

# Inspection of an outstanding school: Talavera Junior School

Gun Hill, Aldershot, Hampshire GU11 1RG

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Inspection dates: 18 and 19 June 2024

## **Outcome**

Talavera Junior School continues to be an outstanding school.

## **What is it like to attend this school?**

Pupils thrive in this highly ambitious and caring school. They benefit from the school's ethos of 'every learning minute counts'. Pupils develop positive attitudes to learning, doing so with focus and enthusiasm across lessons. Staff support this by emphasising the importance of trying hard and that learning requires persistence. Consequently, pupils grapple with tricky activities. This determined approach to learning and the highly effective curriculum help all pupils achieve well.

The values of 'Aspiration, Integrity and Resilience' are at the heart of this respectful school community. Pupils demonstrate these through their considerate and friendly conduct. They willingly help others through roles such as Talavera ambassadors, who support new pupils settling into the school. Individual contributions like these are recognised and celebrated weekly in assembly and through prized Golden Awards each half term.

There are rich opportunities which support pupils' wider development. They talk excitedly about experiences such as trips, camping, or participating in school productions. Pupils benefit from groups like the Camo Club and Nepali Club, which bring together individuals from different backgrounds to share experiences. Parents and carers value the school's work, with one capturing this saying, 'My child learns so well and comes out of school happy every day.'

## **What does the school do well and what does it need to do better?**

The school's ambitious curriculum thinking is highly effective. Across subjects, the important knowledge and vocabulary that pupils need to learn is carefully arranged. New learning builds systematically on pupils' existing knowledge. This supports them in developing deep understanding. Important aspects of earlier learning are deliberately revisited, particularly those pupils have found most challenging. As a result, all pupils, including those with special educational needs and/or disabilities (SEND), know and remember more over time.

Teachers have expert knowledge. This reflects the school's rigorous approach to subject-specific training for all staff. Teachers draw on this knowledge to break down complicated ideas and highlight common errors so that pupils develop accurate understanding. Across lessons, staff sharply assess how well pupils understand knowledge using probing questions or reviewing their work. They then promptly address any aspects where understanding is insecure. This helps pupils to achieve well, as they only move on to new learning when they demonstrate sustained understanding.

The needs of pupils with SEND are precisely met. Staff use individual education plans to make highly effective adaptations. As a result, pupils with SEND learn effectively. This includes those with more complex needs, who benefit from the bespoke approaches of skilled staff in The Hub.

Reading is of paramount importance. Targeted phonics sessions help pupils in the early stages of reading catch up quickly. The wider reading curriculum includes diverse choices of increasingly complex texts. In response to 2023 reading outcomes, which were at the national expected standard, robust refinements have further improved the teaching of reading skills. These have been impactful, increasing pupils' confidence in reviewing texts critically.

Behaviour is exemplary across the school. Pupils arrive at lessons keen to start learning. They listen attentively to teachers and willingly contribute their ideas to discussions. They purposefully complete learning activities and take pride in presenting work to a high standard. Around the school, pupils' conduct is courteous and selfless. They behave responsibly, sharing play equipment and going out of their way to involve others in games.

There is a rich approach to developing pupils' character. Through the Talavera Philosophy, pupils learn about their identity and that of other cultures within the diverse school community. This supports them in developing mutual respect. Pupils are empowered to make contributions to the school. They eagerly discuss the ideas they have put forward to the school council for improving the 'quiet area'. They proudly undertake leadership roles such as being prefects, where they help with the day-to-day running of the school.

The school strives for every child to achieve well. It reviews the impact of its work carefully and pursues further improvement relentlessly. Staff wholeheartedly support this work, appreciating the continuous development of their skills. They value the steps taken to support their well-being, including managing their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be in November 2018.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	116149
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10321816
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	455
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Robyn Jarratt
<b>Headteacher</b>	Amanda Webb
<b>Website</b>	<a href="http://www.talaverajunior.co.uk">www.talaverajunior.co.uk</a>
<b>Dates of previous inspection</b>	21 and 22 November 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is not currently using any alternative provision.
- The governing body manages before-school childcare provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This is the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with governors. He also met with the headteacher, the deputy headteacher, assistant headteachers and subject leaders and spoke to the local authority school improvement adviser.
- The inspector carried out deep dives in these subjects: reading, mathematics and computing. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to subject leaders and teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also looked at the curriculum and sampled work in history and design technology.
- The inspector observed playtime activities.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to the staff survey and spoke to a range of staff about their views of the school.
- The inspector took account of the responses to Ofsted Parent View, including the free-text responses. He also spoke to parents at the school gate.

### **Inspection team**

Phillip Blagg, lead inspector

His Majesty's Inspector

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Store Street  
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