

**Park Lane School  
Macclesfield  
2023/24**



**Head Teacher Report to Governors.**

**November 2023**

## **HEAD TEACHER'S REPORT TO GOVERNORS**

**November 2023**

### **STAFFING AND PUPILS**

#### **Pupils.**

There are currently 129 pupils on roll.

There are 7 pupils who will be leaving Park Lane School at the end of this academic year as they complete their education at school.

### **ENGAGEMENT WITH PARENTS, STAFF AND PARTNERS.**

#### **School Staffing.**

New staff who have joined the Park Lane Team in September :

Liz Jefferies-Teacher in Jodrell class.

Nicky Neild-TA in Arighi class.

Bethany Hallam-TA in Silk class.

Gowri Vijjapu-TA in Hovis class.

Laura Harvey-TA in Sixth Form.

Welcome to Lauren Perry who joined the school staff team in October.

Congratulations to Annie Coates has given birth to a beautiful baby girl.

Goodbye and thankyou to Ann Cartlidge retired in October after 15 years as an MDA.

#### **Parents.**

Annual Reviews are starting in November beginning with our 6<sup>th</sup> Form leavers.

Parents Evening will be held on the 20<sup>th</sup> and 21<sup>st</sup> of November. Parents are being offered face to face appointments as well as Teams appointments. This offer of face to face appointments was requested through the Parent Questionnaire in July 2023.

#### **Extra-Curricular Activities.**

Our offer of extra-curricular activities has extended so that we have a club for pupils every lunchtime:

Monday: Sing and Sign (Led by SALT)

Tuesday: Choir. (Led by Nichola Mott)

Wednesday-Multi sports. (Macclesfield Town Football Club organised by Oliver Naylor)

Thursday-ICT club.(Led by Gareth French)

Friday-Primary Multi Sports Club (Macclesfield Town Football Club)

In addition we have the Breakfast Club which has a number of regular attenders and the after school film club for older pupils which runs weekly.

The school is now registered to offer the Duke of Edinburgh Award. This is the first time the school has offered this to our students and thanks goes to Oliver Naylor for leading this. This will be open to pupils in Year 9 and above.

### **Students & Volunteers**

We have two Macclesfield College students working two days a week, they are based in the Early Years and Lower Key Stage 2. They are both working towards their level 2 in early childhood studies. One of the students was with us last year, she is a credit to Macclesfield College and aspiring to become a Teaching Assistant at Park Lane.

We have Sheffield, Chester and Edge Hill students planned for this term. Sheffield and Edge Hill are paid placements. We have already penciled in the student diary teach direct placements for the summer term!

### **Quality of Education.**

#### **Preparing for Adulthood**

After half term there will be four 6<sup>th</sup> Form students accessing community-based work experience placements in Macclesfield Library, the Coop in Thornton Square, a local pet shop and the Hope Café. As well as the external placements, there are also now three 6<sup>th</sup> Form students accessing internal work experience placements. Two are involved in janitorial duties and one in office work. Two are supported to manage and distribute bathroom supplies within the 6<sup>th</sup> Form and one student continues to access a work experience session in reception where she admits and greets visitors and has started using the radio to relay messages to classes.



### **Curriculum and Assessment**

#### **Assessment**

Subject Specific Learners (SSL) data analysis 2022-2023 - EYFS – KS3

Whole School	Reading	Writing	Maths
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Exceeded	14%	12%	21%
Expected	80%	85%	74%
No progress	6%	3%	5%
	94%	97%	95%

*No progress –*

6% equates to 4 students in reading, 3% equates to 2 students in writing, and 5% equates to 3 students in maths.

2 students, one in UKS2 and one in KS3, changed curriculums. The decision has been made to move them to a non-subject specific framework. Detailed discussions took place for this trial and the decision to move them. At this juncture (KS), it is important to make these decisions to ensure students are grouped appropriately within upper school.

Reading - KS3/UKS2 students – NSSL (Lanes trial last year)

Reading - UKS2 student – This student is a fluent reader; however, this student is working between levels due to difficulties in comprehending what they have read. They are not a proficient reader.

Reading - KS3 student – This student is a fluent reader; however, this student is working between levels due to difficulties in comprehending what they have read. They are not a proficient reader.

Maths - UKS2 student – This student struggles with maths concepts and is working between levels.

*Exceeding progress –*

Maths – A trend shows that in KS2 & KS3 students are exceeding their progress in maths. This is most likely due to the increased quality of maths SOW, resources, and teaching.

Writing – A pattern is emerging that students are exceeding their progress in writing at LKS2. (To some extent reading also.) The reason for this could be students are now more prepared for their next learning journey due to the extension of EY provision in our KS1 classes, and now have the solid foundation skills which are necessary to actively engage in writing. It could also be due to the detailed assessment system we now use. It could also be an impact from our private OT on fine motor skills and sensory programs to support engagement.

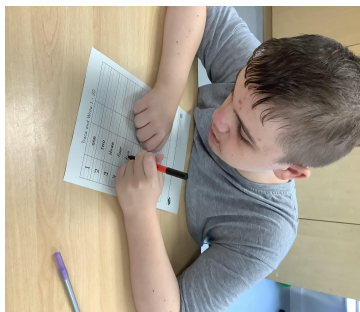
<b>Year</b>	<b>English</b>	<b>Maths</b>	<b>PSHE</b>
2018 – 2019 (pre C)	90%	91%	95%
2020 – 2021 (post C)	86%	87%	93%
2021 – 2022 (New system)	73%	74%	71%
2022 – 2023	95%	95%	90%

The Early Years Foundation Stage Profile was completed before the year ended. Each student's level of development was assessed against the early learning goals and reported to the standards and testing agency. We indicated that all our students are not yet reaching expected levels ('emerging').

The Reception Baseline Assessment (RBA) has been completed with four YR children; other students were disqualified due to not being able to access any elements of the of the assessment. Students that took part in the assessment did not complete all the activities (some were only able to access the first activity) and we judged when to end the assessment where necessary. Nationally, the purpose of the RBA is to identify pupils' starting points in order to create reception to end of key stage 2 school level

progress measures, however, this will not be used solely as a measure of progress within our school. (Results will need to be submitted to the DfE.)

Target setting guidelines for annual reviews will be shared with all teachers and baseline assessments on Evidence for Learning are taking place this term.



Emma Shaw.

### **Curriculum**

A monitoring overview of autumn schemes of work (medium term planning) took place – see below. This has been shared with value leads to improve/refine the next schemes of work. This will take place again when schemes of work are produced for the spring term.

What is working well?

- Engaging topics and activities teachers have included.
- Extensions for some schemes of work for students who are working at a higher level.
- The layout of the schemes are uniform and well organised.
- KS1 classes using the EYFS learning objectives and end points – highly appropriate to ensure secure knowledge and foundations in learning before moving on.
- Launch assessments for some subjects are included. This enables some subject areas to gain a baseline and a final assessment to show students knowledge gained.



Teacher	Subject Leadership
Beth Atherton	Community-Careers/PFA- Community Inclusion & Employment
Andree Barnard	PFA.

Kieran Cook	Individuality-Careers/PFA-Independent Living & Health
Jackie French	Maths
Nichola Mott	Creativity-Music
Claire Noonan	Behaviour
Oliver Naylor	Individuality-PE
Laura Rashleigh	English
Emma Shaw	Individuality-Languages
Simon Thomson	Challenge-Science
Katy Wadsworth	Individuality-PSHE
Laura Gavin	Community-RE
Jenny Neill	Challenge-D&T
Laura Pinkerton	Community-Humanities
Annie Coates	Challenge-ICT
Letitia Burns	Creativity
Emma Lewis	Individuality

### **Lesson observations.**

Formal lesson observations will take place after half term and will be focused on observations linked to teacher's appraisal targets.

### **Community Engagement**

Our pupils have been making excellent use of their local community. Sixth Form pupils are continuing to use the local facilities to extend their learning including learning how to use their local supermarkets, Barracks Mill Shopping Centre as well as going into Macclesfield Town to use shops and cafes.



Currently 6<sup>th</sup> Form and KS3 pupils are going to Macclesfield Leisure Centre for swimming lessons.

Treacle class are going to the Hub in Macclesfield.  
Silk and Forest classes are enjoying trips to the park while the weather is good!

## **Continuing Professional Development**

### **Staff Inductions**

Staff inductions are going well and now take on a consistent format. The inductions are held with the Deputy Head and recorded on BlueSky. A formal pack is produced for all staff. This process now allows for induction follow ups and mentor assignment. We have had a positive uptake for the mentor roles and received great feedback on this supportive role from the new staff.

## **Continuing Professional Development**

On the inset days in September there were various training sessions delivered across the two days by staff within school. Feedback from all training sessions were positive.

Lorraine delivered an update training session on Safeguarding to all staff and went through the main change4s to the Keeping Children Safe in Education (KCSiE) document. Staff all signed to complete training as well as completing a staff disqualification declaration.

Sue Coveney and Julia Kaye delivered manual handling training for new staff. The nursing staff delivered emergency medication training.

Emma Gibson, our SaLT, along with Gareth French and the communication reps, delivered communication training. This session involved a mix of theory and practical activities.

The first twilight session ran in September and consisted of Poolside training, manual handling, and focused class-based communication training. The next two twilight sessions are also booked for this term and will cover P.E, music, and reading.

Jackie French, KS3 teacher and Maths lead, embarks upon her NPQSL this academic year.  
Katy Wadsworth has started her National Award for SEN Coordination.  
Emma Shaw is working towards her NPQH

## **Communication / Signalong**

Communication Overview Spring & Summer Terms

### **Communication Assessments held this term:**

Spring Term – 6 (2 KS3, 3 KS2, 1 KS1)

Summer Term – 7 (2 EYFS, 1 KS1, 2 KS2, 2 KS3)

### **Trends in Communication:**

#### **Spring Term –**

Communication books – 2

#### **Summer Term -**

Communication books – 2

PECS book + OoR – 2  
Visual Timetable & Symbols – 1  
Body Sign Language – 1

PECS book – 1  
Visual timetables & Symbols – 1  
iPad (proloquo2go) – 2  
GO Talk 9+ – 1

### **Progress Students are making in communication/using their devices**

#### **Spring term –**

There have been a variety of symbol based AAC's introduced and extended with some students starting trials on communication books developed by Park Lane School, this has gone well and students are showing more engagement when this is modelled. (Hovis JA + several in Silk class)

1 student has been using core vocabulary symbol boards and topic symbol boards. This Student is also using single symbols and class have seen progress with verbalising more core vocab and more gestures. (Granelli FW)

1 student has made good progress with PECS so we have extended this and added additional symbols. Good progress is being made with lots of exchanges and good symbol discrimination. (Hovis JW)

1 Student has been given their own personalised visual timetable and a Communication book has been introduced to help them communicate needs and socialise with peers. (Middlewood RB)

We have also introduced 'Body Signs' for a student with a visual impairment. Class have reported more understanding of verbal instructions and awareness. (Hovis KP)

A student in KS3 has been making limited progress with PECS and engagement with the PECS book is low, Parents don't want to keep pushing PECS both at school and at home if the pupil isn't engaging and would prefer us to use Objects of Reference, physical choices, and fob symbols along with core vocab and Intensive Interaction. (Middlewood AG)

#### **Summer Term –**

1 Student has been introduced to a communication book after a successful trial in class and they are making good progress with this both at school and at home, staff will continue to model core vocab use and monitor progress. (Silk AW)

Another student has showed good progress with PECS so has been set up with their own PECS book. They are now independently traveling and exchanging single symbols, staff will monitor progress and advance pecs stages when the pupil has mastered this stage. The student is also using core vocab pages at home. (Silk AM)

A visual timetable and core vocab pages have been set up for another student in KS2. This is a recent addition and class are monitoring progress. The students is showing more awareness of symbols and the visual timetables. (Hovis AP)

2 students have shown good progress with using an Ipad with the Proloquo2go app for voice output, 1 of these students has started a trial on a school ipad and progress is still in the early stages (Granelli AP), while the other has been on a trial already and we have decided to gather more evidence together to apply for funding to buy their own. (Arighi OJ)

We also have a student who was showing limited progress and engagement with a prox pad voice output device so we have decided to trial a Go Talk 9+ device with symbols and voice output and progress will be monitored. (Mulberry SRC)

Another student has been using a communication book in class well but can become upset and distressed when out of routine or something isn't going right for them, when this



happens, they struggle to communicate using the communication book, it has been decided to create some specific social story boards and reduce the number of symbols in the book to help at these times and record progress. (Arighi ERC)

Other students across school are making good progress and using AAC's if they have them to help them communicate in class with staff and peer groups, this is constantly monitored by class communication reps and class teams as well as by Gareth French when he goes into classes to provide cover for the comm reps.



### **Input from SaLT**

SaLT have been on home visits to show parents how to use core vocab pages and model usage, SaLT have been present at all communication assessments and have emailed home NHS 'how to guides' on symbol use, core vocab use at home and intensive interaction. SaLT have applied for funding from ACE centre for an Ipad for a KS3 student. SaLT have offered advice on body sign. SaLT team have been going into classes to work with and assess individual students. Lego Therapy session, Sing sign and symbol group lunch sessions and Jabadeo sessions are all SaLT led. SaLT are also involved with the communication reps and provided some training on Intensive interaction.

### **Training**

**Communication reps** have received and led training on Intensive interaction, Attention Autism, eyegaze, proloquo2go, communicate in print, PECS as well as regular meeting to discuss progress and share good practice.

**Staff** – 12 staff have completed the Signalong Foundation Course this term and more places will be offered to new staff and those who were unable to attend, starting in September. All classes have been given Attention Autism training and communicate in print training and this will be repeated in the new school year.

1 member of staff has qualified as a signalong tutor.

**Parents** – Parents from the early years classes, KS1 and KS2 were offered a signalong training workshop which 12 parents/carers booked places on.

Proloquo2go training was given to 1 parent who's child has started on a trial.

### **Gareth French**



Emma Shaw

### **Educational Residential Visits.**

There are no residential visits planned for this term.

### **Personal Development.**

The pupils have been involved in helping others this term. The pupils were involved in running a MacMillan Coffee afternoon with 6<sup>th</sup> Form pupils serving drinks and cakes. They have also supported Mental Health day by wearing yellow.

The school has welcomed back Animal Therapy. This is being provided through Inspiring Animal Therapy who are providing regular sessions in school. All classes, apart from 6<sup>th</sup> Form, are accessing the sessions this half term. 6<sup>th</sup> Form will get an opportunity later in the year.



MyHappyMind continues to be taught from key stage 2 upwards and is now an integrated part of the Individuality schemes of work. We have achieved a Bronze accreditation for our delivery of the scheme across school and so we started the year with an assembly that reflected on this and utilised the Wheel of Gratitude that each class now has as a prompt for pupils to think about what they are grateful for. I aim to do some peer observations of this being taught as well as the pre-cursor to the scheme that is taught in EYFS and key stage one which focusses on emotions at a very simple level.

LDCAMHS continue to provide parent sessions in school that have been well attended and this term they have started a Feelings Detective group in which six identified pupils attend for an hour a week to give them strategies to understand, manage and regulate their feelings as it is something they currently struggle with.

I (Katy) have now completed the Senior Mental Health Lead course and continue to attend half termly virtual information sharing sessions led by Lisa Carden-Doorey who is the Cheshire East Wellbeing for Education coordinator. She also runs regular 1:1 catch up sessions to ensure that all schools have the necessary policies and procedures in place. She and I developed an action plan for Mental Health at Park Lane school.



### **Student Council.**

The Student Council have begun their work this term. They led an assembly telling other pupils what they do in school. They all spoke well and with confidence. Karen Mattocks is now leading the School Council.

### **Behaviour and Attitudes.**

Claire Noonan has now completed her diploma in behaviour management and is therefore able to provide inhouse training in place of Gill Crawford, the independent behaviour consultant who retired last year. Claire did whole school INSET training which was well received and there is evidence of strategies being implemented across school on the back of this.

Claire Noonan and Jo Shackley continue to run weekly behaviour meetings in each class in turn in which they run through the PBSPs and update them where necessary. They have implemented a new system whereby the teacher from the previous class attends the behaviour meeting for any pupils who have moved up to give a full picture of what has been in place for pupils with PBSPs and ensure that all information is shared with new staff teams. This is proving to be very useful in providing continuity and full communication between classes as the pupils move through school. These meetings continue to also be attended by SALT which also provides invaluable information around each pupil to give them the best input possible. These meetings do continue to be very valuable but as the school grows, it is becoming more and more difficult to give the required time to each class with just one meeting per term which is often not enough to get through all the behaviour plans. Claire is now able to utilise her behaviour dedicated time providing support across the school. Now that she has completed her course, she is available to do in depth observations when requested for key

pupils and based on regular analysis of incident forms inputted on IRIS. Claire has also been able to provide some outreach support for a local mainstream school which is something she is keen to do more of as per the school development plan. We discussed the vision Claire has for the future in which she would love to take on a pastoral role outside of teaching, so she would be able to do more outreach work as well as being able to use her expertise across school, throughout the week.

Claire and Jo have also implemented a behaviour rep initiative on the back of the success of the communication rep system. As with the communication team, the behaviour team have a representative from each class who meet once per half term to brainstorm and share ideas. These reps then take the lead in their respective classes in prompting the rest of their team to utilise strategies, to properly record behaviours, to keep resources fresh and in use and keep continuity and routine for all pupils. This is a new scheme for this term and is so far working well.

With the departure of Wendy MacFadden who ran ELSA in upper school, Zoe Smith has started the ELSA training course and is well underway. She will then be able to start taking key pupils who have been identified or referred to her. Bev Cairney continues to run this in lower school and has kept her external training up to date as required. This has been particularly successful in working with a school refuser in lower school who is now working her way back to full time in class. This has largely been thanks to the hard work from Bev and Claire who did a lot of outreach work with the student to get her over the fear of leaving the house.

MyHappyMind continues to be taught from key stage 2 upwards and is now an integrated part of the Individuality schemes of work. We have achieved a Bronze accreditation for our delivery of the scheme across school and so we started the year with an assembly that reflected on this and utilised the Wheel of Gratitude that each class now has as a prompt for pupils to think about what they are grateful for. I aim to do some peer observations of this being taught as well as the pre-cursor to the scheme that is taught in EYFS and key stage one which focusses on emotions at a very simple level.

Katy Wadsworth.

## **Leadership and Management**

### **Safeguarding**

Staff began this academic year with Safeguarding Refresher training. The training covered aspects of Keeping Children Safe in Education 2023 as well as revising aspects of good practice including record keeping. All staff have signed a document to confirm they have read both Part 1 of Keeping Children Safe in Education 2023 and the revised school Safeguarding and Child Protection Policy. In addition all staff have signed a Confidentiality Agreement and a Declaration that they continue to be suitable to work with children.

### **School Development Plan**

Please see draft document for 2023-2024 attached to this report.

### **Pupil Premium.**

The Pupil Premium Statement will be reviewed and an updated Statement will be in place by December 2023 in line with Government requirements.

### **Attendance.**

We currently have 3 pupils on reduced timetables due to severe physical or mental health conditions. Most of these pupils are in Barnaby class. They are supported through reduced timetables to ensure the pupil can rest, receive the medical interventions they require and to ensure they can attend school by not becoming over tired and having to take longer periods of time off school.

Park Lane School does work with the Cheshire East Attendance and Out of School Team and the Head Teacher met with the school attendance officer on the

Our current school attendance is 89.14% from 6<sup>th</sup> September-18<sup>th</sup> October 2023.

### **School Improvement Partner**

Gill Robinson, our School Improvement Partner visited school for the day on the 3<sup>rd</sup> of October 2023.

In the morning she worked with senior leaders on preparation for an Ofsted inspection. In the afternoon Gill worked with |Chairs of Governors on planning for future leadership.

**Please see report from our SIP in Governor Hub.**

### **Self-Evaluation Form.**

The School Evaluation Form has been revised and updated this term.

This will be kept under review in readiness for the next inspection.

**SEF is on Governor Hub.**

### **Appraisals**

Teachers are currently having their appraisal review and planning meetings.

### **Health and Safety.**

All Health and Safety compliance checks are up to date. James arranged for PAT and compliance testing to be done in the school summer holiday.

He also arranged for servicing to be carried out including lift, fire alarm, kitchen equipment and minibus tail lift servicing which were all completed in the summer holidays.

There were small areas of internal decorating carried out also in the summer.

### **I submit my Head Teacher's Report to Governors**

**Lorraine Warmer**

**Head Teacher**

**November 2023.**