

# Inspection of Bishop Creighton Academy

Vineyard Road, Peterborough, Cambridgeshire PE1 5DB

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Inspection dates: 17 and 18 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Good
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The principal of this school is Vicki Redhead. This school is part of Greenwood Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Wayne Norrie, and overseen by a board of trustees, chaired by Mike Hamlin.

## **What is it like to attend this school?**

Bishop Creighton is a happy and friendly school at the heart of the community. Pupils feel safe and cared for; they look forward to coming to school. Pupils meet the school's aims to be 'confident individuals, responsible citizens and future ready'.

This is a forward-thinking school. Pupils benefit from the opportunity to integrate digital learning into their learning. For example, pupils have an individual virtual coach, which gives pupils immediate feedback on their reading. This chosen approach gives pupils the confidence to use technology throughout the curriculum. This contributes towards supporting pupils to prepare for life in the modern digital world.

Classrooms are calm and orderly. Staff set high expectations and pupils rise to these. Older pupils are proud to take on extra responsibilities around school. This helps them understand how to be responsible citizens.

Pupils know how to live healthy and active lives at this school. Pupils from a diverse range of backgrounds play together harmoniously. Pupils successfully develop their physical development through a range of extra-curricular activities. These include dance, football and BMX, which take place at lunchtime. Older pupils are working hard to cumulatively 'walk to the moon' by tracking their steps by using special fitness watches.

## **What does the school do well and what does it need to do better?**

The school are in the process of reviewing the curriculum. Where the curriculum is better established, leaders identify the knowledge and vocabulary pupils need to learn. Teachers deliver this well. However, where the curriculum is less developed and teachers are not as secure with subject specific knowledge and vocabulary, the curriculum is not routinely implemented as well as leaders intend. Consequently, pupils do not achieve as well in these areas of the curriculum. For example, younger pupils struggle to transfer their understanding of the past to different contexts in history.

Reading is a priority. The school's phonics programme is taught well by fully trained staff. This ensures that all pupils, including those with English as an additional language, are supported to read straight away. Staff regularly check how well pupils are doing. Those pupils who need additional help are supported effectively. This ensures that pupils learn to read fluently.

A new early years curriculum is in place. The curriculum is planned to ensure that communication and language are prioritised. Opportunities for children to rehearse their speaking skills are woven throughout their learning. As a result, early language development starts quickly, which contributes towards children being

ready for Year 1. Leaders know how important it is to connect the early years curriculum with the curriculum that is taught across the rest of the school.

The needs of pupils with special educational needs and/or disabilities (SEND) are accurately identified. These pupils, alongside those who speak English as an additional language, are carefully planned for. Teachers consider these pupils' varying needs. They use this information to plan skilful adaptations to lessons, so pupils access the school curriculum successfully. This means that those pupils with SEND and those who speak English as an additional language learn effectively alongside their peers.

Expectations of behaviour are high; pupils display positive attitudes to learning. In early years, children learn school routines quickly. Staff model calm, respectful and caring relationships. Occasionally, across the school, there are pupils who find it more difficult to concentrate. Staff respond skilfully to these pupils by reiterating the school rules and expectations. Disruption is, therefore, minimised.

Trusting relationships exist between the school, the pupils and their families. There has been an ongoing focus on providing support to pupils who do not attend regularly. Clear systems and processes are in place to monitor and improve attendance. While this has successfully reduced the absence of some pupils, there remains a small minority of pupils whose attendance is too low. Leaders recognise the need to develop individualised approaches to improve the attendance of these pupils.

The personal development curriculum is designed well and promotes pupils' personal, social and health education. Pupils learn about different cultures and beliefs. In addition, pupils understand how to be active and respectful citizens. They enjoy the range of sporting opportunities available to them both during and after school. The school ensures that all pupils benefit from these enrichment opportunities no matter what their background or specific needs are.

Trustees have secure processes that help them check how well the school is doing and, consequently, they successfully hold leaders to account.

Staff value the professional development that the school and trust provides. They appreciate the consideration of their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- The curriculum in some areas is new. Currently, there are inconsistencies in how well the intended curriculum is being implemented. There are occasions where

pupils do not learn the knowledge and vocabulary the school expects them to. This is because some staff are not confident with subject specific knowledge and vocabulary that pupils need to learn. When this happens, pupils do not achieve as well. The school and trust should ensure that all staff have the ongoing support and guidance they need to implement the curriculum consistently well. This is so pupils are better able to secure their understanding of important knowledge and vocabulary.

- Some pupils are not attending school as regularly as they should. This impacts negatively on their learning. Leaders need to continue to strengthen the actions they take to ensure that they implement individualised support so that pupils who do not attend often enough attend school regularly and learn successfully alongside their peers.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	136721
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10287113
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mike Hamlin
<b>Principal</b>	Vicki Redhead
<b>Website</b>	<a href="http://www.bishopcreightonacademy.co.uk">www.bishopcreightonacademy.co.uk</a>
<b>Dates of previous inspection</b>	6 and 7 February 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is part of Greenwood Academies Trust.
- The school does not currently make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the principal, the deputy principal, the assistant principal, the special educational needs coordinator, the subject leaders, the staff, the trustees, the staff from the trust central team and the Chief Executive Officer from the trust.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to pupils read with a familiar member of staff.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documents, including behaviour logs, attendance records, pupil records, records of trust meetings, school development plans and school self-evaluation documents.
- Inspectors considered 16 responses to the Ofsted online questionnaire, Ofsted Parent View. Inspectors also spoke with parents as they arrived at school.
- The 109 responses to Ofsted's questionnaire for pupils were taken into account. Inspectors also spoke with pupils throughout the inspection to gather their views.
- Inspectors took into account the 28 responses to the Ofsted's questionnaire for staff. Inspectors also met with staff throughout the inspection to gather their views.

### **Inspection team**

Jonny Wallace, lead inspector

His Majesty's Inspector

Nichola Pickford

Ofsted Inspector

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