

Bishop Creighton Academy

Vineyard Road, Peterborough, PE1 5DB

Inspection dates 21–22 January 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Pupils' attainment is low and older pupils, in particular, make inadequate progress in English and mathematics.
- Many pupils have gaps in their basic reading, writing and number knowledge and skills. These gaps prevent them from learning quickly.
- There is not enough good teaching to ensure pupils make the rapid progress needed for them to catch up.
- Pupils do not take enough notice of teachers' marking to improve their work.
- In some lessons, pupils are slow to settle to work or their concentration wanes.
- Governors and leaders have not done enough in the last year to stop the decline in standards.
- There are too few senior staff to share leadership roles and some of the temporary arrangements are ineffective. As a result, some aspects, such as the provision for disabled pupils and those who have special educational needs, are not well enough led.
- Subject leaders and governors do not use the information collected about pupils' attainment and progress to improve teaching and learning.

The school has the following strengths

- The acting headteacher has introduced a number of new systems, including those for marking and assessing pupils' work, and for checking on the quality of teaching and learning. These are beginning to make a difference.
- Children in the Reception class make a good start because they are taught well and enjoy learning.
- The academy takes good care of its pupils, including the most disadvantaged pupils, and ensures they are safe.

Information about this inspection

- Inspectors observed teaching in 15 lessons, three of which were observed jointly with the acting headteacher.
- They held discussions with pupils, the acting headteacher, teachers and the Chair of the Governing Body.
- Inspectors examined a range of documents, including a summary of the academy’s self-evaluation and development plan, policies aimed at keeping pupils safe, and information about the management of teachers’ performance.
- The views of 13 parents and carers were analysed through their responses on the Parent View website. Inspectors also spoke with a small number of parents during the inspection.
- The inspectors considered the views expressed by the 16 staff who returned a questionnaire.

Inspection team

Keith Williams, Lead inspector	Additional Inspector
Robert Bone	Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- The academy is smaller than the average-sized primary school.
- A well above average proportion of pupils are from minority ethnic backgrounds. The proportion speaking English as an additional language is also well above average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is well above average. The proportion supported through school action plus or with a statement of special educational needs is also well above average.
- The proportion of pupils supported by the pupil premium is above the national average. In this academy, this relates to those who are known to be eligible for free school meals.
- The academy does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The academy has employed a sports coach who contributes to the physical education and sports programme.
- A very small number of pupils are taught at St George's Primary School for part of the week. The school was led by an interim headteacher from November 2012 until March 2013. Since March 2013, the academy has been led by an acting headteacher, whose previous role was as deputy headteacher of the academy. There is currently no deputy headteacher.
- Inspectors were aware during this inspection of an investigation by the appropriate authorities into allegations of wrongdoing that did not concern child protection or safeguarding arrangements. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting in response to the incidents were considered (where appropriate) alongside the other evidence available at the time of the inspection to inform inspectors' judgements.

What does the school need to do to improve further?

- Eliminate inadequate teaching in Key Stages 1 and 2, and increase the proportion that is good or outstanding, so that pupils make faster progress by:
 - improving pupils' knowledge and skills in spelling, punctuation, grammar and number work
 - improving the early reading (phonics) skills of pupils in Key Stage 1, and plugging the gaps in the phonic knowledge of older pupils
 - giving pupils more opportunities to use and improve their literacy and numeracy skills in subjects other than English and mathematics
 - making sure that pupils improve their work by acting on the guidance teachers provide when they mark their work
 - making sure that pupils are ready to learn and concentrate well throughout lessons.
- Improve leadership and management and increase the capacity of leaders to secure the necessary improvement by:

- increasing the number of staff available to share leadership tasks, including the leading of provision for disabled pupils and those who have special educational needs
- building on the work already started to hold teachers to account for the progress made by their pupils
- making sure that leaders and governors are trained to analyse the data collected about pupils' attainment and progress to eliminate the underachievement of all groups, including disabled pupils, those who have special educational needs and those supported by pupil premium funding.

An external review of governance, to include an evaluation of the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- National test results for pupils in Years 2 and 6 fell in 2013. When they left, pupils in Year 6, including those supported by the pupil premium, were on average four terms behind the level typically achieved by 11-year-olds.
- Pupils in Year 6 made inadequate progress in English and mathematics last year. The proportion making the progress expected of them was lower than that found nationally and too few made more than expected progress. The academy's assessments show that pupils in Years 3 and 5 also underachieved.
- Some improvement has been made this year. For example, pupils in the current Year 6 made better progress in reading last term and many younger pupils also made good progress in some aspects of their work. However, too many pupils, from all backgrounds and ethnic heritages, are still underachieving. In Year 6, standards remain low.
- Pupils' learning is sometimes held up because they do not read, write or count well enough. The pace at which pupils in Key Stage 1, including pupils who speak English as an additional language, are learning how to sound out letters (phonics) is too slow. As a result, the proportion of pupils in Year 1 reaching the expected standard in the phonics check in 2013 was much lower than that found nationally. Older pupils, too, have gaps in their phonic knowledge that slow their learning because they cannot read fluently enough.
- The progress of disabled pupils and those who have special educational needs is no better than that of their classmates. They are well cared for by staff, but do not make fast enough progress to enable them to catch up.
- Pupils supported by the pupil premium make inadequate progress. Although they reach similar standards to their peers in reading and mathematics, and are around a term behind them in writing, the funding the school receives is not used well to help them to reach the standards that are expected. Leaders do not check the impact of the decisions they make about how the funding will be used.
- Children in the Reception class achieve well. Many join the class with skills that are well below those typical of their age. A combination of effective teaching and careful assessments enables them to make good progress, although some children do not reach the goals expected by the end of the year.
- The academy checks appropriately on the progress made by the very small number of pupils who are taught for part of the week at another local school. This support has been helpful in improving pupils' attitudes and attendance.

The quality of teaching

is inadequate

- Inadequate teaching since the last inspection has resulted in too many pupils underachieving. Although the proportion of inadequate teaching is reducing, the quality of teaching varies too much across the school and there is still too much teaching that requires improvement.
- Teachers sometimes have to spend too much time reminding pupils to keep on task. This interrupts the flow of the lesson and uses up valuable learning time. Occasionally, because some

pupils have not listened well enough, the teacher has to spend time repeating instructions, or making sure that they understand what they have to do. Pupils' learning also slows when they have to wait a long time for their turn or for the teachers' attention.

- Where teaching is inadequate, teachers do not tackle pupils who are not concentrating well or have switched off. When the most able pupils are not challenged sufficiently, they mark time and do not reach the levels of which they are capable.
- A new approach to marking is providing pupils with much better information about how well they have done and how they can improve their work. However, teachers do not routinely check that pupils carry out their suggestions, so that some pupils keep making the same mistakes. Occasionally, younger or lower-ability pupils do not understand what teachers have written in their books, so they do not know how to improve their work.
- When teachers plan pupils' work, they do not build enough opportunities for pupils to use and improve their reading, writing and numeracy knowledge and skills in a wide range of subjects. This slows their learning in those subjects and means that their spelling, punctuation, grammar and numeracy skills do not improve quickly.
- In most lessons, teachers make it clear how they expect pupils to behave, and the pupils respond well. Where teaching is good, teachers work well with teaching assistants to support those who need extra help. The most-able pupils are stretched, building on the work they have already done, so that they make good progress. Teachers question skilfully to check and improve the understanding of pupils of different abilities.
- Teaching in the Reception class is a considerable strength. The activities set out for children help to develop their interests and ideas. There is a strong and successful emphasis on improving children's speaking, listening, reading and writing, and all staff keep a close check on their learning. Very good use is made of the outdoor area to promote children's all-round development.

The behaviour and safety of pupils requires improvement

- The behaviour of pupils requires improvement. In some lessons, a few pupils do not settle down to work quickly and their lack of attention means that they do not learn well. Other pupils say that, when this happens, it makes it difficult for them to concentrate and do their best.
- Pupils learn quickly when teachers have high expectations of them and they find the work interesting. Here, pupils concentrate well for long periods and they work hard, even when they find the work difficult.
- Pupils take pride in their work in English and mathematics, which has been a priority for the academy. This is not always the case in other subjects, where some work is untidy.
- Attendance levels have been below average in recent years. So far this year, the rate has improved, because of successful steps to tackle absence and reward good attendance. Most pupils arrive at school and lessons on time. The learning mentor has a strong influence on this by keeping a close eye on any pupil who shows signs of being regularly late.
- The academy's work to keep pupils safe and secure is good. Pupils say they feel safe in the academy because staff look out for them. Those parents who spoke to inspectors agreed, but a few of the very small number of parents who completed the online questionnaire disagree. A

much larger number of parents filled in a questionnaire for the academy last term, and most agreed that their children are safe.

- Pupils know how to stay safe in different situations and they have a reasonable understanding of different types of bullying. They know they can turn to an adult if they have a concern. The academy has clear systems for dealing with bullying, and incidents are recorded and dealt with appropriately.

The leadership and management are inadequate

- A lack of attention to the quality of teaching and learning in lessons has been a key factor in pupils' underachievement since the last inspection. The acting headteacher has introduced systems to manage teachers' performance and assess pupils' progress. These are beginning to make a difference, but not enough to raise standards and secure consistently good progress, particularly among older pupils.
- The absence of key members of the leadership team has limited the capacity of leaders and governors to eliminate pupils' underachievement. This is because senior leaders are each faced with too many priorities and have to spread their attention too thinly. Key aspects of the school's work, for example, the provision for disabled pupils and those who have special educational needs, are managed on a part-time or temporary basis, which reduces their effectiveness.
- Despite this, the acting headteacher has improved staff morale and encouraged staff at all levels to review and improve their work. The school's current leaders have a realistic understanding of what needs to improve urgently. The academy's improvement plan is wide-ranging, but realistic, and concentrates on the most important aspects to be tackled.
- The acting headteacher has analysed thoroughly the progress made by pupils and evaluates the teaching and learning in lessons accurately. Staff are better informed about which pupils are not making enough progress and the reasons why, and they are beginning to be held to account for this.
- Leaders of each key stage and other staff who lead subjects have increased their involvement in checking teachers' planning and the work in pupils' books. This is giving them a clearer picture of what needs to improve. The provision for children in the Early Years Foundation Stage is well led and managed.
- The acting headteacher provides subject leaders with regular analyses of pupils' assessments. They do not routinely evaluate assessment information, or the national test results for themselves, and this limits their impact on securing improvement.
- Planning for literacy and numeracy has improved, but teachers do not always turn these plans into work at the right level of difficulty. Pupils say they enjoy the wide range of other subjects on offer, although their books and folders show that they do not always take enough care to work neatly in these subjects.
- The academy has received additional funding to extend sporting opportunities for pupils. This has been used to provide specialist coaching that is increasing pupils' enjoyment and skills levels in lessons and after-school clubs. There are plans to use the specialist coaching to improve teachers' knowledge and confidence in teaching physical education lessons.
- Inspectors strongly recommend that the academy should not seek to appoint newly qualified

teachers.

■ **The governance of the school:**

- There have been several changes to the membership of the governing body since the last inspection. The governing body has been preoccupied with dealing with senior leadership issues during this period, however, and has had too little impact on raising standards and tackling underachievement.
- The Chair of the Governing Body is very supportive of the academy, visits regularly and has a realistic understanding of the academy's effectiveness and what needs to improve. Other governors, however, do not see enough of the academy's work for themselves, and do not have a secure enough understanding of the academy's performance, including in national tests.
- Systems to manage the performance of teachers were introduced last year. This is increasing governors' understanding of the quality of teaching, but has not yet helped to improve teaching. Governors are appropriately involved in awarding pay increases based on good performance. Along with the acting headteacher, they set clear targets to ensure that this good teaching is sustained.
- Governors know how the pupil premium is spent, but they have not evaluated its impact. The governing body ensures that arrangements for child protection and pupils' safeguarding meet current requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	136721
Local authority	Peterborough
Inspection number	430788

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair	Marion Todd
Headteacher	Vicki Redhead (Acting Headteacher)
Date of previous school inspection	3 May 2012
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