



Council for the Registration of Schools Teaching Dyslexic Pupils

Mark College Registration – Category DSP

1. *Date of visit:* *Wednesday 13 November 2013*
2. *Name of Consultant(s):* *Mr Nick Rees*

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Mark College Mark Highbridge Somerset TA9 4NP Tel: 01278 641632 Fax: 01278 641426 Email: markcollege@porygroup.com Web: www.porygroup.com/Locations/South-West/Mark-College.aspx	Rural	68 boys 6 girls	Dysc Dysl Dysp ADD P&S	ISA
	Ind Bdg/Wk Bdg/Day	Ages 11- 19		GCSE
Comments: DfE Beacon School status				

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.*

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Whittington,
Shropshire,
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3. a) **Name and address of school:** Mark College, Blackford Road, Mark, Highbridge, Somerset TA9 4NP
Tel: 01278 641632
Fax: 01278 641426
Email: markcollege@priorygroup.com
Web: www.priorygroup.com
- b) **Name and qualifications of Head/Principal, with title used:**
Name: Michelle Whitham Jones
Title (e.g. Principal): Mrs
Qualifications: Psychology BSc (Hons), PGCE Science & SEN, MEd Spec Ed, National Professional Qualification of Headship – NCSL
- Awarding body: Bristol University
Consultant's comments: The Head is suitably and well qualified and experienced. She is however, leaving Mark College at the end of the autumn term 2013. Her successor has yet to be appointed.
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
Name: Mr P Robinson
Title (e.g. SENCO): Head of English / Literacy
Qualifications: Cert Ed SpLD, BA (Hons), PGCE,
- Awarding body: Bristol, Glos
Consultant's comments: The Head of English is appropriately qualified.



Background and General Information

4. a) **Recent inspections:** Ofsted academic March 11 Ofsted Care 28/02/13

Consultant's comments: Ofsted Academic Report March 2011; The report states that Mark College provides a good quality of education that meets its aims, maintaining its good standards from the previous inspection. Students make good progress because the quality of the curriculum, teaching and assessment is good. Students' spiritual, moral, social and cultural development is good and their behaviour is outstanding. The provision for the welfare, health and safety of students is good. The boarding provision is of good quality. All required safeguarding arrangements are securely in place. The school met all but one of the regulations; to ensure that, where students have a statement of special educational needs, the education provided fulfils its requirement.

While not required by regulations, the school might wish to consider the following points for development: ensure that students are fully aware of their individual learning targets and have a clear understanding of their next steps in learning; to ensure that teachers' marking includes commentary on how students' work could be improved further.

These recommendations have been implemented.

Ofsted Residential Report February 2013;

Overall effectiveness - Good

Outcomes for residential pupils – Outstanding

Quality of residential provision and care – Good

Residential pupils' safety – Good

Leadership and management of the residential provision – Good

The school met the national minimum standards for residential special schools. To improve further it was recommended to: complete the on-going work to fit self-closing mechanisms on residential pupils' bedroom doors, continue to work to review the company's policy on permitted access to email and internet sites for residential pupils, ensure that arrangements for laundering clothing are acceptable to all residential pupils; for example, explore the possibility of residential pupils who have not yet reached the sixth form to do their own laundry if they are able to manage this safely, the school has made good progress and now meets all the national minimum standards for residential special schools.

These recommendations have all been instigated.

Independent
Schools
only

- b) **Current membership (e.g. HMC, ISA etc.):** ISA

Consultant's comments: This is an appropriate and useful membership.

- c) **Department of Education Registration Number:** 933/6185



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

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	27	27	11-19
	Girls:	2	2	11-19
Boarding:	Boys:	41	41	11-19
	Girls:	6	6	11-19
Overall total:		76	76	

Consultant's comments: The majority of pupils are male. Pupil numbers are slightly up since the previous visit.

e) **Class sizes – mainstream:**

All general subjects are taught in groups ranging from 10 - 4. Additional small groups of 4, 3 or 2 are used as appropriate for speech and language work or further literacy support. Additionally individual lessons are built into the programme for further support with literacy, numeracy, speech and language and occupational therapy needs.

Consultant's comments: The class sizes and the size of small groups are appropriate and suitable for this type of school.

f) **Class sizes - special needs:** N/A see above

Consultant's comments: In addition there has been a major reorganisation of the use of rooms throughout the school. The therapy rooms are now altogether and the occupational therapy room has a larger room for gross motor work.

g) **Aims and philosophy of the whole school:** "Living to learn and learning to live"

Encapsulated in the above vision, the aims of Mark College as an institution are truly child-centred. Our mission is to enable every one of our young people to feel that they belong to a community that cares for them, whatever their personal histories, circumstances, abilities and aspirations; a community where peer support and mutual respect are integral to the way we live and learn together; where our young people are empowered to have a voice in the wider world, as confident and compassionate citizens. Mark College is, in itself, a society which recognises each person's unique learning style and which seeks to educate its young people holistically, celebrating individuality and rewarding achievement in all its forms. Above all, we aim to create an environment which encourages all our young people to feel positive about their experience at Mark College and to leave us as independent learners, able to accept the challenges and embrace the opportunities of their own futures, whatever they may hold...

Consultant's comments: Admirable aims and philosophy of which certain aspects e.g. feeling of community and personal self-esteem were observed in practice during the visit, other aspects mentioned by the staff and pupils and further evidence supported by talking to a number of parents.

DSP4
SPS5



- h) ***For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:***
Pastoral provision is good as reported in the two Ofsted reports previously summarised. This includes aspects of students' spiritual, moral, social and cultural development; the welfare, health and safety of the students as well as the quality of the boarding provision. Of particular note is that the school offers high quality boarding provision and excellent day-to-day care. Residential pupils' needs are met extremely well. They report that they can talk to anyone. There is a clear and supportive induction system. There are many opportunities to express their views. There are good links to doctors' surgeries, the child and adolescent mental health service, dentists and opticians.



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: Staff are on the whole well qualified.

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)? Yes**

Consultant's comments: As well as being well qualified and experienced all staff are involved in further training and INSET.

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? As well as being well qualified and experienced all staff have completed or are in the process of completing a professional master's programme (co-written with Bath Spa University) delivered in-house with additional visiting lecturers on supporting learners with language disorders. The course includes modules on Dyslexia, Dyspraxia, Dyscalculia, Dysphasia and Autistic Spectrum. Further modules included Neurological Aetiology and Multisensory teaching and listening.***



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**

Mark College is a special school for pupils aged 10-19 with specific learning difficulties including dyslexia, dyspraxia and dyscalculia. Some also have associated difficulties with speech and language and social communication. Pupils are admitted from all parts of the UK and overseas with some 23 different LEAs funding pupils, several pupils funded by the Forces and parents, who are privately funding from the UK and internationally, place the rest. Consequently the pupils are from a wide variety of social and economic backgrounds including 8% of students who have English as a second language.

Pupils who come to Mark College have average ability or above, either as reported on their Educational Psychologists report or other professional documentation, along with a diagnosis of Dyslexia or other language / communication disorders and no primary behaviour problems.

All pupils are assessed using a range of standardised literacy tests on admission, the results of which are used to identify and address individuals' specific literacy deficits.

Assessment of individuals' progress and on going literacy / language issues continues informally across all subjects and formally by twice yearly standardised testing, the results of which are used to review and re-evaluate provision and intervention.

All members of the SMT work closely with all staff and particularly with the Head of English/Literacy via weekly staff meetings and the Performance Management process. Half termly review meetings are held between the Head of Education and the Head of English / Literacy.

Priory Management continue to invest in the fabric of the school and respond to requests from SMT to provide resources and training to maintain and develop the range and quality of teaching and learning within the school.

Consultant's comments: The policy is clear and detailed. All staff are aware and supportive of the policy and work to promote the aims.

b) **Admission policy / selection criteria:** An initial decision on potential suitability is made following scrutiny of documentation received.

Prospective pupils and their parents/guardians are invited to meet with the Principal / Vice Principal and or the Head of Education and are given the opportunity to view the facilities, meet staff and current pupils. At this stage, the decision will be made whether to offer a trial period. (This could be a day or a series of days to include boarding experience. During this trial period, assessment will usually be done to ascertain literacy and numeracy levels. Post trial, a decision is made on suitability, taking all aspects into account.

Consultant's comments: The admission policy is clear, detailed and well suited to this type of school.



Criterion 3

- c) **Give specific examples of the whole school response to dyslexia (SpLD):** Whole school INSET, delivered by the Head of English/Literacy focussed on raising the profile of literacy across the curriculum, as a result of which subject specific key words are now embedded in all teaching and learning activities, further enhanced and developed via Speech and Language Therapist and Teaching Assistants. The acquisition of tablet computers for all pupils has significantly increased their ability to access assistive technology, most recently exemplified by our pioneering use of text to speech software in the Summer 2013 G.C.S.E. examination, for all pupils whose examination concessions enable them to have a reader.

Consultant's comments: Staff training and continual professional development (CPD) is highly regarded at Mark College ensuring that all staff remain up to date on the teaching of pupil's with specific learning difficulties (SPLD) and Dyslexia. Providing enhanced access to assistive technology is promoted throughout the school. The whole school is well decorated, lit, ventilated and furnished with targeted displays to provide well suited learning environments that have the added advantage of being distraction free but not with an institutional feel.

In one English lesson the pupils were made detectives and having read the text investigated the scene of the crime with a 'dead' body outlined on the floor and the door to the 'house' dusted for fingerprints. The pupils were enthusiastic and totally involved in this activity. A well-planned, well-paced Science lesson differentiated material to suit the disparate needs as well as involving practical activities (including a competitive element) with excellent use made of information technology. All pupils were totally engaged and enthused about the subject as well as being supported by a teaching assistant as well as the teacher. In a Geography lesson a pupil reticent to get involved was expertly managed by the teacher to participate.

Opportunities to involve all pupils were missed in one lesson by concentrating on individual needs without providing alternative activities for the rest of the class. In another lesson concentrating on one aspect of learning limited the potential to deliver a more balanced lesson with a range of activities.



School Organisation

7. a) How is the week organised?

Key Stage 3

	Year 6-8	Year 9
Subject	Lessons per week (40min)	
English	8	7
Mathematics	7	7
Science	4	4
D T	2	2
History	2	3
Geography	2	3
Art	2	2
Drama	2	2
ICT	2	2
R E	1	1
PSHE/Cit	1	1
Music	1	1
G S	2	0
PE & Games	4	4
Total	40	40

All pupils study a wide range of subjects throughout the academic year following the National Curriculum. As a specialist school, English and Mathematics are allocated extra time, which has consequences for the rest of the timetable.

Pupils used to study a foreign language, focusing on oral work, but this was found to have a detrimental affect on the phonics work done in English. Consequently opportunities are sought through a language week where there is cross-curricular input to ensure understanding of a different language and culture

The General Studies programme includes craft, cookery, dance, First Aid, Nature Studies and presentation skills, with each course running for half a term.

Key Stage 3 Games are timetabled together, to enhance team games and fixtures.

The school day begins at 9am and finishes at 4pm. Clubs and activities are then on offer between 4.15pm and 5.15pm, this includes an option of Prep for Year 9, supervised by teaching staff.

Key Stage 4:

In Year 10, we expect the majority of our pupils to take 6-7 GCSE's plus a DIDA course in ICT. All pupils study the core subjects to GCSE level: English, Mathematics, Core Science, ICT– DIDA

Pupils are then able to choose three more subjects to study to GCSE level, with one subject chosen from 4 option groups. These option groups change every year, as they are put together to meet the demands of each year group. The option choices are: Art, Drama, Btec PE (equivalent of 1 or 2 GCSEs), Additional Science, Geography, DT Resistant Materials, DT



Food Technology, Certificate of Personal Effectiveness (CoPE) and History

It is also possible to study Chinese, French, German or Spanish to GCSE or conversational level, by opting for the subject as an additional after school activity.

Non-exam subjects are; RE, PSHE and Citizenship these are enhanced by cross-curricular input. The College provides sex education in accordance with its documented policy.

Year 10 and 11 Games are timetabled together, to enable fixtures to be played with other schools during games afternoons with minimal impact on the school curriculum.

With the increased demands of GCSEs and controlled assessments, there are two supervised prep sessions available to Key Stage 4 pupils. As an after school activity between 4.15pm - 5.15pm and in the boarding house between 6.00pm - 7.00pm. Staff are on hand to support pupils with work that has been set, and pupils also have access to computers and the internet.

Post-16 education at Mark College has given several benefits to the institution and its pupils.

Pupils are given a diverse choice over the range and type of qualifications they may study. On site at Mark College, they are able to choose from Art, Design Technology, BTEC PE, Geography, History, Certificate of Personal Effectiveness (CoPE) and Mathematics at A Level and English and Mathematics at GCSE / Functional skills level.

Through our partnership agreement with Strode College, pupils may study for a course deemed appropriate, from Foundation level, through to BTEC level 2 and 3 or AS and A2 subjects. Support with study at Strode College is provided by Mark College.

The Head of Sixth Form works closely with the partner college and sixth form key workers support pupils both at Strode College and at Mark College providing an holistic and supportive study experience for pupils. Sixth form staff meet weekly to discuss pupils so any concerns can be followed up promptly between institutions. Formal management meetings are held each term between Mark and Strode College

Consultant's comments: The school day is well-organised providing flexibility where necessary. Communication is strong and meetings are scheduled into the week/term as appropriate.

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

Prep is set from Year 9 upwards. The tasks are differentiated for ability and need. Tablet computers are encouraged to be used for prep to enable pupils to use assistive technology and thus develop independent study skills. Prep is embedded into each teaching lesson to enable pupils the opportunity to ask for clarification and check their understanding of the task to facilitate this. Additionally there is always a member of staff present to help with reading, understanding and organisation.

Consultant's comments: This is a suitable and workable within a largely



boarding school environment.

Identification and Assessment

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:** As a specialist environment all prospective pupils are likely to have dyslexia.
See section 6b above
Consultant's comments: All pupils have been diagnosed with a specific learning difficulty prior to starting at Mark College.
- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:** /A. See Identification and Assessment section
Consultant's comments: Refer to overall policy of the school.
- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** We have close links with qualified practitioners who have a longstanding relationship with the school.
Consultant's comments: The school also has speech and language and occupational therapists on the staff to assist in this area.



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 our students have special educational needs and our approach to teaching dyslexic students is that all the lessons are designed for pupils who have specific learning difficulties. The 'Whole School Approach' means that the dyslexic needs are being catered for in ALL lessons, where a greater oral/aural emphasis is given to work with the strengths of a pupil with dyslexia.

- English lessons are the building blocks for all curriculum subjects and departmental policy allows for work to be done on building up the basic skills in reading and writing alongside the curriculum requirements for each Key Stage in English.

- All curriculum subject lessons are multisensory and broken into sections to help concentration levels, which can be low for some of our pupils.

- Certain pupils have individual literacy tuition in addition to the main school curriculum; these pupils are selected partly as a result of formative assessment and standardised test results, partly as a result of perceived need or specified within their Statement of SEN.

Consultant's comments: This system of English teaching and withdrawal was observed during the visit and supported by talking to the pupils.

- b) **Use of IEP's:** The school has recently adopted a holistic approach to pupil IEPs (aka Access to Learning Plans), which now encompasses a wide range of requirements and interventions, including literacy and numeracy and National Curriculum levels. All staff have the opportunity to input into these documents as do pupils, and staff have access to them at all times to inform their teaching strategies. The documents for those pupils with Statements of SEN are compiled following Annual Review meetings, with the agreement of all parties. All pupils' IEPs are updated following Literacy and Numeracy testing in June and December each year; as well as on an individual basis when any relevant information comes to light.

Consultant's comments: The Access to Learning Plans are comprehensive and include useful information: about the pupil and a photograph; family; diagnostic and medical details; learning profile; interests and activities; academic achievements; PSHE profile; SMART targets; residential care plan if appropriate and a transition plan for the future including employability.

- c) **Records and record keeping:** Literacy and numeracy scores and National Curriculum levels are stored centrally and are disseminated to staff via the school's electronic recording system. Individual pupil attainment targets are set and monitored using a traffic light system. Data collection is twice yearly, linked to the timing of the standardised assessments for literacy and numeracy.



Consultant's comments: This information is accessible to all staff and is also on the pupils Access to Learning Plans.

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- d) **For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)** Each pupil has a very detailed and comprehensive Access to Learning Plan highlighting all necessary aspects of the pupils life at home and at school both academically and socially. There is also available a detailed historical summary of each pupil and how and why they came to Mark College. Also refer to 9 b) which details the various sections in the Access to Learning Plans. This documentation provides very useful and up-to-date information for the teaching staff.

Criterion 3

- e) **Impact of provision – assessment summary** (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	20	12	83%		
Dyslexic (SpLD) Pupils	20	12	83%		

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	15	70%	55%	94%
Dyslexic (SpLD) Pupils	15	70%	55%	94%

- f) **Any other relevant information, e.g. details of any other examinations taken, Reading and Spelling age assessments:** As indicated above reading and spelling assessments are carried out biannually

Consultant's comments: The scores of such testing are available to all staff and the information is also on the Access to Learning Plans.

- g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** All pupils have an individual assessment by an external independent Education Psychologist to ascertain their needs for examinations. On the basis of this requests are made to the JCQ Board. Pupils are awarded a range of concessions including extra time from 15 - 50%, reader, scribe, transcript, word processor, oral language modifier, rest breaks and prompts. (Also see section 6c)

Consultant's comments: A whole range of appropriate access arrangements are considered and applied for to ensure that the pupils have the best chance of success in their examinations.



- h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** A discussion was held with six pupils from Year 7 to the Upper Sixth. They felt that teachers generally supported them well with a number of staff being amazing and going out of their way to help. They commented that the additional support made learning easier, lessons often had a practical element and that you were not left to your own devices in the middle of an explanation. If you didn't understand then the teachers and support staff would try and find another way to explain. The newly introduced daily Core Skills lesson concentrating on developing literacy skills was perceived as useful to the younger pupils but having no point for the older pupils. Some lessons included fun activities, which was appreciated by the pupils. Most pupils felt that using your own laptop word processor was more efficient than the newly bought Classmates, which were only really suitable for taking notes. Due to the location of the school internet access was variable and frustrating.*

The pupils enjoyed the range of food but would like fizzy drinks! The female pupils did not think that there were any issues with having small numbers of girls attending the school. The older pupils felt that they should have greater independence to visit a local Public House as this would promote a more responsible attitude to drinking alcohol.

Access to You-Tube and Facebook as well as improved access to internet was seen as a priority.



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

10. a) **General resources for teaching dyslexic (SpLD) pupils:** All curriculum subjects are delivered with greater oral/aural emphasis and significant use is made of visual input from online sources, tv, video, dvd, cd-roms, interactive whiteboards, etc.

All pupils have access to a wide range of technological aids and training to develop alternative methods of recording work. They are able to use their own tablet computers in every lesson, as well as during prep/independent study time, which are equipped with a variety of software packages, including voice-recognition (Dragon naturally Speaking), text-to-speech (Claro Read) and writing aids (eg. Write Online). From September 2013, these computers will also be installed with Lexia, a literacy acquisition program.

All Pupils are introduced to the Voice Input/Recognition facilities at a time appropriate to their development and are given comprehensive on going training in its use by an independent dyslexia consultant.

Consultant's comments: The school is well resourced and assistive technology is strongly promoted throughout the school and used by staff and pupils.

- b) **Library:** The library has been redeveloped to form a more user-friendly learning resource, with reading material categorised according to reading ages and in a range of different formats, such as audio books. It is hoped that access to ebooks will further enhance this provision during the school year 2013-14. The resource is also the base for individual literacy sessions, to take advantage of the materials available.

Consultant's comments: This promotion of the library as a learning resource room should encourage its use and the use of books.

- c) **ICT:** The tablet computers issued to each pupils and WIFI across the school site, available all day and across the evening has enhanced the access and utilisation of ICT. From September 2013 we will be rolling out the school's internet-based learning platform will enable far greater access to all learning materials by staff, pupils and parents.

Consultant's comments: ICT is strongly promoted throughout the school. The introduction of the Learning Platform will hopefully enhance speed of access to the internet.



Statement of Special Educational Needs

11. a) **School policy:** As stated above Mark College admits students who have dyslexia and many have statements of SEN. Pupils are admitted from all parts of the UK and overseas with some 23 different LEAs funding pupils.
Consultant's comments: The policy is comprehensive and clear.
- b) **Types of stated needs accepted:** Students with a primary diagnosis of Dyslexia, Dyspraxia or Dyscalculia are admitted into the school. We will admit those students who also have speech and language difficulties and students who have difficulties associated with Asperger Syndrome.
Consultant's comments: Many of the pupils have co-morbidity of specific learning difficulties.
- c) **Number of stated pupils:** 51
Consultant's comments: This number is a significant number of the school.

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

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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:** Six parents were contacted prior to the visit. All parents spoke of their huge satisfaction with the quality of the teaching and of the pastoral care of their children at Mark College. The school has a small family approach and is supportive and marvellous. It has turned their children around many having come from schools where they were bullied or not supported for their specific learning difficulty. All parents reported that their children were happy, were more confident and had improved self-esteem and were making progress and felt valued. Communication is seen to be very good with requests dealt with promptly, weekly e-mails if requested, which is important as many of the families live at large distances from the school.



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** Mark College has a warmth of character and due to its size retains a 'family' atmosphere which wholeheartedly suits its purpose. The school has recently reorganised the rooms of some of the activities and refurbished many of the rooms. This provides an excellent learning environment that is clean, tidy and well lit and ventilated. The staff are well-qualified and have a good range of experience. The pupils are friendly and try hard in their lessons despite their difficulties. Their behaviour is excellent. The school is supported totally by the parents who think that the school has worked wonders for their offspring. Although the school serves primarily dyslexic pupils the majority have Statements of Educational Needs and have co-morbidity with other specific learning difficulties. I recommend that Mark College retain the DSP category but could consider other options in the future.*

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	DSP
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"/>
4. The school is established primarily to teach pupils with Dyslexia (SpLD).	<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"/>