

Park Lane School

Macclesfield



Head Teacher's Report to Governors

March 2020

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STAFFING AND PUPILS

Attendance

Pupils

Period – 4.9.2019-18.12.2019

Whole school attendance	-	90.8%
Authorised absence	-	8.6%
Unauthorised absence	-	0.6%

PUPILS

Number on roll 85 pupils

- New Admittance: There are 6 pending admissions for September 2020.

Leavers: We have 5 pupils leaving at the end of this academic year.

ENGAGEMENT WITH PARENTS, STAFF AND PARTNERS.

School Staffing.

We have welcomed Kathryn Brookes to the staff team. Kathryn has joined the Office team and works 4 days a week.

Laura is our new cook and we are pleased to welcome her to the team.

Please see confidential part of this report for further information on staffing matters.

Therapy Staff.

I am delighted that we have 2 designated Speech and Language Therapists-Emma Gibson and Isobel Hunt.

No changes to the Physiotherapy team.

Parents.

Annual Reviews of Education, Health and Care Plans have begun in school. These will be held on Mondays and Tuesdays until the end of the academic year. Parental attendance so far (February-March 2020) has been 100%.

Extended Schools. Social Education

Film club will continue to be led by staff from school. Currently these take place half-termly for different age groups. Those pupils who attend regularly do enjoy the Film Club.

Community Involvement.

We welcomed two members of staff from Quint to our school assembly on the 28.2.2020. They came to present a cheque for £5,600, which the staff have raised towards our hydrotherapy pool fund.

Fairtrade.

Lower 6th Form pupils have made Fairtrade posters, which are on display in Macclesfield Library. In addition, school held a Fairtrade assembly and a Fairtrade story session, combining Fairtrade with World Book Day

Water Babies.

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

School Partnerships.

CSSC. (Cheshire Special Schools Consortium).

This is a group for Head Teachers across Cheshire East, Cheshire West and Halton who meet half-termly. All the Heads lead special schools for pupils with severe and complex learning difficulties. Although there are differences between the local authorities, there are many similarities between schools and it is a good way of sharing good practice. I attended the meeting in January. Topics included updates from all school present, Autism Education Trust Group and IABA training.

Assessment Lead meetings.

Emma Shaw has been attending these representing the school.

SENCO Cluster.

Lis attended the SENCO conference run by Cheshire East in February 2020. This provided Lis with the opportunity to link with SENCO's locally and learn more about the restructure of the SEND Team in Cheshire East,

Quality of Education.

Accreditation

B Squared are in the process of developing a 'Steps 4 Life' assessment system, which is designed to be used with post 16 pupils. When it is complete, it will consist of three assessment packs; an academic pack, covering maths, English, digital skills and personal and social development, a life skills pack and a work skills pack. Park Lane School has been involved in the trial of the academic pack with all pupils in the Lower 6th Form being baselined on the assessment pack. Feedback has been given to B Squared from this trial and school has enquired about purchasing the packs, which are currently available: the academic and life skills packs.

By using the Skills 4 life assessment system, 6th Form students will be able to be assessed in the same format as the rest of school and their progress will be easier and clearer to demonstrate. Using Onwards and Upwards hasn't helped school to do this so far and is proving to be a cumbersome, unclear way of assessing achievement and demonstrating progress over time.

Currently, the students in the 6th Form will still have their targets set using their assessment criteria from the ASDAN qualifications and all evidence of achievement will continue to be produced for their portfolios. However, the new Steps 4 life assessment packs seem to align to the 6th Form curriculum more closely and will give greater scope to be able to demonstrate progress, whilst still allowing the students to gain their qualifications. .

The external moderations for the 6th Form students who will be leaving us in July have been booked for the end of June. All five students are on track to gain a Diploma in Personal Progress, with three students also on track to achieve a certificate in Personal and Social development at Entry Level 1.

SMSC and British Values

The Park Lane School Christmas concert at Fallibroome Academy was, as always, a great success, with pupils taking to the amazing Performance Hall stage to perform their interpretations of Christmas hits. The hard work of both the pupils and the staff brings great rewards to everyone involved and there are many aspects of spiritual, moral, social and cultural development being covered over the weeks of planning, rehearsing and making scenery, costumes and props. The concert brings the Park Lane School community together to celebrate and share in the achievements of the pupils and is one of the highlights of the year. There are copies of the concert available on DVD.

Last month saw Park lane pupils and staff participating in the annual Arts Week. The theme this year, across the Fallibroome learning partnership was 'Inside Out' and park lane based their activities and workshops around the theme of emotions and the film 'Inside out'. Each class staff team provided an activity box with a range of sessions involving music, art, food technology, design technology and PSHCE. These activity boxes ran alongside workshops in dance, music drama/storytelling and science. The week offers pupils many opportunities to work on aspects of spiritual, moral, social and cultural development and these can be viewed on both the school's social media page and website.

There have been a range of class visits linked to the curriculum, supporting pupils to extend their learning outside of the classroom and giving them opportunities to experience and develop aspects of SMSC. Trips include visits to charity shops, Pets at Home, a farm visit, trips to the park, local supermarkets and garden centres. School has also welcomed visits from staff at Tesco who bring in different ranges of food to share with the pupils and help them to experience different celebrations such as Diwali.

Educational Residential Visits.

There are 0 residential trips planned due to uncertainty around Coronavirus.

Lesson observations.

Lesson observations were carried out last term with SMSC as the focus. 12 lesson observations were completed by the SLT.

Assessment

Following the Rochford Review, the government announced plans in February 2020 to introduce the engagement model. This is a new form of assessment for pupils working below the standard of the national curriculum tests and not engaged in subject-specific study. It replaces P scales 1-4, and subject to consultation and final ministerial decision, will become statutory from the 2020/21 academic year. As we are already using an engagement model for planning and assessment we will not need to change our system, we will be attending training around this model through the CESS consortium.

All targets were set in the autumn term by class teachers working in partnership with the senior leadership team. The target setting system has been further developed, we have rigorously scrutinised teacher's targets, reduced workload by having only two data extraction points, and we have concentrated on the validity of the targets over the first term.

We have received no feedback yet from the Year Reception Baseline that took place at the beginning of the autumn term, however we responded to the assessment by providing feedback relating specifically to our SEN students that took part and the resources used to 'baseline' students. The EYFS county moderation was attended in February, we took a range of photographic evidence and teacher judgements to be monitored and moderated by an external moderator. All evidence and student work books were shared and discussed with the county, all of our work was validated and signed off in agreement.

We have a secure internal moderation process in place now, which takes place every term focusing on core subjects. This will be developed further in the autumn term when looking at our new curriculum value areas. We have moderated English reading using PKSS and Plevels, Math's moderation will be taking place in March. Internal moderation will concentrate on our progression and engagement steps assessment system. County moderation has now restarted and we have attended English and maths moderation meetings taking along work to share and moderate with other special schools.

Curriculum

Our new curriculum is fully implemented and teachers are now teaching the new curriculum values instead of separate foundation subjects. The four values are Community, Individuality, Challenge and Creativity. The new schemes of work were rolled out for January 2020 and the first phase of evaluations to assess the impact of the new curriculum are underway. Staff and pupils are invested in this curriculum model and some very positive responses have been noted from questionnaires regarding the impact on teachers and students from the new curriculum.

Each member of the SLT took on the lead role in the curriculum subgroups, this involved planning and creating robust schemes of work with a team of coordinators for each class to deliver. The new medium term schemes of work take the same framework as our usual planning, however they have been skillfully detailed with launches and landing activities to introduce and end topics. They encompass learning intentions, end points and activities including educational visits, and they detail opportunities for pupil's development in SMSC and British Values.

Careers

From the end of March, there will be five students in the 6th Form who have a work experience in the community. The students continue to work well and develop their independence skills in their roles in the Co-op, a local hairdressers, local pet shop and a local café, Coffee Beans. From the end of March, a student will be starting a weekly work experience placement in another local café, The Hope Centre Café. Three of these students also undertake travel training, using a public bus to reach their placement.

The three students who are on the Supported Internship programme continue to make excellent progress, with two of the three working independently, without their job coach for the first hour and fifteen minutes of their working day. The third student has had a slight change in his tasks, and therefore has required his job coach to remain with him whilst he learns his new tasks. He does, however, work without his job coach for the first fifteen minutes of the day. They are all doing extremely well, learning their job roles and working more and more independently and confidently over time. It is envisaged that all three will soon be increasing the time each day they can work without their job coaches.

A member of staff from the hospital was able to attend the interns' annual review meetings to give parents feedback from the hospital. There is no confirmation yet on whether the hospital will be able to offer the interns paid positions when their supported internships are complete. This information should be available after the beginning of the new financial year.

There have been two Supported Internship Forum meetings in the last four months, where providers from Cheshire East have met with Cheshire East Council staff and given feedback on how their interns are doing and highlighting any issues or problems. This has been great for all concerned to become aware of the different ways supported internships are being run throughout the county as well as giving them the opportunity to network with each other. The most recent forum meeting was all about follow along job coaching and possible funding streams for this. It was very heartening to learn that there is funding available to keep some job coach involvement for the young people once they gain a paid position. It highlighted to the providers and Cheshire East council members who support the internships that the

success of the interns once they move into in paid employment is increased when there is continued job coach involvement. Until this forum meeting, providers were under the impressions that all support would cease once the interns gained paid employment except for situations where the young people have a change of role and require training for this.

Signalong

Viki Fenson is now a qualified Signalong Tutor after successfully completing her training. For registered tutors to uphold their tutor status they need to deliver a Foundation Stage Signalong course every year, tutors are delivering training in March to newer staff at PLS, physiotherapists and other mainstream school teachers.

In the autumn term an introductory course has been delivered to Friends for Leisure with very positive feedback, fifteen volunteers took part in these sessions and now feel confident to use Signalong with the children and young adults they work with.

We plan to set up a parent/governor Signalong workshop in the summer term using the parent coffee mornings. Previous workshops have been planned in the past although the attendance rate was very low.

Continuing Professional Development

Staff Inset

Over the last four months, staff have attended several external training courses. These have included first aid update training, Rights Respecting Schools training, curriculum planning, Autism courses and the new OFSTED framework course, as well as regular coordinators/networking meetings for behaviour and wellbeing, EYFS and PE. The designated safeguarding lead has updated her safer recruitment training as well as attending a course on preparing safeguarding evidence for OFSTED.

Staff have attended a twilight training session earlier in the spring term, with the Safeguarding Children in Education Settings Team, on basic safeguarding awareness. This was a good reminder and update for all staff on recognising and reporting any safeguarding concerns or incidents.

All classes have been asked to complete a safeguarding task as class teams, working together to read through safeguarding scenarios, identify what type of abuse they indicate and record them correctly as teaching assistants and class teachers. This is so the designated and deputy safeguarding leads can see where any extra training may need to be done and to ensure the staff are all clear on reporting and recording safeguarding incidents. The tasks have recently been collected in and feedback will be given to staff.

Spring term inset day consisted of a range of training programs in a carousel format. The sessions planned were Intensive Interaction, Signalong, Visual Impairment Awareness, Numicon, Phonics and RSE including So Safe.

The sessions were delivered by trained/experienced school staff and the Speech and Language Therapist delivered Intensive Interaction with Katy Wadsworth. All sessions were received very well and the feedback has been very positive, it has also highlighted areas for future training needs that will be addressed in the summer inset day.

Gill Crawford a behaviour specialist within the county also delivered training in the afternoon, this was aimed at the whole school focusing on expectations and behaviour. This refresher gave opportunities for staff to reflect on how to help students overcome behaviour challenges by using reward systems and other ideas. It was also a good opportunity to ask questions.

Students & Volunteers

We have had a range of placements over the past term, Manchester University PGCE short placements, Macclesfield College Health and Social Care students attending weekly and The Macclesfield Academy students on short placements. We have also had another school ask us to accommodate their Schools Direct students; these placements are usually very beneficial to both schools. All of the students have gained an enormous amount of knowledge about SEND and the way in which our school is similar and different from mainstream provision.

We have two volunteers in school; one is now on the teaching assistant supply list. We also have another lady who works with our 6Form interns at the hospital and is very interested in taking on a volunteer role after Easter.

Sensory Group

The sensory group that takes place every morning for four students is proving very successful. The students join this group in the morning and then re-join their class at lunchtime for the afternoon. The sensory group is an intervention where student is sensory and learning needs are met through a structured, personalised morning timetable. The structure of the intervention group includes; sensory circuits, Attention Autism specific sessions, early communication work in TacPac, Intensive Interaction, desensitisation activities, workstation tasks and PECS sessions with the communication specialist. This quieter classroom environment has really made these students shine, they are more focused and able to concentrate for longer periods, and they are learning to self-regulate their emotions using a range of strategies with adult support.

Personal Development

Rights Respecting School Journey

We have achieved our Bronze Rights Respecting award, this is all down to the motivation of the staff and steering group and the values that are already firmly in place at Park Lane School. The school council and PSHCE coordinator are the steering group for the Rights Respecting Journey, they have had school council meetings to discuss how they will implement the knowledge of children's rights to the whole school, they have created amazing though provoking posters for every class, learnt and taught the whole school a rights respecting song which is included in every assembly, and have created a display board for the school and visitors to see how we are progressing with the journey towards 'gold'. We have

an action plan in place and are working towards the silver award; one of our action points is to embed children's rights throughout our new curriculum.

Emma Shaw.

Behaviour and Attitudes.

Iris Adapt is being used to analyse trends in behaviour in school. IRIS Adapt is a web-based tool enabling staff to log and analysis pupil behaviour. Current trends across school evidence a reduction in the number of incidents logged across school, confirming that behaviour is well managed in school.

A next step is to commission Occupational Therapy services from the Seashell Trust to assess pupils with sensory processing difficulties and to develop programmes to support their self-regulation of behaviour.

Behaviour coordinators continue to monitor and update behaviour plans that now account for sensory processing difficulties so that these are addressed to try to alleviate the challenging behaviours. They also continue to be available to go into classes ad hoc to offer support for behaviours as they arise.

All staff have recently had half a day training with Gill Crawford on IABA techniques. All new staff have been or are booked onto the two-day introduction to IABA course.

The introduction of the new sensory group, which runs for four challenging pupils every morning in a quiet and calm environment and uses ASC techniques and strategies, has so far been very successful. A case study has been produced on one pupil to demonstrate the positive effect. There has been a significant drop in incident forms and monitored behaviour on IRIS for the four pupils involved. K Wadsworth.

Effectiveness of Leadership and Management

Safeguarding.

Safeguarding continues to be a very high priority in school. Weekly safeguarding items are put onto the staff Briefing Paper.

The Designated Safeguarding leads in school have been working to improve on the record keeping process in school following the Ofsted Inspection in September 2018. We have requested 3 voluntary record keeping inspections from the Safeguarding Children in Cheshire East Team since the Ofsted inspection. All have noted significant improvements in our record keeping processes.

The Deputy Safeguarding Lead Andree Barnard has developed class packs containing a safeguarding scenario which staff have been required to read and write a record of concern.

These will be analysed and Andree will give class and whole school feedback on the quality of record keeping including any points for development.

The Governor with responsibility for Safeguarding and the Designated Safeguarding Lead have held their termly meeting on the 6th of March 2020.

School Development Plan.

The School Development Plan is in place and is being worked on in school by all staff. A current evaluated copy accompanies this report.

School Improvement Partner

The School Improvement Partner, Mr Swaine, visited the school in March. A copy of his report is attached to this report.

Mr Swaine also met with members of the Quality of Education Committee as Governors wanted assurances about the work of school and that they are providing appropriate levels of challenge and support to the senior leadership team.

Appraisal.

All teachers will be having their mid-term reviews this term.

Premises.

Work was undertaken to repair a leak in the roof of the mobile classroom.

General repairs have been done in school but no major works.

I submit my Head Teacher's Report to Governors

Lorraine Warmer

Head Teacher

March 2020