

Park Lane School

Macclesfield



Head Teacher's Report to Governors

March 2022

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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.

6th Form pupils moved back into the Park Lane building at the end of the autumn term. They have all managed this move really well and although, not in ideal surroundings, have made the best of things.

ENGAGEMENT WITH PARENTS, STAFF AND PARTNERS.

School Staffing.

We welcomed 2 new teachers to our staff team: Oliver Naylor and Timothy Lee.

Oliver is teaching in Granelli class.

Timothy is teaching in 6th Form.

Congratulations to:

- Jo Shackley and Rebecca Welsby who have been appointed as Grade 7 TA's.
- Sue Coveney who has been appointed as a Grade 6 TA.

Several staff have left the school over the last few weeks:

Natalie Hinchliffe.

Beverley Cairney.

Lucy Wynne

Michelle Saxton.

Parents.

Annual review meetings have been held on 2 days a week for the term. Unfortunately some have had to be rescheduled due to Covid and staff sickness.

Students & Volunteers

Student placements have now restarted and we are currently getting many requests again from the universities for students. We do have stricter guidelines in place due to Covid.

We accommodated our usual 6-week Chester university student, which was a very successful placement and her efforts in school were well received. The student will be carrying out her teacher training in Sept 22; she wishes to work in Park Lane School upon successful completion!

Sheffield Hallam have requested a 7-week placement for a BA (Hons) in Education with autism, disabilities and SEN student, which we have been able to accommodate at short notice.

These are student placements that Emma has arranged so far this year.

Dates	Where From & course	Class
Every Wednesday – October 21	Macclesfield College – Health & Social Care	Silk
Every Wednesday – October 21	Macclesfield College – Health & Social Care	Barnaby
Every Thursday -	All Hallows School (Y11)	Arighi
28 th February & 1 st March 22	Manchester University – Secondary PGCE	Arighi
28 th February & 1 st March 22	Manchester University – Secondary PGCE	Bollin
11 th & 12 th March 22	Manchester University – Secondary PGCE	
11 th March 22	Primary ATs – Gorsey Bank School	Primary
24 th March 22	Primary ATs – Gorsey Bank School	Primary
25 th March 22	Primary ATs – Gorsey Bank School	Primary
3 rd – 27 th May 22	Chester University – BA	Primary
9 th – 13 th May 22	All Hallows – Y10 work experience	
20 th – 24 th June 22	MMU – PGCE	
4 th – 8 th July 22	Wimslow High – work experience	Primary

Quality of Education. **Accreditation**

The Personal Progress and Personal and Social Development portfolios for the 2021 leavers are currently being externally moderated for accreditation by ASDAN. These portfolios have been delayed due to the impact of lockdowns and changes in staffing. The 2022 leavers have a provisional moderation booked for the end of June which will mean the moderation cycle is back on track after two years of disruption due to COVID.

The pupils who have moved from KS4 into KS5 in September 2022 will have their Transition Challenge and Towards Independence portfolios moderated in March. The impact of COVID and a lack of available moderation dates for these awards have delayed the process.

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.

Lesson observations.

Lesson observation will be taking place after October half term. This is to enable all classes to settle into their new routines and new pupils to settle into school. SLT members conduct unscheduled walk rounds into classes daily and provide verbal feedback.

Curriculum and Assessment

EYFS

The Reception Baseline Assessment (RBA - statutory Sept 2021) has been completed for YR children; with the exception of one student who was disapplied due to not being able to access any elements of the assessment. Students that took part in the assessment did not complete all of the activities (some were only able to access the first activity) and we judged when to end the assessment where necessary. The purpose of the RBA is to identify pupils' starting points in order to create reception to end of key stage 2 school level progress measures, however, this will not be used solely as a measure of progress within our school.

Assessment within the new Early Years Framework has changed; the age bands avoid tracking activities that do not support child development. There are now three bands instead of six:

- birth to 3
- 3 and 4-year-olds
- children in reception

There is also more room for professional judgement. You can make more judgements based on your knowledge and experience, instead of using the early learning goals or age bands in the framework to track children's progress. Judgements still need reporting yearly.

KS1 & KS2

Phonics check – We have no Y1 or Y2 children that will be entered for the check as they have not started to show understanding of grapheme-phoneme correspondences. This has been reported as usual to the DfE data collection service.

End of KS1 – Two students, assessed on Pre Key Stage Standards & the engagement model. This will be reported in June 2022.

End of KS2 – Six students, assessed on Pre Key Stage Standards & the engagement model. This will be reported in June 2022.

Reading pathways have been monitored and feedback has been shared with teachers and SLT. All classes are sending reading folders home on a weekly basis with books, links to resources and personalised learning activities. Students are baselined on the Park Lane reading tracker. The EYFS will now input baseline-reading levels; this will give an accurate account of starting points in reading upon entry into Park Lane School. The whole school reading list is up-to-date and some changes have been made to ensure text coverage is broad and balanced, along with age appropriateness. Most teachers have produced English schemes of work termly for their classes, however, evaluations need to be completed to enable an overall view of what worked well and what needs to be taught in the next term. Moderation and workbook scrutiny did not take place in the autumn term due to the introduction of Evidence for Learning; these will be carried out in PDMs this term.

Evidence for Learning (EFL) is now up and running and we have subscribed for a year. The view is to extend this on a longer/cheaper subscription plan. Teachers have their own iPad with the app installed. Training for this has taken place and is ongoing, we have not only trained teachers but teaching assistants also. All teachers have baselined students on our own assessment system. (This was validated at the end of summer 21/beginning of Autumn 21 by the assessment lead.) New school starters were baselined at the end of October.

Target setting through annual reviews is underway; these targets are being transferred onto EfL ensuring a cohesive system of evidencing and tracking progress in Personal Learning Goals. As usual, pupil progress meetings will take place with every teacher this term. A rota for collecting evidence on EfL has been produced, ensuring we collect a broad and balanced range of evidence to build up a profile to show progress in all areas of the curriculum. Moderation using EfL will take place this half term in PDMs. Teachers will share one student's evidence working at a specific 'Lane' and judgements will be made on EfL to validate the assessed level by all teaching staff.

Emma Shaw

Continuing Professional Development

On the INSET day in January, there was a range of training available for staff, mainly delivered by staff within school. The vast majority of staff completed the pool safety refresher training, led by Sue Seaborne. Some staff started the foundation Signalong course led by Viki Fenson and Nichola Mott delivered Evidence for Learning training to the majority of teaching assistants. This involved demonstrating how to capture and annotate evidence and link it to the new assessment system. Staff in the Sixth Form had focused training from the Sensory Inclusion Service on sighted guide techniques. The INSET day also enabled the Sixth Form staff to finish relocating equipment and organising resources after leaving the rooms in the mulberry building in Macclesfield College.

Some staff have also attended training online, including first aid – renewing paediatric qualifications and completing emergency first aid certificates and safeguarding – basic awareness and designated safeguarding lead update training.

Teachers were introduced to BlueSky, which is an online appraisal, professional learning and strategic development system. Emma Shaw took teachers through how to input their appraisal targets for their line manager to approve and Andrée Barnard provided a guide and discussion around using BlueSky to request and evaluate continuous professional development. This system will be rolled out to teaching assistants as well and will enable all appraisal and CPD to be recorded in the same place, linking it to the school development plan or appraisal targets wherever appropriate.

Andree Barnard.

Communication / Signalong

The Signalong parent courses ran by Viki Fenson and Bev CrowderBridge, have been very successful and parents have really appreciated this specific communication training. We are planning to continue this type of short, online training, termly.

Reaching out into the wider community, we will be delivering short introductory Signalong courses to 'Friends for Leisure' 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 raises the profile of this form of communication within the local community. Due to Covid we have not done any face-to-face training in the community for the last two years.

Educational Residential Visits.

There are no residential visits planned for this term.

Personal Development.

SMSC and British Values

In December pupils performed in the Christmas concert, which once again was held without an audience. The performances were filmed and edited together by Katy Wadsworth and a video of the concert made available for parents. The theme was Christmas Films and pupils were amazing as always dancing, singing and acting. The upper school pupils performed their pieces in Macclesfield Academy hall, whilst the lower school pupils used the school hall.

Pupils had Christmas lunch and Christmas parties, all held within their own classrooms, or between bubbles.

School held a Christmas market event in the last week of the autumn term. Classes worked hard to make items to sell and set up stalls in the school hall and lower playground. Treacle class produced a catalogue of what was on sale and shared it with parents so they could send order and money into school. The pupils visited the stalls with their orders and were also able to buy delicious hot chocolate. There were a wide variety of Christmas gifts on sale, including cards, decorations, gift bags, wrapping paper, gift tags, sweet bags, bulb pots, tea light lanterns, hot chocolate kits and magic reindeer food. The event was very successful and pupils enjoyed browsing the stalls and sampling Christmas treats.

Andree Barnard.

Student Council.

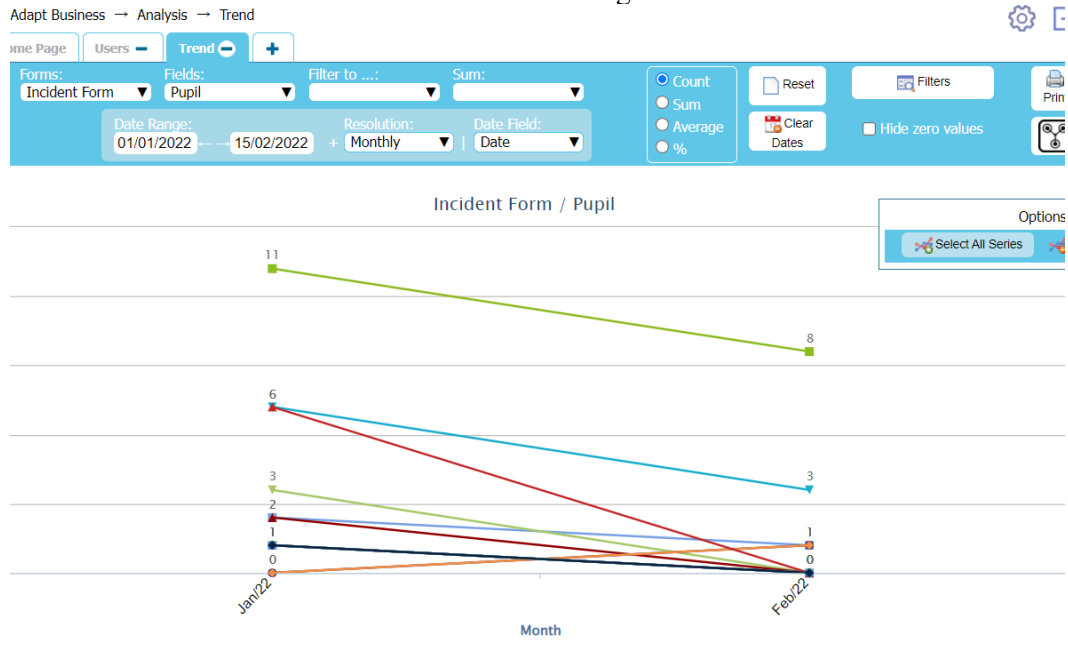
Wendy MacFadden continues to lead the School Council. This term they have been involved in interviewing candidates for the post of 6th Form teacher.

They have also designed a school mascot which one of our teaching assistants has made into a replica of their design.

This half term the School Council are designing 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.

Behaviour and Attitudes.

- General overview of behaviour and conduct looking at IRIS data –



Happily the graph lines go downwards meaning the amount of incident forms has reduced after a spike in January. The spike can be attributed to coming back after Christmas break and there being an unusually low number of staff in most classes due to COVID. In collating the evidence, I noticed that some forms were filled in incorrectly and again there were some incident forms that should have been accident forms so I will resend out information to staff on this.

- Update on behaviour team input- the qualification that all behaviour leads are required to complete in order to lead without Gill Crawford the independent behaviour coordinator. It turns out to be a huge undertaking so Claire Noonan will be completing this alone as Jo would not have the time out of class to complete it. The qualification is a BTEC in positive behaviour through BILD which involves 200 hours of learning and 3 lots of coursework. A further 2 units would make this in a diploma.
- Update on dissemination of ELSA training and delivery across school- Wendy MacFadden and Claire Noonan spoke about the training undertaken and the beginnings of the delivery of ELSA across school. Delivery is still difficult due to Wendy and Viki being needed to cover during COVID absences. There is a lot of literature on the scheme and there are specific forms to use for recording sessions and providing feedback to teachers and parents. Claire is going to resend information to parents to inform them on what ELSA is. Katy is going to add a section on the website for information.

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 March 2022.

The DSL has undertaken her biannual DSL training in November 2021.

School Development Plan.

Following our SLT working day with Gill Robinson I have amended our School Development Plan to include 2 additional targets. One target is developing a support package of training on alternative and augmentative communication. The second target is developing Preparing for Adulthood across the school to ensure this is embedded in the curriculum from EYFS through to 6th Form.

SDP for 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 November to February in all examples that I tracked. In 4 cases the pupils had no incidents recorded in February. In 1 case there were still incidents but very much reduced?

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 receives 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 which

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.

Appraisals.

All appraisal meetings were completed within their annual cycle.

BlueSky

We have introduced a new online system called 'BlueSky' to support us in managing the whole of our professional development within school. This includes, developing professional practice and teaching, managing professional learning, and recording the quality of teaching and practice. This has been rolled out to teachers so far and will be then filtered to TAs in the summer term when they have annual appraisal meetings. Training on this software took place on 1/2/22 at a PDM and teacher appraisal targets have been submitted on the system.

Health and Safety.

COVID19.

The COVID19 risk assessment has been reviewed and revised in line with changes in Government guidance. Unfortunately during January the school experienced a higher number of cases affecting both pupils and staff. These cases were across the school and affected all classes, some were more badly affected than others. In the light of this I have decided not to remove the wearing of masks in school, despite the Government recommendation to do this. I am still recommending that staff wear masks in school and I will review this again once we have no cases in school again.

We have continued to have assemblies online and are avoiding whole school events.

There is an Operational Management Plan in place to be used if school was to have an outbreak in a class or area of school.

Updated Risk assessment is on Governor Hub.

Operational Management Plan is on Governor Hub.

All regular Health and Safety checks have been carried out as per calendar of requirements. The annual school Health and Safety Inspection took place in school on the 14th January 2022. The inspection was carried out by Matthew O'Donoghue from Cheshire East and Chris Milnes, Health and Safety Governor, was in attendance. The inspector praised the documentation and procedures in school. There is some new paperwork to be completed with a timeframe in which to complete this paperwork.

I submit my Head Teacher's Report to Governors

Lorraine Warmer

Head Teacher

March 2022.