



# Talavera Junior School

## Inspection Report

**Unique Reference Number** 116149  
**Local Authority** Hampshire  
**Inspection number** 279762  
**Inspection dates** 12–13 October 2006  
**Reporting inspector** Hilary Bonser

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

<b>Type of school</b>	Junior	<b>School address</b>	Gun Hill
<b>School category</b>	Community		Aldershot
<b>Age range of pupils</b>	7–11		GU11 1RG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01252322156
<b>Number on roll (school)</b>	327	<b>Fax number</b>	01252350978
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Philip Beevers
		<b>Headteacher</b>	Mr Trevor Hall
<b>Date of previous school inspection</b>	11 October 1999		

<b>Age group</b> 7–11	<b>Inspection dates</b> 12–13 October 2006	<b>Inspection number</b> 279762
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school draws most of its pupils from the large military estate in which it is situated. It is average in size, although its numbers vary due to the frequent, often short-notice movement of army families. Consequently, only about a quarter of pupils who join the school in Year 3 remain to the end of Year 6. The proportion of pupils with learning difficulties and disabilities is considerably above average. The proportion of pupils from minority ethnic groups is above average and many of them speak English as an additional language. The current headteacher was appointed in 2003 and the deputy headteacher in 2004. Standards on entry to the school are below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a school that has improved rapidly over the last three years under the outstanding leadership of the current headteacher. It now provides a good standard of education with several outstanding features, enabling pupils of all abilities to achieve well. Parents and pupils justifiably hold the school in high regard. As one parent commented, 'I would gladly recommend anyone to send their children here'.

The school has responded effectively to the issues from the last inspection. In addition, standards have improved to average and pupils' achievement and personal development are now good. Key factors in this have included improvements in teaching and learning and better use of assessment information to target groups and individuals in need of extra support. Many of the pupils have already attended several different schools with consequent disruption to their lives and their learning. The way that the school responds to this, regarding it as a challenge rather than an obstacle, has been a crucial part of improving standards and academic progress. Staff provide excellent, sensitive care and support for pupils' personal, social and emotional needs and focus on forming good relationships. This helps pupils to settle in quickly, to develop positive attitudes to learning and to feel that they have something to offer. As one pupil put it, 'Teachers understand your feelings here'.

Pupils enjoy an interesting curriculum that has been successfully revised to make it more relevant to their particular needs. It has an exciting range of additional activities that motivates pupils and makes them keen to learn.

The school identifies its strengths, its areas for development and what is needed to remedy them very accurately. It is aware that in English, standards in writing are lower than in reading and that there is still some variation in the rate of pupils' progress as they move through the school because of some inconsistencies in teaching. It is currently focusing attention on these areas. The improvements already made show that the school is well placed to make further progress.

### What the school should do to improve further

- Raise standards in writing to the same level as those in reading.
- Reduce remaining inconsistencies in the quality of teaching to help pupils make even progress across the school.

## Achievement and standards

### Grade: 2

Most pupils, including those with learning difficulties and disabilities and those who speak English as an additional language, achieve well in relation to their individual starting points at whatever stage they join the school. Over the last three years, a stable, affirming environment, improved teaching and learning and close attention to identifying and supporting pupils with particular difficulties have all contributed to raising pupils' achievement to good levels. Standards are broadly average. Performance

in the Year 6 national tests in 2005 showed a significant improvement from the below average results of the previous three years to slightly above average in English, mathematics and science. This was sustained in 2006, even though there were more pupils with learning difficulties in that group of pupils. Standards are strongest in reading and science as a result of a whole school focus on these areas and girls and boys of all abilities achieve well. Pupils across the school make slower progress in writing. The school is tackling this by extending the range and relevance of writing opportunities.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well being are good and contribute well to pupils' good achievement. They enjoy coming to school and this is reflected in their above average attendance. Pupils are polite, helpful and behave well. They feel secure and welcome. This is important as at any one time many pupils are establishing new friendships. Pupils' spiritual, moral, social and cultural development is good. Their awareness of needs in the wider community was seen in their response to the harvest service. Pupils from the wide range of cultures in school get on very well together.

Pupils understand well how to live a healthy lifestyle. They take advantage of the healthy choices in the canteen and tuck shop as well as the many opportunities to take part in sport. Pupils are keen to take on additional responsibilities and take a pride in their roles. The very active school council supports the community well, organising fund raising events and also the school tuck shop, which was initiated by Year 4 pupils. Good progress in literacy, numeracy and information, communication technology prepares pupils well for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. In many lessons there are strong elements that help pupils of all abilities to make good progress. Very good relationships encourage pupils and they are eager to learn. 'The lessons are interesting and we wouldn't want to change anything,' commented three girls. Lessons are planned well, taking good account of pupils' previous learning. Teaching assistants are deployed effectively, often showing great skill in supporting and motivating pupils. Teachers keep up a brisk pace and help pupils to meet their high expectations by asking questions that encourage pupils to think hard and justify answers. However, good teaching is not yet consistent throughout the school. In a few classes the unsettled behaviour of a few pupils is not always managed well. Consequently time is lost, pupils are distracted and their progress adversely affected. In a few classes more able pupils are not challenged fully.

Teachers use a good range of assessment information effectively to support pupils' learning. Clear targets and good marking help pupils to know exactly what to do to improve. The needs of pupils with learning difficulties and English as an additional language are met very well, often through providing support to small groups. In these and other focused support groups, high quality teaching helps pupils to make rapid progress.

## **Curriculum and other activities**

### **Grade: 2**

Staff have worked extensively to devise a good curriculum that is creative, stimulating and meets all requirements. It is enriched by a wide range of visits, visitors and a good number of extra activities, including three residential trips, which promote pupils' personal development and positive attitudes as well as their learning. Parents speak highly of these activities, as one parent wrote, 'My child has benefited greatly from having the opportunity to take part in after school clubs'.

There is good provision for the learning needs of individual pupils, including those with learning difficulties and disabilities and those who speak English as an additional language. It also takes good account of the needs of the many pupils who join the school during each year, helping them to do well. The school is currently extending learning opportunities for more able pupils. The comprehensive programme of personal and social development provides useful life skills that will serve learners well in becoming responsible citizens.

## **Care, guidance and support**

### **Grade: 1**

Care, support and guidance are outstanding. Strong links with outside agencies help staff to provide very good support for vulnerable pupils. The many pupils that join the school throughout the year are helped to establish secure relationships as a priority. 'As soon as my teacher saw me she got me a buddy to help me settle in,' said a Year 6 pupil. This sensitive approach helps pupils to feel confident and ready to learn. Good systems that quickly assess and respond to the needs of newly arrived pupils are in place. Parents and carers are actively encouraged to work with the school to support their children. Pupils' progress is tracked effectively and the targets set with pupils are mostly used well to help them improve. Child protection procedures are clear, well known and rigorously applied. Guidelines regarding the safeguarding of pupils have been adopted and the school site is regularly inspected to ensure that it provides a safe and healthy learning environment.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher and deputy headteacher work in highly effective partnership providing excellent leadership. The headteacher has a

very clear sense of direction that is fully focused on improving all areas of pupils' learning and development. He has built an enthusiastic staff team keen to contribute to this, through a strong emphasis on staff development and supportive teamwork. This is reflected in the improvements in teaching and learning and in pupils' standards, achievement and personal development since the last inspection.

Some key managers are new to their roles this term. They have identified accurately how to continue to improve their subjects but it is too early to see the effect of this on standards. There is a very rigorous and accurate process of self-evaluation that takes account of the views of the whole school community. From this, well planned priorities have been identified and implemented successfully, which have already raised standards and achievement. The process is underpinned by detailed monitoring and evaluation of pupils' progress, which is being further refined this year. Governors are supportive of the school. They are developing their monitoring activities and starting to question the work of the school appropriately. Resources are used well to support priorities and the school provides good value for money.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

I am writing to let you know what we found out when we visited your school. Thank you for taking part in the inspection. We really enjoyed seeing you at work and at playtimes and liked talking to you. There are lots of things we like about your good school.

We liked these things the most.

- Your behaviour is good, you work hard, enjoy school very much and get on with each other and the adults in school very well.
- Your headteacher runs the school very well indeed.
- The school looks after you really carefully and, as some of you said, the adults are always there to help you.
- The school provides many interesting and exciting things for you to do.
- You understand the importance of eating the right things and taking plenty of exercise.
- We agree with you that your teachers are good at helping you to improve your work and do your best.

We have asked your teachers to help you get even better at writing and to make good progress throughout the school.

Thank you again.

Yours sincerely

Hilary Bonser

Lead Inspector