



Robert Miles Junior School

Inspection Report

Unique Reference Number 122685
LEA NOTTINGHAMSHIRE LEA
Inspection number 281326
Inspection dates 8 December 2005 to 9 December 2005
Reporting inspector Mr. John Foster LI

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

Type of school	Junior	School address	Market Place
School category	Community		NG13 8AR
Age range of pupils	7 to 11		
Gender of pupils	Mixed	Telephone number	01949875011
Number on roll	221	Fax number	01949876269
Appropriate authority	The governing body	Chair of governors	Mr.Chris Miller
Date of previous inspection	28 March 2000	Headteacher	Mr. Rob Gilbey

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average-sized junior school has 221 pupils, almost all of White British descent, with none for whom English is not their first language. The percentage of pupils eligible for free school meals is slightly below average. A higher than average percentage of pupils is identified as having learning difficulties. The school has gained the 'Investors in People' award and was identified as a 'Beacon School' following the successful previous inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a very good school with many outstanding features, which gives very good value for money. The headteacher's leadership is inspirational. He was deputy headteacher at the time of the previous inspection. Since his appointment as headteacher, three years ago, he has built very effectively on the many strengths identified in the last inspection report and moved the school forward in a very positive manner. Governance is good. Though no specific improvement issues were identified at the previous inspection, the school has tackled its own priorities very well. The school believes, and the inspection team agree, that it is a very effective school. The current leadership, staff and governance place the school in a very good position to improve further. For the majority of the time, pupils are taught well and, in many lessons, the teaching is outstanding. As a result they achieve well, make good progress in their learning and, by the end of Year 6, attain above average standards in English, mathematics and science. The school recognises that further work needs to be done to raise achievement in English still higher to match that found in mathematics and science. This has been identified as a priority in the school's improvement plan. The provision for pupils' personal development and well-being is outstanding. They enjoy school immensely and their behaviour is exemplary. These factors support their good achievement. Pupils found it very difficult to think of any ways in which their school could be improved. Arrangements for pupils' care, guidance and support are outstanding. Detailed risk assessments are carried out, the child protection arrangements are excellent and the school council makes a positive contribution to school life.

What the school should do to improve further

- Continue to implement the strategies for improving pupils' achievement in English to match that in mathematics and science.

Achievement and standards

Grade: 2

When pupils start at the school, their attainment is broadly average. They are set challenging targets, are taught consistently well throughout their time at the school and, because of this, they achieve well and make good progress in their learning. The 2005 national data indicate that pupils make significantly better than average progress in mathematics and science and better than average progress in English compared with pupils in most other schools. As a result the standards they reach by the end of Year 6 are higher than those attained nationally. Whilst good progress is made in English, this is not yet as good as that in mathematics and science. The school is aware of this difference and has identified the raising of standards and achievement in English as a priority in its improvement plan. Whilst there are differences in the attainment of boys and girls in particular year groups, overall there is little difference in the progress they make. The very good provision and support for pupils with learning difficulties

allow this group of pupils to achieve well. Pupils identified as gifted and talented are given very good support and opportunities are provided for them to develop their skills through, for example, specialist teaching at the receiving secondary school.

Personal development and well-being

Grade: 1

Pupils thoroughly enjoy school and are very committed to learning. Attendance is good. Pupils' spiritual, moral, social and cultural development is good overall, and outstanding in their moral and social development. Pupils are polite and friendly, and their behaviour is exemplary. They develop very positive attitudes and productive relationships with adults and one another that support their learning very well. Pupils feel very safe in school and are helped to adopt healthy lifestyles through the exceptional opportunities provided for sport and the school's promotion of healthy eating. In lessons they explore the importance of good teamwork and have many opportunities to work in small and large groups. Pupils develop very good self-esteem and also the cooperative and collaborative skills that prepare them very well for their future as members of the community and the world of work. Pupils make a good contribution to the community through, for example, sharing their musical performances and raising funds for charity.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall with some outstanding features that are consistent throughout the school. Expectations of pupils' achievement are high and the school sets challenging targets to enable pupils to achieve well. Teachers have very good subject knowledge and manage pupils extremely well. Teachers and teaching assistants are skilled at explaining to pupils what they need to learn and providing them with the support they need to achieve the targets they are set. Pupils set their own improvement targets resulting in a strong personal commitment to their learning. Teachers make exceptionally good use of assessment information to guide their planning of lessons. Pupils are provided with activities and challenges that are well matched to their ages, abilities and interests and as a result they are very well motivated, make good progress and achieve well. Pupils with learning difficulties and disabilities achieve well because they are provided with work that is at the right level for them to understand and they are supported very well by teachers and teaching assistants. In outstanding lessons seen, the range of activities took account of how different pupils learned most effectively and opportunities for working in pairs or small groups were regularly pursued.

Curriculum and other activities

Grade: 1

The school provides a broad and very stimulating curriculum that is supported exceptionally well by outstanding opportunities for enrichment. Pupils are very well prepared for their future success as they develop good literacy, numeracy and information and communication technology skills. A very high proportion of pupils take part in the exceptionally wide range of extra-curricular activities. These activities contribute significantly to pupils' personal and academic development and to their health, well-being and enjoyment of learning. For example, pupils compete against other schools in many team sports, play musical instruments in the school band and attend writing workshops. Visits to places of interest, and visitors with specialist knowledge are used extremely well to provide added interest to pupils' learning in subjects such as history. Very productive links with the receiving secondary school ensure that pupils benefit from specialist teaching in subjects such as art, mathematics and physical education.

Care, guidance and support

Grade: 1

The school takes exceptionally good care of its pupils who feel valued, safe and supported in all they do. The extremely productive relationships that exist between adults and pupils and between pupils themselves, are based on trust and respect. Pupils' successes are celebrated and all are helped to work hard and achieve well. Pupils receive high quality guidance and support resulting from the school's very good assessment procedures and the staff's skills. The school works very closely with parents and outside agencies to ensure that pupils with learning difficulties and disabilities receive the help they need to achieve well. Pupils make a very productive contribution to school improvement through the school council. The school councillors interview other pupils who wish to take on roles such as the 'peacemakers', who act as mediators to solve minor disagreements between pupils. The school regularly seeks and responds well to parents' views and suggestions.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher's leadership is outstanding and he is very well supported by his deputy. The headteacher has maintained the many strengths of the school and built on them very successfully, so that many aspects of the school's provision are now outstanding. Subject leaders are effective overall. A recent revision of their roles and responsibilities, however, means that some are new to their role and have yet to have a significant impact on monitoring and standards. The school's evaluation of its provision is accurate overall, though it has underestimated some aspects. For example, inspection evidence shows that the curriculum, care, guidance and support and pupils' personal development are outstanding, whereas the school has identified them as good. Performance management

arrangements are outstanding and staff's objectives are closely linked to improving the school's performance. Governance is good. Governors are led by a committed chair and are closely involved in the strategic planning and monitoring of the school's performance. The school's improvement planning is good and results from consultation with staff, parents and governors. Monitoring systems are exemplary. The headteacher leads the staff well in ensuring that pupils perform to the best of their ability through setting them challenging targets to enable them to achieve well and make good progress. The school, already giving very good value for money, is in a very strong position to maintain and build on its current good levels of improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

As you know, Mrs Cogher and I came to inspect your school recently. This letter is to thank you for the welcome you gave us and for helping us with our work and to let you know what we found out about your school. You go to a good school, where Mr Gilbey and the other staff care about you a great deal. You are very fortunate to have such a good headteacher as Mr Gilbey. He works very hard with the other staff to make sure that you get a good education. The teachers work very hard and you are taught well. This helps you to make good progress with your work enabling you to reach good standards. We found that your behaviour was excellent, that you tried very hard and enjoyed school very much and these factors all help you to learn well. You are given an exceptionally good range of activities and clubs that you enjoy immensely. The many visits you go on and visitors who come to your school help you to understand about the world beyond Bingham. The school council does a lot of good work on your behalf and helps to make the school a better place. In order to make your school even better, we have asked Mr Gilbey and the teachers to work with you to make sure that you make as good progress in English as you do in mathematics and science. We enjoyed our two days in your school very much and wish you well for the future.