

# School Development Plan

## Published Summary

### Park Lane School



**PARK LANE SCHOOL**  
Imagine | Believe | Achieve

## 'Building Back Better'

**Our Vision**

We aim to use the disruption caused by COVID-19 to reset our school community, galvanise its members and work collaboratively and equitably with a range of agencies to provide outstanding specialist learning experiences for all pupils which enrich their lives and prepares them for next steps!

**Our Values**

INTEGRITY
ACHIEVEMENT
INDEPENDENCE
ZEST

DIVERSITY
HUMOUR
RELATIONSHIPS
RESPECT



**Curriculum Focusing on What Matters for pupils**

- Excellent outcomes for all - everyone achieving potential
- Recovery Curriculum - to focus on pupil wellbeing & catch up
- Whole school curriculum review involving all stakeholders
- Learn from practice in other schools to be abreast of developments
- New CW curriculum framework which Directalls our design with ALNET
- Specialist interventions, frameworks and approaches
- Embedding 4 purposes and making them PL specific
- Improving assessment for learning to secure progression



**Specialist Teaching**

- Reflecting on individual practice
- Learning from/challenging each other to improve
- Pushing boundaries of what's possible using assistive technology and specialist advice
- Resources fit for purpose which keep abreast of latest technology
- Appropriate specialist frameworks to capture progress
- Culture of enquiry and pushing boundaries
- Sharing best practice for the good of all
- Improved work with Agencies to embed specialist advice into the school's performance.
- Secure additional therapeutic support



**Investing in Staff**

- Develop high performing TEAMS underpinned by coaching
- Excellent professional learning offer for everyone linked to VISION
- Developing leadership at all levels
- Clear roles and responsibilities
- Developing coaching to improve practice and outcomes for pupils
- Engagement with SLD methodology to continuously challenge each other
- Engagement with internal and external professional learning
- Engagement and training in highly specialist techniques



**Continuous Improvement**

- To secure excellent outcomes
- Refine QA systems to promote enquiry and continual evaluation
- Improve the use of real time data/information to continually improve
- Self-evaluation not punitive accountability that encourages reflection and improved outcomes for pupils
- SIP targets SMART and evaluated by published enquiry
- Continuous involvement - constantly asking questions
- Effective moderation/standardised



**The Community as Partners**

- Improved communication with families - website, Twitter, SeeSaw
- Develop a suite of family services to support them unconditionally
- Specialist training, workshops and support
- Open Door Policy (after COVID)
- Engagement with the broader community e.g. Sport, Music, Drama
- Support for mainstream schools
- Improved work with Agencies to embed specialist advice into the school's performance.
- 24hr curriculum

**Imagine | Believe | Achieve**

## School self-evaluation: summary

### Strengths:

- Most Pupils, of all abilities, make good or very good progress across the school from their varying starting points.
- Most Pupils enjoy their lessons and demonstrate a positive attitude to learning.
- Staff know pupils very well and enjoy excellent relationships
- There is a very strong professional relationship between pupils and staff.
- Classrooms are productive, active and purposeful learning environments. Significant investment has been made to further improve class room environments.
- Lessons are well-planned and build sequentially on pupils' knowledge, skills and understanding.
- Staff take account of what pupils need to learn about and their interests influence school themes.
- The school is a very happy and diverse school community that celebrates difference well
- The school has a caring and inclusive ethos.
- The school works successfully with a wide variety of outside agencies to support every child and their families.
- School has a strong focus on developing staff expertise and engagement in professional learning; this helps staff to reflect on their teaching and work together to improve their practice.
- Governors have a good overview of the school's work and support the school effectively.
- A clear vision is in place that aligns closely with the principles of the Curriculum for Wales; this has been developed well with pupils, staff, parents /carers and governors.
- Regular and robust self-evaluation activities are ongoing throughout the year. There is a developing culture of enquiry which is centred around improving teaching and the progress pupils make
- The school collaborates well with an increasing number of schools. The relationship with Ysgol Ty Coch is very effective.
- The school has received 2 external financial audit's which demonstrates significant improvement in many internal areas including finance, policy, safeguarding and H&S

### Areas for development:

- The school should continue to meet the demands of growth by continuing to adapt the environment and keep abreast of professional learning particularly in the field of ASD
- Continue to evaluate and refine the school curriculum through 'enrichment' which focusses on the cross cutting themes and partnerships in the community
- Continue with the systematic implementation of ALN reform by further developing PCP across the school

- Continue to improve functional behaviour analysis strategies in order to better understand challenging behaviour
- Increase the range of opportunities that were in place pre-COVID for pupils to contribute to school life through different pupil voice groups.
- Further develop the role of the Governing Body to act as a critical friend
- Strengthen and stabilise leadership arrangements to include HT appointment and SLT structure review
- Continue to develop a culture of enquiry to support robust self-evaluation
- Monitor pupil attendance to ensure it remains in line with similar schools across the region

## SCHOOL DEVELOPMENT PLAN EVALUATION 2021/22

Priority	Evaluation of progress
<p><b>1. Curriculum focussing on What Matters for pupils</b></p>	<ul style="list-style-type: none"> <li>• An effective 'recovery curriculum' has been developed and implemented to support transition back to school post COVID. Appropriately focussed on pupil wellbeing: <ul style="list-style-type: none"> <li>○ Effective home:school support implemented to encourage reluctant returners</li> <li>○ MOTIONAL implemented to capture baseline wellbeing information for many pupils. Appropriate approaches implemented to support wellbeing.</li> <li>○ Development of Hafan and Hafan Back Nurture provisions</li> <li>○ Purchase of outdoor learning resources to promote play, interaction and wellbeing</li> </ul> </li> <li>• Appropriate focus on literacy interventions across the school - Read, Write Ink programme re-invigorated in primary department. Targeted Pupils in KS2 baselined on Derbyshire language scheme</li> <li>• Curriculum developing well using a highly collaborative model with nearly all staff contributing: <ul style="list-style-type: none"> <li>○ Curriculum separated into three clear strands – Pre-formal, semi-formal and Formal</li> <li>○ Curriculum written on a termly basis to allow evaluation and continuous improvement.</li> <li>○ 4 purposes encompassed into all that we do – making them PL specific</li> <li>○ Many stakeholders part of the process including parent workshops and MDT input</li> </ul> </li> <li>• Effective implementation of ALN reform <ul style="list-style-type: none"> <li>○ Ongoing staff training provided to all staff on the ALN Bill and how to develop IDP's</li> <li>○ Information sessions provided for parents and Governors to ensure all stakeholders understand the change and process</li> <li>○ Effectively managed any anxieties during the process</li> <li>○ Increase in the confidence of teachers in developing IDP's.</li> </ul> </li> </ul>

	<p>The school should continue to develop its curriculum through a collaborative, person centred approach. The focus should be on enrichment, partnerships and cross cutting themes which will add further opportunities</p> <p>Sixth form pathways should be reviewed and further developed to ensure they continue to meet the changing needs of pupils. Review of accredited learning and a focus on work related education should be further developed</p> <p>Further develop the provision and teaching of digital competence/ICT</p>
<p>2. <b>Specialist Teaching</b></p>	<ul style="list-style-type: none"> <li>• New MER cycle developed which builds on some practices learned during COVID. This seeks to use staff self-evaluation with quality assurance activities designed to verify judgements</li> <li>• Coaching training given to all members of SLT to feed into performance management processes</li> <li>• Additional leadership structures developed with opportunities for promotion within all tiers of the staffing structure to ensure the school accommodates growth and retains staff</li> <li>• Professional learning offer increasingly robust. High number of staff enrolled on substantial professional programmes. E.g. QTMSI</li> <li>• New approach to assessment and progression co-constructed to ensure pupils achieve high standards in all areas of performance and wellbeing</li> <li>• Effective engagement with SALT to implement communication profile and Colour Semantics with appropriate pupils</li> <li>• Effective collaboration with OT and Physio to develop effective teaching for sensory processing and MOVE. 5 pupils have begun their MOVE journey. Physical literacy developing well across the school</li> <li>• TIS methodology rolled out to all staff with 3 staff fully qualified in 10 day TIS programme</li> </ul> <p>School should continue to work in partnership with SALT to fully implement a TOTAL COMMUNICATION approach using the new communication profile to support</p> <p>Further develop use of AAC and AT to remove barriers to learning</p> <p>Continue to develop staff knowledge of pedagogy associated with ASD</p>
<p>3. <b>Investing in Staff</b></p>	<ul style="list-style-type: none"> <li>• Light touch ColourWorks training for staff has been effective in starting to develop a high performing staff team.</li> <li>• Implementation of revised PM arrangement to include further emphasis on reflective practice. All teachers baselined themselves using CONTINUA which has been verified by SLT.</li> <li>• Professional learning offer developed and whilst in its infancy, has been effective in further developing teaching practice. Effective Online professional learning resources developed in collaboration with YTC</li> </ul>

	<ul style="list-style-type: none"> <li>• New induction policy and procedure developing well. There are emerging signs of a successful internal and progressive training offer for staff at all levels</li> <li>• New whole school wellbeing offer developed and implemented to focus on embedding a whole school approach to wellbeing as we recover from COVID</li> </ul> <p>Continue to invest in science behind the high performing team. E.g. ColourWorks and Coaching</p> <p>Explore options to secure accreditation for elements of the professional learning offer. Ensure this offer is fully evaluated for its impact on pupils' progress</p> <p>Ensure PM extends to all members of the workforce</p>
<p>4. <b>Continuous improvement</b></p>	<ul style="list-style-type: none"> <li>• New MER systems developed and implemented collaboratively which focus on the progress pupils make and the quality of teaching</li> <li>• Effective external systems in place to QA curriculum and standards through YTC link and challenge advisor</li> <li>• Effective external scrutiny through South Wales Moderation group</li> <li>• Internal systems for moderation and monitoring highly effective</li> <li>• Increasing range of specialist assessment frameworks implemented to ensure holistic needs of pupils are met well. These frameworks help ensure IDP targets are measured. Further work needed to embed these approaches</li> </ul> <p>Continue to refine assessment processes to ensure they promote pupils' progression. Ensure collaborative professional discussions are formulated into robust policy.</p> <p>Begin to share examples of effective practice with other school's across the region.</p>
<p>5. <b>The Community as partners</b></p>	<ul style="list-style-type: none"> <li>• Building on the many strengths developed during COVID, a range of external partnerships have been developed to promote the idea of the 24hr curriculum e.g. after school club</li> <li>• Effective support and communication systems developed to improve communication and collaboration with families. E.g. Twitter, SeeSaw, Schoop. Feedback from parents questionnaires indicate improving satisfaction</li> <li>• Highly effective partnerships developed with MDT colleagues including Health and Social Services</li> <li>• Full engagement with SWASSH sport network. High quality opportunities developed for pupils to engage in sport e.g. Rugby, athletics, Boccia.</li> </ul> <p>Continue to ensure the learning environments keeps abreast of school growth</p>

	Continue to invest in external play resources Continue to nurture the role of the PTA
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School Strategic Aim	2022 – 2023	2023 - 2024	2024-2025
<b>Curriculum focussing on What Matters for pupils</b>	<ul style="list-style-type: none"> <li>• Refine the curriculum and assessment procedures to focus on What Matters – AOLE frameworks/strategy</li> <li>• Embed person centred practice and IDP at the heart of the curriculum</li> <li>• Continue to exemplify the 4 purposes in the context of Parklane School</li> <li>• Build on the successes of Lockdown to improve home learning</li> <li>• Continue to raise standards in literacy, numeracy and wellbeing through appropriate interventions and MDT support – e.g. Assistive Technology</li> <li>• Improve standards in DCF and expressive arts e.g. ABC of Opera, animation, movie making, drone technology, coding</li> </ul>	<ul style="list-style-type: none"> <li>• Full Implementation of CfW including ongoing evaluation</li> <li>• Fully embedded person-centred practices which integrate ALNET with CfW</li> <li>• Fully embedded 14-19 learning offer which utilizes college provision to enhance the informal and formal learning pathways</li> <li>• Health and Wellbeing Review to ensure high quality curriculum content</li> <li>• Language and Literacy Review to ensure high quality curriculum content</li> <li>• Refine curriculum to build on the coverage of the cross-cutting themes</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop Outdoor Learning and Forest School provision with a focus on play</li> <li>• Undertake a Humanities Review to ensure coverage</li> <li>• Undertake an expressive arts review to ensure coverage</li> </ul>
<b>Specialist Teaching</b>	<ul style="list-style-type: none"> <li>• Embed a culture of continuous evaluation and improvement</li> <li>• SLT and teachers to participate on Professional Learning Committees</li> <li>• Staff are fully engaged with identifying the aims and priorities for their own professional learning</li> <li>• Establish a primary nurture intervention which improves engagement, wellbeing and happiness of pupils</li> <li>• Embed and refresh basic professional learning <ul style="list-style-type: none"> <li>○ Total communication</li> <li>○ ASD awareness including TEACCH and Attention Autism</li> <li>○ Engage in further peer to peer learning by establishing connections with YTC colleagues. Engage in instructional</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Embedded culture of continuous evaluation and improvement</li> <li>• All stakeholders have opportunities to engage with Professional Learning Committees</li> <li>• Professional learning is based on assessment and feedback from a range of sources including the learner</li> <li>• Staff engage in a wide variety of peer collaboration to improve practice</li> </ul>	<ul style="list-style-type: none"> <li>• Fully implemented succession plan for professional learning in specialist areas e.g ASD, HI, VI, MSI</li> <li>• Improve provision and ASD strategies across the school to improve engagement, behaviour and attainment</li> <li>• Begin to formalise outreach opportunities for staff within the school</li> </ul>

	<p>rounds, triads and collaborations to improve practice</p>		
<p><b>Investing in Staff</b></p>	<ul style="list-style-type: none"> <li>• Embed a culture of coaching across the school</li> <li>• Continue to refine values-based leadership approaches – ensure a culture of respectful challenge exists</li> <li>• Embed a culture of continuous self-evaluation at every level of school</li> <li>• Review Leadership structure to enable the school to respond to change</li> <li>• Develop a robust and aspirational professional learning offer which links well with internal expertise, but which also links with the wider school systems</li> <li>• Continue to make progress against the SLO methodology</li> </ul>	<ul style="list-style-type: none"> <li>• Development of internal professional learning programmes relevant to all job roles</li> <li>• Engagement with formal leadership programmers in the wider community</li> <li>• Maintaining a culture of ‘Schools as Learning Organisations’</li> <li>• Nurturing and retaining talent</li> <li>• Promote the work of the school on a local, National and International Scale</li> </ul>	<ul style="list-style-type: none"> <li>• International Professional Learning – continue to explore international professional learning opportunities which replace ERASMUS</li> <li>• Continue to refine the staff wellbeing offer by generating additional time for professional learning</li> <li>• Leadership review to ensure structure allows for growth and purposeful staff development</li> </ul>
<p><b>Continuous improvement</b></p>	<ul style="list-style-type: none"> <li>• Fully embedded MER cycle which makes use of technology to promote self, peer assessment and SLT QA</li> <li>• Develop a culture of coaching to improve practice</li> <li>• Provide additional opportunities to link with colleagues from other schools to improve practice</li> <li>• Embed a culture of enquiry to lead to sustained improvement linked to SIP priorities</li> <li>• Further develop specialist approached to teaching which dovetail the curriculum and IDP</li> <li>• Improve the relevance of the P16 curriculum offer to balance formal and informal learning</li> <li>• Embed pedagogy associated with Foundation Phase pedagogy and learning outside e.g Forest School</li> </ul>	<ul style="list-style-type: none"> <li>• Published enquiries which celebrate teaching and learning in Parklane School</li> <li>• Culture of pushing boundaries of what pupils can achieve</li> <li>• Embedded culture of self-improvement linked to robust frameworks e.g. CONTINUA, Instructional rounds etc...</li> <li>• Seamless and integrated work with health colleagues</li> <li>• Embed new MER, accountability and quality assurance processes in line with NEIR with a focus on teaching</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot Parklane learning journal in collaboration with University level research. Showcasing highest quality teaching and learning</li> <li>• Improve the effectiveness of several foundation phase environments by improving external storage and continuous provision resources</li> <li>• Improved provision for emerging independent/semi-independent wheelchair users</li> <li>• Improved access to the Forest School Environment</li> </ul>



<p><b>The Community as partners</b></p>	<ul style="list-style-type: none"> <li>• Communication between school and families are developed and families feel supported</li> <li>• Links with the wider community are</li> <li>• Improve the rigour by which the Governing Body holds the school to account: <ul style="list-style-type: none"> <li>○ Engage in GB Self-evaluation</li> <li>○ Establish robust sub committees</li> <li>○ Governors to QA the enrichment programme</li> </ul> </li> <li>• Engagement with GIG and the wider system</li> </ul>	<ul style="list-style-type: none"> <li>• Provide increased opportunities to consult with parents on ALN reform following 1 year of piloting the approach</li> <li>• Provide increased workshops and training to deliver Early Bird, Early Bird+ and Teen Life programmes in collaboration with Parklane</li> <li>• Provide increased workshops and training relating to the MOVE programme</li> <li>• Pilot a support programme for siblings of pupils in PL</li> <li>• Continue to work with Coleg y Cymoedd to develop further opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher training centre of excellence in ALN – taking steps to become a ‘teaching school’ in collaboration with local university</li> <li>• Improve the robustness of after school club and holiday club provision that provides equity for all children</li> <li>• Significantly improve opportunities for pupils to participate in Physical Literacy, Movement and sport at all levels leading to MOVE Centre of Excellence Status</li> </ul>
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