

# Talavera Junior School

## Inspection report

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<b>Unique Reference Number</b>	116149
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338737
<b>Inspection dates</b>	30 September –1 October 2009
<b>Reporting inspector</b>	Susan Gadd HMI

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	328
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carol Renshaw
<b>Headteacher</b>	Trevor Hall
<b>Date of previous school inspection</b>	2 October 2006
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 11 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documentation, including the school strategic plan, the tracking of pupils' progress, individual education plans for a proportion of pupils with special educational needs and/or disabilities, minutes from governors' meetings, reports from the school improvement partner, pupil questionnaires and 48 parents' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- evidence about current attainment, learning and progress for all groups of pupils, particularly in writing and mathematics
- whether pupils are clear on how to improve their work
- the extent to which teaching and assessment consistently meet the needs of all pupils
- the impact of leaders and managers at all levels, including the governing body, in ensuring that good steps are taken to embed ambition and drive improvements forward
- whether the school had been effective in addressing the issues raised in the last inspection.

## Information about the school

The majority of pupils who attend Talavera Junior School come from a local military base. Some pupils transfer from their first school at the beginning of Year 4. As a result of both of these distinct features, a greater number of pupils than usual join and leave the school at various points. A small proportion of pupils are eligible for free school meals. A larger than average number of pupils come from minority ethnic backgrounds, many of whom speak English as an additional language at home. The proportion of pupils with special educational needs and/or disabilities is higher than average. These include pupils with specific learning difficulties, autism, and physical difficulty, those requiring speech and language therapy and those with emotional, social and behavioural difficulties. An organisation called 'Churches Together' manages the running of 'Warrior Kids', an after-school club available to pupils attending the school and those at the neighbouring infant school. This is inspected separately as it is not part of the school.

**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 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.

The headteacher and deputy headteacher rightly recognise that Talavera Junior School's overall effectiveness is inadequate. The school has seen significant changes and has had difficulty in recruiting experienced staff. The school's self-evaluation accurately identifies the areas for improvement. However, despite the changing personnel, monitoring is infrequent and does not include all staff. This means that inconsistencies in the quality of teaching have not been clearly identified and addressed. While teaching is satisfactory overall, it is not yet good enough so that pupils make up ground they have lost in the past. Residual weaknesses in teaching in a few classes include work that does not meet the needs of pupils of different abilities, a narrow range of teaching styles and marking which is inconsistent.

The school's capacity for sustained improvement is inadequate as leaders and managers have not brought about the necessary changes since the last inspection. There is not a sharp enough focus on how well different groups of pupils are doing. There are clear systems for assessing pupils' progress and setting targets, but they are not used consistently and the data are not complete. Many governors are new to their role and have as yet had limited impact on the direction and work of the school. These factors, combined with the inconsistent teaching, have resulted in:

- many pupils making inadequate progress in their learning, especially in mathematics and writing
- boys achieving significantly less well than girls
- occasional lapses in pupils' concentration and isolated incidents of inappropriate behaviour that hinder learning, despite behaviour that is satisfactory overall.

Pupils receive satisfactory care, guidance and support, and their emotional needs are met well. Pupils know that they can turn to any adult for support and advice. They are clear about situations that may affect their safety and feel very safe in the nurturing environment. Parents support the school and pupils make a good contribution to the school and wider community. Many pupils enjoy the active after-school clubs and have a good understanding of the importance of being healthy. As one child stated, 'Being healthy means that I can learn and get a good job.'

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## What does the school need to do to improve further?

- Ensure leaders and managers at all levels, including governors, are effective in driving forward improvements by:
  - taking a more systematic, regular approach to monitoring the work of the school
  - sharply focusing on the intended outcomes for different groups of pupils and subjects
  - ensuring that all pupils' attainment is assessed on entry, regularly tracked and that the data are used to inform interventions and evaluate their impact.
- Raise the quality of teaching and the use of assessment to the level of the best so that all pupils, and in particular boys, make faster progress in mathematics and writing, by making sure that:
  - work is consistently matched to the different needs of pupils
  - adults make consistent use of strategies to manage the behaviour of individual pupils
  - a range of teaching styles is used to engage pupils in their learning
  - there is consistency in the use of marking and assessment so that all pupils understand what they need to do to improve
  - systems for assessing pupils' progress and setting targets are understood by all adults and are consistently applied.

## Outcomes for individuals and groups of pupils

**4**

Ineffective leadership, inconsistent teaching, insufficient analysis of tracking information and an over-reliance on pupils making their greatest progress in Year 6 have resulted in inadequate achievement. The unvalidated national test results for 2009 indicate that, overall, attainment is broadly average at the end of Year 6, but with standards in writing falling significantly to a low level. Taken overall, progress for this year group was inadequate, especially in writing, and boys made less progress than girls. The school's tracking data show that pupils' progress in writing and mathematics is inconsistent as they move through the year groups and is inadequate overall. However, evidence from this inspection indicates that progress in writing and mathematics is currently satisfactory in most lessons. Satisfactory progress, however, is not sufficient for pupils to make up lost ground.

Pupils with specific learning needs and those who speak English as an additional language make satisfactory progress as a result of the effective support given to them in groups and as individuals.

Pupils speak with enthusiasm about the impact of the school council in developing their enjoyment of learning. As one child said, 'School council tries to improve learning by making it fun.' Pupils feel they have a voice through the school council as their views are

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taken seriously and they are always listened to. This active participation in school life has meant that many changes have taken place, such as the installation of the 'sails' in the playground to provide shelter, new fencing and the use of more games in literacy lessons. Beyond the school, pupils make a good contribution to others, for example by raising money for charities such as 'Red Nose Day' and annually supporting the homeless at Harvest Festival time. The satisfactory spiritual, moral, social and cultural development of pupils is evident through assemblies and their appreciation of 'circle time'. As one child stated, 'It is a time when we can talk about our feelings and share the different things we have done outside of school.' Pupils apply their basic skills adequately. They have the personal qualities needed for the next stage of their education. Attendance is in line with other schools nationally.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Teaching is satisfactory overall and in some lessons, it is good. However, it is still too inconsistent for pupils to make the rapid progress that they need to compensate for their slow progress in recent years. Where teaching is strongest, lessons proceed at a

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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brisk pace and pupils are clear about what they are learning and how to improve their work. Marking gives pupils appropriate advice on their 'next steps' in learning. In these lessons, teachers use different approaches and methods to engage pupils' interest, the work set is practical and enables pupils to be active. However, this good practice is not firmly embedded across the school. This means that in a few lessons pupils become restless because teachers talk too much, or because work is not specifically tailored to individual abilities or preferred ways of learning. This restlessness occasionally leads to low-level disruption of learning. Day-to-day assessment to support learning is satisfactory.

The satisfactory curriculum is broad and balanced with an emphasis on pupils' emotional and social development. Long-term planning broadly meets pupils' needs and provides opportunities for insight into the cultures in the countries where family members may be posted. Evaluation of the effectiveness of the curriculum and of pupils' involvement in the process is still at an early stage. Cross-curricular links are made where appropriate, especially through literacy and topic work. School trips such as those to the O2 Arena, a canal trip and visits to France are used to reinforce learning.

Pupils are well cared for. Two 'emotional literacy' support assistants provide valuable help to vulnerable pupils at times of stress or transition. Pupils express their appreciation about being able to discuss their feelings when troubled. Outside agencies such as the education welfare officer and social services provide valued support for pupils' personal development and well-being.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher and senior staff have established a caring ethos within the school, which is shared by all staff. Safeguarding procedures are in place and in line with government requirements. As a result, children know that they are supported and well cared for.

In recent years the loss of experienced staff, extended periods of absence amongst leaders and the arrival of a group of pupils who have some difficulties managing their behaviour have left the school vulnerable. Leaders and managers have become less effective in implementing the school's strategic plans. The headteacher and deputy headteacher recognise that the actions in connection with the school's priorities, as identified in the plan for improvement, have not been sufficiently monitored, nor their

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impact evaluated. Although teachers' day-to-day assessments of how well pupils are doing are satisfactory, data on pupils' progress are incomplete and responsibility for tracking progress is not universal amongst all staff. Too few members of staff are responsible for key areas of school development, leading to unfinished changes and incomplete monitoring. As a result of this, leaders and managers have been unable to embed ambitions amongst all staff and ensure that improvements are lasting or effective.

The headteacher and deputy headteacher are determined to address these inadequacies. Currently, however, the school's capacity for sustained improvement is inadequate as there is not a track record of successful improvement. Consequently, the improvement in pupils' progress is fragile. Inspection evidence indicates that there is significant inequality in terms of the amount of progress that boys make in comparison to girls. The school's ability to promote equality and tackle discrimination is inadequate. The governing body has changed significantly since the summer term and, as a result, has been unable to hold the school to account. The new chair of governors has begun the process of recruiting new governors and is aware of the changes that need to take place. At this stage, too little time has passed for them to have had an impact on improving pupils' progress.

Parents receive information on a regular basis through newsletters, invitations to parents' evenings and through the annual school report. However, the school is aware that the website is in need of updating and parents would appreciate more information about the progress their children are making. Community cohesion is satisfactory. The school has carried out an audit of needs and identified actions to be taken. 'Saturday Club' and 'International Club' help to promote cultural diversity and clubs for adult learning and for those with English as an additional language help bring the learning of pupils and parents together.

*These are the grades for leadership and management*

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



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**The effectiveness with which the school deploys resources to achieve value for money**

**4**

## **Views of parents and carers**

A small proportion of parents responded to the questionnaire. The majority of parents who returned questionnaires strongly agreed that their child enjoyed school, and inspectors concur. The majority also appreciate the way in which the school is aware of their children's needs, and most say their child is safe. A few parents were rightly concerned with the levels of progress in the school. They also felt the communication between home and school could be improved to support pupil progress and share information.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Talavera Junior 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 328 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	54	20	42	1	2	1	2
The school keeps my child safe	20	42	27	56	0	0	0	0
The school informs me about my child's progress	21	44	21	44	5	10	0	0
My child is making enough progress at this school	13	27	30	63	4	8	1	2
The teaching is good at this school	14	29	31	65	2	4	0	0
The school helps me to support my child's learning	13	27	30	63	3	6	0	0
The school helps my child to have a healthy lifestyle	16	33	25	52	3	6	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)	14	29	26	54	4	8	0	0
The school meets my child's particular needs	12	25	31	65	4	8	1	2
The school deals effectively with unacceptable behaviour	8	17	34	71	4	8	0	0
The school takes account of my suggestions and concerns	12	25	27	56	2	4	0	0
The school is led and managed effectively	14	29	27	56	2	4	0	0
Overall, I am happy with my child's experience at this school	20	42	24	50	3	6	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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



5 October 2009

Dear Pupils

Inspection of Talavera Junior School, Aldershot GU11 1RG

As you know, I visited your school recently with two other inspectors. Thank you to those of you who talked to us about your work and life at the school. I am writing to let you know what we thought about your school. There are some good things happening in your school but we feel the school needs special help so that you can all make more progress with your work. This means that inspectors will visit the school to make sure the school gets better and your learning improves.

This is what we found.

- Your headteacher and staff care for you well and they work closely with other adults outside of school to support you.
- Teaching is satisfactory, but more of it needs to be good so that you all make the progress of which you are capable.
- In the best lessons you learn well.
- Behaviour around the school is generally satisfactory, although occasionally it can slow down your learning.
- Boys do not make as much progress in their learning as girls.
- You enjoy taking on responsibilities and like what the school council has achieved for you.
- Some of you do not make enough progress in writing and mathematics.

We have asked your school to do the following to help it improve:

- make sure that the teaching always helps you to achieve your best, particularly in writing and mathematics
- get better at knowing how well you are learning and how much progress you are making
- help boys make similar progress to girls
- Help teachers to make sure that you behave in a way that helps you learn.

You can help by trying your best and always paying attention in lessons.

Yours sincerely

Susan Gadd

Her Majesty's Inspector

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