

Bingham Robert Miles Infant School

School Lane, Fairfield Street, Bingham, NG13 8FE

Inspection dates 6–7 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.

- Children start in Reception with skills below those expected nationally for their age, and leave Year 2 with above-average standards in all subjects.
- Outstanding teaching in Reception leads to children making particularly rapid progress.
- Throughout Key Stage 1, pupils make good progress because teaching is mostly good and occasionally outstanding.
- Progress in writing has accelerated this year, and, for the first time, the current Year 2 pupils are reaching standards that are above average in writing.
- Pupils' behaviour is exemplary. They are polite and courteous, and say they feel very safe at school. The environment is positive and happy.
- The headteacher leads the school well. With good support from other leaders, she has had a clear impact this year on improving teaching and learning in Key Stage 1 and writing standards across the whole school.
- The progress made by vulnerable groups of pupils has been rapidly improved this year to match that of other pupils in all subjects.

It is not yet an outstanding school because

- Teaching in Key Stage 1 is not consistently strong enough to promote outstanding progress, and occasionally requires improvement where lesson activities are not planned at the right level of difficulty for all pupils.
- Across the school, pupils are not always given helpful feedback about their learning in all subjects.
- Pupils in Key Stage 1 do not have enough opportunities to develop their independent learning skills without the teacher's direct support and input.

Information about this inspection

- Inspectors observed teaching in all classes. A total of 12 lessons were observed, including two joint observations with the headteacher and one with the deputy headteacher, as well as one support session. In addition, short classroom visits were made to observe pupils at work.
- Inspectors had discussions with the Chair of the Governing Body and three other governors, a representative from the local authority, the headteacher, the deputy headteacher and other leaders, teachers, and a group of pupils.
- Inspectors looked at a range of documents including the school’s tracking of pupils’ progress, documents relating to safeguarding and special educational needs, case studies of pupils, the school’s analysis of its own strengths and weaknesses, and documents relating to its improvement priorities.
- A wide range of pupils’ work was reviewed in all key stages and across all subjects. Inspectors also heard a number of pupils read.
- Inspectors took account of the views of 56 parents recorded on the online questionnaire (Parent View) and met informally with a number of parents at the start of the school day. Inspectors also took into account letters from parents of pupils at the school.

Inspection team

Kathryn Skan, Lead inspector

Additional Inspector

Jonathan Smart

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are White British.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils supported through the pupil premium is below average. In this school, this additional funding for certain groups applies only to pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The governing body runs before- and after-school clubs on the school site every day. This 'wrap-around-care' also takes pupils from the nearby junior school, who are collected by 'walking bus'.

What does the school need to do to improve further?

- Move teaching from good to outstanding by making sure that:
 - feedback to pupils consistently and clearly shows them the next steps to take to improve their learning, in all subjects and age groups
 - pupils in Key Stage 1 have regular, well-planned independent activities, so they can learn without the teacher's direct input and guidance
 - work is adapted so it precisely meets individual pupils' differing needs in all subjects.

Inspection judgements

The achievement of pupils is good

- Children start in Reception with levels of skills and understanding that are mostly below age-related expectations. The weakest areas are communication and language, and understanding of the world. Children make outstanding progress and, by the time they leave the Reception class, reach at least average standards in all key areas. Some often exceed the levels expected for their age.
- This year, children in Reception are reaching above-average standards in all areas of learning, and are doing particularly well in writing. By Easter, the majority of children had already reached levels in writing that would be expected nationally at the end of the Reception Year.
- In Key Stage 1, pupils typically make good progress. By the time they leave at the end of Year 2, standards are usually above average, although results dipped to average in 2012 and some groups of pupils had not made the progress they were capable of. This was largely because the school had not fully catered for an unusually high proportion of pupils who had additional needs. However, leaders looked very carefully into the issues and have responded very effectively. Rapid improvement has taken place to ensure the vulnerable groups who underachieved last year have received the right help and guidance this year, and are now making good progress.
- Pupils read widely and often. The school intervenes when individual pupils need extra support by now providing one-to-one specialist teaching for them. The impact of this, as shown by up-to-date teacher assessments, is that Year 2 reading standards are on track to be above average at the end of this year.
- In Year 2, standards in mathematics are currently above average. In writing they are significantly above average, reflecting pupils' outstanding progress this year.
- Progress for disabled pupils and those who have special educational needs has improved considerably this year. These pupils now make as much progress as their classmates, mainly due to better use of effective individual education plans and well-chosen individual support where needed. Boys' achievement has also improved since last year.
- The proportion of pupils known to be eligible for free school meals was higher than the national average last year in Year 2. It was much higher than usual for the school. Their attainment in English and mathematics was over a year behind that of their classmates, and they did not make as much progress. This year this group is very small, so it is not appropriate to comment on their attainment without identifying them. However, their progress rates are now matching those of other pupils. The gap in attainment is rapidly narrowing because their individual needs are now being met well.

The quality of teaching is good

- Teaching is mostly good and sometimes outstanding. It is consistently very strong in Reception, where teachers use skilful questioning to deepen children's knowledge, and constantly assess children's learning during lessons to adjust their teaching on the spot.
- Very effective planning is a highlight of teaching in Reception. When learning independently, without the teacher's direct support and input, in groups or individually, children are highly engaged with their learning and make excellent progress. Both inside and outdoors, stimulating

activities move children on in their skills and abilities at a rapid pace. Planning for independent learning is not yet a strong feature of teaching in Key Stage 1.

- A clear strength across the school is the relationships between teachers and pupils. Pupils are positive about teaching and they say they enjoy their learning. They work well in lessons, whether working on their own or whether the task involves working in pairs or groups.
- Expectations are high across the school. Work is usually planned to meet the needs of different groups of pupils according to their ability. Disabled pupils and those who have special educational needs, as well as the more-able pupils, are well catered for. In the small number of lessons where teaching requires improvement in Key Stage 1, this is usually because the activities lack pace and work is not adapted to take full account of pupils' differing ability levels. In particular, the more-able pupils are not stretched with harder work.
- Teaching assistants do an effective job, including supporting disabled pupils and those who have special educational needs. They provide effective one-to-one specialist support for identified pupils, including catch-up skills for reading for those that have fallen behind.
- Teachers' monitoring of learning during lessons is good. They usually check to make sure all groups are making good progress and give effective support in lessons where pupils need it, including using their good questioning skills to strengthen pupils' knowledge. However, feedback to pupils after work is completed is not always helpful in all year groups or in all subjects, including in pupils' books. Opportunities are therefore missed to move individual pupils on in their learning according to their personal needs, so they reach their full potential as individuals.
- Teachers keep a careful track of pupils' progress over time. They meet regularly with senior managers to discuss pupils' progress and provide specialist support to meet the needs of any pupils at risk of falling behind. Teachers are held to account for pupils' progress through the performance management process, which they feel effectively supports them to improve their teaching.

The behaviour and safety of pupils are outstanding

- Behaviour is outstanding. Pupils, staff and parents are unreservedly positive about behaviour. Pupils say bullying is rare, but is dealt with effectively when it does occur. Expectations for good behaviour are high and pupils are rewarded well for making the right choices, for example through certificates given during special assemblies.
- Pupils' attitudes to learning in lessons are exemplary. They show high levels of enthusiasm and are actively engaged in lessons. Teachers follow the behaviour policy consistently.
- Behaviour around school is excellent. Children are respectful and move about the building and outside sensibly. Pupils working outside as part of lessons also work well and demonstrate behaviour that is conducive to learning in these less controlled conditions.
- Behaviour at playtime is orderly. Pupils have a good space to play in and use equipment safely. They are extremely positive about the playground 'buddy' system. They appreciate the buddy bench and friendship stop and talk about how they have been helped by playground buddies.
- Attendance has improved year on year, and has consistently been above national averages for the last three years. Persistent absence is below average and there have been no permanent

exclusions. The attendance of pupils who are known to be eligible for free school meals is not as high as that of other pupils, and the school is working hard to improve it.

- Behaviour is equally exemplary during the 'wrap-around-care' club. Pupils of different ages, including junior school pupils, get on well together and enjoy the well-planned and well-supervised activities. The club is run effectively to provide good quality care.

The leadership and management are good

- Leadership is effective. The headteacher remodelled the senior leadership team to share out responsibilities when she arrived in January 2012, and has supported senior leaders well by providing coaching and leadership training. Senior leaders, all new to their specific roles since September, have already made a clear impact on standards. For example, the deputy headteacher has been effective in improving the progress of disabled and special educational needs pupils this year, in her new role in charge of provision for these pupils.
- The school uses rigorous systems for monitoring performance data, the quality of lessons, pupils' books and teachers' planning. The headteacher has had a clear impact on improving teaching this year in Key Stage 1 and most lessons are now good. New systems brought in recently for setting targets for pupils in writing and using special codes for marking pupils' work in books are having an effect. Pupils know and understand them. However, the systems are not yet being consistently used in all classes or in all subjects.
- The pupils learn a wide range of subjects that are organised well to build up their skills systematically. A well-planned programme of visitors and visits away from the school enriches learning and helps to make it interesting and enjoyable. The improvements made over the last year mean that the school is effective in giving pupils from all backgrounds an equal chance to succeed.
- Pupils' spiritual, moral, social and cultural development is promoted well. Various activities, including the 'MUNDI' project to develop cultural understanding, are planned together with other schools. A sense of the wider community is also developed well through many varied activities, for example country dancing.
- The school has good links with parents. Those who spoke with inspectors or wrote letters were overwhelmingly happy with the school and feel their children are safe and well looked after. This is also reflected in the Parent View questionnaire, where the overwhelming majority of responses indicated parents would recommend the school to other parents.
- The local authority regards the school as good enough to require only 'light-touch' support. Its training for leaders and governors, has been used to good effect by the school.
- **The governance of the school:**
 - The governors have mostly joined in the last 12 months, but are already making a difference. They show great enthusiasm and have introduced clear structures and procedures to ensure they give effective support and challenge to the leadership team. They have had appropriate training and have developed their overseeing skills very well in a short time. They use their individual strengths well, and individuals report back to the governing body very effectively. Governors have a clear understanding of the quality of teaching and pupils' achievement and compare it with national data. They know what the school is doing to improve pupils' learning, and make sure finances are used in a way that supports this. They also know how the pupil premium is being spent and how it is raising standards for qualifying pupils. They use their

knowledge to make decisions about staffing and are clear about linking pay to performance, and have a high profile in appointing staff. They make sure health and safety are given a high priority and procedures are clearly established. The arrangements for safeguarding pupils meet current national requirements.

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	122620
Local authority	Nottinghamshire
Inspection number	412611

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Nick Parker
Headteacher	Helen Greensmith
Date of previous school inspection	16 January 2008
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