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26 September 2014

Vicki Redhead  
Acting Headteacher  
Bishop Creighton Primary School  
Vineyard Road  
Peterborough  
PE1 5DB

Dear Mrs Redhead

### **Special measures monitoring inspection of Bishop Creighton Academy**

Following my visit with Elizabeth Ferguson, Additional Inspector, to your academy on 24–25 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the academy's previous monitoring inspection.

The inspection was the second monitoring inspection since the academy became subject to special measures in January 2014. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence, I am of the opinion that at this time:  
The academy is not making enough progress towards the removal of special measures. However, the academy's action plan is now fit for purpose.

Having considered all the evidence, I strongly recommend that the academy does not seek to appoint newly qualified teachers.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and monitoring inspection report to the Secretary of State, Chair of the Governing Body and Director of Children's Services for Peterborough.

Yours sincerely

Ian Middleton  
**Her Majesty's Inspector**

## Annex

### The areas for improvement identified during the inspection which took place in January 2014

- 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 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 pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## **Report on the second monitoring inspection on 24–25 September 2014**

### **Evidence**

During this inspection, inspectors held meetings with the acting headteacher, staff, pupils and the head of school improvement for Peterborough. They spoke with parents and carers, and held telephone discussions with two governors, including the Chair of the Governing Body. Inspectors observed teaching throughout the academy and reviewed pupil progress data, safeguarding documentation, curriculum plans and other documentation, including the academy's action plan for improvement.

### **Context**

Since the last visit, three teachers have left the academy. Four classes are taught by temporary or part-time staff. A new inclusion leader started at the beginning of term. The substantive deputy headteacher remains acting headteacher, without a deputy headteacher. The academy is scheduled to join the Greenwood Dale Trust group of sponsored academies from January 2015.

### **Achievement of pupils at the school**

Too many pupils at the academy are making insufficient progress. This includes disabled pupils and those who have special educational needs. Although pupils attained higher standards in reading, writing and mathematics in 2014 than the pupils tested in 2013, standards remain well below those reached nationally. Those pupils eligible for the pupil premium funding continue to make less progress than other pupils at the academy, particularly in reading and writing. Since the start of term, pupils are benefiting from better-quality writing displayed around the academy which is making the standards expected clearer to pupils.

Although more children in Reception met the national standards expected of five-year-olds in 2014, literacy skills remain a weaker area of their development. Pupils' knowledge of phonics (the sounds that letters make) in Year 1 is low and not improving. In Year 2, the gaps in pupils' reading skills are starting to be plugged. However, not enough pupils are practising the skills they are learning in lessons to become confident independent readers. This slows their learning in other subjects. Pupils' progress improved in mathematics. More pupils in Year 6 reached or exceeded expectations. However, their ability to apply mathematical skills remains weak, including in subjects such as science.

### **The quality of teaching**

Although staff manage behaviour and lesson activities more effectively, there is too much dependence upon computer or book resources to engage all pupils,

particularly those who find learning difficult. As a consequence, although most pupils do what they are asked, their progress is slow. Lesson pace relies more on the energy and enthusiasm of staff than on the active participation of the pupils. There are missed opportunities to motivate pupils by making the relevance of the lesson to everyday life clearer, or by making links between pupils' learning in different subjects or topics.

Staff are giving pupils better feedback in lessons and through their marking. This includes additional challenges for pupils who find the work easy, and guidance about how to correct work for those who make mistakes. However, not enough attention is given to pupils' responses. Too many pupils start their next piece of work before they have fully understood, or corrected, previous work. Inaccurate spellings, untidy handwriting and incomplete work are too often accepted. The quality of classroom discussion similarly includes acceptance of pupils' first answers, or silence in some cases. By contrast, a class discussion involving Year 6 pupils sustained their interest; every pupil contributed and listened carefully to others.

### **Behaviour and safety of pupils**

Pupils' relationships with teachers, additional adults and other children are generally cooperative. Those with behavioural difficulties are learning to control themselves through the additional support they receive in lessons, supported by more clarity about rules and rewards. However, some of the younger pupils are not clear enough about routines, particularly when given opportunities to make choices for themselves. Where older pupils show a lack of concentration, it is because lessons do not attract their interest early enough; for example, by drawing on first-hand experiences.

When pupils are inspired, they express interest in lessons and take pride in their work. For example, the Year 5 pupils talk informatively about their history topic and their sense of achievement in seeing written work displayed. Most pupils are able to reflect, express views thoughtfully and show respect for the views of others when expectations of them are sufficiently high.

Pupils feel safe and supported at the academy. However, their understanding of potential risks, including those associated with electronic communications or extremism, is very limited.

### **The quality of leadership in and management of the school**

The acting headteacher continues to provide stability and direction during a long period of uncertainty in terms of leadership. However, there is not a strong enough leadership team to address the academy's weaknesses sufficiently quickly. The school is still without a deputy headteacher. The appointment of an inclusion leader is too recent to evaluate the impact. Middle leadership is underdeveloped. In

particular, subject leaders are not leading improvements in subject teaching by setting a strong enough example.

The use of data to monitor pupils' progress and hold teachers to account is improving; for example, through pupil progress meetings with individual staff. However, assessment and data are not used systematically enough to ensure that support is sufficiently targeted. An evaluation of pupil premium has not taken place and has not therefore contributed to more judicious use of resources.

The governing body is ineffective. Meetings are not frequent enough, well attended, or sufficiently informed by direct and regular involvement in the school to ensure rapid improvement. A review of governance recommended at the inspection in January has not been commissioned. Opportunities have been missed to increase the capacity of the leadership team through more external support. A few individual members are very supportive of the school. However, the strategic role of the governing body is too underdeveloped to maximise their impact.

### **External support**

Until recently, the school has received little external support. Since the first monitoring visit, support provided by the local authority has proven effective. Work with the acting headteacher to refine the action plan has resulted in a more secure basis for improvement. Focused support in Year 6 has improved some aspects of English teaching. A programme of leadership support to increase the rigour of lesson observation is planned. Staff have started to network with local schools, including sponsored academies already supported by the Greenwood Dale Trust.