

Inspection of Pegasus Primary School

Turnhouse Road, Castle Vale, Birmingham, West Midlands B35 6PR

Inspection dates: 12 May and 23 and 24 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils at Pegasus Primary School are now getting a much better education. They are hooked on learning, thanks to the determination of all leaders, staff and the trust to improve the curriculum. It is clear to see how much pupils are enjoying learning and building on their knowledge in different subjects.

There is a big focus on developing a love of reading. Pupils quickly learn to read. The school library is an exciting place to visit, where pupils can look at a wide range of high-quality books or listen to stories.

Pupils are happy to be at school. Staff make sure that school is a safe space for pupils. Staff and pupils get on well. Pupils behave well and play sensibly together. A few pupils said that if bullying happens, staff sort this quickly.

Because of the COVID-19 (coronavirus) pandemic, leaders have worked hard to give pupils engaging experiences in school. Pupils talked enthusiastically about the recent careers day, meeting employers and having a virtual tour of a fire station.

Leaders are working hard to improve communication and relationships with parents. While a few parents have negative perceptions of the school, others spoke positively about the improvements that have been made.

What does the school do well and what does it need to do better?

The curriculum is well planned and sequenced. There is a strong focus on developing children's literacy and numeracy from the start, including in early years. Staff model spoken language clearly. Children who need extra help with their language and communication receive it. Children quickly begin learning to read, through effective daily phonics teaching. Children listen attentively to stories brought to life by the teacher. They often choose books to read themselves when they have the chance. Children learn to work and play together sensibly. They enjoy school and are ready for the transition into Year 1.

Reading is prioritised for all pupils because leaders and staff know that it is the key to learning and achieving well. Additional help in phonics and reading fluency is available to those who need it. Pupils experience a wide range of contemporary and historical texts. Leaders have a carefully planned approach to developing pupils' vocabulary in all subjects. Pupils develop their oracy skills and expressive reading through the school's 'echo reading' approach.

Pupils' writing is improving. Pupils apply specific styles of writing they have learned in other subjects. For example, pupils talked about their persuasive style of writing and use of rhetorical questions in a letter encouraging the principal to reduce the use of plastics in school.

Subject plans set out what pupils will learn. The curriculum builds on pupils' prior knowledge. Pupils get the chance to revisit their learning frequently. Teachers make regular checks, through recall activities, connect grids and quizzes, to see what pupils have remembered. Teachers use this information to adapt their planning. Pupils told inspectors that they enjoy these recall activities because they 'help me remember what I've learnt before'. In discussions, pupils make connections between subjects such as science and history. They have positive attitudes to learning. As a result, low-level disruption in lessons is rare.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders and staff understand pupils' needs well because of the effective work of the special educational needs coordinator (SENCo). Staff liaise regularly with the SENCo so that pupils who may have additional needs are identified quickly. Pupils are fully included in lessons, and have work and support matched to their needs. Where appropriate, pupils get extra help for their behaviour, speech and language, and social skills.

Trust and school leaders have ensured that there is a strong focus on respect, diversity and anti-discrimination in school. Whole-school attention to values enables pupils to understand and discuss moral and ethical issues. Pupils are becoming confident speakers, who show pride in their work. They have a good understanding of different faiths and cultures but have less knowledge of some aspects of British values. Prior to the national lockdowns, pupils enjoyed trips to local areas of interest and welcomed visitors to the school. These, and other activities such as the breakfast and after-school clubs, have been curtailed due to the pandemic. Leaders plan to resume these once restrictions are lifted.

Leaders, governors and trust members have high aspirations for the school. Disadvantage or ability is not an excuse. Trust-driven strategies to improve teachers' subject knowledge and practice are having a positive impact. Some staff are now supporting other schools in specific approaches such as 'echo reading'. Staff spoke highly of the training they receive and of the support from the principal for their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand potential safeguarding risks in the local area. They make sure that pupils and families get the additional help they need. The pastoral leader is approachable and signposts families to external agencies. Staff receive frequent training and updates on safeguarding. They know the steps they need to take to report any welfare concerns about pupils. Parents spoke positively about the support their children get to help them stay safe online. Pupils have also learned from the local police about the dangers of knife crime and county lines.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils have had limited opportunities to take part in activities in the local and wider community. These have been partly affected by the pandemic. As a result, pupils are not always able to put their learning into context. Leaders should ensure that, once local restrictions are eased, pupils are able to engage with the wider community beyond 'The Vale' to further enrich their knowledge and understanding of the world.
- Pupils' knowledge of some aspects of British values is limited, which means that they may be less well prepared for life in modern Britain. Leaders should ensure that pupils develop a better understanding of all aspects of British values.
- Leaders are aware that a minority of parents continue to hold negative perceptions about the school, often based on their prior experiences. Leaders should continue to build positive relationships with parents so that parents feel better supported and involved in their children's education.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for published performance information about the school [here](#).

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139631
Local authority	Birmingham
Inspection number	10184531
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	Board of trustees
Chair of trust	Karen Crowston
Principal	Vanessa Wardle
Website	www.pegasusprimary.co.uk/
Date of previous inspection	26–27 November 2019

Information about this school

- Due to the COVID-19 pandemic, the school has had to suspend the running of its before- and after-school clubs.
- The school does not make use of alternative provision.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school, and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, two assistant principals, the chief executive officer of Summit Learning Trust, one of the education directors, the trust's inclusion director, the chair of the local governing board and the SENCo. They also met with the principal, in her capacity as senior safeguarding lead, and met with the pastoral lead.

- Inspectors focused on the following subjects during this inspection: early reading, English, mathematics, history and geography. As part of the focus, they met with subject leaders and class teachers and talked to pupils. Inspectors visited lessons in all year groups, sometimes accompanied by the principal and trust curriculum leaders, and looked at pupils' work.
- Inspectors observed pupils' behaviour at breaktimes and lunchtimes, and talked to pupils informally about behaviour, bullying and welfare.
- Inspectors scrutinised a range of policy documents, the school's self-evaluation and improvement plans, curriculum plans, governor and trust minutes, and school and trust monitoring records. They looked at records of behaviour, exclusions and attendance.
- As part of the safeguarding checks, inspectors looked at the school's single central register, sampled pupils' files and talked to staff about the training they have received, their workload, and how they ensure that pupils are kept safe.
- Inspectors talked to parents at the start of the school day and considered the 41 responses to Ofsted's online questionnaire, Parent View, and the six free-text responses. Inspectors also considered the six responses to Ofsted's online staff survey.

Inspection team

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