

Park Lane School

Macclesfield



Head Teacher's Report to Governors

November 2019

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STAFFING AND PUPILS

Attendance

Pupils

Period 23.4.2019 – 24.7.2019

Whole school attendance	-	92.2%
Authorised absence	-	7.8%
Unauthorised absence	-	0%

PUPILS

Number on roll 85 pupils

-

Leavers: We have 5 pupils who will be leaving in July 2020.

ENGAGEMENT WITH PARENTS, STAFF AND PARTNERS.

School Staffing.

Tina Wu, who had been covering in Mulberry class has left to have her baby.

Jake Somers has resigned and will be leaving on the 8th of November. Jake is leaving to gain more experience.

Staffing list – *see attached*.

Parents.

A parent questionnaire was completed in July 2019. There were 36 responses and the results were very positive with the following highlights:

34 parents stated their child enjoys school and is happy to come to school.

34 parents stated their child is making good progress.

34 parents said their child was safe in school.

34 parents said the school is well led and managed.

There will be a Parents Evening for all parents on the 12th November 2019. This will enable parents to discuss their child's progress since the return to school in September.

Parents were invited into the MacMillan Coffee Afternoon on the 27th of September. Some parents did attend and shared a drink and cake with their child.

FOPLSS (Friends of Park Lane Special School).

A meeting was held in October to discuss the Christmas Fair and other fund raising ideas. 6 parents attended this meeting, alongside 3 members of staff, and it was very productive with lots of new ideas put forward to support fund raising for Park Lane School.

Parent Coffee Morning.

This continues once a month and has a number of regular attenders. It is organised and led by Sue Edwards, a Governor. Sue invites speakers who can offer information and advice to parents on a range of topics.

Partnerships.

Sainsbury's.

The school has benefited from a partnership with the Macclesfield branch of Sainsbury's who have worked to improve our garden area. The manager of Sainsbury's has arranged for the donation of plants, turf and paving slabs while a generous team of staff have donated time and labour to lay a new path, replant flower beds, painting raised beds and turf an area of the garden for a quiet seating area. The garden area looks fabulous and is now easily accessible to all pupils. Pupils and staff are very grateful to Sainsbury's staff and to Emma Shaw who liaised with Sainsbury's to achieve this improvement for the school.

Student and Volunteer Placements

We have two volunteers currently in school, both have previously worked in the school as college students and are well established in their class bases. We have two other volunteers who have requested to work in the older classes who are currently waiting for DBS checks and induction training.

We are working with Macclesfield College Health and Social Care department this year providing training for a number of level 3 learners around communication. They will be having an induction and communication briefing before planning sessions that they will be delivering alongside the class teacher to our pupils. Hopefully this is a link that will continue yearly.

Emma Shaw

Quality of Education.

Accreditation

The four 6th Form leavers who finished their time at Park Lane school in July, were successful in gaining their Diploma in Personal Progress. The external moderation feedback report was very positive with no actions for the school. The report commented on the portfolio evidence, stating, "The quality of evidence was of a high standard and the

annotations of photographic evidence, and worksheets evidence, was detailed.” The report was very positive about the school’s unit transcripts, which had previously been commented on as being too similar to the tutor comments. The report noted that the transcripts for this moderation were well written and contained enough evidence and detail of how the learners had successfully met the standards. The external moderator agreed that internal moderation was taking place, saying that the assessors’ decisions across the units were consistent. She also commented, “All assessments and activities were relevant and appropriate for the individual units and level of candidates.” One of the four leavers gained a place on a further education course at Petty Pool College, which is under the umbrella of Cheshire Colleges South and West. The other three leavers have moved on to social care packages.

The four students who reached the end of Key Stage 4 last term have all achieved awards in Transition Challenge at gold level as well as successfully completing the Park Lane Science award and Towards Independence in Maths and English. School was able to moderate all the ASDAN awards internally this year and send off for their certificates. This is because the school has successfully delivered these preparing for adulthood courses for the last few years, with students achieving the awards through external moderation. School will be able to do the same for these awards again next year, before submitting students’ portfolios for external moderation again the following year.

Andrée Barnard

Careers

Four of the 6th Form students have started new work experience placements in the community and all are doing really well. As well as using our long standing placements at the local hairdressers, Shine and the local Coop store, school now has a pupil with a work experience placement at a local pet shop and a pupil on work experience placement at Henry’s Café in Prestbury. The pupil really enjoy their placements and look forward to going every week. The staff within the placement businesses are amazed at how independent and confident the students are.

Three of the year 14 students are working on a Supported Internship programme at Macclesfield General District Hospital. The placements were set up through joint work between Cheshire East, the hospital and school and started the third week back after the summer holidays. The students are based at the hospital Monday – Thursday, coming into school on a Friday to continue working on their accredited qualifications. Currently, all three students work alongside a job coach, provided by the Rossendale Trust. The job coaches work with the students full time at the moment, teaching them their roles and supporting them in settling into their new environment and routine. School provides an hour’s tuition in the morning and afternoon of each of their placement days when the students work on their maths and English skills. These tutor sessions will evolve to support the students in their placements tasks over time. All three students are doing incredibly well, settling in very quickly and understanding their job descriptions. They are very happy working at the hospital and have made an impact in their work areas already. One student is based in medical records where he tidies the files, creates labels and laminates them. Hospital staff have commented on how much tidier the record department is since the Supported Intern started working there. Another student is working with the voluntary team, scanning volunteer details into the

computer and creating digital files for each one. His manager has said he is an asset to her team and she is delighted with him. The third student had a delay in starting his role in the hospital restaurant as he needed to go through an induction first and had to wait for the trainer to adapt the training materials for him. He worked in HR for a few weeks, sorting and organising cupboards and the HR team were very impressed and wanted to keep him. He has now had his induction and has started work in the restaurant, replenishing sandwiches, drinks, tea and coffee, putting out cutlery and clearing and cleaning tables. He is settling into his role well and working very hard. Feedback from both the hospital staff and the job coaches is extremely positive and school staff and parents are incredibly proud of the students. Over time, the job coaches will begin to withdraw their support, gradually, as the students develop more independence and skills. It is hoped, the Interns may be able to secure paid employment at the hospital when they leave Park Lane School in July next year.

Andrée Barnard

I thank Andree for her hard work in organising these internships, liaising both with the hospital and the job coaches.

Lesson observations.

Lesson observation will take place during 2 weeks from the 11th of November 2019. The focus will be SMSC.

Assessment

Last year we changed the assessment system we used for our students as Plevels 5 and above were removed. Despite their obvious flaws*, the P Levels were an effective way of measuring progress, and have given those of us working with pupils at early developmental levels a framework and vocabulary to discuss progress.

*the way they are structured seems to assume that these children make linear, hierarchical progress, whereas their development is often idiosyncratic rather than being on a steady, upward trajectory.

*vague and broad.

The new system this year was the trial year. Subject specific learners (those engaged in specific teaching of National Curriculum subjects) were baselined on progression steps. Non subject specific learners were baselined on engagement steps. (Seven aspects of engagement - responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation.) Targets were set using the same Park Lane School system as in previous years. All students made progress this year. Which shows the new Progression Steps and Engagement Steps are better suited for our learners.

We reported our end of Key Stage results to the DFE using the Pre-Key Stage assessment standards along with Plevels 4 and below.

Moderation took place externally with the County in the summer term, it was very disjointed due to the removal of levels. We are awaiting dates for this year's County moderation

timetable and structure of the meetings. We have now devised an internal moderation system for the Pre-Key Stage Standards and will be linking with another school using the same assessment system (Progression & Engagement Steps) to measure progress and moderate using these levels.

Emma Shaw

Curriculum.

What we have done so far this academic year?

- We have planned and created a whole school (EYFS – KS3) thematic two year rolling programme. 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.
- We have written Schemes of Work for this term in each subject which deliver subject teaching through the thematic programme. These Schemes of Work include learning outcomes and lesson materials.
- We have shared coordinators action plans so teachers can work together and support each other in the teaching of the curriculum.

What are we doing next?

- We are collating subject audit action points and taking action.
- We are developing an inclusive curriculum to teach foundation subjects. The foundation subjects will be connected together and integrated in to 4 "Values" or curriculum areas. These values are: Community, Individuality, Creativity and Challenge. The subjects listed under each value will be linked together and will be taught as a thematic lesson rather than teaching these subjects as discrete subjects. The reasons for planning and delivering the curriculum in this way are:
- Ensuring we continue to offer an inclusive curriculum in which all pupils are taught a broad, balanced and relevant curriculum.
- Deliver a curriculum that is more outcome focused based on what we want our pupils to learn.
- Ensures all pupils are getting their learning entitlement by covering the National Curriculum in a meaningful way. No pupil is getting a reduced curriculum offer due to the severity of their disabilities.

- Enables teachers to collaborate in planning the curriculum, so sharing expertise and good practice.
- Reducing teacher workload by reducing the number of Schemes of Work which they have to write and plan from.

Individuality	Community	Creativity	Challenge
PHSE	Humanities	Art	D&T
PE	RE	Music	Science
Dance	Citizenship	Drama	IT
MFL	Careers		

- We are developing a method to evaluate the impact of our curriculum.
- We are reviewing how we evidence the impact of SMSC teaching in school.

Emma Shaw

The Head Teacher would like to thank Emma Shaw for leading on this development and the SLT for their support.

Signalong

The school is now offering Signalong for Learners course to pupils in Key Stages 3 and 4. This course is externally accredited by Signalong which is mapped into the Speech, Language and Communication Needs Framework (SLCF). The framework sets out the key skills and knowledge needed to support speech, language and communication development. These sessions are delivered weekly by Emma Shaw who is a trained Signalong tutor. The students compile their own portfolios in these lessons which are externally accredited in order for pupils to be awarded the qualification.

Emma Shaw.

SMSC and British Values

Staff continues to focus on spiritual, moral, social and cultural development as well as British Values in everything the pupils do. School no longer uses the SMSC Grid to record the activities pupils have been involved in with the aspects of SMSC they are relevant to. Instead, teachers are being asked to upload photos and text to the gallery in the school website. Teachers have been given prompt sheets for linking activities to the different SMSC and British Values areas and spider diagrams of how school delivers each aspect have been uploaded to the website. The SMSC coordinator monitors the uploads to the gallery and

highlights the key SMSC areas of each activity. Teachers have been asked to record class outings, assemblies, themed events/activities and charity events at the very least.

Already this term, school has participated in a Jeans for Genes fundraising day, a MacMillan Coffee afternoon event and World Poetry Day activities as well as collecting food for a local food bank through a Harvest themed assembly. Other assemblies have focused on friendship, justice and the importance of rules and celebration. We have had visits from Sheena, from Tesco, who visited two different classes with two different food based activities. One class explored celebration food and the other explored flour and what we make from it.

Pupils across school were supported to complete a pupil questionnaire towards the end of the summer term. The results of the questionnaires have now been correlated. A total of 55 pupils completed one of three versions of the questionnaire. One version is for lower ability pupils to complete and asks whether pupils are happy in school and what activities in school they like. There have been some great responses, where the communication team supporting the pupils, have printed out photos of pupils choosing their favourite activities, or their responses on Eye Gaze. A second version is for middle ability pupils to complete and as well as asking if pupils are happy, asks them if they feel safe in school, if pupil behaviour is good, if they do swimming and PE and if they think grown-ups in school care for them, listen to them and help them with their work. The questionnaire for the higher ability pupils also asks about being happy and safe in school and if grown-ups listen, care and help them. It also asks if school helps them to be healthy, if they learn a lot and if they know how well they are doing in school.

The results are very positive. 100 % of pupils who responded to the question (42), said they were happy in school and 97% said they felt safe in school. The 3 % who said they do not feel safe in school, equates to one pupil. 100% of pupils who were asked the question, said they knew how well they were doing in school and were able to give examples of how they knew this.

Andrée Barnard

Continuing Professional Development

Some staff have attended external training this term and all staff had had CPD from external trainers coming into school. Two of the communication team have attended a communication networking day, the behaviour and wellbeing team lead has attended update training and a senior leader has attended Respecting Rights and curriculum training.

The INSET days in September involved a whole school briefing where Lorraine took staff through the previous and new school development plans as well as updating their safeguarding training in light of the updates to the Keeping Children Safe in Education document which became statutory in September. All staff had training on using the new IRIS

incident and accident online reporting systems as well as being shown the new school website by Katy Wadsworth. Viki Fenson, one of the communication team, showed teaching assistants how to use a new reactive projector for the sensory room and some staff had an update session on posting on the school's Face Book page. Staff also had some time in their class teams to discuss their pupils, focussing on personal learning goals, medical needs, behaviour plans and staff roles and responsibilities.

Twelve staff accessed first aid training, achieving their emergency first aid at work RQF Level 2 qualification and twelve staff attended and passed a level 2 food safety course. Both these qualifications were delivered by Ensure Safety and Training. All other staff attended Safer Handling training, which included legal briefing and physical training on handling pupils safely whilst preventing them for causing themselves or others injury.

Staff will be attending twilight training on safeguarding awareness this month.

Andrée Barnard

Educational Residential Visits.

There are no residential visits planned for this term.

Personal Development.

The pupils have been engaged in a number of fund raising activities, raising money for others. Along with making and selling cakes for MacMillan Cancer the pupils have been involved in raising money for Jeans for Genes Day. This day was highlighted in an assembly with each class making something useable from an old pair of jeans. The range of items was wide with items ranging from drinks coasters to head bands to a handbag. The pupils take part in a number of fund raising events doing the year, making a positive contribution to society and preparing them for life in modern Britain by encouraging them to be active citizens. The pupils will raise money for Children in Need and East Cheshire Hospice during this half term.

The pupil's physical development has a high priority in the school. Those who need support with postural management have the equipment they require to support them in different positions including standing if they are able. Pupils are encouraged to walk as much as they can, either freely or with walking aids. An example of how beneficial this can be is a pupil who now walks independently around Macclesfield Academy using her K-Walker rather than having to use a wheelchair. Another pupil now walks from the taxi to class in the mornings, to the delight of himself and everyone he meets on the way!

All pupils that are able to have a weekly swimming lesson, either in the hydrotherapy pool or in local leisure centre pools. This is considered an essential aspect of the curriculum, both from providing opportunities for the pupils to take exercise but also to encourage confidence and independence in swimming and in aspects of PSHE.

This term Yoga is being offered on a weekly basis to 3 classes. This is being offered to support wellbeing as well as offer pupils the opportunity to participate in a new form of exercise. Reports from participating classes are positive and pupils are enjoying the lessons and are joining in.

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

Behaviour and Attitudes.

Pupil's behaviour in school is good. Parents, pupils and staff questionnaires carried out in July and September respectively all provide evidence that behaviour is good in school.

IRIS Adapt is now in full use and feedback from staff is that they find it quick and easy to use. Claire and Jo are now able to clearly see areas of need and address as necessary. They will be compiling and analysing data at regular intervals and using the information in termly class behaviour plan update meetings with staff.

Claire and Jo continue to attend the regular consortium meetings and training session in Hartford and are ensuring that all staff will have attended the two-day IABA training course with Gill Crawford.

Most staff have completed the Safer Handling training day.

There have been no exclusions in the last academic year.

Leadership and Management

Safeguarding.

The Designated Safeguarding Lead and the Deputy Designated Safeguarding lead are continuing to meet 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 and this was confirmed in the Record of Visit written by Ruth Gee from the SCiES Team who visited the school in July 2019. She reviewed the record keeping and confirmed the improvement. The Safeguarding Leads have followed the advice in the report by creating a vulnerable pupil database and providing further training to staff on the use of CPOMS.

This term all staff had refresher training on Keeping Children Safe in Education 2019. This was supported by staff refreshing their Basic Awareness training on 23.10.19. All staff have been required to read Part 1 of Keeping Children Safe in Education 2019 and the updated school Child Protection Policy.

The Designated Safeguarding leads are continuing to attend the termly briefings provided by the Safeguarding Children in Cheshire East team.

School Development Plan.

The School Development Plan 2019-2020 is in place and work towards all targets is progressing. A copy is attached to this report.

The School Development Plan for 2018-2019 has been reviewed and evaluated. A copy of this has been shared on Governor Hub. Of the 10 targets:

8 targets have been achieved in full.

1 target has been partially achieved.

1 target was not achieved. This was because the school purchased a different software package which was more appropriate for use in school.

School Improvement Partner

Mr Swaine will make his first visit of this academic year on the 6th November 2019. The day will focus on Ofsted preparation, focusing on subject leadership and leadership and management.

Appraisal.

All teachers are currently undertaking Appraisal reviews. In these meetings teachers will evidence achievement of their targets and will agree targets for the following year. These will be completed by 31st October 2019, in line with the school Appraisal Policy.

The Head teacher Appraisal Review will take place on the 4th of December, in line with the Appraisal Policy.

Self-Evaluation Form.

The SEF has been reviewed, rewritten and aligned with the new Ofsted framework. This has been shared with Governors via the Governor Hub.

IT Matters

The new Promethean board in Mulberry class is being well used and is proving to be an excellent resource. The plan is that every class will eventually be upgraded to one of these. Screens have been installed in DC suite and Head teacher's office to make meetings and reviews more efficient. All other digital equipment is having software upgrades or is being fixed internally or externally to save the cost of new equipment.

The website is being well used by staff and parents although we need to continue promoting the use of online payments. Staff are now using the website gallery to show whole school work on SMSC and British Values. Social media continues to be an excellent resource for sharing achievements of each class. The software on the screen in reception is currently being upgraded, Katy is working on it being another information sharing point.

A new program of training for staff is being compiled, questionnaires have gone out asking for areas of need. Katy and Gareth will deliver weekly sessions on named Tuesday evenings for those who choose to attend in order to better their IT skills.

Katy Wadsworth.

I submit my Head Teacher's Report to Governors

Lorraine Warmer.

Head Teacher

November 2019.