

Inspection of Robert Mellors Primary Academy

Bonington Drive, Arnold, Nottingham, Nottinghamshire NG5 7EX

Inspection dates: 4 and 5 October 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 Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Staff and pupils are determined to 'make a difference' at this friendly and welcoming school. Pupils say they feel safe and are happy because the staff look after them. They know that if any bullying were to happen that the staff would sort it out quickly. Staff know the pupils as individuals. They provide for the pupils' needs and care for them with kindness and respect.

Leaders have ensured that the 'make a difference' ethos threads throughout the school. For example, pupils are able to connect the values of respect and resilience to the work they complete in class. Pupils know what it means to be ready to learn. Staff help pupils to understand their emotions and then connect this learning to the value of making a difference in their relationships. Staff consistently model the school values to the pupils.

Pupils are kind, caring and inclusive of each other. They behave well at the school. They are very polite to all adults, including visitors.

Parents and carers appreciate the high expectations that leaders have of their children. One parent summed up the views of many when she said, 'this school is brilliant: my child thrives here'.

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

Leaders have constructed a curriculum that builds from a strong start in the early years provision. Children in the Nursery and Reception classes enjoy adult-led sessions. They can also learn well independently in the calm, purposeful and rich learning environment.

Leaders are continuing to develop the curriculum, so it is ambitious for all pupils. Some subjects are further on in their development than others. In the subjects that are well developed, leaders have thought carefully about the important knowledge they want pupils to learn and the order in which they will learn it.

Teachers re-cap on previous learning at the start of lessons to make sure that pupils remember the important knowledge that they need. Typically, teachers build on this knowledge and develop it further to deepen pupils understanding of the subject. For example, in religious education (RE) pupils study some wisdom texts from different faiths. They link this new learning to what they already know about these religions. They think about how relevant this wisdom is for people who have no religious beliefs.

Teachers use questions carefully in lessons to find out what pupils know. Teachers use what they find out through these questions to ensure that all pupils get the level of support that they need. Teachers use their good subject knowledge to engage pupils in clear and meaningful learning activities. Pupils work hard to complete the

tasks teachers give them. Pupils are proud of their achievements. Teachers celebrate the pupils' progress in learning.

Leaders have prioritised reading. Pupils read every day. They enjoy the many opportunities they have to engage with books. They are keen to access the 'recommended reads' and gain the rewards on offer for being a regular reader. Younger pupils have daily phonics lessons taught by well-trained staff. This allows most pupils to quickly become fluent readers. Some pupils struggle to read the books they are given, which slows their progress in becoming fluent readers.

Leaders are ambitious for all pupils to do well. They work closely with parents and pupils to identify any barriers to learning. A suitable range of interventions are available for any pupil who requires some extra support. Leaders have effective systems in place to support pupils with special educational needs and/or disabilities (SEND) so that they can access the full curriculum.

All staff consistently apply the simple school rules. Pupils appreciate the boundaries and routines that staff provide. They enjoy being in school and as a result have good attendance. Leaders and other staff provide effective support for the families who struggle to meet leaders' high expectations for pupils' attendance.

There are many opportunities provided by leaders for pupils to develop their character. The 'make a difference' passports encourage pupils to become 'champions' by engaging them in things like charitable and community activities. Pupils relish the opportunities and responsibilities they are given in school such as being a librarian. They understand the school value of teamwork and show compassion in the way they care for classmates. The school values of inclusion and respect prepare pupils well for life in modern Britain.

The school is well led by highly skilled leaders who are supported effectively by the Redhill Academy Trust. Staff say that leaders care deeply about them. Leaders are considerate of their well-being and workload. Staff value the support and opportunities they receive. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

The school has a strong safeguarding culture. Staff understand their responsibility to use their knowledge of the pupils to identify any concerns about pupils' welfare. They know to report any such concerns immediately. The good relationships staff have with families give parents the confidence to mention any concerns and ask for support.

Staff receive regular training in safeguarding and updates from experienced safeguarding leaders. Leaders are quick to act when they have a concern about pupils' welfare, involving other agencies when needed. They have appropriate

procedures in place to manage any allegations about adults. Pupils are taught about how to stay safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have developed the curriculum so that it sets out the key knowledge and skills pupils should acquire, and when, from the early years to Year 6. However, in a small number of subjects, leaders have not identified and sequenced the important knowledge and skills as precisely as they have in other subjects. Where this is the case, teachers are not given clear enough guidance to support them to deliver the subject content in a logical order. As a result, pupils' knowledge and skills do not build as well as they might. Leaders should ensure that the curriculum supports all pupils to know and remember more, in all subjects, as they progress through the school.

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	144979
Local authority	Nottinghamshire County Council
Inspection number	10241312
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	300
Appropriate authority	Board of trustees
Chair of trust	Simon Healy
Headteacher	Emma Essex
Website	www.robertmellors.notts.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Robert Mellors Primary Academy joined the Redhill Academy Trust in May 2018. When its predecessor school, Robert Mellors Primary and Nursery School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not make use of any alternative provision.

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.
- Inspectors met with the headteacher, other senior leaders, curriculum leaders, the special educational needs coordinator and a range of staff.
- The lead inspector met with the chief executive officer and the director of primary education from the Redhill Academy Trust.

- The lead inspector met with the chair of governors and spoke to the chair of trustees on the telephone.
- Inspectors carried out deep dives in reading, mathematics, history, geography and science. 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. Inspectors also discussed the RE curriculum with leaders and visited some RE lessons. The lead inspector observed pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons and at other times around school.
- Inspectors considered a wide variety of school documents, including the school self-evaluation and school development plan.
- Inspectors took note of the responses received on Ofsted Parent View and considered the results of the Ofsted staff and pupil surveys. Inspectors met with small groups of pupils to gather their views.
- To judge the effectiveness of safeguarding, inspectors read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and met with the safeguarding team. Inspectors also spoke with staff and pupils about safeguarding.

Inspection team

Dave Gilkerson, lead inspector

His Majesty's Inspector

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