



Council for the Registration of Schools Teaching Dyslexic Pupils

Mayfield School

Registration– Category MS

1. *Date of visit:* *Thursday 5th September 2013*
2. *Name of Consultant(s):* *Mr Nick Rees*

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Mayfield School Mayfield Road Portsmouth Hampshire PO2 0RH Tel: 02392 693432 Fax: 02392 665298 Email: general@mayfield.portsmouth.sch.uk Web: www.mayfield.portsmouth.sch.uk	City	491 boys	Dysl	
	LA Day	505 girls Ages: 11-16		GCSE
Comments:				

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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3. a) **Name and address of school:** Mayfield School, Mayfield Road, North End.
Portsmouth, Hampshire, PO2 0RH
Tel: 023 9269 3432
Fax: 023 9266 5298
Email: admin@mayfield.portsmouth.sch.uk
Web: www.mayfield.portsmouth.sch.uk
- b) **Name and qualifications of Head/Principal, with title used:**
Name: Mr David Jeapes
Title (e.g. Principal): Headteacher
Qualifications: BSc (Hons), PGCE, NPQH
University of London (Kings College London), NCSL
- Awarding body:
Consultant's comments: Mr Jeapes was appointed Head in September 2011. This is the first time that a visit from CReSTeD has taken place during his Headship. He is keen for his school to retain membership of CReSTeD and understands and appreciates the benefits.
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
Name: Mrs Kirsteen Shelley
Title (e.g. SENCO): SENCO
- Consultant's comments: Mrs Shelley is experienced and knowledgeable and is very well established as SENCO of Mayfield School. She was SENCO at the time of the previous CReSTeD visit in 2010.*
- d) **Head/Principal's telephone number if different from above:**
Tel:
- e) **Unit/Senior SpLD teacher's telephone number:**
Tel: 023 9269 3432 ext. 262



Background and General Information

4. a) **Recent inspections:** Ofsted inspection 28-29 September 2011. The full report can be viewed on the school website.

Consultant's comments: The report from September 2011 indicates that the proportion of students with special educational needs and/or disabilities is higher than average, the main areas of particular need being social and behavioural difficulties. The school provides a satisfactory quality of education and although attainment is low it has been improving. The new Head's vision and expectations of the school are communicated clearly and vigorously, and staff and pupils are responding positively. Student behaviour in lessons is passive with little active participation or questioning from them. Attendance has been low for some time but this has been improving.

The report highlighted the following so that the school could improve further:

Improve the proportion of teaching that is good or better to 60% by April and 70% by September 2012.

Improve attendance in each year group to at least the national average by Easter 2012.

- c) **Department of Education Registration**

Number: 4303

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

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	491	18	11-16
	Girls:	505	10	11-16
Boarding:	Boys:			
	Girls:			
Overall total:		996	28	

Consultant's comments: Although numbers are down from three years ago this remains a large school. Two percent (2%) of pupils have been diagnosed with Dyslexia. A larger percentage have been diagnosed with a range of other learning disabilities. To develop the school and grow numbers an on-site nursery was established in September 2012 with a Reception class starting in September 2014. The school will grow organically until the school is educating pupils from 2 to 16 years of age. A Sixth form is also being contemplated for the future as well as greater links with local colleges and continued links with the local grammar school.

- e) **Class sizes – mainstream:**

All students are placed in either S or T Band. Currently students working significantly below the national expectations are placed in one class in S Band. These students need an amended curriculum to ensure that students are literate and numerate.

Consultant's comments: This system is established and works well for the school. Learning objectives and work, including homework, can be set according to the skill level of the pupils.



- f) **Class sizes - special needs:** Year 9 Learning Support option (up to 15)
Units of Sound (1-2)
Catch Up Reading programme (1-2)
Resilience Literacy programme (4)
Accelerated Reader - all year 7 classes and SENCO intervention groups.
Year 10 Study Support (8-15)
Year 11 Study Support (8-15)

Consultant's comments: There is a good range of support for the various age groups within the school. Groups of additional or targeted support are organised with the younger classes, Year 7-Year 9, with more individualised support for those in Year 10 and Year 11 with study support.

- h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:**
The Ofsted report of 2011 stated that there has been a renewed emphasis on adapting provision for students with special educational needs and/or disabilities. However, the degree to which teachers adapt aspects of their teaching to meet their particular needs is generally not sufficient for their progress to be good or better.

The school exercises satisfactory care for the personal and social needs of its students and ensures their safety and wellbeing. Bullying is reported to be rare and it is a very small minority of pupils that makes them feel uncomfortable.

Students recognise and respond well to the need to adopt healthy lifestyles. Students show care and respect for each other.

There has also been an emphasis to improve attendance at school as well as planning to deal with more complex needs and to prevent significant underachievement but currently lacks the necessary rigour for its effectiveness to be good or better.



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: Most staff have attended courses on working with pupils with special educational needs. One member of the learning support staff has an RSA Diploma in SpLD.

MS 20

- b) **Staff development and in-service training of learning support staff within last 18 months:** Autism training; Dyslexia & Literacy; Units of Sound; Accelerated Reader; Catch Up Reading.

Consultant's comments: There has been a satisfactory range of INSET during the past 18 months.

MS Only

- g) **Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme):** Identification of students with SpLD; Dyslexia & Literacy; Accelerated Reader.

Consultant's comments: There has been a good range of INSET for the whole staff. This is reflected in the Mayfield Model for Teaching and in the lesson planning seen during the visit. All staff are involved in the School Improvement Action Plan. The Learning Support Team have their own strands; To embed quality assurance systems and to embed new ways of working..



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**
 - Identification and assessment - Statemented students are resourced with Learning Support Assistant in accordance with Section 4 of their statement. Any other identified students are resourced through the Portsmouth AEN/SEN funding arrangements. All students are assessed on entry to the school in Year 7 through a variety of testing procedures. All students who require a plan and are at School Action Plus of the SEN Code of Practice work with an Individual Education Plan, Individual Behaviour Plan or Pastoral Support Plan. This plan is regularly monitored and reviewed. Re-assessments of need are carried out as required.
 - Support for policy from Senior Management Team - SENCO meets fortnightly with the Assistant Head, Director of Learning overseeing AEN.
 - Support for policy from governors - the governors have a designated SEN representative who is developing a closer relationship with the SENCO.

Consultant's comments: This approach and the procedures appear to be comprehensive and involve all appropriate parties. Pupil files showed evidence of testing and diagnosis. Teaching Assistants were observed supporting pupils in class although none of the statemented pupils diagnosed with Dyslexia. It is clear through meeting members of the senior management team that the desire to understand individual needs and to offer additional support for pupils with SpLD where and how possible are well-supported. There is also a designated governor for SEN.

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

The Governors of Mayfield School have adopted Portsmouth City Council's policy on admissions arrangements. These are as follows: If the school is oversubscribed, applications will be considered first according to the following priorities in the order set out below:

1. Children who are looked after by a local authority (ie. in their care or provided with accommodation by the authority for a continuous period for more than 24 hours).
2. Children who have a significant medical, physical or psychological condition. Applications under this criterion must be supported by written evidence from the professional medical person involved stating clearly why the preferred school is the most appropriate for the child and reasons why other schools in the city are inappropriate. All applications received under this category are considered by a multi-disciplinary team of the local authority.
3. Children living within the school's designated catchment area.

If the school cannot admit all applications from the catchment area, priorities 4i to 4iii will be used.

4. Children living outside the school's catchment area in the following priority order:



- i) Children who have a brother or sister (living within the same household) already on roll and who will still be attending the school the following year.
 - ii) Children attending a feeder junior/primary school - Isambard Brunel Junior School, Lyndhurst Junior School, Newbridge Junior School, Northern Parade Junior School or Stamshaw Junior School.
 - iii) Children who live closest to the school, based on the shortest distance from home to school, measured "as the crow flies".
- Pupils with statements of special educational needs - The Admissions Code state "children with statements of special educational needs that name a school in the statement are required to be admitted to the school that is named. The governing body (even where it is the admission authority) does not have the right to refuse admission...." Children with a school named in their statement of special educational needs will have priority over and above all other admission applications and will be included in the admissions allocation process.

Consultant's comments: Mayfield follows Portsmouth's Admission Policy.

Criterion 3

- c) **Give specific examples of the whole school response to dyslexia (SpLD):** Students with SpLD are encouraged to take part in activities appropriate for their ability and are fully integrated into school life, for example we have SpLD students in top sets who are supported in class where appropriate, work differentiated, 1:1 support if required, amanuensis, reader for exams.

Consultant's comments: A wide range of appropriate support is available for pupils with SpLD. There is a good range of support for the various age groups within the school. Groups of additional or targeted support are organised with the younger classes, Year 7-Year 9, with more individualised support for those in Year 10 and Year 11 with study support. Aspects of this support was evidenced in speaking to the staff and pupils and witnessed as mock examinations were taking place on the day of this visit. Members of staff were sitting in separate rooms with one pupil and operating as a reader or scribe as appropriate. During an english lesson a teaching assistant was working closely with a pupil who has a statement of special educational needs. Maths was grouped according to ability as well as the work having been differentiated for the various members. In a Science lesson the use of colour and simplified text was helpful to the pupils.



School Organisation

7. a) **How is the week organised?** All students have the right to a broad and balanced curriculum. Students follow an individual timetable of 25 x 1 hour lessons, which are based on a 2 week cycle (Week A & Week B). All Year 7 & 8 students are timetabled for 5 x 30 minute Resilience Reading sessions (8.15-8.45). All year 7 students have 1 x 1 hour timetabled lesson of Accelerated Reader. The timetable is structured as far as possible to allow active participation in practical sessions. In the upper school students timetables will consist of core subjects and their options. For some students this includes vocational courses.

Consultant's comments: A variety of timetables are used depending on the age and ability of the pupil. There is an emphasis on reading in Year 7 & 8.

- b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework:** Support in class; withdrawal 1:1 or small groups Units of Sound, Catch-Up, Resilience and Accelerated Reader. Study Support classes for coursework catch up and basic skills. Saturday school sessions available to students. Alphasmart Neo word processor, differentiated work, coloured worksheets and overlays, use of visual aids, VAK. Homework club after school 5 days per week for 1 hour per day.

Consultant's comments: A wide range of opportunities are available for students with SpLD to receive additional support including Saturday School. Differentiated planning, teaching and outcomes were evidenced in lesson observations. All staff used appropriate visual aids with simplified text and effective use of colour.



Identification and Assessment

Criterion 1
DSP &
SPS 6

8. a) **Give details of how you identify pupils in your school who have or are at risk of dyslexia (SpLD), and when this takes place in the admissions process:** Information from Junior Schools, if stated in Annual Reviews. Referrals from teaching staff and parents throughout the year. All students complete Reading Comprehension test in June. DST screening test Years 7-11 on request. 2 week induction programme for year 6 students - Reading Comprehension test; spelling test; assess for SpLD. Students in year 6 will attend our 2 week induction in June. During this time students identified will be screened for SpLD.

Consultant's comments: This is a satisfactory approach to the identification of SpLD early in the pupils secondary education. However, not all prospective Year 7 pupils attend the Year 6 induction.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:** Inform all staff with relevant strategies via whole staff bulletin and/or briefing. Inform Parents by letter, enclosing an information booklet. Add to list and SEN Register if required. Further assessments for access arrangements or withdrawal sessions if required.

Consultant's comments: Appropriate strategies are in place to ensure that parents and staff are aware of the pupils needs with the aim that they receive some additional support for their SpLD.

- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** Via self referral; staff referral; parent referral; assessment set up.

Consultant's comments: This is an appropriate strategy and allows referral from a wide range of personnel.



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** -

Mayfield Teaching Model (MTM) - the purpose of the MTM is to provide all staff with clear expectations of how lessons should be delivered at Mayfield. Whilst parts of the model are highly prescriptive, there is also ample opportunity for staff to be creative within this framework. This model will be in constant development and regular updates will be provided throughout the year. However, the fundamental principles will never change. These are: outcomes will be "outstanding" if all lessons are thoroughly planned, activities are engaging and feedback is formative. Where practicable, staff should have the lesson objectives projected before students enter the room. At the start of every lesson students must be informed of the learning objective and planned outcomes for the lesson, which are linked to levelled/graded success criteria. The lesson should start with an explanation of what the learning objective is for the lesson i.e. what they will know at the end of the lesson that they did not know at the beginning. To aid differentiation the success criteria must be linked to the KS3 level criteria or GCSE grade criteria. Assessment for Learning is an important tool to enable teachers and students to assess their progress to date and recognise their next steps to learning. All staff are responsible for teaching literacy. Where ever possible reading tasks and developing writing skills should feature in all lessons. Staff are encouraged to incorporate some of the following activities into their lessons and homework tasks/activities - group reading; paired reading; comprehension exercises and extended writing. All teaching and key non-teaching staff MUST make themselves aware of which students are in care, have a statement of SEN, are dyslexic etc. Teaching staff should ensure that work is appropriately differentiated for those students.

Consultant's comments: This model is clearly thought out and comprehensive in its approach. All staff, pupils and parents should be aware of the policy and of its benefits. The model was well evidenced during the four lessons observed and the pupils interviewed acknowledged the format. The school was clean and tidy with some interesting displays. The classroom displays were informative and not distracting. The use of colour on the walls was restful and appropriate. Lighting was also conducive to learning. All lessons were well-planned and differentiated for pupils with SpLD explicit as well as their seating within the class pre-designated. Lesson objectives were displayed and outcomes discussed. All activities were explicitly linked to a level/grade criteria. Useful Mnemonics were used and displayed throughout the school. Marking was up to date and constructive. Discipline and courtesy as well as pupil presentation/appearance was very good.

- b) **Use of IEP's:** IEPs are linked to Next Steps to Learning, which are individual targets set by subject teachers. Targets are discussed with students. All subject teachers are given a copy along with Learning Managers, (Heads of House June) tutor and parents. They are used for planning and differentiation.



Consultant's comments: These targets were evidenced on a number of planning sheets along with relevant information about the needs of particular individuals with SpLD.

- c) **Records and record keeping:** All students have student files which include past history, current levels/grades and targets, past assessments. Some students have SEN files which contain SEN COP information. DST screening tests, access arrangements and withdrawal history. Reading tests NFER NGRT scores are kept electronically and in files. All students with SEN statements have their statement and annual review information in files. Monitored termly, reviewed by SENCO

Consultant's comments: These are useful and informative and are accessible by staff, especially the learning support team. All pupils receive a report every half term (every 6 weeks). All subjects are reported with levels, attitude to learning, behaviour, homework and attendance. The next steps to learning are also indicated for each subject.

Criterion 3

- d) **For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)**

The case studies are succinct with useful information of the needs of the pupil, historical and present provision, recent standardised scores and future plans and predicated/actual examination grades where applicable. With large class sizes and limited additional support of teaching assistants this amount of information can be used efficiently by the staff without becoming a chore or not used.

Although the percentage of pupils with Dyslexia obtaining GCSE grades has declined since the last visit this is primarily due to the difference in the ability of the cohort. The size of the cohort is also small which makes comparisons unreliable and invalid. The number of support staff has also been significantly reduced since the last visit due to the financial circumstances of the time.



Criterion 3

e) **Impact of provision – assessment summary**

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	239	5 A*-C = 84% 1 A*-C = 93%	Including En & Ma = 61%	91%
Dyslexic (SpLD) Pupils	13	5 A*-C = 23% 1 A*-C = 77%	23%	69%

- f) **Any other relevant information, e.g. details of any other examinations taken, Reading and Spelling age assessments:** Accelerated Reader diagnostic assessments. Year 6 students to be assessed during 2 week induction - reading, writing, spelling.

Consultant's comments: The diagnostic assessments and the induction time for Year 6 pupils provides useful information on the new intake prior to the start of the new academic year.

- g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** Assessments for access arrangements completed in Years 9 & 10. Concessions granted include amanuensis, reader, word processor, extra time, coloured overlays, exams completed in a separate room, some students with extra time complete their exams in the Main Hall. The Exams Officer has a separate set of Alpha Smart Neo word processors available specifically for exams.

Consultant's comments: A wide range of appropriate arrangements are in place for pupils with SpLD. Some were evidenced during the visit as mock examinations were taking place in the school.

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

Five pupils were interviewed; two from Year 8, two from Year 10 and one from Year 11. All pupils thought that the teachers were good and tried their best to support all pupils. They all appreciated and acknowledged the additional support that they had received, particularly those who benefited from a reader or amanuensis during examinations and those that received study support. Only one pupil felt that they didn't get enough support for their SpLD. The pupils felt that there was now a lot less bullying in the school and that they respected the new Headteacher and many of the changes. They did, however, feel that some staff were too strict. Although there is a very well resourced library with a whole range of reading material many of the group felt that the choice for them being the weaker readers was very limited and still too hard.



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

10. a) **General resources for teaching dyslexic (SpLD) pupils:** Sets of laptops available for booking to all members of staff, free standing computers in many classrooms, Alphasmart Neo word processors are available depending on need, in class support, overlays, highlighters, interactive white boards, differentiated resources, writing frames, subject specific word lists or glossaries, VAK data, SEN data, homework club.
Consultant's comments: A good range of additional resources are available to support pupils with SpLD.
- b) **Library:** Full access, differentiated resources including classic English texts, CDs and DVDs. Overlays available, Resilience work booklets.
Consultant's comments: A well-stocked library with a range of additional resources e.g. Barrington Stoke books for reluctant readers to promote reading and information gathering. The necessary books for Resilience are also housed here.
- c) **ICT:** All students have a log in ID with access during timetabled lessons and out of school, 7 ICT suites, stand alone computers in individual departments. Access to sets of laptop trollies. Range of software including Microsoft Office, Powerpoint, Excel etc.
Consultant's comments: A very good range of ICT equipment is available for use by pupils with SpLD. Most teaching rooms have a projector and screen which were used in all observed lessons.



Statement of Special Educational Needs

11. a) **School policy:** Statemented students are admitted through the LA normal admissions policy. Supported by Educational Psychology Service, Specialist Teacher Advisor.

Consultant's comments: This is an appropriate policy for the school. None of the pupils with Dyslexia, however, have a statement.

- c) **Number of statemented pupils:** 20

Consultant's comments: All statemented pupils are monitored by the SEN department. None of these are diagnosed with Dyslexia.



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

Maintained
Schools
only

12. Schools should provide, with the documentation, a list of the names dyslexic (SpLD) pupils in the school: 3 from each year group. 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 of Dyslexic pupils were contacted. All parents agree that their children are happy at school and enjoy attending Mayfield. A number have had older siblings attend the school in the past. Most parents understand what additional support is being provided for their child although a couple asked for greater communication from the school as their children are not so forthcoming. One parent would like their child excused from a modern foreign language to receive additional support as they cannot yet read or write in English and another requested that vocational courses are introduced earlier as not all pupils are going to follow an academic path. Only one parent was unhappy with the support her son receives at Mayfield although they made it clear that he did seem to enjoy going to school. One parent was particularly pleased that Mayfield diagnosed her son as Dyslexic as a number of previous schools had missed this!

14. For completion by consultants only:

Summary of Report including whether acceptance is recommended:

Mayfield School offers a thoughtful programme of additional support for the small number of its pupils diagnosed with Dyslexia. The pupils respond well with good behaviour and acceptance that the staff are doing their best to be supportive of their individual needs. They feel that the school environment has improved. Parents support the school to a large degree. A great deal of change has taken place during the last two years under the leadership of the new Head and more is planned for the future with the developemnt of an on-site infant and junior school which should make diagnosis and support for pupils with Dyslexia from an earlier age. It is recommended that Mayfield School is re-registered as a MS CReSTeD school for a further three years.

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		MS
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"/>
12	There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of dyslexic (SpLD) pupils and this is evident across the curriculum.	<input checked="" type="checkbox"/>
17	There is awareness and support by other members of staff of the needs of dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
19	There is provision for individualised lessons on a withdrawal basis, and these staff communicate with mainstream teachers regarding the dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
20	The teaching assistants responsible for in-class support have received specific training in dyslexia (SpLD) and will continue to receive regular Continuous Professional Development in supporting dyslexic pupils.	<input checked="" type="checkbox"/>
21	There is either a Dyslexia (SpLD) <u>specialist</u> teacher in the school or the school uses specialist support and advice as needed.	<input checked="" type="checkbox"/>