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10 June 2011

Mrs Karen Clark
Pear Tree Infant School
Pear Tree Street
Derby
DE23 8PN

Dear Mrs Clark

Ofsted monitoring of Grade 3 schools: monitoring inspection of Pear Tree Infant School

Thank you for the help which you and your staff gave when I inspected your school on Thursday 9 June, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to the staff and the Chair of the Governing Body for their time and courtesy. I would also like to thank the children for the enjoyable time I spent talking with them.

Since the school's last inspection there have been no significant contextual changes.

As a result of the inspection on 13 January 2010 the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Teacher assessments for 2011 and children's current work confirm that all children continue to make good progress overall, although attainment remains below average. The progress children make in relation to their capabilities is good, including those at an early stage of learning English. Children with learning difficulties and/or disabilities achieve particularly well because of the careful monitoring of their progress and the expertise of dedicated support staff.

Since the previous inspection, the proportion of good lessons in the Early Years Foundation Stage (EYFS) has increased. Teachers are now planning together to ensure consistency across all classes. Planning is detailed and appropriate. It identifies clear learning intentions as well as different tasks and outcomes for all groups of children, including higher attaining children and those who require

additional support. This is ensuring that all children throughout the EYFS are making better progress since the last inspection and have suitably challenging work. Systems to monitor provision have improved since the last inspection and include lesson observations and scrutiny of planning. Staff regularly observe children's learning and development carefully and maintain detailed assessment records which are shared with parents. Consequently, there is a clear understanding of how well the provision meets each child's needs and what needs to be improved. There is successful teamwork between all staff with peer mentoring to encourage and support the sharing of best practice.

The school is working extremely hard with parents and families to improve the attendance of persistent absentees. Recently, improved communication and guidance have been used to engage with those parents who have been harder to reach. For example, written communication with parents is in the main community languages, as well as English, and translation is available for oral communication. Effective use of free breakfast club places for a small target group of children is supporting their improved attendance. In addition, the school takes every opportunity to nurture positive attitudes to learning. Consequently, children are keen to attend as they develop the motivation, self-confidence and independence to succeed.

The curriculum for those children in Year 1 who have not yet achieved the early learning goals has been reorganised to ensure that a wide range of skills are taught and developed in an appropriate way. The curriculum provides effective and imaginative opportunities for children's personal development, as well as for the development and consolidation of their literacy and numeracy skills. There is a strong emphasis on purposeful learning through play, both indoors and outdoors. Carefully planned transition ensures that children move into Year 1 with confidence and their learning is continuous across key stages.

Action to strengthen the school's provision and outcomes has been concerted and effective. The headteacher and the governing body have an accurate picture and understanding of the school's strengths and its priorities for further development. School self-evaluation is generally accurate and its procedures for monitoring performance are robust. The good progress made since the previous inspection demonstrates that the school has a good capacity for further improvement.

The school appreciates the appropriate support provided by the local authority, particularly the challenge and guidance of the School Improvement Partner.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Dorothy Bathgate

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in January 2010

- Ensure lessons in the Early years 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 not yet attained the early learning goals.