



FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

SELF-EVALUATION – SPRING 2025

IF YOU CAN DREAM IT, YOU CAN DO IT!



Contextual information and key features/characteristics

- We are the Flo Melly family! Florence Melly Community Primary School is a very special place to learn and work - our pupils, parents/carers and staff tell us so! This is best captured in our recent parent/carer [Parent/Carer Feedback Infographic](#).
- Our school is a larger than average, two-form entry school, with a stable school roll (NOR 447); including a 35 place Nursery (23 full and 12 part-time). The school is hugely oversubscribed with substantial waiting lists in every year group.
- Substantial leadership changes have occurred since our last inspection, including the appointment of a new Headteacher, Deputy and Assistant Headteacher. Four new Phase Leaders took up post in September 2023 and a new Designated Safeguarding Lead joined the team in April 2024. Staff retention is very good with 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 42.5% of pupils eligible for FSM (45.0% Pupil Premium), which is substantially above the national average of 24.6% (all schools), 24.3% (state-funded primary schools) and 33.3% (Liverpool average). 87.9% 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 (160 pupils - 35.8% of the whole-school).
- An exceptionally large percentage of our school community are identified as SEN (33.6%) and this figure continues to rapidly rise. This is significantly above the national figure (18.4%). The percentage of pupils with an EHCP is well above the national average (6.5% compared to 4.8% nationally); we 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 to meet the needs of our most vulnerable children. We now have two highly successful provisions available to our pupils - The Nest and The Den. We are committed to ensuring that all of our children THRIVE!
- Crime rates in our local area are high. In October 2024, 63 crimes were reported in the Clubmoor West area. These comprised of; 23 violence and sexual offences, 12 incidents of anti-social behaviour, 7 public order offences and 4 other theft. Our strong cultural capital/safeguarding curriculum has been adapted to reflect these local issues.
- 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.

- Ensuring that all new members of the Attendance Team are adequately trained to carry out their roles.
- Improve the way that attendance is celebrated and displayed around the school site including weekly attendance celebrations/rewards - making attendance more visible!
- The implementation of Studybugs.

- Further improve our weekly attendance newsletter to effectively communicate good attendance and key messages to the wider school community.
- Continue to engage with the Attendance Hub/Local Authority for support and best practice.
- Commission an external review of attendance.
- Continue to develop innovative ways to engage hard to reach families/groups in order to improve their attendance/reduce PA.

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.

- Significant investment in a new 'home reader' reading scheme for LKS2.
- The creation of a second school library in our entrance area to entice and engage pupils to want to read.
- Fine-tuning and improving our Reading and Writing curriculum offers, to include explicit opportunities to teach EGPS.
- Improved approaches to intervention for pupils in Year 3 and our 'first 20%' ensuring that they receive the additional support they need to become readers.

- Develop and publish a reading newsletter to promote RfP.
- Provide effective CPD to our Oracy Lead so that they have the skills and knowledge to devise and implement a whole-school oracy framework.
- Adapt our EYFS curriculum offer, to priorities PSED and Communication and Language, to reflect the pupils' extremely low starting points.
- Offer further, half-termly author visits to inspire our pupils to want to read and write for pleasure.

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.

- Successfully inducted our new EYFS Lead into the role, ensuring that they are provided with adequate leadership time to continue to drive forward improvements.
- Commissioned a review of the EYFS to highlight strengths and further areas for development.
- Adapted curriculum plans which carefully map out how we prepare pupils for KS1.

- Further enhance our outdoor provision by investing in additional resources to support the children's learning.
- Embed the ShREC approach so that our staff have the skills and expertise to effectively promote high quality interactions with young children and improve their C&L.
- Induct new EYFS staff members into post and provide enhanced support for the new EYFS TLR post holder.

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.

- The appointment of a new DHT and DSL to add further capacity to the SLT.
- To improve the effectiveness of our FGB by co-opting specialists to post (SEND and Quality of Education).
- Commissioned reviews of our curriculum offer and conduct deep dives into a range of subject areas.

- 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.
- Further empower our Subject Leaders by fine-tuning our monitoring cycle and quality assurance processes.

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!

- The implementation of our new Ark Curriculum Plus - Maths Mastery Curriculum.
- Adaptations to our curriculum offers to reflect our curriculum BIG DREAMS and the vibrancy of Liverpool.
- Revamped curriculum plans published on the school website.
- Enhanced curriculum leadership on our Governing Body.

- Provide a comprehensive programme of CPD so that staff are effectively inducted and supported to deliver the new Maths curriculum.
- Continue to monitor the implementation of our updated pedagogy; conducting learning walks and collect pupil voice, ensuring that our pedagogy is consistently applied.
- Develop Junior Subject Leadership roles, identifying junior subject specialists to work alongside our Subject Leaders.

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.

- We have successfully inducted our EYFS Lead into the role, which has brought about improvements in our EYFS provision, including improvements to the curriculum offer and the quality of education for our youngest pupils.
- The school has installed an exciting, outdoor area for our EYFS pupils.
- We have commissioned an EYFS consultant/Ofsted inspector to support the work we are doing around preparing pupils for KS1.

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

- The school commissioned a SEND review, conducted by an Ofsted SEND specialist, in October 2023: [SEND Review - October 2023](#). Our provision for SEND is often shared by the Local Authority as a model of good practice and our Inclusion Lead/SENCO supports many other schools across the city. Our school-funded resourced provision is being considered as a pilot for a city-wide programme of sharing best practice for the spending of high-needs funding. This is being led by our Inclusion Lead/SENCO.
- In January 2023, the school commissioned a safeguarding audit by an external Safeguarding consultant. This was a rigorous audit which quality assured the effective practice taking place at our school: [Safeguarding Review - January 2023](#). A follow up review has been scheduled for January 2025, following the appointment of a new DSL.
- In March 2023, the school received an audit from the Childer Thornton English Hub. The report 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 work in collaboration with the Hub; the most recent visit taking place in October 2024.
- We are currently working towards achieving IQM (Inclusion Quality Mark) and we are part of the second cohort of the award winning Local Authority 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).
- In October 2024, the school successfully achieved the Rainbow Flag Award, highlighting our strong LGBTQ+ inclusive culture, practices and procedures.
- Our school received a moderation visit for Year 6 writing in June 2024. 69.4% of pupils achieved the expected standard with 8% working at greater depth.
- We are currently an EEF project partner for the Nursery Talking Time and Mathematics Mastery projects. Notes of visit from our most recent Maths Mastery School Development Day can be accessed here: [Maths Mastery School Development Visit - November 2024](#).

An overview of our outcomes

Click these links: [Inspection Data Summary Report \(IDSR\)](#) and [School Performance Summary \(2022/23\)/School Performance Summary \(2023/24\)](#)

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. For a full analysis: Multiplication Check Analysis 2023/24. 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%). For a full analysis: Year 6 SATs Overview 2024. 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 skillfully 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"> 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! Continue to monitor the implementation of our pedagogy, ensuring that our pedagogies are consistently applied/develop further pedagogies for planning and assessment. 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. Effectively communicate our curriculum rationales with all stakeholders through the school website and other platforms. Further modify our approaches 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, Librarians, Eco Warriors, 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. Continue to engage in the HEARTS project in order to improve our trauma-informed whole-school response to dealing with challenging pupil behaviour. Deliver the school's attendance strategy and induct the new members of our Attendance Team into role. Reduce the difference in attendance between our disadvantaged and non-disadvantaged cohort through more rigorous monitoring/tracking and innovative approaches. Continue to improve 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 DREAMS 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"> Adapt 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. Successfully capture activities and initiatives on our social media platforms and SMSC Gridmaker, celebrating the strong provision in this area of school life. Embed career-related learning in our setting by defining a whole-school strategy and providing more opportunities for pupils to engage with career advice to support them beyond their time at Florence Melly. Fine-tune the school's new DREAM Team approach so that pupils feel an increased sense of belonging in order to further improve behaviour, attitudes and attendance.
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/carers 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"> Appoint curriculum specialists to our Governing Body and support their successful induction. Further enhance the effectiveness of the Governing Body by adding additional, specialist co-opted Governors and 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, inducting them into the post and embedding this new initiative. Provide additional opportunities for staff to engage in NPQ qualifications.
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 offer 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. Embed the ShREC approach so that our staff have the skills and expertise to effectively promote high quality interactions with young children and improve their C&L.

Our Self-Evaluation was last updated on: 06/01/25