

Inspection of Chapel St Leonards Primary School

Amery Way, Chapel St Leonards, Skegness PE24 5LS

Inspection dates: 5 and 6 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders have worked tirelessly to improve Chapel St Leonards Primary School. Their mantra is that the school must 'open doors' for pupils. They have high expectations of what pupils can achieve. They are determined to give pupils the education and experiences they need to be well prepared for the next stage in their education and for life in modern Britain.

Pupils are excellent advocates for the school. From the youngest pupil to the oldest, they give their ideas and opinions with confidence. Pupils only have positive things to say about their school. They know that their teachers expect them to behave well so that everyone can learn and get on together. Teachers insist that pupils fully participate in lessons. If a pupil is not paying close attention, teachers gently remind them to join in. Pupils show high levels of respect for every member of staff, and each other.

Pupils know what bullying is. They know that they should tell an adult if bullying happens. Pupils are sure that an adult will help them if they use the 'ask-it basket' or 'worry monster' to share their concerns.

The trust, governors and staff are all rightly proud of the positive learning environment leaders have established.

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

Leaders have given careful consideration to the school's context as they have designed the curriculum. The curriculum is well-organised. It is ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND). It sets out the important knowledge that pupils need to learn, and the order in which they need to learn it.

Pupils' communication skills are prioritised. As soon as pupils join the school, they are introduced to a wide range of vocabulary. Adults model the use of language well and expect pupils to use the subject-specific words they have been taught. As a result, pupils become effective communicators. For example, pupils in the Reception Year explained how they had built a wall like the Great Wall of China. In history, pupils in Year 5 were able to describe their favourite Greek gods and myths and give the reasons for their choices.

Curriculum leaders provide strong leadership in the subjects where they have expertise. However, in some subjects, curriculum leaders have not received the training they need to lead their subjects as effectively as they could. In these subjects, curriculum leaders are less able to provide their colleagues with the support they need to improve their subject knowledge further.

Teachers use assessment well in the early years, reading and mathematics. In these areas, pupils who have gaps in their learning are identified quickly and extra support is put in place. Leaders know that they have not yet developed a consistent approach to assessment in the wider curriculum. As a result, teachers cannot be wholly confident that pupils have secured the knowledge they need before moving on to new learning.

Leaders promote a love of reading. Adults read to pupils every day from a wide range of texts. These texts are chosen deliberately to interest pupils and to add to their learning. Pupils are excited about reading. They talk about the books and authors they love. Staff make sure that pupils learn to read as quickly as possible. They teach reading well. Pupils who need more help with reading have extra phonics sessions when needed.

Leaders identify pupils with SEND without delay. Where necessary, they seek the support and guidance of external agencies. In lessons, teachers adapt their teaching strategies to make sure that learning is accessible for pupils with SEND. Pupils' wider needs are also met. Pupils who struggle to manage their feelings and behaviour are given the help they need.

Pupils' personal development is a strength of the school. Pupils learn about a wide range of issues that prepares them well to become healthy, happy and responsible citizens. Pupils are keen to be the best that they can be. They value the rewards they are given. Friday assemblies are a highlight of the week when house points are counted. The winning house then has their house colour flag flown at the front of school. Pupils are proud to represent their school at sports competitions. They enjoy the responsibilities they are given as school councillors, well-being mentors or lunchtime leaders.

The trust and the local governing board know the school well. They have asked the right questions to challenge leaders and strategically monitored the progress the school has made. Their commitment has made a significant contribution to the transformation of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise keeping pupils safe. Staff receive the training they need to identify pupils who may be at risk of harm. Adults are knowledgeable and vigilant. Staff pass on their concerns about pupils promptly. Safeguarding leaders make sure that pupils and families get the help they need. They work closely with external agencies to provide further support when it is required. Leaders complete the right checks to make sure that the adults in school are suitable to work with children.

Pupils learn about how to keep themselves safe. They know who they can speak to if they are worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment in the foundation subjects is not fully developed. Teachers do not systematically check that pupils remember prior learning in these subjects. As a result, gaps in pupils' knowledge are not always identified. Leaders must ensure that an effective approach is designed and implemented, while not significantly adding to teachers' workload.
- Some curriculum leaders have not had the training they need to become subject experts. They do not have the skills they need to support colleagues as effectively as they could. Leaders should ensure that curriculum leaders have opportunities to receive subject-specific professional development.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

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.

School details

Unique reference number	145489
Local authority	Lincolnshire
Inspection number	10227552
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	153
Appropriate authority	Board of trustees
Chair of trust	Stephen Hopkins
Headteacher	Graham Almond
Website	www.chapel-cit.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Chapel St Leonards Primary School converted to become an academy school and joined the Community Inclusive Trust in March 2018. When its predecessor school was last inspected by Ofsted, it was judged to be inadequate overall.
- The school runs a breakfast club for pupils.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher and the deputy headteacher. They met with two members of the local governing board, including the chair of governors. Inspectors also met with two representatives of the trust.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, religious education, physical education and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils from the lessons visited and looked at samples of pupils' work. The lead inspector listened to pupils reading to a member of staff.
- To check the effectiveness of safeguarding, inspectors reviewed the school's policies and procedures. They met with the designated safeguarding leader and spoke to staff and pupils.
- Inspectors spoke to staff about their views of the school, including leaders' consideration for their workload and well-being.
- Inspectors observed pupils' behaviour in lessons, at playtime and lunchtime and around the school.
- Inspectors reviewed responses to Ofsted's parent, pupil and staff questionnaires. They spoke to parents at the start of the school day.

Inspection team

Caroline Poole, lead inspector

Her Majesty's Inspector

Matthew Fearn-Davies

Her Majesty's Inspector

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