



MELLERS PRIMARY SCHOOL
Self-Evaluation Form
September 2023

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). Mellers is federated with Nottingham Nursery School and Training Centre and has the Nottingham City Focus Provision for Deaf Pupils integrated into the school.

Pupil Residence (IDACI national rank of LSOA):

- 🏡 20% of Mellers pupils reside in LSOA which are ranked in the most deprived 1% of LSOA nationally, compared to 4.5% of Nottingham city pupils
- 🏡 25.3% of Mellers pupils reside in LSOA which are ranked in the most deprived 5% of LSOA nationally, compared to 24.7% of Nottingham city pupils
- 🏡 52.4% of Mellers pupils reside in LSOA which are ranked in the most deprived 10% of LSOA nationally, compared to 43% of Nottingham city pupils
- 🏡 86.8% of Mellers pupils reside in LSOA which are ranked in the most deprived 30% of LSOA nationally, compared to 77.2% of Nottingham city pupils
- 🏡 These percentages have steadily increased over the last 6 years as poverty and deprivation in our local area increase
- 🏡 Pupils attending Mellers have an average IDACI deprivation score of 0.3 (based on residence). This means that 34% of pupils may be experiencing family income deprivation in comparison with 29.7% of pupils for Nottingham overall and 16% nationally
- 🏡 44% of our pupils are eligible for free school meals
- 🏡 90% of our children have ethnic minority heritage. 56% of the pupils at Mellers have a language other than English as their first language. There are 47 languages other than English spoken in school and 37 nationalities represented
- 🏡 There are currently 53 pupils identified as having SEND in school, which is 12% of the school population. 10 receive Higher Level Needs funding, which is 2.2% of all pupils and 10% of all pupils with SEND. Over the last 2 years, there has been an exponential increase in the number of pupils with significant additional needs, predominantly autism (diagnosed and undiagnosed) which has put a huge amount of strain on our resources and capacity to provide the quality support needed for these children, whilst keeping them and other children safe
- 🏡 There are 13 pupils with Education Health Care Plans, and 11 profoundly deaf pupils: the Nottingham City Focus Provision for deaf pupils is now based at Mellers
- 🏡 Mobility of pupils is high due to fluctuating school places in other city schools
- 🏡 Staffing has been stable and remains so. Teacher retention is very high
- 🏡 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 Nov 2022:

Leaders set high standards for pupils. They expect pupils to work hard. Staff promote the Mellers Way. Pupils know and understand these aspirational school expectations. Pupils have positive attitudes towards their work and each other.'

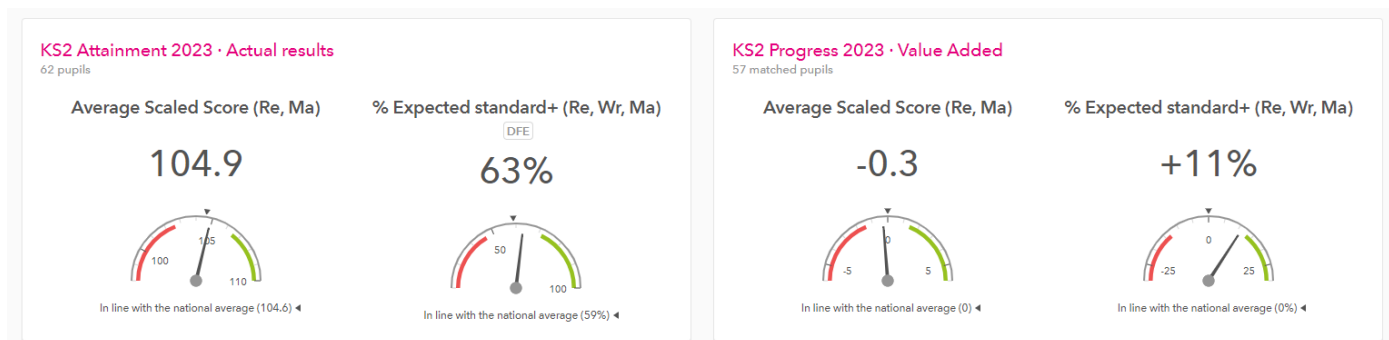
We judge quality of education at Mellers as outstanding as the vast majority of pupils that join us at 3 years old are assessed as being significantly below age-related expectations in most of the early years' curriculum areas. However, by the time our pupils leave us in Year 6 they have made accelerated 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:

2/45 pupils are at age-related expectations for a 4-year-old on entry to nursery

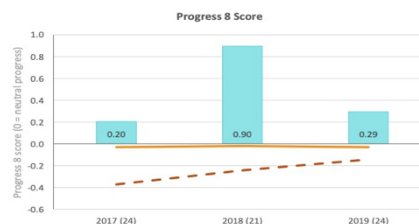
Cohort: 44 children	Working at N2 below	Working at N2 below +	Working towards N2 expected	Working towards N2 expected +	Working at expected	Working at expected +
Communication and language	50% 22	0	34% 15	0	16% 7	0
Personal, Social and Emotional Development	55% 24	0	34% 15	0	11% 5	0
Physical development	27% 12	2% 1	39% 17	0	32% 14	0
Literacy	53% 23	0	34% 15	0	11% 5	2% 1
Mathematics	48% 21	4% 2	32% 14	0	16% 7	0
Understanding the world	50% 22	0	39% 17	0	11% 5	0
Expressive arts and design	42% 18	2% 1	29% 13	0	27% 12	0
F1 GLD					4% 2	0% 0

Year 6 on exit:



Progress 8 KS2-KS4:

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



Targets 2023:

- 🛡 F2 GLD: 65%
- 🛡 Y1 phonics: 90%
- 🛡 Y6 reading: 73%, 15% GD
- 🛡 Y6 writing: 71%, 11% GD
- 🛡 Y6 maths: 76%, 15% GD

- 🛡 Consistently outstanding or good teaching
- 🛡 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 and impact are consistent and regular
- 🛡 Evidence-based research has had a significant and positive impact on the quality of teaching and leadership
- 🛡 Rosenshine's 'Principles in Action' underpin teaching and learning development work, particularly the work on questioning
- 🛡 All staff trained in accredited Little Wandle 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 supports 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 and Meet the Teacher events each term 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 and preparing them to excel in the world of work and beyond. Subject leaders are passionate and highly effective and have planned a curriculum rich in knowledge acquisition.

School improvement priorities 2022-23

- 🛡️ To further improve and refine the English curriculum, particularly writing and phonics
- 🛡️ To ensure that everyone's safety and wellbeing continue to be a priority
- 🛡️ To develop the outdoor play and learning environment
- 🛡️ To review leadership across the Federation

2. Behaviour and attitudes: outstanding

Ofsted Nov 2022:

Pupils know that bullying is not tolerated. They behave well. They are polite and respectful. They know that staff are quick to sort out any concerns for them. Pupils say that they feel safe. They understand diversity and equality. Pupils told inspectors: 'We respect everyone regardless of their background. Everyone should be treated the same.'

- 🛡️ 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 Nov 2022

Pupils know what is expected of them. They behave calmly in lessons and at playtimes. They are well mannered. Pupils' personal development is at the heart of the school's work. The school is respectful of all cultures, races and faiths. Mellers Primary School is a happy and caring community. Pupils are proud of their school. Pupils enjoy their learning and being with their friends. Pupils told inspectors: 'The staff treat you like you are one of the family.'

- 🛡️ 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 our numerous 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 clubs

- 🏆 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 Student Council, with Head Students and a team of prefects
- 🏆 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 Nov 2022:

Leaders set high standards for pupils. They expect pupils to work hard. Staff promote the Mellers Way. Pupils know and understand these aspirational school expectations. Leaders work well with staff. Staff appreciate the professional development they receive. They know that leaders are considerate of their workload.

- 🏆 In February 2022 we federated with Nottingham Nursery and Training Centre, ensuring excellent provision from birth to 11 in our local area
- 🏆 Our school works well with parents and carers. It is a focal point for a number of community activities, such as our International Day, assemblies, Christmas and Summer Fairs. 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 Head of School 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, Head of School, is our Pupil Premium champion
- 🏆 Our school provides strong support to pupils whose circumstances may make them particularly vulnerable, drawing effectively on a range of outside agencies
- 🏆 Support for parents and community members during the current cost of living crisis is a priority. We have a school free Food Store, which is available to parents and to the wider community
- 🏆 Safeguarding at Mellers is 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. Feedback from children's services states that our thorough and detailed record-keeping and chronologies help to accelerate effective support for families from social workers
- 🏆 Senior leaders coach and mentor new and improving teachers to hone their practice, along with an effective middle leadership development programme
- 🏆 Amanda Dawson, Executive Headteacher, is a national leader of education and the school is a national support school. Amanda is also a school improvement advisor for Nottingham Schools' Trust

- 🏆 The Heads of School are both 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. The annual staff wellbeing survey shows that the team feels that the leadership of the school values wellbeing
- 🏆 Mellers is an active participant in the 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; everyone is learning BSL together
- 🏆 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. Our federated governing body has retained the expertise of both former governing bodies at Nottingham Nursery and Mellers.

5. **Early Years: outstanding**

Ofsted Nov 2022

Curriculum thinking begins in the Nursery. Parents and carers are overwhelmingly positive about the school. One parent, who represented the view of many, said: 'Staff always freely communicate with parents. It feels like a school family. The school is respectful of all cultures, races and faiths. 'Parents appreciate that everyone is included and welcome.

- 🏆 We provide part time places for up to 52 children in our nursery and full-time places for parents that qualify for 30 hours funding, or parents that are both engaged in full time study
- 🏆 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.