

# Pear Tree Community Junior School

## Inspection report

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<b>Unique Reference Number</b>	112727
<b>Local Authority</b>	Derby
<b>Inspection number</b>	338000
<b>Inspection dates</b>	28–29 April 2010
<b>Reporting inspector</b>	Marion Thompson

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

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<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>	319
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Councillor Sara Bolton
<b>Headteacher</b>	Mrs Maddie Oldershaw
<b>Date of previous school inspection</b>	10 March 2008
<b>School address</b>	Pear Tree Street Derby DE23 8PN
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 19 lessons and parts of lessons and observed 12 teachers at least once each. Informal discussions were held with a sample of parents who accompanied their children to school. Meetings took place with the Chair of Governors, staff and groups of pupils. The inspection team observed the school's work, and looked at documentation, which included the raising attainment plan, school development plan, assessment information, safeguarding documentation, curricular planning, samples of pupils' work and audits undertaken by the school. Inspectors analysed the results of the 56 Ofsted questionnaires completed by parents and carers and took account of the views expressed in staff and pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of pupils who enter the school directly from abroad, especially those at the very early stages of learning English
- the impact of the strategies introduced by the senior team and subject leaders on progress in writing and mathematics
- the impact of the actions the school has taken to improve attendance.

## Information about the school

This is a larger than average school, where the most significant minority ethnic group is a rapidly growing number of children of Gypsy or Roma origin. They come mainly from Eastern European countries and now represent around a third of the pupil population. A large number of other ethnic groups are represented, including children of Pakistani origin. They form the second largest minority ethnic group of just under a third of the pupil population. Levels of pupil mobility are exceptionally high and a very high number of children join and leave the school on a regular basis. A high percentage of pupils are at the early stages of learning English and 23 languages other than English are spoken in the homes of the children who attend school. Many pupils arrive directly from abroad and previous experience of education is extremely varied. The percentage of pupils with special educational needs and/or disabilities is broadly average. The proportion of pupils known to be eligible for free school meals is exceptionally high. The school forms part of a full service extended school in a federation with two neighbouring schools.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory education. Pupils of all ethnic groups and abilities, including those who have limited prior experience of formal schooling, make good progress from their low starting points on entry. This includes pupils who are at the early stages of learning English. Pupils with special educational needs and/or disabilities make good progress because recent improvements ensure that support is well targeted to their needs.

Attainment is significantly below average, especially in writing and mathematics and has been for some years. This is because an exceptionally high and rapidly increasing number of pupils attend this school for a very short time before moving on. They get off to a good start but do not remain long enough to profit fully from the school's much improved provision. Pupils who attend throughout the key stage reach higher standards. Achievement is satisfactory. Despite strenuous efforts by the school, the attainment and progress of a small minority of pupils, particularly but not exclusively of Gypsy Roma origin, is adversely affected by poor attendance.

Most pupils attend regularly, behave well and enjoy school, showing respect for the diverse faiths and cultures represented within the community. Good progress and behaviour are promoted by lively lessons which provide pupils with a good level of challenge and well organised support, including the use of bi-lingual teaching assistants when necessary. Assessment is used well to provide guidance to pupils on how to improve their work. The curriculum is becoming more closely matched to pupils' needs as a result of more frequent and accurate monitoring of progress. However, in the small minority of satisfactory lessons, the pace is steady and work occasionally lacks challenge. This does not enable pupils to regain lost ground. Sound care, support and guidance ensure pupils feel safe and happy and help them overcome many barriers to learning.

The headteacher, effectively supported by the senior team and school staff, provides a strong lead in taking these developments forward. Planning is effective and is based on accurate self-evaluation. Effective staff development has resulted in improvements in key areas of provision such as teaching which has improved from satisfactory to good, with some outstanding teaching. Subject leaders in literacy and numeracy are beginning to develop teachers' subject knowledge further where necessary. These improvements have led to more rapid progress for pupils, especially in science and reading. The school has satisfactory capacity to improve further.

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

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- By September 2010, ensure that satisfactory teaching moves to good, especially in mathematics and writing and that it consistently presents pupils of all abilities with a good level of challenge.
- By September 2011 improve the attendance of persistent absentees by 10% by working with parents, families and community leaders.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils of all abilities and ethnicities who remain in school throughout Key Stage 2 make good progress in developing their listening, speaking and reading skills. In science, they reach standards that are broadly average. They make good progress in writing and mathematics, but standards are not quite as high in these subjects. The school is focussing on enhancing their understanding of mathematical terminology, which is helping pupils to tackle problem solving more effectively. Pupils with special educational needs and/or disabilities make good progress, because their needs are clearly identified and they receive effective support from teaching staff. Pupils at the early stages of learning English make rapid progress in language acquisition and mathematics whilst they are in specialist provision. However, the progress of a small minority of pupils, especially of Gypsy Roma and to a lesser extent Asian origin, is limited by frequent long and short term absences from school.

Pupils have positive attitudes to learning and even those at the early stages of learning English contribute enthusiastically to class discussion and partner work. They are beginning to develop independence, for example through looking up words they do not understand and through peer- and self-assessment. Most pupils work hard especially when presented with challenges, although occasionally they adopt a casual attitude when permitted. Achievement is satisfactory overall because, whilst pupils enjoy learning and most make good progress, attainment is low overall.

Most pupils' good working habits and social skills provide an effective basis for the next stage of their education. However, preparation for the future is satisfactory since a small minority of pupils have poor attendance and overall levels of basic literacy and numeracy skills are well below average. Pupils make a good contribution to the school community, for example suggesting areas they would be interested in researching in cross-curricular topics, but their contribution to the wider community is more limited. Pupils understand how to live a healthy lifestyle and enjoy the short, daily physical exercises provided in class. A reasonable number, mainly boys, attend extra-curricular sports, but too many pupils eat sweets as part of their lunch. Pupils clearly distinguish right from wrong and spiritual development is satisfactory.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Lessons are characterised by good relationships ensuring that lessons are calm and purposeful. Difficult behaviour is dealt with skilfully and does not disrupt learning. Lessons are well matched to the wide range of pupils' prior knowledge, abilities and experiences and the brisk pace engages pupils' interest. Teaching assistants are effectively deployed to meet the needs of those with linguistic or other barriers to learning. In the small but increasing proportion of outstanding lessons, pupils respond with enthusiasm to a high level of challenge, producing their best work. In a small proportion lessons, the pace is steady and pupils are allowed to work at a more leisurely rate. While they make satisfactory progress, this does not enable them to make up lost ground. Feedback in class, individual targets and marking provide guidance to pupils on how to improve their work. For example, during a writing task, many pupils were aware of what they needed to do to improve their grammar and checked their work to ensure they had complied.

The curriculum has improved over recent years. First-hand experiences, such as visits to the seaside, motivate pupils to learn. They welcome the frequent opportunities to develop their ideas through discussion with partners. However, occasionally the tasks set do not present pupils of all abilities with a sufficient level of challenge, even in groups which are organised according to prior attainment. The different cultures represented within the school are celebrated, for example through stories and

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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assemblies, such as one based on a Sikh celebration of Baisakhi. The programme for pupils at the early stages of learning English has a clear focus on developing skills in English and mathematics, but is rather narrow. Provision for pupils with special educational needs and/or disabilities has improved over the last year and is enabling pupils to make more rapid progress.

The school works well with other agencies to ensure that the large number of pupils new to the school and those whose circumstances make them vulnerable pupils are supported well. Guidance for transition to the next stage of education is satisfactory, and runs in conjunction with local authority arrangements. Pastoral care for all pupils is satisfactory and ensures that most aspects of pupils' personal development are sound. For example the school has made a sound start in promoting healthy eating, but there is still some way to go, especially in relation to packed lunches. Learning mentors support individual pupils well, and teaching assistants give good support in class. The school and local authority work hard to ensure that pupils attend regularly and that parents are aware of their legal responsibilities for their children's attendance. Pupils are offered strong incentives and rewards to attend. Nevertheless, despite the school's best efforts, a small minority of pupils are persistently absent.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The headteacher and senior team have successfully engaged staff and pupils in the drive to raise standards and improve achievement. Accurate self-evaluation, closer monitoring of pupils' progress, effective target setting and sensible planning have resulted in improvements in teaching, learning, assessment and the curriculum, although there is further to go. There is better provision for pupils with special educational needs and/or disabilities and for those at the early stages of learning English. This in turn has led to higher standards in reading and science and more rapid progress in writing and mathematics for pupils of all abilities. Governors provide sound support and challenge and most parents and carers are highly supportive of the school. The school, in partnership with other agencies, helps pupils of all ethnic backgrounds and abilities to overcome barriers to learning. However, for some pupils the impact is limited because they attend school only for a short time before moving on and pupils' achievement remains satisfactory overall. Procedures to ensure pupils are safe operate effectively. Policies and practices are reviewed, evaluated and improved very regularly to

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ensure that pupils remain safe and happy. The few racist incidents that occur are carefully recorded and dealt with thoroughly and sensitively. Services provided through the extended school, for example English classes for parents, meet the needs of children and their families well. The school works hard and in the main effectively to promote shared values across the school community, but a small minority of parents remain unconvinced of the importance of regular attendance for their children. The school's contribution to community cohesion is therefore satisfactory. The school promotes the achievement of pupils of all abilities and backgrounds soundly and tackles any form of discrimination robustly, so the promotion of equal opportunities is satisfactory.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

The inspection team agrees with the positive views expressed by the majority of parents and carers who responded to the questionnaire. They feel that their children enjoy school, are kept safe and that the school is well led and managed. A few parents feel that the school does not help their children to lead a healthy lifestyle. Pupils develop an understanding of the importance of a healthy diet and exercise. However, take up of extra-curricular sports is better for boys than girls and pupils do not always eat healthily. While satisfactory, there is still room for some improvement. A very few parents felt that the school does not keep them informed of their child's progress. There are termly opportunities for parents and carers to discuss children's progress and this is judged as good provision.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pear Tree Community Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 319 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	45	28	50	1	2	0	0
The school keeps my child safe	24	43	31	55	1	2	0	0
The school informs me about my child's progress	24	43	27	48	5	9	0	0
My child is making enough progress at this school	20	36	31	55	4	7	0	0
The teaching is good at this school	20	36	33	59	2	4	1	2
The school helps me to support my child's learning	16	29	37	66	2	4	1	2
The school helps my child to have a healthy lifestyle	15	27	35	63	5	9	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	27	35	63	3	5	0	0
The school meets my child's particular needs	16	29	36	64	3	5	1	2
The school deals effectively with unacceptable behaviour	17	30	36	64	2	4	1	2
The school takes account of my suggestions and concerns	15	27	36	64	3	5	0	0
The school is led and managed effectively	15	27	38	68	2	4	0	0
Overall, I am happy with my child's experience at this school	19	34	33	59	3	5	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



30 April 2010

Dear Pupils

Inspection of Pear Tree Community Junior School, Derby, DE23 8PN

Thank you for the warm welcome you gave us when we visited your school. Your views and those of your parents and carers were very helpful. Most of you enjoy school so you will be pleased to know that it provides you with a sound education where your achievement is satisfactory.

In the school, we were pleased with:

- the good progress you make, especially those of you who remain in school throughout Key Stage 2
- the rise in standards in science and reading
- your enthusiasm for learning and good behaviour
- the respect you show for the beliefs of others and your good social skills
- the good support provided by the school for those of you with special educational needs and/or disabilities and those of you who are at the early stages of learning English
- the good lessons teachers plan for you, especially those which make you think really hard
- the hard work of the headteacher and staff who are trying to make sure that the school continues to improve.

To improve things further, we have asked the staff to make sure that you have to work and think hard in all lessons, especially in writing and mathematics. We have also asked the school to work with influential members of the community and the parents and carers of children who miss school too often or take long holidays in term time to make sure they attend regularly.

We hope you continue to enjoy school as much as you do now.

Yours sincerely

Marion Thompson

Lead inspector

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