

# Pegasus Primary School

## Inspection report

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<b>Unique Reference Number</b>	103379
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	308298
<b>Inspection dates</b>	13–14 November 2007
<b>Reporting inspector</b>	Chris Kessell

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	181
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joy Dodd
<b>Headteacher</b>	Robert Lee
<b>Date of previous school inspection</b>	4 October 2006
<b>School address</b>	Turnhouse Road Castle Vale Birmingham B35 6PR
<b>Telephone number</b>	0121 4644293
<b>Fax number</b>	0121 4644294

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## Introduction

The inspection was carried out by two Additional Inspectors. When the school was inspected in October 2006 it was given a Notice to Improve. Significant improvement was required regarding the contribution made by middle management post holders to the school's development and ensuring that pupils made more even progress across the school.

## Description of the school

The school is below average in size and takes its pupils from a large housing estate on the outskirts of Birmingham. The vast majority of pupils are from White British backgrounds. The proportion of pupils entitled to free school meals is above average, as is the proportion of pupils identified as having learning difficulties and/or disabilities. There has been significant staff turnover since the school's last inspection.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school is improving and is now providing a satisfactory education. Most parents are pleased that their children come to Pegasus. Typical comments include, 'I will be sad when my child leaves in Year 6' and 'the school makes learning fun for kids'. Good links with parents are a strong feature of the school.

Pupils' achievement is satisfactory. Pupils now make consistent progress across the school. This is mainly the result of improvements in the quality of teaching and the introduction of effective tracking procedures. Good teaching is far more common now, particularly in the last three years of Key Stage 2. There are still lessons where the pace of learning is not quick enough and pupils are not always provided with the right kind of work for their abilities and understanding. These lessons are now in the minority. The quality of teachers' marking is inconsistent. More could be done to show pupils how to improve their work.

The 2007 national tests for Year 6 pupils showed that standards were below average. The school is effectively addressing the need for some pupils to catch up after previous underachievement. The school's realistic and challenging targets for 2008 indicate that standards are moving towards the levels expected for pupils in Year 6. However, standards in mathematics are stronger than English. This has been a trend for a number of years. Higher attaining pupils are not challenged sufficiently in English. The school is working hard to address this issue. Children get a satisfactory start in Reception. They settle into their class quickly. Their personal and social education is good. Pupils are keen to learn, work well together, and are very well behaved. The Reception class does not have a permanent outdoor area where the children can work and play.

The contribution made by middle managers to school development has improved. Leadership and management are now satisfactory, which is an improvement on the previous inspection. Recent work, for example to improve teachers' expertise in teaching literacy, has been managed very well, although it is too early to judge the impact of this initiative.

The school has moved forward because of the effective leadership of the headteacher. He has worked tirelessly to develop the school's provision and has an accurate and realistic picture of how well the school is doing and what needs to be done to improve it even further. He is setting the right priorities for improvement with other senior staff. For example, detailed systems have been put in place to track pupils' progress so that all staff have a clear understanding about whether pupils have done well enough. The school has shown in the way that it has tackled issues from the last inspection that it has the capacity to improve further.

The school's good pastoral care and aspects of the curriculum ensure that the pupils' personal development and well-being are good. Pupils are happy and behaviour is good. This is an improvement since the last inspection. Pupils greatly enjoy school and most attend regularly. The school has a calm atmosphere and the pupils are friendly and polite. They are welcoming to visitors and keen to talk about their learning and the good range of activities that the school provides outside lessons.

## Effectiveness of the Foundation Stage

### Grade: 3

The provision in the Foundation Stage is satisfactory, and improving. When children enter the school their reading, writing and number skills are lower than the expected levels. They make satisfactory progress, but many children are still below expected levels when they start Year 1. The good range of learning materials in the classroom helps to make learning enjoyable and interesting. The teacher creates an appropriate balance of activities, with some led by adults and others that children can choose for themselves. These stimulate children to be enthusiastic learners. Activities support children's social skills, and speaking and listening so that children become more independent and work together cooperatively. The teacher is developing effective systems for monitoring each child's progress and matching activities to children's abilities. However, information from children's previous early years settings is not used as a launch pad for learning in school. The staff in the Foundation Stage make the best possible use of the outdoor space that is available at the moment but this area is not conducive to good learning and play.

### What the school should do to improve further

- Ensure that all lessons are good so all pupils learn quickly and are given work that is appropriate to their needs.
- Challenge higher attaining pupils more in English.
- Provide high quality marking so pupils know how to improve their work and easily move to the next stages of learning.
- Provide a permanent outdoor area for the Reception children where they can work and play.

A small proportion of the schools, whose overall effectiveness is judged satisfactory but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Pupils make satisfactory progress. At the end of Years 2 and 6, standards have been variable over the last few years. This is because of the inconsistent, and often inadequate, progress as identified at the last inspection. Standards are below average overall across the school but are rising quickly as a result of improvements in provision. Standards in English are weaker than mathematics. This is the result of shortcomings in teachers' expertise in the teaching of English and a lack of challenge generally for higher attaining pupils. These issues are being addressed. For example, well organised training has started to improve the quality of teaching in English. Although there is still some way go, the future looks bright.

Pupils with learning difficulties and/or disabilities make satisfactory progress. They make good progress when they follow specific programmes of support that have been prepared for them and are supported well by teaching assistants. This aspect of their provision is well organised and managed. However, these pupils are sometimes given inappropriate work when they work with their peers in class and this slows their progress.

## Personal development and well-being

### Grade: 2

Pupils enjoy coming to school and are genuinely enthusiastic about learning and doing as well as they possibly can. One pupil in Year 6 commented, 'I don't want to leave this school.' This enjoyment is reflected in the good attendance of the majority of pupils. The persistent absences of a very small minority of pupils mean that overall attendance figures for the school are below the national average. Pupils' spiritual, moral, social and cultural development however, is a strength of the school. This was vividly shown in a very good assembly about Remembrance Sunday, where pupils gave thoughtful responses and reflected with maturity on what they had heard.

Pupils get on well with each other and with staff and these relationships underpin the good behaviour in lessons and when pupils move safely and sensibly around the school. Pupils respond well to the good guidance they receive on how to stay safe and healthy. They know which foods are good for them and that exercise is important. They are keen to take responsibility and they contribute well to class activities, to the school, and the wider community. The school council is effective and is seen by pupils as an important part of the school that influences many aspects of school life. Good teamwork prepares pupils well for aspects of the next stage of their education, although below average literacy and numeracy skills are a barrier to future learning for some.

## Quality of provision

### Teaching and learning

#### Grade: 3

Pupils are now making better progress because the quality of teaching is more consistent. Pupils are keen to learn because of the good classroom relationships and the genuine enthusiasm that many teachers impart when they are teaching. For example, Year 5 pupils responded especially well when asked to work in groups to find specific facts about famous Victorians as part of their work in history. Whilst most teachers are conscientious about preparing activities for different ability groups, in a small minority of lessons this is not carried out rigorously enough. Consequently, there are pupils who find their work too easy, whilst for others it is too hard. In these same lessons, the pace of learning is at times too slow because pupils are not always expected to work quickly enough. The majority of teachers use interactive whiteboards well to make lessons exciting and interesting. This is an improvement on when the school was last inspected. The marking of pupils' work is inconsistent and is not making a significant contribution to pupils' learning.

### Curriculum and other activities

#### Grade: 3

The curriculum is enriched by a good variety of additional activities such as visits, visitors and clubs. Pupils say they value and enjoy these because 'they make learning interesting and exciting'. These greatly increase pupils' enjoyment of school and support the development of good personal skills. Pupils are given good opportunities to develop their information and communication technology skills (ICT) in other subjects. However, literacy and numeracy skills by comparison, are not practised enough in other subjects. The school has not fully utilised the

natural links that occur across subjects to support pupils' learning. This is an area for development that the school has identified.

## **Care, guidance and support**

### **Grade: 2**

Pastoral care is very good. Both pupils and parents state that Pegasus is a very caring school where everyone feels safe and well supported. The school works exceptionally hard to forge positive partnerships with parents and this is seen in the family workshops where parents work with their children to gain a better understanding of how they learn. As one parent said, 'The school does a fantastic job in involving mums and dads.' Pupils who need additional support are quickly identified and supported with programmes and activities to help them with their learning. Good links with external agencies help with this process. Specific projects to enrich the pupils' personal development have been very successful, for example in helping pupils feel that they are part of a class team and the whole school community. Although teachers' marking is inconsistent, assessment information is used well to set specific individual targets for pupils. These are beginning to improve pupils' achievement. A strong feature of many lessons is the way pupils assess their own work. Pupils know the targets they are working towards and are enthusiastic to make progress.

## **Leadership and management**

### **Grade: 3**

Improving leadership and management are helping the school to move forward. Members of staff are keen to ensure that pupils fulfil their full potential. Middle management has improved significantly since the last inspection and recent initiatives are beginning to have a positive effect. For example, the rigorous tracking of pupils' progress ensures that teachers are now more accountable for the pupils that they have in their care. However, not all subject leaders are yet sufficiently involved in monitoring and evaluating provision and raising standards. The monitoring of teaching by senior staff has been effective in improving the quality of provision. There is a clear understanding of what still needs improving and robust systems for evaluating how well the school is doing.

Governors are supportive and ambitious for the school to do well. They acknowledge that they are still developing their role and are receiving a training programme from the local authority. Although they have sharpened their skills in holding the school to account, they are insufficiently involved in school self-evaluation and strategic development.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

15 October 2007

Dear Pupils

Inspection of Pegasus Primary School, Castle Vale B35 6PR

Thank you for welcoming us into your school and being so friendly and polite. We enjoyed talking to you about your work and all of the other exciting things you get up to. Your school has improved since it was inspected last year and is now providing a satisfactory education. This means that we found some good things in the school but also some things that still need improving.

Your behaviour is good and we are very pleased that you enjoy school so much. There are many interesting things to do outside lessons. You make steady progress, although in a few lessons some of you find your work too easy or too hard. We have asked the school to look at this. Those of you who are good at reading and writing do not always do as well as you should do. We have asked the headteacher, staff and governors to look at this as well.

All adults in school are kind and caring and look after you all very well. There are times when you could be given better information through teachers' marking to improve your work and learn more quickly. This is another area that we have asked the school to look at. Your parents and carers are very pleased that you come to this school. Most of you are lucky to have good facilities such as the Green Room, the ICT suite and all of the other computers. Unfortunately, the children in the Reception Year do not have a proper outdoor area where they can learn and play so we have asked the school to improve this too.

Your headteacher knows what else needs to be done to make the school even better. Members of staff and governors are helping him to do this. You could help do your bit by working hard, coming to school regularly, and behaving well.

Yours sincerely

Chris Kessell Lead inspector