

Pegasus Primary School

Address: Turnhouse Road, B35 6PR

Unique reference number (URN): 139631

Inspection report: 9 December 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils' outcomes in national tests have improved and are close to national averages for the expected standard at the end of Year 6. Disadvantaged pupils achieve higher outcomes than disadvantaged pupils nationally. However, pupils' outcomes in national tests at the higher standard are lower than the national average. Teachers do not routinely ensure that pupils who are ready to move on to more challenging work are provided with activities that deepen their learning.

Pupils typically progress well through the curriculum and most pupils are ready for their next steps. Pupils apply the knowledge they have previously gained in their learning. Pupils discuss their learning confidently and remember important information and key vocabulary. They produce generally accurate work that demonstrates their curriculum progress over time.

Leaders successfully prioritise supporting pupils to develop important basic knowledge. Pupils generally acquire the skills they need to read fluently, write efficiently and work with numbers accurately. For example, in mathematics, the youngest children recognise and understand small numbers. Older pupils use times tables knowledge to solve problems in other mathematical areas.

Attendance and behaviour

Expected standard 

Leaders understand the importance of improving attendance. There are many strategies in place to promote the importance of positive attendance with pupils and families. Leaders check the information they gather about absences so they know which pupils are causing concern. They provide effective pastoral support, and this has improved some pupils' attendance well. However, the rate of attendance for all groups of pupils is not meeting leaders' ambitions. While there is a decrease in the rate of pupils who are persistently absent, it remains above national averages.

Pupils behave well, meeting the school's high expectations. They are polite and there is a purposeful atmosphere in the classrooms. Pupils understand and follow established routines. They understand the school rules. Playtimes are friendly and pupils play well together. Staff deal with any incidents that arise fairly and effectively.

Leaders record behaviour incidents thoroughly and use this information to identify where pupils may need extra support. This has made a positive difference to the behaviour of some pupils. The school's approach to bullying is thorough and pupils are confident that it is not a problem here.

Curriculum and teaching

Expected standard 

The curriculum is suitably ambitious and organised so that pupils build their understanding over time. This provides pupils with opportunities to practise what they have learned. The

school focuses on successfully developing pupils' vocabulary for each subject. For example, pupils learn important geographical words and then use these correctly when comparing different parts of the world.

The curriculum prioritises teaching basic knowledge and skills in reading, writing and early mathematics. Phonics is taught well so that most pupils read fluently. Leaders ensure that pupils who need help to catch up receive it. In early years, children confidently work with numbers, both independently and under the guidance of an adult.

Leaders oversee the effectiveness of the curriculum and teaching and support improvements where necessary. Teachers receive regular training to develop their teaching skills and subject knowledge. They provide clear explanations that help pupils to remember important information. As a result, pupils are typically able to work independently and purposefully.

Teachers make checks on what pupils know and understand. This means they can set the right work to address any gaps in pupils' knowledge, so pupils can keep up with the curriculum. This includes pupils with special educational needs and/or disabilities. For example, staff adapt their teaching by providing suggested sentence starters so all pupils can successfully record their ideas when writing. However, sometimes, teaching does not ensure that pupils who are ready to move on to more challenging work are provided with activities that deepen their learning.

Early years

Expected standard 

Children in the early years arrive at school happily each morning and are welcomed warmly by trusted staff. Parents and carers have positive relationships with the school and appreciate the communication and care provided by staff.

Leaders have developed a carefully sequenced curriculum based around themes that maintain children's interests. The curriculum successfully covers the basic knowledge that children need so they are typically ready for key stage 1. Developing early language and communication is a central thread that runs through the curriculum. Staff generally use their conversations with children well to draw out children's understanding. This means staff can check children's starting points, identify their needs and adapt learning for each child. Teachers plan purposeful classroom activities that become gradually more challenging so that children's learning builds over time.

Children demonstrate a secure recall of sounds they have learned in phonics. There is a focus on ensuring children develop a love of books. Staff use a wide range of texts to develop children's vocabulary. Children retell stories they have heard enthusiastically and accurately.

Children cheerfully learn and play together. Staff sensitively help them to develop social skills such as sharing and taking turns. They encourage children to become independent by modelling effectively and guiding them to do things themselves.

Inclusion

Expected standard 

Leaders identify pupils' needs quickly and put in place effective support. This means all pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) and those who face other barriers to learning, access the full curriculum and wider opportunities. Highly effective pastoral support for pupils' wellbeing is a strength of the school's work. Leaders work closely with parents and carers, and this fosters effective partnerships with families.

Leaders provide staff with effective training so that they understand the needs of all pupils well. As a result, staff adapt the curriculum and provide support so that pupils with SEND successfully learn alongside their peers. Leaders check that intended teaching and support strategies are having a positive impact on pupils' achievement and wellbeing. Pupils with SEND with more complex needs are happy at school. However, a small number of these pupils would benefit further from more specialised guidance, including from external agencies, to ensure that staff can tailor support more accurately for pupils when transitioning to their next school.

Leaders use additional funding, for example, from the pupil premium grant, to reduce barriers to learning effectively for disadvantaged pupils and enable all pupils to feel included in school life. Strategies such as the use of additional resources have a positive impact on pupils' academic outcomes and wellbeing.

Leadership and governance

Expected standard 

Changes in the school's leadership have had a significant positive impact over the last two years. Leaders' ambition and vision are shared by all staff, who are highly supportive. Leaders understand the school's context and the challenges faced by some pupils and families. Leaders have high expectations for the school. These are reflected in the priorities that have been appropriately identified for further improvement.

Governors and trustees carry out their statutory duties knowledgeably. They receive, generate and analyse appropriate information about the work of the school. This means they have a clear picture of what is working well and the areas for improvement. They support and challenge school leaders and ensure that decisions are made in the best interests of pupils. Governors and trustees have prioritised making sure that barriers to learning are reduced, particularly for pupils who are disadvantaged or have special educational needs and/or disabilities.

Staff enjoy working at the school. They appreciate the efforts leaders make to support their workload and wellbeing. The professional learning of staff is well considered. Staff, including those at an early stage of their careers, value the training they receive from the school and the trust. They recognise the benefits of this for their expertise and practice. Leaders check that staff training has a positive impact on pupils.

Since the last inspection, leaders have built productive relationships with parents and carers. Parents speak highly of the positive changes at the school.

Pupils benefit from a well-organised programme for their personal development. The relationships education and health education curriculum is delivered in an age-appropriate way. Pupils learn about staying safe, online and offline. They learn about people who are different from them and, as a result, respect and tolerate others' values, opinions and lifestyles. Pupils know that everyone should be treated fairly and recognise that this happens in school. Pupils understand fundamental British values and they can explain why these are important. For example, pupils know that it is important for everyone to have a voice.

Right from the start in early years, the school builds children's social skills as they learn, play and socialise. This develops their character so they become considerate of others, resilient and independent. Older pupils have opportunities to take on leadership roles such as ambassadors and librarians. These pupils agree that this helps to develop their self-confidence and enables them to make a positive contribution to the school. All pupils are expected to take on responsibilities, such as helping in the classrooms, when required. These opportunities promote pupils' sense of responsibility and belonging.

Leaders make sure that all pupils take part in experiences to develop their talents and interests. Pupils can attend activities after school, including bench ball, arts and crafts, and football. There are opportunities for pupils to reflect on moral issues and consider alternative viewpoints through debates with other schools in the trust. Engaging activities are offered at lunchtimes, and pupils with special educational needs and/or disabilities particularly benefit from these. Pupils have the chance to learn to play musical instruments and be part of the school choir. They learn about the importance of helping their community through charity work. This helps pupils to recognise the importance of being a good citizen locally and in the wider world.

What it's like to be a pupil at this school

School leaders inspire pupils to reach their potential to 'fly' at Pegasus. Every pupil is valued equally and leaders ensure that any barriers to learning are removed or reduced. Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, enjoy their learning, achieve well and are ready for the next stage of their education. Pupils have positive attitudes and are proud of their work.

Leaders have developed an engaging curriculum. It encourages pupils to be ambitious and curious learners. Opportunities such as involvement in British Science Week open pupils' eyes to future possibilities and raise their aspirations. Trips to museums and historical places enhance pupils' understanding and bring their learning to life. Pupils attend clubs to develop their interests in sports or arts and crafts.

Pegasus is an inclusive school where pupils, staff, parents and carers quickly feel they belong. All pupils take part in all aspects of school life. They feel safe because they know they have trusted adults they can turn to. In the Reception Year, children learn to make friends and work together, developing a sense of belonging that lasts throughout their time at the school. Families and pupils benefit from the skilled support of pastoral staff who listen to and understand their concerns. This means that pupils are ready to learn each day. Although attendance is not as high as the school would like, leaders share information about their expectations. The whole school celebrates and is proud when pupils attend regularly.

Pupils behave well and look after each other. They understand what it means to be a good friend. Playtimes are friendly and harmonious. Relationships between adults and pupils are respectful. Pupils know that adults will deal with any incidents of poor behaviour. They are confident that if bullying were to happen here it would be dealt with quickly.

Next steps

- Leaders should develop their work to ensure that pupils with more complex special educational needs and/or disabilities receive more effective support, including from external professionals and agencies, so that they are well prepared for their next steps in education.
 - Leaders should continue their work to ensure that those pupils who are ready to move on to more challenging work are provided with work that enables them to deepen learning further.
 - Leaders should continue to ensure that their work to improve attendance and reduce persistent absence has greater impact so that pupils' attendance improves more rapidly.
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About this inspection

This school is part of Summit Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Vince Green, and overseen by a board of trustees, chaired by Karen Crowston.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal and other senior leaders, the trust's CEO, director of inclusion and executive lead for primary. The lead inspector met with the chair of the trust and the interim chair of the local governing body.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

Principal: Adam Ames

Lead inspector:

Corinne Biddell, His Majesty's Inspector

Team inspectors:

Catherine Young, His Majesty's Inspector

Matt Fletcher, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 December 2025

School and pupil context

Total pupils

186

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

66.67%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.00%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

21.51%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	61%	Close to average
2024/25	76%	62%	Above
2023/24	71%	61%	Above
2022/23	43%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	74%	Close to average
2024/25	83%	75%	Above
2023/24	77%	74%	Close to average
2022/23	60%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	72%	Close to average
2024/25	79%	72%	Above
2023/24	71%	72%	Close to average
2022/23	60%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	73%	Below
2024/25	76%	74%	Close to average
2023/24	71%	73%	Close to average
2022/23	53%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	46%	Above
2024/25	65%	47%	Above
2023/24	64%	46%	Above
2022/23	33%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	62%	Close to average
2024/25	76%	63%	Above
2023/24	73%	62%	Close to average
2022/23	50%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	59%	Close to average
2024/25	71%	59%	Close to average
2023/24	64%	58%	Close to average
2022/23	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	60%	Close to average
2024/25	65%	61%	Close to average
2023/24	64%	59%	Close to average
2022/23	44%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	68%	-13 pp
2024/25	65%	69%	-5 pp
2023/24	64%	67%	-4 pp
2022/23	33%	66%	-33 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25	76%	81%	-4 pp
2023/24	73%	80%	-7 pp
2022/23	50%	78%	-28 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	61%	78%	-16 pp
2024/25	71%	78%	-8 pp
2023/24	64%	78%	-14 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	80%	-22 pp
2024/25	65%	81%	-16 pp
2023/24	64%	79%	-16 pp
2022/23	44%	79%	-35 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	5.9%	5.2%	Close to average
2023/24	7.1%	5.5%	Above
2022/23	6.9%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	18.4%	13.3%	Above
2023/24	21.9%	14.6%	Above
2022/23	22.7%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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