



Derby City Council

**CHILDREN AND YOUNG PEOPLE SCRUTINY
BOARD**
24th February 2020

ITEM 05

Report sponsor: Andy Smith, Strategic Director of
People Services
Report author: Jo Ward, Acting Head of Service,
Quality, Standards and Performance

Annual Report of Educational Outcomes 2019

Purpose

- 1.1 To report on the academic outcomes of Derby pupils for the academic school year 2018-19
- 1.2 To outline the key academic performance measures for pupils in each key stage
- 1.3 To highlight successes and improvement trends.
- 1.4 To identify areas for improvement

Recommendation(s)

- 2.1 To note 2019 academic outcomes and to recognise those key stages and academic measures where improvement has taken place
- 2.2 To support the areas for improvement as highlighted in the report
- 2.3 To note the Opportunity Area Project funding and associated school improvement activity and to agree the partnership-led approach to school improvement, noting the strategies in place for 2019-20.

Reason(s)

- 3.1 To secure further improvements in pupil outcomes.
- 3.2 To build on and develop the Derby Winners approach, ensuring clarity of roles through a school partnership-based model, maximising the impact of expertise from within the city.

Supporting information

- 4.1 Detailed analysis of the academic outcomes achieved in 2018-19 can be found in the appendix which follows this report. Results in many of the measurable tests and assessments have improved again in 2019, building on significant improvements in previous years.
- 4.2 The DfE Opportunity Area project has brought in significant funding (£6m over the life of the three year programme) for schools to improve in reading, writing and maths in

primary schools and maths and English in secondary schools. An extension to the Opportunity Areas means that some or all of the programmes will continue until 2021. Sustainability beyond the programmes is under discussion.

Public/stakeholder engagement

5.1 N/A

Other options

6.1 N/A

Financial and value for money issues

7.1 The national focus on the role of LAs in school improvement and school governance carries implications for the resource needed by LAs to deliver that role. As the number of academies increases, there is a financial consequence in the reduction of the budget for central services. Nevertheless, the LA remains accountable in a range of areas such as risk assessment, statutory assessment, early years, safeguarding, looked-after children and special educational needs and/or disabilities. When academic performance is not as it should be, it is Derby that is held up for criticism, not the individual schools and academies.

Legal implications

8.1 None directly arising from this report.

Other significant implications

9.1 Equalities Impact

The council's interest in equalities can be best delivered in this case through the recommendations.

Risk Management

School performance can be volatile. For example, the effectiveness of leadership can change quickly in the context of turnover of leadership posts. Some schools and academies are more vulnerable to this volatility than others. For example, schools with a lot of unfilled places can change quickly if there are a lot of new in-year admissions. Risk management is the responsibility of Derby's Quality, Standards and Performance team; it is vital that the team has full and up-to-date information on all DCC schools, including academies and free schools.

Corporate objectives and priorities for change

The effective implementation of the council's role with schools in Derby City directly impacts on education outcomes for children and young people. This underpins the corporate ambition for successful individuals, families and communities in Derby.

This report has been approved by the following people:

Role	Name	Date of sign-off
Legal	Olu Idowu, Head of Legal	11.02.20
Finance	Alison Parkin, Head of Finance Peoples	11.02.20
Service Director(s)	Pauline Anderson 01332 640358, pauline.anderson@derby.gov.uk	10.02.20
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Other(s)	None	

Background papers:	None
List of appendices:	Appendix 1

APPENDIX 1

Over the last few years, the landscape of Derby schools has changed considerably as generic and focused work by the Quality, Standards and Performance (QSP) team to improve outcomes has interplayed with the conversion of many schools to become academies across Derby. Many Derby schools are now academies in multi-academy trusts (MATs) who typically source their school improvement support from within their own MAT team. Teaching Schools have also become key partners in the school improvement landscape, providing training and bespoke support for all Derby schools and academies.

One of the many strengths of the educational community in Derby has been its willingness to work in partnership. Almost all schools and academies work in this way for some or all of their improvement activity. The QSP team continues to offer sold services in training, support and challenge, which many schools and academies access to a greater or lesser extent. The team also risk assess provision in all schools and academies (related to academic outcomes and inclusion), respond to safeguarding and other concerns from a range of sources including Ofsted, and provide support, information and capacity to Derby partnerships.

Academic Outcomes 2019

Early Years

The main measure here is the percentage of children achieving a good level of development. This means that they are achieving at least the expected level in the Early Learning Goals within the three prime areas of learning (communication and language, physical development and personal/social/emotional development) as well as having a good level of development in literacy and numeracy.

In 2019, 70.7% of Derby children achieved a good level of development which is an increase of 1.2% since 2018. We remain below the national average (71.8%) but we are now above the average for the East Midlands (70.3%) as well as our comparator authorities (69.1%). This means that we are now ranked 98th out of 151 Local Authorities on this indicator, a rise of 15 places since last year. More girls than boys continue to achieve a good level of development – the gap in Derby is 15.2% whilst nationally it is 12.9%. These outcomes were achieved in 61 schools of which 43% were LA maintained.

The improvements in the percentage of children achieving a good level of development over the last three years are shown in the table below.

	Derby	National
2017	68%	71%
2018	69.5%	71.5%
2019	70.7%	71.8%

These improving figures represent the concerted efforts being made by Derby partnerships and by the Derby City Early Years team who provide training, challenge and support to schools, the school-based moderation team and other providers in the Private, Voluntary and Independent (PVI) sectors.

However, there is more to do. If we consider the percentage gap between the lowest 20% of children and the mean, 38.8% in Derby, we note that this is wider than the national gap (32.4%) and also wider than our comparator authorities (36%). Derby is nationally ranked 130th out of 151 LAs in this indicator, 4 places higher than last year but still too low.

Strategies for improvement:

- to continue to work in partnership with schools, PVI settings and school improvement partnerships and other projects such as Talk Derby
- to carry out further analysis with the QSP team in order to identify any common characteristics of the lowest 20% and to target improvement work according to what is found

Phonics

The use of a systematic, synthetic phonics programme is now well supported by research as the best way for the vast majority of children to begin to learn to read. The new Ofsted inspection framework places a great emphasis on reading which now has to be inspected specifically in every primary and special school inspection. Children's ability to decode words is tested at the end of Year 1 in the Phonics check, and then again at the end of Year 2. A city-wide phonics improvement programme has been in place since 2015, funded for the first two years through Schools Forum and then by Opportunity Area funding. The Phonics, Key Stage 1 and 2 Assessment Leader in the QSP team in DCC has led this work since the beginning (2015) in partnership with the Derby Early Years Teaching School, ensuring that teachers in our schools are well trained and knowledgeable about phonics teaching and standards expected.

In 2019, 83% of Derby children met the expected standard by the end of Year 1 (national average 82%) and 91% by the end of Year 2 (national average 91%). The national average at the end of Year 1 fell and so Derby children are now above the national average for the first time. This means that Derby is ranked 45th nationally at the end of Year 1 and 74th at the end of Year 2. We have every reason to celebrate these rankings, including against our comparator authorities where we are ranked 2nd for the end of Year 1 and 3rd for the end of Year 2.

Underneath these headline figures, we can learn from the relative achievement of children in different groups:

- Girls continue to outperform boys locally and nationally.
- The only ethnic group to achieve below the national average was White British at 81.1%. Other ethnic groups (mixed, Asian, black and Chinese) were above the national average with pupils from a black ethnic group achieving the standard 3.4% above the national black ethnic group average. These indicators are improved on last year.
- Whilst nationally there is no gap between pupils who have English as an additional language (EAL) and those who do not, in Derby 0.9% more of our EAL pupils achieved the standard than non-EAL. Derby is now ranked 53rd out of 151 local authorities on this measure, up 28 places since last year.
- In line with national patterns, pupils who are eligible for free school meals (FSM) performed less well than their peers. However, the gap between Derby pupils who qualify for FSM and the national figure for pupils who do not has narrowed by another 45 since last year, and is now 10%. This means that Derby is now ranked 32nd on this measure.

The improvements in the percentage of children achieving the expected standard in phonics over the last three years are shown in the table below.

	Derby	National
2017	82%	82%
2018	82%	83%
2019	83%	82%

Improving standards indicate that the strategies for improvement in place since 2015 are effective. Therefore, strategies for the coming year are::

- to continue to work in partnership with schools and with the early Years Teaching School repeating successful practices and programmes in 2019/20
- to provide link officer visits to discuss provision in schools raising a concern through risk assessment (changing leadership, key staff)
- to carry out further analysis with the QSP team in order to identify any common characteristics of the lowest 20% of pupils and the lowest 20% of schools to identify any commonalities. We can already surmise from the analysis above that white English-speaking boys who qualify for FSM will be a group of interest

Key Stage 1 Assessments

Assessments at the end of Key Stage 1 are carried out by the pupils' teachers rather than in any formal tests and so it is very important that judgements are reliable regardless of which teacher and which school or academy. As in the phonics work described above, the assessment and moderation processes are led by QSP team Assessment Leader who ensures that moderation processes are carried out reliably in a sample of schools and academies each year. Over time, this has led to an increasingly knowledgeable Derby teacher population and secure assessments which indicate pupils' strengths and weaknesses for their transition to Key Stage 2. The improvements over the last few years in early years outcomes and in phonics continues to positively affect Key Stage 1 assessments in reading, writing and mathematics. In addition, city wide improvement programmes have been in place for the past three years in reading, writing and mathematics and continue to run this year, most funded by the Opportunity Area.

Teachers assess their pupils in reading, writing and mathematics on whether they have reached the 'expected standard' or 'higher standard'. A teacher judgement is also made about science.

In reading, 72% of Derby pupils reached the expected standard (national 75%) which places Derby 117th nationally, 7 places higher than last year. At the higher standard, 24% of Derby pupils reached this standard (national 25%) placing Derby 83rd, 11 places higher than last year.

In writing, 66% of Derby pupils reached the expected standard (national 69%) which places Derby 119th nationally, 21 places lower than last year. The fall in ranking has come about because derby pupils did less well whilst nationally the average increased by 1%. At the higher standard, 16% of Derby pupils reached this standard (national 15%) placing Derby 42nd, 26 places higher than last year. In summary, there is a mixed picture for writing with improvement at the higher standard but a fall back at expected. However, if we remember that 63% of Derby's pupils reached expected standard in 2017, the overall trend remains positive.

In mathematics, 74% of Derby pupils reached the expected standard (national 76%) which places Derby 100th nationally, 6 places higher than last year. At the higher standard, 22% of Derby pupils reached this standard (national 22%) placing Derby 61st, 18 places higher than last year.

Underneath these headline figures, we can learn from the relative achievement of children in different groups:

- Girls continue to outperform boys both locally and nationally for reading and writing. In writing this was particularly marked for the black ethnic origin group where girls were 22% ahead of boys.
- Pupils from an Asian or black ethnic origin achieved in line with the national average for reading whilst pupils from a white, mixed or Chinese ethnic origin were below (by 4%, 6% and 5% respectively). For writing, pupils from an Asian or black ethnic origin achieved above the national average (by 1% and 3%). For mathematics, this continued (by 1% and 2%).
- More pupils who have English as their first language achieved the expected standard than those who do not for reading, writing and mathematics. For example, 68% of Derby's EAL pupils reached the expected standard in reading (nationally 72%). However, Derby has narrowed its percentage points gap between EAL and non EAL achievement by 4% to 6% in reading (the national gap is 4%), 5% to 3% in writing (the national gap is 2%) and 6% to 3% in mathematics (the national gap is 1%). Derby is now ranked 98th out of 151 LAs for the percentage of EAL pupils who reached the expected standard in reading (up 29 places since 2018), 97th for writing (up 33 places) and 95th in mathematics (up 40 places).
- As nationally, fewer pupils eligible for FSM reached the expected standard than those who were not for reading, writing and mathematics. 59% reached the standard for reading, 53% for writing and 62% for mathematics. The gap between Derby pupils eligible for FSM and pupils nationally who are not has widened by 1% to 19% for reading (national gap is 18%), remained at 19% for writing (national gap is 19%) and narrowed by 1% to 16% for mathematics (national gap is 17%). Derby is ranked 86th for reading, 70th for writing and 55th for mathematics.

For pupils who have been identified as having a special educational need or disability, it is always more complicated to make comparisons because of the differences in the way pupils are identified and recorded. Different local authorities use different thresholds and so apparent strengths and weaknesses may reflect identification and assessment practices as much as quality of teaching, learning and the curriculum. With that caveat, we can look at some of the areas of interest in the Key Stage 1 outcomes for pupils who have SEND.

- In reading, 20% pupils with an EHCP reached the expected standard and 31% of pupils coded SEN Support compared to the overall percentage in Derby of 72%. Interestingly, boys were more successful than girls on this measure – 25% of boys with an EHCP compared to 10% of girls, 32% of boys coded SEN Support compared to 29% of girls. This raises many questions as to why – for example, are boys and girls being identified and assessed differently before they are placed on a school's SEND register? Do boys and girls receive more and less effective support? Are boys who have SEND better at reading than girls?
- In writing, 13% pupils with an EHCP reached the expected standard and 22% of pupils coded SEN Support compared to the overall percentage in Derby of 66%. Boys with an EHCP were more successful on this measure than girls (14% and 10%) but the situation switched at SEN support where girls did better (27% and 20%). Again, there are questions to be asked about what is happening here.
- In mathematics, 19% pupils with an EHCP reached the expected standard and 36% of pupils coded SEN Support compared to the overall percentage in Derby of 74%. Boys were more successful than girls – 23% and 10% for pupils with an EHCP, 39% and 30% for SEN Support.

Overall, therefore, there have been continued improvements at the end of Key Stage 1 in Derby. A summary of the last three years is shown in the table below. Partnership work has been vital because just 43% of the schools or academies involved in the tests were LA maintained.

	Reading Derby	Reading National	Writing Derby	Writing National	Maths Derby	Maths National
2017	70	76	63	68	72	75
2018	72	75	68	68	74	76
2019	72	75	66	69	74	76

The trend of improving standards indicates that the strategies for improvement in place since 2015 are effective. Therefore, strategies for the coming year are::

- to continue to work in partnership with schools and with the Opportunity Area, repeating successful practices and programmes in 2019/20
- to carry out further analysis with the QSP team in order to identify any common characteristics of the lowest 20% of pupils and the lowest 20% of schools to identify any commonalities.
- To bring the anomalies in the achievement of boys and girls who have been identified as having SEND to the attention of the SEND team and of headteachers of Key Stage 1 schools and academies
- To carry out further analysis into what might lie behind the apparent underachievement of girls with SEND.

Key Stage 2 test results and teacher assessments

At the end of Key Stage 2, pupils sit externally-set tests in reading and mathematics, whilst their writing is assessed by their teachers. All of these subjects are judged against an expected standard and a higher standard. There is an externally-set test for grammar, punctuation and spelling which can also shed some light on pupils' writing accuracy. As with the Key Stage 1 teacher assessments, a QSP leader works with school-based moderators to oversee moderation consistency of standards in writing. At Key Stage 2, we start to look at how pupils achieved in their combined reading, writing and mathematics standards. These provide a strong indicator of pupils' readiness for secondary school. Improvement programmes have been in place over the past four years. The mathematics programme was re-evaluated and adapted last year with a view to accelerating improvement. Improved achievement over the last few years in early years and key stage 1 is starting to show impact on key stage 2 outcomes.

In 2019, 61% of Derby's key stage 2 pupils reached the expected standards in reading, writing and mathematics. This continues the improvements made in recent years and places Derby 129th in national rankings, 7 places higher than last year. At the higher standard, 8% of Derby pupils achieved this in all three subjects which is the same as last year.

In the reading tests, 69% of Derby pupils reached the expected standard (national 73%) which is 2% lower than last year, placing Derby 140th in the national ranking, down 1 place since last year.

In the mathematics tests, 76% of Derby pupils reached the expected standard (national 79%) which is 4% higher than last year, placing Derby 130th in the national ranking, up 5 places since last year.

In the grammar, punctuation and spelling tests, 75% of Derby pupils reached the expected standard (national 78%) which is the same as last year, placing Derby 124th in the national ranking, down 4 places since last year.

The teacher assessments in writing judged 74% of Derby pupils at the expected standard (national 78%). This places Derby 145th in the national rankings, down 4 places on last year.

Overall, the longer term trend is still improving but success in 2019 outcomes is less marked than in the previous key stages. However, the improvement in the combined results, possibly founded on the 4% increase in mathematics at expected standard, is another step forward that Derby schools and academies can build on. The 2019 progress scores in reading, writing and mathematics (-0.3, 0, -0.3) suggest that Derby is not yet maximising earlier pupil achievement in reading and mathematics.

Underneath these headline figures, we can learn from the relative achievement of children in different groups using the combined measure:

- Attainment of the expected standard at the end of KS2 varies between different ethnic groups. Consistent with previous years, Chinese pupils are the highest achieving group (100% Derby, 80% nationally). Derby pupils from a white heritage or a black heritage are the lowest performing groups (60%, compared to 64% nationally).
- A higher proportion of pupils whose first language is English achieved the expected standard than pupils whose first language is not. The gap in Derby was 4% (national gap 1%). Derby is ranked 127th out of 151 LAs for the percentage of EAL pupils who achieved the expected standard in reading, writing and mathematics (up 4 places).
- When compared with disadvantaged pupils, a greater proportion of pupils who were not disadvantaged achieved the expected standard in reading, writing and mathematics (24% gap in Derby and 20% nationally). Derby is ranked 108th out of 151 LAs for the percentage of disadvantaged

For pupils who have special educational needs, the caveat written for Key Stage 1 applies equally at this key stage. 12% of pupils with an EHCP plan achieved the expected standard in all three subjects and 23% of pupils identified as SEN Support compared to the overall percentage of 61%. However, nationally there were 9% of pupils with an EHCP who reached this standard suggesting that Derby could be doing relatively well with this group at Key Stage 2.

The table below shows the last three years for the expected standard in the combined subjects. These outcomes were achieved in 63 schools of which 32% were LA-maintained.

	RW&M Derby	RW&M National	Reading Derby	Reading National	Writing Derby	Writing National	Maths Derby	Maths National
2017	55	61	65	72	73	76	71	75
2018	60	64	71	75	74	78	72	76
2019	61	65	69	73	74	78	76	79

The trend of improving standards indicates that the strategies for improvement in place since 2015 are effective. However, the improvements in this key stage do not appear to be as secure as those in the previous key stages. Reasons for this need to be identified. It should also be noted that less than one third of key stage 2 schools were LA-maintained last summer and, since then, more have converted to become academies. Therefore, strategies for the coming year are::

- to continue to work in partnership with schools and with the Opportunity Area, repeating successful practices and programmes in 2019/20
- to carry out further analysis with the QSP team in order to identify any common characteristics of the lowest 20% of pupils and the lowest 20% of schools to identify any commonalities.
- to ensure headteachers in Derby schools and academies are aware of the expertise in the QSP team in relation to teaching and judging the effectiveness of a reading curriculum, for example. (Academies may choose to source their school improvement support from within their MAT or elsewhere. Derby QSP team is able to offer a high quality service should academies choose to commission support from the local authority.)

Key Stage 4

The main methods for judging outcomes at the end of Key Stage 4 are to first use Attainment 8, which gives the scores of pupils in English, mathematics, 3 subjects from the English Baccalaureate list (sciences, history, geography, languages) and 3 from the open list (the other subjects). This is then compared to scores for pupils nationally with similar key stage 2 results from which a Progress 8 score is calculated. A progress 8 score of 0 would mean that the school or academy pupils' progress is exactly in the middle of that made by pupils in all schools nationally. In reality, the majority of schools have progress scores bunched around 0 and, of course, half of schools have negative progress scores.

For Attainment 8 in 2019, Derby's average has improved by 0.1 to 43.3. Nationally the result has improved by 0.2 to 44.7. Derby has improved by 2 places in the national ranking to 130th.

For Progress 8, Derby's average is down by 0.05 to -0.24. Nationally the result has dropped by 0.01 to -0.03. Derby is now ranked 129th out of 151 LAs nationally (down 11 places on last year). As last year, Landau Forte College has the highest Progress 8 score in the city at +0.66. Five Derby secondary schools have positive Progress 8 scores: Landau Forte College, Saint Benedict (0.31), Derby Moor (0.26), Chellaston Academy (0.21), and West Park (0.11).

It is also important to follow through on the outcomes for pupils in English and mathematics. The C grade disappeared a couple of years ago and has been replaced by a Grade 4 (known as a standard pass) and a Grade 5 (known as a strong pass). It is difficult to make long term comparisons because of this change. However, we know that in 2019, the percentage of pupils achieving a strong pass in English and mathematics fell by 0.1% to 38.1% whilst nationally there was also a fall of 0.1% to 40.1%. As a result, Derby rose by 7 places to 114th in the national ranking.

Two major improvement programmes in English and maths, one funded by the Opportunity Area and one by the DfE through the Strategic School Improvement Fund were put into place two years ago. These will continue this year. Partnership continues to be crucial because only 23% of Derby's secondary schools are LA maintained. The table below shows how Attainment 8 and Progress 8 scores have varied over the last 3 years.

	P8	A8 Derby	A8 national
2017	-0.18	42.6	44.6
2018	-0.19	43.2	44.5
2019	-0.24	43.3	44.7

Underneath these headline figures, we can learn from the relative achievement of students in different groups using the strong pass in English and mathematics measure, chosen because it enables follow-through from the earliest outcome information. The data presented below is taken from analyses carried out prior to the final release of Key Stage 4 and so percentages may differ slightly. However, the underlying messages will be the same.

- 4.4% fewer pupils with English as an additional language achieved a strong pass in English and mathematics than their peers. Nationally, the gap no longer exists between the two groups. Derby's EAL achievement national ranking is 145th. Care must be taken with this measure as it can include pupils who are very new to English alongside others who are confidently bilingual.
- The gap for disadvantaged pupils in Derby on this measure is 31% (25.2% nationally). This gap has narrowed slightly since last year (by 0.1%). Derby is ranked 132nd on this measure.

Exercising the same care as previously, 4.1% of Derby's pupils who have an EHCP achieved a strong pass in English and mathematics (5.3% nationally) and for SEN Support, 12.9% achieved this (national 16.5%). Whereas at Key Stage 2, pupils with an EHCP were stronger than their national counterparts, this had reversed by the end of Key Stage 4. There could be many reasons for this including that these are not the same children.

Strategies for the coming year are::

- to continue to work in partnership with schools and with the Opportunity Area, repeating successful practices and programmes in 2019/20 and supporting secondary headteachers' SSG group in identifying areas where improvement is still needed.
- to carry out further analysis with the QSP team in order to identify any common characteristics of the lowest 20% of pupils and the lowest 20% of schools to identify any commonalities. (There are fewer secondary schools and academies than in the primary sector and so the impact of one school or academy on the whole of Derby can be greater. We already know that 5 of the 22 secondary mainstream and special schools are or were judged as inadequate at their most recent Ofsted inspection. Some of these schools may need intensive support, particularly if they have been struggling for some time.)
- to ensure headteachers in Derby schools and academies are aware of the QSP-maintained Inclusion Dashboard, which risk assesses each secondary mainstream school on inclusion measures such as persistent absence, use of fixed term exclusion and proportion of students with EHCPs or coded SEN Support. To provide constructive challenge where there is evidence that practice risks damaging outcomes for a vulnerable student
- to ensure supportive communication with the SEND team to ensure link officers in the QSP team can provide advice and timely support and challenge

Attendance

Attendance at school has also been an important consideration. Persistent absence (absent for more than 10% of the year) is a particular concern because these pupils will be missing large amounts of teaching and learning that are difficult to recover. The most recent available figures suggest that this is a particular problem for Derby:

- The percentage of enrolments in state-funded primary schools that were classified as persistent absentees was 9.5%. This is higher than the national average of 8.4% and higher than our comparator authorities' average of 9.0%. Derby is ranked 30th nationally for the highest percentage of persistent absentees.
- The percentage of enrolments in state-funded secondary schools that were classified as persistent absentees was 13.7%. This is higher than the national average of 12.7% and is the third highest of all our comparator authorities. Derby is ranked 42nd nationally for the highest percentage of persistent absentees.
- In state-funded special schools, the percentage of enrolments in that were classified as persistent absentees was 32.0%. This is higher than the national average of 28.5% and is the third highest of all our comparator authorities. Derby is ranked 32nd nationally.
- In the academic year 2017/18 (the latest for which we have published figures), 24.7% of pupils who had an EHCP were persistent absentees and 47.1% of pupils identified as SEN Support.

Strategies for the coming year are:

- to build on the emerging partnership work between teams across the City Council (such as SEND and QSP) to apply constructive pressure on schools and families to improve attendance for these vulnerable groups.
- to try to influence decisions for attendance to have a greater emphasis in future EHCPs and in reviews.

Key Stage 5

A Level Results:

The average points score per entry fell in 2019 by 0.39 to 29.79, equivalent to a grade C. This compares to a national average of 33.77, equivalent to a C+. Our national ranking has therefore fallen by 14 places to 124th. However, Derby is still 9 places higher than in 2017.

For each student following this type of qualification route, their average points score per entry has fallen by 0.76 to 29.15. Nationally, such student achieved 33.21 and so Derby's national ranking has fallen by 17 places to 129th. This is also lower than 2 years ago.

However, the percentage of A levels with grades AAB or higher (in at least two facilitating subjects) has improved by 0.9% to 9.5% compared to a national figure of 15.8%. This means our ranking has improved by 18 places to 101st.

A three year picture can be gained to some extent from the following table, indicating the average points score per type of qualification. These outcomes were achieved in 14 schools/colleges of which 14% were LA-maintained.

	A level Derby	A level National	Applied Derby	Applied National
2017	28.1	32.29	35.08	35.72
2018	30.18	33.33	27.9	28.45
2019	29.79	33.77	26.1	28.37

The Post-16 sub group of the Opportunity Area board is looking at how to further improve outcomes in schools and colleges across the city but no improvement programme has yet been started. The QSP team has provided training for Post 16 leaders in what Ofsted inspectors might be looking for in a successful 16-19 Study Programme.

Partnership School Improvement Programmes across all Key Stages

A number of other improvement programmes continue to run across the city;

- English as and Additional Language (EAL)
- Mental Health in schools
- Targeted support for vulnerable groups of pupils
- Family engagement
- Special Educational needs peer challenges in schools
- Read Write Inc. literacy programme
- Support for transition from primary to secondary school
- Early speech and language

QSP officers have a variety of roles in relation to these projects – these can range from monitoring roles (for example, one QSP officer provides reports to the DfE on the operation and impact of primary strategy programmes), leadership roles (for example in Early Years and for primary assessments), operational leadership (for example, one QSP officer is a member of the SEND Peer Challenge Management Group and three QSP officers lead of team on review visits) or support (for example, providing local knowledge and insight to inform project priorities).

The majority of Derby schools are now academies, most of which are in MATs. QSP continues its monitoring and risk assessment role, regardless of whether challenge and support is directly commissioned or not.

Although an extension to Opportunity Area funding has been announced, succession arrangements will need to be developed and formalised so that improvements can continue and the remaining ‘stuck’ areas for improvement can be tackled with renewed vigour..