

Robert Miles Junior School

Market Place, Bingham, Nottingham, NG13 8AP

Inspection dates 20–21 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievements are good in reading and writing. Achievement is outstanding in mathematics where all groups of pupils make outstanding progress in relation to their starting points.
- Standards in English are average in comparison with all schools nationally and they are above average in mathematics.
- Systems to monitor pupils' attainment and progress as they move through the school are comprehensive and their accuracy verified.
- The school has spent its additional government funding, which helps pupils eligible for free school meals, by providing tailor-made support to meet their needs. Consequently, for most pupils, the gap between them and their classmates is narrowing.
- Teaching is consistently good and at times outstanding. Teachers have excellent relationships with their pupils.
- The quality of presentation in pupils' exercise books is outstanding because pupils are taught to do everything to the best of their ability.
- Pupils have excellent attitudes to learning and behaviour is exemplary due to a very well-planned curriculum, exciting visits and trips and a very good range of clubs and activities that support learning.
- The way pupils' spiritual, moral, social and cultural development is promoted is outstanding. Pupils feel very safe and show a huge amount of respect and care for one another.
- Leadership is good at all levels and school self-evaluation is rigorous and accurate. The head teacher leads by example and is well respected by pupils and staff.
- Governors know the school well and hold leaders to account. They ensure that all pupils regardless of race, gender or background have full access to all aspects of school life.

It is not yet an outstanding school because

- A small minority of boys, eligible for pupil premium support, are still struggling with making good progress in writing as they are not given precise guidance on how to move to the next level.
- Subject leaders do not yet have formal opportunities to monitor teaching and learning in their subjects. This results in best practice not yet being shared throughout the school.

Information about this inspection

- The inspector observed 17 lessons taught by eight teachers.
- Documentation was analysed including that related to teachers' planning, safeguarding, behaviour logs, attendance figures, the school's systems for improving teaching and learning and how the money allocated for pupil premium is spent.
- The inspectors took account of 49 responses to the online Parent View survey. Responses to an inspection questionnaire from 18 members of staff were analysed.
- The inspectors heard eight pupils read and discussed their views of the school.
- Discussions were held with the headteacher, staff, a representative from the local authority, the Chair of the Governing Body, pupils and parents.

Inspection team

Bogusia Matusiak-Varley, Lead inspector	Additional Inspector
Alan Brewerton, Team inspector	Additional Inspector

Full report

Information about this school

- Robert Miles Junior School is a smaller-than-average junior school.
- An above-average proportion of pupils are known to be eligible for the pupil premium, (additional government funding for those pupils known to be eligible for free school meals, looked after children and those from service families). Since the previous inspection of 2009 the number of pupils eligible for free school meals has nearly trebled.
- Most pupils are from White British backgrounds.
- The school has a very small proportion of pupils from minority ethnic backgrounds and pupils who speak English as an additional language. No pupils are at the early stages of acquiring English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above the national average.
- The proportion supported at school action plus or with a statement of special educational needs is above the national average. Over half of these pupils are eligible for pupil premium funding.
- The school met the government's current floor standards in 2012, which set the minimum expectation for pupils' attainment and progress.
- The school has successfully renewed its 'Investors in Pupils' Award.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - providing more formal opportunities for subject leaders to monitor teaching and learning and share the best practice throughout the school so that teachers can learn from one another.
- Accelerate the rates of progress in writing of boys eligible for pupil premium by:
 - providing more opportunities for them to write about what they have read by using author's style and structure of sentences
 - ensuring that teachers consistently identify the next steps in learning in both marking and in the tasks that they set in lessons.

Inspection judgements

The achievement of pupils is good

- The school's records of pupils' progress show that in every year group pupils make at least good progress in English and mathematics and that this has been the case for several years. The school's rigorous testing at the start of Year 3 demonstrates that a high proportion of pupils enter with reading, writing and mathematics levels that are below those expected for their age. Some pupils had not completely mastered the Key Stage 1 skills of reading and writing and these pupils were given additional support to help them make rapid progress to fill the gaps in their knowledge and skills. Some pupils had clearly regressed over the summer break and the school had to help them get back on track quickly. The accuracy of the school assessments has been externally verified.
- In Year 3, pupils acquire secure learning habits because of the high expectations of teachers who insist on accurate presentation of work and perseverance in learning. Consequently almost all pupils achieve well in relation to their starting points and attain average standards in reading and writing by the end of Year 6. Pupils become confident readers because of the high focus placed on developing a love of reading throughout the school.
- Pupils' presentation of work is outstanding. Their writing shows imagination, carefully crafted sentences and accurate use of tenses. Spelling is generally correct. There are no differences in achievement between boys and girls apart from in writing where a small minority of boys, eligible for pupil premium funding, struggle with writing at length.
- All groups of pupils make outstanding progress in mathematics from their starting points and attain standards that are above average. They have excellent knowledge of mathematical language, number bonds and times tables.
- Higher attaining pupils make consistently good progress in reading and writing because they are consistently challenged in lessons due to the good range of extension activities provided.
- Disabled pupils and those who have special educational needs make good progress in learning. Those that are on school action plus make rapid gains due to the wide range of interventions and consistently good teaching of support staff.
- This year the gap is closing quickly for pupils who are eligible for the pupil premium funding. In 2012 many of these pupils were supported at school action plus and due to their learning difficulties they were two years behind in their reading and a year behind in their mathematics. This year the gap has closed due to well-targeted use of resources and these pupils are on track to attain average standards.

The quality of teaching is good

- Teaching over time is consistently good with all teachers delivering some outstanding teaching.
- Support staff have high expectations of their pupils. They work very well with class teachers and make a valuable contribution to learning.

- Teachers have secure knowledge of their subjects and ensure that regular links are made in literacy, numeracy and information and communication technology (ICT) to support learning.
- During lessons, pupils listen carefully to their teachers and work well together in groups and pairs to discuss the most important parts of the lesson. They work with a high level of independence and know what to do if they have difficulties by making reference to learning prompts around the classroom or figuring out the answers by working in groups.
- Teachers use a variety of creative ways to engage their pupils such as showing them video clips to stimulate conversation. Boys in Year 6 spoke and wrote particularly well about a popular television programme about cars after seeing a video clip of distances that cars have travelled around Europe.
- In lessons, teachers continually check pupils' understanding and alter the course of the lesson to suit the needs of the learners. This contributes to good progress.
- Teachers set homework regularly and mark pupils' work regularly and in depth giving pointers for improvement. Occasionally, however, these are not tightly linked to getting to the next level.
- The way subjects are taught is planned thoroughly and systematically to enable pupils to build on previously acquired knowledge. This is particularly the case in mathematics where pupils in all classes are expertly taught all the necessary skills to feel secure in tackling mathematical problems.
- Good opportunities are provided for pupils to assess their own work and that of their peers. Pupils are perceptive markers. Using very good frameworks developed by the teachers, they are able to accurately assess what needs improving.
- Pupils learn well. They are perceptive and they ask relevant questions when learning gets hard. They do not give up but persevere in helping one another get over difficulties. This makes an excellent contribution to their social development.

The behaviour and safety of pupils are outstanding

- Pupils have outstanding attitudes to learning. They treat their teachers and one another with respect, work hard in all situations and ensure that the schools' values are adhered to.
- Relationships are outstanding. Pupils are excellent ambassadors of their school and they gleam with pride, especially during assemblies when they are praised for their work.
- Pupils say that there is no bullying. No evidence of bullying was identified during the inspection. Pupils are fully aware of the different types of bullying including cyber-bullying. Both teachers and pupils are aware of procedures should any instances of bullying occur.
- Pupils have excellent knowledge of how to keep themselves safe in a variety of situations such as when out on the roads or using the internet.
- Pupils' excellent attitudes to learning and behaviour are a direct result of a curriculum which offers excellent opportunities for spiritual, moral, social and cultural development. Pupils are taught how to care for those less fortunate than themselves and they demonstrate respect towards different faiths and traditions.

- Attendance is above average. All staff have worked effectively with parents to promote regular attendance.

The leadership and management are good

- Good leadership and management are demonstrated through the determination of the headteacher to ensure that pupils and staff work in an environment that values each individual and everyone achieves the best they can.
- Drive and ambition underpin all aspects of school development planning where strategies for improving on previous best performance are reviewed annually.
- The headteacher has accurately monitored teaching and learning and given staff pointers for improvement supported by well coordinated staff training.
- Performance management of staff is thorough. Targets are set for teachers that are closely linked to pupil achievement and all staff with points of responsibility carry out their duties well as demonstrated by good outcomes in pupils' achievements.
- The tracking of pupils' progress results in any weaknesses in the performance of individuals or groups being quickly identified. As a result all groups of pupils have equal access to the curriculum and make as much progress as possible.
- The school development plan has all the correct areas identified for development and is regularly evaluated by the governing body. Self-evaluation is thorough and accurate.
- Subject leaders have not yet formally monitored teaching and learning so are not in a position to share the best practice in their subjects with all staff although they have undertaken a wide range of scrutiny of pupils' work and teachers' planning.
- The head teacher has built a harmonious school community where staff morale is high and teachers are keen to improve their practice. Good links with other primary schools result in teachers having the opportunity to talk with other professionals about developments in teaching. Leadership and management of disabled pupils and those who have special educational needs is thorough. Tailor-made programmes are developed for these pupils and they make consistently good progress. Parents are delighted with the progress that their children make.
- Good learning opportunities are provided for pupils through interesting topics such as dragons, planets, the plague at Eyam and a week-long whole-school topic on water contribute to outstanding provision for pupils' spiritual, moral, social and cultural development. A broad range of clubs, visits and visitors to support learning permeates all aspects of school life. Pupils love participating in competitive sports and show exceptional skills in sportsmanship.
- The local authority gives light-touch support to the school because this is a school where pupils make consistently good progress.
- **The governance of the school:**
 - Governors ensure that the right questions are asked of staff to demonstrate that all pupils are given an equal opportunity to participate in all aspects of school life and that no groups of pupils are underperforming. They are knowledgeable about the school's strengths and areas for development. They use data well and know how the school performs in comparison with all

schools and they challenge leaders to ensure further improvement. Governors have carefully monitored the school's finances, including the extra pupil premium funding, and understand how it is helping to narrow the gap for these pupils. They monitor the safety, well-being and equality of opportunity for all pupils and ensure that safeguarding arrangements meet national requirements. They set aspirational targets for the performance management of the headteacher and make sure that pay increases are linked to pupils' performance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122685
Local authority	Nottinghamshire
Inspection number	412263

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	The governing body
Chair	Steve Thomas
Headteacher	Rob Gilbey
Date of previous school inspection	12 March 2009
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