



## Council for the Registration of Schools Teaching Dyslexic Pupils

CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL  
Email: [admin@crested.org.uk](mailto:admin@crested.org.uk)

### Hatherop Castle School Registration Category WS – Withdrawal System

Date of visit:

17/05/16

Name of Consultant(s):

R A McCarthy

School Contact Details	Location/ status	Student Details	Special Needs Assoc'/ exams	
<b>Hatherop Castle School</b> , Hatherop, Cirencester, GL7 3NB Tel: 01285 750206 Fax: Email: <a href="mailto:hmpa@hatheropcastle.co.uk">hmpa@hatheropcastle.co.uk</a> Web: <a href="http://www.hatheropcastle.co.uk">www.hatheropcastle.co.uk</a>	Rural	boys and girls	Dysl, Dys, Dysc, IAPS	
	Ind Bdg Wk Bdg	Ages 2½ - 13	ADD, ASD, P&S ISEB Common Entrance	
<b>Inspection Reports</b>		CReSTeD, ISI 2016		
<b>Comments:</b> Hatherop Castle School is housed in a wonderful listed building, set in 22 acres of beautiful Cotswold countryside. In the ISA inspection 2016 HCS was awarded "excellent" in all of the 9 categories considered. It also received the ISA award for Excellence in Arts & Innovation in Provision. With strong				

*Please note:*

- *Throughout this report details, which 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.*

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## School Details

Name of school: Hatherop Castle School  
Address of school: Hatherop, Cirencester, GL7 3NB  
Telephone: 01285 750206 Fax:   
Email: hmpa@hatheropcastle.co.uk  
Website: www.hatheropcastle.co.uk

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

Name: Paul Easterbrook  
Title (e.g. Principal): Headmaster  
Head/Principal's telephone number if different from above:   
Qualifications: B.Ed  
Awarding body: Lancaster University

### Consultant's comments

Mr Easterbrook is a teaching Head who is also a form teacher (sharing duties with a colleague). As such he knows the pupils extremely well. He has experience of dyslexia within his family and this gives him an insight into the emotional as well as educational needs of the pupils at Hatherop who experience any difficulty in learning.

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

Name: Amanda Davies  
Title (e.g. SENCO): SENCO  
Telephone number if different from above:

### Consultant's comments

Mrs Davies too has familial experience of dyslexia. She is well qualified and experienced. She is a member of PATOSS, an organisation that provides information on the latest developments in the world of specific learning difficulty as well as training opportunities.

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## 1. Background and General Information

1. a)	Dep't of Education Registration No.:	9166012		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys: 71		4-13
		Girls: 71		4-13
	Boarding:	Boys: 10		4-13
		Girls: 4		4-13
	Overall total:	156		

### Consultant's comments

This is a small school with a family atmosphere and an impressive level of care. Pupils appreciate the individual support that is available. Numbers are currently 177.

c) Class sizes – mainstream: 8-17

### Consultant's comments

Classes observed ranged from 8 to 16.

d) Class sizes - special needs: 1,2 &3 to1

### Consultant's comments

Mrs Davies' lessons are predominantly 1-1, but other possibilities are available.

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

The independent Schools' Inspectorate noted that, 'Pastoral care is managed by well-informed staff who show genuine concern for individuals in accordance with the school's aims.' They also commented, 'The school has a suitable plan to improve educational access for pupils with SEN...all pupils, whatever their needs and abilities are successfully shielded from any discrimination and achieve extremely well.'

Independent Schools only

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

### Consultant's comments

Appropriate membership.

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 indicate copy enclosed Yes

or provide link to view reports via the internet Yes

ii. **Recent Inspection reports**, Please indicate copy enclosed Yes

or provide link to view reports via the internet Yes

iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable), Please indicate copy enclosed Yes

or provide link to view information via the internet Yes

### Consultant's comments

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The prospectus is colourful and informative. New developments within the school, such as the new theatre/Arts Centre (almost completed), will probably need to be incorporated.  
Fees are in line with other CReSTeD schools, as are charges for learning support lessons.

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

Criteria  
1 & 2

### 2. a) Aims and philosophy of the whole school

- To successfully prepare all children for their first choice senior schools at either 11+ or 13+
- To offer every child a wide ranging curriculum.
- To give every child the opportunity to enjoy success.
- To provide positive feedback to show children how to achieve their potential.
- To promote learning in all its forms across every aspect of school life.
- To develop considerate and confident human beings who are able to show tolerance and patience.
- To give the children an understanding of their own and other people's cultures and beliefs.
- To provide a stimulating, secure and safe environment in which pupils can thrive.
- To provide regular and informative feedback to pupils, parents and carers at regular intervals throughout the year.

#### Consultant's comments

Preparation for the next stage of education (via Common Entrance) is an important aim for Hatherop Castle School. Guidance regarding that choice is available to parents.

The pupils at Hatherop are certainly interested in learning and they feel themselves to be safe, happy and supported.

Feedback to parents is detailed and regular.

Criteria  
1 & 2

### b) Please indicate copy of the whole school **Staff Handbook** (SH) enclosed

### c) If not within SH, please enclose copies of whole school **policy statement(s) with regard to SpLD pupils** outlining:

- |   |                           |
|---|---------------------------|
| i. <b>Policy for SEN/SpLD</b>                             | see SH/enclosed/see below |
| ii. <b>Support for policy from Senior Management Team</b> | see SH/enclosed/see below |
| iii. <b>Support for policy from governors</b>             | see SH/enclosed/see below |
| iv. <b>Admissions Policy/Selection Criteria</b>           | see SH/enclosed/see below |
| v. <b>Identification and assessment</b>                   | see SH/enclosed/see below |

#### Consultant's comments

The policy for SEND is clear and accessible. It is good to see a reference to the Children and Families Act of 2014, which is a relatively new and important document.

The staff handbook is thorough and gives clear accessible advice across the board.

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Criterion 4		Governance is rated as excellent by the ISI team and is supportive of those pupils with SENs. The admissions policy is clear and reasonable, as is the policy for assessment.
	d)	Give specific examples of the whole school response to SpLD Include information on how SpLD is disseminated through the school and how teachers accommodate and plan for pupils in their lessons? Consultant's comments Teachers are fully aware of the needs of individual pupils within their classes. Lessons are differentiated in a range of ways, from differentiation by outcome or by task, as well as by support from teaching assistants. Even though this is a small school and teachers meet frequently, information regarding pupils is available in several formats. The 'Teachers Shout' - a quick communication that takes place every morning- is another layer in the communication system.
	e)	Number of statemented pupils: 0 Consultant's comments Pupils with statements have been catered for in the past, and could be in the future.
	f)	Types of statemented needs accepted: All except those which cannot be accepted in accordance with the school Accessibility Policy Consultant's comments Hatherop Castle provides for a range of SENs, from dyslexia, dyscalculia and dyspraxia to mild ASD to speech and language difficulties.
Independent Schools only		

### 3. Identification and Assessment

Criterion 1	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: Ann Arbour whole school screening; all pupils at year 2 or on entry for years above. Administered in October. Parents and staff are made aware of these results. Staff & SENCO use class observation, in class differentiation and topic assessment, Reading & Spelling ages as well as the Progress in Maths (PIM) & Progress in English (PIE) exams each summer to initiate a record of concern. Parents may also raise their concerns or have an external report already in place. Consultant's comments Pupils are carefully tracked and observed throughout their school career and their emotional wellbeing is nurtured as is their educational achievement. Any additional learning needs are quickly noted.
		b)	Give details of what action you take when children are identified as at risk of SpLD Following an initial observation and the collecting of evidence & according to the degree of concern/severity, a pupil may be placed under observation with specific learning goals, intervention programmes, or TA differentiation.

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Should the concern be marked or if the child has been monitored for 1 term & is not felt to be responding to the in class support, inclusion on the SEN register is discussed, with parents, in a staff meeting & /or a pupil review meeting.

If the child has a report from a previous school or external agency. The SENCO instigates a pupil review which may involve further Assessment Tests, discussion with staff; both subject and pastoral, Parents and Headmaster.

At this point the parents? Headmaster & SENCO agree the number of lessons allocated to that child for withdrawal by Learning Support.

#### Consultant's comments

Parents are involved in the process of identification of need and advice is given regarding support. Careful records are kept regarding this process.

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

As stated above through a request from staff, or parents and always with their knowledge and support.

#### Consultant's comments

Hatherop is able to recommend routes to further assessment. The PATOSS list of specialist teacher assessors would also be a useful resource to parents.

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## 4. Teaching and Learning

4. a) How is the week organised?

10 35-minute lessons per day. Some subjects are taught in double lessons.

#### Consultant's comments

Lesson time is used well. Every lesson observed included a range of activities in which all were able to join.

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

SpLD pupils are withdrawn from specially selected lessons for support with appropriately qualified staff. Work is differentiated in lessons to accommodate identified difficulties and prep may also be differentiated when required.

#### Consultant's comments

Support for prep is also available. Careful thought is given to the timing of support lessons.

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

- *Curriculum subjects*
- *Literacy support*

The child's provision plan will focus on their learning style, their need to access the curriculum as a whole and is often at a more basic, foundation level. However subject staff are encouraged to contribute comments and concerns that have arisen within the class room and which require further explanation in order for the child to progress and attain. The importance of self-esteem within the peer group is an ethos strongly held by the department.

Criterion  
3 & 4

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The curriculum and support lessons are delivered in a multi-sensory way using a variety of games, technology, commercial schemes of work, pen, paper and discussion.

#### Consultant's comments

Such simple resources such as freely available handwriting pens and pencils make the attempt to encourage a correct writing grip.

Lesson preparation is careful and delivery generally had pace and variation. An excellent Maths lesson was observed where all pupils enjoyed what they were doing and were stretched and challenged as well as supported. The team game ensured understanding of the concepts taught.

A range of resources was used in literacy support.

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

All LS lessons follow a Provision Plan which is reviewed every 6 months by parents and the SENCO-. The above mentioned progress and assessment marks as well as LS assessments targeting specific areas of difficulties are used to inform this plan.

Please indicate **two examples** enclosed

Yes

#### Consultant's comments

The provision plans kept are detailed. Targets are relevant to mainstream teachers as well as LS staff. Progress in literacy and numeracy can be easily tracked.

#### e) Records and record keeping:

The LS Register is held on the school network, accessible to every staff member. Hard copy is also placed on the staff notice board. This holds the names of all the children flagged, from their first record of concern until they leave the school, regardless of whether they receive support lessons or not. This register holds information on the pupil's area of difficulty, the number of lessons they may receive; individual or group. It holds their learning style and highlights any external agencies recommendations.

All Provision Plans are placed on the school network. This gives an overview of the child's report or assessments. It gives recommendations for in class differentiation and it details the work that the LS department is targeting over that six month period.

Records of every lesson are kept, recording what the child has worked on and how they have responded. These records of work can be added to by staff, should subject specific difficulties occur. They are also sent home to the parent at the end of each month along with an invitation to comment upon the work being done.

A diary record is made of each lesson, what is taught and the child's response. This recorded is given to the Headmaster at the end of every week.

Hard copy, assessment data is kept by the SENCO in a departmental folder. All the child's work is accumulated year on year in their personal file.

In line with whole school policy Half term grades are written 3x a year. Full reports are written twice yearly and the SENCO attends parents evenings twice a year.

#### Consultant's comments

Tracking of pupils' progress is exemplary. The data Mrs Davies keeps is full and is useful so that pupils can see for themselves that progress is being made.



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Lesson notes from LS lessons are sent to parents monthly so that they can see what has been taught (as mentioned above). The level of information provided to parents is detailed.

Criterion 3 f) For comment by consultants only: Review history and provision made for two pupils.

History and provision was reviewed and targets and assessment found to be fully appropriate. The parents of one of the pupils reviewed were contacted and were happy with his provision and progress.

Criterion 3 g) Impact of provision – assessment summary for all pupils (only fill in the Key Stages relevant to your school):

A-Level (GCE) and VCE	No. of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School					
SpLD Pupils					

GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G
Whole School				
SpLD Pupils				

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School							
SpLD Pupils							

Key Stage 1	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School							
Dyslexic Pupils							

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

Pupils in Year 8 are prepared for Common Entrance to their chosen senior schools or for entry into the maintained sector.  
PTM and PTE (formerly PIM & PIE) assessments are taken by all pupils from Year 1 to 7.  
CAT tests are taken by pupils in Year 4, 7 and 8.

Consultant's comments

The PTM (Progress Towards Maths) and PTE (Progress Towards English) formerly PIM & PIE tests were being taken at the time of the visit. They give useful data for tracking of progress and identification of difficulty or strength.



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

Criterion 5.1 5. a) General resources for teaching SpLD pupils:

Power of 2 & Plus 1, abacus, blocks and Cuisenaire rods, maths games -Toe by Toe,- Apples & Pears/ Dancing Bears scheme, TRUGS Teaching Reading Through Games.

LDA Writing from the Start, LDA Handwriting a Second Chance-, Variety of pens and pen grips, Raised surfaces.

Exercise balls with the gross motor skills, Fizzy exercise programme Fine motor skill programme of work.

Alpha to Omega, Spelling Made Easy, Jolly Phonics spelling & Grammar, 5 Minute Box level 1 &2, Phonological Awareness Training, Social Stories

Consultant's comments

A good range of resources is available. The teaching room is a pleasant space and is well equipped.

Criterion 5.2 b) ICT:

iPads X4, with numerous Apps for learning, Kindle x3with school set texts and at assorted reading levels, Interactive white board, Computer with colour coded keyboard, Laptop with interactive touch screen, digital voice recorders, Nessy, Word Shark, Number Shark, Lucid Memory Booster, Creative writer, Touch typing instructor.

Consultant's comments

ICT is an important subject at Hatherop, and the ICT teacher is enthusiastic and innovative. Computer designed 3D models were on show as were examples of pupil-made robotics. Pupils learn coding and those with specific difficulties do very well in this subject.

All classrooms have interactive whiteboards, including the Learning Support room. Although this was not being used on the day of the visit, computer programs such as 'Nessy' were in use.

Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:

All pupils on the SEN register are in receipt of 25% extra time for all examinations taken in year 6-8. Consideration is given in line with the Provision Plan recommendations for in class assessments for the years prior to year 6.

Exams for years 6, 7 and for the first term in year 8 exams are held in a separate room where papers can be read and encouragement given. In P8 the mock exam and Common Entrance the LS pupils are given extra time within the main exam room. This is in agreement with the school at which the pupil is applying for entry or in line with an SEN report or Statement.

Readers, time out, typing and recording facilities, full amanuenses are all made available according to need.

Consultant's comments

Access arrangements are given attention and are in place as necessary.

Criterion 5.4 d) Library:

Fuzz Buzz, Bangers & Mash, Docksidiers, Barington Stokes, Dr Seuss, Tree Tops, Rising Stars, Live Wire Classics, Happy Families, Young Puffin, Wildcats reading schemes. Plus an assortment of abridged versions of classics and pupil specific interest books.

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#### Consultant's comments

Hatherop Castle School is full of books. The library has an excellent range of reading material, from children's newspapers (First News) to magazines (Kids' National Geographic) to up to date authors such as David Walliams, Anthony Horowitz and Michael Morpurgo. English teachers take their classes there to encourage library use. There is an awareness that books tend to disappear from the library, but this is considered to be better than books not being read.

Classrooms too have an enticing range of reading materials and pupils are encouraged to have a book with them at all times. Reading is followed in the 'home/school' diary and a 'reading ladder' is available to pupils and their parents.

## 6. Details of Learning Support Provision

WS 6.8

6. a) Role of the Learning Support or Department within the school:

Central to all subjects, all staff plans are differentiated accordingly

#### Consultant's comments

Indeed there is full awareness of the needs of the pupils and the targets that they have been set. These are approached with sensitivity but provision for individual differences is most certainly an important factor of lessons and social time.

- b) Organisation of the Learning Centre or equivalent:

As agreed through the Headmaster & SENCO

#### Consultant's comments

The Learning Support Centre was recently moved to a new venue, which is larger and better equipped than previously. It is shared between the two teachers and the LSAs. Lessons are timetabled for this room although alternative spaces are available. Support is also provided in class.

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

The SENCO is in attendance in all Heads of Department meetings held twice termly. LS representation is made in both Maths and English Departmental meeting.

#### Consultant's comments

Mrs Davies has head of Department status and is involved in curriculum design and delivery.

- d) Supporting documentation, Please indicate enclosed:

- vi. **SEN Development Plan (or equivalent) enclosed**
- vii. **Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff**
- viii. **List of known SpLD pupils in school**

Information  
Provided

## 7. Staffing and Staff Development

Criterion 7

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

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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**

Certificates were examined. There is a wide range of qualifications amongst LS staff, for example, a course on Autistic Spectrum difficulties and TEFL. Continuing Professional Development Courses have also been undertaken on topics such as the Code of Practice, Mental Health, Wellbeing and SENs etc. Several courses have been undertaken through PATOSS.

WS 7.5

- d) Do the majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)

YES

**Consultant's comments**

Teachers providing learning support are suitably qualified.

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## 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:**

Six parents were contacted. All confirmed that their children were happy at the school and several commented that it is 'outstanding' and that the small classes and support from teachers had made a huge difference, 'He's a different boy now'. One parent felt that the school had enabled her son to return to the maintained sector after an unpleasant experience there in the past. Other parents whose children had suffered in previous schools felt a great sense of relief that issues were dealt with and children were progressing and happy.

Most commented on the excellent communication they received from the school, and Mr Easterbrook was praised particularly, "He's a wonderful Head".

All would recommend Hatherop Castle to other parents and most had done so.

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

A group of 8 pupils talked to me. They ranged from year 3 to year 8 and included 2 boarders. Their comments were well considered and sensible and they listened to each other's points of view with care.

Those who had been to other schools (the majority) much preferred Hatherop Castle School. Their reasons were:

- Everything is fair here.
- Learning is interesting here; there is always something new to learn.

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- Work challenges you- and the separate times for breaks means that you can help younger ones.
- At my old school they didn't take dyslexia seriously- here they help.
- I'm dyspraxic so I forget things, but the teachers help.
- If bullying happened here it would be sorted out.

They felt that the student council was listened to and was effective. They enjoyed the forest school/ bush craft expeditions they made and appreciated the 'team building' aspect of these trips They valued the fact that their teachers were with them. Boarders enjoyed boarding and occasional boarders were happy to board.

They liked their LS lessons although felt that occasionally- only occasionally- they needed to move on faster.

All in all, they rated Hatherop Castle School highly. They were certainly tremendous ambassadors for the school.

# 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)	Yes
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	Yes
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	Yes
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.	Yes
5. In Addition:	Yes
5.1 Resources for learning appropriate to the level of need.	Yes
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	Yes
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> .	Yes
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	Yes
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	Yes

Criteria	WS
6. Specific to the Category of School or Centre: -	
6.8 There is provision for individualised lessons on a withdrawal basis, support staff communicate with mainstream teachers regarding the SpLD pupils.	Yes
7. Qualifications of Teaching Staff: -	
7.5 The majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	Yes

# Report Summary

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Summary of Report including whether acceptance is recommended:

Acceptance is fully recommended. The school in fact meets the criteria for category DU, and would be happy with that category, although this application is for WS.

Hatherop Castle School is housed in a beautiful and well cared for building that enjoys a range of facilities in the grounds, including a swimming pool and excellent sports facilities. Pupils use the church within the grounds on a rota system. On the day of the CReSTeD visit a short and interesting service took place and the choir sang. This made for a calm start to the day.

Membership of the Wishford group of schools has enabled the school to make improvements to facilities and further changes are planned. Support from the CEO, Mr Antrobus, is valued, as is his support for this application.

Children here are happy and enjoy learning. The individual needs of all pupils are known, registered and carefully considered. Those with specific learning needs are nurtured and supported and records are meticulously kept.