



**Council for the Registration of Schools Teaching Dyslexic Pupils**

## **Brockhurst and Marlston House Schools**

### **Registration – Category DU**

<b>Date of Visit</b>	22 May 2014
<b>Name of Consultants</b>	Mr Nick Rees & Mrs Ros McCarthy

<b>School Contact Details</b>	<b>Location/ status</b>	<b>Student Details</b>	<b>Special Needs</b>	<b>Assoc'/ exams</b>
<b>Brockhurst and Marlston House Schools (Palmer House Learning Development Centre)</b> Marlston Rd, Hermitage, Newbury, RG18 9UL <b>Tel:</b> 01635 200293 <b>Fax:</b> 01635 200190 <b>Email:</b> <a href="mailto:registrar@brockmarl.org.uk">registrar@brockmarl.org.uk</a> <b>Website:</b> <a href="http://www.brockmarl.org.uk">www.brockmarl.org.uk</a>	Rural	142 boys 170 girls	Dysc Dysl Dysp	IAPS
	Ind	Ages: 3-13 (boarding from age 8)		Common Entrance
<b>Comments:</b> There is a huge wealth of extra-curricular activities on offer at the school. Every child finds something they enjoy and at which they can succeed.				

CReSTeD,  
Old Post House,  
Castle St,  
Whittington,  
Shropshire,  
SY11 4DF



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## School Details

Name of school: Brockhurst and Marlston House Schools (Palmer House)  
Address of school: Marlston Rd, Hermitage, Newbury, RG18 9UL  
Telephone: 01635 200293 Fax: 01635 200190  
Email: info@brockmarl.org.uk  
Website: www.brockmarl.org.uk

## Name and qualifications of Head/Principal, with title used:

Name: David Fleming and Caroline Riley  
Title (e.g. Principal): Heads  
Head/Principal's telephone number if different from above: As above  
Qualifications: BA 1983, MA 1986, QTS 2000 / Cert Ed 1975 BEd 1976 MA 1996  
Awarding body: University of Oxford / Southampton, OU Education Mgmt

### Consultant's comments

Both Heads are totally committed to the on-going success and the proposed medium and long-term development plans for Palmer House, the Learning Development Centre

## Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:

Name: Margaret Brown  
Title (e.g. SENCO): Director / SENCo  
Telephone number if different from above: 01635 200500  
Qualifications: CertEd 1975, PGDip (Bilingualism in Ed) 2010, RSA Dip SpLD 1998  
Awarding body: University of London, University of Birmingham, OCR / RSA

### Consultant's comments

A very well established and experienced Director of Palmer House with the appropriate qualifications.

## 1. Background and General Information

1. a) Dep't of Education Registration No.: 869/6003

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	103	6	3-13
	Girls:	125	5	3-13
Boarding:	Boys:	39	1	8-13
	Girls:	45	3	8-13
Overall total:		312	15	8-13

### Consultant's comments

The 15 SpLD pupils noted reflect those with a formal diagnosis of dyslexia. A further 50+ pupils are receiving additional support at Palmer House or within the mainstream classes for their learning difficulties.

- c) Class sizes – mainstream: 9-21

### Consultant's comments

These are of an appropriate size for this type of school.

- d) Class sizes – learning support: 1-4

### Consultant's comments

A flexible approach that is wholly suitable and appropriate for the Palmer House.

- e) For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:

The most recent ISI inspection was in May 2012. It was reported that the contribution of arrangements for pastoral care was excellent. The sensitive nature of support provided by all staff enabled the school to fulfil their aim of providing a first-class all round education within a happy, disciplined and safe environment. Well-established pastoral care procedures supported by clear policies and are implemented very successfully. The schools procedures for promoting good discipline and behaviour are highly effective and a very strong sense of community permeates the school. The school has appropriate plans in place for educational access for SEND pupils.

Independent  
Schools only

- f) Current membership (e.g. HMC, ISA etc.): IAPS

### Consultant's comments

It is useful to be a member of an association such as IAPS who can provide support and advice on many issues as well as providing opportunities for staff development with INSET.

- g) Please supply the following documentation:
- i. Prospectus, including staff list (if this does not clearly show which teachers teach English, then please supply this as a separate item). Please tick to indicate copy enclosed  Y
  - or provide link to view reports via the internet Request a copy of the school prospectus by clicking [here](#)
  - ii. Recent Inspection reports, please tick to indicate copy enclosed  Y
  - or provide link to view reports via the internet [Brockhurst ISI report](#)
  - iii. Details of Fees and compulsory extras for SpLD pupils (if applicable), please tick to indicate copy enclosed  Y

#### Consultant's comments

The prospectus is professional, eye-catching and presented to a very high standard. The information is well written and informative. The pictorial element is excellent. Reference to the work of Palmer House as being 'at the heart of teaching' is prominent. Of particular mention is the 'Breadth of Opportunity' leaflet with Year Round Activities for All as a centre spread with photographs and taglines as well as pupil comments on what makes the school special. There is also a separate leaflet for Palmer House with clear teaching and learning aims and objectives; enrichment, extension, study skills, time management and organisation.

The main findings of the ISI inspection report of May 2012 were as follows: The quality of the pupil's academic and other achievements is good. Pupils with special needs achieve, in relation to their ability, at least as well as other pupils. They are supported in this by the excellent work of Palmer House, which enables them to make rapid progress.

The quality of the pupil's personal development is excellent. Governance is good and leadership and management is sound.

The school met all the requirements of the Independent School Standards Regulations 2010 and met all the National Standards for Boarding Schools 2011.

Palmer House provides a clearly presented chart of all additional charges from a full diagnostic assessment to charges for specialist equipment. Thought may be given to the existing charges for specialist equipment with reference to the new Code of Practice for reasonable adjustment.

## 2. Policy and Philosophy with Regard to SpLD Pupils

Criteria  
1 & 2

2. a) Aims and philosophy of the whole school
- Brockhurst and Marlston House Schools aim to combine the best features of the single sex and co-educational systems. Our aim is to concentrate on the needs of the individual child, developing talents and abilities to the full. The schools aim to offer a first-class all-round education founded on Christian principles and a disciplined, happy family atmosphere.

[Consultant's comments](#)

The school promotes clear aims and a worthy philosophy that was much in evidence throughout the day of consultation.

Criteria  
1 & 2

- b) Please tick to indicate copy of Staff Handbook (SH) enclosed Y
- c) If not within SH, please enclose copies of policy statement(s) with regard to SpLD pupils outlining:
- iv. Policy for SEN/SpLD
  - v. Support for policy from Senior Management Team
  - vi. Support for policy from governors N/A
  - vii. Admissions Policy/Selection Criteria [Admissions Policy](#)
  - viii. Identification and assessment

[Consultant's comments](#)

The Policy for SEND/SpLD is comprehensive and clearly articulated.

Support for Palmer House from the SMT is unanimous and heartfelt.

The Admissions Policy/Selection Criteria are transparent and detailed.

For Identification and Assessment purposes the school uses a pathway system; Pathway 1 for extra additional help from the class teacher, Pathway 2 referral to a specialist teacher or other professional for assessment and possible extra tuition and Pathway 3 for more severe needs and a place in Palmer House being offered. There is also a comprehensive section in the Staff Handbook on Identification of Learning Development Needs that provides useful information to staff.

Criterion 4

- d) Give specific examples of the whole school response to SpLD
- All staff refer to the Pupils of Concern list when lesson planning, talking to parents, writing reports. A weekly meeting is held in the Unit to discuss particular year groups. Teachers who are involved with that year group attend to discuss pupils on the list and raise other pupil concerns as necessary.

Cont'd

Lesson cover is provided if needed so that all who need to attend can do so. All teachers refer concerns regarding SpLD children to the SENCo and welcome observation and advice. The SENCo has regular meetings with Ridge House (pre-prep) SENCo. Form teachers have termly meetings with the SENCo to discuss all pupils as necessary.

Lesson objectives are shared at the beginning of lessons. Worksheets can be enlarged and coloured paper / coloured overlays and reading rulers used as appropriate. Visual support is given, e.g. number lines / squares etc. Most classes have overhead projectors. All SpLD children have access to word mats, maths mats, talking tins and other support equipment.

TA support in some classes is used to support SpLD pupils. Teachers encourage children who need them to have movement breaks.

All staff attend a twice yearly INSET on specific aspects of teaching and supporting SpLD children. The school regularly funds Level 3 SpLD training at The Helen Arkell Dyslexia Centre for their TAs.

Information on SpLDs, research, training courses is distributed appropriately to staff, either electronically or via pigeon holes.

#### Consultant's comments

Many of the specific whole school responses indicated above were witnessed during the visit either in classes or in interviews and discussed in meetings, e.g. during a staff year 6 planning meeting discussing alternative arrangements and support for pupils with SpLD during their examinations.

A meeting of year 6 teachers involved a detailed discussion of all students and included feedback on those pupils having support and how they are benefiting from it.

The care and knowledge of individual pupils was clearly evident.

- e) Number of statemented pupils: 1

#### Consultant's comments

It is not uncommon to have a very small number of pupils with a Statement of Educational Needs in a mainstream independent school.

Independent  
Schools only

- f) Types of statemented needs accepted:

Dyslexia

#### Consultant's comments

The school accepts pupils with the full range of SpLD difficulties as long as their results show that they will be able to access the whole of the school curriculum.

### 3. Identification and Assessment

Criterion 1  
DSP & SPS  
6.9

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

Taster days before admission – children with concerns identified by parents or receiving teachers are seen by the SENCo.

Reception pupils and all new entrants to the schools are screened.

Reading and spelling tests every year for all pupils.

CATs testing every year.

Parent concerns at any point.

Teacher concerns at any point.

Advice from EP / OT / Teacher Assessment

**Consultant's comments**

The policy and the process are transparent and comprehensive.

- b) Give details of what action you take when children are identified as at risk of SpLD

Parent meeting to gain background information

Teachers asked to complete comments sheets detailing concerns

Observation by SENCo

Investigate level of support offered already

Devise Target Plan and share with all staff.

Advice to parents and staff regarding suitable strategies and resources.

Arrange 1:1 tuition / **Palmer House** provision as appropriate.

Discuss with outside professional and refer if appropriate.

Full diagnostic assessments are offered as appropriate.

Pupils are placed on the Pupils of Concern List and monitored.

**Consultant's comments**

The procedure is detailed and follows a system from Pathway 1, initial concern to Pathway 3, acceptance into **Palmer House**. It appears to work very well.

- c) Give details of how children in your school can access a full assessment for SpLD

SENCo recommendation in consultation with the parents. A range of assessments is offered – according to need. We offer in-house full diagnostic assessments and have close links with Educational Psychologists, Occupational Therapists, Speech and Language Therapists.

**Consultant's comments**

There is an appropriate range of assessments that can be provided in-house or are accessible to parents and their children external to the school.

## 4. Teaching and Learning

### 4. a) How is the week organised?

All pupils attend registration and assembly with their mainstream forms every day.

Morning lessons begin at 8.55am. Break is at 10.55am for the whole school. Lessons resume at 11.20am and continue until 12.30pm, when there is lunch. All pupils in the Unit will follow this pattern. Palmer House pupils focus on Literacy and Numeracy using a multisensory approach. In the afternoon children will spend all their time with their mainstream forms following the afternoon curriculum. Science, Sports, Arts and Music are taught in mainstream lessons.

#### Consultant's comments

A suitable and appropriate arrangement for the school day that includes boarders. It is a full and long day with integrated prep sessions.

### b) Details of arrangements for SpLD pupils, including prep / homework:

All children in Palmer House have reading and spelling homework and holiday work set by Palmer House staff. Parents are invited to observe our teaching methods so that they can follow them at home, if they so wish.

All Palmer House pupils are taught to Touch Type

All Palmer House pupils are given support with organisation of belongings, revision notes, deadlines

#### Consultant's comments

The school day is full of opportunities for work and for play. If required pupils are supported by a member of staff in Prep. Parents mentioned the short but appropriate level of work provided by Palmer House staff for holidays.

Criterion  
3 & 4

### c) Lesson preparation and delivery to meet the needs of SpLD pupils for:

- *Curriculum subjects*

Curriculum subjects - Pupils on the list of concern have supportive strategies detailed, including not copying from the board, specific seating position, step by step instruction, allowing movement breaks and recording work in different ways.

- *Literacy support*

Literacy Support - Specific targets are set according to need, which form the framework of the lessons with reference to the curriculum schemes of work. Frequent review is undertaken to ensure relevancy. A range of multi-sensory activities is included in lessons.

#### Consultant's comments

Five 1-1 lessons and a screening session were observed in Palmer House. All were appropriate and there was clear rapport between teacher and pupil.

One lesson was to improve the pupil's ability to extract meaning from text and then used this to work on sentence structure and awareness of grammar. The pupil was observed to be engaged and learning.

A lesson working on spelling used previous knowledge to scaffold further learning and was structured and multisensory, making good use of the interactive whiteboard. The pupil involved enjoyed the work and there was evident trust between teacher and pupil.

A lesson on memory strategies and learning techniques was seen to be put to use in a following mainstream science lesson and liaison between Palmer House teachers and mainstream teachers was seen to be of benefit to pupils. Palmer House teachers have a spacious teaching room and there are other areas close to the centre that are available should a teacher want to use them (for example for 'bigger' multisensory activities).

Awareness of the differing needs of their pupils was evident in all of the lessons observed.

#### d) Use of provision maps/IEP's (or equivalent):

All Palmer House pupils have Target Plans, which are reviewed termly.

#### Consultant's comments

Palmer House staff produce the target plans. They are clear and concise. The information includes the name, DOB, Form, date of production and review date. There are both class and Palmer House targets with criteria for success, areas of concern with any additional areas of focus and areas of strength. Follow-up targets may also be added.

Additional information is provided that includes a summary of any assessments and teachers are free to read full assessments should they wish to. It was clear that staff had a detailed knowledge of pupils' strengths and weaknesses.

#### e) Records and record keeping:

Careful records are kept, together with evidence to support them, to track pupil progress. Small targets are set and reviewed regularly.

#### Consultant's comments

Records are clear and detailed, available to all relevant staff and up to date.

Criterion 3

- f) For comment by consultants only: Review history and provision made for two pupils.

The pupil files include all screening and assessment information with regards to standardised assessment, which are annual e.g. reading (NARA II), spelling (Vernon) as well as weekly tests on high frequency words, dictation and phonics. All of these are used for tracking progress. Most of this information is recorded onto a computer database. Progress in phonics is tabulated in a 'at a glance' bar chart.

The file includes all previous Target Plans (IEPs) and associated notes as well as useful information on handwriting and touch-typing.

A personal learning plan is completed by the pupil including questions and statements; what I find difficult, my goals, what I need to do, what help do I need, review date, who could comment on my progress, did I achieve my goal, was the goal achieved, what really helped, what was difficult.

The files also include all subject reports that are written in December and January and any notes from the formal parent teacher meetings in the Spring term or at any time in between in an informal capacity through a meeting, e-mail or telephone.

- h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:

Reading / Spelling, Dyslexia Screening, School Exams, CATs

Consultant's comments

This is an appropriate amount of information gathering to track progress.

## 5. Facilities and Equipment for Access to Teaching of SpLD Pupils

- Criterion 5.1 5. a) General resources for teaching SpLD pupils:  
Refer to Resources list in Learning Development Handbook 2014 (p15-19)  
[Consultant's comments](#)  
[The school is well resourced especially in Palmer House.](#)
- Criterion 5.2 b) ICT:  
Refer to Resources list in Learning Development Handbook 2014  
[Consultant's comments](#)  
[The school has a generous allocation of IT equipment including interactive whiteboards and computers. Consideration is being given to the additional provision of up to date word processors and iPads.](#)
- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:  
Access arrangements are the responsibility of the Unit. Pupil entitlements are documented, shared appropriately so they can be timetabled and then facilitated by trained support staff. Pupils have access to extra time, a reader, a scribe, and a laptop as appropriate.  
[Consultant's comments](#)  
[The school takes access arrangements most seriously. Meetings are held prior to examinations by year group staff to discuss each subject and each pupil's needs.](#)
- Criterion 5.4 d) Library:  
The Unit has its own selection of books, which children can access, and also to borrow. The selection includes fiction, non-fiction, textbooks, audio books and reference books. All pupils have access to the main school library, from which books can be borrowed, with the support of the school librarian.  
[Consultant's comments](#)  
[The library and librarian is housed in a large room that is also used as a teaching room. There is a good range of fiction and non-fiction books. They are however, shelved in a large but fairly dark alcove in the room.](#)

## 6. Details of Learning Support Provision

DSP/TC 6.1 6. a) Role of the Learning Support Department within the school:

SPS 6.2

DU 6.3

TC 6.4

The role of the Learning Development Centre is to:

- Identify children who need learning support
- Support children in class, 1:1 and in small groups
- Design and deliver learning programmes to support pupils' learning
- Formal and informal training for mainstream staff
- Support mainstream staff
- Be a point of contact and advice for parents

### Consultant's comments

These are very clear aims. The documentation provided by the school and by Palmer House supports these aims and the overall philosophy of the school with Palmer House at the heart of the establishment.

DU/TC  
6.5 & 6.7  
WS/MS  
6.8

b) Organisation of the Learning Centre or equivalent:

Director and SENCo – Mrs Margaret Brown  
Specialist Teachers – Mrs Ailsa Norris and Mrs Jane Vincent  
Teaching Support – Mrs Nancy Williams and Mrs Victoria Leach  
Administrator – Mrs Nancy Williams

### Consultant's comments

Palmer House is well organised and supported with clear policies and procedures. The staff work as a team and often work in the same room supporting and learning from each other. There are short term plans to extend the size of Palmer House by partitioning the existing IT suite as further teaching rooms. A long-term plan is to build a separate Palmer House in the school's extensive grounds.

DU 6.6

c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?

Yes – recent examples of such input are:

- Phonics audit
- Whole school target
- Differentiation within the mainstream curriculum
- Study skills
- Mind mapping across the curriculum
- The importance of developing metacognitive skills
- Advice and support in relation to pupil behaviour / behaviour plans

### Consultant's comments

This is clearly set out in the school's documentation, in lesson observations, and being fully supported by the two Head Teachers.

## 7. Staffing and Staff Development

Criterion 7 7. 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

All staff are appropriately qualified and take on-going professional development seriously. Mrs Norris holds an Assessment Practising Certificate, which has just been successfully renewed. Consideration might be given to a member of Palmer House gaining a qualification in the assessment of pupils with dyscalculia at some stage in the future.

DSP/SPS  
7.3

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

Yes (in the Unit)

### Consultant's comments

All Palmer House staff have the appropriate experience and necessary qualifications.

DU/TC 7.4

c) Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)

100%

### Consultant's comments

All Palmer House staff have the appropriate experience and necessary qualification.

Criterion 4

g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments?

The consultants observed eight lessons. All teaching rooms were tidy, clean, well lit and ventilated. The lessons were all well planned and delivered at a good pace. Some had a 'wow factor' or a surprise: a science teacher had carved two dolphins catching a ball using a banana and grapes in a science lesson testing fruit for their sugar content. They were interesting and all had a practical aspect. One class had just hatched a brood of chickens!

Cont'd

It was clear that staff had an awareness of the pupils with SpLDs in their classes and had prepared additional support in advance where necessary e.g. a cut out hand with a finger pointing for spacing hints as well as reminders for capital letters, full stops and prompts to read it again! In another class a 'toolkit' of cut outs of kitchen and DIY equipment emphasised the need to 'blend' words or 'break them into chunks' and in an English class words were provided on cards so that less written work needed to be done. Phonics teaching in a pre-prep group involved a game of jumping across a 'river' to match sounds and words or objects. Clear differentiation was in place and pupils were learning through activities that were fun.

A further lesson had three levels of a worksheet template with various degrees of information pre-recorded. A touch-typing lesson had advice for the pupils on how to avoid eyestrain and a stiff neck!

The lessons were busy yet ordered with pupils supporting each other and learning actively. Differentiation was seen to be used in all lessons and pupils were always given interesting tasks to do as well as being provided with the tools to complete them successfully.

Displays are colourful and informative e.g. words with the same sound but with a different spelling. Much artwork is framed in communal areas and most classrooms provide a distraction free environment.

## 8. The experience of parents & pupils regarding the school, in particular, its response to SpLD pupils

Independent  
Schools only

8. a) Schools should provide, with the supporting documentation, a list of the names of all known SpLD pupils in the school. CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss their experiences as parents in relation to the school.

For completion by consultants only: Parent Contacts:

Seven parents were contacted by phone by the consultants. All parents spoke of their unanimous approval of the school and in particular the support and positive attitude of 'you can achieve' of Palmer House.

Communication was thought to be of a high standard with staff often going beyond the call of duty. One parent commented, 'The door is open at any time and they always ring straight back'. Staff were seen to be approachable and understanding.

They also reported that their children (a few parents had had more than one of their children attending the school and Palmer House) loved the support and were extremely happy attending and were fond of the teachers. They also mentioned that their children do not feel at all stigmatised by attending Palmer House. One parent stated that the 'sparkle' was back and that her child was a thriving and different child to when he started. Another mentioned that her child was previously 'demoralised' and that she now sees herself as 'lucky to be helped'.

Palmer House was seen to be doing a 'superb job', and parents were delighted with the provision: 'A really wonderful school. Couldn't be happier'.

- b) For completion by consultants only: SpLD pupils' responses regarding their experience of the school and teachers:

A discussion about life at the school was held with seven pupils. There was a mix of boys and girls from Year 3 to Year 7. There was a mix of day pupils and boarders. All had attended the school for at least one year with the longest pupil having been educated there for seven years.

All pupils spoke highly of the school and of the support they receive in both the mainstream classes and at Palmer House. They feel that work is explained better, there is a reduced expectation of the amount of copying/writing required, teachers don't talk too much and try and make the lessons interesting even if the lesson doesn't have a practical component. They feel that they have benefited from additional input e.g. touch-typing and by attending 1-1 or small group lessons in Palmer House. They also appreciate the Prep routine as not every night, a teacher is present to support and that some of it is taught Prep so easier to manage and becomes part of the day rather than onerous.

They felt that the food had improved recently and that the School Council was listened to and that some suggestions had been taken on board e.g. the provision of a plate warmer!

## Report Summary

For completion by consultants only:

Please remember: this is an extract of the overall criteria listing, only those relevant to the category are listed below. Consultants should be able to mark all criteria as observed before making their final recommendation.

Consultant to tick relevant boxes when criteria are observed to have been met:

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	x
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	x
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	x
4. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD pupils and this will be evident across the curriculum.	x
5. In Addition:	x
5.1 Resources for learning appropriate to the level of need.	x
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	x
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with <a href="#">Joint Council for Qualifications guidelines</a> .	x
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	x
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	x

Criteria	DU
6. Specific to the Category of School or Centre: -	
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.	x
6.5 The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	x
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	x

Cont'd

Criteria	DU
<b>7. Qualifications of Teaching Staff: -</b>	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	x
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	x

## Summary of Report including whether acceptance is recommended:

Brockhurst and Marlston House School is an exceptional school and rightly deserves DU status with CReSTeD. The grounds and the school are of a high quality providing a suitably appropriate environment in which to learn and for the boarders to reside. The atmosphere throughout is busy, lively and welcoming. The school is appropriately resourced to support pupils with specific learning difficulties and the teaching/learning rooms are of an appropriate size, clean, well lit, ventilated and free from distraction. The school is well run and the on going redevelopment and new building projects supports all pupils but in particular those with specific learning difficulties. Staff and pupils are very proud of their school and are extremely happy there. Parents are incredibly positive with the provision and feel that their children have made progress and are happy attending the school. Further long-term developments e.g. the building of a separate Palmer House will continue to support their desire to improve the understanding and delivery of provision for pupils with specific learning difficulties.

*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.
- The background colour is for onscreen purposes only and should not print although a grid pattern will appear.
- The left hand column is used to reference the criteria. Consultants will cross-reference with the table at the end of the application to show when the criteria has been seen to be met.
- It is not always necessary for consultant's to enter comments, in which case the field will be left blank.