

Pegasus Primary School

Inspection report

Unique Reference Number	103379
Local Authority	Birmingham
Inspection number	355370
Inspection dates	25–26 May 2011
Reporting inspector	Anna Coyle

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	186
Appropriate authority	The governing body
Chair	Joy Dodd
Headteacher	Robert Lee
Date of previous school inspection	13 November 2007
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and observed seven teachers. They also held meetings with the headteacher, deputy headteacher, senior staff, members of the governing body and groups of pupils, parents and carers. Inspectors observed the school's work and looked at a range of documents including assessment and tracking information, the school development plan, monitoring reports and pupils' workbooks. The inspection questionnaires were analysed, including 89 from parents and carers, 18 from members of staff and 96 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether teachers' expectations and pupils' targets are high enough to enable all groups to make sufficient progress in reading and writing, especially the more able.
- Whether pupils' attendance, well-being and spiritual, moral, social and cultural development are developed effectively.
- How well the school promotes community cohesion.
- The effectiveness of governance and the leadership of English.

Information about the school

The school is situated within a residential area and is smaller than other schools. The majority of pupils are White British and a few are from minority ethnic backgrounds. A very small number speak English as an additional language and the main language spoken at home is Polish. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is similar to the national average but there are no pupils with statements. The school has the Artsmark, the Severn Trent Smart Water Award and Healthy School status.

The school shares its site with a privately-run nursery which is inspected separately.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school, which has improved considerably since the last inspection. A warm, cheerful greeting awaits visitors, parents and carers when they enter the school. Pastoral care is particularly strong. The school has good links with families and provides them with plenty of information to help them feel involved with their children's learning. Parental comments endorse this by saying, 'The staff are friendly and helpful, especially the headteacher who is enthusiastic and a great role model for our children - one in a million.'

Achievement is good. The school's good focus on 'Aiming High' is shared by all staff and this has helped them to improve standards of attainment over the last few years. Children make good progress in the Reception class and throughout the school. Pupils' attainment is broadly average by Year 6 in English and mathematics, although the inspection evidence and the school's data concur that not enough more-able pupils reach the higher levels in reading and writing. This is because they do not read for enjoyment often enough, they always write in pencil, not pen, and their use of grammar and punctuation are inconsistent. Nevertheless, most pupils are suitably prepared for the next stage of their education because their spiritual, moral, social and cultural development is good. Attendance is broadly average and most pupils behave well, taking on responsibilities willingly.

Teaching and learning are good. Staff celebrate diversity and value all pupils equally within the school's inclusive community. Pupils are provided with a good curriculum and a wide range of after-school clubs to help them learn. Classrooms are colourful environments and there are plenty of displays of pupils' artwork and photographs to interest them. The care, guidance and support of pupils are good: parental comments confirm this, 'I feel that Pegasus has supported my son and his needs immensely'. Assessment is satisfactory. The school has introduced new tracking procedures. However, the current whole-school data collection system is not fully embedded to ensure consistent recording of pupils' progress and so enable teachers to match work to pupils' abilities. Even so, pupils have clear targets to help them learn and teachers' marking has improved well since the last inspection so that it identifies what pupils need to do next to improve their work. The school supports pupils with special educational needs and/or disabilities effectively and helps them make good progress. It promotes community cohesion satisfactorily and is developing links with national and global communities to enhance learning even further.

The good leadership of the headteacher and the deputy headteacher are the driving force behind improvement. They are highly dedicated and passionate about the school and provide a strong sense of ambition and purpose. The senior leadership team support them well and all work hard for the benefit of the pupils. Subject leadership is good: the headteacher oversees the provision for English effectively. Self-evaluation is accurate. A

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few members of the governing body make useful contributions to the life of school and take their responsibilities seriously. However, other governors are not proactive and have not had sufficient recent and relevant training to help them know how to critically challenge the school. Nevertheless, based on its good track record of improvement, rising standards and strong leadership, the school has good capacity to sustain improvement.

What does the school need to do to improve further?

- Accelerate progress in reading and writing so that a larger proportion of more-able pupils reach the higher levels at the end of Year 6 by:
 - encouraging pupils to read more often for enjoyment
 - introducing the use of pens at Key Stage 2 to aid pupils' handwriting skills
 - extending pupils' knowledge of grammar and punctuation.
- Extend the use of assessment by:
 - embedding the whole-school data system so that teachers can keep consistent records of pupils' progress
 - making better use of data to guide planning and match work to pupils' abilities.
 - Improve the governance of the school by:
 - ensuring that the governing body provides the school with proactive, critical challenge so that it can hold the school to account
 - providing relevant training to help individual governors fulfil their roles more effectively.

Outcomes for individuals and groups of pupils**2**

From below expectations on entry to Reception, pupils make good progress and achieve well in Years 1 to 6. The school has worked hard to drive up standards and its persistence is paying off because attainment is rising year-on-year. Inspection evidence confirms that pupils in Year 6 are currently working at levels that are broadly similar to those expected for their age in English and mathematics. For example, in a lesson seen on the use of punctuation, pupils were able to evaluate their own work and make changes in the light of their discussions with their peers. They made good use of the 'Aiming High' assessment statements to guide them. Almost all groups of pupils make good progress, but the more able are not achieving quite as well as they might. This is because pupils' handwriting, although neatly written in pencil, is not developed fully at Key Stage 2 to include the use of pen. In addition, the use of punctuation and grammar is inconsistent and pupils are not avid readers. Attainment in Year 2 was broadly average last year in writing but lower in reading: the more-able group did not do as well as other pupils nationally and girls outperformed boys. The school is closing the gap steadily and attainment is broadly average overall at Key Stage 1. For example, in a mathematics lesson, pupils tackled the addition and subtraction of two-digit numbers confidently by using a process known as 'partitioning'. They enjoyed learning and concentrated well. Pupils with special educational needs and disabilities and those who speak English as an additional language are integrated well to help them make good progress in basic literacy and numeracy skills.

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They achieve well and enjoy discussing their work with adults, benefiting from teachers' skilled questioning techniques.

Spiritual, moral, social and cultural development is good because most pupils know right from wrong, play harmoniously together and are tolerant of each other's beliefs and cultures. Parents and carers agree that their children are doing well, 'My child has grown in confidence since attending Pegasus.' Behaviour is good, and most pupils with special educational needs respond well to the good support they receive. Pupils say that they feel safe. They understand how to live well by taking regular exercise and eating healthy food. They enjoy activities such as football, Bangra dancing, body combat and cooking club. Pupils also enjoy contributing to the school and local community through the school council and by acting as monitors and play leaders. They develop their well-being and enterprise skills satisfactorily, although there are limited opportunities for them to contribute to the wider community. Attendance is broadly in line with the national figures, but it is adversely affected by the persistent absence of a few pupils.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	3
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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching has improved well since the last inspection and is now good. Teachers have high expectations of their pupils and good subject knowledge. Relationships with pupils are pleasant, and teachers often have a cheerful rapport with them, especially during practical activities. For example, in a Year 5 mathematics lesson on solving problems involving

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estimation, the teacher's clear planning, good rapport with the pupils and brisk pace made learning enjoyable. Teachers and teaching assistants work as a strong team to guide small groups of pupils and individuals with special educational needs and/or disabilities. Day-to-day assessment is used satisfactorily and most pupils have challenging targets to help them learn. However, information is not used consistently to match work to pupils' abilities. This is because the system for collecting data is not refined enough to ensure the consistent recording of pupils' progress. Marking is good. It is detailed, makes good use of praise and gives pupils plenty of pointers to help them improve their work. Pupils evaluate their own work confidently.

The school's broad, balanced curriculum is well planned. It provides pupils with a wide range of opportunities based on a themed approach to learning. There are good links between subjects such as English and art. Activities are adapted well for those with special educational needs and/or disabilities so that they have equal access to the curriculum. Personal, social and health education are promoted well, and pupils have plenty of opportunities to develop their independence during residential visits to outdoor education centres. Pupils also benefit from a good range of extra-curricular activities that are well attended. These cover sports, art, film and 'pyramid' clubs, and 'Inspiration Days' that include visits to places such as the local church, a Gurdwara and an Islamic centre.

Pastoral care is good. Staff know the pupils well and provide well-targeted support. Parental comments include, 'Pegasus is such a supportive and caring school that my son has thrived' and, 'My child's confidence has been boosted - she is so happy to come to school.' Teaching assistants liaise closely with class teachers to make sure that pupils with special educational needs and/or disabilities and those who are vulnerable because of their circumstances are supported sensitively. They help pupils to learn effectively, including the few from minority ethnic backgrounds who speak English as an additional language. Transition arrangements are well organised for pupils who leave at the end of Year 6. The school does all it can to promote good attendance and it follows up absences diligently.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher's drive and determination has led to some significant improvements in the school. He has steered the school steadfastly through a prolonged period of turbulence caused by many staffing difficulties. Previous weak teaching has been eradicated and has improved to a good level. There is now a good sense of ambition in the school and the senior leadership team work as a strong group of professionals. Accurate self-evaluation helps them to set realistic and challenging targets for the future.

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The deputy headteacher manages the provision for pupils with special educational needs and/or disabilities effectively. The assessment coordinator has been responsible for successfully introducing the new 'Aiming High' focus. Although a few other leaders are new and still developing their roles, they monitor pupils' performance carefully, especially in reading and writing. These aspects of learning are rightly included in the detailed school development plan, which clearly identifies specific areas for improvement, such as pinpointing reading in particular. The school strives to encourage parents and carers to become involved in their children's learning and it provides plenty of information to help them support their children at home. Parental comments indicate that they appreciate this and feel valued by staff: 'Since being at the school, my child is happier and more confident. Pegasus is lovely, friendly and very approachable if you have any concerns, and parents are made to feel very welcome.'

The governing body fulfils its statutory requirements. Individual governors have suitable links with subject leaders and other aspects of provision such as special educational needs. However, although a few key governors are proactive, others are not. They do not keep a close enough check on how well the school is doing so that they can take prompt action when needed and hold the school to account. There has been a lack of training for governors to help them to know how to provide critical, challenging support to leaders.

The school has satisfactory systems for safeguarding children, ensuring child protection and the safe recruitment of staff. Suitable procedures for risk assessments and regular staff training ensure that the school maintains pupils' safety. Equality and diversity are celebrated appropriately because staff treat pupils with respect and courtesy. Community cohesion is promoted appropriately for the benefit of the pupils. The school has good links with local schools and businesses. It has a few links with national groups to enhance pupils' understanding of different cultures and it is considering reaching out to other communities overseas. The school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

Children are taught well and make good progress in the Reception class because caring, kindly staff provide them with plenty of exciting activities. For instance, they enjoy 'Shake and Wiggle' times and learning with 'Max' the teddy bear. Attainment on entry varies from year-to-year but the school's data shows that it is generally below expectations for their age when children first start. They attain some of the expected goals by the time they begin Year 1, although their skills in reading, writing and calculation are less secure. Children settle happily at the beginning of the day and play well together, listening carefully to adults' instructions and behaving sensibly. They participate eagerly in physical activities in the much improved, but small, outdoor area. A good range of resources such as construction toys are easily accessible. All children show curiosity and they eagerly explore the world around them: they really enjoy washing the outside walls with soap suds. 'Tidy-up time!' is enjoyed by everyone as all help to clear away the toys. Most children understand that eating healthy food is good for them and all enjoy eating fruit at snack time.

The good teaching means that children develop their early literacy and numeracy skills effectively. Children's records are updated regularly and are shared openly with parents and carers. Adults are calm and patient: they work together as a good team to support and engage the children, including those with special educational needs and/or disabilities. Assessment is used appropriately to guide teachers' planning. Leadership and management are good because the leader of the Early Years Foundation Stage works closely with other staff to oversee and develop provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A good proportion of parents and carers responded to the questionnaire and the vast majority are pleased with the education provided by the school. They feel that the school is led and managed well and that staff make sure that children are safe. Parents and carers particularly praised the dedicated and committed headteacher. They say that, 'The headteacher is always happy and cheerful and always makes time for you' and, 'He is loved by everybody.' There were no significant concerns raised by parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pegasus Primary 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 inspection team received 89 completed questionnaires by the end of the on-site inspection. In total, there are 186 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	75	22	25	0	0	0	0
The school keeps my child safe	75	84	14	16	0	0	0	0
My school informs me about my child's progress	65	73	24	27	0	0	0	0
My child is making enough progress at this school	70	79	19	21	0	0	0	0
The teaching is good at this school	67	75	22	25	0	0	0	0
The school helps me to support my child's learning	65	73	24	27	0	0	0	0
The school helps my child to have a healthy lifestyle	63	71	25	28	0	0	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)	56	63	32	36	0	0	0	0
The school meets my child's particular needs	66	74	23	26	0	0	0	0
The school deals effectively with unacceptable behaviour	70	79	17	19	1	1	0	0
The school takes account of my suggestions and concerns	63	71	24	27	0	0	0	0
The school is led and managed effectively	76	85	13	15	0	0	0	0
Overall, I am happy with my child's experience at this school	75	84	14	16	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



27 May 2011

Dear Pupils

Inspection of Pegasus Primary School Birmingham B35 6PR

Thank you for being so kind to us and helping us to learn about your school when we visited you recently. Here are some of the things we found out.

We think you all make good progress in your learning and achieve well by the time you leave at the end of Year 6, although some of you who find learning easy could make better progress in reading and writing.

You told us that you like coming to school and enjoy learning about new topics.

Your behaviour is good and those of you in the school council take your responsibilities seriously.

You understand that healthy food and regular exercise are good for you.

The teachers and the teaching assistants take good care of you and make sure that you are safe when you are in school.

The headteacher leads and manages the school well.

We have asked your teachers to help those of you who are more able to do better in reading and writing. We have also asked them to keep a careful check on your progress and make sure that they match work to your needs. We want the governors to be more active in the school and to undertake more training to help them improve their knowledge. You can help too by making sure that you come to school every day and always do your best.

Yours sincerely

Anna Coyle

Lead inspector

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