

Pegasus School

Inspection report

Unique Reference Number	123078
Local Authority	Oxfordshire
Inspection number	340273
Inspection dates	8–9 February 2010
Reporting inspector	Mike Capper

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	445
Appropriate authority	The governing body
Chair	Jane Watret
Headteacher	Jill Hudson
Date of previous school inspection	20 November 2006
School address	Field Avenue Blackbird Leys Oxford OX4 6RQ
Telephone number	01865 777175
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Age group	4–11
Inspection dates	8–9 February 2010
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by four additional inspectors. The majority of time was spent looking at learning; 21 lessons were observed and 16 teachers were seen. Meetings were held with governors, staff and groups of pupils. The inspectors observed the school's work and looked at teachers' planning, the school's assessment information and safeguarding policies and samples of pupils' work. Inspectors analysed questionnaires from staff and pupils, as well as 54 from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the consistency of teaching and how well it provides the right level of challenge for all pupils
- how well the school promotes good attendance and punctuality
- the impact of the recent focus on improving provision in the Early Years Foundation Stage
- pupils' enjoyment of school and how well pupils understand how to improve their work.

Information about the school

Most pupils come to this large school from the local community. A very high percentage of pupils are eligible for free school meals. The proportion of pupils identified as having special educational needs and/or disabilities is well above average. Most, but not all, of these pupils have moderate learning difficulties. Pupils come from a wide range of cultural backgrounds, but most are of White British heritage. A small number of younger pupils are at the early stages of learning English.

Childcare provision is provided for a small group of 3 to 4 year olds during the day and in an after-school club for 4 to 11 year olds. Both are managed by the governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This good school touches the lives of pupils, their parents and carers and the local community in an extremely positive way. Inspirational leadership from the headteacher, who is well supported by other senior leaders, has developed Pegasus into a school where pupils flourish and develop a belief that anything is possible if you work hard.

Children get off to a good start in the Early Years Foundation Stage and then build on this well in the rest of the school. Consequently, pupils' attainment rises to broadly average levels by the end of Year 6. There are many contributory factors to pupils' good achievement. Teaching is often good and pupils are extremely well cared for, ensuring that they feel very safe at school. The school's excellent partnership with others also contributes enormously to its success. Very strong links with an Oxford college and other schools raise pupils' aspirations and strengthen their determination to do well.

Leaders know that, although the large majority of teaching is good, there is still some teaching that is satisfactory. Teachers' enthusiasm is greatly appreciated by pupils, who say they find learning 'fun', and in many lessons their different needs are met well. Where teaching is only satisfactory it is because work does not provide the right level of challenge for all pupils.

The pupils are a credit to the school and greatly enjoy going there. Concerted efforts have ensured that rates of attendance have risen so that they are now broadly average. Pupils' very good attitudes are supported by an innovative and exciting curriculum. Activities such as the current 'Behind Bars' project, which looks at captivity from many different angles, are exemplary in the way that they encourage pupils to talk about very complex moral and social issues as well as to reflect on their own and others' lives. Pupils take responsibility enthusiastically. This is exemplified by the 'Looking at Learning' group where pupils talk to leaders about their work. The group has identified, with inspectors agreeing, that target setting, although much improved since the last inspection, is still not quite right. Targets are not always written in child-friendly language and are not accessible enough to pupils. This means that not all pupils are clear about how to improve their work.

The school's contribution to community cohesion is excellent. The school reaches out extremely effectively to parents and carers and is at the hub of the local community through its café which is a place where adults can meet informally and eat cheaply and healthily. Family learning activities, such as a recent course on the history of Oxford, are well attended. Pupils have a very strong awareness of their place in the wider world and about life beyond Pegasus.

The school is successful because leaders have created an ethos in which all pupils are

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valued and respected. All leaders contribute enormously to school improvement because none will accept second best. They have very effective self-evaluation systems so they can quickly identify and tackle any weaknesses. While the pace of change is sometimes slowed by the need to support new teachers when they join the school, leaders have demonstrated, in the way that they are raising standards and have improved provision in the Early Years Foundation Stage, that the capacity for further improvement is good.

What does the school need to do to improve further?

- Raise the quality of all teaching to good by ensuring that work is always pitched at the right level for all pupils.
 - Refine systems for helping pupils understand how to improve by ensuring that targets are easily accessible and understood by all.

Outcomes for individuals and groups of pupils**2**

Pupils' achievement is good. Pupils develop a love of learning and this, as well as their generally good behaviour, contributes significantly to the good progress that is seen in many lessons. In a good Year 3 literacy lesson, pupils learnt well because the poetry writing activity gave them many opportunities to share their ideas and was focused sharply on developing key skills. In a good Year 6 numeracy lesson, pupils' understanding of capacity improved quickly because there were lots of practical activities. Where progress in lessons is satisfactory rather than good, it is because work is not stimulating enough for everyone in the class. For example, in a lesson about multiplication the activity did not sufficiently challenge all pupils so some lost interest and the pace of their learning slowed.

Pupils with special educational needs and/or disabilities make good progress in most lessons. They do particularly well when working on activities in small groups outside lessons.

Pupils are justifiably proud of their school and the way it enables them to become responsible young citizens who adopt healthy lifestyles and are prepared well for later life. They are very happy at school and the school's excellent efforts to help parents and carers understand the importance of getting their children to school punctually have helped to improve attendance. As pupils get older, their confidence and self esteem grow enormously. Their attendance and punctuality also improve significantly because they take greater responsibility for getting to school on time.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Adults place pupils' well-being at the centre of their work and they willingly go the extra mile to make school a happy and safe place to be. There is an excellent partnership with outside agencies which provides additional support when it is needed for pupils who are finding home or school life difficult. Well-managed childcare provision extends the work of the school very successfully. The very well attended breakfast club gives pupils a good start to the day and has helped to improve punctuality.

Teachers manage pupils' behaviour extremely well and make learning exciting. They assess learning carefully and, where teaching is good, use this information to plan what to teach next. Such good practice is not yet evident in all lessons, and this is the main reason why the quality of teaching is not yet consistently high. Pupils are given targets but these do not always do enough to help them understand how to improve.

The curriculum takes excellent account of pupils' interests and aptitudes. Teachers link subjects together very effectively and this helps to make learning very purposeful. There is a very imaginative range of activities outside lessons. For example, pupils keep their own chickens and grow food in their allotment and are able to take part in yoga and salsa lessons.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2

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The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

This is a school that will not rest on its laurels. Senior leaders are passionate about getting the best for the pupils and their excellent determination and drive for improvement are firmly embedded across the school. This drive has ensured that the school continues to move forward quickly, despite a relatively high staff turnover that is beyond its control. There is a very good understanding of priorities and leaders are doing the right things to improve teaching where necessary. Governors both challenge the school and provide good support.

The school promotes equality and tackles discrimination successfully. Pupils from different backgrounds get on together very well and show respect for each other. The school's contribution to community cohesion is excellent. Leaders are very responsive to local needs and work closely with parents and carers to promote learning.

The school has excellent safeguarding procedures. Pupils' safety is given the highest priority and this is reflected in every aspect of school life.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good leadership has ensured that provision in the Early Years Foundation Stage has

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improved significantly in the last year. Concerns about low attainment at the end of the Reception year have been tackled very rigorously by leaders along with extensive support from the local authority, and these efforts have had a positive effect on children’s learning.

When they join the school, nearly all the children are working at levels well below those typically expected for their age. They are now making good progress from these very low starting points, and attainment is on track to rise to just below average levels by the end of the Reception year. Children are benefiting from a curriculum that takes good account of how young children learn. There is a delightful atmosphere in lessons and children quickly develop good social skills. In the Nursery, children happily share and are keen to try out new things. In the Reception classes, children show independence and very sensibly select for themselves where they are going to work.

Members of staff work together well to plan a wide range of interesting and meaningful experiences around common themes such as ‘Sleeping Beauty’. They plan many interesting activities and, when learning is good, they use questioning well to extend learning. However, when children are working independently, opportunities are sometimes missed to move their learning on and keep them suitably challenged. Children in the early stages of learning English are supported well and make good progress. Childcare provision for children in the Early Years Foundation Stage is good. These children work alongside other children in the Nursery and benefit from the good quality provision that is on offer.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The questionnaires received were very positive about the school. Parents and carers feel that their child is well cared for, is kept safe and has fun. Parents’ and carers’ views are typically summed up in comments such as ‘the school is very welcoming and friendly’ and ‘my child has come out of her shell with the help of the teachers’. A few parents and carers raised concerns about how the school tackles unacceptable behaviour. None was seen during the inspection, and inspectors found that pupils who find it hard to behave well are given high quality support and are dealt with effectively.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 445 pupils registered at the school.

Ofsted invited all the registered parents and carers of pupils registered at Pegasus School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	61	21	39	0	0	0	0
The school keeps my child safe	26	48	28	52	0	0	0	0
The school informs me about my child's progress	19	35	31	57	1	2	0	0
My child is making enough progress at this school	19	35	34	63	1	2	0	0
The teaching is good at this school	25	46	28	52	0	0	0	0
The school helps me to support my child's learning	16	30	33	61	2	4	0	0
The school helps my child to have a healthy lifestyle	19	35	28	52	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	24	37	69	0	0	0	0
The school meets my child's particular needs	12	22	36	67	1	2	0	0
The school deals effectively with unacceptable behaviour	18	33	27	50	5	9	0	0
The school takes account of my suggestions and concerns	16	30	33	61	2	4	0	0
The school is led and managed effectively	24	44	27	50	0	0	0	0
Overall, I am happy with my child's experience at this school	29	54	23	43	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 February 2010

Dear Children

Inspection of Pegasus School, Oxford OX4 6RQ

Thank you for welcoming the inspection team to your school. You were very polite and friendly and they enjoyed talking to you. Inspectors agree with you that your school is good and that you learn new things quickly.

Here are some of the things inspectors found out about your school.

- Children in the Nursery and Reception classes work together well and make good progress.
- In Years 1 to 6, you are taught well and this helps you to make good progress.
- You are very happy at school and work hard in lessons. There are lots of fun things to do outside lessons. We enjoyed finding out about your chickens!
- You know how to stay safe and you take on responsibilities well. The school council and the 'Looking at Learning' group carry out their roles very sensibly.
- All of the adults in the school are very kind and they look after you extremely well. They give you good help when you are struggling with your work.
- The school is very well led and managed, and all the adults are working very hard to make the school even better.
- Your parents and carers are very pleased that you come to this school.

This is what we have asked your school to do now.

- Make sure that teachers always plan work that is not too hard or too easy for you so that you can learn even faster.
- Look at how teachers set targets so that they are more helpful to you.

Inspectors thoroughly enjoyed watching you learn. You can help your teachers by continuing to be so positive about your work.

Yours sincerely

Mike Capper

Lead inspector

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