



Follow-through Inspection Report

Corpus Christi Primary School

June 2008

The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Corpus Christi Primary School in September 2006 following an inspection of the school in April 2006. Working with the school, the education authority prepared an action plan indicating how they would address the main points for action identified in the original report.

Continuous Improvement

The school had made very good progress in overtaking the main points for action in the report. The head teacher and staff moved quickly to establish an action plan to take forward the main points for action from the HMIE inspection report on the school. The plan identified tasks and timescales as well as the criteria for monitoring and evaluating progress. Staff had received a broad range of training and advice from the authority's Education Improvement Service to support the implementation of the action plan. They had worked together as a strong team to develop and share their good practices to improve the quality of learning and teaching in classrooms.

The school had continued to grow in expertise and achievements. At all stages, pupils' achievements were commendable. They demonstrated their confidence, sense of responsibility and successful learning through participation in a wide range of activities. A diamond award had been received for Enterprise Education; the school had received a bronze Eco-school award; good working relationships had been forged with children and staff in a primary school in Malawi and the school choir had won an award at the Glasgow Music Festival for five consecutive years. Of particular note was the wide range of after school sporting and other fitness activities available to children at all stages in the school.

There had been a significant investment in information and communication technology and new electronic whiteboards, laptops and digital and video cameras had impacted on the quality of the learning experiences of the children.

Good links had been maintained with parents and the community and there was great support for school events such as the very successful Health Promotion Week that invited parents, staff and children to join in a wide selection of fitness, hygiene and healthy eating activities.

Importantly the standards of attainment had continued to rise and a significant number of pupils were achieving their next level of attainment at an earlier stage than expected. Better tracking of the progress of individual pupils through the various levels of work and teachers' involvement in an extensive range of development work to improve the learning and teaching in classrooms had resulted in a challenging pace of learning at all stages in the school.

The excellent leadership of the headteacher, ably supported by the deputy headteachers and principal teachers and the very good efforts of staff, demonstrated a clear ability and commitment to continue to improve the quality of the work of the school.

Progress Towards the Main Points for Action

The initial inspection report identified 4 main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

Main point for action 1

The school and authority should address the health and safety issues

The school and authority had made very good progress towards meeting this main point for action.

The fabric and décor of toilets was much improved and the pupil council had been involved in decisions relating to their refurbishment. Representatives of the pupil council had led the way in encouraging peers to care for the improved facilities. New soap dispensers had been fitted and framed examples of children's artwork decorated the walls.

New window blinds had been fitted in every classroom and this had assisted greatly in maintaining appropriate classroom temperatures.

Main point for action 2

The school and authority should improve pupils' learning experiences in aspects of English language and mathematics to raise attainment.

The school had made very good progress towards meeting this action point

A range of appropriate language and maths resources were purchased, including a new literacy programme and listening units for every classroom. Teachers were gaining confidence and expertise in the delivery of a structured programme to develop talking and listening skills and staff expertise had been used effectively to promote a more interactive approach to teaching mathematics. Teachers were using weekly mathematics sessions that focus on games and the use of the interactive whiteboard were extending children's competence and enjoyment of this subject. Pupils made good use of ICT which allowed them to work independently of the teacher to research information and prepare presentations of their work. At all stages pupils were able to present their ideas and were able to do so with confidence at assemblies. There were greater opportunities for children to write in a variety of contexts across the curriculum, for example P7 pupils emailed 'experts' to research their topics and P3 wrote out their recipes after making soup as part of a healthy eating project.

Promoted staff had carefully monitored and supported the learning experiences of pupils. They had worked with teachers to agree the high standard of teaching that was implemented within classrooms and to set a brisk pace for learning. As a result attainment had risen significantly and a greater number of children were working on English language and mathematics tasks that they found challenging and enjoyable. Across the school a significant number of children were achieving national levels of attainment earlier than might normally be expected.

Main point for action 3

The school should improve the pace of learning, provide better opportunities for pupils to be more active in their learning and ensure that they are sufficiently challenged by their learning experiences

The school had made very good progress towards meeting this main point for action and excellent examples of practice were emerging

Staff had worked very well as a team to develop more active and collaborative approaches to learning. They shared and developed ideas and expertise within learning and teaching development groups and as a result children in all classes benefited from being more involved and engaged in their learning.

Teachers in the early stages worked with a New Learning Community coach to develop play and the use of games to help children learn in a more active manner. This development was showing early signs of making children more confident and resilient learners and was providing opportunities for young children to become more challenged in their learning. In the upper school a teacher from the new learning community worked with colleagues to demonstrate and promote strategies that encouraged pupils to take more responsibility for planning and carrying out their learning. Children worked collaboratively to solve online challenge activities and to present their findings to each other. In another class, children had worked on an enterprise activity that involved them in designing and making children's board games. One class used part of their PE time to design and trial team games before introducing them to younger pupils.

Across the school, teachers shared with pupils what they were expected to learn and gave good oral and written feedback to help pupils identify what they had done well and the steps they should take to improve their work. As a result of all these developments, children were becoming more enthusiastic about their learning and many enjoyed having greater say in their own learning.

**Main point for
action 4**

The school and authority should develop the school's processes of self-evaluation

The school had made very good progress towards meeting this action point

Senior managers and staff had worked together to review and improve the procedures for tracking pupil progress. Teachers' plans were amended to focus more closely on the development of key skills in mathematics and language. Teachers used assessment information effectively to identify and plan the next steps in pupils' learning. Senior managers met each term with class teachers to review the progress made by pupils and agree targets for individuals and groups. The headteacher used this information to evaluate the pace of learning across the whole school. Through this process she was able to allocate additional support from pupil support assistants and other sources to meet pupils' needs.

Senior managers visited classrooms to evaluate the impact of developments in learning and teaching. They also looked at samples of children's work to ensure a consistently high standard of work across the school and gave children supportive and improving feedback.

Teachers were active in leading curricular developments and there were increased opportunities for them to share and evaluate emerging good practice. A significant number were planning to visit other classrooms to learn from each other's practice. These developments had made a positive difference to pupils' learning at all stages of the school

Conclusion and Next Steps

The school continued to be a vibrant and welcoming place. Staff and pupil morale was high. Parents were very supportive of the school and it continued to be well regarded by the local community. The school had made very good progress towards meeting the main points for action in the inspection report and examples of excellent practice were beginning to emerge.

The headteacher and all staff had worked effectively as a team to take forward a range of important developments in the school. Teachers had become more reflective about learning and teaching and had assumed a high level of involvement and responsibility for effecting changes. With the support provided by the education authority the school had been successful in developing approaches to teaching and learning that were helping to improve the pace of learning and attainment for all pupils. Through improved approaches to learning and teaching and to evaluating the work of the school, pupils were making good progress in key areas of the curriculum.

The education authority will continue to monitor and support the raising of attainment in the school.

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