

# Standards Review Form - 2018/19

Name of school:	Pear Tree Community Junior School
Date of Academy order:	1 <sup>st</sup> July 2017
School address:	Pear Tree Street Derby DE23 8PN
Telephone number:	01332 760610
Email address:	<a href="mailto:adm@peartreej.derby.sch.uk">adm@peartreej.derby.sch.uk</a>
Unique Reference Number:	
Age range of pupils:	7-11
Number on roll:	349
Head Teacher:	Andrew Sharp
Chair of Governors:	Jill Wilkinson
Date at last inspection:	N/A (October 16)
Grade at last Ofsted inspection:	N/A (Inadequate)
Lead Associate:	Amy Turner
Date of Standards Review:	5 <sup>th</sup> April 2019
Present at Standards Review:	

## Overview = Overall Capacity (SEF grade:)

<p><b>What is going well (key activity completed this term)</b></p>	<ul style="list-style-type: none"> <li>• CPD model supported by Trust staff has ensured a focus on key areas of teaching learning leading to increased quality – seen in Challenge Partners Review</li> <li>• Development in the teaching and learning of maths focussing on Structure and sequence of learning overtime has led to increased levels of consistency across the school. Two staff members have performed open classrooms for other schools</li> <li>• Developments in the teaching of reading and the structure is embedded</li> <li>• Leadership development plan – identified staff have worked alongside Fiona Moore and Trust staff to increase their leadership knowledge and capacity. This increased capacity was seen through challenge partners and delivery of training and action planning</li> <li>• Communication and Language Hub well established and ensuring pupils make rapid progress in their language development</li> <li>• Wellbeing Team have continued to develop and consistency of approach has seen a reduction in 'red slips' and exclusions in the Spring term.</li> </ul>
<p><b>Even better if (risks and issues to consider)</b></p>	<ul style="list-style-type: none"> <li>• Increased number of pupils at ARE towards and exceed 50%</li> </ul>

	<ul style="list-style-type: none"> <li>Quality of teaching was at least 70% and some Outstanding practice seen to support the achievement of the above</li> <li>Attendance was at or above 95%</li> </ul>
<b>Next steps:</b>	<ul style="list-style-type: none"> <li>To replicate success of CPD model for writing over the summer term</li> <li>To embed the developments in shared reading and improve modelling</li> <li>To consolidate understanding of new assessment protocols</li> </ul>

KS2						
	2017 expected	2018 expected	Predicted 2019 expected	2017 Greater depth	2018 Greater depth	Predicted 2019 Greater depth
<b>All children</b>	<b>For reference</b>					
<b>Reading</b>	<b>20%</b>	21%	40%	<b>N/A</b>	4%	10%
<b>Writing</b>	<b>30%</b>	36%	46%	<b>N/A</b>	4%	12%
<b>Maths</b>	<b>24%</b>	31%	51%	<b>N/A</b>	5%	10%
<b>Disadvantaged</b>						
<b>Reading</b>	<b>N/A</b>	20%	27%	<b>N/A</b>	4%	3%
<b>Writing</b>	<b>N/A</b>	31%	30%	<b>N/A</b>	2%	6%
<b>Maths</b>	<b>N/A</b>	27%	45%	<b>N/A</b>	2%	3%
<b>SEND</b>						
<b>Reading</b>	<b>N/A</b>		10%	<b>N/A</b>		0%
<b>Writing</b>	<b>N/A</b>		10%	<b>N/A</b>		0%
<b>Maths</b>	<b>N/A</b>		20%	<b>N/A</b>		0%

**Commentary:**

Figures are still low in comparison to national but would represent an increase on previous years.  
 Combined prediction – 36% and disadvantaged 27%

**Year 6 Health Check:**

**What Went Well**

- There is a strong feeling of positivity and determination in the team and this has led to maintained high expectation of all children.
- Evidence of reflection and change in practice following 2017/18 Health Check and SATS outcomes to ensure that children are being better supported in identified areas of development.
- Strong evidence of all children being exposed to ARE in English and Maths and this is leading to improved progress.
- Reading is a strength and the book-led curriculum is a very positive feature. As a result, children are engaged with texts and can talk confidently about them.
- Knowledge of data is very strong, especially from a cohort perspective and not just individual classes, which has ensured that interventions are targeted to maximise impact.

**Things to consider**

- Is there a balance between SATS prep and quality first teaching to avoid narrowing the curriculum and children/staff 'burn out'?
- Is the writing process clear in books and are children developing skills to independently plan, edit and improve their writing?
- Are writing/grammar priorities identified to ensure the fundamentals are mastered e.g. are success criteria used effectively?

**Commentary**

**The above actions have been discussed and changes implemented**

**Progress**

	2018 School Expected	2018 National Expected	2017 School High	2017 National High		
<b>All children</b>						
Reading	-4.19	0.03	N/A	N/A		
Writing	-0.23	0.03	N/A	N/A		
Maths	-2.16	0.03	N/A	N/A		
<b>Disadvantaged</b>						
Reading	-4.48	0.31	N/A	N/A		
Writing	-1.11	0.24	N/A	N/A		
Maths	-2.60	0.31	N/A	N/A		
<b>SEND</b>						
Reading	-4.71	0.03	N/A	N/A		
Writing	-2.14	0.03	N/A	N/A		
Maths	-4.21	0.03	N/A	N/A		

**Commentary:**

Progress measures are well below national expectations for Reading -4.18 Writing – 0.22 and Maths -2.41 these improved in Writing and Maths from the previous year (Reading 4.01 Writing--3.05 Maths -4.20)

**KS1 – KS2 transition:**

We have baselined our pupils on entry this year using standardised tests:

	KS1 EXS +	PTCJ ARE +		KS1 GDS	PTCJ Above ARE	
Reading	49%	33%	-16	13%	4%	-7
Writing	49%	27%	-22	10%	2%	-8
Maths	60%	27%	-33	13%	2%	-11

<b><u>Pupil Achievement (CURRENT)</u></b>			
		<b>Expected+</b>	<b>Greater depth</b>
<b>Year 3</b>	Reading	40	11
	Writing	37	8
	Maths	45	11
	Combined	32	6
<b>Year 4</b>	Reading	33	11
	Writing	31	7
	Maths	36	7
	Combined	28	6
<b>Year 5</b>	Reading	37	13
	Writing	40	12
	Maths	39	12
	Combined	29	6

Please see attached Data over view – Appendix 1

<b><u>Pupil Premium</u></b>		
<b><u>Gap to school and national (comment)</u></b>		
12% of Disadvantaged pupils at Pear Tree achieved the national standard – this is way below the national average for non-disadvantaged pupils (70%). The in school gap is 4% (12% to 16% for all pupils).		
Progress measures for these pupils were also below all pupils and way below national figures		
Subject	All Pupils	Disadvantaged
Reading	-4.19	-4.48
Writing	-0.23	-1.11
Maths	-2.16	-2.60
<b><u>Statement on website?</u></b>		
Statement is available on the website		
<b><u>Outcomes of Disadvantaged Review:</u></b>		
During Spring last year Jon Fordham came to audit provision and supported the school to implement a Disadvantaged strategy. The school would benefit from a Review in the summer term 2019.		
<b><u>Other vulnerable grouping relevant to school context</u></b>		
Due to the low outcomes for pupils: Group Analysis is currently showing that all groups are vulnerable. Staff are aware of the relative performance of Boys vs Girls, Disadvantaged vs Non-disadvantaged and our Roma pupils. In addition, staff are creating data that shows pupils who have been ever on roll at Pear Tree Junior School.		
The use of Insight assessment software is allowing us to home in on the data of groups and look at trends across the school. Overview of the school provision:.		
Reading		
<ul style="list-style-type: none"> <li>Girls are outperforming boys ARE+ is 40% vs 33% respectively</li> <li>Non Disadvantaged are outperforming disadvantaged ARE+ 44% vs 31% respectively</li> <li>Non EAL (59 pupils) are outperforming EAL pupils ARE+ 62% vs 32% respectively</li> </ul>		
Writing		
<ul style="list-style-type: none"> <li>Girls are outperforming boys ARE+ is 40% vs 32% respectively</li> <li>Non Disadvantaged are outperforming disadvantaged ARE+ 42% vs 32% respectively</li> <li>Non EAL (59 pupils) are outperforming EAL pupils ARE+ 56% vs 32% respectively</li> </ul>		

Maths

- Boys are outperforming girls ARE+ is 41% vs 37% respectively
- Non Disadvantaged are outperforming disadvantaged ARE+ 44% vs 34% respectively
- Non EAL (59 pupils) are outperforming EAL pupils ARE+ 59% vs 34% respectively

We have begun using the Bell Foundation materials to measure the progress of pupils who arrive at Pear Tree with no, or in the early stages, of learning English

**School Improvement Strategies:**

Brief comment on following:

School Development Plan

School development objective	Action taken this term to meeting priority objectives	Impact of actions taken	Next steps
To increase the number of pupils at ARE to at least 50% across all subjects and all year groups	New assessment protocols written and shared with staff (supporting new Trust proposals) AFL cpd provided Embedded Learners' intervention plans Year 6 clear plan to increase number at ARE	Increased staff knowledge of Assessment procedures and expectations Teacher knowledge of groups and starting points increased Increased numbers of pupils	Consolidate knowledge and understanding of assement materials To gain greater understanding of key groups and home grown data
To ensure all teaching is good or better	CPD strategic plan and vision developed and put into place Maths structure and sequence developed	Teaching improved across the board 65% consistently good Modelling in maths a real whole school strength	Writing focus for CPD Embed maths structure Embed Vocab rationale
To ensure behaviour is good across and around school	Wellbeing team Values led PSHE - through assemblies, class PSHE and daily reflection time	Rapid and large reduction in 'red slips' to 1 or 2 a week. No fixed term exclusions currently this term	Attendance increases to above 95%
To engage parents and the community in the life of Pear Tree Community Junior School	Parent open days and new parent meetings	Increase to 75% at parents consultation days from below 50% (30% in some classes)	Engagement strategy devised and developed

**Curriculum**

The school has rewritten its curriculum statement (**Appendix 2 - curriculum the Pear Tree Way**) and has implemented a new whole school curriculum which is being led by high quality texts (**Appendix 3 - book curriculum**). There is a plan for the improvement of the school curriculum (**appendix 4 - curriculum action plan**) which will be implemented over the coming year.

Core knowledge and expectations for each year group and subject has been set out in Knowledge organisers.

## Enrichment

Number of children off site on trips/residentials			
	Autumn	Spring	Summer
Year 3	90	90	
Year 4	0	90	
Year 5	0	0	
Year 6	90	90	

A budget has been made available to subsidise a visit or enrichment activity once a term for each year group.

Year 3 – Stone Age day, Experience Easter at a local church, Silverscreen, fire making workshop

Year 4 – Electricity hook day, Silverscreen, Viking hook day, Thinktank museum, Viking workshop (external provider),

Year 5 – Wonderdome, 100 mile comic relief, world war 2 hook day

Year 6 – Skellig visit to the play, work with Derby County Community Trust on SATs readiness, Jumping Clay workshop, police workshops

All year groups have taken part in Aiming High values day, Enquiry day and TT Rockstars day.

Dance club attended the Derby City SSP Celebration of Dance - 54 children

## Staffing

This year and this term has seen quite significant staff absence. We have 5 members of staff who have reached trigger points set out within the attendance management policy. Alongside Rachael Hannon, I have held informal meetings (as set out in the policy) with 4 members of staff. The fifth member of staff was absent again during the planned meeting. This member of staff has subsequently returned and handed her notice in and will leave after the Easter holidays.

During this academic year, two classes one in year 6 and one in year 3 has had temporary cover arrangements for 6 and 7 (part phased return) weeks respectively.

### Wellbeing action plan update:

Derbyshire Health Service completed an emotional health and wellbeing audit looking at how this is delivered and promoted in school. This has given us a baseline and areas to focus on. We are further on than many schools in Derby City. Arvinder Badwal is using this to update the action plan.

Other activities this year include:

Voice boxes placed strategically around school to allow pupils to share ideas/opinions/worries

School Council have discussed the whole school procedures for behaviour and emotional development (wave 1 strategies)

Wellbeing Team have led a staff meeting regarding the support for our most vulnerable

Introduced a secret supporter scheme for staff

Training has been identified and accessed by key staff

### Probationary period reviews:

Amy Hassall and Lorna Glenn (class teachers) have both successfully completed their probationary period

### NQT/NQT+1

Pear Tree has 2 NQTs – Amy Hassall and Lorna Glenn, both have been enrolled on Transform's NQT programme. They have settled well into Pear Tree and have been good additions to the team.

### CPD

We completed a systematic and strategic view of how we deliver effective CPD at Pear Tree.

## Aims of CPD:

1. To develop High Quality Effective Teaching and Learning CPD that secures excellent practice across the school
2. To develop High Quality Leadership and coaching that leads to sustained practice across Pear Tree Community Junior School
3. To develop the leaders and expert coaches of the future to sustain practice and ensure clear succession planning

See [appendix 5](#) to see how the CPD approach is being embedded across the school

## **Performance Reviews (all staff):**

Teachers have all had midyear reviews and observations in line with the 2018-19 appraisal process

TAs appraisals were started in Autumn term, Trish Wilson has supported the leadership team to develop this process.

Support staff (Office and site) appraisals still need to be developed – Andrew has had a conversation with Rachel Hannon about this process.

## **Outcome of pay committee decision:**

**N/A**

## Quality of Teaching Provision

SEF grade: 3

### Is teacher register (including talent up to date?)

Quality of teaching				
	Inadequate 4	Requires Improvement 3	Good 2	Outstanding 1
KS2 %		5 (33%)	10 (66%)	
PPA Cover		33%	65%	
Overall teaching total %				
Quality of support staff				
	Inadequate 4	Requires Improvement 3	Good 2	Outstanding 1
KS2 %		40%	60%	
PPA Cover		33%	66%	
Overall teaching total %		40%	60%	

## **Commentary:**

The teaching profile of the school has improved rapidly over the last 4 terms. From a base line of all inadequate teaching around 65% of teaching is at least good with some very strong teaching seen. Moreover, no inadequate teaching is routinely seen.

Features of the best teaching within the school include:

- Relationships with children are strong; pupils' input and responses are valued
- The quality of the questioning leads to effective pupil discussion about their learning
- working walls and models support the pupils' understanding of what was required in their learning (this is embedded and strong across all schools)
- Classrooms are calm and orderly; pupils' attitudes and desire to learn is clearly evident
- When questioned, pupils are able to articulate what they are learning

- The pupils' books show that there is a consistent approach to the shape of each of the lessons. As a result, pupils are aware of what is required from them
- Lessons build sequentially and consolidated prior knowledge and link to wider learning
- A range of models are used effectively to consolidate and support learning and to make abstract concepts more concrete
- Displays around the classes and books show the current learning journey and pupils refer to these during lessons, explaining that they are helpful when it comes to independent work
- teachers are enthusiastic and engaging. As a result, children are more motivated and show energy when working
- Even when they are struggling or don't understand, the pupils apply themselves with concentration and really persevere and use the language of perseverance

## Leadership

**SEF grade: 2**

### **Governance:**

- Since the start of the year the governing body has been completely re-organised; in effect, a 4 person IEB is now in place
- There is a new Chair of Governors in post and who has very effectively tackled the previous weaknesses and ensured the school leadership team now has people on the governing body who can offer the right level of professional expertise, support and challenge
- To complement this core body, advisory groups have also been introduced with an open invitation to staff and the community
- Agendas have a clear and strategic focus and stakeholder views are fed into the discussions
- Meetings, monitoring opportunities and external quality assurance activities are mapped out over the course of the year and intended actions are planned in advance
- The Chair of Governors has a very secure understanding of the school and is very clear about the immediate and pressing priorities; she demonstrates very effective strategic oversight and is well placed to offer the necessary support and challenge to the school's leadership team

### **Middle Leaders:**

**The leadership team has developed in its skills and the impact it is having. This was recognised in the challenge partners review:**

'Senior leaders are a very reflective group, which ensures that all policies and strategies are always under review and modifications are made when required to make them more effective. The leadership team is growing in strength. A change in the structure has led to senior leaders thriving in their roles with the additional responsibility they have adopted. The middle leader stratum has become stabilised through permanent appointments. They, too, are developing into their positions and taking an increasingly effective lead on English, mathematics and SEND.'

**The whole leadership team is accessing the Teach First 'Leading Together Programme' (see [appendix 6](#) for the programme overview).**

**Leading Together supports schools to build and sustain strong leadership teams. It's a free, two-year programme aimed at schools in areas of greatest need.**

Leading Together is unique in the education sector, providing bespoke support for a school's entire senior leadership team over a sustained period. The programme works to support a school's own improvement journey by building leadership capacity across the team and beyond. It also helps schools build a culture and environment in which all teachers and pupils can thrive.

## Attendance and Behaviour (including safeguarding)

**SEF grade: 2**

	Autumn	Spring	Summer	Target	2016-17	2017-18
<b>Total % attendance</b>	<b>95.16%</b>	<b>94.24%</b>		<b>96%</b>	<b>N/A</b>	<b>94.74%</b>
<b>Unauthorised %</b>	<b>1.72%</b>	<b>2.02%</b>		<b>96%</b>	<b>N/A</b>	
<b>Authorised %</b>	<b>3.12%</b>	<b>3.74%</b>		<b>96%</b>	<b>N/A</b>	

#### **Attendance commentary:**

Attendance to date is below 95% - Donna Burdis continues to monitor daily attendance and conduct daily home visits. The start of the Spring term saw very low attendance during some weeks, due to sickness bugs as well as PAs. The past few weeks we have seen a rise above 95% again as Spring arrives.

#### **Behaviour commentary:**

The whole school behaviour monitoring indicates that the number of red slips received for behaviour has reduced from this time last year. This is across lessons as well as lunch and break times

See attached Leadership Evaluation sheet (appendix 7)

#### **Equality Reporting – Number of Incidents**

	Autumn	Spring	Summer	Commentary
<b>Age</b>	<b>0</b>	<b>0</b>		
<b>Disability</b>	<b>0</b>	<b>0</b>		
<b>Gender reassignment</b>	<b>0</b>	<b>0</b>		
<b>Marriage/Civil Partnership</b>	<b>0</b>	<b>0</b>		
<b>Pregnancy and Maternity</b>	<b>0</b>	<b>0</b>		
<b>Race</b>	<b>2</b>	<b>1</b>		
<b>Religion/Belief</b>	<b>0</b>	<b>1</b>		
<b>Sex</b>	<b>0</b>	<b>0</b>		
<b>Sexual orientation</b>	<b>0</b>	<b>0</b>		

#### **Equality commentary:**

There are very few incidents that occur. All incidents are logged and recorded

#### **Safeguarding Reporting**

	Autumn	Spring	Summer	Commentary
<b>Enhanced referral to Guardians</b>	<b>0</b>	<b>0</b>		
<b>Fixed term exclusion</b>	<b>7</b>	<b>2</b>		<b>Spring 2 pupils: Roma boy (y6) 1 day Roma Girl (y5) 1.5 days</b>
<b>Permanent exclusion</b>	<b>0</b>	<b>0</b>		
<b>LAC</b>	<b>3</b>	<b>3</b>		
<b>Adopted</b>	<b>0</b>	<b>0</b>		
<b>Part time provision</b>	<b>2</b>	<b>2</b>		

	Autumn	Spring	Summer
<b>CME</b>		<b>0</b>	
<b>Referrals to LADO</b>		<b>0</b>	

**Safeguarding commentary/audit:**

Jill Wilkinson returned to follow up on the safeguarding audit to see what actions had been taken. Many of the recommendations have been actioned and a timeline has been put in place to complete outstanding actions.

**SEND and Intervention**

**Name of SENDCO:**

Gurpreet Dosanjh

**Name of SENDCO Governor:**

Jill Wilkinson

**Commentary:**

A follow up visit for the Peer Challenge Review was held by Karen Puszczynska (Head Teacher at Portway Junior School). She recognised the development that Gurpreet had made.

- >EHCP folders were started
- >Action plan had been re-written and she could see actions being completed
- >SEND register had been more accurately reviewed and was more realistic
- >Non-negotiables now more visible across the school
- >Whole school provision map completed.
- >GD aware that not at embedding stage.
- >Monday morning briefing times really helping to raise profile of SEND

**Areas needing further development:**

- Still too much non-compliance/passive learning
- Staff are still not consistently meeting deadlines for paperwork.
- GD recognizes the need to monitor paperwork and outcomes of interventions
- No data was available still as school reviewing how data is collated and used
- GD will ensure that newly introduced paperwork is reviewed and monitored for impact

**Impact of Partnerships**

Natalie Bethell attends the local partnership of schools heads cluster meeting – as part of this we hosted a year 5 teachers network.

Andrew Sharp continues to meet with the Headteacher of the infant school, Bindy, on a monthly basis.

The Transform Derby Partnership continue to meet half termly

We are receiving high quality CPD through the PSG – Writing and Reading

As mentioned above we are part of the Teach First Leading Together Programme and we have attended the launch day in Nottingham. All 7 of the Leadership Team are part of this programme.

Andrew Sharp is attending the Derby Cultural Education Partnership Meeting on Thursday 4<sup>th</sup> April. This should enable the school to forge links and add to our developing curriculum.

Natalie Bethell is attending the Transform Curriculum meetings

**Budget**

Financial Information	Funding/Income variance to budget	Staffing variance to budget	Other variance to budget	Capital variance to budget
Budget	1,854	1,484	360	-147
Full Year Forecast	1,895	1,498	391	-173
Variance	+ 41 k	-14k	-31k	-27
Comments (This has been forecast using actuals to end of period 6				

**Commentary:**

Additional funding is due to a successful application for an Early Career Support and Mentor and an Essential Life Skills Grant. An additional supplementary payment of 12k was also received for fsm  
A saving made to an unfilled teaching post was used against supply agency Teaching Assistants bought in to support EHCP children. The budget variance showing an overspend is based on both TA's continuing to year end.  
A Health Mentor employed from January 2019 accounts for much of the overspend within 'Other' The ELS grant is used to subsidise this cost.  
The year end capital forecast will be used against the £424k brought forward from 2017/18. The budget allows for internal improvements to office / foyer / toilet work spaces.

**Sports Premium Statement:**

The sports premium statement was shared with governors at the last meeting and will be updated with relevant changes and uploaded to the website.

**Buildings and Environment (including Health & Safety)**

**Outcome of Health and Safety Audit:**

No Health and safety audit has been completed in the last term.

Jackie Ozmen and Darren Meakin are completing monthly H&S inspections of the whole site and feeding back to staff where necessary. Health and Safety is a standing item on the Monday Morning briefing which Darren Meakin attends

**Major staff/children accidents/RIDDOR:**

There are no major incidents to report. All the reported incidents relate to minor issues caused through play at breaktimes.

## Annex A – TEF 2018-19

### Each reporting cycle in a half termly block

		09/11/18	11/01/19	01/03/19	26/04/19 (Notts only)	03/05/19 (Derby only)	07/06/19
Area	Indicator - IDACI	0.416		0.416			
Context	Number on roll	348		349			
	Male %	165		46%			
	Female %	183		54%			
	Pupil premium %	42%		53%			
	English as Additional Language %	83%		82%			
	Looked After Children number	3		3			
	Number of children with EHC Plan	7		7			
	SEND %	16%		15%			
Summer Born %	32%		32%				
Workforce	Vacancies (Teacher/Associate)	0		0			
Health & Safety	No. of accidents (RIDDOR)	0		0			
	No. of serious injuries	0		0			
	No. of minor injuries	2		0			
Parental feedback	No. of complaints	1		0			
Welfare	Open Cases (Child Care Team)	15		10			
	Open Cases (Multi-Agency)	8		8			
	EMASH Referrals	6		11			

### Attach the following appendices as appropriate:

- Challenge Partners Report
- Sally Manz Report
- Health Check summary page