

Pegasus Academy

Address: Scotts Green Close, Dudley, West Midlands, DY1 2DU

Unique reference number (URN): 137390

Inspection report: 14 April 2026

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 

In recent years, there have been significant improvements in examination outcomes. School leaders are justifiably proud of this. Pupils now achieve well across the breadth of the curriculum, typically in line with national standards. Pupils produce high-quality work in most lessons, though there is some variation across subjects. Pupils, including disadvantaged pupils, progress well from their starting points. They progress better than their peers nationally.

Leaders support pupils to secure their knowledge in reading, writing and mathematics. There is a consistent emphasis on learning key vocabulary. Leaders are currently developing teaching strategies to build pupils' oracy and number sense. This supports pupils in accessing the curriculum. Pupils are well prepared for the next stage of education, employment or training. This includes disadvantaged pupils and those with special educational needs and/or disabilities.

Attendance and behaviour

Expected standard 

Leaders work hard to improve attendance. They know individual pupils and families well. They use this knowledge to provide effective support for these individuals. Most pupils attend school regularly. Disadvantaged pupils attend better than disadvantaged pupils nationally. Leaders use data to inform their next actions. They are currently working to improve how they spot patterns and trends in pupils' absence. This is particularly pertinent to helping them intervene early to reduce the number of pupils who are frequently absent from school.

Pupils move around the school calmly and politely. They treat each other and adults with respect. Behaviour in lessons is well managed. Pupils are clear about the expectations of them and live up to these expectations. Teachers use behaviour routines effectively. Leaders respond well to the small number of bullying or discriminatory incidents that occur. Pupils say that they are confident that, when they report these issues, they are listened to and that staff respond. Leaders accurately identify pupils at risk of suspension. They then put in place strategies to support these pupils. Leaders use data to accurately inform next steps. They provide highly effective support for pupils. This work has been effective in significantly reducing the number of suspensions and exclusions.

Curriculum and teaching

Expected standard 

The curriculum is well designed and carefully sequenced to help pupils build up their knowledge and skills over time. Pupils have repeated opportunities to practise and embed key learning points. Leaders carefully check the quality of the curriculum, making changes when necessary.

Leaders have taken sensible steps to improve the quality of teaching. Teachers use a common approach to delivering their lessons. For example, all lessons start with an activity to review their earlier work. Teachers have secure subject knowledge. They use this to make

the curriculum relevant and engaging for their pupils. Teachers are aware of the needs of pupils with special educational needs and/or disabilities (SEND). In most cases, teachers use effective methods to help these pupils understand the curriculum. However, some teachers do not consistently check how well pupils, including those with SEND, understand their work. As a result, in some lessons, pupils' errors or gaps in learning are not identified and corrected.

Leaders accurately identify pupils who need support with reading. They provide additional help so they can catch up. All pupils benefit from a consistent approach to the teaching of specialist subject vocabulary. They also have regular opportunities to read in form time. These strategies help pupils access the curriculum.

Inclusion

Expected standard 

Leaders have high ambitions for all pupils. They quickly identify the needs of pupils with special educational needs and/or disabilities (SEND). Leaders provide plans for teachers that identify the support that each pupil needs. They ensure that staff receive appropriate training to know how to meet these needs. Teachers use a consistent teaching approach that helps pupils to learn. Some pupils receive additional support through targeted individual approaches. Leaders monitor the impact of this extra support carefully and adapt plans when necessary. In most cases, pupils with SEND access the same ambitious curriculum as their peers. They typically achieve well.

Leaders take a clear and purposeful approach and make good use of additional funding to support disadvantaged pupils. The work prioritises high-quality teaching, with additional support as necessary. Leaders regularly check the effectiveness of this work through frequent reviews.

School leaders make good use of pastoral support and external agencies to help vulnerable pupils with more complex needs thrive in school. Leaders recognise the importance of securing pupils' emotional wellbeing and mental health.

The school has recently opened an alternative provision unit on the school site. This provides a coherent and responsive education pathway for those pupils who are struggling to cope in the main school. Leaders maintain strong oversight of pupils' welfare and progress in the provision.

Leadership and governance

Expected standard 

The experienced leadership team has a secure understanding of the school and its community. Leaders carefully analyse current information about the school's performance. They identify and act on areas in need of improvement. The impact of their work is evident in many aspects of the school's work, for example in improving examination performance and the development of a coherent curriculum. Leaders actively promote an inclusive culture. They make decisions in the best interests of all pupils. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders continue to develop and embed improvements. All pupils, including those with considerable barriers to their learning, benefit from this work.

Those responsible for governance have a strong understanding of the strengths and weaknesses of the school. They work closely with school leaders and trust staff to ensure priorities for improvement are delivered. They are passionate advocates for the school and the community. They take every opportunity to reinforce the importance of the school's inclusive values.

School staff benefit from a well-structured and responsive professional learning programme. Leaders use information from their checks to plan the programme, which is underpinned by appropriate support from the trust. It is tailored to support teachers at different career stages. This includes early career teachers and those requiring additional support. Staff value the opportunities for training. They also appreciate the consideration leaders give to their wellbeing.

Personal development and wellbeing

Expected standard 

The personal development offer is broad and inclusive. There is a clearly mapped curriculum and a range of enrichment opportunities. Leaders use assemblies and form time to share school values. Pupils are encouraged to respect others and appreciate the cultural diversity within the school.

The well-designed programme includes personal, social, health and economic education and relationships and sex education. Pupils can recall and talk about some important knowledge from these sessions. Leaders are aware that they do not check carefully enough that all pupils fully understand and benefit from this programme.

The school offers a wide range of enrichment experiences, including theatre visits, reward trips to the cinema and residential opportunities. Pupils have opportunities to build their confidence and independence through pupil leadership activities. Leaders make adjustments to trips and activities to ensure there are no barriers to participation. Pupils with special educational needs and/or disabilities access enrichment experiences alongside their peers. Leaders ensure disadvantaged pupils can participate by providing targeted funding. Leaders check pupils' levels of participation in these opportunities.

Pastoral provision is highly effective. Leaders have a deep understanding of the needs of pupils and provide the support they need in a timely manner. Pupils have positive working relationships with staff. They report feeling supported and able to ask for help, giving them a sense of belonging. The more vulnerable pupils appreciate the safe, quiet spaces that are provided. They welcome the additional help that supports their wellbeing and manages their emotions.

The careers programme benefits pupils significantly. The school and the trust work closely together to develop this programme. The offer is supported by qualified staff and strong external partnerships. There is targeted support for vulnerable groups. Participation in career activities is routinely and carefully checked. The effective support means that most pupils access the full range of career and guidance activities.

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

Pupils enjoy coming to Pegasus Academy. They work well with their teachers and each other. Staff care for pupils and will go the extra mile to help them succeed socially, emotionally and academically. Older pupils, particularly the most vulnerable, have access to support to help them with their learning and prepare for their next steps. All pupils benefit from a well-designed curriculum, with a broad range of subject options at key stage 4. This enables them to study subjects that interest them. Pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, make progress through the curriculum from their starting points. Pupils achieve well.

The school encourages pupils to 'dream big'. There is a well-structured careers programme that has strong links with local colleges and businesses. Pupils are encouraged to consider careers outside of their direct experience. Leaders talk continuously about raising aspirations. An increasing number of pupils now move on to ambitious post-16 courses when they leave school.

Pupils are mature and sensible in the classroom and around the school. They value being part of a thriving, diverse community. They are respectful towards each other. They enjoy coming to school and attend regularly. Bullying is dealt with effectively. Pupils feel safe in school and are confident in asking for help when they need it. The school has effective pastoral systems in place to support its most vulnerable pupils.

The school provides many opportunities for trips and visits. For example, Year 7 pupils recently visited the theatre to enhance their learning of the English curriculum. Many trips are offered as rewards for good work or behaviour. Key stage 3 pupils have visited the cinema or the seaside as part of their rewards offer.

Next steps

- Leaders should ensure that teachers consistently check what pupils have remembered and understood and use this information to adapt teaching where needed.
- Leaders should continue to improve pupils' attendance, particularly for those who are persistently absent.

About this inspection

This school is part of Dudley Academies 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), Jo Higgins, and overseen by a board of trustees, chaired by Judith Humphry.

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

Inspection activities:

Inspectors spoke with the principal, the vice principals, other senior leaders, the CEO of the trust, the chair of trustees, the chair of the local advisory committee and other governors during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 2 alternative provisions.

Principal: Andrew Landers

Lead inspector:

Deborah James, Ofsted Inspector

Team inspectors:

Gail Brindley, Ofsted Inspector

Claire Price, Ofsted Inspector

Nazya Ghalib, Ofsted 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 14 April 2026

School and pupil context

Total pupils

637

Well 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: 1,067

School capacity

730

Well 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: 1,153

Pupils eligible for free school meals (FSM)

46.15%

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: 28.9%

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

2.35%

Close to 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: 3.09%

Pupils with special educational needs (SEN) support

20.41%

Well above average

What does this mean?

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

National average: 13.4%

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

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	41.2%	45.4%	Close to average
2023/24 (final)	35.6%	45.9%	Below
2022/23 (final)	20.8%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	44.4	46.0	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	41.9	45.9	Close to average
2022/23 (final)	39.0	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.35	-0.03	Above
2022/23 (final)	0.07	-0.03	Close to average

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	28.9%	25.8%	Close to average
2023/24 (final)	25.5%	25.8%	Close to average
2022/23 (final)	13.0%	25.2%	Below

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	40.4	34.9	Above
2023/24 (final)	37.3	34.6	Close to average
2022/23 (final)	36.4	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.20	-0.57	Above
2022/23 (final)	-0.18	-0.57	Above

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	28.9%	53.1%	-24.2 pp
2023/24 (final)	25.5%	53.1%	-27.6 pp
2022/23 (final)	13.0%	52.4%	-39.5 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	40.4	50.4	-10.0
2023/24 (final)	37.3	50.0	-12.7
2022/23 (final)	36.4	50.3	-13.9

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.20	0.16	0.03
2022/23 (final)	-0.18	0.17	-0.35

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	90%	91%	Average
2022 leavers (revised)	87%	93%	Below
2021 leavers (revised)	84%	94%	Below

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 term)	8.3%	8.1%	Close to average
2023/24 (3 term)	7.9%	8.9%	Close to average
2022/23 (3 term)	7.8%	9.0%	Close to average

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 term)	26.9%	21.9%	Above
2023/24 (3 term)	27.1%	25.6%	Close to average
2022/23 (3 term)	23.7%	26.5%	Close to average

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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