

Talavera Infant School

Inspection report

Unique Reference Number	116151
Local Authority	Hampshire
Inspection number	338738
Inspection dates	18–19 May 2010
Reporting inspector	John Laver

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	258
Appropriate authority	The governing body
Chair	Rob Shrubsall
Headteacher	Anne Wilson
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by four additional inspectors. During the inspection, seventeen lessons and nine teachers were observed. Inspectors observed the school's work and an assembly, and held meetings with staff, parents and members of the governing body. Inspectors scrutinised a range of documentation, including the school improvement plan, minutes from meetings of the governing body, assessment data on pupils' current progress, and reports by the School Improvement Partner. Inspectors analysed 51 questionnaires completed by parents and carers and 26 staff questionnaires.

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

- attainment and achievement, particularly in writing and mathematics, and the effectiveness of the school's leadership in improving these
- the consistency with which teachers meet the needs of different groups of pupils, and use assessment to improve the quality of learning
- the extent to which learning and the curriculum meet the needs of the substantial number of pupils who speak English as an additional language, are at an early stage of learning English, those who join the school other than at the usual times, and those from minority ethnic backgrounds
- how well the school provides for children in the Early Years Foundation Stage.

Information about the school

This is an average-sized infant school, in which the proportion of pupils from minority ethnic groups is above average. The proportion of pupils who speak English as an additional language is also above average. A high proportion of pupils have special educational needs and/or disabilities, which include learning, behavioural and emotional needs. A significant proportion of pupils come from army service families. The school makes provision for children in the Early Years Foundation Stage in three Reception classes. The headteacher has been in post for less than a year, and there have been several other staffing changes during the last two years.

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

3

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 significant improvement, because it is performing significantly less well than in the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to raising expectations of pupils' achievement in Years 1 and 2. Improvement is also required in the quality of teaching, and the provision and outcomes for children in the Early Years Foundation Stage.

Talavera Infant School provides an inadequate standard of education. Too many pupils underachieve and attainment is too low. Most parents are very supportive of the school, because they recognise that it provides a safe environment for their children. All staff care for the pupils, and the school successfully integrates pupils from a wide range of backgrounds, so that they enjoy coming to school. Children join the Reception classes with skills and knowledge that are well below those typical for their age. Attainment is still well below average by the time they join Year 1 because teaching in the Early Years Foundation Stage is not challenging enough and does not focus sufficiently on encouraging children to become independent learners. These weaknesses are replicated in Years 1 and 2. Although teaching is stronger for the older pupils, there is too much inadequate teaching and not enough that is good. This results in a trend of inadequate progress in the core subjects, particularly writing and mathematics.

Pupils' achievement is inadequate. This is the case for those who join or leave the school other than at the usual times, and those who have been in the school for longer. Pupils receive insufficient good quality teaching to ensure that gaps in their learning are addressed.

The school's leadership team is acutely aware of the weaknesses in attainment and progress. Self-evaluation is accurate, and planning is strongly focused on improvement. Impact is evident in pupils' good behaviour and the quickly reducing persistent absence rate. Inspection evidence and the school's monitoring records show that pupils' progress and the quality of learning, including that of pupils with special learning needs and/or disabilities, is gradually getting better. A particular strength of the school is the way that new pupils are integrated and cared for. Pupils develop a strong sense of personal well-being. However, improvements are uneven and teaching and learning overall remain inadequate. High expectations of what pupils, particularly the more-able, can achieve, are not a consistent feature of lessons. Assessment, including marking and the use of targets for pupils, is not used constructively. Some activities are either too easy or too difficult for pupils and this hampers their progress.

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The school now has more stability in the teaching staff. Rigorous monitoring of teaching and learning began recently and is heavily dependent on the headteacher. The tracking of pupils' progress has improved. This has led to the earlier identification of potentially vulnerable and underachieving pupils, and more appropriate support strategies such as the nurture groups. Mathematics remains an area of concern, but there are clear signs of better progress in reading and writing. Improvements are too recent to be securely embedded and inconsistencies in teaching and learning still restrict progress. The school recognises its weaknesses. The staff and the governing body share in the headteacher's ambition for improvement. Evidence of progress in some key areas shows a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment and improve pupils' progress, particularly in writing and mathematics, so that the majority achieve at least average levels of attainment at the end of Year 2, by:
 - raising teachers' expectations of what pupils can achieve in order to improve the quality of work in these core subjects.
- Eradicate inadequate teaching and ensure a higher proportion of good teaching by:
 - making better use of assessment information to tailor activities to pupils' needs
 - giving pupils individual targets, and ensure that both pupils and teachers have a clearer idea of how learning can be improved
 - making learning more fun and meaningful to pupils.
- Improve the rate of progress and outcomes for children in the Early Years Foundation Stage so that they reach levels more typical for their age by:
 - raising the expectations of staff and the level of challenge provided for children
 - ensuring more opportunities for constructive, independent learning.

Outcomes for individuals and groups of pupils**4**

The quality of learning is improving. Inspectors observed lessons which provided an appropriate level of challenge, and where particular groups of pupils, usually those with special educational needs or at an early stage of learning to speak English, were being well supported. However, these examples are too infrequent and pupils' overall progress and preparation for the next phase of education are inadequate. Low attainment has been reflected in Year 2 assessments for several years. There are no significant differences in the rates of progress of different groups of pupils. Progress in mathematics remains particularly slow; some teachers lack confidence and expertise in this subject. Attendance is broadly average and the rate of persistent absence has fallen. The school has appropriate procedures to promote good attendance, although absences when parents return home from service overseas sometimes counter the school's best efforts.

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Pupils enjoy taking on responsibility in the school council. They show a satisfactory understanding of what constitutes a healthy lifestyle, for example, in relation to different types of foods. Behaviour is good around the school, and most of the time in lessons, although some pupils lose focus when teaching is uninspiring. Pupils are confident that any untoward incidents will be dealt with effectively. They are polite, friendly and get on well with each other, whatever their backgrounds. Assemblies successfully engage young pupils in reflection. Although pupils have a limited understanding of the wider world, they enjoy a good range of experiences in school, such as music and various clubs. They talk enthusiastically about visitors coming to school and their own excursions into the local community.

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	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

While a few lessons are good, teaching does not provide sufficient challenge or inspiration for pupils to develop their skills and knowledge to appropriate levels. Too often work is insufficiently matched to pupils' needs and comprises mundane, slow-paced tasks. These result, for example, in pupils laboriously copying out

¹ 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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instructions instead of working productively on tasks which engage their imagination and allow them to take their learning to a higher level. Although pupils have targets, they are not used to foster a good understanding of how they can improve their work. In the minority of lessons where teaching is good, there is much more pace and the teachers capitalise effectively on pupils' willingness to learn. For example, older pupils were encouraged to share their ideas on how to make their writing more interesting through more varied use of language. This confident, more ambitious approach is too often lacking and so many pupils are not achieving as they should, although there have been recent improvements in writing.

Pupils enjoy a range of activities outside lessons, and benefit from specialist teaching in art and physical education. The school has also begun to extend the range of topics that link pupils' learning across subjects. These developments are at an early stage and the curriculum does not yet adequately develop pupils' basic skills in literacy and mathematics. All pupils feel well cared for in school. There are good links with outside agencies, which provide extra support for potentially vulnerable pupils. However, links to ensure good transition to the next phase of education are at an early stage of development. The strengths in care and support have yet to have a significant impact on raising attainment and improving progress in the classroom.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
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 school's leaders and managers are having a satisfactory impact on improving teaching and pupils' progress. Monitoring has resulted in a realistic view of the school's strengths and weaknesses, and enabled improvement strategies to be put in place. However, despite support from the governing body, the process of driving improvement and embedding ambition is still very dependent on the headteacher. Too few opportunities exist for teachers to share good practice and links with other institutions, particularly schools, are not developed enough. The impact of partnership on promoting learning is inadequate. Staff occasionally meet with colleagues from other schools, but links with the other school on the shared site are only recently established. The promotion of equal opportunities is satisfactory and discrimination is not accepted; the school is a harmonious community.

Parents are welcomed into school and are involved well in their children's learning, for example through participation in reading schemes and fundraising projects.

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Safeguarding arrangements are very secure. Staff and pupils are made very conscious of appropriate procedures, for example in the safe use of computers and in minimising risks both inside and outside the school buildings. The school's contribution to community cohesion is satisfactory. The school recognises that although pupils are actively engaged in events in the local community, they have a more limited awareness of how people live and what they believe in the wider world and across the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	4
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account: Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

Most parents are very appreciative of the education provided by the school. They praise the quality of care and support, and believe that the school is a safe and welcoming

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environment for their children. Many parents praise the leadership, and feel that the school has improved during the last year. A few parents feel that they do not get enough information about their children's progress. A few parents do not believe that the school handles incidents of misbehaviour well. The inspection evidence supports some of these concerns. Inspection evidence also endorses the views of a few parents that children do not make as much academic progress as they should. However, inspectors found that the school has improved its communications with parents, and seeks to involve them more in their children's learning and provides a reasonable level of information about their children's progress. While the inspection team acknowledges that there are incidents of misbehaviour, they found that the school operates generally as a harmonious, well-ordered community in which relationships between pupils, and between staff and pupils, are 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 258 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	57	21	41	0	0	0	0
The school keeps my child safe	20	39	30	59	0	0	0	0
The school informs me about my child's progress	18	35	27	53	6	12	0	0
My child is making enough progress at this school	18	35	27	53	6	12	0	0
The teaching is good at this school	19	37	29	57	1	2	0	0
The school helps me to support my child's learning	19	37	28	55	2	4	0	0
The school helps my child to have a healthy lifestyle	20	39	30	59	0	0	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	27	30	59	1	2	0	0
The school meets my child's particular needs	14	27	30	59	3	6	0	0
The school deals effectively with unacceptable behaviour	14	27	29	57	5	9	0	0
The school takes account of my suggestions and concerns	18	35	30	59	0	0	0	0
The school is led and managed effectively	20	39	29	57	0	0	0	0
Overall, I am happy with my child's experience at this school	21	41	28	55	2	4	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. 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">■ 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 pupil's 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.



20 May 2010

Dear Pupils

Inspection of Talavera Infant School, Aldershot GU11 1RG

Thank you being so polite and welcoming when we visited your school recently. We really enjoyed meeting you and seeing you in lessons and around the school. We know that you like many things about your school. You feel safe and well cared for, and you enjoy coming to school. You get on very well with each other, and this shows when you work together in lessons. You also behave well most of the time, and we were impressed by how you like to help each other, for example through the school council and helping with tasks around the school.

Although we can see why you and your parents like the school, some things should be done to improve it further. We have given the school a 'notice to improve'. Most of you are not doing as well in your lessons as you should, and therefore you do not learn as much as children do in many other schools. This is because although your teachers want you to do well, some work is too easy for you. You have targets, but they do not help you learn as well as they should. We know that you work well together, but you do not get enough opportunities to do this. When you are working away from the teacher, some of you work very well, but others do not concentrate and need to work a bit faster.

Your headteacher and other staff are working hard to improve the school. To help you do much better in your work, we have asked that:

- your teachers help you do better in your work, especially in mathematics and writing, by making sure that the work is not too easy for some of you and using your targets more to help you
- the adults make learning more fun, so that you are excited by learning new things
- your teachers make sure that all of you get more opportunities to learn on your own or with your classmates, without always relying closely on your teacher.

Yours sincerely

John Laver

Lead inspector

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