

Chellaston Academy Strategic Plan 2024-27

(Updated September 2024)



Contents:

1. Introduction and school context
2. Vision and Culture
3. Things we are PROUD of
4. Key Performance Indicators [KPIs]
5. Chellaston Teaching, Learning, Assessment
And Relationships
6. Academy Improvement Objectives 2024-27
7. Appendices

1. Introduction and School Context

School: Chellaston Academy

Address: Swarkestone Road, Chellaston, Derby DE73 5UB

School type: Academy sponsor led (Opened 2021) **Gender of entry:** Mixed

Headteacher: Phil Smith

Ofsted Judgement: Good

Age range: 11-18 **Number of pupils:** 1808 **School capacity:** 1850

English as an Additional Language: 26 **Pupil Premium:** 280

Free School Meals: 280 **SEN Support:** 200 K code

Education and Health Care Plan: 56

Chellaston Academy is a large comprehensive school on the border of Derby City and South Derbyshire. Its catchment area serves the villages of Chellaston, Aston-on-Trent, Weston-on-Trent, Barrow upon Trent, Ticknall and Melbourne. Opened in 1977 as a 450-place secondary school, it has grown rapidly and substantially. It now has more than 1800 pupils on roll which includes a large sixth form. The school became an Academy in 2010 and formed its own Academy Trust in 2017. Following an inadequate Ofsted judgement in 2019 and notice that insufficient progress had been made to improve in a monitoring visit in 2020, it was re-brokered into QEGSMAT in 2021. The school is a very popular choice and is heavily over-subscribed. Pupil attainment at Key Stage 4 is well above average and attainment in the sixth form is also above average. The Academy provides a wide range of curriculum enrichment opportunities for students and the DofE programme is particularly successful. The school prides itself on consistently having the lowest number of NEETs in the local area. There has been a recent increase in the number of students identified with additional needs attending the academy, particularly those with SEMH needs.

Strengths

- Outcomes and Attainment at Post 16

In 2023 and 2024 we surpassed our performance in 2019 and in 2022 the school achieved its best ever set of Post 16 results. This included an APS of 41 which would demonstrate that the average grade achieved is a strong B. In addition, (2023) 43% and (2024) 33% of grades were at A* - A grade, 67% and 60% were at A* - B and the pass rate was very close to 100% (99.7%).

Ofsted also graded all elements of our academy as 'Good' in the latest inspection – September 2023

- Outcomes and Attainment at Level 2/GCSE

2023 progress dashboard has our progress above 0 at +0.3. In 2022, both the validated 'value added' scores and the IDSR [Inspection Dashboard Summary Report] evidence that outcomes across the academy are in the top 20% nationally and the school has positive progress/value added and is significantly above the national average/expectations.

2024 – Progress 8 score -0.06 but with 7 outliers removed = +0.03

- Attendance
- Exciting, expansive and successful 'wider curriculum'. This includes sports success; active and effective academy council; performing arts; Duke of Edinburgh
- Personal Development curriculum
- Next steps and careers guidance and outcomes. This includes 0 NEETS and all students reaching Level 4 destinations of their choice

Areas for Development

- Providing and effective SEND provision
- Reducing the performance gaps for SEND(k), PP and LPA
- Three Ofsted areas of focus
 - 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.

2. Vision and Culture

Our culture is to inspire each other to realise our potential through Integrity, Care and Excellence. This vision has been developed since September 2022 and is now embedded across the academy.

The vision at the Chellaston Academy is fully develop and embed our values of Integrity, Care and Excellence. We passionately believe that this will happen when students are on the curriculum pathway that suits their individual strengths, potential and aspirations.

In addition, we are passionate about preparing all students for life in modern day Britain by supporting their academic curriculum with learning opportunities that will develop their personal character. Therefore, as a school, invest in developing the personal development of all students through our Personal Development curriculum.

Personal Development and school culture is underpinned by: -

- Integrity
- Care
- Excellence

All of the curriculum pathways are broad, balanced and deep, whilst providing students with the knowledge, understanding and skills to support a successful transition to their next stages of life. This success will be supported by well thought out schemes of learning that have 'learning', 'pedagogy' and 'improving life chances' at their heart whilst taking into account the context of the diverse school community we welcome.

At Chellaston Academy, we believe that academic outcomes are important, and our expectation is that we will achieve national progress standards. However, we do not measure the success of our students by their examination results alone. We believe that developing the whole person to be vitally important as well. Students access a balanced curriculum, and we continually strive to develop characteristics such as self-confidence, self-belief and self-esteem and where individual talent is recognised and nurtured.

3. Things we are proud of at Chellaston Academy

- Happy and successful students.
- Significant progress has been made towards the AIP. [Attached Document]
- Many positives which have been captured in the latest Autumn Term, Spring Term and Summer Term SEFs. Ofsted and our academy grades itself **good** in ALL areas.
- We believe the school remains good and we have written plans to surpass this.. Our internal and external QA/Deep Dives are very positive and evidence this. In addition, significant progress has been made since the last monitoring visit.
- Attainment and progress for ALL students – At Level 2, outcomes hve continued tyo improve from 2022. Our G4S national progress comparator shows the school to be making positive progress in all buckets. In 2023 - Overall 0.3. Eng and maths 0.3, EBacc 0.5, Open 0.0. In 2022, all but one area of school performance sat within the top 20% nationally This included positive progress for High, Middle and Low Prior Attainers. In 2022, at Level 3 we also achieved a positive value-added score. In 2023, the school performed above the level of 2019. In both Level 2 and Level 3 our 2023 performance buked the national trend. These evidence that students perform well at Chellaston Academy.
- FFT has our sixth from as making positive progress in all areas. Some areas are close to significantly positive value added.

- Attendance at Chellaston is good and significantly above national averages. Our FFT dashboard has us significantly above in ALL areas. Our attendance procedures are support attendance increasing as we go through the year. This is a fabulous achievement. In our Trust data all areas of attendance, including PA are improving.
 - In 2023-2024 and 2022-23 we were awarded 2 FFT attendance awards for being in the top 25% of schools nationally compared to similar schools and across all schools.
- Our academy is a safe place where there are high expectations. This is evidenced through numerous Quality Assurance and community voice. This is a seismic shift since the last inspection.
- Our academy is a productive place where students thrive and learn. 2 members of the senior team visit classrooms every lesson. This feedback is very positive as is the feedback from our internal Quality Assurance and external Deep Dives.
- The school culture of Integrity Care and Excellence is growing on a daily basis and you can 'feel' these values as you walk around the school.
- Community surveys and voices, both within and outside of the community, are positive and evidence that our progress is rapid.
- New relationships protocols have been embedded and behaviour across the academy is good. Students are active and engaged with the rewards protocols. So far 99% of our students have a greater than 95% ratio. This evidences that Chellaston is a safe place where the vast majority of students meet our expectations regularly.
- We are proud of our rewards days, in particular our end of year festival.
- Students with SEND now have access to a new provision called Extended Learning. Extended Learning provides a large part of the schools Inclusion Graduated Response and includes areas such as a sensory room, nurture room, 'reset'. The SEND education and provision across the school has also been improved. Our EL learning provision has been expanded since the December 2022.
- Reading is a priority and the reading strategy is further embedded. [Attached Document]
- Connect [Internal Alternative Provision] is effective and supporting 11 young people. The recent Trust QA is very positive.
- Safeguarding is effective and both internal and external reviews support this.
- We offer an ambitious, broad and balanced curriculum for ALL students.
- Inclusion Graduated Response for wellbeing, emotional and learning need has been established and embedded. The IGR process also links to the school culture and our relationships protocols, including suspensions. IGR ensures that we meet the wide needs of our young people. Our IGR is also expanding and includes links with many multi agency teams.
- Extensive and bespoke staff training program – staff feedback.
- Subject expertise in all classrooms and departments – QA evidence supports this.
- 0 NEET and diverse destinations for our students.
- Extensive and well attended wider curriculum – including at KS5.
- Pastoral provision and support for students has developed extensively. This includes 5 additional Deputy Heads of Year and a student services area.
- We are proud to be part of the MHST Centre of Excellence for Mental Health.

- Chellaston leads on 'inclusion' and the inclusion strategy that is embedded across the city.
- Teaching and Learning has been developed significantly. This includes the launch of the Chellaston Classroom Code and the expectations for supporting our students identified as Pupil Premium, SEND and Low Prior Attainment. This has been evidenced in the Quality Assurance taken place this year, both internal and external. Appendix 2
- Unconditional Positive Regard and trauma informed learning is part of the school culture and embedded into our processes and procedures.
- Students are happy at Chellaston Academy. Appendix 1
- Infrastructural Leadership Development embedded. This enables all members of staff to be actively involved in the development and progress of the academy policies and practices.
- Middle Leaders have developed their practice. Self-Evaluation Forms [SEF] have been completed as well as Department Improvement Plans [DIP]. These reflect upon the outcomes from last year and set up a framework for improving practice, schema development and learning experiences. The Headteacher and Deputy headteacher have met with every department to review their SEF and DIPs. The analysis, understanding and curriculum developments evidenced in these meetings is of a high level.
- Aesthetically the school site has improved. Starting at the school gate, the school values of Integrity, Care and Excellence are visible. New directional signage has also been embedded.
- Commentary from Dominic Hudson – Director of Education QEGSMAT
- Our recent ECT QA is phenomenal and demonstrates the quality and commitment to effective staff development.
- Staff voice, through the Trust and our internal voice, is very positive and demonstrate that staff are happy at Chellaston Academy.
- Very successful Academy Review from the Trust – [Attached Document]

4. Main Key Performance Indicators

KPI Targets for 2024

Key Stage 4 Outcomes	2019 Actual	2020 CAG	2021 TAG	2022 Actual	2023 Actual (FFT 20)	2024 Actual Target (FFT 20)	2025 Target	2026 Target
Attainment 8	5.4	5.6	5.6	5.4	5.5 (5.8)	4.9 (5.3)		
Progress 8	0.2			0.2	0.3 (G4S)	-0.06 [+0.03]		
% 4+ English & Maths	80	83	84.2	78	80 (92)	74 (87)		
% 5+ English & Maths	63	65	65.0	58	66 (70.4)	54 (63)		
% Ebacc Entry	71	77	63.5	71	21 (19.5)	23 (23)		
Ebacc APS			5.19	5.1	4.7 (4.89)	4.3 (4.6)		
Key Stage 5 Outcomes								
A Level APS per entry	31.95	36.23	40.67	41.2	34.9 (38)	38 (43)		
A Level Average Grade	C+	B-	B	B	C+ (B-)	B- (B+)		
Applied APS Per Entry	50		46.5	TBC	30.9 (32)	37 (41)		
Average Grade	Dist*	Dist-	Dist*-	Dist*-	Dist- (Dist-)	Dist (Dist+)		
Technical Level APS					41.4 (42)			
Average Grade					Dist+(Dist+)			
Absence								
Whole School Absence	3.9	4.9		9.6% (nat 12%)	7% Nat 9.2%	8% (6%) Nat 8%	5%	4%
Whole School PA	7.5			27% (nat 29%)	16.5% Nat 27.8	22% (15%)	13%	10%
Pupil Premium Abs	6.1	6.7		16%	13%	15% (10%)	5%	4%
Pupil Premium PA	18.6			47.5%	35%	38% (25%)	13%	10%

KPI Targets for 2024-25

- Improve our Progress 8 and VA score exceeding 0 (when progress measures published)
- Attainment scores, including A8 and %E&M, exceeding national expectations (for similar schools)
- Attendance consistently above 93% - low attendance impacts on progress [>95% = +0.56; <90% = -0.68]
- Persistent Absence lower than 7%
- FTE's are below national averages (for similar schools), maintain this
- 0 NEETs
- Reduce the gaps between DLG (below accepted thresholds) – In particular SEND(E), PP and HPA

5. Chellaston Academy Teaching, Learning, Assessment and Relationships

INTENT

At Chellaston Academy, the effective teaching of a broad, balanced, ambitious, appropriate and accessible curriculum enables students to gain the knowledge, skills and the qualifications they need for their next stages of their education, employment and training. This will also enable them to become successful and responsible citizens in modern Britain.

At Chellaston Academy we expect all members of the community to show ‘unconditional positive regard’ to each other. This is part of the Chellaston culture and we believe that if this happens in all area of the school community, students will learn effectively and becomes successful and responsible citizens in modern Britain.

The academy’s behaviour protocols and processes are outlined in our relationships protocols.

IMPLEMENTATION

Chellaston Academy’s expectations underpinned by the Teachers’ Standards and are clarified by the Chellaston Codes (see appendices):

- **Chellaston Classroom Code** [Appendix 1]
- **Chellaston Relationships Code** [Appendix 2]
- **Chellaston Assessment and Feedback Code** [Appendix 3]
- **Teaching, Learning and Assessment is also supported by a T&L Handbook.** [Appendix 4]

Our Performance Management processes assume that staff are consistently meeting these expectations, and we monitor this through our Quality Assurance (QA) processes [Appendix 5]. Our QA processes allow leaders to review the quality of education and to focus on developing practice where necessary.

Performance Management also helps to improve the quality of teaching by requiring staff to be proactive in developing their own pedagogical content knowledge and teaching practice. All staff attend regular ‘directed time’ twilight INSET sessions, and may attend optional sessions throughout the year.

IMPACT

- The quality of teaching is consistently effective
- Students’ attitudes to learning are positive
- Students’ work is of good quality
- Students make progress in terms of knowing more, being able to do more and remembering more
- Students gain the knowledge, skills and qualifications that prepare them for future education, employment or training

6. Academy Improvement Objectives 2024-26

Vibrant and safe culture.

- Chellaston 'Core Offer' agreed and embedded across our academy.
- Review our attendance flows. Write and embed our own EBSNA pathway and attendance hub – expand our PA strategy. [3*]
- Investigate the feasibility of our own Mental Health hub. [3*]
- ICE, vision and culture review undertaken. Exploration into further embedding Integrity, Care and Excellence to develop pride and positivity across our community. [3*]
- Embed our Chellaston 10 wider opportunities into the PD curriculum (inc. Passports & planners)
- Pupils record personal achievements, experiences and skills to take with them into their futures.
- Our rewards culture is reviewed and adapted to enhance motivation. [3*]
- MH training planned and embedded for staff, students and peers.
- Expand our wider opportunities and 'participation' beyond Rewards – dossier written and phase 1 implemented. [3*]
- Parent Partnership (including adult education) hub planned, prepared, calendared and embedded. [3*]
- Infrastructural ICT Plan written for Chellaston with QEGSMAT. This includes refresh of CCTV and cross site communication.
- Embed and review wellbeing charter.
- Write and embed marketing strategy.
- Embed effective face to face parents' evenings.
- Environment plan written.
- Transport for wider opportunities (Minibus) refresh, maintenance and futureproof plan written and embedded.

Embed inclusive practice that meets need at the point of need.

- IGR plans developed so that interventions are mapped, regular, scheduled and impact reviewed. This includes a school dog strategy plan, forest school, use of EL mentors, and others. [3*]
- SEND provision mapping written and embedded. [1*, 2*, 3*]
- SEND vision plans written to include investment in redeveloping Extended Learning and increasing SEND learner numbers in the sixth form.
- Connect expansion plan written and meeting phase 1 of implementation. Review of Connect curriculum to include THRIVE and Peace.
- Students develop knowledge and schema from Autonomous Inspiring Practitioners. [1*, 2*, 3*]
- Review of our reading and disciplinary literacy plans undertaken and wider involvement in and outside of our academy. Oracy plan written. [1*, 2*]
- Whole school curriculum and curriculum weightings reviewed and adapted to support
 - 3Is, home learning, updated assessment philosophy, disciplinary literacy, FLearning, an increase in RS, effective Post 16 curricula, increase in PD/PSHCE, Aspire curriculum setting philosophy, ... [1*, 2*, 3*]
- Wellbeing and PD curriculums are expanded to include Motivational Interviewing and 'peace approach' using a 'check in, check-up and check out' philosophy. Resilience plan embedded. [3*]
- A pupil passport is designed and embedded for ALL students. [1*, 2*]
- Library up and running and heart of the community inc. library ambassadors and our 'access it' system. Wider enjoyment of reading is evident across the academy community. [1*, 2*]
- Employ Aspire teacher and curriculum plans for Aspire, nurture and EAL are written.
- Plan for PSHCE being delivered by a specialist team written. Research into an online charter. Full review of PD curriculum.
- A thorough and robust review of our usage of data at KS3, 4 and 5. The philosophy and usage of predicted grades reviewed, and adaptations made. A robust and thorough review of assessment to be undertaken. [1*, 2*]
- Pupil Premium funding is planned, utilised and reviewed effectively to support all those eligible. [1*, 2*, 3*]
- Review and adapt QA to support effective delivery of our 4 pillars including disciplinary literacy, oracy and reciprocal reading. [1*, 2*]

Developing our community to be the best we can be.

- Staff continued to be trained in Trauma Informed [TIL] practice to extend our UPR philosophy. RICE, Reset processes reviewed and development further.
- Continue to grow and embed a culture of professional and personal development including showcasing sessions, knowledge experts, development communities etc.
- Review sixth form enrichment to include how sixth form students can become active role models across our academy.
- Embed and develop a learning culture across the academy community.
 - Action research in school and across the city.
 - Adult education programme investigated, written and embedded.
 - Community engagement plans written, calendared and active.
 - Post 16 'passion' curriculum.
 - Broadening all pathways.
- Review & rewrite AIP & SEF flows – maximising improvement through a continued focus on KLEs.
- Re-establish work experience through a thorough review and writing safeguarded plan. [3*]
- Full review of the leadership opportunities and responsibilities for students.
- Chellaston to sector leaders/influencers in IGR, SF, SSG, Attendance – Write and submit a SCITT application.
- Effective training for all Leaders on understanding how schema develops (SLT/ML) – review and rewrite of all KS3 curricula expanding to KS4 when appropriate.
- Review and retrain form tutors to be the champions for their children. This includes reporting.
- Expand our links with external agencies to include ITT, UoD MH nurses, ...
- Vocational Leader to investigate widening the post 16 curriculum and keep abreast of current political and educational policy.
- Expand our training and development offer for staff. Update our development booklet and include other opportunities such as wisdom of the crowd events. R&D, employment opportunities, secondment opportunities and apprenticeship opportunities.

Appendix 1 -



THE CHELLASTON ACADEMY CLASSROOM

'Inspiring each other to realise our potential through Integrity, Care and Excellence'

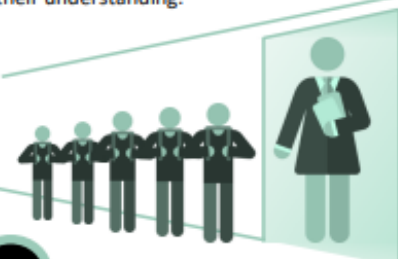
Our teaching and learning pillars are rooted in four evidence driven approaches to create habits of Excellence for learning

1

Meet and greet

- Positively meet and greet students at the door.
- Provide a **Do Now** activity that prepares students for learning.
- Ensure students understand the **Learning Outcomes** of the lesson and provide the '**Big Picture**' when appropriate.

Impact: Ensures a smooth transition to learning and creates positive relationships. Routines help free up working memory for students to focus on deepening their understanding.



3

Rigour

- Know all students and their needs within your class.
- Provide effective scaffolding for all students' learning.
- Ensure opportunities for disciplinary literacy, accuracy and automaticity are provided when appropriate within the lesson.

Impact: Knowing your students and their prior learning helps improve cognitive architecture and creates better working relationships.



CONSISTENCY IS KEY

Consistency and coherence at whole-school level are paramount

Language for learning

2

- Provide **Unconditional Positive Regard** for all students with the use of your language.
- Use our Academy values frequently within the lesson and look for opportunities to discuss wider learning (SMSC).
- Use **Reciprocal Reader** strategies where appropriate within the lesson.

Impact: Our evidence-driven pedagogical approaches helps reduce a student's cognitive load.



4

Feedback

- Ensure effective Assessment for Learning strategies or learning checks are used within the lesson.
- Use a range of questioning techniques during the lesson.
- Follow your departmental feedback policy consistently.

Impact: All students have a clear understanding of what they need to do to progress their learning.



Relationship Protocols

ICE Points Rewards

You will be awarded 3 ICE points
at the start of every lesson

L1 - Verbal Warning

You are not following
school expectations

- Your teacher will issue you with a verbal warning
- You can keep all of your ICE points

L2 - Verbal Warning and Removal of ICE point(s)

Your behaviour choice is
preventing you from learning

- Your teacher will issue you with a final verbal warning
- You will lose one or more of your ICE points

L3 - Request 'On call'

Your behaviour is
disrupting the learning
environment
for others

- You have lost all your ICE points for this lesson
- 'On call' staff will remove you from your lesson and will do one of the following: Return you to lesson, remove you to a Buddy room or place you in R.I.C.E
- If you have been removed you will gain a negative behaviour point and be issued with an afterschool reparation session

L4 - SLT removal

You have been
part of a serious
incident in school

- 'SLT' on call will remove you from the area you are in
- You will be placed in R.I.C.E
- You will be issued with an afterschool reparation session



Chellaston Academy

Integrity • Care • Excellence