Secondary Inspection Data Summary Report

City of Derby Academy	URN: 145132 Laestab: 8314008
Headteacher: Mr P Smith	**Type of education**: Academy Sponsor Led
Local authority: Derby	**Phase of education**: Secondary
Pupils: 911	**Academy trust or sponsor**: QEGSMAT
Gender: Mixed	**Date open/converted**: 01/09/2017
Admissions policy: Unknown	**Chair of governors/trustees**: Sara Forsyth
Ages: 11-16	**School website**: www.cityofderbyacademy.org
Denomination: None	**Postcode**: DE24 3AR

Areas of interest

Release information: Revised 2019 KS4 - **Release date:** 25 February 2020

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

Subjects Guidance

- The average number of KS4 qualifications pupils were entered for in 2019 was 7. In 2018, the average was 7.

- The school entered pupils into 13 of the 17 available KS4 subject clusters in 2019.

- For the following EBacc subject(s), the average point score was in the **lowest** 20% of schools nationally and the proportion of entries was at or above the national average: history (2.2), mathematics (3.3), double science (3.1), French (2.8).

- The subjects of the EBacc form a strong academic foundation for the KS4 curriculum. The EBacc entry rate in this school in 2019 was 60%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (60%).

- A sentence for science value added has not been triggered because the criteria have not been met.

- Languages value added (-1.4) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019 as well as in 2018.

- Humanities value added (-0.7) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019 as well as in 2018.

- Attainment of grade 4+ in science (39%), languages (28%) and humanities (28%) was in the **lowest** 20% of all schools in 2019 as well as in 2018.

- For the following subject(s) outside of the EBacc, the average point score was in the **lowest** 20% of schools nationally and the proportion of entries was at or above the national average: applied information technology (1.6), home economics: food (2.4), health & social care (2.6), design & technology (1.9), applied art & design (3.4).

Progress 8 Guidance

- Overall Progress 8 (-0.5) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019 as well as in 2018.

- A sentence for the English element of Progress 8 has not been triggered because the criteria have not been met.

- A sentence for the mathematics element of Progress 8 has not been triggered because the criteria have not been met.

- A sentence for the EBacc element of Progress 8 has not been triggered because the criteria have not been met.

- The open element of Progress 8 (-1.1) was significantly **below** the national average and in the **lowest** 20% of all schools in 2019 as well as in 2018.

Attainment 8 Guidance

- Overall Attainment 8 (33.1) as well as the English (7.9), mathematics (6.4), EBacc (10.0) and open (8.8) elements were in the **lowest** 20% of all schools in 2019 as well as in 2018.

Pupil movement Guidance

- There was not data available to generate a sentence

Absence (whole school) Guidance

- A sentence for overall absence has not been triggered because the criteria have not been met.

- A sentence for persistent absence has not been triggered because the criteria have not been met.

- Sentences for overall and persistent absence compared with schools with a similar level of deprivation have not been triggered because the criteria have not been met.

Exclusions (whole school) Guidance

- The rate of total fixed period exclusions (11.21%) was in the **highest** 20% in 2017/18.

- The rate of repeat fixed period exclusions (5.09%) was in the **highest** 20% in 2017/18.

- A sentence for the rates of total or repeat fixed period exclusions compared with schools with a similar level of deprivation has not been triggered because the criteria have not been met.

- Of the 97 pupils with at least one fixed period exclusion in 2017/18, 45% were excluded on more than one occasion and none received 10 or more fixed period exclusions during the year.

- Of the 178 fixed period exclusions in 2017/18, 92 were for **unspecified reasons**. Other reasons which accounted for more than 10% of fixed period exclusions in 2017/18 were: physical assault against a pupil (44); verbal abuse/threatening behaviour against an adult (19).

- There were 4 permanent exclusions in 2017/18. The national average for this year was 2.

- Of the 4 permanent exclusions in 2017/18, 3 were for **physical assault against a pupil**. Other reasons for permanent exclusions in 2017/18 were: verbal abuse/threatening behaviour against an adult (1).

Destinations Guidance

☐ Significantly above the national average   ☐ Significantly below the national average   x   Small cohort

Pupil groups Guidance

Sentences related to the performance of pupil groups will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. Absence sentences are generated for FSM, SEND and EAL. They will be displayed where the group differs to that of the whole school. Exclusions, phonics and EYFS pupil groups will not appear in this section.

- No sentences about performance data have been generated for pupil groups
- Overall absence for pupils whose first language was not English (5.8%) was in the **highest** 20% of all schools in 2019 as well as in 2018. Persistent absence for pupils whose first language was not English (18.1%) was in the **highest** 20% of all schools in 2019 as well as in 2018.
- Persistent absence for pupils with special educational needs (29.2%) was in the **highest** 20% of all schools in 2019 as well as in 2018.

School and local context

School level Guidance

		2017	2018	2019	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch		865	910			■		
	Nat		961	978					
% FSM6 pupils	Sch		45	44					■
	Nat		28	28					
% SEND support	Sch		7.7	14.9				■	
	Nat		10.6	10.8					
% SEND EHC plan	Sch		1.3	0.9		■			
	Nat		1.6	1.7					
% of EAL	Sch		54	54					■
	Nat		17	17					
% Stability	Sch		94	88		■			
	Nat		92	92					

MAT/LA level information Guidance

As at January 2020:

- this school is part of QEGSMAT which contains 3 primary schools, 2 secondary schools, no special schools and no pupil referral units.

- the latest overall effectiveness grade for this school's predecessor (139564) was inadequate. As at 1 Jan 2020, the MAT grade profile (which may also include grades for other schools prior to joining the MAT) was:

  - outstanding - 0

  - good - 2

  - requires improvement - 1

  - inadequate - 2

  - not yet inspected - 0

School workforce Guidance

According to the November 2018 school workforce census:

- at the time of the census, there were no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 16 out of 17 possible ethnic groups. Those with 5% or more are:

  - 32%: White - British

  - 14%: Asian or Asian British - Indian

  - 13%: White - any other White background

  - 11%: Asian or Asian British - Pakistani

  - 9%: White - Romany or Gypsy

Local area Guidance

- The school location deprivation indicator was in quintile 4 (more deprived) of all schools.

- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2017/18, the academy trust had a revenue reserve of £1,498,000.

- In 2017/18, this school had a positive in-year balance (£585,985).

- In 2017/18, this school had a per pupil spend of £6,134.

- In 2017/18, this school received £5,830,498 in grant funding, £465,609 more than the national average.

Year group context (Secondary)

Characteristics Guidance

Year group markedly above average of others ▢   Year group markedly below average of others ▢

	Number on Roll	Low prior	Mid prior	High prior	% FSM	FSM Nat	% EAL	EAL Nat
Y7	178	NA	NA	NA	58	29	53	16
Y8	205	NA	NA	NA	46	29	54	16
Y9	188	NA	NA	NA	40	28	53	17
Y10	181	46	75	31	37	27	53	17
Y11	158	28	68	27	38	25	59	17

Prior attainment Guidance

Well above national ▢   Well below national ▢   In line with national ▢ -   Small cohort ▢ X

	Year 7	Year 8	Year 9	Year 10	Year 11
Reading	Below	Below	Below	Below	Below
Writing	Below	Below	Below	Below	Below
Mathematics	Below	Below	Below	Below	Below

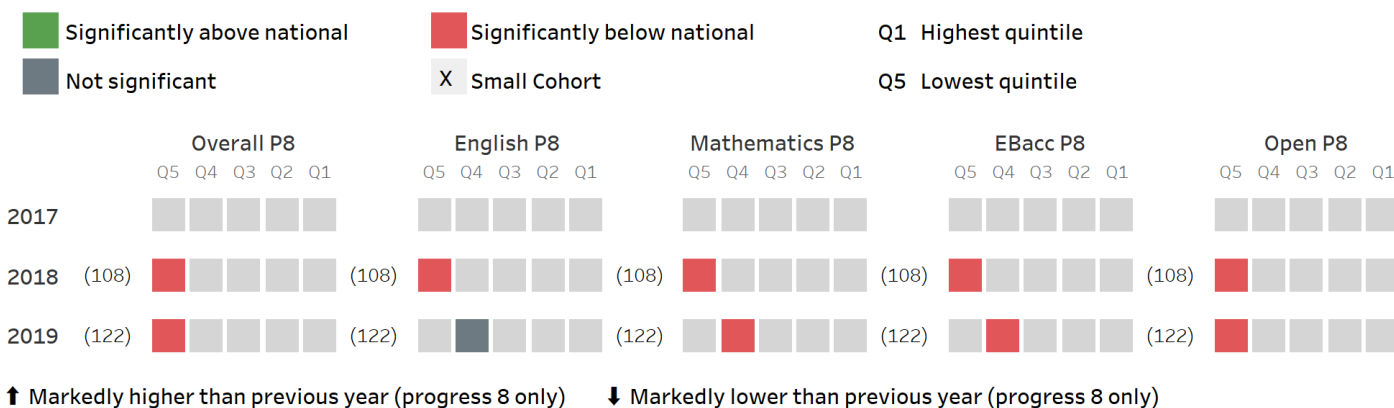## SEND characteristics Guidance

Type of resourced provision:
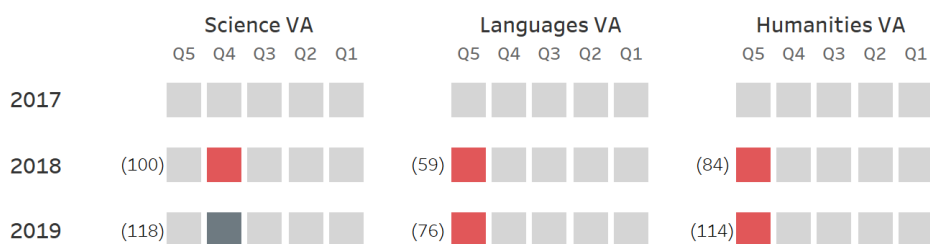
Number of pupils with SEND who are also disadvantaged: 92

SEND primary need	SEND Support (136)					EHC Plan (8)				
	Y7	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11
Specific Learning Difficulty	1	0	0	0	0	0	0	0	1	0
Moderate Learning Difficulty	16	12	11	21	20	0	0	1	0	0
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0
Social, Emotional & Mental Health	11	4	6	13	3	0	0	0	0	0
Speech, Language and Communication Needs	1	1	0	2	0	0	0	0	0	0
Hearing Impairment	2	2	1	0	1	1	0	0	0	0
Visual Impairment	0	1	0	0	0	0	1	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	1	0	2	0	0	0	3	0	0
Autistic Spectrum Disorder	1	2	1	0	0	0	0	0	1	0
School Support NSA	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	0	0	0	0	0
Year group totals	32	23	19	38	24	1	1	4	2	0

Progress and attainment trend

Progress 8 three-year trend Guidance

	Overall P8	English P8	Mathematics P8	EBacc P8	Open P8
	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1
2017					
2018	(108) Q5 red	(108) Q5 red	(108) Q5 red	(108) Q5 red	(108) Q5 red
2019	(122) Q5 red	(122) Q4 not significant	(122) Q4 red	(122) Q4 red	(122) Q5 red

⬆ Markedly higher than previous year (progress 8 only)   ⬇ Markedly lower than previous year (progress 8 only)

EBacc pillar VA three-year trend Guidance

	Science VA	Languages VA	Humanities VA
	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1
2017			
2018	(100) Q4 red	(59) Q5 red	(84) Q5 red
2019	(118) Q4 not significant	(76) Q5 red	(114) Q5 red

Attainment 8 three-year trend Guidance

	Overall A8	English A8	Mathematics A8	EBacc A8	Open A8
	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1
2017					
2018	(132) Q5	(132) Q5	(132) Q5	(132) Q5	(132) Q5
2019	(156) Q5	(156) Q5	(156) Q5	(156) Q5	(156) Q5
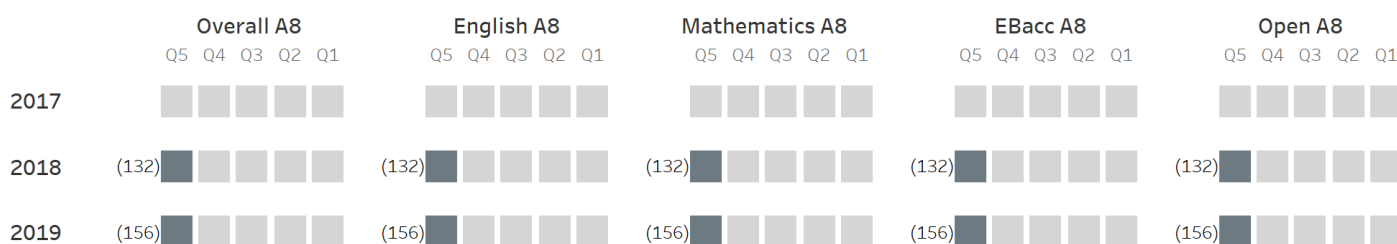
EBacc pillar grade 4+ three-year trend Guidance

	Science % 4+	Languages % 4+	Humanities % 4+
	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1	Q5 Q4 Q3 Q2 Q1
2017			
2018	(124) Q5	(77) Q5	(101) Q5
2019	(152) Q5	(94) Q5	(144) Q5
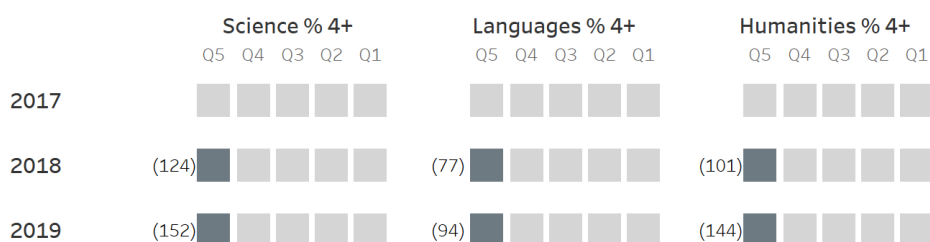
( )   represents eligible cohorts for Progress 8/Attainment 8 and entries for EBacc pillars.

Significance is only flagged for progress measures and cohorts greater than 10.