

# Inspection of Pear Tree Community Junior School

Pear Tree Street, Derby, Derbyshire DE23 8PN

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Inspection dates: 23 and 24 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

Pear Tree Community Junior School is a transformed school.

Leaders have worked tirelessly to improve the school. They are highly ambitious for all pupils and want them to succeed both academically and socially. Staff and parents agreed that Pear Tree is unrecognisable from the school it was in the past. One parent told inspectors: 'This isn't the school it used to be.'

Pupils are safe and happy at school. They live out the school's superhero code of 'ready, respectful and responsible' learners. Staff know the pupils well. The school's mantra of 'praise in public, reprimand in private' sets the scene for very positive relationships between staff and pupils.

Pupils behave well in lessons and around the school. They know that some pupils find it hard to behave well all of the time. They said that the adults in school help these pupils. Pupils said that bullying is not really a problem at Pear Tree, but that when it happens, the teachers sort it out.

Pupils are aspirational for their futures. They said that they want to be nurses, scientists and police officers when they are older.

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

The school's curriculum is broad and balanced. There are high expectations of what pupils can achieve. Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as other pupils. Leaders' comments included: 'We don't put a lid on any of our learners.'

Subject leaders have received the training they need in order to lead their subjects with confidence. They have worked closely with leaders to write curriculum plans that identify the key knowledge that pupils need to know and remember. In some subjects, these plans are highly effective and pupils retain essential knowledge. In other subjects, the curriculum is less well embedded. In these subjects, pupils find it more difficult to reflect on and recall their prior learning. Leaders know that they need to continue to monitor the impact of the curriculum. This will help them to refine the curriculum to maximise the progress that pupils make.

Classrooms are calm places where pupils can learn successfully. Teachers explain new ideas to pupils clearly. Pupils with SEND are given the extra help they need in order to succeed. In some subjects, for example in reading and mathematics, teachers systematically assess what pupils know and remember. Assessment is not as well developed in the foundation subjects. Leaders have not yet developed a consistent approach.

Reading is a priority. Leaders know that many pupils do not have a secure knowledge of phonics when they join the school. Leaders have introduced daily phonics lessons in all year groups. This has helped pupils to read and spell more confidently. Extra support is given to pupils who find reading more difficult, or who are learning English for the first time. Teachers immerse pupils in books. They read to pupils daily. They choose books that help pupils to make links with other parts of their learning. Pupils are excited about reading.

Plans to promote personal development have been designed to meet the needs of pupils at Pear Tree. 'Marvellous Me' books are used to teach pupils about: healthy relationships, online safety, diversity and how to manage their feelings. Pupils also have opportunities to discuss current affairs. They learn about different faiths and religions. Year 6 pupils are working with local police officers on a project to make their community safer.

Leaders have created a positive working environment for pupils and staff. Staff morale is high. Leaders have prioritised the mental health of the whole school community, including families. This aspect of the school's work is strong.

Governors have an accurate view of the school. They have supported leaders to secure the many improvements made to the school in recent years.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a culture where pupils are deeply cared for. Staff are trained to keep a close eye on pupils and to spot concerns quickly. Concerns are reported without delay. Detailed records are kept. Leaders act swiftly to make sure that pupils and families get the help they need.

Leaders know their community well. They are acutely aware of the types of risks to pupils' safety in their local area. Leaders make sure that pupils are taught about how to keep themselves safe both in and outside of school.

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

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

- While curriculum plans have been written for all subjects, some of these plans are relatively new and have not yet been firmly embedded. As a result, in some subjects, pupils do not remember the key knowledge that leaders have identified. Leaders should now ensure that there are further opportunities to monitor the impact of the curriculum. This will enable subject leaders to refine the curriculum to maximise what pupils know and remember.
- Leaders ensure that the progress pupils make is checked closely in English and mathematics. This is not as well developed in the foundation subjects, where

there is no systematic approach to assessment. Leaders should now ensure that a consistent and manageable assessment system is developed for foundation subjects. This will enable teachers to check what pupils know and remember from prior learning.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144466
<b>Local authority</b>	Derby
<b>Inspection number</b>	10200437
<b>Type of school</b>	Junior
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	359
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Munro
<b>Headteacher</b>	Andrew Sharp
<b>Website</b>	<a href="http://www.peartreej.derby.sch.uk">www.peartreej.derby.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Pear Tree Community Junior School converted to become an academy school in July 2017. When its predecessor school, Pear Tree Community Junior School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school joined Transform Trust in July 2017.
- The current headteacher was appointed in September 2017. The deputy headteacher was appointed in January 2018.
- The school does not use any alternative provision.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with the headteacher, other senior leaders and the special educational needs coordinator. Meetings were held with a representative from Transform Trust and members of the governing body.
- Inspectors carried out deep dives in these subjects: reading, English, mathematics, geography and art and design. For each deep dive, inspectors met with subject leaders, reviewed curriculum plans, visited lessons, spoke to pupils and teachers from the lessons visited and looked at pupils' work. The lead inspector also listened to pupils in Year 3 and Year 6 reading to a member of staff.
- Inspectors evaluated the effectiveness of the safeguarding arrangements in the school. The lead inspector met with the leader with responsibility for safeguarding to discuss the school's policies and procedures for keeping pupils safe. The single central record and other documents relating to safeguarding were reviewed. Inspectors spoke to pupils and staff to evaluate the school's safeguarding culture.
- Inspectors observed pupils' behaviour in lessons and at playtime and lunchtime.
- Inspectors considered staff members', pupils' and parents' views on the school.

### **Inspection team**

Caroline Poole, lead inspector	Ofsted Inspector
Jeremy Spencer	Ofsted Inspector
Martin Fitzwilliam	Ofsted Inspector

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