

Pear Tree Infant School

Inspection report

Unique Reference Number	112728
Local Authority	Derby
Inspection number	338001
Inspection dates	12–13 January 2010
Reporting inspector	Marion Thompson

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	263
Appropriate authority	The governing body
Chair	Mr Ranjodh Sund
Headteacher	Mrs Karen Clark
Date of previous school inspection	0 October 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons, and observed all teachers at least once. In addition, a large number of small groups, which provided specific support for pupils, were observed. Around 60% of inspection time was spent looking at learning. Meetings were held with the governors, staff, groups of pupils and the inspectors spoke to parents and carers. They observed the school's work and looked at a range of documentation, including the school development plan, assessment information, safeguarding documentation, curricular planning, samples of pupils' work and audits undertaken by the school. The team analysed the results of the 58 Ofsted questionnaires completed by parents and looked at staff and pupil questionnaires.

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

- the attainment and progress of pupils who join the school other than at the usual times, especially those at the early stages of learning English
- the learning and progress of pupils with special educational needs and/or disabilities
- the impact of the strategies the school has put in place to improve attendance.

Information about the school

This is a larger than average infant school, which has an Early Years Foundation Stage for children aged 4-5, known as Foundation Stage 2. The largest minority ethnic group is of Pakistani origin, representing around a fifth of the pupil population. A large number of other ethnic groups are represented, including a rapidly increasing number of children of Gypsy or Roma origin, coming mainly from Eastern European countries, who form the second largest minority ethnic group. A high percentage of pupils are at the early stages of learning English. Pupil mobility is exceptionally high, with a large number of pupils joining the school, often directly from overseas, and leaving on a weekly basis. The proportion of pupils with special educational needs and/or disabilities is high. The school has gained the Healthy School Award, a certificate for exceptional delivery of the National Schools Sports Strategy and the Active Mark Award for sport. The school is a full-service extended school in a federation with three neighbouring schools for children of primary age. The governing body is responsible for the provision of a breakfast club for targeted pupils. The headteacher of this school is currently acting headteacher of a neighbouring school on a part-time basis.

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 for its pupils. Pupils of all abilities and backgrounds, including those with special educational needs and/or disabilities and those at the early stages of learning English make good progress from their low starting points. However, because the school population is constantly changing, with a high number of pupils entering and leaving the school on a weekly basis, attainment is well below average. Those pupils who remain in the school for all three years reach below average standards. Despite making a good start, the attainment of pupils who stay in school for shorter periods, is frequently well below average as they do not have time to benefit fully from the school's provision. Pupils' positive attitudes support their learning well. Achievement is satisfactory.

Many aspects of pupils' personal development are good, such as pupils' awareness of how to keep safe and their behaviour. Pupils enjoy school and most attend regularly. Levels of persistent absenteeism reduce for pupils who remain in school for an extended period because of the robust efforts the school makes to promote regular attendance. However, a small minority of pupils, especially those recently arrived in school, do not attend regularly enough.

Pupils' good academic progress and personal development are largely due to:

- challenging and engaging teaching and effective use of assessment
- close monitoring of pupils' progress, and good academic guidance which provides clear advice to pupils on how to improve their work
- the effective deployment of skilful teaching assistants in well-targeted small group work
- consistently good development of language skills
- sensitively provided care, support and guidance, especially for vulnerable pupils, which helps pupils to overcome significant barriers to learning.

Provision in the Early Years Foundation Stage is satisfactory and children make satisfactory progress. In a large minority of classes in the Early Years Foundation Stage, good teaching and lesson planning enable children to make good progress, but other lessons do not provide the same level of pace and challenge. This best practice is not effectively disseminated, for example through joint lesson planning. Leadership and management of the Early Years Foundation Stage are satisfactory, but inconsistencies in the quality of provision have not been fully addressed. Occasionally the curriculum provided for pupils in Year 1 does not fully meet the needs of pupils who have not achieved the early learning goals.

The headteacher, staff and governors have an accurate, if slightly generous, picture of

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the performance of the school. Since the previous inspection, planning has been effective in securing improvements in key areas such as teaching and pupils' progress. These developments have been strongly led by the headteacher. The senior team, many of whom have been appointed recently, provide enthusiastic support and are rapidly developing the skills they need, for example in monitoring teaching, to perform their roles more effectively. The school has satisfactory capacity to improve further.

What does the school need to do to improve further?

- Ensure lessons in the Early Year Foundation Stage consistently provide children with a good level of pace and challenge by
 - monitoring provision more rigorously to identify areas in need of improvement
 - improving the quality of lesson planning
 - sharing best practice.
- Improve the attendance of persistent absentees, especially those new to the school, by working with parents and families.
- Ensure the curriculum in Year 1 consistently meets the needs of all pupils, especially those who have not yet attained the early learning goals.
- 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 make rapid progress in developing their speaking and listening skills, especially those at the earliest stages of learning English. Progress is especially rapid in mathematics and the investigative elements of science, but is slower in reading and writing. The progress of pupils with special educational needs and/or disabilities is good because of effective support and careful monitoring of progress. Pupils of all abilities and backgrounds, especially those at the early stages of learning English, make good progress. Pupils enjoy their learning and are well settled into school routines. They take a confident part in class discussions, even with limited language skills, because their responses are valued. Pupils work well independently and in different groupings and their neat books reflect pride in their work. They occasionally become a little restless when expositions are too long. Pupils' achievement is satisfactory because, while progress and the quality of learning are good, attainment is well below average overall. Pupils are polite and friendly. Their willingness to learn, good behaviour and respect for the values and beliefs of others provide a strong base for their next stage of learning. However, preparation for the future is satisfactory since the attendance of a minority of pupils is poor and basic literacy and numeracy skills are well below average. The school is effective in promoting an ethos of respect for others and racial harmony, which contributes to pupils' good social, moral, spiritual and cultural development. Pupils have a good understanding of the factors which affect their health. Engagement with sport is

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high, including attendance at after school dance and sports events. They involve themselves well in the school community and have some influence on developments through the school council. They raise money for a variety of charities including children in Africa and earthquake victims in Pakistan.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Relationships between teaching staff and pupils are good. Pupils are consistently encouraged, which helps to develop their confidence as learners. The vast majority of lessons present pupils of all abilities with a good level of challenge, which is well matched to their learning needs. This is facilitated by the effective deployment of skilful teaching assistants, many of whom provide well-judged bi-lingual support when necessary. Careful attention is paid to the development of speaking and listening skills in lessons across the curriculum. For example, in preparing pupils to write about Cinderella, the teacher modelled language clearly and in an engaging manner. The pupils loved role playing the 'mean' step sisters, both with partners and to the whole class, supported by well judged interventions by teaching assistants. They gasped in

¹ 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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wonder when Cinderella turned into a princess on the interactive whiteboard. In the very small minority of less successful lessons the pace of learning is too slow. Most pupils know what their targets are and what they need to do to reach them. Marking and feedback in class provide clear guidance to pupils on how to improve their work. The programme for learning is based on first-hand experiences which stimulate pupils to learn. There are good links between subjects, especially in relation to motivating pupils to write. Effectively targeted small-group work provides good support for pupils with particular learning needs. However, occasionally the curriculum in Year 1 does not fully meet the needs of pupils who did not reach the early learning goals in Foundation Stage 2 and very occasionally time in lessons is not used effectively.

Parents and carers are appreciative of the good care, support and guidance provided to their children. All required health and safety policies and risk assessments are in place and safeguarding is sound. Support is good for pupils who are vulnerable, those at the early stages of learning English and those who have special educational needs, and supports their good progress. Arrangements to support the many pupils who enter school throughout the year are effective and help them settle quickly. The care provided by the school to pupils and families in vulnerable circumstances help individuals to overcome significant barriers to education. The needs of the local community are met well through, for example, the breakfast club. Arrangements to promote attendance are rigorous and imaginative and have a positive effect on the attendance of those who remain at the school for significant periods, but are less effective for those who remain only a short time.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, enthusiastically supported by the senior team, provides a clear sense of direction for the school. Planning is based on a close knowledge of the school, including close tracking of pupils' progress. However self-evaluation and monitoring of teaching are occasionally a little generous. Target setting is used well to raise expectations. Well-planned staff development has resulted in improvements to teaching and assessment and to many aspects of the curriculum. This, in turn, has led to improved progress for all pupils and better attainment for those who remain in school for a substantial period. The governing body provides sound support and challenge for the school. Safeguarding is satisfactory and is soundly monitored by governors.

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Providing equal opportunities is at the heart of all the school's actions and it is very successful in tackling discrimination and promoting shared values within the school community. However, pupils' achievement remains satisfactory overall. The school promotes community cohesion well. It has developed a good plan, based on a thorough audit of current provision. It shows success in working with hard-to-reach families and this is reflected in the confidence and growing involvement of parents and carers who were previously reticent about approaching the school.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with levels of skills that are low for their ages. They make satisfactory progress. Progress is good in relation to personal, social and emotional development and speaking and listening, but is slower in reading, writing and calculation. However, the progress children make varies between classes and depends on the quality of planning and teaching. These are satisfactory overall, but are good for a large minority of children. While staff plan topics and themes together, individual lessons are planned separately and vary in the level of challenge and pace provided. Teaching assistants are used effectively to support children with additional needs. The curriculum is satisfactory but is affected by the limitations of the outdoor areas and access to it. Provision for children's welfare is good. Children settle quickly and happily, including those who arrive during the year, because of the good levels of care provided, the thorough initial assessment of their needs and productive relationships between staff and parents. Leadership and management of the Early Years

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Foundation Stage are satisfactory. The team leader encourages colleagues well but has not monitored planning or teaching rigorously enough to address inconsistencies in the quality of provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The inspection team agrees with the positive views of the school's work held by the vast majority of parents and carers. They feel that their children enjoy school and are kept safe and that teaching at this school is good. A small number feel that the school does not help their children to have a healthy lifestyle, but children do have a good understanding of what constitutes a balanced diet and frequent and active involvement in sports. Two parents felt that unacceptable behaviour was not dealt with properly. During the inspection no unacceptable behaviour was seen, and pupils say it is dealt with well when it arises.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pear Tree Infant 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 inspector received 58 completed questionnaires by the end of the on-site inspection. In total, there are 263 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	62	22	38	0	0	0	0
The school keeps my child safe	35	60	22	38	0	0	1	2
The school informs me about my child's progress	32	55	25	43	0	0	0	0
My child is making enough progress at this school	30	52	26	45	1	2	0	0
The teaching is good at this school	33	57	24	41	0	0	1	2
The school helps me to support my child's learning	30	52	27	47	0	0	0	0
The school helps my child to have a healthy lifestyle	25	43	29	50	3	5	0	0
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)	23	40	29	50	1	2	0	0
The school meets my child's particular needs	26	45	29	50	0	0	0	0
The school deals effectively with unacceptable behaviour	27	47	26	45	2	3	0	0
The school takes account of my suggestions and concerns	26	45	27	47	1	2	1	2
The school is led and managed effectively	30	52	25	43	0	0	0	0
Overall, I am happy with my child's experience at this school	31	53	27	47	0	0	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



14 January 2010

Dear Children

Inspection of Pear Tree Infant School, Derby, DE23 8PN

Thank you for making us welcome when we visited your school. Your views and those of your parents and carers helped us a lot. Many of you enjoy school, so you will be pleased to know that it provides you with a sound education and that your achievement is satisfactory. Children in the Foundation Stage 2 classes settle in happily, enjoy learning and make satisfactory progress because of the good care the team of staff provide.

Across the school we were pleased to see:

- the good progress you make, especially for those of you who remain in school for the whole three years
- your enjoyment of learning, the way you take on responsibilities and carry them out well, your good behaviour, and your good knowledge of how to stay fit and healthy and keep safe
- the good care the school takes to make sure you are happy and enjoy learning, the good support for pupils with special educational needs and/or disabilities, for those of you who are at the early stages of learning English and for those of you who arrive during the course of the school year
- the way you enjoy lively teaching and interesting, well-organised small group work that really makes you work hard
- the strong leadership of the headteacher who, with the support of the staff, is working hard to make sure things continue to improve.

To improve things, we have asked the staff in Foundation Stage 2 to make sure that all lessons are as good as the best. We would also like them to allow those children who need to, to carry on with the same sort of work in Year 1. We have asked the school to work with the families of children who miss school too often to make sure they come into school regularly.

Yours sincerely,

Marion Thompson

Lead Inspector

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