

Park Lane School

Macclesfield



Head Teacher's Report to Governors

June 2022

HEAD TEACHER'S REPORT TO GOVERNORS

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STAFFING AND PUPILS

Pupils.

There are currently 96 pupils on roll.

There are 5 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.

Welcome back to Laura Rashleigh who has returned from maternity leave.

Welcome to Kelly Goodwin who has joined Hovis class team and Kirsty Savatovich who has joined Barnaby class.

Welcome to Jade Walthall who will join Arighi class.

Sadly we have said Farewell to Kathy Lewis, a long serving TA, and Tim Lee who has taught in 6th Form.

Parents.

Annual review meetings have nearly been completed for 2021-2022. It has been really great to hold a number of the reviews face to face again. We have had 100% attendance from parents and carers because we have been able to be flexible in how we engage with parents including telephone consultations, use of video conferencing and face to face meetings. This has supported all parents and carers to attend.

Opening of the New Building.

Our fabulous new building was officially opened on the 26th May 2022. We are so proud to show our new learning facilities. There were visitors from a range of organisations and companies including senior leaders of Cheshire East, personnel from companies involved in the design and building of the new facilities, Governors, parents, school staff and of course pupils. Well done to Lily and Harvey for cutting the ribbon.

Extra-Curricular Activities.

Our all new exciting breakfast club started on the 4th May 2022. It runs every Wednesday, Thursday and Friday. It will be extended to all week from September 2022. Students enjoy breakfast, socialising with friends and they have the opportunity to take part in a variety of activities.

The club takes place in the school hall, staffed by our own teaching assistants and overseen by the senior leadership team.

Using our sports funding we have employed Macclesfield FC Community Sports Trust to run weekly lunchtime sports sessions. The sessions are aimed at our KS3 classes and above. The

variety of equipment used is very engaging and the coaches have personalised activities to meet the needs of our students brilliantly.

The weekly Film Club is still running and is offered to different classes from Upper Key Stage 2 onwards. Each year group attends on a different week and enjoys a film and refreshments. This is staffed by school staff who support the pupils to enjoy the after school activity.

Students & Volunteers

Student placements are going well and at present we have three QTS Chester University students with us, they are completing a four-week placement. This is in addition to our usual Chester placement in the autumn term. We have always worked well with The University of Chester, and as a school we are developing a stronger partnership by forming a SEND working party. We have explored the Early Careers Framework and National Professional Qualifications in relation to improving SEND core content within the programs, and also revising the BA degree with a strong emphasis on SEND. Going forward we are looking to tailor making training packages to have a stronger focus on SEND and a requirement for training in inclusive specialist settings.

Quality of Education.

Accreditation

The 2021 leavers have been successful in gaining their qualifications and their certificates are in the process of being sent to them. The moderation feedback report had a couple of action points on it, which the 6th Form staff are acting on to ensure the correct sort of evidence is submitted for a specific unit, backed up by witness statements and the correct internal moderation documents are included in the next accreditation. The 2022 leavers will have their portfolios externally moderated at the end of June and are in the process of completing the last bits of a couple of units and reviewing their work.

The pupils who will be moving out of KS4 at the end of term are having their portfolios moderated in July along with the pupils who moved into the 6th Form in September. Once these summer moderations are complete, school will be back on track for future accreditation awards and qualifications. The delays were due to the disruptions caused by the pandemic.

Three of the 2022 leavers have been accepted into Petty Pool College, starting September and another of the leavers has been accepted into the Seashell Royal College Manchester. The other young person's parents are looking into them accessing the adult day services at the David Lewis Centre.

There is the possibility that one of the 2023 leavers may be starting on a Supported Internship in September. There has been a meeting with the young person's parent and another meeting with parent and the young person has been planned. If all are happy to go ahead with it, the young person will have a work placement in the canteen at All Hallows Catholic College. Andree Barnard.

Preparing for Adulthood

Following a development day in February, with the School Improvement partner, Gill Robinson, leaders have been working to develop evidence of how school supports pupils to develop the skills they will need as they transition into adulthood. Teachers worked together

at a professional development meeting to note down the different ways they taught skills linked to the four Preparing for Adulthood (PfA) outcomes. These are Employment, Independent Living, Community Inclusion and Health. The work has produced a grid showing how we develop these outcomes across school, starting in EYFS. This helped teachers to see how they were addressing PfA outcomes across the curriculum.

School now has a PfA policy and a display in the entrance area of school, showing examples of how school addresses the outcomes. A dedicated PfA article is now going to be included in the termly newsletter so parents can see how school is delivering the PfA outcomes and teachers will be working on highlighting aspects of PfA throughout the schemes of work. Staff will be able to collect evidence showing work towards the four PfA outcomes, using tags in Evidence for Learning. Just as they do with SMSC, staff will be able to collect evidence of achievement across the curriculum and link it to the PfA outcomes. The School Improvement Partner is back in school before the half term holidays, to question leaders and staff about PfA.

Linked to PfA, some of the 6th Form students have been able to start community based work experience placements again. Three students in the 6th Form Two class started placements after Easter. One works in a local hairdressers, one a nearby Coop store and the third works in an independent pet store. All three have made great starts to their placements and are enjoying their placements. They are all supported by school staff and spend an afternoon a week at their work placements.

Andree Barnard.

Supported Internships

There are no new supported interns this academic year due to the lack of work experience over the last eighteen months. However Andree is arranging a meeting for a potential placement for September 2022.

Curriculum and Assessment

Assessment

Assessment of and for learning is ongoing and is seen as an integral part of an interactive learning process. The central purpose is to provide information on pupil progress and achievement, and to set the direction of ongoing teaching and learning. We are holding pupil progress meetings looking at evidence from last term and considering progress made, along with moderating teacher judgments of attainment. The structure of progress meetings gives teachers the opportunity to show progress from individual starting points, using Evidence for Learning. It also enables teachers to consider additional interventions where necessary to improve progress made. Assessment at Park Lane School is tailored to the individual needs and their unique profile.

Our bespoke assessment system created by subject leaders has been in place and used well this year on Evidence for Learning. As with all new systems, we are currently reviewing our assessment 'lanes'. We have discussed what is working well and what improvements are needed to ensure our assessment meets the needs of every students.

English and math's internal moderation have taken place using our Evidence for learning system this year. Teachers clearly demonstrated their in-depth knowledge of Park Lane School assessment system and individual students in order to make informed decisions about how a pupil is progressing. Moderation is also being recorded on Evidence for Learning. Workbook scrutiny took place for English & math's this term. This is on a rolling program along with moderation to ensure regular monitoring of the core subjects take place.

Curriculum

Subject leaders have been given opportunities to carry out a second round of peer observations. This enables teachers to see their subject and planning in action, it focuses on teachers' individual needs and gives an opportunity to learn from, and give feedback to peers, it is a core component to creating a professional community, and it can help teachers continue to improve their practice in ways that better promote student learning.

Preparing for Adulthood (PFA) was discussed with the school improvement partner and highlighted to all staff at a professional development meeting, PFA is now embedded in all subject policies and a main school policy has been created. We have a very informative display board in the main reception area which shows all aspects of the PFA framework, demonstrating how PFA is threaded throughout the curriculum for students from Early Years right the way through to 6Form.

Emma Shaw

Lesson observations.

A series of lesson observations were carried out by SLT during this half term The focus was reading. These lesson observations confirmed the observations made by the NLE on the teaching of reading in Park Lane School.

Reading Pathways

In May, Alison Ashley, the National Leader of Education who has been funded to work with school since the last Ofsted inspection, was in school to carry out a deep dive into reading across the school. She spoke to a senior leader, a selection of teachers and teaching assistants and heard some pupils read. Staff presented the school's reading pathways and all were able to explain how the pathways work for the pupils and the positive impact they have had on the pupils' development of reading skills. The implementation of the pathways have helped all staff to understand that every pupil in Park Lane School is a reader and that all pupils, regardless of ability, are working on developing reading skills at their own level. Everyone Alison spoke to was enthusiastic, knowledgeable and professional about how reading is delivered in school. Alison was very impressed with everyone she spoke to on the day and has written a very positive, comprehensive report with suggested next steps to support the school in continuing to move forward in this important area.

Andree Barnard.

Community Engagement

In April Emma Shaw and I visited the Kings School in Macclesfield to tour the school and discuss the possibility of pupils from Park Lane being able to benefit from being able to use some of their facilities to enrich our curriculum offer. We met with Stephen Moores who is

the Community Outreach lead at Kings School. Through viewing the school we all agreed the following facilities would extend and enhance our curriculum offer:

Use of the swimming pool for KS2 pupils.

Cricket Coaching and use of the indoor cricket facilities.

Bushcraft area

Early Years play facilities.

In May pupils from Bollin and Arighi classes went for their first Cricket coaching session. It was enjoyed by all, pupils and staff from both schools.

In June Mulberry class will go to use the swimming pool. They are also going to use the Bushcraft facilities.

In July Silk class will be able to use the Early Years play facilities.

The music teacher from Fallibroome Trust has resumed his teaching sessions with KS3 pupils. It is planned for pupils to go to Fallibroome Academy after half term.

Continuing Professional Development

Staff had a variety of training on the INSET day in April. This included face to face and online training and was delivered by a mixture of external and internal staff. All training was positively received.

All staff completed PREVENT training, using the government's online training course. Staff worked in class teams to complete the training, which was very interesting and engaging. It included videos and quizzes and assessed staff's understanding as they went along.

The Teaching Assistants had training delivered by the School Improvement Partner, Gill Robinson on conflict resolution as well as dysphagia referral and feeding training delivered by Emma Gibson, Speech and Language Therapist. The conflict resolution training covered possible causes of conflict between staff and the different styles of conflict management. Teachers also had the dysphagia and feeding training as well as Leadership training delivered by Gill. This focused ways to improve leadership skills, mainly in relation to leading class teams. The dysphagia referral and feeding training introduced the new way to refer pupils for a dysphagia assessment and took staff through understanding and recognising feeding and drinking difficulties.

Some of the newer staff also had training delivered by Viki Fenson, one of the Communication Team. This was around using visuals and traffic lights to support and develop communication and understanding with pupils.

Most CPD has continue to be delivered online, although there have been some face to face training as well.

Linked to Safeguarding pupils:

1 member of staff - first aid training

1 member of staff - paediatric first aid training

2 staff – first aid at work qualification

2 staff – basic safeguarding training

2 staff – regular safeguarding update training & network meetings

1 member of staff – safer recruitment

3 staff – fire safety awareness training

Linked to communication and interaction:

- 1 staff – Signalong conference
- 1 staff – alternative communication training
- 1 staff – positive approaches to behaviour management
- 1 staff – working with bereavement and grief seminar

Linked to leadership and management:

- 1 member of staff – NPQLTD
- 1 member of staff - NPQSL
- 1 staff - Using Evidence for Learning to develop conversation around Engagement
- 1 member of staff - So Safe (Relationships and sex education)
- 1 member of staff – Happy Minds (pupil mental wellbeing)
- 1 member of staff - ASDAN delivery and assessment of qualifications
- 1 member of staff - Demonstrating impact in your subject - PSHCE & Citizenship

Andree Barnard.

Communication / Signalong

Viki Fenson and Bev Crowder-Bridge successfully delivered the Foundation stage Signalong course to new staff at Park Lane.

We have been presented the Signalong Silver award for all of our hard work around communication and interaction, we are now working towards the gold award by gathering and presenting evidence of our commitment and continual improvement in providing a signing inclusive environment.

A huge congratulations to one of our students who has successfully gained accreditation in Signalong. This is the first time at Park Lane School that we have offered this course, unfortunately Covid19 put a halt to this and it has taken longer than expected, however we learnt to be adaptive and found ways to overcome all of the barriers that we faced. We are now in the process of planning and starting a new course ready for September 2022. The accreditation is aimed at KS3 students and above.

Sign of the week is back up and running on Facebook. This can also be found on our website and other social media platforms.

Educational Residential Visits.

There are no residential visits planned for this term.

Personal Development.

SMSC and British Values

The pupils have participated in and enjoyed a variety of themed events over the last term as well as joining weekly assemblies. Evidence of these can be seen on the gallery of the school's website

The pupils were all involved in Arts Week in February and the theme was 'New Beginnings', linking in with spring and our amazing new building. There was a visiting artist in school,

delivering a samba drumming workshop and every class created a box of activities based around the theme. The boxes were grouped into Upper and Lower School and timetabled throughout the week. There were lots of great activities including stories, painting, decorating pots and planting seeds, making grass heads and creating textured pictures of buildings.

In March school celebrated World Book Day. The focus was on favourite stories and this was linked to bed time stories. Pupils were invited to come to school in their pyjamas and to bring their favourite story/book to share. Each class created a reading den and shared stories with the pupils in their den throughout the day. Alongside this, pupils were issued with reading challenges to work on over the February half term if they wanted to. There were challenges such as share a book with a pet and listen to and watch a story online. Students in the 6th Form chose to just share books and made the most of the big bean bags to look at their books in comfort.

School also joined in fun and games to raise money for red Nose Day in March, with pupils wearing red clothes to school and participating in fun, red activities over the day. All classes joined assembly to show off their red clothes and noses and share what they had been doing.

To mark Global Recycling Day, pupils collected recycled waste over the Spring Term, linked to the Global Warriors topic, and each class created a junk robot out of their waste. The robots were brilliant and all were displayed in the entrance area in the last week of term. Lorraine judged the robots and chose the best three to be awarded first, second and third rosettes.

In May school held a STEM day and invited Wild Workshops to come in. Each class had a sessions with Steven and his minibeast and mice. There was lots of science activities observing and learning about the creatures as well as ICT, using digital, hand held microscopes and D&T, creating shelters and toys for the mice. There were lots of brave pupils, holding the minibeast and mice and all engaged well in the activities.

Over the coming few weeks, the pupils will be involved in the grand opening of the new building, the Rose Queen coronation, celebrations for the Queen's Platinum Jubilee and enterprise markets.

Andree Barnard.

Student Council.

Wendy MacFadden continues to lead the School Council. This term they have been involved in interviewing candidates for the post of new teachers. The recent round of applicants commented on how good it is to include pupils in the interview process and to take account of their views. An excellent example of pupil voice in action.

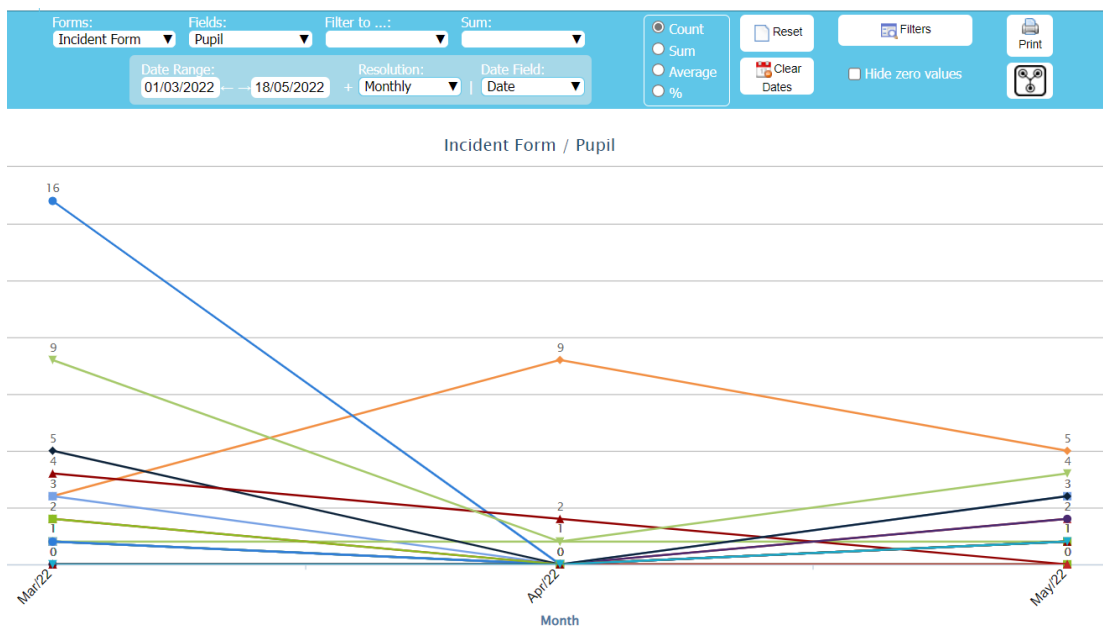
This half term the School Council have designed a new Logo for school. There have been some interesting ideas and Wendy has recorded the pupil's thoughts on why they have drawn what they have. The pupils are amazing and their thought processes are very inspiring. Credit to Wendy who has presented the work on developing a logo in an appropriate and accessible way, generating the ideas from the pupils.

As school is expanding we need new class names for 2 additional classes in September. The Student Council was asked and made some excellent suggestions including Middlewood,

Macc Town, Ian Curtis, Forest and Puss Bank. For copy write reasons I have agreed Middlewood and Forest.

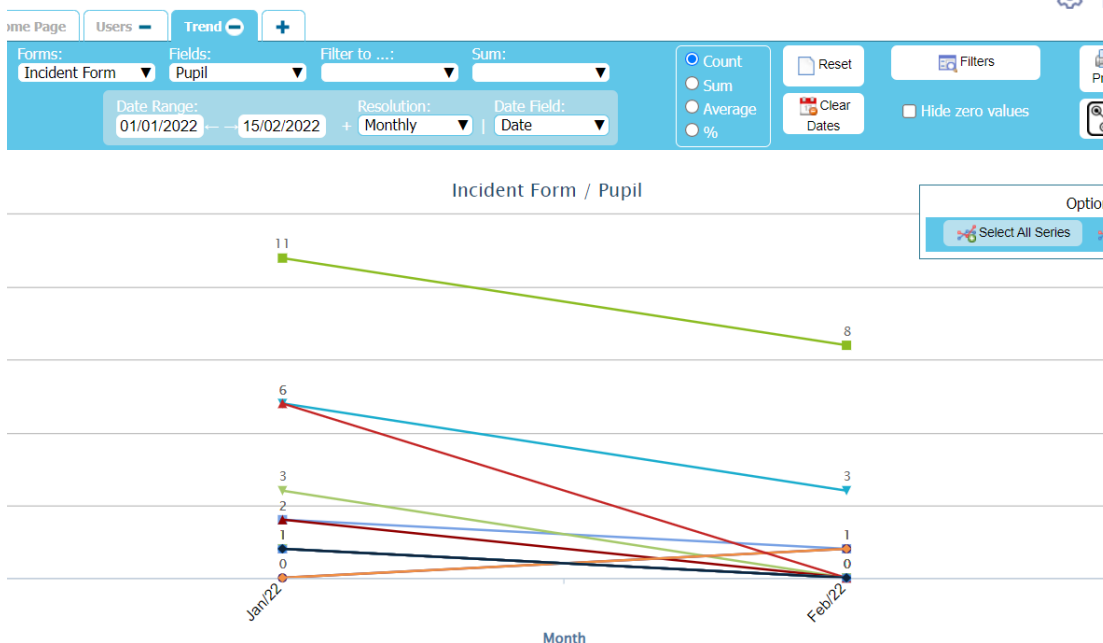
Behaviour and Attitudes.

This is the whole school data for March to May. There is often a spike noted on returning to school after a holiday whilst pupils resettle into the school routine. The majority of incidents recorded are for Upper School pupils who have moved into the new building and some have had a new teacher so this can explain a rise in anxiety based behaviours. Specific support has been offered to those who are struggling and they are beginning to settle.



Compared to Jan/Feb

Adapt Business → Analysis → Trend



Freddie Atkinson Scott Richardson-Calero Edward Treanor Kian Barber Martha Hinchliffe Cagri Donnelly Michael Bene Toby Lomas Logan McKerrow Maxwell Moffat Ellie Neild Louey Haslam Logan Corbishley Samuel Bellerby Justin Buckley

Claire and Jo reported that they have completed Lower School in their class behaviour support meetings and the general feeling is very positive. They move onto Key Stage 3 this week. We thought it would be interesting to compare Upper and Lower school data and it does seem to prove that the upheaval in Upper School has had an effect and with the interventions in place we should see fewer incidents from Upper School at the next meeting.

Split into Lower School (left) and Upper School (right)



Claire and Jo have been ensuring that the class support meetings are addressing the positives as well as the negatives in order to help staff reflect on successes and not just single incidents that can sometimes overshadow the day. This has been well received.

Claire has completed the initial behaviour lead qualification and is moving on to do the diploma.

Viki Fenson and Wendy MacFadden have started to make enquiries into pupils who will start the next run of ELSA work but due to cover duties they have not yet begun.

Katy Wadsworth

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.

The DSL and Deputy DSL are continuing to attend termly safeguarding updates. The next one is in June 2022.

School Development Plan.

Work has continued on the School Development Plan. At the time of writing: 4 targets have been completed ahead of predicted end date.

These are:

Completion of the new building.

Improving communication with parents.

Setting up and implementing a staff mentor system

Establishing and running a range of extra-curricular activities both before and after school.

11 targets are in process and will be achieved by the end of this academic year

Alongside the School Development Plan there is also a Community Engagement Plan in place which was written as an action from the Governor's Strategy Committee meetings. This plan is written to lead our work as we become an outward facing school, improving and developing our work with other partners, including education settings and local businesses.
SDP for 2021-2022 is on Governor Hub.

Community Engagement Action Plan 2021-2022 is on Governor Hub.

Pupil Premium.

Updates on Pupil Premium Funding.

Sensory OT

Sample of pupils, (taken from Iris Adapt) in receipt of pupil premium evidences a fall in behaviour incidents from February to May in all examples that I tracked. In 4 cases a reduction in incidents is evident.

Quote from Gaye Griffiths about a pupil who is "responding so well to the approaches I am using".

Music therapy.

Currently 64 children are offered music therapy in school of which 20% are eligible for free school meals. These sessions are offered individually, in small group and in whole class sessions.

National Tutoring Programme.

We have enrolled in this Government backed tutoring initiative to support a pupil currently not able to access school. He continues to receive support on one day a week.

Please see Pupil Premium Statement on Governor Hub.

School Improvement Partner

Since the last Governing Board meeting we have had 2 days working in school with our SIP Gill Robinson.

In November the focus of her day was on Reading. She met with members of SLT to discuss the reading pathways which staff began to use from September 2022. She also met with a group of TA's to discuss what they understood about the use of these Pathways. Gill was very impressed with them all and wished she had "filmed them to show in training other TA's".

In January Gill worked with SLT on how school can become more outward facing and work with the wider community. This work is now reflected in the revised SDP and Community Engagement Plans.

In May Gill worked with SLT on Preparation for Adulthood.

Please see reports 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.

BlueSky

We have successfully completed mid-term teacher appraisal reviews and lesson observations on our BlueSky system. This system is proving very useful; it keeps all confidential documents and evidence in one place which are fully accessible to the Head.

Pending the Teaching Assistant reviews, this system and a template for the review meetings are in place. Assistants will have training and their own logins from September 2022.

Health and Safety.

COVID19.

I am really pleased to write that I am no longer including Covid 19 in my report to Governors. After a long 2 years plus I do not feel required to continue reporting on this. While I remain aware that Covid 19 is still transmissible and therefore does pose a risk to pupils and staff I am no longer required to report on measures required to be taken in school. If the current situation changes I will keep Governors informed.

All other health and safety checks are being completed in the required timescales and there are no areas of concern.

I submit my Head Teacher's Report to Governors

**Lorraine Warmer
Head Teacher
June 2022.**

