



# Chellaston Academy

Learning

Excellence

Integrity



# Brochure

2019 - 2020





## Welcome from the CEO

It's my great pleasure to present you with a copy of the Chellaston Academy brochure. I know that words and images can only tell part of the story.

2019 saw our move from a single academy into a larger organisation alongside our partners at Homefields Primary School, Chellaston Junior School and Chellaston Infant School. This collaboration and mutual moral purpose in providing the highest education standards for our students will see the coming together of leaders and all staff from each school within the PEAK Multi Academy Trust.

Together, we want everyone to be proud to be a part of our community. We want our students to feel safe and that they belong. We also want to support them in becoming independent learners and understand that through effort, hard work and commitment anything is possible. We expect our students to achieve the very best results they can, as well as becoming rounded and responsible young people. We are committed to inspire every student to succeed; to raising standards of attainment and ensuring a culture of high expectations and achievement for all. This includes those with aspiration to achieve an Oxbridge place to the student who finds learning difficult and faced with many challenges. We believe the key to success for all our students is to find the right pathway for them so that they move through their educational journey; they have an enjoyable time and happy experience, tailored to meet their individual needs. Our staff, governors and trustees are passionate about education and dedicated to supporting the highest quality learning experience for every young person in our care. Your daughter or son prepares to join us at a very exciting time! There have never been better opportunities for students to become outstandingly successful. Regardless of ability, we make a difference.

I look forward to welcoming you and your family to our school.

*Kevin Gaiderman. BEd MEd NPQH  
CEO PEAK Multi Academy Trust*



# An introduction from the Chair of Trustees



An introduction from the Chair of Trustees Chellaston Academy Governors have three key roles: setting the strategic direction for the Academy, ensuring accountability, plus monitoring and evaluating the Academy's performance. The Governors work with the Headteacher and leaders to set the future direction for the Academy and decide how the Academy's budget should be managed. They provide the Senior Leadership team with support and advice, drawing on their knowledge and varied experience. In their regular meetings and through frequent visits and observations in school, they review the impact of policies on matters such as performance targets and ask searching questions, whilst respecting the Headteacher's position as professional leader of the Academy. Governors hear appeals from pupils, parents and staff. They also consider and act on complaints from the community that we serve. If you have any questions relating to the work of the Governing Body, please Stephanie Dakin at PEAK MAT: [s.dakin@peakmat.uk](mailto:s.dakin@peakmat.uk)



You can find a full list of the Academy policies and the prospectus by logging onto the school website at: [www.chellaston.derby.sch.uk](http://www.chellaston.derby.sch.uk)

*Mr Nick Hollis  
Chair of the Board of Trustees*



*Teachers have good subject knowledge. They provide clear explanations. Often, they show a genuine enthusiasm for the subjects that they teach. This is particularly evident in English.  
Ofsted 2019*

# A background to the Academy

Chellaston Academy opened in 1977 as a small comprehensive school for 300 students and has rapidly grown in size. Currently, we have more than 1700 students studying at the Academy, over 340 of whom are taught in the thriving sixth form.

Governors have managed this rapid expansion through the addition of new buildings and facilities to ensure an excellent learning environment is maintained for our students. New buildings include a Sports Hall, four ICT rooms, a Maths block, a Music and Drama block and an Independent Learning Centre. Our Science extension opened in September 2011. Further developments have included new changing rooms, two further ICT facilities, a Dance/Drama Studio extension to the Music and Drama block and a remodelled Study Centre and MFL suite of rooms. Throughout the process we have worked successfully to sustain the friendly 'small school' atmosphere noted by visitors and Ofsted inspectors alike.

We have just opened the new block which houses Mathematics and Humanities. It also has a refectory which adds to the number of spaces where our students can eat. During the summer term of 2017 we relocated a number of subjects areas to enhance their facilities and helped reduce congestion with students moving about the site.

We are particularly proud of our Sixth Form which attracts students from across the city. A hard earned reputation for excellence is based on high standards in teaching and learning and a support structure which offers students the very best chance of achieving their target grades. Many of our students proceed to universities across the UK to pursue courses in a wide range of professional, academic and vocational subjects.

The sixth form is the destination of choice for the vast majority of our students. However, even students who do not enter the sixth form leave the Academy confident in their ambitions.



*Pupils' attainment, particularly in English and mathematics at the end of key stage 4, was well above the national average in 2018.*

*Ofsted 2019*



# Academy Status

We are proud to have continued to provide new opportunities for our students to enjoy the best possible provision for their education. In 1988 we were the first school in the city to be designated as a Technology Specialist College and received funding to improve our infrastructure. The resulting benefits in advancing ICT across the school and building strong links with the local business and manufacturing community have meant that we have forged strong business partnerships. We were the first school in the city to be granted Academy Status. Conversion to Academy Status has enabled us to maintain stability in uncertain times and new opportunities to strengthen and build upon our strong reputation and success. The range of opportunities and facilities available to our students include our enhanced IT capability, strengthening the partnership between home and school by providing increased access to learning resources and support through our Learning Platform. We have recently upgraded our WiFi access to enable the Sixth Form to work from their own devices too.



*The leadership of pupils' attendance and behaviour in key stages 3 and 4 is vigilant and effective. Pupils attend school regularly and conduct themselves well. Ofsted 2019*





*The safeguarding of pupils in key stages 3 and 4 is highly effective. Pupils told inspectors that they feel safe and happy in their school. Ofsted 2019*

## Curriculum

Maintaining a curriculum to meet the needs and ambitions of all our students in the 21st Century is our aim.

In Key Stage Three, students benefit from a broad and balanced curriculum which allows the opportunity to develop the crucial skills of numeracy and literacy whilst experiencing and exploring new areas of interest and passion.

As students develop from 14-19 they are offered the chance to specialise. All students receive guidance in choosing from more than twenty Key Stage 4 courses and in our thriving Sixth Form we are able to offer a wide range of subjects which prepare them for different career pathways.

Our aim is to develop the curriculum by maintaining the quality, substance and rigour of the courses we offer and to ensure that all students make outstanding progress in the subjects they study.

Our commitment to keep class sizes manageable and to invest in new technology gives students and teachers the best chance of success.

The progress of each student is continually tracked and measured against targets. This progress information is shared with parents throughout the year.

A structured programme of intervention seeks to guarantee that every child, even if faced with difficult times, is supported in achieving their best.



# Teaching and Learning

At Chellaston we believe that outstanding teaching is the essential factor in students achieving their potential.

Specialist teachers work hard to create a stimulating and active learning experience and are supported by highly skilled support staff.

Students are encouraged by teachers to take responsibility for their own learning, coach others and set targets for progress. Chellaston has an unrelenting focus on encouraging teachers to deliver high quality lessons.

We monitor the standards of teaching and learning on a daily basis and actively share and promote the best practice.

Our 'Teaching and Learning Policy' sets out clear expectations for teachers, with an insistence on high standards of professionalism and performance. Our aim is to ensure the Quality of Teaching meets the needs of every student.

Our Pupil Premium students are given special attention as we believe strongly that all students should have equal opportunity to succeed at school. Our teachers are committed to supporting this aim.



*Pupils with special educational needs and/or disabilities (SEND) are well supported.*  
*Ofsted 2019*



# Safeguarding

We are totally committed to ensuring the safety of all students and all of our policies and actions comply with 2018 legislation. Safeguarding is the golden thread that underpins everything we do in the Academy. Staff are appropriately trained and aware of current issues concerning students, e.g. on-line safety. There are rigorous systems in place in the school to see that everything possible is done to ensure that all students are happy, safe and secure at school. One such system is the School Council, representing the student voice. The student representatives are confident and articulate and meet regularly to discuss school issues.

# Pastoral Care

We aim to give each student opportunities to enjoy, achieve, contribute positively and to show enterprise at school. We are confident that our care and guidance nurtures excellent relationships between students, teachers and parents.

Each Year Group has a Progress Leader and a team of Form Tutors to provide guidance and support throughout their time at school. The Form Tutor oversees the general wellbeing of their tutees on a daily basis and is the primary link between home and school. We also have Student Services Manager, who offers further support for students with specific needs.

Our staff work together to ensure the social, moral, spiritual and cultural development of all students. A wide range of extra-curricular clubs, visits and activities are available to students throughout their time here at Chellaston. For example, students regularly achieve remarkable team and individual sporting success at a national and local level and many others exhibit their outstanding work at our annual 'Art and Technology' exhibition.

To complement the learning that takes place in lessons, students receive specialist Careers Education and Guidance to help them make informed decisions about their future pathways.

## High standards of dress and behaviour

We believe that to maximise achievement we must ensure students are taught in a well ordered and professional environment reflected by high standards in uniform and behaviour.

At Chellaston we aim to prepare students for the workplace and to take seriously their responsibilities as a citizen in society.

A smart uniform and clear expectations regarding behaviour help to foster the friendly and purposeful environment commented on by so many of our visitors.

In our Academy, students come first. The governors and staff are committed to maintaining a safe, happy and thriving learning environment.

## Community Cohesion

One of the characteristics of our Academy is the huge range of productive links with employers, colleges, other schools, sports clubs, Music and Drama Societies and many other organisations. We believe that the Academy should plan to engage with many other providers so that our students have the opportunity to gain experience of the wider world.

For example, we have a carefully targeted Work Experience programme which supplements the advice and guidance we offer to help our students make informed choices about their future options. Our students travel to many other countries for cultural and sporting activities. We have sponsored and helped to build an orphanage in Uganda where 30 of our staff and students go for an extended period every year to maintain and improve the basic infrastructure. The work our students have done to support disadvantaged children in Africa is amazing!



# Admission Policy: September 2018 - September 2019



As the admission authority, the Governors of the Academy give priority for places to children whose parents have requested a place, using the common application form and submitted to the Local Authority by 31<sup>st</sup> October. 300 places are available for entry to Year 7 in September 2019. In the event that the number of applications exceeds 300, the places will be allocated in the following priority order:

1. Children who are looked after - in the care of, or accommodated by, Derby City Council or another local authority. Looked After Children are defined as follows: A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. A looked after child is a child who is in the care of a local authority, or being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).
2. Children permanently residing in the normal catchment area at the time of admission.
3. Children who have brothers or sisters in Years 7 to 11 attending the Academy at the time of their admission.
4. Other children whose parents have requested a place.
5. Children whose parents have requested a place.
6. Children whose parents did not submit a request for a place by the published closing date.

Places will be allocated to children in category 1 first. If there are insufficient place for all applications in category 2 and 3, places will be randomly allocated in the relevant category only. The process of random allocation will be undertaken by an independent third party. If places still remain following allocation in categories 1-3, then priority will be given to the applicant in category 4 whose permanent address is nearest to the Academy. This is measured by a straight line from the centre of the child's main 'dwelling' to the Academy using the national Ordnance Survey set points. In category 5, places will be allocated in the same order of priority as for categories 1-4. Where children in category 5 have equal priority, places will be allocated by random allocation. Parents/Carers wishing to seek a place for their child at Chellaston Academy should, in the first instance, apply for a place by contacting the Admissions Team at Derby City Council:

<http://www.derby.gov.uk/education-and-learning/schools-and-colleges/secondary-school-admissions/>

Derby City Council will either offer or decline a place in relation to the Admissions Policy and Academy PAN (Planned Admission Number). If the placement is declined, Parents/Carers may wish to appeal against that decision, in which case they should follow the Appeals Procedure outlined in The Guide for Parents in Appendix 1 of the policy.

## Notes:

- a. The normal catchment area includes the suburban area of Chellaston, the villages of Aston-on-Trent, Barrow-on-Trent, Melbourne, Stanton-by-Bridge, Swarkestone, Ticknall and Weston-on-Trent. The Area Is shown on a plan which is available for inspection in the Academy office by prior appointment. Governors reserve the right to further exclude any future new developments.
- b. For the purpose of admissions, a brother or sister is classed as: a brother or sister sharing the same parents, a half brother or sister, where two children share one common parent, a step-brother or step-sister, where two children are related by a parent's marriage, an adopted or fostered child. (A brother or sister must normally be living at the same address. Cousins are not classed as brothers or sisters).
- c. The Academy reserves the right to verify Information supplied and if false information is used in order to gain a place, The Academy will refuse or withdraw the place offered.

*Pupils benefit from a rich curriculum,  
including outside of the school day.  
Ofsted 2019*



