

Chapel St Leonards Primary School

Amery Way, Chapel St Leonards, Skegness, Lincolnshire PE24 5LS

Inspection dates

7–8 March 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and managers have not demonstrated the capacity to improve teaching in key stage 2. Pupils have made poor progress in mathematics for the last four years.
- Subject leaders do not check well enough the progress pupils are making in their subjects.
- As well as in mathematics, pupils in key stage 2 are not making enough progress in reading and in their use of English grammar, spelling and punctuation to develop their writing.
- The appraisal of teachers is not rigorous enough. Leaders have not provided robust training and support for all staff to improve the quality of teaching in key stage 2.
- Governors do not challenge school leaders well enough about the school's performance.
- Leaders and governors do not evaluate the impact of their use of the pupil premium funding well enough. Disadvantaged pupils made poor progress in reading and mathematics in key stage 2 in 2016.
- Leaders have not evaluated the impact of the sport funding to check if all groups of pupils are participating in sporting activities.
- The most able pupils are not sufficiently challenged and make less progress than they should.
- Teachers' expectations are too low in key stage 2. In addition, teachers do not pick up on pupils' misconceptions quickly enough to enable pupils to make good progress.
- The proportion of pupils who are persistently absent has been well above the national average for several years.
- Leaders have not fully evaluated the impact of funding for pupils who have special educational needs and/or disabilities. These pupils made weak progress in mathematics in 2016 in key stage 2.
- Pupils are not developing their writing skills across the curriculum well enough.
- Pupils do not consistently present their work as neatly as they should.

The school has the following strengths

- The quality of leadership and of teaching and learning is good in the early years. Children make good progress from their starting points.
- The headteacher leads safeguarding well. The school works very closely with several external agencies to support pupils and their families.

Full report

In accordance with sections 44(1) and 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the quality of leadership and management, by:
 - setting out plans which clearly state what actions will be taken to improve the quality of teaching
 - ensuring that all action plans enable leaders and governors to judge more effectively if the actions taken have been successful
 - providing training for all staff to improve the quality of teaching, particularly in mathematics
 - developing the role of subject leaders so that they can improve the quality of teaching and learning
 - ensuring that the appraisal process of teachers is more robust
 - developing the skills of the governing body so that governors can hold leaders to account
 - fully evaluating the impact of the funding for pupils who have special educational needs and/or disabilities
 - evaluating the impact of how the pupil premium funding is used to accelerate the progress of disadvantaged pupils
 - ensuring that the pupil premium funding is used to accelerate the progress of the most able disadvantaged pupils
 - monitoring and evaluating the impact of the sport premium funding to ensure that all groups of pupils are participating in extra sporting activities.
- Improve the quality of teaching and learning in key stage 2, by:
 - ensuring that all teachers have the knowledge and skills to teach mathematical reasoning to deepen pupils' understanding of mathematics
 - ensuring that all teachers have high expectations for pupils' standard of written comprehension to enable pupils to have a thorough understanding of their reading
 - having high expectations for pupils' use of English grammar, spelling and punctuation across the curriculum
 - using assessments more astutely to identify pupils' misconceptions and to address them in a more timely manner
 - developing pupils' writing skills across the curriculum

- developing pupils' vocabulary in their writing
- ensuring that the work teachers set provides sufficient and appropriate challenge for all groups of learners, particularly the most able pupils.
- Improve pupils' personal development and behaviour by:
 - continuing to work closely with parents and the local authority to reduce the number of pupils who are persistently absent from school, particularly disadvantaged pupils
 - insisting that pupils present their work to a high standard in all areas of the curriculum.

An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

The school may not appoint newly qualified teachers.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders have not secured consistently good teaching in key stage 2. Consequently, for the previous four years, pupils have made significantly less progress than they should in mathematics in key stage 2. Teaching has not sufficiently challenged the pupils to achieve highly, particularly in mathematics and in English grammar, spelling and punctuation for the past four years.
- Leaders have been too slow to improve the quality of teaching in key stage 2. They have not clearly set out in their action plans how teaching is going to improve, particularly for mathematics. The monitoring of teaching in mathematics has not been rigorous enough.
- Subject leaders have not monitored their subjects closely enough to bring about change and raise standards. Standards at the end of key stage 2 in 2016 for mathematics, reading and English grammar, spelling and punctuation were well below the national averages.
- Leaders have not ensured that staff training has had the necessary impact to improve the quality of teaching and pupils' outcomes. Leaders' monitoring of teaching has not led to sustained improvements. Consequently, pupils do not make consistently good progress in key stage 2.
- The headteacher has recognised some of the weaknesses in the key stage 2 provision and has recently received a grant to work with the EQUATE Teaching Schools Alliance to improve teaching and learning. However, it is too soon to judge the impact of this work.
- The appraisal process for teachers has not been used well enough to improve the quality of teaching and learning. The targets set for teachers have not been precise enough to lead to improved outcomes for pupils.
- Leaders do not evaluate the impact of the pupil premium funding well enough. The school provides small-group tuition for disadvantaged pupils but leaders do not robustly monitor the quality of this support. In addition, leaders do not consistently ensure that the most able disadvantaged pupils have access to additional support to enable them to achieve highly.
- Leaders have not evaluated the impact of the intervention groups provided for pupils who have special educational needs and/or disabilities. Leaders do track the progress of individual pupils but do not have an overall evaluation of how well the funding for special educational needs is used. This group of pupils made poor progress in mathematics in key stage 2 in 2016.
- The leaders have not evaluated the impact of the sport premium funding. The funding has been used to bring in external coaches, for example from Boston United Football Club. However, the coaching was used as cover for teachers' planning, preparation and assessment time which is against the government's guidance. Leaders have not monitored the quality of teaching for physical education to check it has improved.

- The curriculum is complemented by a wide range of extra-curricular activities available for pupils. These include the ECO club, choir, laptop club and various sporting activities.
- The school promotes the pupils' social, moral, spiritual and cultural development well. During an assembly, all pupils were positively engaged to think how they can help others in their lives. Pupils demonstrated great empathy when they wrote letters from the perspective of local people whose homes had been flooded. Recently, pupils celebrated Chinese New Year by making lanterns and cooking Chinese food. Pupils are prepared for life in modern Britain.
- Parents are supportive of the school. Many parents told the inspectors that the staff are approachable and feel that communication is good between the school and parents. All parents who expressed a view on Parent View said that they felt that their child was safe at school.
- Leaders have experienced significant difficulties in the recruitment of teachers. This has hindered leaders' ability to improve the quality of teaching. They have requested support from the local authority in this matter.
- The support provided by the local authority has not led to improved outcomes in key stage 2. The new local authority adviser has recently provided support to improve the leadership and management of the school. The adviser asked the school to write milestones into their school improvement plan to help leaders and governors know if actions taken have worked. This is a recent development and the governing body has not yet used these milestones. The adviser recognises that further work is needed to improve the school's improvement planning to ensure that leaders take the most appropriate and timely actions to improve the pupils' progress.
- The new local authority adviser has reviewed the school's safeguarding procedures.
- The headteacher requested further support from the local authority in October 2016 to help reduce persistent absenteeism. At the time of the inspection, the local authority had not responded to this request.

Governance of the school

- The governing body does not hold school leaders to account well enough. Governors do not sufficiently challenge school leaders about the performance of the school. They have not compared the progress made by pupils at the school against the progress made by other pupils nationally. As a result, the governing body has an overgenerous view of how well the school has performed.
- Members of the governing body have discussed with leaders how the pupil premium funding is allocated. However, they only receive an annual update of how well disadvantaged pupils have performed. Consequently, governors are not currently aware of how this group of pupils are progressing through the school.
- Minutes of the governing body do not show how it has challenged leaders about the developments in mathematics. Governors rely on the headteacher to inform them if actions have worked and have not used success criteria within school improvement planning to judge if actions taken have been successful.

- Members of the governing body regularly visit the school and link up with several classes. They join in some of the leaders' monitoring activities. However, they have not challenged leaders well enough to improve outcomes for pupils, particularly in mathematics.

Safeguarding

- The arrangements for safeguarding are effective.
- The school works with a range of external agencies. School staff have taken the lead professional role in multi-agency meetings and have secured extra support for pupils and their families. The school's record-keeping is very comprehensive and shows that the school staff take prompt action when a concern is raised about a child's welfare. The headteacher has also challenged external agencies if she feels they have not provided the support for families that is required.
- The school establishes good relationships with families. Tea and toast is available every Monday morning to parents to develop further the relationship between school and home. The school employs a parent support adviser for two days as well as an education welfare consultant for three mornings a week to support pupils and their families. The focus for the school's work has been to reduce the high levels of pupils' persistent absence. The most recent school's analysis shows that fewer pupils are persistently absent than during the autumn term.
- The school ensures that vulnerable pupils receive social and emotional support to meet their needs. In addition, the school prioritises their academic needs to ensure that these pupils receive extra tuition to enable them to learn in English and mathematics.
- The staff are well trained in safeguarding. All new staff receive an induction pack with the school's safeguarding policies and a discussion with the headteacher about how to report a concern. Most staff have had training on extremism and radicalisation. The training is up to date.

Quality of teaching, learning and assessment

Inadequate

- The quality of teaching and learning in key stage 2 is inadequate. Teachers do not identify pupils' misconceptions quickly enough to enable pupils to make good progress. Some older pupils do not have the mathematical knowledge that they should have to access the curriculum. However, teachers have not identified this well enough to address it. Consequently, pupils continue to underachieve.
- The teaching of reading comprehension is not effective. Evidence in workbooks shows that pupils do not get enough opportunities to use clues from the text to answer inference questions and gain a deeper understanding of the texts.
- The pupils are not developing their English grammar, spelling and punctuation skills well enough. Although some pupils are showing improvements to their spelling, this is not consistent across the school. Furthermore, too many pupils are struggling to punctuate their sentences correctly.
- The pupils' ability to use mathematical reasoning to solve problems is underdeveloped.

Scrutiny of pupils' work shows that pupils, particularly the most able, have few opportunities to develop this skill through the school.

- Pupils do have opportunities to write for different purposes. Work in pupils' books in Years 1 and 2 shows that pupils have made progress with their writing. In Year 2, pupils wrote a poem about a robin. One pupil wrote, 'A robin flies and flaps his wings, flicks his tail and flutters.'
- However, pupils have too few opportunities to write sustained pieces of writing across the curriculum to develop their writing further, particularly in key stage 2. In addition, pupils' vocabulary choices are limited, particularly for the most able pupils. Consequently, pupils' writing is not as well developed as it should be.
- The teaching of phonics is good. Teachers ensure that pupils can accurately speak the sounds before writing them. Letters that make similar sounds are acknowledged to avoid the possibility of pupils being confused. Teachers also use the opportunity to reinforce punctuation and grammar in the phonics sessions to support pupils' writing. All pupils get off to a good start with their reading.
- The teaching of art is good. There are some good-quality pieces of artwork on display. In Year 2, pupils were completing chalk pictures of an owl to a high standard.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development requires improvement.
- Pupils do not consistently present their work as neatly as they should. Pupils' handwriting is not consistently joined and the care taken to draw diagrams, across the curriculum, is not as good as it should be.
- In some lessons, some pupils do not fully engage in their learning. Although pupils are not disruptive, they do not apply themselves to their learning sufficiently well. Consequently, their progress slows.
- Pupils enjoy the responsibilities on offer at the school. Young leaders organise a variety of games at lunchtime for the younger pupils to participate in. Pupils in key stage 1 told an inspector how much they look forward to these games. In addition, pupils have access to equipment at breaktimes and play cooperatively with each other.
- Pupils demonstrate a good understanding of how to stay safe. The local police came in to talk to pupils about stranger danger. Pupils know not to communicate with strangers online or give away their personal details.
- Pupils say that bullying rarely happens. When it does, they say teachers are very quick to sort it out. The school has had anti-bullying workshops from Lincolnshire County Council and pupils have designed posters following the workshops. The posters are on display and remind pupils about what to do if they are being bullied.

Behaviour

- The behaviour of pupils is inadequate.
- The reason behaviour is inadequate is because of the high levels of pupils who are persistently absent from school. The proportion of pupils who have been persistently absent from school has been much higher than the national average for the past four years. From September 2016, the school has taken increased action to improve attendance. As a result, the proportion of pupils who are persistently absent is falling. However, it is still too high for disadvantaged pupils. Currently, 22% of disadvantaged pupils are persistently absent from school. The current national average for all pupils is less than 9%.
- In a few lessons, some pupils did say that the noise level has been too high to enable them to concentrate as well as they want to. Leaders did acknowledge this, but say this has been addressed and has not been the case recently. Inspectors did not observe high noise levels in lessons during the two days of the inspection.
- Around school, pupils behave well. Pupils listen attentively in assembly and respond quickly to the end of playtime. They stand quietly at the sound of the bell and wait patiently until it is the time for their class to walk inside. The school's behaviour records show relatively few incidents of poor behaviour.

Outcomes for pupils

Inadequate

- Outcomes at the end of key stage 2 in 2016 were low in reading, mathematics and English grammar, spelling and punctuation. Consequently, pupils are not well prepared for the next stage of their education.
- The pupils in key stage 2 have made poor progress in mathematics for the past four years. In 2016, the progress made by pupils in mathematics was below the government's floor target and in the lowest 1% of schools nationally.
- Pupils have consistently not achieved as well as other pupils nationally in English grammar, spelling and punctuation for the past four years. In 2016, the proportion of pupils who achieved the expected standard in this subject was well below the national average. Scrutiny of pupils' current work shows that the standard of punctuation and spelling is still too variable.
- In recent years, pupils had achieved well in reading by the end of key stage 2 and outcomes were above the national average. However, in 2016, the progress pupils made was in the lowest 10% of pupils nationally. Pupils' current written comprehension work from their reading is limited. Teachers have not given enough opportunities for pupils to develop their written comprehension skills to deepen their understanding of their reading.
- The progress made by disadvantaged pupils through key stage 2 in 2016 in reading and mathematics was poor.
- The most able pupils are not challenged well enough. Not enough pupils have achieved highly in mathematics or in English grammar, spelling and punctuation.

- The most able disadvantaged pupils have also underachieved. In 2016, no disadvantaged pupils achieved highly in reading, mathematics or English grammar, spelling and punctuation by the end of key stage 2.
- The progress made by pupils who have special educational needs and/or disabilities is variable. These pupils made broadly average progress in reading and writing through key stage 2 in 2016. However, their progress in mathematics was weak.
- Pupils made broadly average progress in their writing through key stage 2 in 2016. Scrutiny of current pupils' writing in key stage 2 shows that pupils are not making good progress in every year group. There are too few opportunities for pupils to develop their independent writing across the curriculum.
- By contrast, in key stage 1, pupils' outcomes rose last year and were above the national averages in reading, writing and mathematics. Overall, pupils made good progress from their starting points at the end of the Reception Year and achieved well.
- In key stage 1, the proportion of disadvantaged pupils who achieved the expected standard in all subjects was above that of other pupils nationally. However, the proportion of disadvantaged pupils who achieved highly in writing and mathematics was below that of other pupils nationally.
- Outcomes in the Year 1 phonics screening check have been consistently above the national average and have continued to rise. The proportion of disadvantaged pupils who pass the check has been above that of other pupils nationally for the past two years.

Early years provision

Good

- The quality of leadership and teaching is good in the early years. The early years leader has high expectations and successfully communicates these expectations to the other adults in the classroom. As a result, the children thrive.
- Most children enter school with skills below those typical of children their age. They make strong progress from their starting points to achieve highly. Outcomes at the end of the early years have been well above the expected levels in 2014 and 2015. Outcomes dropped in 2016 to just below the expected levels but are expected to rise this year and be well above the previous national average.
- The teaching in the early years inspires the children to achieve well. For example, in a phonics session, the teacher may introduce the children to a new sound and then encourage them to identify that sound in other words to increase their vocabulary. Another example is the playing of phonics skittles, where children are eager to write down the letters of the sound they have knocked down. Time is used efficiently by adults to hear the children read. Children make good progress in their phonics.
- High expectations are evident in the children's work. During a fairy tale topic, the children were asked to write their own fairy tale. The children communicated their stories at length to the adults, demonstrating enthusiasm and stamina for learning.
- Disadvantaged children achieve well. The outcomes for this group of children have been above that of other children nationally for two out of the past three years. The

early years pupil premium funding is used well. The early years leader plans intervention groups to accelerate further the children's literacy skills. All disadvantaged children in the current cohort are on track to meet the early learning goals at the end of the Reception Year.

- The children are well prepared for Year 1. The teacher challenges the most able children to justify and explain their answers in preparation for Year 1.
- The school recognises that the proportion of boys on track to achieve a good level of development in 2017 is below that previously achieved by boys nationally. The early years leader has recently received training and is set to run an intervention programme to develop the boys' phonics working memory, to support their reading and writing.
- The relationships between the adults and the children are very strong. The children respond very well to the regular praise that they receive and strive to gain a privilege card for their work. Children's attitudes to learning are good.
- There are good links between the parents and school staff. Each half term, parents are invited to a workshop. The workshops primarily focus on supporting the children's creative skills. For example, parents helped to design and make fairy tale puppets with the children. Parents have regular access to the children's learning journeys so that they can see the progress that their child is making. In addition, parents can post their child's achievements on the Home Achievement Tree so that their achievements can be celebrated at the school. The close links between the school and the parents are supporting the children's progress well in the Reception Year.
- The school staff work closely with external agencies to meet the needs of the children. In particular, the staff work closely with speech and language therapists to support the children's language and communication development.

School details

Unique reference number	120677
Local authority	Lincolnshire
Inspection number	10023262

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Dave Nisbet
Headteacher	Amelia Haslehurst
Telephone number	01754 872429
Website	www.chapelschool.org.uk
Email address	amelia.haslehurst@chapel-st-leonards.lincs.sch.uk
Date of previous inspection	20–21 March 2012

Information about this school

- The school is smaller than the averaged-sized primary school.
- The large majority of pupils are White British.
- The proportion of pupils who have an education, health and care plan or a statement for special educational needs is well above the national average.
- The proportion of pupils who receive support for their special educational needs is just above the national average.
- The proportion of disadvantaged pupils is double the national average.
- The proportion of pupils who arrive at the school or leave the school during the school year is higher than the national average.

- The school does not meet the government's floor standard, which sets the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school has experienced great difficulty recruiting teaching staff.
- The school has started to receive support from the EQUATE Teaching Alliance to develop teaching and learning.
- The school did not meet the requirements on the publication of information at the time of the inspection. The school had not published an evaluation of the sport premium funding, or included all the information about the pupils' performance in last year's outcomes at the end of Year 6.

Information about this inspection

- The inspectors observed teaching in every classroom. Two lessons were observed jointly with the headteacher. The inspectors observed the headteacher giving feedback to the teachers.
- The inspectors held meetings with the headteacher, the deputy headteacher, the early years leader, teachers, an education welfare consultant, the local authority adviser and three members of the governing body, including the chair.
- The inspectors conducted a scrutiny of pupils' books with the leaders of English and mathematics.
- Pupils were observed during assembly, breaktime and in the dinner hall at lunchtime.
- A meeting was held with pupils from key stage 2 and an inspector heard pupils read.
- The inspectors spoke informally to parents at the start of the school day. The inspectors also considered the 18 responses to the free-text service to parents and the 20 responses to Parent View.
- The inspectors considered the 25 responses to the staff survey and the three responses to the pupil survey.
- The inspectors looked at a range of documentation, including: the school's self-evaluation; the school improvement plan; the mathematics action plan; the minutes of meetings of the governing body; the headteacher's reports to the governing body; the school's most recent information on pupils' achievement; and information relating to safeguarding, behaviour and attendance.

Inspection team

Martin Finch, lead inspector	Her Majesty's Inspector
John Lawson	Her Majesty's Inspector
Heather Hawkes	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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