



Council for the Registration of Schools Teaching Dyslexic Pupils

Kilgraston School Registration – Category WS

1. *Date of visit:* September 18th 2014
2. *Name of Consultant(s):* John Lewis

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Kilgraston School Bridge of Earn Perthshire Scotland PH2 9BQ Tel: 01738 812257 Fax: 01738 813410 Email: headoffice@kilgraston.com Web: www.kilgraston.com	Rural	316 girls Ages 3-18	Dysl	GSA
	Ind Wk Bdg Day	8 boys Ages 3-5 (day only)		SG SH
Comments: Offering day and boarding education for girls of all ages, Kilgraston has something to inspire every young woman.				

Please note:

- *Throughout this report details, which might be used to identify individuals, have been removed to protect their privacy.*
- *The reports have been prepared for each category from a master form; some reports may have numbers that appear to be missing. This is because that particular question is not relevant to the category of school, a complete list of the criteria as it applies to each category can be found on our website.*

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3. a) **Name and address of school:** Kilgraston, Bridge of Earn, Perth, PH2 9BQ
Tel: 01738812257
Fax: 01738813410
Email: headoffice@kilgraston.com
Web: www.kilgraston.com
- b) **Name and qualifications of Head/Principal, with title used:**
Name: Mrs. Carol Ann Lund
Title (e.g. Principal): Acting Principal
Qualifications: BA Hons, Modern and Medieval History
Sheffield University

PGCE, Newcastle University

MA, Economic and Social History Sheffield
Hallam University

MA Ed Man, Open University

Awarding body:

Consultant's comments: Mrs. Lund will be Acting Principal until the end of the Spring Term 2015 when Mrs. Dorothy MacGinty, presently Headmistress of St. Francis College, Hertfordshire, will join the school.

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

Name: Lisa Gardner
Title (e.g. SENCO): Head of Learning Support (Senior)
Qualifications: BSc (Hons), PGCE, PGCA

Consultant's comments: Miss Gardner has been Head of Learning Support since 2013. She has worked with pupils with a wide variety of special needs at Kilgraston and in other settings. Since joining the school she has introduced systems to enable all staff to be more effective in teaching pupils with special educational needs in their subject.

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

Name: Catherine Kirkpatrick
Title (e.g. SENCO): Head of Learning Support (Prep)
Qualifications: BEd, MEd, PGC SpLD

Consultant's comments: Mrs. Kirkpatrick uses her knowledge and experience to ensure that high quality intervention is in place for the students when each individual's difficulties become apparent. Also that she works closely with Miss Gardner to ensure the special provision is consistent throughout the school.



Background and General Information

4. a) **Recent inspections:**

Consultant's comments: The last inspection was held on 23rd March 2011. The report highlighted the many strengths of Kilgraston including the high level of achievement from children and young people, the exceptionally high range of experiences for learners, the supportive and caring learning environment provided by highly committed staff, the systematic and effective self evaluation leading to improvement and the effective leadership of the Principal and the senior management team in taking improvements forward.

Independent Schools only

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

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

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

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	8		3-5
	Girls:	188	6	3-18
Boarding:	Boys:	0		n/a
	Girls:	128	13	3-18
Overall total:		324		

Consultant's comments: The overall number on roll along with the identified pupils with dyslexia is similar to the last CReSTeD re-registration visit in 2011. The school is running at full capacity.

e) **Class sizes – mainstream:** 1-25

Consultant's comments: The classes were of an appropriate size to allow individual support to be given whenever necessary. In one of the lessons observed a teaching assistant gave effective support to the subject teacher.

f) **Class sizes - special needs:** 1-8

Consultant's comments: individual and small group teaching was carried out in appropriate sized groups.

h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:** *The 2011 report found the students were well supported by a strong staff team including form tutors who have a key role in pastoral care. The heads of boarding and heads of houses liaise very well with each other. Together the team are very focused on finding solutions to problems and difficulties.*



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: The staff are well qualified and have a wide variety of relevant experience. They work as a close team across the age groups.

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.)**

Consultant's comments: Yes. Two of the three learning support staff have relevant qualifications in teaching pupils with specific learning difficulties.



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

Dyslexia should be seen as a different learning ability rather than as a disability. It only becomes a disability if it goes unrecognised and the teaching is inappropriate, resulting in the child's failure to gain competence in literacy. Tuition at Kilgraston is based on a systematic, structured, cumulative and multi-sensory language programme. (By the use of multi-sensory methods, auditory (hearing), oral (speaking) and kinaesthetic (tactile or writing) will work together with the strong channels reinforcing the weak ones. These methods are used by the Dyslexia Institute and approved of by all teachers of dyslexic children. Much repetition and revision is needed, and variety of resources used.

Many people with difficulty in fine motor skills find typing easier than handwriting. Word-processing is now essential in Higher Education and desirable in Secondary Education for course work. Word-processing in examinations is becoming more common for students who have special needs. For this reason, the promotion of keyboard skills in all pupils who attend the department is important.

The dyslexic student very often finds the organisation of his work as difficult as the content. A programme of study skills is initiated with pupils. This includes mind-mapping and mnemonic memory exercises. On a more conventional/linear model, the skill of essay planning and speech writing is promoted, using 'frames' as models.

A weakness in numeracy (particularly in memorisation of tables) is often noticeable. If it is very pronounced it is termed dyscalculia. Within-class learning support can be provided in Mathematics. Extra support in mathematics is provided by teachers and there are also resources for pupils in the learning support department including computer programmes and concrete material

Success stories of dyslexic people with special talents or skills can be a source of inspiration and pride to the dyslexic pupil whose self-esteem is low. The lives and careers of these successful people show that poor literacy, whether identified or acknowledged, is not to be confused with lack of ability and that there are indications that "many dyslexics carry remarkable talents that benefit their society enormously".

Consultant's comments: The Learning Support Department gives thorough, appropriate and relevant support to pupils with specific learning difficulties.

- b) **Admission policy / selection criteria:** See Policy- Kilgraston has no common entrance or school based assessment. Pupils are enrolled on an individual basis and at the discretion of the Principal. Scholarship and Bursary provision are available with limited places through Scholarship Day and Means-testing

Consultant's comments: The school admits children who will benefit from the education provided by Kilgraston.



Criterion 3

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

All school staff have an overview understanding and daily responsibility to meet the learning needs of all pupils. Each member of teaching staff maintains their personal Support for Learning folder and attend weekly staff meetings where pastoral, social and academic information is digested. Staff attend Inset Training and staff in house training and are regularly updated re legislation and responsibility to be aware of barriers to learning including temporary social, emotional and physical. Teachers who teach pupils with dyslexia receive annually updated Pupil Profiles for each identified pupil; identifying and summarising their needs and providing teachers with a list of strategies to support dyslexia in their learning. Throughout the session some pupils will be assessed for dyslexia or other assessment needs and summaries of these tests are available to staff on the staff school intranet system. Staff notice boards accommodate information re Dyslexia and relevant and timely information is made available electronically to staff. Staff can access the Learning Support section on Staff Intranet to access information and archive details. A register of pupils with Additional Support Needs is included in this intranet folder along with a list of Educational Need for the current session for both Preparatory and Senior School Staff. Senior Management have access to a Confidential Annual Audit of Needs in the whole school- Nursery through to Senior School which includes details of any pupils with Dyslexia and other relevant information including Alternative Assessment Arrangements, Gifted, Talented, ESOL, Bilingual, Personalised Curriculum, Social/Emotional Needs.

Consultant's comments: All staff are provided with high quality information about the special needs of each student in a variety of ways. There is a high level of awareness throughout the school about appropriate teaching strategies for dyslexic pupils as well as for other students' special educational needs.



School Organisation

7. a) **How is the week organised?** Mon-Fri. 6 lessons per day. Lessons 1-4 55 minutes, lessons 5&6 60 minutes.
Consultant's comments: The length of the day and the number of lessons appears to be appropriate for the students and allows the school to provide a broad appropriate curriculum.
- b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework:** Kilgraston follows the Scottish Curriculum for Excellence 3-18, Scottish Qualifications Authority National qualifications, Access 3, Intermediate 1 and 2, Higher and Advanced Higher with a few courses at A-Level. August 2014 will see the introduction of National 3-5 across the school as well as a group embarking upon Foundation GCSE maths.
Consultant's comments: All pupils with specific learning difficulties have the opportunity to receive support with homework.



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 in the school who may be at risk of having dyslexia are identified by referral from subject teachers, House mistresses, form tutors, parents, boarding staff or indeed the pupil can refer themselves or and assessment. There is a very robust Pastoral care system at Kilgraston, and any concerns are quickly brought to the fore. If a pupil is referred on admission, we would contact the previous school for information, and often carry out assessment work during the pupil's taster day with us.

Consultant's comments: All teaching staff have a sufficient level of knowledge about dyslexia to be able to pass on concerns about an individual's difficulties.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:** If a pupil is identified as being at risk of having dyslexia, we would contact parents to discuss the value of further investigation by an educational psychologist. We would then produce a pupil profile with specific details about the difficulties a pupil may encounter and ideas on how to support this. This would then be shared with staff. If it is deemed beneficial, and IEP would be put in place, discussed termly with parents and shared with teaching staff.

Consultant's comments: The school follows clear procedures when a student is exhibiting signs of dyslexia.

- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** Pupils can access the LASS assessment within school, or parents can take pupils for a full educational psychologist assessment.

Consultant's comments: The school would advise parents if they believed Educational Psychology support would be beneficial.



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 teachers are aware of the literacy needs of the pupils with dyslexia. This is highlighted through the use of Pupils Profiles and IEPs. Class sizes are small, so teachers are able to give differentiated support.

Consultant's comments: There were several common approaches and techniques observed in lessons. This included excellent interaction between teachers and pupils, the use of sensitive questioning, encouraging pupils to listen carefully to others, well planned changes of activities and an appropriate use of interactive technology. Praise and positive feedback was given to the students throughout the lessons.

- b) **Use of IEP's:** IEPs are being further developed at Kilgraston to involve parents and teaching staff to a much greater extent, and move away from the IEP being a paper exercise worked on during Learning Support lessons.

Consultant's comments: The IEPs contain useful information for all staff, with clear attainable targets.

- c) **Records and record keeping:** All pupils have a file on the school network where copies of IEPs, Pupil Profiles, Ed Psych report and results of any diagnostic testing is stored. All staff have access to this. Hard copies of these files are also stored.

Consultant's comments: The pupil records are well maintained and accessible to all staff.

Criterion 3

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

- f) **Any other relevant information, e.g. details of any other examinations taken, Reading and Spelling age assessments:** All pupils are assessed using CATS and WRAT 4.

Consultant's comments: The school's examination results for 2014 exceed the national pass rate for other schools in Scotland by a considerable margin.

- g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** The Alternative Assessment Arrangements requested are very diverse and individualised. Many pupils now use laptops with spellcheck, some pupils have a reader, others, readers and scribes. Some of the pupils will scribe for themselves, but have a rest break during the examination. Each pupil is discussed with relevant members of staff and assessment arrangements trialled to establish what is best for the individual.

Consultant's comments: All necessary access arrangements are put into place for each examination taken following careful assessment and further evidence being obtained from subject teachers.



- h) *For completion by consultants only: Dyslexic (SpLD) pupils' responses regarding their school and teachers: The articulate and engaging pupils had strong opinions about a range of issues both in the school and the wider community. They valued the additional teaching and support they received from the learning support staff stating that it had a significant impact on their education. They also highlighted the quality of the pastoral care in the school. They all gave an example of a particular area of the curriculum they excelled in and described the wide range of extra –curricular activities available. The one wish, expressed by some of the pupils, was that they would value additional learning support staff working in the school, provided they were of the same quality as the existing learning support teachers.*



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

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

Assessment and Diagnostic Materials;

LASS 8-11 Lucid Assessment System for Schools

DST Dyslexic Screening Tests

Ann Arbor Learning Inventories and group screening for Dyslexia

Dyscalculia Screener

Vernon Spelling Test

Kirklees Reading Comprehension Test

Resources;

Alpha to Omega Activity Pack CD and worksheets

Beat Dyslexia Books 1-6

Nessy Learning Programme

Phonic Code Cracker

Listening Skills Activities

Critical Thinking Activities

Reading for Meaning Books

Support for Basic Spelling/Grammar

Visual Literacy

Key Word Spelling

My Spelling Workbook A-E

Reading Comprehension Books (LDA)

Auditory/Visual perception resources

Barrington Stoke- books and Differentiated Resources

Jolly Phonics multi-sensory approach to Phonics

Variety of phonic games/materials

Online typing Programmes

Class Resources;

Class teachers may borrow reference books from Support for Learning Preparatory and Senior School bases.

Lexibook Spellcheckers available for pupil use

Identifying and Supporting the Dyslexic Child (Class Teachers)

Dyslexia Scotland Website and publications

Consultant's comments: A wide range of appropriate resources are available for teaching and assessment.

- b) **Library:** Kilgraston has two well-equipped libraries, Preparatory School Library and Senior School Library. Each subject area has their own selection of books and there are a collection of books in the respective Boarding Areas.

Consultant's comments: The school has a wealth of reading books located throughout the school.



- c) **ICT:** Kilgraston is currently in the process of introducing iPads across the curriculum. This year staff have been on several training courses to develop their understanding of apps to support dyslexia, and these will be in place from August 2014. Pupils have access to PCs and Laptops and are being encouraged to use ICT to support their needs and become more independent. The school has recently purchase Dragon Dictation to support pupils who do not like to type, and PDF Pro to enable us to produce more digital media for our dyslexic pupils.

Consultant's comments: All students from L3 (Primary 6) upwards had their own iPad and they were used at some point in each lesson observed. A great deal of planning took place in the last academic year to ensure that iPads would have a significant impact on the teaching and learning throughout the school. The response to this initiative was positive from the teachers, students and from parents spoken to.



Statement of Special Educational Needs

11. a) **School policy:** Kilgraston would consider on an individual basis the admission of girls; with no pre-set criteria or conditions for their enrolment. Admission is at the discretion of the school Principal.

Consultant's comments: Kilgraston is happy to consider offering a place to girls with a range of special educational needs providing the needs of the young person can be met.

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:** The parents contacted were very happy with the education provided by Kilgraston. They found the school's wide use of technology to be particularly beneficial in overcoming their child's learning difficulties. The pastoral care was also praised with comments made that the staff resolved any issues that may arise quickly and effectively. They also highlighted the positive impact made by Miss Gardener since she was appointed to the school.



14. *For completion by consultants only: Summary of Report including whether acceptance is recommended: Kilgraston School provides a very good education for girls with specific learning difficulties. It achieves this with well-informed subject teachers working in conjunction with knowledgeable, committed and hard working learning support staff. The broad curriculum and wealth of extra-curricular activities ensures that each student has the opportunity to excel in different areas. The high quality of pastoral care, evident throughout the school, ensures that pupils are well looked after and develop into happy, confident and valued individuals. Kilgraston continues to meet the criteria for inclusion as a category “WS” school on the CReSTeD register.*

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	WS
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"/>
18. The majority of teachers providing literacy support hold a nationally recognised qualification 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"/>
19. There is provision for individualised lessons on a withdrawal basis, and these staff communicate with mainstream teachers regarding the dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>