



Inclusion Quality Mark (UK) Ltd

17th August 2016

Mrs C Duncan
Head-teacher
Orrets Meadow School
Chapelhill Road
Moreton
Merseyside CH46 9QQ

Assessment Date: 15th July 2016

Summary

Orrets Meadow School is a unique primary special school with 66 full time places for pupils with a statement for Specific Learning Difficulties and additional associated needs in Moreton on the Wirral. In September 2013 the school opened classes for children with Social Communication Difficulties and Literacy difficulties. There were 70 pupils in Sept 15 including 22 new starters in and currently there are 73 on roll in January 2016. FSM Ever 6 is currently 55%. The children come from across the whole LA. Raiseonline 2015 showed a steady increase in deprivation to 0.32, which was above the national average of 0.22. The percentage of Girls to Boys is (25) 34% to 66% (48), Disadvantaged pupils and those on Pupil Premium – Ever 6 is 55% (40), those who are Child in Need, on a CAF (Common Assessment Framework) or Child Protection is 8% (6), while Cared for Children is 4% (3), from Minority Ethnic Groups – Irish is 1% (1), EAL is 0% and pupils with DSEN (Disabled and those who have special educational needs) is 100%.

Over time the proportion of children with other diagnoses and conditions in addition to their SpLD has significantly increased. The proportion of children with speech, language and communication needs has increased from 44% in 2011/12 to 67% in 2015/16; the proportion of children with ADHD is 27% in 2015/16; the proportion of children with Dyspraxia is 27% in 2015/16; the proportion of children diagnosed with ASD has increased from 9% in 2011/12 to 33% in 2015/16. However, this does not represent the true proportion as several children are undiagnosed or are under diagnosis. The recognition that children were entering Orrets Meadow with more social communication difficulties and an increased demand in Wirral for specialist ASC places, led to the ASC classes opening at the school. The increased complexity of pupils and increased barriers to learning has influenced how they spend their pupil premium funding. Data reflects there are no significant gaps between different disadvantaged groups at the school however this continues to be closely monitored through pupil progress meetings. Due to the fact that the school's pupils are transported to the school from all over the Wirral means it is difficult to have a daily interaction with parents, so every opportunity is used to invite parents into school. The PTA is thriving and parent

workshops are well attended. Children join the school mainly in Y4 and Y5, often with very low self-esteem and highly developed work avoidance strategies. Opening a KS1 class has meant that they can provide earlier support and focused interventions. Since the last Ofsted inspection, in May 2012, when the school was described as outstanding, for the 3rd consecutive time, it has experienced significant change, including a new Head-teacher, new SLT, new Governing body and an ever changing national agenda for SEND. The school continues to be outstanding under the leadership of the dynamic head who has created a shared vision and desire amongst staff to drive the school forward. The school's motto is ***"To raise the aspirations of every child and give them confidence to fulfil their potential through positive experiences."*** Staff from the school and the in-house outreach team offer training to schools, teachers and teaching assistants. Support and advice sessions are also provided for parents of children receiving outreach support, as well as those who attend the main school. The school works in partnership with the LA and have a teacher who works part time for the LA supporting schools in narrowing the gap in literacy and understanding further SEN. School has worked with the LA to develop self-evaluation materials for schools to support them in becoming more dyslexia friendly. There are, at present, 20 teachers within the OMS Outreach Literacy Team, which is a self-funding service. This team supports the learning of children with literacy difficulties and Spld on an individual basis in mainstream schools. Assessments are completed and are used to create baseline information on which to set individual targets and form the basis of teaching programmes. Currently 68 schools buy into the OMS Literacy Service. The services that are based in the school include individual teaching in literacy and numeracy, mentoring of teaching assistants, support for SENCOs and inset on a variety of aspects of SEN. e.g. dyslexia friendly strategies, dyscalculia, spelling, reading, multi-sensory strategies.

The vast majority of pupils transfer to a mainstream Secondary school 23 from 23 pupils in 2014 and 22 from 24 in 2015, a fantastic achievement giving their starting points when entering the school. Of these pupils, 13 from 23 in 2014 and 8 from 24 in 2015 children made so much progress at the school and closed the gap with their peers that they did not need a Statement or EHCP when they left to go to their mainstream secondary school after being discussed and agreed with parents and the school.

Thank you for inviting me to view your fantastic school and please thank all of your pupils, staff, parents, and governors who spoke so openly about the school during the day of the assessment and about the extremely inclusive ethos that abounds there. My visit was very well planned and managed by Lorna Billington who also produced a detailed and very thorough self-evaluation document. The process which the school adopted in collating the evidence resulted in an accurate self-assessment of its policies, awareness and practice. Over the assessment it was clear to see evidence of your Motto ***'to raise aspirations of every child and give them confidence to fulfil their potential through positive experiences'***, that is clearly at the heart of the school, where staff, governors, pupils and parents work in partnership to ensure the best outcomes for all. Individual difference is clearly seen as a positive feature in this school, where everyone is encouraged to see the strengths in others. During the assessment I clearly saw this demonstrated in what I observed as I moved around the school and in everything you do as a school.

Orrets Meadow School is a friendly and welcoming learning community within a bright and airy building that has been well considered and planned. This school lives and breathes inclusion; it is committed to ensuring the best possible education for all pupils regardless of ability, background, ethnicity, gender or disability. From the moment you walk through the door you receive a warm welcome from all. This is a school that continually seeks to enrich pupils' lives and give them a safe, happy and exciting place to learn and grow this was clearly evidenced when I spoke to pupils during the day. The school values the individual and promotes a 'can do' culture that is central to its inclusive ethos. All Staff and pupils are happy to share their school with you and celebrate their vision for an inclusive and successful school. The hard working staff is rightly proud of their pupils and of the work they do to promote excellent nurture and care for all. The building is bright and well maintained. Great care has been taken to ensure that spaces suit the needs of the learners and walls are adorned with numerous examples of pupils' work and colourful displays that enhance the building and contribute towards a very positive atmosphere. The school is a happy place to come to work and to learn. Pupils I spoke to during the visit were happy in the school and clearly were well cared for and nurtured by well-motivated staff in a well-resourced and well organised learning environment. The school is focused on providing the best possible outcomes for all children with the school's actions to care for the more vulnerable pupils in my judgement is outstanding.

During my visit I was able to see the school at work and was able to experience the unique inclusive ethos and culture that is ingrained in its structure and is tangible to all who visit the school. Pupils are valued for who they are. The staff at all levels are very positive about the school and work exceptionally hard to ensure that the needs of all pupils are met. There is an outstanding rapport between the staff and the children in the school and a superb quality of support, care and nurture that is continually evolving to further enhance provision at the school. The numerous staff I spoke to during the assessment constantly showed their enthusiasm, are extremely hard working, motivated and professional. They are committed to ensuring every success for **their** pupils. Orrets Meadow is an impressively inclusive learning environment where pupils are encouraged to achieve their full potential and also as independent and self-determined human beings. Family members and staff are inspired to develop as individual learners and to contribute to the inclusivity of the school and this also filters out to parents and the local community, as evidenced by the parents I met during the day. Orrets Meadow School is a truly outstanding school. As evidenced by the last Ofsted inspection in 2012, ***'Orrets Meadow is an outstanding school that is extremely successful in providing for pupils who are experiencing difficulty with their reading and writing' and 'Teaching is of the highest quality and is never less than consistently good'***. During the assessment there were numerous examples seen that showed a true Community School that proudly stands at the heart of its local community. The school is committed to including all children. Inclusion pervades every nook and cranny of the school, an ethos and a culture that includes all members of the school community. I was impressed by the confident, respectful, and happy pupils and by the shared vision not only of the Head-teacher and the Senior Leadership Team but by all of the staff employed in the school, who are committed to inclusion in its broadest and best sense. It is clear to see that the children really enjoy coming to school. There is

a superb sense of care and nurture within the school and the community surrounding the school, where every member of the school is valued for who they are and what they might become.

Teachers plan very carefully to identify and meet the needs of all pupils utilising the support staff that are highly skilled and work as key professionals alongside teachers. There are outstanding relationships between the pupils, the staff and the Governors who are very much a part of the school. Every member of staff and adult who works in the school is a positive role model for the pupils modelling the behaviour which they expect, following the school rules '*Be Nice, Try Hard, Never Give up*' evidence of which I clearly saw during the assessment and in conversations with staff, parents, pupils and Governors. There is very much a family feel to the school and its community. Behaviour in classrooms, around the school, outside in the very well maintained and equipped play areas during the assessment was exemplary. There are excellent systems in place to support the children and their families. The school 'knows itself' really well and has the highest expectations of all members of the school.

Adults employed at every level in the school feel valued not only by The Senior Leaders in the school but by the pupils and their parents. They have access to high quality CPD whether through in-house or external courses. Teachers, and support staff work together as a team and support for children in the classroom is outstanding. Physical access in and around the school is excellent. Classrooms and corridors are bright and do not feel enclosed. The school building is clean and well decorated and together with the outside areas is free of litter. The school is very well resourced with good quality teaching and learning materials and pupils were seen to be able to access all of the resources they needed for their learning.

Parents are exceedingly positive about the school and that it is an open and honest place, where they feel comfortable, listened to and valued and where not only will their children be supported but they know they will be supported as a family and they especially value the home school link worker who takes responsibility for pastoral care and support for both the child and the parent. She often supports children and families by transporting them to and from doctor appointments, with Child in Need and Team Around the Family interventions, with housing issues that may affect the pupils, social care situations and in situations such as these as well as many others; parents may call on her for support in this area. This allows pupils to benefit from immediate support to ensure the best care for each child. Parents I met at the end of the assessment said that they always receive a very warm welcome and that staff are willing to discuss any issues and support their children. School communication with them is very good and the school is proactive in letting them know how well their child is doing without them having to ask for the information all the time.

School governors are regular visitors to the school and are well informed about the work of the school and the progress that the children are making. The Governors are very clear that 'Orrets Meadow' is a truly inclusive school' and that they will do everything they can to support this. Governors have first-hand knowledge of the work

of the school through monitoring and evaluation visits and are known to pupils and parents through their visits to school.

The key strengths of the school:-

- Inspirational and aspirational leadership across the school at all levels.
- Extremely professional, motivated and enthusiastic staff with a passion for teaching and the development of pupils' learning abounds.
- Excellent use of pupil premium funding and tracking to support pupils.
- Excellent support for staff and pupils at all levels, including training and CPD as appropriate.
- There is a very strong and stable Governing Body that is fully involved and integrated into the life of the school, actively promoting the inclusion policy of the school. Governors are well trained and knowledgeable about the school and provide both support and challenge to the school. They know that their contributions are valued by the school.
- There is a superb transition and induction process that the school follows that is individualised in order to best suit the needs of pupils and their families at entry to the school. This is evident at both entry to the school and at transition to secondary school where the school goes to great lengths to ensure transition is as smooth as possible. They should be commended for this.
- Pupils come first and they are encouraged to do their best, irrespective of ability, disability, social background, ethnicity or gender.
- There is a quietly vibrant feel to the school within an outstanding nurturing and caring learning environment that sets the tone for learning and enjoyment for the staff and pupils.
- The emotional and educational support for all pupils is an outstanding feature of the school and is a key element of its success and why it is valued by the local community. Parents and families praised the school for regularly going beyond what is expected to ensure successful outcomes for the children and families.
- Staff morale is exceptionally high and excellent relationships were evident throughout the visit between staff, pupils, parents and governors. Staff felt that there was a support network not only for pupils but also for staff and families which ensured the school was a happy place to be. They felt that they were very much a family who worked and supported each other to achieve the best for themselves and the pupils in their care.

- Pupils feel safe, nurtured and proud of their school and of the progress they make. They are happy, enthusiastic and well-motivated.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time. I further recommend that the school be awarded the Inclusion Quality Mark Centre of Excellence award. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Steve Gill

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd

Element 1: The Inclusion Values and Practices of the School

The school aims to meet the needs of individual pupils through highly effective learning and teaching, ensuring effective partnerships between, pupils, parents, multi agencies and staff. Training and staff development is planned around support for the needs of the pupils. For example, speech and language and communication training, parent support groups for ASD, literacy and maths. Pupils who attend Orrets Meadow have already been through a process of identification and early interventions set up in mainstream schools which have, for most been in place for two terms. When children are still underachieving or seemingly making no progress then children will be reviewed through the EHCP and allocated a placement. Once settled children will be assessed and an individual learning programme set up guided by phonics, reading and mathematical baselining. Additional factors related to ASD, Spld as well as many other conditions may support the initial decision for their place at Orrets.

The school's mission statement '*to raise aspirations of every child and give them confidence to fulfil their potential through positive experiences*', is clearly at the heart of the school, where staff, governors, pupils and parents work in partnership to ensure maximum achievement for everyone involved in the school and this includes pupils and staff. Individual difference is seen as a positive feature in this school, where everyone is encouraged to see the strengths in others and encouraged to be an individual. Inclusion is lived and breathed in the school and comes from the inspirational leadership of the Head-teacher and her senior leadership team. The school is extremely rigorous in ensuring that all pupils' needs are met in a detailed and effective way. The atmosphere at the school is friendly and welcoming. This is a vibrant, purposeful learning environment, where children feel safe and happy. Pupils spoken to were certain that if they were worried or concerned they were happy to approach any member of staff for help. There is an extremely strong sense of care, nurture and respect which is evident across the whole school community. The school's core values are evident in and around school. Children and staff work hard to maintain the core values of friendship, respect, perseverance and trust. The school has a clearly defined inclusive ethos and philosophy that underpins everything it does and it works hard to maintain a highly inclusive environment.

Strengths:-

- Orrets Meadow School has a clear view of their purpose and is a school in which inclusion lives and breathes and is ingrained in the structure of the school. The Head-teacher has a very clear vision for the school, central to which is inclusive practice. She is very well supported by her senior leadership team, by all staff and the Governing Body.
- The whole of the school staff take ownership of inclusive practices within their departments, classrooms and roles. The Head-teacher ensures inclusive practice through policies and training.
- Pupils make excellent progress due to the teaching, monitoring and tracking they receive. This is underpinned by the staff knowing the children exceedingly well. Data

is carefully analysed and used to inform planning.

- The Home School Link support worker who enhances liaison between home and school for vulnerable pupils is a very visible and well used strength of the school in its first full year it has already demonstrated how much the role is needed.
- Providing a Specialist PE subject Leader/teacher ensuring a lasting legacy of good quality PE and sport throughout the school and also employing a second specialist teacher from a partner special school to work alongside him and organise personalised programmes of support and development for each member of staff is a model of good practice, as evidenced by the Ofsted case study in October 2104. The school is also involved in developing apprentices through Apex Sport Apprenticeships and has employed a PE apprentice to work alongside the PE teacher and in discussion he sees it as an excellent way to begin his journey to become a teacher and the school is at the point of employing a further PE apprentice for Sept.
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- The Inclusion values of the school embrace the needs of parents, carers and all staff members as strongly as children's. Parents and staff spoken to felt their ideas and suggestions were taken seriously.
- There is an outstanding level of personal support for pupils, they feel able to approach any member of staff for help. The school passionately believe that pupils and families should be at the heart of their work and often go beyond what is expected to ensure they are included and supported.
- It was abundantly clear during the assessment that all adults working in the school are very happy and that they feel valued and supported. There are very effective arrangements for newly qualified staff and staff new to the school. They demonstrate admirable responsibility for their pupils' welfare and progress, continuously seeking to improve their practice through high quality CPD provision.

Areas for development:-

- There are no areas for development other than those already identified by the school as '**Future Plans**' for this element in the SER. The school shows exemplary practice in enacting its Inclusive ethos and practice.

Element 2: The Learning Environment, Resources and ICT

The school is organised with the children in mind. Corridors, classrooms and non-learning areas are displayed with thought messages and images promoting values, good work and moral messages. There is an excellent emphasis on visual reminders, cues and symbols to support learning and safety. The school rules are evident in the hall, and classrooms. To ensure inclusive learning visual timetables, aids and behaviour and achievement boards are in each class. It has been well utilised to ensure inclusion. Each class is well equipped with ICT equipment as each child has access to their own computer. Each classroom has an interactive large screen monitor which allows children to work in an interactive way within the class and lessons. Clicker 6 for writing, bug club for reading and Mathletics for maths allows children to progress at their own pace. The nature of the programmes allows the teacher to challenge and yet support the pupils to enhance learning and progression. The use of iPads allows pupils to keep up with the latest technologies and innovations such as the school is currently raising money to supply the school with a 3D printer. A number of ASD pupils have Sensory Processing Disorder a condition in which the brain has trouble receiving and responding to information that comes in through the senses. This prevents the child providing appropriate responses to the demands of the environment. As a result, the school developed a 'sensory circuit' that they accessed in the hall to improve sensory processing, it was so successful that it has been rolled out to other pupils in the school. The school's outside environment allows children to express themselves physically and emotionally where they are fortunate enough to have a sensory garden, which was designed with pupil input, a beautiful resource used by the whole school. The three ASD classes have direct access to the outdoors where they grow plants and seeds. The ASD class that works with the younger children has a large outside area used for meeting continual provision when required. All children play together on the large well equipped yard. Outside apparatus includes a basketball net, climbing frames, swinging ropes, walking ropes, a log bridge, gazebo as well as floor marking and a grid for children to explore and play with. At lunch times games such as skittles, skipping ropes, scooters, 'big feet' and stilts are used to allow self-expression and learning through play. They have recently received training for outdoor education which will now be integrated into PE and group activities, a wonderful enhancement to supporting self-awareness at all levels of ability.

Strengths:-

- The internal environment of the school is bright and welcoming. Careful consideration of the needs of learners has been taken to develop and provide a calm and attractive place where adults and pupils feel comfortable and valued. The displays reflect the inclusive ethos by celebrating the achievements of all.
- The excellent understanding of Sensory Processing Disorder and the adaptation of a sensory processing circuit to support changes that has since evolved to a school wide initiative that is having a positive effect on pupils.
- Orrets Meadow School provides a safe and engaging environment for learners. The school's values, behaviour expectations and achievements of pupils are displayed

prominently around the building. This ensures that pupils have a strong sense of belonging and a clear understanding that they are all valued members of the school community.

- Teaching assistants are effectively deployed, are well trained and are involved in all aspects of pupil planning, target setting and assessments.
- Classrooms are appropriately furnished and very well resourced. Equipment is provided for those with identified needs to ensure that all are able to participate in learning. The provision of resources is carefully considered and monitored to ensure that they are appropriate and well used.
- There is good provision of technology and pupils have access to computers, personal laptops and iPads. There are interactive large screen monitors in each classroom which allows children to work in an interactive way within the class. A range of suitable equipment and software is available for all needs such as Clicker 6 for writing, bug club for reading and Mathletics for maths allows children to progress at their own pace.
- The outdoor learning environment provides superb opportunities for recreation and learning. There are spacious playgrounds and play equipment. The grounds provide a fantastic space for a wide range of physical activities.

Areas for development:-

- Areas for development already identified by the school as '**Future Plans**' for this element.

Element 3: Learning Attitudes, Values and Personal Development:

The school works hard to develop positive attitudes amongst its pupils, a hardworking, caring, learning supportive inclusive environment. The core school rules: Work Hard, Be Nice and Never Give Up are echoed through each classroom and mentioned daily. Orrets Meadow has a Young Leader programme that runs during lunch-time that promotes leadership skills through a Young Ambassadors Peer Leaders Sports Programme with 12 pupils 1 day a week and with 28 pupils who lead on Sports day where all pupils were involved; a strong school council that is active in the school providing support for other pupils through initiatives such as the 'friendship bench' that was installed on the playground and where lonely or upset pupils can sit and be seen and then someone will come and talk to them; an assault course - both fantastic ideas, a head boy and head girl, the 'Thumbs UP' education programme a CBT approach to working with pupils for self-esteem, confidence, positive thinking, empathy, mindfulness, and a range of other support strategies through Golden Time, themed PSHE assemblies. There are also themed weeks that include British values, world religions and rights and responsibilities, as well as Safety Assemblies, local community links with visits from the police, fire brigade and road safety officers. The school has a House point system and competition that is coupled with Planets Celebration assemblies each week, each pupil belongs to a planet – Mars (red), Neptune (blue), Earth (green) or Saturn (yellow). Bullying is not a major issue and much has been done to ensure that children are safe. There have been no exclusions since 2012. The great majority of pupils get on well together and have a clear understanding of right and wrong. They have good opportunities to learn about other cultures through the curriculum and have opportunities to learn about those from backgrounds different from their own. PSHE and Character Education are given a high priority and permeate lessons throughout the day and across the curriculum. British values are promoted throughout the school day and as part of a themed week called 'Being British'.

Strengths:-

- Pupils during the review were extremely well behaved, polite and enthusiastic about school. It was a pleasure to engage with such delightful children.
- There is a strong culture of mutual respect embedded throughout school where all children are fully included. The pupils whom I met during the visit were friendly and polite showing respect for each other and for adults. They are a credit to the school and a testimony to the whole school focus on the teaching and modelling of good manners through the school rules. Pupils are positive about their school experience.
- The staff has a very good knowledge of the individual needs of all pupils. They understand their medical and academic needs, social and emotional needs and family histories. As a result, children feel safe and nurtured.
- Care and compassion is embedded within the ethos of the school. Tolerance and understanding of others is enhanced through many opportunities to learn about their own and other faiths and cultures.

- There is excellent lunchtime provision with a huge range of lunchtime clubs available: e.g. Dance, drama, outdoor activity, football, netball, Boccia, sitting volley ball, computer club, Minecraft club, model building, art club, sewing club. A high percentage of children choose lunchtime clubs.

Areas for development:-

- Consider participating in the Anti-Bullying Ambassadors Programme run by the Diana Award that would support peer mentoring already in place.

Element 4: Learner Progress and the Impact on Learning

The school has a rigorous tracking process which identifies each child's progress against expected attainment. Any identified area where additional support would be beneficial is identified and intervention programmes actioned. Teaching assistant support is deployed appropriately taking into consideration the needs of children. Recording of pupil progress and analysis of results is done regularly, to ensure that staff are able to respond immediately to information gathered. Teamwork is a highly visible strength of the school. Strong working partnerships between teachers and support staff were clearly seen during the assessment and are evident across the school and support the learning needs of all, ensuring that all pupils achieve as well as possible. There is an outstanding quality of provision for all pupils

The school works hard to ensure that all pupils, regardless of need or disability are fully included within the provision. Individualised learning needs are identified through varied assessment procedures and a range of interventions are provided to support pupils.

Strengths:-

- The quality of teaching is continuously reviewed. Children are very well taught in their classes, with excellent differentiation and well-led use of classroom support staff.
- Orrets Meadow is meticulous in the way it tracks pupils and responds to their learning needs. The use of data to inform interventions is very good.
- Early identification of specific learning difficulties is not seen as an end in itself because the quality of teaching and internal support is so good. Barriers to learning and specific learning difficulties are continuously monitored with interventions and support regularly reviewed. There is an excellent adult-child ratio so that children develop skills quickly.
- There is a comprehensive and well thought out programme of activities for pupils that is ongoing throughout the year at lunchtime and at other times.

Areas for development:-

- Consider the use of PASS to give the school greater detail and information on Pupils Attitudes to Self and School, alongside the surveys that the school already utilises.

Element 5: Learning and Teaching (Monitoring)

Evidence is gathered from pupil progress and assessment data, lesson observations, learning walks, teachers' planning, work scrutiny, discussions with pupils and teachers, surveys of children and parents. As a school community Orrets Meadow is committed to continually developing knowledge and understanding in all areas pertinent to education, so that teaching is outstanding across the board. The school encourages all stakeholders and supports them to reach their full potential. There are a great many strengths identified in teaching and learning at the school. All teachers have targets which links with the whole school development plan and the teachers' standards. The school is extremely thorough in monitoring all aspects of learning and teaching and this ensures a high degree of consistency of standards and approaches across the school. Lessons are based on the current national curriculum. However, at Orrets Meadow it is usual that children for example in Year 6 may be working at objectives from year 2 due to their specific abilities and needs and therefore the school's curriculum is dynamic and allows for a comprehensive coverage of topics facilitated at a pupil led level of progress.

Teachers' passion for teaching shines through and pupils are fully engaged as a result. Teaching is lively, interesting and often inspirational. The curriculum is based on the needs and requirements of the children within the school. Planning is changed, updated and evaluated for all pupils and amended when necessary to ensure equality of learning opportunities. Teachers constantly review and reflect on the changing needs of their pupils, ranging from differentiated work, seating positions, coloured overlays, paper pencil grips, small targets, social groupings, sound, light, smell sensory overloads, as well as many others. Differentiation is very effective because teachers know their pupils very well. The quality of marking is good with teachers' feedback ensuring that pupils know exactly what it is they need to do to improve and thoroughly enjoy their lessons. Something I would attest to from conversations with staff and pupils and during visits to classrooms during the assessment. There is an excellent use and range of technology used in classrooms. Classrooms are busy and happy places where pupils are focused on, and fully engaged in, their learning. The school's marking policy 'a star and target' is used effectively. The star records a comment, action or work that is well done. The target is written to enhance a learning objective or progress from it. Pupils at Orrets Meadow may struggle with reading due to the nature of their condition so targets are read and explained during the marking process or at the start of the next lesson. Children then complete targets supported or not depending on their need. When children are able to they are encouraged to complete a peer assessment and record a target and verbal evaluations and responses are encouraged frequently. Daily marking and assessment informs planning for next steps.

Strengths:-

- Excellent leadership of teaching and learning is a significant factor in the high quality of provision in Orrets Meadow. Rigorous monitoring of all aspects is undertaken by the Head-teacher and her team. This ensures that all policies and procedures are effectively implemented and that there is a focus on learning. Performance management procedures effectively support the drive for excellence in

classroom practice.

- Teaching seen during the IQM assessment was very good and at times excellent. Teachers have developed their practice through rigorous monitoring, evaluation and observations. There is a real pride within the staff to ensure that children experience the best teaching and they are enthusiastic about striving to be the best. Everyone I spoke to felt supported and challenged to be the best they could. Teaching is brisk and lively teachers ensure that pupils are actively encouraged to be involved in their own learning.
- The quality of support seen in classrooms was excellent. All staff are keen to develop not only their practice but to ensure pupils make better than expected progress and there is an underlying commitment to lifelong learning. Teachers and TAs work exceptionally well together to support all children. Daily discussions are held related to lessons and group work ensuring that the TAs are aware of the learning objectives for the day.
- As a result of the teaching and learning at the school pupils achieve to the best of their abilities and often make superb progress.
- Classrooms are busy and happy places where pupils are focused on, and fully engaged in, their learning.
- Planning is well differentiated and reflects the needs, ability and interests of the pupils, taking account of different learning styles. A range of teaching strategies are employed and different support programmes are in place, which are clearly identified on planning.
- The curriculum ensures that children are motivated to learn. The provision of a wide range of lunchtime activities designed to ensure that pupils enjoy learning and are engaged in active learning opportunities has a positive impact on their development. There are excellent opportunities for pupils to develop their spiritual, moral, social and cultural understanding.
- Pupils are able to access a range of learning opportunities using ICT. Specialised resources are effectively utilised to support any identified needs.

Areas for development:-

- There are no areas for development other than those already identified by the school as '**Future Plans**' for this element.

Element 6: Parents, Carers and Guardians

There is an excellent partnership between parents and the school. The parents who were spoken to during the assessment were full of praise for the school. The school operates an open door policy so any concerns are shared immediately, meaning there is shared understanding between teachers, parents and other professionals of the processes that lead to improved learning and well-being within the classroom. Orrets Meadow recognises that parents have a most important stake in the education of their children and play a significant part in supporting their children's learning. Effective parental involvement sets aspirations and shapes the child's self-concept as a learner. The school is very welcoming to parents and carers. Parents and carers are given good guidance in how to support their children's progress. A wide variety of workshops are provided, for example, sensory processing, dyslexia, behaviour and maths support for parents and carers. There are many opportunities for parents to engage in their children's learning and they always feel welcome in school. All parents spoken to during the assessment were delighted that their children had a place at the school and emphasised how welcome everyone is made to feel. They said that the school listens and supports them very well. Parents are confident that any of their concerns are addressed and feel well supported. They have access to relevant staff quickly, allowing early resolution of any concerns.

Regular newsletters keep them informed of school activities and through Home School diaries, link books, phone calls and emails and meetings and they report that they are kept well informed about progress their children are making. Parents are justifiably very proud of the school and feel confident that the staff team know and understand their children well, recognise their abilities and needs and cater well for their individuality. They say that they are listened to and kept well informed and are involved in all discussions and decisions about their children. Parents are invited to annual reviews for their children and opportunities to attend events such as assemblies are also provided. Parents hold the school in high regard. Parental questionnaires indicate that parents are very satisfied with the school. From the 2016 survey 98% said they believed their child had made good progress in reading and writing. Some described progress as "Progress is beyond our expectations" "Fantastic progress in a short time" "I am beginning to see a real difference" "Definitely improved". 100% think the school is well led and managed, 100% feel behaviour is dealt with clearly and fairly, 100% feel children are safe in school and are taught how to keep safe and 100% said teaching was good. 100% would recommend the school to another family, with many saying they already have. A fantastic testament to such an outstanding school and the efforts they put in for their pupils and their families.

Strengths:-

- Parents are valued very highly as partners in their children's learning. Their views are regularly sought and their response to the most recent parental questionnaire is very positive. Staff including senior leaders, are regularly outside in the morning and after school so that parents get to know staff and are able to speak to them on a regular basis. This enables the school to gather information about how parents feel about a range of issues.

- The parents interviewed spoke very highly of the school and were extremely appreciative of the excellent care and learning provided for their children. They reported that the school gives them very good information about their children's progress. They are invited into school regularly and are offered excellent support. They attend parents' meetings which offer them opportunities to discuss their child's progress and for teachers to share targets.
- Parents appreciate the level of challenge that staff present to their children so that they make good progress. They also value the communication from school enabling parents to understand what they can do to help their children succeed at school.

Areas for development:-

- Consider working towards the Leading Parent Partnership Award (LPPA).
- Continue to develop parent workshops.

Element 7: Governing Body and Management

There is strong leadership from Governors, the Head-teacher and SLT who have successfully driven the school development through a period of great change that included a change of leadership structure within school, a new Chair and Vice Chair of governors who have a shared vision with the SLT for the future direction of the school, a change in provision that caters for ASC and SpLD pupils as well as their wide ranging additional needs, underpinned by the expertise within school to enable pupils to make rapid progress in English and Maths and the wide ranging local and national SEND changes. Termly Governor visits to school and classes mean they have a very good knowledge of school life and are able to effectively challenge practice where appropriate, borne out by my conversation with the Chair of Governors during the assessment.

Orrets Meadow works in partnership with many agencies and schools. Multi agency working is well established and staff are used to working with a range of other professionals such as CAMHS, Educational Psychologists, School Nurse, Paediatricians, Speech Therapists, Clinical Psychologists, Pressure Points, Specialist Teachers, Social Workers, Family Support Workers etc. The school is part of many networks and they are proving to be invaluable in sharing good practice and resources such as through the Wallasey Head-teachers' group and including sharing a speech therapist, the Moreton and Leasowe network where Head-teachers meet half termly to discuss issues and arrange collaborative activities, through joint staff meetings, for different year groups that take place on writing moderation, Year 6 teachers from across Moreton meet regularly to discuss and share good practice and take part in moderation exercises and the Special schools' meetings related to KS1/2/3 where they share good practice, for example where discussion around the electronic assessment system which has been created with the LA. This system has been shared as good practice with all special schools across the Wirral. Writing moderation takes places cross phases in special schools for accuracy in levelling. Orrets Meadow purchases valuable services from EQ (Education Quality) a traded service providing curriculum support, Governor and Safeguarding support. This provision allows them to access bespoke training designed to meet the needs of our pupils and teachers.

The Governing Body actively endorses and promotes the school policy on Inclusion. Governors are both supportive and challenging, holding the school to account for the progress and attainment of all pupils. Governors have a high profile in the school, visiting as often as possible. Orrets Meadow is an inclusive school where equality is a core principle. The Governing Body works in partnership with the Head to develop and drive the strategic vision of the school and ensures a whole school culture and environment within which everyone is empowered to work together to achieve success. The Governors provide strategic leadership and accountability and fulfil their role as a 'critical friend', holding the school to account with regard to achievement, challenging it to promote excellent progress, high expectations and enjoyment for all, in an exciting, creative and innovative learning culture where children are safe and feel confident, engaged and fulfilled. They oversee the effective leadership and management of the school to ensure that the provision for the children is the best that it can be. The Governing Body encourages the school to secure the commitment of the wider

community to Orrets Meadow, by engendering productive partnerships with, for example, schools, other services and agencies for children, the Local Authority etc. Governors support high quality monitoring, understand school data and support the SLT in the inclusion of all pupils and parents in their school community.

Strengths:-

- The quality of Leadership and Management is outstanding with drive and vision to be the very best. The extremely effective Senior Leadership team lead by an outstanding Head and supported by Leaders at all levels, has a very clear vision of what makes the school successful and inclusive. This is clearly seen in the way the school works with all its partners to ensure that their children have access to the best opportunities no matter their starting point.
- A skilled teaching team and a very effective Governing Body have enabled school leaders to continue to build upon the school's performance.
- The governors feel able to support the school and are capable of challenge and being a 'critical friend', when necessary and appropriate. They are fully supportive of the school and the continuing drive to maintain high standards and improve further.
- Governors support high quality monitoring, understand school data and support the SLT in the inclusion of all pupils/parents in their school community.

Areas for development:-

- Consider applying for and achieving the Governor Quality Mark.

Element 8 - The School in the Community

The school has very strong links with organisations within the local community, ensuring that all of their pupils are involved in experiences and activities out of the school environment which enhances their curriculum and learning opportunities and enables them to become contributing members of their local communities. Orrets Meadow has links with the community through a variety of ways through assemblies with the theme being people in our community including visits from the local police, the fire brigade, train safety and the vicar from the local church visits for assemblies as well. The school supports charities such as The Charles Thompson Mission, harvest festival donations and charity events for Clair House, Cancer research and St Johns Hospice. Links with the local church for Christmas events and workshops for religious events at Christ Church, Moreton Baptist Church and visits to Liverpool Childwall Jewish Synagogue. They also have links with a local solicitors and Karl Tatler, estate agents who have supported the school with football kits and resources. Sporting activities with other local primary schools including football matches with Sandbrook School Moreton, Lingham School Moreton, Christchurch Moreton and sporting events at the local high school, Claremount Special School, Birkenhead Park School, Kingsway Academy and South Wirral High. Children also participate in the Wirral school games.

The school has a number of accolades, accreditations and awards that support inclusion such as HMI PE and Sport Premium for Schools Survey, a Case Study in November 2014, Basic Skills Award their 5th Award over 10 years in June 2013, ECO Schools Award both at Bronze and Silver in December 2013, Green Flag Award – January 2014, Healthy School Status, Sainsburys' School Games Gold Mark – July 2015, Assured Food Standards/Soil Association Approved Bronze Catering 2015 and 'Primary School of the Year' Merseyside Sporting School finalist. Orrets Meadow is a truly inclusive school that works very hard to include everybody in the school both staff and pupils while also interacting with the local community and ensuring that nobody is left behind. It was a pleasure to assess such an outward looking and inclusive school.

Strengths:-

- The school sees itself as an integral and important part of the local community and works closely with parents, governors and other local community groups very successfully. This is a true community school, right in the heart of the local community.
- The community is actively involved in school activities; this ensures a wide range of high quality out of school experiences for pupils.
- The school listens to the local community and consults on relevant issues, ensuring good relationships are maintained.
- The school has good links with other schools, including local primary and secondary schools.



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- The school uses community resources and class trips out into the wider community to support the curriculum and also the development of the individual.

Areas for development:-

- There are no areas for development other than those already identified by the school as '**Future Plans**' for this element.