

# Inspection of Pear Tree Infant School

Pear Tree Street, Normanton, Derby, Derbyshire DE23 8PN

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Inspection dates: 30 November and 1 December 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

'Aiming high' is one of the core values at Pear Tree Infant School. Leaders have created an ambitious curriculum to give pupils a good start to their education. Staff inspire pupils to have high aspirations for their futures.

Pupils are proud of their school. They told inspectors, 'I feel happy when I come here – we have a lot of fun,' and 'I like to be at school because I can make new friends and learn new things.'

From the moment they start at Pear Tree Infants, pupils are immersed in a world of books. Pupils in Reception love listening to stories with the school's reading rabbits, Rosie and Rodrigo. Pupils cannot wait to visit the 'Reading Den'. They told inspectors, 'It is a relaxing indoor forest where we can go to read.'

Pupils get on well with each other. They are polite and respectful. Pupils behave well. They enjoy being rewarded with 'Diddi Dots' for following the 'Golden Pear' rules. Pupils know that bullying is not tolerated. They know to tell an adult if anything is worrying them. One pupil, typical of many, told inspectors, 'The grown-ups at Pear Tree Infant School make sure everyone feels happy, comfortable and safe.'

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

Leaders have designed a curriculum that is ambitious for all pupils. They have thought carefully about what they want pupils to know and when they should know it. Leaders have planned every subject in small, logical steps. Teachers follow these plans so that pupils are taught knowledge and skills in order. Lessons are adapted when they need to be so that pupils with special educational needs and/or disabilities (SEND) take part in every aspect of the curriculum.

Reading is at the heart of school life. Phonics is taught well. Staff use the same methods in all classes to help pupils sound out words. Any pupil who needs extra help with phonics gets it straightaway. Pupils are given books to read that match the letter sounds they know. This means they can develop their fluency when reading at home. Pupils are keen to read at home so they can earn a book to keep from the school's vending machine. 'Echo Reading' sessions help pupils read with speed and expression. Pupils build their understanding of the texts they read with the help of characters like 'Commander Clarifier', 'Pirate Predictor' and 'Captain Connector'. As one pupil explained, 'I use 'Inspector Inference' to find clues in the text to answer questions when the answer is not clear.'

Pupils really enjoy mathematics. They benefit from having resources available on their tables to help them count. Teachers demonstrate how to calculate. As a result, pupils know exactly what they must do to be successful. Pupils explain their learning well using mathematical vocabulary. For example, Year 2 pupils use the term 'inverse' to explain the relationship between multiplication and division. Teachers

regularly revisit what pupils have learned before. This keeps things fresh in pupils' minds, even if it is something they studied a while ago. For example, Year 1 pupils can confidently talk about the three-dimensional shapes they learned about in the past.

In some of the foundation subjects, however, leaders have not closely checked how well the curriculum is being taught or if pupils have remembered the important knowledge that they should. Where this is the case, pupils do not have a secure understanding of the curriculum.

Leaders ensure that pupils have a wide range of experiences to broaden their horizons. Leaders make good use of some of the school's additional funding to ensure that all pupils get these opportunities. Pupils learn about difference and diversity. As one pupil told inspectors: 'Being unique is important. People have different personalities. It does not matter what people look like or where they're from, just treat them kindly.'

Governors know the school's strengths and areas for development. Governors work with parents who do not speak English as their first language to help them access information about their child's education.

Leaders have procedures in place to monitor and improve rates of attendance. Governors support leaders in their effort to reduce absence by making sure that everyone in the local community understands the importance of high attendance. However, some pupils still do not attend as regularly as they need to, particularly disadvantaged pupils.

Staff appreciate the consideration given to their well-being and workload. They are proud to work at Pear Tree Infants. Teachers in the early stages of their careers value the support and training they receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained. Staff know how to spot if a pupil is potentially at risk of harm. They promptly report safeguarding concerns. Record-keeping is clear and thorough. Leaders take appropriate actions to ensure that pupils get the support they need. They work well with other agencies to get help for pupils and families. Governors make checks on the school's safeguarding procedures. Pupils feel safe at Pear Tree Infants. They know they should talk about anything that is worrying them. They told inspectors, 'We know that we should tell an adult if we feel unsafe.'

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

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

- In some of the foundation subjects, pupils do not remember the important knowledge they have been taught with sufficient understanding. This is because leaders do not closely monitor the implementation of the curriculum in all subjects. Leaders need to systematically check that all curriculum plans are being implemented effectively and make sure that they are having the intended impact on what pupils know and can do in every subject.
- The rate of absence remains too high. Missing so much time at school reduces the chances of these pupils making the progress they can achieve. Leaders need to review their systems for securing high attendance to make sure they are doing everything they can to reduce absenteeism, particularly for disadvantaged pupils.

## 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](#)' 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>	112728
<b>Local authority</b>	Derby
<b>Inspection number</b>	10242209
<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	270
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ewa Wolinska
<b>Headteacher</b>	Balbinder Suddhi
<b>Website</b>	<a href="http://www.peartreeinfantandnursery.co.uk">www.peartreeinfantandnursery.co.uk</a>
<b>Date of previous inspection</b>	5 July 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not 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.

- 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.
- The inspectors carried out deep dives in reading, mathematics, religious education, physical education and design and technology. For the deep dives, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- Inspectors met with the headteacher, curriculum leaders and a sample of teaching and support staff. Inspectors met with the leaders responsible for behaviour, personal development and disadvantaged pupils, and the leader with responsibility for pupils with SEND.

- The lead inspector met with the designated safeguarding lead to discuss the actions taken to keep pupils safe. The lead inspector reviewed a range of documents, including the school's single central record.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance and documentation relating to attendance and pupils' behaviour.
- An inspector listened to a sample of pupils in Year 1 and Year 2 read to a familiar adult. Inspectors met with groups of pupils from across the school.
- The lead inspector met with governors, including the chair of the governing body. He also met with a representative of the local authority.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff survey.

### **Inspection team**

Shaun Carter, lead inspector	His Majesty's Inspector
Peter Johnston	Ofsted Inspector
Ben Waldram	Ofsted Inspector

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