



Department  
for Education

# Academies and the school system

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**Regions Group**

# Specifically

- **What will happen to the White paper and the 2030 aspiration?**
- **What if there is a change of government, will policy towards academisation change significantly?**
- **The risk that if a school decides to join a particular MAT, that MAT might itself be guided to merge elsewhere and so the school might arrive in an ultimate destination MAT it wouldn't have chosen.**

# The Department for Education – Regions Group

**Regional Directors** (formerly Regional Schools Commissioners) are part of the DfE and lead teams within Regions Group.

Our work includes

## **Academies oversight**

- Trust accountability for effective performance and governance
- Growth of strong trusts; intervention in weak schools

## **Free schools and places planning**

- Delivering new schools; ensuring sufficient school places

## **Overseeing LA delivery of Children’s Services**

- Intervening in LAs with weak SEND or CSC functions
- Implementing SEND and AP reforms at regional level

## **School improvement**

- Supporting Teaching School Hubs and co-ordinating deployment of school improvement resource
- Consideration of how “place” and local factors impact different parts of the national educational system



# Schools White Paper: creating a system of strong multi academy trusts



## Context & our ambitions

- All children will benefit from being taught in a strong MAT, or their school will have plans to join / form one.
- All schools will provide a high quality and inclusive education within the resilient structure of a strong trust, sharing expertise, resources, and support to help deliver better outcomes.
- The best trusts will work where they are needed most, levelling up standards, and transforming underperforming schools.
- Every part of the system will be held accountable to a set of clear roles and responsibilities.



## Key policies

- A fully trust led system with a single regulatory approach, through growth of strong trusts
- Move schools into trusts with a focus on quality –**the vast majority to be in trusts by 2030**
- Raising the bar on potential intervention to schools with more than one RI judgement
- Trust capacity funding (£86m) available to growing trusts with a focus on EIA areas and vulnerable schools
- Priority Education Investment Areas (PEIAs) to receive LNF funding for dedicated improvement work
- No LA MATs but encouragement for maintained schools to join (or form MATs where needed)

# Why trusts?



- We know what makes schools successful: excellent teachers, leaders and school staff with strong professional development, an evidenced-based approach to curriculum, behaviour and teaching, underpinned by sound governance and financial management.
- **Any** school can achieve this, but groups of schools working together in a single governance and accountability structure are hardwired to do this.
- Strong academy trusts support school leaders to share and implement the latest evidence-based practice by directing resources through a shared structure.
- Strong structures (groups of schools) can facilitate better professional development and thus better teaching and improvement for pupils
- Larger academy trusts can also support or enable the delivery of high-quality and evidence-based initial training for teachers and make the most effective use of centralised processes and back-office functions to empower schools to focus on teaching and knowledge building

# The South West (SW) Education Landscape @ June 2023

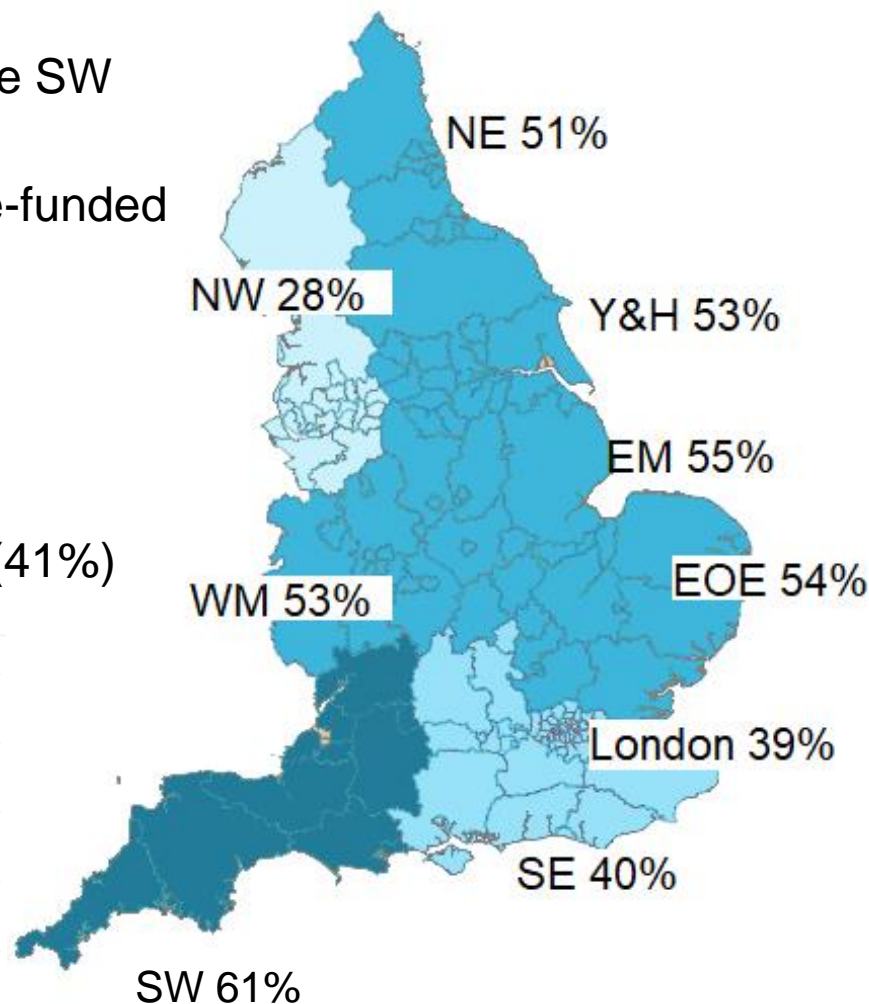
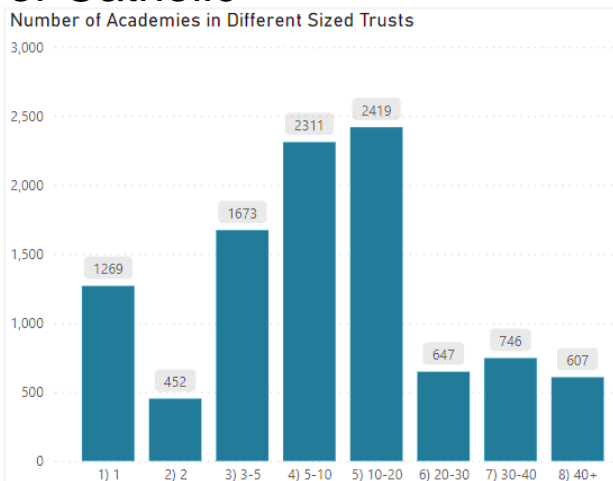
- The SW is the highest academised region (61%)
- 2,350 state-funded schools are in the SW region
- Over 760,000 pupils are in SW state-funded schools

1,437 are academies

144 SATs (down from 200 in 2019)

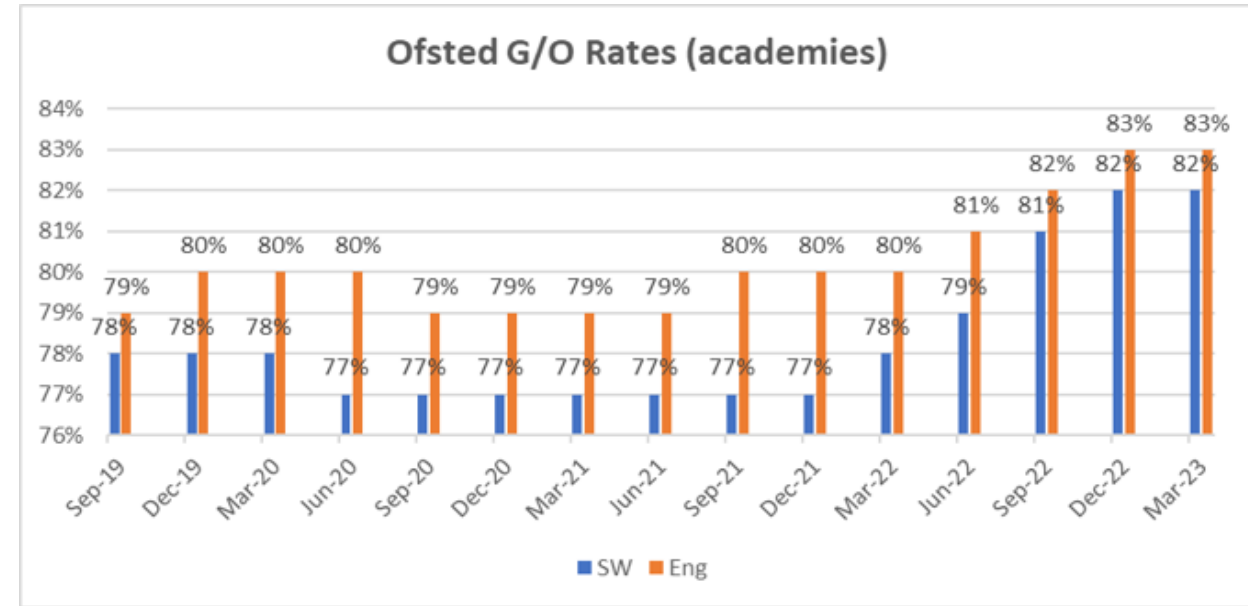
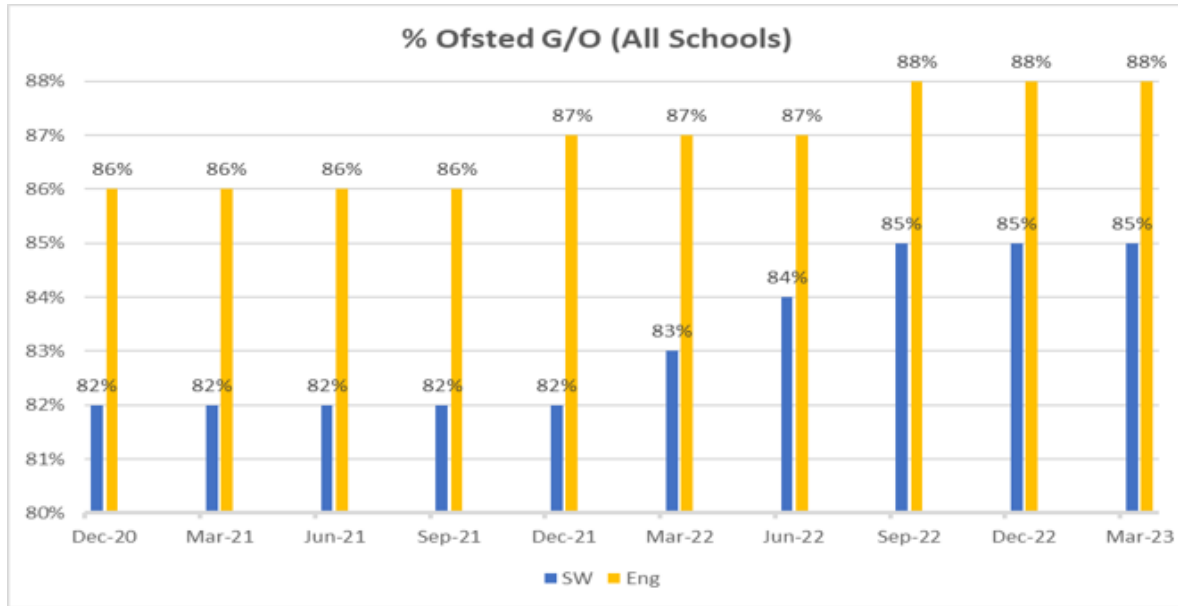
120 MATs (down from 160)

913 are LA maintained, of which, 377 (41%) are CofE or Catholic



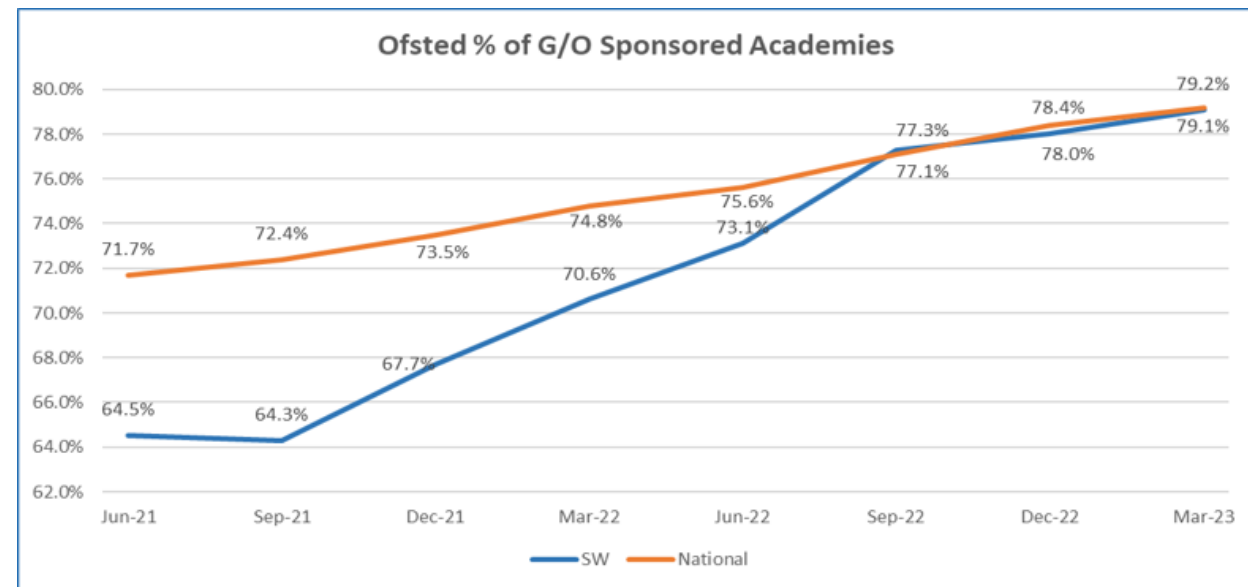
SW % Academisation	Mar-23
England National	47%
SW GOR Region	61%
Isles Of Scilly	100%
Banes	92%
North Somerset	91%
BCP	84%
Torbay	84%
Plymouth	83%
Cornwall	81%
Swindon	77%
Bristol	65%
Dorset	62%
Devon	57%
Wiltshire	50%
Somerset	50%
Gloucestershire	37%
South Gloucestershire	27%

# Where we are: Ofsted outcomes



The % of schools that are judged Good or Outstanding has remained fairly steady

The % of sponsored academies judged Good or Outstanding has increased significantly



# KS2 Results 2019 vs 2022

Local Authority	2019 ES RWM (All Pupils)	2022 ES RWM (All Pupils)	%p Difference	2019 ES RWM disadvantaged pupils	2022 ES RWM disadvantaged pupils	%p Difference
<b>All of England</b>	<b>65%</b>	<b>59%</b>	<b>-6</b>	<b>51%</b>	<b>43%</b>	<b>-8</b>
<b>South West</b>	<b>64%</b>	<b>57%</b>	<b>-7</b>	<b>46%</b>	<b>37%</b>	<b>-9</b>
Banes	67%	60%	-7	43%	34%	-9
BCP	67%	61%	-6	50%	39%	-11
Bristol, City of	65%	58%	-7	49%	39%	-10
Cornwall	61%	55%	-6	45%	38%	-7
Devon	64%	56%	-8	45%	35%	-10
Dorset	61%	55%	-6	44%	36%	-8
Gloucestershire	65%	57%	-8	47%	37%	-10
Isles of Scilly	47%	C	N/A	100%	C	N/A
North Somerset	65%	59%	-6	45%	37%	-8
Plymouth	64%	59%	-5	51%	42%	-9
Somerset	61%	54%	-7	44%	36%	-8
South Gloucestershire	67%	60%	-7	48%	36%	-12
Swindon	62%	58%	-4	46%	42%	-4
Torbay	66%	58%	-8	54%	44%	-10
Wiltshire	64%	57%	-7	42%	34%	-8





Progress 8	2022 All pupils	2019 All pupils	Difference
<b>All of England</b>	<b>-0.03</b>	<b>-0.03</b>	<b>0.00</b>
<b>South West</b>	<b>-0.06</b>	<b>-0.06</b>	<b>0.00</b>
Banes	0.13	-0.04	<b>0.17</b>
BCP	0.20	0.22	<b>-0.02</b>
Bristol, City of	-0.05	-0.05	<b>0.00</b>
Cornwall	-0.15	-0.05	<b>-0.10</b>
Devon	-0.13	-0.13	<b>0.00</b>
Dorset	-0.09	0.02	<b>-0.11</b>
Gloucestershire	0.11	0.01	<b>0.10</b>
Isles of Scilly	0.46	0.31	<b>0.15</b>
North Somerset	-0.02	-0.20	<b>0.18</b>
Plymouth	-0.20	-0.28	<b>0.08</b>
Somerset	-0.26	-0.15	<b>-0.11</b>
South Gloucestershire	-0.09	-0.17	<b>0.08</b>
Swindon	-0.11	-0.09	<b>-0.02</b>
Torbay	-0.24	-0.14	<b>-0.10</b>
Wiltshire	-0.04	0.04	<b>-0.08</b>

Attainment 8	2022 All pupils	2019 All pupils	Difference
<b>All of England</b>	<b>48.7</b>	<b>46.7</b>	<b>2.0</b>
<b>South West</b>	<b>48.7</b>	<b>46.8</b>	<b>1.9</b>
Banes	52.1	48.9	<b>3.2</b>
BCP	52.6	50.0	<b>2.6</b>
Bristol, City of	48.1	44.7	<b>3.4</b>
Cornwall	46.7	45.4	<b>1.3</b>
Devon	48.1	46.3	<b>1.8</b>
Dorset	47.8	46.4	<b>1.4</b>
Gloucestershire	52.5	49.6	<b>2.9</b>
Isles of Scilly	52.1	52.4	<b>-0.3</b>
North Somerset	48.9	46.1	<b>2.8</b>
Plymouth	47.5	43.7	<b>3.8</b>
Somerset	45.5	44.9	<b>0.6</b>
South Gloucestershire	47.6	44.8	<b>2.8</b>
Swindon	46.5	45.3	<b>1.2</b>
Torbay	48.7	47.5	<b>1.2</b>
Wiltshire	49.2	48.7	<b>0.5</b>

Disadv Progress 8	2022	2019	Difference
<b>All of England</b>	<b>-0.55</b>	<b>-0.45</b>	<b>-0.10</b>
<b>South West</b>	<b>-0.67</b>	<b>-0.61</b>	<b>-0.06</b>
Banes	-0.59	-0.79	<b>0.20</b>
BCP	-0.35	-0.37	<b>0.02</b>
Bristol, City of	-0.62	-0.48	<b>-0.14</b>
Cornwall	-0.68	-0.50	<b>-0.18</b>
Devon	-0.73	-0.68	<b>-0.05</b>
Dorset	-0.77	-0.49	<b>-0.28</b>
Gloucestershire	-0.59	-0.71	<b>0.12</b>
Isles of Scilly	-0.88	0.19	<b>-1.07</b>
North Somerset	-0.67	-0.64	<b>-0.03</b>
Plymouth	-0.60	-0.82	<b>0.22</b>
Somerset	-0.85	-0.71	<b>-0.14</b>
South Gloucestershire	-0.72	-0.79	<b>0.07</b>
Swindon	-0.64	-0.55	<b>-0.09</b>
Torbay	-1.15	-0.70	<b>-0.45</b>
Wiltshire	-0.65	-0.49	<b>-0.16</b>

Disadv Attainment 8	2022	2019	Difference
<b>All of England</b>	<b>37.5</b>	<b>36.8</b>	<b>0.7</b>
<b>South West</b>	<b>35.7</b>	<b>34.0</b>	<b>1.7</b>
Banes	36.9	33.7	<b>3.2</b>
BCP	39.0	36.1	<b>2.9</b>
Bristol, City of	35.0	33.5	<b>1.5</b>
Cornwall	35.6	34.5	<b>1.1</b>
Devon	36.1	34.0	<b>2.1</b>
Dorset	35.7	35.8	<b>-0.1</b>
Gloucestershire	36.3	33.6	<b>2.7</b>
Isles of Scilly	19.0	38.0	<b>-19.0</b>
North Somerset	35.9	35.5	<b>0.4</b>
Plymouth	38.1	31.4	<b>6.7</b>
Somerset	33.2	33.1	<b>0.1</b>
South Gloucestershire	34.4	32.3	<b>2.1</b>
Swindon	35.6	36.2	<b>-0.6</b>
Torbay	30.1	33.0	<b>-2.9</b>
Wiltshire	35.2	34.7	<b>0.5</b>



Regions Group

SW All Pupils minus Disadv = 'Gap'

0.61

0.55

SW Gap is bigger / worsened



13.0  
SW Gap is bigger / worsened  
Department for Education

12.8

# Areas of focus

## Accountability and Intervention

Intervention in inadequate schools of all types and now 2RI schools to move into trusts

Review of trusts on a risk basis incl effectiveness of governance

## School Improvement

Funded but voluntary matching of vulnerable schools to trusts which can support

Hubs and networks – making sure leaders are supported, every trust has an external partner school/trust for support/QA

## Area based commissioning, including of new schools

Working with LAs and Dioceses to agree strategies and priorities, and to ensure all schools are able to convert that want to

Designing so that every trust has a sensible geography, trusts are big enough to deliver impact and there's choice in a place

New trusts only where a, standards or b, trust capacity suggests there's a need

Slowing/stopping growth of trusts with weak or inconsistent outcomes

## Effective collaboration between trusts, the Authority and the Diocese

Area based strategies for inclusion