county and there is increasing need, we are keen to diversify provision in this area, including through the incorporation of special school and AP into mainstream trusts. We will therefore welcome proposals from existing high-quality trusts which could

collaborate with existing special school provision to expand their operating models to deliver choice and quality provision in this area.

# Nottingham

*The entirety of the Nottingham 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 Nottingham is to raise educational standards at key stage 2 and key stage 4 by growing high-quality trusts already operating in the area and the surrounding areas of Nottinghamshire and Derbyshire. We are also keen to unlock the capacity in the high-quality local-authority-maintained primary schools in the area, bringing their expertise into the trust landscape.

## Background

### School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	75	20	5	5	105
Total number of pupils	28,600	18,760	630	270	48,260

Table 1: Nottingham school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies	46	20	3	4	73
Number of single academy trusts	2	1	0	1	4
Number of local-authority-maintained schools	29	0	2	1	32



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

Nottingham local authority has a total of 105 state funded schools (academies, free schools and local-authority-maintained schools). There are 75 primary, 20 secondary, 5 special and 5 alternative provision (AP) schools. Of these, 30% (32) are local-authority-maintained, with 29 of these being primary, 2 special and one AP. The remaining 70% (73) are academies or free schools, this includes 46 primaries, 20 secondaries, 3 special and 4 AP.

There are 17 multi-academy trusts (MATs) with academies in the local authority and four standalone single-academy trusts (SATs).

There are 2 dioceses with a presence in the local authority. The Diocese of Nottingham has strategic oversight of 9 schools, all in MATs. The Diocese of Southwell has 7 schools, also all in MATs.

### Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	8	2	3	1	14
Number of schools judged good	61	10	2	3	76
Number of schools judged requires improvement	4	4	0	1	9
Number of schools judged inadequate	1	1	0	0	2
Number of schools not yet inspected	1	2	0	0	3

**Table 3: Nottingham Ofsted judgements**

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 14 outstanding schools, 76 good schools, 9 requires improvement (RI) and 2 inadequate. There are 6 schools with consecutive RI judgements. Three schools have not yet been inspected.<sup>5</sup>

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<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

## 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 71%, compared to a national average of 75%.

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

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

Key stage 2 progress scores are above national average while attainment outcomes are below national average. 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	-0.21
Disadvantaged pupils Progress 8 score	-0.61
Attainment 8 score	44.5
Disadvantaged pupils Attainment 8 score	36.5

**Table 5: Nottingham 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	27.5
EBacc entries	25.5

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

Key stage 4 progress and attainment outcomes are below national average. At key stage 4, 27.5% 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)

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since their last inspection.

entry level across the local authority is 25.5%, this is below the national average which is 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 in the area is 37.5%, compared to 24.4% nationally.

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

### **Expectations 2023/25**

To raise education standards in Nottingham, we welcome growth proposals at primary level from high-quality trusts already operating in Nottingham and the surrounding areas of Nottinghamshire and Derbyshire. To support this aim, we are keen to unlock the capacity present in the high-quality local-authority-maintained primary schools in the area. We welcome growth applications from trusts with a record of improving attainment at key stage 2 and working with the most vulnerable disadvantaged pupils to bridge the local authority's disadvantage gaps. We also welcome growth applications from trusts with a record in increasing attendance and reducing rates of exclusion.

As all secondary schools in Nottingham are academies, with the majority judged outstanding or good by Ofsted, there is no need for additional trusts at this phase.

# Nottinghamshire

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 Nottinghamshire is to raise education standards by both growing high-quality trusts already operating in the area and across the East Midlands region, and creating 2 or 3 new, high-quality primary trusts. We also want more high-quality, mainstream trusts to expand into special and alternative provision (AP), and for trusts with special expertise to grow.

## Background

### School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	284	45	11	0	340
Total number of pupils	70,530	52,650	1,090	0	124,260

Table 1: Nottinghamshire school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies	124	44	5	0	173
Number of single academy trusts	2	2	1	0	5
Number of local-authority-maintained schools	160	1	6	0	167

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

Nottinghamshire local authority has a total of 340 state funded schools (academies, free schools and local-authority-maintained schools). There are 284 primary, 45 secondary and 11 special schools. Of these, 49% (167) are local-authority-maintained, with 160 of these being primary, one secondary and 6 special. The remaining 51% (173) are academies or free schools, this includes 124 primaries, 44 secondaries and 5 special.

There are 27 multi-academy trusts (MATs) in the local authority and 5 standalone single-academy trusts (SATs). The academy system is relatively mature. However, as many of the county's schools are significantly smaller than average, the benefits of collaborating as a family of schools may be felt more appreciably if trusts look to grow to a size that is able to support high-quality central services and school improvement support to a family of schools.

There are 3 dioceses with a presence in the local authority. The Diocese of Southwell has strategic oversight of 65 schools, of which 27 are in MATs, one is a SAT and 38 are local-authority-maintained. The Diocese of Nottingham has 12 schools all of which are in MATs. The Diocese of Hallam has 2 local-authority-maintained schools and one in a MAT.

## Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	26	9	2	0	37
Number of schools judged good	226	29	8	0	263
Number of schools judged requires improvement	20	5	0	0	25
Number of schools judged inadequate	7	2	1	0	10
Number of schools not yet inspected	5	0	0	0	5

**Table 3: Nottinghamshire Ofsted judgements**

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 37 outstanding schools, 263 good schools, 25 requires improvement (RI) and 10 inadequate. There are 14 schools with consecutive RI judgements. Five 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 above the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 77%, compared to a national average of 75%.

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

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

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

<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.

outcomes are above the national average. At key stage 2, 42% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 59% of all pupils.

<b>Progress and attainment</b>	<b>Score</b>
Progress 8 score	-0.01
Disadvantaged pupils Progress 8 score	-0.64
Attainment 8 score	49
Disadvantaged pupils Attainment 8 score	35.6

**Table 5: Nottinghamshire 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	50.9
Disadvantaged pupils English and maths attainment at grade 5 or above	25.5
EBacc entries	34.2

**Table 6: Nottinghamshire 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, 25.5% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 50.9% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 34.2%, this is below the national average which is 38.7%.

### **Attendance and pupil premium**

Persistent absence and permanent exclusions are below the national average whilst suspensions are above the national average. The percentage of those eligible for pupil premium in the area is 21.3%, compared to 24.4% nationally.

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

## **Expectations 2023/25**

To raise education standards in Nottinghamshire, we welcome growth proposals from high-quality trusts already operating in the county and across the East Midlands region. Given the significant number of schools which are not yet academies, we will also welcome proposals to create two or three new, high-quality primary trusts in the area to ensure that all schools can experience the benefits of working as part of a family of schools. As all but one of the secondary schools in Nottinghamshire are academies, there is no need for additional trusts at this phase.

In primary education, we are interested in proposals from high-quality trusts to expand and establish primary hubs in the county. We wish to hear from trusts with experience of

addressing the needs of rural communities in areas of high deprivation, and that understand the importance of close links to local communities. Proposals should demonstrate how networks will be built that ensure the smallest schools can be part of successful larger hubs, so that no vulnerable schools are left isolated.

As there are relatively few trust providers of special schools in the county, we are keen to diversify provision in this area, including through the incorporation of special schools into mainstream trusts. We will therefore welcome proposals from existing high-quality trusts which could collaborate with existing special school provision to expand their operating models to deliver choice and quality provision in this area.





Department  
for Education

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