

Mellers Primary School

SCHOOL PROSPECTUS

Mellers Primary School
Norton Street, Radford, Nottingham, NG7 3HJ

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Website: mellersprimary.co.uk

Head Teacher: Amanda Dawson

Chair of Governing Body: Mrs Lesley Lyon

Type of School: Mellers is a City Primary
Co-educational Day School with Nursery for pupils
aged 3-11



A note from the Headteacher

I have been Headteacher at Mellers since 2007, and love being part of this wonderful community. There is a real commitment on the part of all the staff here to give our children the best possible education, encouraging them all to aim high and achieve their full potential. Over the past few years, the numbers of children in school have increased and school has been able to increase the opportunities available to pupils with a strong commitment to curriculum enrichment. We celebrate the fact that at Mellers we spend more than most other schools on the children and their learning. For instance:

- For every £1 that parents contribute to school visits, we contribute £2. In total, parents contribute £10,000 to visits over the year, and school contributes £23,000
- We spend much more money than other schools on making sure that all the classes go swimming throughout the year, and not just the older children for a term each year as other schools do
- We spend £10,000 each year on making sure that our IT equipment is up to date and prepares our pupils for the world of work
- We don't hang onto money each year, but make sure that it is spent on the children and their learning
- Any money that we are allocated for improvements to the school building is always spent, and not saved, to make sure that Mellers looks modern, up to date, clean and fit for purpose
- We are saving lots of money by reducing the amount of electricity and gas that we use through heating and lighting
- We invest in services like Place2Be, which makes sure that all our children feel safe and have a place to talk about their worries.

The staff team at Mellers is an incredibly hardworking team of people: Teaching Assistants and Teachers who work well together to provide quality education for our pupils. Staff members offer a range of clubs, before and after school, including Breakfast Club, choir, art club, PE club, football club, French club and many more. We are committed to providing a range of opportunities for our children and every summer the whole school takes part in a visit, which was to Chatsworth House at the end of last year. We also attend the pantomime at Nottingham Playhouse together, as well as having visiting theatre companies in school. Our year 6 pupils take part in a residential visit to London every July, Year 4 and 5 take part in a 3 day residential during the Summer Term and all the children are involved in a range of educational visits through the year to enrich their learning.

We have a strong commitment to teaching Information Technology well at Mellers, and all of our classes have interactive whiteboards. We have an IT suite, which is constantly being upgraded and updated to reflect changes in IT provision.

There is a strong tradition of sporting excellence here at Mellers and the football, athletics and swimming teams are all very competitive. We are fortunate to be very close to John Carroll Leisure Centre and regularly access the facilities with our children, as well as having our own facilities and field for football and athletics. Sport is a very important part of our curriculum, and we recently made the decision to take almost every year group swimming each week, beginning with the reception age children through to year 6.

We are lucky enough to have a very active Parent Teacher Association at Mellers, who meet in school time. The PTA have organised a range of exciting fund raising events, with over £1,000 raised for school each year. We welcome parents' involvement.

If you have any questions or queries that you'd like to chat through with me, don't hesitate to call in or phone.

Amanda Dawson
Headteacher

Lesley Lyon: Chair of Governors

The school is managed by the School Governing Body. The Governors are a group of hard working volunteers who are passionate about the pupils, staff and school community. They are dedicated to ensure that the school is the very best it can be and have the following agreed vision:

The Governing Body has a vision for exceptional progress for all children, irrespective of starting point, through inspirational teaching and leadership. Children will be enabled to be resilient learners, in a culture where there is no stereotyping of expectations, and the environment is safe and nurturing.

The Chair of the Governing Body is Lesley Lyon who can also be contacted via the school office. There are a number of Governors and they are:

Councillor Liaquat Ali, Miss Amanda Dawson (Headteacher), Mr Abdulkadir Abakir (Parent), Mr Mark Gilmore (Vice Chair), Mrs Melanie Holton, Ms Joanne Kervick (Staff), Mrs Carole McCrone, Mrs Saima Munir (Parent), Councillor Anne Peach, Mrs Sharon Pratt (Parent), Miss Teeny Reid (Staff)

You can find out more about each governor by looking at the website.

The governors have established three committees:

Pupil Progress Committee, Finance and Resources Committee and Curriculum Committee
These committees meet once per term and the Full Governing Body also meets termly. In addition to these meetings the governors visit the school regularly to ensure that it is being well lead and managed, that the pupils are making good progress and are safe and that the finances and resources are being well looked after. Governors run a blog from the website which details our activities over the year.

There are also three compulsory committees: Disciplinary and Grievance Committee, Complaints Committee and Exclusions. These Committees meet whenever it is deemed necessary.

As a Governing Body we are always keen to listen to the views of pupils, parents and members of the community so please feel free to contact us via the school office and we are happy to meet with you to discuss your views about the school.

Mellers Foundation Unit



At the beginning of the 2008/2009 school year, Mellers Foundation Unit joined the main body of the school and is now situated near the school entrance. Within our new unit, we teach 3 and 4 year olds. These children are in Foundation 1, and are either full time or part time pupils. Pupils who are 5 year old during the academic year are in Foundation 2, they are all full time and learn in 2 purpose built reception classrooms.

Foundation Staff at Mellers are highly experienced in Early Years Education and work closely together to maintain an environment which inspires children to develop and allows them to develop independent choices and skills. Our approach to learning in the Foundation Stage at Mellers is based upon our shared philosophy and aims. We want children to feel happy, safe, secure and inquisitive within our unit, We recognise that teaching and learning are paramount, and it is the knowledge of our children which enables us to plan for activities based upon the children's curricular needs: experiencing a broad and balanced curriculum, and their personal needs: allowing children to initiate their own learning, make suggestions for unplanned activities, have the opportunity to experience and consolidate skills learned and to become autonomous.

The Early Years Foundation Stage (EYFS) is the curriculum followed by the Foundation Unit and covers six areas of learning

- Personal, Social and Emotional Development
- Communication Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Through the provision of exciting learning through play activities, Children progress through the early learning goals set out in the EYFS. The Foundation staff work as a team to monitor children's progress in the six areas of learning through making observations of each child, assessments of their individual abilities and collecting evidence of a child's achievements such as paintings, drawings, writing and photographs.

As a team we use the information gained from observing and working with the children, to inform our planning and incorporate child initiated ideas alongside using the EYFS guidance to ensure we have covered every aspect of the curriculum.

Overall we endeavour to ensure that we build the very foundations upon which children at Mellers pick up a love of learning to take with them throughout their education.

Grace Atherton, Foundation Stage Co-ordinator

Mellers Staff

Role	Name	Name	Name
Headteacher	Amanda Dawson		
Deputy Head	Laura Patel		
Assistant Head & maths lead	Lorna Dermody		
English lead	Joy Buttress		
FSU Co-ordinator	Grace Atherton		
Yr 1 teacher	Emma Townsend	Becky Bryan	Bethan Whysall
Yr 2 teacher	Martin McKeefry	Krissie Dickens	
Yr 3 teacher	Joanne Kervick	Lila Bird	
Yr 4 teacher	Joe Nottingham	Henry Ward	
Yr 5 teacher	Lauren Marks		
Yr 6 teacher	Joy Buttress	Lorna Dermody	
Inclusion Leader	Sarah Elliott		
Family Support Worker	Senga Cannop		
FSU Coordinator	Grace Atherton		
FSU teachers	Wendy Towle	Kiran Dhanjal	Emma Leake
EMAG teachers	Aurelie Guinard		
Teaching Assistants	Lorna Walters Y6	Alison Galbraith Y3	Sarah Robinson Y2
	Romy Waldron F1	Aly Woods Y3/4	Teeny Reid Y2
	Shaina Salam Y4	Lesley Sherriff Y1	Amy Lightfoot Y1
	Lynett Bamford SEND	Denise Obadi SEND	Wendy Gledhill Y5
	Miranda Pitt SEND	Rukhsana Asghar SEND	Bethanie Foster F2
	Darcie Riley F1	Ishani Withanage F1	
Care Assistant	Aruna Clarke		
Learning Mentor	Shailey Sokoli		
School Business Manager	Melanie Holton		
Clerical Assistant	Paulette Gdaniec	Michelle Bramley	
Site Manager	Andy Smith		
School Bursar	Richard Dejewski		
IT Technician	Gary Phillips		
School Cook	Cariad Bailey		
Breakfast Club Supervisors	Lynett Bamford	Janet Marriott	
Midday Supervisors	Janet Marriott	Jacky Reid	Cheryl Glenn
	Vaseya Laleva	Khadija Hersi Ali	Cleo Emerson
	Angela Regan	Sharon Scholes	Andreea Docze
	Leonie Regan	Maisoun Ali	
Cleaning Staff	Janet Marriott	Aynsley Martin	Sharon Scholes



School Aims

At Mellers Primary School

We are able to shine, whoever we are
We work together as a caring team, in which we are all
supported

We are all treated fairly and are valued

We learn in many different places and environments
We are challenged in our thinking so that our imaginations
can run riot

We are provided with a safe and secure space for learning
We love and respect ourselves, others, our school and the
world around us

We value positive behaviour, good manners and respect
We feel proud of everything Mellers stands for

Mission Statement:

Learning together: reaching high

School Session Times

School starts at:



School finishes at:



School (F2-year 6)

Morning session 8.45-12.00

Morning break 10.30-10.50

Lunch - 12.00-13.15

Afternoon session 13.15-15.15

Foundation Unit (F1 full time)

Morning session 8.45-11.45

Lunch 11.45-13.00

Afternoon session 13.00-15.15

Doors to school open and the foundation unit at 8.40am

Your child must be brought and collected by an adult; parents are reminded that this is a legal requirement for nursery age children.

Please try to ensure your child arrives on time. Lateness deprives your child of learning time and disrupts the other children in the class.

Our Approach to Learning

We recognise the important part that you play in your child's education, which begins even before they come to school and we seek to build on that. Our classes are grouped by age and have children of all abilities in them. The class sizes at the time of writing are:

F1 (N2) = 52 Full time pupils

F2 = 60

Class 1 = 60

Class 2 = 60

Class 3 = 60

Class 4 = 60

Class 5 = 30

Class 6 = 30



Class work is planned to help children achieve their potential according to age, ability and aptitude.

We use a holistic, thematic, skills-based approach to teaching and learning each year so that all children have the full range of learning opportunities. The Governing Body have adopted the LA statement of curriculum aims, which parents can look at if they wish

Teachers use a mixture of teaching methods depending on the subject and the needs of the children, i.e. activity based, investigations, problem solving and more traditional teaching methods. Approximately 1/3 of teaching time is whole class in Key Stage One and 2/3 in Key Stage Two.

Children are grouped in different ways, for different lessons. These groups may be whole class, individual, social, ability or mixed ability and we try to keep a balance between the three.

Religious Education

Religious Education at Mellers follows the agreed syllabus for R.E. from the City of Nottingham, a copy of which is available for parents. Details of Collective worship, i.e. assemblies, are also provided by the school for parents if they so wish.

Parents are reminded that they can withdraw their child from all or some of the religious education and collective worship. Children who are withdrawn will be supervised by a member of staff.

This school is not affiliated to any particular religious denomination. Children are taught about the main world faiths, with more emphasis on religions present in the school. R.E. also links to our personal social and health education programme so children are consistently taught topics such as rights, responsibilities, being considerate of others and how to be a good friend.

THE SCHOOL CURRICULUM AIMS TO MEET THE NEEDS OF THE WHOLE ABILITY RANGE OF CHILDREN AGED 3-11 YEARS, REGARDLESS OF RACE, GENDER, CLASS, CREED, AGE, STAGE OF DEVELOPMENT OR OTHER PERSONAL CIRCUMSTANCES.

The Foundation Stage Curriculum is followed for children aged 3-5 years, with six key areas for learning:

- Communication, Language and Literacy
- Mathematics
- Knowledge and Understanding of the World
- Personal, Social and Emotional Development
- Creative Development
- Physical Development

The National Curriculum is taught to children from 5-11 years covering the following subjects:

- English
- Maths
- Science
- Design and Technology, Art
- Information and Communication Technology
- History, Geography
- Music
- Physical Education, Religious Education



Personal, Social and Health Education (PSHE) is also regularly taught at Mellers. This encompasses teaching about health relationships, co-operation, behaviour, keeping healthy and citizenship. This forms part of our Healthy Schools Gold accreditation.

Every subject has a policy to guide our work and there is a separate policy for safe use of the Internet by children.

Sex Education

At Mellers we follow LA and OFSTED guidelines, as approved by the Governing Body for the teaching of sex and relationships education and as recommended by the National Healthy Schools Standard. Copies of this document and the teaching resources are available for parents to look at. We have devised our own scheme of work which is based on published materials called 'Health for Life' and 'Living and Growing'. Sex and relationships education is a blocked unit of work taught during P.S.H.E. from Foundation years to Year Six. During the younger years the children focus greatly on the relationships aspect of the subject. There are also links made with the science curriculum.

Parents are reminded that they cannot withdraw their children from any sex education provided because it is part of the National Curriculum. Parents may withdraw their children from some of the video materials.

EXTENDED SCHOOLS

BREAKFAST CLUB

We offer a Breakfast Club at Mellers, which runs each morning from 7.30am until 8.45am. Priced between £2.00 and £2.50 the children will receive a hot breakfast as well as child-care. A varied menu is served each day including a hot choice (e.g. beans on toast) or cereal and toast. The children always have a drink and we try to have fresh fruit available wherever possible. After their breakfast the children are able to participate in different craft activities or play quiet games. They then go to their classes having had a calm start to the school day and are ready for learning.

The club is run by Miss Bamford and Mrs Marriott. The food is cooked by Cariad Bailey. Parents are welcome to attend breakfast club or purchase a breakfast to 'take out'. If you would like your child to attend breakfast club then please bring them along any morning between 7.30 and 8.30 and we will ask you to complete a registration form for your child. Children do not have to attend every day but are always welcome.

TUCKSHOP

Our tuck shop serves fruit to the children at break time every day. The current cost of tuck shop is 35p per item with the children being allowed to purchase a maximum of two items.



We run an afterschool club from 3.15-5.30pm, the cost of this is £7.00 per day. The club is ran by Mrs Walters, our year 6 teaching assistant. It is a term time only club and must be booked in advance via the school office. You can pay for KidzKlub through the school Gateway app. The price includes a snack and drink and the children can access a range of activities including:

- Crafts
- Cooking
- Junk modelling
- Games
- Computing
- Homework
- Outdoor play
- Quiet time

MELLERS PARENT & TEACHER ASSOCIATION (PTA)

We are very fortunate to have a hard working, dedicated group of staff and parents who organise a variety of fantastic events throughout the year. These events enhance the community spirit in school and raise valuable funds to enhance what we are able to buy through the school budget. The PTA also help to support school trips by bidding for funds to charities to help keep costs down.

If you would like to know more about the PTA or to attend the planning meetings then please contact Mrs Patel (Deputy Head) who would be delighted to give you details about the PTA and tell you when the next meeting will be.

PARENT SUPPORT WORKER

Senga Cannop works full time with our parents, she supports them in many ways, arranging courses, family events and generally encouraging parents to be come more involved in the life of the school. She is very happy to meet with parents individually to discuss any matters of concern to parents. Please contact her on the school telephone number. Mrs Cannop also works with Mrs Patel our Deputy Head to monitor and improve attendance and punctuality.

LEARNING MENTOR

We have a learning mentor as an additional member of staff. Shailey Sokoli, our learning mentor, works with individual children to support improvement in their behaviour. Mrs Sokoli also helps families in need of support all with the aim of focusing on maximising the learning opportunities for all children in school. Mrs Sokoli is very happy to talk with parents about any issues of concern. Please contact her on the school telephone number.



We achieved Gold Status of the Healthy Schools Award in Autumn 2006. In order to achieve this, school had to satisfy the Healthy Schools Team that we were meeting the criteria for the Gold award by promoting healthy lifestyles to our pupils and parents in all the themes: Personal, Social and Health Education, Healthy Eating, Physical Activity and Emotional Health and Wellbeing.

We are continually working to maintain and develop our Healthy Schools status work in order to help our pupils to make informed and healthy decision. In this respect, we are currently working towards achieving enhancement status, and are working closely with the Healthy Schools Team.



BEHAVIOUR GUIDELINES

The entire staff team of Mellers Primary and Foundation Unit have the goal of establishing an atmosphere throughout the school in which the children feel safe, secure and happy and, in addition, have the maximum opportunity to learn.

In an effort to accomplish this goal, we have developed a school wide Assertive Discipline Plan. The plan specifies rules that cover the behaviour we expect from our pupils. The plan also states that children who break the rules will receive negative consequences; the pupils who follow the rules will receive positive consequences.

Pupils who behave appropriately will be rewarded with “positives” which are recorded by the teacher and the child. For every 50 positives, children gain a bronze sticker; for every 100 positives, children gain a silver sticker and for every 200 positives children gain a sticker. For gaining 300 positives, children are presented with a certificate in assembly. Children who gain 400 positives are taken into the city centre to choose a book as a prize.

A certificate is given to children who display good behaviour all week and all children have the chance to win the Headteacher award. At the end of every half term a wise owl award is presented to one child in each class for individual achievement or improvement.

School Rules:

- Do be kind, respectful and helpful: don't hurt people's feelings
- Do be gentle: don't hurt anyone
- Do listen: don't interrupt
- Do work hard: don't waste your or other people's time
- Do be honest: don't cover up the truth
- Do look after property: don't waste or damage things

If a pupil chooses to break a rule:

In the Foundation Stage, the children may be warned about a particular type of behaviour. If it persists, the child will be asked to sit on the 'thinking chair' until they calm down. The member of staff who asked the child to sit on the chair will give the child the opportunity to talk through the incident.

In KS1 the progression is:

1. Verbal warning
2. First letter of the child's name is written on the board
3. The whole name is written on the board
4. A tick is put by the name (a check), which means the child has to spend 1 hour in timeout in the classroom
5. A second check means that the child has to do detention in the hall, thereby missing playtime
6. A third check means that the child has to spend timeout (1 hour) in another classroom
7. A fourth check means that the child has to spend isolation in the Head's room.

In KS2 the progression is:

1. Verbal warning
2. First letter of the child's name is written on the board
3. The whole name is written on the board
4. A tick is put by the name (a check), which means that the child has to do detention in the hall, thereby missing playtime
5. A second check means that the child has to do timeout (1 hour) in another classroom
6. A third check means that the child has to do timeout (half a day) in another classroom
7. A fourth check means that the child has to spend half a day in isolation in the Headteacher's room

Non-negotiable behaviours

There are five kinds of behaviour, which are totally unacceptable.

1. Bullying, intimidating, threatening or verbally abusing others
2. Refusing to co-operate with, or being abusive to, an adult
3. Being violent or hurting others
4. Being racist to others
5. Deliberately damaging school or other people's property

These behaviours will lead to the immediate involvement of the Head Teacher or other senior staff, without necessarily going through the usual staged and gradual approach to sanctions.

Children who carry out any of the 5 non-negotiable behaviours will be seen by the Head Teacher.

We ask that children do not bring to school any sweets, toys or money, unless the money is for school meals, milk or tuck shop. Children may bring fruit for a play time snack.

Children who have mobile phones should hand them in at the main office before school starts so that lessons aren't disrupted and to ensure the property is safe.

During the lunch hour children are looked after by a team of midday supervisors under the direction of the Head teacher. In extreme cases of negative behaviour children may be banned from having a meal on the premises. We ask you to understand that this is strictly to ensure the welfare and safety of your child and others in the school during the lunch hour, which can be a difficult time once out of the security of the classroom.

We are confident that such clearly stated and thorough school wide and classroom Assertive Discipline plans will teach our children to be responsible for their actions and make the school year a positive and motivating experience. We seek to reward children who behave consistently well as well as giving sanctions to help others behave better. Staff will spend time with your child individually to help them keep school rules. We urge parents to discuss this with your children, and to fully support us in our work in this respect.

SCHOOL UNIFORM

Mellers School uniform is **navy blue and grey**. All children should wear these colours for school.



- ❑ Navy blue sweatshirts and cardigans, emblazoned with the school logo can be purchased from the school office. These should be worn by all children if possible. If it is not possible, children should wear blue or grey clothes.
- ❑ Shirts or t-shirts can be blue, grey or white. Trousers, skirts or pinafore dresses should be blue, grey or black.
- ❑ T-shirts and sweatshirts with large motifs or pictures should not be worn.
- ❑ In the summer short sleeved blouses, short trousers or cotton dresses in school colours are all appropriate.
- ❑ For P.E. - shorts, T-shirt and plimsolls/trainers are needed. These should be different from the clothes the children wear for school. If outdoor games are planned the class teacher will let children know, in case an extra top is needed.
- ❑ Swimming kit is needed by all children from F2 to Year 6, as all year groups attend weekly swimming lessons at either John Carroll Leisure Centre or Lenton Pool.
- ❑ It is advised that jewellery is not worn to school, and if it is, it must be removed or covered during P.E. If children have earrings these must be studs. Nothing larger should be worn.

SPORTING AND EXTRA CURRICULAR ACTIVITIES

There is a wide range of clubs that have been offered to children outside school hours. These opportunities give Mellers' children a rich range of different opportunities to enhance the quality teaching that they receive in the classroom and help to make learning fun. There may be a small fee for some of the clubs named below.

The following clubs are running this year:

Football (Girls and Boys), Cricket, Art, Running, Dance and Boxing

Throughout the school year our pupils take part in a wide range of sporting activities: the football team play regular fixtures in the Nottingham City League; our athletics team compete throughout the year in inter-school competitions and the schools challenge in the Robin Hood half marathon.

Our children represent the school in the Nottingham Primary Parliament, they meet twice a year and contribute in discussions in order to make changes in the community.

Our choir participates in city events at the Royal Concert Hall and the Albert Hall during the year. Children in Year Four also performed at the Albert Hall in July following their tuition in African drumming throughout the year.

Children in Years Four and Five have had the opportunity to participate in a residential visit to Derbyshire for two or three nights in the summer term. The children enjoy a variety of outdoor activities in the idyllic Derbyshire countryside.

Children in Year Six have the opportunity to take part in a residential trip to Boggle Hole in Yorkshire during the summer term. This is a two or three day trip incorporating the study of the coastline and fun on the beach near Whitby

In addition all children in school participate in day visits each term.

Physical Education

Children at Mellers Primary School receive 3 hours of PE teaching each week. Children should have a PE kit for all PE lessons. We have been very busy at Mellers with many sporting activities this year. All children from F2 to Year 6 attend swimming lessons, and need to bring a swimming kit to school every week. If anyone would like to come and support lessons or clubs please come and talk to us. Please note the children can only be excluded from PE on medical grounds. A note from parents should be provided to explain why children should not participate in PE activities.





KEEPING YOUR CHILD SAFE

All staff at Mellers, both teaching and non-teaching, have a duty for the welfare of your children. Their safety is of paramount importance and our discipline system seeks to reinforce this by encouraging the development of self-discipline. Other adults working with the children do so under the supervision and guidance of the class teacher or the Head Teacher.

Any parent who wishes to talk about their child's progress or welfare is welcome to call during school hours and make an appointment to speak to the class teacher or Head Teacher.

This is in addition to any Open Days and Parent/Teacher evenings that are held in the year.

We aim to create a safe and secure place for children to learn and security is reviewed as part of the Governor's work and under the management of the Headteacher and Site Manager.

Parents are reminded that the school premises are private not public buildings and that access is not automatically granted to parents.

The security system in place helps us keep all the children and adults safe at school and we need your co-operation to make sure that it is a system that works well. Please do not expect to be able to enter your child's classroom during the day when classes are working. This disrupts the class and takes the teacher's attention away for the children. Special arrangements can be made for you to speak to your child's teacher in an emergency. Our Office Manager will be pleased to pass on messages or collect child from class while you wait in the foyer.

Your patience and understanding will be greatly appreciated.

Suspected Child Abuse

Every school in City of Nottingham is required to follow a set of procedures in cases of suspected child abuse. Head Teachers are required to refer their concerns to Social Care for more investigation so that children at risk can be identified quickly. This procedure is to protect children from abuse.

When a school refers a concern about a child it is not accusing the parent of abuse but requesting that further investigation take place to find out if the child is at risk. We ask that you understand our approach which is aimed at protecting the child.

SPECIAL NEEDS



A note from the Special Needs Co-ordinators.

The aim of the school is for all children to achieve the best they possibly can. As Special Educational Needs Co-ordinators we work closely with class teachers to make sure that arrangements are made which give each child the best chance of success. There are different ways of doing this:

- Careful plans are made for all children.
- In some cases an individual programme is written.
- Alterations may be needed in the classroom.
- We can sometimes get extra equipment.
- Ramped entrances to school buildings allow for disabled access.
- Liaising with outside agencies and other professionals
- Transition support staff for children moving to secondary schools.
- Training provided by specialist professionals

We have a policy for meeting the needs of children with special educational needs, whether the child has a statement of special needs or not. It recognises that special needs can be physical, behavioural, sensory or educational. Our policy guides our work in supporting children to have equal access to the curriculum regardless of their special needs. It has information about the processes and procedures that we follow.

It includes:

AIMS

- role of the Special Needs Co-ordinator (SENCO)

PROCESSES- which include how the policy works in school

- Baseline or first assessment, further ongoing assessments
- Referral forms, action plans and programmes of support or Individual Education Plans (I.E.P.S) using advice from outside agencies
- Arrangements for transfer
- Requesting funding to support specific children in order to help them access the curriculum fully

STAFFING AND RESOURCES- which includes the arrangements for the allocation of resources in and out of school

- The use of support services

During the last year we have had contact with the following people: Educational Psychologist, "Outreach" support teacher from Special School, Community Paediatrician, School Nurse, Speech therapist, Physiotherapist, Hearing impaired service, Think Children counsellor, Behaviour Support team, Transition Support, MAST – Multi Agency Support Team, Health specialists, Place2Be counselling service.

We have a number of qualified teaching assistants, who work with named children on the special needs register.

TEACHING AND LEARNING ARRANGEMENTS which includes the ways in which children with special educational needs will be taught

- S.E.N. and the National Curriculum
- Assessment and evaluation of children with special educational needs
- Monitoring process.
- Counselling through Place2Be
- Anger management and emotional difficulties through nurture room activities
- Pastoral Support Plans
- City Reading Intervention Scheme
- Play therapy and other therapeutic support
- Additional Literacy support

The New Code of Practice which sets out how we support special educational needs will not change our aim and the services that we use. We continue to seek training and more information so that we can ensure children with special educational needs get the most appropriate support possible. It will change the way in which we get money for the school to help pay for any extra help children may need.

Staff at Mellers always try to work in partnership with parents to provide the best possible chances for all children with special educational needs. Please do not hesitate to ask ourselves or your child's class teacher if you have any concerns or questions.

Sarah Elliott – Inclusion Manager

Number of children on SEN register with a Educational Health and Care Plan	0
Number of children on SEN register requiring Sen Support	21

PLANS FOR THE COMING YEAR



Each year we are required to draw up a School Improvement Plan which outlines the priorities for school development for the year ahead.

Here are some of the priorities for staff training and development over the coming year:

As standards in writing are often below standards in Maths and Reading, we are working hard to improve the writing of all groups of children. This is reflected in training for all staff and support for individual members of staff, and whole school development programmes.

Our Foundation Unit is now well established, with fabulous facilities.

We will continue to develop the opportunities we have for parents to be involved in the life of the school both in lesson time and in fund-raising and social events. The development of the PTA and high attendance at our structured conversations, which have replaced the traditional Parents Evenings, are all evidence of great parental support at Mellers and we are looking forward to building on what we have already achieved.

As part of our determination to offer the best possible education to your children, we will be further developing a monitoring system of teaching and learning which will involve all staff. This will involve sampling of the children's work and teachings spending time in each other's classrooms to share expertise.

As well as catering for the children in school who have special educational needs, this year we will also be looking to make more provision for children who are more able or who show talent on one area or another. As in every part of school life we try to ensure that each child's individual learning needs are met as closely as possible.

We will be continuing our work on age-related curricular targets, in our drive to raise standards in school.

Our involvement with In-Harmony continues, as we develop our musical skills which in turn supports children in developing self-confidence and self-esteem.

SCHOOL SAT RESULTS

The children in primary schools in England are required to take Standard Assessment Tests (SAT) at the ages of 7 and 11. For 11 year old children, schools are required to set targets for achievement in these tests and they are reported in league table format and for parental information.

We are including here a summary of achievement at Key Stage One (7 year olds) and Key Stage Two (11 year olds)

Key Stage One

This table shows the percentage of children achieving Level 2 and above in the teacher assessments and tests for 7 year olds. Level 2 is the target level to be achieved by 7 year old children.

	Results	Results – at or above age related	Results – at or above age related	Results – at or above age related	Results – at or above age related
	2015	2016	2017	2018	2019
Reading	93%	67%	74%	59%	
Writing	93%	50%	65%	54%	
Maths	100%	64%	72%	64%	
Year 1 phonics test	80%	83%	80%	73%	

Key Stage Two

This table shows the percentage of children achieving Level 4 and above in the tests for 11 year olds. Level 4 is the target level to be achieved by 11 year old children.

		Results		Results		Results	
		2017		2018		2019	
English	Reading	Below age related	At age related	Below age related	At age related	Below age related	At age related
		33%	67%	14%	86%		
	Writing	Below age related	At age related	Below age related	At age related	Below age related	At age related
		30%	70%	30%	70%		
Spelling Punctuation & Grammar		Below age related 27%	At age related 73%	Below age related 22%	At age related 78%	Below age related	At age related
Maths	Maths	Below age related	At age related	Below age related	At age related	Below age related	At age related
		27%	73%	27%	73%		
Combined	Combined English and Maths	At age related		At age related		At age related	
		63%		70%			

ATTENDANCE AND PUNCTUALITY

It is vitally important that children come to school every day unless they are ill. It is also crucial that they arrive on time.

The marking of registers is governed by legal requirements. At Mellers registers are taken at 8.45am and closed at 8.55am and again at 1.00pm and closed at 1.10pm. Any child arriving after this time is marked late. Any child arriving after 9.10am will be given a 'U' attendance code which denotes an unauthorised absence.

- Every half term our Deputy Head and Family Support Worker, meet with our Educational Welfare Officer, to monitor lateness and absences.
- If your child's attendance falls below 90% the Educational Welfare Officer will investigate, in these cases parents will be at risk of a penalty fine, per parent, per child.

Rates of Authorised and Unauthorised Absence

	2014/15	2015/16	2016/17	2017/18	2018/19
Total number of registered pupils of compulsory school age	210	210	240	270	
% of half day sessions missed through:					
Authorised absence	3.7%	1.3%	1.5%	1%	
Unauthorised absence	1.0%	1.7%	2.2%	3%	
Attendance	95.3%	97.0%	96.3%	96%	

The figures show our attendance requires further improvements. We will continue to be vigilant when monitoring the attendance of all children at the school. If your child is absent from school, and you haven't phoned in to let us know, we will contact you by text on the morning of the first absence to find out the reason. We also try to encourage parents to let us know if they need support in bringing their children to school on time, every day, as there are lots of ways we can help. Breakfast Club is available each day for all children, which help to improve attendance and punctuality.

Please remember: if absence is unavoidable let us know on the first day of the absence. Failure to do so, will result in our attendance officer calling all contacts on your child's file. If we are unable to get in contact regarding the absence, a home visit will be carried out by a member of staff.

NOTE IT, PHONE IT on 9151796 or EMAIL IT: admin@mellers.nottingham.sch.uk

FOUNDERS' DAY

CUP WINNERS

In recent years we have taken the opportunity to celebrate the birthday of the school by holding a very special assembly. During the assembly, we present awards to certain pupils who we feel excelled in specific areas during their final year here at Mellers.

As all pupils have moved on to their Secondary Education, it is a wonderful opportunity to invite them back in to school and say "Well done".

Award	2018/19	2017/18	2016/17	2015/16	2014/15	2013/14
Achievement		Saule Gabryte	Connor Hall	Caleb Lindsay	Abdullah Al- Hadeethi	Shania Grant
Art & Design		Mohammed-Sami Sikander	Brianna James	Olivia Adams	Reuben Hallsworth-Woods	Manar El Said
Public Speaking		David Sobiesinski	Haddy Touray	Mazar El Said	Moses Suso	Kashaye Thomas
All rounder		Samia Begum	Grace Baffoh-Botchway	Robert Teixeira	Aisha Iqbal	Fatima Hussain
Progress		Zaina Shanwaz	Amina Khan	Kaleem Nasser	Karolina Suska	Mantvydas Malasevicius
Consistent effort		Ben Pratt	Tyanna Holzman	Ali Hussain	Sharna Spencer	Malikah Khan
Sporting achievement		Almeera Ghias	Declan Sweeney	Paulius Gabrys	Lassel Williams	Steven Taylor
Performing Arts or Outstanding Musician		Jade Sweeney	Oliwier Sobiesinski			
Governor's award for service to school		Tyler Cassidy	Ismail Mohammed	Binta Kamara	Chelsea Badmos	Laetia Hunter-Gordon

Admissions Arrangements for 2020/21

- Parents/carers living in Nottingham City must apply for a school place online or on Nottingham City Council's common application form by 31 October 2019 for places in year 7 at secondary schools and places in year 10 at 14-19 academies, university technical colleges or studio schools; and by 15 January 2020 for places in reception year at infant or primary schools and year 3 at junior schools.
- Parents/carers may name up to 4 schools in order of preference for a place in year 7 at secondary schools or year 10 at 14-19 academies, university colleges or studio schools; up to 6 schools in order of preference for a place in reception year at infant or primary schools and up to 3 schools in order of preference for a place in year 3 at junior schools. Parents/carers are strongly encouraged to name the maximum number of preferences allowed to increase their chances of being offered a place at one of their named schools.
- Reference will be made to the parent/carer's ranked order of preference in order to determine the school for which a single offer of a place will be made.
- An email will be sent to all parents/carers who applied online by the closing date and a letter will be sent to all parents/carers who applied on a paper application form by the closing date advising of the single offer of a place on 2 March 2020 (first working day after national offer date of 1 March 2020) for places in year 7 at secondary schools and year 10 at 14-19 academies, university technical colleges or studio schools; and on 16 April 2020 (national offer date) for places in reception year at infant or primary schools and year 3 at junior schools.
- Parents/carers should confirm to the Local Authority whether or not they wish to accept the place offered within 14 days of receipt of their offer letter. Failure to do so will result in the place being withdrawn and it may be offered to another pupil.
- If a place has been offered in error or on the basis of a fraudulent or intentionally misleading application the offer may be withdrawn and the place offered to a pupil with a higher priority to that place.
- Late applications received after the closing date for places in year 7 at secondary schools and year 10 at 14-19 academies, university technical colleges or studio schools will be considered after 1 March 2020; and late applications received after the closing date for places in reception year at infant or primary schools and year 3 at junior schools will be dealt with after 16 April 2020. Under exceptional circumstances the Local Authority may be willing to accept applications which are received late but by no later than 5 pm on 29 November 2019 for places in year 7 at secondary schools and year 10 at 14-19 academies, university technical colleges or studio schools; and 5 pm on 10 February 2020 for places in reception year at infant or primary schools and year 3 at junior schools.
- In accordance with the Council's co-ordinated scheme for infant, primary and junior school applications and secondary school applications where it is not possible to offer a place at any of the schools named by parents/carers, the Local Authority will make an offer of an alternative school place where this is possible (known as alternative offers).
- Parents/carers living within the catchment area are not guaranteed a place. Parents/carers can check which is the catchment school for their home address by visiting the website (www.nottinghamcity.gov.uk/schooladmissions), emailing the School Admissions Team (schooladmissions@nottinghamcity.gov.uk) or by telephoning the Team (0115 841 5568).
- Attendance at a particular nursery does not guarantee admission to the main school for infant/primary education. Parents/carers must make an application for admission to the main school as referred to in the first bullet point above.
- All applications for admission to community nursery schools must be made to the head teacher of the relevant nursery school.

- Applications for admission are considered against the planned admission number for the year group.
- Requests for in-year applications (i.e. transfers outside the time of normal transfer from one stage of education to another) are partially co-ordinated by the Local Authority. Parents/carers must apply to the Local Authority for a place at a city community school, and for a place at those schools/academies for whom the Local Authority co-ordinates in-year applications. For those schools/academies that the Local Authority does not co-ordinate in-year applications, parents/carers should contact that school/academy directly to find out how to apply for a place there. The Local Authority will strongly discourage parents/carers from transferring schools for their child where this is not as a result of a change of address. This is because if children change schools they are less likely to achieve educationally.
- The 2009 School Admissions Code required all local authorities to establish in-year fair access protocols to ensure that access to education is secured quickly for children who have no school place, and to ensure that all schools in an area admit their fair share of vulnerable and challenging children and young people. Nottingham City Council established a fair access protocol in October 2007. The fair access protocol for primary schools was updated in September 2013 and the fair access protocol for secondary schools was updated in June 2016.
- In accordance with the School Admissions Code, waiting lists for reception year to year 5 will be maintained for community primary schools which are oversubscribed until the last day of the 2021 summer half term (no waiting list will be maintained for year 6).
- Children whose fifth birthday falls between 1 September 2020 and 31 August 2021 will be admitted to full-time school at the beginning of the 2020/21 school year regardless of the term start date.
- Some parents/carers may choose to defer the start of full-time education for their child until compulsory school age. If parents/carers wish to take up this option, they may arrange the details with the head teacher of the school. However, if their child's birthday falls between 1 April and 31 August, deferring admission until compulsory school age would result in the child being admitted into a different school year. In this case, the child could not be allocated a reception place at the school during the 2020/21 year and the parent would have to apply for a place during the 2021 summer term for admission into year 1 in September 2021. The Local Authority strongly recommends that parents/carers do not defer the start of their child's fulltime education as children's learning chances are likely to be better if they start school with their peers at the beginning of the 2020/21 school year. Parents/carers can request that their child takes up a school place part-time until their child reaches compulsory school age.
- Parents/carers may request admission for their child outside their normal age group. In general, it is considered that children should be educated in their normal age group, with the curriculum differentiated as appropriate, and they should only be educated out of their normal age group in very limited circumstances. The decision to allow a child to repeat a year or to admit a child into a cohort outside their chronological year group, in most cases lies with the school or educational setting.
However, the following requests must be referred to the School Admissions Team at Children and Adults for consideration and advice:
 1. for children on roll at community schools due to transfer from one phase of education to another (i.e. key stage 1 to key stage 2 or key stage 3 to key stage 4);
 2. for children who are chronologically due to start Reception/Foundation 2, regardless of which school they are applying for:
 - a. parents are required to make an application for their child's normal age group at the usual time (by 15 January) but should also submit a request for admission out of the normal age group at the same time;
 - b. the relevant admission authority will be required to make a decision on which age

group the child should be admitted to. One admission authority is not required to honour the decision made by another admission authority on admission out of the normal age group;

c. if the request is agreed by all admission authorities, the application for the normal age group may be withdrawn before a place is offered. Parents will then need to make a new application for reception/Foundation 2 as part of the main admissions round for the following year. The application will then be considered alongside other applications received and determined against the admission arrangements;

d. if the request to be admitted out of age group is refused, the parent must decide whether or not accept the offer of a place for the normal age group, or to refuse it.

3. For children due to transfer from key stage 2 to key stage 3 (with the exception of pupils on roll at Nottingham Academy who wish to continue to attend the academy)

a. parents are required to make an application for their child's normal age group at the usual time (by 31 October) but should also submit a request for admission out of the normal age group at the same time;

b. the relevant admission authority will be required to make a decision on which age group the child should be admitted to. One admission authority is not required to honour the decision made by another admission authority on admission out of the normal age group;

c. if the request is agreed by all admission authorities, the application for the normal age group may be withdrawn before a place is offered. Parents will then need to make a new application for year 6 as part of the main admissions round for the following year. The application will then be considered alongside other applications received and determined against the admission arrangements;

d. if the request to be admitted out of age group is refused, the parent must decide whether or not accept the offer of a place for the normal age group, or to refuse it.

All requests should be forwarded or referred to the School Admissions Team at Children and Adults. Such requests will need to be made in writing and can be from the parent/carer of a child and/or the Head Teacher of the child's present school. The admission authority will make a decision on the basis of the circumstances of the case and in the best interests of the child concerned.

A copy of the Council's accelerated/delayed school admissions policy can be found at www.nottinghamcity.gov.uk/schooladmissions.

☐ Parents/carers are advised that they may be at risk of having to apply for a new school place if their child does not attend school for a period of 20 or more school days.

APPENDIX 2

First admission to primary schools criteria: 2020/21

In the event of oversubscription within any of the criteria listed below, preference will be given to applicants who live closest to the school, as measured in a straight line (i.e. as the crow flies) from a point at the school campus to a point at the pupil's home, both identified by the Local Land and Property Gazetteer (by a computerised geographical information system). Where two or more pupils are equal in all respects, and it is therefore not possible to differentiate between them, a method of random allocation by drawing lots will be used to allocate places (supervised by someone independent of the School Admissions Team).

Pupils who have a Statement of Special Educational Need or an Education, Health and Care Plan, where that school is named in the child's statement or plan will be admitted. In this event, the number of places that remain available for allocation will be reduced.

1. Places will first be allocated to a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special

guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions in accordance with section 22(1) of the Children Act 1989 at the time of making an application to a school. An adoption order is an order under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders). A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989 as amended by section 12 of the Children and Families Act 2014. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

2. Places will then be allocated to pupils who, at the closing date for applications, live within the catchment area*, whose parents have requested a place at the school and who have a sibling already attending the school whom is expected still to be on roll at the proposed date of admission of the applicant sibling.

3. Places will then be allocated to other pupils who, at the closing date for applications, live within the catchment area* and whose parents have requested a place at the school.

4. Places will then be allocated to pupils who live outside the catchment area, whose parents have requested a place at the school and who, at the closing date for applications, have a sibling already attending the school whom is expected still to be on roll at the proposed date of admission of the applicant sibling.

5. Places will then be allocated to other pupils who live outside the catchment area whose parents have requested a place at the school.

*This relates to those pupils living in the catchment area for the school set for the 2020/21 school year.

The above criteria (2-5) may be overridden and priority given to an applicant who can establish any of the following:

☐ pupils with special educational needs that can only be met at a specific school (e.g. where the school has specialist provision)**;

☐ children of travellers, pupils with exceptional medical, mobility, or social grounds that can only be met at a specific school**.

**Applications in these categories must be supported by a statement in writing from a doctor, social worker or other relevant professional. This is necessary because you will be asking the Authority to assess your child as having a stronger case than other children. Each case will be considered on its merits by Nottingham City Council.

Waiting lists will be maintained until the last day of the summer half term for reception year to year 5 (i.e. May 2021). Waiting lists will not be maintained for year 6.

For admission purposes the Local Authority considers a sibling connection to relate to any of the following:

- a brother or sister who share the same parents;
- a half brother or sister, where two children share one common parent;
- a step brother or sister, where two children are related by a parent's marriage or civil partnership;
- adopted or fostered children or children living in the same household under the terms of a child arrangements or special guardianship order.

Where applications are received in respect of twins, triplets or children of other multiple births, the authority will endeavour to offer places in the same school, admitting above the planned admission number where necessary. If this is not possible, the parent/carers will be asked which child(ren) should take up the place(s). The parent/carers will still have a right of appeal against a refusal of a place.

Any parent/carer whose child is refused a school place for which they have applied has the right of appeal to an independent appeals panel***. (Full details will be provided at the time of refusal).
*** (Except, the parent/carer of a child who has been permanently excluded from two schools and where at least one of those exclusions took place after 1 September 1997. This applies to a twice excluded pupil for a period of two years beginning with the date the last exclusion took place).
Attendance at a particular nursery does not guarantee admission to the main school for primary education. All applications for admission to the main school must be made to the Local Authority and will be considered against the oversubscription criteria listed in 1-5 above.

PUBLIC ACCESS TO DOCUMENTS AND INFORMATION

Head Teachers have to allow parents and others access to up-to-date copies of the following:

- The LEA statement of curriculum policy
- The Governing Body statement of curriculum aims for the school
- All statutory instruments, circulars and administrative memoranda concerning the curriculum which are sent to schools by the Department for Education and Skills
- All published HMI reports which refer to the school
- All schemes of work and syllabi currently used by teachers in the school
- The LEA procedure for dealing with complaints about the curriculum
- The LEA agreed syllabus for Religious Education

COMPLAINTS PROCEDURE

Details of how to make a complaint are available from the school office or in the resources section of our website at: www.mellersprimary.co.uk

Disclaimer

The information given in this brochure was valid at the time of printing. It should not be assumed that there will be no changes affecting either the arrangements generally described in this brochure or in any particular part of them before the start of the school year 2017 or in subsequent years.

Governors Finance Report for the Year Ending 31st March 2018

Mellers Primary School 2017/18 Budget Forecast Report



Revenue

Income

Schools Delegated Funding

School Budget Share	£1,211,647
Early Years Funding	£87,780
Sixth Form Funding	£0
High Needs Funding	£35,973
Pupil Premium	£152,380
Sports Grant	£3,708

Total Delegated Revenue Funding £1,491,488

Additional Funding £202,035

Budgeted Income £120,445

Total Revenue Funding £1,813,968

Expenditure

Payroll Expenditure £1,339,147

Non Payroll Expenditure £479,399

Total Revenue Expenditure £1,818,546

In Year Surplus +/- Deficit -£4,578

Revenue Carry Forward From 2016/17 £23,550

Forecast Revenue Carry Forward to 2018/19 £18,972

The above represents a true and fair reflection of the forecast revenue budget for the 2017/18 financial year.

To the best of the schools knowledge this budget has been prepared using prudent forecasting methods for income and includes incremental increases for staffing costs and inflation estimates (where applicable) for pay and non pay expenditure.

The current forecast predicts the school will have a surplus budget and £18,972.00 revenue carry forward to the 2018/19 financial year.

Analysis of School Funding



Forecast Expenditure as percentage of total available fundin...



Capital

Funding

Devolved Formula Capital	£6,558
Other Capital Income	£0
Capital Carry Forward From 2016/17	£9,053
Total Capital Funding	£15,611

Capital Expenditure

Devolved Formula Capital	£0
Other Capital Expenditure	£15,611
Total Capital Expenditure	£15,611

Forecast Capital Carry Forward to 2018/19 £0

The above represents a true and fair reflection of the forecast capital budget for the 2017/18 financial year.

To the best of the schools knowledge the capital budget has been prepared using prudent forecasting methods.

The current forecast predicts the school will have a balanced budget and £0.00 capital carried forward to the 2018/19 financial year

Head Teacher

Chair of Governors

Name:

Signature:

Date:

Once completed please sign above and fax a copy of this sheet to 0115 87 63237. Then click the 'Fix & Submit' button on the Budget Summary Screen to generate electronic return to your LA.

**Nottingham City Council
School Terms and Holidays Calendar – 2019/20**

AUGUST 2019						
M		5	12	19	26	
T		6	13	20	27	
W		7	14	21	28	
T	1	8	15	22	29	
F	2	9	16	23	30	
S	3	10	17	24	31	
S	4	11	18	25		

SEPTEMBER 2019						
M		2	9	16	23	30
T		3	10	17	24	
W		4	11	18	25	
T		5	12	19	26	
F		6	13	20	27	
S		7	14	21	28	
S	1	8	15	22	29	

OCTOBER 2019						
M		7	14	21	28	
T	1	8	15	22	29	
W	2	9	16	23	30	
T	3	10	17	24	31	
F	4	11	18	25		
S	5	12	19	26		
S	6	13	20	27		

NOVEMBER 2019						
M		4	11	18	25	
T		5	12	19	26	
W		6	13	20	27	
T		7	14	21	28	
F	1	8	15	22	29	
S	2	9	16	23	30	
S	3	10	17	24		

DECEMBER 2019						
M		2	9	16	23	30
T		3	10	17	24	31
W		4	11	18	25	
T		5	12	19	26	
F		6	13	20	27	
S		7	14	21	28	
S	1	8	15	22	29	

JANUARY 2020						
M		6	13	20	27	
T		7	14	21	28	
W	1	8	15	22	29	
T	2	9	16	23	30	
F	3	10	17	24	31	
S	4	11	18	25		
S	5	12	19	26		

FEBRUARY 2020						
M		3	10	17	24	
T		4	11	18	25	
W		5	12	19	26	
T		6	13	20	27	
F		7	14	21	28	
S	1	8	15	22	29	
S	2	9	16	23		

MARCH 2020						
M		2	9	16	23	30
T		3	10	17	24	31
W		4	11	18	25	
T		5	12	19	26	
F		6	13	20	27	
S		7	14	21	28	
S	1	8	15	22	29	

APRIL 2020						
M		6	13	20	27	
T		7	14	21	28	
W	1	8	15	22	29	
T	2	9	16	23	30	
F	3	10	17	24		
S	4	11	18	25		
S	5	12	19	26		

MAY 2020						
M		4	11	18	25	
T		5	12	19	26	
W		6	13	20	27	
T		7	14	21	28	
F	1	8	15	22	29	
S	2	9	16	23	30	
S	3	10	17	24	31	

JUNE 2020						
M	1	8	15	22	29	
T	2	9	16	23	30	
W	3	10	17	24		
T	4	11	18	25		
F	5	12	19	26		
S	6	13	20	27		
S	7	14	21	28		


JULY 2020						
M		6	13	20	27	
T		7	14	21	28	
W	1	8	15	22	29	
T	2	9	16	23	30	
F	3	10	17	24	31	
S	4	11	18	25		
S	5	12	19	26		


- Inset Days
- Bank Holiday
- School Holiday


Half term 1 – 7 weeks 1 day
Half term 2 – 7 weeks
Half term 3 – 6 weeks
Half term 4 – 6 weeks
Half term 5 – 4 weeks 4 days
Half term 6 – 8 weeks

**Nottingham City Council
School Terms and Holidays Calendar - 2020/21**

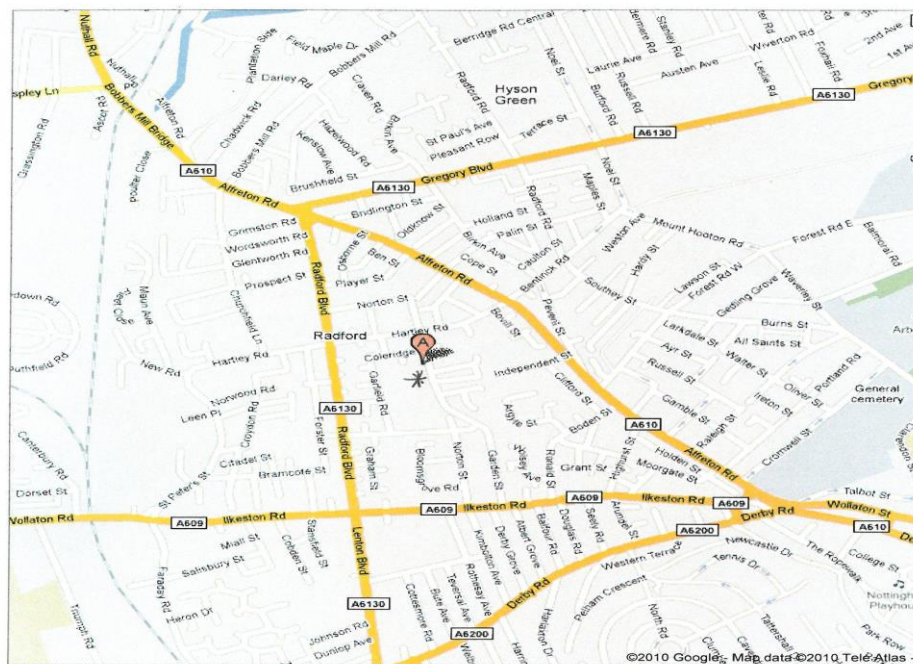
AUGUST 2020							SEPTEMBER 2020							OCTOBER 2020						
M		3	10	17	24	31	M		7	14	21	28		M		5	12	19	26	
T		4	11	18	25		T	1	8	15	22	29		T		6	13	20	27	
W		5	12	19	26		W	2	9	16	23	30		W		7	14	21	28	
T		6	13	20	27		T	3	10	17	24			T	1	8	15	22	29	
F		7	14	21	28		F	4	11	18	25			F	2	9	16	23	30	
S	1	8	15	22	29		S	5	12	19	26			S	3	10	17	24	31	
S	2	9	16	23	30		S	6	13	20	27			S	4	11	18	25		
NOVEMBER 2020							DECEMBER 2020							JANUARY 2021						
M		2	9	16	23	30	M		7	14	21	28		M		4	11	18	25	
T		3	10	17	24		T	1	8	15	22	29		T		5	12	19	26	
W		4	11	18	25		W	2	9	16	23	30		W		6	13	20	27	
T		5	12	19	26		T	3	10	17	24	31		T		7	14	21	28	
F		6	13	20	27		F	4	11	18	25			F	1	8	15	22	29	
S		7	14	21	28		S	5	12	19	26			S	2	9	16	23	30	
S	1	8	15	22	29		S	6	13	20	27			S	3	10	17	24	31	
FEBRUARY 2021							MARCH 2021							APRIL 2021						
M	1	8	15	22			M	1	8	15	22	29		M		5	12	19	26	
T	2	9	16	23			T	2	9	16	23	30		T		6	13	20	27	
W	3	10	17	24			W	3	10	17	24	31		W		7	14	21	28	
T	4	11	18	25			T	4	11	18	25			T	1	8	15	22	29	
F	5	12	19	26			F	5	12	19	26			F	2	9	16	23	30	
S	6	13	20	27			S	6	13	20	27			S	3	10	17	24		
S	7	14	21	28			S	7	14	21	28			S	4	11	18	25		
MAY 2021							JUNE 2021							JULY 2021						
M		3	10	17	24	31	M		7	14	21	28		M		5	12	19	26	
T		4	11	18	25		T	1	8	15	22	29		T		6	13	20	27	
W		5	12	19	26		W	2	9	16	23	30		W		7	14	21	28	
T		6	13	20	27		T	3	10	17	24			T	1	8	15	22	29	
F		7	14	21	28		F	4	11	18	25			F	2	9	16	23	30	
S	1	8	15	22	29		S	5	12	19	26			S	3	10	17	24	31	
S	2	9	16	23	30		S	6	13	20	27			S	4	11	18	25		

 Inset Days

 Bank Holiday

 School Holiday

Half term 1 – 7 weeks
Half term 2 – 7 weeks
Half term 3 – 6 weeks
Half term 4 – 5 weeks 4 days
Half term 5 – 5 weeks 4 days
Half term 6 – 7 weeks 2 days



* Melkers Primary School.

Welcome to Nottingham

Please see reverse for information on the city's zones



Where do I find?

Information points

Broadmarsh Shopping Centre (J7) 1
NCT Travel Centre (H8) 2
Nottingham Railway Station (L8) 3
Nottingham Tourism Centre (H7) 4
Victoria Centre (F7) 5

Shopping

Bridlesmith Gate (I7)
Broadmarsh Shopping Centre (G7)
Clumber Street (G2)
Exchange, The (H7)
F H Mail (H10)
Hockley (J7)
Lister Gate (F7)
Victoria Centre (F7)

Entertainment

Albert Hall (G4) 8
Broadway Media Centre (G9)
Cornerhouse, The (G6) 10
Lace Market Theatre (I8) 11
Nottingham Arts Theatre (H8) 12
Nottingham Playhouse (H4) 13
Rock City (F4) 14
Royal Centre (G6) 15
- Royal Concert Hall
- Theatre Royal
Sky Mirror (H3) 16
Trent FM Arena (H10) 17

Places of interest and key attractions

Bonington Art Gallery (E5) 18
Brewhouse Yard Museum (K5) 19
Brian Clough Statue (H6) 20
Castle Gatehouse (J5) 21
Castle Museum and Art Gallery (K4) 22
City of Caves (J8) 23
National Ice Centre (H10) 24

NOCL Galleries of Justice Museum
Nottingham Castle Nottingham
Contemporary Old Market Square
Robin Hood Statue
Speakers' Corner
Victoria Clock Tower
Ye Olde Trip to Jerusalem

Public offices, community centres and facilities

BBC East Midlands (K10) 25
Central Library (H5) 26
Citizens Advice Bureau (L7) 27
Council House (H6) 28
Crown & County Courts (K8) 29
Fire Station (E6) 30
Guildhall (H4) 31
HMRC - Inland Revenue (M4)
International Community Centre (D6) 40
Job Centre (Canal Street) (K9) 41

Job Centre (Parliament Street) (K4) 25
Magistrates' Court (J8) 26
NHS Walk in Centre (H6) 27
Nottinghamshire Archives (F6) 28
Police (G6) 29
Post Office (H7) 30
Public Toilets (Greyhound Street) (E6) 31
Trading Standards (G11) 32
YMCA (E7) 33

Centres of Learning

Castle College (K6) 34
New College Nottingham (H9) 35
The Nottingham Trent University (F5) 36
Centres of worship
Central Methodist Mission (G8) 37
Christian Centre (F2) 38
Congregational Church (I6) 39

Friends Meeting House (E3) 42
Islamic Centre (F9) 43
Nottingham Buddhist Centre (H8) 44
St Andrew's with Castle Gate (URC) (F5) 45
St Barnabas (G3) 46
RC Cathedral (J9) 47
St Mary's Church (J9) 48
St Nicholas' Church (St Peter's & St James') (E5) 49
Church Synagogue (E5) 50
Unitarian Chapel (F9) 51
William Booth Memorial Hall (F9) 52

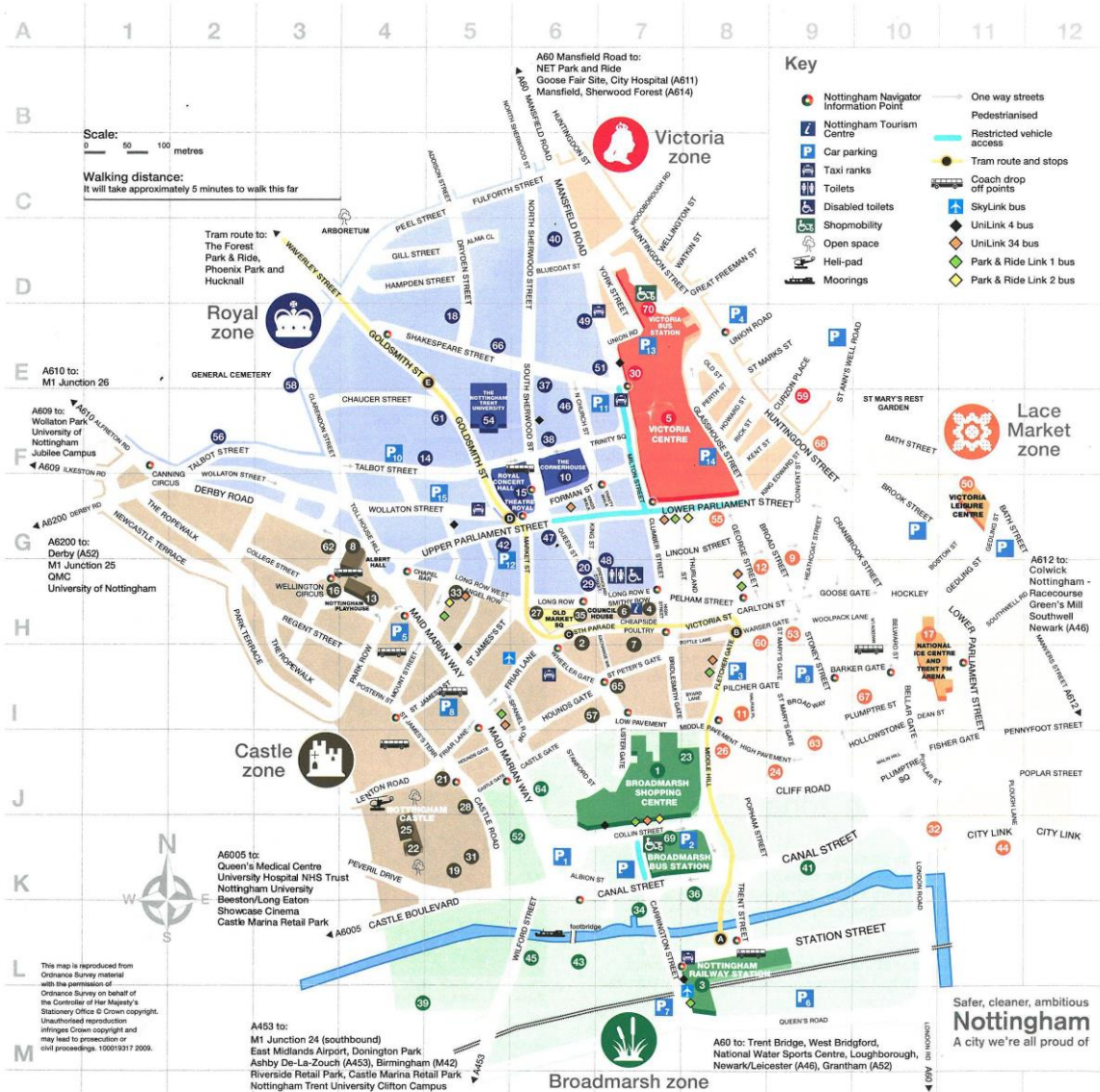
Transport Points

Bus Stations
Broadmarsh (K7) 66
Victoria (E7) 70
Train Station
Nottingham Railway Station (L8) 3

Tram Stops
Lace Market Nottingham
Trent University
Old Market Square
Royal Centre
Station Street (H8) 8

Car Parks

Arndale (K6) 1
Broadmarsh (K6) 2
Fletcher Gate (I8) 3
Huntingdon Street (E8) 4
Mount Street (M9) 5
Nottingham Railway Station (M9) 6
Queen's Bridge Road (M7) 7
St James's Street (I5) 8
Stoney Street (I9) 9
Talbot Street (F4) 10
Trinity Square (F7) 11
Upper Parliament Street (G5) 12
Victoria Centre North (E7) 13
Victoria Centre South (F8) 14
Wollaton Street (G5) 15



Safer, cleaner, ambitious
Nottingham
A city we're all proud of