

# Bishop Creighton Primary School

## Inspection report

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<b>Unique Reference Number</b>	110732
<b>Local Authority</b>	City of Peterborough
<b>Inspection number</b>	325207
<b>Inspection dates</b>	17–18 November 2008
<b>Reporting inspector</b>	Lynn Lowery

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	201
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Liz Seabrook
<b>Headteacher</b>	Ms Karen Roofe
<b>Date of previous school inspection</b>	10 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Vineyard Road Peterborough Cambridgeshire PE1 5DB
<b>Telephone number</b>	01733 343895
<b>Fax number</b>	01733 352320

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## Introduction

The inspection was carried out by 2 Additional Inspectors.

## Description of the school

This is a slightly smaller than average primary school that has grown in size since the last inspection. The Early Years Foundation Stage (EYFS) includes children in the reception class and they start the EYFS with skills and knowledge levels that are well below those expected for their age. The school serves an area of inner city Peterborough where there is significant social and economic deprivation. The proportion of children eligible for free school meals is well above average. Almost half of the children are from minority ethnic backgrounds, mainly from Pakistani heritage. More than a third of the children do not have English as their home language and are in the early stages of learning it. Almost 30% need extra help with their learning difficulties and a high number of pupils enter or leave the school at times other than those expected. The school was recognised as one of the 'Top 100 Most Improved Schools' in 2007. This year it achieved the School Travel Plan Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Bishop Creighton is a school where staff go out of their way to ensure that 'every child matters' whatever their background, ability or learning need. As one parent commented, 'Bishop Creighton children find school a place where they are respected, valued and inspired'.

Staff create a particularly vibrant and stimulating environment for learning, which reflects the cultures and interests of all the children. It inspires them to want to learn and become thoughtful, responsible citizens.

The school was rated satisfactory at its last inspection in 2005. In 2007, it was recognised as one of the '100 Most Improved Schools' in the country. It is now outstanding. This is the result of excellent leadership, particularly by the Headteacher. She has created a very strong senior leadership team. Her ability to identify and develop talents and potential in her staff has generated a cohesive team where everyone is highly motivated and committed to continuous school improvement.

This highly effective school is always seeking ways to improve. It has recognised that opportunities to extend language development, although good, could be developed even further, and that children, parents and governors could be more involved in school decision making. This latter initiative has the potential to increase even further the school's capacity to improve.

The school recognises that some children face significant barriers to learning. It works exceptionally hard with parents, carers and others, to help children overcome them so they can thrive in their personal and academic development. A combination of teaching that is always at least good and often outstanding and an excellent range of interesting learning activities, helps to ensure that children make outstanding progress from very low starting points, to reach average standards by Year 6. The school's records of how well children are doing show that standards are still rising and are on track to be above average in the next couple of years.

Children are very proud of their school and speak enthusiastically about how well adults look after them and listen to and respect their views. They behave exceptionally well and are very sensitive to the needs of others. Their very positive attitude to work leads to outstanding achievement and prepares them very well for the future.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Outstanding provision ensures that children make excellent progress from an exceptionally low base. The very strong focus on their personal development helps them settle quickly into school routines. As a result, they are happy, cheerful, and confident with the adults who look after them. A very good balance between activities initiated by children and others led by adults enable children to become absorbed in whatever they are doing and to make rapid progress in their skills, knowledge and understanding. The very effective use of the indoor and outdoor spaces adds to their enjoyment across all the six areas of learning.

Children particularly enjoy the outdoor activities, which, in some cases, compensate for a lack of space or resources outside of school. Highly effective teamwork ensures excellent teaching that is closely matched to children's individual needs. Teachers monitor progress very carefully and give excellent support to those who find learning difficult. The school places a very high

priority on children's welfare and works exceptionally well with parents, carers and outside agencies to ensure any learning or emotional needs are met. This is due to excellent leadership and management.

### **What the school should do to improve further**

- Increase the opportunities for children to transfer and apply their language skills and knowledge in different contexts.
- Extend the senior leadership team as envisaged by including a child, parent and governor. Provide training so they can fulfil their roles effectively and review the impact of the initiative on the school's performance.

## **Achievement and standards**

### **Grade: 1**

Children make outstanding progress during their time at the school. They start school at a very low base and reach average standards by the time they leave. Standards have risen year on year, except for 2008, when they dipped because of problems with staffing which have now been resolved. Despite the dip, children's achievement was good overall and for those who were at the school for the whole of the key stage, it was outstanding. The work in children's books and school data indicate that children in Year 6 are on track to achieve at least average standards at the end of Key Stage 2 in 2009. Given their very low starting point, this represents outstanding progress. Children who need extra help with their learning or language receive excellent support, which enables them to achieve exceptionally well. There is no significant difference between the achievements of different groups of children because the school makes particularly good provision for children at an early stage of learning English. All staff are committed to achieving the very challenging targets the school sets itself and this leads to outstanding achievement. Displays around the school show that there is exceptional achievement across a broad range of subjects, for example, in art, dance and photography.

## **Personal development and well-being**

### **Grade: 1**

Children are particularly polite and well mannered. Their behaviour is excellent. Children have a particularly good understanding of how to stay healthy and safe. They eat healthily and enjoy taking exercise. They thoroughly enjoy their learning and are very keen to come to school. Attendance is effectively supporting children's progress. However, despite rigorous procedures to promote attendance, a few parents take their children out of school unnecessarily and this adversely affects the attendance figures. Children are very proud of their school and treat each other, resources and the building with respect. They delight in being school 'ambassadors' and willingly volunteer to act as interpreters for new children and their parents.

Children show initiative and readily take responsibility for themselves and others. School councillors take the role very seriously and know the school will listen to their views. They are very proud of their success in persuading the authority to finance the installation of a safety barrier at the school entrance. Children's applications to join the senior leadership team are exceptionally well written and demonstrate an excellent grasp of the leadership qualities needed. Children demonstrate an awareness and clear understanding of the wide range of cultures and religions represented in the school and the local and wider community. They particularly valued the Eid assembly and demonstrated their appreciation by awarding an 'achievement certificate' to the organisers.

## Quality of provision

### Teaching and learning

#### Grade: 1

Teaching is excellent overall. It is usually good and it is often outstanding. High-quality lesson planning closely matches individual learning needs and children's preferred learning styles. As a result, lessons are interesting and children are fully engaged. Teachers have high expectations and always plan extra activities so that any early finishers have the chance to extend their learning. Well-briefed and conscientious teaching assistants provide exceptionally good support for individuals and small groups of children with a wide range of learning needs, especially for those whose first language is not English. Excellent relationships between children and adults ensure children feel supported, enjoy their learning and are confident to 'have a go' at challenging tasks. They know their efforts will be recognised and valued. Teachers mark children's work particularly well and ensure they know what they have done well and how to make their work even better. The very effective use of interactive white boards and a particularly brisk pace in lessons, maintain children's attention and concentration so they make particularly good progress. Wherever possible, teachers include practical, 'hands on' activities which children find particularly enjoyable. Occasionally, opportunities to develop children's language skills in a range of contexts are not fully extended.

### Curriculum and other activities

#### Grade: 1

The curriculum meets children's needs extremely well and contributes to high-quality work and exceptionally good personal development. There is a very wide range of enrichment activities, which make particularly good use of the local and wider community. Places visited include the cathedral, a local synagogue, a mosque and a stately home. Visitors from the fire service, police and local prison develop the children's sense of community responsibility. There is an unusually good range of clubs and activities, which children and parents praise highly. Information and communications technology is now integral to children's learning. The strong focus on promoting learning in the children's mother tongue is particularly effective in accelerating the learning of those children whose first language is not English. Exciting events, for example last week's 'International Week', bring learning to life and enthuse the children.

### Care, guidance and support

#### Grade: 1

There is an exceptionally high standard of care, guidance and support, both academically and socially. An excellent tracking system quickly identifies children in danger of underachieving. They receive highly effective additional support, which helps them meet or exceed their learning targets. Children with social or emotional needs that present significant barriers to their learning receive very strong support, with the result that some parents have chosen the school for their children for this reason. An effective strategy helps children manage their behaviour so it does not affect the learning of others. Children who are particularly able, in a wide variety of fields, are quickly identified and have excellent opportunities to develop their gifts or talents, for example, through photography. Children, for whom English is not the first language, receive excellent support from adults and other children and so make particularly good progress. All the required procedures for safeguarding children are fully in place. Support also extends to parents and carers when appropriate, and was judged by some to be outstanding.

## Leadership and management

### Grade: 1

There has been very considerable improvement since the last inspection, which is particularly due to the inspirational and outstanding leadership of the headteacher. She is extremely well supported by her senior leadership team who, together with the rest of the staff, share her vision for the future of the school as a 'centre of excellence'. The headteacher has not been afraid to tackle difficult issues in her drive for school improvement and has eradicated inadequate teaching and poor behaviour. She has created a particularly effective team with a genuine commitment to improving their individual and collective performance and to removing barriers to children's learning.

Staff, at all levels, relish the extensive opportunities to take on responsibilities and to develop their expertise through high-quality professional development. Parents who answered the questionnaire were, almost without exception, full of praise for the school. Parents value the approachability of staff. They say they listen to concerns and ideas and act quickly upon them. Governors are highly committed and supportive. They understand evidence about how well the school is doing and have begun to ask challenging questions. Particularly rigorous and effective monitoring underpins the drive to improve the school further. The schools' innovative plans to extend the senior leadership team by including a child, a parent and a governor, demonstrates its commitment to valuing the contribution of all those with an interest in the school, and to extending still further its capacity to improve. It has been very effective in working with its diverse and multicultural community, contributing to its cohesion by ensuring that all have the equal opportunity to thrive, improve and develop.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

19th November 2008

Dear Children

Inspection of Bishop Creighton Primary School, Peterborough, PE1 5DB

Thank you for being so welcoming, friendly and helpful when we visited your school. We really enjoyed talking to you and finding out about the exciting things that happen. We think your lessons are very interesting and enjoyable and that the adults look after you very well. We think your behaviour is excellent and that you try your best in lessons. We are very pleased that you like to help each other and share ideas. We think the displays of work around the school are of a very high standard and show that you are proud of the work you do.

Your teachers plan your lessons very carefully so that you are interested and keen to learn. They mark your work very helpfully so you know what you have done well and how you can get better. This helps you to learn a lot in all your subjects. You also know what makes a good learner and this helps you to learn better. The school gives you many opportunities to be 'responsible' and you are very keen to take them. Your school council listens to your views and shares them with the headteacher. She is always willing to listen to your views and so you have been able to make improvements to your school. We are very impressed that you managed to get the safety barrier put up at the school gate. We also liked your idea to record welcoming messages in different languages and put them in the entrance hall to make visitors feel welcome.

Bishop Creighton is an excellent school where everyone gets the help they need to do well. We have asked your school to continue finding interesting ways to help you improve your language skills so you can improve your work even more. We have also suggested that it carries out its plan to include one of you on the senior leadership team so you can help to improve the school even more.

We know you really enjoy your time in school and we wish you every success for the future.

Yours sincerely,

Lynn Lowery

Lead inspector