

# Inspection of a good school: Mellor Community Primary School

60 Checketts Road, Leicester, Leicestershire LE4 5EQ

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Inspection dates:

12 and 13 September 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Mellor Community Primary is a joyful and aspirational school. Pupils said that they feel happy and safe. One pupil said, 'All of the adults are very kind and supportive of our dreams and goals.' Pupils are proud of their school. They enjoy taking part in local community events and celebrations.

The school has high expectations of all pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged. These expectations are consistently modelled and upheld. Pupils show high levels of focus in lessons. They are well-mannered and respectful of each other and staff. Behaviour is exemplary.

The school uses highly effective, tailored approaches to support pupils who have complex behavioural needs. As a result, these pupils successfully access their learning. Pupils understand what bullying is, including cyber-bullying. Pupils know that bullying is not tolerated. The approach to bullying is considerate of both victim and perpetrator. The school effectively manages a local community and arts centre. This provides a wide range of exciting learning opportunities and experiences for pupils. Pupils benefit from working with an artist-in-residence. They also attend deepening learning courses, in a range of subjects.

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

Children get off to a strong start in the early years. Both the nursery provision and Reception Year are well resourced. They provide children with rich opportunities to learn through play. The quality of spoken interactions between staff and children is high. Staff consistently model language and provide children with different language choices. These strategies support children's early language development well. Children in the Reception Year are well prepared for key stage 1.

The early reading phonics programme is well planned. Staff are consistent with the language and routines that they use in sessions. Pupils respond positively to this. Reading books are well matched to the sounds that pupils have been learning. Extra phonics sessions are in place for some pupils to help them to keep up.

The reading curriculum beyond phonics is also well planned and sequenced. Older pupils enjoy being reading champions. They are proud of the role they play in promoting reading across the school. Reading for pleasure sessions take place daily, with books covering a diverse range of authors. Pupils enjoy reading.

Mathematics lessons are mapped carefully to build knowledge in a range of topic areas as pupils move through school from early years through to Year 6. Lessons provide pupils with the opportunity to develop their mathematical fluency, reasoning and problem-solving. Pupils can talk about the 'non-negotiable' mathematical skills and knowledge that they need for their year group.

The school has implemented a curriculum in all subject areas that is meaningful for pupils. Curriculum planning considers the school's location and community. These links are used well. There is a clear focus on the development of oracy across all subject areas. The use of direct questioning in lessons supports pupils to recall and talk about their prior learning.

Pupils with SEND are well supported. The school works effectively with external agencies and parents. This ensures that pupils with SEND receive the support they need to be able to access the full curriculum. The 'sunshine room' provides an appropriate safe space. There is a tailored curriculum for a small number of pupils. In classrooms, pupils with SEND have access to a range of support and resources. Relationships between pupils with SEND and staff are strong.

Pupils have access to a wide range of clubs. The school uses pupil premium funding effectively and supports disadvantaged pupils to access these opportunities. Pupils are proud of the wide range of roles and responsibilities that they can take on. The school's focus on oracy gives pupils the opportunity to be part of pupil voice groups. Pupils also experience debating.

The school prepares pupils well for life in modern Britain. Pupils have an age-appropriate understanding of different types of families and relationships. Pupils' understanding of the full range of different world faiths is secure. Pupils' demonstrate a clear understanding of the fundamental British values. One pupil said, 'We are respectful of each other's beliefs because we all belong to the same community.'

The school is well led and managed. Staff feel very well supported. They say that their workload and well-being are genuinely considered. Early career teachers appreciate the guidance they receive from their mentors. Staff value the strong opportunities they have for continuous professional development. They are proud of the school.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2014.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	120073
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10298405
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	622
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jasbir Mann
<b>Headteacher</b>	Nicola Foster
<b>Website</b>	<a href="http://www.mellor.leicester.sch.uk">www.mellor.leicester.sch.uk</a>
<b>Date of previous inspection</b>	17 April 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not use alternative provision to educate pupils.
- The school has nursery provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, geography and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work. Inspectors also looked at curriculum documentation for all other subjects.
- The lead inspector listened to a sample of children from Years 1, 2 and 3 read to a familiar adult.

- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors visited the 'early bird club' and spoke with parents at the end of the school day. Inspectors considered the responses to Ofsted Parent View and considered the results of the staff and pupil questionnaires.
- The lead inspector met with representatives of the local governing body and spoke to a representative of the local authority on the telephone.

### **Inspection team**

Luella Manssen, lead inspector

Ofsted Inspector

Tim Leah

Ofsted Inspector

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