

Chellaston Academy

Swarkestone Road, Chellaston, Derby, Derbyshire DE73 5UB

Inspection dates

9–10 July 2019

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Good
16 to 19 study programmes	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Senior leaders and trustees have failed to ensure that safeguarding is effective in the sixth form. Attendance checks are inadequate, particularly for students who are absent for a long time.
- Some sixth-form students spend extended periods of time on work experience. Leaders do not check up on these students and consequently do not know whether they are safe.
- Senior leaders and trustees have failed to take the swift action needed to improve the sixth form. They have not checked sufficiently that the quality of sixth-form leadership is as good as is needed.
- Too many students are routinely absent from the sixth form, particularly in Year 12.
- The quality of teaching and learning is good overall. However, in a few cases teachers' expectations of pupils are too low, including in the presentation and accuracy of work. When this occurs, pupils' progress and their behaviour for learning decline.

The school has the following strengths

- The safeguarding of pupils in key stages 3 and 4 is highly effective. Pupils told inspectors that they feel safe and happy in their school.
- The leadership of pupils' attendance and behaviour in key stages 3 and 4 is vigilant and effective. Pupils attend school regularly and conduct themselves well.
- Pupils with special educational needs and or/disabilities (SEND) are well supported.
- Pupils' attainment, particularly in English and mathematics at the end of key stage 4, was well above the national average in 2018.
- Teachers have good subject knowledge. They provide clear explanations. Often, they show a genuine enthusiasm for the subjects that they teach. This is particularly evident in English.
- Pupils benefit from a rich curriculum, including outside of the school day.

Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

What does the school need to do to improve further?

- Urgently address the weaknesses in the safeguarding arrangements in the sixth form by ensuring that:
 - thorough checks are carried out to establish the reasons for students' absence
 - the correct register codes are used to identify the reason for absence
 - work experience checks are rigorous and students are monitored regularly when on work placement for an extended period
 - students' attendance improves, particularly in Year 12.
- Leaders must swiftly provide the support needed to ensure that the leadership of the sixth form is good and that any shortcomings in the provision are fully addressed.
- Improve further the quality of teaching, learning and assessment and pupils' progress in all key stages by ensuring that the remaining inconsistencies in the quality of teaching are addressed.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Senior leaders and trustees have not ensured that safeguarding arrangements in the sixth form are effective. The checks in place to guarantee the safety and well-being of students on long-term absence are inadequate. This includes students who are involved in long periods of work experience at the end of Year 12 while also on the school roll.
- Leaders are not precisely aware of the reasons why some sixth-form students are failing to attend. The number of students routinely absent is high, particularly in Year 12. Sixth-form registers are poorly managed.
- Senior leaders have been too slow to address the weaknesses in the sixth-form provision. They have failed to ensure strong leadership of the sixth form.
- Senior leaders have an overgenerous view of the effectiveness of the school. They believe aspects of the school to be much better than they are. This includes their assessment of pupils' outcomes and the quality of teaching, learning and assessment.
- Middle leaders are supported well to conduct their roles. They said that they appreciate the many development opportunities open to them, including those provided outside of the school. They particularly appreciate the support of senior leaders. Some senior leaders are new to leadership. These leaders show enthusiasm and dedication to the school. However, some are still to have an impact in their role.
- Leaders have developed a curriculum that is appropriate for pupils. There are significant opportunities for pupils to enrich their learning, including outside of the school day. Pupils spoke enthusiastically about the extensive opportunities offered in sports, the arts and travel. At the time of the inspection, some pupils were due to visit Uganda. This is an annual visit and over the years pupils from Chellaston Academy have helped to build a school there. They have supported the education of pupils much less fortunate than themselves.
- Pupils have many positive opportunities to learn about life in modern Britain. There are numerous chances for pupils to learn about leadership, democracy and the respect for world religions and culture. Every opportunity is taken to involve pupils in the life of the community.
- Teachers benefit from a full range of activities to develop their practice. Often, they receive training from national experts. Although some inconsistencies remain, the quality of teaching, learning and assessment is good.
- The Year 7 catch-up funding is used well. Pupils who enter the school at levels below those expected are supported successfully. They make good progress.
- Leaders use targeted funding effectively to support pupils' learning. Previously, disadvantaged pupils did not achieve as they should. A comprehensive strategy is in place to address this. This plan is working. More disadvantaged pupils are achieving well, and fewer are absent from school in key stages 3 and 4.
- The leadership of pupils with SEND is effective. Additional funding is used successfully. This group of pupils is well supported.

Governance of the school

- Governance is not effective.
- Trustees have failed to ensure that safeguarding within the sixth form is effective.
- Trustees and members of the local governing board have not challenged senior leaders sufficiently in order that the weaknesses in the sixth-form provision are addressed in a timely manner.
- Trustees' assessment of the school's effectiveness is too generous.
- Members of the local governing board have shown a great deal of commitment to the school and to their role. They are beginning to gain a greater understanding of the school's performance in key stages 3 and 4.

Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders do not make routine checks on those students absent from the sixth-form provision for a long period of time, including those on work experience placements. They do not know if these pupils are safe.
- Leaders do not use the correct codes for students who are absent from their sixth-form studies. They do not monitor this aspect of safeguarding with sufficient rigour.
- The safeguarding arrangements for pupils in key stages 3 and 4 are effective. Leaders ensure that these pupils are safe in school.
- Staff receive regular, high-quality training related to their safeguarding responsibilities. They are mindful of the needs of pupils and have a secure understanding of the actions required should a pupil disclose a problem or concern. They said that they appreciate the 'lively' way in which training was delivered by the designated safeguarding lead and that this was 'really helpful' to their learning.
- Procedures relating to staff safe recruitment are in order. Records are well kept and up to date.
- Overwhelmingly, parents who responded to Ofsted's online survey, Parent View, said that their children are happy and safe at school.

Quality of teaching, learning and assessment

Good

- Teachers plan lessons skilfully to meet the needs of the vast majority of pupils. Learning is often appropriately challenging, including for pupils with SEND. Teaching and pupils' learning are particularly strong in English.
- Teachers have excellent subject knowledge. Many teachers are enthusiastic about the subjects they teach. Pupils said that they appreciate the skill of their teachers and value the way in which this helps them to learn. One pupil told inspectors, 'Teachers make it easy to follow the work: if I don't get it, they find ways to help me understand.'
- Teachers often use effective questioning to extend pupils' understanding, knowledge

and skills. For example, in English and humanities teachers routinely challenge pupils' thinking through the skilful use of open questions. Pupils relish this learning.

- When pupils are given the opportunity to work cooperatively they rise to this challenge. Inspectors observed pupils pool their resources and help each other to learn when they were finding work difficult.
- Pupils demonstrate enthusiasm for reading. Pupils spoke to inspectors about favourite authors and different types of texts, including non-fiction and poetry. Those pupils who have difficulties with their reading receive high-quality support.
- Teachers know pupils well and, for the most part, provide a positive climate for pupils' learning.
- Leaders have implemented a literacy strategy across a range of subjects where pupils are encouraged to identify and highlight aspects of grammar in different texts to develop their literacy skills and improve accuracy. Not all teachers are implementing this strategy and their expectations of the quality and accuracy of pupils' work are too low. Consequently, the spelling, punctuation and grammatical errors made by some pupils remain unchecked and they continue to repeat them. Their progress is reduced because their work lacks precision and care.
- Some teaching is not strong enough to promote good learning, including in physical education (PE). In a few cases teachers do not have high enough expectations for pupils' behaviour and learning.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. Although there are many strengths in key stages 3 and 4, the safeguarding of students' welfare in the sixth form is ineffective.
- Leaders' work to promote pupils' emotional well-being is good. Pupils receive bespoke and skilled support that is prized. They access 'the hub', a safe and calm space, should they require some 'time out'.
- Leaders and teachers ensure that pupils in key stages 3 and 4 are well informed about how to stay safe in and out of school. Pupils often receive very useful information and guidance from external experts, including through drama performances. They are confident to discuss aspects of staying safe, including the features of peer-on-peer abuse, radicalisation and child sexual exploitation.
- Pupils said that they feel safe in school. They said that bullying and 'falling out' happen but that they are dealt with promptly and effectively by their teachers. Pupils told inspectors that 'bullying is not the way we behave in this school'. A few parents who responded to Ofsted's online survey, Parent View, indicated a concern or lack of information about procedures to prevent bullying.
- Leaders provide high-quality careers information and guidance for pupils. Pupils, particularly in key stages 3 and 4, said that they are helped to be well informed about their next steps in education, training and employment.

Behaviour

- The behaviour of pupils is good.
- Pupils' conduct around the school is exemplary. There is a calm and orderly ethos throughout the school. Social times are managed well.
- Leaders and teachers have high expectations of pupils' behaviour. The behaviour policy is effective and is consistently applied. The proportion of pupils excluded from school has declined and is lower than the national average.
- Leaders have established robust and clear procedures to support pupils' attendance in key stages 3 and 4. Pupils' overall attendance is above the national average. The proportion of pupils who are regularly absent in key stages 3 and 4 is lower than national figures.
- Occasionally, when teachers' expectations are not as high as they should be, pupils' behaviour for learning declines. This limits the progress they make.

Outcomes for pupils

Good

- In 2018, pupils' attainment in English and mathematics was much higher than the national average. Across a range of subjects, pupils in key stage 4 made secure progress. However, some pupils did not achieve the high grades they were capable of and disadvantaged pupils made less progress than others.
- The work in pupils' books and the school's recent assessment information show that, while there are some inconsistencies, the majority of pupils are making good progress.
- Disadvantaged pupils are now achieving well because of the close support they receive. Across the school, these pupils are now making better progress than was previously the case.
- Pupils with SEND receive high-quality support. Leaders and teachers make sure that appropriate steps are taken so that these pupils enjoy their learning and succeed. Consequently, they make strong progress.
- Pupils who enter Year 7 with key stage 2 standards in English and mathematics below those expected receive expert support to catch up. As a result, they access the curriculum at appropriate levels and make the progress they should across the subjects they study.
- At key stages 4 and 5 the qualifications which pupils achieve ensure that they are well prepared for the next stage of their education, employment and training. A high proportion of pupils are entered for, and achieve, the English Baccalaureate suite of qualifications.

16 to 19 study programmes

Inadequate

- Safeguarding arrangements in the sixth form are inadequate. Leaders do not check

that the students who are absent from school, particularly for a long time, are safe.

- Attendance in the sixth form is poor. The proportion of students who are regularly absent is too high, particularly in Year 12.
- Senior leaders have not supported the new sixth form leader well enough. Senior leaders have been too slow to address the shortcomings in sixth-form provision.
- Some students in Year 12 do work experience for extended periods of time. There are insufficient checks on the safety and welfare of these students.
- The majority of students are involved in work experience in the final week of the summer term. Most select their own placement and spend one week on this activity. For these students, risk assessment processes with selected employers are in place and school staff make telephone calls to verify students' attendance.
- The progress for students studying A-level courses dipped in 2018. Those students that achieved the highest grades at GCSE, over half of the cohort, made progress significantly below the national average.
- The A-level performance scores in 2018 were in line with national averages. The stronger performances were seen in economics, business studies and geography. Weaker subject areas included computing and English literature.
- Observation of students' learning and the scrutiny of their work indicate that the quality of teaching, learning and assessment in the sixth form is inconsistent. When teaching is strong, teachers have high expectations, and they plan knowledgeably and carefully to challenge and meet the needs of students. Inspectors observed this in English, French, history and further mathematics. However, in other subjects teachers fail to plan learning that makes the best use of students' abilities.
- Students receive high-quality, impartial careers advice and guidance. Many receive extensive help to make decisions about their next steps when they leave the sixth form. The vast majority of students continue studying at university or gain apprenticeships. Retention rates are above the national average.
- The students who spoke with inspectors were extremely complimentary about their experience of the sixth form. They described the provision as 'friendly, encouraging, supportive and productive'. They said that their teachers go the 'extra step' to provide the help they need and 'care for [them] as a person'.

School details

Unique reference number	136360
Local authority	Derby
Inspection number	10057667

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary comprehensive
School category	Academy
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,666
Of which, number on roll in 16 to 19 study programmes	336
Appropriate authority	Board of trustees
Chair	Nick Hollis
Executive Principal	Kevin Gaiderman
Telephone number	01332 702502
Website	http://www.chellaston.derby.sch.uk
Email address	contactus@chellaston.derby.sch.uk
Date of previous inspection	February 2018

Information about this school

- Inspectors were aware during this inspection that serious allegations of a child protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the school in response to the allegations were considered alongside the other evidence available at the time of the inspection to inform inspectors' judgements.
- The school is larger than the average-sized secondary school.
- The proportion of pupils known to be eligible for support through the pupil premium funding is much lower than the national average.

- No pupils entered the sixth form without grade 4+ in English and mathematics.
- The proportion of pupils with SEND is below the national average.
- The proportion of pupils with an education, health and care plan is below the national average.
- The proportion of pupils from minority ethnic groups is much lower than the national average, with most pupils being of White British heritage.
- Too few pupils attend alternative provision to report upon.
- The school is a member of the PEAK multi-academy trust.

Information about this inspection

- Inspectors observed learning in 61 lessons, across a range of subjects and in key stages 3 and 4 and the sixth form. The vast majority of lessons were observed jointly with leaders. Seven tutor periods were also observed.
- Alongside leaders, inspectors looked at pupils' work in lessons and samples of the work in books of pupils in Years 7, 8 and 10. The work of students in Year 12 was also reviewed.
- Inspectors held a range of meetings, including with: the executive principal, head of school, senior and middle leaders, the lead for post-16, and the special educational needs coordinator.
- The lead inspector met with members of the local governing board including the chair and vice-chair. A telephone conversation was held with the chair of trustees for the PEAK multi-academy trust.
- Inspectors observed pupils' behaviour during lessons, breaktimes and lunchtimes.
- Inspectors spoke formally with pupils in key stages 3 and 4 and post-16 students. Inspectors also spoke with pupils and students more informally in lessons and at breaktime.
- Inspectors scrutinised a wide range of documents including the school's self-evaluation, its improvement plans, information about the attainment and progress of pupils, records in relation to behaviour, attendance and safeguarding, and information on the school's website. They evaluated the effectiveness of external funds to the school, including the pupil premium. An inspector checked the school's single central register and the school's system for recruiting staff.
- Inspectors spoke with proprietors of local businesses where Year 12 students receive experience of work.
- Inspectors considered the 204 responses to Parent View, Ofsted's online survey. There were 62 responses to the staff surveys, 159 free-text responses and 107 responses to the pupil survey.
- A health and safety walk of the school site was conducted with the school business manager.

Inspection team

Jayne Ashman, lead inspector	Her Majesty's Inspector
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Sally Wicken	Ofsted Inspector
Jenny Brown	Ofsted Inspector
Andy Fisher	Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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