

Talavera Infant School

Address: Gun Hill, Aldershot, Hampshire, GU11 1RG

Unique reference number (URN): 116151

Inspection report: 16 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Inclusion**Exceptional** ●

Leaders' approach to inclusion is impressive. They embrace and celebrate the school's diverse community and ensure all are welcome. Leaders go to extraordinary lengths to ensure that pupils and their families develop a sense of belonging at the school. The pastoral offer provided by the school is far reaching and transformational. Leaders proactively educate the school community about how they identify and support pupils' additional needs and any potential vulnerabilities and disadvantage. Their creation of a community support group forged positive relationships between staff and families and between families. The success of this work is remarkable, with the group now sustained through leadership by parents and the local council.

Leaders are meticulous in the way that they identify pupils' needs and ensure that any barriers to learning and participation are addressed. Strategic use of pupil premium funding is highly effective. Staff receive bespoke training, which places pupils' needs at its heart and gives them the skills to provide focused and strikingly effective support. Staff skilfully adapt the curriculum and their teaching to meet all pupils' learning needs. Nothing is left to chance. Disadvantaged pupils, including those with special educational needs and/or disabilities, make impressive progress from their starting points. Leaders' oversight of their use of alternative provision is robust and allows them to check on pupils' wellbeing and learning.

Pupils join and leave the school at many different points in the school year with a significant proportion being from service families and who speak English as an additional language. Staff work through a well-established checklist with pupils and their families to identify needs and build relationships. The school utilises language translation tools and services to aid this process and to ensure that parents and carers are fully involved. Transitional 'pupil passports' are created on entry and exit, which contain detailed information, with pupils and parents contributing their views. The high-quality and positive impact of this process is endorsed by the many schools and wider education organisations across the country that utilise it.

Leadership and governance**Exceptional** ●

Leaders' ambition for all pupils is high. They go to extraordinary lengths to ensure that all pupils' needs are identified and fully supported. They demonstrate a clear moral purpose to share this success widely with other schools and education organisations. As one professional said, 'This school is a beacon of inclusivity.' School leaders and governors have an accurate understanding of the school's strengths. They link staff training closely with the school's strategic priorities and always with pupils' best interests at its heart. The leaders and governing body are mindful of staff workload and wellbeing. There is a culture of purposeful collaboration and shared high ambition within this happy and motivated staff team.

Professional learning and research sit firmly within the school's positive culture. Staff value their high-quality training and leadership opportunities. Leaders lead educational initiatives with determination and share their practice to the benefit of the wider education sector. Their engagement with the parental community has a far-reaching positive impact. Relationship

building is embedded in every aspect of school life. The school's creation of community groups, transition procedures and sector-wide improvement empowers others. The impact has a national and international reach and is worthy of sharing.

Leaders' partnership with parents and carers and understanding of their school community shapes every interaction. Leaders use their knowledge to shape provision and educate and support families. They work successfully to understand cultural differences and provide highly personalised pastoral support. Leaders work with national bodies to share their findings and strategies. Parents enthuse about the positive impact of this support.

Strong standard ●

Achievement

Strong standard ●

Pupils are prepared well for their next educational steps. Many pupils, including those who are disadvantaged, attain better than pupils nationally. Pupils make impressive progress across the curriculum from their many different starting points. They develop knowledge and skills with their reading, writing and mathematics and across the wider curriculum. This is particularly evident in pupils' writing, where they successfully apply their phonics knowledge and creative skills when composing their written work. Pupils show stamina with their writing and form their handwriting with care. The success of the school's focus on pupils' language and vocabulary development is tangible. Pupils discuss their learning and use their editing skills to make adjustments to their work to improve it. Those who join the school with minimal English language make remarkable gains with their active listening and speaking skills. Pupils demonstrate resilience and perseverance with their learning across the curriculum. They develop the characteristics of excellent learners. Pupils remember their learning well and enjoy sharing their new knowledge and skills across the curriculum.

Attendance and behaviour

Strong standard ●

Pupils and their families place great value in education and in their time at school. They arrive punctually and excited about the day ahead. All groups of pupils have high levels of attendance and low absence rates. Leaders' oversight and analysis of attendance data allows them to identify any themes and concerns. They promote and celebrate high attendance and provide support to families who need it.

Pupils behave extremely well. They live up to the school's high expectations set within the school's 'golden rules'. Pupils are kind and helpful to each other. They listen carefully in their lessons and take pride in their work. Pupils enjoy earning stickers, badges and medals in recognition of upholding the school values. Over break and lunchtimes there is a happy and harmonious atmosphere. Pupils enjoy playing games and participating in outdoor activities with friends. They enjoy sharing books in the school's 'reading shed'. Pupils with higher levels of need receive appropriate support during their social times. They are fully included and have opportunities to interact with others and enjoy activities. Pupils do not worry about bullying. They struggle to recall any incidents of unkindness. Pupils feel safe and happy at school and benefit from their positive relationships with the school staff.

Curriculum and teaching

Strong standard 

Leaders have designed a curriculum that reflects their high ambition and the context of the school. Leaders make discerning choices about content within the curriculum to ensure that it widens pupils' experiences and that they learn crucial knowledge. Teaching staff adapt the curriculum content and their teaching to support pupils with precision, including those with special educational needs and/or disabilities. Reading, writing and mathematics learning is prioritised. Staff give pupils access to a wide range of resources that support their learning. They show pupils how to use them and then give them the space to make independent choices. Teaching staff have in-depth subject knowledge and use this to spot any misconceptions and gaps in pupils' understanding. They allow pupils time to reflect on their learning individually, with a partner and in groups of 3.

Leaders' sharp focus on developing pupils' language and vocabulary is central to the school's curriculum and teaching. In recognition of the high numbers of pupils at this school who speak English as an additional language, leaders champion oracy and support other settings with their expertise. Subject-specific vocabulary is carefully planned in a progressive way. It is clearly taught, and pupils benefit from opportunities to demonstrate their understanding. Pupils benefit from staff's skilful teaching of reading through a phonics-based approach. This is supported by many opportunities for pupils to explore a wide range of books and listen to stories.

Early years

Strong standard 

Children in early years get off to a fantastic start to their education. When children first join the school, leaders take time to get to know them and their families. They shape the curriculum around children's needs and what they need to learn to be ready for Year 1. Positive relationships are established quickly, and children are happy and settled. Children make impressive progress through the curriculum from their starting points, and they achieve well. Those with special educational needs and/or disabilities receive the precise support they need to be successful with their learning. Children have impressive concentration skills. They commit to tasks and work together to solve problems and explore their environment with curiosity. Children's social and emotional wellbeing is prioritised. They are well cared for by the kind and nurturing staff.

The school-wide focus on communication and language development begins in early years. Staff engage children in high-quality conversation. They know exactly when to intervene and help children and when to stand back and foster their independence. Children benefit from their immersion in books, stories and rhymes. They talk with enthusiasm about their learning and use rich vocabulary. Children successfully apply their accumulating knowledge in reading, writing and mathematics in their activities and independent play. They show curiosity for the natural world and enjoy their outdoor adventure sessions.

Personal development and wellbeing

Strong standard 

Leaders use their in-depth knowledge about pupils' previous experiences and individual needs in the creation of the personal development programme. The curriculum is mapped out with precision and is also responsive to pupils' needs and events in the locality. The

school's pastoral work embraces pupils and their families and gives them such a sense of belonging. Pupils are proud of their inclusion in photos on the 'Talavera Family Tree'.

Pupils learn about a range of cultures and religions. They show respect and understanding through their appreciation of the diverse school community and the wider world. Leaders ensure that pupils know what their locality has to offer. They make the most of their links with the military and join in with key commemorations and celebrations. Pupils who have parents and carers in the forces are supported during times of deployment by their inclusion in the 'Camo Club'. They are supported to share their feelings with friends in the same situation. Pupils learn how to be a good friend and help others with kindness. This is exemplified in pupils' outdoor learning experiences, where they work together to explore the environment, grow vegetables and solve problems. Pupils demonstrate the school's 'super learning powers'. They know the importance and meaning of collaboration and perseverance.

Pupils experience appropriate relationships and health education. They have an impressive understanding of the importance of looking after their physical and mental wellbeing. Pupils talk about the 3 parts of the brain that keep them safe and support their memory and decision-making. Pupils know the elements of a healthy, balanced diet and the importance of brushing their teeth and participating in physical activities. They know that there are risks when using the internet and the importance of not sharing their personal information.

What it's like to be a pupil at this school

This is a school where happy pupils flourish and thrive. The highly inclusive school culture ensures that pupils have a sense of belonging. There are high levels of mobility at this school due to the significant proportion of pupils from military families. Leaders go to extraordinary lengths to get to know pupils and their families. The 'Talavera Family Tree' photo display is constantly updated as pupils join and leave the school. Parents and carers benefit from the school's welcoming ethos. Families new to the area, or even the country, receive wide-ranging support to help them to understand the education that their children receive and what the locality has to offer. Pupils enjoy their opportunities to participate in community events such as 'Victoria Day', where they proudly represent the school in the event's carnival parade.

Pupils behave extremely well and follow the school's 'golden rules', showing care and kindness to others. Relationships across the school are highly positive. In lessons, pupils work hard and show impressive levels of concentration. They live up to the high expectations set through the school's 'super learning powers'. Breaktimes and lunchtimes are harmonious occasions where pupils have fun playing and chatting with their friends and staff. Pupils have no worries about bullying. Pupils are punctual to school, and their attendance is high. They enjoy receiving collaborative class rewards with the attendance bears 'Charlie', 'Harry' and 'Cherry'.

Pupils enjoy learning. They achieve well across the curriculum and are prepared for their next educational steps. This journey of success begins in the school's early years foundation stage, where children receive high-quality education and pastoral care. Pupils make

impressive progress through the curriculum from their starting points. This includes pupils with special educational needs and/or disabilities and pupils who speak English as an additional language. Staff use their in-depth knowledge about pupils' needs to shape the support that they provide, with precision.

Next steps

- Leaders should continue with their professional development of staff to ensure that all pupils benefit from consistently high-quality teaching.
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About this inspection

The chair of the board of governors in this school is Liz Mathias.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders and representatives from the governing body and local authority.

The inspectors confirmed the following information about the school:

The school currently makes use of one registered alternative provision.

Headteacher: Deborah Cook

Lead inspector:

Kate Fripp, His Majesty's Inspector

Team inspectors:

Clare Vallence, Ofsted Inspector

Susan Kelly, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.



The inspector(s) used this data during the full inspection on 16 June 2026

School and pupil context

Total pupils

324

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

270

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

6.17%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

6.79%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

8.95%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.1%	5.2%	Close to average
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	5.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	11.9%	13.0%	Close to average
2023/24 (3 term)	12.9%	14.6%	Close to average
2022/23 (3 term)	11.2%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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