

Park Lane School

Macclesfield



Head Teacher's Report to Governors

November 2022

HEAD TEACHER'S REPORT TO GOVERNORS

June 2022

STAFFING AND PUPILS

Pupils.

There are currently 112 pupils on roll.

There are 4 pupils who will be leaving Park Lane School at the end of this academic year as they complete their education at school.

Destinations after Park Lane School.

KS1 pupil moved to a specialist residential school in Chester

3 Post 16 pupils have started at Pettypool College and are enjoying it and have settled well

1 Post 16 pupil attends an independent specialist college – The Seashell Trust where he is a residential student. He has settled well at college and moved into his new house towards the end of September. He has started to settle well.

1 Post 16 pupil will be accessing day services, attending David Lewis Footsteps activities, however, they are still waiting on a start date for this.

ENGAGEMENT WITH PARENTS, STAFF AND PARTNERS.

School Staffing.

There have been several changes to staffing during the first term of this academic year.

Resigning staff:

Donna Grundy.

Viki Fenson

Kelly Goodwin.

Marit Van Der Gant.

Rosie Seago (Maternity Leave).

New staff who have joined the Park Lane Team:

Kieran Cook (6th Form Teacher)

Emma Lewis (KS2 Teacher)

Letitia Burns (KS3 Teacher)

Sally Worsely (KS3 Teaching Assistant).

Jennifer Bowman (KS3 Teaching Assistant)

James Howard (Site Manager)

Congratulations to Katy Wadsworth who achieved promotion to the post of Assistant Head.

Congratulations to Jackie French and Claire Noonan for achieving TLR's for Mathematics and EYFS respectively.

Congratulations to Karen Mattocks, Claire Drake, Zoe Remblance and Bev Cairney who were all recently promoted to Grade 6 posts, following both observations and interviews.

Sadly we said good bye to our valued Music Therapists Felicity North and Kate Williams at half term. Felicity is reducing her time as a Music Therapist and Kate is moving to a

different area of the country. We were so sad to lose them both as they were both very much part of the school team. We are pleased to be welcoming a new therapist after half term.

Thank you to Lydia Lomas who has raised £900 towards the school hydrotherapy refurbishment. Lydia was given a skydive experience as a gift and used to raise money for school.

Parents.

We have welcomed new pupils and their families to Park Lane School this term. It is lovely to see their children settling into school so well. I have conducted a parent questionnaire with all parents of children new to the school and the feedback was very favourable. Please see results below.

Annual reviews of pupil's EHCPs will begin in November, starting with the leavers of 2023. Parents can choose from either face to face or Teams meetings. Parents Evening will take place in November and details will be sent out after half term.

FOPLSS held an AGM and have elected a new committee with Emma Shaw as Chair, Helen Davies as Secretary and Liz Bristow as Treasurer. Ella Rowe and Sarah Ervine have continued to be committee members but have stepped down from their key roles as their daughters are sadly coming to the end of their education at Park Lane School. My thanks go to them for their many years of support and commitment of Park Lane School. Their fund-raising work has resulted in the school having minibuses and more recently the refurbishment of the hydrotherapy pool.

Prospectus

Katy Wadsworth has worked very hard on a new school prospectus. It really captures the school through photographs and pertinent text. This text includes comments from pupils recorded in the pupil questionnaire as well as from parents. As we are getting many visits from parents of pupils across the age range this will be a valuable addition to the website in providing information and insight about the school.

New School Uniform.

This is an exciting new development and is well timed as we have the completed additional building and all our pupils back on one site. As a strong advocate of the Learning Zone in its initiation in 2007 it presented our pupils with unique learning opportunities. However over the last 15 years the ethos of the Learning Zone has been gradually eroded and it has become clear that the inclusive vision for the campus had gone.

In response to the changes we have set about creating new logos which will enable Park Lane to be separate from any other educational establishment. The new uniform will be introduced from January 2023 but parents will be reassured that they do not have to buy the new uniform straight away so there are not cost burdens put on parents during these difficult times.

This is the new badge that will be on our school uniform items.



Below is the badge that will be on other items such as stationary. This has been designed and drawn by a pupil in KS3, Kyle.

Thank you to Katy Wadsworth for coordinating this and arranging a meeting with the uniform supplier. The new school uniform will continue to be supplied by Classworx in Macclesfield.



Extra-Curricular Activities.

Our offer of extra-curricular activities has extended so that we have a club for pupils every lunchtime:

Monday: Sing and Sign (Led by SALT)

Tuesday: Choir. (Led by Nichola Mott)

Wednesday-Multi sports. (Macclesfield Town Football Club organised by Oliver Naylor)



Thursday-ICT club. (Led by Gareth French)

Friday-Football club (Led by Zoe Remblance).

In addition we have the Breakfast Club which has a number of regular attenders and the after-school film club for older pupils which runs weekly.



Students & Volunteers

We have one Macclesfield college TA course student working one day a week in Forest class.

We have Sheffield, Chester and Manchester University students planned for the spring term, and we also have 17 Primary Trainee Teachers (Cheadle Hulme High School) working with us again in March for their SEND placement.

As a school we host placements for Chester and have been involved in a SEND working group with the university and other Special Schools, we have been invited to take part in the interviewing process for potential associate teachers for next year.

Quality of Education.

Accreditation

All the pupils who left KS4 and moved into KS5 achieved their ASDAN awards, as did those pupils whose awards were delayed from last year. There were some lovely comments from the moderator: *"I have completed the moderation of your PfA files and am pleased to confirm that my recommendation is that the candidates will pass. Your files were of a high standard, and it was clear that the students enjoyed the work. I will forward the feedback reports to you once I have written them"*

All learners have now been presented with their award certificates

The qualifications for the Post 16 leavers were also successfully achieved, again with lovely comments from the ASDAN moderator: *'I have now completed moderation of PSD and it was an absolute delight – thank you. Extremely well organised and the young people certainly seem to have enjoyed all activities.'* (Personal & Social Development)

'.....it was a delightful sample and the activities which candidates take part in are perfect – as is the evidence. Please pass my congratulations to the candidates and the team – really excellent work!' (Personal Progress)

The certificates for this years' leavers arrived in September, so these are in the process of being collected/posted out. The certificates for the pupils who left in July 2021 are now also in the process of being given to the pupils. There were big delays in sorting these due to late moderation because of the lockdowns as well as a delay in ASDAN posting the portfolios back to school. The transcripts from these have to be presented with the certificates in order for them to be valid.

ASDAN have informed the centre co-ordinator that they will be carrying out a quality assurance review in the middle of November. This is a deep dive into the school's planning, delivery and assessment of the qualifications as well as the internal moderation systems school uses. There are a couple of development points within the moderation feedback report, and it is felt this is why ASDAN are carrying out this review. It's the first time the school has had one in all the years we have been delivering the qualifications.
Andree Barnard.

Preparing for Adulthood

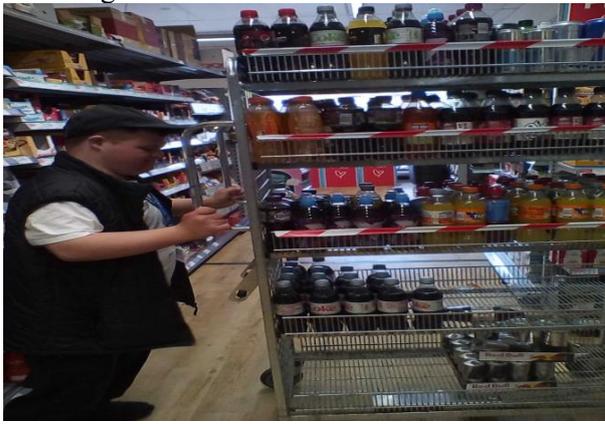
One of the sixth form classes is back to full timetable, going out on community visits and accessing the supermarket again for daily living skills sessions. The students have all enjoyed these sessions and are doing very well with them. The other class is working towards including these sessions within their timetable, but this will take a while due to changes in staff and needing to do extra risk assessments due to a student with challenging behaviour.

The three students in Sixth Form Two continue to do extremely well in their work experience placements. One student now has two sessions a week in placement at the Co-op and another student has started a new placement in a café in town. She attended an interview for the placement recently and was successful in being accepted to volunteer there.

All three of these students have applied for places at Pettypool College for September 2023 and all have been invited to assessment days in the next few weeks. Pettypool College have moved their whole application and assessment system forwards as they are receiving more applicants than they have places currently.

The National leader of Education, Alison Ashley, will be coming into school in November to conduct a deep dive into Preparing for Adulthood. She was due to do this in the summer term but had to rearrange the visit to the autumn term.

One of the sixth form classes is back to full timetable, going out on community visits and accessing the supermarket again for daily living skills sessions. The students have all enjoyed these sessions and are doing very well with them. The other class is working towards including these sessions within their timetable.



Andree Barnard.

Supported Internships

There are no new supported interns this academic year.

Curriculum and Assessment

Assessment

Yearly Data Headline 2021 – 2022

Early Years Foundation Stage	Literacy	Maths	PSED
Exceeding	15%	45%	15%
Meeting	80%	50%	80%
Expected	5%	5%	5%
No Progress			
Met or exceeded	95%	95%	95%

EYFS - Silk & Granelli Class

- Changes to the EYFS assessment in 2021/2022

Whole School – English	Reading	Writing
Exceeding	33%	27%
Meeting	37%	48%
Expected	23%	18%
No Progress	7%	7%
Met or exceeded	70%	75%

Trends or patterns:

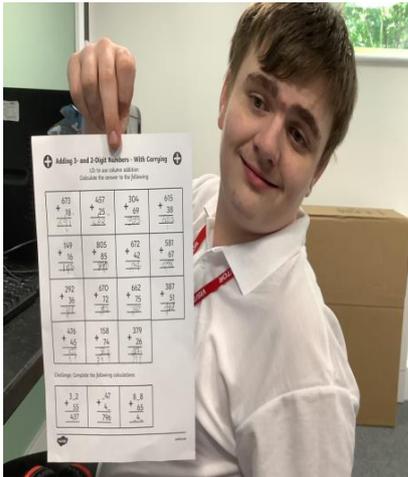
- Students exceeding targets in reading is higher this year - this could be due to reading pathways and a drive on the whole school approach.
- No progress – this equates to 2 students
- Expected progress is higher than other years, this could be due to the new assessment system we now have in place. (Our assessment system could be more challenging.)

Whole School – Maths	Maths
Exceeding	4%
Meeting	70%
Expected	19%
No Progress	7%
Met or exceeded	74%

Trends or patterns:

- No progress – this equates to 2 students
- Expected progress is higher than other years, this could be due to the new assessment system we now have in place. (Our assessment system could be more challenging.)

Whole School - PSHCE	PSHCE
Exceeding	22%
Meeting	49%
Expected	23%
No Progress	6%
Met or exceeded	71%



Trends or patterns:

- No progress – this equates to 2 students
- Expected progress is higher than other years, this could be due to the new assessment system we now have in place. (Our assessment system could be more challenging.)

Progress towards yearly targets – Met or exceeded

Year	English	Maths	PSHE
2017 – 2018	91%	86%	96%
2018 – 2019	90%	91%	95%
COVID- Autumn term data - Students were making progress towards their yearly targets. However, data collection did not take place at the end of the year due to the amount of time students have been away from school. In any autumn term we would not expect yearly targets to be met or exceeded as this would question the validity of our target setting approach.	8% Autumn term data only	6% Autumn term data only	10% Autumn term data only
2020 – 2021	86%	87%	93%
2021 – 2022 New assessment system	73%	74%	71%

- No progress - 2 students A&B

Student A - This student has been identified by school as a school refuser. School have been incredibly supportive to reintroduce school on a part time basis. The LA are aware of this and have also supported school. He receives home tutoring for some sessions.

Student B – This student was picked up in the spring term and moved to the NSS framework. A curriculum which is designed specifically to meet his needs and concentrate on specific targeted areas of learning. More advice will be given in progress meetings as he has moved class.

- Changes to assessment system – PLS new lanes assessment.

End of year data in all subjects has been shared at the most recent PDM, subject leaders have been tasked with analysing their own subject results in order to improve upon practice and understand whole school data. This will form part of new subject action plans and appraisal targets for teaching and learning.

The Reception Baseline Assessment (RBA - statutory Sept 2021) has been completed for five YR children; other students were disapplied due to not being able to access any elements of the of the assessment. Students that took part in the assessment did not complete all 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. (Results will need to be submitted to the DFE.)

Target setting guidelines for annual reviews have been shared with all teachers and baseline assessments on Evidence for Learning are taking place this term.

Curriculum

We have taken the decision to nominate a member of the SLT to take on a lead role in the value groups. This is to ensure consistency in the structure of Schemes of Work, timely distribution of planning, and a precise evaluation of the impact the Schemes of Work are having on students.





Reading Pathways

Reading Pathways have become embedded through the curriculum and excellent practice can be seen across the school. There is evidence of all pupils being provided with opportunities to develop reading skills from EYFS to 6th Form.

It was good to hear Teaching Assistants referring to the work they have done in class using the Reading Pathways in recent interviews. This supports the observations reported by the SIP.

“What is an amazing achievement for the school is that all Teaching Assistants are knowledgeable about the Pathways and why individual children are placed on specific Pathways”.





Lesson observations.

Formal lesson observations will take place after half term and will involve all SLT.

Community Engagement

The KS3 pupils are continuing to work with the music lead in Fallibroome School. There will be face to face teaching for pupils in KS3 both in Park Lane and at Fallibroome School. Sally Wright and Emma Shaw have been to Fallibroome School to do some disability awareness and Signalong training for the 6th form students who volunteer to support our pupils in these lessons.

The School will be taking part in the Creativity week alongside all schools in the Fallibroome Hub next term.

Oliver Naylor has liaised with Macclesfield Town Football Club to arrange for some staff to run a weekly Multi Sports session on a Wednesday lunchtime with older pupils. This is working well, and pupils really look forward to the sessions.

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.

Classes in school are now taking learning outside the classroom and into the community. Some classes including 6th Form, KS4 and Early Years have weekly class visits to community venues such as park, supermarkets and the Hub.



One of the class teachers, Oliver Naylor, has been in contact with Everybody, who run local leisure centres, about sponsorship for school PE kit. They have agreed to donate a sum so the school can provide a new PE top for all pupils which will carry their logo as well as the school logo. I am currently getting costings for the badge to be embroidered.

Our Governor Co-Chairs did a presentation at the Cheshire East Governor Conference.

Continuing Professional Development

On the INSET Days in September there were various training sessions delivered across two days by staff within school and external trainers. Feedback from all the training was positive.

Lorraine delivered an update training session on Safeguarding to all staff and went through the main changes to the Keeping Children safe in Education (KCSiE) document. Staff were given time to read the updated KCSiE part one document as well as the updated Child Protection policy. Staff were asked to complete a form saying they had read and understood the KCSiE and Child Protection policy as well as completing a staff disqualification declaration.

Katy Wadsworth and Wendy MacFadden led a training session to teachers on how to follow and deliver the So Safe programme as this will now be delivered to all pupils from KS2 upwards. Katy also introduced teachers to the My Happy Mind programme which is a mental wellbeing scheme. Teachers will be delivering appropriate aspects of this to pupils.

Viki Fenson and Emma Gibson (speech & language therapist) delivered training to the new communication representatives. There is one teaching assistant from each class taking on this role in order to continue supporting the excellent work of the communication team in school.

Sue Coveney and Julia Kaye delivered manual handling training for new teaching assistants.

Ten staff accessed first aid training, achieving their emergency first aid at work RQF Level 2 qualification and seven 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 from causing themselves or others injury. This is training staff complete every three years.

All staff who didn't complete the Safer Handling on the September INSET days, will be completing it on the INSET day in October.

Andree Barnard.

Communication / Signalong

We now have named Communication Reps in each class as part of the changing structure of the communication team.

Communication Representatives (Comm Reps) will form an important part of the communication support service at Park Lane Special School by working closely with the Speech and Language Therapy team, OT, behaviour support to maintain and develop the total communication environment at school.

Aspects of the Role

- Creating new or replacement symbols
- Maintaining visual supports such as timetables, traffic lights, symbol fobs, activities
- Maintaining environmental symbols, such as room or cupboard labels,
- Maintaining the Objects of Reference board,
- Updating photos of staff/students
- Re-making individual communication aids that go missing or get broken
- Liaising with the SaLT team and attending Communication Rep meetings
- Modelling the use of symbols/visual supports in the classroom
- Having an awareness of strategies to support communication and using these strategies consistently in class (to be a role model for other staff)
- Keeping up to date with relevant communication strategies & training

As you become more experienced in the role, you may take on other tasks, e.g.

- Writing social stories or accessible information
- Maintaining and updating individual communication aids (e.g. communication books or iPads)
- Working with key teams to create communication passports
- Creating resources for communication assessments
- Building and maintaining the communication resource cupboard/area
- Attending communication assessments
- Attending transition meeting

Support

To support you in your role as Comm Rep, you will have access to:

- Fortnightly Communication Team meetings – Monday 3pm
- Training in communication – internal & external
- Individual skill building e.g., creation of comm books, iPad maintenance
- A range of resources & interventions
- Daily Communication Rep time 3pm onwards
- Prep time – 1 day every half term.

Emma Shaw



Educational Residential Visits.

There are no residential visits planned for this term.

Personal Development.

SMSC and British Values

To commemorate the Queen's Platinum Jubilee, school had a celebration day in early June. Pupils were invited to come to school dressed in red, white and blue clothing and were provided with a special picnic lunch. The original plan was to have street party lunches outside, but rain on the day meant we had to have the party lunch inside. Classes made bunting and decorated tablecloths for the event and each pupils made a memento, decorating a white tile which they were able to take home. There were also extra tiles decorated by each class which will be mounted together to create a piece of artwork to display in school.

In the afternoon of the same day, upper school pupils held a jubilee enterprise market. Each class in upper school had a stall and sold good they had made in class enterprise sessions. Pupils took it turns to run the stalls and look round them. Parents were sent a brochure of what was for sale and sent in money and orders. It was a very successful event.

School organised a special afternoon in July to celebrate the achievements of the young people in the Sixth Form who left school at the end of the summer term. Parents, pupils and staff have reacted incredibly positively to this more personal, in-house celebration event for the leavers, and it was lovely to be able to organise it again this year without any COVID restrictions. School ordered in a delicious buffet and decorated the hall for the occasion. The pupils who were leaving had family members there as well as their classmates. The leavers were presented with their record of achievements and gifts and the new school choir performed a special song, which was enjoyed by everyone.



Andree Barnard.

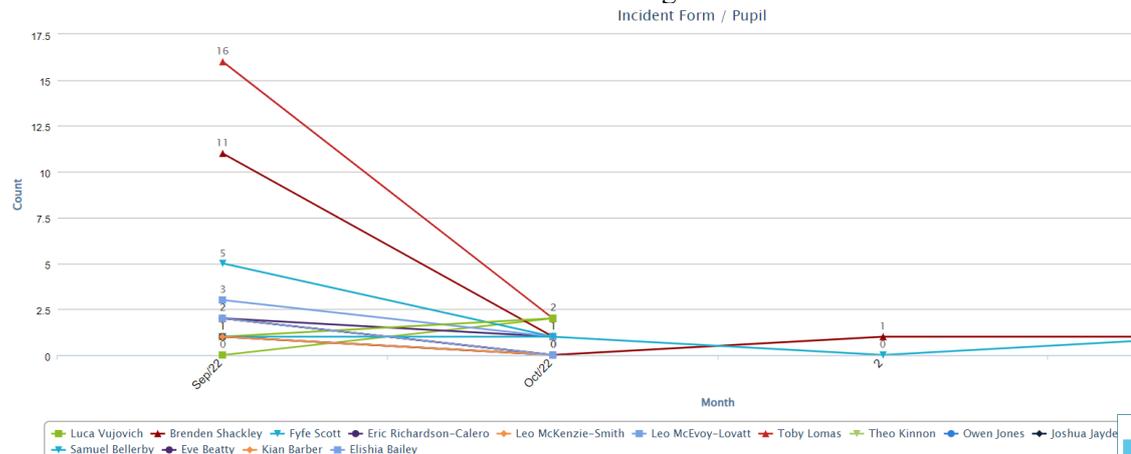
Student Council.

There has been a newly elected Student Council this academic year and it has been strengthened by a representative from Middlewood Class. There are now 8 Council members with a representative from each class in the secondary department. Student Councillors are voted for by peers.

Wendy MacFadden continues to lead this, and she will be supported by Karen Mattocks.

Behaviour and Attitudes.

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



This is the analysis of Incident forms completed since we started back in September. As always there is a huge spike in early September as the pupils and staff get back into the swing of things, get used to new classes, new staff, new buildings. Happily there is a huge dip and things have evened out. This is because staff have got to know the pupils and how best to manage their behaviours and get the best out of them. Also in areas of concern, changes of staffing have been made and the behaviour team have been called upon to give advice and review behaviour plans.

Claire is going to add IRIS training to the training she has planned for delivery next week on ASC and PDA as we have had many new staff since its introduction, and we felt

proper training would be beneficial to avoid incorrect or unnecessary reporting of behaviours and incidents. Katy will produce a training fact sheet to go with it.

- Update on behaviour team input: Claire and Jo have completed behaviour meetings with Silk, Forest, Hovis and Granelli so far and they reported that the ideas generated by staff teams were great and they were all really keen to implement strategies and try various suggestions out.
 - Claire is still working on her behaviour qualification and will have completed the initial work by November; however she will continue the extra units to earn a diploma and then be able to train staff as Gill Crawford did previously.
 - Update on ELSA and its continued delivery with impending staffing changes: Due to staff departures there is now only one trained member of staff and they are unable to leave class at present due to staffing pressures across the school. Claire's training has lapsed so she can run similar sessions but without using the ELSA label. There is a member of staff who will hopefully be able to take the place of staff who have left but time and cover are still a huge constraint.
- Katy Wadsworth

Leadership and Management

Safeguarding.

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead remain in place.

Annual refresher training was completed in September 2022. All new staff have or will be booked on a Basic Awareness Course.

Safeguarding continues to be included as a key item on the weekly staff briefing.

School Development Plan.

The SDP for 2022-2023 has been discussed with staff, Governors and also the SIP. Following discussions with various stakeholders the targets have been amended or added to reflect the developments school needs to take this year. It is now in progress and staff are working towards targets.

SDP for 2022-2023 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 evidence a fall in behaviour incidents from September to October for 3 pupils that were tracked from the start of term. In addition 1 pupil who had a higher number of incidents has been observed by Gaye Griffiths (Sensory OT) and has a programme, resulting in a reduction in the number of incidents.

Music therapy.

24-Felicity.

54 pupils-Kate

Currently 78 children are offered music therapy in school of which 13% are eligible for free school meals. These sessions are offered individually, in small group and in whole class sessions.



Please see Pupil Premium Statement on Governor Hub. A Pupil Premium Statement for 2022-2023 will be completed by the 31st of December in line with DFE requirements.

Attendance.

Pupil attendance for the academic year so far is 90.4%
There have been no unauthorised absences.

We currently have 6 pupils on reduced timetables due to severe health conditions. Most of these pupils are in Barnaby class. They are supported through reduced timetables to ensure the pupil can rest, receive the medical interventions they require and to ensure they can attend school by not becoming over tired and having to take longer periods of time off school. It has been wonderful to see one of these pupils increase his time in Barnaby class to 4 shorter days a week. This has increased over time from coming in for eye gaze sessions only. It is so good to see him well enough to spend more time in Barnaby class and to be really enjoying it. Park Lane School does work with the Cheshire East Attendance and Out of School Team, and they have met with the Head Teacher this term.

School Improvement Partner

Gill Robinson is continuing to be our SIP and made her first visit of the school year on 22nd September 2022. The day covered a review of the school development plan for this coming year.

She is coming on the 15th of November when the day will focus on subject leadership.

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.

Governor Briefings

The outcome from the last SIP visit was to keep Governors whole school knowledge updated. We have introduced governor briefing sessions to enable this.

Briefings will include a presentation, documentation evidence (posted on Governor Hub) and time for a question-and-answer session. The briefings will include School Development plan, Park Lane School curriculum overview, Preparing for Adulthood, reading, teacher observations and assessment.

BlueSky

TA reviews took place on BlueSky at the end of the last academic year. All TAs now have access to their own professional account. This means that they take accountability for their own professional development and can easily request CPD opportunities and see their review documents.

The School Development Plan has been inputted into BlueSky; this now means appraisal targets can be clearly linked to the whole school targets where appropriate.

Health and Safety.

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

At the time of writing the school has not been notified of the date for the annual audit. I have contacted the H&S team.

I submit my Head Teacher's Report to Governors

**Lorraine Warmer
Head Teacher
November 2022.**