

# Inspection of Pegasus School

Field Avenue, Blackbird Leys, Oxford, Oxfordshire OX4 6RQ

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Inspection dates: 13 and 14 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

The school's vibrant and upbeat atmosphere reflects its embedded school values, especially ambition. Pupils enjoy coming to this welcoming school and benefit from the warm relationships they have with staff. Confident and happy pupils are eager to learn new things alongside their friends.

Leaders have high expectations of behaviour and achievement. Pupils work hard to meet these. They behave well in lessons and around the school. Playtimes are calm and cheerful occasions where pupils have fun. Pupils feel safe and well cared for because staff take the time to listen, encourage and resolve their worries. Pastoral support, including understanding why mental health is so important to learning, is a strength of the school. For example, pupils are taught thoughtfully about their emotions and feelings. Bullying or unkindness are uncommon, but staff support effectively so friendships can quickly resume. Staff go above and beyond in every aspect of school life.

Pupils broaden their horizons. Leaders are keen for them to learn about life beyond their own community. Most pupils take part in a rich set of creative, sporting or cultural activities. As they get older, they develop high aspirations for the future, supported by a strong understanding of how to achieve their goals, for example as scientists or teachers.

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

Leaders have designed a broad and exciting curriculum. Teachers have benefitted from high-quality training in specific subjects, such as phonics. In reading and science, leaders have identified the knowledge pupils need to learn from the start of Nursery. This supports them to make connections, which in turn helps them to remember their learning. As a result, pupils achieve well in these subjects. However, in some subjects, as well as in aspects of the early years, this is not as well developed. For instance, the curriculum does not identify what pupils need to learn precisely. Teachers are not always clear about what understanding to check, and pupils do not consistently achieve as well as they could.

The school is highly inclusive. Every pupil is valued and well supported to participate fully in all aspects of school life. Leaders make sure that all pupils with special educational needs and/or disabilities (SEND) have their needs quickly identified and considered. The specially resourced provision for pupils with SEND (known as The Rashford Family) supports some pupils who may struggle with some aspects of mainstream education. Attendees have education, health and care (EHC) plans and receive tailored and effective support to help them when back in class.

Leaders make sure that pupils at the early stages of reading get the right support. If younger pupils fall behind, staff respond quickly with the right support to develop fluency and confidence. Leaders make sure that staff are well supported to deliver

the phonics programme effectively. Linked to the writing curriculum, leaders have carefully chosen high-quality texts to inspire pupils and extend their vocabulary.

The foundations of positive behaviour and attitudes are firmly laid down in the early years. Pupils behave well and work hard in lessons. Occasionally, some pupils lose focus and need support. Leaders take effective action to minimise the impact and get learning back on track. Some pupils, including those who are disadvantaged, do not attend regularly enough. Leaders have appointed new staff to support families and reduce pupils' absence. Although this is beginning to improve attendance of some pupils, it is not yet fully effective.

Leaders prioritise pupils' personal development and ensure it is of the highest quality. Staff successfully provide enriching opportunities, which are at the heart of everything the school does. Weekly experiences are fully woven into the curriculum. Pupils attend aspirational assemblies with inspirational topics and speakers, such as a visiting astronaut or learning about living with mitochondrial disease. Leaders provide rich opportunities to work with experts in technology and science, inspiring pupils to think about their future careers. Visits to places such as the Ashmolean Museum enable pupils to understand how the world around them links to their classroom work in memorable ways. Older pupils from a nearby independent school visit to help and encourage pupils with their reading. The exemplary offer goes beyond the expected, nourishing everyone's character development.

The trust and governors work effectively together to challenge and support the school. They work well alongside principled leaders to develop strategic plans and check that these are working as intended. Staff welcome the care leaders provide for their well-being. They also know that leaders consider their workload and do not add to it unnecessarily. As such, staff feel empowered and are proud to make a real difference to the lives of all pupils. The relentless focus on promoting high-quality learning for all pupils starts with what is best for the most vulnerable and those with SEND. Parents are overwhelmingly supportive of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils feel safe because of the strong culture of safeguarding. Staff are well trained, vigilant and well supported by an effective team. They understand the school's processes for raising concerns and use them appropriately. Leaders act with tenacity to get extra help for pupils who need it. Pupils are clear about what to do if they are worried about something. They know that an adult in school will always help them if they need it. Leaders' positive interactions with external safeguarding professionals are effective. Checks on adults working in the school are thorough, recorded accurately and checked regularly by governors.

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

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

- In a few subjects, and in some aspects of the early years, the curriculum is not yet fully effective. This sometimes means that teachers do not consistently know what knowledge to teach or what understanding to check. As such, pupils do not achieve as well as they could. Leaders should identify the precisely sequenced knowledge that pupils should know and remember.
- Leaders' work to improve attendance and reduce persistent absence is not yet fully effective. Not all pupils, therefore, benefit as well as they could from their education. Leaders must continue to take action to reduce absence and persistent absence further.

## **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.

## **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>	139985
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10241026
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	482
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Dame Reena Keeble
<b>Headteacher</b>	Ruth Akrigg
<b>Website</b>	<a href="http://www.pegasusprimary.com">www.pegasusprimary.com</a>
<b>Date of previous inspection</b>	26 and 27 November 2019, under section 8 of the Education Act 2005

## Information about this school

- Pegasus School is a much larger than average primary school.
- The school is part of the United Learning multi-academy trust.
- There is an on-site nursery, which includes places for two-year olds.
- The school currently does not use any alternative provision.
- The headteacher joined the school in September 2020.
- The school provides wraparound care through a breakfast and after-school club.
- Pegasus has a specially resourced provision for pupils with EHC plans.
- A significant number of staff have left or joined since 2020.

## Information about this inspection

The inspectors carried out this graded 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 continuing impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held a wide range of meetings with the headteacher, members of the school's wider leadership team, curriculum leaders and teaching and support staff.
- The lead inspector met with two governors, including the chair of the local governing committee. He also spoke with the chair of the trustees and met with the regional director.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English, science and music. Deep dives included visiting a range of lessons and looking at pupils' work. It also involved talking with staff and pupils about how teaching in these subjects builds pupils' knowledge over time.
- The lead inspector heard pupils from Years 1, 2 and 3 read to a member of staff.
- Inspectors checked a wide range of child protection documents, including the single central record. They also assessed the school's culture of safeguarding throughout the inspection.
- The lead inspector reviewed a range of documentation, including the school's self-evaluation and relevant school policies.
- Inspectors took account of parents' responses to the Parent View questionnaire, along with their written comments. An inspector also talked with parents on the morning of the first day of inspection.
- Inspectors gathered pupils' views about their learning, what behaviour is like at the school and whether they felt safe. Inspectors also talked to pupils about their views on personal development and the wider school curriculum.
- Inspectors met with a range of staff to gather their views on how leaders support them and took account of their responses to the staff survey.

## Inspection team

Gareth Flemington, lead inspector	His Majesty's Inspector
Caroline Clarke	His Majesty's Inspector
Cesca Arocas	Ofsted Inspector

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