

# Pegasus Primary School

Turnhouse Road, Castle Vale, Birmingham, B35 6PR

**Inspection dates** 27–28 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- Not enough pupils make expected progress in Key Stage 2 in mathematics or more than expected progress in writing and mathematics.
- Too few pupils reach the highest possible levels in writing and mathematics by the end of Year 6.
- There are variations in teachers' subject knowledge.
- The quality of teaching is inconsistent. Pupils are not set challenging enough work in their lessons in lower Key Stage 2 classes.
- The progress of disabled pupils and those with special educational needs is not tracked rigorously enough.
- Written comments to pupils do not consistently inform pupils how to improve.
- Most leaders have not been in their posts long enough to show enough impact in raising achievement and improving teaching by example.
- Governors are not sufficiently aware of the progress pupils are making in each year group.
- Provision in the Early Years Foundation Stage has not been consistently good over time and requires improvement.

### The school has the following strengths

- Most newly appointed leaders, including the principal, have a clear understanding of the strengths and weaknesses in the academy and have begun to take action to address shortcomings.
- As a result of recent effective action taken by leaders the provision in the Early Years Foundation Stage is rapidly improving.
- The academy is successfully closing the gaps for pupils eligible for free school meals reaching the expected level for their age by Year 6 in reading, writing and mathematics.
- Pupils make good progress in Key Stage 1 and upper Key Stage 2 where teaching takes account of pupils' different starting points and challenges pupils to do well.
- The extent to which the academy looks after the welfare of pupils in its 'Pegasus family' is very high.
- Pupils behave well in lessons and the extent to which they feel safe is good.

## Information about this inspection

- Inspectors observed 12 lessons, of which six were jointly observed with the principal or vice principal. In addition, inspectors made a number of other short visits to lessons and other activities.
- Inspectors heard pupils read during lessons and looked at the work in their books in lessons.
- Meetings were held with groups of pupils, a group of parents, members of staff including senior leaders, the Chair of the Governing Body (the academy council) and two directors of the academy trust who are also members of the governing body.
- There were 10 responses for inspectors to take account of through the online questionnaire, Parent View.
- Inspectors took account of a questionnaire completed by 18 members of staff.
- Inspectors observed the academy's work and scrutinised a number of documents, including the academy's own self-evaluation, improvement plan, data on pupils' recent attainment and progress, behaviour and attendance logs, policies and procedures including pupil premium, safeguarding, health and safety and anti-bullying.
- Inspectors reviewed the governing body minutes.

## Inspection team

Mark Sims, Lead inspector

Her Majesty's Inspector

Paul Robinson

Additional Inspector

## Full report

### Information about this school

- The academy is smaller than the average-sized primary school.
- The large majority of pupils come from a White British background. The percentage of pupils who speak English as an additional language is very small.
- About half the pupils are supported through the pupil premium (pupils for whom the academy receives additional funding, including those known to be eligible for free school meals), which is well above average.
- The proportion of disabled pupils and those who have special educational needs is about one fifth, slightly above average.
- The academy meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- The proportion of pupils who join the school other than at the beginning of a Key Stage is in line with average.
- Provision in the early years is in a Reception class where children attend full-time.
- The school became an academy in May 2013 and is part of the Ninestiles Academy Trust.
- The principal has been in post since September 2014.
- A number of the senior and middle leaders have only been in post since a reorganisation in November 2014.

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

- Make sure that teaching is consistently good in all year groups so that more pupils make expected progress in mathematics and more than expected progress in writing and mathematics by ensuring:
  - all teachers have the required subject knowledge to teach subjects
  - most-able pupils are regularly set challenging activities that will enable them to reach the highest possible levels in writing and mathematics by the end of Key Stage 2
  - the progress of disabled pupils and those with special educational needs is more closely tracked so that work can be set at the right level for them
  - marking consistently informs pupils how they are doing and written feedback shows them how to reach the next step in their learning.
- Improve leadership and management by making sure:
  - all leaders are consistently checking the quality of teaching and progress of different groups of pupils so that they can bring about improvements
  - all leaders can lead by example by teaching lessons where pupils' progress is consistently at least good
  - governors are aware of year groups where not enough pupils are making expected progress so that they can hold leaders to account for the actions they are taking to make improvements
  - provision in the Early Years Foundation Stage is consistently good
  - leadership of special educational needs is good.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management requires improvement

- Most senior and middle leaders have not been in post long enough to demonstrate further impact. Consequently there remain inconsistencies in the quality of teaching and not enough pupils in Key Stage 2 have made enough progress, particularly in writing and mathematics.
- Not all leaders have been involved in monitoring teaching and not all can ensure pupils in their own class are making good progress.
- Senior leaders have a very accurate view of the academy and have identified clearly areas that require improvement. They know where teaching is good and where it is not. In lesson observations they identify precisely strengths and weaknesses in teaching and learning. There is therefore the capacity for the academy to improve further.
- Senior leaders are placing a strong emphasis on training, support and challenge. In a short space of time this has led to improvements in teaching, particularly in the Early Years Foundation Stage.
- Leaders have worked well with other local authority schools to develop systems for tracking pupil progress in Years 2 and 6 but as yet this has not had an impact on the tracking of other year groups.
- Teachers are beginning to be held account for their teaching through pupil progress meetings which have been instigated. Arrangements are in place to manage the performance of teachers but data on the proportion of pupils making progress in each year group has not yet been shared with governors. The academy is continuing to use levels and sublevels following the removal of National Curriculum levels in Year 2 and 6. The system for tracking progress of pupils in other year groups is at an early stage of development.
- Leadership of special educational needs requires improvement although the academy is now meeting its statutory requirements. Current systems to track the progress of disabled pupils and those with special educational needs are not used rigorously enough to check the effectiveness of teaching and additional support for these pupils to ensure they are making enough progress.
- Pupils' spiritual, moral, social and cultural development is promoted well through, for example, 'forest schools' to encourage pupils' appreciation of nature.
- A new curriculum has been put in place which covers a broad range of subjects and themes. Music is a significant strength but pupils in Key Stage 2 do not have the opportunity to study a modern foreign language.
- The curriculum is supported well through numerous additional activities such as sports, film and art clubs and trips, for example to a Roman museum and the Arboretum. There are also clubs before and after school which pupils attend enthusiastically. The sports premium has been deployed well to provide additional sporting clubs for pupils.
- The academy meets its statutory requirements concerning safeguarding. Designated staff have been well trained and the systems which are in place to promote pupils' safety are thorough, for example detailed risk assessments for trips.
- The pupil premium has been utilised effectively to strengthen teaching in Year 2 and Year 6. This has led to closing the gap in attainment for pupils on free school meals by the end of Key Stage 2.
- Leaders have not yet ensured that the most-able pupils are doing as well as they can in all year groups in Key Stage 2 so that they can reach the highest possible levels by the end of Year 6.
- The promotion of British values of respect and tolerance is well established, for example through

international week and assemblies which contribute well to pupils' spiritual, moral, social and cultural development. A strong sense of community is enhanced. Pupils' understanding of democracy is less-well developed and there are some gaps in their knowledge of Birmingham and the wider world.

- Equality of opportunity is promoted well. Pupils spoken to have a strong sense that they are treated equally not just by adults but by other pupils. They reported an absence of discriminatory behaviour. Leaders look after pupils very well and ensure their emotional well-being is promoted.
- Responses to the staff survey were unanimously positive. Staff all felt proud to be part of the academy. One comment which typified others highlighted the family environment where pupils could flourish. Staff say they are well supported by senior leaders to develop their skills through training.
- All of the parents spoken to and the large majority of the small number of parents who expressed an opinion through Parent View agreed that the academy is well led and managed. The academy works well with parents including those who find accessing schools difficult. Parents spoken to were especially positive about the way their children are cared for and how staff are available to speak to them if there are any concerns.
- The academy trust is well represented on the governing body and has provided additional capacity by establishing links with other trust schools. It also provides effective support for finance and safeguarding issues.
- **The governance of the academy:**
  - Governors do not have an accurate enough picture of how different years groups are progressing. However they recognise that despite rapid catch up in Year 6 not enough pupils are at the expected progress by the time they leave.
  - Governors rely on recommendations of senior leaders for recommendations of teacher pay awards.
  - Governors know how pupil premium is spent and the amount allocated but have not evaluated the impact of different ways in which the money has been spent.
  - Governors are very supportive of the academy and spend time attending pupil progress meetings, observing teaching and meeting pupils.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Pupils are enthusiastic about coming to school and enjoy their learning. Even in those lessons where the pace of learning dips they remain self-disciplined and want to work. Incidents of low level disruption are rare.
- Around school pupils are courteous to others and ask after the welfare of adults. They are helpful and considerate towards others. They thrive in teamwork activities where they can support each other.
- Their spiritual, moral, social cultural development is promoted well. Pupils have a good understanding of what is right and wrong.
- Pupils go to great lengths to make newcomers feel welcome especially those from other backgrounds. Pupils show understanding of British values in their respect for others' differences despite having gaps in their knowledge of diversity in the local area and further afield.
- Pupils appreciate the rewards for good behaviour such as armbands and stars and know about the procedures and consequences of poor behaviour.
- Behaviour logs have been set up to track incidents of low level disruption. Fixed-term exclusions for more serious incidents are rare. Where implemented they have led to significant improvements in behaviour and no repeat offences. Policies and procedures introduced are having a positive impact in significantly

improving behaviour in the academy.

- Pupils contribute their own ideas through the school council. For example, they worked with staff to develop rewards and sanctions and came up with the idea of a gold star for good behaviour.
- Attendance is improving. Through two key workers employed the academy is closing the gap with the national average and reducing the rate of persistent absence. Parents are aware that the academy is enforcing its procedures more robustly to reduce absence. Penalty notices are issued for unauthorised absence. There are weekly certificates and awards to encourage pupils to attend regularly.
- All the parents spoken to, and the large majority of the small number of parents who expressed an opinion through Parent View, said that the academy makes sure their children are well-behaved.

### Safety

- The academy's work to keep pupils safe and secure is good. Pupils spoken to reported that they feel safe in school. They understand procedures for fire drills. They know about routines in the classroom to keep themselves and others safe.
- Pupils know who to talk to if they are worried about anything. They feel a strong identity with the 'Pegasus family' and as such look out for each other. They said no one is left out.
- Pupils are well informed about e-safety and the risks attached to using the internet through a recent anti-bullying month. They are aware of the different types of bullying that exist including cyber, racist and homophobic bullying but none spoken to had experienced or witnessed any bullying in school.
- All the parents who expressed an opinion said that their children feel safe.

### The quality of teaching

### requires improvement

- There are inconsistencies in the quality of teaching in Key Stage 2. In the lower Key Stage 2 classes pupils do not make enough progress in lessons and over time because teaching is not sufficiently challenging. For example, in one mathematics lesson pupils were unclear on what they were supposed to be learning. There are variations in teachers' subject knowledge which at times can lead to pupils' misconceptions not being picked up.
- In other lessons in Key Stage 1 and upper Key Stage 2 tasks are well matched to the level pupils are working at. Most-able pupils are set more challenging work. Disabled pupils and those with special educational needs are given effective support to develop their learning. Pupils receive detailed verbal feedback on how well they are doing following effective questioning by teachers.
- Presentation of pupils' work in their books is variable. In some classes it is untidy but in most it is well presented. Marking through feedback comments to pupils does not consistently inform pupils how to improve or provide sufficient challenge through extension work. At its best, it is up to date so pupils can be set tasks which take account of how they did in their learning in the previous lesson and gives them a clear indication of how they are doing.
- Teachers have encouraged pupils to make more choices about their learning in the different level of work set. This works well where pupils make the appropriate choice or receive guidance to do so. Elsewhere there are occasions where most-able pupils have not received enough guidance or encouragement to take on the more challenging work.
- Additional adults are deployed effectively to support individuals or groups of learners. They challenge pupils to consider what they have already learnt to apply this to the next task set.
- Relationships between adults and pupils are for the most part very good. This enables pupils to feel secure

in their learning.

- Most parents who expressed an opinion thought that their children were taught well although inspectors agreed with the small minority of parents who thought this was not consistent in all year groups.

### **The achievement of pupils**

### **requires improvement**

- The percentage of pupils making expected progress from the end of Key Stage 1, where standards were broadly average, to the end of Key Stage 2 in the most recent tests compared favourably with the national picture in reading and writing but was below average in mathematics. For those making more than expected progress the proportion was higher than nationally in reading, below average in writing and well below in mathematics.
- Pupils do not make enough progress in their learning in those lessons where the activities set do not sustain their interest or provide them with sufficient challenge. In other lessons, notably in key Stage 1 and upper Key Stage 2, pupils made rapid progress because the tasks set engaged their interest and were pitched at the right level of challenge.
- The proportion of pupils achieving the expected level for their age at the end of Key Stage 2 in 2014 was above the national average in mathematics and writing and in line in reading.
- The proportion of most-able pupils achieving the highest possible levels in Year 6 was well below average in mathematics, below average in writing and slightly above average in reading. The percentage achieving a Level 5 in all three subjects was very low.
- Disadvantaged pupils closed the attainment gap with all pupils nationally in reading at the end of Key Stage 2 in 2014. The gap had been reduced to one term behind in writing and just under two terms behind in mathematics. Their results were, however, in line with their peers in school. The proportion gaining the highest possible level in reading exceeded that for all pupils nationally.
- The very small number of pupils with disabilities and special educational needs did not make as much progress as their peers in the most recent tests in Year 6. Their progress in lessons varies from one year group to another depending on whether work is set at the appropriate level.
- The proportion of pupils working at least at the expected level for their age varies across year groups. It is low in Years 3 and 4 but more favourable in other year groups.
- Outcomes for pupils in Year 1 in the phonics (letters and sounds) check have significantly improved. Standards were above average in the most recent assessments.
- All parents who expressed an opinion thought their children made good progress although inspectors found there were year groups where pupils were not making enough progress.

### **The early years provision**

### **requires improvement**

- Teaching over time has not been good in the Early Years Foundation Stage. Recent improvements have been put in place to the teaching of phonics so that children are now making good progress but over time not enough have made sufficient progress in their development of literacy.
- The newly appointed leader is an experienced specialist and has made changes to the learning environment. There is still too much out-dated equipment that needs replacing and the facilities are in need of upgrading. Outdoor play opportunities are limited.
- Children join the Early Years Foundation Stage with skills below those typical for their age. By the time they leave Reception at the end of last year the proportion reaching a good level of development was

broadly in line with the national average and in line with the previous year. However the proportion reaching the expected level in reading and writing fell and was lower than other areas of learning.

- Free-flow activities inside and outside are planned around a theme which is currently 'Goldilocks and the three bears'. There are opportunities for children to develop their writing skills as teacher-led activities are focused on developing independent writing.
- The displays, equipment, reading resources and role play areas which make up the learning environment are breaking down gender stereotypes with positive images of professions. Boys take an active part in the role play in the kitchen and are keen readers in the literacy corner. Children have limited opportunities to develop their skills in information and communication technology.
- Additional adults contribute to ongoing assessment through notes taken which are inserted into childrens' learning journals. Parents do not contribute to these but have the opportunity to add comments on the classroom display chart.
- Children move well around activities and are always busily engaged. They take turns and share equipment and have a high regard for safety inside and outside.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	139631
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	453402

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Wherry
<b>Principal</b>	Catherine Lavelle
<b>Date of previous school inspection</b>	Not previously inspected as an academy
<b>Telephone number</b>	0121 4644293
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