**Quality Mark Accreditation Summary**

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| **School/Setting Name:** | Orrets Meadow School |
| **Member of staff leading accreditation:** | Ms. Charlotte O’Brien |
| **Type of Visit:** | Renewal Visit |
| **Date of virtual visit:** | 24.05.2022 |
| **Assessor:** | Mrs. Gail Tindall |

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| **Development Points** | | |
| **1.** | | To embed Talking Maths to support pupils in their acquisition and expression of mathematical language. |
| **2.** | | To further develop pupils’ comprehension skills in English to further improve attainment and achievement in reading and writing. |
| **Key Strengths** | | |
| **1.** | Subject leaders are fully involved in monitoring within the school. They are involved in planning and book scrutinies, data analysis, pupil discussions and learning walks. Subject leaders formulate their subject specific development plans, track pupil progress and work alongside school leaders to formulate the School Improvement Plan. | |
| **2.** | Termly pupil progress meetings, parent teacher meetings and formal special educational needs reviews ensure that the progress of all children is closely monitored and reviewed. Targeted support may be implemented as a result of discussions.  The parent spoken during the visit spoke very highly of the efforts the school makes to ensure that pupils make good progress. In her words, “Orrets worked their magic with my son!”, She praised the level of communication between school and home and the level of support offered to parents through workshops and the home school link worker. | |
| **3.** | Governors are well informed of the work of the school through regular dialogue with and reports provided by senior leaders. They are encouraged to offer an appropriate level of support and challenge. Each class “Adopts a governor” who then undertake class visits and learning walks. Governors are also linked to a specific subject and meet regularly with subject leaders to discuss pertinent issues. Subject leaders also share annual reports with all governors to report on successes and current priorities. These activities have ensured that governors are fully informed of pertinent issues alongside any concerns and challenges facing school leaders.  For newly appointed governors a comprehensive schedule of induction alongside a governor handbook ensures that they are well equipped to fulfil the role. | |
| **4.** | Pupils spoken to were very complementary of the work of the school and were able to eloquently express their appreciation of staffs’ efforts to support them in all areas of their progress and development. They described how staff support them in a calm and friendly way, complimenting work well done and recognising when support was needed. Pupils appreciated the wide range of extra-curricular activities offered at Orrets Meadow and the educational excursions (including the Year 6 residential) to support learning.  In their view Orrets Meadow has “The best teachers in the world!”. | |
| **Comments**  The assessor was sent a comprehensive audit form prior to the visit. Every effort had been made to ensure that all stakeholders were represented during the visit including staff, governors, parents and pupils.  The website hosts a wealth of very useful information regarding policy, practice and support available to both parents and pupils.  The school has a range of awards and commendations the most recent of which is the  Gold Social, Moral, Spiritual Cultural Award. Congratulations!  I would like to thank Ms.O’Brien for co-ordinating the acquisition of this award and ensuring that the meeting ran smoothly. Please pass on my thanks to governors, parent, staff and especially the children for their contributions today.  I have no hesitation in recommending that the school meets all the criteria within the Quality Mark for English and mathematics. | | |