



Bishop Creighton Primary School

Inspection Report

Unique Reference Number 110732
LEA PETERBOROUGH CITY OF PETERBOROUGH LEA
Inspection number 278498
Inspection dates 10 October 2005 to 11 October 2005
Reporting inspector Mr. Ian Nelson LI

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

Type of school	Primary	School address	Vineyard Road
School category	Community		PE1 5DB
Age range of pupils	4 to 12		
Gender of pupils	Mixed	Telephone number	01733 343895
Number on roll	183	Fax number	01733 352320
Appropriate authority	The governing body	Chair of governors	Dr.Dorothy Ball
Date of previous inspection	Not applicable	Headteacher	Ms. Karen Roofe

Age group 4 to 12	Inspection dates 10 October 2005 - 11 October 2005	Inspection number 278498
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is slightly smaller than average, having reduced in size since the last inspection. It serves an area of inner-city Peterborough with significant economic and social deprivation. There are more boys than girls in the school. The school includes around 40 percent of pupils from minority ethnic backgrounds, mainly of Pakistani heritage. There are also pupils from Caribbean, Asian, Irish and Indian backgrounds. Around a third of the pupils do not have English as their home language and are at the early stages of learning it. Nearly 39 percent of the pupils need extra help because of their learning difficulties. The school has been through an unsettled period with changes of senior staff. The headteacher had been in post for one year at the time of the inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that has improved well over the last year and is well placed to continue improving. It gives satisfactory value for money. The staff and governors have an accurate understanding of how good the school is which coincides with the inspectors' views. The school went into decline for two years with falling standards and poor behaviour. Since the current headteacher took over a year ago it has improved well. Standards are rising and behaviour is now satisfactory. The number of pupils excluded for bad behaviour has been greatly reduced. Parents like the school and say how much better it has become in the last year. Teaching is satisfactory overall, with some good teaching, but not all lessons are well enough organised to hold pupils' interest. There is a newly introduced system to track how well pupils are doing, but it is not yet being fully used to set appropriate targets. This is a caring school where all pupils and adults are valued. This is shown in the work of staff, who support pupils with problems that have led to poor behaviour in the past. These pupils are now able to join in all school activities and meet with success in their learning. The quality of care is also shown in the way staff support each other when the need arises. Children in the reception class make good progress. They are well supported by the teaching staff and teaching assistants so that they settle quickly into school routines. The school is at an exciting stage of its development. Staff and governors are fired with enthusiasm and working well together, determined to turn it into a good school.

What the school should do to improve further

- Make full use of information on how well pupils are doing to set suitable work for all abilities so that standards continue to rise.
- Make sure all teachers use methods in the classroom that fully engage all pupils to improve their concentration and eliminate the remaining areas of unsettled behaviour

Achievement and standards

Grade: 3

Children join the reception class with well below average knowledge and skills. They make good progress, although attainment is still below average on entry to Year 1. Standards at the end of Year 2 declined in 2003 and 2004, when they were exceptionally low, particularly in writing. In 2005, however, results improved significantly in writing and mathematics. Results were still below average but pupils' progress was satisfactory in relation to their earlier attainment. Standards in national tests at the end of Year 6 also declined in 2003 and 2004. They were below average in 2004 and exceptionally low in mathematics. The 2005 results showed a distinct improvement in mathematics and science and in both subjects were close to the national average. English results dipped because the year group had a significant number of pupils with literacy special needs. The school's published targets were low and unchallenging, but these were revised upwards by the new headteacher, and achieved. Standards at the end of Year 6 are below average overall but pupils' progress is satisfactory in relation to their

starting points. The improvements in standards in 2005 were achieved by close checking of individual pupils' progress and because teachers had higher expectations of what children could achieve. Almost all year groups made good progress during the school year. Pupils with learning difficulties make good progress as a result of the support they receive and through their work with the learning mentors in improving behaviour and personal development. Pupils with English as an additional language make satisfactory progress, although, because of language difficulties, their standards are lower than those of other pupils. Gifted and talented pupils make satisfactory progress.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Behaviour is satisfactory and improving. Several pupils enter school with emotional problems that lead to their difficult behaviour. However, the learning mentors work closely with these pupils and their families and behaviour is very much better than it used to be. There are far fewer exclusions now than in the recent past. Pupils enjoy school and attendance is improving because the staff check absences and work closely with education welfare officers to encourage parents to bring their children to school regularly and on time. Pupils know how to stay safe and be healthy. They have faith in the adults in the school if they have worries. They enjoy energetic activity at break times and have the option of a nutritious meal at lunch times. Many pupils take advantage of the after-school sports clubs and eat fruit at snack times. They have responsibilities for jobs in their classes, around the school and in the local area that help them to gain a sense of community and their place in it. For example, older pupils help to analyse the results of parents' and pupils' surveys. Pupils are learning satisfactorily the basic skills in literacy and numeracy that they need for later life and the world of work.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. There is a significant proportion of good teaching. Teachers generally have good expertise in the subjects that they teach. Lessons are planned carefully, with work for different ability groups. Most pupils are interested and keen to take part, although a significant minority find concentration difficult. Teaching assistants are often well used during group work to support pupils with special educational needs. In the best lessons, teachers effectively enable all pupils to be fully engaged in learning. This is achieved through a good knowledge of pupils' abilities and varied tasks that enable pupils to work individually, in pairs or groups, or as a whole class. In some lessons, however, pupils are not fully engaged because teachers do not manage the tasks or pupils' behaviour effectively enough. Sometimes tasks go on too long and the lesson loses pace. There are occasions when teaching assistants are not deployed effectively during whole-class sessions. Teachers'

marking usually provides pupils with helpful guidance, although in some cases pupils do not understand what has been written. All pupils are given specific targets for improvements in literacy and numeracy. The school has recently introduced a clear process for tracking pupils' progress. Teachers are expected to keep thorough records of how pupils are doing. These processes are still at an early stage and have yet to impact fully on teachers' practice. Where they are used well teachers give pupils work suited to their ability that interests them so that they concentrate well.

Curriculum and other activities

Grade: 3

There is a satisfactory range of subjects, with an appropriate time spent on each. The National Curriculum subjects are enhanced by the teaching of thinking skills. In an effort to make learning more creative and interesting this year, subjects other than English, mathematics and science are taught through well-planned themes, such as 'Around our School' or 'Egyptians and Ancient Greeks'. Some themes are enriched by school trips. Personal, social and health education is well planned. Each half-term, all year groups consider the same theme and present some of their work to the school in assembly. Pupils with learning difficulties are well supported. They have clear learning targets and good support from teaching assistants. The provision for pupils with English as an additional language is satisfactory. Speakers of Urdu and Punjabi are well supported by bilingual assistants and the school is active in finding support for children who speak other languages. The provision for gifted and talented pupils is satisfactory but needs to be more clearly focused on their individual needs. There is a good range of clubs at lunchtime and after school, including sports, cookery and ICT. These are popular with pupils and well attended.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. The staff know all the pupils well and go out of their way to make it easier for them to learn. The learning mentors play a crucial role in helping pupils with problems to cope so that they can concentrate on their lessons. This has helped to reduce the number of incidents of bad behaviour and led to the improved progress in pupils' learning. Lunch time supervisors take good care of pupils and reinforce the school's expectations of good manners. Procedures for child protection and for making sure pupils are safe in school, and on trips outside, are fully in place. Systems for checking how well pupils are doing have got better in the last year. Staff regularly use these systems and set appropriate targets. The use of information from these systems now needs refining further to ensure that all pupils make good, rather than satisfactory progress.

Leadership and management

Grade: 2

Leadership and management are good. The school went into decline for two years with falling standards and some pupils not doing as well as they might in writing and mathematics. There was a high number of exclusions for bad behaviour. Since the appointment of the current head teacher a year ago things have got much better, with rising standards, better behaviour and improving attendance. The vast majority of pupils have made good progress in their learning over the last year. Staff and parents agree that the new headteacher has turned the school around. One parent wrote, 'The school has improved tremendously in my opinion since (the new headteacher) arrived. My son's work has improved over the last year and behaviour at the school seems much better.' The headteacher has helped the staff and governors to gain an accurate picture of what the school does well and how it could be better. Teachers in charge of subjects have a clear idea of how well their subjects are doing and how to improve them. There is now a full governing body. Governors are gaining a better understanding of their roles and how to fulfil them by having training at least once a term. They are fully involved in planning for future improvements and in managing the budget. Given the improvements of the last year and the commitment of all staff and governors, the school is well placed to get even better.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome when we visited your school recently. This letter is to tell you what we thought of your school. We think the grown ups in your school care for you very well so that you always have someone to talk to if you are upset. This has helped some of you to improve your behaviour and concentrate better on your work. Some of you told us that all children get on well together now, whatever your backgrounds, and we saw this in school and in the playground. Those of you who find the work hard get a lot of help from the grown ups so you make good progress. The adults run lots of clubs at lunchtime and after school and many of you enjoy going to them. You learn to keep fit and healthy because the school encourages you to eat lots of fruit and to take lots of exercise. The cook provides lovely school dinners that are good for you. The teachers try to make lessons interesting and we have asked them to find even more ways to encourage you to work hard so that you learn even more. They are now keeping a good check on how well you are doing with your work. We have asked them to use this information to set all of you hard enough work so you get better in the tests you do. Your parents and your teachers tell us that school has got better since Mrs Roofe became headteacher and we agree with them. She has lots of good ideas for making the school better still.