



Council for the Registration of Schools Teaching Dyslexic Pupils

More House School

Registration – Category SPS

1. *Date of visit:* 15th October 2013
2. *Name of Consultant(s):* John Lewis

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
More House School Moons Hill Frensham Farnham Surrey GU10 3AP Tel: 01252 792303 Fax: 01252 797601 Email: schooloffice@morehouseschool.co.uk Web: www.morehouseschool.co.uk	Rural	445 boys	Dysc Dysl Dysp ADD P&S	ISA BSA
	Ind Bdg/Wk Bdg/Day	Ages: 8- 18		GCSE GCE: AS/A2 Modified Nat' Curr'
Comments: Learning Development Centre on site providing Occupational and Speech and Language Therapy to boys with SpLD.				

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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3. a) **Name and address of school:** More House School, Moon's Hill,
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Surrey.
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- Tel: 01252 792303
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Email: schooloffice@morehouseschool.co.uk
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b) **Name and qualifications of Head/Principal, with title used:**

Name: Barry Huggett
Title (e.g. Principal): Headmaster
Qualifications: BA(Hons), FIBiol, QTS
Awarding body: Institute of Biology; Open University

Consultant's comments: Mr. Huggett is a very experienced headmaster who has led More House School through its years of development and expansion. The recent OFSTED report described him as a visionary whose drive to sustain and secure improvement is instrumental in the success of the school.

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

Name: Meriel Davenport
Title (e.g. SENCO): Head of Learning Development
Qualifications: MRCSLT; RSA dip.SpLD
Awarding body: Royal College of Speech and Language Therapists;
RSA/OCR

Consultant's comments: Mrs Davenport worked in a variety of educational settings before becoming a member of staff at More House. She leads a large team of teachers and therapists as well as contributing to the overall management of the school.



Background and General Information

4. a) **Recent inspections:** Ofsted March 2013; Ofsted Care July 2012

Consultant's comments: The Ofsted inspection in March 2013 judged the quality of teaching, the quality of the curriculum, the pupils' behaviour and development and pupils' achievement as outstanding. A judgement of good was made for the pupils' welfare, health and safety and the school's leadership and management. The overall effectiveness of More House School was judged as outstanding. The inspectors commented on the excellent support the students receive through the Learning Development Centre.

Independent
Schools
only

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

Consultant's comments:

- c) **Department of Education Registration Number:** 9366420

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

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	349	142	8-18
	Girls:			
Boarding:	Boys:	96	45	10-18
	Girls:			
Overall total:		445	187	8-18

Consultant's comments: The school has had a significant increase in numbers in recent years. The total number of pupils on role was 362 at the last CReSTeD re-registration visit.

- e) **Class sizes – mainstream:** N/A

Consultant's comments:

- f) **Class sizes - special needs:**

Children are grouped according to need and learning style – the preferred class size is ten, though classes can vary between two and fifteen pupils.

Consultant's comments: The classes observed were sufficiently small to allow effective individual monitoring and teaching to take place. In-class support and team teaching is also an effective strategy used in targeted lessons.

DSP4
SPS5

- g) **Aims and philosophy of the whole school:** More House supports any boy of average ability who would benefit from an individualised learning programme. It has particular success with boys who have specific learning difficulties/dyslexia, or some associated language-based problem. All students are able to benefit from an environment and education that is tailor-made to suit their needs. The aims and philosophy of the school are set out in a detailed Mission Statement.



Consultant's comments: The school's aims, philosophy and vision are clearly stated on its website and in its prospectus.

- h) ***For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report: The school has an effective pastoral care structure with the tutor playing a central role. Individual mentoring is also a key part of the support given to students.***



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.

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)?** See above.

Consultant's comments: More House School provides comprehensive, in-depth training for all staff new to the school irrespective of their previous experience. The year long programme, delivered by More House Staff, consists of approximately 35 hours of teaching and training covering all aspects of specific learning difficulties relevant to the education of the pupils attending the school.

All members of staff attend a total of seven days a year of in-service training, organised by the school, and is held outside term time. In addition to the above, the school supports staff attending relevant training outside More House.

The school also offers training courses for parents and professionals. It is developing as a national resource for training and research and disseminating expertise and experience.

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?** The teachers in all the lessons observed demonstrated a high level of expertise in teaching children with specific learning difficulties. There were several excellent examples of subject teachers contributing to the development of literacy skills in their lessons. All teaching was well planned, with frequent changes of activities and sensitive questioning, keeping the pupils engaged at all times. The recent Ofsted inspection judged the teaching to be outstanding and highlighted how highly skilled the teachers were in breaking down learning into manageable units.



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** All children in the school have specific learning difficulties, and the whole ethos of the school is geared towards their needs. It is necessary to recognise that these needs change with time, and the school has to be prepared to alter what it does to reflect and respond to those changing needs. Each child is constantly monitored and helped to achieve maximum progress notwithstanding the learning challenges he faces. SMT members represent all aspects of the school, including some Year Heads, Heads of Sixth Form, Lower School and LDC. Governors meet regularly with the Headmaster and are very supportive.

Consultant's comments: More House School has policies for all aspects of the education of children with specific learning difficulties. As a specialist school the staff and governors have the appropriate depth of knowledge and thorough understanding of the needs of pupils with dyslexia.

- b) **Admission policy / selection criteria:** Boys are only accepted into the school if they meet our criteria, which is to accept only those boys who have specific learning difficulties who are within the average range of ability. The initial contact is usually made by telephone and the school's Admissions Tutor will carefully question a prospective parent to ensure that the child meets our criteria. We see the Educational Psychologist's reports and other papers before the parents visit the school for a frank discussion, and later the child will visit the school so that we can see how he operates in our environment and can undertake any psychometric testing that is needed.

Consultant's comments: The school operates a thorough admission process, insuring that More House can meet the child's needs before a place is offered.

Criterion 3

- c) **Give specific examples of the whole school response to dyslexia (SpLD):** The school obtains for each pupil as many concessions as possible for public examinations, and employs an Academic Administrator who tests the children to achieve this. On alternate Fridays, one subject only is targeted for the whole day to give children an opportunity to experience extended learning opportunities, adding breadth and relevance to their studies. The structure of the day supports those pupils with organisation or information processing difficulties: form groups meet both in the morning and afternoon, allowing form tutors to monitor pupils' understanding of homework assignments and to follow up any concerns swiftly. Each boy whose reading needs regular daily support is marked on the register for each lesson, so that all teachers will become involved in offering suitable practice within the classroom.

Consultant's comments: The "Flexi Friday" gives staff and pupils the opportunity to carry out activities not possible within the restrictions of a one hour lesson.



School Organisation

7. a) **How is the week organised?** The school follows a nine day timetable, during which pupils follow a traditional programme of learning, organised in six, one hour teaching slots with travel time between each. Every alternate Friday is called 'Flexi-Friday', and each year group takes one subject for the whole day on a rota.

Consultant's comments: The one hour lessons work well giving the opportunity for staff to plan a variety of activities and learning opportunities within their subject area.

- b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework:** A considerable number of day pupils elect to attend supervised prep sessions during 'Activity Time' and can thus receive direct support. Boarders undertake their prep in the evenings under supervision. Homework, like all study, is differentiated. Parents can access details online of prep from the parents' section of the school database and are encouraged to use the homework diary to share useful information about their child's progress with the form tutor.

Consultant's comments: The school maintains good links with parents including information relating to homework tasks.



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:** Most pupils have been assessed by an EP before arrival at the school. These reports have been read before the parents are invited for an initial visit. All pupils undertake an online literacy assessment and a Speech and Language assessment on admission to the school.
Consultant's comments: The school has thorough procedures to identify the learning difficulties of its pupils. The majority of pupils have been thoroughly assessed before admission to the school.
- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:** Results from the 2 screening assessments are considered and pupils are timetabled for literacy lessons if necessary.
Consultant's comments: Literacy lessons are available to all pupils in the school. The majority of the pupils receive lessons in the Learning Development Centre.
- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** Full literacy assessments may be undertaken by 2 suitably qualified literacy tutors, or the Head of the LDC.
Consultant's comments: The school has the expertise available to carry out any assessments necessary.



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 lessons are prepared and delivered with the individual learning needs of the pupils in mind.

Consultant's comments: The work carried out in the Literacy Development Centre is well planned and coordinated and delivered by skilled and talented staff. The recent Ofsted report described the teaching and support given by the staff in the centre as exceptional.

- b) **Use of IEP's:** Details provided at time of visit.

Consultant's comments: The IEPs are one of several documents and processes giving effective guidance and information to staff. Pupils have long term, appropriate and relevant targets which reflect each individual's difficulties.

In addition each pupil negotiates a "weekly challenge" with his mentor. This is recorded on each teacher's computer alongside the attendance register and subsequently reported with a yes or no to indicate if the target was met in the lesson. This information gives excellent feedback to key staff, students and parents and is used to plan further strategies and targets.

- c) **Records and record keeping:** The extensive More House database is the main repository of records which, in their electronic format, are easily accessible to the teachers and therapists who support the boys' learning. Academic and social/behavioural aspects of performance can thus easily be tracked and monitored and needs met responsively. Assessment for Learning is a key tool in years 10-13; tracker grades are used to track both potential outcomes and current working grades in order to spur pupils on to achieve their full potential. Further tracking for Years 4-9 is currently in development.

Consultant's comments: The school has excellent on-line records, available to all staff.

Criterion 3

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



Criterion 3

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

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	52	105	100 A2 77 AS	n/a	n/a
Dyslexic (SpLD) Pupils	21	63	100 A2 82 AS		

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	56	Average over past 5 years 70%	Average over past 5 years 65%	Average over past 5 years 99%
Dyslexic (SpLD) Pupils	29	As above	As above	As above

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

Consultant's comments: The school's monitoring and tracking processes indicates that the vast majority of pupils reached or exceeded their expected grades

g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** The Academic Administrator (SpLD trained) assesses the literacy levels of all boys at the beginning of Years 10 and 12 and applications for the appropriate exam concessions are requested from the exam boards. These include applications for readers, amanuenses, word-processors and prompts. Most boys receive 25% extra time.

Consultant's comments: The necessary access arrangements are obtained for all candidates.

h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** The students were unanimous in their praise for the education they received at More House. They appreciated the additional teaching and support received from the staff working in the Learning Development Centre and felt that the teaching they received in this area of the school was one of the key factors in the progress they had made at the school. Each student interviewed spoke of at least one area of the curriculum they were given the opportunity to excel in and also in the wide range of extra-curricular activities available. They also felt that any issues relating to pastoral care were dealt with satisfactorily by a range of teaching and non-teaching staff. Informal discussions also took place over lunch and afterwards with a small group of senior students. Again they spoke with enthusiasm about their life and education at More House. All pupils were a credit to their school and shining examples of the education they received there.*



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

10. a) **General resources for teaching dyslexic (SpLD) pupils:** The whole school is geared towards the teaching of dyslexic pupils.

Consultant's comments: All departments visited were well equipped with a wide variety of teaching resources. Attractive and informative displays are a feature present throughout the school.

- b) **Library:** The school library provides a central venue for reading in the school, to augment the many classroom and departmental subject libraries throughout the site. The Lower School library has a greatly enlarged set of books. English teachers can use the Library as a venue for reading lessons. Sets of books chosen to promote reading for relaxation have been made available in the classrooms and in boarding houses. There has been considerable investment in reading materials either designed, or particularly suitable for, dyslexic pupils.

Consultant's comments: The Senior Library is a modern, well resourced area of the school. This, along with the Junior Library, contains a wide range of books suitable for dyslexic pupils.

- c) **ICT:** There are 4 general ICT suites as well as those in different departments, including Science, Music, Engineering, Photography and Media. They are networked around the site for children and staff to use. ICT and Computer Science is taught both at GCSE and A level and through the ECDL programme. All pupils are encouraged to develop efficient typing skills. The electronic database is central to the daily operation of the school.

Consultant's comments: The use of ICT is a key area in the management of the school and is used extensively by all staff. All departments have access to a wide range of technology and this is a regular feature of their teaching.



Statement of Special Educational Needs

11. a) **School policy:** Boys are accepted with appropriate statements providing they meet the same entrance criteria as privately funded pupils. All boys are taught as if they have a statement, so have ILPs, targets and an Annual Review.

Consultant's comments: The ongoing process of assessing, reviewing and target setting, along with the necessary meetings for almost 450 pupils is carried out with diligence and efficiency.

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Schools only

- b) **Types of stated needs accepted:** Average range of cognitive ability, specific learning difficulties/dyslexia, with or without associated speech and language difficulties, social communication difficulties including high-functioning ASD, DCD and AD(H)D.

Consultant's comments: The school is clear about the nature of the learning difficulties it is resourced to meet.

- c) **Number of stated pupils:** 192 statements, of which 175 are funded at More House

Consultant's comments: The school is experienced in the processes necessary to manage and maintain statements of special educational needs.



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:** The parents contacted were very happy with all aspects of the education their child received at More House School. The common elements praised by the parents were the building of self-esteem and confidence, the improvement in their child's particular difficulties, the caring relationships between staff and pupils and the broad curriculum available at the school. They also commented that their children looked forward to going to school, something which was not the case before they attended More House.



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** More House is clearly a school at the forefront of the education of pupils with a range of special educational needs. The high level of ongoing training carried out by all staff is evident in the teaching throughout the school. Underpinning the success of the school is the staff in the purpose built Learning Development Centre where ten speech and language therapists, four occupational therapists and eight specialist literacy and numeracy tutors work as a well coordinated team. The staff and pupils benefit from modern, purpose built teaching facilities with further buildings and resources either under construction or at the planning stage. Ofsted recently judged More House as an outstanding school highlighting the curriculum being tailored to meet the needs of each boy, underpinning the exceptional progress they make both personally and academically. It is recommended that More House School continues on the CReSTeD register as a Specialist Provision School.*

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

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

*Item 8 was referred to Council. Teaching and CPD at More House is equal to the qualification standards expected by CReSTeD.