

Dear parents and carers,

Please see below this week's Chesterton blog. We hope you enjoy reading the updates from departments and teams across the school.



Thank you so much to all our staff and students for their ongoing hard work.

The team at Chesterton are always keen to hear from parents who'd like to get involved with school life: please don't hesitate to get in touch if this is true for you.

All the best for a restful break.

**Rolf Purvis**  
**Executive Headteacher**

## It's a Win for Quinn!

Congratulations to Quinn, from Year 12, who won the national final of the Historical Association's Great Debate 2025 last Saturday. It's a huge accolade to win such a prestigious competition, and we're thrilled that Quinn has had the chance to showcase his talents for dynamic public speaking and historical storytelling. Held at Windsor Castle, the day was the culmination of 36 regional heats and one semi-final, with Quinn winning against twenty students from Years 10-13 from across the country who made it to the final.

The question that all students were asked to speak about was 'How can your local history tell a global story'. Puzzled by three concrete pillars sticking out of the mud near his village in the fens north of Cambridge, Quinn investigated why they were there, which led

him to discover the final remnants of Britain's only 'hovertrain' project, a failed attempt to reform Britain's transport network in the 1960s. Quinn's talk offered a stark and compelling account of high technological hopes and political failure. This resulted in the shelving of the hovertrain project within a decade of its start- a model repeated across the globe from Jakarta to Seattle. He linked this to the 'ecological catastrophe' of the fens themselves, born of another, seventeenth-century, project to harness the landscape for human benefit.

We're delighted too that Lily from Year 12 also entered the competition, speaking eloquently on the history of the Chivers Jam Factory in Histon. Lily's interest was sparked by studying local history at primary school, and from a humble jar of jam she illustrated how Chivers led the technology of canning in the 1890s, outlining the company's rapid growth before its decline at the mercy of global food markets by the 1980s.

More details about the competition can be found [here](#), and the film of Quinn's winning speech will also soon be posted to the site.

**The Great Debate 2025 / Secondary / Historical Association**

We hope that current students in Years 9-12 will be inspired to enter next year's competition!



## Donations Needed for Kenya Social Action Trip

Eight weeks from now, our Y12 students will have arrived in Kenya and be in full swing of their social action project, volunteering in a Kenyan primary school, helping to cook and serve free school meals and teaching lessons. This trip will be our third trip in as many years, and we are very proud and honoured to be working with the Nakuru Children's Project.

Not only is our aim to teach the students but also to interact, socialise, share cultures, and build positive relationships with the students in the school. This interaction helps the Kenyan students learn English which aids with their exams (all of which are in English) but also provides them with a greater understanding of the world outside of their village or local area (many of the students will never leave the area). The Nakuru Children's Project also sponsor Kenyan students, supporting them with meals, clothing, etc. Over the past couple of years, our students that have been on the trip have donated stationary, sports equipment, games, etc. For this year's trip we would like to increase the amount we are able to donate to the school and students and thus our letter to you.

We are reaching out to the wider Chesterton Community to help us provide even more to the our partner primary school, Nyathuna, and its students. Nyathuna Primary School has c. 700 students ranging from ages 4 through to 14. We are looking for donations of the following items:

- Children's shoes (new or good quality second hand)
- Good quality second hand sports clothing
- Sports equipment (balls for any sport; ball pumps; rounders equipment; cricket bats/stumps/balls; volleyballs)
- Children's books (new or second hand)
- Stationary (pencils; paint/paint brushes; rubbers; etc.)
- Children's games/toys (card games; science games; board games; etc.)
- Toiletries (new toothbrushes; bars of soap; any other dry products)

If you are able to provide us with any donations, we would be very grateful, please leave at the main school reception. Our trip is due to leave on the 16th May 2025, so please may donations be made by Tuesday 13<sup>th</sup> May 2025.

If you have any questions, please do not hesitate to contact us: [sixthform@ccc.tela.org.uk](mailto:sixthform@ccc.tela.org.uk).

## Mirada Wins U18s Battle of the Bands – Grand Final Awaits!

We are very excited to announce that our incredibly talented Year 10 band, Mirada, has won the final of the U18s Battle of the Bands competition!

Their victory means they will now advance to the Grand Final, where they will compete against the over-18 finalists at Cambridge Junction on April 25th.

This is a fantastic opportunity for the band to perform on a bigger stage, and they would love your support! Tickets for the Grand Final are now on sale, so come along and cheer them on as they take on some of the best bands in the region. **Get your tickets here!**

Mirada would also like to give a big thank you to the Music Department for their support and encouragement throughout their journey as a band so far—it's been invaluable!





## NYT Auditions at Chesterton

Earlier last week, we hosted an audition workshop with National Youth Theatre here at Chesterton. Twenty of Chesterton Youth Theatre's finest actors from Year 9 to Sixth Formers prepared monologues to present in a 1 – 1 audition with an NYT director, and – along with four of our current students in NYT – they also took part in a workshop on improvisation and devising. Every single one of these actors contributed to creating an exceptionally strong impression of drama at the College, regardless of whatever the results might be!

The atmosphere felt so vibrant, focused and creative, with the diversely-aged group working brilliantly as a team, staying in the moment and making genuine connections. In the afternoon, everyone coached one another, so that they might approach their monologue interviews with composure and confidence, and it was so moving was to see each one of the auditionees leaving the interview room with a smile on their face, saying that that they 'really enjoyed it'. NYT's Marc Pouani – who was a glowingly inspiring and kind practitioner – was very impressed by what he saw, and whilst he was not able to share any individual feedback, said that every audition was 'very well prepared' and that there wasn't a single one which felt uncertain or lacking engagement.



Marc said he would love to give everyone places, but that demographic targets are in place to ensure that a range of young actors across the Country are represented. Whatever happens when the results are out, these actors should be so proud for having the courage, conviction, collaborative skill and commitment to do this.

## Music Concert and Multi-Faith Celebration Showcase Student Talent and Unity

On Thursday 27<sup>th</sup> March the music department enjoyed their annual Spring Concerts at West Road. Over 240 Chesterton students and 120 primary school students took part in the afternoon performances before the Chesterton students gave a further evening performance. The concerts were a vibrant and varied mix of all the music ensembles and choirs which rehearse weekly at Chesterton, as well as Y11 soloists in the evening concert. The audience response was fantastic. Thank you to all the students and staff who worked so hard to make the concert a great success and especially to Dr Hutchinson. Please enjoy a selection of superb photos below taken by Felix, Y10 GCSE photography student, and the programme artwork by Maria, Y8.



On Wednesday 19<sup>th</sup> March we held our annual Year 7 and 8 multi-faith celebration at Great St Mary's. This was a wonderful occasion themed around faith, hope and unity, featuring music and readings, in which all Year 7 and 8 students participated. A special thanks to all the student soloists and to the students and staff who spoke at the celebration, including Matthew, Lili, Francois and Imtiyaz from Years 10 and 11 who performed and read as KS4 representatives.



## Year 10 Lunchtime Football – Galactic Duel

Another term of intense lunchtime football has ended, with Mack FC cruising to a league victory, finishing 25 points ahead over Dylan FC.

### The Cup Final – Two Days of Drama

Last term's champs, Dylan FC, met Mack FC in a tense cup final. Thursday's match ended 0-0, leaving all to play for on Friday. Mohamed H, fresh off a rough week of sending footballs over the fence, redeemed himself with the opener. Dylan FC responded when Rumi, dribbling past defenders, won a penalty (spotted by the ref from the other end of the astro somehow). He easily converted for 1-1.

Penalties decided the winner: Mack FC's Borys and Jacob scored, while Rumi's miss proved costly. Mohamed H sealed the victory—Mack FC took the cup!

### What's Next?

With each team winning a term, the summer showdown will decide the ultimate champion. Expect goals, drama, and at least one lost ball. Stay tuned!

## U/14 Boys District Cup Football

Our U/14 boys football team bowed out of the District Cup last week losing 2-1 to Stephen Perse. It was the perfect setting for a cup upset however we just fell short – the team have had an excellent season getting to the semi-final of the County Cup only to lose to Hinchingbrooke. Star players were Max T and Cian B. The team are already looking forward to the next football season in year 10 with many also going on to study PE at GCSE level.

## Year 8 Netball Teams Shine in District Tournament

Last Monday, two Year 8 teams competed in the district tournament on a warm and sunny spring day in Netherhall. This event marked the end of the netball season for the academic year, with fantastic results as both teams reached the semifinals. Well done to all Year 8 players!





## Year 9 Art Club: Exploring Nature Through Mark Making!

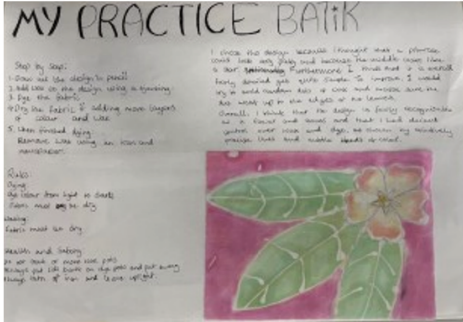
Students have been exploring mark making and a limited colour palette. Looking at the artist Katrin Coetzer as an inspiration point.

Students went outside and we drew natural forms from life using Brusho, only using green, blue, yellow and red for our colour pallet.





Emily Li. Year 9. Design Technology. Surface Design.Planning and skill development to final piece



Design Planning. In situ drawing. Google Headquarters. London



Final Piece. Reduction Print.



# Inspection of Chesterton Community College

Gilbert Road, Cambridge, Cambridgeshire CB4 3NY

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Inspection dates: 25 and 26 February 2025

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Sixth-form provision **Outstanding**

Previous inspection grade Outstanding

The executive headteacher of this school is Rolf Purvis. This school is part of Eastern Learning Alliance, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lucy Scott, and overseen by a board of trustees, chaired by Jim Warwick.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since July 2017.

## **What is it like to attend this school?**

Pupils thrive in this warm and inclusive school. They are happy and safe in a school where they are known as individuals. Staff take time to find out about pupils' interests and their successes out of school. This helps create a sense of community, where pupils feel they belong. Consequently, pupils enjoy attending school and do so regularly.

Pupils' behaviour is impeccable because they share a belief that only the highest standards of conduct are acceptable. Together, staff and pupils foster a climate of respect and positivity. Everyone is welcomed, included and valued.

The school has an extremely high level of ambition for all pupils. This is matched in equal measure by pupils' own determination to succeed. Pupils work hard. Pupils achieve exceptionally well, as reflected in published outcomes. Many sixth-form students secure offers from and places at some of the country's most prestigious universities.

Pupils' academic learning is enriched by a myriad of opportunities to embrace new interests. Regular productions, concerts and public performances showcase pupils' artistic and musical talent. Pupils proudly represent the school in sporting competitions. Many pupils enjoy life-defining experiences, such as visits to Kenya or the battlefields of Europe or completing their Duke of Edinburgh's Award.

## **What does the school do well and what does it need to do better?**

The school aspires to provide pupils with a 'world class' educational experience. To achieve this, it has developed a highly ambitious curriculum. Pupils learn the knowledge they need to become the subject experts of the future. The curriculum routinely goes beyond the depth of the national curriculum.

Pupils are thirsty for knowledge. They are excited to learn more because of their teachers' infectious enthusiasm for the subjects they teach. Teachers skilfully help pupils apply what they already know to help them learn new, increasingly complex ideas. New knowledge is broken into small pieces. Teachers explain these in a way that pupils easily understand. Teachers guide and prompt pupils to draw these small pieces together. Pupils also learn vital learning skills to help them secure and use new information. This helps them produce written work of an exceptional standard. Pupils confidently use technical and subject-specific language with accuracy. Pupils become proficient problem solvers. They apply knowledge with ease in different contexts. Pupils clearly articulate the deep understanding of the topics they have learned.

Teachers are highly proficient at adapting their approaches. This supports pupils, including those with special educational needs and/or disabilities (SEND), access the curriculum as intended. Teachers have a detailed knowledge of individual pupils. They know pupils' interests and their potential barriers to learning. Teachers use this information to amend how they teach. Staff carefully check what pupils know. They identify how well pupils have understood what they have been taught. Teachers fix any misconceptions or



misunderstandings immediately. Consequently, pupils, including those with SEND, learn extremely well.

The school has ensured that reading is at the core of its curriculum. Pupils who find reading difficult are quickly identified. Experts in reading design individual programmes to help these pupils. Pupils are supported by an enthusiastic team of volunteers, including sixth-form students. They rapidly catch up and become confident, fluent readers.

The school has extended its ambitious curriculum to provide for students in its recently opened sixth form. Students benefit from being able to choose from a broad offer of subjects. The school has invested in enhancing teachers' knowledge and expertise in order to teach these new courses. Consequently, students benefit from exceptional teaching. Students develop a rich insight of the complex and often abstract topics they learn. Students, including those with SEND, achieve highly.

Pupils have a strong desire to learn. They enjoy a school culture that respects this right to learn. They share an understanding of what excellent conduct looks like. Older pupils mentor younger pupils to help them meet these standards. This means that learning is rarely disrupted. Pupils celebrate the diversity of their school community. They are proud of and celebrate the differences that unite them.

The school's personal development provision is exceptional. Pupils are well prepared to become positive members of modern society. They routinely demonstrate important values like tolerance. They respect that others may have views different to their own, and why this is important in a democratic society. Pupils learn how to keep themselves safe. They know the importance of maintaining healthy minds, bodies and relationships. The careers programme interweaves through all aspects of the school's curriculum. Access to relevant and detailed information helps pupils make well-informed choices for their future.

Governors and trustees play a key role. They have a deep understanding of and pride in the school's strengths but remain determined not to let things stand still. They robustly hold leaders to account for the impact of their actions. Staff are proud to work at the school. They are highly valued and respected by the school and the trust.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).



## School details

<b>Unique reference number</b>	136887
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10366656
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,128
<b>Of which, number on roll in the sixth form</b>	100
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jim Warwick
<b>CEO of the trust</b>	Lucy Scott
<b>Headteacher</b>	Rolf Purvis (Executive Headteacher) Lucy Scott (CEO)
<b>Website</b>	<a href="http://www.ccc.tela.org.uk">www.ccc.tela.org.uk</a>
<b>Dates of previous inspection</b>	6 and 7 July 2017, under section 5 of the Education Act, 2005.

## Information about this school

- The school is part of the Eastern Learning Alliance.
- The school has co-headteachers, the executive headteacher and the trust CEO. The executive headteacher took up his position in September 2021.
- The school's sixth-form provision opened in September 2022.
- The school uses two registered and two unregistered providers of alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with leaders, including the executive headteacher, deputy headteachers and the special educational needs coordinator. The lead inspector also met with the chairs of the local governing committee, the trust board and the CEO of the trust.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, geography, drama and modern foreign languages. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work.
- To further inspect the curriculum, inspectors looked at examples of pupils' work in history, art and design, and politics, and reviewed documentation setting out support for pupils with SEND.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including the free-text comments submitted. There were no responses to Ofsted's questionnaire for pupils or staff. Inspectors spoke to groups of pupils about their experiences of school life and their learning in lessons to understand what it is like to be a pupil in their school.

## Inspection team

Dave Gibson, lead inspector	His Majesty's Inspector
Jennifer Brassington	Ofsted Inspector
James Shapland	Ofsted Inspector
Sophie Laing	Ofsted Inspector



Polly Lankester

Ofsted Inspector

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