

Talavera Infant School

Inspection report

Unique Reference Number	116151
Local Authority	Hampshire
Inspection number	363847
Inspection dates	6–7 July 2011
Reporting inspector	Elisabeth Linley HMI

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Rob Shrubsall
Headteacher	Anne Wilson
Date of previous school inspection	18 May 2010
School address	Gun Hill Aldershot Hampshire GU11 1RG
Telephone number	01252323137
Fax number	01252350258
Email address	anne.wilson@talavera-inf.hants.sch.uk

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St Ann's Square
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M2 7LA

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They visited 15 lessons and saw 10 teachers. The inspectors held meetings with members of staff, pupils, governors and a representative of the local authority. They observed the school's work, and looked at a range of documentation including assessment data, school development planning, policies and pupils' books. Inspectors also analysed questionnaires from staff and 64 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The action taken, and its effectiveness, to ensure that pupils make rapid progress and so raise attainment.
- The use of performance data, and the setting of challenging targets, to ensure that all pupils make the progress of which they are capable.
- The achievement of pupils who join and leave the school at different times of the year.
- The effectiveness with which leaders, managers and governors monitor and evaluate the work of the school to aid improvement.

Information about the school

The percentage of pupils who speak English as an additional language in this average-sized infant school is almost double the national figure. This reflects the well-above average percentage of pupils from minority ethnic backgrounds. The two largest ethnic groups are from a White British or Asian background. Although the proportion of pupils who have special educational needs and/or disabilities is above average, a much lower than average number of pupils have a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is much lower than average. The majority of pupils who attend the school come from army service families. As a result, a greater number of pupils join and leave school at different times of the year than is usually seen. When the school was last inspected it was made subject to a notice to improve. Since then, there have been a number of staff changes.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Since the school's last inspection the local authority has worked closely with the staff to bring about improvement. This is reflected in improvements seen in the Early Years Foundation Stage, where good leadership and management have underpinned improvements in children's progress and the good outcomes children achieve. Teaching and pupils' progress in Key Stage 1 have improved recently and are now satisfactory. However, there is not enough good teaching in the school to enable pupils to make the rapid progress that is required to raise attainment, hence the standard of education is not acceptable. In particular, pace sometimes slows, and more-able pupils are not always challenged enough in lesson. In addition, pupils do not always understand the targets they are aiming for. The curriculum is inadequate, it is not planned well enough to ensure that pupils' basic skills in literacy and mathematics are developed effectively across all subjects. As a result, pupils' achievement is inadequate and attainment remains low in reading, writing and mathematics.

Leaders and the governing body are developing in their respective roles. With local authority support, the tracking of pupils' progress has improved. Assessment information shows that pupils who speak English as an additional language often make good progress. Similarly, it shows that some pupils who join school at different times of the year catch up rapidly on time lost to learning. Both groups benefit from: well-planned intervention strategies that meet their individual needs; focused individual and small group work; and the effective pastoral care and support that all pupils receive. Nonetheless, leaders and managers do not effectively monitor and evaluate all aspects of the school's work. For example, pupils' attendance is low and their punctuality is not good enough. These outcomes are not tracked effectively and strategies recently implemented to improve punctuality and attendance have not had sufficient impact. Links between poor attendance and pupils' attainment are not clearly analysed and overall targets, set to raise pupils' future attainment in reading, writing and mathematics, are too low.

The staff have focused on how literacy and mathematics are taught since the last inspection. However, the curriculum has not been developed effectively and lacks sufficient extension and enrichment. As a consequence, its contribution to the development of pupils' basic skills in literacy and mathematics is inadequate. The school's self-evaluation in terms of its overall effectiveness is over-generous, and the school is reliant on the local authority for support to secure improvement. As a result, the school's

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capacity to improve is inadequate. Despite the improvements needed, the pupils are happy and enjoy school because of the good relationships with staff.

What does the school need to do to improve further?

- Raise pupils' attainment so that a greater proportion of pupils reach or exceed the nationally expected levels for their age in reading, writing and mathematics. by:
 - providing a curriculum that effectively meets the needs of all pupils and develops their skills in literacy and mathematics across all subjects
 - extending and enriching the curriculum with a range of activities that will broaden pupils' experiences
 - improving the quality of teaching as soon as possible, so that 80% is good or better, ensuring that pace and challenge are improved, and providing targets for pupils that they will understand.
- Increase the effectiveness of the school's leaders and governors in driving school improvement by:
 - setting challenging targets in respect of pupils' attainment at the end of the school year and key stage, in order to raise expectations of pupils' progress
 - ensuring that procedures to monitor and evaluate all aspects of the school's work are implemented with rigour and are effective in underpinning the school's self-evaluation.
- Raise attendance to 95% and improve punctuality by:
 - developing and implementing a range of effective strategies to promote pupils' regular attendance and punctuality
 - introducing robust systems to monitor and analyse pupils' attendance and lateness to school so that appropriate and supportive action can be taken.

Outcomes for individuals and groups of pupils

4

Pupils' learning is improving. This is most noticeable when targeted support is provided, for example for pupils with special educational needs and/or disabilities. The focused small group work and individual support help them make satisfactory, and sometimes good, progress. Pupils who speak English as an additional language, particularly those at earlier stages of learning English, make rapid progress through well-targeted support from staff including a bilingual teaching assistant. However, pupils' progress in lessons is not consistent throughout the school; nor is it rapid enough to raise their overall achievement. The progress of more-able pupils, in particular, can slow in lessons. Even so, pupils enjoy school, especially when lessons are fun. Pupils say they like supporting charities and they are disappointed that the school council has stopped running. This limits their opportunity to contribute to their own community, although they enjoy being a class helper or 'star of the day'. Pupils clearly enjoy assembly when they reflect on issues such as being kind to one another. They work well on their own and in twos when they discuss their work. They find it more difficult to work as a team and when this happens time is sometimes lost to learning. In lessons, pupils' behaviour is good; pupils are polite and get on well with one another regardless of their different heritages. However, they report that at lunch time

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some pupils' behaviour is 'silly'; inspectors found this to be true and inappropriate behaviour is not always followed up as well as it should be. Nonetheless, pupils say they feel safe in school and know who to go to if they have a problem. Pupils have a clear understanding of how to keep healthy through exercise and a healthy diet and there is a good uptake of school lunches. However, pupils' choices do not always reflect the healthy option.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Although teaching has improved, its quality is inconsistent throughout the school. Where pupils make the best progress, teachers are careful to provide work that meets pupils' specific needs and challenges them to do well. Teaching in the nurture group, for example, ensured that pupils achieved their best. Questioning was well targeted and the pace of the lesson was brisk. However, such quality cannot be assured. Too often in lessons, more-able pupils are insufficiently challenged. Moreover, pupils' targets to help them improve their work are not easy for pupils to read or understand. This problem is replicated with learning objectives for lessons. In addition, the curriculum has not been sufficiently developed since the school's last inspection. There are a limited number of extra-curricular and enrichment opportunities for pupils. Moreover, pupils' basic skills in literacy and mathematics are not consistently practised and improved in other subjects. As a result, even though improvements have been made to aid pupils' transition to their next

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school, the curriculum prepares pupils inadequately for the next stage of their education. However, some aspects of care, guidance and support are particularly strong, such as the way new arrivals are supported to settle into the school and the way pupils at the earlier stages of speaking English as an additional language receive help and guidance in their home language from bilingual adults. More remains to be done, however, to encourage pupils' punctuality and regular attendance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher, staff and the governing body have worked closely with the local authority to bring about some changes. The tracking of pupils' progress has identified attainment differences between groups of pupils and these are beginning to narrow as a result of intervention. For example, boys' attainment is rising as is the attainment of pupils who join the school part way through the year. Partnerships to promote pupils' learning and well-being are also making a difference, for example in improving the progress made by pupils who speak English as an additional language. In addition, links with pre-school providers are better and, with improved leadership and management of the Early Years Foundation Stage, have resulted in good outcomes for children.

However, the monitoring and evaluation of the school's work, however, are not sufficiently rigorous. Important aspects of provision, such as the curriculum, have not received enough attention. Attendance has not been rigorously analysed. Furthermore, the leadership of teaching and learning has not ensured that all groups of pupils make good progress so that their attainment improves at a faster rate. More needs to be done to ensure that teachers are held to account for pupils' progress. In addition, the monitoring of teaching does not give enough rigorous attention to pupils' learning. The governing body does not hold leaders to account well enough for pupils' low attendance or for the setting of challenging targets, particularly for more-able pupils. It does ensure, however, that safeguarding procedures are thorough and that the implementation of policies to tackle discrimination is appropriate. Effective strategies to develop community cohesion are exemplified by the school's celebration of pupils' cultures, as seen in displays and during 'International Week'. However, evaluation of the school's work in this respect is not securely established.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children make good progress overall from starting points that are well below those expected for their age. Key factors in their improved outcomes are: better partnerships with parents, carers and others; improved teaching of sounds and letters; effective deployment of teaching assistants, for example to support children who are new to spoken English; improved use of assessment data; better tracking of children's progress; the effective role that the leader plays and her engagement with all children during the day. Parents and carers are pleased with the experience that their children receive in their first year at school. As a result of smooth transition arrangements, the children settle quickly; staff promote their welfare effectively and so the children feel safe at school.

Some teaching is very strong and has a significant impact on progress, but a few inadequacies in teaching mean provision is judged satisfactory overall. Good teaching is exemplified by effective planning and a good balance between teacher-directed activities and children's learning through independent choice, both indoors and outside. For example, children enjoyed opportunities to write independently, and to read their clues on where 'the bear' was hiding. They then set off with their teacher and group to find it. This quality of teaching is not consistently guaranteed. For example, on occasions, adults spend too long directing activities that provide limited interest for the children involved, and are insufficiently challenging for more-able children. However, as a result of accurate monitoring and self-evaluation, the leader is aware of the developments needed.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Overall, parents and carers responded positively on their questionnaires and highlighted as strengths the quality of support for their children's special educational needs and their children's enjoyment of school. Concerns were raised, however, about their children's progress and their ability to help them at home. Inspectors found that more needs to be done to enable pupils to make good progress, and it was clear from what pupils said that the use of homework is inconsistent through school. Parents and carers also expressed concerns about the way that incidents of apparent misbehaviour were dealt with, particularly at lunch time. Evidence during the inspection showed that this is an issue that needs greater attention in order to ensure that any such incidents at lunch time are carefully tracked, monitored and dealt with. However, pupils' behaviour during lessons was generally good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Talavera Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 237 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	52	29	45	1	2	1	2
The school keeps my child safe	34	53	27	42	1	2	2	3
My school informs me about my child's progress	27	42	29	45	6	9	2	3
My child is making enough progress at this school	19	30	37	58	6	9	2	3
The teaching is good at this school	23	36	36	56	2	3	2	3
The school helps me to support my child's learning	24	28	30	47	7	11	1	2
The school helps my child to have a healthy lifestyle	16	25	45	70	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	30	37	58	3	5	1	2
The school meets my child's particular needs	18	28	36	56	3	5	1	2
The school deals effectively with unacceptable behaviour	23	36	27	42	7	11	2	3
The school takes account of my suggestions and concerns	17	27	32	50	6	9	1	2
The school is led and managed effectively	18	28	34	53	5	8	1	2
Overall, I am happy with my child's experience at this school	22	34	35	55	5	8	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 July 2011

Dear Pupils

Inspection of Talavera Infant School, Aldershot GU11 1RG

Thank you for making us so welcome when we visited your school. The inspectors enjoyed meeting you, and seeing you working in lessons and playing outside. We were pleased to hear that you enjoy school and understand you are disappointed that your school council doesn't meet at the moment. There are a number of other things that we would also like to be improved and so, to ensure this happens, we have said that your school requires 'special measures'.

When children join the Reception classes they get off to a good start, and they play and learn together well. In the rest of the school it is clear that you enjoy lessons when they are fun and when you are challenged to do your best. This does not happen all of the time and so we have asked your teachers to make sure that all lessons provide really challenging things for you to do and that you are given lots of interesting things to learn about. In particular, we want your teachers to make sure that all the subjects you are taught help you to develop your skills in reading, writing and mathematics whenever possible.

Inspectors were impressed by how polite you are and were pleased to see that you like helping at school and enjoy the responsibilities you are given. We found out, however, that some pupils do not attend school regularly and that some of you find it difficult to get to school on time. We have asked your headteacher and teachers to think of ways to work with your families to encourage and help you get to school on time and to attend every day. We have also asked them to work with the governors to look carefully at all aspects of their work. This is to make sure they check that: the teaching in your school is improving; the things you learn are more interesting; your progress in reading, writing and mathematics is good; and, your attendance improves. You can all help your school by working really hard on your reading, writing and mathematics and by making sure that you attend school every day.

We wish you all well in the future.

Yours sincerely

Elisabeth Linley

Her Majesty's Inspector

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