

**Park Lane School**

**Macclesfield**



**Head Teacher's Report to Governors**

**June 2019**

## HEAD TEACHER'S REPORT TO GOVERNORS

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### STAFFING AND PUPILS

#### Attendance

##### Pupils

Period 07/01/2019 – 05/04/2019

Whole school attendance	-	91.4%
Authorised absence	-	8.5%
Unauthorised absence	-	0.1%

### PUPILS

Number on roll 86 pupils

-

Leavers: We have 5 pupils leaving at the end of this academic year. 4 pupils are finishing their education at Park Lane School and 1 pupil is going to continue their education at another school.

### ENGAGEMENT WITH PARENTS, STAFF AND PARTNERS.

#### School Staffing.

We welcomed Laura Rashleigh back from maternity leave in April. There are no other changes to school staffing.

Staffing list – *see attached*.

#### Parents.

Parents, with pupils from EYFS to Year 11, are being invited to their child's annual review during this term. Thus far there has been 100% attendance from parents. Parents receive reports from teachers and therapy staff which contribute to the updating of their child's EHCP.

#### SMSC and British Values

**FOPLSS (Friends of Park Lane Special School).**

The AGM for FOPLSS was held this term. I am very grateful to Ella Rowe and Sarah Ervine, both parents of pupils at the school, for their continued commitment to the running of FOPLSS in order to provide additional resources for the pupils. I also would like to thank Michelle Saxton, member of staff, for her continued support by being the Chair of the committee. Thanks also to Emma Shaw, Helen Davies and Jackie Wilkes who also attended the AGM.

As well as helping school raise £50,000 towards the refurbishment of the hydrotherapy pool they are donating money to buy a new plasma screen for school.

The Summer Fair and BBQ will take place on the 5<sup>th</sup> of July 2019.

Pupils have had lots of opportunities to continue the development of their spiritual, moral, social and cultural skills over the last term. There have been whole school events, including Arts Week, activities focused on Fair Trade and raising money for brain tumour research. These have run alongside our weekly assemblies which have British Value themes such as kindness, democracy and hope as well as celebrating cultural events such as Easter and St Georges Day.

This term, there have also been a variety of educational visits planned and delivered for pupils across the school, supporting the pupils' access to learning outside of the classroom. Younger pupils in EYFS and KS1 have been able to regularly access local facilities such as the library and South Park and the EYFS pupils and those in lower KS2 have had day visits to farms at Tatton Park or local working farms. These visits were planned linked to either, farming and working in the past as part of a history project, or as part of exploring where our food comes from. Pupils in KS3 have been regularly using the college canteen to practise their communication skills in different situations as well as using money to pay for items. KS4 pupils have visited Granelli's ice cream factory and the cinema at Cineworld, Didsbury as part of their Transition Challenge work. Pupils at KS5 have weekly community visits, learning about and using their local facilities as well as using money functionally and participating in activities which contribute to a healthy lifestyle. Places they visit regularly include, the library and local shops, garden centres, parks and country side trails and walks.

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

### **Student Placements**

Interestingly we have recently had requests from Manchester University for secondary PGCE students, they have carried out short placements at our school as part of their teaching training, the feedback from this has been very positive indeed. We are going to be continuing this link as we feel it is an important experience for trainee teachers to receive. Below are just some of the feedback quotes sent to us from the University of Manchester school liaison team.

*'I just wanted to say thank you so much to everyone at park lane, I very much enjoyed my time there and have taken a lot from the experience that I can use in my own classroom. Every member of staff I spoke to was nothing but welcoming and helpful and your students were all wonderful.'*

*When asked how his/her attitudes had changed as a result of the placement:*

*'I have an infinitely greater appreciation for the often undervalued work TAs, key support workers and teachers in general do. The emotional investment, compassion and unwavering work ethic is something I have never seen in any other work environment. It also has put into perspective the « problems » I stress over regarding my pupils.'*

*When asked what they could take with them into their first teaching post:*

*'Strategies of communication, for example: visual support be that in picture form or gesture form. The importance of routine, establishing a system within the classroom so the pupils can feel comfortable in knowing what is coming next, how much time they have and what is expected of them at each point of a lesson.'*

We have had our Schools Direct students for two weeks from Gorsey Bank School and again this has been a very valuable experience for both schools. One of the trainee teachers is seeking a SEN teaching position.

We have three Macclesfield college students, each working a day every week. Two mature students are very proactive, one of which has taken on a two day Teaching Assistant post in Mulberry Class.

We continue to support local high schools (Years 10 and 12) in offering work experience in the summer term. This year we have students from Kings, Tytherington, Wilmslow and Buxton School.

We will be working in partnership with Sheffield Hallam University the education placements team from September 2019, this will involve working with the university in mentoring PGCE trainees in extended placements.

All the work our school is doing to build links with teacher training providers is essential and much needed in the initial teacher training scheme. We will continue to do as much as we can to provide the best experiences and essential training necessary to make upcoming teachers aware of what alternative provision is, and how they can use skills gained from placements at Park Lane School in their own classrooms.

Emma Shaw

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

### **Accreditation**

All the students who are leaving Park Lane School in July are on track to achieve their diplomas in Personal Progress. The external moderation is booked for the end of June.

All the students who will be moving into the 6<sup>th</sup> Form in September, are on track to complete their portfolios for their Transition Challenge award before the end of the summer term. Their work can be internally moderated and the school can apply for their certificates. This is because the school has had successful external moderations over previous years and so now has direct certificate status for the next two years. These students will also receive their certificates for Towards Independence maths and English awards and the Park Lane School Science Award.

### **Educational Residential Visits.**

There is 1 Residential visit planned for this term. Mulberry class pupils will be doing an overnight camp in school on the 18<sup>th</sup>-19<sup>th</sup> July 2019. All risk assessments have been completed.

### **Careers**

Pupils in Upper School participated in a careers day before Easter, where they were involved in planning and running a school café for a day. Some pupils were involved in following symbol recipes to make biscuits and cakes for the café whilst other pupils participated on the day, taking orders from customers, sorting out food and drink, serving orders and clearing tables. All the pupils involved were fantastic and everyone enjoyed the day, pupils, staff, workers and customers.

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

#### **Lesson observations.**

Focus of Lesson Observation-Use of supported communication to aid teaching and learning. A series of lesson observations will take place over a 2 week period from the 10<sup>th</sup> of June 2019. The focus will be observing the use of supported communication to aid teaching and learning. This will include the use of individual communication aids as well as the use of communication strategies e.g. Signalong, symbols, to support pupil's learning during lessons.

#### **Assessment**

Our new BSquared assessment system is fully implemented and proving successful. The method of recording and tracking results is straightforward. The simple, easy to use interface allows teachers to quickly and easily record pupil's achievements, and annotate their learning with comments to help tell the story of the pupil's journeys. Teachers have had ongoing training in professional development meetings and one to one sessions with senior leaders regarding the system. This has made teachers much more confident in using the system and taking ownership of their own assessment data.

Analysis of assessment will be reduced to twice yearly taking into account guidance on reducing teacher workload; however recording and tracking progress will continue to take place termly to ensure no pupils are falling behind.

We have been chosen to take part in the Reception Baseline assessment national pilot which starts in September 2019. The assessment will form the baseline for primary progress measures and is intended to be introduced in autumn 2020. The assessment is task based with child friendly activities designed to be accessible to all. We will provide feedback to the NFER once we have used this, especially from the perspective of accessibility so improvements can be made where necessary.

Emma Shaw

#### **Curriculum.**

Park Lane School curriculum was last updated in 2013, this was in line with the changes that came into place with the National Curriculum in 2014. There was a need to update and renew

our curriculum, especially with the removal of levels, Ofsted changes to the quality of education section and bringing our curriculum into the future.

#### What did we need to do?

- Make our curriculum meaningful to pupils, parents and staff; and also within the wider world.
- Unite our school by creating whole school themes.
- Develop our outstanding curriculum schemes of work.

#### What we have done so far?

- We have planned and created a whole school (EYFS – KS3) thematic two year rolling program. The themes chosen have taken into account, age appropriateness, pupils/ staff interests, sequential learning, educational visits and the National Curriculum requirements.
- We have clarified subject leader's roles by creating a roles and responsibilities policy for subject leaders.
- We have started to audit every subject. The audits are being used to assist subject leaders to consider their subject and the impact of subject leadership.
- We have created a yearly program of curriculum experiences for all pupils linked to SMSC, which subject leaders plan, carry out and evaluate.

#### What are we doing next?

- We are collating subject audit action points and taking action.
- We are in the process of remodelling schemes of work for September 2019.
- We are developing a method to evaluate the impact of our curriculum.

Emma Shaw

### **Continuing Professional Development**

#### **Signalong**

Another successful Signalong Foundation Course has been delivered this year to newer staff within the school. Mostly all staff are trained to foundation level and Signalong is embedded throughout our school curriculum.

Due to one of our Signalong tutors leaving school we are supporting a member of the communication team to become a registered Signalong tutor, this is needed to support Emma Shaw in further training sessions and to develop the use of sign language within our curriculum so we can provide a qualification to our students.

We have made links with a primary school in Guernsey who have a high ratio of pupils with additional communication needs, the teacher made contact to request our Signalong DVDs and further information about sign language to share with staff and pupils. She has found the information incredibly helpful and was very grateful for all the support she received. She is

now implementing our Signalong schemes of work into their school curriculum. We are going to continue working together sharing communication resources.

Work in the community with friends for leisure will take place this summer and into next year, we will be delivering Signalong training to the volunteers who support children and young people aged 5-21 with special educational needs who live in Cheshire East. The sign language training enables the volunteers to work effectively with young people who have communication difficulties, and it also raises the profile of this form of communication within the local community.

Emma Shaw

There have been a variety of external courses attended by Park Lane staff over the course of this academic year. There is a full breakdown of these available for anyone who wants to see it. As a school, Park Lane recognises the importance of continuing professional development whilst working within the budgetary constraints placed on the school. We continue to utilise staff expertise, giving all staff relevant training in the areas of manual handling, pool safety, communication, ICT and behaviour management. These sessions have all been delivered as after school INSET training and have been very well received by staff.

Since September 2018 staff have attended 18 externally run course/conferences/network meetings (see attached). The training has covered a wide variety of subjects including: PE, communication, minibus drivers' assessment, special school mathematics, mental health awareness, EYFS leaders' assessment moderation, OFSTED curriculum workshop, ICT, behaviour management, first aid, Post 16, manual handling, assessment and Autism,

Linked to safeguarding pupils:

- 2 members of staff have attended the IABA training
- 1 member of staff has attended the IABA coordinator's update meetings
- 3 staff have updated their first aid certificates
- 1 member of staff has attended a mental health first aid course
- 2 staff have taken and passed the Cheshire East minibus drivers' assessment
- 1 member of staff has attended a mental health resilience course
- 2 staff have updated their manual handling tutor's certificate

Under the school's specialism of communication and interaction;

- 2 staff have attended an ACE networking day
- 1 member of staff has attended a leading autism practice course
- 1 member of staff is due to attend a Signalong tutor's course

Under leadership & management:

- 1 member of staff has attended assessment and moderation courses/meetings
- 1 member of staff has attended EYFS assessment and moderation events
- 1 member of staff has attended a maths curriculum course
- 1 member of staff has attended a course on the OFSTED Curriculum workshop
- 1 member of staff has attended an ICT exposition event
- 1 member of staff has attended post 16 network meetings
- 1 member of staff has attended PE co-ordinators meetings

Andree Barnard.

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

I would like to commend the pupils for their behaviour both in school and when out in the community. Pupils from 7 classes completed a “Walk of Hope” in aid of brain tumour research. The pupils went from school to South Park, had a play in the park and then came back to school. Their behaviour was outstanding at all times. Pupils at Park Lane School behave well, both in lessons and when out in the community. Their behaviour is a credit to their parents and the school staff. A visitor recently commented that Park Lane was the “calmest school I have ever been in”.

### **School Council.**

The Student Council continues to comprise of 6 students, 2 students from each of the 3 upper school classes.

We continue to meet on a Monday afternoon on a monthly basis; we have held 7 meetings so far this academic year and have two more scheduled, for June and July.

**The Events since last report:** - We have held 3 more meetings,

**March,** Katy came to talk to the Councillors about Democracy and asked if they would help her with her assembly which they readily agreed to and did a splendid job. We also created a Poster to advertise the Unwanted Gift Sale, and tidied and sorted the DVD's in our Exchange located in reception. (Minutes attached)

**April,** We had a visit from Hand on Heart and a Defibrillator was presented to school and since that some of the Councillors have had Emergency Aid Training.(minutes attached)

**May,** We held our Unwanted Gift Sale the Councillors helped set up and manned the stalls. We raised £212 towards the school pool. (No minutes taken)

**The Student Council** has also agreed to become part of The Fair Trade Action Group so the school can progress to the next level

Agenda's, Minutes and Face Book posts have continued to be created.

**Plans for the rest of the year include:-**

**June meeting,** On our Agenda is to write a description for the new website and to discuss and vote on our end of year reward event.

**July meeting,** to enjoy our reward event and ask if any Students would like to stand as a Councillor next year.

**Students will be presented with Certificates in the end of year assembly**

**Carried forward to next year:-**

Jam Jar collection asking each class for their small change, money collected will go towards helping wild animals

We are going to design and create An Act of Kindness Poster

We have also discussed ideas for a Food Bank.

Create a Healthy Heart Poster and maybe set up a lunchtime exercise group.

Wendy Macfadden June 3<sup>rd</sup> 2019



## **Effectiveness of Leadership and Management**

### **Safeguarding.**

The Designated Safeguarding Lead and the Deputy Designated Safeguarding lead are meeting half termly to review safeguarding record keeping, in line with the action point from the last Ofsted inspection. These meetings enable joint discussion on any concerns raised by staff and how these concerns have been followed up. The staff concerned are confident there has been an improvement in the recording of follow up actions since the last Ofsted inspection.

### **School Development Plan.**

The School Development Plan 2018-2019 is in place and work towards all targets is progressing. A copy of the School Development Plan which was evaluated in April 2019 is attached to this document.

In addition the school is continuing to work on the Post Ofsted Action Plan and an evaluated copy of this document is also attached.

### **School Improvement Partner**

Mr Swaine visited on the 20<sup>th</sup> March 2019. His visit report is attached.

Outcomes from visit include:

Lesson observation records. These are dual lesson observations carried out by the SIP and member of SLT.

Safeguarding, Mr Swaine met with Designated Safeguarding Leads to review record keeping in line with recommendations from Ofsted

Mr Swaine is next to visit school on the 19<sup>th</sup> June 2019.

### **Appraisal.**

All teachers have had midterm reviews to discuss their progress towards their appraisal targets. These will be reviewed again in October 2019.

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

The SEF is going to be reviewed and aligned with the new Ofsted framework.

## **IT Matters**

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

**Lorraine Warmer  
Head Teacher  
June 2019.**