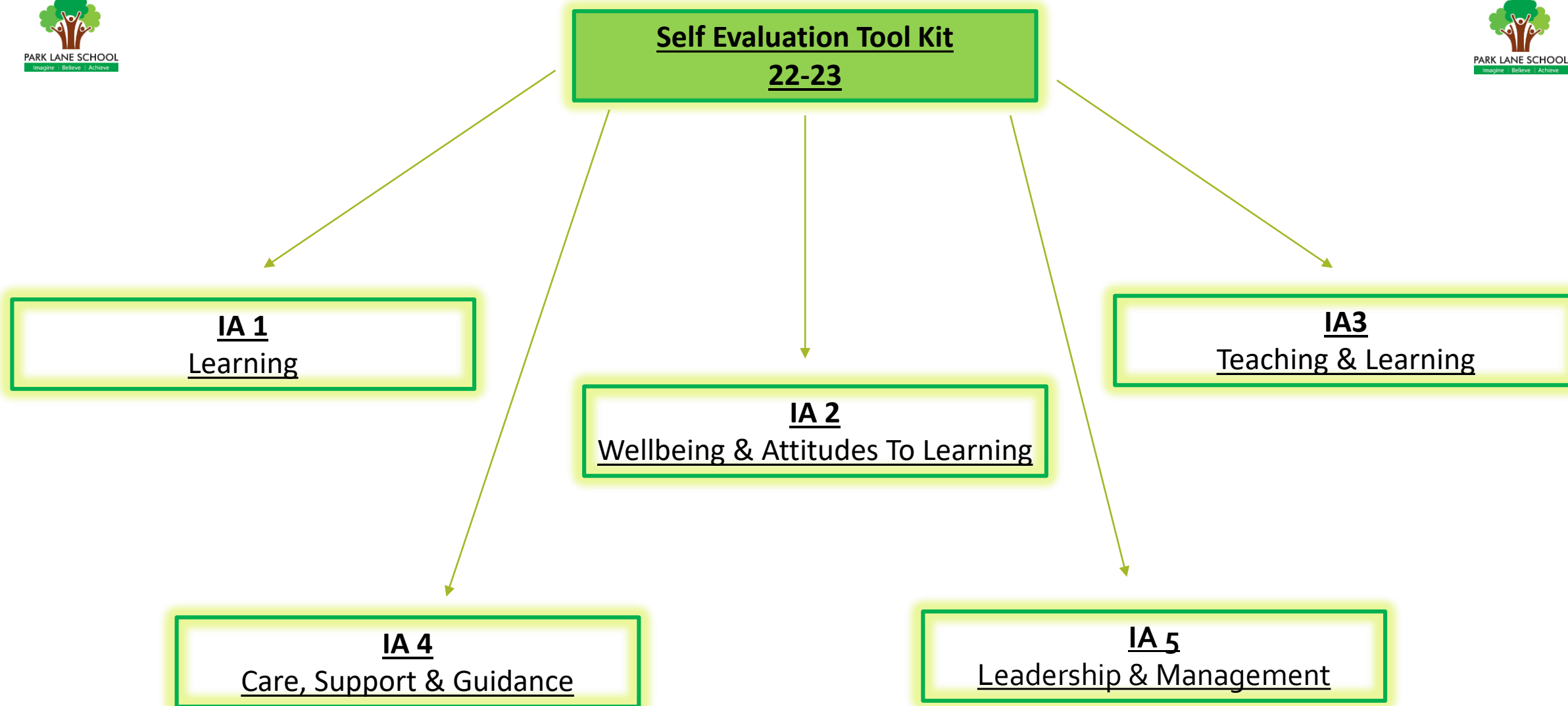




PARK LANE SCHOOL

Imagine | Believe | Achieve

SCHOOL
DEVELOPMENT
2023-24



**OVERALL
JUDGEMENT
FOR
INSPECTION
AREA 1**

INSPECTION AREA 1 – LEARNING		JUDGEMENT [E G A U]
Aspect 1.1 : Overall standards in learning		
1.1.1	How well do pupils achieve overall appropriate to their age and ability?	
1.1.2	How much progress do pupils make since they started at the school?	
1.1.3	How much progress do pupils make from one phase to another?	
1.1.4	How much progress have pupils made during this academic year?	
1.1.5	How well do pupils recall previous learning?	
1.1.6	How well do pupils develop their thinking and problem solving skills?	
1.1.7	How well do pupils acquire new knowledge?	
1.1.8	How well do pupils apply their skills, knowledge, and understanding to new situations, both in and outside of the classroom?	
1.1.9	How well do pupils develop their understanding and skills, and apply these to new situations?	
1.1.10	How well do pupils fulfil their potential at the school?	
1.1.11	How well do pupils achieve against their baseline assessments?	
1.1.12	How well do pupils with more developed skills achieve, and to what extent does the work they undertake stretch them fully to achieve as well as they can?	
1.1.13	Does the evidence in pupils' individual education plans (IEPs)/individual development plans (IDPs) accurately reflect the rate of progress that pupils make?	
1.1.14	Do pupils achieve an appropriate number and range of accredited qualifications in line with their ability?	
1.1.15	How well does the school ensure that pupils move on to courses, training, employment or specialist provision that is appropriate for their ability, interests and needs?	
		JUDGEMENT FOR ASPECT 1.1
Aspect 1.2 : Standards and progress of specific groups		
1.2.1	How well do pupil's progress who are eligible for free school meals?	
1.2.2	How well do boys achieve?	
1.2.3	How well do girls achieve?	
1.2.4	How well do pupil's progress who have English as an additional language?	
1.2.5	How well do pupil's progress from ethnic minority groups?	
1.2.6	How well have those pupils with ASD progressed?	
1.2.7	How well have those pupils with PMLD progressed?	
1.2.8	How well have those pupils with SLD progressed?	
1.2.9	How well have those pupils with VI progressed?	
1.2.10	How well have those pupils with HI progressed?	NA
1.2.11	How well have those progressed with specific language difficulties/impairments?	
1.2.12	How well have those pupils identified as more able and talented progressed?	
		JUDGEMENT FOR ASPECT 1.2
Aspect 1.3 : Standards and progress in skills		
1.3.1	How well do pupils develop the skills required to access the whole curriculum and to learn effectively throughout their lives?	
1.3.2	How well do pupils progress with their speaking and listening skills?	
1.3.3	How well do pupils develop their communication and processing skills?	
1.3.4	How well do pupils progress with their reading skills?	
1.3.5	How well do pupils progress with their writing skills?	
1.3.6	How well do pupils progress with their numeracy skills?	
1.3.7	How well do pupils progress with their ICT/digital skills?	
1.3.8	How well do pupils develop their ability to communicate and respond to spoken Welsh?	
1.3.9	How well do pupils use these skills across the curriculum?	
1.3.10	How effectively do pupils develop their social skills, including their ability to relate to other pupils, staff and visitors to the school?	
1.3.11	How well do pupils develop their creativity and their physical skills, for example through play and active learning in the classroom and outdoors?	
1.3.12	How well do pupils develop their fine and gross motor skills?	
1.3.13	How well do pupils develop their independent living skills?	
		JUDGEMENT FOR ASPECT 1.3
		OVERALL JUDGEMENT FOR INSPECTION AREA 1



INSPECTION AREA 2 - WELLBEING & ATTITUDES TO LEARNING

JUDGEMENT E G A U

Aspect 2.1 : Wellbeing

2.1.1	Do pupils feel safe and secure, and free from physical and verbal abuse?	
2.1.2	How well do pupil understand how to make healthy choices relating to diet, physical activity and emotional wellbeing?	
2.1.3	Do pupils develop as enterprising creative contributors for example in the way they explore problem solving?	
2.1.4	How well do pupils develop their understanding of the purposes of rules, rewards and sanctions in school?	
2.1.5	How well do pupils develop their understanding of the purpose of laws and how they are formed and apply to wider society?	
2.1.6	Do pupils know how to keep themselves safe online?	
2.1.7	How well do pupils use this understanding in their own lives in school and respond positively to opportunities to undertake physical activity, for example during lessons, at break and lunchtime and through after-school clubs and activities?	
2.1.8	How effective are responses to the pre-inspection questionnaires from learners, parents, staff and governors in relation to pupils' behaviour from observations of pupils interactions in classes at break times and lunch times and around the school?	
2.1.9	Do pupils interact well in classes, at break and lunchtime and around the school from observations and pupil interactions?	
2.1.10	Do pupils feel they are respected and treated fairly?	
2.1.11	Are pupils developing as ambitious, capable learners who are ready to learn and preserve with their work?	
2.1.12	Are pupils ready to take on leadership roles and responsibilities and to play a full part in the life and work of the school, for example as members of the school council, peer mentors and digital ambassadors?, playground buddies and digital leaders?	
2.1.13	How well do all pupils show confidence and resilience in their lives, for example in the way they interact with new people and with adults and preserve with their work?	
2.1.14	How well do pupils develop as ethical, informed citizens, for example through their awareness of fairness, equality, tolerance, sustainability and children's rights	
2.1.15	Do pupils feel that adults in the school listen to their views and take them into account in decisions that affect them?	
		JUDGEMENT FOR ASPECT 2.1
2.2.1	How well do pupils develop the key attitudes and behaviours that will help them to learn throughout their lives?	
2.2.2	How well are pupils developing into ambitious, confident, capable and independent learners?	
2.2.3	How well do pupils engage with new, unfamiliar experiences and ideas; pupils' interest in their work, their ability to sustain concentration and to avoid distractions?	
2.2.4	How readily do pupils engage in tasks and bring them to completion	
2.2.5	How well do pupils persevere and remain purposeful or seek and look for other solutions when they face difficulties if their first approach to a problem is unsuccessful?	
2.2.6	To what extent do pupils value and demonstrate respect for the contributions of others, for example by allowing others to speak or by remaining calm when others disagree with them?	
2.2.7	How well do pupils value and respond to feedback from adults and their peers?	
2.2.8	How effectively do pupils use feedback to move their learning forward?	
2.2.9	To what extent are pupils ready to learn at the start of lessons and how well do they move easily between different lessons and activities?	
2.2.10	Are pupils able to work in a range of ways, for example independently, in small groups and in whole-class settings?	
2.2.11	Do pupils demonstrate good standards of behaviour in lessons and moving around the school?	
2.2.12	How well do pupils behave during activities such as whole-school assemblies?	
2.2.13	Are pupil's considerate and how well do they relate to each other and adults?	
2.2.14	How well do pupils behave at lunchtime, breaks or and playtimes?	
2.2.15	How well do pupils with a history of exclusion in their current or previous school demonstrate good improved behaviour and attitudes to learning?	
2.2.16	How good are trends in the overall school attendance rate, including any notable variations between particular groups of pupils and others, for example those eligible for free school meals?	
2.2.17	In exceptional circumstances does the school routinely report on the number of exclusions where it is notably higher than the proportion usually found and/or shows an increasing trend?	
2.2.18	How well does the school monitor pupils with a history of poor attendance in their current or previous school and demonstrate improved attendance?	

JUDGEMENT FOR ASPECT 2.2

OVERALL JUDGEMENT FOR INSPECTION AREA 2

OVERALL
JUDGEMENT
FOR
INSPECTION
AREA 2

INSPECTION AREA 3 - TEACHING & LEARNING EXPERIENCES

JUDGEMENT E G A U

Aspect 3.1 : The breadth, balance and appropriateness of the school's curriculum

3.1.1	How well do learning experiences across the school stimulate and challenge the full range of pupils so that they engage fully in their learning and make the best possible progress?	
3.1.2	How well has the school explored approaches to curriculum design and reflected on these approaches?	
3.1.3	How effective is the school's strategic approach to planning the curriculum and the extent to which it helps pupils to progress towards the four core purposes?	
3.1.4	How well does the curriculum build systematically on pupils' existing knowledge, understanding and skills to secure progression as they move through the school?	
3.1.5	How well does the curriculum provide pupils with a suitable breadth and depth of learning experiences across all disciplines and areas of learning and experience to develop their interests and wider skills?	
3.1.6	How well do learning experiences meet the needs of all pupils no matter what specific models of delivery they choose to organise and deliver the curriculum?	
3.1.7	How well does the school's curriculum provide for specific groups of pupils, for example pupils with English as an additional language?	
3.1.8	How well do teachers and learning support staff take full account of individual pupils' learning needs in the planning of the curriculum and in the delivery of individual lessons and sequences of lessons?	
3.1.9	How well do teachers and other staff take note of pupils' learning targets and provide a suitable programme of work to help pupils to meet them?	
3.1.10	How effective is the support provided for pupils within the classroom to develop pupils skills?	
	To what extent has the school developed a curriculum that fully reflects the nature of the school's context, including designing learning activities that reflect the cultural, linguistic and diverse nature of Wales and the wider world, including teaching pupils about the history and experiences of black, Asian and minority communities and the LGBT+ community	
3.1.11		
3.1.12	How well do staff utilise learning outside the classroom, ensuring that it is linked directly to the planned curriculum, e.g. outdoor spaces, field trips etc?	
3.1.13	How well does the school enrich the curriculum through additional activities?	
3.1.14	How well do teachers provide learning experiences that inspire pupils and raise aspirations around future careers and the world of work, helping them to make informed choices	
3.1.15	How well does the school provide authentic and engaging learning experiences for pupils?	
3.1.16	How well does the school develop pupils' knowledge and skills?	
3.1.17	How well do curriculum arrangements ensure that pupils acquire the necessary skills and knowledge to support their learning across the curriculum in literacy (listening, reading, speaking & writing) to enable progression?	
3.1.18	How well do curriculum arrangements ensure that pupils acquire the necessary skills and knowledge to support their learning across the curriculum in communication to enable progression?	
3.1.19	How well do curriculum arrangements ensure that pupils acquire the necessary skills and knowledge to support their learning across the curriculum in numeracy to enable progression?	
3.1.20	How well do curriculum arrangements ensure that pupils acquire the necessary skills and knowledge to support their learning across the curriculum in ICT / digital to enable progression?	
3.1.21	How well has the school taken account of the national frameworks for literacy and numeracy in the planning of pupils' learning experiences?	
3.1.22	How well does the breadth of pupils' experiences across the curriculum provide purposeful, progressive opportunities for pupils to practise and to develop their skills in literacy, numeracy and ICT?	
3.1.23	Is there evidence in pupils' books and in classes to demonstrate that teachers' planning is helping to deliver purposeful opportunities for pupils to develop their skills across the curriculum?	
3.1.24	How well does the school develop pupils' Welsh language communication skills in formal teaching activities and in informal situations?	
3.1.25	How well does the school support the development of the social and emotional skills of all pupils from all backgrounds?	
3.1.26	How well does the school support pupils to understand the impact of lifestyle choices and behaviours on their present and future mental and physical health & wellbeing?	
3.1.27	How well does the school help pupils to develop the skills knowledge and understanding they need to make healthy lifestyle choices e.g. healthy eating, drinking, substance misuse relationships, RSE and online safety?	
3.1.28	How well does the school support pupils wellbeing and mental health?	

JUDGEMENT FOR ASPECT 3.1

3.2.1	Is teaching successful in engaging pupils' interest and how well does it develop their skills, knowledge and understanding to an appropriately high level as they move through the school?	
3.2.2	Do teachers have high expectations of all pupils?	
3.2.3	What is the quality of teachers' short, medium and long-term planning?	
3.2.4	How well does planning benefit from purposeful schemes of work / Curriculum for Wales skills documentation?	
3.2.5	To what extent do teachers and other practitioners have high expectations of all pupils?	
3.2.6	Is teachers' subject knowledge expert enough within the areas of the curriculum that they teach?	
3.2.7	Do teachers have clear objectives for pupils' learning and use a range of approaches and resources to engage their interest and to challenge all groups of pupils to achieve as well as they can?	
3.2.8	Do teachers make their classes stimulating and engaging places in which all groups of pupils, including the most and least able, can learn productively?	
3.2.9	How well do school staff use various questioning techniques to draw out and further develop pupils' responses and to gauge their understanding?	
3.2.10	How clear are teachers' instructions and explanations and how well do pupils develop their skills, knowledge and understanding as a result?	
3.2.11	How well do teachers and other practitioners manage pupils' behaviour?	
3.2.12	Are all pupils treated equally and with appropriate respect?	
3.2.13	How successfully do teachers use other staff to support pupils' learning?	
3.2.14	How well does the oral and written feedback from teachers help pupils to know how well they are doing and what they need to do to improve?	
3.2.15	How well do school staff develop pupils' thinking and understanding through skilful questioning and monitoring of pupils' learning?	
3.2.16	How well do staff respond to pupils' learning during lessons and activities and adapt their approach accordingly?	
3.2.17	How well do teachers provide relevant and purposeful opportunities for pupils to assess their own and their peers' learning where appropriate?	
3.2.18	How well does teaching and assessment support the delivery of the school's curriculum?	
3.2.19	How well do teachers analyse the outcomes of their assessment of pupils to inform their future planning of lessons and the next steps in pupils' learning?	
3.2.20	How well do teachers ensure that their assessments are valid, accurate and reliable?	
3.2.21	How well do assessments inform teaching and learning and support pupils to understand their own strengths and areas for improvement?	
3.2.22	How well do teachers assess the progress and development of individuals and specific groups?	
3.2.23	How well do reports to parents/ carers provide appropriate information on pupils' progress?	

JUDGEMENT FOR ASPECT 3.2

OVERALL JUDGEMENT FOR INSPECTION AREA 3

OVERALL
JUDGEMENT
FOR
INSPECTION
AREA 3

INSPECTION AREA 4 - CARE SUPPORT AND GUIDANCE

JUDGEMENT E G A U

Aspect 4.1 : Personal development (including spiritual, moral, social and cultural development and the provision of learning support)

4.1.1	How well does the school track and monitor pupils' progress and wellbeing?	
4.1.2	How well does the school identify relevant issues and respond appropriately to the outcomes of tracking and monitoring?	
4.1.3	How well does the school track the progress of pupils in relation to the targets in their individual plans, and their progress from their individual starting points?	
4.1.4	How well does the school support pupils with emotional, health and social needs including physical and mental health and wellbeing so that they can engage positively with the school and benefit from the opportunities that it offers?	
4.1.5	Does the school successfully help pupils to understand the impact of lifestyle choices and behaviours on their present and future mental and physical health and wellbeing?	
4.1.6	To what extent does the school's provision help all pupils, including those from different groups, such as those eligible for Free School Meals (FSM), to take on responsibilities and to play a full part in the school and wider community?	
4.1.7	How does the school help pupils to develop an understanding of their identity, heritage and culture and how do they relate to the local community and the wider world ?	
4.1.8	How does the school evaluate the effectiveness of the school council and other pupil groups, for example those that encourage pupils to express their views about teaching, learning and the curriculum.	
4.1.9	How well does the schools' personal and social education programme support the development of the social and emotional skills of all pupils?	
4.1.10	What is the overall coherence and effectiveness of the provision for personal and specialist support, including the availability of services from specialist agencies, especially for learners who face considerable barriers to learning?	
4.1.11	How well does the school helps pupils to understand issues relating to equality and diversity and inclusion and develops the values of respect, empathy, courage and compassion and develops the values of tolerance and respect?	
4.1.12	How does the school's provision challenge stereotypes in pupils' attitudes, choices and expectations ?, and how well does it promote human rights?	
4.1.13	Does the school provide effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs?	
4.1.14	How well does the school develop pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values?	
4.1.15	How well does the school promote principles that help pupils to distinguish between right and wrong?	
4.1.16	How far does the school foster shared values, such as honesty, fairness, justice and sustainability, and helps pupils to understand the needs and rights of others, both locally and as members of a diverse global world and promotes human rights?	
4.1.17	How well does the school encourage pupils to use their imagination and to engage with the creative arts through their studies, extracurricular activities and educational visits?	
4.1.18	How does the school give pupils' the opportunity to participate in performance and events, as individuals and in groups, to foster their self-confidence, their expressive capacities and their ability to contribute creative ideas and their ability to work in a team?	
4.1.19	How well does the school provide lunchtime and after-school opportunities or puts on assemblies, performances or eisteddfodau to encourage pupils to participate in the arts and in sport and recreation competing in teams and tournaments.	
4.1.20	How effective is the school in arranging/providing impartial guidance and advice provided to learners, for example relating to future career choices?	
4.1.21	How well does the school establish productive relationships with parents?	
4.1.22	How effective are the school in actively helping to develop parents' capacity to support their own children. For example, providing information on the curriculum, guidance on the benefits of regular pupil attendance and workshops for parents on how to support their child?	
4.1.23	How effective are annual reports to parents/carers in providing information on their child's progress and how their child can make further progress in the future?	
4.1.24	How well does the school's provision help pupils to develop skills, knowledge and understanding to make healthy lifestyle choices?	
4.1.25	Does the school have the appropriate arrangements to promote healthy eating and drinking?	
4.1.26	How well do we prepare pupils to become active citizens, for example by making decisions about the life and work of the school	
4.1.27	How well do school's arrangements help pupils to participate in decision-making at a school level?	
4.1.28	How well does the school provide experiences that help to prepare young people for the opportunities, responsibilities and experiences of adult life, including education about careers and the world of work?	
4.1.29	What is the quality of acts of collective worship in their own right and how well does the school plan them over time?	

JUDGEMENT FOR ASPECT 4.1

Aspect 4.2 : Safeguarding

4.2.1	Do the school's arrangements for safeguarding pupils meet requirements and give no cause for concern?	
4.2.2	How well do the school's safeguarding arrangements ensure that all children are protected from all dangers including radicalisation and exploitation?	
4.2.3	How well does the school use records to improve and promote safe practices within the provision and ensure a culture of safety?	
4.2.4	Does the school have robust procedures for checking the suitability of staff and others who are in contact with children, and does the school maintains a record of these checks?	
4.2.5	How well does the school identify and support children in need or at risk of significant harm, and those pupils who are looked after by the local authority ?	
4.2.6	How secure is the school building and site and how well do leaders promote an awareness of risks to pupils' wellbeing?	
4.2.7	How well does the school respond to and manage any incidents relating to bullying, including those involving protected characteristics; prejudice-related bullying, harassment and discrimination, whether by staff or by fellow pupils, including onward referral and reporting where appropriate?	
4.2.8	How well does the school's arrangements foster a positive approach to managing pupils' behaviour and an anti-bullying culture?	
4.2.9	How well does the school develop pupils' knowledge and understanding of harassment, discrimination, identity-based bullying and extremism?	
4.2.10	Do all staff know what to do to respond to child protection issues?	
4.2.11	Have the designated lead officer and lead governor, and other staff where appropriate, received relevant safeguarding training for safeguarding?	
4.2.12	Does school have appropriate policies, procedures and reporting arrangements in relation to physical interventions and withdrawal?	
4.2.13	Are there safeguarding procedures in place to safeguard pupils who receive their education off-site?	

JUDGEMENT FOR ASPECT 4.2

OVERALL JUDGEMENT FOR INSPECTION AREA 4

OVERALL
JUDGEMENT
FOR
INSPECTION
AREA 4

INSPECTION AREA 5 - LEADERSHIP & MANAGEMENT

JUDGEMENT [E G A U]

Aspect 5.1 : Quality and effectiveness of leaders and managers

5.1.1	Have leaders and managers established and communicated a clear vision and appropriate aims, strategic objectives, plans and policies that focus on meeting all pupils' needs?	
5.1.2	How well do leaders and managers at all levels set high expectations for staff, pupils and themselves?	
5.1.3	How well does the school develop an effective, engaged team of teachers and support staff?	
5.1.4	How well do staff at all levels understand and discharge their roles and responsibilities and how well do they collaborate in driving forward strategic priorities and school improvement?	
5.1.5	How good is the quality of leadership and management?	
5.1.6	How well do leaders and managers act in accordance with the principle of sustainable development?	
5.1.7	How well do leaders establish a clear, strategic rationale for the curriculum in terms of its benefits for pupils in preparing them to learn throughout their lives and to play a full part in society?	
5.1.8	Are leaders and managers purposeful and successful in meeting national and local priorities [keeping people safe, preparing for Curriculum for Wales, LNF, DCF]	
5.1.9	How well do leaders and managers plan strategically to provide purposeful opportunities for pupils to develop their Welsh language skills in formal and informal situations?	
5.1.10	How well do leaders model and promote professional values and behaviours that contribute positively to school improvement and effective collaboration between staff?	
5.1.11	How well does the school use strategic partnerships and collaboration with other agencies to help to build its capacity for continuous improvement reducing the impact of poverty on educational attainment?	
5.1.12	How well do governors understand and discharge their roles and responsibilities?	
5.1.13	How well does the governing body fulfil its statutory obligations and take full account of relevant legislation and guidance, including in relation to how it manages complaints and appeals from parents?	
5.1.14	How well do governors contribute purposefully to the setting of the school's strategic priorities?	
5.1.15	How well do governors understand the school's strengths and areas for development?	
5.1.16	How well do governors ensure that food & drink provided by the school complies with legislation? Do they report on whether the school has appropriate arrangements to promote healthy eating & drinking?	
5.1.17	How well do leaders ensure that all staff understand and promote the school's safeguarding culture?	
5.1.18	How well do governors provide an appropriate balance of support and challenge and hold senior leaders to account on behalf of the local community?	
5.1.19	How well do leaders ensure pupils achieve as well as would be expected for their stage of development?	
5.1.20	Do leaders and managers address issues of underperformance robustly and directly where necessary?	
5.1.21	How well does the school use its resources efficiently and proportionately?	
5.1.22	Does the school's spending decisions and broad financial planning link appropriately to its strategic priorities and its improvement planning?	
5.1.23	In relation to spending decisions, how well does the school balance its short-term needs alongside the long-term needs of pupils, the local community and Wales?	
5.1.24	How well do leaders and managers know the costs of existing programmes and activities, keep them under review and question whether they are cost-effective?	
5.1.25	Does the school have any surplus or deficit relative to the school's total delegated budget and reserves?	
5.1.26	Is there a consistent trend of spending that is significantly above or below the annual delegated budget and does the school explore the reasons for this, where it occurs?	
5.1.27	Does the school have an appropriate level of staffing and learning resources to deliver the planned curriculum effectively?	
5.1.28	Does the school use its indoor and outdoor environment effectively and efficiently?	
5.1.29	How well does the learning environment support or detract from teaching and learning of high quality and how well does it maximise the physical and mental wellbeing of pupils?	
5.1.30	How well does the school make effective use of specific grants, for example the pupil development grant, especially where the amount of the grant is relatively high?	
5.1.31	How well does the school establish productive relationships with parents?	
5.1.32	How effective are the school in actively helping to develop parents' capacity to support their own children. For example, providing information on the curriculum, guidance on the benefits of regular pupil attendance and workshops for parents on how to support their child?	
		JUDGEMENT FOR ASPECT 5.1
5.2.1	How accurately do leaders and managers know the school's strengths and weaknesses?	
5.2.2	How well has the school responded to recommendations from previous Estyn inspections or from strategic partners?	
5.2.3	How well do leaders and managers gather and analyse first-hand evidence of standards and provision, including teaching?	
5.2.4	How well does the school involve a wide range of staff, partners, including pupils and parents, in identifying its strengths and weaknesses?	
5.2.5	How good is the quality of improvement planning and how well do identified priorities for improvement link to the outcomes of the school's self-evaluation procedures?	
5.2.6	How well do leaders maintain a clear focus on the impact of its provision on pupils progress and wellbeing?	
5.2.7	How well do leaders and managers define relevant and measurable actions for improvement?	
5.2.8	How well do leaders use self evaluation findings together with other information to devise other relevant priorities and actions for improvement?	
5.2.9	How well do plans have specific, realistic timescales and allocate appropriate responsibility for their delivery to members of staff?	
5.2.10	How well does the allocation of resources support the improvement priorities?	
5.2.11	How well does the school monitor and evaluate progress against its priorities and adapts its approaches where necessary	
5.2.12	How well do leaders and governors use evaluative approaches to ensure the effectiveness of key policies and procedures?	
5.2.13	How well do leaders and managers prevent problems from occurring in the first place and how quickly do they bring about any remedial actions?	
5.2.14	How well do leaders and managers sustain high quality or improve weak aspects of provision?	
5.2.15	How good is the school's track-record in making improvements?	
5.2.16	How has this led to a positive impact on pupils' learning and wellbeing, for example through improvements to the quality of teaching?	
5.2.17	Has the school's actions led to improvements?	
		JUDGEMENT FOR ASPECT 5.2
5.3.1	Have school leaders created a culture and ethos to support the professional learning of all staff?	
5.3.2	Do leaders consider whether professional learning to improve teaching and the curriculum for Wales has had a positive impact on developing classroom provision that meets learners needs?	
5.3.3	Do leaders link professional learning to self evaluation findings and improvement priorities?	
5.3.4	Has professional learning included arrangements to support the active engagement of all staff in increasing their professional knowledge, understanding, skills and teaching & leadership?	
5.3.5	Do leaders ensure that professional learning encourages innovation and is consistently focussed on securing improvements in pupils progress and wellbeing?	
5.3.6	Do staff participate effectively in professional learning experiences, appraisal and performance management?	
5.3.7	How effectively do leaders manage the performance of staff in order to help them improve their practice?	
5.3.8	How well do staff share professional learning outcomes with other staff?	
5.3.9	How well do leaders identify good practice within the school and ensured that other staff may benefit from it?	
5.3.10	How well do staff work with other schools, teacher training institutions and providers of professional learning to share and to develop their professional practice?	
5.3.11	How well do leaders monitor the impact of professional learning on the effectiveness of teaching, leadership and pupil progress?	
		JUDGEMENT FOR ASPECT 5.3
		OVERALL JUDGEMENT FOR INSPECTION AREA 5

OVERALL
JUDGEMENT
FOR
INSPECTION
AREA 5

Staff Questionnaire Results

IA	Highlights/Strengths	Areas For Development
1	<ul style="list-style-type: none"> • Pupils achieve well against baseline assessment. • The school ensures pupils move onto the most appropriate provisions post Park Lane. • Pupils make good progress within the academic year. • Pupils make appropriate progress in line with their ability. 	<ul style="list-style-type: none"> • Further develop the range of qualifications on offer. • Further develop pupils communication skills. • Further develop pupils independence skills. • Further develop pupils ability to recall prior learning.
2	<ul style="list-style-type: none"> • Pupils feel safe and secure at school. • Pupils feel they are treated fairly. • Pupils feel their views are listened to. 	<ul style="list-style-type: none"> • Encourage pupils to take on more leadership roles across the school. • Further develop perseverance and resilience of pupils. • Develop the use of feedback to move learning forward.
3	<ul style="list-style-type: none"> • Supporting pupils' wellbeing and mental health. • Pupils are treated with respect and equality. • Staff are used effectively to support learning. 	<ul style="list-style-type: none"> • Further develop oral and written feedback. • Establish high expectations for all learners. • Further develop the quality of teaching across the school. • Managing pupils' behaviour consistently across the school.
4	<ul style="list-style-type: none"> • The school arrangements for safeguarding. • Robust policy/procedures linked to safeguarding. • Staff relationships with parents. 	<ul style="list-style-type: none"> • Develop the effectiveness of the school council through pupil voice. • Further develop partnerships to increase educational opportunities off site. • Further develop the emotional and social skills of the pupils.
5	<ul style="list-style-type: none"> • Leaders have high expectations of staff. • Engaged effective team of staff. • Effective relationships with parents/carers. 	<ul style="list-style-type: none"> • Governor contribution to whole school priorities. • Governor understanding of school strengths and areas for development. • Governing body holding school leaders accountable for whole school improvement.

INSPECTION AREA 1 2023/24

IA 1- Learning	Strategic Lead- Mr S Type D Llewellyn
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Targets	Key Actions	Key Personnel	Timescales	Cost	Impact
1. Further develop communication approaches and practices.	<ul style="list-style-type: none"> *Audit communication systems already offered to learners. *Refine our total communication approach and practices. *Introduce timetabled communication session(s) for all classes. *Further develop the use of AAC across the curriculum to maximise pupil inclusion. *Refine the use of Makaton across the school. 	RJ & Com project lead	<ul style="list-style-type: none"> Autumn term Summer term Autumn term Summer term Autumn term Summer term 	£1500 Forget me not	<ul style="list-style-type: none"> *Overview of communication systems already functioning across the school. *Designated/timetabled communication opportunities with individual focus for all pupils across the school. *Pupils maximise the support of their communication aid to access inclusive learning. *Further embed the use of Makaton to support learners.
2. Develop and implement Pupil Learning Journeys document to support evidencing pupil progress.	<ul style="list-style-type: none"> *Development of learning journey templates. *Pilot the use of the learning journey with 4 classes across the school. *Implementation of cycles to evidence using the system. *Use of learning journey to support the PCR process. 	<ul style="list-style-type: none"> ST, SJ Class teachers 	<ul style="list-style-type: none"> Autumn term Autumn term Spring term Spring term 	Nil	<ul style="list-style-type: none"> *Establish consistent format of evidencing pupil progress. *Staff co construct the evidencing system to support learner progress. *Pupil progress is evidenced in a consistent manner across the school. *Introduce the learning journeys to support evidencing IDP progression during the PCR process. *Learner progress is clearly articulated and evidenced in the Learning Journey.

INSPECTION AREA 1 2023/24

Targets	Key Actions	Key Personnel	Timescales	Cost	Impact
3. Develop impact of AOLE leader on , planning , standards and accountability. <i>(curriculum enquiry)</i>	<ul style="list-style-type: none"> *Coach, mentor and support staff to improve standards. *AoLE leads to attend CSC training to develop their knowledge of progression steps and principles of progression. *Develop internal monitoring cycle and system for AOLE leaders to monitor impact and pupil progress within their areas. *Create specific job descriptors for AOLE leaders. 	DL, ST	<ul style="list-style-type: none"> Spring term Autum term Autum term Autumn term 	Nil	<ul style="list-style-type: none"> *AOLEs leaders have clear vision for developing their areas linked to CFW. *AOLE leads develop a greater understanding of progression within their areas. *Consistent system implemented for AOLE leaders to analyse and review coverage and progression within their areas across the whole school. *Leaders have established job roles consistent across each AOLE.
4. Further develop 14-19 qualifications and offer. <i>(enquiry report)</i>	<ul style="list-style-type: none"> *Research suitable and appropriate qualifications for 14-19 learners (school/school partnerships) SWEET. *Ensure 14-19 learning pathways and qualifications enable clear meaningful progression routes and opportunities to fulfil potential. *Visit centres that offer alternative qualifications. *Working in partnership with College Cymoedd to further enhance offer and provision for KS5 learners. *Revise curriculum to incorporate additional qualifications. *Ensure the pathway incorporates opportunities for all cohorts of learners. (creating of 14-19 pathway offer pre, semi and formal learners). *BSKB used to give consistency and accuracy. 	ND, ST	<ul style="list-style-type: none"> Summer term Summer term Autumn term Summer term Summer term 	LA SLA with the College	<ul style="list-style-type: none"> *Established links with partner schools developing 14-19 curriculum offer. *Joined up planning opportunities across key stages 4 and 5 creating a bespoke 14-19 pathway. *Introduction of new and wider experiences for Park Lane learners on main site and at the college. *All learners access qualifications in line with their ability levels (pre, semi, formal).

INSPECTION AREA 2 2023/24

IA 2- Wellbeing & Attitudes to learning

Strategic Lead-
Mr S Type
Mrs N Davies

Targets	Key Actions	Key Personnel	Timescales	Cost	Impact
1. Ensure there are consistent approaches to supporting pupils' behaviour [<i>staff Q'aire</i>].	<ul style="list-style-type: none"> *Ratification of policy to outline new protocols. *Individual risk matrix/assessment introduced for all pupils. *Bespoke PSPs linked to individual risk matrix/assessment. *Staff training and CPD offer (team teach) *Identify lead practitioner for behaviour support. *Weekly agenda point for SLT meetings. * Develop a whole school recording and reporting system to support pro active practice. 	<ul style="list-style-type: none"> SLT Class teams Class team SJ SLT ST 	<ul style="list-style-type: none"> Aut term Aut term Aut term Aut term Sum Term Aut term 		<ul style="list-style-type: none"> *Clear guidance and clarity for staff outlining practice in supporting challenging behaviour. *All pupils have behaviours mapped out in a risk matrix. *Staff able to identify risk behaviours in a more consistent manner through bespoke training offer. *Staff able to support pupils in a more confident and consistent manner. *SLT professional discussion focused around supporting pupils , staff and classes, using specific data. *Clear links developed between identification of behaviour and supporting behaviour in PSPs.
2. Further Development of pupil voice.	<ul style="list-style-type: none"> *Development of a Park Lane pupils wellbeing questionnaire. *Pupil wellbeing action plan developed and implemented by school council. *Budget allocation of £1000 to the school council. *Timetabled school council meetings half termly. *Reporting cycle to governing body re-established. *Pupil representative on learning walk team. *Introduction of deputy head boy and girl to support College and main site. 	<ul style="list-style-type: none"> Wellbeing lead School council DL ST 	<ul style="list-style-type: none"> Spring term Spring term Aut term Aut term Aut term 		<ul style="list-style-type: none"> *Process/system for collating pupil voice . *Leadership capacity developed for pupils. *Cycle developed and embedded ensuring pupil voice is feedback to stakeholders. *Pupil representation during Self evaluation processes. *Consistent time allocation for meetings fortnightly, face to face /teams for meetings.

INSPECTION AREA 2 2023/24

Targets	Key Actions	Key Personnel	Timescales	Cost	Impact
3. Develop and embed behaviour recording system. (Staff QA).	*Imbed the use of Google forms to log behaviour and its impact on daily practice.	ST, SJ	Autumn term		*Systems developed and implemented for reporting and recording behaviours. *All staff trained and upskilled in system usage. *SLT/Lead practitioner opportunity for data scrutiny to support pupils and class teams. *Behaviour trends identified and supported through support plans. *Consistent practice developed through whole school training. *Bespoke training and support for identified staff teams and pupils. *Clear links between data collection and pupil support.
	*Pilot project supporting high level pupils PSP.	Selected teachers	Autumn term		
	*Creation of whole school behaviour recording system for different levels of behaviour.		Spring term		
	*Whole school staff training undertaken linked into Team teach training.		Ongoing		
	*Clearly defined links between recording of behaviour, risk matrix and PSP development.	ST , SJ,	Summer term		
	*Training provided on MAS/ABC charts for new staff and refresher training for all staff.	SJ			

INSPECTION AREA 3 2023/24

IA 3- Learning & Teaching	Strategic Lead- Mr S Type Mrs D Llewellyn
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Targets	Key Actions	Key Personnel	Timescales	Cost	Impact
1. To further develop and embed progress towards curriculum for Wales [e-portfolio].	*To maximise professional learning opportunities for AOLE leads; including collaboration and sharing professional learning with others. *Produce and share a range of materials to raise the understanding and awareness of stakeholders. *Ensure there are clear links between individual pupil's targets/IDPs and curriculum planning.	- All staff - Curriculum development group	2023-24	Collaboration time [linked to professional learning grant]	*Increased knowledge for AOLE leaders around what matters. *Increase knowledge for AOLE leaders around progression. *Accessible materials available to support planning, teaching and learning. *Bespoke learning opportunities driven by IDP process.

INSPECTION AREA 3 2023/24

Targets	Key Actions	Key Personnel	Timescales	*Cost	Impact
<p>2. To ensure that learning experiences across the school stimulate and challenge the full range of pupils so that they engage fully in their learning and make the best possible progress.</p> <p>2.1 Ensure the curriculum is well resourced to meet the needs of all pupils <i>[Staff Q'aire]</i>.</p> <p>2.2. To further develop the teaching environment <i>[Staff Q'aire]</i></p>	<ul style="list-style-type: none"> *ICT investment. *Resources to support sensory curriculum (Pre-formal). *Appropriate communication resources/devices. *Effective systems in place for ordering/distribution to classes. *Ensure value for money from purchase. *Implement the premises improvement plan. *Transition of 6th form to college provision. 	<p>ST , DL Governing body. LA</p>	<p>2023-24</p>	<p>£38,000 (LA supported)</p> <p>£1,000 per class [capitation] / £15,000</p> <p>Signage cost ?</p>	<ul style="list-style-type: none"> *New c touch interactive systems fitted in each class. *New iPads purchased for each class. *System introduced for classes upgrade resources. *Improved environments including, reception, SLT corridor, PMLD yard, primary yard, new KS3 outdoor area. *New signage internally and externally. (Welcome signage, internal pupil friendly door signage, class names, specialist areas). *Age-appropriate provision for 6th form learners at the college site.
<p>3. Further develop the consistency and quality of teaching and learning across the school. (Lesson obs data/learning walks)</p>	<ul style="list-style-type: none"> *Development and implementation of the Park Lane good lesson guide. (Non negotiables identified by all staff during staff meetings and twilight sessions) *Co construct (All Staff) success criteria in line with the good lesson guide. *Good lesson guide and criteria implemented for 23 lesson observations cycle. 	<p>ST Teaching Staff</p>	<p>Aut Term</p>		<ul style="list-style-type: none"> *Clear consistent lesson framework across the school. *Clear success criteria established for teaching and learning. *Clear expectations and standards outline throughout the guide. *All staff have shared understanding how to implement the criteria to impact on teaching and learning standards. (increase standards across the school).

INSPECTION AREA 4 2023/24

IA 4- Care , Support & Guidance	Strategic Lead- <u>Mr S Type</u> <u>Mrs S James</u>
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Targets	Key Actions	Key Personnel	Timescales	Cost	Impact
1. To identify and implement whole school interventions and track individual progress [e-portfolio].	<ul style="list-style-type: none"> *Create a system to identify individual needs of pupils. *Implement different interventions (MOVE, Thrive, Communication Group, ELSA). *Track progress of individual pupils. *Implement paperless tracking of Rebound Therapy. *Implement a tracker for all interventions identifying pupil progress. 	ST & ALNCo JT HW LJ	2023-24	£	<ul style="list-style-type: none"> *Overview document of individual pupil needs and provision. *Bespoke support for identified pupils. *Holistic and universal provision tracked across the school. *All pupils receiving bespoke interventions are identified and progress is tracked effectively .

INSPECTION AREA 4 2023/24

Targets	Key Actions	Key Personnel	Timescales	Cost	Impact
2. Establish an ALN (Additional Learning Needs) provision map that clearly identifies the ALP (additional learning provision) for all pupils.	<ul style="list-style-type: none"> *Development of a provision map, co constructed by teaching staff. *Format/Requirements for provision map determined. *Procedures for editing and updating and provision map operating effectively. *Provision map is effective reference for informing bespoke learner provision (Planning, PCR process, target setting, intervention offer). 	SLT Teachers	Autumn term 23		<ul style="list-style-type: none"> *Individual pupil provision is identified and tracked termly. *Pupils receive bespoke provision in line with needs and identified IDP targets. *SLT oversight of both individual provision and universal provision across the school. *Working document ensures provision is current and in line with individual pupil needs. *Bespoke planning constructed inline with individual pupil needs.
3 Further enhance the range of partnerships to enhance whole school provision.	<ul style="list-style-type: none"> *Establish greater links with sector specific schools. Regional. *Ensure greater representation within PLNs (partnership development). *Establish clear roles within each AOLE. *Re-establish community partnerships. 	ST /DL			<ul style="list-style-type: none"> *Increase support for staff across the school in line with whole school and individual development needs. *Increase opportunities for professional learning and development for staff. *Enhanced provision developed through new experiences and offers. *Sector specific opportunities developed through PLN and school/school partnership working. *AOLE leader expectation set out and implemented through specific job roles. *Opportunities developed for sharing of good practice across the school and sector.

INSPECTION AREA 5 2023/24

IA 1- Leadership

Strategic Lead-
Mr S Type
Mrs D Llewellyn

Targets	Key Actions	Key Personnel	Timescales	Cost	Impact
1. To implement and refine performance management procedures for all staff [e-portfolio].	<ul style="list-style-type: none"> *Ensure all staff have access to performance management process. *Ensure there is an appropriate line management system to support the PM process. *Ensure that all staff are aware of the performance management policy and process. *Ensure the process is robust with an initial meeting, mid-year review and end of year evaluation. *Ensure CPD has clear links to performance management process. *All staff to undertake professional standards review. 	<ul style="list-style-type: none"> - All staff 	2023-24	- BUDGET?	<ul style="list-style-type: none"> *All staff undertake performance management process. *Interim Line management structure established for all staff. *Performance management cycle established to create accountability for all staff. *Training needs analysis established to inform PM provision. *All staff undertake a professional standards review, providing highlight and AFD.
2. To establish a new leadership structure at all levels and ensure the staffing profile meets the needs of the school [e-portfolio].	<ul style="list-style-type: none"> *Oversee a staffing restructure; SLT, middle leaders, HLTAs and whole school staffing profile. *Implement the revised roles and responsibilities for all staff. *Monitor, evaluate & review the effectiveness of the new roles. *Revisit the line management responsibility with all staff. *Develop consistent L2 and L3 responsibilities. 	<ul style="list-style-type: none"> - HT - Governing body 	2023-24	Recruitment process Coaching & mentoring	<ul style="list-style-type: none"> *Line management structure fit for size of the school. *New line management structure developed at senior and middle levels. *Increased leadership capacity across the school. *Clear roles and responsibility's established across the whole staffing profile.

INSPECTION AREA 5 2023/24

Targets	Key actions	Key Personnel	Timescales	Cost	Impact
3. To continue to implement IDPs across the school [<i>e-portfolio</i>].	<ul style="list-style-type: none"> *Ensure the school has a clear implementation plan in line with WG timelines. *Ensure the admin systems are in place to meet all timescales. *Ensure that IDPs are of a good standard through working alongside LA officers to quality assure. *Internal staff CPD offer to support writing and understanding of the process. 	- ALNCo	2023-24	ALN grant	<ul style="list-style-type: none"> *Timetable established for all pupils to convert to IDPs. *Admin Staff identified to support with the IDP conversion process. *ALNco and teachers develop shared understanding with target setting and quality assurance processes.
4. To ensure Governors challenge and support the school effectively.	<ul style="list-style-type: none"> *All Governor positions are filled. *Governor representation on learning walks. *Good attendance at governing body meetings and monitoring events. *Establish Governor finance and SIP groups to further support the school. *Link governor partnership systems (Informing of school development)/improvement. 	HT Governing Body	2023-24	-	<ul style="list-style-type: none"> *Develop and embed good stakeholder partnerships. *Increased Governors awareness of whole school targets and progress. *Increase governor presence around the school. *Governors contribute to quality assurance processes. *Link governors to support AOLE leaders and development.