



Whitehorse Manor Junior School

Inspection Report

Unique Reference Number 101742
LEA Croydon LEA
Inspection number 276579
Inspection dates 7 June 2006 to 8 June 2006
Reporting inspector Jane Chesterfield AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Junior	School address	Whitehorse Road
School category	Community		Thornton Heath
Age range of pupils	7 to 11		CR7 8SB
Gender of pupils	Mixed	Telephone number	020 8684 3929
Number on roll	236	Fax number	020 8239 0037
Appropriate authority	The governing body	Chair of governors	Mr Richard Hill
Date of previous inspection	27 September 1999	Headteacher	Mr Jolyon Roberts

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves a diverse community in South London and takes all of its pupils from the infant school on the same site. About a third of the pupils are eligible for free school meals. Around 75% of pupils are from minority ethnic backgrounds and around 30% have English as an additional language (EAL). The main groups represented in the school are White British, Black Caribbean and Black African. The proportion of pupils with learning difficulties or disabilities (LDD) is just above the national average. The school has achieved the Basic Skills agency quality mark, the Sports Council's Activemark Gold and the Healthy Schools award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Whitehorse Manor Juniors is a good school which provides good value for money. This matches the school's own evaluation of its effectiveness. Good teaching and learning mean that pupils make good progress throughout the school and attain standards which are above the national average in English and in line with it in mathematics and science. Given the pupils' starting points, this represents good achievement. The school has rightly identified the need to increase the proportion of pupils achieving the higher levels in mathematics and science by improving their problem solving and investigational skills. Pupils enjoy a well organised curriculum with an outstanding range of exciting extra-curricular and enrichment activities. Support and guidance for pupils, particularly pastoral care, are good.

Because of this good provision, pupils grow in confidence and self-esteem. Their personal development is good overall and their spiritual, moral, social and cultural development, in particular, is excellent. Their enjoyment of, and enthusiasm for, learning are outstanding. Leadership and management are good. The senior staff form a strong team and are well supported by governors. They promote an inclusive and purposeful ethos, which is valued by pupils and parents alike. One parent commented: 'They really are doing wonderful work, God bless them.'

Good systems for monitoring and tracking performance mean that the senior staff are well aware of the school's strengths and weaknesses. All the issues highlighted in the last inspection report have been dealt with well, and improvement has been good. The school has good capacity for future improvement.

What the school should do to improve further

- Improve provision for the higher attaining pupils to give them more opportunities to reach the higher levels in mathematics and science.

Achievement and standards

Grade: 2

Pupils, including those with LDD and EAL, achieve well throughout the school. There is a steadily improving picture of attainment on entry to the school, but the current Year 6 pupils were below average when they arrived. They are now attaining levels that are above average in English and in line in mathematics and science, which means that they have made good progress during their time at the school.

In English, the school has succeeded in enabling higher attaining pupils to reach Level 5, but this has not been the case in mathematics and science, where the proportion reaching Level 5 is below average. The school is on course to meet or exceed its targets this year, except for Level 5s in mathematics. Senior staff have correctly identified the need to focus on improving skills which will enable pupils to reach the higher levels, such as problem solving in mathematics and experimentation in science. These have been highlighted as priorities for the new school improvement plan.

Personal development and well-being

Grade: 2

Personal development and well-being are good with some outstanding features. Attendance has improved and is now above average. Pupils enjoy coming to school and display excellent attitudes to learning. Behaviour is consistently good and there have been no exclusions. Pupils are polite and friendly towards one another and visitors. Pupils' spiritual, moral, social and cultural development is outstanding. They learn to respect their own unique qualities and show mature and thoughtful understanding of, and consideration for, other people from all backgrounds. This makes the school a very harmonious and unified community. Pupils take part enthusiastically in the school's extra-curricular clubs, enrichment afternoon and opportunities for physical education.

The school council takes its responsibilities seriously, one member saying, 'it's good for the school to hear the children's point of view'. They feel they are making a useful contribution to the life of the school. Pupils have a good awareness of healthy choices in their eating, as one group demonstrated after a visit to a local supermarket. They are active in raising money for charities. Pupils acquire good levels of basic skills in literacy, mathematics and information technology that prepare them well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good throughout the school, and this means that pupils make good progress and really enjoy their learning. In class, teachers are lively and enthusiastic. They make good use of resources, particularly technology such as the interactive white boards, to enliven lessons and present information and ideas clearly. In this way they inspire pupils to want to learn. In one lesson observed, the sound of the bell for the end of the day was met with groans of disappointment from the class.

Good procedures for assessing and tracking pupils mean that teachers are very familiar with the progress their pupils are making and can make sure that support for those with LDD or EAL can be accurately targeted. Day to day marking is not always consistently focused in every class on helping pupils to make their work better, particularly for the higher attaining pupils. The school has introduced some imaginative initiatives to challenge its gifted and talented pupils, but these have not yet had time to have an impact on its results at the higher levels.

Curriculum and other activities

Grade: 2

Curriculum provision is good with some excellent features. It meets statutory requirements and the needs of pupils. The strong emphasis put on literacy and

numeracy is reflected in the pupils' good achievement. The school now plans to include more opportunities for investigative work in mathematics and science. The new computer suite is being used effectively to develop pupils' skills. Shortcomings identified in the last inspection report in the provision for religious education have been successfully addressed.

Good provision is made for pupils with LDD so that they make good progress towards their own individual learning targets. The needs of pupils with EAL are also met well. The quality of the curriculum is enhanced by an outstanding choice of extra-curricular activities and interesting visits and visitors. Particularly good use is made of the time given to teachers for planning by offering a series of wide-ranging enrichment activities that make an excellent contribution to pupil's personal development.

Care, guidance and support

Grade: 2

The school takes good care of its pupils. Health and safety issues from the last inspection report have been tackled effectively. Pupils feel that they are safe in school and that there is always someone they can go to if they have problems or are upset. Vulnerable children are particularly well supported through robust child protection and vetting procedures. Parents and pupils agree that bullying is rare.

Good systems are in place to assess pupils' progress. Recently introduced targets for pupils are helping them to see how well they are doing and what they must do next in order to improve. Pupils with LDD and those with EAL receive good support. The school works very closely with the adjacent infant school and local secondary schools. Parents confirm that this is a caring school; as one parent wrote, 'sending my children to Whitehorse School was the best decision I ever made'.

Leadership and management

Grade: 2

Leadership and management are good. The members of the new senior management team have clearly defined roles and responsibilities and a shared vision for the school. They have created a community where staff and pupils feel confident and valued and talk constantly about the 'Whitehorse way' of doing things. They have also established a forward-looking working environment where creativity and innovation can flourish.

School self-evaluation is good. The senior management team makes good use of assessment, tracking and monitoring data to follow closely the performance of individual pupils and to evaluate accurately the performance of the school as a whole. Management and organisation of LDD and EAL provision are good.

The senior management team has a good understanding of the school's strengths and weaknesses. This is shared by the governors, who support the school well. The school consults pupils and parents regularly and acts on their views, for example in trying to have more healthy options on offer at lunchtime.

The senior management team has successfully achieved its objectives for development in the current school improvement plan, including securing improvement in English, and has correctly identified aspects of mathematics and science which will stretch more able pupils in particular as the next areas for attention. In light of this, and of the improvement since the last inspection, the school's capacity for future improvement is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for being so helpful and friendly when we visited your school. We really enjoyed meeting and talking to you. We agree with you that Whitehorse Manor Junior is a good school and we know that you enjoy going there very much. You are doing well in your work because your teachers know how to make their lessons lively and interesting. This means that you really enjoy your learning and want to be at school. You are very lucky to have such a wonderful range of clubs and activities available after school, at lunchtime and on enrichment afternoon.

We were very impressed with your behaviour in class and around the school, and we thought that those of you who help others and the school, as monitors or house captains or as members of the school council, are doing a great job. The staff take good care of you all and those of you with particular needs are well supported.

Mr Roberts and his colleagues run the school well and know how to make it even better in future. We have agreed that the school should do its best to make sure that those of you who are capable of reaching the highest levels in maths and science have the chance to do so. This is likely to mean more problems to solve in maths and more experiments to carry out in science, which will be enjoyable for all of you.

Well done to you all and best wishes for the future.

Jane Chesterfield

Lead Inspector