

# Inspection of Chellaston Academy

Swarkestone Road, Derby DE73 5UB

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Inspection dates: 12 and 13 September 2023

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Inadequate

The headteacher of this school is Phil Smith. This school is part of the QEGS Multi-Academy Trust (QEGSMAT), which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Anne Martin, and overseen by a board of trustees, chaired by Sue Hall.

## **What is it like to attend this school?**

Pupils hold positive views about attending this school now. They recognise that the school has improved dramatically. Pupils also know that the high expectations that staff have help them to achieve academically and personally.

The school's ICE (integrity, care and excellence) values permeate the school's work. Staff focus on helping pupils improve their mindsets. This builds pupils' strength of character.

Pupils are proud and enthusiastic about achieving 'ICE points'. Teachers award these when pupils demonstrate the school's values. Pupils know that the accumulation of ICE points will enable them to attend end-of-year events, such as the 'ICE festival'.

Pupils feel safe and happy at the school. They know that there is a host of adults whom they can speak to about any problems that they might have. There are ample ways to report any type of poor behaviour. Pupils' overwhelming view is that the school does not tolerate poor behaviour and that staff will deal with it if it does occur.

Most parents and carers would recommend this school to others. One parent's comment that summed up the view of many was, 'My daughter has really flourished while being at Chellaston. She has improved academically as well as becoming more confident.'

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

The school has devised a curriculum that is both broad and ambitious. There are high academic expectations of pupils. Many pupils have the chance to study two languages in key stage 3. Pupils benefit from this approach and receive a well-rounded, high-quality education.

The curriculum identifies the aims that pupils should work towards. These aims are further broken down. Teachers have thought carefully about how pupils build on what they know and how they can make connections with subsequent knowledge. This helps pupils remember important knowledge and build a depth of understanding. There are still a few areas of the curriculum where this is not the case, and as a result, pupils do not get the depth of understanding that is set out in the curriculum.

Teachers have strong subject knowledge. There is a consistent and effective approach to teaching through what they call the 'four pillars'. Teachers match resources well to help pupils learn. Most pupils achieve well. On occasions, teachers present too much information at once. Some pupils have too much to think about and do not learn as well as they could. Teachers use assessment well to check that pupils know and remember more over time.

Teachers use up-to-date information provided through 'pupil passports' to help pupils with special educational needs and/or disabilities (SEND) both access and achieve across the full curriculum. Leaders have increased capacity to ensure that skilled staff identify and meet pupils' learning needs. This includes the school's 'inclusion graduated response' for those pupils who struggle in school. Pupils benefit from the school's on-site alternative provision, 'Connect'.

There is an effective strategy to support pupils who need help to become better readers. Skilled reading specialists intervene to help these pupils get better at reading.

Students in the sixth form are highly positive about the education they receive. They benefit from teachers' expert subject knowledge. Students gain detailed knowledge across the subjects they study. They perform well in national examinations. Students support younger pupils by becoming reading buddies and well-being ambassadors. This benefits both students and pupils.

Pupils develop a secure understanding of age-appropriate relationships education. There is a range of clubs to help pupils develop their talents and interests. There is ample time built into form periods for pupils to reflect on wider issues. They learn to discuss these with maturity. The careers education that pupils and students receive is a strength of the personal development provision. Pupils are well prepared for their future next steps.

Pupils respond well to the 'soft front, hard back' approach to managing pupils' behaviour and conduct. As a result, the school is calm and orderly. Staff give frequent reminders to pupils about the school's expectations in terms of conduct. While overall attendance is high, some groups of pupils still do not attend well enough to benefit from the high-quality education at the school.

Those responsible for governance understand their statutory responsibilities well. They allocate resources effectively to ensure that the school improves. Leaders have engaged with staff well when making large-scale changes to improve the school. Staff feel that leaders are considerate of their workload and well-being. They are proud to work at this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a small number of curriculum areas, the aims that pupils should achieve are not broken down precisely enough. Teachers do not consistently teach the knowledge that builds towards these aims. Some pupils do not get the depth of

understanding they need as a result. Leaders should ensure that the knowledge that leads to pupils achieving larger aims is identified precisely.

- On occasions, teachers present too much information at once. Some pupils' working memory becomes overloaded and they do not learn as well as they should. The school should ensure that all teachers consistently use methods that do not overburden pupils' working memory.
- Some groups of pupils are too often absent from school. They do not benefit from the education that is provided by the school. The school must ensure that it continues to develop and refine effective strategies to improve attendance for these groups of 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.

## Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	148639
<b>Local authority</b>	Derby
<b>Inspection number</b>	10302541
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,804
<b>Of which, number on roll in the sixth form</b>	320
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sue Hall
<b>Headteacher</b>	Phil Smith
<b>Website</b>	<a href="http://www.chellaston.derby.sch.uk">www.chellaston.derby.sch.uk</a>
<b>Dates of previous inspection</b>	13 and 14 December 2022, under section 8 of the Education Act 2005

## Information about this school

- This school is a part of the QEGSMAT.
- The school uses two registered alternative provisions and two unregistered provisions to educate a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

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

Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

In accordance with section 13(4) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- Inspectors carried out deep dives in English, mathematics, art, history, religious education and modern foreign languages. For each deep dive, an inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils, and looked at samples of pupils' work.
- Inspectors visited a range of lessons in other subjects and observed how pupils behave during unstructured times.
- Inspectors visited form times and assemblies.
- Inspectors met with leaders responsible for behaviour, personal development, the sixth form, the provision for pupils with SEND, the pupil premium, reading, careers and alternative provision.
- Inspectors met with groups of pupils from key stages 3, 4 and 5.
- The lead inspector met with the safeguarding leader to discuss the actions taken to keep pupils safe. He reviewed a range of documents related to safeguarding, including the school's single central record.
- The lead inspector reviewed a range of documents, including the school's self-evaluation and improvement plan.
- Inspectors scrutinised the school's behaviour records.
- The lead inspector met with a member of the local governing body and trustees. This included the chair of the trust board and chair of the local governing body.
- The lead inspector met with delegates of the trust's executive team, including the chief executive officer.
- Inspectors considered responses to Ofsted Parent View and the results of the Ofsted staff and pupil questionnaires.

## Inspection team

Rakesh Patel, lead inspector	His Majesty's Inspector
Jayne Ashman	His Majesty's Inspector
Hazel Henson	His Majesty's Inspector
Teresa Roche	Ofsted Inspector
Gill Martin	Ofsted Inspector
Imtiaz Patel	Ofsted Inspector

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