

**Park Lane School
Macclesfield
2023/2024**



Head Teacher Report to Governors.

February 2024

HEAD TEACHER'S REPORT TO GOVERNORS

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STAFFING AND PUPILS

Pupils.

There are currently 129 pupils on roll.

There are 6 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.

We have welcomed Lucy McNulty and Samantha Grayson to our staff team.

Parents.

Annual Review meetings are being conducted on a weekly basis and by half term 68 review meetings will have been held and EHCP's amended following the meetings. Where parents have been unable to attend their scheduled meeting then alternative arrangements have been made so attendance is currently 100%.

Parents evenings were held in November and were well attended with 69% of parents attending in person. This was an action addressed following the Parent Questionnaire published 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 regular attenders and the after school film club for older pupils which runs weekly. The school has increased this offer to weekly by widening the offer to pupils and their families.

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.

Student Placements & University Links

Students from Macclesfield College undertaking Early Childhood Studies Level 2 and 3 remain in the same lower school classes for 1-2 days a week.

We have secondary Manchester University students attending at the end of the spring term, they will be placed in our secondary department.

One student we hosted from Sheffield Hallam University, undertaking her degree in Childhood Studies, has been successfully employed on a part-time basis whilst continuing to study.

We have again been part of the primary interview panel for Initial Teacher Education at Chester University. The interviews were held for BA/QTS and PGCE primary students. The process involves selection, interview, presentation, then an end of day moderation meeting. Chester university demonstrates a rigorous selection process, and the students who attend our school on placements are of a high standard. The link we hold with Chester is valuable in preparing a future generation of SEN teachers.

Quality of Education.

Weekly (short term planning) timetable monitoring took place this term to follow up on last terms findings. Improvements have been made to the quality and detail of planning, further improvements are being made, and monitoring will continue to take place on a regular basis.

As part of the SDP and the development of our subject leads, we have started a cycle of peer subject investigations – essentially peer observations. We as SLT want to foster a community of learners and are enabling teachers to take part in learning enquires within their own subjects. This has commenced and involves an investigation, a shared learning discussion about pedagogy and practice, coaching partners, and feedback to SLT. This will inform future focus in subject development. So far subject leads and teachers have been very positive about this initiative and have welcomed the opportunity.

Lesson observations last term focused on subject leaders own subjects, 90% of these lessons observed were of a high standard. We have identified actions and implemented strategies to improve all lessons. A further follow up of learning walks and behaviour plans have taken place to ensure actions have been followed to improve outcomes for all.

Curriculum and Assessment Assessment



Pupil Progress Meetings

Summary

Date: January 2024

Teacher: Katy Wadsworth

Autumn 2023

Working well/developments:

- The majority of teachers are much more confident and on top of adding regular, quality evidence to EFL.
- Most teachers are successfully tracking their evidence input to ensure that they are regularly adding

evidence for each pupil for all the relevant areas. Some teachers have shared with each other, their method of tracking.

- All teachers bar Mulberry class have baselined the relevant areas for all of their pupils and then added teacher judgements against the areas they have worked on in the autumn term.
- All teachers bar Mulberry class have updated the PLGs for the 23/24 academic year. New targets are added in line with annual reviews. Evidence is added against PLGS regularly.
- More TAs are adding evidence for their class groups or small group work such as Attention Autism or SRE. Extra iPads were bought for those classes who only had one that was primarily used by the teacher. This allows TAs to add evidence more often alongside the teachers.
- Each pupils now has an individual tracker document that outlines the required input from all agencies involved such as OT, SALT, behaviour, swimming, VI, HI. Teachers and SLT can refer to this document to ensure their paperwork is up to date for every pupil and that they have up to date targets from all the necessary sources.
- SRE specific targets have been added to Individuality framework and are added to End Points in SOW
- Subject leads are able to link evidence directly to End Points on SOW in most cases. This is a work in progress an should become standard practice for all subject leads in value evaluation meetings. They can then use this to demonstrate impact.
- KS3, KS4 and KS5 are all on track with their ASDAN award and qualification work

Actions:

- Get Mulberry class up to date with all baselines, assessments and targets
- INSIGHTS to be up and running (NM)
- 6th form to move over to EFL September 2024
- PFA tags to be added so that staff can tag activities that are linked to PFA allowing subject leads to track progress and input.
- Encourage more use of EFL evidence checks by subject leads.

Curriculum

PE – Oliver Naylor

- Upper School are now following a personalised but traditional curriculum including Health & Fitness, Outdoor Adventurous Activities etc. The change was implemented after numerous discussion boards including Upper school meetings between staff, Discussion during student council (end of last academic year) and PE coordinator meeting with the School Games Organiser.
- Lower School are following Real PE working on the fundamental movement skills which underpin many activities and sports. Teachers and staff are given more opportunities to be flexible with delivery to allow learners the best chance of success.
- The PE coordinator is working more closely with the multi-disciplinary teams such as Physio, OT and SaLT to embed a more holistic approach.
- After feedback from staff, CPD (LUSU Sports) came in to deliver training to staff.
- We continue to have strong working relationships with external agencies such as Everybody Health + Leisure, Kings School, Cheshire Cricket, and Sale Sharks Community.

Moving forward (this academic year):

- To participate in at least x1 intra competition: Table Cricket is booked for 14th February at Wilmslow High School.
- To increase the range of sports during lunchtime clubs: To target current non engagers.
- Look at building more relationship with external agencies: Tennis, Lacrosse, Hockey.
- To put PLS forward for their Bronze School Games Award.
- Students are already working towards their Bronze DofE and will be expected to finish by the end of the academic year.



Table Cricket in action!



Iona writing in English



Oscar's work on World War II



Jack and Alfie using the Tones in the Library.



Georgia using a switch.

Preparing for Adulthood



Jacob using a shopping list. 6th Form



Ethan loading the washing machine. Year1

Desensitisation Sessions are an important part of PFA and so the school is restarting the hairdressing and personal care desensitisation sessions.

As so many of our students find the prospect of visiting the hairdressers or even having their haircut at home very scary, we are again, offering a desensitisation service in school. Also, responding to requests from families we are also going to work on finger and toenail cutting and teeth brushing desensitisation.

We have a parent and several staff who are trained hairdressers or beauticians and would give pupils sessions once a week to let them see and handle the equipment and watch demonstrations of haircuts, nail cutting and teeth brushing happening on dolls/models. They can then work up to having a haircut/nail trim/teeth brushing themselves. We will provide symbols and sensory stories for pupils to take away at the end of the process and tips or contacts for families to use out of school.

Targets:

- To go into the therapy room where the desensitisation is taking place and observe
- To handle the equipment and sensory props and let staff hold equipment near them
- To have their hair/hands/mouth washed or wet
- To have their hair/nails trimmed or shaved
- To have their teeth brushed or brush teeth themselves

Some classes have also started to do medical desensitisation to support pupils to know what some medical interventions will feel like so they are able have these interventions without getting upset or anxious.



Ethan having his blood pressure taken. Year 1

Preparing for Adulthood is addressed through the school from Reception through to 6th Form. The areas covered are:

Health

Employment and Education

Friendship and community access.

Independent living.

The photos above show how health and independent living are begun to be worked on from our youngest pupils.

Kieran Cooke, one of our 6th form teachers, observed Forest Class to see how PFA is being addressed through the curriculum. He observed the pupils using kitchen equipment to make smoothies, firstly chopping fruit. He also observed pupils having opportunities to try different fruits, encouraging healthy eating from a young age.

Katy Wadsworth, Beth Atherton and Kieran Cooke have been working with The Cheshire and Warrington Careers Hub to ensure we are meeting the Gatsby Benchmarks. An audit completed in February 2024 has confirmed that we are meeting all but one. This is to have a trained careers adviser. This is a Level 6 qualification which is equivalent to a degree. As no member of staff currently has this qualification the school is going to research other options. Katy, Beth and Kieran have done a lot of work on how the school is addressing careers in Park Lane and have updated the website with this information.

Powerpoint on how the school addresses the Gatsby Benchmarks and document outlining the careers pathway at Park Lane are on Governor Hub and are on the school website.

Careers Pathways and Gatsby Benchmarks document are on GovernorHub

Community Engagement



Joel visiting Macclesfield Museum. 6th Form

There has been an increase in educational and community visits this term. Alongside the regular lessons such as swimming and shopping classes are taking their learning into the community.

Early Years and KS1-South Park and Gawsworth.

KS4-The Hub, Lyme Park and Imperial War Museum.

6th Form-Macclesfield Museum, Barracks Mill Shopping Centre, Macclesfield Bowling Alley.



Silk class at Gawsworth Pond.

On the 13th of February PC Marc Harley, our Youth Engagement officer, came into school to talk to our secondary age pupils on using the internet safely. This is part of our ongoing work to support our pupils in knowing how to keep themselves safe when using the internet.



Outreach

We are working in partnership with the Local Authority and other Special Schools (Springfield, Fermain, Church Lawton, Cornerstone, Oakfield Lodge, Adelaide, Axis) to provide specialist support and advice on Special Educational Needs to Mainstream Primary and Secondary schools.

The key aims of our service include:

- To advise and support on interventions and strategies for pupils with SEN.
- Offer schools a range of training opportunities.
- Observe pupils in their setting and offer advice to support staff.
- Support and advise on behaviour strategies.
- Deliver a bespoke support package.
- Devise an initial support programme.
- Evaluate and establish next steps.
- Produce a report containing suggested strategies.
- Opportunities for staff to spend time in a special school for CPD.

Cheshire East Outreach Service

In conjunction with CE Special Schools



93 referrals were made within the first 3 weeks of the service opening. This has further increased. We have 10 referrals open now, all within primary schools. They are going well, and we have received some very positive feedback in response to advice and guidance given.

Continuing Professional Development

LUSU Sport delivered training to all staff last term. Their program is specifically aimed at primary and Special schools to provide lots of ideas for inclusive PE lessons, and access to a range of innovative, fun resources. It has increased skills, knowledge, and confidence, enabling teachers to deliver great PE lessons.

Katy Wadsworth embarks onto the National Award for SEN Coordination (NASENCO), she will be the named SENCO at Park Lane School.

Communication / Signalong



Jake using Eye Gaze Barnaby

Trends in Communication - Autumn term:

New Communication books – 5

New PECS book – 2

Core vocabulary boards and choice boards have been replicated in most classes now, which will give the students more opportunity to express language in class functionally.

Progress Students are making in communication/using their devices –

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. (Silk class and Forest Class)



AAC stands for Augmentative and Alternative Communication. It refers to using communicative systems which augment a message and may be alternative to speech. AAC is a range of strategies and tools from simple letter or picture boards to sophisticated computer technologies. AAC helps someone to communicate as effectively as possible, in as many situations as possible.

2 students have made good progress with PECS, so we have extended this and added additional symbols/vocabulary. Good progress is being made with lots of exchanges and good symbol discrimination. (Silk and Forest Class)



1 Student has been trialling a Go talk 4 with objects on to make choices. (Middlewood)



A student in Mulberry has started a trial on a Go talk 9 +



A student in Arighi Class is making great progress with proloquo2go.



Other students across school are making good progress and using AAC's to help them communicate in class with staff and peer groups, this is constantly monitored by class communication reps and class teams. Unfortunately, Gareth has been unable to fulfil his role entirely due to staffing issues. This has impacted upon the amount of communication assessments held, planning and preparation time for communication reps and further communication training.

Communication reps have received and led training on proloquo2go and communicate in print. They meet on a regular basis to discuss progress and share good practice with each other. Next term there will be EfL input training given by Dee French to comm reps. This will enable all communication reps to evidence on our assessment system the progress students are making in communication.

Staff – 12 staff are currently in the middle of the Signalong Foundation Course, and more places will be offered to new staff and those who were unable to attend, starting in the spring or summer term.

I plan to offer ICT training to all new staff to make symbols and navigate the Teams system.

Parents – Following the successful workshop we hosted last summer I would like to offer Signalong training again this year to parents from the new Early Years intake and lower school. I will send out letters in the spring term.

Transport – Training has been provided to drivers and escorts on symbols and the traffic light system that we use in school, they have been provided with symbols that they hopefully will find useful going to and from school. This was well attended and something that we will continue to offer to work in partnership with all agencies to support our students.



Emma Shaw/Gareth French

Educational Residential Visits.

There are no residential visits planned for this term.

Personal Development.

Animal Therapy

Animal therapy continues to be very successful and has a powerful effect on many students. For some, their communication skills come into play as they ask for help and talk to the animals. For others it helps with social and emotional issues as they come out of their shells and open up to the animals to stroke, view and pet the different animals. Some use it as an incentive and reward. Due to this success we are in the process of getting a school pet so this effect is always available for all pupils at all times of day.



Jan with Therapy dogs Year 3



Owen stroking one of the rabbits. Barnaby

Music Therapy.

Music Therapy continues to be offered twice a week to both individuals and class groups.

Student Council.

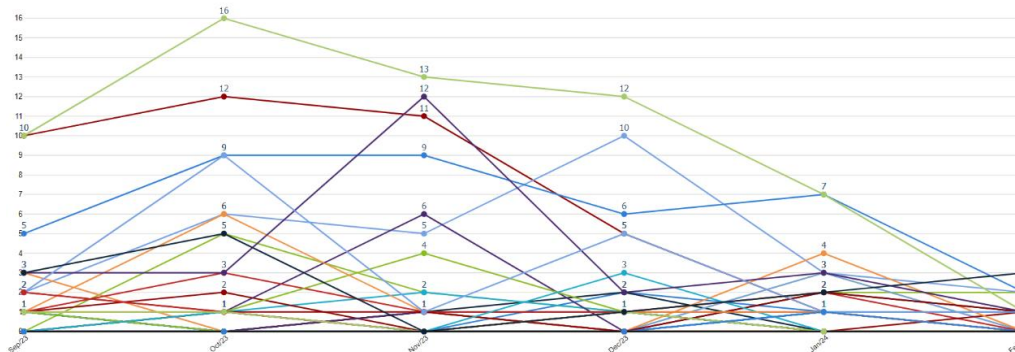
Big thanks to the Student Council for their important role in interviewing the candidates for the head teacher post at Park Lane.

Behaviour and Attitudes.



Thushara and Jaime developing a new friendship. Thushara joined the school in September.
Year 5

- General overview of behaviour and conduct looking at IRIS data.



From September 23 to February 24 there is a huge decline as we would hope. The pupil that starts off with the highest number of incidents had a lot of work and staff put into them and now has been assessed and given an alternative placement nearer to their home and more suited to them. The purple spike is a pupil who struggled with the festivities around Christmas and is back on track now. The blue spike is a pupil who is now receiving ELSA and their family are looking into a different diagnosis which may explain why they are struggling. They are also starting puberty which often has an effect on behaviour.

Claire did an update on the behaviour meetings she and Jo hold weekly and rotate round all 13 classes over each term. Individual Positive Behaviour Plans (IPBP) are updated where necessary for each pupil who already has one in place and new ones created where necessary. Claire also visits the classes to observe pupils that have been flagged up or do not yet have an IPBP but need one.

Claire also updated us on the behaviour representatives which was a new initiative implemented last year on the back of the success of the communication reps. There are reps for most classes, the behaviour reps are separate to the communication ones. They have met half termly up to now and they discuss strategies and where necessary they focus on a pupil and bounce ideas off each other. They also make resources to support IPBP.

Claire explained the Zones of Regulation that we are introducing into the PSHCE/Individuality schemes of work in the summer term and then being used from Hovis upwards throughout the year. This is a scheme that helps pupils understand and deal with their emotions. Claire, Jackie F and Sammie have all done the external training and fed back to the teachers. These staff will be leading training sessions on the Inset day-26.2.24.
Katy Wadsworth.

Leadership and Management

Safeguarding.

Safeguarding continues to be a priority in school with record keeping being of a high standard. Teaching staff and DSL's attend pupil safeguarding meetings and contribute reports when required.

The Child Protection and Safeguarding Policy has been revised to reflect the Government changes regarding online safety. In Park Lane pupils from KS3 upwards are taught about online safety and how they can keep themselves safe when accessing online activities.

School Development Plan.

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

Pupil Premium.

The Pupil Premium Statement has been written and was published on the school website before 31st December 2023 in line with requirement of Department of Education.

Pupil Premium Statement is on school website.

Attendance.

We currently have 2 pupils on reduced timetables due to severe physical or mental health conditions. 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
Our current school attendance is 88.82% from 6th September-16th October 2023.

School Improvement Partner

Gill Robinson conducted a Teams meeting on the 26th of January. She conducted the Head Teacher's appraisal as the external adviser. This was in conjunction with the Head Teacher Review Panel, a sub committee of the Full Governing Board.

Gill Robinson also came in to school on the 30th January 2024 She met with the English Leader, Laura Rashleigh and PE Lead Oliver Naylor. These were preparation for Ofsted coaching sessions.

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 all had their appraisal reviews and their new objectives have been planned and agreed with them all individually.

The Head teacher's appraisal took place in January 2024.

Health and Safety.

All Health and Safety compliance checks are up to date.

Our annual Health and Safety Audit conducted by the local authority is arranged to take place on the 15th February 2024.

There have been no health and safety incidents reported in school.

I submit my Head Teacher's Report to Governors

Lorraine Warmer

Head Teacher

February 2024.