

# Florence Melly Community Primary School

Inspection report

---

<b>Unique Reference Number</b>	133336
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	316093
<b>Inspection date</b>	7 November 2007
<b>Reporting inspector</b>	Delia Hiscock

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	429
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Southern
<b>Headteacher</b>	Mr Alan Reeves
<b>Date of previous school inspection</b>	16 June 2003
<b>School address</b>	Bushey Road Liverpool L4 9UA
<b>Telephone number</b>	0151 2261929
<b>Fax number</b>	0151 2561983

---

<b>Age group</b>	3-11
<b>Inspection date</b>	7 November 2007
<b>Inspection number</b>	316093

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector. The following issues were investigated: standards and achievement, the quality of teaching and learning, and leadership and management. Evidence was gathered from observation of learning, the pupils' work, discussions with pupils, the staff, and the chair of governors and a scrutiny of school documents and parent questionnaires. Other aspects of the school's work were not investigated but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified. These have been included where appropriate.

## Description of the school

This very popular school is larger than average in size and located in an urban area marked by significant features of deprivation. A high proportion of pupils are entitled to free school meals. The proportion of pupils the school identifies as having learning difficulties and/or disabilities is well above average. A tiny proportion of pupils are of minority ethnic heritage. The school has gained the Activemark award for sports, the Healthy Schools award, Charter mark for basic skills, Investors in People award and recognition in Liverpool for high quality inclusion.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

Pupils can not wait to get into school each day. Breakfast Club has a huge take-up and tidy-up time afterwards is undertaken with a sense of shared responsibility and lots of smiling faces. This is because pupils know that their contribution is important. Many pupils bemoan the fact that school holidays get in the way of their enjoyment and involvement in school life. When asked, pupils comment that, 'There is nothing school can do better for us.' In this outstanding school, the attention to pupils' pastoral and learning needs reflects genuinely warm relationships that are rooted in mutual respect and kindness. This exceptionally productive climate for learning and growing does not simply happen. It is based on very effective systems and partnerships, and a range of expertise. All these are orchestrated seamlessly to protect, nurture and support pupils. This benefits all of them, including those who the school identifies to be vulnerable and those who have learning difficulties and/or disabilities. The very high quality of care creates a security for pupils by blending family life at home with that created by the school. Pupils develop their unique characteristics and qualities very well because they feel valued and can explore their emotions and social skills without fear or threat. It is a key factor that produces exemplary behaviour and excellent relationships between pupils in and around school, at lunchtime and in lessons. There is lots of good humour too.

Parents recognise and delight in what their children receive. They feel that the school listens carefully to what they have to say and involves them wholeheartedly. One representative comment summarises this to be, 'a real community school'. These prime conditions for personal development, well-being and learning are the reasons why pupils mature into skilled listeners, readers, writers, mathematicians and thinkers who value relationships and who have very positive attitudes to their own development of skills. They can collaborate and work in a team enthusiastically and purposefully. They can persevere too, because challenges are well paced. Some pupils aspire beyond the ordinary in life and think of their economic futures. This is because the school opens up new vistas and tells pupils that they can achieve a lot, whatever difficulties they may encounter. This is why they soak up new ideas and willingly tackle the difficult. It is one of the main reasons why they achieve exceptionally well, given that their skills on entry are well below what is typical for their age, and why standards have risen substantially since the previous inspection. The above average standards at the end of Key Stage 2 in mathematics and science are marked by almost two thirds of pupils attaining the higher level. Standards are average in English and improving in writing as a result of new developments to develop further pupils' speaking skills. It is timely to develop into other subjects, art in particular, the communication skills pupils have gained so far. The school plans to develop this further

The most significant feature of this success is the outstanding quality of teaching which challenges and supports all pupils to enable them to make the best possible progress. Staff teamwork is exceptional and plays a very strong part in pupils' outstanding achievement. Teachers, mentors, teaching assistants, volunteers, parents and all other staff and students work remarkably well together. Their approaches to teaching and learning and their expectations of pupils are aligned and dynamic. The successes they bring about, and concerns that emerge as they work with pupils, contribute to healthy professional conversation and debate. In turn, this leads to further training and development. There is a shared determination that pupils will reach their potential. Nothing gets in the way of this aim. Hugely effective organisation and excellent deployment help staff to get straight to the heart of what each pupil needs next. The

many additional sessions of teaching and learning, and the use of specialists and skilled support staff makes learning precise, energetic and great fun. Above all, pupils get a diet of enjoyment that meets their need. This is why they soak up as much as they can. They know that any worries or misunderstandings will be handled with courtesy and kindness.

The exceptional work of the headteacher is far-sighted and discerning, realistic and inspirational. Leaders at all levels, including skilled and eager governors, share and contribute to ongoing evaluation that is analytical, insightful, non-threatening and reflective. Action decided upon to move the school forward is timely and matches improvement needs. There are no short-term fixes to resolve any weaknesses. For example, the school recognised the need to develop pupils' speaking skills. This led to improvements in both speaking and writing, not simply as a result of the new initiatives but as a result of the carefully engineered management approaches and the 'can do' culture of the staff. This is why the school has an excellent capacity to move forward.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Very well organised provision, excellent teamwork and perceptive leadership have improved organisation and assessment to develop lots of stimulating activities. The children learn and play with developing confidence and security. They make really good progress from their particularly low stages of development on entry, though standards are below that expected for their age at the end of the Foundation Stage. In their Nursery and Reception years the children benefit from the emphasis on building skills for independence and communication in particular. For example, exciting and creative mark-making activities outdoors provide children with lots of valuable opportunities to talk about and to explore lots of new ideas and skills. They move relatively smoothly into Year 1 because staff and provision help them to settle quickly, despite the limitations of the accommodation.

### **What the school should do to improve further**

- Extend the successful work in developing pupils' communication skills through the planned developments in art.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



---

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you so much for being really helpful to me during my visit, and for all the conversations and courtesies you shared with me. I really enjoyed my visit. I found your school to be outstandingly good. I was very impressed by all the activities you take part in and just how much you do in the day! I learned some sign language from watching you, and some Spanish words too! It was such a pleasure to see how well you help to look after your school. Your behaviour is excellent around school and in lessons. Well done!

I really enjoyed looking at some of your work too and listening to what you said during lessons. I agree with you that staff listen to what you have to say, take really good care of you, and make sure that you all do really well. These are some of the reasons why you grow up to be sensible youngsters who learn how to look after yourself and each other. It was great to see how much you enjoy learning and just how many skills you gain. What lovely young people you are growing into! You have the skills and qualities that will help you a lot in the future. They are just what the world of the future needs. Keep up your very good work! If you can always remember how the school has taught you to be as a person, as the school says, you can achieve what you want to be in life.

(And I agree with those of you who told me that football is important!)

I have asked the school to:

- help you to extend even further your skills for speaking (because the staff are planning some exciting things in art now!).

Keep up the really good work!