

MFCPS on a Page – September 2025

We are a maintained school.
Current inspection grade –
October 2024 Ofsted Judgement
– Good in all areas.

Context September 2025
NOR – 156 (including nursery) (Gender –
Girls = 55%, Boys = 45%)
FSM6 – 59% (excluding nursery) %; SEND =
16%; EAL = 23%.

Current school self-evaluation judgement:
Q of E – Good, Leadership and Management – Good, Behaviour and Attitudes – Good, Personal Development – Good, EYFS – Good.

School Characteristics – IDSR November 2025

	2023	2024	2025
School number on roll	Below average 164	Below average 164	Below average 169
School % FSM6	Well above average 52.08	Well above average 55.47	Well above average 56.28
Local area % FSM6	Above average 38.94	Well above average 41.37	Well above average 42.35
School % SEN support	Close to average 11.59	Close to average 12.20	Close to average 14.20
Local area % SEN support	Close to average 14.71	Close to average 14.39	Above average 17.29
School % EHC plan	Close to average 2.44	Close to average 3.05	Close to average 2.37
Local area % EHC plan	Close to average 3.45	Close to average 4.13	Close to average 4.01
School % EAL	Close to average 15.90	Close to average 18.90	Close to average 24.90
Local area % EAL	Below average 9.30	Below average 11.30	Close to average 13.30
School % CIN	Close to average 4.27	Well above average 7.32	Well above average 7.10
Local area % CIN	Close to average 4.48	Close to average 3.42	Close to average 3.38
School % stability	Below average 72.13	Close to average 76.03	Close to average 83.85
School pupil base deprivation	Above average	Above average	Above average
Local area pupil base deprivation	Close to average	Close to average	Close to average
School location deprivation	Well above average	Well above average	Well above average

SIP Key Priorities

Priority one: Teaching and Learning

- To embed a shared teaching and learning framework with a particular emphasis on the development and implementation of quality first teaching for all pupils, in particular the development of oracy.
- To further embed a systematic toolkit to enable leaders and teachers to evaluate the curriculum and teaching and learning in a precise, evidence rich environment. Evaluations will be made through these essential headlines:
 - Curriculum provision
 - The effect of teaching
 - Depth, retention and connection of learning.

Priority two: Targeted academic support

- To continue our drive to promote and enable excellence in the teaching of and support for children with Special Educational Needs and Disabilities with a particular focus on supporting pupils with Dyslexia.
- To ensure our targeted academic support is tailored toward those pupils who are not making good progress across the spectrum of achievement.

This year we have begun to work towards the Dyslexia Award and also have joined the Voice 21 programme to develop Oracy across the school. This will be the focus for our work alongside further embedding our curriculum to ensure it remains up to date.

EYFS Outcomes	2025		2024		2023	
	MFCPS	NA	MFCPS	NA	MFCPS	NA
% GLD	57%	68.5 %	71%	68%	65%	67%

Phonics Outcomes	2025		2024		2023	
	MFCPS	NA	MFCPS	NA	MFCPS	NA
Year 1	94.4%	80%	96%	80%	74%	79%

Pupil Premium 2025 – 2026 - £136,700 (89 pupils)

PP Spending:

- Raise attainment in Phonics and early reading
- CPD – Delivery of Quality First Teaching
- Inclusion and Attendance support
- Specific interventions – year 6 and across school
- Wellbeing approaches
- Raise attainment in grammar and spelling outcomes

Changing disadvantaged picture

Sept 20 PP = 25%; Sept 21 PP = 44%; Sept 2022 – 46% May 23 57% Sept 24 56%. Sept 25 59%
Significant increase in mobility - incoming children predominantly falling into following groups – EAL, disadvantaged, SEND.

Attendance, PA and Exclusion 2024 – 2025

Attendance = 94.4% (Excluding Reception class) NA 94.9%

Persistent Absenteeism = 18% (Excluding Reception class)

Exclusions = 1 suspensions or exclusions in 2024 – 2025.

Recent FFT attendance awards achieved **24/25** – Top 25% of similar schools.

FSM6 attendance **24/25** – 94.2% school/ 92.6% NA.

SEN attendance **24/25** – 93.8% school/92.5% NA.

No progress data published for 2025

Progress KS1 to end KS2	2022	2023	2024
Reading	0.7	-3.31	-2.4
Writing	2.5	-0.02	+0.9
Maths	1.7	-0.92	-0.4

Pupil Premium Outcomes 2024 - 2025

Outcomes	End KS2 Outcomes (52% of the class)			
	MFCPS		NA non Dis	
	EXS+	GDS	EXS+	GDS
Reading	67%	17%	75%	28%
Writing	75%	17%	73%	13%
Maths	67%	33%	75%	25%
RWM	67%	17%	62%	9%

Mental Arithmetic average score is significantly above average over a 3 year period. 21.8 school v 20.2 NA

SEND

Ethos of inclusion – SEND children taught in class to ensure broad and balanced curriculum with reasonable adjustments inc: small group support/scaffold; specific intervention; resources; 5 x EHCP (2 pending).

Safeguarding Team

Strong practice – attendance, family support, signposting external agencies
Engagement of new families on entry to school through the school inclusion team.

Sports Funding 2025 – 2026 = £17,300 Priorities:

Further engagement in competitive sports to involve more pupils - KI5
Further engagement in opportunities of offer via the School Sport Partnership - KI4
Continue to develop a wider holistic approach to leading a healthy lifestyle - KI2
Continue to build staff confidence in PE teaching through participation in CPD - KI3
Resource the new scheme of work - KI4
Leadership groups to be developed to lead on sporting activity and support decision making - KI1

Teaching and Learning

1 x ECT Y1 (Early Career Teacher)
2 x 0.5 DHT. 2 phase Leaders – 1 x FT 1 x 0.5

Things to be proud of:

- Inclusion and diversity are at the heart of our school. Our school is a happy and inclusive setting.
- PE Gold award achieved for four years running.
- Pupils experience and enjoy many different enrichment activities.
- Curriculum embedded within the local area and beyond. Local area is a strong feature of the school Curriculum.
- The curriculum ensures children are prepared to contribute to life in modern Britain
- Pupils attend school feeling safe and happy. We are a caring family school setting.
- Parents show strong support for pupils and our school and would recommend it to others
- Bespoke pastoral support – well-being underpins the school philosophy
- A robust approach to attendance. Awarded top 25% for similar schools by FFT 2024/2025.
- Multiplication check results are significantly above average.

KS2 Outcomes	2025		2024		2023	
	MFCPS	NA	MFCPS	NA	MFCPS	NA
%EXS+ RWM	61%	62%	55%	60%	52%	60%
%GDS RWM	9%	9%	5%	8%	0%	8%
%EXS+ Reading	74%	75%	64%	73%	64%	73%
%GDS Reading	22%	28%	23%	29%	4%	29%
Reading APS	104.2	104.7	102.7	105.1	99.9	105.1
%EXS+ Writing	74%	73%	68%	71%	72%	71%
%GDS Writing	9%	13%	18%	13%	4%	13%
%EXS+ Maths	65%	75%	68%	73%	72%	73%
%GDS Maths	30%	25%	23%	24%	4%	24%
Maths APS	104.5	104.4	104.6	104.2	101.6	104.2
%EXS+ SPAG	83%	73%	55%	72%	64%	72%
%GDS SPAG	22%	33%	27%	30%	8%	30%
SPAG APS	105.1	105.3	104.1	104.9	100.5	104.9
%EXS Science	74%	83%	77%	80%	76%	80%

Be confident, life long learners by:

- Tailoring educational experiences to meet the diverse needs and interests of each pupil.
- Encouraging self-directed learning and goal-setting to build autonomy and intrinsic motivation.
- Cultivating an understanding and appreciation of diverse cultures and perspectives.
- Encouraging a love of learning that extends beyond the classroom throughout life.
- Offering opportunities for professional growth and development for staff.
- Ensuring that every pupil receives the guidance and resources necessary to achieve their goals.
- Encouraging pupils to take initiative, act responsibly, and lead by example.

ASPIRE for excellence through:

- Providing a rigorous and engaging curriculum that challenges and inspires pupils and encourages intellectual curiosity.
- Encouraging a growth mindset by celebrating effort, persistence, and resilience.
- Providing opportunities for students to learn from mistakes and view challenges as opportunities for growth.
- Integrating critical thinking, problem-solving, and collaborative skills across the curriculum.
- Offering extra-curricular activities and real-world experiences to build practical and social skills.
- Encouraging high standards of academic achievement.
- Instilling strong values, integrity, and leadership qualities in pupils.

Confident, Caring and Accomplished Learners – Our school vision.

Show we care through:

- Prioritising the physical, emotional and mental well-being of our pupils and staff.
- Providing resources and programmes that promote healthy lifestyles, mindfulness, and resilience.
- Encouraging open communication, collaboration, and mutual respect.
- Teaching and modelling empathy, kindness, and compassion in all interactions.
- Ensuring a safe, supportive, and positive school atmosphere where pupils feel secure and ready to learn.
- Addressing and preventing bullying, discrimination, and any form of harassment.

Our school at the heart of the community by:

- Creating a nurturing and inclusive environment where all pupils feel valued and supported.
- Building strong, trusting relationships among pupils, staff, and families and wider community to enhance the sense of belonging.
- Encouraging pupils to take an active role in their communities and the world at large, promoting social responsibility and environmental stewardship.
- Preparing pupils to be active, informed, and responsible global citizens.
- Fostering partnerships with local organisations, businesses, and families.
- Celebrating the diverse backgrounds of our community members.

