

Chapel St Leonards Primary School



School Prospectus 2026-27

Welcome

Dear Parents and Carers,

Welcome to our school prospectus.

Chapel St Leonards Primary School is a 'Good' Ofsted rated village school, positioned on the East Coast. We pride ourselves on creating a love of learning through engaging and meaningful learning opportunities which open doors to the wider world. As an accredited 'Beach School' we are able to immerse children in their natural surroundings to compliment our curriculum offer.

We offer a caring and nurturing environment where the whole staff team will work with you to ensure your child's time in school is happy, safe and enriching.

If you are interested in your child joining us, please get in touch. We would love to show you around our school and give you the opportunity to meet our staff and pupils.

To book an appointment please call the school office on 01754 872429 and speak to Mrs Vessey.

We look forward to meeting you.

Sherilyn Borrell
Headteacher

The Ofsted Good Provider logo is displayed on a dark blue background with rounded corners. It features three stylized orange figures holding hands above the word 'Ofsted' in white. Below 'Ofsted' are the words 'Good' and 'Provider' in white.

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“Leaders... 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.”

(Ofsted, 2022)

Our Vision

As a CIT School we adopt and follow all the Trust Values of:

- **Honesty and Integrity**
 - **Aspiration**
 - **Professionalism**
 - **Inclusivity**

Our School Vision

To create a nurturing, inclusive and aspirational school community where every child feels safe, valued and inspired to achieve their full potential academically, socially and emotionally.

Our School Mission Statement

At Chapel St Leonards Primary School, we are committed to providing a high-quality, inclusive education where all pupils are supported to thrive regardless of need or background. We foster positive relationships, high expectations and a strong sense of belonging so that every learner develops confidence, resilience and a love of learning. Through collaboration with families, staff and external partners, we ensure pupils receive the right support at the right time, enabling them to succeed both within school and beyond.



“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.”

Our Curriculum

We are a proud part of the Community Inclusive Trust (CIT) and all that we do is underpinned fully by the fundamental purpose of CIT to *“To put learners first and prepare them for their future”*.

What is a curriculum?

We define the curriculum as *“All the learning which is planned or guided by the school, whether it is carried out in groups or individually, inside or outside the school”* (Kerr 1968).

We also understand that all of our children *“have a right to education which is well-taught, well-resourced and properly funded”* (Myatt 2018).

What do we believe our curriculum should encompass?

“Knowledge, skills and experiences that are vivid and hold significance and those that are periodically practiced stay with you” (Brown et al 2014).

What are the aims of our curriculum?

Our curriculum is designed with three aims in mind:

1. To give pupils the appropriate experiences to develop as caring and successful learners
2. To provide a rich ‘cultural capital’
3. To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

How are the aims of our curriculum developed?

1. To give the pupils the appropriate experiences to develop as caring and successful learners



Our Curriculum

2.To give a rich ‘cultural capital’

Cultural capital is the essential knowledge and vocabulary that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. Our curriculum is committed to doing this.

3.To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

Our curriculum encompasses many elements to ensure this happens:

- a) A clear list of the breadth of topics that will be covered as part of the National Curriculum.
- b) The ‘key concepts’ that the children should understand that unlock the National Curriculum objectives.
- c) An understanding of the context that the school is located in, in order to tailor appropriate opportunities and experiences for the children.
- d) The hierarchy of skills within each key concept to track progression between phases and depth of understanding.
- e) We will respond to local, national and international events to ensure the children are prepared for life beyond their time in this school.

All of these elements are underpinned by two key drivers for raising attainment, progress and aspiration:

- 1. Quality First Teaching and Learning.
- 2. High aspirations and high-quality outcomes for children:
Ambitions for All, Limits for None

***“The curriculum is well-organised. It is ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND).”
(Ofsted, 2022)***

Beach School

Our Beach School is a way of giving children the opportunity to learn and develop in a natural environment, sparking their intrinsic motivations to explore, create and be curious about the world around them. Our Beach School provides an opportunity for holistic development for children, giving them good foundations for the rest of their life.

Why do we have a Beach Schools?

Beach Schools follow the Forest School ethos. A key theme of the Forest and Beach Schools ethos is creating relationships with nature. Children that attend Beach Schools get an amazing opportunity to connect with the natural environment of the beach; pebbles, sand, water, oozing mud as well as all of the habitats for wild animals. This offers a chance for children's education to be completely learner centred. Children are involved in the decision-making process about their experiences of the beach and their learning.

Beach Schools give children the opportunity to develop holistically. Holistic development combines an individual's mental, physical, social, emotional and spiritual growth. By giving children the opportunity to develop in an environment such as those in Beach Schools, there is an increased potential for learning. From running free along the beach, outdoor cooking, bird watching, tracking animals' footprints, jumping over the waves, exploring crabs' habitats to watching the local wind turbines work, the beach provides a wealth of learning opportunities. Being outside and being able to access these learning opportunities at the same time as being able to take in the fresh air and observe natural occurrences, we believe provides an even more amazing experience for children. Not only does Beach School provide these experiences, it also provides the opportunity for the magic of awe and wonder to inspire children's thinking and ideas.

Another strong principle of Forest Schools and therefore Beach Schools is the opportunity for safe risk taking. We use a risk benefit analysis to ensure that children can take their paths of play, learning and development to where they want. This is a vital part of ensuring that children can take risks without the worry or input from an adult. When adults feel confident in what they need to do to ensure risky activities stay safe, children can take the risks necessary to develop their theories of play. Most of these risk-taking activities also involve some kind of physical activity.

In a time that children are seen to be losing their connection to nature, deepening their connection to technology and spending less time outside, we feel so proud to be able to provide an opportunity that will hopefully give our children the chance to develop their relationship with nature and their lifelong skills outdoors.

Beach School

What happens at Beach School?

Beach School is about educating children through a variety of fun games and activities; raising awareness about their local coastal environment and how they can help to sustain it for future generations. These are just some of the topics we might explore:

- How to behave sensibly and act responsibly when using the beach
- Seasons and tides
- Pressures on the marine environment; including over fishing and marine pollution
- Species identification and information
- How marine flora and fauna are adapted to survive in their environment
- Mini beach cleans
- Environmental/marine art
- Topic related learning
- Team games and activities
- Free play
- Shelter building

Through these activities, children will also develop important life skills such as team working, confidence in an outdoor setting and emotional intelligence.



“It’s amazing what you do at beach schools. My son has had the best time today and learned so much. I love how the school brings the curriculum to life!”

(Year 6 Parent)

The Early Years

Foundation Stage

At Chapel St Leonards Primary School, we firmly believe that Early Years is the foundation for life-long learning. We aim to ensure our learners develop skills and knowledge over time that give them the tools they need to be caring, successful, happy learners.

Our curriculum teaches all our children to be able to make decisions, reason about their choices, understand the consequences of decisions they make so they can choose the appropriate and most effective tools and methods to best achieve the results they are looking for.

At the heart of everything we do is a grounding in the basic skills of reading, writing and maths. We want our children to be able to fully access the richness of all the subjects because they are confident readers, writers and number manipulators!

In our EYFS setting, your child will experience a wealth of real-life learning and will be able to explore and reach their own potential.



Reading is a priority in our school to enable our children to access the full extent of our curriculum and give our children the fluency and confidence to enjoy a lifelong love of reading.

EYFS/Key Stage 1

At Chapel St Leonards Primary School, we follow the Read Write Inc. Phonics scheme which is a complete programme, for 4 to 7 year-olds learning to read.

In our Reception class, all of our children:

- Read storybooks and non-fiction books closely matched to their developing phonic knowledge.
- Take home Phonics storybooks to share, matched closely to their phonetic ability.
- Read with fluency and expression
- Learn to spell using known sounds
- Write confidently by practising what they want to write out loud first.
- Work well with a partner.

By the end of Year 1 all of our children:

- Are accurate and speedy readers

As a school, we have taken part in a two-year professional development (PD) and leadership programme as part of The Department for Education's Teaching and Leadership Innovation Fund (TLIF) focusing on the teaching of phonics and early reading and writing with Read Write Inc. Phonics.

The school is committed to raising life chances for every child – regardless of background.

Read Write Inc. Phonics works because it:

- Makes learning to read focused and fun; we put as much joy into teaching the sound 'r' as we do into reading a story by Roald Dahl
- Uses picture mnemonics to teach all Reception children to read and write 30 sounds in two months
- Gives children storybooks matched to the sounds they know so they develop accuracy, speed and confidence
- Uses a unique 'three reads' approach to ensure that children love the story and can read it proudly with fluency and expression at home

- Provides the tools for your children to become confident writers: by the end of Year 1 children can write at length using exciting vocabulary and good spelling
- Picks up struggling readers and writers straight away with one-to-one tutoring - an effective use of pupil premium and pupil deprivation grant funding.

To support children's reading at home we use Read,Write Inc. Book Bag Books. These are engaging texts to support children with additional reading outside of the classroom. The books are uniquely matched to the group of children and texts the children are reading in their phonics lessons to reinforce the children's learning of phonics at the appropriate level, helping them to make even faster progress in reading. This means that children are always reading books that they can decode, building fluency and increasing confidence. When Year 2 children complete the Read,Write Inc. scheme and have a secure knowledge of the 63 sounds, they will use the Accelerated Readers Programme scheme which enable them to apply their phonics knowledge and build comprehension skills through low-stake quizzes in a fun and rewarding way.

Reading and Phonics in EYFS/KS1 is led by our Early Reading Leader who regularly assesses and audits provision to ensure that no children are left behind.

We understand that it is vitally important that adults model the reading of texts with the correct intonation. This takes place in VIPERS sessions as well as a class story which is shared at the end each day in all classrooms.

We ensure that texts we use in our reading lessons are pitched at an ambitious, yet appropriate level. For whole-class reading lessons, texts have been mapped for each year group. This ensures knowledge and vocabulary-rich texts are used across fiction, non-fiction, traditional tales and poetry genres. We have mapped texts as part of our school 'Reading Spine' to ensure variety, coverage and progression throughout the school.

Key Stage 2

As children enter Key Stage 2, they have the phonetic skills and knowledge to read fluently. Targeted support is provided to ensure that children do not fall behind with their reading and there is a smooth transition from Key Stage 1. We use Accelerated Reader. This is a program based on 'real' books. Children are assessed and their Zone of Proximal Development (ZPD) is calculated and they choose their books within this range. Children are able to choose their own book which gives them an intrinsic motivation to read.

Once children have read their book they take a computer-based quiz. This low-stake quizzing ensures that the book has been read and understood by the children and provides a valuable insight into children's reading for their teachers. In order

to make accelerated progress in reading, children must be engaged in at least 20 minutes of reading a day and must maintain an average quiz accuracy of 85%. This is very closely monitored through our 'DEAR' (Drop Everything and Read) sessions by teachers and leaders to give children the very best chance of success. Children are tracked throughout the school with a particular focus on phonetic understanding and fluency.

Whole School Approaches

Children are explicitly taught the skills of reading in whole-class reading sessions through the use of the VIPERS approach (Rob Smith, Literacy Shed). This approach is used in Key Stage 1 and Key Stage 2. The skills of reading are split into the key areas of:

- Vocabulary
- Inference
- Prediction
- Explanations
- Retrieval
- Sequencing (Key Stage 1) Summary (Key Stage 2).

Over each half term, different skills are targeted allowing children to build their knowledge and understanding. By focusing on specific skills, teachers are able to help children develop a deeper understanding of reading.

As well as our whole-class reading sessions, children explore and compare the styles and approaches of different authors in Author Study sessions. During these sessions, children discuss and explore deeply an author's life and body of work; think critically about author's themes, characters and writing style and make connections between authors and themselves.



“Leaders promote a love of reading. Adults read to pupils every day from a wide range of texts...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.”

The aim of the Author Study is to:

- Help develop a deeper understanding of authorial style
- Develop critical thinking skills when comparing and contrasting
- Improve writing skills and the importance of audience and purpose
- Form a deeper love for reading and develop personal preferences as readers by exposing children to a range of high-level texts.
- Establish a community of readers who form closer connections through shared reading experience.
- Make wider connections between texts and authors, and their lives.

Developing a Love of Reading

To develop the children's engagement and love of reading we have undertaken a number of wider initiatives outside of the taught curriculum to inspire and engage the children across the school:

- EYFS/Key Stage 1 Family Learning sessions with a focus on traditional tales and phonics
- Reading Cafes
- World Book Day Author Visit
- Whole School Focus on texts (Gregory Cool, Here We Are, What We'll Build Bear)
- Remodelling of Library area to encompass an engaging 'Story Telling Area' an organised and effectively catalogued stock of non-fiction books.
- Introduction of Daily DEAR (Drop Everything and Read) across the school
- Continuation of dedicated protected 'Story time' 4 days a week
- Introduction of Reading Ambassadors and Librarians
- Weekly visit to the in- school 'non-fiction' library to choose books and understand how books are catalogued
- Weekly Star Reader Awards in Key Stage 2

Writing

We recognise that teaching of writing is most effective in a meaningful and purposeful environment, through experiences and opportunities and excellent adult and peer modelling. Children produce their best work when they are writing for an audience and purpose. Therefore, we focus on a clear purpose where children will learn the skills and features to inform, discuss, entertain and persuade. The units of work are carefully planned to immerse the children in the text type whilst identifying features and language of each genre; children then have opportunities to gather ideas, orally rehearse and plan their writing; finally children will draft, write and edit before publishing to their planned audience at the end of the unit.

We use a mastery approach to the teaching of Maths at Chapel St Leonards Primary School.

We follow the National Curriculum for Maths and believe fully in that:

“The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils’ understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.”

(Mathematics programmes of study: key stages 1 and 2 National Curriculum in England 2013)

Mastering maths using a ‘mastery approach’ means acquiring a deep, long-term, secure and adaptable understanding of the subject. At any one point in a pupil’s journey through school, achieving mastery is taken to mean acquiring a solid enough understanding of the maths that’s been taught to enable him/her move on to more advanced material.

At Chapel St Leonards Primary School, we use White Rose to support our mastery approach to teaching maths. We treat maths teaching and learning as an adventure for children (and adults) to be immersed in, get creative with, make mistakes, and conquer. We encourage talk and trial and error as key ways in which children learn. We use White Rose as a whole-class mastery programme to spark curiosity and excitement and help you nurture confidence in maths.

White Rose is:

- A world-class and unique mastery teaching model created by leading educational experts from the UK and China.
- An exciting growth mindset and problem solving approach helping spark a curiosity and excitement for maths and equips children with deeper understanding
- An enriched approach that cleverly combines interactive teaching tools, rich and quality textbooks and on-going professional development
- Developed alongside a group of teachers to ensure White Rose meets all the needs of children in the UK.

Personal Development

Our 'Personal Development' curriculum has been designed by our Personal Development leader to ensure that a cohesive and progressive approach to teaching and learning in:

- PSHE,
- Learning Behaviours and Values,
- SMSC,
- British Values,
- Online Safety,
- Healthy Lifestyles,
- Emotional Health Education and Well-being
- Relationships, Health and Sex Education (RSE)

In order to support our teaching of these areas, we use the Kapow resources and the No Outsiders programme to underpin our work as this includes elements of the above areas. The resources help children to develop the skills needed to manage different influences and pressures, as a part of their personal development. The resources allow children to experience challenging situations in a safe environment.

Online Safety is a crucial part of our work and is not delivered as a standalone unit of work but is embedded through regular lessons in our Personal Development curriculum. Each term, every year group is taught a sequenced and progressive element of Online Safety.

We are also very aware that our curriculum needs to be responsive to local, national and international news and events so where opportunities arise we link these events into our teaching and learning.



“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.”

(Ofsted, 2022)

Our Uniform

We are proud of our school uniform and the sense of unity and belonging that it brings. Therefore, we request that all children wear full school uniform, as detailed below.

Winter

All: Navy blue school sweatshirt or cardigan, white polo shirt and grey/black trousers, skirt or pinafore.

Summer

Boys: Grey/black tailored shorts (same material as school trousers) or trousers with white polo shirt.

Girls: Grey/black skirt, pinafore or trousers with white polo shirt. Alternatively, navy blue & white checked summer dress.

Footwear

Black school shoes and plain socks/tights must be worn all year. We request that sandals and canvas shoes are not worn, to prevent unnecessary playground accidents.

PE Kit

Indoor: A white PE t-shirt, black/navy sports shorts and a pair of plimsolls.

Outdoor: A white PE t-shirt, black/navy sports shorts and a pair of trainers. Jogging bottoms and a warm sweater will be needed for the colder months of the year.

All clothing items, bags, lunchboxes, water bottles etc must be clearly labelled with your child's name.



We are pleased to be working with Nationwide School Uniforms who sell our school uniform. All of our uniform is available to order online at:

www.nationwideschooluniforms.co.uk

School Meals

A healthy, balanced diet is important for a child's development. The School Food Standards were introduced to make sure food provided to pupils is nutritious and of high quality, by setting requirements for all food and drink provided in schools. As a school, we are committed to complying with the School Food Standards.

Our healthy, nutritious meals are prepared freshly each day by Willoughby Farm Foods. Menus are produced weekly so children and parents can spend time choosing their meals.

Claiming for free school meals

We want to make sure as many eligible pupils as possible are claiming their free school meals, and we want to make it as easy as possible for parents. Free school meals offer a healthy, wide selection of options for your child at lunch time and can save families approximately £460 per year. If your child is in the infants and already has school meals, check to see if your child will continue to receive free school meals when they are older by applying. You will qualify for free school meals if you meet any of the qualifying benefits below. If you are still unsure as to whether your child is eligible then you should apply anyway- this way you can ensure that your child is not missing out!

Parent Portal: www.lincolnshire.gov.uk/school-pupil-support/apply-free-school-meals

Qualifying benefits

Free school meals are available to pupils in receipt of, or whose parents are in receipt of, one or more of the qualifying benefits:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earning from up to three of your most recent assessment periods)
- Income Support
- Income-based Jobseeker's Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit (with no Working Tax Credit) with an annual gross income of no more than £16,190
- Working Tax Credit run-on (paid for the four weeks after the person stops qualifying for Working Tax Credit)

Little Seahorses



The children in Little Seahorses Nursery benefit from a carefully planned and balanced curriculum which encompasses taught sessions as well as opportunities to work in small groups and independently. There is a balance between adult led and child chosen activities. We run a system called Plan-Do-Review where the children are supported to identify areas they would like to explore and play. Staff then skilfully support children when playing to extend their learning, language and understanding.

To help your child get ready for nursery, there are a few things that you can practice at home:

- Toileting - please help your child use the toilet independently.
- Conversation - practice speaking and listening, taking turns to respond, modelling clear speech.
- Eating - please help your child to start to use a knife, fork and spoon to eat meals.
- Dressing independently - support your child to put on coats.
- Taking turns - help your child to learn to share, play collaboratively and learn to lose some games.
- Manage feelings - talk to your child about how they feel and how to manage their feelings.

Little Seahorses

The Nursery Day

Throughout the sessions there will be lots of different activities and learning opportunities. Below is a sample timetable to show what a typical day in nursery looks like.

Morning Session Children

08:50am	Doors open and self-registration
09:00am	Plan-Do Review
10.40am	Snack time and adult led small group time
11.00am	Free Flow
11.30am	Story / Music
11:50pm	Morning Session children go home

12:00pm Lunchtime for all day children

Afternoon Session Children

12:30pm	Afternoon session children arrive and self-registration
12.35pm	Plan-Do-Review
1:25pm	Free Flow
2.05pm	Snack time and adult led small group time
2.45pm	Story / Music
3.30pm	Home time

The children receive a piece of fruit or vegetable every day at snack time through the school fruit scheme. Wraparound care is available (time) at a cost of £3 per session.

Children are provided with school milk at snack time - milk is free to all children until their 5th birthday. At this point, you will need to pay through Cool Milk if you wish for your child to continue having milk. You can register for school milk at www.coolmilk.com/parents.

Your child must wear school uniform (see page 16) and bring a coat and suitable outdoor wear such as a hat and gloves or sun hat appropriate to the weather. Your child will need to bring their book bag and reading diary to school every day. We also ask that all children bring a pair of wellies and outdoor trainers in a named outdoor bag. Water bottles will stay in nursery all week and will be sent home each Friday to be washed - please bring them back in the following week. You do not need to fill the water bottle and please do not send juice or squash into school.

Please ensure that all of your child's belongings are named clearly.

Little Seahorses

Funding

2 YEARS OLD FUNDING:

Parents need to apply for the 2 years old childcare funding online via the Lincolnshire County Council website Parent Portal - www.lincolnshire.gov.uk/2yearolds.

3/4 YEARS OLD FUNDING:

To apply for a 30 hours code visit <https://www.childcarechoices.gov.uk>

To receive 30 hours funding you must apply for the 30 hours code before the start of term:

- To receive 30 hours from 1st September a 30 hours code must have been applied for by 31st August or before.
- To receive 30 hours from 1st January a 30 hours code must have been applied for by 31st December or before.
- To receive 30 hours from 1st April a 30 hours code must have been applied for by 31st March or before.

CHILD DETAILS:

Please provide your childcare provider with all of your child's details, including your child's unique funding code (generated by Lincolnshire County Council when funding is successfully applied for) along with proof of age for your child, for example a birth certificate or passport. Please note your child will not be able to start at the Nursery until all of this has been provided.

PARENT/CARER DETAILS:

Please provide your details so Lincolnshire County Council can check for any additional funding that your child may be entitled to. Early years Pupil Premium can provide additional resources for eligible children and 30 hours funding may be available for working parents.

IMPORTANT:

To continue receiving your 30 hours free childcare or Tax-Free Childcare, you must [sign in](#) every 3 months and confirm your details are up to date.

If you do not confirm your eligibility at least every 3 months, your funding may stop.
Please note, the local authority do not remind parents to check their eligibility.

Little Seahorses

FUNDING DETAILS:

If your child is moving providers please check if there is a notice period (often 4 weeks) and ensure this section is completed to ensure you are not being double funded.

DISABILITY ACCESS FUNDING:

If your child is in receipt of disability living allowance then fill out this section. You will need to provide your childcare provider with a copy of your child's Disability living allowance certificate. If your child attends 2 childcare providers you will need to nominate one to receive the annual grant of £858.92

If you have any questions about the Parental Declaration Funding form, please contact the Early Years Entitlement Team: EYE@lincolnshire.gov.uk



We believe everyone has the right to access a full, inspiring and engaging curriculum. We view every child as an individual and endeavour to support all of their needs fully. Every teacher is a teacher of every child or young person including those with SEND.

We take a holistic approach to all of our children and this policy should be read in conjunction with our policies for Safeguarding, Managing Medicines, Behaviour, and any others that may be relevant. Our emphasis on pastoral support, and its interactions and engagements with outside agencies, ensures we cater for all facets of our children's needs. This, importantly, includes working with and challenging parents.

Our aim is to identify children with Special Educational Needs as early as possible and as quickly as is consistent with thoroughness so that their needs are met as effectively as possible and that each child may attain their full potential. Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum. We practice a policy of educational inclusion aiming to meet as far as possible the needs of all pupils within mainstream education.

We work in close partnership with parents/carers who have a vital role to play in supporting their child's education. At Chapel St Leonards, we believe in the importance of Parent/Carer Forums as platforms for co-operative and collaborative working.

We strive through an innovative and interactive curriculum and through providing exciting educational experiences to engage, motivate and inspire our children and young people. We seek to raise aspirations to provide a future-facing purpose, that will help our children and young people regardless of SEND, to plan, strive and develop pathways that will carry them to their long-term goals in life. Ensuring positive outcomes is at the forefront of everything that we do.

“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.”

(Ofsted, 2022)

Safeguarding

Mrs Sherilyn Borrell is our Designated Safeguarding Leaders at Chapel St Leonards Primary School. Miss Issabelle Summers and Mrs Jo Stones are the Deputy Designated Safeguarding Leaders at Chapel St Leonards Primary School. If you have any concerns then please contact the school.

A member of the Local School Board also oversees Safeguarding and can be contacted through the School Office (01754) 872429.

In the event of anyone above being unavailable, please contact the Designated Safeguarding Trustee, Paul Tallentire, on 03300 585 520.

Please find our Safeguarding Policy on the school website.

Useful Parent Links:

[PACE - Parents Against Child Sexual Exploitation](http://www.paceuk.info): www.paceuk.info

[‘What’s the problem?’](http://www.parentsprotect.co.uk) A guide for parents of children and young people who have got into trouble online’: www.parentsprotect.co.uk

NSPCC Sites:

[The Underwear Rule](http://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/): www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/

[Online Safety](http://www.nspcc.org.uk/keeping-children-safe/online-safety): www.nspcc.org.uk/keeping-children-safe/online-safety

[Online Workshop](http://www.nspcc.org.uk/keeping-children-safe/online-safety): www.nspcc.org.uk/keeping-children-safe/online-safety

“Leaders prioritise keeping pupils safe. 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.

(Ofsted, 2022)

Contact Us

Chapel St Leonards Primary School and Nursery



Headteacher: Sherilyn Borrell

Postal Address: Chapel St Leonards Primary School, Amery Way, Chapel St Leonards,
Skegness, Lincolnshire, PE24 5LS

Telephone: 01754 872429

Email: enquiries@chapel-cit.co.uk



[Website](http://www.chapel-cit.co.uk): www.chapel-cit.co.uk
[Facebook](https://www.facebook.com/CSLPrimarySch): www.facebook.com/CSLPrimarySch
[Twitter](https://www.twitter.com/CSLPrimarySch): www.twitter.com/CSLPrimarySch