



Department
for Education

North West 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 North West.

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](#)

Blackpool

The entirety of the Blackpool 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 Blackpool is to raise educational standards by consolidating the local trust system and supporting the presence of high-quality trusts who can increase attendance, reduce exclusions and improve inclusion, especially with disadvantaged pupils. At primary, our ambition is a landscape of high-quality primary-focused or cross-phase trusts who, through their collective strength, can increase attainment and progress. At secondary our priority is to improve school standards and educational outcomes, especially for disadvantaged pupils.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	31	8	4	1	44
Total number of pupils	11,210	7,460	590	100	19,350

Table 1: Blackpool school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	19	8	2	0	29
Number of single academy trusts (SATs)	3	0	0	0	3
Number of local-authority-maintained schools	12	0	2	1	15

Table 2: Blackpool school landscape by type

Blackpool local authority has a total of 44 state funded schools (academies, free schools and local-authority-maintained schools). There are 31 primary, 8 secondary, 4 special and one alternative provision (AP). Of these, 34% (15) are local-authority-maintained, with 12 being primary, 2 special and one AP. The remaining 66% (29) are academies, this includes 19 primaries, all 8 secondaries and 2 special.

There are 9 multi-academy trusts (MATs) with academies in the local authority and 3 standalone SATs. In terms of Blackpool presence, 4 of the MATs have at least 50% of their academies within the local authority.

There are 5 schools in the local authority which are within the Diocese of Blackburn. Two of these are in MATs and 3 are local-authority-maintained. There are 9 schools within the Roman Catholic Diocese of Lancaster. Five of these are in MATs and 4 are local-authority-maintained.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	2	0	2	0	4
Number of schools judged good	28	3	1	1	33
Number of schools judged requires improvement	1	4	0	0	5
Number of schools judged inadequate	0	0	0	0	0
Number of schools not yet inspected	0	1	1	0	2

Table 3: Blackpool Ofsted judgements

In this EIA, the Ofsted judgements as of 31 December 2022 show there are 4 outstanding schools, 33 good, 5 requires improvement (RI) and no inadequate. There are four schools with consecutive RI judgements. Two schools have not yet been inspected.¹

Outcomes

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

Type of pupil	Percentage of students (%)
All pupils	56
Disadvantaged pupils	48

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

At key stage 2 all pupils reading progress scores are above the national average but otherwise progress and attainment outcomes are below the national average. At key stage 2, 48% 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	-0.87
Disadvantaged pupils Progress 8 score	-1.33
Attainment 8 score	38
Disadvantaged pupils Attainment 8 score	30.3

Table 5: Blackpool key stage 4 progress and attainment

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.

English & maths attainment and EBacc entry	Percentage of students (%)
English and maths attainment at grade 5 or above	31.1
Disadvantaged pupils English and maths attainment at grade 5 or above	18.5
EBacc entries	20.8

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

Key stage 4 all pupils progress scores and attainment outcomes are below the national average. At key stage 4, 18.5% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 31.1% of all pupils in the EIA. The English Baccalaureate (EBacc) entry level across the local authority is 20.8%, compared to the national average of 38.7%.

Attendance and pupil premium

Permanent exclusion, persistent absence and suspension rates are all above the national average. The percentage of pupils eligible for pupil premium in Blackpool is 39.3%, compared to 24.4% nationally.

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

Expectations 2022/25

We welcome growth or consolidation proposals (mergers of SATs and smaller MATs) from trusts already operating in Blackpool or from trusts across the region or nationally. Proposals should demonstrate how the MAT will drive significant improvement in educational standards and outcomes and bring greater coherence to Blackpool's educational landscape. All proposals should demonstrate a track record in increasing attendance, reducing rates of exclusion and improving inclusion, as well as working with the most vulnerable and disadvantaged pupils.

At primary, we welcome proposals that are either primary focused or a mix of primary and secondary. All proposals will demonstrate a strong record of, and the capacity to further, increase attainment and progress at key stage 2 and continue to reduce the gap between disadvantaged pupils and their peers.

At secondary, we do not envisage the need to establish a new secondary trust but would welcome support from established trusts – either from trusts already operating in Blackpool or trusts that do not currently operate in the area - who can bring additional capacity to the educational landscape and support the improvement journey of the EIA. We would especially welcome trusts with demonstrable evidence of transforming outcomes at key stage 4.

We would also welcome applications from trusts already operating in Blackpool with both Church of England and Catholic diocesan articles, to support primary schools

designated with a religious character in the area, but do not envisage the need for additional trusts to take on diocesan articles.

We welcome proposals from trusts with expertise in special educational needs and disability (SEND) and AP, with a good understanding of the specific needs of the local area.

Bolton

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 Bolton is to raise education standards by bringing greater coherence to the existing trust landscape. This includes reducing the number of trusts with only one or a small number of academies and growing high-quality trusts with the capacity to raise attainment. At primary, the focus is on increasing attainment and progress in the early years foundation stage (EYFS) and key stage 1. At secondary, we welcome growth applications from trusts with a track-record in driving up outcomes at key stage 4, including for the most vulnerable children.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	97	20	6	3	126
Total number of pupils	30,290	21,360	980	100	52,730

Table 1: Bolton school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	24	14	3	3	44
Number of single academy trusts (SATs)	5	0	0	0	5
Number of local-authority-maintained schools	73	6	3	0	82

Table 2: Bolton school landscape by type

Bolton local authority has a total of 126 state funded schools (academies, free schools and local-authority-maintained schools). There are 97 primary, 20 secondary, 6 special and 3 alternative provision (AP). Of these, 65% (82) are local-authority-maintained, with 73 of these being primary, 6 secondary and 3 special. The remaining 35% (44) are academies or free schools, this includes 24 primaries, 14 secondaries, 3 special and 3 AP.

There are 21 multi-academy trusts (MATs) with academies in the local authority and 5 SATs. There are a significant number of smaller trusts in the area, with 63% of trusts (17 trusts) that have less than 3 academies within them. Bolton has many trusts that serve multiple local authority areas, including one cross-regional trust.

There are 19 schools within the Roman Catholic Diocese of Salford, of which one is in a MAT and 18 are local-authority-maintained. The Diocese of Manchester has a larger presence, with 32 schools, of which 12 are in MATs and 20 are local-authority-maintained.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	21	3	3	1	28
Number of schools judged good	71	12	3	2	88
Number of schools judged requires improvement	2	4	0	0	6
Number of schools judged inadequate	3	0	0	0	3
Number of schools not yet inspected	0	1	0	0	1

Table 3: Bolton Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 28 outstanding schools, 88 good schools, 6 requires improvement (RI) and 3 inadequate. There are 3 schools with consecutive RI judgements. One school has not yet been inspected.²

Outcomes

The percentage of pupils 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 77%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	63
Disadvantaged pupils	51

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

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.

Key stage 2 all pupils progress and attainment outcomes are above the national average. At key stage 2, 51% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 63% of all other pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.12
Disadvantaged pupils Progress 8 score	-0.51
Attainment 8 score	46.3
Disadvantaged pupils Attainment 8 score	37.2

Table 5: Bolton key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	47.2
Disadvantaged pupils English and maths attainment at grade 5 or above	30.5
EBacc entries	31.3

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

Key stage 4 all pupils attainment and progress outcomes are below the national average. At key stage 4, 30.5% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 47.2% of all pupils in the EIA. The English Baccalaureate (Ebacc) entry level across the local authority is 31.3% compared to the national average of 38.7%.

Attendance and pupil premium

Permanent exclusion and suspension rates are both above the national average, however persistent absence rates are below the national averages. The percentage of those eligible for pupil premium is 27.2%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in Bolton, we welcome growth proposals primarily from high-quality trusts already operating in Bolton. Given the number of trusts already operating in the area, at this stage we do not envisage the need for any new MAT proposals. We welcome applications for growth or consolidation that bring greater coherence to the trust landscape, reducing the number of trusts with only one academy or a small number of academies.

At primary level, we particularly welcome growth applications from trusts with the capacity to increase attainment and progress, including in early years and key stage 1, as well as for EAL pupils. Whilst we do not envisage the need for additional new primary

focused trusts in the local authority, we specifically encourage good and outstanding primary schools in the area to consider how they might spread aspiration and best practice through joining an existing primary or mixed phase MAT. We would also welcome growth applications from high-quality trusts already operating in Bolton with both Church of England and Catholic diocesan articles, to support the large number of primary schools designated with a religious character in the area, but do not currently envisage the need for additional trusts to take on diocesan articles.

At secondary level, we welcome growth applications from trusts with a record in driving up outcomes at key stage 4. This includes supporting pupils requiring special educational needs and disability (SEND) support, working with the most vulnerable disadvantaged pupils to support them to achieve as well as their peers nationally, in addition to reducing permanent exclusion and suspension rates. Whilst we do not envisage the need for new secondary focused MATs in the area, we specifically encourage good and outstanding secondary schools in the area to consider how they might spread best practice through joining an existing secondary or a mixed phase trust or developing a secondary arm within an existing single-phase trust.

Bury

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 Bury is to raise education standards through the growth of high-quality trusts already operating in Bury and neighbouring local authority areas, as well as considering proposals for a new cross phase trust. In primary, we would like to bring greater coherence to the system. In secondary, the focus will be on improving key stage 4 outcomes through growth of either a new cross phase trust or from trusts that have the capacity to expand as a high-quality cross phase trust.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	64	13	3	1	81
Total number of pupils	17,010	11,320	470	110	28,910

Table 1: Bury school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	20	8	1	0	29
Number of single academy trusts (SATs)	0	0	0	0	0
Number of local-authority-maintained schools	44	5	2	1	52

Table 2: Bury school landscape by type

Bury local authority has a total of 81 state funded schools (academies, free schools and local-authority-maintained schools). There are 64 primary, 13 secondary, 3 special and one alternative provision (AP). Of these, 64% (52) are local-authority-maintained, with 44 of these being primary, 5 secondary, 2 special and one AP. The remaining 36% (29) are academies or free schools, this includes 20 primaries, 8 secondaries and one special school.

There are 13 trusts with academies in the local authority. Of those trusts operating in Bury, there are no single-academy trusts (SATs). There are 7 relatively small multi-academy trusts (MATs), having fewer than 5 academies, and the other 5 all have a greater footprint outside of Bury. Typically, a trust has 2 or 3 schools in Bury. Seven of the trusts operating in Bury are faith-based (4 Church of England, one Methodist, one Roman Catholic and one Jewish).

There are 12 schools within the Diocese of Salford, of which 2 are in MATs and are both secondaries and 10 are local-authority-maintained. The Diocese of Manchester has a larger presence with 20 schools, 6 of which are in MATs and 14 are local-authority-maintained.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	9	0	2	0	11
Number of schools judged good	47	5	1	0	53
Number of schools judged requires improvement	4	5	0	1	10
Number of schools judged inadequate	3	3	0	0	6
Number of schools not yet inspected	1	0	0	0	1

Table 3: Bury Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022 show there are 11 outstanding schools, 53 good schools, 10 requires improvement (RI) and 6 inadequate. There are 6 schools with consecutive RI judgements. One school has 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 lower than the national average. The percentage of pupils meeting the expected standard in the phonics screening check in year 1 is 76%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	59
Disadvantaged pupils	44

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

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 all pupils progress scores are above the national average in reading and maths but below the national average in writing. Key stage 2 attainment outcomes are in line with the national average. At key stage 2, 44% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 59% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.28
Disadvantaged pupils Progress 8 score	-0.62
Attainment 8 score	46.3
Disadvantaged pupils Attainment 8 score	37.9

Table 5: Bury key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	45.1
Disadvantaged pupils English and maths attainment at grade 5 or above	27
EBacc entries	37.4

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

At key stage 4 all pupils progress and attainment outcomes are below the national average. At key stage 4, 27% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 45.1% of all pupils in the EIA. The English Baccalaureate (Ebacc) entry level across the local authority is 37.4% compared to the national average of 38.7%.

Attendance and pupil premium

Permanent exclusion and persistent absence rates are below the national average however, suspension rates are above the national average. The percentage of those eligible for pupil premium in Bury is 22.3%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in Bury, we welcome growth proposals that maximise collaboration by creating high-quality trusts to address the needs of local communities and improve performance, especially at key stage 4. This includes growth proposals to meet the requirements of the diocesan strategies as they develop. We particularly welcome proposals from MATs with a strong record in improving outcomes for disadvantaged pupils, English as an additional language (EAL) pupils and those in receipt of special educational needs and disability (SEND) support.

With the aim of improving key stage 4 outcomes across the local authority, we specifically welcome growth proposals from either a new cross phase MAT or from trusts that have the capacity to expand as a high-quality cross phase MAT in Bury. Any new proposal would have to clearly demonstrate how the trust would operate as a high-quality trust and work collaboratively with existing trusts and the local authority. Alongside this we specifically encourage good and outstanding secondary schools in the area to consider how they might spread best practice through joining an existing trust or developing a secondary arm within an existing single-phase trust. Any hub proposals from trusts would need to have sufficient footprint as to enable demonstrable impact to be realised in the area.

At primary, we do not envisage the need for additional new single-phase trusts in the local authority, but welcome growth proposals that would look to consolidate or grow smaller trusts. This includes ensuring proposals demonstrate how networks will be built that ensure that all schools can be part of successful and high-quality trusts, so that no schools are left isolated. Similarly, we would welcome growth proposals from existing high-quality trusts with faith articles that can support strong educational delivery.

We are also keen to support the development of special and AP through the incorporation of special schools and AP into MATs.

Halton

The entirety of the Halton 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 Halton is to raise education standards through growth or consolidation proposals from trusts already operating in Halton and from trusts that do not currently operate in the area but are able to develop a significant primary footprint. Our vision for Halton is to improve outcomes in early years foundation stage (EYFS), key stage 2 and key stage 4, as well as increase attendance across primary and secondary. All proposals should support the delivery of this vision.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	49	8	4	1	62
Total number of pupils	10,370	7,750	420	30	18,560

Table 1: Halton school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	8	7	2	0	17
Number of single academy trusts (SATs)	0	0	1	0	1
Number of local-authority-maintained schools	41	1	2	1	45

Table 2: Halton school landscape by type

Halton local authority has a total of 62 state funded schools (academies, free schools and local-authority-maintained schools). There are 49 primary, 8 secondary, 4 special and one alternative provision (AP). Of these, 73% (45) are local-authority-maintained, with 41 of these being primary, one secondary, 2 special and one AP. The remaining 27% (17) are academies or free schools, this includes 8 primaries, 7 secondaries and 2 special.

There are 8 multi-academy trusts (MATs) with academies in the local authority and one 10 SAT. Of these, 2 MATs have 3 or fewer schools and 4 have between 6 and 8 schools. These 4 MATs also operate in other local authority areas. The remaining 2 have more than 10 schools, including schools outside of the region. An additional trust will move into the area when the approved free school opens.

There are 23 diocesan schools within Halton. There are 8 schools within the Archdiocese of Liverpool, all of which are local-authority-maintained. There are 3 schools within the Diocese of Chester, all primary and local-authority-maintained. The Diocese of Liverpool has strategic oversight for 5 schools, all of which are primary, 4 are local-authority-maintained, and one is in a MAT. The Diocese of Shrewsbury has 6 schools, all primary, 5 of which are local-authority-maintained, and one is in a MAT. The Diocese of Shrewsbury and Diocese of Chester have a school in a joint faith MAT.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	7	2	3	0	12
Number of schools judged good	32	3	1	1	37
Number of schools judged requires improvement	8	0	0	0	8
Number of schools judged inadequate	2	3	0	0	5
Number of schools not yet inspected	0	0	0	0	0

Table 3: Halton Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 12 outstanding schools, 37 good schools, 8 requires improvement (RI) and 5 inadequate. There is one school with consecutive RI judgements. No schools have not yet been inspected.⁴

Outcomes

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

Type of pupil	Percentage of pupils (%)
All pupils	58
Disadvantaged pupils	45

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

Key stage 2 all pupils progress scores in reading and writing are above the national average but maths scores are below average. At key stage 2, 45% of disadvantaged

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.

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

Progress and attainment	Score
Progress 8 score	-0.15
Disadvantaged pupils Progress 8 score	-0.53
Attainment 8 score	46.1
Disadvantaged pupils Attainment 8 score	37.6

Table 5: Halton key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	44.3
Disadvantaged pupils English and maths attainment at grade 5 or above	24.9
EBacc entries	18.9

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

Key stage 4 all pupils progress and attainment outcomes are below the national average. At key stage 4, 24.9% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 44.3% of all other pupils in the EIA. The English Baccalaureate (Ebacc) entry level across the local authority is 18.9% compared to the national average of 38.7%.

Attendance and pupil premium

Permanent exclusion and persistent absence rates are above the national average, but suspensions are below average. The percentage of those eligible for pupil premium is 37.3%, compared to 24.4% nationally.

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

Expectations 2023/25

We welcome growth or consolidation proposals (smaller MATs and SATs) from trusts already operating in Halton and from trusts that do not currently operate in the area but are able to develop a significant primary footprint. Proposals should demonstrate a strong record and the capacity to increase attainment and progress at key stage 2 and key stage 4.

At secondary level, we do not envisage any new trusts beyond those needed to meet the requirements of the diocesan strategies as they emerge. All proposals should demonstrate the capacity to improve attendance and inclusion as well as increase attainment and progress in all key stage 4 areas, and particularly outcomes for

disadvantaged pupils and those with special educational needs and disability (SEND) support.

We welcome proposals from trusts with special/AP expertise, especially where the trusts have a good understanding of the specific needs of the local area and/or experience of working with the groups most in need of the types of provision required.

Knowsley

The entirety of the Knowsley 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 Knowsley is to raise education standards through the consolidation of the trust landscape, including bringing geographic coherence to the area through mergers of smaller sized trusts and the growth of high-quality trusts through maintained schools. Within the secondary phase, trusts need to consolidate and strengthen further. There needs to be a focus on improving key stage 2 outcomes, especially for disadvantaged pupils, through trust development and work across trusts and schools. We particularly want to build the capacity of Church of England and Catholic diocesan multi-academy trusts (MATs) to take on additional schools designated with a religious character within the local authority.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	50	6	4	1	61
Total number of pupils	14,840	5,720	650	60	21,280

Table 1: Knowsley school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	12	5	1	0	18
Number of single academy trusts (SATs)	0	0	0	0	0
Number of local-authority-maintained schools	38	1	3	1	43

Table 2: Knowsley school landscape by type

Knowsley local authority has a total of 61 state funded schools (academies, free schools and local-authority-maintained schools). There are 50 primary, 6 secondary, 4 special and one alternative provision (AP) schools. Of these, 70% (43) are local-authority-maintained, with 38 being primary, one secondary, 3 special and one AP. The remaining 30% (18) are academies or free schools, this includes 12 primaries, 5 secondaries and one special school.

There are 9 trusts with academies in the local authority. There are no single-academy trusts (SATs). All 9 trusts have a presence in another local authority area.

There are 7 schools within the Diocese of Liverpool, of which 4 are in MATs and 3 are local-authority-maintained. There are 24 schools within the Archdiocese of Liverpool, of which one is in a MAT and 23 are local-authority-maintained.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	5	0	2	0	7
Number of schools judged good	41	3	2	1	47
Number of schools judged requires improvement	4	2	0	0	6
Number of schools judged inadequate	0	1	0	0	1
Number of schools not yet inspected	0	0	0	0	0

Table 3: Knowsley Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 7 outstanding schools, 47 good schools, 6 requires improvement (RI) and one inadequate. There are 3 schools with consecutive RI judgements. No 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 69%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	57
Disadvantaged pupils	43

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

Key stage 2 all pupils attainment outcomes are below the national average whilst progress scores are above the national average. At key stage 2, 43% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 57% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.87
Disadvantaged pupils Progress 8 score	-1.28
Attainment 8 score	36.1
Disadvantaged pupils Attainment 8 score	29.5

Table 5: Knowsley key stage 4 progress and attainment

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.

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	26.4
Disadvantaged pupils English and maths attainment at grade 5 or above	15.7
EBacc entries	25.5

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

Key stage 4 all pupils progress and attainment outcomes are below the national average. At key stage 4, 15.7% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 26.4% of all pupils in the EIA. The English Baccalaureate (Ebacc) entry level across the local authority is 25.5% compared to the national average of 38.7%.

Attendance and pupil premium

Permanent exclusion, persistent absence and suspension rates are above national average. The percentage of those eligible for pupil premium is 38.5%, compared to 24.4% nationally.

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

Expectations 2023/25

We welcome growth or consolidation proposals from trusts already operating in Knowsley, as well as proposals from MATs across the region or nationally who are interested in establishing a local hub, with the aim of driving system-wide improvement and addressing the needs of local communities. Proposals should demonstrate a strong record of school improvement and the capacity to increase attainment and progress at key stage 2 and key stage 4. They should also be able to demonstrate a strong record in increasing attendance and inclusion, reducing rates of exclusion, and working with the most vulnerable disadvantaged pupils to improve outcomes.

We welcome proposals from trusts with special/AP expertise, especially where the trusts have a good understanding of the specific needs of the local area and/or experience of working with the groups most in need of the types of provision required.

The Archdiocese MAT academisation strategy proposes a MAT solution for all its schools. The Diocese of Liverpool's revised academy strategy sets out the vision for primary schools to join one of the existing Diocese of Liverpool Church of England MATs. It also sets out the potential for the Diocese of Liverpool secondary schools/academies to come together in a new secondary diocesan MAT. The Diocese of Liverpool is actively working with schools to support them with decision-making.

We will work closely with all relevant stakeholders, building on the work of the Knowsley Education Strategic Partnership Board, to improve outcomes, raise aspirations and

improve attendance in the area, including as part of the priority area programme. We are keen to hear from sector colleagues with successful methods of addressing these issues to develop long-term strategies for improvement that can operate across the entire system, as an intrinsic part of the journey to a fully trust-led system for Knowsley.

Liverpool

The entirety of the Liverpool 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 Liverpool is to raise education standards through growth proposals from high-quality trusts already operating in Liverpool and across the North West region, as well as proposals to create new, high-quality multi-academy trusts (MATs) with the aim of driving system-wide improvement and addressing the needs of local communities. In secondary, we would like to bring greater coherence to a fragmented system through proposals that demonstrate capacity to improve attendance and inclusion, as well as increase attainment and progress in all key stage 4 areas. We welcome proposals that demonstrate a strong record in increasing attendance and reducing rates of exclusion across all phases.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	118	34	12	4	168
Total number of pupils	40,570	32,460	1,610	260	74,900

Table 1: Liverpool school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	12	22	0	3	37
Number of single academy trusts (SATs)	0	8	0	2	10
Number of local-authority-maintained schools	106	12	12	1	131

Table 2: Liverpool school landscape by type

The Liverpool local authority has a total of 168 state funded schools (academies, free schools and local-authority-maintained schools). There are 118 primary, 34 secondary, 12 special and 4 alternative provision (AP). Of these, 78% (131) are local-authority-maintained, with 106 primary, 12 secondary, 12 special and one AP. The remaining 22% (37) are academies or free schools, this includes 12 primaries, 22 secondaries and 3 AP.

There are 12 multi-academy trusts (MATs) with academies in the local authority and 10 single-academy trusts (SATs). There are 53 schools within the Archdiocese of Liverpool, of which 4 are in multi-academy trusts (MATs), 3 are SATs and 46 are local-authority-maintained. There are 18 schools within the Diocese of Liverpool, of which 5 are in MATs, 2 are SATs, and 11 are local-authority-maintained.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	21	4	7	1	33
Number of schools judged good	89	17	4	2	112
Number of schools judged requires improvement	5	7	1	1	14
Number of schools judged inadequate	2	4	0	0	6
Number of schools not yet inspected	1	0	0	0	1

Table 3: Liverpool Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 33 outstanding schools, 112 good schools, 14 requires improvement (RI) and 6

inadequate. There are 9 schools with consecutive RI judgements. One school has 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 73%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	54
Disadvantaged pupils	42

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

Key stage 2 all pupils attainment outcomes are below the national average. Key stage 2 progress scores in reading and writing are above the national average and below the national average in maths. At key stage 2, 42% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 54% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.29
Disadvantaged pupils Progress 8 score	-0.73
Attainment 8 score	45.3
Disadvantaged pupils Attainment 8 score	36.2

Table 5: Liverpool key stage 4 progress and attainment

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.

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	43.6
Disadvantaged pupils English and maths attainment at grade 5 or above	27.2
EBacc entries	35.0

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

Key stage 4 all pupils attainment and progress outcomes are below the national average. At key stage 4, 27.2% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 43.6% of all pupils in the EIA. The English Baccalaureate (Ebacc) entry level across the local authority is 35.0%, compared to the national average of 38.7%.

Attendance and pupil premium

Permanent exclusion rates are in line with the national average, persistent absence and suspension rates are above the national average. The percentage of those eligible for pupil premium is 35.0%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in Liverpool, we welcome growth proposals from trusts already operating in Liverpool and across the North West region, as well as proposals to create a number of new, high-quality MATs with the aim of driving system-wide improvement and addressing the needs of local communities.

The Archdiocese MAT academisation strategy proposes a MAT solution for all its schools. The Diocese of Liverpool's revised academy strategy sets out the vision for primary schools to join one of the existing Diocese of Liverpool Church of England MATs. It also sets out the potential for the Diocese of Liverpool secondary schools/academies to come together in a new secondary diocesan MAT. The Diocese of Liverpool is actively working with schools to support them with decision-making.

In secondary, we would welcome proposals that bring greater coherence to the system, this will include the mergers of smaller trusts into larger high-quality trusts. All proposals will demonstrate capacity to improve attendance and inclusion, reducing rates of exclusion and suspension as well as increase attainment and progress in all key stage 4 areas, and particularly outcomes for disadvantaged pupils and those with special educational needs and disability (SEND) support.

In primary, we welcome proposals from high-quality MATs or new trusts that are keen to develop a significant primary footprint. All proposals should demonstrate a strong record in increasing attendance and inclusion, reducing rates of exclusion, and working with

English as an additional language (EAL), SEND and the most vulnerable disadvantaged pupils to improve outcomes.

We welcome proposals from MATs with special/AP expertise that demonstrate appropriate support and a willingness to work with mainstream providers across the area and wider region.

We will work closely with all relevant stakeholders to improve outcomes, raise aspirations, and improve attendance in the area, including as part of the priority area programme. We are keen to hear from sector colleagues with successful methods of addressing these issues to develop long-term strategies for improvement that can operate across the entire system, as an intrinsic part of the journey to a fully trust-led system for Liverpool.

Manchester

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 Manchester is to continue to raise education standards and build on existing trust strength by bringing further coherence to the landscape. This would be through growth of high-quality MATs or mergers of trusts already operating in the area, and to reduce the number of trusts with only one or a small number of academies. We particularly welcome growth proposals that will build inclusive trusts and trusts that work across phases.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	135	32	14	2	183
Total number of pupils	54,130	34,910	2,170	190	91,400

Table 1: Manchester school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	45	27	5	0	77
Number of single academy trusts (SATs)	4	3	0	0	7
Number of local-authority-maintained schools	90	5	9	2	106

Table 2: Manchester school landscape by type

Manchester local authority has a total of 183 state funded schools (academies, free schools and local-authority-maintained schools). There are 135 primary, 32 secondary, 14 special and 2 alternative provision (AP). Of these, 58% (106) are local-authority-maintained, with 90 of these being primary, 5 secondary, 9 special and 2 AP. The remaining 42% (77) are academies or free schools, this includes 45 primaries, 27 secondaries and 5 special.

There are 26 multi-academy trusts (MATs) with academies in the local authority and 7 standalone single-academy trusts (SATs). Manchester has many trusts that serve multiple local authority areas, including 4 larger national trusts and several cross-regional trusts. There are 5 trusts that operate in Manchester that have 25 or more academies, compared to 22 trusts with fewer than 5 academies. Of these smaller trusts, 11 have just one academy. This brings the average size of trusts operating in Manchester to just over 2 academies per trust.

There are 27 schools within the Diocese of Manchester, of which 5 are in MATs, 2 are SATs and 20 are local-authority-maintained. There are 34 within the Roman Catholic Diocese of Salford, of which 4 are in MATs and 30 are local-authority-maintained. The Diocese of Shrewsbury has a smaller presence with 7 schools, of which 4 are in MATs and 3 are local-authority-maintained.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	27	4	8	0	39
Number of schools judged good	97	19	4	2	122
Number of schools judged requires improvement	8	1	0	0	9
Number of schools judged inadequate	2	4	1	0	7
Number of schools not yet inspected	1	3	1	0	5

Table 3: Manchester Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 39 outstanding schools, 122 good schools, 9 requires improvement (RI) and 7 inadequate. There are 4 schools with consecutive RI judgements. Five 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 68%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	52
Disadvantaged pupils	43

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

Key stage 2 all pupil attainment outcomes are below national average. Key stage 2 progress scores are above the national average in reading and maths and below the

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.

national average in writing. At key stage 2, 43% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 52% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	0.00
Disadvantaged pupils Progress 8 score	-0.34
Attainment 8 score	46.5
Disadvantaged pupils Attainment 8 score	40.6

Table 5: Manchester 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	34.6
EBacc entries	38.1

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

At key stage 4 all pupil progress scores are in line with the national average and attainment outcomes are below the national average. At key stage 4, 34.6% 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 38.1%, compared to the national average of 38.7%.

Attendance and pupil premium

Permanent exclusion, suspension and persistent absence rates are above the national average. The percentage of those eligible for pupil premium is 41.9%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in Manchester, we welcome growth proposals from high-quality MATs already operating in Manchester, and do not at this stage envisage the need for any new trust proposals. We welcome applications for growth or consolidation that bring greater coherency to the trust landscape, reducing the number of trusts with only one academy or those with a small number of academies.

We particularly welcome applications for inclusive trusts that operate across phases and in some cases include a mix of mainstream, special and AP. As there are many schools designated with a religious character in the area, we also welcome applications which develop existing trusts with faith or mixed articles, working with both Catholic and Church of England dioceses and faith bodies. As there is also a sizeable number of

local-authority-maintained primaries, we are keen to support growth of trusts at the primary phase. This includes unlocking the capacity contained within good and outstanding local-authority-maintained primary schools, and those with expertise in supporting pupils with special educational needs and disability (SEND) and/or with an education, health and care plan (EHCP).

At secondary, while there are fewer schools that are not already in high-quality or developing trusts, we are keen to support proposals that collectively help to boost attainment and progress beyond national averages, and that focus on improving attendance.

We also expect growth to support collective working with the local authority and a range of partners across Manchester and be flexible to meet the evolving needs of the area. Any proposals should seek to incorporate schools with less than good Ofsted judgements and schools that, if not in a high-quality trust, are at risk of becoming isolated. We are keen to ensure that there is strong collaboration across all trusts operating in Manchester and that good practice is shared and embedded across trusts operating in the region.

Oldham

The entirety of the Oldham 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 Oldham is to raise standards in education through growth proposals from high-quality trusts already operating in Oldham, across the region or nationally; as well as proposals that bring coherence to fragmented or isolated areas. Within both primary and secondary phases, we want to see levels of attendance improve, as well as attainment and progress across all key stages. There needs to be a particular focus on supporting pupils with English as an additional language (EAL) or special educational needs and disability (SEND), as well as narrowing the gap between disadvantaged pupils and their peers.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	86	15	6	1	108
Total number of pupils	26,200	17,990	1,180	40	45,410

Table 1: Oldham school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	26	12	6	0	44
Number of single academy trusts (SATs)	0	0	0	0	0
Number of local-authority-maintained schools	60	3	0	1	64

Table 2: Oldham school landscape by type

Oldham local authority has a total of 108 state funded schools (academies, free schools and local-authority-maintained schools). There are 86 primary, 15 secondary, 6 special and one alternative provision (AP). Of these, 59% (64) are local-authority-maintained, with 60 of these being primary, 3 secondary and one AP. The remaining 41% (44) are academies or free schools, this includes 26 primaries, 12 secondaries and 6 special.

There are 14 trusts with academies in the local authority, all of which are multi-academy trusts (MATs). There are relatively few small trusts in the area, with an average trust size of 13 academies: with 3 trusts with more than 25 academies and only 4 trusts with fewer than 5 schools. Oldham has many trusts that serve multiple local authority areas, including 2 national trusts and several cross-regional trusts.

There are 12 schools within the Roman Catholic Diocese of Salford, 11 of which are local-authority-maintained, and one is in a MAT. The Diocese of Manchester has a larger presence with 28 schools, of which 6 are in MATs and 22 are local-authority-maintained.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	11	1	3	0	15
Number of schools judged good	63	6	0	1	70
Number of schools judged requires improvement	9	4	1	0	14
Number of schools judged inadequate	3	1	0	0	4
Number of schools not yet inspected	0	2	2	0	4

Table 3: Oldham Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 15 outstanding schools, 70 good schools, 14 requires improvement (RI) and 4 inadequate. There are 9 schools with consecutive RI judgements. Four schools have not yet been inspected.⁸

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	52
Disadvantaged pupils	40

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

Key stage 2 all pupils attainment outcomes are below the national average. Progress scores in reading and maths are above average but are below the national average in

⁸ 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. At key stage 2, 40% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 52% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.20
Disadvantaged pupils Progress 8 score	-0.60
Attainment 8 score	44.6
Disadvantaged pupils Attainment 8 score	36.3

Table 5: Oldham key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	43.3
Disadvantaged pupils English and maths attainment at grade 5 or above	28.5
EBacc entries	30.7

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

At key stage 4 all pupils attainment and progress outcomes are below the national average. At key stage 4, 28.5% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 43.3% of all pupils in the EIA. The English Baccalaureate (Ebacc) entry level across the local authority is 30.7%, compared to the national average of 38.7%.

Attendance and pupil premium

Permanent exclusion and persistent absence rates are above the national average, but suspensions are below the national average. The percentage of those eligible for pupil premium is 32.0%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in Oldham, we welcome growth proposals from trusts already operating in Oldham, as well as proposals from trusts across the region or nationally who are interested in establishing a local hub, with the aim of driving system-wide improvement and addressing the needs of local communities. Academy coverage is not consistent across all areas of Oldham, and we welcome applications for growth or consolidation that brings coherence to fragmented or isolated areas. Where MATs are not currently operating in Oldham, we expect all growth proposals to demonstrate how MAT will establish a clear footprint or cluster in Oldham and applications to reduce the risk of single schools being isolated from the rest of the trust.

At primary level, we particularly welcome growth applications from trusts with the capacity to increase attainment and progress within early years, support pupils with EAL or SEND and reduce the gap between disadvantaged pupils and their peers. We do not envisage the need for additional primary only trusts in the local authority. We do envisage the need for a maximum of 2 trusts to establish a mixed secondary-primary hub or trust, particularly in areas where there is currently less academy coverage. We would also welcome applications from trusts already operating in the area with diocesan articles, to support the large number of primary schools designated with a religious character in the area, but at this stage do not envisage the need for additional trusts to take on diocesan articles.

At secondary level, we welcome growth applications from trusts with a record in driving up outcomes at key stage 4, supporting pupils with EAL or SEND, and increasing attendance, as well as working with the most vulnerable disadvantaged pupils to support them to achieve as well as their peers nationally. All proposals must demonstrate how they understand the unique context of Oldham's communities, will work proactively with other trusts and the local authority to collectively raise standards, and have experience of supporting schools with similar communities.

As there are currently no academies offering AP in the local authority, we are also keen to support growth applications from high-quality trusts with the skills and capacity to support AP, particularly at key stage 3.

Building on the success of the Oldham Opportunity Area and Oldham Learning, we will continue to work closely with all relevant stakeholders to improve outcomes, raise aspirations and improve attendance in the area, including activity as part of the priority area programme. We are keen to ensure that there is strong collaboration across all trusts operating in Oldham and that high-quality trust principles are shared and embedded within all, capitalising on relationships with research schools and evidence-based interventions.

Rochdale

The entirety of the Rochdale 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 Rochdale is to raise education standards through growth proposals from trusts already operating in Rochdale, across the region or nationally. We want to focus on the growth of high-quality trusts with the capacity to raise primary attainment overall and specifically in reading and writing, including for pupils with English as an additional language (EAL) or special educational needs and disability (SEND) support. In secondary, we want to see levels of attendance improve, alongside increasing attainment and progress across key stage 4.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	69	14	4	1	88
Total number of pupils	22,830	11,340	650	100	34,910

Table 1: Rochdale school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	9	10	0	0	19
Number of single academy trusts (SATs)	1	0	0	0	1
Number of local-authority-maintained schools	60	4	4	1	69

Table 2: Rochdale school landscape by type

Rochdale local authority has a total of 88 state funded schools (academies, free schools and local-authority-maintained schools, excluding nurseries). There are 69 primary, 14 secondary, 4 special and one alternative provision (AP). Of these, 78% (69) are local-authority-maintained, with 60 of these being primary, 4 secondary, 4 special and one AP. The remaining 22% (19) are academies or free schools, this includes 9 primaries and 10 secondaries.

There are 8 multi-academy trusts (MATs) with academies in the local authority and one standalone single-academy trust (SAT). There are 3 trusts with faith or mixed articles.

There are 20 schools within the Diocese of Manchester, 3 of which are in MATs and 17 are local-authority-maintained. There are 17 within the Roman Catholic Diocese of Salford, of which 3 are in MATs and 14 are local-authority-maintained.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	10	1	0	0	11
Number of schools judged good	50	7	4	1	62
Number of schools judged requires improvement	7	2	0	0	9
Number of schools judged inadequate	2	2	0	0	4
Number of schools not yet inspected	0	1	0	0	1

Table 3: Rochdale Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 11 outstanding schools, 62 good schools, 9 requires improvement (RI) and 4 inadequate.

There are 5 schools with consecutive RI judgements. One school has not yet been inspected.⁹

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 73%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	57
Disadvantaged pupils	43

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

Key stage 2 all pupils attainment outcomes are below national average. Key stage 2 progress scores are above the national average. At key stage 2, 43% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 57% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.25
Disadvantaged pupils Progress 8 score	-0.59
Attainment 8 score	43.7
Disadvantaged pupils Attainment 8 score	35.8

Table 5: Rochdale key stage 4 progress and attainment

⁹ 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	40.9
Disadvantaged pupils English and maths attainment at grade 5 or above	25.4
EBacc entries	34.6

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

At key stage 4 all pupils attainment and progress outcomes are below the national average. At key stage 4, 25.4% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 40.9% of all pupils in the EIA. The English Baccalaureate (Ebacc) entry level across the local authority is 34.6%, compared to the national average of 38.7%.

Attendance and pupil premium

Permanent exclusion, persistent absence and suspension rates are above the national average. The percentage of those eligible for pupil premium is 29.7%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in Rochdale, we welcome growth proposals from trusts already operating in Rochdale and across the region or nationally, with the aim of driving system-wide improvement and addressing the needs of local communities. This includes proposals to meet the requirements of the diocesan strategies as they develop. We are particularly interested in proposals which focus on securing improved outcomes at all key stages. Many of the schools operating in Rochdale are smaller than average, therefore we would welcome applications that have a strong record in this area and can demonstrate the benefits of collaboration.

At primary, due to the number of schools yet to convert, we are keen to welcome growth applications from high-quality trusts already operating within Rochdale, proposals from new MATs into the area or potentially the formation of a new trust to build capacity within the trust landscape. As we do not expect to see any SATs or smaller MATs over time, any growth proposals should bring greater coherence to the trust landscape whilst ensuring that the trust retains a sufficiently large presence in Rochdale as to operate as a viable hub that can make a demonstrable difference. We particularly welcome proposals from trusts with a strong record in raising attainment overall and specifically in reading and writing, including for pupils with EAL or SEND support.

At secondary level, we welcome applications from trusts, in particular those with faith or mixed articles, with the capacity to improve attendance as well as increase attainment and progress in all key stage 4 areas, and particularly outcomes for disadvantaged

pupils and those with SEND support where outcomes are on a declining trajectory.

As there are currently no academies offering AP or special provision, we are also keen to support growth applications from high-quality trusts with the appropriate skills and capacity to support pupils that attend these provisions. Proposals need to demonstrate appropriate capability and a willingness to work collaboratively with mainstream providers across the area.

We will work closely with all relevant stakeholders to improve outcomes, raise aspirations and improve attendance in the area, including as part of the priority area programme. We are keen to hear from trusts with a strong collaborative ethos that will work collectively with trusts operating within Rochdale to secure improved outcomes.

Salford

The entirety of the Salford 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 Salford is to raise education standards through growth of high-quality trusts already operating in Salford and across neighbouring local authority areas, as well as consider proposals to create one new high-quality primary trust. Our focus is to build a trust landscape that will drive up attendance in the area, so that all children regularly benefit from a good quality education. There is also a priority to improve key stage 4 outcomes through high-quality trusts working together, including for disadvantaged pupils and those in receipt of special educational needs and disability (SEND) support. This will be supported by growth of high-quality trusts that operate with Church of England or Catholic diocesan articles.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	76	15	4	4	99
Total number of pupils	24,080	12,590	870	120	37,660

Table 1: Salford school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	7	12	3	0	22
Number of single academy trusts (SATs)	2	1	0	0	3
Number of local-authority-maintained schools	69	3	1	4	77

Table 2: Salford school landscape by type

Salford local authority has a total of 99 state funded schools (academies, free schools and local-authority-maintained schools). There are 76 primary, 15 secondary, 4 special and 4 alternative provision (AP). Of these, 78% (77) are local-authority-maintained, with 69 of these being primary, 3 secondary, one special and 4 AP. The remaining 22% (22) are academies or free schools, this includes 7 primaries, 12 secondaries and 3 special.

There are 10 multi-academy trusts (MATs) with academies in the local authority, 2 of which are larger national trusts, and one is a cross-regional trust. The remaining MATs operate within multiple local authorities across Greater Manchester and some beyond. There are 3 single-academy trusts (SATs) within the authority boundary, 2 of which have faith-based articles.

There are 18 schools within the Diocese of Manchester, of which 2 are in MATs and 16 are local-authority-maintained. The Roman Catholic Diocese of Salford has a larger presence with 21 schools, all of which are local-authority-maintained.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	14	0	2	0	16
Number of schools judged good	56	6	1	4	67
Number of schools judged requires improvement	3	7	0	0	10
Number of schools judged inadequate	3	2	1	0	6
Number of schools not yet inspected	0	0	0	0	0

Table 3: Salford Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 16 outstanding schools, 67 good schools, 10 requires improvement (RI) and 6 inadequate. There are 6 schools with consecutive RI judgements. No schools have not yet been inspected.¹⁰

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 70%, compared to a national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	55
Disadvantaged pupils	42

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

¹⁰ 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 pupils progress and attainment outcomes are below the national average. At key stage 2, 42% 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	-0.41
Disadvantaged pupils Progress 8 score	-0.87
Attainment 8 score	43.2
Disadvantaged pupils Attainment 8 score	34.4

Table 5: Salford key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	40.3
Disadvantaged pupils English and maths attainment at grade 5 or above	24.7
EBacc entries	30.7

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

At key stage 4 all pupils attainment and progress outcomes are below the national average. At key stage 4, 24.7% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 40.3% of all pupils in the EIA. The English Baccalaureate (Ebacc) entry level across the local authority is 30.7%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence rates, permanent exclusions and suspension rates are above the national average. The percentage of those eligible for pupil premium is 33.8%, compared to 24.4% nationally.

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

Expectations 2023/25

We welcome growth proposals from trusts already operating in the area, as well as proposals from trusts across the region, with the aim of driving system-wide improvement and addressing the needs of local communities.

At secondary, while there are very few schools not already in trusts, our focus is working with trusts with demonstrable experience of improving outcomes at key stage 4. We welcome proposals to boost outcomes beyond national averages for all pupils including for disadvantaged pupils and those in receipt of special educational needs and disability (SEND) support, as well as experience of improving levels of persistent absence and exclusion. We particularly welcome growth applications from high-quality

trusts that operate under Church of England or Catholic diocesan articles who will work collaboratively with the local authority and other trusts in the area to improve outcomes.

In primary, there are a high number of local-authority-maintained schools, so we welcome growth applications from trusts at key stage 2 and would like to encourage trusts with a strong record in reducing absence levels and experience of improving key stage 2 outcomes particularly for disadvantaged pupils. This includes unlocking the capacity contained within the good and outstanding local authority-maintained primaries. Subject to clear evidence that any proposals will result in a high-quality and sustainable trust, we may also consider applications to form one new MAT at this stage. Equally we are also keen to hear from trusts that have a presence within and as part of the surrounding areas of Salford that operate under Church of England or Catholic diocesan or mixed articles.

We expect applicants to demonstrate how the trust will establish a reasonable presence in Salford to make a difference. We also expect trusts will work collaboratively with the local authority and academy trusts across Salford on improvement strategies.

We will work closely with all relevant stakeholders including dioceses and trusts, to raise aspirations, improve attendance and outcomes in the area, including as part of the priority area programme. We are keen to hear from trusts with a strong record of being part of a collective approach to improvement, and which can operate and have influence across the entire school system and not just on its own schools. This includes working with the local authority and other agencies to build strong and coherent collaborations that ensure outcomes for all schools improve.

Sefton

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 Sefton is to raise education standards through growth proposals from high-quality trusts already operating in Sefton, as well as proposals to create new, high-quality trusts focused on Sefton schools. There are strong relationships between existing trusts in the borough, the Archdiocese and Diocese ensuring that all schools within Sefton work collaboratively to improve outcomes for all children and young people. At primary, the focus will be on supporting the improvements already made in key stage 2 attainment outcomes, with a particular focus on disadvantaged pupils achieving the expected level in reading, writing and maths. Disadvantaged pupils will also be a focus at key stage 4; we will welcome growth or consolidation applications from existing trusts with a track-record in addressing this, as well as improving attendance and focused on developing an inclusive vision.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	74	18	5	2	99
Total number of pupils	22,580	15,020	730	70	38,410

Table 1: Sefton school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	8	14	0	0	22
Number of single academy trusts (SATs)	0	3	0	0	3
Number of local-authority-maintained schools	66	4	5	2	77

Table 2: Sefton school landscape by type

Sefton local authority has a total of 99 state funded schools (academies, free schools and local-authority-maintained schools). There are 74 primary, 18 secondary, 5 special and 2 alternative provision (AP). Of these, 78% (77) are local-authority-maintained, with 66 of these being primary, 4 secondary, 5 special and 2 AP. The remaining 22% (22) are academies or free schools, this includes 8 primaries and 14 secondaries.

There are 10 multi-academy trusts (MATs) with academies in the local authority and 3 single-academy trusts (SATs). Five of the trusts have between 2 and 5 schools, 3 have between 6 and 9 schools and there is one trust with more than 10 schools. Eight trusts also have a presence in other local authorities.

There are 17 schools within the Diocese of Liverpool, of which 4 are in MATs and 13 are local-authority-maintained. There are 29 schools within the Archdiocese of Liverpool, of which 3 are in MATs and 26 are local-authority-maintained.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	9	1	2	0	12
Number of schools judged good	58	11	3	2	74
Number of schools judged requires improvement	6	4	0	0	10
Number of schools judged inadequate	1	2	0	0	3
Number of schools not yet inspected	0	0	0	0	0

Table 3: Sefton Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 12 outstanding schools, 74 good schools, 10 requires improvement (RI) and 3 inadequate. There are 6 schools with consecutive RI judgements. No schools have not yet been inspected.¹¹

Outcomes

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

Type of pupil	Percentage of pupils (%)
All pupils	58
Disadvantaged pupils	41

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

Key stage 2 all pupils attainment outcomes are below the national average. Key stage 2 progress scores in reading and maths are above the national average and below the national average in writing. At key stage 2, 41% 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	-0.34
Disadvantaged pupils Progress 8 score	-0.78
Attainment 8 score	45.7
Disadvantaged pupils Attainment 8 score	35.3

Table 5: Sefton key stage 4 progress and attainment

¹¹ 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	44.1
Disadvantaged pupils English and maths attainment at grade 5 or above	23.7
EBacc entries	35.9

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

Key stage 4 all pupils attainment and progress outcomes are below the national average. At key stage 4, 23.7% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 44.1% of all pupils in the EIA. The English Baccalaureate (Ebacc) entry level across the local authority is 35.9%, compared to the national average of 38.7%.

Attendance and pupil premium

Persistent absence rates and permanent exclusions are above the national average and suspension rates are below national average. The percentage of those eligible for pupil premium is 24.0%, in line with the national average.

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

Expectations 2023/25

To raise education standards in Sefton, we welcome growth proposals from MATs already operating in Liverpool and across the North West region, as well as proposals to create new, high-quality trusts with the aim of driving system-wide improvement and addressing the needs of local communities.

The Archdiocese MAT academisation strategy proposes a MAT solution for all its schools. The Diocese of Liverpool's revised academy strategy sets out the vision for primary schools to join one of the existing Diocese of Liverpool Church of England MATs. It also sets out the potential for the Diocese of Liverpool secondary schools/academies to come together in a new secondary diocesan MAT. The Diocese of Liverpool is actively working with schools to support them with decision-making.

At primary level, we welcome growth or consolidation proposals from trusts already operating in Sefton and from trusts across the region. Proposals could be for primary-only or cross-phase trusts. We particularly encourage applications from trusts with the capacity to increase attainment and progress in EYFS, phonics and key stage 2 writing.

At secondary level, we do not envisage the need for additional secondary trusts, but welcome growth or consolidation applications from existing trusts with the capacity to increase attainment and progress in all key stage 4 areas and improve attendance and inclusion. We also welcome proposals from trusts with a strong record in supporting

disadvantaged pupils and those in receipt of special educational needs and disability (SEND) support.

There are relatively few trust providers of special and AP in Sefton, and we are keen to expand provision in this area. We welcome proposals from trusts with special/AP expertise, especially where said trusts have a good understanding of the specific needs of the local area and/or experience of working with the groups most in need of the types of provision required.

St Helens

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 St Helens is to raise education standards through growth proposals from high-quality multi-academy trusts (MATs) already operating in the area, including bringing geographic coherence to the area through mergers of smaller trusts and the growth of high-quality trusts through local-authority-maintained schools and single-academy trusts (SATs). We believe there is strength in the primary phase that needs to consolidate and develop further. There needs to be a focus on improving key stage 2 outcomes, through growth or consolidation proposals and work across trusts and schools. In secondary, we would welcome proposals that bring greater coherence to the current fragmented system.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	54	9	3	2	68
Total number of pupils	15,550	10,620	390	40	26,600

Table 1: St Helens school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	6	6	0	0	12
Number of single academy trusts (SATs)	0	2	0	0	2
Number of local-authority-maintained schools	48	3	3	2	56

Table 2: St Helens school landscape by type

St Helens local authority has a total of 68 state funded schools (academies, free schools and local-authority-maintained schools). There are 54 primary, 9 secondary, 3 special and 2 alternative provision (AP). Of these, 82% (56) are local-authority-maintained, with 48 of these being primary, 3 secondary, 3 special and 2 AP. The remaining 18% (12) are academies or free schools, this includes 6 primaries and 6 secondaries.

There are 7 multi-academy trusts (MATs) with academies in the local authority and 2 SATs. Four of the MATs have fewer than 5 schools, 2 have between 6 to 9 schools and 2 have more than 10 schools. There are 5 MATs that also have a presence in other local authorities in the North West, with one having a national presence.

There are 13 schools within the Diocese of Liverpool, of which 5 are in MATs, one is a SAT, and 7 are local-authority-maintained. There are 20 schools within the Archdiocese of Liverpool, of which one is in a MAT and 19 are local-authority-maintained.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	14	0	1	0	15
Number of schools judged good	37	4	2	2	45
Number of schools judged requires improvement	3	4	0	0	7
Number of schools judged inadequate	0	1	0	0	1
Number of schools not yet inspected	0	0	0	0	0

Table 3: St Helens Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 15 outstanding schools, 45 good schools, 7 requires improvement (RI) and one inadequate. There are 3 schools with consecutive RI judgements. No schools have not yet been inspected.¹²

Outcomes

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

Type of pupil	Percentage of pupils (%)
All pupils	57
Disadvantaged pupils	39

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

Key stage 2 all pupils attainment outcomes are below the national average and key stage 2 progress scores are above the national average in reading and writing and below the national average in maths. At key stage 2, 39% of disadvantaged pupils achieved the expected level in reading, writing and maths compared with 57% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.24
Disadvantaged pupils Progress 8 score	-0.84
Attainment 8 score	45.8
Disadvantaged pupils Attainment 8 score	34.6

Table 5: St Helens key stage 4 progress and attainment

¹² 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	44.1
Disadvantaged pupils English and maths attainment at grade 5 or above	23.4
EBacc entries	32.7

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

Key stage 4 all pupils attainment and progress outcomes are below the national average. At key stage 4, 23.4% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 44.1% of all pupils in the EIA. 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 above the national average whilst permanent exclusions are below the national average. The percentage of those eligible for pupil premium is 27.0%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in St Helens, we welcome growth proposals from trusts already operating in the area, as well as proposals from MATs across the region with the aim of driving system-wide improvement and addressing the needs of local communities. All proposals would need to clearly set out how they will operate as a high-quality trust, with improvements in outcomes a priority. We are keen to hear from sector colleagues with successful methods of developing long-term strategies for improvement that can operate across an entire system.

At primary level, we welcome growth or consolidation proposals that demonstrate a strong record in increasing attendance and inclusion, reducing rates of exclusion, and working with the most vulnerable disadvantaged pupils to improve outcomes.

In secondary, we would welcome proposals that bring greater coherence to the current fragmented system. All proposals should demonstrate the capacity to improve attendance and inclusion as well as increase attainment and progress in all key stage 4 areas, particularly outcomes for disadvantaged pupils and those with special educational needs and disability (SEND).

There are relatively few trust providers of special and AP in St Helens, and we are keen to expand provision in this area. We welcome proposals from trusts with special/AP expertise, especially where said trusts have a good understanding of the specific needs of the local area and/or experience of working with the groups most in need of the types

of provision required.

The Archdiocese MAT academisation strategy proposes a MAT solution for all its schools. The Diocese of Liverpool's revised academy strategy sets out the vision for primary schools to join one of the existing Diocese of Liverpool Church of England MATs. It also sets out the potential for the Diocese of Liverpool secondary schools/academies to come together in a new secondary diocesan MAT. The Diocese of Liverpool is actively working with schools to support them with decision-making.

We will work closely with all relevant stakeholders to improve outcomes, raise aspirations and improve attendance and inclusion in the area.

Tameside

The entirety of the Tameside 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 Tameside is to raise education standards through the growth of high-quality trusts already operating in the local authority, across the region or nationally. We will bring greater coherence and support consolidation by reducing the number of trusts with only one or a small number of academies. We will grow high-quality trusts with the track-record and capacity to drive improvements at primary and secondary, in particular for disadvantaged pupils and those with additional needs.

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	76	17	5	1	99
Total number of pupils	21,820	14,570	520	130	37,030

Table 1: Tameside school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies	30	11	2	0	43
Number of single academy trusts	2	3	0	0	5
Number of local-authority-maintained schools	46	6	3	1	56

Table 2: Tameside school landscape by type

Tameside local authority has a total of 99 state funded schools (academies, free schools, and local-authority-maintained schools). There are 76 primary, 17 secondary, 5 special and one alternative provision (AP). Of these, 57% (56) are local-authority-maintained, with 46 of these being primary, 6 secondary, 3 special and one AP. The remaining 43% (42) are academies or free schools, this includes 30 primaries, 11 secondaries and 2 special.

There are 16 multi-academy trusts (MATs) with academies in the local authority and 5 SATs. Two of the MATs have one school. There are relatively small trusts in the area, with 53% of trusts (11 trusts) having fewer than 5 academies. Tameside has many trusts that serve multiple local authority areas, including one national trust and several cross-regional trusts.

The diocesan picture in Tameside is mixed, with 4 different diocese represented in the area. There are 6 schools within the Diocese of Chester, with 2 of these in MATs and 4 being local-authority-maintained. The Diocese of Manchester has a greater presence with 12 schools in the area. Nine of these are local-authority-maintained and 3 are in MATs. There are 9 schools within the Roman Catholic Diocese of Salford, all of which are local-authority-maintained. Finally, there are 6 schools within the Roman Catholic Diocese of Shrewsbury, with 5 of these being local-authority-maintained and one being in a MAT.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	5	3	2	0	10
Number of schools judged good	66	7	2	1	76
Number of schools judged requires improvement	3	3	0	0	6
Number of schools judged inadequate	2	2	1	0	5
Number of schools not yet inspected	0	1	0	0	1

Table 3: Tameside Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 10 outstanding schools, 76 good schools, 6 requires improvement (RI) and 5 inadequate. There are 3 schools with consecutive RI judgements. One school has not yet been inspected.¹³

Outcomes

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

Type of pupil	Percentage of pupils (%)
All pupils	57
Disadvantaged pupils	44

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

Key stage 2 all pupils attainment outcomes are below the national average. Key stage 2 progress scores in reading and maths are above the national average whilst in writing

¹³ 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.

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

Progress and attainment	Score
Progress 8 score	-0.22
Disadvantaged pupils Progress 8 score	-0.62
Attainment 8 score	45.2
Disadvantaged pupils Attainment 8 score	35.8

Table 5: Tameside key stage 4 progress and attainment

English & maths attainment and EBacc entry	Percentage of pupils (%)
English and maths attainment at grade 5 or above	44.2
Disadvantaged pupils English and maths attainment at grade 5 or above	26.6
EBacc entries	32.1

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

Key stage 4 all pupils progress and attainment outcomes are below the national average. At key stage 4, 26.6% of disadvantaged pupils achieved a grade 5 or above in English and maths compared to 44.2% of all pupils in the EIA. The English Baccalaureate (Ebacc) entry level across the local authority is 32.1%, compared to the national average of 38.7%.

Attendance and pupil premium

Permanent exclusion and suspension rates are above the national average, but persistent absence rates are below the national average. The percentage of those eligible for pupil premium in Tameside is 31.2%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards in Tameside, we welcome growth proposals from MATs already operating in Tameside as well as proposals from trusts across the region or nationally who are interested in establishing a local hub with a key focus on improving outcomes. Given the number of SATs at both primary and secondary level, we welcome applications from high-quality trusts to consolidate these into larger organisations and bring greater coherence to the school landscape, ensuring sufficient presence in the area to make a demonstrable difference. Any proposals should also seek to incorporate schools with less than good Ofsted judgements where appropriate, as well as schools not in a high-quality MAT, or a SAT that is at risk of becoming isolated.

At primary level, we would welcome applications from trusts with faith or mixed articles that are already operating in Tameside or with the skills and capacity to do so. This is to support the large number of schools designated with a religious character in the area. At this stage we do not envisage the need for additional trusts to take on diocesan articles.

For the remaining primary schools and at secondary level, we do not currently envisage the need for entirely new trust proposals. We do, however, welcome proposals for schools to join high-quality trusts, to develop a consolidated system or to reduce the number of smaller trusts. Any proposals should seek to incorporate improvements in special educational needs and disability (SEND), behaviour, and support for disadvantaged pupils.

We also welcome growth in trusts with special needs/AP expertise, with a strong record of working with the groups most in need of the types of provision required. Proposals need to demonstrate appropriate skills and capacity to work collaboratively with mainstream providers across the area.

We will work closely with all relevant stakeholders to improve outcomes and raise aspirations, in particular for vulnerable pupils, including as part of the priority area programme. We are keen to hear from trusts with a desire to collaborate, and who have a successful record of working collectively to develop and deliver sustainable strategies for improvement that can operate across the entire system, as a critical part of the journey to a fully trust-led system for Tameside.

Wirral

School configuration and academisation rates show the position as of 1 January 2023. School performance data is based on the 2021 to 2022 academic year. The Ofsted outcomes show the position as of 31 December 2022. Pupil absence data is based on the 2020 to 2021 academic year. Permanent exclusions and suspension rates are based on autumn term 2021 to 2022. The use of data is in line with the department's statement on the use of these data: [Regional directors decision making: 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Vision

Our vision for the Wirral is to raise education standards by growing high-quality trusts with a particular focus on improving outcomes at key stage 2, especially for disadvantaged pupils. We aim to consolidate the trust landscape and bring coherence to the fragmented system through growth proposals from high-quality trusts already operating in the North West, mergers of small trusts and the growth of high-quality multi-academy trusts (MATs) through local-authority-maintained schools and single-academy trusts (SATs).

Background

School landscape

School breakdown	Primary	Secondary	Special	Alternative Provision	Total
Total number of state-funded schools	90	21	11	0	122
Total number of pupils	26,580	22,450	1,260	0	50,290

Table 1: Wirral school landscape overview

School type	Primary	Secondary	Special	Alternative Provision	Total
Number of academies (MATs and SATs)	15	17	0	0	32
Number of single academy trusts (SATs)	0	10	0	0	10
Number of local-authority-maintained schools	75	4	11	0	90

Table 2: Wirral school landscape by type

Wirral local authority has a total of 122 state funded schools (academies, free schools and local-authority-maintained schools). There are 90 primary, 21 secondary and 11 special. Of these, 74% (90) are local-authority-maintained, with 75 of these being primary, 4 secondary and 11 special. The remaining 26% (32) are academies or free schools, this includes 15 primaries and 17 secondaries.

There are 9 MATs with academies in the local authority and 10 SATs. One of the MATs currently has only one academy. A further four MATs have five or fewer schools, 3 have between 6 to 9 schools and 2 have more than 10 schools. There are 7 MATs that also have a presence in other local authorities in the North West, only 4 have at least 50% of their academies within the local authority.

The Diocese of Chester has 14 schools, of which one is in a MAT, one is a SAT, and 12 are local-authority-maintained. The Diocese of Shrewsbury has a slightly larger presence with 22 schools, of which 4 are in MATs, 2 are SATs, and 16 are local-authority-maintained.

Ofsted (as of 31 December 2022)

Ofsted category	Primary	Secondary	Special	Alternative Provision	Total
Number of schools judged outstanding	14	5	6	0	25
Number of schools judged good	65	10	4	0	79
Number of schools judged requires improvement	10	5	1	0	16
Number of schools judged inadequate	1	0	0	0	1
Number of schools not yet inspected	0	0	0	0	0

Table 3: Wirral Ofsted judgements

In this EIA, the Ofsted judgements, as of 31 December 2022, show there are 25 outstanding schools, 79 good schools, 16 requires improvement (RI) and one inadequate. There are 12 schools with consecutive RI judgements. No schools have not yet been inspected.¹⁴

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 77%, above the national average of 75%.

Type of pupil	Percentage of pupils (%)
All pupils	52
Disadvantaged pupils	36

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

Key stage 2 all pupils progress and attainment outcomes are below the national average. At key stage 2, 36 of disadvantaged pupils achieved the expected level in

¹⁴ The number of schools in Ofsted data may differ to the number of schools used for academisation rates as the data is taken at two different dates. Schools are eligible for intervention if they are judged inadequate by Ofsted and may be eligible for intervention if they are judged RI and have at least one previous consecutive judgement below good (2RI+). Please refer to [The Schools Causing Concern guidance](#) for further information about the eligibility criteria. Inadequate and 2RI+ schools listed above may have transferred to high-quality trusts since their last inspection.

reading, writing and maths compared with 52% of all pupils in the EIA.

Progress and attainment	Score
Progress 8 score	-0.03
Disadvantaged pupils Progress 8 score	-0.67
Attainment 8 score	48.9
Disadvantaged pupils Attainment 8 score	34.9

Table 5: Wirral 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	21.9
EBacc entries	50.8

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

Key stage 4 all pupils attainment and progress outcomes are in line with the national average. At key stage 4, 21.9% 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 50.8%, compared to the national average of 38.7%.

Attendance and pupil premium

Suspension rates are below the national average whilst permanent exclusions and persistent absence rates are in line with the national average. The percentage of those eligible for pupil premium is 29.6%, compared to 24.4% nationally.

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

Expectations 2023/25

To raise education standards across the Wirral, we welcome growth proposals from trusts already operating in the Wirral and the North West 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 local authority – for example Leasowe and Heswall – 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. Proposals should demonstrate how networks will be built that ensure the smallest schools can be part of successful larger hubs, so that no vulnerable schools are left isolated.

We welcome growth proposals that bring coherence to the fragmented system across the borough, specifically where schools are not currently maximising collaboration

through trust structures. This is currently evident in the secondary phase. We specifically encourage good and outstanding secondary SATs in the area to consider how they might spread aspiration and best practice through forming either a secondary only trust, or a mixed secondary/primary trust with several schools in each phase.

At primary level, with the aim of improving key stage 2 outcomes across the local authority. We welcome growth applications from trusts with the capacity to increase attainment and progress in EYFS, and key stage 2 (reading, writing and maths) specifically in the east of the region.

We would also welcome applications from trusts already operating in the Wirral with Church of England or Catholic diocesan articles, to support the large number of primary church schools in the area, but do not envisage the need for additional trusts to take on diocesan articles.

At both primary and secondary level, we welcome growth applications from trusts with a record in increasing attendance and working with the most vulnerable disadvantaged pupils to bridge the local authority's disadvantage gap.

To ensure the strength of special school provision we welcome proposals from existing MATs with special school expertise that wish to set up a special school hub in the Wirral. Proposals need to demonstrate appropriate support and a willingness to work with mainstream providers across the area and wider region.



Department
for Education

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