

INSPECTION REPORT

CORPUS CHRISTI RC SCHOOL

Bournemouth

LEA area: Bournemouth

Unique reference number: 113845

Headteacher: John Regan

Reporting inspector: Geoff Burgess
23708

Dates of inspection: 15th and 16th October 2002

Inspection number: 247416

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & Junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	St James Square Boscombe Bournemouth
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Appropriate authority:	The Governing Body
Name of chair of governors:	Fr Michael Beattie
Date of previous inspection:	January 1998

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Corpus Christi School serves a wide spectrum of families of mainly British heritage and Roman Catholic faith from the east of Bournemouth which includes areas of bedsits' as well as owner occupied housing. The take up of free school meals is very low but, with no hot meals provided, this is not entirely representative of the number who are entitled to claim. The number of pupils on roll is currently 416 with a waiting list for places in some year groups. Fewer pupils join and leave the school other than in reception and year six respectively than is often the case in seaside areas. A relatively low number of pupils are on the special needs register with just three having statements of special need. Attainment on entry shows a full spread of abilities but is above that found in most schools especially in the use of language and in personal development.

HOW GOOD THE SCHOOL IS

This is a good school, very well led and managed where good and often very good teaching is enabling pupils to achieve well and develop high personal standards. Given its moderate level of funding but above average intake, it provides good value for money.

What the school does well

- It has an excellent ethos based on clearly expressed Christian values
- With good and often very good teaching, the very good contribution of support staff and their own hard work, pupils achieve well in literacy and numeracy
- Staff make excellent provision for promoting all aspects of pupils' personal development. Boys and girls behave and relate very well and are growing into very aware, responsible and sensible citizens
- It takes very good care of all its pupils and ensures that they are safe, happy, able to do their best and join in with all the school has to offer
- The whole staff work together as a team of professionals, supporting and valuing each other for the good of the children

What could be improved

- Boys and girls are not achieving as well in information and communications technology as they are in other subjects
- Although overall, the school provides good learning opportunities for its pupils, the curriculum for four and five-year-olds is not as well developed as that for older pupils.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Standards have kept pace with improvements in national standards in English, mathematics and science in both key stages since the last inspection and remain overall above average. The current year six look likely to do even better in 2003. All the areas for improvement have been addressed with the governing body now much more involved in strategic planning and the management of the school. Standards in art and design technology are much improved and the whole area of special needs is much more focused and manageable. Although some urgently needed improvements identified by the school have been put on hold awaiting the hoped for rebuild, overall improvement since the last inspection is good.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	B	C
mathematics	C	B	A	B
science	C	B	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the last three years for which comparative data is available as shown above, school leavers sustained good standards in English and improved from average to well above in mathematics and science. Although provisional figures for 2002 show a fall to above average in each, this was the school's lowest attaining year group in national tests at age seven. When compared with these results, 2002 are still average gains. Test results for seven-year-olds have been solidly above average in reading, writing and mathematics recently with the good improving trend showing again in reading and writing in 2002. However, results in mathematics fell to around average. Pupils of all abilities, including those on the special needs register, are achieving well throughout the school in literacy and numeracy. With very good teaching in these subjects in year six, eleven-year-olds will probably reach well above average standards in national tests in 2003, exceeding targets set. Standards in most other subjects are at least comparable with most schools and sometimes better. The exception is in information technology (ICT) where the shortage of computers and software means that pupils have not had sufficient opportunity to keep pace with the very rapid advances seen in other schools. New entrants are making sound progress in their foundation year and many will be ready for the National Curriculum well before the end of their first year in school. Speaking and listening skills are very well developed in all year groups.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Boys and girls thoroughly enjoy their time in school and are very enthusiastic and wholehearted in their approach to schoolwork. They try hard and are proud of what they do. Their attitude to school and learning is very good.
Behaviour, in and out of classrooms	Very good behaviour all round the school makes a very significant contribution to the standards achieved and the happy, ordered feel of the school. Excellent behaviour is not unusual. Adults rarely have to intervene but when they do, pupils react quickly and positively.
Personal development and relationships	Everybody gets on excellently with everybody else and visitors are made very welcome. All adults act as excellent role models in this respect and this helps to foster the positive feel of the whole school community. Pupils are growing into sensible and mature citizens and are always ready to take personal responsibility for their learning. Older pupils are very good at looking after their younger schoolmates and all are encouraged to show concern, care and courtesy.
Attendance	Absence is always associated with real illness or family circumstances. Punctuality is good except when the school's difficult access for cars means parents cannot reach school in time despite their best efforts.

Pupils respond very well to the high expectations which adults have for their general behaviour around the school. Everyone makes light of the difficult accommodation and pupils of all ages understand their roles and accept their responsibilities in class and around the school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Good	Good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The great majority of teaching observed was at least good with a third very good in a range of subjects but especially in literacy and numeracy and in the older classes. None was unsatisfactory. Well-planned and focused teaching of the basic skills is a key factor in ensuring that the school achieves good results in national testing. High expectations for pupils' behaviour and good work habits in almost all classrooms ensures that little time is lost and that teachers and their helpers can devote all their time to supporting learning. Relationships are excellent and the confidence and self-esteem developed in the children is very important in helping them to accept challenges and be creative and independent. Pupils make a very strong contribution to their own learning by their willingness to try hard at whatever they are asked to do and to make thoughtful and sensitive responses to discussions and questioning. Boys and girls who find learning difficult are very well catered for in each classroom by well trained teaching assistants who are very much involved.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of learning opportunities with literacy and numeracy very well represented and good quality provision in most other subjects. The breadth of the ICT curriculum is inhibited by shortages of computers and software. Pupils' experiences are enhanced by a good range of activities in addition to lessons and a well-established personal, social and health programme. The curriculum in the foundation classes is sound but not as well developed as in older year groups. Opportunities for four-year-olds to undertake physical challenges and use a range of large equipment, especially outdoors, are limited.
Provision for pupils with special educational needs	Effective procedures for identifying, monitoring and supporting pupils with special needs have been established and all the necessary paperwork is in place and up to date. Very effective classroom assistants provide necessary help mainly as part of normal classroom work. Pupils with very special needs are very well catered for and included in all the school has to offer. Provision for pupils who find learning difficult is very good
Provision for pupils' personal, including spiritual, moral, social & cultural development	Staff make excellent provision for pupils' personal development notably in the school's arrangements for the development of their social skills and attitudes and for promoting moral awareness. The school's foundation is based on prayer and through this and other very strong faith traditions, the life of the school is a rich source of opportunities for pupils to reflect on their feelings and life. Provision for pupils to appreciate their own cultural heritage and learn about and value cultural diversity is very good.
How well the school cares for its pupils	The school has developed a well-earned reputation for the very good care it provides for its' boys and girls and its ability to meet the needs of all pupils. The whole staff is involved in ensuring that pupils are safe, happy and not at any risk and formal arrangements are more than adequate for this purpose. Where problems occur, parents are kept well informed and they are closely involved in any discussions held or actions taken.

The school aims to be a learning, worshipping and caring community. It succeeds in all these things thanks largely to its excellent ethos and the quality and commitment of its staff.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	It is a tribute to the strong sense of community and teamwork of the existing teaching and support staff, as well as the sensitivity of the new head and the dedication of the acting head, that the very recent transition has been so positive and constructive. All existing managers take their responsibilities very seriously and the very strong collegiate atmosphere means that the offering and seeking of professional advice and support is commonplace. With renewed vision and energy offered by the new head, leadership and management are very good
How well the governors fulfil their responsibilities	The governing body are very committed to the school and keen for it to succeed. They have a much better strategic view of the school than at the time of the last inspection and are much more involved in talking to managers, evaluating what needs to be done and in planning for action. Structures and procedures are well developed but it is hoped that it will be possible for governors to spend more time in school actively monitoring what is going on and evaluating the impact of their decisions first hand.
The school's evaluation of its performance	Good use has been made of a range of information including the monitoring of planning and pupils' work, assessments and direct classroom observations to evaluate the work of the school. Subject and other managers and individual members of staff have used this well to identify need and modify policies and ways of working. Governors, senior management and staff have been involved in developing strategic plans but there is room to refine this process so that the school can focus more on a manageable range of clearly understood, agreed priorities.
The strategic use of resources	A positive decision made to sustain generous levels of in-class support ensures that each class has its own teaching assistant. With funds also being set aside for the promised rebuild, this means that the school has little room to manoeuvre with its budget and resources in some areas are in short supply or getting tired. Teaching and support staff are well deployed and the most has been made of the very difficult main building with little time lost in moving around the school. The 'split site' poses its own problems but does mean that the younger children have good levels of accommodation. Overall the school makes good use of its resources.

Corpus Christi School is a very strong community of interest based on its Catholic foundation. It has a very powerful Christian ethos and is blessed with a very committed and professional staff, both teaching and support. With the fresh eyes and commitment to improvement of its new head, there is every reason to believe it will continue to thrive.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children enjoy going to school • teaching is good and their children are making good progress • the school is helping pupils to grow up sensibly and behaviour is good • pupils work hard and do their best • the work children are expected to do at home • the staff are very approachable and the school works closely with parents • the school is well led and managed 	<ul style="list-style-type: none"> • the range of extra activities the school provides • information about how well their children are doing

Inspectors agree with the positive views expressed by parents but find that it provides a range of extra curricular activities and information about pupils' progress comparable to most schools and

better than many. It is a very significant indication of the interest that parents have in their child's school that over 300 responses to the questionnaire out of a possible 416 were returned and that more than 40 parents attended the parents' meeting. This is far more than is now usual in comparable schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

It has an excellent ethos based on clearly expressed Christian values

1. The school's Prospectus and Handbook gives a very good indication of this core strength of the school which underpins all the following things 'the school does well'. It talks about the school as a community with four facets - a learning community, a worshipping community, a caring community and a well-disciplined community - all focused on making the school a 'sign of God's presence in the world'. The inspection demonstrated that these are not mere words but that everyone involved with the school shares in this ethos and lives by it in the school. All adults act as very good role models for the values and attitudes both explicit and implicit in the school's aims and purposes. All systems and procedures are drawn up to match these aspirations.
2. Everyone shows the qualities of care, concern and courtesy which make up the school's code of conduct as a matter of course and these form a benchmark for policies and actions throughout the school. The best demonstration of all this came in an assembly attended by several parents where year five pupils used the story of the Good Samaritan to question the motivation of the various characters involved and related this to the CAFOD week in school. By talking about the work CAFOD Partners do in the world, the contribution of fair trade goods and by publicising 'thehungrysite.com', the whole key stage community were part of a learning, worshipping, caring and (very) well disciplined community. However, perhaps more impressive is the way this ethos permeates the day to day conduct of the school and the excellent relationships which exist.

Good and very good teaching helps pupils achieve well in literacy and numeracy

3. The good quality of teaching has, over the years ensured that results for school leavers in national testing in English and mathematics are almost always in the above average range. Three equally important factors come into play. Teachers in most classes provide their pupils with challenging activities that are well structured and prepared, and relevant and inherently interesting to them. Effort, initiative and originality are valued and expectations are high. The presence of extremely effective teaching assistants in each room, working very closely with teachers acting as an informed second pair of eyes and ears while providing relevant support helps both teachers and pupils operate at a higher level. For their part, boys and girls are very enthusiastic about what they do and, over time, have developed very good work habits. They love learning and using their developing skills, knowledge and understanding to produce good quality work.
4. Very good literacy and numeracy teaching was observed in most year groups, all making very good use of the National Literacy and Numeracy Frameworks. Seven-year-olds showed great self-control and maturity talking about poems linked to the prayer theme for the day and topic work. They listened carefully to 'Celtic Benediction', volunteering thoughtful answers to the teachers' questions and commented in ways which showed they understood the context of the poem. Moving quickly into groups with no time wasted, those with the teacher and the very effective teaching assistant were prompted and motivated to read for effect with some enthusiasm while those trusted to work on their own did so sensibly and achieved very good results. With everyone understanding their role and the rules, the quality of learning was very good. In a Year 4 numeracy lesson, the presence of two teaching assistants quietly supporting less confident mathematicians meant that they were able to join in with some challenging questioning counting on and back in 10s, 110s and 1000s. Overall levels of participation and interest were very good. In the main part of the lesson involving 3D shapes, the very good use of visual aids meant that interest levels were maintained and that pupils could see and feel first hand what faces, vertices and edges are like. Despite several pupils being hesitant and unsure, the careful planning, good use of resources and very good support meant that they all experienced success.
5. Year five pupils showed very good attitudes to their work, thoroughly enjoying writing a script from the 'Will Power' comic strip. Once again, a feature of the introduction was the way the teaching

assistant made it possible for lower attainers to answer questions which resulted in almost all hands going up when questions were asked. With the teaching assistant encouraging and helping the average and higher attainers, the teacher was able to concentrate on supporting lower attainers with their written work for which she provided written prompts. The final summing up session showed that all pupils had a very good understanding of what they had been trying to achieve and just how well they had done. All teaching observed in Year 6 was very good and this included high quality literacy and numeracy lessons. In both, the quality of interactions between teachers and pupils was very high and pupils' answers and comments showed confidence, perception and independent thought well above what is usually seen. The tasks chosen i.e. constructing line graphs from data obtained from heating water and comparing the book and the screenplay for 'James and the Giant Peach' were appropriately challenging for the pupils involved and with excellent relationships and very high expectations, the quality of learning was very good.

Staff make excellent provision for promoting pupils' personal development. Boys and girls are growing into very aware, responsible and sensible citizens

6. As noted in the first section, the school as a living testament to its excellent ethos is based on its clearly expressed Christian values and its aim is to be a worshipping, caring and well disciplined community. Spiritual and other values are very strongly emphasised in a variety of worship whether in class, in class masses in the church next door or in larger scale assemblies. A very good example came in an assembly taken by the head based on the school's code of conduct of care, concern and courtesy. With a theme based on the idea of having a conscience and the awareness of right and wrong, the head made very good links with Christian values by relating this to listening to the word of God 'through our hearts'. With lots of opportunities to reflect and respond and the use of a Celtic prayer to finish, this was a very good contribution to the personal development of everyone present. Another assembly which emphasised the social and multicultural aspects of the schools work is detailed above, while it was noted that Year 5 attended a class mass on helping children in need.

7. Older pupils' very good response to opportunities to take responsibility was observed in a paired reading session involving Year 6 and children in the reception class. Year 6 pupils were able to say that a great deal of thought and planning went into the activity and that their roles and responsibilities had been discussed fully in personal, social and health education lessons which feature in all timetables. The same care and attention goes into the work of 'Blue Caps' from the same year group who spend playtimes on the Year 1/ reception playground encouraging less confident children to join in or just to chat. Good evidence that this level of concern is encouraged from the start came in a physical education (PE) lesson in a reception class. Very young children responded very positively to the prompt from their teacher to think about the rest of the children in the unit and each other when, because of bad weather, having to do PE in their classroom. In a Year 1 geography lesson following up a visit to Farmer Palmer's Farm, young pupils were encouraged to work together in small groups to design their farm and then represent it on paper as a plan. With lots of adult support and encouragement, this they did very well showing well-developed social skills. The school council gives pupils from Years 2 to 6 the opportunity to discuss issues and make suggestions about areas, which involve them.

8. Very good examples of work enhancing pupils social and cultural development were seen in history and art. In a lesson based on the work of Monet, the Year 2 teacher's questioning revealed that these young children know a remarkable amount about the artist and his work. Information about his garden at Giverny, the cataracts that caused him to concentrate on blue, green and purple and the changes to his work after he had them removed were all remembered by an enthusiastic class. In a Year 6 lesson on the Ancient Greeks, boys and girls showed remarkable maturity discussing the sort of society in which the people lived and empathy for the children rejected by the Spartans. The same high level of awareness and understanding was shown in an art lesson comparing the realistic self-portraiture of Rembrandt with the disturbing image of 'The Scream' by Munch. Given the diary entry, 'And I sensed a great, infinite scream pass through nature,' pupils were very articulate in expressing their opinions about his motivation.

It takes very good care of all its pupils

9. All adults who work with children know them and their families very well and take account of

this in all their dealings with them. Children are treated as important individuals with rights and responsibilities and great care is taken to ensure that all succeed and grow in confidence and self-esteem. Most of this is implicit in all that is written above, in the school's basic aim to be a caring community and in the very high priority it gives to the welfare of people of all ages in its procedures and systems. All this is underpinned by well-established formal arrangements such as the very good way attendance and punctuality are monitored and promoted and the prompt and thorough way health and safety issues are dealt with. It is no surprise that all classroom assistants and lunchtime supervisors have had basic first aid training with several having completed a more intensive course or that all staff were involved in child protection training earlier this year. Another important factor is the positive way the school involves parents in dealing with any issues that may arise which explains why almost all parents said that they feel comfortable talking to staff.

10. As mentioned several times above, the very good way teaching assistants unobtrusively and very sensitively support pupils who find their learning difficult or who lack confidence is a real feature of the school. An excellent example of this came in a reception class PE lesson mentioned above with a child still very early in the stages of learning how to cope in a class situation. He was able to join in successfully with most that went on in a very confined space through the gentle and sensitive interventions of his one-to-one helper and the smiling understanding of his classmates.

The whole staff works together as a team for the good of the children

11. It is a fitting symbol of this strength of the school that it achieved 'Investors in People' (IiP) status earlier this year. Its accommodation is anachronistic, not easy to access or use, and barely adequate for the purpose but the school has invested a great deal in its staff to very good effect. A good example is the strategic decision to ensure that each class has its own full-time teaching assistant (TA) which means that the school's level of in-class support is much higher than in most similar schools. Typically, TAs have been encouraged to gain relevant qualifications and undergo focused training such as the Certificate for Learning and Support Assistants and in service training in information technology. Great mutual trust and respect exists between all staff, whether teaching, support, lunchtime, administrative or cleaning and maintenance, and through this individuals are able to make very good contributions and provide support for colleagues.

12. TAs are very much part of the planning process in classrooms and were regularly observed taking responsibility without waiting to be told. Lunchtime supervisors rarely need to seek help because they know exactly what school values, rules and procedures are and have the confidence and capacity to deal with most situations as a matter of course. The site manager received training to move up from caretaker and now, as a governor, is actively involved in plans for refurbishing the school. The administrative staff have kept up with developments in the running of the school so well that the school recently received a 'glowing' internal audit report and parents are full of praise for the courteous, friendly and efficient support they receive from them. Teachers are very open to suggestions and offers of support, and always prepared to help colleagues when needed. In all this, thanks, praise and appreciation are regularly given and shared and many staff went out of their way to tell inspectors how valued they felt.

13. A major reason for all this good practice is the way the school has encouraged all staff to fully understand their roles and responsibilities and take responsibility for their own professional development. By integrating national performance management initiatives and the requirements and suggestions of IiP, procedures, attitudes and actions in this area are a model of good practice. Much credit for the way this has been developed must go to the deputy head who, in her role as acting head, not only sustained developments already made, but extended and refined them in response to IiP while substantially opened up communications in this area within the school. Although very early in his tenure, the new head has very quickly become a part of the team and has shown very good awareness and sensitivity in encouraging staff to build on their successes while already picking up on areas for development and encouraging initiative.

WHAT COULD BE IMPROVED

The curriculum for four and five-year-olds is not as well developed as that for older pupils.

14. Boys and girls in their foundation year are very well settled into school and have already learned how to cope with their new environment and different expectations very well. Their teachers have been very effective in helping them to understand class rules and to be able to get on without direct supervision. Whole class sessions, such as when putting numbers up to 10 in order, are very well managed and very young children respond very sensibly and are happy to answer questions or make suggestions. Both reception rooms are secure, happy environments for four-year-olds to start their formal education and boys and girls are already showing good signs of achieving well in the work on language and literacy and mathematics which are currently the main focus for support by adults.

15. However, except where other activities are specifically taught as a whole class such as in physical education, the other areas of learning are under-emphasised. Boys and girls do not have enough opportunity to, for instance, engage in regular and frequent physical activity indoors and out, or to explore the world they live in through working with wet and dry sand or coloured and clear liquids. Often, after a whole class input, as a follow up the teacher and classroom assistant work with groups of boys and girls on literacy or numeracy work. The rest are given a range of simple play activities such as using construction toys or colouring but these seldom have specific learning objectives or offer these capable and receptive children real challenge or scope for creativity.

16. Four-year-olds currently have very little say in planning their own time or using their initiative. A system which involved them in making choices from purposeful play activities with a planned progression of skills in the areas of learning would significantly enhance the learning opportunities available for children in their foundation year. This is made even more important in the autumn term by the fact that all children only attend in the mornings so time is limited especially for older and more mature children.

Boys and girls are not achieving as well in information & communications technology (ICT)

17. At the time of the last inspection, resources for ICT were said to be sufficient and standards satisfactory but, for various reasons, the school has not matched the massive improvements in provision seen in most other schools. As a consequence, despite standards and provision being better than they were four years ago, when compared with other schools, pupils in Corpus Christi School have fallen behind and the gap is widening. This is particularly the case in the older classes and despite the fact that a well above average number of pupils has access to computers at home. The number of computers has increased, notably by the acquisition of a set of 'lap-tops' in the summer, and teachers and classroom assistants are much more confident in working in information technology. However, the bottom line is that pupils are not able to spend sufficient time on computers to make the progress they could and teachers are not able to spend enough time actually teaching the skills, techniques and understanding to help them to do so.

18. Several examples of small numbers of pupils undertaking thoughtful and interesting work involving ICT were observed during the inspection. These included using the Internet to access information about the ancient Greeks, using word processing to write in the literacy hour and playing number games in numeracy lessons sometimes working with a classroom assistant. However, other than this, no direct teaching of ICT was observed or noted in plans provided. Most schools of the size of Corpus Christi have had a dedicated networked computer suite, big enough to take a full class, with teaching aids such as digital projectors and interactive whiteboards for some time. Although teachers do their best with a small number of computers in class and limited software, it is extremely unlikely that they can, in the near future, match other schools in beginning to meet the very high expectations of the national scheme of work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. To give children the best possible start to their school careers and pupils of all ages the opportunity to achieve the highest standards in information technology (ICT), the governors,

headteacher and staff of Corpus Christi Primary School should:

- (1) Make sure that children in the reception classes are given tasks and activities which are relevant and appropriate for their stage of development by:
 - planning a cohesive and balanced curriculum which gives equal importance to the stepping stones to all the early learning goals
 - providing opportunities for children to learn through purposeful play with clear learning objectives related to all the areas of learning which are specifically designed to extend or complement their more directed work
 - creating an environment which encourages children to make choices and take some responsibility for their own learning and work areas and developing simple systems which encourage them to plan, manage and make a simple record of what they do in their 'free' times
 - making it possible for children in their foundation year to have regular access to outdoor physical activity and ensuring that indoor equipment is suitable for their use
 - investigating the possibility of older and more mature pupils in their foundation year attending school full time in the autumn term to give more time for extended work and make best use of staff time

- (2) While working towards a time when a fully equipped computer suite will be a possibility, doing everything possible to minimise the disadvantage of not having one by:
 - monitoring the time that individual pupils in each class spends actively engaged in work in ICT and matching best practice across the school
 - ensuring that staff have enough good quality software to cover the whole curriculum
 - considering the acquisition of a teaching aid such as an interactive white board or a digital projector so that teachers can teach ICT to a whole class
 - exploring the possibility of creating virtual suites in classrooms by bringing all the laptops together so that half classes can work on a common ICT topic
 - investigating the potential of the unusually high number of pupils who have access to computers at home. Could some work in ICT be done as homework? Could those pupils without computers at home use school computers at lunchtimes or after school?

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		8	12	4			
Percentage		33	50	17			

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	R – 6
Number of pupils on the school's roll (FTE for part-time pupils)		387
Number of full-time pupils eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs

	Nursery	R – 6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		47

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	36	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	23	25
	Girls	34	36	35
	Total	55	59	60
Percentage of pupils at NC level 2 or above	School	90 (93)	97 (91)	98 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	25	25
	Girls	35	36	35
	Total	58	60	60
Percentage of pupils at NC level 2 or above	School	95 (91)	98 (96)	98 (95)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	30	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	26	29
	Girls	28	28	30
	Total	52	54	59
Percentage of pupils at NC level 4 or above	School	84 (88)	87 (77)	95 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	27
	Girls	26	25	27
	Total	50	49	54
Percentage of pupils at NC level 4 or above	School	81 (82)	79 (82)	87 (79)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
257	0	0
2	0	0
54	0	0
10	0	0
11	0	0
1	0	0
3	0	0
20	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.45
Number of pupils per qualified teacher	26.9
Average class size	29.7

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	419

Financial information

Financial year	2002
	£
Total income	981885
Total expenditure	835497
Expenditure per pupil	1961
Balance brought forward from previous year	183104
Balance carried forward to next year	146388

Recruitment of teachers

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	4.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

416

Number of questionnaires returned

301

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	33	4		2
My child is making good progress in school.	47	45	4	1	4
Behaviour in the school is good.	51	42	3		3
My child gets the right amount of work to do at home.	38	53	6	1	2
The teaching is good.	58	37	1		3
I am kept well informed about how my child is getting on.	38	43	16	1	3
I would feel comfortable about approaching the school with questions or a problem.	63	30	4	2	1
The school expects my child to work hard and achieve his or her best.	67	28	2		3
The school works closely with parents.	42	46	9	1	2
The school is well led and managed.	51	39	2	3	6
The school is helping my child become mature and responsible.	53	38	3	1	5
The school provides an interesting range of activities outside lessons.	16	39	20	9	15