

# Bishop Creighton Academy

Vineyard Road, Peterborough PE1 5BD

<b>Inspection dates</b>	20–21 January 2016
<b>Overall effectiveness</b>	<b>Requires Improvement</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Teaching is not consistently good enough to ensure that all pupils make accelerated progress.
- Pupils’ attainment at the end of Year 2 and Year 6 is low in reading, writing and mathematics.
- In some lessons, teachers do not always use information about what pupils know and can do to ensure that all pupils move on fast enough.
- Pupils have gaps in their reading, writing and mathematics skills due to previously inadequate teaching.
- Pupils do not have enough opportunities to write at length across the curriculum to develop their skills more quickly.
- Pupils lack opportunities to apply their mathematical skills in other subjects and in real-life contexts to deepen their mathematical thinking.
- Effective coaching skills are not shared widely enough across the school.

### The school has the following strengths

- This is a rapidly improving school. The Principal and deputy principal have implemented effective initiatives to improve pupils’ progress, the quality of teaching, learning and assessment, and pupils’ behaviour.
- Provision in the early years is good. Children make good progress from their different starting points.
- Strong governance from the academy trust supports and challenges the leadership team effectively.
- The academy’s results in the national checks at the end of Reception Year and the Year 1 phonics screening check show an improving picture.
- The school promotes spiritual, moral, social and cultural development effectively and pupils are prepared well for life in modern Britain.
- Pupils feel safe and behave well.
- All groups of pupils are now making better progress, regardless of their background or ability.

## Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

### What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment across Key Stage 1 and Key Stage 2 to at least good and so raise standards and accelerate pupils' progress in reading, writing and mathematics by:
  - using assessment information to provide challenging activities so that teachers eliminate the gaps in pupils' basic skills swiftly
  - continuing to share the effective coaching models evident in the school so that others can improve their own practice
  - providing more opportunities for all pupils to write at length across the curriculum to develop their skills more quickly
  - enabling pupils to apply their mathematical skills in other subjects and in real-life contexts to deepen their understanding of mathematical concepts.

## Inspection judgements

### Effectiveness of leadership and management is good

- The Principal and deputy principal provide strong leadership in this rapidly improving academy. They are well supported by the academy trust. These senior leaders inspire all staff to share their dedication and commitment for school improvement. This has created a positive climate where the school is improving pupils' behaviour, the quality of teaching, learning and assessment, and pupils' outcomes.
- The trust and the leaders' views of the school are accurate. They have identified the correct priorities and strategies for further development. Together, they have the capacity to sustain further improvement.
- New and revised policies, including the teaching and learning policy, are providing whole-school strategies to improve the quality of teaching. These policies support teachers to close the gaps in pupils' basic skills due to previous inadequate teaching. The school's effective coaching strategies are not shared widely enough to further improve the quality of teaching.
- Teachers are given challenging targets, which are linked to school priorities, pupils' progress, national teachers' standards and pay awards. Underachievement is tackled effectively. The academy provides an effective programme of professional development for all staff. Consequently, staff morale is high and teachers feel well supported by the leadership team.
- Middle leaders have developed their roles since the last inspection, especially for the early years and the special educational needs leader. Leaders check teaching and learning through looking at pupils' work, observing teaching and learning, and by analysing pupils' progress. They use this information to target pupil intervention and improve the skills of the teaching staff. Teachers have been supported to implement the new assessment systems for the latest primary curriculum.
- The curriculum is becoming more exciting, with a wider range of learning opportunities. Extra-curricular clubs, visits and visitors enrich pupils' experiences. Spiritual, moral, social and cultural development promotes good relationships throughout the academy. Assemblies promote British values and respect for the beliefs of others. Year 6 pupils say that their work on values equips them with skills for their lives ahead in modern Britain. All staff ensure that there is no discrimination.
- The early years leadership and provision is good. The children enjoy their exciting activities so that they make a good start to their school lives.
- The primary school physical education and sport funding is used effectively to enable pupils to partake in a wider range of sporting and physical activities. This is increasing pupil participation, improving pupils' attitudes and enthusiasm toward sport and exercise, and improving the teaching skills of academy staff.
- The school uses the pupil premium funding well. Senior leaders and learning mentors are ensuring that targeted support is closing the gaps between disadvantaged pupils and their classmates. Easter and summer schools contribute to improving skills and understanding for these pupils.
- Provision for disabled pupils and those who have special educational needs is effectively led and managed by the special educational needs leader. Intervention strategies and staff deployment have a positive impact on these pupils so that they now make better progress from their various starting points.
- The majority of parents are supportive of the school. The school's recent questionnaire for parents was very positive.
- The Greenwood Dale Foundation Trust provides effective professional support to help sustain the academy's improvement.
- **The governance of the school:**
  - The trust provides highly effective governance through its high aspirations for the academy. The executive principal works closely with the senior leadership team, offering appropriate support and challenge.
  - The trust has skilled administrative staff and educational consultants to support the academy so that the senior leaders can focus on improving the quality of teaching, learning and assessment, and pupils' outcomes.
  - The trust has a good understanding of the quality of teaching, pupils' attainment and progress and how these compare with the performance of other schools. The trust has ensured that teachers' performance is linked to challenging targets and that pay awards are fair and consistent. Any underachievement is tackled well.
  - The trust ensures that pupil premium funding and primary sport funding is spent effectively. Up-to-date policies and quality professional development is provided by the trust to ensure that all

safeguarding requirements are met.

- The arrangements for safeguarding are effective and meet statutory requirements. Staff are well qualified and alert to pupils' needs and well-being. Records relating to safeguarding are very thorough and the academy follows up any concerns rigorously.

## Quality of teaching, learning and assessment requires improvement

- The quality of teaching, learning and assessment has improved throughout the school and now requires improvement. It is particularly strong in the early years and Year 6. Most pupils are now making at least expected progress from their starting points.
- The inconsistencies in teaching across the school are not in one subject or for any particular group of pupils. The academy's new teaching and learning policy is helping to establish a more consistent approach to teachers' expectations and teaching strategies.
- The effective coaching strategies currently used within the school to improve skills of staff new to teaching are not being shared with weaker teachers to ensure improvement in their teaching.
- Gaps in pupils' reading, writing and mathematical knowledge are beginning to close where there is a close match of work to pupils' needs, but this is inconsistent across the school.
- Some teachers do not assess pupils' learning during a lesson to ensure that pupils move onto the next task fast enough. A few pupils then drift off-task and become less focused in their learning.
- The amount and standard of work in pupils' books in both Key Stage 1 and Key Stage 2 is not sufficient to show consistently good progress in all subjects.
- There are positive relationships between pupils and adults. As a result, pupils are eager to learn and try their best. Teachers now convey higher expectations of work and behaviour. When teachers' expectations are not so high, pupils sometimes become less motivated and this slows their progress.
- Most teachers follow the school's marking and feedback policy well. They mark pupils' work regularly and they often give sound advice on how to improve it.
- The school now gives effective support to all groups of pupils. Additional teachers, learning mentors and teaching assistants effectively support all pupils, including disabled pupils and those who have special educational needs, disadvantaged pupils, ethnic minority pupils and those who speak English as an additional language. This closer attention is beginning to fill in the gaps in pupils' basic skills, which is building up pupils' self-confidence and improving progress.
- Where teaching is having a positive impact on pupils' learning and progress, teachers have secure subject knowledge and use questioning to deepen and strengthen pupils' learning.
- The teaching of phonics (letters and the sounds they represent) is taught well across the early years and Years 1 to 3 so that standards are rising. Younger pupils use their knowledge of phonics to help them read and spell unfamiliar words. Pupils enjoy reading with the online library at school and at home. This is enabling them to make faster progress in their reading. Year 6 pupils read with good expression and understanding.
- Teachers are supporting pupils' basic writing skills but standards are low across the school. There are few opportunities for pupils to write at length or develop their writing skills across the curriculum.
- The teaching of mathematics is now supported by the revised calculation policy. However, pupils have few opportunities to solve problems related to real-life contexts to develop their mathematical thinking. Where this occurs, pupils rise to the challenge. Year 1 pupils discussed thoughtfully how they could share chocolate pieces and fruit equally, especially when there was one left over.
- Teaching across the 'connected' curriculum is improving, with a wider range of enriched activities. A Year 3 lesson introducing the vocabulary 'archaeology' and 'artefacts' inspired the pupils, preparing them well for their upcoming trip to Peterborough Museum. Year 6 pupils enthusiastically used their previous work 'Darwin's voyage on the Beagle' to support their learning about animal classification and adaptation. The Year 3 pupils enjoyed their boxercise session while learning how exercise affects their body.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. It is underpinned by the school's focus on spiritual, moral, social and cultural development, which is threaded through the school's ethos.
- Pupils know how to keep themselves safe in school and out in the community. During the school's anti-bullying week, pupils learnt how to be safe on the internet. Pupils in Years 5 and 6 have completed a 'Stay Safe' programme. Parents are confident that the school keeps pupils safe.
- Pupils are confident when talking to adults and each other. They respond well during opportunities for discussion in pairs during lessons, contributing effectively to their learning.
- Pupils know about the different forms of bullying and are confident that, if they have any concerns, adults will deal with these quickly and effectively.
- Pupils take on additional responsibilities and are proud to carry out such duties. The 'Playground Pals' support the harmonious playtimes. Key Stage 1 pupils say the older pupils are good role models for behaviour.
- The Principal, the special educational needs leader and learning mentors work closely together to support pupils with significant barriers to learning.

### Behaviour

- The behaviour of pupils is good. Pupils are polite and courteous to each other and to adults. Incidents of bullying are rare. The academy has clear systems in place to deal with any incidents effectively.
- Pupils' positive attitudes to learning are improving. In lessons, they work well together, which supports their learning.
- The academy's behaviour policy is applied consistently across the school by all members of staff. Pupils say that the strategy of coloured wristbands helps to improve behaviour. As pupils work towards the higher colours, parents can also see how well they are doing.
- Around the school, in the playground and when eating lunch, pupils' behaviour is good.
- Attendance is improving and most pupils arrive at school on time. A learning mentor works with pupils who are consistently late. There have been no exclusions since the academy became part of the trust.

## Outcomes for pupils require improvement

- Outcomes for pupils are being strengthened by improvements in teaching, learning and assessment but standards in Key Stage 1 and Key Stage 2 still remain low due to gaps in pupils' knowledge and understanding from the legacy of inadequate teaching.
- In 2015, the standards for Year 6 pupils in reading, writing and mathematics were the highest for three years. However, the progress these pupils made from the end of Year 2 was well below national expectations.
- The standards for Year 2 pupils declined in 2015. However, the core group of pupils who had been at the academy since the Reception year made at least expected progress from their starting points. Pupils who arrived during Years 1 and 2 made steady progress from their starting points but were still working at levels below those expected when assessed.
- Current academy information suggests that the progress for current pupils is improving in reading, writing and mathematics but it is not consistently good. Progress varies across the school, but no particular year group, subject or group of pupils stands out as doing less well.
- The proportion of pupils attaining the expected standard in the Year 1 phonics screening check improved significantly in 2015, but it is still well below national expectations. The new strategies that are now in place for teaching phonics across Years 1 to 3 are improving standards further, ensuring that the improvements are sustainable.
- In 2015, the gaps between Year 6 disadvantaged pupils and others, both within the school and nationally, narrowed in mathematics and reading but not writing. Current information across the school suggests that disadvantaged pupils are making at least expected progress from their starting points, which

compares favourably to that of their classmates.

- Teachers and subject leaders are working together to ensure that the most-able pupils are now being sufficiently challenged so that they can make the best possible progress but some inconsistencies exist.
- Disabled pupils and those who have special educational needs, those who are learning to speak English as an additional language and ethnic minority pupils do well because their needs are identified quickly and they are given the appropriate support. These pupils usually do well from their starting points.
- The proportion of children who leave the early years with a good level of development has increased for the last three years.

## Early years provision

## is good

- Children enter the early years with skills that are well below or below those typical for their age, as reflected in their learning journeys. However, children make good progress from their different starting points.
- Teachers have high expectations of all children. Positive relationships are formed between children and adults. As a result, children are very happy in school and quickly become self-confident. Staff encourage children to develop their speaking and listening skills. This enables the children to talk enthusiastically about what they are doing.
- Teachers have an accurate picture of what each child needs and regularly checks their learning. They use information collected from parents and the pre-school settings to ensure that children settle into the academy quickly. The staff form good working relationships with parents.
- The early years area is a stimulating and well-resourced environment, both indoors and outside. Activities cover all areas of learning and enable children to apply their skills in other areas. For instance, after learning about tally charts, the children had the opportunity to make their own. Some children made a tally of the number of laps they could complete on their tricycles. This developed their learning further with effective discussion.
- Staff use the weather to extend the children's learning. On an unexpected very frosty morning, children had the opportunity to create patterns and write their names with sticks in the frost. Other children picked up ice and watched it turn to water on their gloves. This enabled discussion about water freezing and ice melting. These engaging activities gave the children opportunities to develop their scientific skills and creativity. Assessment notes were taken as evidence for their learning journeys.
- Teaching and learning in the early years are good, which is having a positive impact on outcomes for children. The proportion of children reaching the expected good level of development has improved for the past three years. This is helping the children to be better prepared for Year 1. Children use their knowledge of phonics to support their reading and writing of simple words and sentences.
- The early years is well led and the provision is constantly improving. The early years leader and staff work well together. Regular assessments allow teachers to plan focused activities for the children. Additional funding for disadvantaged pupils is used effectively to support the children's needs.
- Safeguarding arrangements are good. Adults know the children extremely well and cater for their individual needs with care. They ensure that children are safe and behave very well.

## School details

<b>Unique reference number</b>	136721
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10008121

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy
<b>Age range of pupils</b>	4–11 years
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	225
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Wayne Norrie
<b>Principal</b>	Vicki Redhead
<b>Telephone number</b>	01773 343895
<b>Website</b>	<a href="http://www.bishopcreightonacademy.org">www.bishopcreightonacademy.org</a>
<b>Email address</b>	<a href="mailto:admin@bishopcreightonacademy.org">admin@bishopcreightonacademy.org</a>
<b>Date of previous inspection</b>	21–22 January 2014

## Information about this school

- The academy became part of Greenwood Dale Foundation Trust in April 2015.
- Bishop Creighton Academy is smaller than the average-sized primary school.
- There is a well above average proportion of pupils from a wide range of minority ethnic backgrounds.
- There is an above average proportion of pupils who are learning to speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils for whom the school receives the pupil premium is above average. The pupil premium is additional funding for disadvantaged pupils known to be eligible for free school meals or who are looked after by the local authority.
- Early years provision is full time for children in the Reception Year.
- The school has one class for each year group except for Year 3, where there are two classes.
- The school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6 in 2015.

## Information about this inspection

- Inspectors observed teaching and learning in 16 lessons in all classes and an assembly. Two lesson observations were carried out jointly with the Principal.
- The inspectors held meetings with the executive principal and school staff, including senior and middle leaders.
- The inspectors observed the school's work and looked at documentation, including the school's analysis of its strengths and weaknesses, information on pupils' attainment and progress, records of behaviour and safety, the monitoring of teaching and management of teachers' performance and safeguarding documents.
- A discussion was held with a group of pupils as well as informal conversations with them during lessons and at break times. The inspectors listened to pupils read, and talked to them about books they enjoy.
- The inspectors took account of 11 responses to the online parental questionnaire (Parent View), the academy's recent parent questionnaire and spoke with parents informally at the start of the school day. The questionnaires completed by 25 members of staff and 30 pupils were also considered.

## Inspection team

Julie Harrison, lead inspector

Ofsted Inspector

Elizabeth Hackett

Ofsted Inspector



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