



Date: March 2019

### Context/Key Characteristic of School

Pear Tree Community Junior is located in the Pear Tree area to the south of Derby City Centre. The school takes pupils from the ages of 7-11 across four year groups (Year 3 to 6). The vast majority of our pupils transfer from Pear Tree Infant school, that shares the same site. We have three classes of 30 pupils in each year group and have up to 360 pupils on roll at any one time.

The school was placed into Special Measures by Ofsted during an inspection in November 2016. Pear Tree Community Junior was academised on July 1<sup>st</sup> 2017 and became part of the Transform Academy Trust. A new Head was recruited and began his post on 1<sup>st</sup> September 2017. Prior to this there have been 3 different heads during the last 4 years. Following a successful recruitment process, a new Deputy was recruited and started in January 2018.

54% of our school population is female and 46% Male  
53% of our pupils are entitled to Pupil Premium

The school serves a diverse community. We have pupils from a wide range of countries and cultures; around 83% of our pupils are classed as having English as an Additional Language. Currently we have 37 different languages registered. Pear Tree Community Junior serves a community with a high level of deprivation and an increasing population of Eastern European families.

Our 5 largest groups are Any other white 31%, Roma 22%, Pakistani 17%, White British 9%, Indian 5%. Black African 4% (The remaining 12% is made up of 15 other ethnicity codes none greater than 4%)

**Pear Tree Community Junior School has a high mobility rate so far this year we have**

The school has 15% of pupils on the SEND Register with 7 pupils with an EHCP

### Summary Evaluation

#### **The overall effectiveness of the school is Requires Improvement**

Although levels of achievement are way below national expectations (18% combined) data across the school shows and improving trends. Children arrive at the school with very low baselines (See whole school data) and are currently making good progress across the school. This number of pupils at ARE is greater than the school and year group baseline.

National 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)

Only 60 pupils out of 90 pupils in the schools year 6 had KS1 data – indicating they were new to the country during KS2. Pupils who arrive New to English or with Early Acquisition make rapid progress and access the full curriculum within a short time of being in the school (one to two terms).

The behaviour and safety of pupils has rapidly improved. Low level disruption is rare the number of pupils receiving red slips has reduces dramatically. The number of playtime and lunchtime incidents has also reduced dramatically.

The quality of teaching is improving with an increasing percentage of teachers showing strong and effective practice. From a baseline of 100% inadequate as expectations of learners was too low.

Leadership and management across the school have improved. There is a clear leadership structure with defined roles responsibilities. The leadership is now spread throughout the leadership team. There is a clear focus for improvement across the school and rapid progress being made in all areas.

### Key priorities

**Ambition for All: To increase the number of pupils at ARE to at least 50% across all subjects and all year groups**

**Enrich Learning: To ensure all teaching is good or better**

**Instil Personal Values: To ensure behaviour is good across and around the school**

**Rights of Everyone: To engage parents and the community in the life of Pear Tree Community Junior School**

## Rights of Everyone (leadership and Management)

**Key Priority: To engage parents and the community in the life of Pear Tree Community Junior School**

|           |  |
|-----------|--|
| Vision    | School staff show a passion for teaching and proactively seek out opportunities to develop their practice engaging in research and CPD to understand the art of teaching and learning. All members of the community take a collective responsibility to ensure success for all |
| Judgement | Requires Improvement   |

### Strengths

- Shared vision known and understood by all staff based on high expectations
- Excellent Relationships across the school based on honest and open leadership.
- The head teacher provides strong, effective and clear leadership, developing and sharing a long-term vision for the success of the school
- With the successful appointment of the deputy head teacher (Jan 2018) and two Assistant Head Teachers, a leadership structure is in place with clearly demarcated and well understood roles and responsibilities
- Senior and middle leaders have an increased understanding of their role and their ability to talk about this in an effective way is improving
- Leaders have accurate understanding of the strengths and weaknesses across the school
- The deputy head has taken a lead in developing the increasingly effective curriculum; she supports all year groups and checks planning for structure and content.
- The Curriculum has a strong Intent and is knowledge rich, have books as a central focus and sits alongside a values led PSHE curriculum which is built around our pupils and community.
- Work has successfully begun to support the large and increasing number of EAL pupils and an agreed approach is now in place across the whole school; a Communication and Language hub has been established a team has been put together to deliver the agreed vision
- Trust Year 6 health check findings were positive and indicated good provision for our pupils. It also provided clear areas for focus and development which have been rapidly acted upon
- At present the forecast is for 38% to reach a combined standard in reading, writing and in maths with 47% to reach the standard in reading and in writing and 49% in maths. Although still very low and well below national, this would represent a 20% increase on 2018
- Better liaison with the Infant School is also developing and this should support smoother transition arrangements in future years
- There is evidence from monitoring activities and data analysis across all areas of the school to support the view that the actions being taken by leaders are having the necessary impact and making a difference
- Teaching and learning is improving with many examples of strong practice

### Reason not a good judgement

Despite the progress that has been made in leadership and management since September 2017 and the improvements seen the impacts are not yet sustained or embedded fully.

| Priorities  | Key Actions   |
|---|---|
| <ul style="list-style-type: none"> <li>• To develop a three year strategic plan which identifies key milestones</li> <li>• To embed robust appraisal and CPD procedures that develop teaching and learning and hold staff to account</li> <li>• To develop the skills of the leadership team to help them to implement the strategic plan and raise standards throughout the school.</li> <li>• To ensure effective governance and develop a Pear Tree Advisory Group</li> <li>• To embed robust procedures for the induction of new pupils and track mobility to gain insight into why children leave</li> </ul> | <ul style="list-style-type: none"> <li>• Access the leading together programme</li> <li>• Use the Trust lead practitioners to develop our teaching and learning expertise</li> <li>• Deliver new style parents' evening</li> <li>• Hold parent events by delivering an Essential Life skills programme</li> <li>• Provide high quality induction</li> <li>• Track mobility to understand patterns</li> <li>• Set up an advisory board with representatives from all stakeholders which feeds directly to the strategic board</li> </ul> |

| Impact of Leadership and Management |   |  |  |
|-------------------------------------|---|--|--|
| Focus                               | Baseline  | Key actions/strategic development  | impact   |
| Attainment and Progress             | Use of SPTO incorrectly<br>Lack of moderation (internal/External)<br>Limited use of AFL<br>No guidance policy<br>No use of prior attainment | Moderation through networks<br>Baseline assessments in all year groups- PIRA/Puma<br>New Guidelines<br>Target setting meetings/PPMs  | Accurate Assessment embedded<br>ensuing teaching is planned and pitched appropriately                        |
| Quality of Teaching                 | No policy<br>Various strategies employed – lack of consistency<br>No reference to EAL provision<br>All teaching inadequate                  | All children taught back in classes<br>Consistent approach to books/presentation<br>Books all consistently marked<br>Clear T&L policy – developed and shared<br>CPD Strategically Planned and ongoing  | An increasing percentage of good teaching (60%).<br><br>No Inadequate teaching seen                          |
| Standards of Behaviour              | Inadequate behaviour<br>Lunchtime and<br>No effective behaviour systems<br>structures routines  | New behaviour Policy – developed by and shared with staff<br>Behaviour Policy being applied more consistently<br>Provided nurture provision for the most vulnerable<br>Pear Tree Promise created<br>Pear Tree Promise behaviours are used to lead learning | Reduction in number of children being removed from lessons<br>Reduction in the number of lunchtime incidents |

| Governors  |
|--|
| <ul style="list-style-type: none"> <li>• Since the start of the year the governing body has been completely re-organised; in effect, a 4 person IEB is now in place</li> <li>• 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</li> <li>• To complement this core body, advisory groups have also been introduced with an open invitation to staff and the community</li> <li>• Agendas have a clear and strategic focus and stakeholder views are fed into the discussions</li> <li>• Meetings, monitoring opportunities and external quality assurance activities are mapped out over the course of the year and intended actions are planned in advance</li> <li>• 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</li> </ul> |

**Enrich Learning (Teaching and Learning)**  
**Key Priority: To ensure all teaching is good or better**

|          |   |
|----------|---|
| Vision   | An engaging, creative and challenging curriculum is enhanced by excellent learning environments. This allows pupils to demonstrate enthusiasm, enquiring minds and excellence. Teaching Staff are champions of learning and staff collaboration is strong. Excellent staff subject knowledge and accurate timely assessment and feedback ensures success for all learners |
| Judgment | Requires Improvement  |

**Strengths**

The teaching profile of the school has improved rapidly over the last 4 terms. From a base line of all inadequate teaching around 60% 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
- Classrooms are calm and orderly; pupils' attitudes and desire to learn is clearly evident
- When questioned about their learning, pupils were polite and responded positively
- 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
- A range of resources are used effectively to consolidate and support learning and to make abstract concepts more concrete
- There is a consistent approach to the learning across all three classes in a year group
- Displays around the classes 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

Reason not a good judgement

Despite the improvement shown over the past 4 terms teaching is not yet consistently good in all classrooms.

| Priorities   | Key Actions   |
|--|---|
| <ul style="list-style-type: none"> <li>• To embed strong classroom assessment and feedback procedures that are known and understood by all</li> <li>• To embed English teaching and learning principles - ensuring English teaching is consistently good or better</li> <li>• To embed maths teaching and learning principles ensuring maths teaching is consistently good or better</li> <li>• To develop and embed a new whole school Book Led Curriculum</li> <li>• To develop a Communication and Language Team to support language acquisition and ensure pupils make rapid progress</li> </ul> | <ul style="list-style-type: none"> <li>• Embed high quality teaching which promotes language and vocabulary development</li> <li>• Develop structure of shared reading</li> <li>• Develop sequence of English Teaching – introduce Pobble</li> <li>• Create a language and communication team to ensure Induction, Intervention, Immersion and Integration</li> <li>• Create a curriculum based around high quality texts</li> <li>• Embed the maths lesson structure</li> <li>• Improve the recall of number knowledge through TT Rockstars</li> </ul> |

**Instil Personal Values**  
**To ensure behaviour is good across and around the school**

|          |   |
|----------|---|
| Vision   | Children are independent learners who show pride, passion and perseverance. They consistently show the skills of the Pear Tree Promise through their attitudes to learning; showing they are ready, respectful and responsible. Staff are relentless in the pursuit of the highest expectations and parents support the learning ethos of the school. |
| Judgment | Good  |

**Strengths**

- The school has a safeguarding team who work closely alongside each other to ensure pupils are kept safe.
- The school uses MyConcern to record, monitor and deal with all concerns raised by staff
- Safeguarding meets and exceeds requirements – indicated during Trust Audit.
- The school has a set up Well-being team which encompasses behaviour and safeguarding; providing the waves of intervention for all our pupils including the most vulnerable.
- Over the year the consistently applied behaviour policy has led to a rapid reduction lunchtime incidents and fewer incidents which result in pupils receiving a red-slip (see school behaviour policy)
- Despite some high profile pupils with increasingly challenging behaviours coming into the school, structures, policies and teams are developing well and there is a calm atmosphere across the whole school
- behaviour around school and within lessons has improved rapidly and is good during lessons.
- Feedback from lesson observations, pupil, staff surveys, as well as the many positive comments we receive from visitors, all support our judgement that the behaviour and safety of pupils are rapidly improving.
- Attendance is monitored daily by the learning mentor, who conducts daily home visits where necessary.
- The school also employs an Attendance Improvement Officer provided by Transform Trust who supports the learning mentor to ensure policy and procedures have impact on attendance.
- Attendance for year to date is

**Priorities**

- To ensure excellent attendance of all groups
- To embed the behaviour policy—Developing respectful behaviours through consistently applying Behaviour & Anti-bullying policies
- To develop high quality well-being support which supports the most vulnerable and improves behaviour across the school
- To develop and embed a PSHE/Well-being Curriculum that improves attitudes and behaviour for learning

**Key Actions**

- Create a wellbeing team to support our most vulnerable
- Provide training for wellbeing group
- Reflect, Grow and Flourish opportunities through daily mindfulness
- Provide values led assemblies on Monday mornings
- Monitor and analyse behaviour choices through red slips
- Monitor attendance and conduct daily home visits

**Absence Data**

| Absence                | School to date | National 2018 |
|------------------------|----------------|---------------|
| % Persistent Absentees | 5.19%          | 9.6%          |
| % of sessions missed   |                | 95.8%         |

**Exclusions data**

| Exclusions            | School to date | commentary                 |
|-----------------------|----------------|----------------------------|
| Permanent             | 0              |                            |
| Fixed Term Exclusions | 7              | 6 pupils all boys all Roma |

### Ambition for All

**Key Priority: To increase the number of pupils at ARE to at least 50% across all subjects and all year groups**

|          |   |
|----------|---|
| Vision   | All attainment groups are in line with national expectations. All pupils and all groups make good progress and their maths and English skills are well developed. The school raises the appreciation, aspiration and achievement of all pupils. |
| Judgment | Requires Improvement  |

#### Summary Evaluation

Data on entry to the school is very low and indeed this data reduces over time through high mobility. Often pupils who achieve the expected level at KS1 leave the school and are replaced by pupils who are new to English or at early acquisition. Only 60 pupils (66%) who sat KS2 SATs in 2018 had KS1 data. This year 19 pupils have no KS1 Data.

Reading and writing data shows that around one third of pupils (in Year 4, 5 and 6) achieved the expected standard at year 2. The KS1 baseline for the current year 3 is higher than the other year groups however the school baseline (using Summer year 2 PIRA and PUMA) suggests it is closer to one third.

At the beginning of 2017-18 the number of pupils at ARE was less than 10% in year 4, 5 and 6. The school had never used KS1 data to support their assessment data. Pupils were not taught at ARE. Teacher judgements were not reliable. We introduced standardised assessments to support teacher judgment.

Autumn data shows that more pupils across the school and across all three subjects are at Age Related Expectations. Latest year 6 assessments show that currently we have 28% of pupils who are at end of year 6 in all three subjects (10% increase on last year).

The data shows pupils are now achieving broadly in line with KS1 results. The school is now challenging teachers to increase the number to at least 50%. Targets across the school are for 50% of pupils to achieve age related expectations. Spring Assessment week takes place w/b 25<sup>th</sup> March with PPMs the following week.

Year group use learners' intervention plans are completed at weekly year group meetings. These are used to highlight pupils to target to ensure pupils make accelerated progress and to stop underachievement. Interventions are then targeted to meet year group needs.

New to English or pupils with early acquisition of language are targeted and supported through the Communication language. Pupils are assessed using the Bell Foundation materials. The end of Autumn data shows pupils are making accelerated and moving rapidly through the language levels.

#### Key Priorities

- Increase the number of children who are working at Age Related Expectations in maths, reading and writing
- To increase the progress made by all children across all groups - boys, girls, PP/FSM, EAL, Ethnicity, SEND, HA
- Ensure Pupil Premium and children eligible for Free School Meals are high profile and challenged to succeed
- To embed robust data & assessment procedures including internal and external moderation processes consistency of judgements

KS2 Outcomes and Predictions 2018

| KS2                  |               |               |                         |                    |                    |                              |
|----------------------|---------------|---------------|-------------------------|--------------------|--------------------|------------------------------|
|                      | 2017 expected | 2018 expected | Predicted 2019 expected | 2017 Greater depth | 2018 Greater depth | Predicted 2019 Greater depth |
| <b>All children</b>  | For reference |               |                         |                    |                    |                              |
| <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>Combined</b>      | <b>18%</b>    |               |                         |                    |                    |                              |
| <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%                           |

| Progress<br>Subject | All children |              | Disadvantaged |
|---------------------|--------------|--------------|---------------|
|                     | 2017         | 2018         | 2018          |
| <b>Reading</b>      | <b>-4.01</b> | <b>-4.19</b> | <b>-4.48</b>  |
| <b>Writing</b>      | <b>-3.05</b> | <b>-0.23</b> | <b>-1.11</b>  |
| <b>Maths</b>        | <b>-4.20</b> | <b>-2.16</b> | <b>-2.60</b>  |

In school Data – Autumn 2018

**Reading**

| Year 3            | KS1 Data | PTJ Baseline | Autumn | Spring | Summer | Target |
|-------------------|----------|--------------|--------|--------|--------|--------|
| Working Above ARE | 13%      | 4%           | 3%     |        |        | 14%    |
| ARE +             | 49%      | 33%          | 40%    |        |        | 50%    |
| Below ARE         | 51%      | 67%          | 60%    |        |        | 50%    |

Pear Tree Baseline using Year 2 PIRA standardised test

| Year 4            | KS1 Data | Baseline | Autumn | Spring | Summer | Target |
|-------------------|----------|----------|--------|--------|--------|--------|
| Working Above ARE | 12%      | 7%       | 8%     |        |        | 11%    |
| ARE +             | 32%      | 27%      | 29%    |        |        | 46%    |
| Below ARE         | 68%      | 73%      | 71%    |        |        | 54%    |

| Year 5            | KS1 Data | Baseline | Autumn | Spring | Summer | Target |
|-------------------|----------|----------|--------|--------|--------|--------|
| Working Above ARE | 9%       | 9%       | 12%    |        |        | 18%    |
| ARE +             | 34%      | 33%      | 37%    |        |        | 52%    |
| Below ARE         | 66%      | 67%      | 63%    |        |        | 48%    |

| Year 6            | KS1 Data | Baseline | Autumn | Spring | Summer | Target |
|-------------------|----------|----------|--------|--------|--------|--------|
| Working Above ARE | 10%      | 0%       | 3%     |        |        | 10%    |
| ARE +             | 31%      | 35%      | 35%    |        |        | 47%    |
| Below ARE         | 69%      | 65%      | 65%    |        |        | 53%    |

## Writing

| Year 3            | KS1 Data | PTJ Baseline | Autumn | Spring | Summer | Target |
|-------------------|----------|--------------|--------|--------|--------|--------|
| Working Above ARE | 10%      | 2%           | 3%     |        |        | 11%    |
| ARE +             | 49%      | 27%          | 37%    |        |        | 45%    |
| Below ARE         | 51%      | 73%          | 63%    |        |        | 55%    |

| Year 4            | KS1 Data | Baseline | Autumn | Spring | Summer | Target |
|-------------------|----------|----------|--------|--------|--------|--------|
| Working Above ARE | 11%      | 6%       | 9%     |        |        | 10%    |
| ARE +             | 37%      | 23%      | 26%    |        |        | 47%    |
| Below ARE         | 63%      | 77%      | 74%    |        |        | 53%    |

| Year 5            | KS1 Data | Baseline | Autumn | Spring | Summer | Target |
|-------------------|----------|----------|--------|--------|--------|--------|
| Working Above ARE | 8%       | 6%       | 9%     |        |        | 19%    |
| ARE +             | 37%      | 26%      | 32%    |        |        | 49%    |
| Below ARE         | 63%      | 74%      | 68%    |        |        | 51%    |

| Year 6            | KS1 Data | Baseline | Autumn | Spring | Summer | Target |
|-------------------|----------|----------|--------|--------|--------|--------|
| Working Above ARE | 9%       | 0%       | 0%     |        |        | 11%    |
| ARE +             | 31%      | 26%      | 23%*   |        |        | 47%    |
| Below ARE         | 69%      | 74%      | 77%    |        |        | 53%    |

\* 3 ARE pupils left

## Maths

| Year 3            | KS1 Data | PTJ Baseline | Autumn | Spring | Summer | Target |
|-------------------|----------|--------------|--------|--------|--------|--------|
| Working Above ARE | 13%      | 2%           | 7%     |        |        | 17%    |
| ARE +             | 60%      | 27%          | 44%    |        |        | 57%    |
| Below ARE         | 40%      | 73%          | 56%    |        |        | 43%    |

Pear Tree Baseline using Year 2 Summer PUMA standardised test

| Year 4            | KS1 Data | Baseline | Autumn | Spring | Summer | Target |
|-------------------|----------|----------|--------|--------|--------|--------|
| Working Above ARE | 10%      | 6%       | 8%     |        |        | 9%     |
| ARE +             | 36%      | 26%      | 37%    |        |        | 50%    |
| Below ARE         | 64%      | 74%      | 63%    |        |        | 50%    |

| Year 5            | KS1 Data | Baseline | Autumn | Spring | Summer | Target |
|-------------------|----------|----------|--------|--------|--------|--------|
| Working Above ARE | 9%       | 8%       | 10%    |        |        | 18%    |
| ARE +             | 37%      | 37%      | 32%*   |        |        | 52%    |
| Below ARE         | 63%      | 63%      | 68%    |        |        | 48%    |

\* 1 child left/3 children slow progress just below ARE (highlighted during PPM for targeting)

| Year 6            | KS1 Data | Baseline | Autumn | Spring | Summer | Target |
|-------------------|----------|----------|--------|--------|--------|--------|
| Working Above ARE | 8%       | 1%       | 1%     |        |        | 10%    |
| ARE +             | 35%      | 24%      | 24%*   |        |        | 48%    |
| Below ARE         | 57%      | 76%      | 76%    |        |        | 52%    |

\* 1 child at ARE left