

Inspection of a good school: Robert Miles Infant School

School Lane, Bingham, Nottinghamshire NG13 8FE

Inspection dates:

15 and 16 March 2022

Outcome

Robert Miles Infant School continues to be a good school.

What is it like to attend this school?

Pupils at Robert Miles Infant School live out the school's motto, 'work hard, be kind'. They enjoy coming to school. Pupils say that they have lots of friends and that their teachers care about them and keep them safe. Pupils say that bullying is not a problem in this school. They know that staff will quickly help them to sort out any problems that occur.

Every pupil in school is well known by staff. Leaders have high expectations of pupils. Pupils understand how important it is to look out for each other. At lunchtime, older pupils act as lunchtime play leaders. They organise games for younger pupils and help them, even with little things like zipping their coats up.

Relationships between pupils and adults are positive. In lessons, pupils listen carefully to their teachers and their peers. They are keen to get things right. Pupils learn to do the best they can, right from the early years.

Pupils are excited about the trips that are beginning again as life in school gets back to normal. For example, pupils in the early years had a visit from the police and pupils in Year 2 were looking forward to their upcoming visit to a farm.

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

Leaders are ambitious for all pupils. They are keen to ensure that all pupils will read well and develop a love of reading. Pupils learn to use their phonics skills as soon as they start school in the early years. Leaders have ensured that all staff are trained to be experts in the teaching of reading. They rigorously check that pupils know and remember new sounds. Leaders are committed to supporting pupils who need extra help to achieve well. Staff read with these pupils regularly, including during breakfast- and after-school clubs. Teachers read to pupils and share stories with them every day. Pupils enjoy story times. They speak enthusiastically about the books they have read.

Pupils get off to a great start in mathematics. Pupils in the early years learn the rules for counting. They know that they need to start counting from number 1, say one number for each object and keep the last number they say in their head. Pupils in the Reception Year confidently helped their class toy squirrel to count pennies accurately. In key stage 1, teachers explain new concepts clearly. Pupils listen intently as their teacher models new ideas. Pupils then practise applying new knowledge and skills with each other before working independently. Pupils have lots of opportunities to practise building their knowledge in mathematics.

Leaders have written curriculum plans for all subjects. These plans outline the key knowledge pupils need to learn and when they need to learn it, starting in the early years. In history, pupils learn about significant people and events, such as Guy Fawkes, in the early years. In Year 2, pupils build on this knowledge in their exploration of significant people and their impact, including Emmeline Pankhurst. However, many of these subject plans are new and are at an early stage of implementation. Leaders have started to check the difference these plans are making towards what pupils can remember over time. This is still at an early stage of development and it is too soon to see the full impact.

Teachers have good subject knowledge. They use this to check pupils' understanding and clear up misconceptions. Pupils say they enjoy quiz-style activities. Assessments are used well in English and mathematics to help pupils know and remember more. However, leaders' systems for checking pupils' understanding are not consistently effective in some foundation subjects and in science. Pupils find it difficult to remember and build on important knowledge in these areas.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). They identify the needs of these pupils well and ensure that key information is shared with staff. Teachers use their knowledge of each pupil to ensure they receive the extra support they need. Pupils with SEND access the same curriculum as their peers and have the same opportunities as others in all aspects of school life.

The school's personal, social and health education curriculum covers a wide range of topics. Pupils learn about how to be a good friend. They learn about the diverse world they live in. They know what it means to be respectful. Pupils enjoy opportunities to discuss and debate issues such as civil rights. They expressed genuine shock as they recounted the story of Rosa Parks. One pupil said, 'She was put in prison for doing the right thing.' Pupils learn about democracy in meaningful ways. Pupils are currently voting for which animal will be chosen as their new school pet.

Governors know the school well. They keep a close eye on staff's workload. The vast majority of staff say they are proud to work at the school and feel supported to do their job well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have provided detailed safeguarding training for four designated safeguarding leaders in school. All staff receive appropriate safeguarding training. Staff understand their safeguarding responsibilities well. They are aware of the risks that pupils face. They know how to report and record any concerns they have about a pupil. Records demonstrate that leaders act in a timely way. They work closely with a range of agencies to help pupils, and their families, get the extra help they need. Leaders ensure that pupils receive the support they need for their social and emotional development.

Pupils are taught about how to keep themselves safe at an age-appropriate level, including online safety and road safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have improved curriculum plans in most subjects. The revised plans are new and not yet fully established across the school. Leaders need to ensure that all subject plans are equally ambitious and implemented effectively, particularly in the foundation subjects, so that pupils can successfully build their knowledge over time.
- Leaders' systems for checking how well pupils know and remember what is taught is not consistently well developed in some foundation subjects and science. This means that gaps in pupils' knowledge are not always identified early enough or addressed quickly. As a result, some pupils do not do as well as they could. Leaders should ensure that teachers consistently check pupils are secure in their understanding before moving learning on in all subjects.

Background

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

This is the first section 8 inspection since we judged the predecessor school, Bingham Robert Miles Infant School, to be good 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144183
Local authority	Nottinghamshire County Council
Inspection number	10199533
Type of school	Infant
School category	Academy converter
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	152
Appropriate authority	Board of trustees
Chair of trust	Richard Flewitt
Headteacher	Sonja Adams
Website	www.rmischool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Robert Miles Infant School converted to become an academy school in October 2017. The school joined the Nova Education Trust. When its predecessor school, Bingham Robert Miles Infant School, was last inspected by Ofsted, it was judged to be good overall.
- The headteacher was appointed in September 2021.
- The school runs a before- and after-school club that is managed by the governing body.
- The school does not use any alternative education provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in her evaluation of the school.
- During this inspection, the inspector held meetings with the head of school and the special educational needs coordinator. The inspector also met with representatives of the trust and the chair and vice-chair of the governing body.

- The inspector carried out deep dives in the following subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, visited a sample of lessons, spoke with teachers and pupils about learning and looked at a sample of pupils' work. The inspector also observed pupils reading to a familiar adult.
- To evaluate the school's arrangements for safeguarding, the inspector met with the school's designated leader for safeguarding and reviewed safeguarding processes and procedures, including speaking to pupils, governors and staff about safeguarding in the school.
- Pupils' behaviour was observed in lessons, around the school and at lunchtime.
- The inspector considered responses from staff, pupils and parents to Ofsted's online surveys. She also spoke to parents at the start of the school day.

Inspection team

Caroline Poole, lead inspector

Her Majesty's Inspector

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