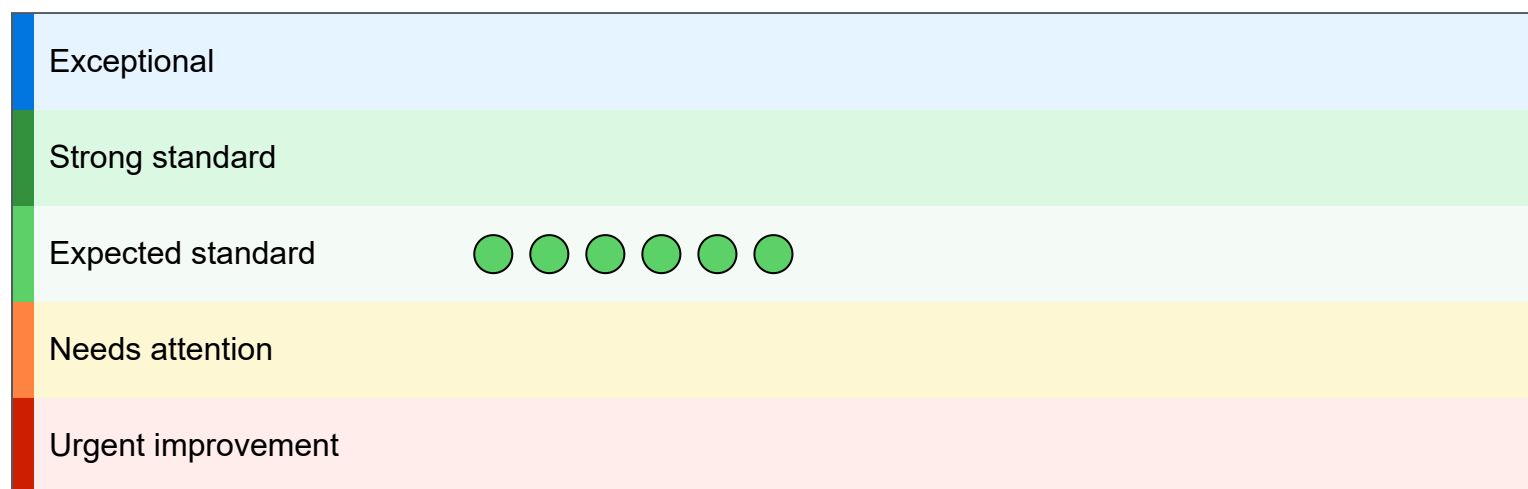


# Whitehorse Manor Junior School

**Address:** Whitehorse Road, Thornton Heath, Surrey, CR7 8SB

**Unique reference number (URN):** 136565

## Inspection report: 2 June 2026



### **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 

Generally, leaders ensure that pupils' learning of the most essential knowledge and skills in early reading, writing and mathematics is secure. They ensure that pupils who have gaps in their phonics reading knowledge are helped to catch up.

Pupils make suitable progress through the curriculum from their starting points, including those who face barriers to their learning. They develop appropriate knowledge and skills across the curriculum. Typically, work in pupils' books shows that pupils build effectively on their prior learning and develop their understanding progressively. Sometimes, variability in teachers' expectations of legibility and fluency of handwriting limits the overall quality of pupils' written work across subjects.

Pupils, including those with special educational needs and/or disabilities and pupils who speak English as an additional language, generally achieve close to national averages in published outcomes by the time that they leave the school. Disadvantaged pupils achieve well. Overall, pupils are well prepared for the next stage of education by the end of Year 6.

### Attendance and behaviour

Expected standard 

Pupils attend school regularly. The school's overall attendance is close to average. Attendance rates are tracked carefully. Leaders correctly identify reasons for low attendance and respond proactively to patterns of absence. Where pupils need help to improve their attendance, leaders use strategies tailored to individual pupils' circumstances and set supportive targets for improvement. They work closely with families to overcome any barriers. Improvements are underpinned by high expectations and effective communication with parents and carers. Attendance rates show gradual improvement over time.

Leaders have established high expectations for pupils' behaviour. They set clear routines and encourage positive working relationships. As a result, pupils typically behave well. They feel comfortable in class and are confident to ask for help when they need it. The school is calm and orderly. During social times, pupils interact positively with one another and play well together. Pupils are respectful and friendly. They respond appropriately to adults' instructions and understand the school's expectations. Any rare occurrence of bullying is dealt with swiftly and effectively. Leaders provide appropriate support for pupils who require additional help to manage their emotions and behaviour. Pupils demonstrate positive attitudes towards school.

### Curriculum and teaching

Expected standard 

The curriculum is coherently planned and helps pupils build learning cumulatively year on year. It is designed to prepare pupils for their next steps. Leaders have identified the key vocabulary, concepts and cumulative knowledge that pupils need to know over time to be ready for future learning. On the whole, teaching ensures that pupils have secured the prior knowledge they need to access new learning. All pupils access the same curriculum.

Leaders have established clear assessment and monitoring processes. Additional support is available for pupils who require help with early reading, phonics and writing and mathematics. Pupils read a variety of books. Teachers are experts in the subjects they teach. They understand how pupils learn. The curriculum is generally taught well. Pupils' starting points are taken into account. Generally, teachers check pupils' understanding and identify misconceptions.

Typically, teachers' use of terminology is clear and helps pupils' understanding. Generally, teaching focuses in every lesson on teaching key vocabulary, but occasionally teachers' explanations lack precision. This makes it harder for some pupils to understand, especially those who speak English as an additional language. The use of tasks that strengthen pupils' recall and deepen their understanding of key concepts is sometimes more limited.

## **Inclusion**

**Expected standard** 

Leaders demonstrate a clear commitment to supporting pupils' emotional wellbeing and social development. They get to know pupils well. This contributes to the sense of belonging pupils feel. Leaders identify pupils' learning needs swiftly. They make appropriate use of external agencies to support pupils with additional needs. Generally, leaders' expectations of all pupils are ambitious.

Pupil premium funding is used in a targeted way to help ensure disadvantaged pupils achieve well. The needs of disadvantaged pupils who are known or previously known to social care are understood well by all staff and they are supported effectively.

Usually, teaching staff make effective changes to help pupils access learning more easily, such as visual supports and text modifications. Selected pupils receive structured support, such as practising reading fluency and learning key vocabulary, to help them build the skills they need for their learning. Sometimes, the impact of additional support on pupils' learning, especially those with special educational needs and/or disabilities and pupils who speak English as an additional language, is not systematically checked in order to plan next steps in learning precisely.

## **Leadership and governance**

**Expected standard** 

Leaders thoroughly understand the school's context. They are proactive in taking swift action once areas for development are identified. Largely, their actions are appropriate in securing the needed improvements. Leaders work collaboratively with other schools in the trust. This enables them to share their own work and to learn from others.

Staff feel supported and valued. They appreciate how leaders ensure their workload is manageable and their wellbeing is supported. Leaders have put in place clear systems for coaching, training and supporting new staff. Those in the early stages of their career appreciate the support and guidance that leaders provide. The school's professional learning programme is designed to build teachers' expertise. Generally, staff apply what they learn in their day-to-day practice.

Leaders ensure pupils are well cared for at school. Leaders establish high-quality, trust-based relationships with parents and carers. They strive to act in the best interests of all

pupils. Generally, monitoring and evaluation processes are in place. On occasion, these are not fully effective in evaluating how successfully leaders' actions are driving improvement.

Those responsible for governance know the school well. They are committed to the school and care about its pupils. Members of the governing body challenge and support leaders effectively. They ensure that statutory requirements of governance are fulfilled.

## **Personal development and wellbeing**

**Expected standard** 

Leaders have developed a broad personal development curriculum. It includes a well-structured personal, social health and relationships programme. Generally, pupils show a secure understanding of online safety, healthy lifestyles and respectful relationships. Leaders are responsive to emerging issues such as safety in the community. The curriculum is enriched through a range of extra-curricular experiences, such as residential visits, theatre outings and cultural events. These broaden pupils' horizons and contribute to their moral and social development. Pupils are typically well prepared for their next steps and for life in modern Britain.

Leaders at all levels know pupils well and understand their emotional needs. As a result, pupils are well supported by staff. Working relationships are typically warm and respectful between pupils and staff. This helps to ensure that all pupils are cared for appropriately, including those with special educational needs and/or disabilities (SEND) or those who face additional barriers. The school is welcoming to everyone and recognises and values differences. As a result, the school is a safe and supportive place. Leaders prioritise pupils' wellbeing and their emotional development. Pupils feel listened to.

Leaders have accurately identified the barriers faced by disadvantaged pupils, and they use additional funding carefully. Leaders understand the importance of this provision and how it improves outcomes. Pupils' participation in enrichment activities is carefully tracked. Leaders take effective action to ensure disadvantaged pupils and those with SEND have an equal opportunity to access all that the school has to offer.

Pupils are keen to take up the opportunities available to them, including taking on responsibility as peer mediators or house captains, and providing support to younger pupils during social times. These roles contribute positively to the school's culture and create a sense of belonging.

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

Pupils enjoy being here. They are well supported and have positive attitudes to school life. Pupils feel safe and know who to speak to if they need additional support. They are kind to each other and this helps foster a friendly school community.

Relationships throughout the school are warm and respectful. This helps create a real sense of belonging. Staff know pupils well and provide high-quality care and support. They work effectively with pupils to break down barriers to their wellbeing. This contributes to the inclusive ethos of the school.

Pupils behave well in lessons and around the school. They respond well to clear routines. Bullying is rare, but when it occurs, pupils are confident that it is dealt with swiftly and effectively. Pupils know that attending school regularly is important. They are well supported when this sometimes becomes difficult.

Pupils enjoy their learning in lessons and are proud of their achievements. However, sometimes staff do not check pupils' understanding, which can lead to misconceptions. At times, support for pupils who face barriers to learning, including those with special educational needs and/or disabilities, is not precisely tailored to their needs. In addition, some pupils do not routinely have their learning extended. As a result, they do not achieve as highly as they could.

Pupils are well prepared for their next steps by a broad personal development curriculum and a range of extra-curricular activities. These opportunities broaden pupils' horizons and develop their interests and talents. Pupils understand fundamental British values and celebrate the uniqueness of different cultures. Disadvantaged pupils benefit positively from pupil premium funding. Pupils take on additional roles in the school that develop their leadership skills and experience. Pupils appreciate these opportunities and enjoy contributing to the life of the school.

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## **Next steps**

- Leaders should ensure that teachers systematically check pupils' understanding and that prior learning is secure, especially for those with special educational needs and/or disabilities and pupils who speak English as an additional language, in order to identify next steps and address any misunderstandings.
  - Leaders should refine the use of tasks that strengthen pupils' recall and deepen their understanding of key concepts to raise achievement further.
  - Leaders and those with responsibility for governance should ensure that monitoring is more rigorous and leads to consistently strong practice and standards across all areas of the school's work.
- 

## **About this inspection**

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 (CEO), Jolyon Roberts, and overseen by a board of trustees, chaired by Richard Hill.

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 school leaders, trustees and trust representatives, including the CEO, the chair and members of the local governing body, during the inspection. They spoke to

staff and pupils.

Inspectors considered parents' responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online questionnaires for pupils and staff.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Head of School: Nina-Natasha Achenbach

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### **Lead inspector:**

Emily Leonard, His Majesty's Inspector

### **Team inspectors:**

Milan Stevanovic, Ofsted Inspector


Ed Mather, His Majesty's Inspector

Naheeda Maharasingam, Ofsted Inspector

Diana Valcheva, 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 2 June 2026

## **School and pupil context**

### **Total pupils**

**454**

Well above 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**

**480**

Well above 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)**

**45.59%**

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**

**2.64%**

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: 3.5%

### **Pupils with special educational needs (SEN) support**

**16.74%**

Close to average

### **What does this mean?**

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

National average: 15%

### **Location deprivation**

## 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 | 61%         | 61%              | Close to average               |
| 2024/25 (final)       | 69%         | 62%              | Close to average               |
| 2023/24 (final)       | 53%         | 61%              | Close to average               |
| 2022/23 (final)       | 61%         | 60%              | Close to average               |

### 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 | 78%         | 74%              | Close to average               |
| 2024/25 (final)       | 83%         | 75%              | Above                          |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 75%         | 74%              | Close to average               |
| 2022/23 (final) | 77%         | 73%              | Close to average               |

### **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 (final)       | 79%         | 72%              | Close to average               |
| 2023/24 (final)       | 62%         | 72%              | Below                          |
| 2022/23 (final)       | 69%         | 71%              | Close to average               |

### **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 | 75%         | 73%              | Close to average               |
| 2024/25 (final)       | 76%         | 74%              | Close to average               |
| 2023/24 (final)       | 73%         | 73%              | Close to average               |
| 2022/23 (final)       | 78%         | 73%              | 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 reaching the expected standard in reading, writing and mathematics**

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

| <b>Year</b>                  | <b>This school</b> | <b>National average</b> | <b>Compared with national average</b> |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| <b>Latest 3 year average</b> | 53%                | 46%                     | Close to average                      |
| <b>2024/25 (final)</b>       | 65%                | 47%                     | Above                                 |
| <b>2023/24 (final)</b>       | 44%                | 46%                     | Close to average                      |
| <b>2022/23 (final)</b>       | 46%                | 44%                     | Close to average                      |

### **Disadvantaged pupils reaching the expected standard in reading**

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

| <b>Year</b>                  | <b>This school</b> | <b>National average</b> | <b>Compared with national average</b> |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| <b>Latest 3 year average</b> | 72%                | 62%                     | Above                                 |
| <b>2024/25 (final)</b>       | 80%                | 63%                     | Above                                 |
| <b>2023/24 (final)</b>       | 68%                | 62%                     | Close to average                      |
| <b>2022/23 (final)</b>       | 66%                | 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.

| <b>Year</b>                  | <b>This school</b> | <b>National average</b> | <b>Compared with national average</b> |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| <b>Latest 3 year average</b> | 61%                | 59%                     | Close to average                      |
| <b>2024/25 (final)</b>       | 71%                | 59%                     | Close to average                      |
| <b>2023/24 (final)</b>       | 54%                | 58%                     | Close to average                      |

| <b>Year</b>            | <b>This school</b> | <b>National average</b> | <b>Compared with national average</b> |
|------------------------|--------------------|-------------------------|---------------------------------------|
| <b>2022/23 (final)</b> | 56%                | 58%                     | Close to average                      |

### **Disadvantaged pupils reaching the expected standard in mathematics**

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

| <b>Year</b>                  | <b>This school</b> | <b>National average</b> | <b>Compared with national average</b> |
|------------------------------|--------------------|-------------------------|---------------------------------------|
| <b>Latest 3 year average</b> | 70%                | 60%                     | Above                                 |
| <b>2024/25 (final)</b>       | 73%                | 61%                     | Close to average                      |
| <b>2023/24 (final)</b>       | 66%                | 59%                     | Close to average                      |
| <b>2022/23 (final)</b>       | 71%                | 59%                     | Close to average                      |

### **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.

| <b>Year</b>                  | <b>This school</b> | <b>National non-disadvantaged score</b> | <b>School disadvantage gap</b> |
|------------------------------|--------------------|---|--------------------------------|
| <b>Latest 3 year average</b> | 53%                | 68%                                     | -15 pp                         |
| <b>2024/25 (final)</b>       | 65%                | 69%                                     | -4 pp                          |
| <b>2023/24 (final)</b>       | 44%                | 67%                                     | -23 pp                         |
| <b>2022/23 (final)</b>       | 46%                | 66%                                     | -20 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 | 72%         | 80%                              | -8 pp                   |
| 2024/25 (final)       | 80%         | 81%                              | -1 pp                   |
| 2023/24 (final)       | 68%         | 80%                              | -12 pp                  |
| 2022/23 (final)       | 66%         | 78%                              | -12 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%                              | -17 pp                  |
| 2024/25 (final)       | 71%         | 78%                              | -7 pp                   |
| 2023/24 (final)       | 54%         | 78%                              | -24 pp                  |
| 2022/23 (final)       | 56%         | 77%                              | -21 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 | 70%         | 80%                              | -10 pp                  |
| 2024/25 (final)       | 73%         | 81%                              | -8 pp                   |
| 2023/24 (final)       | 66%         | 79%                              | -13 pp                  |
| 2022/23 (final)       | 71%         | 79%                              | -8 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 (3 term) | 5.9%        | 5.2%             | Close to average               |
| 2023/24 (3 term) | 5.6%        | 5.5%             | Close to average               |
| 2022/23 (3 term) | 6.6%        | 5.9%             | 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 (3 term) | 17.5%       | 13.0%            | Above                          |
| 2023/24 (3 term) | 17.6%       | 14.6%            | Close to average               |
| 2022/23 (3 term) | 20.1%       | 16.2%            | 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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