



## Council for the Registration of Schools Teaching Dyslexic Pupils

### Moyles Court School

### Registration – Category DU

1. *Date of visit:* 28<sup>th</sup> April 2014`
2. *Name of Consultant(s):* Fay Cookson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
<b>Moyles Court School</b> Moyles Court Ringwood Hampshire BH24 3NF Tel: 01425 472856 Fax: 01425 474715 Email: <a href="mailto:info@moylescourt.co.uk">info@moylescourt.co.uk</a> Web: <a href="http://www.moylescourt.co.uk">www.moylescourt.co.uk</a>	Rural	91 boys 86 girls	Dysc Dysl	ISA ISC
	Ind Bdg Wk Bdg Day	Ages 3-16 (boarding from age 8)		GCSE Vocational Level 1 & 2
<b>Comments:</b> Caring supportive atmosphere developing a sense of self-worth. Excellent Value Added.				

*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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Website: [www.crested.org.uk](http://www.crested.org.uk)  
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3. a) **Name and address of school:** Moyles Court School  
Tel: 01425 472856  
Fax: 01425 474715  
Email: info@moylescourt.co.uk  
Web: www.moylescourt.co.uk
- b) **Name and qualifications of Head/Principal, with title used:**  
Name: Mr. G. Meakin  
Title (eg Principal): Headmaster  
Qualifications: B.Sc. PGCE MA Ed  
Awarding body: Newcastle  
*Consultant's comments: Mr Meakin has been in post since 2008. He is a Head who fully understands learning differences and is committed to the education of students with SpLD/Dyslexia.*
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**  
Name: Mrs. Sarah Walbrin  
Title (eg SENCo): SENCo  
Qualifications: B.A. (Hons) PGCE  
Awarding body: Coventry & Warwick University  
*Consultant's comments: Sarah Walbrin has been in post since January 2013. She has a wealth of experience in teaching SEND pupils and will be studying for the OCR Level 7 qualification in the forthcoming academic year. She leads her team enthusiastically and competently.*



## Background and General Information

4. a) **Recent inspections:** [ISI Report](#)

*Consultant's comments:*

Independent  
Schools only

- b) **Current membership (eg HMC, ISA etc.):** ISA & ISCIS

*Consultant's comments: Membership of these bodies is appropriate for a school of this standing and ethos.*

- c) **Department of Education Registration Number:** 850 - 6048

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

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	72	9	3 - 16
	Girls:	68	3	3 - 16
Boarding:	Boys:	19	9	8 - 16
	Girls:	18	3	8 - 16
<b>Overall total:</b>		177	24	

*Consultant's comments: The total number of students has increased by twelve since the last CReSTeD inspection.*

- e) **Class sizes – mainstream:** 22 max

*Consultant's comments: Small class sizes allow ample opportunity for individual attention*

- f) **Class sizes - special needs:** Individual or shared lessons (2 or 3 students)

*Consultant's comments: The students attending individual or small group sessions are usually withdrawn from modern language classes*

- h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:** *The most recent ISI inspection found the pastoral care for SpLD/dyslexia students to be good.*



## 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:** Caring supportive atmosphere developing a sense of self-worth. Excellent Value Added.

*Consultant's comments: The collective experience and qualifications of the Learning Support team ensure a high level of professionalism and excellent teaching.*

DU 14

- e) **Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of Dyslexic (SpLD) pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)** No

*Consultant's comments: Lessons taught in the unit comply with the high standard required by CReSTeD. The SENCo will be studying for the OCR Level 7 qualification in the forthcoming academic year. Teachers will be encouraged to gain OCR qualifications in addition to those already held.*



## 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**
- Literacy skills enable pupils to access the National Curriculum.

Dyslexia is a major impediment. It is the school's policy to identify at the earliest opportunity any child who may have dyslexia. Those with suspected dyslexic tendencies are screened and assessed by the SENCo to make a preliminary analysis. If necessary a referral to an Educational Psychologist will be made.

- Pupils are offered a minimum of 2 hours per week specialist tuition in line with the Dyslexia Institute's recommendations. The LS Department handbook gives a clear indication of the importance placed on the education of dyslexic pupils. Every effort is made to ensure individual needs are met through different levels of intervention and full access to the curriculum is provided.

- The Senior Management Team and governors are sympathetic to the needs of the dyslexic child - they seek to integrate dyslexic children fully into all aspects of school life. Formal and informal liaison between the SENCo, LS teachers, SMT and governors is continuous and on-going. Recent support has been demonstrated through the allocation of a further three LS teaching rooms, and an additional two LS teachers.

*Consultant's comments: The policy with regard to SpLD/dyslexic students is robust and rigorously applied throughout the school. It is supported by the Governing body and the Head and monitored, reviewed and maintained by the SENCo.*

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

Dyslexic pupils are admitted provided their needs can be met within the context of the mainstream curriculum, when given LSU support. The school does also admit pupils diagnosed with other categories of learning difficulties including ASD, dyspraxia and dyscalculia. The SENCo is closely involved in the assessment and selection of pupils seeking admission. Families are encouraged to visit the school prior to making a formal request. Children are assessed during a day visit and encouraged to spend a further day with us, if joining the school.

*Consultant's comments: This is a fair and appropriate process*

Criterion 3

c) **Give specific examples of the whole school response to dyslexia (SpLD):**

The ethos of the school is to be sympathetic to the needs of the dyslexic child - to integrate dyslexic children fully into all aspects of the life of the school. All teaching staff are supplied with a SEN register giving details pertaining to the dyslexic pupils. Formal and informal liaison between mainstream staff and LS staff is continuous and on-going. In addition any pupil causing concern is brought to the attention of the staff at twice weekly staff meetings and appropriate whole school action is decided upon, involving the pupil, teacher, support staff and parents. All dyslexic pupils are well integrated into their classes and fully accepted by their peers.

*Consultant's comments: The school staff and classrooms are clearly dyslexia friendly. The support and advice provided by the SENCo and her team are welcomed by the school as a whole.*



## School Organisation

7. a) **How is the week organised?** 6 lessons of 55 minutes daily - English and Mathematics taught in 4 lessons per subject, a week. English is set in year 9 - 11, with the SENCo teaching those with SEN or low ability. Pupils are usually withdrawn for learning support during French or supported study sessions.

*Consultant's comments: Teachers, students and parents agree that this works well in practice.*

- b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework:** All pupils are expected to undertake prep which is differentiated to the needs of the dyslexic pupils in terms of expectation of time, quality, quantity and outcomes. All pupils are encouraged to develop high standards of presentational skills; the use of PCs and laptops is encouraged for all pupils, especially the dyslexic pupils. Mainstream teachers provide differentiated work and homework as appropriate and are aware of different strategies that some dyslexics find helpful such as the use of different coloured backgrounds to worksheets.

*Consultant's comments: Arrangements for SpLD/dyslexic students are excellent. Mainstream teachers are asked at interview how they would differentiate work for dyslexic students. Differentiation is apparent in classroom/subject teaching, where IEP targets are used to good effect.*

DU 13

- c) **Does the Head of Unit have Head of Department status and input into curriculum design and delivery?** Yes the Head of Unit would be the SENCo who is Head of LS. Although any decision about the curriculum is the responsibility of the Deputy and Headmaster, there is a period of consultation with the SENCo. For example last year, it was decided that for half their lessons year 9 should be set to enable the SEN students to progress.

*Consultant's comments: The Head of the Unit (SENCo) is involved in the process of curriculum design and has a good working knowledge of how the curriculum should be delivered for students with a range of learning differences.*



## 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:** If the student is already a member of Moyles Court, admitted through the nursery process, the initial referral will come from the classroom teacher. The SENCo or a primary specialist from the LS team will undertake an observation. Following this a program of intervention will aim to raise achievement and self esteem. An IEP will be written and a plan for learning support put in place as appropriate for the child's age. From the age of 7 any child wishing to join the school will be asked to work with the SENCo to establish a maths, reading and spelling age. Where there is a significant difference between the national expectation/chronological age and the result, students will be screened for dyslexic tendencies. A meeting with parents also takes place to establish the child's experience of school and to ensure the school can meet the child's needs.

*Consultant's comments: The admissions policy and process is thorough, ensuring that, where appropriate, students are placed at the school with an individual plan to meet their specific needs.*

b)

*Consultant's comments: Once a student is identified as having a specific learning difficulty they are well supported via individual lessons (which are funded by parents) and within the classroom. All staff are made aware of particular needs and work from IEPs to ensure the curriculum is delivered appropriately.*

- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):**As a school we have the names of 3 Educational Psychologists in the locality and this information is passed to parents. Once an appointment has been made the school can facilitate the assessment within the department, during the school day.

*Consultant's comments: This is a convenient way for assessment to take place, with minimum disruption. The Learning Support unit is hoping to appoint a member of staff with OCR Level 7 qualifications, so that Specialist Teacher Assessments and Examination Access arrangements can be facilitated 'in-house'.*



## 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** Each LS teacher maintains records and keeps detailed plans. In addition they are involved with the SENCo in the preparation of IEPs and the very comprehensive Yearly Review. As all the LS teachers are highly qualified and experienced, weekly lesson planning is their own responsibility although the SENCo is available for advice and guidance if requested.

Within the curriculum subjects teachers are given an up to date SEN register and SEN updates are regularly discussed at staff meetings.

*Consultant's comments: The liaison between Learning Support and mainstream staff is good and the system works well. Learning Support Teachers are familiar with the curriculum and are able to offer meaningful subject support, which was apparent during the 1:1 lessons observed. The teaching in the individual sessions was consistently excellent. Mainstream lessons observed took place in delightful surroundings, creating an ideal learning environment for the small groups of students. The class teaching was very good and in one case outstanding. Lessons were well planned and resourced and suitably differentiated. Pupils were engaged and participating in their own learning throughout. Good teacher pupil rapport was evident in all 1:1 and class sessions.*

b) **Use of IEP's:** , IEP's with SMART targets are prepared for all children in the LSU. They provide an overview of the objectives for each pupil on the LS register and have achievable targets. The targets are consistent with those set within the classroom, to ensure continuity for the pupil. The IEP is readily available for all staff and a copy is sent home to parents. IEP's are reviewed termly.

*Consultant's comments: The examples of IEPs seen were good working documents, with time-related, attainable targets. They are well used by subject teachers and specialist staff and the students are aware of their personal targets.*

c) **Records and record keeping:** Each LS pupil has a folder that holds essential information about their condition, diagnosis or need. The folder also contains a record of assessments and a copy of the yearly review. The SENCo also tracks progress across the school to ensure appropriate progress within the department and to enable early intervention.

*Consultant's comments: Record keeping is sound and informative. In the future a computerised database will replace the paper records.*

Criterion 3

d) **For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required) Two comprehensive case studies were provided, detailing the nature of the pupils' difficulties, specialist input received and progress made. These useful documents provide evidence of successful intervention. .**





Criterion 3

e) **Impact of provision – assessment summary** (only fill in the Key Stages relevant to your school):

<b>GCSE</b>	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	78%	80%	100%
Dyslexic (SpLD) Pupils	3	46%	67%	100%

f) **Any other relevant information, eg details of any other examinations taken, Reading and Spelling age assessments:** The level 2 'Adult Literacy and Numeracy' test is also taken in year 11. In June 2013 our dyslexic pupils achieved a 100% pass rate in literacy and a 67% pass rate in numeracy

*Consultant's comments: Results indicate that well-supported EAL and SpLD/dyslexic students are successful in public examinations.*

g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** Access arrangements are usually made for all dyslexic pupils in the form of 25% extra time for both internal and external exams subject to approval by the examining body and the acquisition of an Educational Psychologist's report. Additional support may be given in the form of a reader, production of a transcript, use of a scribe or a word processor.

*Consultant's comments: A range of examination access arrangements is in place and students have the opportunity to practise using these arrangements prior to exams.*

h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** A group of five students from Years 7,8,9 and 10 were keen to discuss their school. They were confident, articulate and unanimous in their description of Moyles Court as 'a really good school'. They liked the small classes and the level of support on offer and agreed that if help was asked for it was forthcoming. All the students felt that the teaching at Moyles Court, in particular the 1:1 and small group support, had helped them to be successful in their studies. They expressed a wish for some more after school activities and would like a sixth form, so they would not have to leave Moyles Court at the end of Year 11. The delightful Head Boy and Head Girl, who gave a conducted tour of the school, have both been at Moyles Court since Year 5. They were friendly and open, describing their time at the school as very happy. All students spoken to during classroom visits, from Early Years through to Year 11, were bright and keen, able to describe what they were learning and appeared to be finding the learning process enjoyable.*



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

10. a) **General resources for teaching dyslexic (SpLD) pupils:** The main resource room (S3) and 5 supporting rooms have a wide range of resources e.g. MSL, games, computers and reading books. There is also a small professional section in S3. Some resource areas are currently being expanded.

*Consultant's comments: The Learning Support Department is well resourced for the needs of the students.*

- b) **Library:** The library carries a wide range of books for all ability levels which supplement the books available in all the LS teaching areas.

*Consultant's comments: The Library is housed in a delightful room and is stocked with suitable reading material for students of differing ages and abilities.*

- c) **ICT:** There are 2 well equipped computer rooms and all pupils are familiar with the facilities including the use of the internet as a research tool. The pupils are encouraged to make use of these facilities.

*Consultant's comments: There is a good level of IT in the school and students make proper use of the range of facilities provided. Laptops were evident in use in the classrooms and computer programs and typing were part of the 1:1 sessions.*

DU 10 & 11

- d) **Learning Centre:** S3 is the main LS resource centre. It is used for meetings with department staff and parents and in addition there are five smaller teaching rooms together with the library which can also be used for LS lessons.

*Consultant's comments: The rooms which comprise the Learning Support unit are in the heart of the school and easily accessible for all. They are attractive, well resourced and comfortable and provide a good teaching and learning space for 1:1, small group sessions and meetings as necessary.*



## Statement of Special Educational Needs

11. a) **School policy:** Moyles court will accept pupils with statements provided it is felt that the school could provide a balanced and relevant education that meets the needs of the stated pupil.

*Consultant's comments: Moyles Court takes a responsible stance regarding students with Statements of Special Educational Needs.*

Independent  
Schools only

- b) **Types of stated needs accepted:** Dyslexia, Dyscalculia, Dyspraxia, Autistic Spectrum Disorders, Asperger's Syndrome, visual or hearing impairment.

*Consultant's comments: The school is well resourced to meet a variety of special educational needs*

- c) **Number of stated pupils:** 1

*Consultant's comments: The school has demonstrated that it is well able to meet the needs of this student.*



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

Independent  
Schools only

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:** Parents spoken to were overall very pleased with their choice of Moyles Court School for their children. It is perceived as a place where students can settle in quickly and easily. One family has three children at the school currently and feels that their differing individual needs are well met. Access to the SENCo and teaching staff is deemed to be easy and any issues arising are dealt with and resolved swiftly, in a caring manner. One parent described their 'peace of mind' now that their child's Learning Support is regulated. Families liked the small class sizes and described the teaching staff as 'lovely', with the Learning Support team singled out for particular praise. Several families found the school to be creative, in one case allowing a school year to be repeated and in another offering a scholarship in a non-academic area. One father summed up his feelings by saying 'It is a rarity to find a school interested in education rather than simply in league tables and grades.'



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** Moyles Court School, with Mr Meakin at the helm, exudes enthusiasm and happiness. The size of the school allows teachers and students to know and understand each other well. Excellent special needs provision and the Learning Support Team, under the leadership of Sarah Walbrin, competently delivers a good level of Learning Support, for students who experience learning differences. The Team was praised by students and parents alike. All students are given the opportunity to achieve to their full potential, through a broad and well-balanced curriculum.*

*Moyles Court School meets the criteria for re-registration in the DU category.*

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:-

<b>Consultant to tick relevant boxes when criteria are observed to have been met:</b>	
Criteria	DU
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"/>
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"/>
10. The school has a designated Unit or Centre that provides specialist tuition on a small group or individual basis.	<input checked="" type="checkbox"/>
11. The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	<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"/>
13. The Head of Unit or Centre will have Head of Department status, and must have an input into curriculum design and delivery.	<input checked="" type="checkbox"/>
14. The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of dyslexic (SpLD) pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	<input checked="" type="checkbox"/>