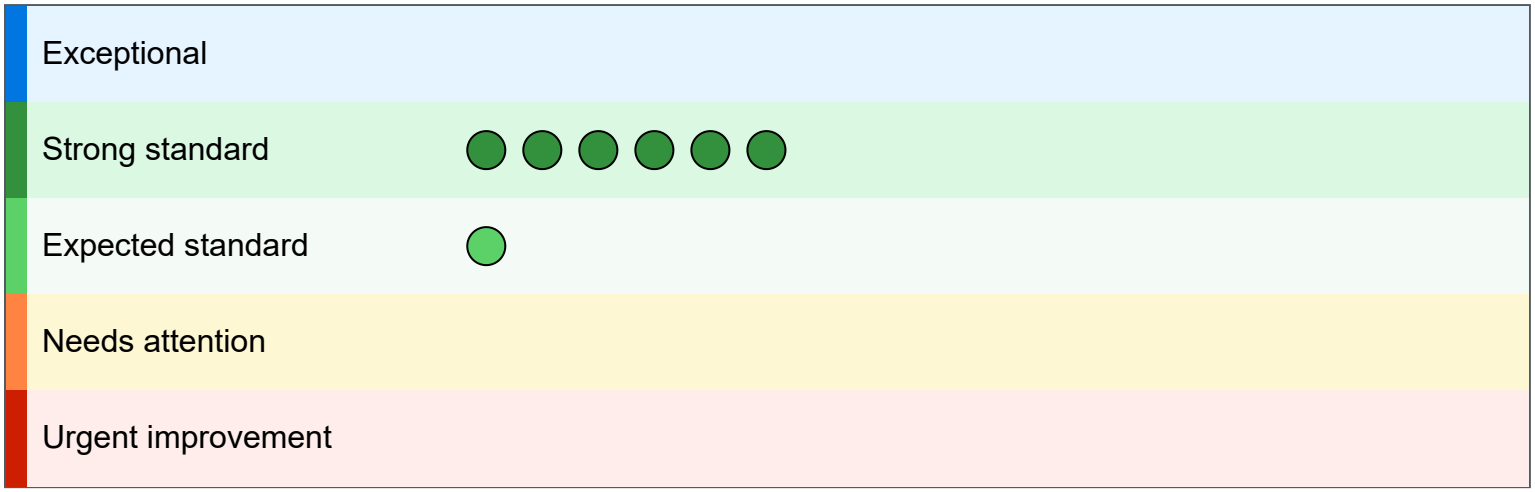
Robert Mellors Primary Academy

Address: Bonington Drive, Arnold, Nottingham, Nottinghamshire, NG5 7EX

Unique reference number (URN): 144979

Inspection report: 29 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Pupils achieve highly across the curriculum. In national tests, pupils' combined attainment in reading, writing and mathematics is above the national average, and disadvantaged pupils achieve particularly well.

Pupils achieve highly from their starting points. They develop secure knowledge in reading, writing and mathematics. They use phonics knowledge to decode unfamiliar words and become confident readers. In mathematics, pupils recall number knowledge, use accurate vocabulary and apply methods to complex problems. In history, geography and science, pupils remember important content, use subject vocabulary confidently and produce work that meets ambitious expectations.

Staff identify gaps quickly and provide focused support. This helps pupils with special educational needs and/or disabilities, disadvantaged pupils and pupils who join the school later to progress well from their starting points. By the end of Year 6, pupils have the knowledge, skills and confidence they need for secondary school. They are ready to take on new learning.

Curriculum and teaching

Strong standard

Leaders have established a highly ambitious curriculum that staff understand and implement consistently well. Since the previous inspection, leaders have refined the important knowledge pupils should learn and the order in which they learn it. Leaders check the quality of the curriculum closely and act quickly when improvements are needed. This has strengthened teaching in areas including multiplication fluency, handwriting, spelling and art.

Teaching consistently helps pupils build, remember and apply important knowledge. Teachers have strong subject knowledge. They explain new ideas clearly, connect them to previous learning and develop pupils' subject vocabulary. In early years and key stage 1, staff give particular attention to communication, phonics, handwriting, mathematics and physical development. Pupils use this knowledge confidently as their learning becomes more complex.

Teachers check what pupils know and understand. They identify misconceptions quickly and adjust teaching so that pupils secure important knowledge. Clear modelling, worked examples and carefully chosen resources help pupils become increasingly independent. Disadvantaged pupils, pupils with special educational needs and/or disabilities and those who join the school at different points in the school year access and succeed in learning the same ambitious curriculum as their peers. As a result, pupils develop secure and increasingly detailed knowledge across subjects and achieve well.

Early years

Strong standard

Leaders identify children's starting points and learning needs accurately. They use information from families, previous settings and assessment. This helps them identify and

address needs in communication and self-regulation. Staff use this information to plan support from the time children enter the provision for two-year-olds, nursery or Reception Year.

The curriculum is ambitious and well planned. Communication and language are prioritised because many children start with less-developed speech and vocabulary. Adults model language, extend children's responses and draw quieter children into conversation and play. Children develop early phonological knowledge, including through rhyme. They then apply their phonics knowledge in reading and writing. Staff teach early mathematics deliberately. Children develop knowledge of number, composition, number bonds, patterns, problem-solving and shape.

Adults know when to support children and when to encourage independence. Purposeful interactions, routines and carefully chosen activities help children build confidence, language, physical skills and knowledge. Children with special educational needs and/or disabilities take part fully. Staff adapt activities and provide communication or physical support when needed. Children are happy, safe and well cared for. They develop secure foundations for future learning, achieve highly from their varied starting points and are very well prepared for Year 1.

Inclusion

Strong standard

Leaders identify pupils' needs and barriers to learning early. Staff know pupils and families extremely well. They use transition information, professional advice and reviews to decide what support pupils need. Pupils' plans include clear targets. Leaders check whether support is working and adjust it when pupils do not make the progress expected.

Pupils with special educational needs and/or disabilities (SEND) access an ambitious curriculum. Staff use communication resources, targeted teaching and pastoral support to help pupils take part and become more independent. 'The nest' gives pupils with communication, interaction and social or emotional needs a calm, purposeful place to learn. Pupils follow individual plans linked to their next steps and are supported to join wider school life.

Disadvantaged pupils benefit from very effective use of the pupil premium funding. Leaders use the funding for spoken language, reading, family support and wider opportunities. The school's values and inclusive ethos create a culture where diversity is celebrated. This helps pupils improve attendance, behaviour, confidence, friendships and achievement. Pupils who are known, or were previously known, to social care receive thoughtful support. Leaders work closely with families, the virtual school and external professionals. This strengthens pupils' sense of belonging, reduces barriers and helps them succeed in school and over time.

Leadership and governance

Strong standard

Leaders know the school, its pupils and its community well. They understand the school's strengths and priorities and act swiftly to improve provision. They use information about learning, attendance and pupils' experiences to identify next steps and evaluate the impact of their work. Their actions have strengthened the curriculum, inclusion and early years.

Improving attendance remains a clear priority. Pupils' best interests are central to leaders' decision-making.

Governors and trust leaders know the school. They understand its context and priorities. They provide effective support and challenge through visits, discussions and careful scrutiny of pupils' outcomes. They ask probing questions and hold leaders to account for the impact of their actions. Governors and trustees fulfil their statutory responsibilities. Trust support has strengthened leadership and school improvement.

Leaders invest in staff expertise through training, coaching and collaboration. Staff describe leaders as accessible, respectful and supportive. Leaders listen to staff and have adapted meeting schedules, feedback expectations and resources to reduce unnecessary workload. Staff feel valued and are proud to work at the school.

Leaders work closely with parents and carers, professionals and the wider community. Parents are overwhelmingly positive about the care pupils receive, the support for pupils with special educational needs and/or disabilities and the approachability of staff. These relationships strengthen pupils' learning, wellbeing and sense of belonging. Leaders seek the views of pupils, staff and parents and use this feedback, alongside professional advice, to refine the school's work. This helps leaders respond effectively to the community's changing needs and sustain improvements securely and consistently over time.

Personal development and wellbeing

Strong standard 

The work to promote pupils' personal development reflects the school's 'make a difference' values and supports pupils to thrive. Pupils learn about healthy relationships and how to stay safe, including when online. Through lessons, assemblies and wider activities, pupils learn about different families, religions and cultures. They develop a secure understanding of fundamental British values and characteristics protected by law. This helps pupils develop respect for others and understand how to contribute positively to society. Pupils know how to seek help and understand their responsibility to speak up when something is wrong.

Pupils have many opportunities to broaden their experiences and develop confidence. These include sport, residential visits, performances, cultural activities and leadership opportunities. Leaders track participation, particularly for disadvantaged pupils and pupils with special educational needs and/or disabilities. They identify pupils who are at risk of missing opportunities and remove financial, emotional or practical barriers so that these pupils can take part.

Pupils increasingly recognise the school's values in themselves and others. They demonstrate these values consistently in daily school life. Targeted activities help some pupils regulate their emotions, attend more regularly and engage positively with school. Leaders tailor this support because they understand the barriers individual pupils face. Pupils increasingly recognise the school's values in themselves and others. They can explain compassion, responsibility and respect through everyday relationships.

Pastoral support responds to pupils' needs. Staff know pupils and families well. They provide help with friendships, anxiety, communication, wellbeing and engagement with school. Pupils feel safe, valued and listened to. They know trusted adults will help them. Pupils also influence school life through leadership roles and by helping to shape activities

and spaces. These experiences help pupils become confident, resilient and responsible citizens. They prepare pupils well for life beyond primary school and help them understand how their actions can make a positive difference to others.

Expected standard

Attendance and behaviour

Expected standard

Attendance remains a priority for leaders. They check attendance closely, identify concerns early and provide timely, practical support. Staff work with families when attendance declines. Support includes breakfast provision, soft starts, mentoring and work with external professionals for pupils who need it. Published attendance remains below the national average, particularly for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Leaders' actions have improved attendance for several pupils who previously missed too much school. However, these improvements are not yet sustained for all groups of pupils.

Pupils behave well in lessons and around the school. They understand adults' expectations and show positive attitudes to learning. Classrooms are calm and purposeful. Pupils are polite, respectful and kind to others. They say that adults deal with bullying and unkind behaviour quickly. Leaders respond quickly to any incidents of discrimination, harassment and harmful behaviour, including online concerns. Staff use clear routines and personalised support to help pupils with SEND manage their emotions. Suspension rates have reduced more recently. When pupils are suspended, leaders plan reintegration carefully to prevent recurrence. They review incidents and adapt support. This personalised approach helps pupils participate successfully in school life.

What it's like to be a pupil at this school

Pupils are proud to belong to Robert Mellors Primary Academy. They say adults know them well, listen to them and help them when they need support. Pupils feel safe. They know who to speak to if they are worried. They say adults deal with bullying or unkind behaviour quickly. Parents speak positively about the care pupils receive.

Pupils enjoy learning. They remember important knowledge from earlier lessons and use it when learning something new. In lessons, pupils concentrate and want to do their best. They talk confidently about reading, writing, mathematics, science and geography. Pupils achieve well and are well prepared for their next stage of education.

Pupils who need extra help usually learn alongside their classmates. Staff provide support carefully and effectively so pupils can take part and become more independent. Disadvantaged pupils and pupils with special educational needs and/or disabilities are included in lessons, clubs, visits and wider school life. This helps pupils develop a sense of belonging.

Pupils generally behave calmly and respectfully. Relationships with adults and other pupils are positive. During less structured times, most pupils manage themselves well. Adults respond promptly when a small number of pupils need support to manage their own behaviour. Attendance is improving for many pupils who have previously missed too much school. However, some pupils who face additional barriers still do not attend regularly enough.

Pupils benefit from many experiences beyond lessons. These include sport, clubs, visits, performances and chances to represent the school. The school's 'make a difference' values help pupils think about compassion, responsibility, respect and how they treat others. Pupils learn about relationships, online safety, different families, religions, fundamental British values and characteristics protected by law.

Children in the early years settle quickly. Adults help them develop language, confidence, physical skills, early reading and mathematics. This prepares children well for Year 1 with growing confidence.

Next steps

- Leaders should sustain recent improvements in attendance, particularly for disadvantaged pupils and pupils with special educational needs and/or disabilities, so that these pupils attend regularly and benefit fully from the curriculum.

About this inspection

This school is part of Redhill Academy Trust , which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Andrew Burns, and overseen by a board of trustees, chaired by Simon Healy.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The inspection took place on 29 and 30 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also spoke with members of the local governing body, including the chair of governors, and representatives of the trust, including the CEO and chair of the trust board.

Inspectors confirmed the following information about the school:

The school currently does not use any alternative provision.

Headteacher: Emma Essex

Lead inspector:
Rob Della-Spina, His Majesty's Inspector

Team inspectors:
Steven Barnes, Ofsted Inspector
Nicola Davies, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

294
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

360
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

43.95%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

3.74%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

13.61%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	72%	62%	Above
2023/24 (final)	66%	61%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	85%	75%	Above
2023/24 (final)	74%	74%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	87%	72%	Above
2023/24 (final)	72%	72%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	85%	74%	Above
2023/24 (final)	68%	73%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	59%	47%	Close to average
2023/24 (final)	50%	46%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	76%	63%	Above
2023/24 (final)	65%	62%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	76%	59%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	55%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	61%	Close to average
2023/24 (final)	55%	59%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	59%	69%	-10 pp
2023/24 (final)	50%	67%	-17 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	76%	81%	-4 pp
2023/24 (final)	65%	80%	-15 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	76%	78%	-2 pp
2023/24 (final)	55%	78%	-23 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	81%	-10 pp
2023/24 (final)	55%	79%	-24 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	6.1%	5.1%	Above

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	5.1%	5.5%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	16.3%	14.4%	Close to average
2024/25 (3 term)	13.3%	13.0%	Close to average
2023/24 (3 term)	13.1%	14.6%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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