

# Pear Tree Community Junior School

Pear Tree Street, Derby, DE23 8PN

**Inspection dates** 21–22 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Pupils do not make enough progress. Too many leave school at the end of Year 6 without developing the basic literacy and numeracy skills needed to succeed in the next stage of their education.
- Teachers do not have high enough expectations of pupils' learning in lessons. The work they set is not usually at the right level of difficulty, so it is too easy for some pupils and too hard for others.
- Teachers often spend too long introducing lessons, which leads to pupils not having enough time to work on their own.
- Behaviour and safety require improvement. Some pupils have concerns about how they are treated by others.
- Pupils' attendance levels are not high enough.
- Senior leaders have not secured the necessary improvements in teaching since the previous inspection. Expectations of teachers are not high enough and they have not been shown how to improve their teaching.
- The school receives a large amount of external support from the local authority, a local leader in education and the interim executive board. However, governors do not know enough about the amount of progress being made by pupils or about the impact of funding to support particular groups of pupils.
- Some improvements were made to pupils' achievement last year but these have not been sustained.

### The school has the following strengths

- Pupils are polite and courteous to adults in school.
- The school provides an environment in which pupils feel safe.

## Information about this inspection

- The inspection team observed 21 lessons or part lessons.
- Seven observations of lessons were carried out with members of the senior leadership team. Inspectors also observed senior leaders feeding back to teachers about the quality of learning and pupils' progress in lessons.
- Inspectors listened to pupils read, met with them to discuss their lessons and looked closely at their work.
- Meetings took place with the Chair of the Interim Executive Board, a local authority representative and a local leader of education who works with the school.
- The inspection team took account of the six responses to the online questionnaire (Parent View) in planning the inspection. There were no additional responses during the inspection. The inspection team considered the returns from the school's own questionnaire for parents, and spoke to parents informally in the mornings as they brought their children to school.
- Inspectors also considered the returns from 22 staff questionnaires.
- The inspection team observed the school's work and analysed documents, including records of pupils' progress, the school self-evaluation summary, the school warning notice action plan, the development plan, and behaviour, safeguarding and attendance records.

## Inspection team

Susan Williams, Lead inspector	Additional Inspector
Malcolm Johnstone	Additional Inspector
Roary Pownall	Additional Inspector

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

### Information about this school

- Pear Tree Community Junior School is larger than the average sized primary school.
- Pupils come from a wide range of backgrounds including Pakistani, Romany/Gypsy, White British and Indian.
- The proportion of disabled pupils and those who have special educational needs who are supported by School Action is well above average. The proportion of pupils supported by School Action Plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the Pupil Premium (the additional funding for schools for pupils in local authority care, pupils known to be eligible for free school meals or pupils from armed forces families) is above average.
- The proportion of pupils who join and leave the school at different times during the year is well above that found normally.
- The school does not meet the government's floor standard, which sets the national minimum expectations for attainment and progress in English and mathematics.
- Alternative provision is made for some pupils at Newton's Walk, the local authority's pupil referral unit.
- A local leader of education from Breadsal Hill Top Junior School has supported the school since January 2012.
- The local authority served a warning notice<sup>1</sup> to the school in January 2012 and put in place an interim executive board from May 2012.

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

- Improve teaching so that it is consistently good or better by ensuring that:
  - lessons proceed quickly and teachers' expectations of pupils' learning are high
  - teachers spend less time telling pupils what they have to learn and that they provide more opportunities for them to learn things for themselves
  - work provided is matched closely to pupils' different abilities so it is neither too hard nor too easy
  - best practice in teaching is shared within the school.
- Improve behaviour by ensuring that:
  - a clear behaviour policy is agreed and consistently applied by all staff
  - the school promotes positive relationships and respect between pupils
  - all incidents are logged and that all the actions taken are effective and followed up.
- Improve the effectiveness of leadership and management by:
  - making expectations of good teaching clear to all staff
  - developing and applying thorough and accurate systems to check the quality of teaching
  - giving teachers clear targets for improvement and checking that these are achieved, ensuring

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<sup>1</sup> A local authority may issue a written warning notice to a school when there are concerns about performance standards, safety or governance.

the interim executive board checks that all groups of pupils are making good progress regularly.

- Promote the importance of attendance to pupils and parents so rates rise to at least the national average.
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## Inspection judgements

### The achievement of pupils

### is inadequate

- Achievement is inadequate because too few pupils make enough progress in all year groups. Attainment has been low in English and mathematics for the last three years. The school's test results fell in 2011 and although there was some improvement in 2012 they were still too low.
- Pupils known to be eligible for free school meals receive additional support funded by the Pupil Premium. This includes one-to-one tuition, small group sessions and additional support in lessons. However, these pupils are also underachieving. The additional support is not narrowing the gap between the achievement of these pupils and similar pupils nationally.
- Although disabled pupils and those who have special educational needs receive additional support in lessons, they do not make enough progress. They are not always able to do very much work in lessons, as teachers do not plan work at the right level for them and often it is too hard.
- Romany/Gypsy and White British pupils do not make enough progress and also underachieve. Pupils of Indian and Pakistani heritage make better progress than other groups, although this is not good enough in all year groups or in English. Too many pupils underachieve and, as a result, the school is not successful in promoting equality of opportunity for pupils' learning. The school's records show that pupils who join partway through Key Stage 2, and who are often new to learning English, make better progress than other pupils in the school.
- Not all pupils enjoy reading. Pupils are able to use strategies to help them sound out letters and read difficult words but they need prompting to do this.
- Pupils who attend the alternative provision for half a day a week for support with behaviour have been helped to focus on their learning when they are in school. This support has been effective.

### The quality of teaching

### is inadequate

- Teaching over time has had insufficient impact on pupils' achievement and overall it is inadequate. Too high a proportion of teaching has weaknesses that require improvement. Teachers do not plan lessons well enough to make sure that pupils of all abilities can make progress. Work is often set at only one level, which means that it is too easy for the more able pupils and too hard for those who are less able.
- Teachers do not expect enough of pupils. Often, the pace of learning is slow and pupils lose concentration.
- In too many lessons, teachers talk for too long. This limits the time that pupils have to work by themselves in order to develop the good range of basic skills needed to support their learning, especially in literacy and numeracy.
- In the best lessons observed by inspectors, such as a Year 5 literacy lesson on poetry, pupils were engaged and motivated. Tasks were well matched to pupils' needs and they understood the relevance of them. Pupils worked enthusiastically and used good discussion skills to share and develop each other's viewpoint. Good engagement with the lesson and carefully selected tasks led to them making good progress.
- This stronger teaching in Year 5 is not shared across the school so that all teachers can adapt and develop good practice to help pupils make good progress.

### The behaviour and safety of pupils

### requires improvement

- Some aspects of behaviour and safety require improvement, particularly prejudice-based name-calling and attendance.

- Pupils are compliant and respond well to teachers' directions. They engage with group activities and share their ideas when given the opportunity in lessons. However, when teachers talk for too long or spend a long time on introductions, they are passive or lose interest in learning.
- Most pupils behave well around the site. During wet break, some pupils played games, read books and were involved in colouring activities in some classrooms. In these classrooms, pupils worked well with each other. In other classrooms, pupils were not involved in activities and their behaviour was not as good.
- Pupils play sensibly together in the playground. However, routines for the end of break are not well-defined: the management of pupils' behaviour varies and expectations of lining up are not clear. Where teachers were present, pupils lined up sensibly and quietly. Conversely, when teachers were not present, classes were slow to go to their line and some silliness and arguments occurred. This lack of consistency in applying the school policy does not support a calm entry into school.
- Pupils all said that they feel safe in school. Records show very few incidents of bullying. Nevertheless, parents and pupils raised concerns about bullying. They said that incidents were dealt with but they recurred. Pupils were confident that members of staff would help them and they could talk about problems. They know about different forms of bullying such as cyber-bullying and homophobic bullying. However, there are too many racist incidents where pupils are called unpleasant names. The school has not done enough to build good relationships and tackle racial discrimination.
- Fixed-term exclusions have reduced and there have been no permanent exclusions.
- Some pupils attend alternative provision to support their behaviour on a part-time basis. The school checks that the pupils that attend the centre are safe and well cared for.
- Attendance is too low. It has improved, but not enough to bring it to the national level for primary schools. The school has clear procedures for following up absence. Less is done to promote good attendance and the importance of learning in school.

### **The leadership and management are inadequate**

- Leaders and managers have not ensured that policies and procedures are consistently applied. The school's own data and pupils' books show that the quality of teaching is too variable and overall it is inadequate.
- Training and coaching to improve teaching have been ineffective. Teaching has not improved since the previous inspection because expectations of teachers' performance are not high enough. New teachers have not been supported effectively so they can teach to a good standard. Feedback to teachers about how they can improve their teaching lacks clarity. Furthermore, the school's judgements on the quality of teaching over time are generous.
- Although there is some strong practice in teaching, this is not shared widely so that all staff can follow these examples and teach to a good standard.
- Although the school teaches a full range of subjects, the work in lessons does not meet pupils' needs well enough to ensure that they make good progress. Sometimes teachers follow plans for topics without adapting them to the individual needs of their class.
- Spiritual, moral, social and cultural development is promoted appropriately through personal, social, health education sessions and in assemblies, but its impact on pupils' behaviour and attitudes to learning is undermined by weaknesses in teaching and the inconsistent application of policies.
- The local authority has taken some action to tackle long-term underachievement in the school. For example, an interim executive board has replaced the previous governing body and additional support from a local leader in education, and from local authority staff, led to marginal improvements in the 2012 national test results. However, the quality of teaching in the school is not routinely good enough to sustain this improvement.

### ■ The governance of the school

- The chair of the interim executive board is determined that pupils will do much better than they have in the past. He is aware of the underachievement in the school and brings his own successful experience of headship to the role. Appropriate training has been arranged for all members of the interim executive board to develop their role.
  - The interim executive board knows the strengths and weaknesses of the school. Strategic planning, including scheduled and regular meetings with a clear focus on developing teaching and accelerating pupils' progress, is in place.
  - New arrangements are in place for performance management. The interim executive board keeps these under review and is clear that recommendations for increases in teachers' pay are agreed only when pupils make good progress. However, the board does not know enough about the amount of progress being made by pupils. It receives updates on the quality of teaching although this has not always been reported accurately.
  - The interim executive board keeps the Pupil Premium funding under review by ensuring that the funding is used to develop basic literacy and numeracy skills for identified pupils. However, the board has not yet received information on how much difference this is making to pupils' achievement.
  - Safeguarding procedures have been updated and these now meet national requirements.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	112727
<b>Local authority</b>	Derby
<b>Inspection number</b>	401298

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	361
<b>Appropriate authority</b>	The interim executive board
<b>Chair</b>	Chris Hassall
<b>Headteacher</b>	Maddie Oldershaw
<b>Date of previous school inspection</b>	28–29 April 2012
<b>Telephone number</b>	01332 760610
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