



Council for the Registration of Schools Teaching Dyslexic Pupils

Pipers Corner School

Registration – Category DU

1. *Date of visit:* 27 January 2014
 2. *Name of Consultant:* Fay Cookson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Pipers Corner School Pipers Lane Great Kingshill High Wycombe Bucks HP15 6LP Tel: 01494 718255 Fax: 01494 719806 Email: theschool@piperscorner.co.uk Website: www.piperscorner.co.uk	Rural	528 girls	Dysl Dysc Dysp S&L	GSA, ISA
	Ind	Ages 4-18		GCE GCE: AS A2 Univ Entry
	Bgd/Day/ Wk Bdg			
Comments: We are a thriving Girls' school and our Individual Learning department is placed within the heart of the school and offers support, advice and assessment to girls, their parents and teachers enabling pupils to achieve their learning potential from 4-18 years.				

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:** Pipers Corner School
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Buckinghamshire
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Email: theschool@piperscorner.co.uk
Web: www.piperscorner.co.uk

- b) **Name and qualifications of Head/Principal, with title used:**

Name: Mrs Helen Ness-Gifford
Title (e.g. Principal): Headmistress
Qualifications: BA (Hons), PGCE
Awarding body: Exeter University

Mrs Helen Ness-Gifford, who has been in post for 7 years, is a Head who is fully committed to the ethos and aims of the Individual Learning Unit and celebrates its successes.

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

Name: Lisa Olcot
Title (e.g. SENCO): Head of Individual Learning/Educational Psychologist
Qualifications: MSc, BSc (Hons), PGCE, CPsychol
Awarding body: University of Reading, University of Leicester
The Tavistock Clinic (Brunel University)

Consultant's comments: Mrs Lisa Olcot has been Head of Individual Learning for 3 years. She is exceptionally well-qualified for the post and her expertise and enthusiasm are having a positive impact on the School's response to SpLD/Dyslexia



Background and General Information

4. a) **Recent inspections:** 2010 ISI

Consultant's comments: The final visit report noted that compliance with regulatory requirements had been met, following the initial visit. There were two points recommending further improvements in the marking and tracking policies, the sixth form enrichment programme and two points re EYFS. Since the inspection these recommendations have been/are in process of being addressed. Teaching was described as 'stimulating and effective' and pastoral care as 'outstanding'.

Independent
Schools
only

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

Consultant's comments: Piper's Corner also runs the Forest School Initiative, whereby students learn through practical activities, in a delightful outdoor setting. Membership of the GSA provides helpful information and support for parents of girls and schools which cater solely for girls.

- c) **Department of Education Registration Number:** 8256017

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

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	n/a	n/a	n/a
	Girls:	503	58	4-18
Boarding:	Boys:	n/a	n/a	n/a
	Girls:	25	1	7-18
Overall total:		528	59	

Consultant's comments: The overall number of students allows the school to retain a family feel. It is likely that the boarding facility will be phased out in the near future.

- e) **Class sizes – mainstream:** Pre-prep: 10
Prep: 16-18
Senior: 23

Consultant's comments: The small class sizes are ideal for the support of students with SpLD, allowing for differentiation, individual attention and input.

- f) **Class sizes - special needs:** 1-3

Consultant's comments: The opportunity for students to receive 1:1 tuition to meet their individual needs is ideal. Small group support needs careful planning in order address the range of needs presented. This is well managed, as observed during a lesson shared by two students.

- h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:**
The ISI report found that 'As a result of the close monitoring and support they receive, all pupils with learning difficulties or disabilities (LDD)....achieve well in relation to their abilities' and 'The school provides well for all its pupils, including those with LDD.'



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: All Learning support staff are well qualified and have a collective wealth of experience. As a Chartered Educational Psychologist, Lisa Olcot is able to carry out all necessary assessment, including Exam Access arrangements for GCSE/A Level and where necessary for DSA for university entrants.

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.)** All girls receiving withdrawal lessons in the department are taught by one of the Specialist Teachers or EP.

Consultant's comments: The staff in the Individual Learning Unit are all suitably qualified and experienced.

SC, WS 18

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

Consultant's comments: See above



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**

SEN Policy- Head of Individual Learning is on the Senior Academic Team (SAT) to ensure input/advice can be given to Senior Management

Consultant's comments: The Policy Statement is clear in its aims and rigorously applied, with the support of the Governors, Head and school staff.

- b) **Admission policy / selection criteria:** Admissions Policy available on request

Consultant's comments: The entrance to Piper's Corner is selective and the Admissions Policy makes it clear that girls with mild SpLD may be offered places at the school, providing they meet the school's ability profile, based on entrance tests and assessment.

Criterion 3

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

Approaches used across the curriculum:

To promote staff awareness:

Head of IL attends Senior Academic Team Meetings
IL representative attends English, Maths Junior dept meetings regularly
Attendance of IL staff at Staff Briefings 2 x per week
Staff Meeting agenda item for IL 1 x per term
Ongoing access to EP advice both formal and informal 5 days per week
Head of IL meets with boarding staff 2 x per term to discuss needs of boarders e.g. homework
Screening for literacy/numeracy administered via IL dept.
Use of IT/Data systems to identify and inform of individual needs to whole staff
INSET delivered for Dyslexia/Dyscalculia and associated difficulties - Spring term 2012, Autumn Term 2012 and 2013, January 2013 promoting independent learning for all learners. To be delivered January 2014- Dyslexic learners, Girls on the ASC.

Inclusive Classroom practice:

Clear aims and expectations for all students
willingness of staff to target individual needs within the class situation, sharing targets between IL and class teaching
Multi sensory approaches
Differentiation in class and homework demands
Focus on building skills from areas of strengths, contributions are valued



Greater literacy scaffolding e.g. writing frames, thinking/mind maps, key words/vocabulary lists, editing cards etc
Advice from EP to support working memory in the classroom situation
Use of laptops, when appropriate, across the school
WriteONline software used with individuals in the IL classrooms

Pastoral Support:

Form tutors know all the girls well, individuals with specific needs are identified with a coloured start system used on our data base.
Concerns/worries can be informally discussed with Head of IL
Buddy support offered to help with organisational skills

Access Arrangements:

Rigorous system to ensure needs and assessments are completed, as appropriate by Specialist Teacher or Educational Psychologist on site.

Consultant's comments : Lisa Olcot EP, Head of Individual Learning has raised and enhanced dyslexia awareness throughout the school. Regular meetings and INSETs are held. All members of staff spoken to felt well supported and informed, regarding the needs of their students with dyslexia. A whole school approach to dyslexia is in evidence.



School Organisation

7. a) **How is the week organised?** All girls have access to the full curriculum differentiated in pace and delivery according to setting and streaming. Withdrawal lessons are timetabled for each identified individual girl and agreed with parents. Typically these fall during private study periods, wherever possible. However some withdrawals will be during one of 3 PE sessions, RS or 2nd MFL.

Consultant's comments: Students and staff are happy with these arrangements.

- b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework:** All staff have access to individual needs profiles. Homework may be adapted in presentation, outcome, style/format, differentiated language etc.

Consultant's comments: This arrangement works well, although some of the students felt that they have too many Homework tasks.

- c) **Does the Head of Unit have Head of Department status and input into curriculum design and delivery?** Head of Individual Learning (EP) is part of the Senior Academic Team (SAT) who contributes to the planning, differentiation and delivery of the curriculum. SAT meetings take place fortnightly during each term. Informal and formal advice is given by the Head of IL/EP following observations of lessons across the School on differentiation and classroom strategies to support students' learning and progress. The SLT have also requested input from the Head of IL for a number of INSET presentations over the past 3 years.

Consultant's comments: Lisa Olcot is a Chartered Educational Psychologist who, as Head of the Individual Learning Department, is part of the consultation process regarding curriculum design and delivery. Her input and advice is sought after and acted upon by the school as a whole.

DU 13



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:** Policies reviewed at time of visit

Consultant's comments: The school maintains a careful procedure for identification and intervention. The presence of an Educational Psychologist on the staff enables concerns raised to be dealt with quickly and effectively.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:**

Discussion with academic staff and Head of IL takes place regularly-daily/weekly basis.

This EP consultation may include:

Discussion/Review of strategies in place or suggestion of new strategies or resources

Classroom observations by EP/Head of IL- further suggestions made for in class strategies

Discussions with teachers and parents to agree areas for priority

Withdrawal support may be offered in either English or Maths

Attendance at English/Maths support club- access for all

Consultant's comments: There is a high level of vigilance, with whole staff involvement. Case studies indicate that identification of students at risk of dyslexia leads to successful, planning, provision and intervention.

- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** Through the Head of IL who is a Chartered Educational Psychologist.

Consultant's comments: This is a most satisfactory arrangement and works well in practise.



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**

Girls who are supported with withdrawal lessons are highlighted to subject teachers. Included in their individual provision plans are classroom strategies to be considered and employed by subject teachers. Examples of strategies such as writing frames are shared with teaching staff to enable them to scaffold the girl's learning and ability to record appropriately. Resources can be borrowed from the IL dept and new resources are shared with teaching staff.

Consultant's comments: Four lessons in the main school, Y2, Y6, Y7 and Y10, were observed (3 class lessons and 1 group session) The teaching in all of these sessions was excellent and one was outstanding. Students with SpLD were well supported by the Teachers and Learning Support staff. Work was differentiated according to individual needs. ICT was used to good effect.

Two tutorials were observed in the Individual Learning Unit, one 1:1 and one 1:2. The lessons were well planned to meet the particular needs of the students. There was good rapport between the students and teacher and the lessons were well paced, full of good humour and contained both practical and good visual content. It was noted that the students were completely involved in their own learning and overall the teaching was excellent.

b) **Use of IEP's:** Each girl who receives a withdrawal lesson will have an individual provision plan which details the current targets. These are written in conjunction with the girls and shared with parents regularly.

Consultant's comments: The regular meetings between the Head of Individual Learning and subject teachers are very helpful. IEP targets are discussed and IEPs are available to all staff.

c) **Records and record keeping:** We hold individual files for all girls attending support lessons within the IL dept. These file detail historical evidence, external reports and Provision plans for each individual.

Consultant's comments: Record keeping in the IL department is meticulous, with an excellent database detailing all the necessary information regarding each student.

Criterion 3

d) **For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)** The two case studies provided are excellent working documents, chronicling the provision and good progress of the students.



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	30	30	100	245	247
Dyslexic (SpLD) Pupils	8	8	100	242	226

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	63	98	100	100
Dyslexic (SpLD) Pupils	13	93	100	100

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

Screening for:

Pre-prep: Reception : EYFS

Year 1/2: VR/NVR NFER English/Maths, PIRA, SWST

Prep Y3-6: Progress in English/Maths, internal school exams, SWST

Senior: Y7 Vernon graded spelling, Kirklees reading assessment, Midyis

IL support girls are tracked with New Salford reading test, Vernon Graded spelling test

Y10 Yellis

Consultant's comments: The results of the external examinations taken by students with SpLD/dyslexia compare favourably with those of non-dyslexic students.

g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:**

In school assessments are administered by the Head of IL or Specialist Teacher. Concerns can be raised by subject teachers regarding Access Arrangements and discussed with Head of IL. Assessment will be then discussed with parents/students and scores considered alongside school evidence.

Considerations for ET are considered from Year 5 and above.

Consultant's comments: Piper's Corner School is in the fortunate position of having an in-house Chartered Educational Psychologist and Specialist Teachers who are able to carry out assessment for access arrangements. A comprehensive range of special arrangements are put in place, according to need and students are able to practise using their special arrangements prior to the actual examinations.



- h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** Ample opportunity was given for gaining responses from students regarding their school and teachers. During a tour of the school, conducted by two Year 6 students, it became apparent that they were proud of their school and happy to be there. Both receive individual learning support and felt it had helped them with their studies. A further group, made up of students from Years 7, 8 and the Lower Sixth, were unanimous in their praise for the school and Individual Learning Support in particular. The students feel valued and supported by their teachers and enjoy their individual learning sessions. One student said the help received had improved her grades and another that she was taking English at A Level, which she had previously thought would not be possible. 66% of the group gave Piper's Corner 9/10 or 10/10 for being an excellent school. All the students agreed that if you needed help it would be forthcoming and that they would recommend the school to other students with SpLD/dyslexia. The group described the school as 'fun, exciting, creative and homely.' The only negative comments related to school life sometimes being 'too busy' and there being 'too much homework.'*



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

10. a) **General resources for teaching dyslexic (SpLD) pupils:** list of resources supplied at time of visit

Consultant's comments: Classrooms are well equipped for the needs of Dyslexic/SpLD students.

- b) **Library:** Wide range of reading material is available. In key stage 2, Accelerated Reader is used to track and monitor reading progress.

Consultant's comments: The school library is in a good-sized, delightful room. There is an extensive range of clearly labelled books, many of which are particularly suitable for students with dyslexia/SpLD. The wall displays are attractive and informative. There is a librarian to assist the pupils with their reading material and research.

- c) **ICT:** list of resources supplied at time of visit

Consultant's comments: The ICT throughout the School and in the Individual Learning department is up to date and well utilised.

- d) **Learning Centre:** The Individual Learning department comprises an office and 3 specialist classrooms for individual and group work. These rooms are well resourced with 4 PCs and an interactive whiteboard. The IL department is placed in the heart of the school campus, enabling access for students and teachers.

Consultant's comments: The Individual Learning Unit comprises four well-appointed, adjacent rooms; all have PCs and one has a SMART board. The Unit is very well resourced with testing materials, books, games and computer programs. The rooms are bright and airy, with good wall displays. The environment is comfortable, welcoming and conducive to learning. Its location within the school makes it easily accessible for all.

DU 10 & 11



Statement of Special Educational Needs

11. a) **School policy:** Policy reviewed at time of visit

Consultant's comments: The school 'aims to provide a curriculum that has content appropriate for the ages and aptitudes of girls, including those with Special Educational Needs.' At the time when the policy was last reviewed (June 2013) there were no students with Statements. However, the policy states that the school has the resources 'to fulfil the needs of any girl 'as part of the SEN provision.

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- b) **Types of statemented needs accepted:** Speech and Language, Dyslexia, Dyscalculia, Dyspraxia.

Consultant's comments: This is entirely appropriate, given the expertise and resources of the school.

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

Consultant's comments: The school is currently supporting one student with a Statement 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:** A group of parents, selected at random, were contacted via telephone for feedback about the school. They were unanimous in their praise for Piper's Corner, the Individual Learning Unit and the support received by their daughters. Parents were impressed by the way concerns are raised and dealt with promptly. All felt that having a Psychologist heading the Individual Learning Team is ideal and that she is very approachable. Comments such as 'Our daughter would not be doing as well anywhere else', 'We went in sceptical, worried and scared but it has been fantastic from the outset', 'She has gone from a couldn't/wouldn't reader, to a child who cannot put books down', 'Learning support is free', 'We can't praise the school enough, they have been brilliant and the Head is so encouraging'. One parent felt that touch-typing classes would be a valuable addition to the curriculum. A final parental quote sums up the general feeling about the school 'If something is done, it is done very well; that is the Piper's way'.



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** Piper's Corner is a school catering solely for girls. It offers both boarding and day placement, in a delightful setting, which lends itself to the Woodland School Initiative. The well-resourced, Individual Learning Support Department is led effectively by Lisa Olcot. It is Central to the life of the school and is valued by the Head, the staff, the students and their parents. Specialist one to one and small group teaching is highly effective, as is in-class support for students with SpLD/Dyslexia. The students thrive in the happy atmosphere of the school and make good, measurable progress both socially and academically.*

Registration for Piper's Corner School, under DU category, is warmly recommended.

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	DU
1. The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	√
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	√
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	√
7. The Head of Learning Support (or equivalent) should normally hold a nationally recognised qualification for the teaching of dyslexic (SpLD) pupils.	√
10. The school has a designated Unit or Centre that provides specialist tuition on a small group or individual basis.	√
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.	√
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.	√
13. The Head of Unit or Centre will have Head of Department status, and must have an input into curriculum design and delivery.	√
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.	√