



FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

SELF-EVALUATION – AUTUMN 2024

IF YOU CAN DREAM IT, YOU CAN DO IT!



Contextual information and key features/characteristics

- Florence Melly Community Primary School is a very special place to learn and work - our pupils, parents/carers and staff tell us so! We are the Flo Melly family!
- School leaders have clear and accurate judgement of the school. It is important to note that the school was last inspected under a previous inspection framework, not the current one. Outcomes for our pupils continue to grow from strength to strength.
- 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 7 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, a new Deputy and Assistant Headteacher. A new Designated Safeguarding Lead joined the team in April 2023. Staff retention is very 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 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.
- An extremely high proportion of pupils are considered to be vulnerable as a result of safeguarding (172 pupils - 38% of the whole-school).
- An exceptionally large percentage of our school community are identified as SEN (33.4%) and this figure continues to rise. This is significantly above the national figure (17.3%). The percentage of pupils with an EHCP is above the national average (5.1% compared to 4.3% nationally); we do also have a number of applications in the draft stage and many more children awaiting EP assessment in preparation of an EHCP application, so this figure is likely to rise significantly. The school has recently expanded our school-funded resourced provision (The Nest) to meet the needs of our most vulnerable children and we have plans to open a second provision by the end of the Autumn term 2024.
- Crime rates in our local area are high. In April 2024, 51 crimes were reported in the Clubmoor West area. These comprised of; 18 violence and sexual offences, 10 incidents of anti-social behaviour, 7 public order offences and 4 burglaries.
- Further analyses of our cohort can be accessed here: [Whole-School Contextual Information Overview](#), [Year Group Contextual Information](#) and [Contextual Information Breakdown](#).

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. 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 appointment of a new Attendance Lead and Attendance Team. Re-evaluating the whole-school attendance strategy - emphasising that attendance is everyone's responsibility. Weekly attendance celebrations/rewards - making attendance more visible! Engaging with the Attendance Hub/Local Authority for support and best practice. 	<ul style="list-style-type: none"> Implement our attendance football league initiative, allocating each pupil to a team and displaying this prominently around school, on the school website and through correspondence with the wider community. Improve the way that attendance is celebrated and displayed around the school site. Appoint pupil attendance champions to act as advocates for high rates of attendance.
English Develop a genuine love and passion for reading, writing, speaking and listening so that our pupils are fully prepared for the challenges of life beyond Florence Melly. Create an environment steeped in high-quality texts and endless opportunities for pupils to read, write and talk for pleasure and for a range of contexts and purposes. We are committed to ensuring that every child leaves our school with the ability to read, write and talk fluently, confidently and with deep understanding so that they can positively contribute and flourish in the wider world.	<ul style="list-style-type: none"> Purchased a new reading scheme for pupils in LKS2. Provided additional RWI CPD and coaching to new staff members, ensuring they have the knowledge and skills to effectively deliver the programme. The creation of a second school library in our entrance area to entice and engage pupils to want to read. Adapting and improving our Reading and Writing curriculum offers. 	<ul style="list-style-type: none"> Develop and publish a reading newsletter to promote RfP. Create a more rigorous approach to intervention for our 'first 20%' ensuring that they receive the additional support they need to become fluent readers. Provide effective CPD to our Oracy Lead so that they have the skills and knowledge to devise and implement a whole-school oracy framework.
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 diminish the difference in attainment in Early Years, so that our children achieve in line with their counterparts nationally.	<ul style="list-style-type: none"> The creation of a new EYFS team, including the appointment of a third teacher in our Reception, to help add capacity for increasingly challenging cohorts. Successfully inducted our new EYFS Lead into the role, ensuring that they are provided with adequate leadership time to continue to drive forward improvements. 	<ul style="list-style-type: none"> Induct our new EYFS team into their roles. Further enhance our outdoor provision by investing in additional resources to support the children's learning. Commission a review of the EYFS to highlight strengths and further areas for development. Continue to develop how the EYFS is promoted on the school website.
Leadership Strengthen leadership at all levels and embed a culture of shared, collective and extended leadership in order to build sustained capacity for change and improvement. 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"> Successfully inducted our new Phase Leaders into their roles, ensuring that they are provided with adequate leadership time to drive forward improvements across their phases. The appointment of a new DHT and DSL to add further capacity to the SLT. 	<ul style="list-style-type: none"> Provide further opportunities for Link Governors to meet with Subject Leaders to discuss their subject areas. Enhance our Subject Leader evidence files, creating greater consistency across all subjects. Commission a review of our curriculum offer and conduct deep dives into a range of subject areas.
Curriculum Further hone our exciting and vibrant curriculum offer, with our BIG DREAMS and 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"> Staff have received additional CPD to support the delivery of our Reading and Writing curriculum. The implementation of our new Ark Curriculum Plus - Maths Mastery Curriculum. Revamped curriculum plans published on the school website. 	<ul style="list-style-type: none"> Make adjustments to our Art and Design and Design Technology curriculum offers. Provide a comprehensive programme of CPD so that staff are effectively inducted and supported to deliver the new Maths curriculum.

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

- We have successfully inducted our EYFS Lead into the role, which has brought about huge improvements in the EYFS curriculum and quality of education for these pupils.
- The school has recently installed an exciting, 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 Deputy Headteacher for Inclusion and the former SENCO has relinquished the position. Standards have improved significantly! This was captured during a SEND 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 continues to receive support, with the most recent visit taking place in June.
- 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 (Holistic thinking, Empowering the school community, Aspirations for every pupil, Relational focus, Trust and safety and Shared purpose).
- Our school received a moderation visit for Year 6 writing in June 2024. 70% of pupils achieved the expected standard with 8% working at greater depth.

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"> 61.7% of all pupils achieved GLD in 2024. 64.7% of disadvantaged pupils achieved GLD in 2024, a 13% increase from 2023 and a 21.2% increase from 2022. Please use the following links to access GLD overviews for 2024: GLD Overview - All Pupils 2024 and GLD Overview - Pupil Premium 2024.
Phonics Screening Check	<ul style="list-style-type: none"> 73.3% of pupils in Year 1 passed the phonics screening check in Summer 2024, compared to 76.7% in Summer 2023. Outcomes in the PSC in 2024 were not as high as we had previously predicted - this was due to a new child joining our setting having never attended school just before the test administration and a challenging year group with an above average percentage of pupils considered disadvantaged and with SEND. Our average point score in 2024 was 30.4, higher than it was pre-pandemic. Please use the following link to access an analysis of our 2024 PSC results: Phonics Screening Check Analysis 2024.
Multiplication check	<ul style="list-style-type: none"> 67.9% of all pupils scored full marks in the Year 4 multiplication check in 2024, considerably higher than in the previous two years (both at Florence Melly and the national figure). The percentage of pupils scoring 25 at our school continues to rise year on year. Disadvantaged pupils performed inline with all pupils in 2024 (67.6% scoring full marks). The average point score in 2024 increased from 21.1 to 23.2. The national average attainment score in 2023 was (20.2). The average point score for disadvantaged pupils rose from 20.8 in 2023 to 22.9 in 2024.
KS2 SATs	<ul style="list-style-type: none"> The percentage meeting the expected standard in reading, writing and maths (combined) was above the national average in 2024 (62.9% vs 61%). Attainment of all pupils in reading improved (↑ 7.9%), as did the attainment of our disadvantaged pupils (↑ 10.8%). The percentage of disadvantaged pupils achieving greater depth in reading also improved (↑ 8.2%). Attainment in writing improved for both all and disadvantaged pupils - at both the expected standard and greater depth. These results were quality assured as we received a moderation visit from the Local Authority this year. 48.4% of the cohort were FSM. 46.8% were SEND, with 12.9% of pupils having an EHCP. 55.0% achieved GLD in 2018.

Area	Strengths	Areas for Development
The Quality of Education	<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"> Continue to fine-tune our coherent, cumulative and connected curriculum from the EYFS through to Year 6 so that our teachers understand how its components build towards clearly defined end goals. As a result, our pupils will know more, do more and remember more! Enhance staff understanding of subject specific pedagogies in order to create a greater consistency to delivering our curriculum. Provide additional 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 rationales with all stakeholders through the school website and other platforms or communication approaches. Add a more robust approach to data tracking in order to identify underperforming pupils and groups of pupils so that support can be provided. Successfully implement and embed the Ark Maths Mastery curriculum; providing effective CPD to teachers and the Maths Subject Leader.
Behaviour and Attitudes	<ul style="list-style-type: none"> Our pupils behave very well and bullying is not tolerated. Relationships among pupils, staff and parents/carers are exemplary and 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, Attendance Champions etc). Pupils' attitudes to our school are very positive. 	<ul style="list-style-type: none"> Sharpen the profile of positive behaviour through our Core Values awards/trips and behaviour curriculum and expectations for behaviour (The Flo Melly Way) into school life. Engage in the HEARTS project in order to develop a trauma-informed whole-school response to dealing with pupil behaviour. Deliver the school's attendance strategy and induct the new Attendance Lead into role. Reducing the difference in attendance between our disadvantaged and non-disadvantaged cohort through more rigorous monitoring and tracking. Improving the attendance of our EAL pupils, ensuring that they are fully supported and challenged to attend school, arrive on time, every day!
Personal Development	<ul style="list-style-type: none"> Our core values are well known, lived 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/journeys. We provide very strong extra-curricular provision for our pupils and these opportunities are well attended by all groups. 	<ul style="list-style-type: none"> Refine 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 and that provision reflects the challenges of the local community. Fine tune our strong enrichment offer, linked to our 'Cultural Capital' curriculum, 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 - improving awareness of positive LGBT+, (lesbian, gay, bisexual, trans, plus other related identities), inclusion and visibility. To induct our new Designated Safeguarding Lead into the role and re-evaluate how our curriculum adequately addresses safeguarding risks (including online risks) and continues to provide effective pastoral support.
Leadership & Management	<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 exemplary 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"> Continue to induct new leaders into their new roles. Appoint a curriculum specialist to our Governing Body and support their successful induction. Further enhancing the effectiveness of the Governing Body by adding a robustness to the Link Governor role. Develop more rigorous tracking of CPD in order to develop teachers' content knowledge, so that they are able to deliver better teaching for pupils. Do this by appointing a CPD Lead teacher and induct them into the post.
The Quality of Early Years Education	<ul style="list-style-type: none"> Provision in the Early Years is improving; this is due to strong leadership, increased staffing capacity and improvements in the quality of teaching. There is a sharp focus on ensuring children acquire a secure knowledge of phonics and reading is prioritised. 	<ul style="list-style-type: none"> Tweaking our EYFS curriculum so that it is reflective of our changing cohorts, coherently planned and carefully sequenced so that all pupils gain the knowledge and skills needed to prepare them for life in Year 1 and beyond. Building strong relationships between staff and parents/carers so that they are inducted into our Flo Melly family and that they can best support their child's learning at home.

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