

# Inspection of SGS Pegasus School

Hempton Lane, Patchway, Almondsbury, Bristol, South Gloucestershire BS32 4AJ

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Inspection dates: 1 to 3 March 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Leaders at SGS Pegasus 'aim to develop the whole child'. However, they have not ensured that pupils learn a sufficiently ambitious curriculum. Leaders have not been clear enough about the important knowledge they want pupils to know and remember so that teachers can deliver this in lessons successfully.

Pupils are motivated and well-mannered. This is a calm school where pupils follow the values of 'Be safe, Be respectful, Be responsible and Be kind'. Pupils like coming to school. There are strong relationships between staff and pupils. Pupils' conduct in lessons means they can usually learn without disruption. Staff have effective systems in place to manage pupils' behaviour. Pupils feel safe and agree that the school is a 'nice, kind and friendly place to be'. Pupils do not have concerns about bullying. They say there are adults they trust if they have any concerns or worries.

Pupils' social and emotional development is a high priority for leaders and staff. This is enhanced by providing a range of experiences beyond the classroom, for example different positive role models, therapies and targeted support. As a result, pupils are ready to learn.

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

Leaders have supported staff to improve pupils' behaviour and attitudes to learning. This is strengthened by the work to improve pupils' wider development. As a result, pupils are ready to learn. Nevertheless, the quality of education requires improvement. Leaders have not ensured that there is a well-sequenced and coherent curriculum. For example, in some subjects, leaders and teachers have not thought carefully enough about what pupils should learn first so that they can move on to more complex learning.

There has been significant change in staffing since the school opened and has expanded. Leaders have not ensured that all staff are secure in the expertise and subject knowledge needed to support pupils' academic learning. Leaders have a clear focus on enabling pupils' social, emotional, sensory and physical development. However, they have not considered how these four areas can work together to promote the highest academic standards for pupils. Therefore, some pupils do not achieve all that they are capable of or are not prepared for the next stage in their education as they should be.

Despite some recent actions, leaders have not successfully communicated their expectations about pupils' behaviour and safety to parents. Consequently, there are still some misconceptions or misunderstandings that have not been resolved. Too many parents state that communication with the school does not provide them with the information they need. They do not know how their child is developing.

Leaders are developing the school's culture for reading. Older pupils understand the importance of reading. They say that the school has helped with this. Nevertheless,

there is not a consistent approach to the teaching of reading for the youngest pupils. Staff have not had the necessary support from leaders and use a range of different approaches and strategies when teaching pupils to read. As a result, there is a lack of clarity, and pupils do not learn to read as well as they could.

Leaders have designed an effective programme to support pupils' personal, social and emotional development. Older pupils feel prepared for life after Pegasus and talk about their aspirations for the future. The school meets the requirements of the Baker Clause. Leaders provide timely, independent careers advice and guidance for pupils in Years 8 to 11. Staff support pupils to have their own opinions and communicate these effectively. Pupils have opportunities to be leaders, such as working with local sports clubs.

Staff are proud to work at the school. They are committed to getting the best for pupils. Leaders are mindful of staff's workload. Governors, including those on the local school board and members of the trust, understand their responsibilities and are committed to moving the school forward. They hold senior leaders to account. However, those responsible for governance are not fully aware of the need for stronger leadership of the curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their safeguarding responsibilities. They are aware of the need to report any concerns quickly. Leaders keep accurate records and deal with issues promptly. Leaders are aware of important issues that impact keeping pupils safe. Leaders work closely with other professionals to ensure pupils get the help they need. Checks on the suitability of staff to work with pupils are robust. Leaders have ensured that, where alternative providers are used, the necessary checks have been carried out to ensure pupils are safe. Pupils know how to keep themselves safe and can recall important information, such as online safety.

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

### **(Information for the school and appropriate authority)**

- The quality of the curriculum is weak in some subjects. As a result, there are gaps in pupils' knowledge. Leaders need to make sure that the key knowledge pupils are to learn is identified and the curriculum is sequenced clearly so that it enables pupils to know and remember more over time.
- Leaders have not ensured that staff have up-to-date and relevant expertise and knowledge to deliver an ambitious curriculum. As a result, the curriculum is not implemented well enough in some subjects. Leaders need to ensure that teachers receive effective support to enable them to deliver an ambitious curriculum for all pupils.

- The approach to early reading is not sufficiently developed. As a result, younger pupils do not learn to read consistently well. Leaders need to ensure that there is an ambitious, systematic and effective approach to early reading.
- There is not a clear and successful approach to communicating with parents. As a result, some parents do not feel well informed about their child's education. Leaders need to improve how they communicate with parents for the benefit of the children.

## 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 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.

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

<b>Unique reference number</b>	145058
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10212160
<b>Type of school</b>	Special
<b>School category</b>	Free school special
<b>Age range of pupils</b>	4 to 18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	77
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Nigel Johnson
<b>Headteacher</b>	Marcus John
<b>Website</b>	<a href="http://www.sgspegasusschool.co.uk">www.sgspegasusschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- SGS Pegasus opened on 1 September 2017. It moved to its current purpose-built school in November 2019.
- All pupils who attend this school have an education, health and care plan.
- SGS Pegasus is a special school for pupils with autism spectrum disorder.
- The school has pupils in Year 3 through to Year 10. There are currently no pupils in the early years and Years 1, 2 and 11 on roll at the school.
- SGS Pegasus is part of the South Gloucester and Stroud Academy Trust.
- The school uses four unregistered alternative providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

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

- Inspectors held meetings with the headteacher, the assistant headteachers, curriculum leaders and staff. In addition, the lead inspector met with the chair of the local school board, one of the school's improvement partners, the vice-chair of the trust and the trust's deputy chief executive officer.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- An inspector listened to some pupils read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors considered the 26 responses to the online survey, Ofsted Parent View, including 25 free-text responses. As requested, the lead inspector also spoke with a parent on the telephone.

### **Inspection team**

Leanne Thirlby, lead inspector

Her Majesty's Inspector

Susan Aykin

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