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Ryan Metters
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Dear Mr Metters

Ofsted remote visit to Chellaston Academy

Following my remote visit with Chris Davies, Her Majesty's Inspector (HMI), to your school on 24 November 2020, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the visit's findings. Thank you for the time you made available to discuss your actions since September 2020, when the government expected all schools to open fully to all pupils.

This visit was conducted under section 8 of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections are temporarily suspended. Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, we made this visit remotely to reduce pressure on the school.

Ofsted's visits to schools during the autumn term are not inspections. We are not giving graded judgements. We did not undertake the usual range of inspection activities and were unable to check other sources of evidence, such as visits to lessons or looking at pupils' work. The content of this letter gives an overview of our discussions about what has happened in your school this term.

During the visit, we spoke to you and members of the senior leadership team, including the senior leaders responsible for safeguarding and the coordinator for pupils with special educational needs and/or disabilities. We also spoke to leaders responsible for the curriculum in some subjects. We did not speak to pupils.

Context

Her Majesty's Chief Inspector of Education, Children's Services and Skills is leading Ofsted's work into how England's education system is managing the return to full education for pupils, following an extended break in formal schooling due to the COVID-19 pandemic.

In undertaking this focused work, HMI are visiting a broad range of schools. HMI will visit a sample of:

- approximately 1,200 schools across all Ofsted grades (outstanding, good, requires improvement and inadequate)
- maintained schools, academies and free schools, special schools and centres of alternative provision, including those in cities, and coastal, town or rural communities.

The information from this visit will feed into Ofsted's national reporting so that the insights can be shared with the government and the education sector. We did not find any significant concerns during the visit. In such a case, an inspection report would be published on our website and available to parents and carers.

We did not consider your response to COVID-19 during the spring and summer terms 2020, when the school was not open to all pupils.

From this visit, inspectors noted that:

- A high proportion of pupils in all year groups, except in Year 7, were required to self-isolate for short periods of time during the autumn term.
- All pupils in Years 7, 8 and 9 are studying the full range of national curriculum subjects. Pupils in Years 10 and 11 continue to study their usual range of GCSE subjects, including the subjects they opted for. The curriculum has been adapted for a small number of pupils who need additional support. In Years 12 and 13 students continue to study the courses they had previously chosen.
- Leaders have amended their curriculum plans in some subjects to develop pupils' knowledge and skills, while also aiming to restore pupils' self-confidence. In history, for example, pupils are strengthening their knowledge of slavery by revisiting this concept in their study of Abraham Lincoln. In mathematics the content of the curriculum has been reorganised to prioritise learning which requires precise whole-class teaching. Examples include geometric constructions and pupils' understanding of angles.
- Leaders have prioritised aspects of the curriculum for pupils' personal development, such as careers information and guidance and mock interviews in Year 11. Guest speakers have presented information remotely about specific

careers. Leaders have also ensured that pupils know how to learn online in a safe way.

- Teachers have carried out a range of informal assessments to check pupils' knowledge and skills across all subjects in the school's curriculum. They have used this information to inform their curriculum planning. Additional lessons have been created to help Year 11 pupils and students in the sixth form catch up on missed learning.
- Leaders are prioritising the development of pupils' literacy skills and stamina in writing across all year groups, including extended writing skills for students in the sixth form.
- Teachers have developed a range of online resources to provide remote learning in case of pupil absence or future local restrictions. These resources have been designed to reflect pupils' usual curriculum experiences as closely as possible. Parents are kept informed about their children's engagement with remote learning. Pupils without access to equipment or who have trouble accessing online resources have been supported, including one-to-one support when necessary.
- Remote learning opportunities have been created to broaden pupils' engagement in wider learning opportunities, including art and baking competitions and preparing musical performances for a remote Christmas concert.

Thank you again for contributing to this important national work. The views and experiences you have shared will help to inform future policy.

I am copying this letter to the chair of the governing body, the chair of the board of trustees and the chief executive officer of Peak Multi Academy Trust, the regional schools commissioner and the director of children's services for Derby City. This letter will be published on the Ofsted website.

Yours sincerely

Chris Stevens
Her Majesty's Inspector