

Inspection of Whitehorse Manor Infant School

Whitehorse Road, Thornton Heath, Surrey, CR7 8SB

Inspection dates: 5 and 6 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The head of school is Nicola Hall. This school is part of the Pegasus Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jolyon Roberts, and overseen by a board of trustees, chaired by Richard Hill. There are also two executive headteachers, Jolyon Roberts and Lynne Sampson, who are responsible for this school.

What is it like to attend this school?

Pupils enjoy attending this happy and respectful school. Pupils are proud of their school and the value of 'care' is reflected in pupils' day-to-day conduct.

The school has high expectations of pupils' behaviour and what they can achieve. Pupils work hard and behave well in lessons. Pupils achieve well here in a range of subjects. Pupils know that they can speak to a trusted adult if they have a worry or feel sad and that this adult will help them. Pupils feel safe here.

Attendance remains a priority for the school. Leaders know that attendance is not high enough. The school is taking appropriate action to support pupils and families so that attendance continues to improve and the number of pupils who are persistently absent reduces.

Pupils are given opportunities to take on positions of responsibility and are encouraged to help others. For example, pupils in the 'Eco team' worked with leaders to encourage the recycling of batteries and members of the school council sang in a local supermarket to raise money for a foodbank.

Leaders provide a range of clubs including football, choir and dance club. These activities help pupils to develop their talents and pursue their interests.

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

Reading is given priority here. Children are taught to read as soon as they join Reception. This is because leaders want all pupils to read fluently and confidently without delay.

Pupils are given opportunities to visit the local library and are read to daily. Older pupils from the junior school read with younger pupils and the school 'gifts' pupils reading books that they can keep. These experiences develop a love for reading.

Staff are trained to teach phonics effectively. Therefore, the reading programme is delivered consistently. Pupils practise reading books that are closely matched to their reading ability. This helps pupils to become fluent in their reading. Staff regularly check the sounds that pupils have been taught. This helps staff to identify pupils who need help to keep up. Leaders know that writing outcomes at the end of Year 2 were below national expectations. The phonics programme is having a positive impact on the standard of writing.

Leaders have designed a well-structured curriculum which starts from the early years. The curriculum makes it clear what pupils need to learn and when, building on prior learning. For example, pupils in Year 1 recall what they have been taught about senses and describe how their senses help them to keep safe. Teachers have secure subject knowledge, and this means the curriculum is delivered effectively. However, in some subjects the key knowledge and skills that the school wants pupils

to know and remember is not made explicit. As a result, some pupils develop misconceptions and have gaps in their learning.

Children in Reception use vocabulary such as 'sour', 'crunchy' and 'raw' when tasting a variety of vegetables. They are keen to talk about new experiences such as encountering a black carrot. This is because adults emphasise the key language that children need to know and remember. However, there is more work to be done to ensure that adults across the school model language effectively and extend pupils' vocabulary and sentence structure across the curriculum.

Leaders expect pupils with special educational needs and/or disabilities (SEND) to achieve as well as their peers. Pupils with SEND are effectively and quickly identified. The school works closely with external professionals such as occupational therapists and speech and language therapists who provide training and advice to staff. Pupils with SEND access the curriculum alongside their peers and achieve well here.

Pupils are enthusiastic learners. They show positive attitudes to their learning because routines and expectations are firmly established. Learning time is not disrupted by inappropriate behaviour. Consequently, classrooms are purposeful environments.

The personal, social, health and economic education curriculum is well sequenced. Pupils learn about consent and relationships in an age-appropriate manner. They have been taught that people are all different. Pupils talk about differences sensitively. Pupils explain that you should treat others 'how you would like to be treated'.

Pupils learn how to keep safe within and beyond the school. For example, children in Reception explained that in an emergency they can call 999.

Trustees and members of the academy council know the strengths of the school and what it needs to do to be even better. There are suitable processes in place for the trust to check the effectiveness of the school. Staff are overwhelmingly positive about the actions leaders take to manage their workload and support their well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the subject specific skills and knowledge that pupils need to know and remember are not clearly set out. This means that some pupils have gaps in their learning and have developed misconceptions. Leaders need to ensure the key subject skills and knowledge are taught and check that pupils' misconceptions are addressed.
- Sometimes adults do not model language effectively and extend pupils' vocabulary and sentence structure. Therefore, some pupils miss out on opportunities to hear and practise specific subject related vocabulary. The school should train teachers and teaching assistants effectively so that pupils acquire the vocabulary needed for future learning.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	136564
Local authority	Croydon
Inspection number	10293272
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	376
Appropriate authority	Board of trustees
Chair of the trust	Richard Hill (chair of directors)
CEO of the trust	Jolyon Roberts
Headteacher	Nicola Hall (head of school)
Website	www.pegasusacademytrust.org/whitehorse-manor-infant-school
Dates of previous inspection	12 and 13 October 2021, under section 5 of the Education Act 2005

Information about this school

- Whitehorse Manor Infant School is part of the Pegasus Academy Trust which consists of six schools.
- The school operates a breakfast club and after-school club.
- The school does not make use of any alternative provision.
- Three classes are housed on an additional site at 129–133 Brigstock Road, Thornton Heath CR7 7JN.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the senior leadership team to discuss school development.
- Inspectors met with members of the academy council and the chief executive officer.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a wide range of documents, including those related to pupils' personal development and behaviour and attendance. Inspectors also met with groups of staff and pupils to discuss these aspects of the school's work.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- The views of parents and staff were also considered, including through Ofsted's online surveys.

Inspection team

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