

E v a l u a t i o n	Quality of Education Outstanding	Leadership & Management Outstanding	Behaviour and Attitudes Outstanding	Personal Development Outstanding																																																																																																																		
	<p>The progress our pupils make from their starting points is outstanding. However the attainment of all pupils overall, because of their learning difficulties, is unlikely to match national averages.</p> <p>An exceptional curriculum, tailored to meet our pupils' needs. Its design is research based. Aims and values underpinning it are refined in consultation with stakeholders.</p> <p>Curriculum is bespoke to our pupils needs and based on basic skills, communication, culture, conflict, conservation, social skills, life skills and positive mental health.</p> <p>Evidence of our outstanding practice is gathered from pupil progress meetings, assessment data, lesson observations, learning walks, teachers' planning, work scrutiny, discussions with pupils and teachers, surveys of children and parents.</p> <p>Reading progress from our pupils' baselines is exceptional. Our multisensory phonics programme, which is based both on research and proven results for our SEND pupils, incorporates overlearning with a child centred focus.</p> <p><b>OM Y6 Progress data from baseline on entry</b></p> <table> <tr> <th></th><th>2020 (21 pupils)</th><th>2021 (19 pupils)</th><th>2022 (23 pupils)</th><th>2023 (21 pupils)</th></tr> <tr> <td>Exp R</td><td>86%</td><td>95%</td><td>91%</td><td>95%</td></tr> <tr> <td>Exp W</td><td>86%</td><td>85%</td><td>70%</td><td>100%</td></tr> <tr> <td>Exp M</td><td>76%</td><td>80%</td><td>74%</td><td>90%</td></tr> <tr> <td>Exp+ R</td><td>33%</td><td>66%</td><td>22%</td><td>67%</td></tr> <tr> <td>Exp+W</td><td>24%</td><td>59%</td><td>13%</td><td>57%</td></tr> <tr> <td>Exp+M</td><td>33%</td><td>32%</td><td>4%</td><td>52%</td></tr> </table> <p><b>Accelerated Progress in Reading</b></p> <table> <tr> <th>Name</th><th>No. of years at OM</th><th>Reading age on entry OM</th><th>Reading age on exit OM</th><th>Progress in Reading</th></tr> <tr><td>1</td><td>4yrs</td><td>4.05</td><td>11.00</td><td>+6.07</td></tr> <tr><td>2</td><td>3yrs</td><td>4.09</td><td>10.08</td><td>+5.11</td></tr> <tr><td>3</td><td>2 yrs</td><td>6.02</td><td>9.08</td><td>+3.06</td></tr> <tr><td>4</td><td>3yrs</td><td>4.05</td><td>8.04</td><td>+3.11</td></tr> <tr><td>5</td><td>3yrs</td><td>5.01</td><td>6.06</td><td>+1.05</td></tr> <tr><td>6</td><td>3yrs</td><td>4.09</td><td>9.08</td><td>+4.11</td></tr> <tr><td>7</td><td>4yrs</td><td>4.09</td><td>8.07</td><td>+3.10</td></tr> <tr><td>8</td><td>2 yrs</td><td>6.03</td><td>9.01</td><td>+2.10</td></tr> <tr><td>9</td><td>4yrs</td><td>4.03</td><td>7.06</td><td>+3.03</td></tr> <tr><td>10</td><td>4yrs</td><td>5.00</td><td>11.02</td><td>+6.02</td></tr> <tr><td>11</td><td>2 yrs</td><td>8.02</td><td>10.11</td><td>+2.09</td></tr> <tr><td>12</td><td>2 yrs</td><td>8.00</td><td>11.03</td><td>+3.03</td></tr> <tr><td>13</td><td>2 yrs</td><td>8.05</td><td>11.00</td><td>+2.07</td></tr> <tr><td>14</td><td>4yrs</td><td>4.10</td><td>8.02</td><td>+3.04</td></tr> <tr><td>15</td><td>4yrs</td><td>4.03</td><td>6.10</td><td>+2.07</td></tr> </table> <p>Data Dashboard identifies no weaknesses</p>		2020 (21 pupils)	2021 (19 pupils)	2022 (23 pupils)	2023 (21 pupils)	Exp R	86%	95%	91%	95%	Exp W	86%	85%	70%	100%	Exp M	76%	80%	74%	90%	Exp+ R	33%	66%	22%	67%	Exp+W	24%	59%	13%	57%	Exp+M	33%	32%	4%	52%	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	<p>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;</p> <p>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.</p> <p>Staff work very well as a team and there is clarity about what needs to be done to help pupils make outstanding progress.</p> <p>Strong leadership team with expertise in ASD, SPLD, Mental Health, Dyslexia, Dyscalculia and PE.</p> <p>The Governing Body meets regularly and has an active part in the evaluation and development of the school.</p> <p>Specialist Governors in phonics, safeguarding, SMSC, Health and Safety, Maths, English and well being.</p> <p>Advanced Autism Accreditation – May 2022</p> <p>'Primary School of the Year' – Wirral Globe Awards 2018</p> <p>Orreets Meadow is graded Band 1 by the LA for the ninth year running.</p> <p>Team of DSLs in place to ensure high levels of safeguarding - all staff and Governors complete safeguarding training.</p> <p>Full time Home School Link Worker to support families.</p> <p>OM has a successful outreach programme, across Wirral schools, teaching English and Maths to pupils not making progress in mainstream schools.</p>	<p>The overall behaviour, safety and attendance of pupils at Orreets Meadow is Outstanding.</p> <p>The behaviour of pupils is Outstanding considering the increasing complexity of needs, evidenced by;</p> <p>Very few behaviour and Team Teach incidents (see behaviour analysis)</p> <p>Fixed term or permanent exclusions have reduced to zero (last 9 years zero).</p> <p>Attendance is consistently above average at 96+%</p> <p>Bullying is not a major issue and much has been done to ensure that children are safe – Anti Bullying Charter.</p> <p>Esafety is treated seriously at OM – CEOP training/Esafety Mark.</p> <p>SLT trained in Prevent and HT WRAP- Train the Trainer in Prevent.</p> <p>All staff consistent in approach to behaviour management – clear rewards and behaviour system across school.</p> <p><b>Evidence:</b> SSE folder - surveys Behaviour incident Book Bound and Numbered Book Health and Safety Folder HT report School website Esafety Mark Anti-Bullying Charter 2017 Pupil Premium Strategy ADHD Friendly School Award 2020 Advanced ASD Accreditation '22 SMSC Gold Award 2021 Attendance data – 360 Attendance review July 23 Exclusion data</p>
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<p><b>K e y  S t r e n g t h s</b></p>	<p>Teachers have specialist subject knowledge, including, SpLD, ASD, ADHD, SLCN and mental health.</p> <p>Teachers and TAs have high expectations for pupils and set aspirational targets.</p> <p>Assessment and tracking procedures are robust and inform planning and target setting.</p> <p>Regular moderation meetings with local mainstream and special schools ensure consistency of assessment in R,W,M and complements our internal moderation.</p> <p>Needs of each child are met with precisely targeted intervention and support.</p> <p>Pen Portraits are written with pupil and parents to identify strengths and barriers – shared with all staff.</p> <p>Teachers work hard to build confidence by ensuring skills are cumulative and sequential, with opportunities for overlearning.</p> <p>Highly trained TAs are effectively deployed throughout the day and across the curriculum to maximize Pupils' progress.</p> <p>Opportunities for homework is provided to support and reinforce children's learning, if</p>	<p>The leadership team has high standards and expectations for all areas of school development and these are consistently communicated.</p> <p>Robust school self-evaluation which leads to carefully planned actions</p> <p>Teaching is good or better due to accurate monitoring by a range of SLT/MLT.</p> <p>Performance management being used to help staff understand future developments. (see anonymised P Man report)</p> <p>Leaders willing to make and take difficult decisions.</p> <p>Safeguarding procedures in place and adhered to.</p> <p>All staff with responsibility able to develop their role so that they impact on the work of the school.</p> <p>Termly Governor visits to</p>	<p>Skilled behaviour management by staff creates a positive climate for learning</p> <p>Excellent improvements in behaviour over time for individuals or groups with particular behavioural needs (Behaviour analysis)</p> <p>Parents and staff say behaviour is good in school and positive behaviour is encouraged (surveys)</p> <p>TAs support children with behavioural difficulties exceptionally well.</p> <p>All staff are trained in Team Teach and positive handling</p> <p>Effective reward and sanction system across the school</p> <p>TAs run lunchtime clubs</p> <p>Attendance is reviewed</p>	<p>Forest School sessions to develop mental health, social skill and first aid skills.</p> <p>Full time Home school link worker onsite promoting further family engagement and reduce social barriers to learning. (Pupil Premium)</p> <p>Increased parent engagement through regular coffee mornings and wide ranging courses on offer.</p> <p>Every Child has a Story – lists important events which may affect the child and interventions put in place to support the child.</p> <p>Surveys reflect pupils enjoy learning, coming to school and feel safe.</p> <p>All staff are trained in Mental Health First Aid.</p> <p>Enhanced transition programme to prepare them for Secondary school.</p>

<p>and when appropriate.</p> <p>Additional need interventions meet needs of different groups of children in line with their EHCP.</p> <p>Marking is consistently of a high standard with constructive feedback from teacher, eliciting pupil response, when and where appropriate.</p> <p>Opportunities for self-assessment are promoted.</p> <p>Outstanding PE subject leader. (HMI Study).</p> <p>A bespoke, broad and balanced curriculum is delivered, which meets the needs of our pupils.</p> <p>Sensory processing needs are met through a range of provisions, including sensory circuit, sensory rooms and sensory aids, overseen by a specialist Occupational Therapist.</p> <p>Excellent progress made by children as they move through the school which is evidenced by our tracking information.</p> <p>In addition to SpLD/ASD, pupils have additional needs which are identified and effective interventions are put into place to minimise barriers to learning. (see additional needs map)</p> <p>% of pupils who make more than expected progress from their baselines in RWM while at OM.</p> <p>Data shows pupils making rapid progress in RWM after progress plateauing at their mainstream schools. (KS1-KS2 progress data).</p> <p>Data shows a trend of no significant differences between disadvantaged and non-disadvantaged groups and boys and girls over the last three years.</p> <p>Aspirational targets are set for all pupils in RWM.</p> <p>Pupil progress meetings held termly to identify children on track and those not on track interventions are implemented.</p> <p>Social and life skills tracked using Autism Framework – Progression of skills- passed on through school and inform their IEPs.</p> <p>Excellent Speech and language provision offered to all pupils, including annual Welcomm screening, plus, Talc and Ace testing for lower cohorts, ensuring significant progress is made in pupil speech and language targets.</p> <p>Onsite speech and language (2 days a week) and shine sensory therapist (1 day a week) meeting SLCN and sensory needs. Mental Health support worker on site half a day a week.</p>	<p>school and classes mean they have good knowledge of school life and are able to effectively challenge practice.</p> <p>School council play an important part in the development of the school.</p> <p>The headteacher and SLT provide much drive and energy to the school. (organisational changes in school meeting LA need)</p> <p>The curriculum has been enriched further by offering all pupils more learning experiences and opportunities.</p> <p>Working partnership with many agencies and organisations.</p> <p>HT is part of the locality Board, supporting schools in Band 2/3.</p> <p>Part of many networks and the sharing of good practice and resources.</p> <p>School website serves as first interface with parents/carers and visitors. Directed to as good practice across the LA.</p> <p>PE funding is used effectively to increase confidence and skill of teaching PE across the school. (HMI Survey).</p> <p>To build self-esteem and independence pupils are given roles eg. Head boy/girl and team captains.</p> <p>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.</p> <p>High standards of health and safety reported from visits by LA and H&amp;S Governor</p> <p>Dedicated subject leadership time allocated weekly.</p>	<p>regularly &amp; absences followed up promptly. (see attendance folder).</p> <p>Consistent approaches are evident from staff when managing behaviour and sanctions.</p> <p>There is a deeper understanding that some behaviour has other causes eg. Medical (ASC), social and emotional across the staff.</p> <p>Home school link worker supports parents and signposts to agencies.</p> <p>Attendance strategies in place to support pupils coming to school every day.</p> <p>All pupils are encouraged to reflect on thoughts, feelings and behaviours through the Zones of Regulation programme.</p> <p>Pupils are taught how to self-regulate and offered sensory circuit, access to their sensory room sensory aids, sensory breaks, brain gym, calming music, magic mile and fidget toys to ensure they are ready to learn.</p>	<p>SMSC is a priority across the school – Gold Award.</p> <p>Assemblies are themed around SMSC and British Values.</p> <p>Pupil well being monitored through well-being strategies in the classroom. Teachers have PPA at home and time given to complete tasks. Staff CPD on a wide range of MH issues, including trauma and attachment and supporting own MH.</p> <p>Class trips to enhance spiritual (Awe &amp; Wonder). Cultural activities and visitors promoted. Cultural dance workshops Chinese dragon dance workshops.</p> <p>SMSC consideration in planning in Maths and English.</p> <p>SMSC staff CPD – close links with Wirral multicultural society</p> <p>Governor allocated to oversee SMSC in school</p> <p>Time allocated for deep breathing exercises and an additional needs group dedicated to self-reflection and relaxation.</p> <p>Themed weeks on Keeping Healthy and Safe, Culture and language.</p> <p>SHUE survey gathers pupil data on healthy lifestyles and sport involvement.</p> <p>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.</p> <p>Young Inspectors Mental Health Kitemark – first school on Wirral to meet MH standards.</p> <p>Mental Health is a priority on SDP and we share good practice across Wirral in the promotion of positive mental health – Leeds Carnegie MH Award 22.</p> <p>Mental Health Support</p>
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	<p>SDP focus on effective subject leadership has meant pupils receive higher quality teaching and learning across all subjects – see files and annual Governor reports on website.</p> <p>All pupils are encouraged to reflect on thoughts, feelings and behaviours through the Zones of Regulation programme.</p> <p>Barriers to learning are identified, strategies are taught and opportunities are provided for pupils to regulate, in readiness to learn.</p>	<p>Skilled subject leaders who are trained in leading their subject, receive high quality CPD and are effective in monitoring their subject so they know its strengths and ways forward.</p> <p>Children's needs are met effectively via the wide range of professionals they are able to access weekly, including; speech, MHST, OT, sensory integration and language therapy.</p>		<p>Worker on site half a day a week</p> <p>Character Education – My Personal Best</p> <p>Social skills, Life skills and the unique child skills are tracked and analysed as part of the Autism Tracker.</p> <p>Well-being scales and Zones of Regulation enable pupils to support their own well-being.</p>
<b>Key Developments</b>	<p>Continue to monitor progress of different groups of children at OM to close the gaps even further.</p> <p>Review and adapt the Maths curriculum to ensure it meets the changing needs of OM pupils (FP3)</p> <p>Adapt the English curriculum to ensure there are writing opportunities for all, particularly the most complex pupils. (FP4)</p>	<p>Develop Oracy across the school so pupils become effective speakers and listeners. (FP1)</p> <p>Continue to enhance pupils' experience of the wider curriculum at OM through subject leadership (BP1)</p> <p>Further enhance the provision of PE, physical activity and sports for all, with a focus on promoting life-long health and well-being. (BP2)</p>	Continue to monitor attendance across different groups.	<p>Further develop strategies to support children to understand their emotions (FP2)</p> <p>Further enhance the provision of PE, physical activity and sports for all, with a focus on promoting life-long health and well-being. (BP2)</p>

### **Accreditation and Awards**

Successful Financial Audit – 2017

PE and Sports Premium – HMI Survey – Case Study – Nov 14

Sainsburys' School Games Gold Mark – July 15, '16, '17, '18 - Platinum July '19 '22

'Primary School of the Year' Merseyside Sporting Awards 2016

IQM Inclusion Award June 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 and 2022 (with Distinction)

Young Inspectors Mental Health Kitemark – May 2019

Autism Accreditation – May 2019

Basic Skills Award – 7th Award – 14 years – July 19

ADHD Friendly School Award – Dec 2020

Successful Health & Safety and Fire Safety Inspection – Dec 20

SMSC Gold Award June 2021

Advanced Autism Accreditation – May 2022

AfPE Quality Award Distinction for PE – June 2022

Leeds Carnegie Mental Health Award – Silver – July 2022

PSQM Primary Science Quality Mark – Sept 2022

RE Quality Mark – Jan 2023