



SGS Pegasus School

Our Values

At SGS Pegasus School we have 4 values that underpin ALL we do:

- ❖ **Be SAFE**
- ❖ **Be RESPECTFUL**
- ❖ **Be RESPONSIBLE**
- ❖ **Be KIND**

Our staff regularly refer to our values when coaching our pupils in how to conduct themselves and pupils live up to these values so well, every day.

Our Vision

To develop the whole child by creating an integrated learning experience that celebrates our differences and successes.





Self-Evaluation

Last updated: January 2022

**Overall Effectiveness:
School Grade at least Grade 2**

We are at least a good school

SGS Pegasus opened on 1st September 2016 and we have made an excellent start to providing specialist education for children with Autistic Spectrum Disorder in South Gloucestershire. All our stakeholders attest to the excellent education we are providing for our very special, and quite wonderful, pupils.

At SGS Pegasus School we aim to develop the whole child by creating an integrated learning experience that celebrates our differences and successes.

We aim to involve pupils, parents and staff in a supportive, aspirational and caring environment. We will positively promote and nurture the academic, moral, social, emotional, physical and creative growth of the children in our care. Our school's belief is that an ASC diagnosis should not limit our children's ability to succeed in life. Indeed, we recognise Autism as an essential part of neurodiversity and celebrate our pupils' unique contributions!

A summary of our strengths to support our overall judgement.

Our **curriculum**, with its bespoke offer, is very effectively designed and extremely well implemented by our staff. We are now, excitingly, embarking on a new GCSE programme with our oldest cohort.

Behaviour and attitudes, which we characterise as about relationships, is at least good, with a massive reduction in exclusions, restraints and high-level behavioural issues in the last three years. **Attendance** compares favourably with other special schools in our area.



Personal development is a key strength; perhaps the jewel in our crown, with pupils displaying much-improved attitudes to learning, maturity and increased resilience from their previous school experiences.

Leadership and management. Our school has been exceptionally well-led over the past three years, with a clear vision and purpose created by its leaders, our Local School Board and SGS Multi Academy Trust Trustees. Our very experienced interim headteacher is continuing the path towards excellence begun by our previous headteacher. **Safeguarding** is excellent.

School context

SGS Pegasus School is a 4-18 ASC school in Patchway, South Gloucestershire. Pupils from South Gloucestershire and the neighbouring areas may be placed here if they have an official diagnosis of autism and a supporting EHCP (educational health care plans). We currently have 77 pupils – our full pupil number is 80 - and 35 teaching/support staff.

Our purpose is to ensure that each student leaves our school with the skills, knowledge and attitudes to lead a full and autonomous life. Academic learning is combined with the development of social skills and emotional self-regulation to ensure a well-rounded curriculum. We also prioritise sensory integration and promote learning through play and outdoor activities. In this way, the five “Cogs” of our curriculum mesh together to form an integrated learning experience.



Our Why?

At SGS Pegasus School, our curriculum is tailored to meet our children's individual academic, social, emotional, physical and sensory needs. We believe every learning opportunity should enable children to develop as:

- healthy, independent individuals,
- ambitious, innovative learners
- ethically informed citizens,
- resilient self-regulators.

Thus, our school provides a highly personalised curriculum, reducing the barriers to learning that often prevent pupils with autism achieving their potential, whilst also adding greatly to our pupils' store of cultural capital to enable them to access high quality destinations. We have selected a range of subjects that allow our pupils to be sufficiently challenged but is underpinned by research and therefore concise enough



to prevent cognitive overload. We teach more subject areas than is required for a special school utilising our current staff's wide skillset and we successfully merge academic progress with an extensive pastoral offer. Due to the nature of our pupils, we begin with pastoral care and fit the academic curriculum around the children's primary need.

In November 2019 we moved into a purpose-built school designed to create a calm, progressive learning environment.

SGS Pegasus is part of SGS Academy Trust, along with Forest High School and Berkeley Green UTC. South Gloucestershire and Stroud College sponsors the Trust, and their size and range of expertise forms the basis of support for schools within the Trust. The Trust aims to provide central support and expertise to ensure that each school can provide the best education for our children and high-quality professional development for teaching staff. The school is actively supported by the Deputy CEO (Head of Standards and School Improvement) of the Trust. The school works very closely with South Gloucestershire LA.

Our interim Headteacher worked very closely with the previous Head, who has recently moved to a new role in a different trust. He brings considerable experience to the role, having formerly been a successful Headteacher at two hugely different schools. We have further strengthened the staff team through the appointment of several secondary subject specialists. Since September 2020, student numbers have increased from 57 to 77 and we anticipate 88 pupils on roll in September 2022. Our current SLT ensures that Pegasus continues to be under stable and effective leadership. The school has developed a positive reputation in the local community and with the local authority, for its ambitious and successful approach to meeting the needs of our student body. Many pupils who have been unable to thrive in other settings do so here.

Our pupils

South Gloucestershire Local Authority has a range of maintained specialist provisions that support pupils with complex learning difficulties, severe learning difficulties and behavioural, emotional and social difficulties. Though SGS Pegasus School provides for pupils with autism, many also have a wide range of additional needs.

Once a referral has been identified by a local authority, the EHC plan and supporting information is sent to SGS Pegasus School. We will visit the child or young person in either their current school and/or in the home setting to determine if Pegasus can



meet the needs of the child outlined in the EHC plan. We will meet with staff in the current setting.

Additional diagnoses and learning difficulties are accounted for in personalised planning for each individual student. Our pastoral team and support staff ensure a variety of targeted interventions take place at an appropriate level. The curriculum offer provides learning opportunities in all five Cogs. Our curriculum offer creates parity and progress across the school.

	Total	Key Stage	Total on Roll
Year 3	1	25	77
Year 4	8		
Year 5	6		
Year 6	10		
Year 7	10	52	
Year 8	19		
Year 9	14		
Year 10	9	9	
Year 11	0		

The profile of pupils has changed since we opened, with a wider age range attending and the growth of secondary provision. 86% of our pupils are male. All our pupils have EHCPs. 30% are Disadvantaged. 86% are White British.

THE QUALITY OF EDUCATION
School Grade: at least 2.

At SGS Pegasus school, we foster a positive attitude to learning and offer our pupils a wide range of opportunities to discover and develop their talents. Our dedicated staff work to ensure that each child is happy, safe and secure, enjoys their education and achieves their full potential. Our unique curriculum provides high quality learning experiences for pupils with significant disadvantages. The curriculum is personalised and enriched through a range of extended and inclusive learning opportunities. Our work is never the finished article, however. We believe that excellence is not a place but a journey, and we intend to improve year-on-year into the future, as we have improved to date.

Curriculum Intent

The Pegasus Curriculum is unique, being designed to be flexible enough to meet the very different individual needs of our pupils. It is based on 5 interlinked Cogs:



Our pupils need input on *all* these fronts, because of their complex needs, and pupil progress show that this curriculum model works well. We strive to offer a more comprehensive curriculum than most other special schools. Our academic priority is to ensure high quality teaching of core subjects. Maths, English and Science have a high proportion of teaching time and a greater investment in staff CPD. These core subjects are enhanced by both our wider subject provision and our extended curriculum – designed to fill our pupils’ store of cultural capital. Regular and rigorous quality assurance ensures that we sustain rapid improvement.

Implementation



Our curriculum would be nothing without our staff and we are fortunate to have a highly skilled, dedicated and dynamic teaching team at Pegasus, who are successfully motivating our pupils daily to aspire to our values. Teachers are well supported with high quality, research-informed, Continual Professional Development (CPD) to enable this to happen.

Assessment is daily and formative and is designed with both pupil progress and staff well-being clearly in mind. We only ask for three summative data drops per year. Staff surveys testify to the fact that staff at SGS Pegasus enjoy their work.

Our strengths.

Many of our strengths are encapsulated in our core principles:

1. Pupils are placed at the heart of all that we do at SGS Pegasus School
2. Families are key partners in supporting learning. Effective liaison with parents/carers and families will be central
3. Pupils are valued for the skills, knowledge, understanding, experiences and enthusiasm that they bring to our school, and those they build on when they are here
4. Our school understands and focuses on transition and flexibility to ensure the best for our pupils, considering the right pathways and progression for each learner personally
5. Our staff and school team provide a specialist teaching and learning environment, designing and integrating opportunities that are highly motivating and closely matched to each pupil's needs and strengths
6. The curriculum is personalised, challenging and focused on learning styles of pupils
7. Assessment and targets are personalised to cover learning, behaviour, communication, social interaction, employability, and life skills
8. Our therapeutic approach is integrated and blended into a holistic approach to learning

9. Leavers will be given options for future progression, whether that be continuing with full-time education, an apprenticeship/traineeship, or volunteering while in part-time education or training
10. Staff are selected for their demonstrated high levels of empathy, calm approach to teaching and supporting pupils, their expertise and experience, and above all their readiness to learn

Other strengths.

- Opportunities to develop communication skills are provided for pupils regularly within lessons, and explicitly through the daily Communication Café. Best practice resources to help pupils overcome communication barriers are used effectively by staff and supported by an external speech and language therapist. The teaching of effective and explicit communication is reflected in our CPD programme. We aim to include pupils in their full class curriculum, and we do not rely heavily on 1-1, so pupils have lots of opportunity to learn essential socialisation skills.
- Curriculum Sequencing Leads for Primary and Secondary monitor the relevance and challenge of the whole curriculum. Recently appointed subject specialists contribute well to this process and the development of subject leads, in advance of starting GCSE teaching, has been a feature of our recent work.
- Progression frameworks, for example the SEN Toolkit, ensure purpose, parity and progression across the school. An annual review process and regular monitoring of student progress ensures that staff are clear on the pupils' SEND needs, gaps in knowledge and student ambitions for next steps. Our SLT have a focus on curriculum development; they meet regularly to ensure this is being planned appropriately across the school, with a balance of skills and knowledge.
- Planning sessions between teachers, support staff and pastoral staff happen on a weekly basis. Consequently, both curriculum and pedagogy are quickly adapted to meet student needs.
- Looping is evident in books and a variety of other strategies (low stakes testing, quizzing etc). Retrieval practice is one of the Rosenshine Principles that we prioritise.



- Our annual review process takes full account of the student and parent ambitions for future steps. Our Pastoral Team works closely with vulnerable families to ensure aspirations can be addressed both at home and at school.

- The SGS Pegasus Curriculum offer uses progression frameworks, teaching calendars and a variety of schemes of work to better sequence knowledge and skills across all subject areas. The curriculum is planned to meet the individual needs of all pupils as well as teaching the core curriculum of English, Maths, Science, and foundation subjects such as Humanities. We prioritise the holistic growth of our pupils, including communication skills, mental health and wellbeing, physical health, social autonomy, and the skills required for future employment.

- Teacher subject knowledge is good. Where weaknesses have been identified, appropriate and high-quality curriculum CPD has either already been provided or is planned. This curriculum CPD programme is well informed by a range of data including student progress data, workbook scrutiny, lesson observations, learning walks, curriculum review and the latest curriculum and pedagogical research. The school works closely with the Trust and external advisors to ensure staff have access to the latest evidence-based effective practice.

CPD for teaching and learning is comprehensive and evidence-informed, being based on the Rosenshine Principles. It offers training in key techniques such as explanation, questioning and modelling, to promote high levels of student engagement. Another key focus is the development of consistent, effective feedback across the school. Middle leaders have benefitted from training from Mike Glavin at Catalyst Ltd.

National College membership has provided a learning platform for staff; it reinforces school CPD and ensures equal access for all.

We ensure consistency of high-quality teaching through Teaching Triads and SLT learning walks. Support plans are used where staff have been identified as in need of significant improvement. This has usually led to clearly improved practice. The staff CPD plan reflects additional areas for improvement, and is reflected in our teaching Triads. Induction for new staff is well planned and effective.



Reading is a whole school priority and is at the core of our curriculum. Our reading programme is structured to focus on teaching and assessing fluency, phonics, attitudes towards reading and comprehension. Phonics teaching is based on “Letters and Sounds,” a detailed and systematic programme for phonics and a wider range of speaking and listening skills. We use the online resource Bug Club to support teaching the letter and sounds phases and to support the development of reading. A reading baseline is taken at the start of the year and reading targets are set. Reading comprehension sessions take place across the school.

Improvements already made include dedicated reading sessions, consistent allocation of time across the school and focused staff CPD that provides clarity and a shared approach. We have introduced Power of Reading from Year 3 to Year 8. This is a reading and writing programme utilising quality texts to promote reading and engagement in a variety of writing tasks.

Response to COVID-19

The school’s response to both lockdowns was excellent, with all staff pulling together superbly to provide continued learning in a difficult situation. All our pupils were classed as vulnerable, so our school was open throughout the lockdowns. We have also supported pupils’ families, going the extra mile in so many cases and regularly visiting all families at home.

During the first lockdown, we used Google classroom to deliver learning and there was a smooth transition to online learning as it was a package we were already using in school. During the second lockdown, we transitioned to four hours of live learning and the staff response to this and the skills they learned and demonstrated, were quite simply amazing. The feedback from parents via our post-lockdowns questionnaire was overwhelmingly positive.

We successfully completed the transition period following our return from lockdown through implementation of a Recovery Curriculum. This was developed in collaboration with all Special Schools across South Gloucestershire, utilising Professor Barry Carpenter’s 5 pillars. We conducted assessments based on the emotional, physical and social well-being of staff and pupils whilst continuing with our academic offer.

Our work and meticulous safeguarding was very much appreciated by our families throughout and our full COVID-19 risk assessments can be found on our websites, here:



<https://academytrust.sgscol.ac.uk/media/Pegasus-RA-Covid-Mitigation-May-2021.pdf>

and here:

<https://academytrust.sgscol.ac.uk/governance/coronavirus>

Impact

Our curriculum offer has been developed over a long period of time. It is bespoke to our learners, research-led and driven by our pupils' needs. We will continue to re-visit and refresh the curriculum on a regular basis.

The impact of our curriculum is two-fold; it both improves the **academic** outcomes of our pupils, but it also adds significantly to their **personal development** - giving them the cultural capital and life skills to succeed in their journey beyond Pegasus.

Impact on pupils' Academic progress.

Most pupils make good progress, measured against the SEN Toolkit in primary and GCSE 1-9 grading in Secondary. Many of our pupils make significant progress from their starting points and this is progress they would have been unlikely to have made, had they remained in mainstream education, or elective home education. All pupils have SEND and join our school due to their complex needs. Pupils at Pegasus attend regularly (attendance is high when compared with other South Gloucestershire special schools) and engage with their learning opportunities in a broad curriculum. Our behaviour data and comparative attendance data demonstrate that children are well regulated and very motivated to attend school.

Impact on pupils' Personal Development.

The way that our pupils, from some very difficult beginnings and with often complex needs, make wonderful progress in their resilience and life skills is our standout strength. Our work to increase our pupils' cultural capital, via our pastoral work and our extensive and carefully planned, enhanced curriculum, is perhaps Pegasus' star quality. This is laying the groundwork for our pupils to gain excellent destinations when they finally leave us. This is our core purpose. We want our pupils to lead fulfilled lives in the future and we firmly believe we are on track to achieve that. We are very proud of our pupils' success stories so far and feedback on our pupils' progress, from parents, is often fulsome in its praise of our pupils' attitudes to learning and to life. Please see the 'Personal Development' section of the SEF for more.



BEHAVIOUR AND ATTITUDES

School Grade: At Least Grade 2

At SGS Pegasus School, we have created an atmosphere of mutual respect and co-operation, providing the foundation for a happy and successful school life. Our behaviour work is centred on relationships and a typical day finds many of our behaviour-challenged pupils well-focussed and working in calm classrooms, where they and their peers have learned to self-regulate their behaviour. The behaviour management techniques of teachers and support staff are excellent and are very important in the maintenance of those calm environments. The friendly and focused learning atmosphere and the quality of staff/pupil relationships is invariably remarked upon by visitors.

Adult-to-adult, adult-to-student, and student-to-student relationships are excellent. Pupils are supportive of each other. All this creates a positive and respectful culture which is rooted in our **vision, our **values** and our **why?** Students' behaviour reflects our high expectations and there have been clear improvements since our school opened. Hence, we judge this section as 'at least' good and we may well have crossed the threshold to outstanding.**

Lessons are typically calm and ordered. As a result, our pupils work hard for their teachers. Many of those pupils have behaviour needs, some severe, associated with their EHCPs, but our skilled staff work hard to calm and re-integrate any student who has a crisis. Thus, we see our pupils flourish and learn to develop the social skills they will need in their futures. The 'cogs' of our curriculum model (see earlier under Curriculum Intent) are so important here. Our pupils only develop well when all the cogs work together. Using the 'Thrive' approach to social and emotional development has had a significantly positive effect on both pupil behaviour and pupil attitudes to their work.

Pupils love coming to school, but a special school with high social and personal needs brings its own challenges in terms of attendance. We work very hard with our parents to address any attendance issues with notable success. Our attendance was above that of every other special school in South Gloucestershire for both years prior to COVID-19 and has remained high, compared to all schools, during the pandemic.

Exclusions are below average and we only use suspensions in the most exceptional of cases. We have not had a permanent exclusion for at least three years. The

steady improvement in staff behaviour management, to the excellence we see today, has resulted in a significant reduction in the use of pupil restraint.

Our strengths

Pegasus School is an orderly, calm, friendly environment. It is full of routines, and structure, with focused and confident children.

- The school's approach to behaviour is research informed, has been developing since we opened, and has been updated to bring greater consistency and bring about long-lasting behavioural change. Based on the work of behaviour specialist Paul Dix, our restorative approach is having a positive impact.
- The behaviour lead has a new job title, 'Pastoral Lead', to reflect our approach to addressing behaviour as a form of communication, linked to anxiety or trauma. It is not something to be fixed but something to be evaluated and used to identify root causes. She has built a team that has been leading on the use of restorative conversations, the use of proactive strategies and the reduction in the use of physical interventions. Our practice is informed by the AET (Autism Education Trust) framework and the low arousal approach.
- The nature of some of our pupils means that behaviours are exhibited that would often not be tolerated in a mainstream school; however, through a culture of acceptance and kindness, pupils feel safe to identify their actions (using the zones of regulation) and work towards self-regulation. Staff always go to the pupil, when a behaviour incident occurs, to get straight to the heart of the problem. Expecting the pupil to accompany a member of staff to their office often leads to more conflict. Thus we address behaviour difficulties in the safest space available, this could be a corridor, an office, or other space.
- The use of Class Dojo and sharing of points with parents and across the school means that pupils are rewarded for regulation of their emotions or meeting one of our school values.
- Staff CPD is planned to meet the wide and varying needs of all pupils. As well as a programme of CPD offered during training days and twilight sessions, targeted training supports the specific professional development needs of individuals.

- Student behaviour plans are written, where necessary, and shared with staff. We have not only seen significant improvements in behaviour, but staff/student relationships remain incredibly positive, as staff fully understand the reasons for individual behaviour.
- Across the school, all staff model and teach appropriate behaviours and attitudes, always act in line with the school values and teach specific strategies for self-regulation.
- The school heavily invests in staffing structures and training to ensure our high expectations regarding student behaviour and attitudes are met. Parental involvement is key. Our Pastoral Team support families to ensure consistency of strategy across school and home so that behavioural issues are rapidly addressed and improved.
- The zones of regulation, purposeful sensory spaces and consistent use of proactive strategies ensure pupils enjoy the safety and structure of routines. We have ensured our practice is in line with autism research and is administered appropriately in order to be tailored to our pupils' unique requirements.
- Most pupils display very good behaviour and positive attitudes to learning. The vast majority are engaged and motivated to do well. Where this is not the case, teachers and senior leaders intervene swiftly to address student need. Policy and practice have been reviewed and new behavioural levels put in place to accurately record incidents; this will help identify the best strategies for response and future prevention/intervention.
- Our focus on meeting the autism needs of pupils, including their ability to communicate their concerns, very quickly reduces anxieties and improves behaviours that are detrimental to learning. The collaborative work of teachers and LSAs in each class ensures that pupils' specific needs are quickly addressed.
- The Pastoral Team checks with the teacher following any significant incident to appropriately debrief and supervise. Learning from these meetings is always followed up and student voice heard. Clear routines, both within the classroom and during social times, ensure pupils know what is expected of them. Play time routines aid learning and provide structured play opportunities. As a result, behavioural incidents and accidents remain relatively low.



Bullying

We tackle bullying, aggression and discrimination through our School Values, based on the research-informed work of Paul Dix. We also follow our policies, which dictate the process for handling complaints and ensuring all parties are happy with the resolution. SLT and support staff hold open and honest dialogue with parents and pupils to tackle bullying and unnecessary language and behaviour. The school has a clear strategy to reduce bullying, which occurs rarely and involves a very small number of pupils (see our logs). Any bullying incidents reported are taken very seriously and support is given to both the bully and those being bullied.

Attendance

Attendance remains strong, partly because of work to engage parents through the school's Pastoral Team and partly because of our school focus on reducing anxiety. A holistic therapeutic approach, including the use of sensory assessments and occupational therapy interventions, has played a key role.

Before the pandemic, in 2019/20, we had the highest annual attendance of all special schools in South Gloucestershire for the second year in a row. When pupils fail to attend, our admin team ensure parents are contacted via telephone and the EWO is advised when necessary. After the first lockdown, we exceeded the LA's target for 75% children to return to full time education.

Suspensions and Exclusions

Suspensions are only for the most serious behaviour incidents involving physical assaults on staff or pupils. They have reduced over time because of our approaches and remain low. Where suspensions occur, teachers and senior leaders work with parents and external professionals to improve the situation and help ensure the student is kept safe. Where necessary, the school holds external agencies robustly to account for the services they provide. We do not permanently exclude pupils.

Our current aim is to match the ambitious targets set out in the 'South Gloucestershire Way.' This is a target to reduce suspensions to zero. Due to the nature of our pupils' individual needs, we aim to ensure all pupils feel safe and that staff are appropriately trained.

In the extreme case of a category 5 behaviour, we will carefully consider whether the reaction was due to an unmet sensory need before choosing the form of action outlined in our behaviour policy.

PERSONAL DEVELOPMENT

School Grade: Grade 1

Personal development is a standout strength of our school. What we do for our pupils, in terms of developing their character and adding to their store of cultural capital and life skills, is excellent. Our integrated curriculum offer and our PHSE and SMSC add greatly to pupils' experiences and will equip them well for their next steps in life, work and study. Thus, we feel that personal development fulfils the Ofsted criteria for outstanding.

Our strengths

We have a diverse and engaging enrichment curriculum to give pupils the chance to engage positively with the wider community. The balance of the cogs of our curriculum model ensure that all children receive support, therapies, and courses to enhance their academic, emotional, social and physical development. This aims to provide pupils with opportunities to develop the learning and life skills that employers, colleges and universities look for, whilst also giving them the opportunity to find out more about their personal interests and passions. We have recently registered as an exam centre, as our pupils grow towards their GCSEs.

In addition, our wide curriculum enhancement offer is tailored to our pupils and includes:

- Our sports programme, where coaches from Bristol Bears and Bristol City Football Club help our pupils to engage in fast-paced physical activities which build teamwork, resilience and are hugely fun. Pupils partake in a range of sports and to see autistic pupils playing luminous dodgeball, in a dark sports hall, is something even we would have struggled to believe possible!
- We are working on the Outdoor Play and Learning (OPAL) programme, as well as with Nature-friendly Schools, to give our pupils access to an engaging outdoor activities programme.

The great strength of these two activities is that the same people arrive, week after week. This is very reassuring to our pupils, and it builds trust.



- In November, we ran a residential course in association with Nature-friendly Schools. This was hugely successful; to put this context, seven out of the ten pupils participating were staying away from home for the very first time in their lives.
- We use the local area and especially its ponds and parks to extend this outdoor offer and this was used, when it was permitted, many times during COVID-19.

Other strengths

- The links across the Trust and with our Sponsor College mean that we can lean on expertise elsewhere and utilise teaching and learning opportunities at different sites, which prepare our pupils for the next steps into education after SGS Pegasus School. As our pupils grow older, we have the staff skills within our Trust and Sponsor College, to introduce life skills into our curriculum through a more structured and focused range of enrichment activities.
- The PSHE curriculum is clearly sequenced and incorporates both statutory expectations and the AET framework. The PSHE curriculum was extremely valuable in structuring home learning and transition back to school during and following lockdown. Thanks to our extensive, clear and concise curriculum we were able to continue to meet the EHCP of each child, despite working remotely during lockdown.
- To enhance the curriculum, numerous trips out and visits into school by external professionals and members of the local community are once again being woven into school life.
- Relationship education is a strong pillar of our work and is modelled extremely well on a daily basis, by staff at all levels. This is now beginning to be embedded into our developing PSHE programme. All staff use the language of growth mind-set, trauma informed practice and our four school values, which encourage resilience and kindness.
- As part of the communication curriculum, it is commonplace that pupils engage with views and beliefs that differ from their own. This will be fully embedded across the school this year through the revised communication policy.



- British values are taught in lessons with related content and will be reinforced more explicitly through PSHE. We have held whole school 'immersive days' around elections and other key national events.
- Our new Careers Lead is developing a comprehensive offer, working with the Careers Hub for the Southwest. A Compass self-assessment of the school has been completed.

SMSC

Pupils' spiritual, moral, social and cultural development is a strength of our school and is securely embedded in the school's curriculum. Pupils meaningfully explore deep-rooted spiritual, moral, social and cultural aspects during their time here, especially through our behaviour and relationships programmes.

Pupils at SGS Pegasus are taught right from wrong but they are also taught to feel safe in making mistakes and know that this is normal and acceptable. They work within a restorative approach as a consequence for their actions. Our close external work with South Gloucestershire Autism team and Integra (South Gloucestershire training body) has been an excellent support here.

Pupils work hard to develop an understanding of how to stay healthy and safe. We comply with the DfE statutory requirements for the delivery of online safety and relationships and sex education. Both are strong features of learning. The development of bespoke, personalised approaches has ensured that we are able to offer targeted support to individual pupils.

LEADERSHIP AND MANAGEMENT
School Grade: At Least Grade 2



The appointment of an experienced interim headteacher in September 2021 from within the school allowed the path of improvement at SGS Pegasus to continue. He, and his experienced leadership team, have a wealth of previous experience in different settings. They have created a welcoming culture, with excellent relationships, where both staff and pupils are happy to buy into high expectations. We have a comprehensive and bespoke CPD offer that ensures that our staff teach, lead and support well at all levels and our middle leadership, both subject and pastoral, is strong. Leaders in school are strongly supported and challenged by the DCEO of the Trust and an excellent, experienced and skilled Local School Board, working under the auspices of SGS MAT Trustees, who know the school well and are fiscally astute.

We feel that leadership and management is at least grade 2.

Our strengths

- The leadership team drives curriculum improvement to ensure that it is sufficiently flexible to meet the needs of our diverse pupils. Thus, the whole staff recently revisited our Vision and Values, which continue to form the basis of all school provision. Staff understand that behaviour is communication and employ autism strategies and a restorative approach to negative behaviour. We have minimised the use of physical interventions and significantly reduced exclusions.
- The SLT places significant emphasis on kindness and a non-punitive approach to behaviour management. This has resulted in a significant reduction in behaviours year on year.
- The pastoral team has been realigned to ensure all children receive the care outlined in their EHCP or necessitated by their behaviour. Our pastoral lead is proactive in ensuring that the whole staff are dynamic, research-informed, open, honest and kind.
- Staff training and performance management targets are being used to drive improvement.
- Staff with areas of expertise lead on specific areas of the CPD plan. Subject specialists lead curriculum development and oversee assessment and progress in their subject.



- The team has been restructured to ensure the school can make rapid progress in line with DfE, DCEO and Headteacher's identified areas for improvement. Operational and strategic roles have been shared out accordingly and a model of distributed leadership is being introduced to ensure quality assurance of key areas is maintained.
- The school received its first 'Good' report from the DfE EA since the school opened in 2019 and they opted not to return as they were satisfied with the school's trajectory. Deirdre Fitzpatrick, School Improvement Partner, has provided Deep Dive reviews and a safeguarding review of the school. She deemed us Good with features of Outstanding in all areas.
- A clear delineation of roles and responsibilities across the SLT and Admin team has made a significant difference to workload and productivity. A key role on SLT is our excellent Pastoral Lead, who ensures that strategic priorities are interpreted for all staff and delivered across the school.
- SLT model positive language and a professional attitude at all times. They have been identified as pivotal in creating a positive culture and their work has generated a significant swing towards a culture of high expectations, distributed leadership and teachers adhering to SLT shared systems and processes. Other key staff (influencers) are invited to join the wider Leadership Group, to provide perspective and ensure a clear and consistent roll-out of new schemes or strategies.
- The CPD schedule is based on key priorities in the SIP and will further develop our successful staff training programme. Our current priority is to induct new staff into key school programmes including the Rosenshine Principles and the Thrive approach to social and emotional development.
- The Pastoral team has been strengthened by the promotion of a HLTA as a full-time student support counsellor. He will lead regular training to ensure our culture remains firmly rooted in forgiveness, kindness and meeting the needs of traumatised children. We no longer use 'Calm Rooms'; they have been redeveloped as sensory rooms. They are places for children to self-regulate independently or with support if they request it. We have significantly reduced physical interventions. We have created proactive strategies and detailed behaviour logs to unpick the common features in an escalation. Pupils exhibiting difficult behaviour are observed and monitored closely so that where possible, proactive solutions can be found. If this is not the case, the school works with parents and LA to find suitable alternative provision. Exclusions are rare and leaders do not allow gaming or off-rolling. SLT and



the pastoral team provide “change of face” and feedback to teams to promote our restorative approach to behaviour management.

- Leaders monitor carefully to improve staff wellbeing; they have worked with staff to develop wellbeing ideas and identify the best ways to reduce workload. Additional PPA time is given to teachers to support best practice and ensure that they do not become overloaded at key points during the school year. We are reviewing the reduced feedback policy to 1 in 4 (written feedback) and we have streamlined the assessment cycle.
- The staff culture is one of open and honest dialogue. The leadership team are maintaining a productive working environment, where underperformance is addressed in a supportive way. All staff are aware of the complaints procedure.

Use of the pupil premium.

Currently, 30% of our pupils are eligible for PP funding; £22,785 was allocated to us in 2020-21. A breakdown of our PP spending can be found on our website:

<https://academytrust.sgscol.ac.uk/sgs-pegasus-school/about/pupil-premium>

Off-site provision, gaming and off-rolling

We are an inclusive school. Leaders do everything in their power to make sure all pupils, many in challenging contexts, continue their education with us. We do not game or off-roll and it is simply not a part of our culture.

Safeguarding.

Safeguarding is a top priority. It is highly effective and is supported by close liaison with outside agencies and with families. We are ably supported by safeguarding specialists from our sponsor college. Learners are consistently and effectively helped and protected, so that they are kept safe with timely interventions from Early Help and Social Care when required.

A regular SCR review is carried out by the DSL alongside the HR team, who support the school on behalf of the SGS Academy Trust. The school also regularly liaises with social workers, access and response team and relevant stakeholders to ensure



triangulation of information between all parties. The Designated Safeguard Lead and the Deputy Safeguard Lead have received training as advanced practitioners for safeguarding.

“My Concern” is monitored daily and support is given to staff to ensure consistent and effective reporting. Any new developments are added to the chronology of the child by the DSL. Start of the year training focuses on safeguarding and at the start of every staff meeting (SLT meeting, Friday briefing and INSET day), all staff are reminded of the safeguarding procedures and invited to raise any concerns.

Pupils are safe and say they feel safe. The school reviews safeguarding arrangements through monitoring visits of the safeguarding lead on the LSB and regular visits of our external consultant. safeguarding practice is well supported by the Trust. The school also conducts an annual safeguarding audit with the safeguarding lead on the LSB; actions are identified and their impact is reviewed.

Governance

We are part of a Multi Academy Trust with excellent governance at all levels. Our Trust Board and our Local School Board (LSB) have deep experience and are both strong.

LSB members have clear role descriptors and clear procedures to follow in acting as advocates and scrutineers for the school. Visits have taken place as COVID allowed and the feedback and guidance were valuable. New LSB members have been recruited to strengthen the team; they bring with them fresh expertise.

The LSB and Trustees discuss the SEF, SIP and other key QA documents. The Chair of the LSB works with the DCEO to set the Headteacher’s appraisal targets. Online links to training have been shared with all staff by the trust HR and LSB. The LSB has a very good understanding of the school’s strengths and areas for improvement. These are also scrutinised by the Trust Board’s Curriculum and Quality Committee, which oversees the performance of all schools. Governance has impacted positively on the quality of provision and on pupil outcomes. Link LSB members are in place and meet school leaders before the full LSB Meeting to disseminate information accurately. Newly appointed LSB members have completed relevant training. LSB members have used resources from the National Governance Association and worked with the Headteacher to audit the well-being strategy at a strategic level.



Financial management and the management of resources are very effective and closely matched to the needs of pupils. Value for money of any spending is closely scrutinised by the Finance and Audit Committee of the Trust Board. The use of resources therefore impacts positively on the quality of provision and on pupil outcomes.

As well as robust oversight of our pupil premium spending, the Trust Board also oversees the spending of other grants carefully. The use of our Catch-up Premium and Sports Premium funding can be found on our website. The use of all grants has clearly improved outcomes at Pegasus.

End