

Regional Improvement for Standards and Excellence (RISE) - The Universal Service

The DfE wrote to the responsible bodies of schools with low attainment outcomes both for all pupils and for disadvantaged pupils at the end of January. In this letter, it was proposed to strongly encourage these schools to engage with the support available through the Universal RISE service. Further details of the support available can be found below:

Attainment

Maths

- RISE Maths Hubs, which bring together maths experts and teachers in a collaborative national network of 40 hubs, to develop and share excellent practice for the benefit of all pupils and students. **Plans are in place to meet with the Maths Hub to identify schools for support**

English

- RISE English Hubs – 34 across England, working with schools to improve the teaching of reading, with a particular focus on systematic synthetic phonics, through CPD programmes as well as intensive in-school support led by Literacy Specialists. This support is determined through an audit and may include access to resource funding. **LA have recently engaged with the English Hub and sent the offer out to two of the primary schools named in the letter**
- From 2025, RISE English Hubs began supporting reading in Key Stage 3 through targeted Literacy Specialist input and in 2026, CPD 'Unlocking Reading' is available to all secondary schools.
- From September 2026, RISE English Hubs will provide CPD and intensive support in the Reception Year, prioritising early language and literacy development. **This CPD will help with the GLD improvement target set of the LA.**

The schools named in the letter received in January are referenced by number below alongside a summary of performance issues.

** Percentages of pupils with English as an Additional Language and Pupil Premium Pupils included where they are significant.*

Primary School 1 (ACADEMY)

79% English as an Additional Language/33% Pupil Premium

2023 and 2024 data evidenced Writing and Maths as broadly in line with national for the expected standard with Reading well below. 2025 saw Maths drop 20%, Writing drop 17% and Reading still well below national showing no improvement.

Primary School 2 (ACADEMY)

32% English as an Additional Language/40% Pupil Premium

2023 above the expected standard at national in Reading/Writing/Maths (RWM) combined and as individual subjects. 2024 then well below in Reading and Maths. 2025 improved performance towards national in Writing and Maths. Progress in reading towards national an area for improvement.

Primary School 3 (LA maintained)

40% Pupil Premium

Pupils attaining a Good Level of Development (GLD) at the end of Reception well below national. Phonics Screening Check data and Key Stage 1 (non-statutory) are both however broadly in line with national for the expected standard. At Key Stage 2 Reading at the expected standard dropped significantly in 2025 (-14%) and Maths continued to drop with only 50% of pupils attaining the expected standard.

Termly LA Quality Education Professionals (QEPs) visits are supporting and challenging the school.

Primary School 4 (LA maintained)

2025 evidenced a 29% drop in the number of pupils attaining the expected standard in Reading/Writing/Maths combined. Maths as an individual subject was 17% below national in 2025.

Additional LA support for 25-26 through LA Quality Education Professionals (QEPs)
An LA Quality Assurance audit undertaken in September 2025 that shaped the 25-26
School Improvement Plan.

Termly LA QEP visits are supporting and challenging the school

Primary School 5 (LA maintained)

Pupils attaining the expected standard in combined Reading/Writing/Maths dropped 22% from 2024. Significantly below national for the expected standard in Reading and below in Maths.

Termly LA QEP visits are supporting and challenging the school

Primary School 6 (LA maintained)

37% English as an Additional Language/ 28% Pupil Premium

2025 evidenced a significant improvement on 2024 in the number of pupils attaining the expected standard in combined Reading/Writing/Maths although the data still remains significantly below national. Writing at the expected standard an area for improvement compared to the progress being made in Maths and Reading towards national.

LA targeted support in place through the QEP focussing directly on improving outcomes at Key Stage 2 for Reading/Writing/Maths. There are 3 days assigned with the focus primarily on Writing.

Termly LA QEP visits are supporting and challenging the school

Primary School 7 (ACADEMY)

51% English as an Additional Language/ 64% Pupil Premium

Data showed improvement in 2024 but in 2025 data dropped from 49% attaining the expected standard in Reading/Writing/Maths to 43%. Writing data is an area for improvement with standards not progressing at the same rate as Reading and Maths

Pupils attaining a Good Level of Development at the end of Reception and those attaining the expected standard in the Year 1 Phonics Screening Check is above national

High School 1 (ACADEMY)

37% English as an Additional Language/ 55% Pupil Premium

2025 data indicates the drop in *Attainment 8* can be linked to a decline in English/Maths Grade 9-5 (down 9%) and Grade 9-4 (down 14%) The performance of girls is a notable area for improvement as in 2025 English/Maths 9-5 dropped 17% and 9-4 dropped 18%.

High School 2 (ACADEMY)

35% English as an Additional Language/ 46% Pupil Premium

2025 data indicates that the drop in *Attainment 8* can be attributed to a significant decline in the number of pupils achieving English/Maths Grade 9-5 (down 19%) and English/Maths Grade 9-4 (down 25%) Leaders report that despite implementing additional strategies they believe 2025 to be a cohort specific issue and are confident that performance will improve in 2026. As a MAT selected by the DfE to deliver the RISE intervention program there is evidence of a reputation for good quality of education with outcomes to match.

High School 3 (ACADEMY)

2025 data indicates that the drop in *Attainment 8* can be linked to a decline in the number of pupils achieving English/Maths Grade 9-5 (down 16%) and English/Maths Grade 9-4 (down 14%) Notably the performance of boys is a significant area for improvement where performance dropped 23% in both English/Maths 9-5 and 9-4. Support is now in place through the Trust with an Executive Head from another school who performed very well in 2025.