

Bishop Creighton Academy

Inspection report

Unique reference number	136721
Local authority	N/A
Inspection number	384795
Inspection dates	3–4 May 2012
Lead inspector	Susan Hughes

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

Type of school	Academy
School category	Non-maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Richard Cattle
Headteacher	Karen Roofe
Date of previous school inspection	N/A
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Age group	4–11
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Introduction

Inspection team

Susan Hughes

Additional Inspector

Lindsay Hall

Additional Inspector

This inspection was carried out with two days' notice. The inspection team sampled 20 lessons taught by seven teachers, of which nine were observed jointly with the principal and two vice-principals. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the academy's work, and looked at monitoring information, improvement plans, analysis and tracking of pupils' progress, and records of classroom observations. They also sampled pupils' work, listened to pupils read and checked attendance. Inspectors analysed questionnaires submitted by seven staff, 104 pupils and 35 parents and carers.

Information about the school

Bishop Creighton Academy is smaller than the average-sized primary school and took on academy status in May 2011. It has a higher-than-average proportion of pupils known to be eligible for free school meals. The percentages of pupils from minority ethnic groups and those who speak English as an additional language are well above the national average. The percentage of disabled pupils and those who have special educational needs, who are supported by school action plus or with a statement of special educational needs, is above average. More pupils than is usual join and leave the academy between the start of Reception and the end of Year 6. The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- Bishop Creighton Academy is a satisfactory school. It is not yet good because progress in writing and in mathematics remains slower than in reading, and because teachers do not always match work closely enough to pupils' needs to accelerate learning. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement is satisfactory. Children start school with skills lower than other children nationally, especially in literacy and numeracy. They make satisfactory progress and leave the academy with attainment in English and mathematics that is below average. Within English, attainment is higher in reading, where it is broadly average. Some groups of pupils make good progress because they are well supported. However, some older pupils are not fully confident with key facts such as times tables, and work is not always well presented.
- Teaching across the academy is satisfactory overall. There is good and outstanding teaching in some areas of the academy, but this is not consistent across all classes. Consequently, pupils in some classes make better progress than others.
- Safety and behaviour are satisfactory. Pupils have a good understanding of how to keep themselves safe. They treat adults and each other with respect and most behave appropriately in lessons and around school. In some lessons, however, when pupils' interest is not engaged by the work they are given, occasional disruptive behaviour can slow the pace of learning.
- The leadership of teaching and the management of performance are satisfactory. Past absences of key staff, including the principal, have had a detrimental impact on the academy. This has rightly prompted the governing body and principal, who has a clear vision for the school, to ensure leadership responsibilities are shared more widely between staff. School data and work in

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books show that leaders and managers are now having a positive impact on improving progress. The spiritual, moral, social and cultural education of pupils is a strength of the academy.

What does the school need to do to improve further?

- Accelerate progress and raise standards in writing across the academy by:
 - providing more opportunity for extended writing across the curriculum
 - improving presentation skills through ensuring greater accuracy in letter formation and handwriting
- Accelerate progress and raise standards in mathematics across the academy by:
 - embedding understanding and application of key number facts
 - ensuring basic calculation methods are clearly understood
- Improve teaching to good by:
 - matching tasks closely to pupils' needs so they are fully challenged
 - ensuring feedback to pupils is clear about the next steps in their learning.
- Strengthen the leadership and management of the academy at all levels, including governance, by:
 - developing the role of middle leaders
 - ensuring more effective analysis and use of data to inform planning and monitoring of performance.

Main report

Achievement of pupils

Pupils enter the Early Years Foundation Stage with skills below age-related expectations. They make satisfactory progress. When they start in Key Stage 1 literacy and numeracy skills are still below average. Most parents and carers who responded to the questionnaire feel that their children make good progress and most pupils say they learn a lot. This is not quite accurate as overall pupils make satisfactory progress through the academy. Some do make good progress but this has not been consistent enough to close the gap between their attainment and the national average. There is no difference between the progress of pupils of different ethnic groups.

In reading, where progress is often good, pupils are able to read fluently, with expression and understanding. Though standards at the end of Key Stage 1 remain below average, Year 2 pupils can use phonic skills (the sounds that letters make) to sound out unfamiliar words such as those in 'The Lighthouse Keeper's Lunch'. However, some pupils can identify the letter sounds but have difficulty blending them

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to make complete words. This is because phonic teaching is not always rigorous and well matched to ability. In Key Stage 2 pupils make satisfactory progress. By the end of the key stage, standards in reading have risen and are broadly average. Year 6 pupils can read such unfamiliar words as 'flummoxed' even if unsure about the meaning. However, attainment is below average in English as a whole, and in mathematics.

Although standards in writing are below average, school data and the work in pupils' books show that progress has improved this year. Towards the end of Key Stage 2 standards are now closer to expectations. During the inspection, pupils in Year 5 were able to change texts confidently from first person to third person and Year 6 pupils demonstrated an appropriate understanding and use of grammatical constructions.

Progress in mathematics is at least satisfactory and is good in some areas of the academy. More-able pupils in Year 2 were confidently problem-solving using odd, even, 'greater and less than' criteria while others were able to work independently on well-targeted activities. In some classes, however, progress is occasionally slowed by pupils who are not on task and so cause interruptions to the flow of learning. This usually occurs when work is not tightly matched to their needs. Some pupils in Year 5 are not confident in basic calculations such as two and three digit divisions and some younger pupils struggle with number bonds and multiplication tables.

The support staff ensure that disabled pupils or those with special educational needs are supported in their learning and make as much progress as their peers. Pupils whose circumstances may make them vulnerable are helped in lessons by the caring and understanding approaches of staff. They make good progress. The additional support of the Learning Mentor gives them confidence to participate fully in their learning.

Quality of teaching

Teaching is satisfactory overall. There are examples of good and outstanding practice, and teaching is improving, but over time it is having a satisfactory impact on achievement.

Where teaching is at its best, the pace of lessons is brisk and well-briefed support staff ensure smooth transition from whole class to group activities. Pupils are motivated and animated in their learning because it is presented in an interesting and exciting way. For example, in a mathematics lesson Year 6 pupils were using the ratio of body parts to solve a 'crime'. They were able to deduce that a hat and glove 'found at the scene' belonged to different people. In some lessons, however, tasks are not always well matched to pupils' needs and so some pupils are not effectively challenged. This means that they find the work too easy or too difficult and sometimes lose concentration, making slower progress. Presentation is variable, and some poor letter formation and handwriting reflect a lack of rigour in the teaching of early writing skills.

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Pupils say that they have the right amount of homework and it supports their work in lessons. They find the Learning Ladders very useful in identifying targets and next stages in their work. Marking in books is constructive and in some cases pupils respond to steps for improvement identified by their teachers. However, this is not yet fully embedded across the academy.

Where teaching is good or better, targeted groups of pupils are well supported. Both teaching and support staff demonstrate secure skills in questioning to develop learning. Typically, an appropriate range of interventions for pupils with disabilities or special educational needs ensures sound support both within the classroom and in withdrawal groups. Pupils who speak English as an additional language are integrated and supported in lessons so that they make satisfactory progress.

The Academy Values underpin much of the teaching and learning. Pupils readily talk about such values as courage, risk-taking, equality and fairness. In Year 3 they were able to draw parallels between the academy's values and the Olympic values, demonstrating a mature awareness of how these can impact on their daily lives.

Behaviour and safety of pupils

A few parents have expressed concern about behaviour in the academy but a large majority of those who responded to the questionnaire feel it is good. A very large majority of pupils say behaviour is good and that the work of the Pupil Policy Focus Group has helped bring about improvements. Most pupils are polite and respectful to adults and each other, conducting themselves in a responsible way around school. However, lessons are occasionally interrupted by low-level disruptive behaviour, which distracts the teacher and other pupils. Although major disruptions are rare, and pupils with specific behavioural difficulties are supported well, the learning behaviour of pupils is generally no better than satisfactory. Some pupils find self-regulation a challenge when not being supervised by an adult, but most pupils take a pride in themselves and their academy.

Most parents correctly feel that their children are safe in school and a large majority of pupils agree with this. Pupils are taught how to keep themselves safe such as on the roads and when using computers and so understand safe and unsafe situations. They are clear about different types of bullying and say that, although 'a little' bullying happens, it is always quickly and effectively dealt with. Personal, social, cultural and health education lessons give opportunities for debate and discussion about behaviour, expectations and respect for others. Pupils who join the school are supported by their peers and helped to settle.

Leadership and management

The academy has been through a turbulent time due to the absence of key leadership staff. Nevertheless, senior and middle leaders and the governing body are providing a concerted approach to school development. There is now a trend of

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sustained improvement, shown in the rise in reading standards, and more recent improvements are evident in aspects of writing and mathematics. Senior and middle leaders demonstrate secure judgements of teaching from lesson observations. Weekly professional development sessions ensure that both teaching and support staff are well briefed and skilled. Self-evaluation is accurate, planning is satisfactory and strategies are followed through. These things demonstrate that the academy has the capacity to improve further.

The academy has comprehensive data on standards and progress but the use of the data has some weaker features. Middle managers do not all analyse the data in their areas of responsibility so their roles are not fully developed. For example, data on the progress of pupils with special educational needs is not always analysed to identify the effectiveness of strategies. In addition, governors' knowledge of progress and standards is not robust enough to hold the academy to account more rigorously. However, the governing body has demonstrated its ability to meet challenges and support the principal in building more shared leadership. It is very supportive of the academy and ensures that the arrangements for safeguarding comply fully with current requirements. The academy promotes equality and rigorously tackles discrimination, ensuring that all groups of pupils make at least expected progress.

The planned curriculum gives pupils a wide range of first hand experiences and promotes pupils' personal skills well. Numeracy skills are developed across the curriculum and the use of information and communication technology is a strength. Some literacy skills are also addressed across the curriculum, but opportunities for extended writing are not sufficient to develop pupils' skills further.

Pupils are encouraged to develop independent leadership qualities and to be innovative. For example, a group of pupils recently set up a prayer group while another pupil conducted a survey to help promote reading in school. Pupils are given opportunities to discuss moral dilemmas in lessons. The academy benefits from an ethnically diverse population and pupils say that they have plenty of opportunities to talk about and share their religions and cultures.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 May 2012

Dear Pupils

Inspection of Bishop Creighton Academy, Peterborough, PE1 5DB.

Thank you for making us so welcome when we visited your academy recently. You were polite and enthusiastic, and we enjoyed talking to you about your academy and reading the questionnaires some of you completed. Bishop Creighton Academy is a satisfactory school, with sound leadership. You make expected progress but do not all achieve as high standards as other pupils nationally. You know how to keep yourselves safe and your behaviour is satisfactory. Many of you behave well, but there are some pupils who occasionally disturb lessons.

There are a few things we have asked your teachers to do to help you make better progress so that you reach the same standards as other pupils. We have asked them to:

- raise standards in writing by giving you opportunities to write more and help you make your work neater
- raise standards in mathematics by making sure you understand basic calculations and can use them in your work
- make sure work is not too hard or too easy, and give you clear guidance about how to improve your work further
- share out the work of leading the academy so that your principal and vice-principal don't have to do it all themselves.

You can help by listening carefully to your teachers and continuing to try hard in all your lessons.

Yours sincerely

Susan Hughes
Lead inspector

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