



Council for the Registration of Schools Teaching Dyslexic Pupils

Appleford School

Re-registration - Category SPS

1. *Date of visit:* 23rd May 2014
2. *Name of Consultant(s):* Helen Farley

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams	
Appleford School Shrewton Salisbury Wiltshire SP3 4HL Tel: 01980 621020 Fax: 01980 621366 Email: secretary@appleford.wilts.sch.uk Website: www.applefordschool.org	Rural	63 boys 29 girls Ages; 7-16	Dysc Dysl Dysp ADD P&S & assoc learning difficulties	BDA IAPS ISA	
	Ind			Bdg Wk Bdg Day	Entry Level GCSE BTec
Comments: Comments: "We offer a multi-sensory, holistic whole school approach with on site Occupational Therapist, Speech and Language Therapist and Child Psychotherapist. Rated 'Excellent' by Independent Schools Inspectorate 2012."					

Please note:

- *Throughout this report details that might be used to identify individuals have been removed to protect their privacy.*
- *The reports have been prepared for each category from a master form; some reports may have numbers that appear to be missing. This is because that particular question is not relevant to the category of school, a complete list of the criteria as it applies to each category can be found on our website.*

Old Post House,
 Castle St,
 Whittington,
 Shropshire,
 SY11 4DF
 Tel: (free phone) 0845 601 5013
 Or 01691 655783
 Website: www.crested.org.uk
 Email: admin@crested.org.uk



3. a) **Name and address of school:** Appleford School
Elston Lane
Shrewton
Nr Salisbury
Wiltshire
SP3 4HL

Tel: 01980621020
Fax: 01980621366
Email: headspa@appleford.wilts.sch.uk
Web: www.appleford.wilts.sch.uk

b) **Name and qualifications of Head/Principal, with title used:**

Name: David King
Title (egg Principal): Headmaster
Qualifications: B.Ed. Hons
M.I.A
Awarding body: University of Liverpool

Consultant's comments: David King was appointed three years ago following the school having an interim Headteacher. He has a clear sense of purpose and knows the strengths and weaknesses of the school well. He interacts well with the pupils, with whom he was seen to have a warm relationship.

c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**

Name: Shelagh King
Title (egg SENCO): Head of Learning Support
Qualifications: B.Ed.(Hons)
SENIOS
Currently studying for Master's Degree in SpLD
Awarding body: University of Exeter

Consultant's comments: Shelagh King has been in post for one year and has a clearly defined role:

To consider the admissions process to ensure that the school is supporting the development of pupils whose primary difficulty is a specific learning difficulty.

To ensure that the assessments in use are current and relevant for the pupils in the school.

To monitor the quality of provision through observation and feedback.



Background and General Information

4. a) **Recent inspections:** [Ofsted Report](#) [ISI Report](#)

Consultant's comments:

ISI Inspection Report Oct 2012: The school's principal aims are to rebuild and maintain the pupils' self-confidence, to alleviate any negative feeling of failure and to encourage each pupil to achieve their potential in academic, personal and social development. ... Rated 'excellent' in every category.

Ofsted Residential Report March 2014: The effectiveness of the residential provision is outstanding. This quality of this provision enables pupils to make exceptional progress from their starting point in all aspect of their lives. This is especially true of the increase in pupils' self-esteem, self-confidence and social skills.

Independent Schools only

b) **Current membership (egg HMC, ISA etc.):** IAPS
BDA
CReSTeD
ISI

Consultant's comments:

c) **Department of Education Registration Number:** 8656008

d) **Numbers, sex and age of pupils:**

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	21	21	7 - 16
	Girls:	9	9	7 - 16
Boarding:	Boys:	42	42	7 - 16
	Girls:	20	20	7 - 16
Overall total:		92	92	7 - 16

Consultant's comments:

e) **Class sizes – mainstream:** n/a

Consultant's comments:

f) **Class sizes - special needs:** The aim is to have no more than eight pupils in the English and Maths groups, supported by a Learning Support Assistant. G (general groups) Groups, in which the pupils are taught all the other national Curriculum subjects, are no more than 12 in number.

Consultant's comments: All the classes observed varied in number, with the smallest being 4 pupils and the largest being 11 pupils.



DSP4
SPS5

g) **Aims and philosophy of the whole school:**

There is a whole school approach to dyslexia, with research-based multisensory programmes designed to encourage confidence, self-esteem and feelings of success.

At Appleford every child matters and our highly qualified and experienced teachers are committed to ensuring your child gains the confidence to learn and achieve success.

- A whole school approach to dyslexia using research-based multisensory programmes and resources
- A full national curriculum leading to GCSE in a range of subjects
- Vocational qualifications including BTEC
- Small classes of 8 to 12 pupils
- High levels of LSA support
- Individual Educational Programmes for all pupils
- Onsite Speech and Language Therapists and Occupational Therapists
- Extensive extra-curricular clubs and activities including Duke of Edinburgh's Award
- A full range of Sporting and Outdoor Adventure opportunities
- CReSTeD approved
- Highest quality Boarding facilities run by our professional, caring and experienced Boarding Team
- Traditional values and an ethos based on developing confidence, celebrating success and continuous support
- Consistently awarded the highest possible grades by OFSTED and the Independent Schools Inspectorate

Consultant's comments: The school has embraced a new creative curriculum up to the end of KS2 that supports the children in the school. The curriculum supports the transfer of skills across curriculum subjects and uses multisensory teaching to enhance learning.

All aspects of the school support dyslexic pupils. This includes the new building which has colour coded rooms both in the teaching area and the boarding facility, for ease of memory.

The school has expanded during the last two years to include pupils up to the age of 19. These students will take Entry level, BTEC and GCSE in yr 9 to evaluate the appropriate courses to be taken in KS4.

h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:**

• 'Residential pupils make significant progress socially, emotionally and educationally and are supported to achieve independent living skills and to enhance their self-esteem. This is achieved through the excellent relationships established between staff and residential pupils.' (Ofsted, 2013)



Staffing and Staff Development

DSP, SPS,
DU 7;
SC, WS 18;
MS 21

5. a) **Qualifications, date, awarding body and experience of all learning support staff:**

Details of staff qualifications were provided at the time of application, names and specifics are not published to protect the identity of individuals.

Consultant's comments: There is a commitment to high quality training to develop skills. The school ensures that training is targeted and uses the most up to date and relevant pedagogy for the pupils..

DSP, SPS 8

- c) **Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of Dyslexic (SpLD) children (except A level English)?**

Six out of our ten English teachers have Nationally recognised SpLD qualifications at Level 7 or above.

Three of the four remaining teachers are enrolled on the Level 2 BDA Dyslexia Awareness Support and Screening course and will have completed the workshops by the end of March 2014.

The remaining member of staff will start her Level 7 Diploma in September 2014.

Consultant's comments: All the staff who teach English and Literacy skills are involved in recognised qualifications or are undertaking training.

DSP, SPS 9

- d) ***For completion by consultants only: Do all members of staff demonstrate the ability to meet the needs of dyslexic (SpLD) pupils within their departments?***

In the lessons observed most of the staff demonstrated their ability to meet the needs of the pupils well, in one case exceptionally. In one instance there was little multisensory teaching observed.



Policy and Philosophy with Regard to Dyslexic (SpLD) Pupils

Criteria 1
& 2

6. a) **Policy statement with regard to dyslexic (SpLD) pupils including:**
- **Identification and assessment**
 - **Support for policy from Senior Management Team**
 - **Support for policy from governors**

Appleford School was established in 1988 by two experts in the field: Gerald Trump who founded the first school for dyslexic children in the UK and Dr Peter Gardner, a highly qualified and experienced psychologist and psychotherapist.

Appleford's aim from its inception has been and still is to provide a high quality education for children aged 7 – 16 with dyslexia and associated learning difficulties to include Dyscalculia, Dyspraxia, ASD and ADHD. To this end we only accept children with an appropriate assessment from an Educational Psychologist and/or a statement of special educational needs. The school also welcomes applications from children of families in the services and placements by Local Authorities.

Appleford encourages a broad and holistic concept of education and aims to provide small classes, individualised and differentiated teaching delivered by well-qualified and experienced teaching and learning support staff, a broad and balanced National Curriculum with an emphasis on literacy skills, a high level of pastoral support, experienced and caring Houseparents in homely and structured boarding houses designed to develop personal organisation and lifeskills, an extensive games and leisure activities programme and a strong professional support team.

We want our children to start to realise their full potential and to develop the self-respect, self-reliance and self-discipline which they are so desperately seeking and need. It is, therefore, important that Appleford is a safe and secure environment, which we ensure with a very proactive approach towards Safeguarding Children and Child Protection. Our designated member of staff for Child Protection is the Head of Boarding.

The school has a Christian character and close links with its local church. Nevertheless we welcome applications from all families, regardless of disability, religion, race and ethnicity.

This Statement of Purpose is reviewed and updated annually, and is modified as necessary in order to ensure that it reasonably reflects the actual current boarding and care practice at Appleford School.

Consultant's comments:



b) **Admission policy / selection criteria:**

A copy of a recent educational psychologist's report and a copy of the child's last full school report is requested and viewed by our Head of Learning support. Prospective parents are then invited to meet with the Headmaster and to view Appleford. If, after a tour, parents wish to continue the admissions procedure, then arrangements are made for the child to come on a tester visit.

Prospective Day Pupils come for two full days.

Prospective Boarder Pupils come for two full days plus two nights to see if they are able to settle well and cope with a boarding house environment.

During the tester, the Head of Learning Support meets with the child and undertakes a number of screening assessments including LASS and Lucid. Teachers note the child's performance in the class and boarding staff note their comments. From the information gathered the Headmaster is able to make a decision as to whether Appleford School is the right provision for the child and if so, a place will be offered. Occasionally a child is asked to return for a five day visit.

Consultant's comments: The process of admission is appropriate for the setting and carefully screens the needs of children being considered for admission to the school. The use of Lucid Dyslexia Screener helps the school to identify the primary and co occurring conditions associated with Dyslexia, ensuring that information provided is accurate and useful to teachers and parents. Great care is taken to ensure that the school can fully meet the needs of the child and that there is a mutual openness with prospective parents.

Criterion 3

c) **Give specific examples of the whole school response to dyslexia (SpLD):**

Appleford School is a Specialist School for pupils with dyslexia and associated learning difficulties and we have a whole school approach to teaching.

Every pupil has an Individual Educational Learning Plan.

Recent INSET training covered Dyslexia Awareness for all staff and Current Dyslexia Issues for teaching staff and support staff.

We have a high percentage of specialist teachers and have an on-going programme of staff development. Another ten members of staff will have gained the Level 2 BDA award by the end of this academic year.

Weekly staff meetings are held where individual pupils' needs are discussed. The Minutes of these meetings are available to all staff members.

All members of staff are sympathetic to the needs of the dyslexic pupil, not only teaching staff.

Consultant's comments: The whole school response to Dyslexia and associated learning difficulties is evident in all aspects of school life. The creative curriculum now in use up to the end of KS2 highlights how staff incorporate current thinking into their teaching; helping pupils to be aspirational with regard to their work. All the sessions observed showed a clear understanding of the needs of the pupils and aimed to develop confidence. The weekly opportunity to share pupils who have achieved well in an aspect of their learning celebrates success and acts as a clear motivation to all the pupils.



School Organisation

7. a) **How is the week organised?**

School lessons take place from 8.50am - 3.50pm Monday to Friday.

Lesson 1 - 55 minutes, including 15 minutes PSHEE&C

Lesson 2 - 50 minutes

Break

Lesson 3 - 50 minutes

Lunch and Break

Lesson 4, 5, and 6 - 50 minutes each

Monday to Thursday pupils take part in a choice of activities from 4pm - 5pm, which vary every term (sport, craft, drama, games etc.)

Lower School and Upper School have two separate assembly times so topics can be covered at the appropriate age level. There is a whole School Celebration Assembly every Friday where pupils' successes are celebrated.

Parents are invited to meet with their child's teacher at 3.50pm on Fridays.

Consultant's comments: The school has in place an appropriate timetable for students who need to have support with core literacy and numeracy. The children were seen to be engaged in their learning.

b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework:**

Appleford School is a specialist school for dyslexic pupils, and as such has in place all the necessary provision required to successfully teach and meet the social needs of our students.

Prep for the Upper School pupils is managed within the classroom with teacher supervision so that support is on hand.

Prep also takes place in the form of a supervised afterschool activity.

Pupils are set holiday work to make sure over-learning takes place during their long absences from school.

Additional prep is arranged with involvement of parents.

Consultant's comments: Children are set work that is appropriate to them and can be completed independently, there is support available should intervention be necessary.



Identification and Assessment

Criterion 1
DSP & SPS
6

8. a) **Give details of how you identify pupils in your school who have or are at risk of dyslexia (SpLD), and when this takes place in the admissions process:**

The Primary reason for attending Appleford is because a child has dyslexia, therefore children come to Appleford where dyslexia has already been identified. Our in-house screening processes confirm this during tester visit.

Consultant's comments: The use of Lucid as a screening tool provides an overview of the individual profile. All pupils who attend Appleford have been previously identified. They will have full assessment reports with up to date information.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:** There is a whole school approach in which lessons are designed to meet the needs of the pupils.

Consultant's comments: The SENCo ensures that there is a comprehensive IEP which includes clear targets and positive interventions for staff to use to aid learning. These are reviewed termly.

- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** Full contact details of a number of Educational Psychologists are available from the Secretary's office.

Consultant's comments: Assessment information is available to parents , with a list of Educational Psychologists.



Teaching and Learning

Criterion 3,
MS & DU 12;
MS & SC 17;
MS & WS 19

9. a) **Lesson preparation and delivery to meet the needs of dyslexic (SpLD) pupils for:**
- **Curriculum subjects**
 - **Literacy support**
 - All classroom teachers are required to show short, medium and long term planning for all subjects taught. This planning is checked by subject coordinators and the Deputy Head in charge of Teaching and Learning. Regular lesson observations take place by the Deputy Head. These include formal timetabled lesson observations and more frequent 20 minutes drop in lesson observations to ensure standards are maintained. Teachers adhere to Appleford's policy on writing information on the whiteboard, use of comic sans during electronic white board work and all nationally recognised advice on the teaching of dyslexics. LSA support is present in all literacy lessons and the majority of other subjects.

Consultant's comments: The planning for each lesson is comprehensive and ensures that the needs of individual children are met. There is a defined learning goal with links to the wider curriculum plan.

- b) **Use of IEP's:**

Every pupil has Individual Educational Provision which includes:

- A page all about the child.
- A page of whole school provision.
- A page of individual provision.
- A yearly assessment page to check that the provision is working.
- A half termly educational challenge for the child to achieve.

Consultant's comments: The new IEP is very comprehensive and highlights the strengths and weaknesses of the learning profile. The information to staff is thorough and the advice is helpful and practical to implement.

- c) **Records and record keeping:**

Pupils' records and results (National Curriculum levels, literacy and numeracy are recorded)

Internal testing of every pupil takes place in June. Tests administered are the BAS single word reading, Neale Analysis of accuracy and Comprehension, Vernon spelling and Vernon Maths.

Consultant's comments: The process of assessment and record keeping is under review. The school is evaluating the use of tests to ensure that the battery of tests in use will be relevant and up to date.

Criterion 3

- d) **For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required) It is clear from the case studies that the procedure to ensure information informs any contact with a pupil is rigorous. the feedback from teaching staff informs the document and develops a personalised plan to maximise the learning opportunities available to the individual. Progress is tracked, the assessment tools are under urgent review and will aim to track progress in all aspects of learning.**



f) **Any other relevant information, egg details of any other examinations taken, Reading and Spelling age assessments:**

Voluntary SATS are taken by all Year 7 and 8 pupils in Reading and Writing in June.

Year 5 and 6 pupils take the voluntary SATS Reading Paper only.

Every June all pupils are tested using the BAS Single Word Recognition Reading Test, the Neale Analysis Accuracy and Comprehension Test and the Vernon Spelling Test.

Upper School pupils in Years 9, 10 and 11 will be entered for Nationally recognised qualifications commensurate with their academic abilities for example Entry Level NVQ and GCSE and BTec Vocational qualifications.

Consultant's comments: The use of assessment tools is under review and is of high priority.

The upper school pupils follow nationally recognised qualifications and the school monitors these in line with current regulations.

g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:**

For the Year 9 and 10 pupils we have Lucid Exact exam IT programme to help validate what pupils need to access special arrangements, so that they can show their true ability. Furthermore we also use the DASH test to add extra verification of handwriting speed. These results, together with EP reports and Statements, create the portfolio of evidence for each pupil. In addition, we also collate evidence of work on-going through the year to again verify the true ability of the pupil.

Consultant's comments: Access arrangements are new to the school, the school is reviewing the process of assessment to ensure that the JCQ requirements for KS4 external examinations and assessments are met.

There is a gathering of evidence to support access arrangements for each pupil.

h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:***

The pupils were agreed in their praise for the all the staff they meet within the school community. They explained that they feel safe and cared for. They enjoy their time in school and recognise the progress they have made; including the role that the school has in their success.

They scored the school between a 6-8 on a scale of their view of the school. They cited the need to have a play park reinstated and commented on the rapid change to extend the year groups suggesting they would like 'more freedom' with regard to breaktimes and lunchtimes to reflect their age and what might happen in a larger school.



Facilities and Equipment for Access to Teaching of Dyslexic (SpLD) Pupils

10. a) **General resources for teaching dyslexic (SpLD) pupils:**

Each classroom has an interactive whiteboard.

Teachers of English use recognised teaching materials to help the dyslexic pupil, which include: Starspell, Stile, Edith Norrie Letter Case, Hatcher phonological Awareness Programme, Word Shark etc.

Consultant's comments: The classrooms are well resourced and there is evidence of a wide use of teaching materials to support dyslexic pupils.

b) **Library:**

There is a fully stocked reference library and each English class has relevant books, age appropriate for the lessons within the class.

Consultant's comments: The books provided are up to date and relevant to the pupils in the school.

c) **ICT:**

Two ICT suites.

All classes provided with ICT facilities.

Consultant's comments: The ICT facilities are good, including the new teaching block, thus enabling pupils to use ICT as their normal way of working.



Statement of Special Educational Needs

11. a) **School policy:** Appleford is DfE approved and therefore accepts pupils with Statement, conducts Annual Reviews and is involved in Tribunals.

Consultant's comments: Appleford is committed to supporting pupils who will benefit from what the school has to offer, this includes those placed by the authorities.

Independent
Schools only

- b) **Types of statemented needs accepted:** Specific Learning Difficulties (Dyslexia) and associated learning difficulties.

Consultant's comments: The school is maintaining a position of being able to be of most help to pupils with a primary specific learning difficulty with associated difficulties.

- c) **Number of statemented pupils: 36**

Consultant's comments: The school has a significant number of pupils with Statements of Educational Need. The school has a good relationship with the local authorities that place children in the school.



Parents' Feelings About the School, in Particular, its Response to Dyslexic (SpLD) Pupils

Independent
Schools only

12. Schools should provide, with the documentation, a list of the names of all known dyslexic (SpLD) pupils in the school. From this the consultant will select 12 names and schools will be asked to contact the parents (CReSTeD will provide an explanatory letter) for their permission to give their phone numbers to the consultant. The consultant will then contact 6 of these parents before the visit takes place to discuss their feelings about the school.

For completion by consultants only: **Parent Contacts:** Parents praised the commitment and expertise of all the staff in the school, and commented on the way in which they work together. Most stated that they could see positive change in their children with improved confidence. They further commented they understood that the school had undergone expansion within a short time frame to include GCSE. They know that it is a new venture and that there is limited flexibility with regard to choices due to the numbers within the school, The rating of communication varied, indicating there are well established ways to communicate in the lower school. In KS4 methods are developing to meet the needs of parents as the courses are relatively new. Those who have recently been involved in the admissions process were satisfied that it identified and enabled support of their child's difficulties.



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** At present the school is undergoing a number of changes, which are new to staff, pupils and parents. David King is aware of the strengths and weaknesses of the school and is actively prioritising areas which need to be updated.*

The school meets the criteria for re registration.

Comments from members of the Pre-Registration Committee:-

Appleford is a highly regarded school taking on a new venture by extending provision to KS4. Like any new venture, this may take time to develop, CReSTeD look forward to a future visit to see the changes unfold.

In October 2013 the CReSTeD Council agreed an update to the criteria, the application for re-registration was completed prior to the new criteria's publication. To help parents review the information contained in this report the criteria as it applied is shown below:-

Consultant to tick relevant boxes when criteria are observed to have been met:	
Criteria	SPS
1. The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	<input checked="" type="checkbox"/>
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	<input checked="" type="checkbox"/>
5. The school is established primarily to teach pupils with SpLD which may include other difficulties.	<input checked="" type="checkbox"/>
6. Assessment for admission to the school should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	<input checked="" type="checkbox"/>
7. The Head of Learning Support (or equivalent) should normally hold a nationally recognised qualification for the teaching of dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
8. As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of dyslexic (SpLD) children. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	<input checked="" type="checkbox"/>
9. All members of staff demonstrate the ability to meet the needs of dyslexic (SpLD) pupils within their own departments.	<input checked="" type="checkbox"/>