

# Pear Tree Primary School

## Inspection report

---

<b>Unique Reference Number</b>	134106
<b>Local Authority</b>	Cheshire East
<b>Inspection number</b>	328830
<b>Inspection dates</b>	29–30 April 2009
<b>Reporting inspector</b>	Kevin Johnson

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.

---

<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)	196
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>	Mr Simon Holden
<b>Headteacher</b>	Ms M Hennessy Jones
<b>Date of previous school inspection</b>	22 March 2006
<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>	Pear Tree Field Stapeley Nantwich Cheshire CW5 7GZ
<b>Telephone number</b>	01270 685155
<b>Fax number</b>	01270 619140

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	29–30 April 2009
<b>Inspection number</b>	328830

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is a slightly smaller than average sized school. Most pupils are White British. A small number of pupils are at an early stage of learning English as an additional language. The number of pupils known to be eligible for free school meals is well below average. The overall number with learning difficulties and/or disabilities is similar to that in most schools, but a higher proportion than average has a statement of special educational need. The Early Years Foundation Stage consists of a Reception class. The school has gained the Artsmark Gold and Activemark awards. It has achieved Healthy Schools status and holds the Inclusion Quality Mark.

There is a separate out-of-school provision on site, which was not inspected as part of this inspection.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Pear Tree is a good school with outstanding features. Pupils are exceptionally well cared for. Their personal development is outstanding and they achieve well.

Pupils are extremely mindful of others, courteous and respectful. Pupils thoroughly enjoy the opportunities they have to express ideas through the arts, especially musical performances, where all aspects of their artistic talents are tested. Their knowledge of the beliefs and festivals of other countries is very good. Pupils' excellent attendance and exemplary behaviour are further measures of their enjoyment of school. Pupils fully understand the importance of a healthy lifestyle. They are very active in the playground and sports clubs are well attended. Cookery lessons focus on healthy food choices and pupils choose sensibly from the snacks and lunch menus on offer to them. Pupils make an excellent contribution to their community. The school council ensures that everyone has a say in school affairs. It was its idea, for example, to arrange pupils in their 'River Families', where siblings and friends from different classes work together. These occasions are very popular and contribute greatly to pupils' sense of belonging to a community. An important responsibility that all pupils take very seriously is the protection of a colony of crested newts which occupy a corner of the school grounds. Pupils develop very good enterprise skills. By the time pupils leave the school they are sensible and self-assured young people, confident about moving on to the next stage of their education.

Pupils achieve well. They enter Reception with broadly typical skills for their age and leave the school at the end of Year 6 having reached above average standards. Standards at the end of Year 2 have improved significantly. They fell sharply in 2008, but have since recovered so that almost all pupils are currently working at a level expected for their age. While the numbers of pupils in Year 2 achieving higher levels in reading and writing have increased, there has not yet been the same improvement at the higher level in mathematics. Progress throughout the school is good. School assessments show that more Year 6 pupils than previously are set to attain a higher standard than expected for their age in English, mathematics and science. This is due to effective and challenging targets being set. Pupils with learning difficulties and/or disabilities make good and at times very good progress because of the way in which their learning is planned and their progress constantly checked. There is some outstanding practice in the teaching and support for the most vulnerable pupils, including those learning English as an additional language.

The quality of teaching and learning is consistently good. Pupils say they enjoy lessons because there is always a lot to do. Teachers' subject knowledge is secure and planning is good. Pupils have ample opportunities to develop their thinking and personal skills through investigation and by working with others. They enjoy the chances they have to combine skills such as those of art and literacy in a single lesson to make learning more purposeful. The curriculum is greatly enriched and provides outstanding opportunities for pupils to develop personally, to excel in areas such as art, music and games, and to acquire effective literacy, mathematical and information and communication technology (ICT) skills.

The headteacher's energetic and single-minded pursuit of the best for every pupil has driven the school's good progress since the last inspection. There have been improvements in standards and quality throughout the school. The headteacher is ably supported by the deputy headteacher and all staff members whose collective understanding of the school's aims and priorities ensures that they contribute effectively to school improvement. Heightened aspirations for the school

are reflected in the challenging targets set. Equality of opportunity for all is at the heart of what the school provides, and this results in the exceptional care and support given to pupils and families. Community cohesion is promoted very well within the school's locality and good progress has been made in planning and setting up links with schools in the United Kingdom and overseas. Governors challenge the school effectively and measure its progress in terms of outcomes for pupils, ensuring that value for money is good. Given the good progress and current strengths in management, the school has good capacity to continue on its current path to further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Leadership of the Early Years Foundation Stage is good and provision for children's learning and development is managed well. As a result, children make good progress. Their skills overall are broadly as expected when they enter Reception, though for some children their communication, language and literacy skills, calculating skills in mathematics and aspects of their social and emotional development are at a lower level. By the end of Reception, almost all are working securely within the early learning goals and some are more advanced. Personal, social and emotional development is given high priority so children quickly form good relationships and become confident learners. However, a few opportunities are missed to extend children's independent skills, for example, during snack times. Activities led by adults and those that children choose for themselves are balanced well. Good use is made of the outdoor classroom where children follow up, through play, the things they have learned inside. Daily lessons on linking letters and sounds are planned and taught well, and get children off to a good start with their early reading and writing. Provision for children's welfare is outstanding. Systems to introduce children and parents to the school are excellent. Staff involve parents closely in sharing information about their children's progress. This information is assessed carefully by Reception staff and used well to plan the next steps in children's learning. Children work happily in a bright and secure environment and thrive on the individual support they receive.

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

- Increase the proportion of pupils who reach the higher levels in mathematics by the end of Key Stage 1.

## **Achievement and standards**

### **Grade: 2**

National test results were lower in 2007 than in previous years. In 2008 national results were above average at the end of Year 6 and well below average at the end of Year 2. Year 2, including those with learning difficulties and/or disabilities did not reach their full potential. Rapid and well-targeted support in Year 3 resulted in most pupils in that group making good gains; they are now working at the levels typically expected. Strong action taken by the school has restored standards in Year 6 to their previously above average levels in all subjects and lifted Year 2 standards to average. School assessments show particularly good improvement in writing in Year 2, but the number of pupils who are on track to achieve a higher level in mathematics is still below average. Progress has picked up considerably and is now good. The introduction of more effective ways of assessing pupils' progress enables teachers to swiftly plan additional

support to boost learning where needed. Those few pupils at an early stage of learning to speak English as an additional language make good progress as a result of very effective support.

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

### **Grade: 1**

Pupils enjoy school immensely because of the exciting range of activities provided. They are extremely polite and well mannered. Pupils have excellent attitudes to work and are proud of what they achieve. Attendance is well above average. Pupils feel safe in school because the excellent behaviour and relationships mean that there is no bullying or racism. They are confident that adults will listen to any concerns, and say that the 'Friendship Stop' in the playground works well. Pupils relish the opportunities to be active and even the youngest children are fully aware of what makes a healthy diet. This is helped by their enthusiasm for the developing vegetable plot in the school grounds. Pupils are very keen to take on responsibilities and show very good initiative, for example, when helping to put on school productions, being recycling officers or working alongside local groups on community projects. Their good progress in acquiring literacy, mathematical and ICT skills, combined with the important life skills they develop through enterprising projects, prepares pupils well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Consistently effective teaching accounts for pupils' good achievement. Relationships in lessons are outstanding and result in pupils' eagerness to learn. Lessons are active and enjoyable for pupils. Good examples of this were the investigation of rock samples and an exciting mini-beast hunt, both of which gave learning purpose and interest. Teachers' planning is good and secure subject knowledge means that lessons are usually delivered with good pace and confidence. On some occasions, teachers' explanations are too long so that pupils are not engaged in active learning as quickly as they could be. Teachers question pupils well to gauge their understanding and assess progress. Pupils' varying abilities are taken into account. However, this is less evident for the more able pupils in mathematics in Key Stage 1. There is some excellent individual support for pupils who have more specific learning difficulties. Well-qualified and skilful teaching assistants are valued members of the teaching team who contribute significantly to pupils' progress. Teachers provide good opportunities for pupils to work collaboratively with others to benefit independent learning skills.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum has excellent breadth and range. It is very thoughtfully planned to promote pupils' personal development and enjoyment. Expert tuition in the arts and physical education ensures that pupils achieve highly in those areas. Improved provision for ICT has resulted in better standards in that subject. The good emphasis on literacy and numeracy skills, which pupils practise across a range of subjects, is also having a positive impact. Learning is greatly enriched by French teaching, themed days and an exceptional range and quality of activities, such as educational visits, after-school clubs and residential visits for all pupils from Year 1 onwards. Provision for pupils' personal, social, health and citizenship education is well established. Pupils benefit from the input from outside agencies with regard to potential dangers

from drugs and other substances and the importance of sensible relationships. By the time they leave the school, they are very well prepared to make informed choices about their personal well-being.

## **Care, guidance and support**

### **Grade: 1**

Parents agree overwhelmingly that their children are well cared for in school. Pupils endorse that view. They say they feel safe and understand the importance of following safety rules. The school ensures that health and safety measures are robust and that procedures for safeguarding pupils meet all requirements. Care and support for pupils with learning difficulties and/or disabilities are outstanding. Links with other schools enable additional challenges for pupils who are gifted and talented. The school reaches out exceptionally well to the whole community to provide family support and learning opportunities for parents. The school works closely with outside agencies to provide the best support for pupils. Transfer arrangements for pupils entering and leaving the school are excellent. Systems for tracking pupils' academic progress through the school are very effective. Day-to-day guidance provided by teachers' marking is good and pupils are increasingly involved in assessing their own progress in lessons and deciding what their next steps should be.

## **Leadership and management**

### **Grade: 2**

Effective leadership and management have brought about good improvements in teaching, care and provision, which have resulted in rising standards and higher achievement. Issues from the previous inspection have been dealt with well and the school is on a clear path to further improvement. The headteacher has established a cohesive, hard-working team who share equally the vision for the school's success. The management structure is clear and enables senior leaders to evaluate the school's progress and to measure its effectiveness accurately. Governors work well with the school and provide challenge and support in equal good measure. They are kept well informed through links with the headteacher and staff, and through the parents' voice, which they value highly. Equality of opportunity is high on the school's agenda and productive links with schools, colleges, and other agents ensures that the particular needs of all groups and individuals are met. Leaders promote community cohesion well. The school has established very strong links with community groups such as local churches and the parish council. Every effort is made to include hard to reach groups, especially those parents whose first language is not English. Pupils have learned about global inequalities and the impact of Fair Trade, and they are currently involved in a partnership with a primary school in Africa.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
-------------------------------------------------------------------------------------------------------	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<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	1
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

Inspection of Pear Tree Primary School, Nantwich, CW5 7GZ

Thank you for the splendid welcome you gave us when we came to inspect your school recently. It was a pleasure to talk to you about your school and all the things you enjoy. We were really impressed with your politeness and good manners. Your behaviour is excellent and well done for attending so regularly. Your singing is fantastic and there is some impressive art work to be seen around the school. All of those things are very important so you must work really hard to keep them up. Oh! I nearly forgot. I think your school dinners are smashing. No wonder you enjoy school so much.

Your school is good and has some outstanding things about it too. I have already mentioned a few of these, but I can add all the exciting ways in which you learn and also the way that the grown-ups in school take care of you and help you to achieve. You make good progress in English, mathematics and science and the standards you reach are improving.

Although many things are good about your school, your headteacher and teachers, parents and school governors would like it to be even better. After all, they love Pear Tree just as much as you do. To help your school to be better I have asked that more pupils reach a higher standard in mathematics by the end of Year 2.