

Florence Melly Community Primary School

Bushey Road, Liverpool, Merseyside L4 9UA

Inspection dates

27–28 June 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- School leaders are committed to making Florence Melly the best school it can possibly be. Relationships between staff and pupils are exemplary. A culture of high expectations has led to significant improvements across the school since the previous inspection.
- High-quality leadership, at all levels, has resulted in the development of an exciting curriculum that inspires pupils to learn.
- Highly effective teaching helps pupils to make substantial progress and build their knowledge, skills and understanding in a wide range of subjects, including English and mathematics.
- Staff and governors share the headteacher's drive and ambition for all pupils to achieve their very best.
- The development of pupils' spiritual, moral, social and cultural understanding is a significant strength. It helps pupils to develop into sensitive young people who are a credit to their school.
- From generally low starting points on entry to early years, pupils make outstanding progress by the end of Year 6. Improvements in outcomes at the end of key stages 1 and 2 are reflected in the high-quality work seen in current pupils' books.
- Parents and carers are overwhelmingly positive about the care and support provided by the school's dedicated staff. They also value the excellent range of extra-curricular activities available.
- Provision in early years is good and improving. Children settle quickly into an environment that nurtures, excites and stimulates them as learners. However, sometimes staff do not provide enough challenge for the most able children.
- The school is highly inclusive. Leaders' core values are evident in day-to-day life. Staff successfully promote tolerance and respect for others by celebrating the diversity that exists within and beyond the local community.
- Pupils' time at the school is enriched by many memorable experiences. There are regular educational visits and pupils participate in a wide range of sporting activities.
- Pupils' behaviour is outstanding, and they are kept safe in school. Pupils are friendly, kind and respectful towards each other and the adults who teach them. Pupils develop excellent attitudes to learning and take great pride in their work.

Full report

What does the school need to do to improve further?

- Build on the recent improvements to early years by ensuring that staff provide greater levels of challenge for the most able children.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher has overseen significant improvements at the school over the past three years. He has created a dynamic leadership team that shares his ambition to make the school the best it can possibly be. The team's deep understanding of pupils' needs, together with a shared vision for what constitutes a high-quality education, have led to the development of a curriculum that excites pupils' interest and motivates them to learn.
- Subject leaders have great enthusiasm for their roles. The headteacher has empowered them to develop into successful leaders. Each subject leader has a clear understanding of pupils' progress and attainment in their subject. This was evident in the high-quality work inspectors saw in pupils' books.
- Leaders have used the pupil premium funding effectively to break down barriers to learning. They have ensured that teachers work closely with pastoral leaders so that disadvantaged pupils are well supported and make good and better progress, both socially and academically. As a result, disadvantaged pupils achieved as well as other pupils nationally at the end of key stage 2 in 2018.
- Leaders ensure that pupils' learning is enriched by a wide range of exciting activities, such as residential trips and educational visits. Staff make excellent use of the resources available in the locality, such as art galleries, sporting arenas and music venues. This has a very strong, positive impact on the way in which pupils learn, behave and make progress across subjects.
- The primary school physical education (PE) and sport funding has been used effectively to broaden the range of sporting activities available to pupils. For example, a judo club has been introduced this year. Members of staff have also benefited from working alongside specialist coaches during PE lessons. This has enhanced teachers' skills in delivering high-quality PE lessons.
- Leadership of the school's provision for pupils with special educational needs and/or disabilities (SEND) is highly effective. The coordinator ensures that good use is made of the SEND funding that is allocated to the school. She works closely with staff to ensure that pupils receive appropriate support. The impact of this work is evident in the strong progress pupils with SEND make across the school and in different subjects.
- Leaders make excellent provision for pupils' spiritual, moral, social and cultural development. The school's core values are well known by pupils and regularly promoted by staff. From a very young age, pupils learn the importance of tolerance and respect. They regularly learn about different cultures and belief systems. Consequently, they are extremely well prepared for life in modern Britain.
- Staff are overwhelmingly supportive of school leaders. A total of 50 members of staff responded to Ofsted's staff survey. Almost every response was positive and demonstrated that staff feel valued and well supported and they enjoy working at the school.

Governance of the school

- Governance is effective. Governors have a secure understanding of the school's strengths and the areas that require further attention. They provide excellent support and challenge to school leaders. They are committed to supporting the school in its aim to provide the best possible education for the children at Florence Melly. They are highly ambitious for the school and their vision is well understood by members of the school community.
- Governors are kept well informed about all aspects of the school's performance. They regularly test out the information that is presented to them by school leaders through their active involvement in different aspects of school life. They ask challenging questions of school leaders. They also help to ensure safeguarding arrangements meet requirements.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's pastoral team provides excellent support for vulnerable pupils and their families. There is a clear and effective focus on early intervention. When concerns do arise, staff do all that they can to support pupils' safety and welfare.
- Leaders provide regular updates for staff on safeguarding matters. Staff fully understand the school's systems for raising any concerns they might have about a pupil's safety or well-being.
- Safeguarding records are detailed and well maintained. Appropriate checks are made on all adults who work in school.
- Pupils are taught how to keep themselves safe. Those who met with an inspector had a good understanding of e-safety. Pupils are also taught how to stay safe while out of school, for example, through the cycling course pupils in Year 5 recently completed.
- The vast majority of parents who responded to Parent View said their children are safe and well looked after while in school.

Quality of teaching, learning and assessment

Outstanding

- Teachers' high expectations and aspirations underpin the high-quality teaching that is evident across the school. Teachers have excellent subject knowledge. They structure lessons skilfully to ensure pupils' learning builds successfully on what they already know and can do. Consequently, pupils enjoy lessons, achieve very well and develop into successful learners.
- Inspectors noted how much pupils love learning. Classrooms are exciting places to be at Florence Melly. This is reflected in pupils' excellent attitudes to learning and lessons being rarely disrupted by poor behaviour.
- Teaching is extremely effective across the whole curriculum. Inspectors found strengths in many different subjects, including science, history and art. Teachers place a strong emphasis on developing pupils' vocabulary. Teachers also regularly capitalise

on opportunities to embed reading, writing and mathematics into other subject areas where appropriate.

- The teaching of reading is now a particular strength. Across the school, staff ensure that books are matched to pupils' abilities and interests. Excellent support is provided for those who struggle with early reading. This helps to ensure that all pupils enjoy reading and develop into successful readers. Pupils have access to wide selection of books in their classrooms and in the school's wonderful library. Staff also read regularly to pupils, encouraging a love of reading and enriching pupils' vocabulary.
- The teaching of writing is also a key strength of the school. Pupils across the school write for a variety of different purposes and audiences. They write with care and precision. Many pupils develop an excellent understanding of the ways in which word choices and grammatical structure have an impact on the reader.
- Pupils' learning is not limited to the classroom. There are many extra-curricular activities provided at the school to enhance pupils' learning. For example, the school runs a science club and a chess club. Pupils also help to manage the school's allotment. Pupils in Year 2 and Year 6 have a residential trip each year and there are many sports teams that regularly take part in inter-school competitions.
- Teaching assistants provide highly effective support. They help to ensure that most pupils, including those who are disadvantaged, those with SEND and the most able, make substantial progress and achieve extremely well across all subjects.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils say that they feel very safe at school. They told inspectors that bullying rarely happens and staff are always there to help them. A typical comment from pupils who shared their views with inspectors was, 'All bullying is reported and sorted out. Our children are well behaved and rarely naughty.'
- There is a network of staff at Florence Melly which provides excellent pastoral support for pupils of all ages and abilities. Staff ensure that all pupils are well looked after and given any additional support they might need.
- Pupils are constantly reminded about the positive characteristics of good learners. Staff help pupils to develop resilience and encourage them to always try their best. When one of the inspectors said to a pupil, 'You work hard don't you?' the pupil replied, 'Yes. All the time!'
- Pupils wear their uniforms with pride. They also take great care with their handwriting and presentation, and regularly produce work that is extremely neat and tidy.
- The school's excellent curriculum helps pupils to develop a secure understanding of the different cultures and religions that exist within and beyond their locality. Older pupils debate difficult issues, such as such as religious bigotry and the Toxteth riots. This helps to ensure they are very well prepared for life in modern Britain.

- An impressive range of extra-curricular activities and clubs is available to pupils, including those for football, athletics, gymnastics and dance. The school also runs a breakfast club, which provides a wide range of healthy food, free of charge, and an assortment of enjoyable activities for pupils each morning. There are often more than 100 pupils in attendance.

Behaviour

- The behaviour of pupils is outstanding.
- Inspectors were extremely impressed with pupils' excellent attitudes to learning in lessons. Pupils have a real thirst for learning and apply themselves well to make their work the best it can be.
- At lunchtimes and breaktimes, pupils behave exceptionally well. They play sensibly, with many organising their own games. Pupils' behaviour is so good there is rarely a need for an adult to intervene.
- The school's exciting curriculum and the positive relationships that exist mean that pupils are rarely absent. Where attendance does slip, leaders do all they can to get it back on track as quickly as possible. The school's strong relationship with families helps to secure the necessary improvements. Attendance is broadly in line with the national average.

Outcomes for pupils

Outstanding

- Pupils' outcomes have improved rapidly over recent years. In 2018, the proportion of pupils who achieved the expected standard in reading, writing and mathematics at the end of key stage 2 was above the national average. The proportion achieving the higher standard in these subjects was also above average. Pupils are well prepared for the next stage of their education when they leave Year 6.
- Attainment at the end of key stage 1 has also improved over the past two years. The provisional data for 2019 shows a significant increase in the proportion of pupils working at or above the national average in reading, writing and mathematics.
- Disadvantaged pupils receive good support and achieve well. Their attainment in reading, writing and mathematics in 2018, at the end of key stage 2, was broadly in line with the attainment of other pupils nationally. Many disadvantaged pupils currently in school are making progress at least as strong, and frequently stronger, than that of non-disadvantaged pupils. Pupils with SEND also make good or better progress from their individual starting points.
- The work inspectors saw in books shows that current pupils are making substantial progress in subjects across the curriculum. Inspectors saw high-quality work in science books where pupils had used and applied their scientific knowledge along with their mathematical ability and writing skills to produce some excellent pieces of work on the human circulatory system.
- There have been recent improvements in the proportion of pupils reaching the expected standard in the Year 1 phonics screening check, although provisional results for 2019 are slightly below average. However, leaders have developed good systems to

help pupils who struggle with their early reading to catch up quickly. Several pupils who did not reach the expected standard in the phonics screening check read to an inspector. Each pupil used their knowledge of phonics well to read accurately and with understanding. The school's success in supporting pupils who struggle with early reading is reflected in the much-improved provisional key stage 1 reading results, which are above last year's national average.

- Many older pupils read widely and often, with fluency and comprehension. A group of Year 5 pupils who read with one of the inspectors talked enthusiastically about their reading and had a detailed knowledge of children's authors. They were able to articulate their knowledge and understanding of literature clearly in an age-appropriate way.

Early years provision

Good

- Children start at the school with skills and abilities often below and sometimes significantly below those typical for their age. Effective teaching and good pastoral support help children to make good progress in their learning across the Nursery and Reception classes. The proportion of children who reached a good level of development in 2018 was just below the national average. This meant that most children were well prepared for the next stage of their education when they started in Year 1.
- There are very good links between school and home. Parents feel welcome and involved in their children's learning. Staff keep parents well informed about the progress their children are making. Staff also provide regular workshops for parents to help them understand how they can best support their children's learning at home.
- Staff promote children's independence successfully through well-established routines. Staff encourage positive behaviour and ensure that children learn in a well-organised and attractive environment. Staff regularly plan exciting activities to encourage children to collaborate, cooperate and explore.
- Leadership of early years is effective. The new early years leader has quickly developed a clear understanding of the strengths in the provision and knows where staff need to focus their efforts to improve the good quality of education further.
- The quality of teaching is good in early years. However, on occasions, staff miss opportunities to challenge the most able children and their progress slows.
- Staff work effectively to promote the development of children's language and communication skills. Children listen carefully to each other and the adults who teach them. Good teaching also helps children to develop a good awareness of letters and sounds. Children also develop a love of books.
- Children develop confidence when working with number and other aspects of early mathematics. Children were observed counting accurately in tens to 100. They also demonstrated a good knowledge of two- and three-dimensional shapes and identified how many vertices there are on a cube.
- Safeguarding in early years is effective. Children are safe and looked after well. Staff understand and follow the school's rigorous safeguarding policies. There are no breaches of the statutory welfare requirements.

School details

Unique reference number	133336
Local authority	Liverpool
Inspection number	10087857

This inspection of the school was carried out under section 5 of the Education Act 2005.

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	454
Appropriate authority	The governing body
Chair	Reverend Tom Allen
Headteacher	Ken Heaton
Telephone number	0151 226 1929
Website	www.florencemelly.org
Email address	k.heaton@fmp.liverpool.sch.uk
Date of previous inspection	15–16 February 2017

Information about this school

- The school is larger than the average-sized primary school.
- The majority of pupils are White British.
- The proportion of disadvantaged pupils is much higher than the national average.
- The proportion of pupils who have an education, health and care plan is below average.
- The proportion of pupils with SEND is above the national average.
- There are two Reception classes. Children attend full time.
- There is one Nursery class. Children attend part time.
- The school operates a breakfast club.

Information about this inspection

- Inspectors observed teaching, learning and assessment in all classes. Some observations were conducted jointly with the headteacher.
- Inspectors scrutinised pupils' work in subjects across the curriculum.
- Inspectors looked at documentation, including school improvement plans, the school's self-evaluation document, minutes of governing body meetings, attendance and behaviour information, and safeguarding records.
- Inspectors held meetings with the headteacher, the deputy headteacher, the assistant headteacher and several subject leaders. The lead inspector also met with four members of the governing body. This included the vice-chair of the governing body. He also spoke with a representative of the local authority.
- Inspectors observed pupils' conduct during breaks and lunchtimes. A group of Year 5 pupils completed a questionnaire about behaviour.
- Inspectors met with groups of pupils to listen to them read and to discuss behaviour and other aspects of school life. Inspectors also spoke with many other pupils informally.
- Inspectors spoke with staff about teaching, safeguarding and leadership.
- Inspectors reviewed the 54 responses to Parent View, Ofsted's parent questionnaire. They also took account of the 50 responses to the staff survey.

Inspection team

Paul Tomkow, lead inspector

Her Majesty's Inspector

Linda Griffiths

Ofsted Inspector

Christine Howard

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019