



**MELLERS PRIMARY SCHOOL**  
**SEF**  
**September 2020**

## School Context

Mellers Primary is a unique, extraordinary school, located within the city of Nottingham. Nottingham ranks 6<sup>th</sup> out of the 317 districts in England of Income Deprivation Affecting Children (ID 2019: IDACI, Rank of Average Score). The only local authorities ranked as more deprived than Nottingham on this measure are Middlesbrough, Blackpool, Knowsley, Liverpool and Kingston-Upon-Hull. It is more deprived than Manchester (7<sup>th</sup>) and Birmingham (9<sup>th</sup>).

- 🛡 22.11% of Mellers pupils reside in LSOA which are ranked in the most deprived 1% of LSOA nationally, compared to 4.63% of Nottingham city pupils.
- 🛡 26.04% of Mellers pupils reside in LSOA which are ranked in the most deprived 5% of LSOA nationally, compared to 25.73% of Nottingham city pupils.
- 🛡 55.53% of Mellers pupils reside in LSOA which are ranked in the most deprived 10% of LSOA nationally, compared to 44.10% of Nottingham city pupils.
- 🛡 86.00% of Mellers pupils reside in LSOA which are ranked in the most deprived 30% of LSOA nationally, compared to 78.12% of Nottingham city pupils.
- 🛡 Pupils attending Mellers have an average IDACI deprivation score of 0.344 (based on residence). This means that 34.4% of pupils may be experiencing family income deprivation in comparison with 29.9% of pupils for Nottingham overall and 18% 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 5 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 5
- 🛡 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’

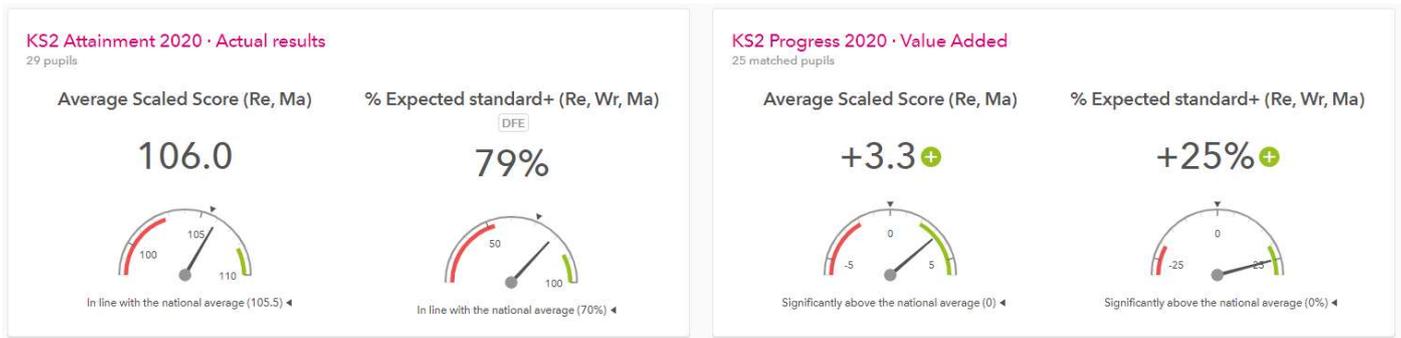
‘You are determined to ensure that all pupils make the best possible progress’

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. We track our pupils into secondary school and beyond, and their Progress 8 scores are well above the LA and national progress scores.

F1 on entry:

SEC IN COHORT AT RANKLINE	Secure and above 0%	56-26%	56-26%	56-26%	22-36%	22-36%	22-36%	56-50%	56-50%	56-50%
01 Listen & Attention	15%	13%	11%	26%	16%	18%				
02 Understanding	16%	5%	21%	21%	18%	18%				
03 Speaking	14%	11%	8%	26%	17%	19%				
04 Moving & Handling	5	4	5	9	6	7				
05 Health & Self Care	3	10%	7%	15%	11%	5%				
06 Language	13%	13%	11%	16%	24%	34%				
07 Making Relations	3	3%	11%	23%	22%	26%				
08 Reading	3%	11%	4	11	7	11				
09 Writing	1%	4	20%	18%	20%	11%				
10 Numbers	6%	8%	19%	22%	25%	19%				
11 Shape	6%	11%	13%	24%	24%	21%				
12 People & Communities	7	9	5	9	9	9				
13 The World	5%	16%	11%	20%	26%	13%				
14 Technology	11%	10%	16%	11%	20%	6%				
15 Exploring & using Media & Materials	6%	22%	22%	22%	19%	11%				
16 Being Imaginative	2	6	5	5	22%	11%				
Combined All	16%	14%	11%	24%	18%	11%				

## Year 6 on exit:



## Progress 8 KS2-KS4

- 🛡️ Blue is former Mellers pupils
- 🛡️ Orange is pupils nationally
- 🛡️ Red is LA pupils



- 🛡️ In July 2020 during performance management reviews, teaching staff were judged thus:
  - 7 were outstanding
  - 19 were good
- 🛡️ Consistently outstanding teaching: assistant heads, phase leads, 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.
- 🛡️ 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.
- 🛡️ Focus on FED leadership at all levels has empowered subject leads to drive standards in all subjects up
- 🛡️ Rosenshine's 'Principles in Action' underpin teaching and learning development work, particularly the work on questioning.
- 🛡️ All staff trained in accredited Letters and Sounds
- 🛡️ 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 have established 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 2020-2021

- 🛡️ to ensure that a robust curriculum is in place, which fully reflects the Mellers vision for our community
- 🛡️ to further embed reading as a strength of Mellers practice
- 🛡️ to ensure that every member of the Mellers community is aiming to be 'the best that they can be' within a culture which is positive, happy and respectful

## **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.'

- 🛡 COVID: during lockdown, we provided a substantial package for our community, including online learning, Teams lessons, weekly communication by phone with parents, Facebook Live assemblies, food bank support, home visits and the feedback from parents was overwhelmingly positive about this.
- 🛡 COVID outbreak: at the beginning of the autumn term, we had an outbreak at Mellers when 4 staff members tested positive for COVID. The feedback from the local authority, Public Health England and

Environmental Health was that school leaders were decisive, effective, calm and communicated well with the community, resulting in the outbreak being contained quickly. The portfolio holder for education commented, 'I hear you've done an excellent job in a difficult week, public health colleagues were praising you in a meeting with the city MPs this afternoon,' and the feedback from the public health consultant was, 'I would like to thank you for your swift response and full cooperation in responding to the COVID-19 cases identified within your school. Whilst unfortunate, the situation at Mellers has given an opportunity to test our plans and learn as we go.' The key factor, like everything, has been really good communication which has enabled us to respond so quickly and minimise further spread.

- 🛡️ 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. Joy Buttress, Assistant Head, is our 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 and 3 members of the team that are DSL trained. 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.

## **5. Early Years: outstanding**

Ofsted Jan '19

'New entrants are welcomed into a respectful, bright and attractive environment that supports good learning.'

- 🛡 We provide full time N2 places for up to 52 children in our nursery. This is funded by the school to ensure that the community has access to outstanding early years provision whether they qualify for the government's 30 hour funded places or not. As a school we have made this commitment to give our children the best start in making accelerated progress from their low starting points.
- 🛡 Weekly early years staff meetings ensure that all early years' practitioners are focussed on providing a quality learning environment and provide outstanding interactions through play with all children. All teaching and support staff are able to assess and develop next steps for children through detailed observations which are regularly monitored to ensure coverage across the 17 areas of learning.
- 🛡 The foundation stage has many aspects of leadership within it. The early years phase leader, the foundation 1 leader and curriculum leaders in phonics and PSHE. All staff have the opportunity to develop their own leadership qualities through the FED (Future, Engage, Deliver) model. For example, teaching assistants lead their own key group with the support of the phase lead and F1 lead, as well as areas of learning such as 'Forest School' and 'Reading for Pleasure.'
- 🛡 All children begin nursery well below the age-related expectations. More than 95% of the children will finish their foundation stage education making accelerated progress.
- 🛡 The number of children reaching the good level of development at the end of F2 has been in line or up to 7% below the national average over the last few years. When taking into consideration that 0% of children arrive at Mellers at the age-related expectation, this shows that outstanding provision and teaching is in place to accelerate the majority of children to GLD and to set them off on their journey of outstanding progress through Mellers and beyond into the world of secondary education, further education and work.