Inspection of a school judged good for overall effectiveness before September 2024: Robert Miles Junior School

Market Place, Bingham, Nottingham, Nottinghamshire NG13 8AP

Inspection dates: 4 and 5 February 2025

Outcome

Robert Miles Junior School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is James Evelyn. This school is part of the Equals Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Philip Palmer, and overseen by a board of trustees, chaired by Peter Foale.

What is it like to attend this school?

This school is ambitious for all pupils to be successful and to flourish with confidence. Pupils achieve well.

The school's high expectations of behaviour create a positive environment for learning. Pupils need few, if any, reminders to concentrate on their studies. Staff ensure that the curriculum is interesting. They support pupils well to be curious and enthusiastic about learning. Pupils ask relevant, probing questions to deepen their own understanding of what is taught. Pupils' attitudes to learning are strong.

Pupils are very proud of the school's 'REACH' values. They understand and act on them. They appreciate the important links between the school's values and other principles, such as what it means to be a good citizen. Pupils have high regard for 'equality' because they strongly believe that people should be treated equally.

The school promotes a positive ethos and a culture of care. Staff provide strong pastoral support to pupils. Pupils are confident in the trusted adults they can turn to with any worries. Parents and carers appreciate the support that their children get and the warm welcome they receive. Many parents would recommend the school to others.

Pupils are happy and safe.

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

The school's aspirational curriculum is well organised and staff implement it proficiently. There is ample opportunity for pupils to revisit important knowledge over time. The school pays close attention to the sequence of learning to ensure that it is coherent. Purposeful and relevant tasks build on pupils' prior understanding securely. For instance, in mathematics, well-crafted activities allow pupils to think critically and to investigate features of shape and patterns in number. Teachers select suitable models to represent measure and distance to deepen pupils' understanding. Teachers give pupils important thinking time to critique and discuss new knowledge. They provide precise explanations of new vocabulary that pupils must learn. Teachers make effective decisions about when to repeat learning or move on.

The school has improved its reading curriculum so that pupils are well prepared for the next stage of their education. Year 3 pupils settle in quickly and make a strong start. The school implements its sequenced phonics programme well. It supports pupils who have gaps in their phonic knowledge, and pupils who are new to learning English, so that they catch up swiftly. Expert teachers help pupils read with expression to aid their comprehension. Teachers use books to scaffold pupils' writing extremely well. Pupils draw on their wider reading experiences to produce their own high-quality narrative writing.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND). They benefit from appropriate support that ensures that they achieve well.

The personal development and well-being of pupils are prioritised through a rich and relevant personal, social, health and economic curriculum. The school enriches this with assemblies that broaden pupils' knowledge. For instance, pupils understand fundamental British values and protected characteristics. They learn the importance of positive and respectful relationships and know how to stay safe online. Pupils have an impressive knowledge about careers and salaries across different professions. The school provides leadership opportunities so that pupils can be involved in decision-making. For instance, the school council acts on pupils' feedback. Sports ambassadors ensure that their peers are active and happy at social times.

The school has a harmonious and calm environment, including during social times. Pupils are respectful and courteous. They play well together and are good friends. The school manages attendance well. Pupils' attendance is improving. However, a small number of pupils, including disadvantaged pupils, miss too much school. As a result, these pupils do not progress as well as they could.

Leaders have made sure that the school keeps improving. The school has developed its staff well through high-quality professional development. Staff value the opportunity to contribute ideas to improve their workload and to be involved in the decision-making process. Governors and trustees are effective and understand their responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few pupils, including disadvantaged pupils, are absent from school too frequently. As a result, they miss important learning and have gaps in their knowledge and understanding. The school should ensure that pupils attend often and benefit fully from the school's high-quality education.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the predecessor school, Robert Miles Junior School, to be good for overall effectiveness in June 2013.

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

Unique reference number	143293
Local authority	Nottinghamshire County Council
Inspection number	10347636
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	245
Appropriate authority	Board of trustees
Chair of trust	Peter Foale
CEO of the trust	Philip Palmer
Headteacher	James Evelyn
Website	www.robertmiles.co.uk
Date of previous inspection	19 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Equals Trust.
- The school does not make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was 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 senior leaders and subject leaders, trust leaders, the chair of trustees and representatives of the governing body.
- The inspector visited a sample of lessons, spoke with some pupils about their learning and looked at samples of pupils' work.

- The inspector considered the provision for pupils with SEND.
- The inspector discussed pupils' attendance and behaviour with school leaders.
- The inspector considered the views of parents who responded to Ofsted Parent View.
- The inspector held discussions with staff and pupils.
- The inspector considered a wide range of evidence, including the documents published on the school's website.
- 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.

Inspection team

Donna Moulds, lead inspector	Ofsted Inspector

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