

Chapel St Leonards Primary School

Inspection report

Unique Reference Number	120677
Local Authority	Lincolnshire
Inspection number	327337
Inspection dates	1–2 July 2009
Reporting inspector	Roger Sadler

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	199
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Christine Lewry
Headteacher	Mr Keith Thrower
Date of previous school inspection	13 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Sea Road Chapel St Leonards Skegness Lincolnshire PE24 5SA

Age group	4–11
Inspection dates	1–2 July 2009
Inspection number	327337

Telephone number

01754 872429

Fax number

01754871387

Age group 4–11

Inspection dates 1–2 July 2009

Inspection number 327337

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The school serves this coastal village and its surrounding area. The vast majority of pupils are of White British background. The proportion eligible for free school meals is average. The percentage of pupils with learning difficulties and/or disabilities is above average. Children enter the Early Years Foundation Stage when they join the Reception class full time at the beginning of the school year of their fifth birthday. The school has been awarded the Activemark for physical education and exercise.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with some good features. Pupils' achievement is satisfactory and their personal development and well-being are good. Many children enter Reception with skills below those expected for their ages. They make good progress to attain levels expected for their ages by the end of the Early Years Foundation Stage. Progress throughout the rest of the school is satisfactory and standards by the end of Year 2 and Year 6 are broadly average. Although pupils make good progress in some classes, such as Year 1 and Year 6, progress is slower in others especially in Year 2 and 4, where teaching is not always sufficiently demanding. The school pays great attention to providing for pupils with learning difficulties and/or disabilities. The school has good partnerships with support agencies for pupils with additional needs. Also, staff make careful assessments of their needs and teaching assistants often provide appropriate additional support. Consequently these pupils make good progress throughout the school.

Leadership and management are satisfactory. The vast majority of parents and carers are fully supportive of the school and find the school caring and approachable. Procedures for monitoring and evaluating the work of the school are sound and provide the headteacher and deputy with a satisfactory overview of where improvements are needed. Consequently, the school improvement plan concentrates on appropriate priorities. Some useful work by staff resulted in current Year 6 pupils making better progress than was made by Year 6 pupils last year, especially in mathematics. This indicates that the school has satisfactory capacity to improve in the future.

This is a happy school of which pupils are proud and they enjoy their time in it. They recognise that behaviour is good, feel safe and secure and act with sensitive consideration for the safety and feelings of others. They regard adults in the school highly and relationships are strong. Teaching and learning, the quality of care, guidance and support and the curriculum are satisfactory overall and result in pupils making satisfactory progress. However, the school does not have an up to date teaching and learning policy to guide the work of staff and to take a consistently effective approach to such matters as how pupils' work is marked or how targets are set. Academic guidance is lacking in some classes. Consequently, too many pupils are unclear of what they have achieved to date and where they need to concentrate to improve their work further. This slows their progress. Also, follow up checks by leaders are not always systematic and rigorous. All subjects have designated leaders and governors support the work of the school well. However, neither governors nor subject leaders are effectively involved in monitoring and evaluating the work of the school to have sufficient impact on improving quality and standards.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Good liaison with pre-school providers and good induction procedures ensure that children adapt to the Early Years Foundation Stage quickly. They soon begin to develop independence and learn to cooperate on tasks, listen to staff and follow their instructions. There is an appropriate balance of whole class, adult directed and child initiated tasks. The balance is gradually changed as the year progresses and children are well prepared for Year 1. Children enjoy the well planned and varied activities and make good progress and achieve well. By the end of the Early Years Foundation Stage, standards are around expected levels overall. This year, girls have attained higher standards than boys and a significant proportion of girls exceed

expected standards by the end of Reception. Many boys, however, remain below expected standards, especially in their language and communication skills. Leadership and management of the Early Years Foundation Stage are good and leaders have recognised this discrepancy and are working to ensure that provision fully meets the needs of both boys and girls. Reception staff work well together and adopt a consistent approach. They sensitively care for the children's welfare. Individual needs are continually assessed and this information is used well to ensure that activities are planned to meet the needs of each child. Children enjoy and benefit from the outdoor area, but there is a lack of some resources such as large play equipment to fully support outdoor learning.

What the school should do to improve further

- Improve the quality and consistency of teaching and learning, especially in Years 2 and 4.
- Ensure that academic guidance is consistently effective in all classes so that pupils have a clear understanding of where and how to improve particular aspects of their work.
- Improve the quality of monitoring and evaluation by improving the involvement of subject leaders and governors and by ensuring that checks on teaching are more rigorous and systematic.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils enter the school with below average standards and leave with standards that are in line with national averages in English, mathematics and science. Pupils' progress and achievement is satisfactory overall. This is because the rate of progress made by pupils is inconsistent in different classes. They progress well in Reception and Year 1 but make less progress in Year 2. By the end of Year 2 too few pupils attain the higher levels in their National Curriculum assessments because teaching in Year 2 is not always sufficiently demanding. Pupils make expected progress from Year 3 to 6, but rates of progress vary considerably among these four year groups. The least progress is made in Year 4 where teaching is less consistent and the strongest progress is made in Year 6 where expectations are high and pupils are required to do their best. Pupils with learning difficulties and/or disabilities are well supported throughout the school and make good progress. The school places great emphasis on the development of physical education and art and design. Consequently, by the end of Year 6, many pupils attain well above expected standards in art and achieve well in games and swimming.

Personal development and well-being

Grade: 2

Pupils enjoy their lessons and their time in this happy school. They behave and relate to each other well and concentrate well in lessons. Pupils appreciate and benefit from the healthy school meals that are served. Also the school's work towards the Activemark has helped provide pupils with a clear understanding of the importance of exercise and how to lead a healthy life. Pupils make a good contribution to both the school and the local community. They regularly take part in events such as the village carnival and carol singing. Year 6 pupils are proud of the recent article in the village news magazine about the animated short films they produced. Many, especially older pupils, make a positive contribution to the community through the school

council or by supporting other pupils as young leaders in the playground. Pupils' spiritual, moral, social and cultural development is good. They act with sensitivity to one another and respect differences. Their understanding of other cultures in modern Britain is developing well through such links as the shared residential visit with an inter city school. They also have a good understanding of other cultures through their religious education lessons. Although attendance is satisfactory, a few pupils take family holidays during term time. Average standards in basic skills provide pupils with satisfactory preparation for their next school and the world of work.

Quality of provision

Teaching and learning

Grade: 3

In most classes behaviour is managed well and relationships are good. Interesting resources and starting points for learning are used in many lessons to motivate and inspire pupils. Good opportunities for developing understanding and speaking and listening skills are provided in many classes when pupils are asked to hold brief discussions with others before answering teachers' questions. Teaching assistants are well deployed and have a positive effect on the good progress made by pupils with learning difficulties and/or disabilities. Because the school's teaching and learning policy has not been up dated, there are inconsistencies in the quality of teaching throughout the school, such as how pupils' work is marked or how targets for learning are set. There is consistently good teaching in some classes but in others the pace of learning is too slow and some pupils are not always challenged enough to make good progress.

Curriculum and other activities

Grade: 3

The curriculum is modified well to meet the needs of pupils with learning difficulties and/or disabilities, enabling these pupils to make good progress. This is not always the case for more able pupils when, in some classes, teachers' planning does not provide them with additional challenge. Many good quality enrichment opportunities are provided for pupils which enhance their experiences. These include, for example, a visit by an author during the inspection and a residential visit to North Yorkshire. Teachers often use good quality resources in lessons and provide first hand experiences which stimulate pupils' interest in learning. For example, a literacy lesson on using descriptive words began with sounds and pictures of the sea and another writing lesson used a good quality short video clip to stimulate pupils' imagination. Although pupils are given the opportunity to write in a range of subjects, teachers do not consistently develop particular writing skills in other subjects such as history, Religious Education and science. Good provision is made for pupil's personal development, with links made with other curriculum areas such as the promotion of teamwork in mathematics.

Care, guidance and support

Grade: 3

Pastoral care is good and academic guidance satisfactory. Pupils are cared for sensitively and their personal and pastoral needs are well known to staff. Risk assessments and child-protection arrangements fully meet current requirements. Ways of ensuring pupils are safe, including the safe use of the internet, are effective. Consequently, this is a happy, orderly and safe school. The deputy headteacher has introduced an effective way of regularly assessing and checking

the progress each pupil is making. This information is used well to provide extra help for pupils with learning difficulties but is not fully used to allocate additional support or challenge to other pupils. Most pupils are unclear about how well they are doing and where they need to concentrate their efforts in order to move to the next stage of learning.

Leadership and management

Grade: 3

The leadership of pupils' personal development is strong and provision for this aspect is good throughout the school. The leadership of some aspects of teaching and learning is less effective. This is because rigorous follow up checks on such matters as how assessment information is used to ensure that teaching matches the needs of all pupils is not fully established. The school makes a good contribution to community cohesion. The school itself is a very cohesive community and good links have been established with many community groups. Pupils are provided with good opportunities to understand the lives of those with different beliefs or ways of life both in Britain and abroad. Communication and relationships with parents are good and the school is highly regarded by parents. Governors support the school well but recognise the need to improve their skills in challenging the school to continually raise standards.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	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**

3 July 2009

Dear Pupils

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

Thank you all for making us welcome when we inspected your school. We enjoyed our visit and would like to give special thanks to those who talked to us about school life during their lunchtime.

Yours is a satisfactory school and we found your school a happy place where people get on very well and treat each other with respect. You make satisfactory progress in your learning. New children in Reception are helped to settle in quickly and are soon on the way to learning to read, write and count. Those who find learning difficult are given extra help so that they make good progress. Many of you clearly benefit from the strong emphasis the school places on helping you keep healthy and many of you take up the good range of clubs and activities the school provides for you. Many of you show a clear understanding of how to keep fit and we are impressed that so many of you are good swimmers by the time you leave school. You also achieve high standards in your art work.

You behave well and are clearly proud of your school. You feel safe in school and know that adults look after you well. Some of you, especially older pupils take on additional responsibilities for helping the school run smoothly and many of you join in with activities in the village and surrounding area. Both you and most of your parents reported that you regard your school highly and appreciate the work the staff and your headteacher do. We saw that you enjoy school life and most of you attend quite regularly although a few of you miss school when you go on family holidays during term time. Your headteacher and the staff are working hard to improve the school and know that there are some things that still need to be done. We have recommended that they should:

- help more of you, especially in Years 2 and 4, make good progress in your learning
- help you have a clearer understanding of where and how to improve your work
- make sure that adults who lead the school, including governors and those teachers who lead subjects check that you are learning as quickly as you are able.

Yours faithfully

Roger Sadler

Lead inspector