



Department
for Education

Social Mobility

Derby



Opportunity Area 2017-20

A local delivery plan to help ensure Derby is a great place to grow up and thrive



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OUR VISION



A message from the Secretary of State for Education



Raising sights and broadening horizons for Derby's young people.

I want to level up opportunity across this country so that all young people get every chance to go as far as their talents and drive will take them.

Derby has an amazing heritage. A birthplace of the industrial revolution, it continues to have a strong engineering and manufacturing base, as well as thriving cultural and sports sectors. It is a great place to live and work, but in Derby, as in many other parts of the country, not all young people get the opportunities they deserve to go as far as their ability and hard work should take them. In my visits to Derby, as we got all our work up and running, I have met many passionate people who are as committed as I am to help break the link between a child's background and where they get to in life.

I am delighted that Derby's partnership board has helped us to develop this delivery plan which sets out our shared priorities for the city's children and young people, and what we are going to do over the coming months. The plan has a strong focus on educational attainment, which we know is fundamental to everyone's future success. It is also clear that all children and young people should have access to great experiences that can broaden their understanding of the world and their place in it. That can inspire them to be ambitious, and to fulfil their potential.

Finally, my thanks to Professor Mitchell, to the partnership board and to all the local partners and people who are behind this delivery plan, and whose contributions will be the deciding factor in our success.

Rt. Hon. Justine Greening MP

Secretary of State for Education and Minister for Women and Equalities

A partnership committed to success for all Derby's children and young people



All Derby's children deserve the best: great schools and great experiences to help them develop into confident, successful adults, ready to take their place in the world. I am passionate about achieving

this and I am delighted that the Department for Education has asked me to chair the Derby Opportunity Area partnership board.

The partnership board brings together key local stakeholders, including educators, employers, the voluntary sector and Derby City Council. It will work with local and national partners who share our determination to make Derby a great place for young people to grow up. Building on the city's history and current employer base, we want Derby to become **a centre of excellence for education and employment in science, technology, engineering, arts and mathematics**. This can be achieved by ensuring that all our children benefit from better opportunities and wider horizons.

This plan sets out the priorities we have agreed for our work in Derby:

Priority 1: Increase the number of children achieving a good level of development in the early years.

Priority 2: Raise attainment in our primary and secondary schools.

Priority 3: Ensure that all our children benefit from a broad range of experiences throughout their school lives.

Evidence suggests that real change in these areas will equip all our children to have the opportunity to go where they want to in life, influence their personal success, and with this success, to help our city to grow and thrive. We know that this won't be easy, and that some of the issues we face are complex and long standing, but we simply cannot afford to fail. This plan sets out where we will focus our efforts in the coming months: the areas the partnership board has identified as critical to young people in Derby achieving their potential. Our chosen activities will develop and grow over the three year programme, but will always be shaped by our vision and priorities.

Whether you are a **young person, parent, employer or education professional in Derby**, please do **get in touch** and tell us your thoughts about this plan and ideas about how we can maximise opportunities for Derby's children and young people to ensure they can all thrive and reach their full potential in life.

Professor Kathryn Mitchell

Chair of Derby Opportunity Area partnership board

GET IN TOUCH



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BUILDING ON STRONG FOUNDATIONS



Building on strong foundations

Recent years have seen encouraging progress in Derby driven by local practitioners.

Strengths and opportunities

There are **many strong local employers** already engaging with schools, the college and the University of Derby, including big engineering companies, their supply chains and a wide range of small and medium-sized enterprises. They are keen to work with us to deliver a comprehensive and joined up offer for young people in Derby.

The Derby Primary Strategy Group, made up of local headteachers and early years providers, has commissioned a number of interventions including: support for English as an additional language; leadership development; phonics; a mathematics improvement programme; and pupil premium reviews. These have had a significant impact, for example a 7.5 average percentage point increase in children achieving a good level of development in participating schools (2015 to 2016); a 27 percentage point average gain in the phonics screening test in schools participating in one phonics programme; and a 10 percentage point increase for those participating in a second phonics programme (2015 to 2016).

Vocational learning is a strength with Derby performing relatively strongly in terms of apprenticeship participation levels in 2014/15 (13% compared to 7% nationally).

Derby College was recently commended in Ofsted's annual report (2015/16) for its exemplar work with employers. In 2016/17, 4,168 full time learners at Derby College took part in work placements, industry visits, projects with local companies and heard from specialist speakers.

The **University of Derby** has recently been awarded a Gold Rating on the 2017 University Teaching Excellence Framework in recognition of its excellent teaching.

Over £1m of **Regional Academy Growth Funding** is already supporting up to eight multi academy trusts to drive improvement in standards across Derby's academies.

The overall picture is one of good opportunities for employment and high quality local jobs in technical occupations.

We will build on this success, working with local organisations to ensure we make the most of upcoming opportunities.

Work already underway

The **Department for Education** has established a team to work ‘on the ground’ in Derby. The team has spoken to a wide range of local partners, including headteachers, college and university leaders, employers and voluntary organisations. Together they have developed a detailed picture of the issues the city is facing, along with the strengths and opportunities we want to build on. It has established a strong partnership board to lead the Opportunity Area programme in Derby and agree priorities, involving an extensive network of local people to support the work through four thematic subgroups.

The board is working closely with the local authority and the Regional Schools Commissioner on raising standards and strengthening the workforce across **Derby’s schools**.

An early success of our collaborative approach was achieved through the partnership board’s **Post-16 subgroup**; the university and college agreed to be present at four of Derby’s secondary

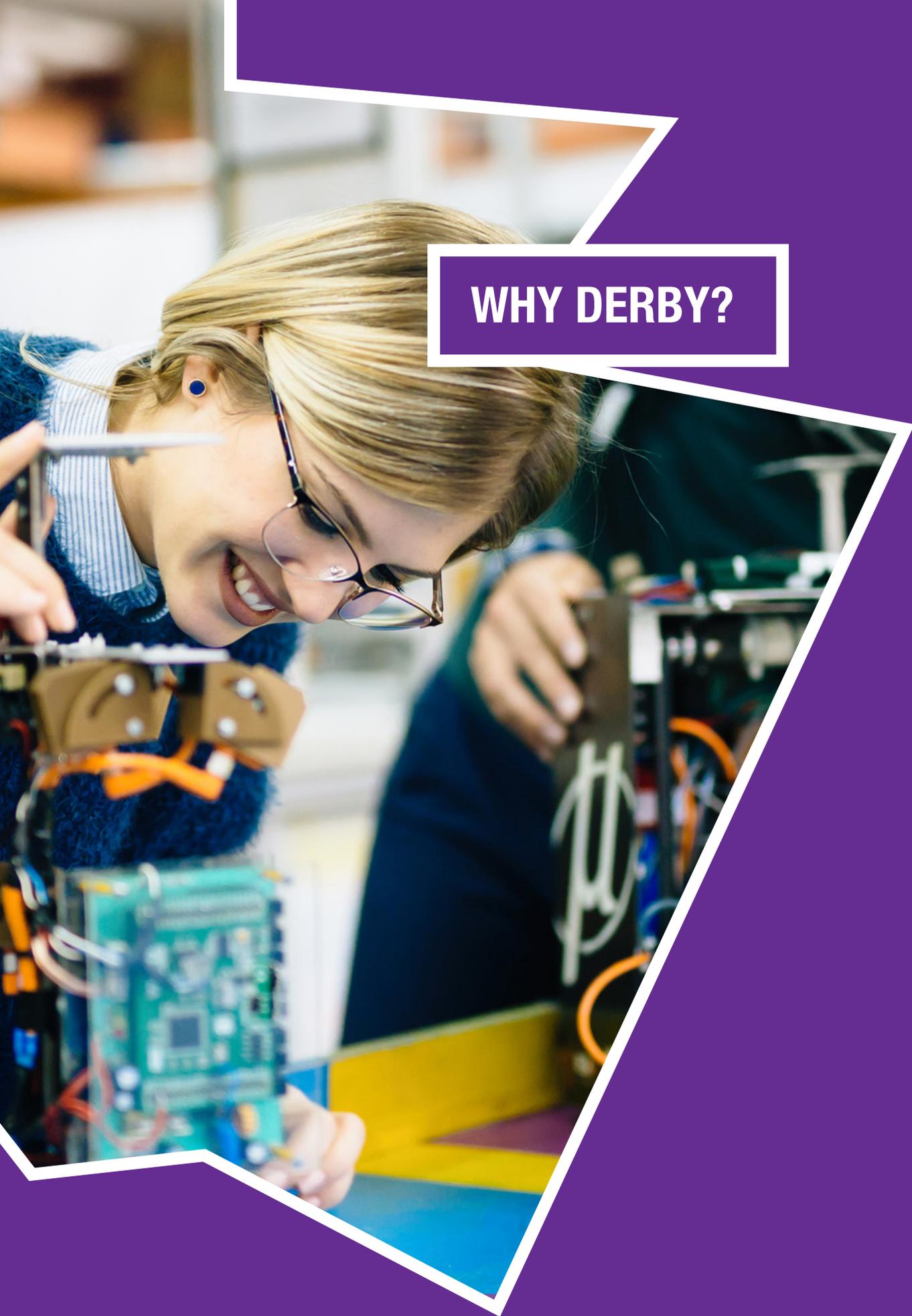
schools on results’ day. Pupils welcomed the opportunity to discuss future options with the institutions at the point of receiving their results.

Rolls-Royce and **Teach First** are working with teachers and disadvantaged pupils in Derby to increase their opportunities to engage with science, technology, engineering and mathematics (STEM) in the workplace and increase their awareness of STEM careers.

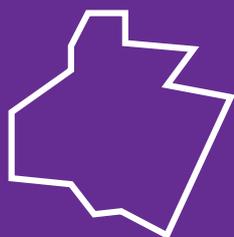
The **University of Derby** leads an outreach programme which aims to increase the number of young people from disadvantaged backgrounds going into higher education. This brings an investment of £6.9m, targeted at deprived wards, six of which are in Derby.

The **Careers and Enterprise Company** is bringing schools and employers together across Derby to help pupils develop their employability skills. Fourteen of Derby’s secondary schools now have a linked employer to help them.

WHY DERBY?



Why Derby?



303rd
out of 324 districts

Derby's ranking in the Social Mobility Index*. The Index compares the chances that a child from a disadvantaged background will do well at school and get a good job in areas across the country.

Too many children in Derby are in early years provision that is less than good and too many fail to attain a good level of development at the end of the early years foundation stage. Derby's children face increasing problems in speech and language development. These issues impact most strongly on children who receive free school meals (FSM).

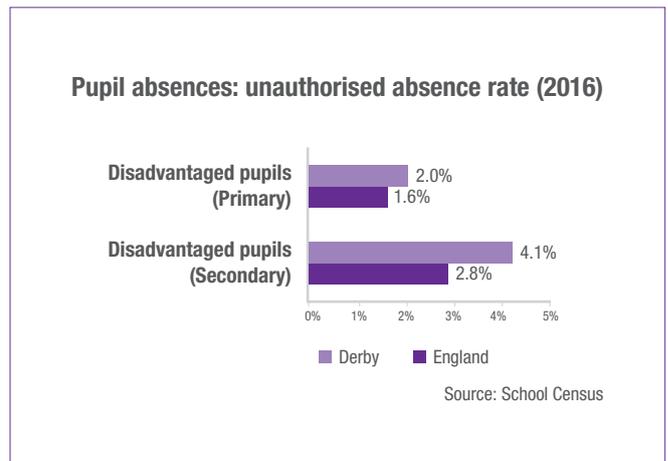
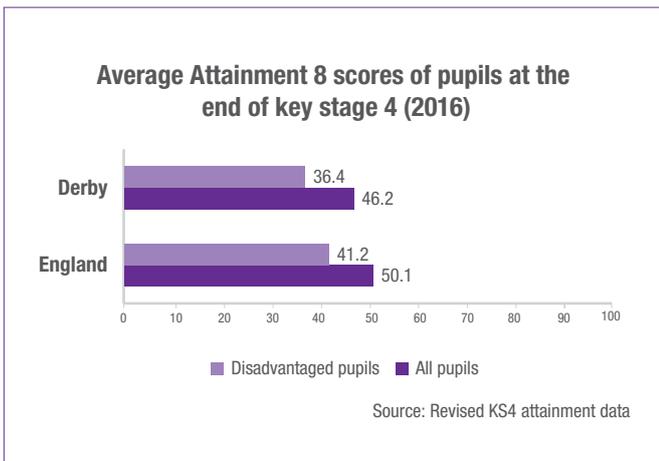
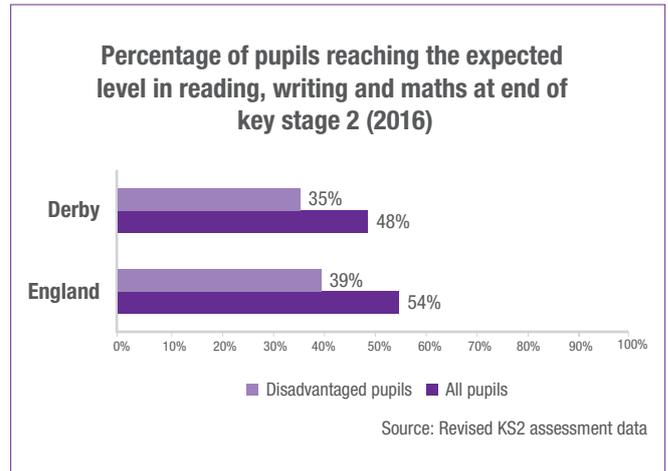
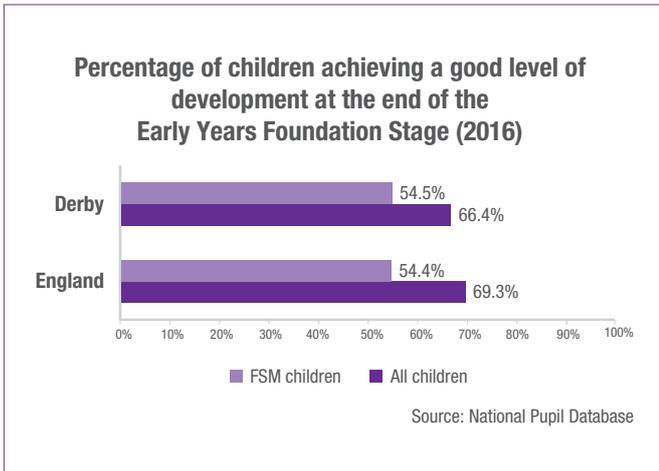
Derby's educational performance is weak, with results at primary (key stage 2) and secondary (key stage 4) below the national average and almost a quarter of schools rated by Ofsted as less than good. Disadvantaged children and those for whom English is an additional language, particularly from new communities, are especially vulnerable.

There is widespread underperformance in mathematics and English at both the primary and secondary phases. Too many of Derby's secondary schools have a long and embedded history of underperformance – particularly those with the highest levels of deprivation.

Although difficult to quantify, we believe that too many children and young people in Derby do not have access to high quality cultural/life experiences that will help them to engage in learning, achieve at school and make informed decisions about their future.

* <https://www.gov.uk/government/publications/social-mobility-index>

Why Derby?



*Within this plan, the 'disadvantaged' group varies depending on the Department for Education data source however they all include the number of pupils who were eligible for free school meals at any point in the previous six years. For further details about the specific definition of 'disadvantage' for each Department for Education data source, see the 'Education statistics by local authority, district and pupil disadvantage' release found on the Department for Education Statistics page.

A woman with dark hair, wearing a grey cardigan over a black top and a gold necklace with a small animal pendant, is leaning over two children. The children, a boy on the left and a girl on the right, are looking down at something they are doing together. The background is blurred, suggesting an indoor setting like a classroom or library.

STRENGTH THROUGH PARTNERSHIP

“The Primary Strategy Group is committed to serve Derby’s schools and early years settings in this work for the next three years. They aim to provide the energy and enthusiasm that stimulates improvement, while striking an appropriate balance between the needs of each individual school and the demand to improve things for children across the city.”

**Jane Calladine, Executive Head,
Parkview and Redwood Primaries**

The Derby partnership board: driving success in Derby

The Derby partnership board, chaired by Professor Kathryn Mitchell, has brought together local leaders from education, the voluntary sector, business and local government and is supported by four thematic subgroups. It has worked with local stakeholders over the past year to develop this plan and will now ensure it delivers positive change for Derby's children and young people. The Department for Education will support the partnership board, drawing on the experience and expertise of members, their knowledge and local insight and above all their passion and commitment to make a real difference in Derby. The partnership board will meet monthly to oversee progress, working alongside the Department for Education and other national organisations to ensure that the programme is a success.

Derby Opportunity Area partnership board membership

Chair, Professor Kathryn Mitchell

Professor Kathryn Mitchell became Vice Chancellor at the University of Derby in 2015 and before that she held a number of senior positions at the University of West London, including Deputy Vice Chancellor. Kathryn has spent much of her career in the Higher Education sector, as a Wellcome Fellow at the Institute of Psychiatry, London and has worked at the University of Chicago, the Rockefeller Institute, New York and the Friedrich

Meischer Institute, Basel. She is a chartered psychologist and continues to play an active role within research, currently working with colleagues across the Psychology and Health teams at the University and in collaboration with University of Nottingham.

Partnership board members

- **Andy Smith:** Strategic Director of People, Derby City Council
- **Jane Calladine:** Executive Head, Parkview and Redwood Primaries
- **Katrina Woodward:** Local Enterprise Partnership for Derby, Derbyshire, Nottingham and Nottinghamshire
- **Kevin Gaiderman:** Head, Chellaston Academy
- **Kim Harper:** Community Action
- **Mandie Stravino:** Chief Executive, Derby College
- **Natalie Cramp:** Chief Operating Officer, Careers and Enterprise Company
- **Nicola Swaney:** Education Manager, Rolls-Royce
- **Pam Hallam:** Children and Young People People Network
- **Richard Blackmore:** Regional Director East Midlands, Confederation of British Industry
- **Sue Bradley:** Head, Kingsmead School
- **Wendy Colebourne:** Head, Harrington Nursery

Meetings are attended by Department for Education officials, including the Regional Schools Commissioner and the Derby Opportunity Area Team. The Local Programme Manager will also attend and support the work of the partnership board.

Thematic Subgroups

- Early Years and Primary Strategy Group
- Secondary Strategy Group
- Post-16
- Broader Horizons

Our partnership with national organisations

We believe that working in partnership with local and national organisations will help ensure this plan is a success in Derby.

That's why the partnership board is working with three national partner organisations who can offer young people a range of positive experiences:

- **The Careers & Enterprise Company (CEC):** a national network that connects schools and colleges, employers and career programme providers. In addition to leading the employer commitment, CEC has appointed a dedicated Enterprise Coordinator to connect schools and colleges to employers to create meaningful employer engagement opportunities for young people in Derby aged eleven to eighteen. Work is already under way in Derby, with schools deciding which activities best suit their pupils.



Recognising the key role that business leaders play in creating opportunities for young people, CEC, supported by **Price Waterhouse Cooper (PwC)** and the **Confederation of British Industry (CBI)**, is developing a network of local and national 'cornerstone' employers.

They will mobilise employers of all sizes and sectors to work with schools and colleges in Derby. This employer commitment will ensure that all pupils aged eleven to eighteen in Derby will experience at least four meaningful encounters with employers and the world of work, enabling them to develop the critical soft skills, attitude and motivation necessary for employment, education or training.

In Derby we are already working with a broad range of employers, both large and small. As of September 2017, CEC's cornerstone employers range from digital marketing to legal services, and include **G F Tomlinson** (a family run construction firm) and two leading global employers, namely **Rolls-Royce** and **Toyota**.

- **The Education Endowment Foundation**

(EEF): an independent charity dedicated to breaking the link between family income and educational achievement. EEF will support the partnership board and local schools to make the best use of proven teaching and learning strategies. They have designated a Research School* Wyndham Primary Academy, and will work with the school to help share the most effective practice and accelerate improvement across Derby's classrooms.



- **The National Citizen Service:**

engages young people in social action in their communities and the democratic process, building their understanding of their responsibilities as citizens. National Citizen Service is working to ensure that more of Derby's young people can experience and benefit from this four week programme of personal development and volunteering. In Derby, National Citizen Service is placing coordinators in schools to increase recruitment of pupils from a range of backgrounds. It is also building partnerships with local voluntary organisations, universities and businesses to encourage young people to take part. National Citizen Service is working to build the confidence of young people, to support them in attending the full programme where this has proved challenging.



*The Research Schools Network is a collaboration between the Education Endowment Foundation (EEF) and the Institute for Effective Education (IEE) to fund a network of schools which will support the use of evidence to improve teaching practice. www.educationendowmentfoundation.org.uk/our-work/research-schools

How we will engage young people

The Social Mobility Commission’s **Barometer Report (2017)** states “half of young people think the situation is getting worse, with only 30% of 18-24 year olds believing it is becoming easier to move up in British society”. This plan is for the children and young people of Derby and if we are to make a real and sustainable difference we need to listen to and engage Derby’s younger citizens. We are committed to working with children and young people and believe this will be key to our success. We hope

to do this through a variety of means, both within school and community settings and by surveys and focus groups.

Partnership board representatives have met and discussed the Opportunity Area with Derby’s youth mayor, deputy mayor and the youth council, Voices in Action. This group is made up of eleven to nineteen year olds, who represent through their schools, support groups or youth projects, the children and young people of Derby. We asked them to consider four questions:

What is good about living in Derby?

...leisure facilities...public services... multicultural festivals... museums... community cohesion... diversity...sports and music opportunities...bus routes...

What is not so good about living in Derby?

...homelessness...anti-social behaviour...littering...activities for children...lack of acceptance of other cultures...school quality...job awareness...support for families... mental health

What would you like to see more of in Derby?

...cultural & LGBT festivals...artistic opportunities...jobs for young people...community days...youth activities...employment focussed clubs...activities for young people with disabilities or special needs...

What support would you like to see to help meet your goals?

...early and structured careers support ...employer support ... community work...life skills... inter school events...participation groups...personal mentors...better options at school and college...

We will continue to involve **Voices in Action** as our plans develop and will explore a range of ways to engage Derby’s children and young people on this opportunity area activity.

OUR PRIORITIES





Priority 1: Early years

Increase the number of children achieving a good level of development in the early years.

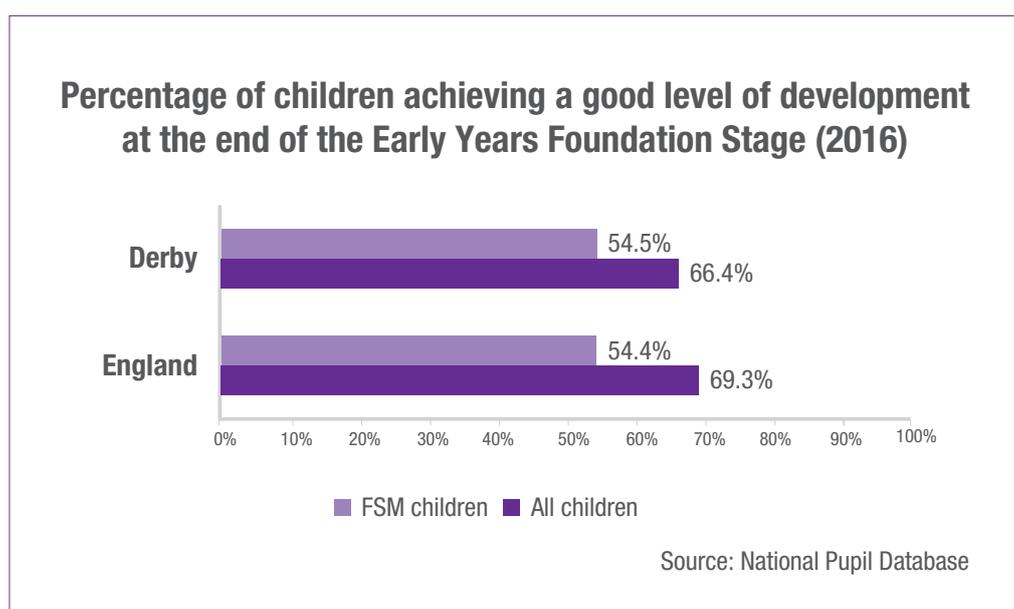
Why this is an issue

Although achievement of a good level of development (GLD) amongst children receiving free school meals (FSM)* is marginally above the national average (**54.5%** compared to **54.4%**), the gap in attainment between these FSM children and their more advantaged peers in Derby is very evident.

The number of children in Derby achieving a GLD is below the national average:

66.4% in Derby, compared to **69.3%** nationally. Differences at ward level in 2016 were striking with a GLD of **47.2%** in the deprived ward of Arboretum compared to **85.8%** for Allestree. The partnership board feels strongly that further raising achievement for all Derby's children at this early stage is the foundation of future success.

Early years outcomes and provision



*Early years and key stage 1 analysis focuses only on free school meals pupils, rather than 'disadvantaged'.

Why this is an issue

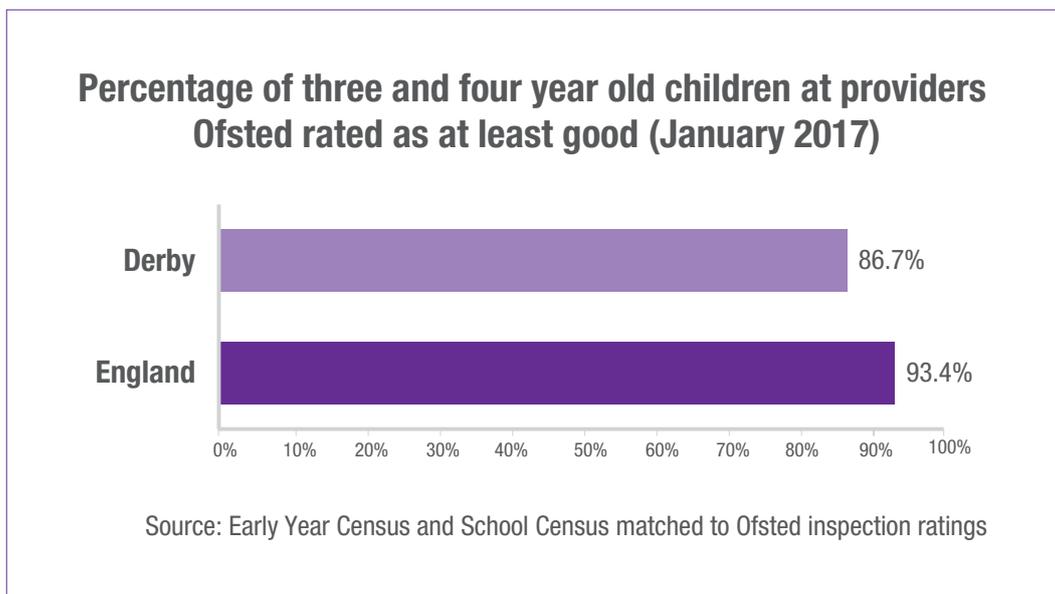
The percentage of three and four year olds at providers rated as at least good falls short of the national average. In Derby there are relatively few outstanding providers (**17%** against **24%** nationally).

There is a high proportion of Derby's pupils with identified **speech, language and communication needs (SLCN)** (**3.2%** compared to **2.6%** nationally). The Clarity Report (2015) has highlighted significant problems in speech and language development in Derby's most deprived wards and found that many children across the city are not accessing SLCN support in the early years.

Derby's children **perform poorly against the individual learning goals** that relate closely to school readiness, including health and self-care (**13.6%** not achieving against **8.5%** nationally); self-confidence and self-awareness (**16.5/10.8**); managing feelings and behaviours (**17.6/12.1**); making relationships (**15.3/10.5**) and people & communities (**20.1/14.2**).

Improving the **quality of early years provision** in Derby, especially in the most deprived wards, and **encouraging take up of that provision**, will help to ensure more children attain a good level of development and arrive at school ready to learn.

Early years outcomes and provision



What we will do

We want to extend and deepen the approach Derby's Primary Strategy Group has already trialled with some local schools and early years settings to support children, particularly those who are disadvantaged, in attaining a good level of development. The Derby Primary Strategy Group is supporting attainment in early years and primary settings with work planned under four themes: ready to learn; rich learning experiences; high achievement and high quality workforce.

We will work with The Communication Trust and Derby's early years experts to review the city's approach to Speech, Language and Communication, to map best practice and to identify gaps in provision. We will develop a city wide strategy for Speech, Language and Communication using evidence based interventions.

We will work with our early years teaching school to encourage Derby's early years providers to take up proven development opportunities to raise the quality of provision across the city.

Our activities in 2017/18 will include:

- Working with Derby's Primary Strategy Group, we will build strong leadership in early years and primary settings through four programmes focused on mathematics leadership, English leadership, reading comprehension, and phonics. Each programme will be rolled out in up to 20 schools or early years settings.
- Supporting pupils with English as an additional language through a targeted leadership programme for at least 20 early years providers.
- Delivering a review of speech, language and communication provision across the city, providing support with tailored, evidence based approaches.

Our targets for 2020/21 are:

- By 2021 we will increase the number of Derby's children ('all' and FSM* pupils) achieving a good level of development at the end of Early Years Foundation Stage so that the city's performance exceeds the national average.



*Our early years and key stage 1 analysis currently focuses only on free school meals pupils, however our intention is to further widen this group to include other 'disadvantaged' pupils.



Priority 2: School improvement

Raise attainment in our primary and secondary schools.

Why this is an issue

Derby's **educational performance** is **weak**, particularly for those schools in areas with the highest levels of deprivation, with results at key stage 2 (**48.4%** at expected standard against **53.8%** nationally) and key stage 4 (**Progress 8 score of -0.17**) below the national average and almost a quarter of Derby's pupils in schools rated by Ofsted as **requires improvement/inadequate**. There is **widespread underperformance in mathematics and English** at both the primary and secondary phases. Mathematics progress at key stage 2 is **-0.5** and **-0.7** for reading. Only **54.2%** of pupils at the end of key stage 4 achieved A*-C in both English and mathematics in Derby against the national average of **63.3%**. Pupils with **English as an additional language (EAL)**, particularly from **new communities** are especially **vulnerable** (key stage 2: **38%** at expected standard in 2016).

Teaching schools' practitioners on the partnership board have identified **reading**, particularly for **boys**, as a key issue to address and this is now the focus of a successful collaborative bid submitted by **Derby's teaching schools** to the strategic school improvement fund.

Derby has limited strength and depth in school improvement leadership across the city, particularly at primary, where Derby has only **three** teaching school alliances and **six** National Leaders of Education. **Recruitment and retention** of a **quality workforce** is

a key concern for headteachers, as is the need to invest in high quality development for existing teachers. School governance, a key element of school success, is strong in some of Derby's schools, but this needs to be replicated across the city.

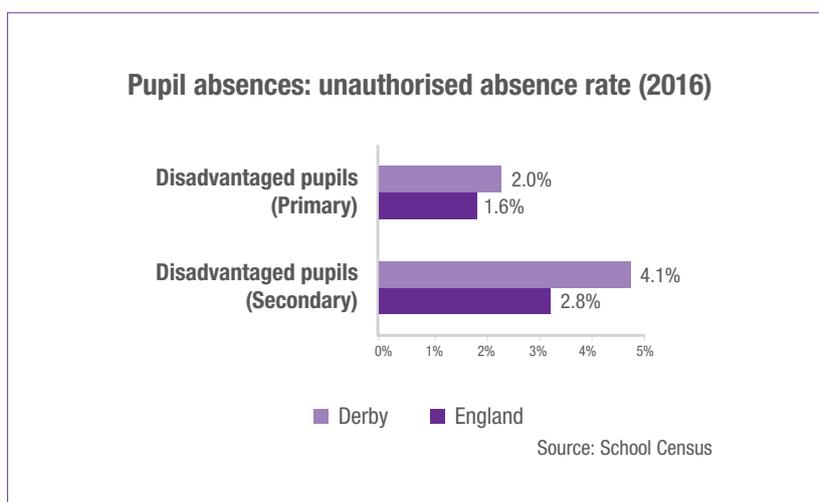
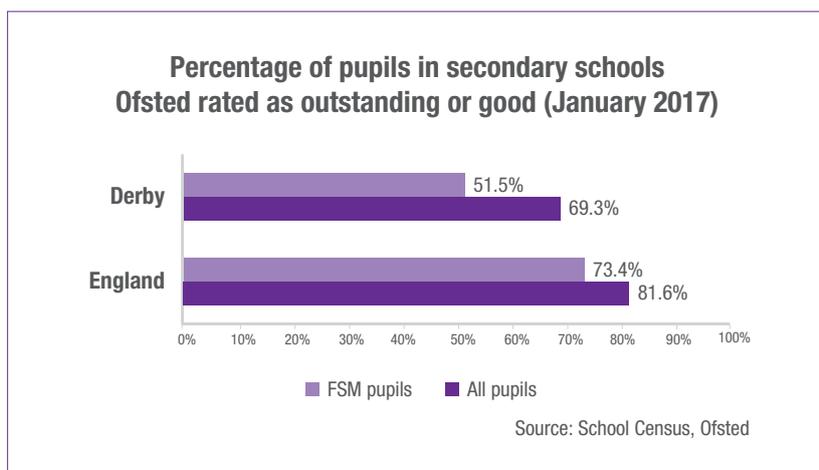
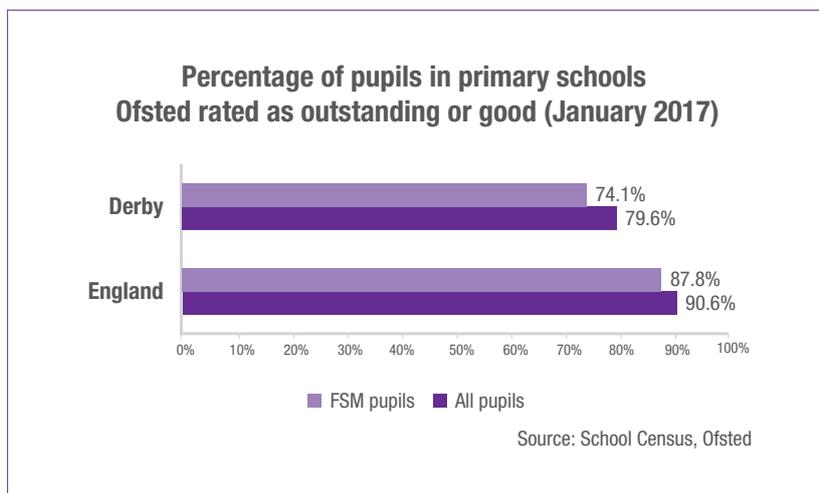
Cadence Partnership undertook an audit of teacher development across Derby and found a number of barriers to a good development culture, including information overload and lack of specialist Continuing Professional Development (CPD). Cadence's work found that CPD in the city should focus on **language, phonics and parental engagement** at primary and **high quality specialist teaching / learning support, CPD for middle leaders, partnering with other schools** and better supply cover at secondary.

Too many of Derby's pupils are missing school. Although the level of authorised absences match those across England's primary schools, Derby has a higher proportion of unauthorised absences at primary, **1.2%** as compared to **0.9%** nationally. Similarly, the proportion of unauthorised absences at secondary are higher in Derby (**2.1%**) than is observed nationally (**1.4%**). As shown in the following chart, these differences are greater in disadvantaged pupils. Persistent absenteeism at primary was at **10.2%** (2015/16) compared to **8.2%** nationally and **15.8%** at secondary compared to **13.1%** nationally.

Priority 2: School improvement

Raise attainment in our primary and secondary schools.

Primary and secondary provision 2016 and 2017



What we will do

1. We want to ensure that Derby schools are provided with the best possible evidence and can use it effectively, so we have worked with the EEF to designate Wyndham Primary Academy as the local Research School. Wyndham Primary will be funded and supported to ensure schools in Derby can use research to improve teaching and attainment.
2. We also want to make sure that school improvement support is focused on and tailored to the needs of Derby schools and pupils. The partnership board will work with the Department for Education, Derby City Council, local teaching schools and school leaders to help schools in Derby to assess their school improvement needs and target relevant school improvement programmes. This will include:
 - Further work with the Department for Education funded East Midlands West Maths Hub to embed and extend a programme of mastery approaches to teaching mathematics in primary schools and to develop similar support for secondary schools and further education providers;
 - Programmes funded through the first round of the Teaching and Leadership Innovation Fund (TLIF), including on leadership development, science, technology, engineering and mathematics (STEM), subject leadership and phonics;
 - Encouragement for over 100 teachers to take up the National Professional Qualifications scholarships free of charge, and an increase in the numbers of National Leaders of Education (NLEs) and teaching schools across the city.

Our activities in 2017/18 will include:

- Work with the Primary Strategy Group to extend interventions which have already demonstrated considerable success in Derby. These include English as an additional language leadership development; key stage 1 and 2 mathematics improvement programme; and pupil premium reviews, working with 20 Derby schools on each intervention.
- Alongside activity commissioned through Teaching Leadership Innovation Fund, improving the quality of leadership (at primary, secondary and further education) through a collaborative programme of training for up to 50 aspiring middle leaders.
- Wyndham Primary Academy, Derby's new Research School, will deliver a programme of mathematics activity aimed at transition from primary to secondary.
- Developing a collaborative programme of work aimed at improving level two outcomes in English and mathematics (including Derby College resits).
- Building capacity for more school to school support to review and improve provision for children with special education needs and disabilities (SEND) in Derby. We will provide training for six experienced practitioners to review provision for these children and establish a regional leader in the Derby Opportunity Area.

Our targets for 2020/21 are:

- By 2021 Derby will have significantly closed the gap in English and mathematics progress and attainment at key stage 2 and key stage 4. The city will be on track to surpass national averages within five years.





Priority 3: Broadening horizons

Ensure all our children benefit from a broad range of experiences throughout their school lives.

Why this is an issue

Discussions with local partners have highlighted that many children and young people in Derby have limited access to opportunities that could help them grow in confidence, expand their understanding of the wider world, and develop both their career aspirations and understanding of how to realise them.

This lack of “social capital” can have a number of consequences, including disengagement from education, low confidence and social alienation, and may be reflected in the higher than average unauthorised absence rate among Derby’s children. It could also link to Derby’s poor employment rates: in 2016 Derby’s unemployment rate was 7.6%, significantly higher than the national average of 5.1%.

Schools and Derby College are already providing students with diverse and engaging extra curricular activities, but have told us they sometimes find it hard to navigate the opportunities that are available, particularly around engaging with employers. Schools believe these activities would have more impact if an integrated, coordinated and collaborative framework was developed, involving schools, the college and a broad range of stakeholders and providers.

We want to support schools to access and better target appropriate extra-curricular

opportunities. Large, medium and small businesses in Derby are keen to support children and young people by working with schools and the college and the partnership board will help them to collaborate and target their support to achieve greatest impact. Both schools and employers agree that they would like engagement to start early, in primary school, so that children build their understanding and ambition.

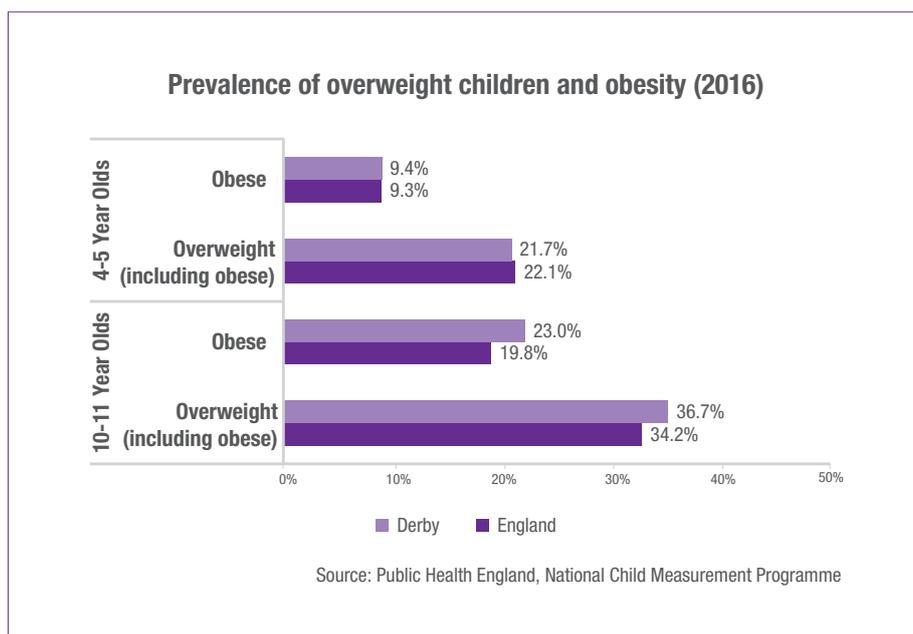
In addition to a focus on improving employer links, the partnership board will also ensure Derby’s children and young people have better access to sports, culture and the arts.

Access to sports has been prioritised in the city in recent years, including the Active Schools Pilot (2016-17). This programme promoted a whole school approach to physical activity and was piloted in six of the city’s schools, reaching over 2,000 pupils. 46% of key stage 1 and key stage 2 pupils tracked, reported an increase in emotional health and wellbeing and 50% of staff said they felt more confident about teaching physical activity.

As can be seen in the following chart, the proportion of overweight children in Derby is broadly similar to the national average at aged four to five, but the prevalence of overweight children increases at ages ten to eleven.

“Rolls-Royce has set a global target to reach six million people by 2020 with its science, technology, engineering and mathematics education programmes and activities in order to inspire and engage young people, including those from disadvantaged backgrounds. I am delighted to be working alongside the partnership board, the Department for Education and local partners on the opportunity area plan for Derby.” Nicola Swaney, Education Manager, Rolls-Royce

2016 position



What we will do

Working with a range of employers and other partners in the arts and cultural sectors, we will broaden the experience of all Derby's children. We will talk to children and young people about their aspirations, through surveys and focus groups, and will develop a shared vision of what every Derby child should have experienced by the time they leave school. This will include:

1. Work by the Careers and Enterprise Company (CEC), in partnership with the Local Enterprise Partnership (LEP), to build connections between business, schools and colleges. Through CEC we will ensure that every secondary school child in Derby will benefit from **four good quality encounters with an employer** to raise aspiration, provide opportunities for careers experience and raise life chances for students. CEC activity will generate over **89,000 encounters** for pupils over three years.
2. Working with Derby's Culture and Leisure Board to widen the opportunities for culture, leisure and sport to children and young people in Derby. We aim to broaden their horizons and see them actively engaging with the rich variety of culture, leisure and sports providers in the city. This includes the offers for young people from Derby Live, Derby Museum Trust, Quad, Deda, Sinfonia Viva, Derby Theatre, Baby People and Artcore along with an extensive range of sporting clubs and organisations as well as other great providers in the city and region.
3. Drawing on additional funding of **over £2m** for the Derby Opportunity Area over the next two years to enable children and young people to participate in extra-curricular activities that promote essential life skills such as resilience, teamwork and leadership.

Our activities in 2017/18 will include:

- Ensuring that every secondary school in Derby has an Enterprise Adviser and all pupils are on track for four meaningful employer experiences (with over 27,000 opportunities in 2017/18).
- Developing a Derby wide approach to ensuring that all children and young people can access exciting and varied activities across sports, culture and the arts. This will include establishing a clear baseline of children and young people's current participation in sporting and cultural activities.
- Mencap delivering pre-employment workshops for young people with special education needs and disabilities.

Our targets for 2020/21 are:

- Young people in Derby are more knowledgeable about opportunities for personal development and more confident about accessing them locally.
- Higher numbers of young people aiming for careers in key skills areas for Derby (as identified by the Local Enterprise Partnership).
- Increased opportunities for children and young people to participate in sports and culture across the city.



ADDITIONAL THEMES



Mental health



Why is this important?

Good mental health underpins everything we want to achieve through the priorities set out in this delivery plan. Our discussions with local partners have highlighted the challenges around resilience and emotional wellbeing faced by many of Derby's young people as they grow up. Every headteacher we spoke to in Derby identified a need to improve mental health and support for wellbeing in schools.

The mental health inpatient admissions rate for under seventeen year olds in Derby has increased from 43 to 56 per 100,000 between 2013-2016. The national figure is higher (86) but it is broadly static. Public Health England figures (2016) indicate that the proportion of school pupils with social, emotional and mental health needs (2.52%) exceeds the national average of 2.34%. Emotional and behavioural health outcomes for looked after children are also worth noting, with 51% of eligible children considered 'of concern' (against the national average of 38% (2012/13)).

What will we do?

The partnership board and its sub groups will continue to explore activities to support good mental health and wellbeing. As a first step we will pilot a new approach to provide timely mental health support to children and young people in schools and colleges through the Mental Health Services and Schools Link Programme.

Transitions and pathways



Why is this important?

Our discussions with local partners have identified four interlinked issues that the partnership board will explore further:

1. Concerns about how well key transition points (from early years provision to primary, primary to secondary and into post-16 learning and then employment), particularly for vulnerable young people, are handled in Derby.
2. Clarity about pathways and whether all students and their parents and carers can access the right information, advice and guidance at the right time.
3. The number of lower level qualifications (levels one and two) currently undertaken by post-16 students (particularly the numbers of young adults with no or low previous attainment).
4. How we can build the strongest possible offer in higher level skills, particularly in 'STEAM' subjects (science, technology, engineering, arts and mathematics).

What will we do?

The partnership board four subgroups will gather more evidence on transitions and pathways and will develop proposals for pilot approaches to strengthen these in Derby. The post-16 sub group will also consider:

- Transition provision for vulnerable students aimed at improving aspiration and reducing the numbers of young people not in education, employment or training.
- Oversight of the Area Based Review recommendations on behalf of the Opportunity Area partnership board, including proposals to develop an Institute of Technology in the East Midlands.

A stylized map of Derby, England, shown in a dark purple color with a white outline. A white rectangular box with the word "Derby" in purple text is positioned over the northern part of the map.

Derby

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