

Inspection of Pegasus School

Main Street, Cauldwell, Swadlincote DE12 6RS

Inspection dates: 15 to 17 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Staff provide pupils with a broad range of appropriate activities. These include helping to improve pupils' play and their creative, outdoor, independence and communication skills. Pupils gain appropriate qualifications in areas such as friendships, being healthy and going places. Staff ensure that pupils' complex special educational needs and/or disabilities are catered for well.

Pupils visit their local community frequently. They enjoy shopping, cooking meals, experiencing hydrotherapy and swimming at local leisure centres. Visits by the police and fire services help pupils to learn about staying safe. Staff have high expectations. They prepare pupils well for their next steps. These may include supported or semi-supported living.

Pupils are happy and safe here. They say that there are a number of adults with whom they could communicate should they have a worry. Pupils do not bully each other. They behave well. Pupils enjoy receiving star of the week awards for trying hard and achieving their targets.

Parents and carers have positive views of the school. One parent said, 'My child feels safe, comfortable, well cared for, trusted and valued. I am very pleased with the progress they are making.'

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

Pupils study a bespoke curriculum. It is tailored closely to their individual needs. They learn from an informal or semi-formal curriculum, or, sometimes, from a mixture of the two. Leaders recently introduced the informal curriculum. This helps those pupils who need their learning to be broken down into smaller steps. This new, informal curriculum is yet to become fully embedded across the school.

Staff are skilled in ensuring that pupils engage with the carefully planned activities. They know the pupils extremely well. Pupils particularly benefit from 'plan, shop, cook.' Here, pupils plan out a meal before buying the ingredients in a local shop. They are then helped to cook the meal when back at the school. Pupils were seen thinking carefully and discussing the coins that they might need to buy such ingredients. Pupils' physical development is catered for well. The extensive grounds and outdoor gym equipment enable them to exercise frequently. An onsite allotment gives the opportunity for pupils to grow their own produce.

A small number of pupils can recognise individual letters and simple words. They practise reading them in school and when out in the community. Some pupils enjoy listening to, and joining in with, songs. Some pupils benefit from visiting the local library.

Staff know the potential triggers that may negatively affect pupils' behaviour. They step in before such situations escalate, to help pupils manage their behaviour. On the occasions that pupils demonstrate challenging behaviour, staff respond well to provide support. Leaders analyse these incidents thoroughly. They spot any patterns quickly. This work means that the number of incidents is falling over time.

Staff provide a range of opportunities to promote pupils' personal development. There are visits to many local amenities, theme parks, woods and lakes. Pupils learn about different religious festivals. They enjoy raising money for national charities. These activities are helping them to learn about their local community and the wider world. The curriculum teaches pupils an appropriate understanding of relationships, sex and health education. They know about appropriate touching and the names of different body parts. Specialist providers help to develop pupils' musical and artistic skills.

Leaders ensure that they frequently review the targets on pupils' education, health and care plans. Once achieved, new, appropriate targets are set. These may address any additional needs that staff have identified. There are positive links with parents. Staff provide them with frequent updates regarding their child's progress. Specialist staff, including the occupational therapist, educational psychologist and reflexologist, provide effective support. Staff welcome the training that these specialists provide.

The proprietor and the senior leaders are an effective team. They have ensured that all of the independent school standards are met. The building is maintained to a good standard. Policies contain the most up-to-date statutory guidance. Procedures around health and safety, first aid, risk assessment and staff recruitment are robust. The complaints policy meets requirements. The school website contains all the necessary information. This includes an appropriate safeguarding policy that reflects the latest guidance. The school complies with schedule 10 of the Equality Act 2010.

Staff say they are proud to work at the school. They report that leaders are sympathetic to their workload and well-being. Staff appreciate the emotional and personal support that is offered and made available to them.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have received up-to-date and effective safeguarding training. They know the signs to look out for should a pupil be at potential risk of harm or neglect. Safeguarding records are detailed. The social care team is contacted promptly should the need arise.

The curriculum provides opportunities for pupils to learn about being safe. These include wearing a seatbelt when being transported and to hold an adult's hand when crossing a road.

What does the school need to do to improve?

(Information for the school and proprietor)

- The recently introduced informal curriculum has yet to become embedded across the school. It helps to break down pupils' learning into smaller components. Staff have not yet received sufficient training to fully implement it. Leaders should ensure that staff have the necessary knowledge and skills to be able to implement this new curriculum both fully and effectively.

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 information from Ofsted Parent View 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 provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	132120
DfE registration number	830/6024
Local authority	Derbyshire
Inspection number	10209803
Type of school	Other independent special school
School category	Independent school
Age range of pupils	8 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	14
Proprietor	The SENAD Group
Headteacher	Kerry Jefferson
Annual fees (day pupils)	£114,200
Telephone number	01283 761352
Website	www.senadgroup.com
Email address	pegasus.info@senadgroup.com
Date of previous inspection	19 to 21 June 2018

Information about this school

- Pegasus School is an independent specialist day and residential school for young people aged 8 to 19 years with severe learning disabilities, autism spectrum disorder and associated challenging behaviour.
- All pupils have an education, health and care plan.
- The school does not use the services of any alternative providers.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State

for Education about the school's suitability for continued registration as an independent school.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors held various meetings with the proprietor, headteacher and a selection of staff.
- Inspectors carried out deep dives into six individual pupils' bespoke curriculum. Inspectors looked at curriculum plans, visited lessons, spoke to staff, spoke to some pupils about the school and looked at samples of pupils' work.
- A member of staff was present when the lead inspector spoke with pupils. This was to help with communication.
- In order to inspect safeguarding, the lead inspector checked the single central register. Checks were made on staff training and their knowledge of the school's safeguarding procedures. Inspectors looked at safeguarding records.
- Inspectors took into account responses to Ofsted's staff's and parents' questionnaires.

Inspection team

Peter Stonier, lead inspector
Michael Wilson

Her Majesty's Inspector
Ofsted Inspector

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