



MELLERS PRIMARY SCHOOL
SEF
September 2021

School Context

Mellers Primary is a unique, extraordinary school, located within the city of Nottingham. Nottingham ranks 6th 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 (7th) and Birmingham (9th).

Pupil Residence (IDACI national rank of LSOA):

- 🛡 20.89% of Mellers pupils reside in LSOA which are ranked in the most deprived 1% of LSOA nationally, compared to 4.61% of Nottingham city pupils.
- 🛡 24.41% of Mellers pupils reside in LSOA which are ranked in the most deprived 5% of LSOA nationally, compared to 25.61% of Nottingham city pupils.
- 🛡 54.23% of Mellers pupils reside in LSOA which are ranked in the most deprived 10% of LSOA nationally, compared to 43.92% of Nottingham city pupils.
- 🛡 87.79% of Mellers pupils reside in LSOA which are ranked in the most deprived 30% of LSOA nationally, compared to 77.86% of Nottingham city pupils.
- 🛡 Pupils attending Mellers have an average IDACI deprivation score of 0.341 (based on residence). This means that 34.1% of pupils may be experiencing family income deprivation in comparison with 29.9% of pupils for Nottingham overall and 15% 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 65% in the 2021 January census.
- 🛡 There are currently 45 pupils identified as having SEND in school, which is 10% of the school population.
- 🛡 There are 15 pupils with Education Health Care Plans, and 13 profoundly deaf pupils
- 🛡 The Nottingham City Focus Provision for deaf pupils is now based at Mellers
- 🛡 Mobility of pupils is high, particularly in Year 6. 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 6.
- 🛡 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:

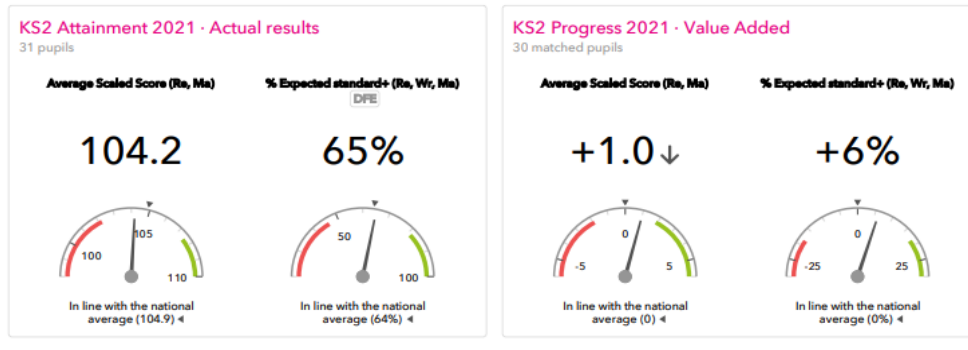
KS IN COHORT AT BASELINE	Secure and above	16-20e	16-20e	16-20e	22-30e	22-30e	22-30e	30-40e	30-40e	30-40e
01 Listen & Attention	15%	13%	11%	20%	16%	18%	18%			
02 Understanding	16%	5%	21%	21%	18%	18%				
03 Speaking	14%	11%	14%	25%	17%	19%				
04 Moving & Handling	1%	4%	7%	15%	6%	7%	2%			
05 Writing	3%	3%	11%	26%	20%	20%	2%			
06 Managing Feelings & Behaviour	3%	3%	11%	16%	24%	34%				
08 Making Relations	3%	11%	20%	18%	20%	11%				
09 Reading	6%	8%	19%	22%	25%	19%				
10 Writing	3%	4%	13%	24%	24%	21%				
11 Numbers	6%	16%	11%	29%	26%	13%				
12 SPaG	11%	16%	16%	11%	39%	8%				
13 People & Communities	6%	22%	22%	22%	19%	11%				
14 The World	0%	0%	24%	34%	18%	0%				
15 Technology	3%	3%	21%	61%	13%	1%				
16 Exploring & using Media & Materials	8%	16%	11%	21%	26%	18%				
17 Being Imaginative Combined Art	0%	16%	11%	34%	3%	12%				

Secure and above 0%



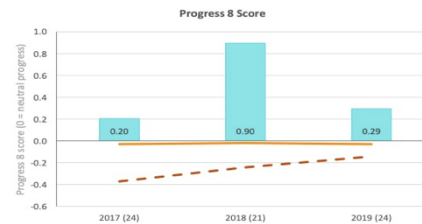
Year 6 on exit:

Overview



Progress 8 KS2-KS4

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



- Consistently outstanding teaching: assistant heads, phase leads, F1 teacher, Reading Recovery teachers
- Rigorous monitoring schedule includes governors and shows that pupils' work across the curriculum is of a consistently high standard
- Disadvantaged and other vulnerable groups of pupils make excellent progress
- Our curriculum intent and implementation are embedded securely and consistently with effective subject leads ensuring monitoring is consistent and regular
- Evidence-based research has had a significant and positive impact on the quality of teaching and leadership
- 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 and monitoring shows that phonics teaching is a strength of our practice
- Reading for Pleasure and a love of books are a strength; our excellent library support this
- 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.
- Structured conversations with each parent every year ensure communication about children's progress is maximised

- Curriculum: we have established a 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. Subject leaders are passionate and highly effective.

School improvement priorities 2020-2021

- to ensure that a robust curriculum is in place, which fully reflects the Mellers vision for our community
- to incorporate the Nottingham City Focus Provision for Deaf Pupils and Nottingham Nursery School and Training Centre, aligning staff, children and the provision into the Mellers Way, including the curriculum and catch-up
- 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 are 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. Difference is valued and nurtured; commonalities are celebrated.
- Our pupils behave very well, with consistently high levels of respect for others. Our passionate School Council plays a significant part in this
- Pupils love school; they are highly motivated and persistent in their learning and attitudes. They make a significant contribution to the life of our school and are fierce about ensuring the wellbeing of our school community.
- Behaviour, attitudes and behaviour for learning in early years are also good.
- 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 are strong, 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.'

- As a school, we consistently promote the extensive personal development of pupils and ensure that our responsibility for this goes well beyond the school gates
- Many of our pupils attend a number of clubs and groups eg athletics, sports, drama, orchestras and ensembles
- Our extracurricular activities are popular and we prioritise our disadvantaged pupils for places during term and holiday time
- 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.
- We have a very proactive Head Girl and Head Boy, with a team of prefects and active School Council
- 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.
- 🛡️ 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 649 followers and Twitter has 510. We send out a weekly newsletter in Sway format, which is read by about 400 people each week.
- 🛡️ 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.
- 🛡️ 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.
- 🛡️ Senior leaders coach and mentor new and improving teachers to hone their practice, along with an effective middle leadership development programme.
- 🛡️ Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time, which translates into improvements in the teaching of the curriculum.

- 🛡️ 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.
- 🛡️ The 2 phase leads are effective; they are both trained as student and ECT mentors. Our newly appointed assessment leads are both trained moderators.
- 🛡️ Wellbeing is a school development priority at Mellers; staff consistently report high levels of support for wellbeing through our wellbeing teams. Leaders ensure that full engagement takes place with staff, through surveys and the system of supervision that has been established for all staff members, so that issues are identified early and dealt with quickly.
- 🛡️ 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.
- 🛡️ Mellers was chosen to incorporate the Nottingham City Focus Provision for Deaf Pupils, and the team and 13 pupils joined us in September 21. They are being treated like celebrities by our pupils; everyone is learning BSL together.
- 🛡️ Mellers has also been asked by the LA to federate with Nottingham Nursery and Training Centre, which will ensure excellent provision from birth to 11 in our local area.
- 🛡️ Whole school focus on leadership at all levels as a result of a leadership initiative based on Steve Radcliffe's Future, Engage, Deliver.
- 🛡️ Governance at Mellers is outstanding. Appointments to the governing body over the last 3 years 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 having made accelerated progress.
- 🛡️ Children in early years are highly motivated, resilient and enthusiastic. Our EYFS curriculum has high ambitions for all our pupils, and this aspiration is shared by everyone.
- 🛡️ Until last year and the impact of lockdown, 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 as soon as they start nursery at Mellers.