

Inspection of Chellaston Academy

Swarkestone Road, Derby DE73 5UB

Inspection dates: 17 and 18 May 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Requires improvement

Leadership and management

Inadequate

Sixth-form provision

Good

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

There are widespread failures in leaders' work to keep pupils safe. Many pupils feel unsafe because of the poor and inappropriate behaviour of other pupils. Many parents and carers, and members of staff, expressed the same view.

Disrespectful behaviour and wilful disruption to lessons distract pupils from learning. Some pupils truant their lessons. Some pupils behave poorly at break and lunchtime. Many pupils accept that this is how things are. Some pupils have more positive experiences at school.

Pupils said that bullying does not happen often. They said that reported incidents are usually dealt with well. However, leaders have not created a culture in which pupils are confident to report all concerns.

Pupils with special educational needs and/or disabilities (SEND) do not receive the support they need. The numbers of suspensions for disadvantaged pupils and pupils with SEND are high. Many disadvantaged pupils and those with SEND do not attend regularly enough.

Sixth-form students receive a good quality of education. They benefit from high teacher expectations and effective pastoral care. They are well motivated and have positive attitudes to their learning.

What does the school do well and what does it need to do better?

Senior leaders and members of the local governing body are not aware of the extent of the school's weaknesses. They have not acted with urgency to address significant weaknesses. They have not shown that they are able to bring about sustained improvement.

Senior leaders do not ensure that all pupils receive an acceptable quality of education. Leaders have not developed a culture of high expectations. The revised curriculum does not encourage pupils to opt for an ambitious suite of subjects at key stage 4. For example, many pupils do not study languages and humanities.

Leaders are not ambitious for pupils with SEND. The provision for pupils with SEND is poor. Leaders do not identify pupils' additional needs accurately. They do not provide staff with useful information about the pupils they teach. Subject curriculums are not adapted to meet pupils' needs. Most pupils with SEND in Years 7 to 11 do not receive the support that they need to be successful learners.

In some subjects, the curriculum is ambitious and well sequenced. Leaders have identified the key knowledge that they want pupils to learn and when. Learning is planned to build on what pupils already know. For example, in art pupils learn about different artists and apply this knowledge when using different media. However,

leaders do not have equally high expectations of what pupils should know in all subjects. Some teachers do not use assessment information to identify misconceptions and gaps in pupils' knowledge well enough. Pupils are not always encouraged to take pride in their work. Pupils do not know more and remember more over time in many subjects.

Leaders have not prioritised reading. They do not support pupils who are behind with their reading. They do not have a clear plan to develop a culture of reading.

Leaders have not secured a calm and orderly environment. The behaviour of too many pupils in Years 7 to 11 is unacceptable. Pupils struggle to focus on their learning in many classrooms. Some teachers have low expectations of pupils' behaviour. Some teachers do not manage behaviour effectively. Senior leaders do not support staff to improve pupils' attitudes and conduct. Pupils are not challenged when they truant lessons. The proportion of suspensions has increased, especially for disadvantaged pupils and pupils with SEND. Leaders cannot demonstrate that they are helping to improve pupils' behaviour.

Leaders have planned a curriculum to promote pupils' personal development. They have developed a well-thought-through personal, social, health and economic (PSHE) education curriculum. This includes age-appropriate relationships, sex and health education (RSHE), and a well-structured approach to careers guidance. However, leaders know that some teachers do not deliver these programmes well. Leaders do not ensure that all pupils benefit from the planned PSHE curriculum. Pupils have many opportunities to engage in extra-curricular activities. They value these experiences.

Leaders intend that pupils have the opportunity to take part in work experience. The availability of this has been affected by the pandemic. However, leaders do not make sure that all welfare checks are in place for pupils in Years 10 and 12 undertaking work experience.

The sixth-form curriculum is ambitious and coherently planned. Students, including those with SEND, are supported well. Students gain from a range of opportunities that support their personal development. Sixth-form students demonstrate positive attitudes. They are motivated to learn.

Trustees and trust officers have an accurate view of the school and recognise its strengths and weaknesses. They have taken some appropriate action since the school joined the trust in June 2021. However, the impact of these actions is yet to be seen.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders, including those from the trust, preside over a poor culture of safeguarding. They do not provide all staff with up-to-date and effective training. Many members of staff do not understand their safeguarding responsibilities.

Safeguarding leaders do not recognise when pupils are at risk. They do not take timely and appropriate steps to keep pupils safe. They do not work effectively with all relevant external agencies to provide support when needed. Record-keeping is poor.

Leaders have not ensured that attendance registers are accurate. They do not have effective systems to ensure the whereabouts of all pupils in the school day. Many pupils truant their lessons. Leaders do not have secure processes in place to check the safeguarding of pupils who attend work experience. They are not assured of pupils' welfare.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The culture of safeguarding is poor. This puts pupils' welfare and safety at risk. Trustees and leaders, as a matter of urgency, must improve the effectiveness of safeguarding arrangements. They must ensure that all staff receive up-to-date training and fulfil their responsibilities. Leaders should ensure that appropriate action is taken when safeguarding concerns are raised. They should ensure that systems to monitor pupils' safety and well-being during the school day are effective. They should ensure that safeguarding records are accurate. Trustees must improve their oversight of safeguarding arrangements.
- The quality of education is not good enough. Although leaders have made changes to the curriculum to develop its ambition, they have not ensured consistently high expectations of pupils' learning in all classrooms. The curriculum is not delivered well across the school. Pupils do not achieve as well as they could. Leaders must ensure that staff have high expectations of what pupils can do and achieve, and that the curriculum is consistently well implemented so that pupils know and remember more over time.
- The provision for pupils with SEND is ineffective. Leaders have not ensured that pupils with SEND receive the support they need to achieve well. These pupils do not benefit from a good quality of education. Trustees should implement their plans to improve the provision for pupils with SEND. They must ensure that effective processes are in place to identify and meet pupils' needs. Leaders must ensure that the curriculum is ambitious for pupils with SEND, so that pupils achieve as highly as possible.
- Leaders have not prioritised reading. They do not support pupils who are at an early stage of reading. Many pupils do not see the value of reading, and too few read for pleasure. Leaders must support those who are at an early stage of reading to become fluent readers. Leaders must make sure that they develop pupils' love of reading so that pupils read often and widely.

- Behaviour in key stages 3 and 4 is poor. Pupils' disruptive behaviour is not dealt with effectively. Leaders do not support staff in managing behaviour. Learning is disrupted by poor behaviour. Pupils feel unsafe at break and lunchtimes. Leaders must implement an effective behaviour management policy.
- Leaders have not ensured that their plans to promote pupils' personal development are implemented consistently and fully. Some pupils do not benefit from opportunities to experience PSHE, RSHE and careers education. Leaders must ensure that the school's work to enhance pupils' personal development is of a consistently high quality.
- The proportion of pupils who are regularly absent is too high. Many disadvantaged pupils and those with SEND do not attend often enough. Leaders must quickly improve pupils' attendance.
- Leaders have not demonstrated the capacity to improve the school. As a result, pupils experience an inadequate standard of education. Trustees must address weaknesses rapidly, ensure that pupils receive a good quality of education, and gain the confidence of parents, staff and pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	148639
Local authority	Derby
Inspection number	10238837
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1725
Of which, number on roll in the sixth form	295
Appropriate authority	Board of trustees
Chair of trust	Jane Shepherd
Headteacher	Ryan Metters
Website	www.chellaston.derby.sch.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school became a new school and part of QEGSMAT in June 2021.
- The headteacher was employed in June 2020 by the previous trust, PEAK multi-academy trust.
- There have been significant changes in staffing in the last year.
- The school uses the services of two alternative providers, one of which is unregistered.
- The school meets the requirements of the Baker Clause. This means that pupils in Years 8 to 13 receive information about the full range of education options available to them. This includes opportunities for a range of education and training providers to speak to pupils about technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspection was carried out following a number of complaints made to Ofsted that raised serious concerns. Her Majesty's Chief Inspector decided that an inspection of the school should take place to follow up whole-school issues that were raised. Inspectors sought to establish whether safeguarding practices were effective. They focused on concerns related to pupil behaviour.
- Inspectors met with the headteacher and senior leaders. They met with other members of staff. Inspectors met with a trustee and spoke with the chair of governors by telephone.
- Inspectors met with the trust's chief executive officer and other trust officers.
- Inspectors carried out deep dives in English, science, geography, design and technology, and art. For each deep dive, inspectors met with teachers and subject leaders, visited sample lessons, spoke with some pupils about their learning and looked at pupils' work. They listened to pupils read. Inspectors reviewed a range of other subjects, including history, mathematics, graphics, information technology, philosophy, drama, and business studies.
- Inspectors met with the designated safeguarding leader. They scrutinised safeguarding records. They reviewed the single central record.
- Inspectors spoke with pupils and staff formally and informally about different aspects of school life.
- Inspectors scrutinised a range of school documents. These included policies related to teaching and learning, curriculum and safeguarding. They reviewed the school's website and the minutes of trustees' and governors' meetings.
- Inspectors considered the views of 389 parents who completed the Ofsted parent View questionnaire.

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