

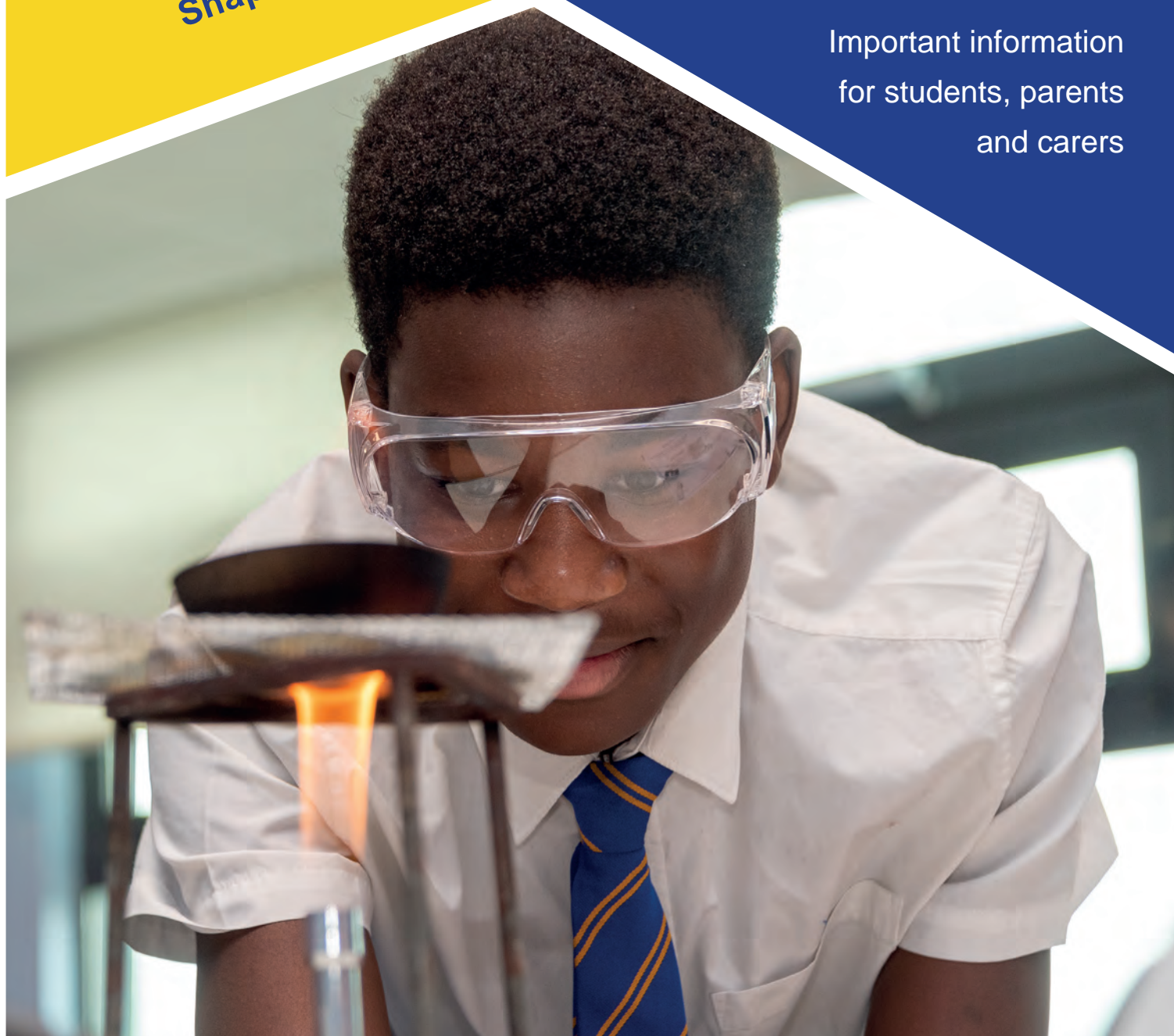
Ormiston
Meridian Academy

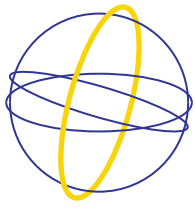
TRANSITION

Shaping Lives | Building Ambitions | Igniting Futures

2025

Important information
for students, parents
and carers





Ormiston
Meridian Academy

[OAT]
Ormiston Academies Trust
AN OAT ACADEMY

Shaping Lives | Building Ambition | Igniting Futures

Our Ambition Statement

Shaping Lives

Our curriculum is designed to shape the 'whole' child by creating students with considerable character. We proactively develop opportunities for young people to develop as: Leaders of the future; Independent, proactive and tenacious learners; and successful, respectful and responsible citizens.

Building Ambition

We are passionate about instilling a strong sense of self-belief, determination and aspiration in every student so that they have the highest expectations of themselves and believe that they can achieve anything they put their mind to, no matter how challenging.

Igniting Futures

The whole point! We aim to empower a generation of young people to transform a society and make an everlasting positive contribution to our country. By providing a 'Relevant and Relatable Learning' strategy we ensure students are motivated to achieve lifelong and limitless employment. We provide in-depth knowledge regarding the vast range of opportunities and experiences that are available to them as young adults; further education, university, apprenticeships and ultimately employment so that they can enter a career path that serves them for the rest of their lives.

Achiever Values

Ambition

The desire and determination to achieve success without limits.

Courage

When faced with challenges, we tackle that challenge head-on and with bravery because we know it will help us to develop into strong individuals.

Honesty

We are always truthful with each other and ourselves, act with integrity and do the right thing.

Inspiration

Feel enthused by a person or idea that ignites your passion to become even better than we were before.

OMERA

VALUES

EVERYONE

Respect

Demonstrate the ability to appreciate others' opinions, actions and beliefs even if we have a differing opinion. We act with courtesy, politeness and kindness at all times.



Ambition



Courage



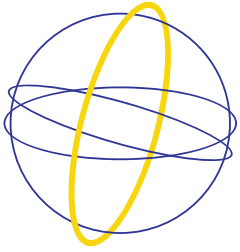
Honesty



Inspiration



Respect



Transition 2025

Academy Uniform

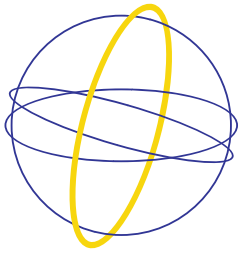
We have incredibly high expectations and therefore, we expect all students to be dressed professionally for school. Our uniform signifies our strong sense of community and a commitment to the Ormiston Meridian team. We expect all students to wear their uniform with pride and all students are expected to wear their uniform correctly at all times.

This year, to support with the purchase of uniform, all year 7 students will receive a free Blazer, PE Tee and Tie.

School's In (formerly Trutex Meir) will open on Sunday 13th July for new starters.
Appointments for the collection of uniform can be made from the 2nd July.

To ensure your child's uniform arrives on time, please purchase before the 2nd August.





Transition 2025

Academy Uniform

The table below shows the compulsory and optional items and where you can purchase them from.

Uniform Item	Compulsory	Optional	School's In	Other retailer
Academy blazer	✓		✓	
Academy tie	✓		✓	
White shirt buttoned on the top	✓			✓
Smart, tailored black trousers	✓			✓
Academy tailored black skirt	✓		✓	✓
Black socks	✓			✓
Black tights	✓			✓
Smart, sensible black leather school shoes	✓			✓
A dark coloured appropriate rucksack or bag	✓			✓
A warm, dark coloured coat for travelling to and from school	✓			✓
Black v-neck jumper		✓		✓
Plain black shalwar kameez over school shirt		✓		✓
Plain black hijab		✓		✓
Plain black hair accessories		✓		✓

Items that are not in line with the uniform policy will be confiscated and returned to parents, (NO HOODIES, CAPS, non school uniform jumpers, no tube skirts).

Hair Styles

Hairstyles should be neat and tidy, of a nature that would be acceptable within a professional environment.

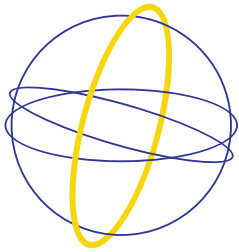
Examples of hairstyles that are not acceptable include:

- shaved or extremely short hair.
- lines or patterns shaved into a student's hair.
- unnatural colourings in a student's hair.

This list is not exhaustive. Interpretation of the policy will be at the Principal and Vice Principal's discretion. If you are unsure if a hairstyle would be acceptable to the academy, you are advised to contact the academy for clarification before the haircut takes place. Students who choose to wear their hair long should have a bobble with them to tie their hair back when required for health and safety reasons. Any hair accessories (e.g. headbands) should be plain black, blue or grey. If a student's hairstyle is in breach of this policy, then the pupil will be educated in isolation.

Jewellery, Make-up and Nails

- All make-up should be natural with no excessive colours, false eyelashes should be of a natural appearance, no strong eyeliner, no nail extensions.
- One small single stud earring in each earlobe is accepted. One wristwatch is allowed.
- No false nails or nail colour (neutral nails only)
- No hoop earrings, no ear stretchers/tapers/spike earrings or large earrings.
- Bracelets and necklaces or chains are not allowed, (for health and safety reasons). No other visible facial or body piercings e.g. nose, lip, eyebrow.



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Performance Kit



Performance Kit Item	Compulsory	Optional	School's In	Other retailer
Academy blue round-neck performance top	✓		✓	
Academy black shorts	✓		✓	
Plain black football socks (selected sports)*	✓		✓	✓
Plain black trainer socks (selected sports)*	✓			✓
Academy quarter-zip midlayer		✓	✓	
Plain black leggings* (academy branded available)		✓	✓	✓
Plain black tracksuit bottoms* (academy branded available)		✓	✓	✓

**If you choose to buy non-academy branded kit from an alternative retailer, you must ensure that this is plain black with NO additional logos or branding. ** There is an additional cost for larger sizes of uniform and performance kit.*

Items that are not in line with the uniform policy will be confiscated and returned to parents.

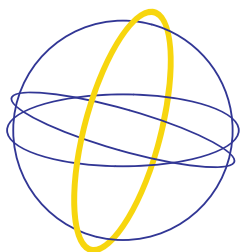
TOP TEN Equipment

At the academy we want to make sure that all of our students are given every opportunity to be the best that they can be and as a result expect all students to arrive to every lesson prepared. You will need to make sure that your child has the following items on their first day.

- Black pen
- Red pen
- Pencil
- Ruler
- Rubber
- Water Bottle
- Highlighter
- Achiever Planner
- Dictionary
- School Bag

You will also need a plain, dark coloured bag/rucksack to keep all of your equipment and school books in. Failure to produce all items of equipment when asked will result in a class teacher or form teacher detention in the first instance.

In addition to this you will also have the opportunity to purchase a scientific calculator and geometry set which will support students, particularly in maths and science. For more details on this please see the separate letter in the transition pack.



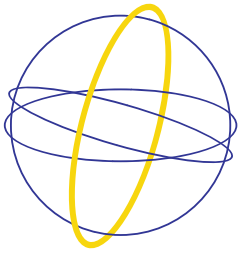
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First Day Arrangements

The autumn term starts on Tuesday 2nd September. Year 7 students can arrive to school from 8am onwards and will gather on the Year 7 yard (bottom ball court).

Parents / carers are able to stay with their children until 8:40am where the students will be escorted in their form groups to their form rooms.

Academy Day Monday & Friday		Academy Day Tuesday, Wednesday & Thursday	
Warning Bell / Line up	8:40am	Warning Bell / Line up	8:40am
Registration / Form Bell	8:45am - 9:00am	Registration / Form Bell KS3 reading and KS4 RE, English, maths, science support and World of Work	8:45am - 9:10am
Period 1	9:00am - 10:00am	Period 1	9:10am - 10:05am
Period 2	10:00am - 11:00am	Period 2	10:05am - 11:00am
Break	11:00am - 11:20am	Break	11:00am - 11:20am
Period 3	11:20am - 12:20pm	Period 3	11:20am - 12:20pm
Period 4	12:20pm - 1:20pm	Period 4	12:20pm - 1:20pm
Lunch	1:20pm - 2:15pm Dining access 1:20pm 1:45pm	Lunch	1:20pm - 2:15pm Dining access 1:20pm 1:45pm
Period 5	2:15pm - 3:15pm	Period 5	2:15pm - 3:15pm



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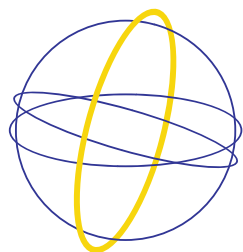
Form Time Reading

We believe that students deserve a rich curriculum that encourages extensive reading of whole books and other kinds of texts. We believe that active encouragement of reading for pleasure is a core part of every students' educational entitlement, whatever their background or attainment because we know that extensive reading and an exposure to a range of texts make a huge contribution to students' vocabulary acquisition and educational achievement.

The books which have been selected are taken from The Book Trust's recommendations for KS3 students, ensuring progression from KS2 both in terms of reading difficulty and challenge of topic. As we read the books, we will take the opportunity to exploit cultural references, explore the links between the issues covered with topical news items and discuss how concepts in the books relate to our understanding of Fundamental British Values.

Here are some of the titles that students may cover in Year 7:





Transition 2025

Curriculum

The curriculum for Year 7 is designed to instil a love of learning. Students are challenged to make rapid progress in their literacy and numeracy skills and it aims to develop the necessary attributes for life beyond secondary education. We aim to provide a wide range of practical, academic, personal, social and performance skills. In order to support this, students are set by ability, into bands, from the start of the year; Key Stage 2 data from primary schools is used to support this setting. Students of all levels and abilities are given opportunities to make rapid and sustained progress, therefore, the groups are actively reviewed throughout the year to ensure students are correctly placed, allowing for movement between sets.

Our curriculum has an emphasis on stimulating student motivation, raising aspirations, lifting expectations and developing a team spirit amongst students to value each other's contribution and to develop a pride in themselves and in the academy.

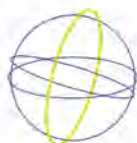
The academy timetable is designed over two weeks, Week A and Week B. Each week has 25 lessons (50 lessons over the two week timetable).

The table below shows the allocated hours per fortnight for each subject.

Subject	Hours per fortnight
English	9
Maths	7
Science	7
Geography	4
History	4
French	3
Design Technology	3
Physical Education	3
Religious Education	2
Art	2
Computing	2
Music	1
Dance	1
Drama	1
PSHE	1
Total	50

Every subject has a well-designed curriculum where key knowledge and skills are taught in innovative and exciting ways. Year on year, the curriculum builds upon previous learning whilst introducing ever increasing challenge and opportunities to ensure every student has the opportunity to reach their potential.

The curriculum area on the academy website has lots of information summarised by subject. Our 'S' maps summarise the 5 year learning journey (please see the Art example on the next page). The curriculum maps on the website give more detailed information and signpost parents and students to additional resources and websites.



Unit 1: Coursework portfolio. This consists of two themed projects and is worth 60% of the final mark.

Unit 2: Externally set task. This controlled task is worth 40% of the final mark.

Final Exams

Our KS4 curriculum builds on a solid foundation of knowledge and practical skills established at KS3. At KS4 there are four GCSE assessment objectives; Develop, Refine, Record and Present.

KS4 Y10 & Y11

Introduction to genres in art (Portraiture, Landscape, Land Art, Tribal Art). Investigation into the diversity of practical media used by artists to create portraits. Comparing both historical and contemporary examples.

Traditional schema to calculate proportions of the face. Recall of tonal pencil pressure to create a tonal bar. Exploring light and shadow on the surface of forms.

Study of contemporary portraiture artists. Practical exploration, analysis and practical sampling of techniques.

Who are The Stolen Generation? An investigation into European settlers and their impact on the indigenous population of Australia? Analysis of clips from the film 'Rabbit-proof Fence'.

Aboriginal storytelling. Identifying symbols to decode and translate meaning. Exploring traditional Aboriginal lifestyles and their connection to the land.

Pablo Picasso- Creating an artist study page. Research, lettering and compositional skills.

KS3 Year 9

Introduction to traditional body schema to calculate proportions. Accurate outlines of the form of the body.

Art Movements – Cubism. Composition of guitar themed cubist composition. Development of practical observational and black biro mark-making skills.

Calavera Figure – Applying drawing and colour blending skills. Creating a design for a calavera figure that reflects the personality of the loved one being honored.

Human Skull- Tonal match mark-making and blending techniques applied. A focus on practical tonal, directional shading and pencil pressure skills

Sugar Skulls. Symmetrical outlines. Recall and application of grid transfer skills to mirror image decorative designs on to a skull.

Cubist techniques- Practical exploration of collage, frottage and wax paper batik skills.

Painting tints and tones to achieve three dimensional effects- developing practical painting and mixing skills.

Artist Study - Hundertwasser. Introduction to the artist and his work. Investigation into the life and work of the architect, painter, graphic designer and ecologist Hundertwasser. Development of critical awareness of artists and sources analysis skills. How art can influence the way that people live.

What is a festival? Analysis of festivals- Origins, traditions, celebrations, music, costume, events and cultural identity.

Introduction to The Mexican Day of the Dead Festival- broadening understanding of traditional beliefs, ideas and cultural identity associated with The Day of the Dead Festival.

Comparison of Day of the Dead and Halloween Festivals. Identifying common features and traditions including costume, foods, motifs, music and Folk Art.

Hot and cold colour blending and mixing - developing practical skills. Application of colour mixing skills to match an example. Fading and directional shading techniques.

Introduction to colour theory. The colour wheel layout and relationships between colours. Application of primary colours and their placement on the wheel.

Introduction to tonal pencil pressure to create a tonal bar. Exploring light and shadow on the surface of basic forms. Understanding how we can 'trick' the eye to give the illusion of three-dimensional qualities in our drawings. Practical experiments with light and shadow.

Identification of basic shapes and forms, quality of line and practical pencil control. Introduction to basic shapes (circle, square, triangle, rectangle, rhombus) and basic forms (sphere, cone, cuboid, cylinder). Differences between a shape and a form, properties of each.

KS3 Year 8

The colour wheel. Development of practical control when applying pencil crayon layering skills. An exploration of ratio to create secondary, tertiary and opposite colours and their correct placement on the wheel.

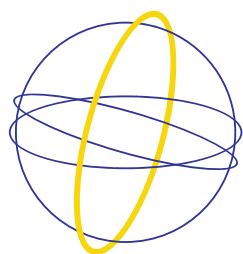
Exploration of tonal painting techniques using wet media. Introduction to grey-scale, brush control and mixing skills. Application of practical painting techniques.

Observational drawing skills - Developing tonal control. Refinement of tonal pencil and observational drawing skills. White pencil on black paper to record light rather than shadow areas.

Accurate outlines of shapes and forms, developing quality of line. Application of knowledge of shapes and forms and exploration of media, controlling a medium pencil pressure.

KS3 Year 7





Transition 2025

Assessment

The assessment model that we use at the academy is designed to deliver the following:

- Ensure that students are GCSE ready at the end of KS3.
- Allow students to assess exactly what they can and can't do.
- Allow class teachers to identify class and individual strengths and areas for development.
- Help students, families and teachers to judge whether a student is making progress across all subject areas.

To deliver this model we have implemented the following:

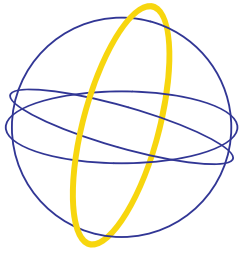
- Assessments that are linked closely to schemes of learning.
- Assessments that are focused around recall and retrieval of key knowledge and skills (spiral curriculum).
- Assessments that focus on key knowledge and skills for specific subject areas.
- Assessments that allow for quality question level analysis (QLA).
- QLA that is used effectively to inform whole class and individual strengths and areas for development.
- QLA that is used effectively to inform future teaching and intervention.

At the academy we have three assessment rounds (AR) and details of when these will be taking place for Year 7 students will be communicated to you at the start of the year and at relevant intervals in the year. Staff will provide students with revision lists and revision websites to support with the preparation for assessments. For each subject, students will be given a progress statement which will give staff, students and parents/carers details of how they are performing against their personal targets (see overleaf for details). In addition to this, in each lesson, students will be given a success score outlining their performance and contribution in each lesson (see overleaf).

As an academy we think it is extremely important to celebrate success. After every assessment round we will hold celebration assemblies where students will be rewarded for their success in the previous assessment round. Awards are given not only for the highest scores in every class but also for students who have made the most progress between assessment rounds as well as students that have made outstanding contributions within their class and deserve a special recognition award. Awards will also be given for attendance and extra-curricular activities.

Progress

OUTSTANDING	From your child's starting point when they joined our academy, their knowledge, skills and understanding in this Achievement Round extends beyond the curriculum aims in this subject. They have made outstanding progress!
ASPIRING	From your child's starting point when they joined our academy, your child has acquired secure knowledge of all of the 'must knows' of the curriculum aims set out in this subject. They have made good progress that should be celebrated. With determination, hard work, and effective use of question level analysis, they can become 'outstanding'.
ENDEAVOURING	From your child's starting point when they joined our academy, your child has acquired most of the 'must knows' of the curriculum aims set out in this subject. Your child needs to keep striving to improve and achieve knowledge of all curriculum areas by using the question level analysis to pinpoint the areas that they are not yet secure on to help them to move forward.
DEVELOPING	From your child's starting point when they joined our academy, your child is not yet demonstrating a secure understanding of the curriculum aims set out in this subject. Your child must continue to work hard and follow the guidance of their teachers, using question level analysis to identify the areas where they most need to improve.
ACTION REQUIRED	From your child's starting point when they joined our academy, your child is far from demonstrating a secure understanding of the curriculum aims set out in this subject. Your child must demonstrate hard work and take on board the advice and guidance of their teachers and the question level analysis in order to remove barriers and achieve their potential.



Transition 2025

Teaching and Learning

We put teaching and learning at the heart of academy life and our staff have the highest expectations for our students to exceed their potential. Opportunities for learning are provided by passionate subject specialists. Our learning model allows students to:

- recall and retrieve prior learning.
- learn new and exciting content delivered using relatable and effective resources, interactive media and by group, pair and independent tasks.
- apply their learning and show their understanding by completing a range of tasks and activities both in the classroom and using Home And Independent Learning(HAIL).
- receive feedback and advice to make further progress through regular checks on learning.

Students are encouraged to be active participants in the classroom through questions posed, as part of 'pair and share' and group discussions and as Leaders of Learning. This promotes oracy and allows students the chance to develop their confidence when talking in front of an audience. Additionally, we expect students to use their exercise books as learning journals. Using their best presentational skills, we instruct students to note key words and definitions and to highlight key learning points so that books are the best resource when revising and preparing for internal assessments and ultimately, GCSEs and BTECs.

We use a learning model at Meridian which we call **RRDAC**.

It is simplified below:

R and R - Recap and Retrieval. The more we revisit and recall key knowledge the more secure the knowledge becomes in the long-term memory.

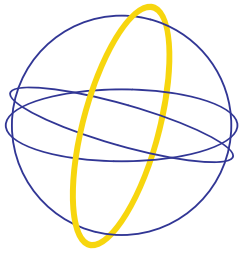
Regular and effective R and R leaves more room in the working memory to learn new knowledge!

D - Delivery. Teachers deliver new knowledge and demonstrate new skills to help build on existing knowledge.

A - Application. Opportunities to apply new knowledge and practise skills (Tasks and activities) so it becomes easier to repeat and respond to questions, essay tasks and solve problems in Learning Checkpoints, Assessment Rounds and eventually exam situations.

CR - Critical Reflection. Checking for understanding, reflecting on responses and addressing misconceptions to remove barriers for learning and ensure all students have the best responses to tasks and questions.

E - Exit Task. To measure students' progress against the lesson outcomes, exit tasks are carefully planned and are used to evaluate the learning that has taken place in the lesson.



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Critical Reflection (CR / Assessment)

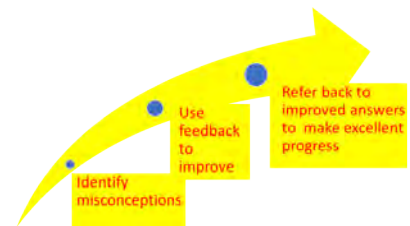
To ensure students can make rapid progress we ensure that they have the opportunity to critically reflect on their work at regular points. This means they will be provided with the correct or, when appropriate, the best answer to questions and tasks they have completed. Most lessons begin with a recap and retrieval task which requires students to remember work from the previous lesson and also from previous topics. Once this is completed, students mark their answers in red and correct or amend any errors, adding details to improve their answer so that they have a great response they can refer back to.

This critical reflection process also happens after each task students complete. This ensures that:

- The best ways to approach tasks are shared
- Success criteria are shared and students know how they can get the most marks
- Students can see what they have done well and how they could improve their answers
- Students act on the feedback and as a result do not make the same mistakes

Similarly, when students complete Learning Checkpoints, the next lesson will be a Critical Reflection lesson with the students marking and annotating their own answers in red pen. Teachers will also model and provide the perfect Learning Checkpoint response which students can glue in and refer to when revising.

The model opposite shows why we use this process.

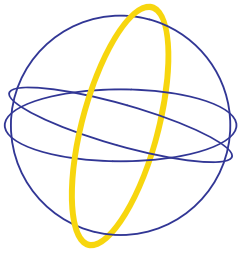


Home and Independent Learning (HAIL)

At Ormiston Meridian Academy we see home and independent learning as essential components which ensure students reach and exceed their potential. We ensure that all HAIL has a clear purpose which supports recall/retrieval, revision or additional research as it is our belief that HAIL should be meaningful and allow students to increase or consolidate their knowledge in all subject areas.

HAIL set in our academy will show ambition for all and will be differentiated to allow all students to recall, revise or research the key content that has been identified by the teacher and taught in previous lessons or will be needed for future learning. HAIL should be used by students to develop study skills, apply learning and enable all of them to become effective independent learners.

As an academy we expect parents and carers to play a supportive role in monitoring the completion of HAIL tasks and take part in the learning journey with their children. We have the same high expectations with regard to the presentation and effort students put into HAIL as we would their classwork and therefore staff will challenge and sanction students when their HAIL falls below expectations. All HAIL will be published on Microsoft Teams and students and parents will be given details of their Microsoft Teams account when they join us in September.



Transition 2025

Careers



At Ormiston Meridian Academy students have access to a wide range of career based activities that make up our 'World of Work' programme. We provide dedicated and personalised provision to students who require additional support when making and realising their future career aspirations.

As part of this programme students take part in weekly sessions dedicated to 'World of Work'. During these sessions' students develop a clear understanding of the world of employment. Sessions are designed to develop a number of essential soft skills that enable students to achieve their own personal aspirations and goals. Students are taught about potential career pathways. Topics covered include: potential career choices; how to conduct an effective interview; communication with others in a professional manor; alternatives to college and sixth form; post 16 options; interview skills; CV writing and personal statements; personal finance and option choices.

We actively work with a number of local further education providers and employers. These links enable us to support students beyond their time at Ormiston Meridian Academy, ensuring that they are successful in their future ambitions.

The 'World of Work' programme at Ormiston Meridian Academy aims to 'ignite futures' by connecting learning to real life contexts making learning relevant and relatable, ensuring students are fully prepared for an ever-changing and demanding modern world. We provide in-depth knowledge regarding the vast range of opportunities and experiences that are available to them as young adults: further education, university, apprenticeships and ultimately employment.

'World of Work' is not a bolt on programme but rather the fabric of the academy. It is intertwined into all aspects of academy life from lessons to trips and extra-curricular activities.

Careers



OMERA HOUSE POINTS

Achievement

Students will receive achievement points following their ARs if they achieve either:

- The highest class mark = 50 points
- The most improved class mark = 50 points
- Special recognition = 50 points

Students can receive multiple achievement points at each assessment round as each subject awards them.



Achiever Values

Students will receive **20 points** every time they demonstrate one of our five values: **Courage, Honesty, Ambition, Inspiration and Respect.**

Students can be awarded points for demonstrating our 'Achiever Values' in form time, during lessons, at break and lunch or before and after school.



Achiever Values

Attendance

Students will receive attendance points, given by one of the attendance team for the following:

- Weekly full attendance = 50 points
- Full half term attendance = 500 extra points
- Full term attendance = 1000 extra house points
- Full year attendance = 2500 extra house points



Attendance Matters

Extra-Curricular Awards

Students will receive extra-curricular awards, given by their extra-curricular activity leader for the following:

- Attending a club = 10 points
- 100% half term attendance = 50 points
- Representing the school at an external event = 100 points
- Contribution to an in-school event = 100 points



Home and Independent Learning

Student will receive HAIL house points for the following:

- Good HAIL = 10 points
- Outstanding HAIL = 20 points
- Above and beyond HAIL = 30 points

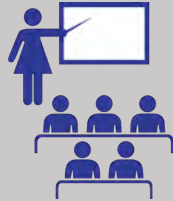


OMERA HOUSE POINTS

Form Tutor Points

Students will receive form tutor points, given by their form tutors for the following:

- Contribution to form time
Good = 10 points Outstanding = 15 points
Above and beyond = 20 point
- Extended reading
exceptional learner = 20 points
- You're Hired
exceptional learner = 20 points
- Reading beyond the
classroom = 20 points



Student Leadership

Points will be awarded if a student receives one of the following positions:

- Form Captain = 50 points
- House Captain = 100 points
- Head of House = 200 points
- Treasurer = 300 points
- Secretary = 300 points
- Senior Student Leader = 500 points
- Deputy Head Student = 500 points
- Head Student = 1000 points



House Competitions

Students will receive house points for the following:

- Entry of a competition = 50 points
- House Winner = 100 points
- Overall Winner = 150 points



Success Score



Ambition • Courage • Honesty • Inspiration • Respect

OMERA Standards and Values



On time



Manners



Effort



Resilience



Active Listening



Alan Turing was an outstanding mathematician whose work has had an enormous impact on how we live today. He was the Enigma code-breaker in WWII which was a turning point for the allies' success.

Turing was a founder of computer science and known for being ahead of his time. Turing was homosexual and in the 1950s was convicted for this; Turing received a royal pardon (posthumously) in 2013.



Eleanor May Simmonds, OBE is a British Paralympian swimmer competing in S6 events. She has faced hardship and challenges throughout her life so far but nothing has stopped her reaching the top in her sport, winning two gold medals at the age of 13.

She promotes pure ambition, courage and will achieve based on her hard work and dedication.



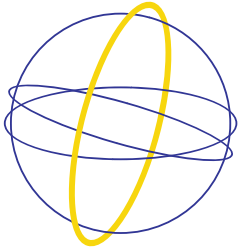
Malala Yousafzai is a Pakistani activist for female education. She is known for human rights advocacy, especially the education of women and children. Her advocacy has grown into an international movement. Based in Birmingham, she co-founded the Malala Fund, a non-profit organisation with Shiza Shahid, and in 2013 co-authored I am Malala, an international best seller.

In 2012, she was the recipient of Pakistan's first National Youth Peace Prize. Aged 17 at the time, she was the youngest ever Nobel Prize laureate.



Pottery designer Emma Bridgewater is the patron of BREAK charity that supports vulnerable young children, young people and their families.

Her British ceramics manufacturing company was founded in 1985. The company is one of the largest pottery manufacturers based entirely in the UK. Most of its products are made in its factory in the city of Stoke-on-Trent, England, while others are produced in Poland.



Transition 2025

Catering

We do not allow students to leave the academy site during the academy day. Students are encouraged to eat either a canteen lunch or a packed lunch in new our purpose built dining facilities.

At Ormiston Meridian Academy we provide high quality, reasonably priced, healthy food options at both break and lunchtime. Our food is cooked on site, using high quality ingredients, by our committed catering team.

Ormiston Meridian Academy is a cashless catering site and we do not accept cash at the till points when purchases are made. You will be able to top up and monitor your child's dinner money balance securely, online using ParentPay at www.parentpay.com. Your child will be given a unique Username and Password to enable you to register for the system. You will also need to use ParentPay to pay for school trips etc. Further information is available on our web site.

To further speed up time at the tills, all tills in the canteen are equipped with biometric identification. Students place their fingertip on a scanner to make a payment for their food. This is their 'digital signature' which is securely stored as data points (similar to reference points on a map). It is not possible to recreate a student's fingerprint, or even the image of a fingerprint using this stored data.

Any purchases made at the tills using the biometric system are then automatically deducted from your child's ParentPay balance. These systems use technology that eliminates the need to carry cash throughout the day thus reducing the risk of bullying.

On the first day all Year 7 students will be eligible for a free item from the canteen at morning break and a meal deal at lunchtime, while the biometric system and ParentPay are being updated.

If you have any questions or concerns regarding our biometric system, please contact the school reception.

Lunch Menu



WEEK ONE – SPRING SUMMER

(Ve) Vegan option

(V) Vegetarian Option

STAR
DISH

MEAT
FREE

GRAB
& GO

HOT
PUDDS

Green Earth Monday	Tuesday	Wednesday	Thursday	Friday
Macaroni Cheese With seasonal Vegetables 	Chilli Con Carne with Yucatean Rice 	Roast Gammon with Gravy & Roasties	Paprika Chicken & Sri Lankan, Dhal with Steamed Mixed Rice 	Sustainably Sourced Battered Fish & Chips Halal Chicken Nuggets and Chips
Lentil and Vegetable Tikka Curry And Rice 	Chilli Sin Carne with Yucatean Rice (Ve) 	Roast Quorn with Gravy & Roasties	Roasted Coriander Aubergine & Sri Lankan Dahl with Steamed Mixed Rice (Ve) 	Cheese & Tomato Pizza & Chips
Vegan Sausage Roll (Ve)	Cheesy Meatball Arrabiata, Grilled Italian Bread	Pepperoni or Cheese & Tomato Pizza Baguette	Buffalo Hot Dog	Pepperoni Pizza & Chips
Broccoli, Baked Beans, Mixed Salad, Rice	Fajita Roasted Sweetcorn & Peppers, Baked Beans, Mixed Salad	Country Mixed Vegetables, Baked Beans, Mixed Salad	Baked Beans, Garden Salad, Sri Lankan Vegetable Salad, Wedges	Peas, Baked Beans, Mixed Salad
Chocolate Cake	Sponge Cake	Iced Ginger Cake	Giant Chocolate Cookie	Sponge Cake

Portion(s) of
fruit or veg



Source of
Wholegrain



Contains
plant-based
proteins



Lunch Menu



WEEK TWO – SPRING SUMMER

(Ve) Vegan option
(V) Vegetarian Option

STAR
DISH

MEAT
FREE

HALAL

GRAB
& GO

HOT
PUDS

Green Earth Monday	Tuesday	Wednesday	Thursday	Friday
Cheese & Tomato 'Pizza' Macaroni Cheese (V)	Mexican Beef Rice Bowl with Crispy Baked Tortilla, Lettuce & Salsa 	Moroccan Chicken Tagine with Fluffy Rice 	Korean Sweet & Sour Chicken with Steamed Rice 	Sustainably Sourced Battered Fish & Chips or Oven Baked Halal Chicken Nuggets & Chips
Roasted Cauliflower, Chickpea & Coconut Curry with Steamed Rice (Ve) 	Mexican Quorn Rice Bowl with Crispy Baked Tortilla, Lettuce & Salsa (V) 	Moroccan Chickpea & Lemon Tagine with Fluffy Rice (Ve) 	Korean Sweet & Sour Vegetables with Steamed Rice (Ve) 	Cheese & Tomato Pizza & Chips (V)
	Mexican Lamb Rice Bowl with Crispy Baked Tortilla, Lettuce & Salsa 	Moroccan Chicken Tagine with Fluffy Couscous 	Korean Sweet & Sour Chicken with Steamed Rice 	
Veggie Wrap (Cheese and Bean)	Chicken Burrito	BBQ Chicken Snack Wrap	Veggie Wrap	Pepperoni Pizza & Chips
Baked Beans, Garden Salad, Garlic Bread, Green Beans	Baked Beans, Fajita Roasted Sweetcorn & Peppers, Garden Salad, Coleslaw	Baked Beans, Broccoli, Garden Salad	Baked Beans, Asian Slaw, Garlic Green Beans, Garden Salad	Peas, Baked Beans, Mixed Salad
Lemon Drizzle	Chocolate Cake	Iced Vanilla Sponge with Sprinkles	Cornflake Cake	Giant Chocolate Cookie

Portion(s) of
fruit or veg



Source of
Wholegrain



Contains
plant-based
proteins



Lunch Menu



WEEK THREE – SPRING SUMMER

(Ve) Vegan option

(V) Vegetarian Option

STAR
DISH

MEAT
FREE

HALAL

GRAB
& GO

HOT
PUDDS

Green Earth Monday	Tuesday	Wednesday	Thursday	Friday
Macaroni Cheese And Seasonal Vegetables (V)	Chicken & Vegetable Enchilada with Warm Nachos 	Penne Pasta Beef Bolognese Bake 	Japanese Chicken & Edamame Curry with Steamed Mixed Rice 	Sustainably Sourced Battered Fish & Chips Or Oven Baked Halal Chicken Goujons & Chips
Veggie Bolognese Pasta Bake (V) 	Veggie Enchilada 	Mediterranean Vegetable Lasagne (V) 	Japanese Roasted Aubergine, Edamame & Sweet Potato Curry with Steamed Mixed Rice (Ve) 	Cheese & Tomato Pizza & Chips (V)
	Chicken & Vegetable Enchilada with Warm Nachos 	Penne Pasta Bolognese Bake 	Japanese Chicken & Edamame Curry with Steamed Mixed Rice 	
Cheese and Tomato Pizza (V)	Pepperoni or Cheese & Tomato Pizza Baguette	Cheese and Tomato Pizza	BBQ burrito Cheese and Tomato Pizza	Pepperoni Pizza & Chips
Baked Beans, Garden Salad, Garlic Green Beans, Garlic Bread	Baked Beans, Garden Salad, Roasted Sweetcorn, Wedges	Baked Beans, Coleslaw, Garlic Bread, Garden Salad	Baked Beans, Sauté Garlic Green Beans, Asian Slaw	Peas, Baked Beans, Mixed Salad
Flapjack	Krispy Bite	Homemade Lemon Drizzle Cake	Iced Orange & Ginger Traybake	Giant Vanilla Cookie

Portion(s) of
fruit or veg



Source of
Wholegrain



Contains
plant-based
proteins




Is your child entitled to 'Free School Meals'?

At Ormiston Meridian Academy, we believe it is important for students to have a nutritious meal at lunch time. If your circumstances have changed in these difficult times then you may be entitled to 'Free School Meals'.

More than 12,000 children in Stoke-on-Trent already receive a free school meal. This saves their families around £400 a year and also gives additional funding to their school.

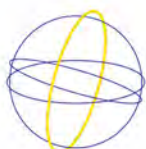
Your child may be able to get 'Free School Meals' if you receive any of the following:

- 
- Income Support or income-based Jobseekers Allowance
 - Income-related Employment and Support Allowance
 - Support under Part VI of the Immigration and Asylum Act 1999
 - The guaranteed element of State Pension Credit
 - Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
 - Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
 - Universal Credit

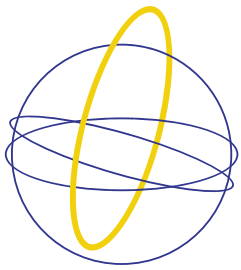
**Please ask for an application form at reception.
If you require assistance in completing the form, our staff are here to help you.**

Miss Peacock (Assistant Principal)
Email: jpeacock@omera.co.uk

Mrs Kirkham (Office Manager)
Email: dkirkham@omera.co.uk



Ormiston
Meridian Academy
Shaping Lives | Building Ambition | Igniting Futures



Transition 2025

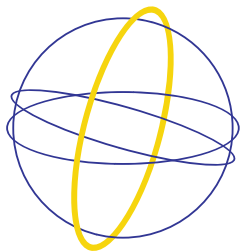
Entitlement Pledge



We provide an extensive range of rich and varied experiences and opportunities through our entitlement pledge designed to develop talents, interests and an individual's cultural capital. The entitlement pledge offers a range of activities at KS3 that are designed to spark awe and wonder and appreciation of the world in which students live. OMERA offers these activities free of charge to our students:

- **Liverpool Visit** - Students will have the opportunity to visit a range of key locations in the city of Liverpool with the aim of broadening students cultural diversity.
- **University Visit** - Enabling students to have first hand experience of a university campus.
- **Faith Visits** - Giving students an insight into other religions within the locality of the academy.
- **Social Action Project** - Encouraging students to work within the community that the Academy is located. Working with the community to tackle local issues.
- **French Restaurant Taster** - Developing confidence in speaking in French and a better understanding of the importance of languages and using language skills in a 'real' situation.
- **Residential** - Developing resilience and interpersonal skills. An opportunity to get to know students' peers and year team.
- **Chester Zoo** - Linking the curriculum to a range of career opportunities specifically biology.
- **Learn to Play a Musical Instrument** - Giving students a taster into playing an instrument of their choice.

*Subject to change based on organisation availability.



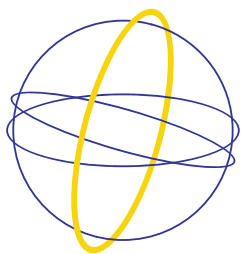
Transition 2025

High Ability Learners



A HAL student is any student identified as being one of the top performing students across the country, based on their end of Key Stage 2 assessment results (Year 6 SATs). Currently, based on externally set targets, these students are expected to achieve GCSE grades of 7-9 by the end of their time with us at Ormiston Meridian Academy. It is our pledge to ensure that these students receive an academically challenging, well structured, supported, diverse and inspiring school experience to allow them to do so.

To make sure HAL students achieve their full potential, students will receive specialist tutors, a dedicated member of the senior leadership team to track, monitor and support their progress as well as access to a wide range of post 16 education advice and guidance. Their experience here with us will involve visits to Russell Group universities, taking part in college and university level masterclass workshops to spark their interest and access to professionals from a wide range of careers including medicine, veterinary science, dentistry and engineering.

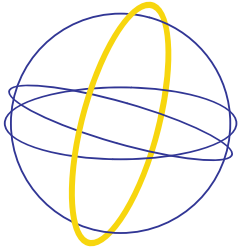


Transition 2025

These students will also be stretched in their reading programme to study complex and sophisticated texts to further develop their linguistic skills and vocabulary, and all HAL students are expected to study a modern foreign language to GCSE level.

HAL students will also be expected to challenge themselves, aspire to achieve the best academic outcomes and work diligently to achieve this. Being identified as a HAL student is very much a privilege that requires effort and consistency if students are to reach their fullest potential and become successful and valuable members of the community.





Transition 2025

SEND

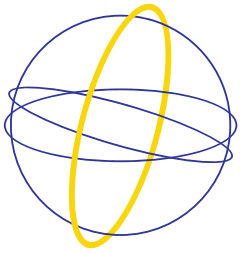
'At our academy, the SEND team aspire to go the extra mile to ensure all students access learning with positivity, enjoyment and confidence. We believe that removing barriers is of the up most importance so that everyone's ambitions are achieved and futures are successful.'

At Ormiston Meridian Academy, our approach to SEND is fully inclusive. We believe in **ambition for all** irrespective of disability or need. All teachers are teachers of SEND and all SEND students are entitled to a high quality education within a broad and balanced curriculum wherever possible. We set high expectations among staff with regards to quality first teaching and the application of a differentiated and personalised approach to teaching and learning.

Staff use a range of teaching strategies and differentiate their teaching to support students in their classes. This will ensure all students are able to access their work, whilst also ensuring that a suitable level of challenge is present for all. We have a team of experienced teaching assistants who work closely alongside teaching staff and the SENCo to ensure that the best possible provision is offered for your child, both in and outside the classroom. Within the team of teaching assistants, we are fortunate to have three specialist Higher Level Teaching Assistants who are responsible for delivering a range of small group interventions, tailored to individual student's needs. In addition, beyond quality first teaching, we have a range of strategies and interventions used to further support SEND students. Some of the support includes:

- signposting and referral to relevant supporting bodies
- adaptations to the learning environment
- deployment of teaching assistant support where required
- Achiever Plans

In addition, if your child/young person would benefit from exceptional, personalised support then we work closely alongside the Arch where students can receive additional nurture to support overall student wellbeing. The SEND team are extremely excited to work alongside you and your child during what will be some of the most important years of their lives. On behalf of all the team here, we cannot wait to meet you all and take the first steps with you on this incredible journey.








Transition 2025

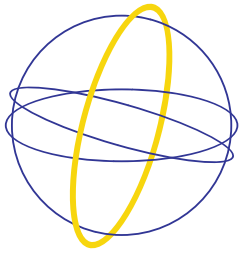
Behaviour

The academy aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and reward. Teachers recognise achievement and positive contributions by giving praise in class, making encouraging comments and by marking work in a way that recognises effort and success. Outstanding effort and work will be rewarded through Success Scores, certificates during high flyer assemblies and year assemblies. All students are expected to follow our OMERA Standards.



OMERA Standards

O	n Time	
M	anners	
E	ffort	
R	esilience	
A	ctive Listening	



Transition 2025

Behaviour

To maintain our high levels of behaviour Ormiston Meridian Academy:

- expects all students to show respect and courtesy towards teachers and other staff and towards each other.
- expects parents to encourage their children to show respect and to support the academy's authority to discipline its pupils.
- will create a culture of respect by supporting their staff's authority to discipline pupils and ensure that this happens consistently across the academy.
- will ensure that the governing body and the Principal will deal with allegations against teachers and other academy staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is the subject of the allegation.
- will ensure that every teacher will be good at managing and improving children's behaviour.

Anti-Bullying and 'Let's Talk'

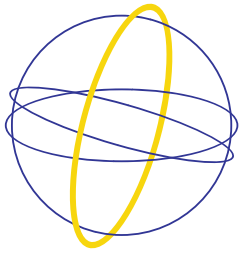
Ormiston Meridian Academy believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. The Academy completed the United Against Bullying programme in March 2024. This accreditation supports schools to reduce bullying and improve the wellbeing of all children, focusing on those most at risk, including children and young people with SEND, children and young people who experience racist and faith-targeted bullying, sexual bullying, homophobic, biphobic and transphobic bullying, looked-after children and young carers. As an Academy we were very proud to achieve the 'Gold Award' showing that we have evidenced our work to reduce bullying and improve the wellbeing of all pupils.

Strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the academy. We also have an anti-bullying co-ordinator, who works closely with victims and perpetrators of bullying to ensure incidents are resolved quickly. Where this is not the case, we use the academy's behaviour policy to put in robust sanctions and ensure that victims of bullying at the academy feel safe and supported.



In addition to a dedicated member of staff we also have an email address that students can use to raise issues or concerns that they may have. letstalk@omera.co.uk

We also have 'Let's Talk' boxes at different points around the school where students may post concerns anonymously. More specific details of this will be provided during one of the first year 7 assemblies.



Transition 2025

Safeguarding

At our academy, the health, safety and well-being of every child are our paramount concern. We listen to our students and take seriously what they tell us.

Our aim is that children will enjoy their time as students of this academy and therefore make the best progress possible.

We work in partnership with you to ensure your child achieves their full potential and develops into a well rounded individual.

Safeguarding goes beyond the contributions made to child protection in relation to individual children. Our objective is to provide a safe environment for all young people to learn and reach their full potential.

To achieve this objective we have systems in place designed to:

- Prevent unsuitable people from working with children and young people
- Promote safe practice and challenge poor and unsafe practice
- Identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe.

If you have any concerns regarding your child's safety, please contact:

Mrs H Stott - Safeguarding Link Governor
Vice Chair of Governing Body



Mr S Darlington
Designated
Safeguarding Lead
Vice Principal



Mrs A Berrisford
Deputy Designated
Safeguarding Lead
Year 8 Pastoral Manager



Miss P Walters
Year 7 Pastoral Manager
& Safeguarding
Support



Miss M Bills
Year 9 Pastoral Manager
& Safeguarding
Support



Mr A Martin
Year 10 Pastoral Manager
& Safeguarding
Support



Miss C McGlynn
Year 11 Pastoral Manager
& Safeguarding
Support

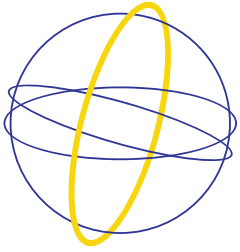
Online Safety (e-Safety)

At Ormiston Meridian Academy we are committed to the use of computer technologies and recognise the Internet as a valuable tool for learners of all ages. The internet is increasingly providing the focal point of educational content within the UK.

However, Ormiston Meridian Academy acknowledges that computers and the internet do have the potential for inappropriate use and access to undesirable material and that we have a duty of care to protect our students.

All students use computer facilities, including the internet, as an essential part of the curriculum and to support learning opportunities within the academy. There are well publicised concerns regarding access to material on the internet that would be unsuitable for students.

The safety of your child is paramount to everything we do, we leave no stone unturned to ensure your child remains safe at all times.



Transition 2025

Quotes from the Current Year 7

How did you feel about coming to Ormiston Meridian Academy in Year 6?

"I felt a little bit nervous about coming to Ormiston Meridian Academy as it is a lot bigger and there are more places to get used to, but a little excited as it was a new beginning, with new people and different subjects."

Ayisha (Year 7)

How do you feel about Ormiston Meridian Academy now you have settled in?

"Now that I have settled in, I love it here! It's an amazing working environment and if you need help you can always ask your teachers or peers."

Sasha (Year 7)

What advice would you give to someone in Year 6 who will be joining us in September?

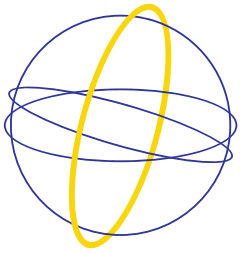
"Don't be scared about high school, you will make new friends or more friends than you had. All the teachers are friendly and will always help you with your work."

Thomas (Year 7)

Got a Question?

During the transition period we have set up a dedicated email account to allow parents and/or year 6 students to ask questions they may have. The Head of Year 7, Pastoral Manager, Lead Teacher for Transition and even year 7 students, under direction of the year 7 team will respond to every enquiry.

The email address is: transition@omera.co.uk



Transition 2025

Student Activities

Introduction

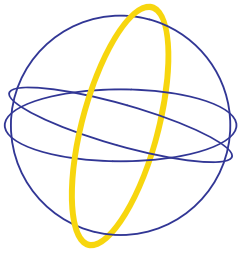
Starting a new school can be a very exciting time but sometimes you might feel a little bit sad or even scared and worried. Try not to worry about anything as staff will always be there to help you. Before you start at your new school, try to complete all the CHALLENGES by collecting facts to help you feel more prepared before you start. You will probably have lots of questions that you would like to ask about your new school too.

Write down any questions that you have about secondary school on this page.

(Ask an adult to scribe for you if you need to)

My Questions

Tick the questions when you have found out the answer.



Transition 2025

Student Activities

Facts about your New School

The name of the Principal

.....

The school address and website

.....
.....
.....
.....

The school telephone number

.....

How many students are at the school

.....

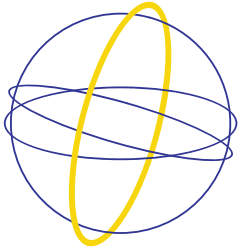
(You may need to fill this information in when you start in September) When you start high school you will be given a form class with a form teacher.

Who is your Form Tutor?

.....

Who is your Head of Year?

.....

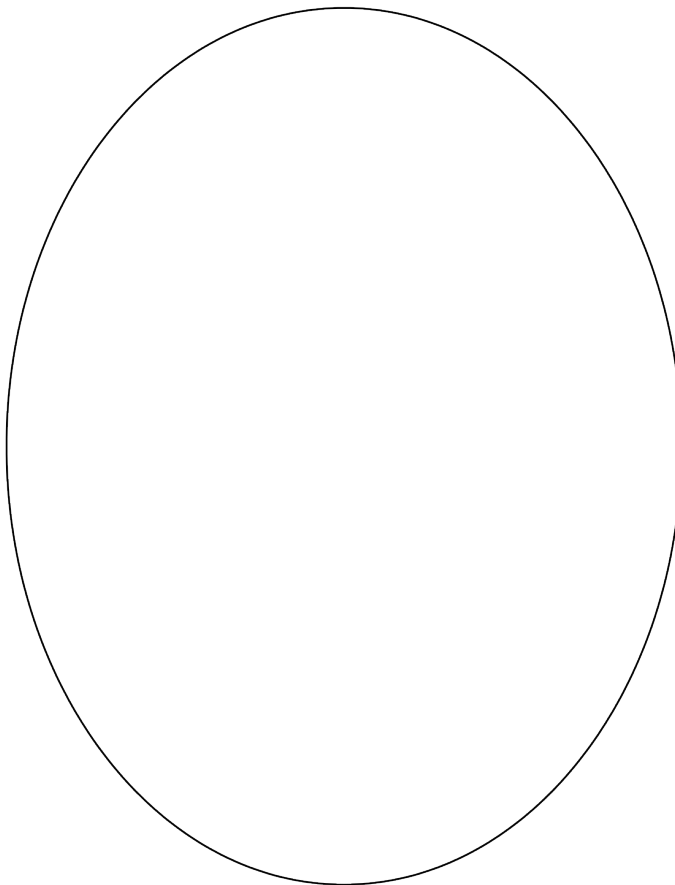


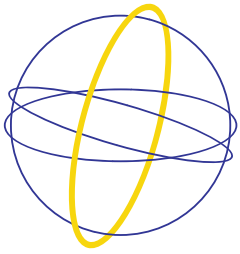
Transition 2025

Student Activities

My School Badge

Draw the school badge and write down our FIVE school values around the outside.





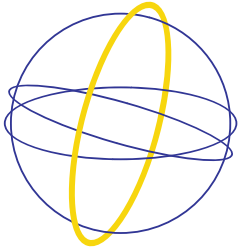
Transition 2025

Student Activities

In the Classroom

Draw or list all the things that you think you will need to take to school each day in the rucksack below.





Transition 2025

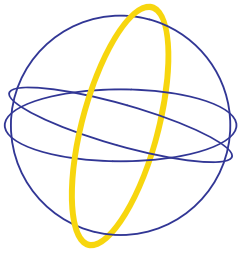
Student Activities

Staff

Write down the names of the important staff you will need to know.

You may want to take a look at the staff photos on the school website.

Support Staff (admin, catering etc)	Head of Year and Form Tutor
SENDCo and TAs	Principal and SLT



Transition 2025

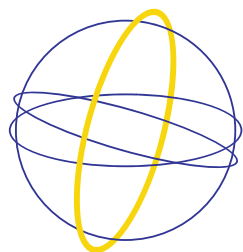
Student Activities

Friends

Adults will help you to make new friends. Don't worry if you feel a bit nervous at first, you will soon get to know everyone.

What sort of things could you say to start making new friends? Write ideas in the three speech bubbles below.





Transition 2025

Sharing and Time Frame of Information

The best way to stay up to date with all academy information is via the school website and our school facebook page. We will post regular updates here including updates on transition arrangements for our incoming year 7 students.

Transition Days	Wednesday 2nd July and Thursday 3rd July
Transition Evening for parents/carers	Wednesday 2nd July - 6pm
Home Academy Agreement photo permissions & medical forms	These will be included in the transition pack.
Uniform Collection	School's In (formerly trutex meir) will open on Sunday 13th July for new starters from 10am - 3pm. To ensure your child's uniform arrives on time, please purchase before the 2nd August.
First Day Arrangements	First day arrangements to be confirmed on Transition Evening.

Key transition staff

Mr D Hayes - Head of Year 7

Miss P Walters - Year 7 Pastoral Manager

Mrs A Wootton - SENDCo

Mrs A Berrisford - Director of Safeguarding

Mrs D Corbishley - Enhanced Transition Co-ordinators

Notes

Notes



Ormiston Meridian Academy

Sandon Road, Meir, Stoke-on-Trent, ST3 7DF

01782 377100

info@omera.co.uk

www.ormistonmeridianacademy.co.uk