

Park Lane School

Macclesfield



Head Teacher's Report to Governors

June 2021

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STAFFING AND PUPILS

Pupils.

There are currently 93 pupils on roll.

There are 9 pupils who will be leaving Park Lane School at the end of this academic year.

There are 10 pupils who will be joining Park Lane School in September 2021.

ENGAGEMENT WITH PARENTS, STAFF AND PARTNERS.

School Staffing.

Michelle Smith has resigned from her Teaching Assistant post and will leave after 14 years at the end of May.

Laura Rashleigh is having a second baby and will be going on maternity leave. We are currently recruiting for a teacher to cover her post.

Alice Delany has joined Barnaby class team from 24.5.21

Parents.

Annual review meetings have been taking place this term. These have been done remotely using virtual conferencing platforms. These have taking place with the head teacher, class teacher and other agencies as appropriate.

The review cycle has been completed and 98% have expressed their views that their child is happy at Park Lane School and looks forward to coming.

Students & Volunteers

We have had no student placements this year. Universities are now sending out request forms for the next academic year. We have sent provisional offers to Sheffield Hallam and Manchester University; these both come with funding if placements are confirmed.

Arts Week

Sally Wright, Subject Leader for Art, has made an external art gallery. She has displayed work completed by pupils during Arts Week on the railings at the front of school. A number of people have commented on the work including drivers and escorts.

Quality of Education.

Accreditation

External accreditation for the Key Stage 4 awards will take place next half term and will involve a small sample of student portfolios being moderated by post rather than the KS4 teacher attending a moderation meeting with all her portfolios.

The external moderation for Key Stage 5 qualifications have been postponed due to the amount of time some students were not in school, but were involved with remote learning between the beginning of January and the 8th of March. Although students who were remote learning were involved in activities linked to their qualifications, it was not possible to assess the amount of support they had had from adults at home. The specifications for the qualifications are very clear on teachers commentating what support was given and what level of understanding the students have. Consequently, the Sixth form teachers have not been able to meet the minimum requirements for the qualifications, even taking into account the remote learning, as most of the units worked on contain mainly practical elements, which are extremely difficult to deliver remotely and be able to provide reliable evidence for. ASDAN have offered later moderations for all the learners this academic year and in order to present fully completed, internally moderated portfolios, the centre coordinator has moved the moderation date to the end of November.

The delay in the students receiving their qualifications will not have any impact on their futures. Three students have already secured places at mainstream colleges. The other two students leaving in July will hopefully be accessing social care once facilities start to open again.

Andree Barnard.

Supported Internships

One of the students, who was on an extended supported internship due to disruption of COVID-19, has now completed his placement at the hospital and therefore left school at Easter. Unfortunately, he was not offered paid employment at the hospital, but is now volunteering there one day a week, doing the same tasks he was doing on his supported internship. He is doing really well, working unsupported and is maintaining his skills. The hospital are looking into setting up a Kick Start programme so that they are able to offer him paid employment. In the meantime, The Rossendale trust has secured some funding, which enables them to work with this young man 12 hours a week, to support him in compiling a CV, searching for job, filling in application forms and hopefully attending interviews in the

future. They are also hoping to be able to find some other work placement for him in similar situations, so he can build on the skills he has learnt at the hospital. School remains in touch with the hospital, Rossendale and the young man and will support them in anyway they can to ensure the positive outcome of paid employment.

The other student was not able to start his new placement in the canteen at All Hallows Catholic College because he was shielding during the last lockdown and his parents were keen for him to have had both of his COVID-19 vaccines before he started work again. The student has now had both vaccines and school is working with All Hallows canteen provider to start the young man on a placement there. There have been delays around this due to a change in area manager of the company that runs the canteen at All Hallows. Zoe Macey who oversees the Supported Internship programme across Cheshire East has also found a promising lead with a manager at the Thytherington Hotel. Between these two places, we are confident that the second supported intern will have a short placement before he leaves school in July.

Andree Barnard

Lesson observations.

These have taken place this term. Lesson observations have focused on transition times. These are times between lessons or when a lesson ends before lunchtime. Through the observations the senior leadership team have observed very smooth, well ordered transitions. The use of visual communication strategies, such as symbols and traffic lights, have been observed as being well used. Feedback is given to teachers in written and verbal form. A summary of outcomes from lesson observations has been shared with the full Governing Board.

Lesson observation summary. May 2021 Governor Hub.

Assessment

60% of students attended school between January and March throughout the Covid19 Lockdown. Remote learning took place throughout this time.

Progress was tracked for those students attending school using Bsquared in the same format; using Progression Steps and Engagement Steps in the core subjects. Teachers also started to baseline students in foundation subjects.

The students that were engaged in remote learning were re baselined using their annual review targets, and were given recovery targets to work on upon their return to school at the end of March. These targets were individualised for each student and focused on communication, health and wellbeing. The targets are evaluated by the class teacher every 6 weeks and tracked using a colour-coded system to identify achievements or additional support needed. The evaluations are in a written observational form providing evidence to back up how students have achieved or are making progress towards achieving the personalised targets. 65% of students are working towards achieving these targets. 35% have met these targets already.

Spring term data headline –

Meeting or exceeding targets – 14%
Making expected progress towards targets – 77%
Maintaining or below targets – 9%

Autumn term data headline –

Meeting or exceeding targets – 4%
Making expected progress towards targets – 73%
Maintaining or below targets – 23%

The overall spring term data shows an increase in students making progress towards their targets. 9% of students are maintaining or not making progress towards their targets, this is mainly due to the inconsistency of assessing progress whilst some students are still accessing remote education.

In light of our most recent Ofsted Inspection and Engagement Model training from Hebden Green School we realise that we need to re-assess our tools for assessment across school in order for us to clearly show progression in subject areas and for PLGs.

After looking at the finalised engagement model approach, B Squared Engagement steps do not appear to fit with how we need and want to show progress for our learners. The Progression steps for Subject Specific Learners continually change and are not focused enough to take into account the progression of our pupils and the holistic nature of Park Lane students. The Bsquared Evisense photographic app is clunky and feels very separate despite it linking in with the assessment tool; it is also difficult to collate and show clear progress made. This is why we are in the process of changing our assessment tool.

Evidence for learning is a tool we have purchased (after trialing out other tools) to support the way in which we assess students and show progress more clearly. Using this tool we are able to assess what is important to our students instead of using an off the shelf assessment system as we are doing with Bsquared. We have created our own bespoke Non Subject Specific Learners framework using the four areas of learning as on EHCPs. These targets are being built up from a variety of sources currently available to us including B Squared, Q Skills (NI), SALT, Intensive Interaction charts, Autism Education Trust assessment, They have a development level of skills-

- experience
- respond
- focus attention
- actively participate
- consolidate

For Subject Specific Learners, we are tailor making our own progression frameworks, clearly linked to the National Curriculum. Subject leads are in the process of finalising these this term.

Emma Shaw.

Curriculum

Remote learning in January – March 2021 took place for 40% of our students. The term ‘distance learning’ changed to ‘remote learning’ in line with statutory requirements. (Please see school website.) The remote learning was carefully planned to ‘mirror’ our curriculum and was delivered through a variety of methods. 80% of these students engaged in the remote learning and those who did not participate (due to a variety of factors) were set specific targets or plans to work on in collaboration with teachers and parents.

The Value groups continue to meet regularly to plan and evaluate teaching and learning, this is now consistent and fully embedded throughout.

With support from the NLE, subject leaders are linking up with Hebden Green school leads to share good practice and support with our Ofsted recovery plan. English and maths leads have made links and started their meetings this term.

Recovery Curriculum Document. Governor Hub.

Emma Shaw

Continuing Professional Development

Staff have attended a variety of external courses this academic year. There is a full breakdown of which staff have attended which courses available for anyone who would like to see it. Despite COVID-19 restrictions and two national lockdowns this academic year, school has still managed to provide a variety of essential training as well as ongoing internal training to address core skills.

Since September 2020 staff have attended 29 externally delivered training/conferences/network meetings. The training has covered a wide variety of subjects including: supporting children with PDA, engaging students with PMLD, Artsmark delivery, Test and Trace testing in schools, communication, first aid, safeguarding, Rights Respecting Schools, Supported Internships, the OFSTED Framework and demonstrating impact in your subject. All training has taken place virtually

Linked to safeguarding pupils:

- 1 member of staff has attended the Designated Safeguarding lead - level 2
- 1 member of staff has updated their first aid certificate
- 1 member of staff has attended the educational visits co-ordinators update training
- 2 staff have attended a safeguarding secondary networking/update meeting

Under the school’s specialism of communication and interaction;

- 1 member of staff has attended a Supporting Children with Pathological Demand Avoidance course
- 1 member of staff has attended an Engaging Students with PMLD – A Responsive Classroom course
- 1 member of staff has attended a variety of communication courses around modelling language and Communication aids

Under leadership & management:

- 2 staff have attended Evidence for Learning courses
- 3 staff have attended an SEND webinar around barriers and solutions to remote learning
- 1 member of staff has attended a Supported Internships forum
- 1 member of staff has attended a base supported employment techniques course
- 3 staff have attended a LA OFSTED restart briefing
- 5 staff have attended subject leader courses on demonstrating impact

Alongside external training, all class staff in school have participated in training on phonics and different aspects of communication, as well as having the opportunity to access a staff wellbeing activity around team building. All these sessions have been delivered by staff within school on INSET days. In addition, teachers have all been involved in a preparation for Ofsted session with our school improvement partner, Gill Robinson. Teachers had a session with Gill, in their subject value groups, answering the kind of questions Ofsted may well ask subject leaders when carrying out a deep dive into their subject. Gill has worked in a very supportive manner with teachers, helping them to frame their responses positively and confidently and feedback from teachers has been very positive. Feedback from teachers when talking to Gill has led to teachers' discussion meetings being set up to run next half term. These meetings will be times when teachers can discuss ideas and thoughts as well as research around specific issues. Members of the senior Leadership team will facilitate these meetings (which will take place virtually), but teachers will suggest topics and eventually take responsibility for chairing the meetings. This will allow the professional development meetings to continue as they are, but allow space and time for teachers to share ideas and research around issues they are interested in or feel are important to the development of school and their own professional development.

Classes have also attended a twilight session to continue the Sensory Processing training that was started on one of the September INSET days. There is another twilight session planned to complete this training before the end of term. There is a detailed breakdown of all the INSET training delivered, available for anyone who would like to see it.
Andree Barnard.

Communication / Signalong

We have embedded Signalong into the Individuality SOW by producing vocabulary linked to the schools termly topic. This vocabulary system will then also expand over all the Values next term. This has a clear structure (progression of vocabulary from the EYFS – KS3) and will lead onto learners accessing and achieving accreditation in Signalong at KS4 and beyond.

Some classes have taken part in a virtual choir linked to Leicester-shire Music Education Hub, this was sourced by our music lead. The students have been amazing at singing, signing and using symbols to learn and sing along to 'Make your own kind of music' we will be submitting a recording for the final zoom performance.
Emma Shaw.

Educational Residential Visits.

There are no residential visits planned for this term.

Personal Development.

SMSC and British Values

This term our theme is Our World. During this term pupils will be learning about:

KS1-school environment

LKS2-London.

UKS2-The United Kingdom.

KS3-Europe.

Pupils will be learning about important landmarks, customs, traditions and cultures.

Pupils also helped others though raising money. They joined in with Red Nose Day and there were some amazing hairstyles for “Crazy Hair Day”.

Virtual assemblies are still taking place. More classes are joining this weekly assembly. We still share good work and present certificates for hard work, personal development and achievement.

The building company Manchester and Cheshire Construction are going to lead an outside assembly on the 27th of May. They are going to show pupils materials and explain their work to them.

The building company is purchasing 2 Time Capsules which will contain items from school. Pupils and staff have been asked to suggest items to be placed inside the Time Capsule. This will be buried in the grounds of the new building.

Behaviour and Attitudes.

Claire and Jo continue to do class behaviour meetings in which they review or implement behaviour plans and help devise successful strategies to help pupil's access learning.

Since January the following has taken place with regards to behaviour -

- Claire increased er hours at the end of April to work 3 extra hours on a Thursday. She has so far used this time to advice parents with pupils displaying behavioural issues at home, observed 1 pupil twice and have 2 more pupils booked in to observe up-to June.
- Termly behaviour meetings have taken place, and Silk and Granelli have had their meeting for the summer term.
- From this term onwards any pupils with both a sensory OT programme and an IBP will have these documents combined so all together for staff to see.

The Paediatric Occupational Therapist is continuing to work in school which is a really positive development. She is doing fortnightly sessions and has assessed 14 pupils so far and is now beginning to work with these pupils on a more frequent basis. The OT has recommended activities and equipment for pupils. In addition the OT is supporting pupils with other OT requirements including support for handwriting and seating.

The sensory group continues to be successful, there are three original pupils and one new pupil accessing the small group and high staff sessions every morning.

Three staff have volunteered to undertake ELSA training. An ELSA is Emotional Literacy Support Assistant. In these difficult and unusual times pupils may well need additional emotional support for a number of reasons. These staff are still undertaking training but are now working with pupils to develop their skills. Each member of staff undertaking the training has to complete case study based on direct interventions with pupils. Claire Noonan, a trained ELSA specialist, met with staff to discuss work taking place in ELSA sessions.

Leadership and Management

Safeguarding.

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead remain in place. They are continuing to have half termly meetings to quality assure record keeping and to ensure all actions have been completed. There are no significant updates for safeguarding currently.

The Government are updating their Prevent training which is led by the Home Office. The SCiEs Team will be making schools aware of how to access training in due course. Social Care meetings continue to take place online.

School Development Plan.

A School Development Plan is in place. It has focused on areas highlighted in the most recent Ofsted Report. The NLE assigned to work with school and the SLT have had a number of meetings with her. The focus of her work with us now is to support our continuing improvement by providing advice and guidance.

Subject leaders are going to work with subject leaders from Hebden Green School. This work will begin with English, focusing on the teaching of Phonics.

Reviewed School Development Plan for 2020-2021 is on Governor Hub. (May 2021).

Pupil Premium.

Pupil Premium is planned to be spent in the following areas:

- Communication and Interaction-Music Therapy.
- Sensory and Physical-Sensory provision and CPD.
- Communication and Interaction/Social Emotional and Mental Health-provision of lunchtime and groups to develop social interaction.

In addition targeted support and resources were provided for individual pupils in receipt of Pupil Premium.

Please see Pupil Premium Statement on the school website.

School Improvement Partners

Since the last Governing Board meeting Gill Robinson (School Improvement Partner) has made 2 school visits.

The first was on the 31st of March and the 1st of April. Over these 2 days Gill worked with both SLT and subject leaders.

The second visit was on the 5th of May when Gill met with subject leaders and also conducted 2 walk rounds with member of the SLT.

Reports have been submitted and the head teacher has documented what actions have been taken following each visit.

SIP Reports-31.3.21 and 5.5.21 Governor Hub.

Timeline of Improvements-Governor Hub.

Self-Evaluation Form.

Work is now underway to review and update this document. Members of the SLT are well on with this document this work, following advice from our NLE Alison Ashley. Her advice was to document how Park Lane School is addressing each point in the Ofsted Inspection Framework. Once completed it will be shared with Governors.

ICT.

Silk now has a new Promethean board which I have observed being well used. Granelli and Barnaby are next to be upgraded. Treacle and 6th form will be upgraded when they move to the new build.

All classes have a new up to date webcam in order to access all the remote learning opportunities.

The website software has had a big update so Lorraine and Katy attended a remote training session on how to utilise the new features. All parents have been sent a flyer asking them to download the School Spider app and keep the notifications on so that they can receive smart messages.

All teachers have had a new up to date iPad with a large amount of storage. This is so that they can download and use the new Evidence for Learning app and use it for all assessment from September 2021. Nichola, Emma and Katy led a PDM on how to use the app which will be followed up before half term.

Katy Wadsworth.

Health and Safety.

James has replaced kitchen areas in Hovis and Mulberry classes during the Easter break.

The COVID19 risk assessment has been reviewed and amended in the light of the lifting of some restrictions. I have taken the decision to maintain the teaching in bubbles and classes to refrain from mixing while the impact of increased contact out of school is assessed.

Educational visits will be to outside venues only.

The only inside venue pupils are accessing is Macclesfield Leisure Centre for swimming lessons. They are only using the swimming pool and changing rooms. Swimming takes place in class bubbles. Parental consent is obtained before any pupil can go swimming.

Updated Risk assessment is on Governor Hub.

All regular Health and Safety checks have been carried out as per calendar of requirements

I submit my Head Teacher's Report to Governors

Lorraine Warmer

Head Teacher

June 2021.