



Chellaston Academy Improvement Plan Summary 2025-27

KPI Targets for 2025 - 27

| Key Stage 4 Outcomes | 2020 CAG | 2021 TAG | 2022 Actual | 2023 Actual (FFT 20) | 2024 Actual Target (FFT 20) | 2025 Actual Target (FFT 20 CATs) | 2026 Target |
|-----------------------------|----------|----------|----------------|----------------------|-----------------------------|----------------------------------|-------------|
| Attainment 8 | 5.6 | 5.6 | 5.4 | 5.5 (5.8) | 4.8 (5.3) | 4.9 (5.3) | (5.4) |
| Progress 8 | | | 0.2 | 0.3 (G4S) | -0.07 | FFT -0.03 | |
| % 4+ English & Maths | 83 | 84.2 | 78 | 80 (92) | 74 (87) | 73 (86.5) | (87) |
| % 5+ English & Maths | 65 | 65.0 | 58 | 66 (70.4) | 54 (63) | 50 (66) | (70) |
| % Ebacc Entry | 77 | 63.5 | 71 | 21 (19.5) | 23 (23) | 23 (23) | (25) |
| Ebacc APS | | 5.19 | 5.1 | 4.7 (4.89) | 4.3 (4.6) | 4.2 (4.62) | (4.6) |
| Key Stage 5 Outcomes | | | | | | | |
| Value Added | | | | + 2.6 points | +2.3 points Top 15% | +2.8 | |
| A Level APS per entry | 36.23 | 40.67 | 41.2 | 34.9 (38) | 38 (43) | 36 (39) | (38) |
| A Level Average Grade | B- | B | B | C+ (B-) | B- (B+) | B-(B) | (B-) |
| Applied APS Per Entry | | 46.5 | TBC | 30.9 (32) | 37 (41) | 33.5 (34.2) | (34.8) |
| Average Grade | Dist- | Dist*- | Dist*- | Dist- (Dist-) | Dist (Dist+) | Dist (Dist) | (Dist) |
| Absence | | | | | | | |
| Whole School Absence | 4.9 | | 9.6% (nat 12%) | 7% Nat 9.2% | 8% (6%) Nat 8% | 8.0% (6%) Nat 9.1% | (6%) |
| Whole School PA | | | 27% (nat 29%) | 16.5% Nat 27.8 | 22% (15%) Aut – 16.2% | 15.4% (15%) Nat 24.3% | (15%) |
| Pupil Premium Abs | 6.7 | | 16% | 13% | 15% (10%) | 13.1% (10%) Nat (11%) | (10%) |
| Pupil Premium PA | | | 47.5% | 35% | 38% (25%) | 30% (25%) Nat (33.3%) | (25%) |

Vibrant and safe culture.

1. Further embed and develop our school values and culture to support our academy vision. [PSM]
2. Embed and further develop the Chellaston Academy 'coaching circle model'. [3*] [PSM/EYR/CLR]
3. Ensure that our young people attend school regularly. [3*] [GLE/EYR]
4. Support and further embed our academy belief that students should not be 'forgotten'. [3*] [PSM/EYR/CLR]
5. Further investment into the mental health and wellbeing provision for all members of our community. [3*] [SKN]
6. Continue to develop a careers programme that nurtures a passion and curiosity for young people's 'next steps'. [3*] [SHD]
7. Ensure safeguarding and safeguarding practices keep all members of our community safe. [PSM/EYR]
8. Commit to supporting sustainability and the wider school environment. – [POW/TBC]

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

1. Further develop our IGR 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*] [NSM/GWD]
2. Continue to strengthen and build upon our already effective SEND provision. [1*, 2*, 3*] [NSM]
3. Plans written and development for a Chellaston Academy ERP for students who do not attend school due to EBSNA [Emotionally Based School Non-Attendance]. [3*] [PSM]
4. Our Chellaston Academy AP [Connect] supports our young people at 'tier 3' of the IGR. Some students experience external AP to help support their needs. [1*, 2*, 3*] [GWD]
5. Students develop knowledge, schema and skills through effective and inspiring learning opportunities ['Plan, Do, Review']. [1*, 2*, 3*] [POW/LHY]
6. Whole school curriculum and assessment) reviewed and adapted to support inspirational learning. [1*, 2*, 3*] (inc. weightings in the detail) [CLR/POW/LHY]
7. Review of our reading and disciplinary literacy plans undertaken and wider involvement in and outside of our academy. Oracy plan written. [1*, 2*] [LHY]
8. Chellaston Academy 'Data Vision' launched and embedded. [1*, 2*] [CLR]
9. Pupil Premium funding is planned, utilised and reviewed effectively to support all those eligible. [1*, 2*, 3*] [GLE]
10. Review and adapt QA to support effective delivery of our 'Plan, Do, Review' cycle and inspirational teaching. [1*, 2*] [CLR/POW]

Developing our community to be the best we can be.

1. Continue to grow and embed a culture of professional and personal development for staff. Including reviewing and expanding our development plan. [PSM]
2. The wider/broader curriculum across our academy is varied, accessible for all and supports our academy vision. [JNE/WEN]
3. Investing in the development of leaders and leadership across the academy [Students]. Plans written and embedded. [JNE]
4. Explore and draft plans for using AI in a way that supports our academy's vision and values. [TBC/TBC]
5. Re-establish work experience through a thorough review and writing safeguarded plan. [3*] [EYR/SHD]
6. Investigate widening the post 16 curriculum and ensuring our sixth form offer is the best that it can possibly be. [WEN]

Ofsted Areas of Focus *

1. 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.
2. 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.
3. 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.