



**MELLERS PRIMARY SCHOOL**  
**SEF**  
**September 2019**

## School Context

Mellers Primary is a unique, extraordinary school, located within the city of Nottingham. Nottingham ranks 4<sup>th</sup> out of the 326 districts in England of Income Deprivation Affecting Children (ID 2015: IDACI, Rank of Average Score). The only local authorities ranked as more deprived than Nottingham on this measure are Tower Hamlets, Middlesbrough and Islington. Nottingham is the most deprived of all the core cities, including cities such as Manchester (5<sup>th</sup>) and Liverpool (8<sup>th</sup>).

- 🛡️ 27.93% of Mellers pupils reside in LSOA which are ranked in the most deprived 5% of LSOA nationally, compared to 23.55% of Nottingham city pupils.
- 🛡️ 42.55% of Mellers pupils reside in LSOA which are ranked in the most deprived 10% of LSOA nationally, compared to 43.41% of Nottingham city pupils.
- 🛡️ 84.84% of Mellers pupils reside in LSOA which are ranked in the most deprived 30% of LSOA nationally, compared to 75.96% of Nottingham city pupils.
- 🛡️ Pupils attending Mellers have an average IDACI deprivation score of 0.370 (based on residence). This means that 37.0% of pupils may be experiencing family income deprivation in comparison with 34.5% of pupils for Nottingham overall and 21% nationally.
- 🛡️ 90% of our children come from ethnic minorities. 61% of the pupils at Mellers have a language other than English as a first language. There are 40 languages other than English spoken in school.
- 🛡️ There has been a significant rise in children whose first language is not English, rising from 28% in 2003 to 61% in the 2020 January census.
- 🛡️ There are currently 22 pupils identified as having SEND in school, which is 7% of the school population.
- 🛡️ Mobility of pupils is high, particularly in Year 4 as these classes are not yet full. In April 2018 we agreed to take a bulge class into Y2 (children without a school place across the city) and this is our current Year 4
- 🛡️ Staffing has been stable and remains so. Teacher retention is very high.
- 🛡️ Our mission statement is “Learning together, reaching high!” All staff members at Mellers work together as a supportive and caring team to help children achieve their full potential.
- 🛡️ We are passionate about creating extraordinary opportunities for our pupils to compete at the highest level in the career market, in order to effect social mobility and positive change. This is a commitment shared by the whole Mellers community.

### **1. Quality of education: outstanding**

Ofsted Jan 2019:

‘You have very high expectations of all staff and pupils’

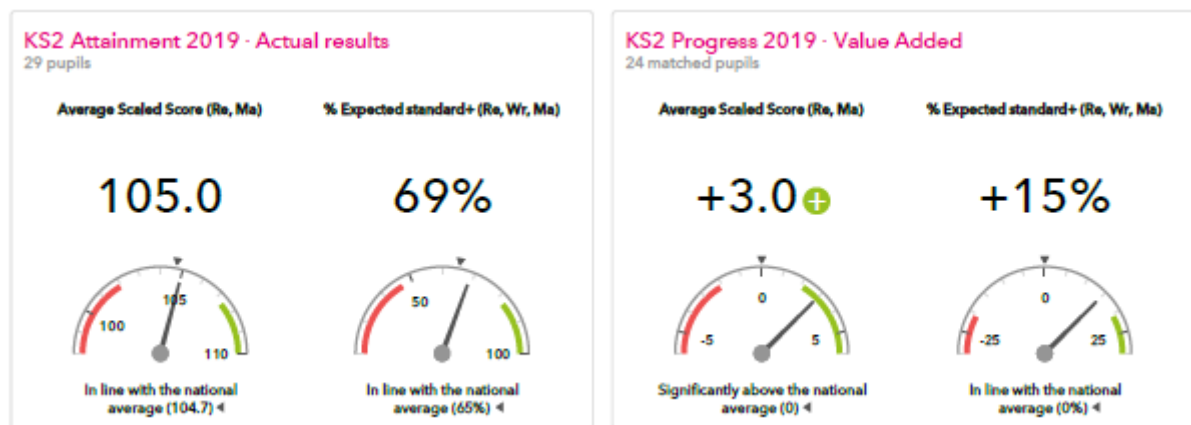
‘You are determined to ensure that all pupils make the best possible progress’

We judge quality of education at Mellers as outstanding as the vast majority of pupils that join us at 3 years old are assessed as being significantly below age-related expectations in most of the early years’ curriculum areas. However, by the time our pupils leave us in Year 6 they have made accelerated progress and are achieving at a level that is at least equivalent to the national level, often exceeding it.

## F1 on entry data September 2019

47 IN COHORT AT BASELINE	Secure and above	16-26e	16-26d	16-26s	22-36e	22-36d	22-36s	30-50e	30-50d	30-50s
01 Listen & Attention	34% 16		4% 2	19% 9	6% 3	21% 10	15% 7	34% 16		
02 Understanding	32% 15		6% 3	6% 3	11% 5	26% 12	19% 9	32% 15		
03 Speaking	31% 14		2% 1	11% 5	16% 7	9% 4	31% 14	27% 12	4% 2	
04 Moving & Handling	27% 13	2% 1		4% 2	2% 1	17% 7	48% 23	25% 12	2% 1	
05 Health & Self Care	49% 23			2% 1	4% 2	15% 7	30% 14	47% 22	2% 1	
06 Self Confidence & Aware	45% 21			9% 4	2% 1	19% 9	26% 12	43% 20	2% 1	
07 Managing Feelings & Behaviour	32% 15	2% 1	4% 2		21% 10	21% 10	19% 9	32% 15		
08 Making Relations	23% 11	2% 1	9% 4	9% 4	13% 6	21% 10	23% 11	23% 11		
09 Reading	26% 12			13% 6	11% 5	13% 6	38% 18	26% 12		
10 Writing	17% 8			11% 5	30% 14	11% 5	32% 15	17% 8		
11 Numbers	11% 5		13% 6	9% 4	34% 16	19% 9	15% 7	11% 5		
12 SSM	2% 1		11% 5	20% 9	33% 15	24% 11	11% 5	2% 1		
13 People & Communities	19% 9	2% 1	6% 3	23% 11	9% 4	26% 12	15% 7	19% 9		
14 The World	9% 4		11% 5	13% 6	11% 5	21% 10	36% 17	9% 4		
15 Technology	6% 3		9% 4	15% 7	15% 7	34% 16	21% 10	6% 3		
16 Exploring & using Media & Materials	19% 9		9% 4	6% 3	17% 8	21% 10	28% 13	19% 9		
17 Being Imaginative	36% 17	6% 3	4% 2	6% 3	9% 4	6% 3	32% 15	36% 17		
Combined ARE	2% 1									

## KS2 SATs data 2019



- 🛡️ In July 2019 during performance management reviews, teaching staff were judged thus:
  - 6 were outstanding
  - 10 were good
- 🛡️ Consistently outstanding teaching: assistant heads, Y5 teacher, F1 teacher, Reading Recovery teachers
- 🛡️ One member of staff moved from RI to consistently good: range of support strategies including coaching and mentoring by assistant heads.
- 🛡️ Staff grades at outstanding and good became improved and/or consistent.
- 🛡️ Learning walks and drop-ins, no notice observations, undertaken at regular intervals noting improving behaviour for learning; undertaken by the leadership team.
- 🛡️ Work scrutiny gives clear evidence of accelerated progress, focus on greater depth and challenge and rich curriculum
- 🛡️ Evidence-based research has had a significant and positive impact on the quality of teaching
- 🛡️ Our curriculum review and development place our school aims and vision at the heart of our striving for educational excellence and opportunities for all our families
- 🛡️ We are committed to quality music education: all our pupils learn to play a brass instrument from year 4 onwards, and take ABRSM exams. By year 6, at least 6 pupils each year pass grade 3.

- 🛡️ All children take part in swimming, from F2 to Y6. By the time they leave us, all children are able to swim at least 25m, often significantly further.
- 🛡️ Reading Cafés ensure communication with parents about pupil progress is maximised, as do structured conversations with each parent every year
- 🛡️ Curriculum: we are in the process of establishing an unique curriculum that is bespoke to Mellers, reflecting the needs and aspirations of our community, empowering our pupils with the ‘Rebels of Nottingham’ idea; preparing our pupils to excel in the world of work and beyond

#### School improvement priorities 2018-2019 from whole school data

- 🛡️ To ensure that a robust curriculum is in place, which fully reflects the Mellers vision for our community
- 🛡️ To provide aspirational education so that all pupils with potential for greater depth are given the opportunity to achieve it
- 🛡️ To ensure that the Mellers culture remains positive, happy and respectful
- 🛡️ To ensure that every member of the Mellers community is aiming to be ‘the best that they can be’
- 🛡️ To further develop leadership at all levels

### **2. Behaviour and attitudes: outstanding**

Ofsted Jan 2019:

‘The teachers are with the children every step of the way and, because of this, they are flying!’

‘Your aspirational approach is inspiring pupils. They understand the part they play in their own development and how working hard can help them secure a successful future.’

- 🛡️ Attendance rates have improved for the last two years and are currently in line with national averages.
- 🛡️ Teachers place a strong emphasis on developing pupils' confidence and self-esteem. Pupils are known well as individuals and they and their parents confirm that pupils are safe in school. Our school covers bullying and safety issues carefully and sensitively. Pupils say they have confidence in the staff to deal with any bullying if it should arise.
- 🛡️ Behaviour, attitudes and behaviour for learning in early years are also good
- 🛡️ Attendance percentages continue to make gradual improvement year on year.
- 🛡️ Rigorous procedures are in place to monitor registers daily and respond quickly to any absence, supporting families in getting their child/children to school every day.
- 🛡️ Links with the local authority education welfare service have been improved, resulting in the school being able to access sanctions and additional support for families more effectively.

### **3. Personal development: outstanding**

Ofsted Jan 2019

‘Because of the ambitions staff instil, my daughter has already decided which university she wants to go to.’

‘The emphasis you place on pupils’ social and emotional welfare is a strength of the school. The well-ordered and calm atmosphere reflects the school’s consistent approaches to pupil well-being. This is having a positive impact on pupils’ personal development.’

- 🛡️ Pupils are proud and willing to take on jobs and responsibilities within school. These include, for example, serving food at lunchtime, being on the school council or eco-team, or acting as buddies for other pupils. Pupils respond well to opportunities to help people less fortunate than themselves through charity fundraising.
- 🛡️ A major strength of our school is its rich cultural diversity. Pupils enjoy the fact that they come from a wide variety of different backgrounds and get on well together. They enjoy exploring different cultures and traditions whilst celebrating what it means to be British. Our whole school topic about WWI enabled us to explore this theme in depth. There are links with schools overseas, in France, China and Jamaica, and in Derbyshire. This prepares pupils well for their future in modern society.

- 🛡️ Enriching the curriculum: we prioritise disadvantaged spending to support curriculum enrichment, which includes camping, youth hostelling, visits to local and national places of interest which are all closely aligned with our curriculum and support great teaching
- 🛡️ Place2Be counselling service offers 1:1 counselling, group counselling, drop in counselling and parent counselling.
- 🛡️ ‘Pupils learn a broad and balanced range of subjects and enjoy a variety of extra activities. Their opportunities to develop their music skills are impressive. Trumpets and trombones are played with vigour and gusto by all pupils in Years 4, 5 and 6. Frequent visits to places of historical or cultural interest broaden pupils’ horizons. Pupils have the opportunity to go on three residential visits during their time at the school. Here, they enjoy adventurous and team-building activities, which develop their confidence and resilience.’

#### **4. Leadership and Management: outstanding**

Ofsted Jan 2019:

‘Your commitment is infectious and you are supported by dedicated staff and members of the governing body.’

‘Your approach to school improvement is focused and based on innovative research.’

- 🛡️ Our school works well with parents and carers. It is a focal point for a number of community activities, such as the annual visit to the Goose Fair, and parents come in large numbers to special events along with their children. Some information is provided in foreign languages for those who need it and the updated school website can be translated into most world languages.
- 🛡️ The targets in the school improvement plan are ambitious but realistic. The performance of staff is monitored closely. Teachers’ pay rises are carefully managed, and promotions are only given when the impact on pupils’ achievement shows that these are deserved. Good staff training has brought about improvements in the teaching of reading, writing and mathematics.
- 🛡️ School communicates very effectively with parents and carers. Our School Business Manager maintains our excellent school website; feedback from parents tells us that it is well-developed, up to date and very user friendly. Social Media is used widely: our Facebook page has almost 300 followers and Twitter has 200.
- 🛡️ Leaders make very sure that there is no discrimination of any kind. All pupils, regardless of background or need, have full access to everything the school offers. Child protection and safeguarding arrangements are kept under stringent review and have high priority. Leaders make sure that all legal requirements are met and that good practice, particularly in regard to safeguarding, prevails.
- 🛡️ Our inclusion leader has a specific remit to evaluate and review interventions for underachieving pupils. She is our SENCO and Pupil Premium champion.
- 🛡️ The school provides strong support to pupils whose circumstances may make them particularly vulnerable, drawing effectively on a range of outside agencies as it does so. The inspectors saw examples of how this support has enabled such pupils to play a full part in the life of the school and to achieve in line with other pupils, despite their circumstances, which are sometimes difficult
- 🛡️ Safeguarding at Mellers is particularly outstanding: we have a safeguarding team that meets monthly, with 7 members drawn from a range of areas of school. Policy and procedure are carefully monitored and understood by staff, governors, pupils, parents and carers. Confidential minutes of these meetings are communicated to relevant staff members to ensure that they are all up to date with information about our most vulnerable pupils.
- 🛡️ Senior leaders coach and mentor new and improving teachers to hone their practice, along with an effective middle leadership development programme.
- 🛡️ Amanda Dawson, Headteacher, is a national leader of education and the school is a national support school
- 🛡️ The 2 assistant heads, and deputy headteacher, are all specialist leaders of education.
- 🛡️ Mellers is an active participant in the Transform Teaching School Alliance and Nottingham Schools’ Trust
- 🛡️ Rigorous and effective system of monitoring and evaluation: triangulation of evidence, carried out by leadership team and subject leaders.
- 🛡️ Whole school focus on leadership at all levels as a result of a leadership initiative based on Steve Radcliffe’s Future, Engage, Deliver
- 🛡️ Since the last inspection, governance has been furthered strengthened. The structures of governance, monitoring and feedback are strengthened and rigorous and governance is more transparent. New appointments to the governing body have brought specific expertise