



Council for the Registration of Schools Teaching Dyslexic Pupils

Tettenhall College

Registration – Category DU

1. *Date of visit:* 11.02.14
 2. *Name of Consultant(s):* Carol Hodgson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Tettenhall College Wood Road Tettenhall Wolverhampton WV6 8QX Tel: 01902 751119 Fax: 01902 741940 Email: head@tettcoll..co.uk Website: www.tettenhallcollege.co.uk	Ind	184 boys 108 girls	Dysl Dysc Dysp	SoH AGBIS BSA
	Bdg/Wk Bdg/Day	Ages 2-18 (boarding from age 10)		GCSE GCE: AS A2
Comments: ISI 2010: 'Curricular provision for pupils with EAL, statements of SEN or LDD is excellent. High quality specialist teaching is provided where necessary, either on a one-to-one basis or in groups...'				

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:** Tettenhall College
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- Tel: 01902 751119
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Email: pj@tettcoll.co.uk
Web: www.tettenhallcollege.co.uk
- b) **Name and qualifications of Head/Principal, with title used:**
- Name: Mr David Williams
Title (e.g. Principal): Headmaster
Qualifications: BA (Hons) Languages, Economics and Politics.
MSc
Awarding body: Kingston and Reading Universities
- Consultant's comments: Mr. Williams was appointed Headmaster in January 2014. He was previously Senior Deputy Head at Wellingborough since 2008. Mr. Williams is aware that the SEN provision within Tettenhall is a strength of the school and is currently exploring how to further develop this with the help of his SLT and the Governors.*
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
- Name: Mrs P Jones
Title (e.g. SENCO): Coordinator of Academic Support
Qualifications: Cert Ed, DipRSA SpLD
Awarding body: Bingley College (Cert Ed). Oswestry College/RSA (Dip SpLD)
- Consultant's comments: Mrs Jones is a very experienced Learning Support Coordinator who continues to increase her knowledge and skills through relevant CPD training. She is a member of the SMT. She currently works part time.*



Background and General Information

4. a) **Recent inspections:** Recent inspections: ISI February/March 2012

Consultant's comments:

Since the Standard ISI inspection in March 2010, Tettenhall has had two subsequent intermediate inspections in 2012 for Early Years and Boarding Welfare.

The 2012 inspection found that the tailored support for pupils with SEN ensured that they achieved in line with their peers. The 'good' teaching enabled children with learning difficulties to make good progress, to achieve well and to engage fully in their lessons. In addition the inspection team comment 'The high quality pastoral arrangements, for both boarders and day pupils, are focused effectively on the needs of the individual.'

Independent
Schools only

- b) **Current membership (e.g. HMC, ISA etc.):** The Society of Heads, AGBIS, BSA

Consultant's comments:

- c) **Department of Education Registration Number:** 336/6013

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

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	154	30	2-18
	Girls:	89	15	2-18
Boarding:	Boys:	30	2	10-18
	Girls:	19	2	10-18
Overall total:		292	49	

Consultant's comments:

There has been a drop in numbers of approximately 25% since the last CReSTeD report in 2010. There has been a larger drop in day pupil numbers as the international students are generally boarders. There is strong competition in the local area for day pupils.

- e) **Class sizes – mainstream:** 15-20 streamed or setted by ability in Upper School. Smaller sizes in The Prep School

Consultant's comments:

Mainstream class sizes seen were small and often teachers were supported by one or two TAs or teachers acting as TAs.

- f) **Class sizes - special needs:** 1-9

Consultant's comments:

One to one tuition is the norm for dyslexic pupils, often with additional support provided in lessons. Larger groups focus on study skills.



- h) *For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report: There are currently only 4 boarding pupils identified as having SpLD. Pastoral staff are also teachers who know their charges well. They were able to discuss specific strategies they use to help these pupils with a variety of organisational and social skills. The most recent intermediate ISI Boarding Welfare inspection report (2012) makes comment that 'The high proportion of academic staff with boarding responsibilities contributes to effective links between the academic and boarding dimensions of the school.'*



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:

There is a clear policy of ensuring that those teachers/TAs who work in the Unit are continually accessing relevant CPD training and conferences.

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.)**

In The Prep School and Senior School lessons are delivered by teachers who have the recognised qualifications. Lessons delivered by TA's are monitored by the same teachers.

Consultant's comments:

This was seen to be the case in practice; the HLTA Ms Gennard who supports in class as well as working within the unit provided particularly enthusiastic and effective support for the pupils.



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**

Tettenhall College aims to support the individual needs of dyslexic pupils, raising their self-esteem, enabling them to access a broad and balanced curriculum and to fulfil their potential inside and outside the classroom.

Consultant's comments:

Individuals are well supported through personalised lessons in the Unit and through effective TA support in the mainstream classroom. Mainstream teachers are made aware of their dyslexic pupils' needs and lessons are designed and differentiated to take these into account, effectively and sensitively.

The newly appointed Headteacher recognises support for SpLD within the College is a strength, and has expressed his intention to this Consultant to look into ways of further developing the provision.

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

Pupils are assessed individually during the course of one or more day visits. Educational Psychologists' reports, school reports and other relevant documentation are used to assess individual needs. Pupils are admitted if they can access the curriculum and we have the resources to support their needs.

Consultant's comments:

This careful assessment ensures that the pupils access the correct level of intervention and are able to access the curriculum and can experience success through the provision available.

Criterion 3

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

--IEPs made available to all teachers enabling appropriate differentiation to occur. There is close involvement of parents and pupils.

-- There is close collaboration between teachers, tutors, the co-ordinator or Academic Support and Academic Support staff

--In the Senior School levels of attainment of all pupils, including those with Dyslexia (SpLD) are discussed and closely monitored at whole school staff meetings. Meetings discuss and make references to strategies provided on the IEP.

--Pupils previously unidentified, whose progress seems to be hampered by a specific learning difficulty, are referred by members of staff for assessment. These assessments form the basis for advice and further action and also ensure that exam arrangements are appropriate to need.



--Schemes of work are made available to Academic Support Teachers

--Pupils are encouraged to take part in extra curricular activities which develop their strengths. A games activity has been recently set up to improve communication and social skills but is open to the whole school community.

-- A Reading club has been established for all in the school to read and discuss items which they have found enjoyable.

--Whole school assemblies often focus on the theme of appreciating differences and one day a week is set aside for celebrating achievements.

--Value added is gained from dyslexics who make good progress

Consultant's comments:

There are three schemes in place - The Reading Partners, Maths Partners and Spelling Partners - open to all, but which particularly benefit Dyslexic pupils. In addition, the Games Club targets those with social communication skills but again, is open to all. There is a clear ethos of inclusion within the College.

The variety of strategies used throughout ensure that the needs of dyslexic pupils are met effectively.



School Organisation

7. a) How is the week organised?

Details of a thorough and appropriate timetable supplied at time of visit.

Consultant's comments:

Lessons in the different schools are of appropriate length for the ages of the pupils.

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

All pupils with specific difficulties have access to the whole-school curriculum.

Upper School – SpLD students are withdrawn from 1 or 2 modern languages(maximum of 4 1hr lessons) – dependent on need. During this time they follow a programme of work which is designed to meet their individual needs

Lower School/Drive – group work or 1:1 with tutor.

Student progress, in addition to reports and parents' evenings, is reviewed twice yearly.

Prep School pupils have prep set by the co-ordinator or TA. Senior School students have prep set by the Academic Support teacher in lieu of French and/or German. Day pupils with specific difficulties, who struggle to complete prep are helped and monitored by a boarding member of the sixth form.

1:1 private tuition is available for Literacy/Study Skills and Maths with specialist teachers.

Prep/Senior School – an early morning drop-in session is available to SpLD students for support/advice with specific work (Monday to Thursday/Friday by special arrangement

Prep/Senior School- early morning sessions are arranged, according to need to support the acquisition of fluent reading and maths skills. These sessions are sometimes supported by sixth form students.

Consultant's comments:

Dyslexic pupils were observed taking part in early morning Reading and OT activities helped by 6th formers - from the pupils' comments they were happy to take part in these activities and found them beneficial.



DU 13

- c) **Does the Head of Unit have Head of Department status and input into curriculum design and delivery?**

The Head of Department attends Head of Faculty meetings and contributes to discussions which impact the curriculum and its delivery

Consultant's comments: Mrs Jones' input is valued and has impact on school development and curriculum matters.



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:**

Pupils are screened at intake using the NFER tests for literacy and numeracy. When test scores fall below the expected level or there is an unexpected anomaly in the profile of results, pupils are referred to Academic Support for a more extensive battery of testing.

For pupils who have already been identified with Dyslexia, meetings and discussions with feeder school, in the summer term of Yr 6, enable the school to plan appropriately for a smooth transition. In addition to this the Head of Academic Support meets parents and attends the final review of pupils in the prep school.

Consultant's comments:

Teachers are aware of what indicators to look out for across the curriculum and so the identification of previously undiagnosed problems is also effective, with resultant appropriate interventions.

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

When pupils are identified as being at risk from dyslexia, a full assessment takes place; this is conducted by either the Head of Academic Support or the Educational Psychologist. The report contains recommendations which are discussed with the pupil, parents and staff and inform targets on the IEP. Appropriate provision is then made and may take the form of one to one intervention, discontinuation from a modern foreign language or additional early morning or lunchtime support. Strategies listed on the IEP enable staff to differentiate appropriately and these are referred to and discussed at whole school staff meetings.

Consultant's comments:

Communication between the Head of Academic Support, teaching and support staff is effective and ensures that pupils at risk of dyslexia, can access an enhanced level of support through a variety of individualised strategies. All teaching staff spoken to were aware of the children in their classes with SpLD/Dyslexia and that their IEPs were centrally available.

- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):**

Full assessments can take place at any time. Teachers refer concerns to the Head of Academic Support via email or following a school review of progress. Once a referral has been made, contact is made with parents to seek formal permission for their son/daughter to be assessed. Occasionally this process is triggered by the pupil's own concerns

Consultant's comments:

Mrs Jones has qualifications which enable her to perform diagnostic assessments.



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**

A Study skills programme is broadly structured through Years 7-11, but remains flexible to meet the individual needs of each student. Lesson plans for small groups and one to one tuition are also flexible but essentially meet the individual needs of those concerned and support the curriculum across the school.

Consultant's comments:

It was clear that curriculum teaching staff were aware of, and planned for, the needs of individuals within their groups. This Consultant observed very good differentiation in the classroom both with and without the help of TAs. Dyslexic pupils were fully integrated and involved and the relationship between teacher and pupils was consistently good, with teachers showing good understanding of the needs of their dyslexic pupils.

Within the Unit it was clear that staff knew and understood the personalities and needs of individual children well and used this personal knowledge to enhance the lessons and increase interest levels..

b) **Use of IEP's:**

IEPs are posted in the staff room and on the school intranet. They contain strategies for pupils, parents and teachers and are frequently referred to at meetings with parents and whole school staff. Targets are reviewed twice a year. They are used to provide:

- coping strategies for the pupil
- targets to monitor success and raise self esteem
- teacher strategies to support differentiation
- support for parents evening discussions
- advice and support for parents.

The format of the IEP supports the needs of the pupil at different key stages

Consultant's comments:

Younger pupils have IEPs which are related more to their literacy and numeracy targets in particular, although study skills and learning styles are also noted. As the pupils get older and their needs in relation to the curriculum change, IEPs reflect more study skill targets.

Teachers can, and do access IEPs and their implementation is monitored by Mrs Jones.

c) **Records and record keeping:**

The history of provision and intervention is held centrally in the department in confidential files.

Access Arrangements for KS4 and KS5 are also held in central department files.

Records of conversations held with parents are also kept in central files

Routine records are kept for the following. (e records and paper copies)
The Prep School – Reading and spelling scores, twice yearly (WRAT 3)



Intake to Yr 7

--NFER Test scores for literacy and numeracy

--Those identified as being at risk are screened using The Dyslexia Screening Test followed by an appropriate battery of tests to ensure the school is able to meet their needs

The Senior School

KS3

Midyis scores

End of Year test scores for reading accuracy and spelling. (WRAT3)

KS4

Midyis Scores

End of Year test scores for reading accuracy and spelling. (WRAT 3)

Test scores for Reading Comprehension (Edinburgh 4)

Test scores for Speed of handwriting (DASH)

Test scores for Phonological Processing(CTOPP)

KS5

Alis scores

At sixth form level students at risk referred by class teachers are screened with DAST, followed by a battery of further tests. (WIATT ii, WRIT,GSRT,CTOPP)

Assessments for Exams:Test scores are obtained for the following: (WRAT 3, WRIT Access Reading Test, Free Writing (20 minutes),DASH Further Assessments; Wordchains, Symbols Modality Test.

Consultant's comments:

Monitoring and assessment is thorough with all pupils on the register having chronological records of progress through testing and reporting.

Criterion 3

- d) ***For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)***
IEPs were seen from a Year 7 and a Year 10 pupil. Areas of weakness and of strength are covered as well as exam concessions given. Preferred Learning styles were given for both pupils. Objectives, specific to need, were given along with targets and strategies to be put in place to achieve the targets. These were thorough and covered all lessons and so were relevant and helpful to all teaching staff.



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	37	37	96.3	269	86.5
Dyslexic (SpLD) Pupils	8	8	100	271	84.3

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	21	85	86	100
Dyslexic (SpLD) Pupils	8	74	63	100

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

KS3 Autumn Term Whole school screening for reading comprehension and spelling (NFER Group Reading Test)

Consultant's comments:

The size of the cohort of dyslexic pupils taking exams is too small to be able to compare percentage results - however they do show that 100% of A level students pass and of those entered for GCSE there is a pleasing percentage achieving 5+ A-C grades.

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

Reader, scribe, extra time, read aloud, rest breaks, keyboard

Consultant's comments:

Appropriate access arrangements are made to meet the needs of the pupils based on their difficulties.

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

This consultant spoke to 9 pupils of differing ages during lunch. All the pupils were happy at school and enjoyed the opportunities given to them for a wide variety of extra curricular activities. The ones attending the reading club enjoyed this and felt it was beneficial to them. Some of the pupils said that their dyslexia had been identified at the school and others had moved to the College because their parents knew it catered for dyslexia. All of the pupils felt that their parents would think that they were making good progress. When asked if they could identify a teacher they could go to if they had a problem, they were all able to name more than one. All of the pupils were cheerful, co-operative and showed confidence when talking to someone they had never met before. They were keen to talk about their school and their achievements and it was clear that they felt part of the community.

One boy said 'I love my school' and the others agreed with him.



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

10. a) **General resources for teaching dyslexic (SpLD) pupils:**

Units of sound.
Games/Activities to encourage multi-sensory learning.
ACE Dictionaries – supplementary Reading – spirals etc.
Class Readers
Folens – Empower
Folens, 'On the Edge'
Multi Sensory Learning (MSL) Structured Literacy
Edith Norrie Letter Case
Alpha – Omega
Spelling Made Easy
CGP Maths and others to support the curriculum
Text Building Skills in English
On the Edge - structured reading activities
Heinemann English Dictionary, Literacy pack
Study Skills, Strategies for Learning and others.

Consultant's comments:

A good range of resources which are appropriate to the age and ability levels being taught .

b) **Library:**

Range of genre and fiction for all levels of reading ability
Range of subject specific material to support the curriculum
Range of books to support study skills, UCAS and university choices'

Consultant's comments:

The library is a very pleasant area, used for a variety of activities including craft activities for the prep school during the lunch hour and on the day of the visit 6th formers were fundraising by making smoothies and selling them. Activities are open to all, but there are a good range which incorporate skills beneficial for dyslexic pupils.

c) **ICT:**

Numbershark and Wordshark 4.
GAMZ.
Electronic Library (Carron Practicals).
Clicker 5.
Inspiration
Dragon Naturally Speaking
Maths Workout
Numeracy Workout
Access to ICT in all departments.
Touch Typing – BBC Website.
Laptops for some dyslexics (personal).
OHPs linked to computerised system in many departments.
(SMARTBOARD).



Consultant's comments: ICT is widely used, with teachers regularly using Smartboards in lessons. ICT is used in the unit to help with study skills as well as a medium for learning games and internet programmes to support learning. 6th form pupils have study rooms with internet access available during the day.

DU 10 & 11

- d) **Learning Centre:** : Rooms for small groups and 1:1 tuition in designated area for The Towers Building (Senior School). Designated rooms for small groups and 1:1 support in The Prep School.

Consultant's comments: There was evidence of new paintwork in The Towers Building. The rooms are fit for purpose and homely. Different resources (age related) are available in each area.



Statement of Special Educational Needs

11. a) **School policy:** Statements may be awarded in line with the Code of Practice following assessment by an Educational Psychologist or other outside agencies.

Consultant's comments:

Independent
Schools only

- b) **Types of stated needs accepted:** Stated students are accepted if it is felt that they would cope with school curriculum and level of support available; (e.g. SpLD, Dyslexia, Aspergers, Cerebral Palsy, Dyspraxia; ADHD).

Consultant's comments: Current Statements are for ASD/Dyspraxia/Information Processing and Dyspraxia/Information Processing

- c) **Number of stated pupils:** 2

Consultant's comments: LAs pay part of the fees, parents top up to full fees.



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:** All parents contacted were very enthusiastic about 'TC'. They particularly commented on the onus on the development of the whole child at the College and the fact that all pupils are treated as individuals, with individually tailored programmes enabling their children to flourish. Parents were very happy with the way in which specific information about their children's needs was disseminated to all their teachers. Some parents were particularly pleased with the College for finding their children's strengths and helping them to develop these, not just academic. This was key to the progress they all recognised in self esteem and confidence in their children.

'Can't fault it at all', 'He feels very valued.' and 'What they are doing works.' are some of the comments made.

All parents were confident that the change in Headteacher would not affect the level of support their children were receiving and they believe that Mr. Williams will continue and may even work to develop the work of the Unit even further.



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** Tettenhall College is a nurturing school with the needs of the individual at its heart. Dyslexic children feel valued and make good progress, as evidenced by internal and external test results and by their own and parental observations. There is very good communication within the school between Unit staff and mainstream teaching staff so that individual needs are met across the curriculum. The staff within the Unit are skilled and experienced and make a difference.
I recommend that Tettenhall College maintains DU status as it continues to meet the criteria.*

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.	<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"/>