



FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

SELF-EVALUATION – SPRING 2024

IF YOU CAN DREAM IT, YOU CAN DO IT!



Contextual information and key features

- School 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 important to note that the school was last inspected under a previous inspection framework, not the current one. Leaders do not currently grade the school as 'outstanding' but acknowledge that this may be the case when the school is next inspected. Outcomes continue to grow from strength to strength.
- Florence Melly is a larger than average, two-form entry school, with a stable school roll (NOR 438); including a Nursery of 23 full and 6 part-time places. The school is hugely oversubscribed with substantial waiting lists in every year group.
- Many leadership changes have occurred since our last inspection, including the appointment of a new Headteacher (promoting the former Deputy) and two new Assistant Headteachers. A new SBM joined the school in June 2023. 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 decile nationally. The school is characterised as 'well above average' on the school location deprivation indicator with 50.0% of pupils are eligible for FSM, which is substantially above the national average of 23.8% (all schools), 24.0% (state-funded primary schools) and 33.2% (Liverpool average). 90.0% of pupils are White British compared to 63% nationally.
- A high proportion of pupils are considered to be vulnerable as a result of safeguarding (91 pupils - 20.7% of the whole-school).
- A large percentage of our school community are identified as SEN (24%) and this figure continues to rise. This is significantly above the national figure (17.3% Nasen: <https://nasen.org.uk/news/2022-23-sen-data-released>). The percentage of pupils with an EHCP is below the national average (3.8% compared to 4.3% nationally); we do have a number of applications in the draft stage and many more children awaiting EP assessment in preparation of an EHCP application. The school has developed a school-funded resourced provision (The Nest) to meet the needs of our most vulnerable children.
- There is nothing to highlight for overall absence or persistent absence in 2021/22, compared to all schools or schools with a similar level of deprivation. Pupil absence remains a concern. Overall attendance is lower than the national average but better than the local average.

School development priorities	Recent key actions	Next steps
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. • Weekly attendance celebrations/rewards - making attendance more visible. • Holding parents/carers to greater account for pupil absence; working closely with the EWO. 	<ul style="list-style-type: none"> • The appointment of a new Attendance Lead to drive forward improvements in this area of school life. • Effectively communicate our expectations for good attendance by developing a new webpage on the school website. • Improve the way that attendance is celebrated and displayed around the school site.
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 for pupils 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, in addition to maintaining the high standards we have set in reading 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. • We have bought into the Lancashire library service to provide even more high-quality texts for our pupils to access. • Work on the new whole-school library is almost complete and this will be formally opened in at the start of the Spring term. 	<ul style="list-style-type: none"> • Provide coordinated intervention for our 'first 20%' ensuring that they receive the additional support they need to become fluent readers. • Provide additional RWI CPD and coaching to new staff members, ensuring they have the knowledge and skills to effectively deliver the programme. • Purchase high-quality texts linked to topics to provoke curiosity and build rich schema across all areas of the curriculum. • Purchase a new reading scheme for pupils in LKS2.
Early Years Improve standards in Early Years - ensuring that our pupils get off to the best possible start, regardless of their starting points. We aim to build on the recent improvements in Early Years by providing an exciting EYFS curriculum that responds to pupils' needs, talents and interests and ensures that our pupils have access to rich language from the earliest possible stage. We want to continue to narrow the attainment gap in Early Years, ensuring that our children achieve in line with their counterparts nationally.	<ul style="list-style-type: none"> • We have recently increased our Nursery intake from 26 to 30 pupils from September 2023. • The addition of a third teacher in our Reception from September 2023. • The installation of our new outdoor area. • The appointment of a new EYFS (from January 2023). 	<ul style="list-style-type: none"> • Successfully induct our new EYFS Lead into the role, ensuring that they are provided with adequate leadership time to continue to drive forward improvements. • Develop and effectively communicate our EYFS curriculum map with all stakeholders. • Develop how the EYFS is promoted on the school website. • Continue to develop our outside area, adding further enhancements to the 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"> • The recent completion of a TLR restructure and the establishment of new phase Leaders from September 2023. • The appointment of a new SBM and EYFS Lead. • The return of our AHT - Quality of Education from maternity, adding additional leadership capacity. 	<ul style="list-style-type: none"> • Successfully induct our new Phase Leaders into their role, ensuring that they are provided with adequate leadership time to continue to drive forward improvements across their phases. • Continue to develop Subject Leaders' knowledge and skills by providing appropriate CPD and opportunities to monitor their subject areas. • Develop Subject Leader files to ensure that they have a grasp on strengths and areas for development in their areas of responsibility.
Curriculum Build and embed an exciting and vibrant curriculum offer, with our core values at the heart, so that our children gain the subject specific skills and knowledge they need to be prepared for the next stage of their lives. Ensure coherent, cumulative and connected coverage from the EYFS through to Year 6 so that our teachers understand how the curriculum components build towards clearly defined end goals. As a result, our pupils will know more, do more and remember more!	<ul style="list-style-type: none"> • At the start of the Autumn term, we implemented a new curriculum offer (CUSP) for History, Geography and Science. • Staff have received appropriate CPD in preparation for implementing a new Reading and Writing curriculum. • Our Curriculum Lead is piloting a new approach to monitoring the impact of the curriculum (Pupil Book Study). 	<ul style="list-style-type: none"> • Successfully implement CUSP for Reading and Writing. • Align our EYFS curriculum offer with what is taking place across the rest of the school, ensuring coherent, cumulative and connected coverage from the EYFS through to Year 6. • Provide adequate leadership time for Subject Leaders to effectively monitor the provision in their areas of responsibility. • Create revamped curriculum plans and publish these on the school website.

Key issues from our previous inspection

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

Summary of progress

- 65% of all pupils achieved GLD in 2023 compared to 60.0% in 2022 and 64.8% in 2019 (pre-pandemic level). Leaders are pleased with the improving outcomes in the EYFS, considering the pupils extremely low starting points, as we still feel the impact of the pandemic.
- The school has recently installed an exciting, new outdoor area for our EYFS pupils.

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 significant improvement. Since this review, the school has appointed a new AHT for Inclusion and the former SENCO has relinquished the position. Standards have improved significantly! This was captured during a SEND re-review, conducted by an Ofsted SEND specialist, in October 2023: [SEND Review - October 2023](#).
- In January 2023, the school commissioned a safeguarding audit by Phil Cooper. This was a rigorous audit which quality assured the effective practice taking place at our school: [Safeguarding Review - January 2023](#).
- In March 2023, the school received an audit from the Childer Thornton English Hub. The report was very positive and confirmed the school's strong commitment to promoting early reading and raising the quality of phonics teaching: [English Hub Audit - March 2023](#).
- The school received two statutory monitoring visits this summer (KS2 SATS and Year 1 Phonics). Both visits recognised the strong, robust systems and procedures in place at Florence Melly.
- The school is currently working towards achieving IQM (Inclusion Quality Mark) and Rainbow Flag accreditation and is part of the second cohort of the award winning HEARTS 'attachment and trauma' project (**H**olistic thinking, **E**mpowering the school community, **A**spirations for every pupil, **R**elational focus, **T**rust and safety and **S**hared purpose).

An overview of our outcomes

Click these links for a copies of our: [Inspection Data Summary Report \(IDSR\)](#) and [Analyse School Performance Summary \(ASP\)](#)

GLD	<ul style="list-style-type: none"> 65% of all pupils achieved GLD in 2023, a 5.0% increase from 2022. 51.7% of disadvantaged pupils achieved GLD, an increase of 8.2% from last year.
Phonics Screening Check	<ul style="list-style-type: none"> 76.7% of pupils in Year 1 passed the phonics screening check in Summer 2023, compared to 68.3% in Summer 2022. Outcomes in the PSC in 2023 were better than they were pre-pandemic (75.9% in 2019). Our average point score continues to rise steadily (29.5 APS in 2019, 31.2 in 2022 and 32.0 in 2023). The percentage of pupils securely passing the check (37-40 marks) increased by 9% in 2022 and a further 5.0% in 2023 (55% of pupils scoring between 37-40 in 2023). 69.6% of our disadvantaged Year 1 pupils passed the check in 2023, an increase of 11.9% from 2022. 66.2% of Year 2 pupils passed the phonics screening check resit (12/18 pupils). The six pupils who did not pass will receive additional, bespoke phonics and reading support in Year 3.
KS1 SATS	<ul style="list-style-type: none"> Outcomes in KS1 in 2023 have improved significantly compared to 2022 and gains have been made across all areas; especially at greater depth. 61.7% of all pupils achieved the expected standard in RWM, an improvement of 19.1% from 2022. 66.7% of children in reading, 66.6% in writing and 75.0% in maths achieved the expected standard.
Multiplication check	<ul style="list-style-type: none"> 43.2% of all pupils scored full marks in the Year 4 multiplication check in 2023. For the second year running, the percentage of pupils at Florence Melly scoring 25 marks is significantly higher than those nationally (44.3% vs 27% in 2022 and 43.2% vs 29.0% in 2023). 44.8% of disadvantaged pupils scored full marks in 2023, an improvement of 19.0% from 2022. The average point score in 2023 (21.1) was above the national average attainment score (20.2).
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. 71.2%, 68.3%, 75.0%, 58.3% and 71.7% of pupils achieved the expected standard in reading, writing, maths, EGPS and science respectively. 60.7% of last year's cohort were FSM. 39.3% were SEND with an additional 14.3% on our SEND initial concern list.

Area and Self Evaluation	Strengths	Areas for Development
We currently grade 'The Quality of Education' as 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. Our cultural capital curriculum is given high priority and is considered a strength. We enrich the lives of our pupils through a strong commitment to providing the most memorable learning experiences. We skilfully use the vibrancy of our great city to build their cultural capital. High-quality texts are at the beating heart of everything we do. They are visible throughout school and are used to engage and enthral pupils in order to develop a genuine love and passion for reading. There is a sharp focus on ensuring that our youngest children gain the phonics knowledge necessary to read. 	<ul style="list-style-type: none"> Ensure coherent, cumulative and connected coverage from the EYFS through to Year 6 so that our teachers understand how the curriculum components build towards clearly defined end goals. As a result, our pupils will know more, do more and remember more! Use evidence-informed research around cognitive neuroscience, to develop a strong understanding of how pupils learn so that we can build upon what they already know and want to find out so that knowledge and skills are retained, embedded and transferred to long-term memory. Provide effective CPD and adequate time for subject leaders to monitor their areas of responsibility and in doing so, empower them to drive further improvements in their areas of responsibility. Effectively communicate our curriculum subject and year group plans with all stakeholders through the school website and other platforms or communication approaches. Implement the 'Balance' online assessment system to add rigour and robustness to teachers' assessments, making judgements more accurate.
We currently grade 'Behaviour and Attitudes' as Good	<ul style="list-style-type: none"> Our pupils behave very well and bullying is not tolerated. Relationships among pupils, staff and parents/carers 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 and we consciously empower them through various different initiatives and roles (JLT, Reading Revolutionaries, Play Leaders etc). Pupils' attitudes to our school are very positive. 	<ul style="list-style-type: none"> Continue to raise the profile of positive behaviour through our Core Values awards/trips and fully embed our new expectations for behaviour (The Flo Melly Way) into school life. Continue to participate in the HEARTS project in order to develop a trauma-informed whole-school response to dealing with pupil behaviour. Improve the overall attendance figures for pupils at Florence Melly and reduce the percentage of children identified as persistently absent over a period of time. Establish a firmer structure of reward and consequence to influence a whole school culture and sustained improvement in attendance
We currently grade 'Personal Development' as Good	<ul style="list-style-type: none"> Our core values are well known and firmly embedded into school life. The development of pupils' spiritual, moral, social and cultural capital is a real 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. We provide very strong extra-curricular provision for our pupils and these opportunities are well attended. 	<ul style="list-style-type: none"> 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. Ensure that our strong enrichment offer, linked to our 'Cultural Capital' curriculum, continues to grow by providing enrichment trips and visits at the same level as they were pre-pandemic. To successfully participate in, and complete, the Rainbow Flag award. To induct our new Designated Safeguarding Lead into the role, ensuring that our curriculum adequately addresses safeguarding risks (including online risks) and continues to provide effective pastoral support.
We currently grade 'Leadership & Management' as Good	<ul style="list-style-type: none"> Leaders and Governors have a clear and ambitious vision for providing high-quality education to all pupils. They have extremely high expectations of all pupils in school. Relationships between the leaders and parents are very strong and leaders actively seek to engage parents in thoughtful, innovative and positive ways. 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"> Successfully induct our new Phase Leaders, EYFS Lead and SBM into their new roles. Further enhance the effectiveness of the Governing Body by developing the Link Governor role. Better ensure that the continuing professional development for teachers and staff is aligned with the curriculum and that this develops teachers' content knowledge over time, so that they are able to deliver better teaching for pupils. Do this by appointing a CPD Lead teacher with a TLR.
We currently grade 'The Quality of Early Years Education' as 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 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"> Implement and embed CUSP Early Foundations, ensuring 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. Successfully induct our new EYFS Lead into the role, ensuring that they are provided with adequate leadership time to continue to drive forward improvements.