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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 of England.

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](#)

Bedford

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 Bedford is to raise education standards through the development of more high-quality trusts and the consolidation of the trust landscape, including mergers of single-academy trusts (SATs) and smaller trusts. We also want to see continued commitment from trusts to improving outcomes at both key stage 2 and key stage 4.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	54	15	3	1	73
Total number of pupils	16,480	13,460	400	30	30,360

Table 1: Bedford school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	21	13	2	1	37
Number of single academy trusts (SATs)	4	2	0	0	6
Number of local-authority-maintained schools	33	2	1	0	36

Table 2: Bedford school landscape by type

Bedford local authority has a total of 73 state funded schools (academies, free schools, and local-authority-maintained schools). There are 54 primary, 15 secondary, 3 special and one alternative provision (AP). Of these, 49% (36) are local-authority-maintained, with 33 of these being primary, 2 secondary and one special. The remaining 51% (37) are academies or free schools including 21 primaries, 13 secondaries, 2 special and one AP.

There are 10 multi-academy trusts (MATs) with academies in the local authority and 6 SATs. Twelve of the trusts have 4 or fewer academies, and there is one empty MAT. There are 2 MATs that serve over 7,500 pupils across multiple local authorities. The Diocese of St Albans has strategic oversight of 13 schools, 4 of which are in the same trust, one is a SAT and 8 are local-authority-maintained. The Catholic Diocese of Northampton has strategic oversight for 3 schools, all of which are in the same trust.

There are 2 dioceses with a presence in the local authority. The Diocese of St Albans has strategic oversight of 13 schools, 4 of which are in the same trust, one is a SAT and 8 are local-authority-maintained. The Catholic Diocese of Northampton has strategic oversight for 3 schools, all of which are in the same trust.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	4	2	1	0	7
Number of schools judged good	39	8	2	0	49
Number of schools judged requires improvement	9	4	0	1	14
Number of schools judged inadequate	2	0	0	0	2
Number of schools not yet inspected	0	0	0	0	0

Table 3: Bedford Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 7 outstanding schools, 49 good schools, 14 requires improvement (RI) and 2 inadequate. There are 3 schools with consecutive RI judgements. No schools have not yet been inspected.¹

Please see the Bedford tab in the data table for further background.

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	50
Disadvantaged pupils	34

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

¹ The number of schools in Ofsted data may differ to the number of schools used for academisation rates as the data is taken at two different dates. Schools are eligible for intervention if they are judged inadequate by Ofsted and may be eligible for intervention if they are judged RI and have at least one previous consecutive judgement below good (2RI+). Please refer to [The Schools Causing Concern guidance](#) for further information about the eligibility criteria. Inadequate and 2RI+ schools listed above may have transferred to high-quality trusts since their last inspection.

Key stage 2 all pupil progress and attainment outcomes are below national average. At key stage 2, 34% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 50% of all pupils.

Progress and attainment	Score
Progress 8 score	0.08
Disadvantaged pupils Progress 8 score	-0.44
Attainment 8 score	47.2
Disadvantaged pupils Attainment 8 score	36.6

Table 5: Bedford key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	45.6
Disadvantaged pupils English and maths attainment at grade 5 or above	27.9
EBacc entries	32.7

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

Key stage 4 all pupil attainment outcomes are below national average. Key stage 4 progress is above national average. At key stage 4, 27.9% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 45.6% of all pupils. The English Baccalaureate (EBacc) entry level across the local authority is 32.7%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence and suspension rates are below the national averages whilst permanent exclusion rates are above. The percentage of those eligible for pupil premium is 20.2%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in Bedford, we welcome growth proposals from high-performing trusts that offer high-quality and inclusive education and effective school improvement and workforce development strategies. We also welcome proposals from high-performing local-authority-maintained schools to create new trusts, with the aim of driving system-wide improvement and addressing the needs of local communities.

To improve key stage 2 outcomes across the local authority, we particularly welcome growth applications from MATs who wish to build primary hubs in Bedford and have the capacity to increase attainment and progress in EYFS, phonics, and key stage 2. 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.

Cambridgeshire

Within the Cambridgeshire EIA, Fenland and East Cambridgeshire 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 Cambridgeshire is to continue 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. This may be through trust mergers, growth of existing trusts, or new trusts being created or entering the area. This should also include increasing the number of diocesan MATs able to take on schools designated with a religious character. There needs to be a strong focus on improving key stage 2 attainment and progress (especially in writing), particularly for disadvantaged pupils and in areas of long-standing need. We also want to see continued commitment from trusts to work collaboratively to guarantee the strength of special school provision.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	211	34	12	3	260
Total number of pupils	52,020	35,670	1,590	10	89,290

Table 1: Cambridgeshire school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	94	34	9	2	139
Number of single academy trusts (SATs)	7	2	0	0	9
Number of local-authority-maintained schools	117	0	3	1	121

Table 2: Cambridgeshire school landscape by type

Cambridgeshire local authority has a total of 260 state funded schools (academies, free schools, and local-authority-maintained schools). There are 211 primary, 34 secondary, 12 special and 3 alternative provision (AP). Of these, 46% (121) are local-authority-maintained, with 117 of these being primary, none are secondary and 3 special schools. The remaining 54% (139) are academies or free schools including 94 primaries, 34 secondaries, 9 special and 2 AP.

There are 20 MATs of varying size with academies in the local authority and 9 single-academy trusts (SATs). Five of the MATs only have schools in Cambridgeshire.

There are 2 dioceses with a presence in the local authority. The Diocese of Ely (Church of England) has strategic oversight of 64 schools in Cambridgeshire of which 24 are in the Diocese of Ely MAT, 2 are SATs and 38 are local-authority-maintained. The Diocese of Ely is also in the process of opening a new secondary school, through the diocesan MAT. The Diocese of East Anglia (Catholic) has 4 schools in Cambridgeshire, one is in a MAT, and one is local-authority-maintained. The dioceses work strategically well together, and also have joint oversight of 2 inter-church (Anglican/Catholic) SATs within these numbers.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	14	7	3	1	25
Number of schools judged good	168	18	6	2	194
Number of schools judged requires improvement	18	7	0	0	25
Number of schools judged inadequate	8	1	1	0	10
Number of schools not yet inspected	3	1	2	0	6

Table 3: Cambridgeshire Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 25 outstanding schools, 194 good schools, 25 requires improvement (RI) and 10 inadequate. There are 10 schools with consecutive RI judgements. Six schools have not yet been inspected.²

Outcomes

The percentage of children achieving a good level of development by the end of the early years foundation stage (EYFS) is higher 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	58
Disadvantaged pupils	36

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

Key stage 2 all pupil progress is above national average in reading and maths and

² The number of schools in Ofsted data may differ to the number of schools used for academisation rates as the data is taken at two different dates. Schools are eligible for intervention if they are judged inadequate by Ofsted and may be eligible for intervention if they are judged RI and have at least one previous consecutive judgement below good (2RI+). Please refer to [The Schools Causing Concern guidance](#) for further information about the eligibility criteria. Inadequate and 2RI+ schools listed above may have transferred to high-quality trusts since their last inspection.

below national average in writing. Key stage 2 all pupil attainment outcomes are below national average. At key stage 2, 36% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 58% of all pupils.

Progress and attainment	Score
Progress 8 score	0.22
Disadvantaged pupils Progress 8 score	-0.47
Attainment 8 score	51.7
Disadvantaged pupils Attainment 8 score	36.2

Table 5: Cambridgeshire 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	25.9
EBacc entries	42.8

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

Key stage 4 all pupil attainment and progress outcomes are above national average. At key stage 4, 25.9% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 53.8% of all pupils. The English Baccalaureate (EBacc) entry level across the local authority is 42.8%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence, suspension rates and permanent exclusions are below the national averages. The percentage of those eligible for pupil premium is 20.8%, compared to 24.4% nationally.

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

Expectations 2023/25

To continue to raise educational performance in Cambridgeshire, we welcome growth proposals from high-quality trusts. These might be MATs already operating in the area, trusts merging to create new MATs, or new high-quality trusts coming into the area or being created. This could include proposals from local-authority-maintained schools that wish to come together to form a new trust with the aim of driving system-wide improvement and serving the needs of local communities. Any proposals should seek to incorporate schools with less than good Ofsted judgements and schools that, if not in a high-quality MAT, are at risk of becoming isolated. Going forwards, we envisage trusts will consolidate to grow to a size that is able to support high-quality central services and provide school improvement support to a family of schools. We do not envisage the total

number of trusts operating in the area to change significantly from its current level. We expect trusts to collaborate to ensure the best outcomes for their communities.

We welcome proposals from high-quality MATs willing to take on and transform schools with low educational standards in areas of long-standing need. At key stage 2, we welcome growth applications from trusts with the capacity to increase attainment and progress, particularly writing progress and the attainment and progress of disadvantaged pupils. To strengthen special school provision, we would encourage MATs to use their capacity to work collaboratively and share expertise.

We envisage the need for new Church of England MATs to accommodate the remaining local-authority-maintained schools designated with a religious character and anticipate the development of up to 3 additional diocesan MATs.

Trusts need to demonstrate appropriate support and a willingness to create hubs so local schools can work together easily. This is particularly important where there is great disadvantage, such as in the priority area of East Cambridgeshire and Fenland. Trusts also need to be willing to take responsibility for schools with low pupil numbers.

We will collaborate closely with the local authority, the dioceses, trusts, and the East Cambridgeshire and Fenland Partnership Board to improve outcomes, raise aspirations and develop long-term strategies for improvement.

Central Bedfordshire

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 Central Bedfordshire is to raise education standards through the creation of more multi-academy trusts (MATs), especially in areas of the local authority where options are limited. We also want trusts to consolidate through mergers of single-academy trusts (SATs) and smaller sized trusts. We also want to see continued commitment from trusts to improving outcomes at both key stage 2 and key stage 4.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	97	28	4	1	130
Total number of pupils	23,140	22,430	760	70	46,400

Table 1: Central Bedfordshire school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	41	24	2	1	68
Number of single academy trusts (SATs)	11	9	2	1	23
Number of local-authority-maintained schools	56	4	2	0	62

Table 2: Central Bedfordshire school landscape by type

Central Bedfordshire local authority has 130 state funded schools (academies, free schools, and local-authority-maintained schools). There are 97 primary, 28 secondary, 4 special and one alternative provision (AP). Of these, 48% (62) are local-authority-maintained, with 56 of these being primary, 4 secondary and 2 special. The remaining 52% (68) are academies or free schools, this includes 41 primaries, 24 secondaries, 2 special and one AP.

There are 15 multi-academy trusts (MATs) with academies in the local authority and 23 standalone SATs. Only 3 of the MATs operating in the local authority have 10 schools or more. All these larger MATs have schools in surrounding local authorities as well as Central Bedfordshire. Most MATs in the local authority are smaller with less than 5 schools located within the local authority.

There are 2 dioceses with a presence in the local authority. The Diocese of St Albans has strategic oversight of 30 schools, 9 of which are in MATs, 8 are SATs and 13 are local-authority-maintained. The Diocese of Northampton has 2 schools, both of which are in MATs.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	23	2	1	0	26
Number of schools judged good	64	21	3	1	89
Number of schools judged requires improvement	7	3	0	0	10
Number of schools judged inadequate	3	0	0	0	3
Number of schools not yet inspected	0	2	0	0	2

Table 3: Central Bedfordshire Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 26 outstanding schools, 89 good schools, 10 requires improvement (RI) and 3 inadequate. There are 5 schools with consecutive RI judgements. Two schools have not yet been inspected.³

Outcomes

The percentage of children achieving a good level of development by the end of the early years foundation stage (EYFS) is higher than the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 74%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	53
Disadvantaged pupils	33

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

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

³ The number of schools in Ofsted data may differ to the number of schools used for academisation rates as the data is taken at two different dates. Schools are eligible for intervention if they are judged inadequate by Ofsted and may be eligible for intervention if they are judged RI and have at least one previous consecutive judgement below good (2RI+). Please refer to [The Schools Causing Concern guidance](#) for further information about the eligibility criteria. Inadequate and 2RI+ schools listed above may have transferred to high-quality trusts since their last inspection.

key stage 2, 33% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 53% of all pupils.

Progress and attainment	Score
Progress 8 score	-0.15
Disadvantaged pupils Progress 8 score	-0.95
Attainment 8 score	46.4
Disadvantaged pupils Attainment 8 score	30.8

Table 5: Central Bedfordshire key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	44.6
Disadvantaged pupils English and maths attainment at grade 5 or above	19.5
EBacc entries	29.0

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

Key stage 4 all pupil attainment outcomes are below national average. Key stage 4 progress is above national average. At key stage 4, 19.5% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 44.6% of all pupils. The English Baccalaureate (EBacc) entry level across the local authority is 29.0%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence and suspension rates are lower than the national average. Permanent exclusions are above the national average. The percentage of those eligible for pupil premium is 12.7%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in Central Bedfordshire, we welcome growth proposals from high-quality MATs already operating in Central Bedfordshire or nearby local authorities, as well as proposals to create new trusts with the aim of driving system-wide improvement and addressing the needs of local communities.

There is currently a lack of MAT options in some parts of the county – for example, in Houghton Regis/Dunstable and Leighton Buzzard – and we welcome growth applications that diversify the trust landscape in these areas. Any proposals should also seek to incorporate schools with less than good Ofsted judgements. The local authority is working with schools and academy trusts to move from a three-tier system to a

primary and secondary arrangement, as outlined in its 'Schools for the Future' strategy: it would be important for new trusts to work within this context.

With the aim of improving key stage 4 outcomes across the local authority, we encourage good and outstanding secondary schools in the area to consider how they might spread best practice through forming either a secondary only trust, or a mixed secondary/primary trust with several schools in each phase. Given the bulk of secondary schools are academies, we encourage those academies operating as SATs and in smaller MATs to consolidate into high-quality MATs by voluntary merger.

In primary education, we welcome proposals from trusts that wish to establish primary hubs in Central Bedfordshire, to improve key stage 2 outcomes across the local authority. We wish to hear from trusts with experience of addressing the needs of rural communities and operating small schools. Proposals should demonstrate how networks would be built to ensure the smallest schools can be part of successful larger hubs.

To strengthen special school provision, we welcome proposals to set up a new special school trust, or proposals from existing trusts that wish to set up a special school hub in Central Bedfordshire, for example, with expertise in dealing with severe and complex learning difficulties, including autism or other areas of expertise that reflect the needs of the local community. Proposals need to demonstrate appropriate support and a willingness to work with mainstream providers across the area and wider region.

Central Bedfordshire is organised around eight area education clusters which have informal links between trusts and schools. It would be important for trusts to work together in and across these collaborative clusters.

Luton

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 Luton is to raise education standards by growing high-quality trusts that can drive system wide improvement and serve the needs of local communities. This may be by multi-academy trusts (MATs) outside Luton entering the area, trust mergers, the growth of existing trusts, or new trusts being created. We want to build MATs with a focus on increasing attainment and progress in early years foundation stage (EYFS), phonics, and key stage 2. At both primary and secondary level, we encourage applications from trusts with a record of increasing attendance and working with the most vulnerable and disadvantaged pupils, including those with special educational needs.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	46	13	4	1	64
Total number of pupils	22,940	15,660	730	50	39,380

Table 1: Luton school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	12	10	1	0	23
Number of single academy trusts (SATs)	2	1	0	0	3
Number of local-authority-maintained schools	34	3	3	1	41

Table 2: Luton school landscape by type

Luton local authority has a total of 64 state funded schools (academies, free schools, and local-authority-maintained schools). There are 46 primary, 13 secondary, 4 special and one alternative provision (AP). Of these, 64% (41) are local-authority-maintained, with 34 of these being primary, 3 secondary, 3 special and one AP. The remaining 36% (23) are academies or free schools, this includes 12 primaries, 10 secondaries and one special.

There are 8 multi-academy trusts (MATs) with academies in the local authority and 3 SATs. Eight of these trusts are small with 5 or fewer academies and 2 are larger MATs with over 10 academies, with one serving over 7,500 pupils. Five trusts have academies across Luton, Bedford, Central Bedfordshire, Slough, Northampton, and London.

There are 2 dioceses with a presence in the local authority. The Diocese of Northampton has strategic oversight of 5 schools, 3 of which are in MATs and 2 are local-authority-maintained. The Diocese of St Albans has one local-authority-maintained school.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	6	3	2	0	11
Number of schools judged good	36	7	1	1	45
Number of schools judged requires improvement	3	1	0	0	4
Number of schools judged inadequate	1	1	0	0	2
Number of schools not yet inspected	0	1	1	0	2

Table 3: Luton Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 11 outstanding schools, 45 good schools, 4 requires improvement (RI) and 2 inadequate. There are 3 schools with consecutive RI judgements. 2 schools have not yet been inspected.⁴

Outcomes

The percentage of children achieving a good level of development by the end of the EYFS is lower than the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 70%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	61
Disadvantaged pupils	53

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

Key stage 2 all pupil progress and attainment outcomes are above the national average. At key stage 2, 53% of disadvantaged pupils achieved the expected level in reading,

⁴ The number of schools in Ofsted data may differ to the number of schools used for academisation rates as the data is taken at two different dates. Schools are eligible for intervention if they are judged inadequate by Ofsted and may be eligible for intervention if they are judged RI and have at least one previous consecutive judgement below good (2RI+). Please refer to [The Schools Causing Concern guidance](#) for further information about the eligibility criteria. Inadequate and 2RI+ schools listed above may have transferred to high-quality trusts since their last inspection.

writing and maths compared with 61% of all pupils.

Progress and attainment	Score
Progress 8 score	0.05
Disadvantaged pupils Progress 8 score	-0.3
Attainment 8 score	46.0
Disadvantaged pupils Attainment 8 score	39.5

Table 5: Luton key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	46.1
Disadvantaged pupils English and maths attainment at grade 5 or above	34.8
EBacc entries	36.1

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

Key stage 4 all pupil attainment outcomes are below national average but above for disadvantaged pupils. Key stage 4 all pupil progress is above national average. At key stage 4, 34.8% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 46.1% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 36.1%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence rates are above national average whilst suspension and permanent exclusion rates are below. The percentage of those eligible for pupil premium is 26.7%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in Luton, we welcome growth proposals from high-quality MATs and national sponsors that offer high-quality and inclusive education. We want SATs and smaller MATs to actively engage with trust merger proposals.

In primary education, we particularly welcome growth applications from MATs who wish to build primary hubs in Luton and have the capacity to increase attainment and progress in EYFS, phonics and key stage 2. At both primary and secondary level, we welcome growth applications from trusts with a record in increasing attendance and working with the most vulnerable and disadvantaged pupils.

To strengthen special school provision, we welcome proposals to set up a new special

school MAT, or proposals from existing MATs that wish to set up a special school hub in Luton, for example, with expertise in dealing with severe and complex learning difficulties, including autism or other areas of expertise that reflect the needs of the local community. Proposals need to demonstrate appropriate support and a willingness to work with mainstream providers across the area and wider region.

Luton has 5 areas called School Neighbourhood Partnerships, which work in collaboration and could function as area or trust hubs. We believe that preserving these hub structures, rather than enacting piece-meal conversion, would benefit schools, as well as enabling a more effective operational model for MATs.

Norfolk

Within the Norfolk EIA, Norwich 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 Norfolk is to raise educational standards by growing or bringing in high-quality trusts and consolidating the trust landscape through mergers. We will be looking for trusts with a strong track record and capacity for improving key stage 2 outcomes, particularly for disadvantaged pupils. We also need the capacity of Church of England diocesan multi-academy trusts (MATs) to increase to take on additional schools designated with a religious character and to drive further improvement in key stage 2 outcomes.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	347	55	16	2	420
Total number of pupils	65,490	49,020	1,780	320	116,610

Table 1: Norfolk school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	182	54	7	2	245
Number of single academy trusts (SATs)	1	2	1	0	4
Number of local-authority-maintained schools	165	1	9	0	175

Table 2: Norfolk school landscape by type

Norfolk local authority has a total of 420 state funded schools (academies, free schools and local-authority-maintained schools). There are 347 primary, 55 secondary, 16 special and 2 alternative provision (AP). Of these, 42% (175) are local-authority-maintained, with 165 of these being primary, one secondary and 9 special. The remaining 58% (245) are academies or free schools, this includes 182 primaries, 54 secondaries, 7 special and 2 AP.

There are 32 MATs with academies in the local authority and 4 single-academy trusts (SATs). Two of the MATs are large and serve over 7,000 pupils; one of these is based in Norfolk and the other is a national MAT. There are 11 trusts that have 10 or more schools in Norfolk. Many of Norfolk's trusts are small: there are 6 that have only one academy and 5 that have between one and 4 academies. Many of the trusts cross county boundaries: there are 9 trusts operating in Norfolk that are based outside of the county, and 8 of the Norfolk-based trusts have schools in other counties, most commonly in Suffolk. Many of the county's schools are significantly smaller than average, and the benefits of collaborating as a family of schools may therefore be felt more appreciably if trusts look to grow to significantly more than 10 schools.

There are 3 dioceses with a presence in the local authority. The Diocese of Norwich (Church of England) has strategic oversight of 104 schools, of which 45 are within the 2 diocesan MATs and 59 are local-authority-maintained. The Diocese of Ely (Church of England) has 11 schools, of which 10 are in MATs and one is local-authority-maintained. The Roman Catholic Diocese of East Anglia 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	39	5	6	0	50
Number of schools judged good	253	37	6	1	297
Number of schools judged requires improvement	39	9	1	1	50
Number of schools judged inadequate	12	1	0	0	13
Number of schools not yet inspected	4	1	2	0	7

Table 3: Norfolk Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 50 outstanding schools, 297 good schools, 50 requires improvement (RI) and 13 inadequate. There are 22 schools with consecutive RI judgements. Seven schools have not yet been inspected.⁵

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	50
Disadvantaged pupils	33

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

Key stage 2 all pupil progress and attainment outcomes are below national average. At key stage 2, 33% of disadvantaged pupils achieved the expected level in reading,

⁵ The number of schools in Ofsted data may differ to the number of schools used for academisation rates as the data is taken at two different dates. Schools are eligible for intervention if they are judged inadequate by Ofsted and may be eligible for intervention if they are judged RI and have at least one previous consecutive judgement below good (2RI+). Please refer to [The Schools Causing Concern guidance](#) for further information about the eligibility criteria. Inadequate and 2RI+ schools listed above may have transferred to high-quality trusts since their last inspection.

writing and maths compared with 50% of all pupils.

Progress and attainment	Score
Progress 8 score	-0.03
Disadvantaged pupils Progress 8 score	-0.50
Attainment 8 score	47.1
Disadvantaged pupils Attainment 8 score	36.7

Table 5: Norfolk key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	46.3
Disadvantaged pupils English and maths attainment at grade 5 or above	27.0
EBacc entries	41.3

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

Key stage 4 all pupil progress outcomes are at the national average and attainment outcomes are below national average. At key stage 4, 27% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 46.3% of all pupils. The English Baccalaureate (EBacc) entry level across the local authority is 41.3%, 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 22.9% compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in Norfolk, we welcome growth proposals from high-quality trusts already operating in Norfolk and those further afield, particularly those with a strong track record of improving key stage 2 outcomes.

We also welcome proposals to create new, high-quality MATs, either through existing trusts merging or local-authority-maintained schools forming new trusts, with the aim of driving system-wide improvement and addressing the needs of local communities. We would particularly welcome MATs that have strong performance in operating small, rural or coastal primary schools and primary schools in urban areas of higher deprivation and have a record in increasing attendance.

The geographical areas where we are most in need of additional trust capacity are in the local authority districts of Broadland, North Norfolk and South Norfolk. Any proposals should also seek to incorporate schools with less than good Ofsted judgements and schools that, if not in a high-quality MAT, are at risk of becoming isolated. They should demonstrate how the trust will maintain capacity to improve educational standards as it grows. Proposals should also demonstrate how networks will be built that ensure the smallest schools can be part of successful larger hubs.

The Diocese of Norwich's current intention is to grow its existing MATs and they do not anticipate the need for a new MAT. We will continue to work closely with all the dioceses to understand the strength of their existing MATs, their capacity to grow and the rate of growth achievable.

To strengthen special school provision, we welcome proposals to set up a new special school trust, or proposals from existing MATs with special school expertise that wish to set up a special school hub in Norfolk. We would particularly welcome those with capacity and expertise in social, emotional and mental health difficulties. Proposals need to demonstrate a high level of appropriate experience and support.

We will work closely with all relevant stakeholders to improve outcomes, raise aspirations and improve attendance in the area. The Norfolk Learning Board brings together leaders throughout the school system and Educate Norfolk is the headteacher's association for all Norfolk state funded schools. We will liaise with these organisations as appropriate. We will also work with the Norwich Priority Area Partnership Board to understand and address educational priorities in Norwich.

Peterborough

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 Peterborough is to continue to raise educational performance by growing high-quality trusts that can drive system wide improvement and serve the needs of local communities. This may be through trust mergers, growth of existing trusts, or new trusts being created or entering the area. This should also include increasing the number of regional Church of England diocesan multi-academy trusts (MATs) able to take on Peterborough schools designated with a religious character. There needs to be a strong focus on raising attainment and progress for all pupils, through effective trusts that add capacity to the system. There also needs to be a strong focus on improving outcomes for disadvantaged pupils, and on tackling absence and suspensions/exclusions. We would like to see continued commitment from trusts to work collaboratively to ensure the strength of special school provision.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	60	15	5	1	81
Total number of pupils	21,010	18,180	710	100	40,000

Table 1: Peterborough school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	37	13	2	1	53
Number of single academy trusts (SATs)	0	1	0	0	1
Number of local-authority-maintained schools	23	2	3	0	28

Table 2: Peterborough school landscape by type

Peterborough local authority has a total of 81 state funded schools (academies, free schools and local-authority-maintained schools). There are 60 primary, 15 secondary, 5 special and one alternative provision (AP) school. Of these, 35% (28) are local-authority-maintained, with 23 of these being primary, 2 secondary and 3 special. The remaining 65% (53) are academies or free schools, this includes 37 primaries, 13 secondaries, 2 special and one AP.

There are 15 multi-academy trusts (MATs) of varying size with academies in the local authority, five of which only have schools in Peterborough, and one single-academy trust (SAT).

There are 3 dioceses with a presence in the local authority. The Diocese of Peterborough (Church of England) has strategic oversight of 8 schools of which 6 are local-authority-maintained, one is in a MAT, and one is a SAT. The Diocese of Ely (Church of England) has strategic oversight of 5 schools of which 3 are local-authority-maintained and 2 are in MATs. The Diocese of East Anglia (Catholic) has 3 schools of which 2 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	3	2	0	0	5
Number of schools judged good	44	10	3	0	57
Number of schools judged requires improvement	9	2	1	0	12
Number of schools judged inadequate	1	0	1	1	3
Number of schools not yet inspected	3	1	0	0	4

Table 3: Peterborough Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 5 outstanding schools, 57 good schools, 12 requires improvement (RI) and 3 inadequate. There are 3 schools with consecutive RI judgements. Four schools have not yet been inspected.⁶

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	55
Disadvantaged pupils	42

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

Key stage 2 all pupil attainment outcomes are below national average, progress scores

⁶ The number of schools in Ofsted data may differ to the number of schools used for academisation rates as the data is taken at two different dates. Schools are eligible for intervention if they are judged inadequate by Ofsted and may be eligible for intervention if they are judged RI and have at least one previous consecutive judgement below good (2RI+). Please refer to [The Schools Causing Concern guidance](#) for further information about the eligibility criteria. Inadequate and 2RI+ schools listed above may have transferred to high-quality trusts since their last inspection.

are below national average in reading and writing but above national average in maths. At key stage 2, 42% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 55% of all pupils.

Progress and attainment	Score
Progress 8 score	0.09
Disadvantaged pupils Progress 8 score	-0.32
Attainment 8 score	46.2
Disadvantaged pupils Attainment 8 score	36.0

Table 5: Peterborough key stage 4 progress and attainment

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	24.9
EBacc entries	21.1

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

Key stage 4 all pupil progress and attainment outcomes are below national average. At key stage 4, 24.9% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 43% of all pupils. The English Baccalaureate (EBacc) entry level across the local authority is 21.1%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence rates, permanent exclusions and suspension rates are above the national averages. The percentage of those eligible for pupil premium is 28.1%, compared to 24.4% nationally.

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

Expectations 2023/25

To continue to raise educational outcomes in Peterborough, we welcome growth proposals from high-quality trusts. These might be high-quality MATs already operating in the area, trusts merging to create new MATs, or new MATs coming into the area. We envisage the need for new Church of England MATs in the wider region able to accommodate the remaining local-authority-maintained schools designated with a religious character. We welcome proposals from local-authority-maintained schools that wish to come together to form a new trust.

Trusts will need to demonstrate they understand the needs of local communities in Peterborough and how they will embed improvement. Any proposals should seek to incorporate successful methods of tackling absence and exclusions and working in

disadvantaged areas.

Going forwards, we envisage trusts will consolidate to grow to a size that is able to support high-quality central services and provide school improvement support to a family of schools. We do not envisage the total number of trusts operating in the area to change significantly from its current level. To ensure the strength of special school provision, we would encourage trusts to use their capacity to work collaboratively and share expertise.

Suffolk

Within the Suffolk EIA, Ipswich 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 Suffolk is to raise educational standards by growing high-quality trusts and consolidating the trust landscape through mergers. There needs to be a focus on improving key stage 2 outcomes, particularly for disadvantaged pupils, through MAT structures and work across trusts and schools.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	253	48	14	10	325
Total number of pupils	56,940	44,440	1,330	110	102,820

Table 1: Suffolk school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	157	45	13	9	224
Number of single academy trusts (SATs)	3	3	1	0	7
Number of local-authority-maintained schools	96	3	1	1	101

Table 2: Suffolk school landscape by type

Suffolk has a total of 325 state funded schools (academies, free schools and local-authority-maintained schools). There are 253 primary, 48 secondary, 14 special and 10 alternative provision (AP) schools. Of these, 31% (101) are local-authority-maintained, with 96 of these being primary, 3 secondary, one special and one AP. The remaining 69% (224) are academies or free schools, this includes 157 primaries, 45 secondaries, 13 special and 9 AP.

There are 39 multi-academy trusts (MATs) with academies in the local authority and 7 single-academy trusts (SATs). There are six trust in Suffolk that are considered large. Of the Suffolk based MATs that have more than one academy, there are 21 that have 5 or fewer academies in the local authority. There are 13 trusts based in Suffolk which have fewer than 1,000 pupils. There are 17 trusts operating in Suffolk that are either national or based in other counties and 6 trusts based in Suffolk that have schools in other counties.

There are 3 dioceses with a presence in the local authority. The Diocese of St Edmundsbury and Ipswich has strategic oversight of 87 schools of which 42 are in MATs, 42 are local-authority-maintained and 3 are SATs. The Diocese of East Anglia has 12 schools of which 9 are in MATs and 3 are local-authority-maintained. The Diocese of Norwich has 3 schools of which 2 are local-authority-maintained and one is in a MAT.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	29	2	4	2	37
Number of schools judged good	189	36	3	5	233
Number of schools judged requires improvement	23	6	0	1	30
Number of schools judged inadequate	9	2	3	2	16
Number of schools not yet inspected	3	0	4	0	7

Table 3: Suffolk Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 37 outstanding schools, 233 good schools, 30 requires improvement (RI) and 16 inadequate. There are 14 schools with consecutive RI judgements. Seven schools have not yet been inspected.⁷

Outcomes

The percentage of children achieving a good level of development by the end of the early years foundation stage (EYFS) is 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	54
Disadvantaged pupils	37

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

Key stage 2 all pupils progress and attainment outcomes are below national average. At key stage 2, 37% of disadvantaged pupils achieved the expected level in reading,

⁷ The number of schools in Ofsted data may differ to the number of schools used for academisation rates as the data is taken at two different dates. Schools are eligible for intervention if they are judged inadequate by Ofsted and may be eligible for intervention if they are judged RI and have at least one previous consecutive judgement below good (2RI+). Please refer to [The Schools Causing Concern guidance](#) for further information about the eligibility criteria. Inadequate and 2RI+ schools listed above may have transferred to high-quality trusts since their last inspection.

writing and maths compared with 54% of all pupils.

Progress and attainment	Score
Progress 8 score	-0.08
Disadvantaged pupils Progress 8 score	-0.55
Attainment 8 score	46.7
Disadvantaged pupils Attainment 8 score	35.3

Table 5: Suffolk key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	46.2
Disadvantaged pupils English and maths attainment at grade 5 or above	25.2
EBacc entries	26.0

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

Key stage 4 all pupils attainment and progress outcomes are below national average. At key stage 4, 25.2% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 46.2% of all pupils. The English Baccalaureate (EBacc) entry level across the local authority is 26.0%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence is below the national average. Suspension rates and permanent exclusions are above the national average. The percentage of those eligible for pupil premium is 21.7%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in Suffolk, we welcome growth proposals from trusts already operating in Suffolk, as well as proposals to create new, high-quality MATs. This could either be through existing trusts merging or local-authority-maintained schools forming new MATs, with the aim of driving system-wide improvement and addressing the needs of local communities. We particularly welcome trusts that have strong performance in operating small, rural primary schools and primary schools in urban areas of higher deprivation. The areas where we are most in need of additional trust capacity is in the north Suffolk area of Lowestoft. Any proposals should seek to incorporate schools with less than good Ofsted judgements and schools that, if not in a high-quality MAT, are at risk of becoming isolated. They should also demonstrate how networks will be built that ensure the smallest schools can be part of successful larger hubs.

To strengthen special school and AP provision, we welcome proposals to set up a new special MAT, or proposals from existing MATs with special school/AP expertise that wish to set up a special school hub in Suffolk. Proposals need to demonstrate a high level of appropriate experience in the relevant specialism.

We will continue to work closely with the Diocese of St Edmundsbury & Ipswich to monitor trust capacity for schools designated with a religious character.

We will work closely with all relevant stakeholders to improve outcomes, raise aspirations and improve attendance in the area. The Suffolk Learning Improvement Network brings together leaders throughout the school system (both academy and local-authority-maintained). We will liaise with this organisation as appropriate, as well as the Suffolk Education Partnership and Suffolk/Norfolk CEO Network. We will also use the Ipswich Priority Area Partnership Board to establish educational priorities in Ipswich.



Department
for Education

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