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# Chellaston Academy

Swarkestone Road, Derby, DE73 5UB

This school opened on 01 June 2021. The predecessor school IDSRs can be found [here](#) (URN 136360) and [here](#) (URN 112987).

**Release information:** Provisional 2022 KS4, Provisional 2022 KS5

**Release date:** 16 November 2022

URN	148639
LAESTAB	8314012
Local authority	Derby
Phase of education	Secondary
Type of education	Academy Converter

► [Important information](#)

**Areas of interest**

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*).



**Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.**

Historic performance data from 2019 and earlier indicates the school context prior to the pandemic. For 2022, the IDSR quintiles have been removed.

## Subjects

### Subject entries at key stage 4 – 2022

- For the following EBacc subject(s), the average point score was in the **highest** 20% and the proportion of entries was at or above the national average: double science (4.9).
- The subjects of the EBacc form a strong academic foundation for the key stage 4 curriculum. The EBacc entry rate in this school in 2022 was 70%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (71%).
- *There is nothing to highlight for EBacc value added in 2022.*
- The percentage achieving grade 4+ in science (77%) was significantly **above** national and in the **highest** 20% in 2022.
- The percentage achieving grade 4+ in languages (92%) was significantly **above** national and in the **highest** 20% in 2022.
- The percentage achieving grade 4+ in humanities (77%) was significantly **above** national and in the **highest** 20% in 2022.
- For the following subject(s) outside of the EBacc, the average point score was in the **highest** 20% and the proportion of entries was at or above the national average: art & design (6.4), digital media production (5.0).

### Subject progress at key stage 5 - 2022

- There is no value added data available for all schools in 2022, therefore no measure can be presented in the IDSR.

► [Subject progress at key stage 5 – 2019 to 2017 \(not directly comparable to 2022\)](#)

## Progress

### Progress at key stage 4 - 2022

- *There is nothing to highlight for Progress 8 and all elements in 2022.*

▶ [Progress at key stage 4 – 2019 to 2017 \(not directly comparable to 2022\)](#)

## **Progress at key stage 5 - 2022**

- There is no value added data measure available for 2022 due to COVID-19.

▶ [Progress at key stage 5 – 2019 to 2017 \(not directly comparable to 2022\)](#)

## **Attainment**

### **Attainment at key stage 4 - 2022**

- *There is nothing to highlight for Attainment 8 and all elements in 2022.*

▶ [Attainment at key stage 4 – 2019 to 2017 \(not directly comparable to 2022\)](#)

### **Attainment at key stage 5 - 2022**

There is no data in this section for this school or it was incomplete.

▶ [Attainment at key stage 5 – 2019 to 2017 \(not directly comparable to 2022\)](#)

## **English and mathematics re-sits**

There is no data in this section for this school or it was incomplete.

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## Pupil movement

- There is nothing significant or exceptional to highlight about the number of pupils that moved into alternative provision from this school.*
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## Absence

### Summer 2021 and autumn 2020 absence

There is no data in this section for this school or it was incomplete.

### Absence for 2018/19 and earlier

There is no data in this section for this school or it was incomplete.

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## Suspensions & permanent exclusions

### Whole school

- The cohort for total suspensions in 2020/21 was small (0), therefore no conclusions can be drawn from this data compared to either all schools or schools with a similar level of deprivation.*
  - The cohort for repeat suspensions in 2020/21 was small (0), therefore no conclusions can be drawn from this data compared to either all schools or schools with a similar level of deprivation.*
  - Of the 9 pupils in the whole school with at least one suspension in 2020/21, 1 was suspended on more than one occasion and none received 10 or more suspensions during the year.
  - Of the 10 total suspensions in the whole school in 2020/21, the following reasons each accounted for more than 10%: **verbal abuse/threatening behaviour against an adult** (5), persistent disruptive behaviour (3).
  - There were no permanent exclusions in the whole school in 2020/21. The national average for this year was 1.
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## Key stage 5 qualification types and retention

### Qualification types

	2019 (0 students)	2022 (122 students)
A level	No data	100%
Applied general	No data	8%
Tech level	No data	0%
Tech certificate	No data	0%

- The proportion of students not taking any L3 or L2 DfE approved qualifications (0%) was in the lowest 20% in 2022.

### Retention on main study programmes

There is no data in this section for this school or it was incomplete.

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## Destinations

### Key stage 4

There is no data in this section for this school or it was incomplete.

### Key stage 5

There is no data in this section for this school or it was incomplete.

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## Pupil groups

### Key stage 4

- For high prior attainers, overall Progress 8 (0.4) was significantly **above** national and in the **highest** 20% in 2022. The English element of Progress 8 (0.6) was significantly **above** national and in the **highest** 20% in 2022. The mathematics element of Progress 8 (0.4) was significantly **above** national and in the **highest** 20% in 2022. The EBacc element of Progress 8 (0.5) was significantly **above** national and in the **highest** 20% in 2022. Science value added (0.4) was significantly **above** national and in the **highest** 20% in 2022. Overall Attainment 8 (73.6) was significantly **above** national and in the **highest** 20% in 2022. The English element of Attainment 8 (15.4) was significantly **above** national and in the **highest** 20% in 2022. The mathematics element of Attainment 8 (14.8) was significantly **above** national and in the **highest** 20% in 2022. The EBacc element of Attainment 8 (22.5) was significantly **above** national and in the **highest** 20% in 2022.

### Key stage 5

- As there are no value added or completion and attainment measures available in 2022, then no sentences about key stage 5 data have been generated for pupil groups.

## Absence

There is no data in this section for this school or it was incomplete.

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# School and local context

## School characteristics

	2020	2021	2022
School number on roll	N/A -	N/A -	Well above average 1744
Sixth form number on roll	N/A -	N/A -	Above average 281
School % FSM	N/A -	N/A -	Below average 15
School % SEND support	N/A -	N/A -	Below average 9
Sixth form % SEND support	N/A -	N/A -	Below average 3
School % EHC plan	N/A -	N/A -	Close to average 1.7
Sixth form % EHC plan	N/A -	N/A -	Below average 0.4
School % EAL	N/A -	N/A -	Below average 6
Sixth form % EAL	N/A -	N/A -	Close to average 13
School % stability	N/A -	N/A -	Well above average 99

## Trust/LA level information

As at November 2022:

- this school is part of QEGSMAT which contains 4 primary schools, 3 secondary schools, no special schools and no pupil referral units.
- the latest overall effectiveness grade for this school is inadequate. As at 1 Nov 2022, the MAT grade profile (which may include grades for schools prior to joining the MAT) was:

- outstanding - 0
- good - 3
- requires improvement - 3
- inadequate - 1
- not yet inspected - 0

## Staff absence

During 2020/21:

- *There is no data for teachers with at least one period of sickness absence in 2020/21 for this school. There is no data for teachers with at least one period of sickness absence in 2018/19 for this school.*
- *There is no data for days lost to teacher absence in 2020/21 for this school.*

To reduce burden during the pandemic, schools were not required to provide information on teacher absences for 2019/20.

## Staff retention

- At the time of the November 2021 census, there were no full-time vacant teacher posts in the school.
- *There is nothing to highlight for staff turnover in 2020/21.*

## Local area and school links

- The school location deprivation indicator was in quintile 1 (least deprived) of all schools.
- The pupil base is in quintile 1 (least deprived) of all schools in terms of deprivation.
- According to the January 2022 census, pupils at this school were also registered at the following registered providers:
  - Alternative provision - The Kingsmead School - URN 132133 (4)
  - Alternative provision - Derby Pride Academy - URN 138277 (2)

## Finance

- In 2020/21, the academy trust had a revenue reserve of £3,564,000.

## Ethnicity whole school

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

- 79%: White - British
- 6%: Asian or Asian British - Indian

## Ethnicity key stage 5

This school has 11 out of 17 possible ethnic groups. Those with 5% or more are:

- 73%: White - British
- 10%: Asian or Asian British - Indian

## Year group context

### Characteristics

	Number on roll	% FSM	% EAL
Year 7	Above other years302	16	7
Year 8	Above other years307	18	5
Year 9	297	17	2
Year 10	288	11	4
Year 11	Below other years269	14	5
Year 12	157	Data not collected at key stage 5-	16
Year 13	124	Data not collected at key stage 5-	8

Prior attainment

	Reading	Writing	Mathematics
Year 7	No data	No data	No data
Year 8	No data	No data	No data
Year 9	Close to national	Close to national	Close to national
Year 10	Above national	Close to national	Above national
Year 11	Close to national	Close to national	Close to national

Prior attainment at key stage 5

There is no data available for this section due to COVID-19.

## SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 55

SEND primary need	SEND support (152)							Total
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	
Specific Learning Difficulty	10	10	6	1	10	1	0	38
Moderate Learning Difficulty	5	4	4	3	4	0	0	20
Social, Emotional and Mental Health	2	8	5	6	7	2	1	31
Speech, Language and Communication Needs	5	3	2	1	3	1	0	15
Hearing Impairment	1	0	0	0	0	1	0	2
Visual Impairment	0	1	0	0	0	1	0	2
Physical Disability	3	2	0	1	0	0	0	6
Autistic Spectrum Disorder	9	2	4	4	3	1	0	23
School Support NSA	13	0	1	0	0	0	0	14
Other Difficulty/Disability	0	0	1	0	0	0	0	1
<b>Year group totals</b>	<b>48</b>	<b>30</b>	<b>23</b>	<b>16</b>	<b>27</b>	<b>7</b>	<b>1</b>	<b>152</b>

SEND primary need	EHC plan (30)							Total
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	
Specific Learning Difficulty	0	1	1	0	0	0	0	2
Moderate Learning Difficulty	0	2	0	1	0	0	0	3
Social, Emotional and Mental Health	2	1	2	1	0	1	0	7
Speech, Language and Communication Needs	0	1	1	1	0	0	0	3
Physical Disability	0	0	1	0	0	0	0	1
Autistic Spectrum Disorder	6	0	6	0	1	0	0	13
Other Difficulty/Disability	0	0	0	1	0	0	0	1
<b>Year group totals</b>	<b>8</b>	<b>5</b>	<b>11</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>30</b>

## Progress and attainment charts

## Progress 8 - 2022

	Overall P8	English P8	Mathematics P8	Ebacc P8	Open P8
2022	Sig above national (265 pupils)	Sig above national (265 pupils)	In line with national (265 pupils)	Sig above national (265 pupils)	In line with national (265 pupils)

► [Progress 8 three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

## Value added - 2022

	Science VA	Languages VA	Humanities VA
2022	Sig above national [259 entries]	In line with national [189 entries]	In line with national [256 entries]

- [Value added three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

## Attainment 8 - 2022

	Overall A8	English A8	Mathematics A8	Ebacc A8	Open A8
2022	Sig above national (268 pupils)	Sig above national (268 pupils)	Sig above national (268 pupils)	Sig above national (268 pupils)	Sig above national (268 pupils)

► [Attainment 8 three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

## Attainment thresholds - 2022

	Science % 4+	Languages % 4+	Humanities % 4+	A level AAB %
2022	Sig above national [261 entries]	Sig above national [189 entries]	Sig above national [259 entries]	N/A

► [Attainment thresholds three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

## Key stage 5 attainment - 2022

There is no data in this section for this school or it was incomplete.

▶ [Key stage 5 attainment two-year trend – 2019 to 2018 \(not directly comparable to 2022\)](#)

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# Subject entries

## Subject entries at key stage 4

A darker shade of purple indicates a higher number of entries for the subject.

2019 cohort = 0; 2021 cohort = 0; 2022 cohort = 268

Subject cluster	Subject	Qualification type	2019 entries	2021 entries	2022 entries
Art & design	Art & design	GCSE			52
	Art & design	Level 2			15
Business, administration & finance	Business & enterprise	Level 1/2			11
	Business studies	GCSE			48
Construction, engineering & manufacturing	Construction	Level 1/2			29
Design & technology	Design & technology	GCSE			56
English	English language	EBacc GCSE			265
	English literature	EBacc GCSE			263
Health, public services and care	Hair & beauty	Level 2			22
	Health & social care	Level 1/2			39
	Home economics: food	GCSE			33
Humanities	Geography	EBacc GCSE			150
	History	EBacc GCSE			122
	Religious studies	GCSE			17
Languages, literature and culture	French	EBacc GCSE			131
	Spanish	EBacc GCSE			58
Mathematics & statistics	Mathematics	EBacc GCSE			265
Media	Digital media production	Level 1/2			40
Performing arts	Drama/performing arts	GCSE			19
	Music	GCSE			8
	Music	Level 1/2			8
Physical education & sport	Physical education	GCSE			37
	Sport studies	Level 1/2			25
Science	Biology	EBacc GCSE			52
	Chemistry	EBacc GCSE			52
	Computer science	EBacc GCSE			17
	Double science	EBacc GCSE			209
	Physics	EBacc GCSE			52
Social studies	Sociology	GCSE			39

## Subject entries at key stage 5 – level 3

There is no data in this section for this school or it was incomplete.

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