



# Chellaston School

## Inspection Report

**Unique Reference Number** 112987  
**LEA** City of Derby LEA  
**Inspection number** 279072  
**Inspection dates** 30 November 2005 to 1 December 2005  
**Reporting inspector** Mr. David Martin LI

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

<b>Type of school</b>	Secondary	<b>School address</b>	Swarkestone Road
<b>School category</b>	Foundation		DE73 1UA
<b>Age range of pupils</b>	11 to 18		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01332702502
<b>Number on roll</b>	1580	<b>Fax number</b>	01332703774
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. John Taylor
<b>Date of previous inspection</b>	18 September 2000	<b>Headteacher</b>	Mr. Roman Ruszczyński

<b>Age group</b> 11 to 18	<b>Inspection dates</b> 30 November 2005 - 1 December 2005	<b>Inspection number</b> 279072
------------------------------	--	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an HMI and four Additional Inspectors.

## Description of the school

With 1580 students on roll, Chellaston Foundation School and Technology College is an above average sized comprehensive school with a large sixth form. Although the numbers of boys and girls on roll in the main school are roughly equal, there are more females than males on roll in the sixth form. The large majority of students are of white ethnic origin. A small proportion of students are from minority ethnic backgrounds. Taken overall, standards on entry are broadly average; however, a significant minority enter with standards that are well above average. The proportion of students eligible for free school meals is below average, as is the proportion who have special educational needs (SEN). The proportion of students who have statements of SEN is broadly average. The school became a specialist technology college in 1996.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Chellaston is a good school with many outstanding features. The school judges standards to be outstanding, but the inspection team finds them good, with outstanding performance in some areas. From a baseline around or slightly better than national averages pupils make good progress overall. At Key Stage 3 students' progress in English is not as good as it is in other core subjects, whilst in mathematics it is outstanding. Progress is good and often excellent in all areas except English at Key Stage 4. Sixth form students make similarly good progress. Issues in English are being addressed and results in 2005 have already shown some improvement. Progress seen in lessons during the inspection was good and sometimes outstanding. Teaching, learning and the curriculum are good and improving. This supports the school's own view of these areas. Planning, classroom expectations and management are strong, leading to a consistently high standard of behaviour and maximising time spent learning. Better teaching is characterised by high levels of challenge and student involvement. This is matched with high levels of support and helpful feedback, suggestions for improvement and next steps in learning. The curriculum effectively meets all requirements at Key Stage 3, is expanding the vocational element at Key Stage 4 and is well suited to the needs and aspirations of the sixth form. The range of additional activities is truly impressive, with an outstanding array of clubs, productions and community events that involve large numbers of students. Care, guidance and support and personal development are outstanding, a judgement that matches the school's own view. This is founded on superb relationships between all members of the school community. Attendance is good and exclusions are very low. This is a reflection of the attention and support given to individuals and results in the positive attitudes that pupils have towards the school. The spiritual, social, cultural and moral development of pupils is particularly noteworthy. Pupils are well prepared for the challenges and responsibilities of adult life. Leadership and management are outstanding, as found in the school's self-assessment. The headteacher provides a clear vision for the future development of the school and demonstrates his own commitment through the visibility and effectiveness of the leadership team. Planning is clear and concise and future needs are clearly identified, including the need to develop further the role of subject leaders. Governors are highly skilled and experienced in holding the school to account. Value for money is excellent. The school has addressed all issues from the last inspection and has the capacity to improve further still.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 1**

Inspectors judge the effectiveness and efficiency of this large sixth form to be outstanding rather than good, as judged by the school. The sixth form is led and managed exceptionally well, and students are provided with a good range of courses that are well suited to their needs and aspirations. As a result, retention rates are high. Within a carefully structured learning environment, students benefit from much good teaching and excellent care and support. Students' progress is carefully monitored by

subject teachers and form tutors, and prompt action is taken to provide additional support where necessary. This makes a significant contribution to the good progress that students make and the above average standards that are achieved. Students willingly engage in a variety of community activities and many enjoy the excellent range of enrichment opportunities. This makes a significant contribution to their personal development, which is outstanding. Through their attitudes, behaviour and appearance sixth form students provide excellent role models for younger students and are outstanding ambassadors for the school. The sixth form provides excellent value for money.

### **What the school should do to improve further**

- Implement identified strategies to raise the performance in English in the main school to that of the other core subjects. - Improve teaching from good to outstanding by the effective dissemination of the best practice found in the school. - Distribute leadership more broadly in order to further develop subject leader expertise.

## **Achievement and standards**

### **Grade: 2**

The school evaluates achievement and standards as outstanding, but inspection evidence indicates that they are good, with some outstanding features. Although students enter the school with broadly average standards, there is a smaller proportion of students whose attainment is well below average and a higher proportion at the highest levels. Progress throughout the school, when taking contextual factors into account, is good overall. However, the progress made by boys, although above average, is not as good as that made by girls. Progress in English is not as good as that in science or in mathematics, in which it is outstanding. Lessons observed by inspectors indicate that the progress made by students is at least good and sometimes outstanding. Results in 2004 were well above average in National Curriculum tests and at GCSE. The very aspirational targets set for pupils at the end of Year 9 were exceeded in mathematics, but those for English and science were not fully achieved, particularly at the higher levels. The school was close to its target higher-grade passes at GCSE. In 2005, test and examination results improved significantly and were close to the ambitious targets set by the school. English results, in particular, improved as a result of the impact of the school's excellent intervention strategy. Mathematics test results at the end of Year 9 were exceptional. Most students, including those who have special educational needs, achieve very well. The improvement in test and examination results over the past five years has been consistently better than the improvement nationally. The 2004 examination results in both A level and AVCE courses were above average. Although the results of females were above those of males, the difference was less than that observed nationally. The 2005 results are similar to those obtained in 2004. Results in most subjects have been above or well above average over recent years. Given the standards on entry, achievement is good on AVCE courses.

## **Personal development and well-being**

### **Grade: 1**

The inspection agrees with the school's own evaluation that students' personal development is outstanding. The school provides an extremely supportive and inclusive environment in which students feel safe and develop a keen sense of a healthy lifestyle. Students are very proud of the school and thoroughly enjoy all it has to offer. They speak enthusiastically about the numerous opportunities they have to take responsibility and to be involved in a wide range of additional activities including sports, music and drama productions. Students develop confidence and self-esteem through the excellent relationships which exist in all areas of the school. Their contribution to the school and wider community helps students to develop important skills and experiences which prepare them well for adult life. The behaviour of the overwhelming majority of students is outstanding and this results in a very orderly and respectful community. Students are confident that any bullying is dealt with promptly and appropriately by staff. They work hard during lessons and contribute well during discussions and group work. Attendance is good and above the national average. The level of exclusions is very low. Students' spiritual, moral, social and cultural development is excellent. During assemblies, personal and social education and lessons such as the humanities, students reflect on a wide range of issues affecting their own lives and the lives of others. Their contribution and support for a range of local and national charities is impressive. They get on well with one another and develop a strong sense of purpose and mutual support. Students have a strong voice in the school through the school council, and their views are valued and used positively to support the school's development plan. Sixth form students make excellent progress in their personal development. They provide excellent role models for younger pupils and are outstanding ambassadors for the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The inspection team agrees with the school's judgement that teaching and learning are good. This is demonstrated in the good progress made by students and the standards they attain. Teachers' classroom management is strong, and so students' behaviour is of a high standard. Lessons are planned and structured very well. Teachers have very good subject knowledge. They assess students' progress skilfully and show them how to improve their learning. Marking is much improved since the last inspection. The excellent relationships between students and teachers create a positive learning atmosphere. In the most successful lessons students are excited by inspirational teaching, notably so in art and drama. A variety of learning experiences and challenging tasks bring out the best in students. For example, in a Year 9 literacy lesson, the teacher used innovative hands-on tasks, including games, to help students understand the value of clear communication and careful listening. In less successful lessons, tasks lack variety and do not stimulate students' interest sufficiently. Students then have

too few opportunities to express their own ideas or become actively engaged. The excellent practice of the most skilful teachers is not yet shared effectively enough across the school. Teaching and assessment in the sixth form matches the quality found in the main school.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is suitably broad and appropriately balanced in the main school and the sixth form. In keeping with the school's specialist status, provision for ICT is now considerably improved. The Key Stage 3 curriculum meets the needs of all students well, including those with learning difficulties and disabilities, and helps them to make good progress. It covers the full range of required subjects. Drama is now a strong feature of the provision. Recent changes in the Key Stage 4 curriculum have responded well to local needs and the changing school population. A number of vocational courses are now offered, some in collaboration with another local school. However, the school correctly sees the need to broaden further the range of its vocational courses to meet the needs of all learners. The curriculum is complemented by an outstanding range of enrichment activities. Students of all abilities take advantage of the vast range of sporting activities, visits and residential courses offered. Hundreds of students participate regularly in music and drama groups.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, support and guidance is outstanding in the main school and the sixth form. The staff are strongly committed to supporting students' individual needs and guiding them, academically and vocationally, in the right direction. There are very effective procedures to identify students who may be at risk of under-achievement and their progress is closely monitored through a well organised mentor system. Students with special educational needs are very well nurtured and the school works hard to help all to reach their full potential. The arrangements for safeguarding students are excellent. The school follows very good procedures for the protection of children and to monitor all health and safety issues. There are excellent relationships between tutors and year groups and students feel able to talk with teachers about any of their concerns.

## **Leadership and management**

### **Grade: 1**

The leadership and management of the school and sixth form are outstanding. The headteacher and governors set a clear and ambitious direction for the school, with an unswerving focus on continuous improvement. This vision is translated into an effective, precise development-planning process. The visibility and commitment of senior managers make a major contribution to sustaining an outstanding ethos and climate for learning. Procedures for monitoring and evaluating the quality of teaching and

learning are well established amongst senior staff. These provide an accurate view of strengths and areas for development. The school has rightly identified the further development of subject leader expertise in leading and monitoring learning as a key priority for further success. The school's self-evaluation is generally accurate; the few differences in judgement are identified in this report. Students, staff and parents view the leadership of the school very positively. Teachers and other staff are well qualified and suitably deployed. Staffing levels and spending on pupil learning are maintained at a very generous level. Resources are managed very well and value for money is excellent. Above all, high standards have been sustained through an extensive period of growth and building development. Governance of the school is outstanding. Governors have an effective committee structure and regularly visit linked areas of the school. Senior staff roles are clearly defined and well matched to expertise. There has been excellent improvement since the last inspection on all issues and the school has the capacity and desire to be outstanding.



**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	1
How well does the school work in partnership with others to promote learners' well-being?	1	1
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2	2
The standards <sup>1</sup> reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
The attendance of learners	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	2
<b>How well are learners cared for, guided and supported?</b>	1	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
The adequacy and suitability of staff to ensure that learners are protected	Yes	insufficient evidence

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

As you know, your school was recently inspected, and this letter is to tell you about the results of that inspection. First, however, I would like to thank you all, on behalf of the inspection team, for your friendliness and help during our visit. We greatly appreciated your helpful and informative comments and opinions and were very impressed with your maturity, enthusiasm and positive attitude to school life. You told us that you attend a good school and that much of what the school does is excellent, and we agree with you. These were the things that we noted in particular: - The relationships between students and adults, and amongst students as a whole, were fantastic at all times. - You are cared for and supported by staff extremely well, and respond to this by accepting responsibility and conducting yourselves as responsible young adults in and around the school at all times. - The school is very well led by the headteacher and senior staff, and governors are very actively involved in the school. All adults have your interests and achievement at the heart of everything they do. - Most of the teaching that you receive is good, and some is outstanding. Teachers plan work carefully and give you helpful feedback and support to help you to improve. You respond positively by showing real interest and excitement in your learning. - As a result of the high quality of education that you receive, examination results are very good indeed throughout the school. - The activities offered outside lesson times are equally impressive. The vast number of clubs, productions, visits and community events that so many of you participate in are too numerous to mention in detail. However, the inspection team was astonished by the quality and range of these opportunities. - These strong features combine to give you the opportunity to develop and succeed and to prepare you to play a full part in your future lives. I would particularly like to mention the sixth form students at this stage. Although all the points made refer to you as well, we think that the school has got the balance absolutely right between caring for and supporting you, and allowing you to become independent, responsible adults. Through your maturity and positive response to this approach, both you and the school benefit enormously. You provide excellent role models for younger students and contribute to and grow from your involvement and leadership of activities within the school and community. As good as your school is, there are always some aspects that could be improved further. These things are known already by the people who run your school, and they are: Improving the standards that you achieve in English in the main school. You will appreciate how important this subject is to your future success. - Encouraging teaching staff to share their considerable expertise and experience so that all lessons are as exciting and stimulating as the very best. - Developing further the skills of subject leaders in order to improve the learning, teaching and curriculum that you are offered to make results even more impressive. We are confident that your school will go from strength to strength and improve even further. We know that you are proud to belong to such a good school and wish you all well in the future.