

# Chellaston School

## Inspection report

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<b>Unique Reference Number</b>	112987
<b>Local Authority</b>	City of Derby
<b>Inspection number</b>	325735
<b>Inspection date</b>	10 December 2008
<b>Reporting inspector</b>	Judith Matharu HMI

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	1677
Sixth form	341
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Dawson
<b>Headteacher</b>	Mr R Ruszczyński
<b>Date of previous school inspection</b>	30 November 2005
<b>School address</b>	Swarkestone Road Chellaston Derby DE73 5UB
<b>Telephone number</b>	01332702502
<b>Fax number</b>	01332703774

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector. The school was visited for one day.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, teaching and learning, the curriculum and leadership and management. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's own assessment records and documentation, observation of the school at work, interviews with senior members of staff, governors and students, and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Chellaston Foundation School and Technology College is a popular, above average sized comprehensive school with a large sixth form. The large majority of students are of White British backgrounds. A small proportion of students are from minority ethnic backgrounds. The proportion of students eligible for free school meals is below average, as is the proportion with learning difficulties and/or disabilities.

The school holds the Sports Mark, the Healthy Schools Award and the Microsoft Academy Award. Specialist status for Technology was awarded to the school in September 1996.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Chellaston is an outstanding school that is extremely popular with students and parents. Consistently excellent teaching and high expectations permeate all aspects of the school's work. Students arrive in the school with above average standards. They build on these to achieve high standards that are consistently well above average in Years 9 and 11. The school has addressed the aspects of relative underachievement evident in English at the last inspection through vigorous and continued action. As a result, standards and achievement in English are now exceptional by Year 11, bringing English in line with the high standards achieved in other subjects. The GCSE results of 2008 were the school's highest ever, with the number gaining a good pass in GCSE English and mathematics being way above the national average.

Sharp and accurate self-evaluation of the progress and standards reached in subjects, year groups and by groups of students has ensured that they achieve demanding targets. A detailed analysis is completed at individual student level. Consequently, all groups of students make excellent progress from Year 7 to Year 11. In particular, the achievement of boys is outstanding; the school bucks the national trend in that there is no gender difference evident in performance. This is due to the school's consistent efforts to motivate and challenge boys by responding to their learning preferences, using relevant learning activities and providing immediate feedback on their results. This has created a learning culture where both girls and boys can shine. One of the factors contributing to the exceptional achievement evident is the consistently effective use of performance data by all staff. Students speak confidently of their progress and target levels. They know there is no hiding place from the constant attention to this.

Parents are overwhelmingly positive about the school. Many supportive comments were received during the inspection, with a number praising the dedicated support from staff to ensure students' progress and well-being, particularly for lower-achieving students. These students make similarly outstanding progress. Students behave exceptionally well and take great pride in their school. They speak of their trust in their teachers and say that they are treated fairly and with respect. The majority clearly enjoy their learning enormously and appreciate the strong relationships enjoyed with their teachers. Students' personal, social, moral and cultural development is impressive. They are encouraged to be independent and take responsibility. Whilst academic success is highly valued, the school recognises the importance of encouraging citizenship and promoting a sense of community. Support from a range of local community partners is useful in encouraging this. The school's ethos encourages a high-level of responsibility and consideration for others, as illustrated through a range of school and community events that encourage responsible action and care for others in less fortunate circumstances, both locally and overseas.

Teaching and learning have improved since the last inspection and are outstanding. Teachers plan and structure their lessons very well and routinely share clear learning objectives with students. They have high expectations and students respond to this well. The atmosphere in lessons is calm and positive because relationships between adults and students are excellent. In the majority of lessons, teachers demonstrate skill in providing high levels of challenge for all students. Students are engaged through a variety of interesting and relevant tasks, which encourage pair and collaborative group work. This is prompting valuable independent and cooperative learning skills. Marking and assessment are exemplary; feedback is timely and routinely provides students with criteria for success and how they might improve their work.

A walk around the school site reveals work of a very high quality across the curriculum. For example, in the art area, students' work is stunning and of a particularly high standard. The school's specialist technology status has improved facilities and prompted very good use of information and communication technology (ICT) for teaching and learning. Teachers use data consistently well to identify target levels, inform their teaching and identify where interventions are required to address any underachievement. This is picked up quickly and a range of interventions, such as individual mentoring, implemented.

The curriculum, which was good at the last inspection, has moved on to be outstanding. It is broad, balanced, and responsive to individual students' needs. There is ICT and technology provision for all students, in keeping with the school's specialist status. Languages provision is increasing with the take-up of two languages by some students. Provision for more able students is good with the option of early exam entry and additional provision to meet individual needs. Furthermore, this is an inclusive school and developments in vocational provision continue to improve, in order to meet the needs and aptitudes of all students. This is indicative of the school's stated commitment to maximise attainment for students of all abilities and backgrounds. Support for vulnerable students ensures that they have access to the curriculum and achieve well. The provision remains under review and plans to refine Key Stage 3 are underway. A wide range of enrichment and extra-curricular activities complement the curriculum; in particular, large numbers of students enjoy a variety of sporting, musical, drama and arts activities.

Leadership and management of the school are outstanding. The headteacher is passionate about the school and leads by example. His highly visible presence around school, together with that of the senior team, is both valued by students and highly rated by parents. The senior team and governors are rigorous in evaluating provision and constantly seek to improve the outcomes for students. There is no complacency here and so the desire to improve is infectious and is embraced by the wider staff team. The focus since the last inspection on improving the quality of teaching has paid dividends. The current monitoring system of this is thorough and provides accurate information about its quality - the school's analysis of the outstanding qualities of teaching and learning being confirmed at inspection.

Self-evaluation is accurate; the senior team know the school well and are perceptive in their judgements about its effectiveness. Maintaining high-levels of achievement is a clear priority, but there is also an emphasis on meeting individual needs and enabling each student, regardless of ability, to fulfil their potential. Subject and progress leaders share the vision for the school and contribute strongly to its success. While most of them lead confidently, there is some capacity to develop their roles further and enable them to take a greater lead in promoting and supporting further achievements within their departments.

The governors fulfil their responsibilities impressively well. They maintain close contact with the school and have an extremely accurate view of its progress. They achieve the balance of providing support and challenge to the school admirably.

Given the trend of improvement in achievement and teaching and learning since the last inspection and the strong and purposeful ambition to sustain excellence, there is outstanding capacity for further improvement.

## **Effectiveness of the sixth form**

### **Grade: 1**

This popular and oversubscribed sixth form is outstanding. Standards achieved are well above average and progress is outstanding. Sixth form students are very positive about their courses

and value the excellent teaching they receive. Many comment on the warm relationships enjoyed with their teachers. Students also comment favourably on the excellent academic and personal guidance and support provided. They know that their progress is carefully monitored and that expectations of their performance are high. They appreciate the level of challenge and the varied opportunities available to them. For example, sixth formers involved in the voluntary work in an orphanage in Uganda, which has been adopted by the school, speak movingly of this as a 'life-changing experience.' The head of the sixth form is rigorous and accurate in his analysis of provision. The quality of leadership and management of the sixth form is excellent.

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

- Ensure that all team leaders across the school are encouraged to develop their leadership potential in order to continue to drive improvements in their areas.

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**Annex A**

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>	<b>16-19</b>
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**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>	1	1
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well being?	1	1
The capacity to make any necessary improvements	1	1

**Achievement and standards**

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

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



### Personal development and well-being

<b>How good are 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 extent to which learners adopt healthy lifestyles	1	
The extent to which learners adopt safe practices	1	
The extent to which learners enjoy their education	1	
The attendance of learners	1	
The behaviour of learners	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 learners' needs?</b>	1	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	1
How well are learners cared for, guided and supported?	1	1

### 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 leaders and managers use challenging targets to raise standards	1	
The effectiveness of the school's self-evaluation	1	1
How well equality of opportunity is promoted and discrimination eliminated	1	
How well does the school contribute to community cohesion?	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

**Annex B****Text from letter to pupils explaining the findings of the inspection**

11 December 2008

Dear Students

Inspection of Chellaston School, Derby, DE73 1UA

Thank you for your warm welcome when we visited your school recently. It was a pleasure to observe your work and talk with many of you. Your views are important to us and we appreciated your openness, courtesy and cooperation. It is very clear that you are proud of Chellaston School and really value the way that your teachers care for you and help you to achieve outstanding results.

Our view is that your school provides you with an outstanding education and that you are right to be proud of it. Standards are well above average and the progress that all students make by the end of Year 11 is exceptional. Results and progress in the sixth form are also outstanding. The great majority of you have super attitudes to learning and behave really well. You make excellent progress in your learning because you are extremely well taught and provided with very high-quality care, guidance and support. Your teachers and other adults in school know you well, care about your progress and do their best to meet your needs. They also try to ensure you enjoy school life fully.

The school achieves excellent exam results but also attaches great importance to developing your personal and social skills and preparing you for adult life. We feel that they are very successful in achieving this. The specialist technology nature of the school adds much in this respect and helps you to develop very good work-related skills for the future. Many of you are involved in sports, music and the arts and told us how much you value the very wide range of extra-curricular activities available to you.

Your school is extremely well led and managed. Your headteacher, Mr Ruszczynski, is an outstanding leader and he is strongly supported by an excellent senior team of staff and governors. They are particularly good at analysing your progress and results and working out how things might be improved further. They are determined to continue improving things to ensure that you all continue to achieve as highly as possible. As a result, we feel sure your school will continue to shine. To do this, we have asked the senior staff to ensure that all team leaders are encouraged to take a lead in driving and leading improvements in their areas.

We feel sure you will continue to do well and look forward to hearing of your future success.

Best wishes

Judith Matharu

Her Majesty's Inspector.