



Florence Melly Community Primary School

Self-Evaluation Summary

Autumn Term 2022

IF YOU CAN DREAM IT, YOU CAN DO IT!



Contextual information and key features

- School leaders recognise that the school over-achieved during its last inspection and that standards do not currently reflect the outstanding criteria, as set out in the [School Inspection Handbook](#). Leaders are clear and accurate in their judgement of the school. Florence Melly Community Primary is a 'good' school and continues to improve. It is also important to note that the school was last inspected under a previous inspection framework, not the current one.
- Florence Melly is a larger than average, two-form entry school, with a stable school roll (NOR 453); including a Nursery of 23 full and 6 part-time places.
- Significant leadership changes have occurred since our last inspection, including the appointment of a new Headteacher (promoting the former Deputy) and two new Assistant Headteachers. Staff retention is good and there is traditionally a very low staff turnover.
- According to the Indices of Multiple Deprivation 2019, our school serves a community that falls into the most deprived 10% of neighbourhoods in England. The school location deprivation indicator positions Florence Melly in quintile 5 (most deprived) of all schools nationally. 50% of our pupils are eligible for FSM, which is substantially above the national average of 20.8%. 94.0% of pupils are White British compared to 66.1% nationally. 6.0% of pupils come from minority ethnic groups (33.9% nationally) and 6.6% come from families where the first language is believed not to be English (19.3% nationally).
- Baseline assessments indicate that standards on entry into our Nursery and Reception are significantly below those expected for children's ages. Pupils who attend our Nursery make good progress but because of their low starting points and poor attendance, they join our Reception below the age-related standard. This has been a long standing issue which the school has taken steps to address - by offering full-time nursery places for example.
- The disproportionate impact of COVID-19 on disadvantaged pupils and communities has had a significant impact on outcomes across the school - this remains a significant barrier.
- A high proportion of pupils are considered to be vulnerable as a result of safeguarding (112 pupils - 24.7% of the whole-school).
- A large percentage of our school (26%) are identified as SEND and this figure continues to increase. The percentage of pupils with an Education, Health and Care (EHC) plan is broadly in line with the national average at 3.7% (although we have many applications in the process). The percentage of pupils with SEN but no EHC plan (SEN support) is 22.3%, significantly above the national average of 12.6%.
- Overall pupil absence and persistent absenteeism has been in the highest 20% of all schools nationally since 2017.

School development priorities		Recent key actions
Attendance	Develop and maintain a whole school culture that promotes high rates of attendance; reducing persistent absenteeism. We want to set the highest expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents/carers. We want all stakeholders to understand what is expected of them and why attendance is important. We firmly believe that good attendance is a learned behaviour, and recognise that attendance is not a discrete piece of work but an integral part of our school's ethos and culture.	<ul style="list-style-type: none">The development of a whole-school attendance strategy - emphasising that attendance is everyone's responsibility (linked to appraisal).The development of an attendance team with well defined roles and responsibilities.Weekly attendance celebrations/rewards - making attendance more visible!
Reading	Develop a genuine love and passion for reading across the whole-school and have high-quality texts form the beating heart of everything we do. Create an environment steeped in high-quality texts and endless opportunities to read for pleasure. We are committed to ensuring that every child leaves KS1 with the ability to read fluently, confidently and with deep understanding, as well as maintaining the high standards in reading we have set at the end of KS2.	<ul style="list-style-type: none">Pupils are immersed in high-quality texts and class libraries are well-stocked and engaging.RWI is well led, prioritised and taught consistently and effectively.Plans are being developed by our JLT for a new whole-school library.
Early Years	Improve standards in Early Years - ensuring that our pupils get off to the best possible start, regardless of their starting points. Ensure that the quality of provision is consistently good. We aim to build on the recent improvements to Early Years by ensuring that staff provide greater levels of challenge for the most able children. We want to continue to narrow the attainment gap in Early Years, ensuring that our children achieve in line with those nationally.	<ul style="list-style-type: none">Our school provides 30-hour funded Nursery places and the uptake has improved significantly in the last 12 months (33% uptake to 79% in 2022).The development of a new EYFS team.Investment in the outdoor area/provision.
Leadership	Strengthen leadership capacity at all levels and embed a culture of shared, collective and extended leadership, in order to build sustained capacity for change and improvement. Add capacity and value to our SLT and develop middle/subject leaders so that they impact standards in their areas of responsibility. We will embed a high accountability culture and empower leaders at all levels to deliver a high-quality education and curriculum that excites pupils' interest and motivates them to learn.	<ul style="list-style-type: none">Subject Leads empowered to write and take ownership of the 2022/23 monitoring cycle.Appointment of new Governing Body members to add new skillsets and capacity.Designated subject leadership time.TLR job descriptions/improved accountability.Consistent approach to subject SEFs/action plans.
SEND	Improve the provision and quality of education for our SEND pupils by creating an inclusive environment where their needs are successfully met. Add capacity to our SEND team so that we can effectively cater for our most vulnerable pupils. We want to provide an innovative and exciting learning space, specifically for our SEND pupils. Adopt innovative and inspiring strategies and approaches that caters for the diverse and complex needs of our pupils and results in high rates of progress and achievement.	<ul style="list-style-type: none">Significantly improved systems, policies and procedures resulting in better information sharing, outcomes and staff confidence.The development of a nurture space for EYFS and KS1 and withdrawal intervention groups for children in KS2.An improved programme of CPD.

Key issues from our previous inspection	Summary of progress
Build on the recent improvements to early years by ensuring that staff provide greater levels of challenge for the most able children.	<ul style="list-style-type: none">60% of all pupils achieved GLD in 2022 compared to 64.8% in 2019 (pre-pandemic level). Leaders are pleased with outcomes in the EYFS in 2022, considering pupils extremely low starting points as a result of the pandemic. Local GLD - 64.9% in 2019 and 58.4% in 2022.Currently, our focus has shifted in the EYFS, due to the COVID-19 pandemic and as a result of the influx of pupils joining our school with complex additional needs.

External evaluations/reports on the school/external projects and initiatives

- The school commissioned a review of SEND in May 2021. Findings revealed that the provision for SEND required improvement. Since this review, the school has appointed a new AHT for Inclusion and the former SENCO has relinquished the position. A new SENCO is now in post and outcomes have improved.
- Since the Summer term 2022, the school has participated in a 'Maximising the Impact of Teaching Assistants (MITA) and Maximising the Practice of Teaching Assistants (MPTA)' project. This has helped shape reforms to practice and led to the development of a new appraisal system for support staff.
- The school is currently participating in the SIL funded Ambition 'Transforming Teaching Curriculum' initiative. Three Senior Leaders and three Subject Leaders are currently engaging in the project, including our computing, RE and music leads (three target subject areas for the 2022/23 academic year).

An overview of our outcomes

GLD	<ul style="list-style-type: none"> 60% of all pupils achieved GLD in 2022, compared to 58.4% locally. 68.3% of all pupils achieved the expected standard in relation to the prime learning goals and 56.7% to the specific learning goals. 41.2% of disadvantaged pupils achieved GLD, compared to 45.4% locally. National averages for GLD in 2022 have yet to be released.
Phonics Screening Check	<ul style="list-style-type: none"> 68.3% of Year 1 passed the phonics screening check in Summer 2022, compared to 75.9% in Summer 2019 (pre-pandemic) and 75% nationally (in 2022). Our average point score in 2022 was 31.2, up 1.7 points from 2019 (29.5 APS). The percentage of pupils securely passing the check (37-40 marks) increased by 9%. 57.7% of our disadvantaged Year 1 pupils passed the check in 2022, compared to 62% nationally and 63.8% locally. 45.9% of Year 2 pupils passed the check at the first time of trying (in Autumn 2021). 78.7% passed the check by the end of Year 2 (an additional 32.8% passed in June 2022). 12 remain working towards the standard and one child was absent. The pupils who did not achieve the standard (13 in total - 21.3%) continue to receive additional, bespoke phonics support in Year 3.
KS1 SATs	<ul style="list-style-type: none"> Outcomes in KS1 in 2022 were not good enough. 42.6% of all pupils achieved RWM combined in 2022, compared to 49.4% locally. KS1 attainment at the expected standard and greater depth in reading, writing and maths was significantly below national and in the lowest 20% nationally.
Multiplication check	<ul style="list-style-type: none"> 43.3% of pupils and 25.8% of disadvantaged pupils scored full marks in the Year 4 multiplication check. 67.8% of all pupils scored 23+. The average points score was 22.2 (all pupils) and 21.7 (disadvantaged pupils). This was the first year our school administered this check.
KS2 SATs	<ul style="list-style-type: none"> 66.1% of pupils achieved the expected standard+ in RWM combined, compared to 51.9% locally and 59% nationally. 5.1% of all pupils achieved a high standard in RWM combined. KS2 attainment in the EGPS test (58%) was significantly below national and in the lowest 20% in 2022.

Area	Self-evaluation	Strengths	Areas for Development
The Quality of Education	Good	<ul style="list-style-type: none"> Our DREAMS core values permeate all aspects of school life and are known and understood by all stakeholders. Our pupils study the full curriculum and a broad range of subjects. Subjects, including art and cultural capital, are given high priority and are a strength of the school. Reading is prioritised and high-quality texts are at the beating heart of everything we do. There is a sharp focus on ensuring that our younger children gain the phonics knowledge necessary to read. 	<ul style="list-style-type: none"> Develop understanding of cognitive science to enhance and improve the quality of teaching and learning, so that pupils 'know more, do more and remember more'. Further embed our curriculum intent and implementation securely and consistently across the school, so that teachers have a firm and common understanding of what it means for their practice. Developing computing, RE and music has been prioritised this academic year.
Behaviour and Attitudes	Good	<ul style="list-style-type: none"> Our pupils behave very well and bullying is not tolerated. Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. Pupils make a positive contribution to the life of the school and/or the wider community (JLT, Reading Revolutionaries, Play Leaders and Eco Warriors). Pupils' attitudes to our school and their education are positive. 	<ul style="list-style-type: none"> Continue to support all staff in managing pupils' behaviour through high-quality CPD/INSET. Develop a trauma-informed restorative approach towards dealing with pupil behaviour. Continue to improve the percentage of pupils attending school, rapidly reducing the rate of persistent absenteeism.
Personal Development	Good	<ul style="list-style-type: none"> Our core values are well known and embedded into school life. The development of pupils' spiritual, moral, social and cultural capital is a strength. Provision helps pupils to develop into respectful, healthy young people who are a credit to our school and the wider community. Pupils are well prepared for life in modern Britain and the next stage of their lives/journey. Our pupils understand, appreciate and respect difference in the world because of our strong 'Cultural Capital' offer. We use the vibrancy of Liverpool, and a commitment to providing memorable learning experiences, as a platform for teaching pupils how to be responsible, respectful and active citizens. 	<ul style="list-style-type: none"> Continue to provide holistic and personalised support to those children who were worst affected by the COVID-19 pandemic. To further develop the school's approach to Relationships and Sex Education (RSE), so that pupils have an age-appropriate understanding of healthy relationships and of the protected characteristics. Further enhance pupils' rich experiences through coherently planned extra-curricular activities and clubs.
Leadership & Management	Good	<ul style="list-style-type: none"> A newly established leadership team have a clear and ambitious vision for providing high-quality education to all pupils. Relationships between the leadership team and parents/carers are very strong. Leaders have prioritised supporting staff well-being and workload and this is recognised and appreciated by staff. The arrangements for safeguarding are effective. 	<ul style="list-style-type: none"> Restructure subject leadership and TLRs, providing new opportunities for aspiring leaders. Further enhance the effectiveness of the Governing Body by developing the Link Governor role. Continue to improve teachers' subject, pedagogical and pedagogical content knowledge, through high-quality CPD and INSET, in order to enhance the teaching of the curriculum and the appropriate use of assessment.
The Quality of Early Years Education	Good	<ul style="list-style-type: none"> Provision in the Early Years is improving; this is due to increased staffing capacity and improvements in the quality of first-teaching. There is a sharper focus on ensuring children acquire a secure knowledge of phonics and early reading is prioritised. 	<ul style="list-style-type: none"> Ensure that the curriculum is coherently planned and sequenced so that all pupils gain the knowledge, self-belief and cultural capital they need to succeed in life. Ensure that children are ready for the next stage of their education and that they achieve in line with their peers nationally, despite their lower starting points.