

Inspection of Mellers Primary School

Norton Street, Radford, Nottingham, Nottinghamshire NG7 3HJ

Inspection dates: 29 and 30 November 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

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.'

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. They are excellent role models for younger pupils. Pupils told inspectors: 'We like to teach other pupils British Sign Language.'

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.'

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.

What does the school do well and what does it need to do better?

Leaders have planned an ambitious curriculum. Curriculum plans identify the key knowledge that pupils need to learn. Curriculum thinking begins in the Nursery. It is clear how new learning builds on what has already been taught. Leaders ensure that pupils' vocabulary develops gradually in all subjects. Pupils remember some of the curriculum content that they have learned. In design and technology, pupils confidently talk about overcast and running stitches. Other pupils explain the difference between a country and a continent. Leaders have not established ways to teach the curriculum successfully in all subjects. This prevents some pupils from remembering the most important knowledge.

At Mellers Primary, teachers teach mathematics well. The mathematics curriculum is well planned. It is set out so that pupils build up their understanding. Pupils understand, and use, mathematical vocabulary. For example, they can explain the terms 'mixed number' and 'improper' when discussing fractions. Pupils say that they enjoy their learning in mathematics. Teachers frequently check pupils' learning. They are quick to address misconceptions. Staff provide regular opportunities for pupils to recap their knowledge.

Reading is a priority in the school. Phonics teaching starts promptly in the early years. Leaders have recently introduced a new approach to teaching phonics. Staff are quickly learning the new approach. Leaders ensure that they provide training for staff. However, there is inconsistency in the ways that some staff teach phonics. For

some pupils, the books they are given to read do not match the sounds they have learned. This means that some pupils are not becoming fluent readers as quickly as they should.

Pupils with special educational needs and/or disabilities (SEND) receive teaching and support that is closely matched to their needs. Leaders provide well for those who attend the Focus Provision for Deaf Pupils. Pupils in these classes follow the same ambitious curriculum as their peers. They receive many of their lessons in the mainstream setting. Teachers provide strong support so that all pupils with SEND access the full curriculum. Leaders work closely with external agencies so that pupils with SEND do well at school.

In mathematics and phonics, teachers regularly check that pupils are remembering the curriculum. In other subjects, the approach is not as rigorous. Leaders are currently developing assessment procedures from the Nursery to the end of key stage 2 so that teachers can check whether pupils remember the curriculum in all subjects.

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. Leaders ensure that the curriculum extends well beyond the academic. Leaders provide opportunities for pupils to learn a musical instrument and attend after-school clubs. Pupils learn about emotions and how to stay mentally and physically healthy. They understand right from wrong. Most pupils understand fundamental British values.

Governors are knowledgeable. They check that leaders are making the right decisions. They work in partnership with leaders to challenge and support school priorities. Leaders work well with staff. Staff appreciate the professional development they receive. They know that leaders are considerate of their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture of safeguarding in the school. They have ensured that staff are well trained to fulfil their roles in keeping pupils safe. Staff know what to do if they have concerns. Leaders ensure that pupils and their families get support quickly. Leaders follow up on referrals to local services.

Leaders have ensured that the curriculum provides opportunities for pupils to learn how to stay safe, including when working online. Pupils learn about how to have healthy relationships. Pupils know who to go to if they have a concern. They know that staff will take their concerns seriously.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's approach to teaching phonics is not consistently implemented. The books pupils read do not always match the sounds they know. This means that some pupils who find early reading difficult do not make as much progress as they could. Leaders should ensure staff are fully skilled to deliver the phonics programme so that all pupils are helped as well as possible to become confident, fluent readers.
- Leaders have developed a coherently planned and well-sequenced curriculum. On occasions, there are inconsistencies in what pupils can recall about their learning in some subjects. Pupils do not reliably remember what they have been taught in all subjects. Leaders should ensure that all pupils from early years to the end of key stage 2, including those with SEND, know more and remember more of the school's curriculum thinking.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122481
Local authority	Nottingham
Inspection number	10211952
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	462
Appropriate authority	The governing body
Chair of governing body	Lesley Lyon
Headteacher	Amanda Dawson
Website	https://mellersprimary.co.uk
Date of previous inspection	29 January 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school has a specially resourced provision for pupils with SEND called the Focused Provision for Deaf Pupils, established with Nottingham City local authority in 2021.
- The school created a statutory hard federation with Nottingham Nursery in 2022.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the heads of school, curriculum leaders, the leader with responsibility for the specially resourced provision for pupils with SEND and teaching and support staff.

- One inspector met with representatives of the local authority.
- The inspectors carried out deep dives in reading, mathematics, music, geography and design technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also spoke to leaders about the curriculum in other subjects.
- The inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The lead inspector met with the designated safeguarding lead. He considered the safeguarding policy, training records and examples of safeguarding concerns.
- Inspectors considered the responses to the online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. They also considered the responses to the staff survey and the pupil survey.

Inspection team

Damien Turrell, lead inspector	His Majesty's Inspector
Paul Halcro	His Majesty's Inspector
Sally Wicken	Ofsted Inspector

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