

Talavera Infant School

Gun Hill, Aldershot, Hampshire, GU11 1RG

Inspection dates 12–13 December 2012

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children in the Early Years Foundation Stage enjoy their learning and achieve well because teaching and learning opportunities, including those provided outdoors, have improved.
- Pupils' achievement is good through the school and has improved rapidly since the previous inspection.
- The use of pupil premium funding to support identified pupils has had a good impact on their progress.
- Typically good teaching ensures that pupils make good progress in reading, writing and mathematics, from low starting.
- Pupils from different backgrounds get on well with one another. Pupils say they feel safe, enjoy school and they behave well.
- Determined leadership and governance have led to good improvements in teaching and pupils' achievement. The school has a strong sense of purpose that is shared among staff and governors.

It is not yet an outstanding school because

- Sometimes teachers do not take enough account of pupils' previous learning, stretch their thinking or involve them fully in their own learning.
- Senior leaders do not always keep a close enough check on the progress made by some groups of pupils, such as those who are disabled or who have special educational needs, to ensure that they make consistently good progress.

Information about this inspection

- The inspector observed 11 lessons or parts of lessons, of which all were joint observations with the headteacher.
- The inspector listened to pupils from Year 2 read and held discussions with Year 2 pupils about their experiences of school.
- The inspector looked at pupils' work in books during lessons and displays of work within classes and around the school.
- School documentation was examined, including the school improvement plan, records of the quality of teaching, school information on pupils' progress, and the governing body minutes. The inspector looked at the school's records of behaviour, attendance and safeguarding and the school's website.
- The inspector took account of parent responses to a recent school survey and a few parent letters handed in to the inspector during the inspection. There were no responses to the on-line questionnaire (Parent View).

Inspection team

Sheila Browning, Lead inspector

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- The school is an average-sized infant school. It has three forms of entry and provides for the Early Years Foundation Stage in three Reception classes.
- The majority of pupils are of White British heritage. A minority of pupils are from a range of different ethnic heritages, the largest groups being any other Asian and African heritage.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is below average. There are few pupils supported through school action plus or a statement of special educational needs.
- The proportion of pupils eligible for the pupil premium funding (additional government funding for pupils known to be eligible for free school meals or in the care of the local authority or those with a parent serving in the armed forces) is high. The last group accounts for many of these.
- Pupil mobility is high all year round, with some Reception age pupils joining not having experienced schooling. A significant proportion of pupils come from army service families based at the nearby Aldershot Garrison.
- Two class teachers have been appointed since the previous full inspection.
- The school does not use any alternative provision.
- When the school was previously inspected in July 2011, it was judged to be inadequate and to require special measures.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
 - ensuring activities and tasks constantly challenge pupils' thinking and understanding
 - making more opportunities for pupils to add their ideas and to plan some of their learning.
- Improve the way senior leaders check on pupils' progress to ensure all learn consistently well by:
 - increasing the precision of checks made on the progress of disabled pupils and those with special educational needs
 - rigorously checking the impact of support and interventions for these groups so that progress speeds up.

Inspection judgements

The achievement of pupils is good

- Children make good gains in their learning from lower than expected levels for their age when they start school, especially in their early reading, writing and social skills. By Year 1, most have met the levels expected for their age due to the improvements in teaching, learning and the learning environment.
- Due to improvements in the quality of teaching, and provision for the more able, pupils in Years 1 and 2 make much faster progress than in previous years. In 2012, pupils reached broadly average standards in reading, writing and mathematics. Boys attained better than boys nationally, except in mathematics. Pupils eligible for the pupil premium attain at least in line with those nationally and several are on track to achieve above national expectations.
- However, the small group of pupils with special educational needs do not always make as much progress as their classmates.
- Although there is a little variation between classes, the rate of progress across year groups and in a range of subjects has increased and gaps in achievement between different groups of pupils are closing quickly.
- Pupils read widely and the weakest readers show good methods to help them blend and sound letters (phonics) so that they can read familiar and new texts. The school's results in the Year 1 phonics screening check were below average compared to the national picture. Once pupils with English as an additional language become more confident in using English, they achieve well.
- Lessons and work in pupils' books indicate good preparation for writing and a wide range of writing experiences, from describing how a snowman might feel when Christmas comes, to using black paper and silver pens to produce 'Funny Bones' books. Pupils told the inspector how much fun the 'The Punctuation Police' were, when teachers role play as police and use whistles to help pupils use punctuation correctly.
- In mathematics, pupils enjoy applying their skills to real-life situations. For example, they eagerly used number lines and coins to work out how many toys they could buy from the toy shop for Christmas. In science, pupils were excited as they made electric circuits and a switch, one pupil squealed, 'Look it travels.'
- Pupils' attainment has significantly improved since the previous inspection and this year's results in the Year 2 teacher assessments were the best for some time.

The quality of teaching is good

- The quality of teaching is now good and this is a much improved picture since the previous inspection. Teaching in the Early Years Foundation Stage is rightly focused on developing good levels of independence and confidence.
- Teachers know the individual pupils very well and teachers take account of their starting points and needs when planning lessons. Teachers and support staff are committed to improving their own teaching and have readily responded to the advice and support given by leaders and the local authority.
- Most teachers have consistently high expectations, but a few opportunities are missed to ensure activities and tasks constantly challenge pupils' thinking and understanding and to provide pupils with the opportunity to explore their own ideas.
- Good use is made of resources and the support from teaching assistants is excellent. These strongly aid pupils' learning in the classroom and in small group work, such as in phonics or mathematics activities, and particularly help those pupils at early stages of learning English.
- Those pupils who are disabled or who have special educational needs benefit from early identification and specific support; however, leaders are aware that the more robust and precise checks on the quality of provision are still at an early stage.

- Although teachers make sure that pupils have lots of opportunities to work in small groups and share their ideas with talk partners to check their learning, opportunities for pupils to add their ideas and to plan some of their learning are not widespread. Teachers use questioning well to check what pupils have learnt and marking is usually of a good standard. Pupils have targets and pupils know and understand their purpose and what to do next to further improve.
- Teaching of letters and sounds is secure and, as a result, pupils are making good progress in their literacy skills and show a real love for reading.
- The school makes most effective use of the extra money from pupil premium to employ additional staff and to provide a wide range of learning opportunities so that these pupils make at least good progress.
- Work and photographs displayed show pupils and parents work together, whether making models, experiencing Talavera by Night or helping with special festivals and cultural dance performances. These experiences all add to pupils' good spiritual, moral, social and cultural development.

The behaviour and safety of pupils is good

- Talavera values pupils as individuals, there is no discrimination and the school ensures everyone is valued. This is seen in pupils' good behaviour and attitudes to learning. Pupils have helped form the school's three Golden Rules and look forward to Golden Time when they can choose from a range of different activities run by different teachers.
- The school has a calm, purposeful learning atmosphere. Behaviour was exemplary in celebration assembly and when performing The Nativity to the local junior school and to parents.
- Pupils identified with more challenging behaviour are given one-to-one support for part of the day and can attend a nurture group during the week. One pupil said, 'It helps lots.'
- Pupils say they feel safe and they understand the different kinds of bullying. They say that sometimes pupils are a little unkind but any incidents are quickly dealt with. There are no exclusions. Pupils like to use the friendship bench and enjoy playing with all the equipment and toys and learning new games at playtimes.
- Pupils said they particularly liked the camouflage club where they can record messages and send photographs and pictures of what they have been doing to their parents serving in Afghanistan or Cyprus. Freddy Teddy, the school's teddy, also visited Afghanistan.
- Pupils' attendance is much improved since the previous inspection. Robust systems and procedures are in place to tackle absence, which is why it has risen to above average. Pupils like the stickers, star awards for good attendance and winning the class cup for the best attendance. The school works very closely with the few families who find it difficult to ensure their children attend regularly.

The leadership and management are good

- The concerted efforts of leaders and governors have led to significant improvements in the quality of teaching and pupils' achievement since the previous inspection.
- Teaching has improved to typically good levels because leaders' efforts to identify weaknesses and provide support to individual staff have been effective. Checks on the performance of teachers linked to improving standards and regular pupil progress meetings are used well to ensure class teachers know that they are accountable for pupils' progress. Ongoing support, combined with individual help, means teachers are improving their confidence to teach effective lessons.
- Accurate checks on the school's performance have helped to identify, then remedy, any weaknesses in pupils' achievement and progress. Information on pupils' progress is used to pinpoint any pupils needing extra support, such as small group or individual tuition. However,

leaders recognise that such checks on the progress of disabled pupils and those with special educational needs, and the evaluation of the impact of any support, are not as robust.

- Topic books show that pupils use well what they have learned in literacy and mathematics in other subjects. Exciting events, such as a Teddy Bears' Picnic and Back to the Stuarts days, give pupils first-hand enjoyable learning experiences. Parents get involved too whether helping to make small models of 16th century houses or hearing their child read. Both parents and pupils proudly collected their awards for reading at home together in celebration assembly.
- Support from the local authority has been very effective, for example introducing new progress checks for the youngest children and giving advice on how to improve the learning environment. Its support has been instrumental in helping teachers to improve their practice and in supporting leaders, including governors, to sharpen their skills. As the school has secured its capacity to improve and sustain changes more independently, the local authority has rightly reduced its support to the school.
- Leaders ensure that discrimination of any sort is not tolerated and are active in ensuring equal opportunities are maintained for all pupils whenever possible.
- **The governance of the school:**
 - Governors benefit from regular training and have increased their understanding of how well pupils are doing in relation to the national picture. Termly headteacher reports on pupils' performance, regular governor visits and class links ensure first-hand knowledge of the school's strengths and weaknesses. The governors know that there is more to do to improve the progress made by those with special educational needs, so that they make the same good progress as others in the school. Governors have approved the use of pupil premium funding for specialised programmes, resources and support that help pupils with the changes of moving schools and countries. The effective use of funding has significantly improved pupils' ability to make the same good progress as others. Governors are knowledgeable about, and take a full part in decisions relating to, teachers' status and pay. Safeguarding procedures are secure and pupils benefit from good-quality care in after-school clubs.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116151
Local authority	Hampshire
Inspection number	397986

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	249
Appropriate authority	The governing body
Chair	Rob Shrubsall
Headteacher	Anne Wilson
Date of previous school inspection	6–7 July 2011
Telephone number	01252323137
Fax number	01252350258
Email address	adminoffice@talavera-inf.hants.sch.uk

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