

# Pegasus Primary School

Field Avenue, Blackbird Leys, Oxford, OX4 6RQ

**Inspection dates** 27–28 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- The inspiring and exemplary leadership of the headteacher and senior leaders ensures that the school offers a wide variety of rich and memorable opportunities for all pupils, regardless of their circumstances, so that they have an equal chance of being successful.
- Teaching is good. This is because teachers effectively use questioning to help pupils to have a deeper understanding, and teaching assistants are used well to ensure that are pupils are supported. As a result, pupils make good progress.
- Pupils, from very low starting points, achieve well by the time they leave.
- Pupils' behaviour and attitudes to learning are good. Pupils say they feel safe in school.
- The school has worked exceptionally hard at establishing relationships with parents and this has supported improvements in pupils' attendance.
- The school caters well for those pupils who have extreme emotional difficulties and those who find themselves in very challenging circumstances.
- The governing body has an excellent overview of the school's strengths and areas for development and is able to use and understand data effectively. The governors have worked with senior leaders and managers to ensure high standards of teaching and achievement have been maintained over time. Senior leaders are rigorous in checking the quality of teaching and, as a result, it is improving with more becoming outstanding.

### It is not yet an outstanding school because

- A few teachers do not always give pupils the next steps needed to improve their work and pupils are not always given the time to reflect on the advice given to them.
- There are not enough pupils reaching the higher levels in writing and pupils do not use the rich opportunities provided by the school to produce high quality writing in all subjects

## Information about this inspection

- The inspection team observed 19 parts of lessons. Three joint observations were undertaken with the headteacher and deputy headteacher.
- Inspectors listened to pupils read, talked to them about their work and looked at their books.
- Meetings were held with governors, key staff, pupils and a telephone conversation took place with a representative from the local authority.
- Inspectors looked at a range of documents including minutes of meetings of the governing body, school improvement plans, the school’s self-evaluation, data on pupils’ current progress and information relating to safeguarding and attendance.
- Inspectors considered 19 responses to the on-line Parent View survey and spoke to parents at the beginning of the school day. They also looked at 54 responses to the staff questionnaire.

## Inspection team

Sharona Semlali, Lead inspector	Additional Inspector
Simon Adams	Additional Inspector
Michael Lafford	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized school.
- The headteacher is seconded for two and a half days a week to prepare the school's conversion to an academy. The deputy headteacher acts as the headteacher during this time. From September 2013, he will become the head of school as the headteacher moves to become the executive headteacher of the Blackbird Trust of three schools, including this one.
- The school will close on 31 July 2013 as it will become part of a multi academy trust on 1 August 2013.
- Since the previous inspection there have been many changes to the teaching staff.
- Most pupils are from a White British background. The proportion of pupils from a minority ethnic background is above average. Those who have English as an additional language is similar to the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils known to be eligible for the pupil premium funding (additional funding for looked after children, pupils known to be eligible for free school meals and children from service families) is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school makes use of alternative provision at The Harbour to support pupils at risk of exclusion, which is situated at Rosehill Primary School. There is a parallel provision on the school site for other schools in the local authority.
- The school runs a stay and play group twice a week for parents with babies and toddlers.
- The governing body provides a breakfast club and a site-based community café.

### What does the school need to do to improve further?

- Improve teaching so a larger proportion becomes outstanding by ensuring that:
  - the quality of marking consistently helps pupils to understand the next steps needed to improve their work
  - pupils are given appropriate time to respond, reflect and act upon the advice given in order to optimise progress in every subject.
- Increase the proportion of pupils achieving the higher levels in writing by ensuring that pupils produce and present high quality writing across all subjects using some of the rich opportunities provided by the school.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress from their very low starting points.
- Children mostly join the school in the Early Years Foundation Stage with skills that are well below those that are typical for their age, particularly in their communication and language development. They make good progress in all areas of learning. This is because all adults get to know the children well before they join the school and their planning provides rich opportunities to meet their different needs, for example the school takes them off-site to a Forest School and the children plant fruit and vegetables on their allotments.
- Pupils continue to make good progress between Years 1 and 6. Attainment at the end of Year 6 is broadly average and has improved over the past three years.
- Pupils achieve particularly well in reading. It is strongly promoted through the school. Pupils are given a book at Christmas. Also, they receive a book on a subject that they like from the 'Book Wizard'. As a result, pupils thoroughly enjoy reading and have good understanding about what they are reading. They use a variety of skills to tackle unfamiliar words including using the different sounds that letters make.
- Poetry is very strong in the school and the pupils enjoy writing it. Even though pupils are provided with a rich curriculum, they do not always produce and present high quality written work in all subjects; consequently, there are not enough pupils achieving the higher levels in writing.
- Attainment in mathematics improved in 2012 due to a strong focus on improving pupils' number and calculation skills. School data show a few pupils in Year 6 are on track to achieve the highest levels in mathematics this year.
- Pupils who have English as an additional language and those from a minority ethnic background achieve well. If they are at the early stages of learning to speak English when they join the school, they are given a 'language buddy' who helps them to settle smoothly into the school.
- Disabled pupils and those with special educational needs make good progress as there is strong support in the school, and their achievements are closely monitored. Pupils at the alternative provision make good progress.
- The attainment gap between pupils eligible for free school meals and others in the school is narrowing. In the national tests of 2012, those eligible for free school meals were nearly a term behind in mathematics and were about four weeks ahead of others in the school.
- Pupils known to be eligible for the pupil premium funding make good progress because they are provided with small group and personalised support whenever it is needed. The school is effective in ensuring equality of opportunity for pupils' learning so all groups of pupils make good progress.

### The quality of teaching is good

- The school's documentation and a wide range of inspection evidence show that teaching is typically good, with an increasing proportion being outstanding.
- In the Early Years Foundation Stage teachers carefully plan for the different needs of the children and cater for their interests. For example, in a Reception class there was a high focus in getting children to discuss, write and read books about dinosaurs, as most have a strong interest in them at this moment. Adults made good use of the outdoor areas as children enjoy finding different creatures and count the number of legs they have altogether. This ensured pupils made good progress.
- Teachers are very effective in getting pupils to orally share their ideas, tell stories and record their sequence of events in the form of a 'picture map'. This was strongly evident in a Year 5 class where the teacher effectively utilised these skills to help the pupils to apply the features of newspaper writing to make their own report about one of Picasso's stolen paintings.
- Reading, writing and mathematics are all taught well. There have been significant improvements

in the teaching of mathematics in the last two years. Teachers have good knowledge in this subject and make effective use of the resources. This was seen in a Year 1 class where the teacher successfully helped pupils to clearly know how to identify an odd or even number.

- Teaching assistants are utilised well in lessons and around the school to support learning.
- Where teaching is most effective, pupils' books show that teachers give them the next steps needed to help them to know how to improve their work and pupils are given time to respond to this advice. They have high expectations about the way they present their work. However, this is not the case consistently across the school.

### **The behaviour and safety of pupils are good**

- Behaviour in lessons and around the school is good. Pupils' attitudes to learning are good. Pupils are highly motivated learners and work productively by themselves and in small groups.
- School records show that behaviour is typically good. There have been a few exclusions. However, the school has shown a willingness to receive pupils who have very challenging behaviour and who find themselves in extreme vulnerable circumstances and this is well managed.
- Behaviour is excellent in the Early Years Foundation Stage as the children are good at taking turns, sharing the different resources and playing with each other in both the indoor and outdoor areas.
- Most parents and staff agree that behaviour is good. However, a small minority of parents expressed concerns about behaviour and bullying. Inspection findings show that pupils behave well and bullying is dealt with effectively.
- Pupils have a good understanding of the different types of bullying and they say that they feel safe in school. They say that bullying rarely happens and when it does it is efficiently dealt with. On the few occasions it has occurred it was in the form of cyber bullying. Pupils are adamant that this was dealt with and they are very aware of the dangers of this. In response to these incidents, the school has done a lot of work with the older pupils on this subject.
- The school has a very high proportion of pupils with emotional and behavioural challenges. Pupils are given a raft of useful measures to minimise their barriers to learning including providing the successful Workbase. Pupils go to the Workbase when they find it difficult to cope in the classrooms. There is always someone there and the staff are extremely skilful and sensitive at managing these emotions. There has been focused training for staff to help and support those pupils with specific learning needs. The school is effective in promoting positive relationships and ensuring there is no discrimination.
- The school works closely with staff at the alternative provision and checks to ensure pupils are safe and well cared for.
- Attendance has steadily improved over time and is now broadly average.
- The breakfast club caters for an exceptionally high number of pupils. It provides them with a good and healthy start to the school day.

### **The leadership and management are outstanding**

- The determined and passionate leadership of the headteacher, together with a dedicated and very hardworking senior team, has ensured that the school does the best it can do for all of its pupils and the local community despite its considerable changes to staff. This has ensured that high standards of teaching have been maintained and pupils' achievement has continued to improve.
- The headteacher and all of the senior leaders robustly check on the quality of teaching and learning throughout the school. All teachers have challenging targets that are linked to pupil performance and the new Teachers' Standards (national expectations for teachers). Senior leaders regularly meet with teachers to carefully monitor and discuss pupils' progress. Teaching overall has remained good and the proportion of outstanding teaching has increased.

- The school provides highly memorable range of opportunities. It helps pupils to tackle 'big' issues, such as poverty and death. Outdoor learning is a feature of every year group, exemplified through growing food on the allotments, fruit picking with families and the use of the outdoor classroom. Residential trips provide rich learning, such as visits to Whitby and singing at Dorchester Abbey. All of this gives them an equal chance of being successful as it provides them with additional experiences they might not have had.
  - The curriculum significantly promotes pupils' spiritual, moral, social and cultural development by giving pupils plenty of opportunities to reflect on their experiences, for example in writing poems and in the school newspaper. Active partnership links with other schools have helped pupils to form friendships with others from very different backgrounds to theirs.
  - The school has established highly positive relationships with parents. The community café is a significant link between the school and the families. The school provides a range of courses for the parents which are well attended. One parent who spoke to inspectors summed up the views of others by saying that 'communication is excellent'. All of this has helped to improve pupils' attendance.
  - The local authority gives the school light touch support.
  - **The governance of the school:**
    - The governing body has an excellent knowledge of the strengths and areas for development of the school. All members have had the necessary training to fulfil their roles. They have a thorough knowledge and overview of the school's data about pupils' performance as the monitoring and outcomes committee regularly analyses it and feeds the information back to the full governing body. The governors regularly visit and monitor the school's work and hold the senior leaders to account. They know how good the quality of teaching is in the school, that performance management takes place and how teachers are rewarded for good practice. They are also aware of how underperformance has been tackled in the past. They play a significant part in monitoring the impact of the spending of the allocated funds for the pupil premium. The personnel and finance committees are fully involved in the remuneration of teachers' salaries in relation to pupils' achievements. All ensure that safeguarding practices and procedures meet current requirements so that pupils are kept safe at all times.
-

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	123078
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	413185

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	490
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Watret
<b>Headteacher</b>	Jill Hudson
<b>Date of previous school inspection</b>	8–9 February 2010
<b>Telephone number</b>	01865 777175
<b>Fax number</b>	01865 749484
<b>Email address</b>	office.2593@pegasus-pri.oxon.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

