

**Park Lane School**

**Macclesfield**



**Head Teacher's Report to Governors**

**November 2018**

## HEAD TEACHER'S REPORT TO GOVERNORS

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### STAFFING AND PUPILS

#### Attendance

##### Pupils

Period – 04.09.2017 – 21.12.2017

Whole school attendance	-	89.28%
Authorised absence	-	10.61%
Unauthorised absence	-	0.11%

### PUPILS

Number on roll                      84 pupils

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New Admittance: There were 9 admissions for September 2018.

Leavers: We have 4 pupils leaving at the end of this academic year.

### ENGAGEMENT WITH PARENTS, STAFF AND PARTNERS.

#### School Staffing.

Hannah Rawlinson went on maternity leave at the end of September. Her maternity leave has been covered by Katy Bridgman. Hannah has had a little boy.

Katy Wadsworth has been appointed to the role of ICT Technician following the resignation of Ann Storey.

Claire Noonan is now class teacher for Silk class following the resignation of Tessa Hammersley. Nicola Jackson has been appointed as part time teacher for Treacle class.

#### Therapy Staff.

We have a new Speech and Language Therapist who will be working with us for 2 days week. Her name is Isabella Hunt.

We have an additional day of Music Therapy this year. This is being provided by Kate Williams through Nordoff Robbins.

Staffing list – *see attached*. There is also a class list attached.

## **Parents.**

### **Parent Questionnaire**

A large number of parents replied to the school questionnaire this year. The feedback from parents was very positive. Results from the Parent Questionnaire are included below:

		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>No reply</b>
1	My child enjoys school and is happy to come to school	35	4				
2	There is a good range of activities that my child finds interesting and enjoyable	32	6			1	
3	My child is making good progress at school	28	10			1	
4	Behaviour in school is good	29	5	1		2	2
5	I feel that my child is safe and well cared for at school	37	2				
6	I am kept well informed about how my child is getting on in class	32	5	1		1	
7	Staff expect my child to work hard and do his or her best	30	8			1	
8	The school is led and managed well	31	8				
9	The school takes account of children's/pupils' views	30	7			2	
10	Staff explain how I can help my child at home	27	11			1	
11	Staff encourage my child to become mature and independent	30	8			1	
12	The arrangements for my son/daughter to settle in when he/she started at the school were good	34	3			1	1

13	I am kept well informed about life of the school	29	11	1			
14	The school seeks the views of parents/carers and takes account of their suggestions and concerns	29	9			1	

Annual Reviews of Education, Health and Care Plans have begun this term for pupils in Years 13 and 14. All parents are invited to these meetings.

### **SMSC and British Values**

Spiritual, moral, social and cultural development continue to run through everything we do in school and teachers are very aware of which aspects they are delivering through their schemes of work, highlighting the areas on their planning. Assemblies also continue to support the pupil's development in these areas, with a different British Values focus each week. School is considering stopping its use of the SMSC Grid. This is in part to do with funding it, but also because it isn't been used effectively and the photographs on the school Face Book page are a rich source of evidence of the SMSC development through school. Alongside these, classes will also be taking it in turns to produce scrapbooks of photographs, covering a specific theme. These will be available in the entrance area for visitors to school to look through.

Both the residential visits in the summer term were extremely successful and all the pupils who participated in the visits thoroughly enjoyed them, experiencing camping over in school or staying over in Liverpool for two nights in a Youth Hostel.

Staff and pupils enjoyed the Soccer Aid event which took place in June. The pupils carried, kicked or threw a balloon or ball round an obstacle course and had the opportunity to play games such as skittles or penalty shoot outs as well as buy football themed cakes. The event raised £110 for Unicef. In September the pupils raised £78 for Jeans for Genes by wearing their jeans or something denim to school. School has also hosted a MacMillan Coffee afternoon where parents, governors and friends of school were invited to come in and have cake and tea or coffee for a donation. The pupils were involved in making cakes, decorating the hall and serving drinks and cakes and school managed to raise £220 for MacMillan Cancer Support.

On the 8<sup>th</sup> of October we had a visit from Councillor Saunders. Councillor Saunders is portfolio holder for Children and Families. I met her at a SEN Partnership Board meeting last term and invited her to visit the school, in order to see the excellent work that takes place in the school.

On the 13<sup>th</sup> November there will be a Parents Evening to which all parents will be invited to discuss their child's progress with the class teacher and staff team.

On 24<sup>th</sup> of November the annual Christmas Fair will be held at Park Lane School.

On November 25<sup>th</sup> FOPLSS are organising a stall at the Macclesfield Treacle Market. This is to promote local awareness of the school and to raise money for our hydrotherapy pool refurbishment fund.

The Christmas Concert will take place on the 12<sup>th</sup> of December at Fallibroome Academy.

### **Water Babies.**

There are 4 classes taking place on a weekly basis. These classes are running well.

### **School Partnerships.**

#### **Macclesfield Academy.**

On a Thursday afternoon Treacle class have been joined by pupils from Macclesfield Academy and they have been working together. One group of pupils from both schools have been coming to Park Lane to do some joint drama work aimed at developing team work and communication skills. Another group have been doing similar at the Youth Hub in Macclesfield.

#### **Students Update**

As always we have a number of students wanting to have a placement at Park Lane School. This includes

4 students on teaching placements from MMU and Edge Hill Universities.

1 student from Fallibroome Academy on a weekly placement during her Enrichment time.

1 student from Fermain Academy.

We also have a parent who is volunteering once a week.

2 Educational Psychologist students, on placement from their universities, visited the school. They observed a number of strategies being used such as visual timetables which they will use in their mainstream school placements.

#### **SENCO Cluster.**

A meeting is planned for the 7<sup>th</sup> of November and will be led by Lis Fleming. Lis is also inviting Kay Clarke, inclusion officer with the SEND Team in Cheshire East. This cluster group includes school where pupils attend on a dual placement.

#### **Learning Zone Campus Meeting.**

Following a meeting with the Principal of Macclesfield College there will be a meeting of leaders from the organisations that are all based on the campus. This is to re-establish a positive collaborative working association with all the establishments that use the campus.

#### **SEND Partnership Board.**

We are still represented on a number of workstreams which report into this Board. However due to staffing complications the number of meetings attended has had to be reduced. This term leaders have attended the Workforce Development and Planning and Assessment meetings as well as one SEND Partnership Board meeting.

## **Outcomes for Children and other Learners.**

### **Accreditation**

The five students who left Park Lane School in July were all successful in gaining a Diploma in Personal Progress. The external moderation was, once again successful with positive feedback in the report and no actions points. However, there were still issues with the transcripts mentioned. The moderator was different from last year, but had read last year's report. The Asdan Co-ordinator intends to work closely with the other 6<sup>th</sup> Form teacher to look through the example of a transcript highlighted in the moderation report and make sure the transcripts for the leavers 2019 are written in the same way.

Two students also achieved accreditation in Personal and Social Development, with one gaining a Certificate and the other receiving an Award, both at Entry Level 1. The external moderation feedback report was extremely positive for these portfolios.

The three students who left Key Stage 4 in July have all been successful in having their awards externally moderated and have all received their certificates. Two pupils were awarded with Transition Challenge Gold certificates, whilst one student, who only joined Park Lane full time in January 2018, was awarded a certificate for the module she completed. All three students achieved their awards in Towards Independence maths and English and all successfully completed their science portfolios, gaining certificates internally. It has been useful for the Asdan co-ordinator to be involved in delivering some of this work when she was covering in the KS4 class in the autumn term last year.

The students in the 6<sup>th</sup> Form are currently being baselined on the Onwards and Upwards assessment criteria which reflects the Personal Progress Achievement continuum. The students will also, now have targets set each term on Onwards and Upwards which reflect the Personal Progress units they are focusing on. The targets will be achieved each term as they work on the units and evidence is collected for their portfolios. They will also be assessed against the Onwards and Upwards assessment criteria for the Achievement Continuum each term, using the finer steps where necessary to show progress.

The learner's' portfolios for both Personal Progress and Personal and Social Development have been shared with both the Pupils Outcomes Committee and with the OFSTED Inspectors who visited school this term. The Inspectors seemed impressed with the evidence of progress and achievement contained in the portfolios and didn't want to see the moderation feedback report for June's moderation, or any of the previous years.

The Asdan co-ordinator was due to meet with the 6<sup>th</sup> Form lead at Springfield this term to see their learner's Personal Progress portfolios which were successfully externally moderated and were produced using the Evidence for Learning app. However, this had to be cancelled due to staffing issues in school and has yet to be rearranged.

### **Extended Schools. Social Education**

Film club will continue to be led by staff from school.

### **Educational Residential Visits.**

There are 0 Residential visits planned for this term.

### **Quality of Teaching, Learning and Assessment.**

#### **Lesson observations.**

Lesson observations are taking place this term. The focus is Reading in its widest sense so it will include pupil's access to reading materials, use of book bags and sharing of books with home and reading opportunities provided in class. These observations will take place over 2 weeks in November.

#### **Assessment**

Last academic year was the final year we used P-Levels for our formative assessment. We have now moved onto Progression and Engagement steps. We have opted to continue using B-Squared Connecting Steps to record this data as we have found it easy to use and powerful in demonstrating progress or gaps in learning. We are assessing English, Maths, Science and PSHCE under the Progression Steps and in Engagement the focus is Cognition and Learning, Communication and Interaction, Social, Emotional and Mental and finally Sensory and Physical Development which is much more beneficial to our lower level learners. We have also invested in Evisense which is integrated into B-Squared and allows us to provide photographic and video evidence directly onto the assessment pages. The photographic evidence can then be collated into PDF format and added to each pupils' folder as a Record of Achievement.

We have also trialled Boxall profiling on those pupils who did not make as much progress as expected due to their behaviours or social and emotional situations. These may further expose gaps in development and generate targets and strategies to work on them.

#### **Curriculum.**

This term we are trialling a new Humanities Scheme of Work which is developmental rather than age related for pupils in Key Stages 1-3. The Scheme of Work for Geography, The Weather, includes targets and activities for pupils which are developmental. Teachers can identify targets and activities which meet pupil's learning needs within the Scheme of Work, with extension activities for higher achieving pupils.

The rationale is to select topics which are relevant to all pupils and then develop a scheme of work which meets pupil needs through experiential learning through to recording in written format.

Some teachers have been working together to develop models of team teaching in the secondary department. The aim has been to develop a curriculum which is delivered in groups, based on planned learning outcomes. This is being extended this year into the Early

Years department with Lis Fleming teaching music on a weekly basis and a member of the Early Years class going to Barnaby class.

### **Continuing Professional Development**

So far this term there have been a number of staff attending external training and all staff have benefitted from external trainers coming into school. Two of the communication team attended a networking day and a member of the senior leadership team attended a maths course. Relevant information and resources from this training has been/will be fed back/ passed on to staff. Two of the teaching assistants were successful in passing their minibus drivers assessment. A senior leaders has also attended a SEND transition planning event where primary school senior leaders or SENCOs sat with secondary school SENCOs and planned for pupils with EHCPs who will be transitioning to secondary schools in September 2019. This event was interesting and was attended because a representative from our school was requested to by the local authority. However, the event wasn't particularly useful for Park Lane School.

The INSET days in September included a whole school meeting where the school development plan was shared and staff updated their safeguarding training in the light of the 'Working with Children, part one' being updated at the beginning of September. There was also time allocated for class teams to meet to discuss pupils' individual learning plans, behaviour plans, medical and communication needs. Some teaching assistants attended training from the continence services and all staff received training on planning and delivering inclusive PE. Through this training, school received some high quality resources for each class and on walk rounds of classes, these resources have been observed being used effectively with varying ages and abilities of pupils.

Staff have also attended a twilight training session this month where a member of the Safeguarding children in Cheshire East team delivered training on the government's PREVENT strategy. This training was interesting and thought provoking, making staff focus on potential signs that young people and/or their families may be being radicalised and the course of action they should take if they feel this is happening.

A whole school targets for continuing professional development in the coming academic year will be to update training on safeguarding recording and reporting procedures following the recent visit from the OFSTED Inspectors. This will most likely happen as either a twilight or an INSET Day as well as being constantly reviewed through staff Professional Development Meetings and class team meetings.

First aiders and minibus drivers will update their training as necessary on an ongoing rota. The two TAs who lead on manual handling will update their training in November. This is something they need to do every two years.

### **Personal Development, Behaviour and Wellbeing.** **Safeguarding.**



At the beginning of term all staff were given the annual refresher training for safeguarding using materials provided by the SCiES Team. All classroom staff also undertook Prevent Training which is a mandatory requirement under Keeping Children Safe in Education 2018. All staff have been issued with Part 1 of Keeping Children Safe in Education and have signed to say they have read it.

Prevent training was led by Kathryn Jones from the SCiES team in October and was attended by teachers and teaching assistants.

The Governor with responsibility for Safeguarding and the Designated Safeguarding Lead have held their termly meeting on the 4<sup>th</sup> of October.

Record Keeping was an area that Ofsted have highlighted as an area for improvement. The Senior Leadership Team has drawn up an action plan which will address this, including training on record keeping led by the SCiES Team.

### **Effectiveness of Leadership and Management**

#### **School Development Plan.**

Governors received an evaluated School Development Plan at the end of term. The School Development Plan had been drafted for 2018-2019 and will include areas highlighted for improvement in the recent Ofsted letter. There is also an action plan which directly relates to the areas for improvement that Ofsted have identified.

#### **School Improvement Partner**

The School Improvement Partner, Mr Swaine, visited the school in June. A copy of his report is attached to this report. His next visit is in October 2018. The Plan for his visit will include learning walks and meetings with all senior leaders about the Ofsted inspection findings and assessment in school following the withdrawal of P Levels last academic year.

#### **Appraisal.**

All teachers have had their end of term reviews with the manager responsible for their appraisal. They have also had their planning meetings to plan targets for the following year.

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

This was presented to the Ofsted inspectors prior to their inspection, as was the School Development Plan. No reference was made to these documents during the inspection or in the letter following it.

The SEF will continue to be a live document and will be reviewed during the term.

#### **GDPR.**

Following a workshop event attended by the previous IT Technician and myself the school has brought a package of GDPR support. This includes the role of Data Protection Officer.

#### **IT Matters**

Katy Wadsworth has quickly settled into her new role as ICT Technician. Katy has been updating the server, website and renewing hardware in school She is having temporary support from Computeam to provide technical support to Katy as well as providing training.

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

**Lorraine Warmer  
Head Teacher  
November 2018**