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|  | **Quality of Education**  **Outstanding** | **Leadership & Management**  **Outstanding** | **Behaviour and Attitudes**  **Outstanding** | **Personal Development**  **Outstanding** |
| **E**  **v**  **a**  **l**  **u**  **a**  **t**  **i**  **o**  **n** | The progress they make from their starting points is outstanding. However the attainment of all pupils overall, because of their specific learning difficulties, will never match national averages.  New afternoon curriculum designed to meet the needs of pupil to include social skills, life skills &global curriculum.  The quality of teaching is 100% good or better and 56% outstanding (5 out of 9 teachers).  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.  **KS2 Results – Progress – SATs**   |  |  |  |  | | --- | --- | --- | --- | |  | **2017 (15 pupils)** | **2018 (31 pupils)** | **2019 (21 pupils)** | | **R** | **-3.9** | **-0.9** | **-0.9** | | **W** | **-8.4** | **-2.1** | **-7.4** | | **M** | **-4.5** | **-4.0** | **-4.4** | | **Av SS R** | **88** | **94** | **91** | | **Av SS M** | **86** | **91** | **94** |   **OM Y6 Progress data from**  **baseline on entry**   |  |  |  |  | | --- | --- | --- | --- | |  | **2017 (15 pupils)** | **2018 (31 pupils)** | **2019 (21 pupils)** | | **Exp R** | **93%** | **93%** | **81%** | | **Exp W** | **80%** | **80%** | **81%** | | **Exp M** | **80%** | **80%** | **71%** | | **Exp+ R** | **47%** | **47%** | **48%** | | **Exp+W** | **33%** | **33%** | **52%** | | **Exp+M** | **20%** | **20%** | **29%** |   **Accelerated Progress in Reading**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Name | No. of years at OM | Reading age on entry OM | Reading  age on exit OM | Progress in Reading | | 1 | 4yrs | 4.05 | 11.00 | +6.07 | | 2 | 3yrs | 4.09 | 10.08 | +5.11 | | 3 | 2 yrs | 6.02 | 9.08 | +3.06 | | 4 | 3yrs | 4.05 | 8.04 | +3.11 | | 5 | 3yrs | 5.01 | 6.06 | +1.05 | | 6 | 3yrs | 4.09 | 9.08 | +4.11 | | 7 | 4yrs | 4.09 | 8.07 | +3.10 | | 8 | 2 yrs | 6.03 | 9.01 | +2.10 | | 9 | 4yrs | 4.03 | 7.06 | +3.03 | | 10 | 4yrs | 5.00 | 11.02 | +6.02 | | 11 | 2 yrs | 8.02 | 10.11 | +2.09 | | 12 | 2 yrs | 8.00 | 11.03 | +3.03 | | 13 | 2 yrs | 8.05 | 11.00 | +2.07 | | 14 | 4yrs | 4.10 | 8.02 | +3.04 | | 15 | 4yrs | 4.03 | 6.10 | +2.07 |   Data Dashboard identifies no weaknesses’16, ’17 ’18 ‘19  **Evidence:**  Ofsted Inspection (Oct 17)  Inspection Data Summary Report 2018  School Tracking System  Basic Skills /IQM Inclusion Award  HT report  SSE folder  School website  Pupil Premium Report  Data Dashboard  Artsmark Award ‘  SSE folder  International School Award  Attainment and achievement data  Governors visit reports  Pupil Voice  Sainsburys’ School Games GOLD Award  Esafety Award  ‘Primary School of the Year 2016’ – Merseyside Sports Awards.  SEND Provision Finalist Oct ‘17  AfPE Quality Mark PE Dec ‘17  ‘Primary School of the Year 2018’ – Wirral Globe Awards | The overall judgement for Leadership and management is Outstanding, based on teaching being Outstanding, achievement being Good and progress being Outstanding. This is evidenced by;  Strong leadership form Governors, Headteacher and SLT have successfully driven school development through a period of great change from wide ranging local and national SEND changes.  Staff work very well as a team and there is clarity about what needs to be done to help pupils make outstanding progress.  Strong leadership team with expertise in ASD, SPLD, Mental Health, Dyslexia, Dyscalculia and PE.  The Governing Body meets regularly and has an active part in the evaluation and development of the school.  Autism Accreditation – May 2019  SEND Provision of the Year finalist – Nov ‘17  ‘Primary School of the Year’ –Wirral Globe Awards 2018  Orrets Meadow is graded Band 1 by the LA for the seventh year running.  Whole staff First Aid and Defib trained.  Level 1 and Level 2 Safeguarding training in place – all staff and Governors  Full time Home School Link Worker to support families.  **Evidence:**  SSE folder  HT Reports  Governors Reports  SLT agendas  Basic Skills Report/IQM Inclusion Award  School website  Pupil Premium Report  PE and Sports Premium HMI Survey  PE Premium Report – Termly  Sainsburys’ School Games GOLD Award – 5 yrs  AfPE Quality Mark PE – Dec ‘17  International School Award  Press cuttings  Autism Accreditation ‘19  Safeguarding folder & Board | The overall behaviour, safety and attendance of pupils at Orrets Meadow is Outstanding.  The behaviour of the great majority of pupils, for the majority of the time is Outstanding, evidenced by;  Very few behaviour and Team Teach incidents (see behaviour analysis)  Fixed term or permanent exclusions have reduced to zero (last 5 years zero).  Attendance is consistently above average at 96+%  Bullying is not a major issue and much has been done to ensure that children are safe – Anti Bullying Charter 2017.  Esafety is treated seriously at OM – CEOP training/Esafety Mark 2016.  SLT trained in Prevent and HT WRAP- Train the Trainer in Prevent.  **Evidence:**  SSE folder - surveys  Behaviour incident Book  Bound and Numbered Book  Health and Safety Folder  HT report  School website  Esafety Mark 2016  Anti-Bullying Charter 2017  Pupil Premium Report | SMSC is a key priority on our SDP 2019  SMSC weekly slot on class timetables discussing global and world issues.  Afternoon curriculum embeds a global curriculum underpinned by SMSC and British Values.  Pupils are happy to come to school and feel safe – supported by pupil and staff surveys.  RSE education is a key priority on SDP 2019. RSE is covered through Dimensions PSHE curriculum.  Curriculum promotes healthy lifestyles and every child receives 2 hours PE minimum.  Wide range of lunchtime clubs and enrichment experiences to meet needs of pupils and develop them.  Active school council giving pupil voice.  Extended transition program for all Year 6 pupils to Year 7.  **Evidence**  SMSC folder  SMSC Policy  Pupil survey  Parent survey  Curriculum plans  British Values report  Shue survey results  Pyramid of need and interventions  Lunchtime clubs  School council  Mental Health Kitemark |
| **K**  **e**  **y**  **S**  **t**  **r**  **e**  **n**  **g**  **t**  **h**  **s** | Teachers have specialist subject knowledge in SpLd and ASD.  Teachers have high expectations for pupils.  Assessment and tracking procedures are accurate and precise. (see assessment folder and lesson observation folder)  Regular moderation meetings with mainstream and special schools ensure consistency of assessment in R,W,M.  Needs of each child are met with precisely targeted intervention and support.  Pen Portraits are written with pupil and parents to identify strengths and barriers – shared with all staff.  Teachers work hard to build confidence by ensuring skills are built up in incremental steps.  Highly trained TAs are effectively deployed throughout the day and across the curriculum  Homework is used effectively to support and reinforce children’s learning  Group time each day provides interventions which meet needs of different groups of children (IEPs)  Marking is consistently of a high standard with constructive feedback from teacher, eliciting pupil response.  Whole school system of self-assessment is used effectively by all children.  PE specialist member of staff leads PE. (HMI Study).  A broad and balanced curriculum is delivered which meets the needs of pupils at Orrets Meadow.  Sensory circuit set up every morning for all pupils to access so they are ready to learn.  The excellent progress made by children as they move through the school which is indicated by our tracking information.  In addition to Spld/ASD, the majority of pupils have additional needs which are identified and effective interventions are put into place to minimise barriers to learning. (see additional needs map)  % of pupils who make more than expected progress from their baselines in RWM while at OM.  Orrets Data shows progress in reading ages is greater than number of years at OM, reflecting outstanding progress.  Data shows pupils making rapid progress in R,W,M after progress plateauing at their mainstream schools. (KS1-KS2 progress data).  Data shows a trend of no significant differences between disadvantaged and non- disadvantaged groups and boys and girls over the last three years.  Aspirational targets are set for all pupils in R,W,M.  Pupil progress meetings held termly to identify children on track and those not on track interventions are implemented.  Data tracking system created by HT and LA to track progress.  Social skills tracked using Autism Framework – Progression of skills- passed on through school.  Significant progress made in pupil speech and language targets due to provision onsite. | The leadership team has high standards and expectations for all areas of school development and these are consistently communicated.  Robust school self-evaluation which leads to carefully planned actions  Teaching is good or better due to accurate monitoring by a range of SLT/MLT.  Performance management being used to help staff understand future developments. (see anonymised P Man report)  Leaders willing to make and take difficult decisions.  Safeguarding procedures in place and adhered to.  All staff with responsibility able to develop their role so that they impact on the work of the school.  Termly Governor visits to school and classes mean they have good knowledge of school life and are able to effectively challenge practice.  School council play an important part in the development of the school.  The headteacher and SLT provide much drive and energy to the school. (organisational changes in school meeting LA need)  The curriculum has been enriched further by offering all pupils more learning experiences and opportunities to engage.  Working partnership with many agencies and organisations.  HT is part of the locality Board, supporting schools in Band 2/3.  Part of many networks and the sharing of good practice and resources.  School website serves as first interface with parents/carers and visitors. Directed to as good practice across the LA.  PE funding is used effectively to increase confidence and skill of teaching PE across the school. (HMI Survey).  To build self-esteem and independence pupils are given roles eg. Head boy/girl and team captains.  Onsite Speech and Language Therapist 2 days a week delivering clinics (Pupil Premium). This has had a positive impact on attendance at school/ clinics, progress, training for staff and has broadened the services we offer to pupils to reduce their barriers to learning.  High standards of health and safety reported from visits by LA and H&S Governor | Skilled behaviour management by staff creates a positive climate for learning  Excellent improvements in behaviour over time for individuals or groups with particular behaviour needs (Behaviour analysis)  Parents and staff say behaviour is good in school and positive behaviour is encouraged (surveys)  TAs support children with behavioural difficulties exceptionally well.  All staff are trained in Team Teach and positive handling  Effective reward and sanction system across the school  TAs run lunchtime clubs  Attendance is reviewed regularly & absences followed up promptly.  (see attendance folder).  Consistent approaches are evident from staff when managing behaviour and sanctions.  There is a deeper understanding that some behaviour has other causes eg. Medical (ASC), social and emotional across the staff. | Military Education sessions to develop mental health, social skill and first aid skills.  Full time Home school link worker onsite promoting further family engagement and reduce social barriers to learning. (Pupil Premium)  Increased parent engagement through regular coffee mornings and wide ranging courses on offer.  Every Child has a Story – lists important events which may affect the child and interventions put in place to support the child.  Surveys reflect pupils enjoy learning, coming to school and feel safe.  All staff are trained in Mental Health First Aid (Sept 19)  Enhance transition programme consisting of Thumbs Up session to prepare them and extra visits by Home school link worker.  AHT is proactive in developing SMSC across the school and applying for SMSC Accreditation.  Assemblies are themed around SMSC and British Values.  Pupil well being monitored through well-being thermometer.  Class trips to enhance spiritual (AWE and WONDER) Seasonal walks.  Visiting Cultural activities:  Cultural dance workshops  Chinese dragon dance workshops.  SMSC considerations in planning for core subjects Maths and English.  SMSC staff CPD – close links with Wirral multicultural society  Governor allocated to oversee SMSC in school  Time allocated for deep breathing exercises and an additional needs group dedicated to self- reflection and relaxation.  Themed weeks on Keeping Healthy and Safe, Culture and language.  SHUE survey gathers pupil data on healthy lifestyles and sport involvement.  Pupils are rag rated against a wide range of factors for risk of mental health. Resulting Pyramid of need identifies pupils at risk and interventions required.  Young Inspectors Mental Health Mental Health Kitemark – first school on Wirral to meet MH standards.  Character Education – My Personal Best |
| **K**  **e**  **y**  **D**  **e**  **v**  **e**  **l**  **o**  **p**  **m**  **e**  **n**  **t**  **s** | Continue to monitor progress of different groups of children at OM to close the gaps even further.  Monitor the implementation and impact of the new afternoon curriculum to ensure it meets the needs of the pupils at OM. (SDP19 FP 2)  Develop real life skills of money, time and measure to increase mastery in Maths and social skills of our pupils. (SDP 19 FP 4)  Review and monitor the impact of the tailored English curriculum to ensure it meets the needs of our pupils. (SDP 19 FP5) | Continue to enhance pupils’ experience of the wider curriculum at OM. (SDP19 BP1)  Continue to excel in the quality of PE provision of pupils, with a relentless focus on improving mental health(SDP19 BP2)  Develop role of the subject leader – P Man 2019/20 |  | Develop SMSC further across the school and gain SMSC Accreditation. (SDP 19 FP1).  Ensure the PSHE and Relations Education curriculum meet the needs of the pupils and the 2020 regulations. (SDP19 FP3) |

**Accreditation and Awards**

* ECO Schools Award – Bronze and Silver - Dec 13
* Successful Financial Audit – 2017
* Successful Health & Safety Inspection – Nov 18
* Successful Fire Safety Audit – Jan 18
* Healthy School Status
* PE and Sports Premium – HMI Survey – Case Study – Nov 14
* Sainsburys’ School Games Gold Mark – July 15, ’16, ’17, ’18 - Platinum July ‘19
* ‘Primary School of the Year’ Merseyside Sporting Awards 2016
* IQM Inclusion Award June 2016
* International School Award Oct 2016
* Esafety Mark 2016
* Anti Bullying Charter 2017
* Makaton Friendly School Award July 2017
* SEND Provision of the Year – Educate Awards – Oct 2017
* AfPE Quality Award for PE – Dec 2017
* Arts Mark Silver 2018
* Primary School of the Year – Wirral Globe Awards – June 2018
* Intermediate International School Award August 2018
* Green Flag Award July 2018
* Young Inspectors Mental Health Kitemark – May 2019
* Autism Accreditation – May 2019
* Basic Skills Award – 7th Award – 14 years – July 19