

Pear Tree Community Junior School

Address: Pear Tree Street, Derby, Derbyshire, DE23 8PN

Unique reference number (URN): 144466

Inspection report: 14 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders have strengthened the school's approach to identifying and tackling poor attendance. Their procedures are extensive and robust. In a short period of time, they have secured some early signs of improvement. The attendance of all pupils, including those who are disadvantaged and those who have special educational needs and/or disabilities, is showing signs of improvement. Pupils from the school's main ethnic groups attend more regularly than peers nationally. However, too many pupils still miss too much school. Leaders know this, and it remains one of their highest priorities.

Pupils know that they are expected to be 'Ready, Respectful and Responsible'. The recently revised behaviour policy is working well. There has been a significant reduction in incidents of poor behaviour. Behaviour in and around the school is typically positive. In class, pupils settle quickly, follow adults' instructions well and show positive attitudes towards their learning. The recently introduced arrangements for playtimes have also helped to improve behaviour. Pupils learn to play together cooperatively, collaboratively and imaginatively. They thoroughly enjoy the vast range of activities and resources on offer. As a result, the number of behavioural incidents at playtimes has reduced dramatically.

Pupils report that bullying is rare. School records confirm this. When incidents do occur, they are typically dealt with effectively. When pupils struggle to behave appropriately, staff skilfully help them to 'Reflect and Repair'. Pupils who need additional support to meet the school's expectations receive well-tailored help. This has a positive impact over time.

Inclusion

Expected standard 

The school has a diverse pupil population. This includes pupils from a wide range of ethnicities, pupils with special educational needs and/or disabilities (SEND), a very large proportion of pupils who speak English as an additional language and a high proportion of disadvantaged pupils. The school gets to know the needs of these groups well. It identifies barriers accurately and, on the whole, puts the right actions in place to ensure that pupils develop academically, socially and emotionally.

Pupils with SEND get the help that they need in classrooms. Staff understand their needs well. However, in a small number of cases, the targets that are set for these pupils lack precision. They do not make clear the small steps of progress that pupils are expected to achieve.

The school carefully monitors and supports pupils who speak English as an additional language. The large proportion of pupils who arrive at the school new to the English language receive additional support that is well tailored to their needs.

The school's pupil premium strategy is based on the right priorities. Staff understand the role that they must play within it. Leaders check carefully that their strategies are having the desired impact. Typically, they are.

The school meets its responsibilities for pupils who are looked after. This includes liaising with the virtual school and co-constructing personal education plans.

Staff have been trained to understand the broad range of barriers that pupils face. This has resulted in pupils' needs being typically well understood and catered for in lessons.

The school works effectively with external agencies and increasingly well with parents and carers.

Leadership and governance

Expected standard 

The recently appointed senior leadership team has an astute understanding of the school's context. They understand its diverse nature and have a clear understanding of the challenges and barriers this brings. They recognise the school's strengths and are focusing on the right priorities for improvement. Leaders' vision that, 'With trust and care, we will grow and flourish' is becoming increasingly evident across the school.

Leaders have secured significant and demonstrable improvements in pupils' writing and behaviour and the effectiveness of the school's inclusive ethos. However, they recognise that there is still much to do to improve the curriculum, teaching and pupils' achievement. The actions they have taken so far are fit for purpose and are showing clear signs of impact. As such, leaders demonstrate effectively a positive capacity for continued improvement.

Leaders have secured the support of their staff. The staff team is cohesive and supportive. Roles and responsibilities are clearly communicated and understood. The vast majority of staff are proud to work at the school, saying that leaders are considerate of their workload and wellbeing. Leaders ensure that staff receive the training and support that they need to carry out their duties.

The work of the trust, board of trustees and local governors dovetail well. Collectively, they provide a joined-up level of challenge and support. They have an accurate view of the school's challenges, strengths and priorities for improvement.

The school engages increasingly well with parents and carers. The vast majority hold the school in high regard. One parent summed up many when they said, 'The staff always go above and beyond.'

Personal development and wellbeing

Expected standard 

Pupils benefit from a well-organised and ambitious personal development programme. It is designed to ensure that all pupils develop a sense of belonging, learn about the opportunities available to them after school, build character and develop confidence in expressing their views.

The personal, social, health and economic curriculum is well organised. Content builds logically on what pupils have learned before. It helps pupils understand how to stay physically and mentally healthy and supports them in managing their feelings and emotions. They learn about a wide range of cultures, backgrounds and beliefs from both their local community and across the world. Pupils develop an age-appropriate understanding of the

fundamental British values. They understand the importance of equality and inclusion and are clear that discrimination of any kind will not be tolerated.

Pupils learn how to stay safe in a range of contexts. These include online, in the community, on roads and near railways and water. The school also ensures that pupils are aware of local risks, including those associated with the neighbouring building site.

The school provides pupils with a broad range of experiences that enrich the curriculum. Pupils learn to play musical instruments, take part in singing tuition and engage in discussions about future careers and aspirations. The school's 'Transform 10' programme identifies the essential experiences that pupils should access during their time at the school. Pupils also benefit from visits and visitors, including to places of worship, the Holocaust Museum and Derby University.

The school offers an impressive range of clubs and activities that help pupils develop their talents and interests, including clubs such as archery, film, quiz and sketching.

Pupils are proud of the many roles and responsibilities that they take on, including serving as parliamentarians, sports leaders, climate ambassadors and attendance ambassadors.

All pupils benefit from well-established and effective pastoral support. Staff know pupils well and put their interests first. Pupils who need help to manage their feelings and emotions receive expert support, helping them to feel safe, included and ready to learn.

Needs attention

Achievement

Needs attention 

Pupils, including those who are disadvantaged, do not achieve as well as they should. This is reflected in the outcomes of national assessments. These show that pupils' achievement has been consistently below national averages over the last few years.

Some pupils still have gaps in their core knowledge that limit how successfully they access the curriculum. Leaders have strengthened support in reading, writing and handwriting, and many pupils are benefiting from this approach. However, weaknesses in pupils' mathematical knowledge and fluency remain more persistent, meaning that some pupils are not catching up as quickly as they should.

Pupils with special educational needs and/or disabilities typically receive appropriate support and generally make secure progress from their starting points. Pupils who speak English as an additional language, especially those who are new to English, receive well-tailored support to help them master the language. In this regard, these pupils achieve well.

Leaders have implemented a range of strategies to strengthen teaching and address gaps in pupils' knowledge. Early indications show that the work is beginning to have a positive impact. Most pupils move on to appropriate next stages of education, although some are not as well prepared as they could be.

There are some inconsistencies in the curriculum and teaching that mean that pupils do not achieve as well as they should.

In some subjects, the curriculum does not make clear the most important content that pupils are expected to know and remember. In some cases, there is too much content, which means that teachers do not know which aspects to prioritise. In other areas of the curriculum, leaders have brought about significant improvements. For example, in writing, including handwriting, and in mathematics, the curriculum makes clear the precise milestones that pupils are expected to achieve at each stage of their education.

In lessons, some teachers do not check closely enough on what pupils already know or how well they are getting on. As a result, in these cases, teachers sometimes give pupils work that is too easy or too difficult or do not identify misconceptions quickly enough.

Leaders have started work to ensure that they systematically identify the essential knowledge pupils need in order to access the curriculum. This work has been completed in writing, including handwriting and reading. However, the school has not yet established a systematic approach to identifying gaps in pupils' mathematical knowledge. As a result, some pupils continue to have gaps that hinder their learning.

The recently formed senior leadership team has an accurate view of the strengths and relative weaknesses in the curriculum and teaching. They have begun to address these, but their work is at an early stage.

What it's like to be a pupil at this school

Pear Tree Junior is a nurturing school where pupils are cared for well. They are kept safe and receive high-quality pastoral support. The values of 'Care, Grow and Flourish' are reflected consistently throughout the school.

Pupils are proud of the wide range of backgrounds and cultures that make up their school. They are proud of how well they get on with one another. They enjoy celebrating each other's achievements and special occasions. They describe their school as inclusive, explaining that everyone receives the help and support they need. One pupil summed up the views of many when they said, 'Everything is good here.'

Typically, pupils behave well. They know that they are expected to be 'Ready, Respectful and Responsible.' They understand what each of these expectations means. They enjoy being recognised for doing the right thing. Table points and visits to the headteacher for praise stickers are highly valued. When behaviour falls short of expectations, staff skilfully help pupils to reflect on what has gone wrong and to understand how to put things right. Bullying is rare. Pupils know who to talk to should it occur. School records confirm that incidents of bullying are typically dealt with robustly. Pupils who need additional support to meet the school's expectations receive well-tailored help.

Pupils are motivated by the wide range of attendance incentives on offer. They talk excitedly about rewards, including picnics, trophies and special trips. Visits to the local bowling centre are a particular favourite. However, attendance, while improving, remains below national figures.

In lessons, pupils work hard and enjoy learning. They remember some of what they have learned. However, as reflected in the outcomes of national assessments, pupil achievement is too low. There are some inconsistencies in the curriculum, teaching and the extent to which the needs of pupils with special educational needs and/or disabilities are identified. As a result, pupils are not as well prepared for the next stage of their education as they should be.

Next steps

- Leaders should ensure that pupils' outcomes, as reflected in national assessments at the end of key stage 2, improve so that they are closer to national figures.
 - The school should continue and embed its work to tackle absence so that rates of attendance are closer to national averages.
 - Leaders should ensure that teachers consistently check what pupils already know, use this information to adapt teaching and check closely how well pupils are getting on in lessons.
 - The school should complete its work to ensure that gaps in pupils' core knowledge are systematically identified and addressed.
 - Leaders should ensure that the curriculum, across all subjects, consistently makes clear the precise content that children are expected to know and remember at each stage of their education.
 - The school should ensure that the targets that are set for pupils with special educational needs and/or disabilities make clear the precise goals that pupils are expected to achieve each term.
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About this inspection

This school is part of Transform Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rebecca Meredith, and overseen by a board of trustees, chaired by Mike Butler. The school has an executive headteacher who is responsible for this school and one other.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the head of school, the executive headteacher, assistant headteachers and representatives of the trust, including those responsible for governance.

The school uses no alternative provision.

The inspectors confirmed the following information about the school:

The school has undergone significant changes since the last inspection. A new head of school was appointed in September 2025. There have been many recent changes to the school's senior leadership team. The headteacher at the time of the previous inspection is now the school's executive headteacher. There has been a change to the chair of the local governing body and the chair of the board of trustees.

Head of School: Lindsey Collins

Lead inspector:

Vic Wilkinson, His Majesty's Inspector

Team inspectors:

Claire Stylianides, His Majesty's Inspector

Chris Stevens, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

359

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

360

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

77.44%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.11%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.42%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	34%	61%	Below
2024/25 (final)	36%	62%	Below
2023/24 (final)	25%	61%	Below
2022/23 (final)	40%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	74%	Below
2024/25 (final)	46%	75%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	37%	74%	Below
2022/23 (final)	54%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	72%	Below
2024/25 (final)	56%	72%	Below
2023/24 (final)	48%	72%	Below
2022/23 (final)	52%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	73%	Below
2024/25 (final)	44%	74%	Below
2023/24 (final)	42%	73%	Below
2022/23 (final)	56%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	25%	46%	Below
2024/25 (final)	24%	47%	Below
2023/24 (final)	18%	46%	Below
2022/23 (final)	33%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	38%	62%	Below
2024/25 (final)	35%	63%	Below
2023/24 (final)	33%	62%	Below
2022/23 (final)	48%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	59%	Below
2024/25 (final)	48%	59%	Close to average
2023/24 (final)	42%	58%	Below

Year	This school	National average	Compared with national average
2022/23 (final)	47%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	40%	60%	Below
2024/25 (final)	33%	61%	Below
2023/24 (final)	34%	59%	Below
2022/23 (final)	52%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	25%	68%	-43 pp
2024/25 (final)	24%	69%	-45 pp
2023/24 (final)	18%	67%	-49 pp
2022/23 (final)	33%	66%	-33 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	38%	80%	-41 pp
2024/25 (final)	35%	81%	-46 pp
2023/24 (final)	33%	80%	-47 pp
2022/23 (final)	48%	78%	-31 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	46%	78%	-32 pp
2024/25 (final)	48%	78%	-30 pp
2023/24 (final)	42%	78%	-36 pp
2022/23 (final)	47%	77%	-31 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	40%	80%	-40 pp
2024/25 (final)	33%	81%	-47 pp
2023/24 (final)	34%	79%	-45 pp
2022/23 (final)	52%	79%	-27 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.7%	5.2%	Above
2023/24 (3 term)	8.3%	5.5%	Above
2022/23 (3 term)	8.6%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	34.3%	13.0%	Above
2023/24 (3 term)	35.1%	14.6%	Above
2022/23 (3 term)	35.1%	16.2%	Above

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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