

Chapel St Leonards Primary School

Inspection report

Unique reference number	120677
Local authority	Lincolnshire
Inspection number	380086
Inspection dates	20–21 March 2012
Lead inspector	Terry Elston

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair	David Nisbet
Headteacher	Amelia Haslehurst
Date of previous school inspection	1 July 2009
School address	Amery Way Chapel St Leonards Skegness PE24 5LS
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Introduction

Inspection team

Terry Elston

Additional inspector

Lenford White

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 20 lessons taught by all seven teachers. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked: at the tracking of pupils' progress; curriculum planning documents; policies and documents relating to safeguarding and examples of the ways in which the school supports different groups of pupils. They held meetings with members of the governing body, parents and carers, staff and groups of pupils. The inspectors also analysed completed questionnaires from pupils, staff and 67 parents and carers.

Information about the school

The school is a smaller-than-average-sized primary school, where the large majority of pupils are of White British heritage. The proportion of disabled pupils and those who have special educational needs, including those with a statement of special educational needs, is above average. The proportion of pupils who are known to be eligible for free school meals is also above average.

The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress. It has recently gained National Healthy Schools status and the Activemark award. The headteacher has been in post since April 2011.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It is valued highly by parents and carers for the way it helps their children grow as mature, responsible citizens. The school's promotion of pupils' spiritual, moral, social and cultural development is a strength. Pupils have a clear sense of right and wrong and think carefully about how their actions affect others. The school is good rather than outstanding because boys' attainment in writing is lower than that of girls and not all more-able pupils achieve as well as they could.
- Children make good progress in the Early Years Foundation Stage and enter Year 1 with skills a little below those typical for their age. By the end of Key Stage 1, attainment is average in reading, writing and mathematics. By the end of Key Stage 2, attainment is above average in reading and mathematics and average in writing. This represents good progress from pupils' starting points.
- The teaching and learning are good. Pupils say that teachers make learning fun and always treat them fairly. Lessons move at a fast pace and teachers are very good at checking on pupils' progress throughout. Teachers use questions well to check on pupils' understanding and boost their confidence by valuing every answer.
- Pupils' good behaviour is an important reason for them achieving so well. The adults' high expectations of how pupils should act and their consistent response to any acts of aggression make this a happy school where all feel safe. Pupils concentrate well in lessons and always try to do their best work.
- The headteacher leads well, with high expectations of what all staff and pupils can achieve. School performance is managed well. The good systems for evaluating the quality of teaching provide teachers with helpful guidance on how their lessons could be improved.

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What does the school need to do to improve further?

- Help boys achieve better in writing by:
 - using data on pupils' progress more effectively to check on differences in attainment of boys and girls
 - planning more tasks that capture boys' interest
 - giving them more opportunities to use computers with which to do their writing.
- By July 2012, ensure that the more-able pupils make the best possible progress, by teachers:
 - giving them more time to work independently at challenging tasks
 - helping them understand what they need to do in order to attain the higher levels.

Main report

Achievement of pupils

Pupils, as well as their parents and carers, believe they achieve well, and inspection evidence supports this. Children enter the Early Years Foundation Stage with skills that are below those typical of their age, particularly their language and social skills. They make good progress and the majority attain the levels expected by the end of the Reception Year. Their reading improves particularly well because of the good teaching of word-building skills and exciting challenges such as discovering letters hidden around the playground.

Attainment in reading is average by the end of Year 2. Pupils make good progress learning how to build sounds into words and persevere well with difficult texts. In writing, their stories are interesting and boys, in particular, make rapid progress when using computers, for example, to describe the main features of a penguin. However, there are insufficient opportunities for boys to use computers in writing. In mathematics, they calculate confidently in their heads and have a secure knowledge of units of measurement.

Over recent years, there has been a pattern of above-average attainment in the national tests at Key Stage 2 with pupils being up to two terms ahead of those nationally, but in 2011 there was a dip. Current attainment shows a marked improvement on last year and is above average in both English and mathematics. Pupils read fluently and many are adept at skimming texts in books and on computers. They write exciting stories and poems as well as factual accounts of, for example, how their seaside village has changed over the last 60 years. Boys' writing is best when writing about subjects such as football and chocolate but some are slow to get started and write too little. Pupils' good mathematical skills are evident as they calculate accurately and apply their knowledge to solving problems, such as

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investigating the climate in different countries.

Disabled pupils and those who have special educational needs make good progress. They benefit from good teaching based on regular assessment of their difficulties. They improve their reading skills very well because of the regular teaching of word-building skills in class and when supported by skilled teaching assistants. The school provides good support to pupils from different social backgrounds, including those eligible for free school meals, and all make good progress.

In all subjects, more-able pupils make good progress when given the opportunity to work independently at their own pace. This happens too rarely, however, and their progress is not always as good as it could be.

Quality of teaching

The views of pupils, parents and carers that teaching and learning are good match the inspection evidence. Teachers explain new work clearly and ensure that all pupils know what learning is expected. Pupils learn best when teachers plan practical activities that capture their interest, as was observed when one class investigated how to inflate a balloon using vinegar and baking powder. They enjoyed the challenge, made rapid progress and acted with great maturity when it exploded.

Teachers' expectations are mostly high, which is why pupils achieve so well. However, they do not always ask enough of the more-able pupils in the class. In particular, these pupils have too few opportunities to work independently and are not always clear about how they can attain the higher levels. Recent improvements in the planning to capture boys' interest are beginning to raise their attainment, but these are still at an early stage.

The very good relationships and consistent systems for managing behaviour mean that lessons are calm and productive. Teachers provide good guidance in their marking on how pupils can improve their work. Pupils appreciate this and make every effort to do better the next time.

There is some outstanding teaching that inspires pupils and gives them a sense of pride in their achievements. In these lessons, the teachers stimulate pupils with a lively introduction, provide tasks that challenge all groups and check carefully on their progress throughout.

Teachers use the planned curriculum well to enhance pupils' spiritual, moral, social and cultural awareness. For example, children in the Reception class learned much about the wonders of nature by studying a chicken brought into class. They held it, drew it, wrote about it and were dismayed when one asked if they could eat it.

Behaviour and safety of pupils

Parents and carers, as well as pupils, are right to judge behaviour as typically good.

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Pupils feel free from any form of aggression and are adamant that bullying is rare. This is because they learn much about the different forms of bullying and are acutely aware of the impact their actions have on others. Records show that incidences of bullying and poor behaviour have reduced considerably over the last year following the introduction of a new behaviour policy and rewards system. As early as the Reception class, teachers make their expectations clear so pupils appreciate the need to listen carefully and wait patiently for the opportunity to answer questions. Lessons are rarely disrupted.

Pupils enjoy school and attendance is average. Over the last year, the school has done much with parents and carers to emphasise the need for regular attendance, with some success.

Pupils have a good awareness of how to keep safe. They understand the need to take care when using the internet and the potential harm caused by cyber-bullying. They speak knowledgeably about the risks of swimming in the sea and the implications of the changes in the village population in the holiday season.

Leadership and management

The headteacher leads with ambitious goals for the school's future. She has achieved much in her first year, particularly in improving the quality of teaching and learning. Self-evaluation is rigorous and action to rectify weaknesses is effective. This action has helped the school make good improvements since the last inspection, particularly in the quality of teaching, pupils' achievement and their behaviour. It also shows that the school has good capacity to improve further.

The promotion of equality is important to the school. The leaders use data on pupils' performance effectively to identify any groups who are underachieving. However, although leaders have identified the underperformance of boys as a whole-school issue, their tracking is not rigorous enough to highlight specific areas of weakness. Disabled pupils and those with special educational needs, and those of ethnic minority heritage, are fully included and supported to achieve as well as their peers. No pupil is discriminated against because of their particular circumstances. The school has developed robust systems to tackle any form of discrimination that help make the school a place where all pupils feel secure.

The leaders have good procedures to evaluate the quality of teaching and learning. The headteacher's regular observations and detailed feedback show teachers clearly what they do well and how they can improve their work. Subject leaders make good contributions to this process by checking carefully on the quality of pupils' work and the progress they make in different classes.

The staff benefit from good opportunities to develop their skills that do much to raise attainment. For example, recent training on the teaching of reading skills has given staff a good awareness of how best to teach pupils to build sounds into words. This has led to notable successes, particularly in attainment in Key Stage 1.

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The leaders have good partnerships with parents and carers, who appreciate the way the school cares for their children so well. Parents and carers say they are well informed about how their children are doing and appreciate the excellent opportunities to join them in some lessons. As one said, 'It was a real privilege to watch my child learning so much and have fun at the same time.'

The good curriculum has a strong focus on literacy and numeracy skills in all subjects while providing many opportunities for pupils to hone their creative talents in areas such as art and design and music. The curriculum is enriched by a good range of visits and visitors and an extensive range of clubs after school.

The curriculum provides a lot to enhance pupils' spiritual, moral, social and cultural development. They reflect deeply on the fragility of the environment and write sensitively about what it must have been like during the floods that affected their village in the past. In topics such as 'The Good Samaritan' they show a good awareness of difficult moral dilemmas and learn not to judge people too hastily. Visitors representing different religions and links with children overseas provide good opportunities to learn first-hand about the diverse faiths and cultures in the world.

The governing body supports the school well. Its members take a keen interest in the school and have the knowledge and confidence to monitor the provision first hand. The governing body shows a strong commitment to safeguarding systems and these meet all statutory requirements. Governors use their skills well to challenge the school's leaders and hold them to account for the school's performance.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 March 2012

Dear Pupils

Inspection of Chapel St Leonards Primary School, Skegness, PE24 5LS

Thank you for making the inspectors so welcome when we came to your school. We thoroughly enjoyed seeing you work so hard in lessons and play so happily outside in your beautiful grounds. The many of you who were kind enough to speak to us said how much you enjoy your work. You think yours is a good school and we agree.

We were impressed with how well you concentrate on your work and how much you enjoy lessons. You make good progress, particularly in your reading and mathematics. You behave well and are quick to help those who are lonely or sad. You have a good knowledge of how to keep safe and live healthy lives. You think a lot about people in the world who have too little to eat and try and help them by raising funds. The headteacher and senior staff know how to improve the school and help you learn even faster. You enjoy the activities provided and the many clubs at lunchtime and after school. We were pleased when you said how much your teachers make lessons fun and are really good at helping you when you find things difficult. They work closely with your parents and carers to make sure they know how well you are doing at school. All staff at the school take very good care of you and keep you safe.

Your teachers are always looking for ways to improve. We have asked them to make sure those of you who find learning easy make even faster progress and to help you all – but especially the boys – do better in writing. You can help by taking every opportunity to work independently and telling your teachers what you like writing about.

We wish you well for the future.

Yours sincerely

Terry Elston
Lead inspector.

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