



Council for the Registration of Schools Teaching Dyslexic Pupils

Manor House School

Registration– Category WS

1. *Date of visit:* 1st October 2014
2. *Name of Consultant(s):* Bill Watkins

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Manor House School Manor House Lane Little Bookham Surrey KT23 4EN Tel: 01372 457077 (admissions) Fax: 01372 450514 Email: admin@manorhouseschool.org Web: www.manorhouseschool.org	Rural urban	297 girls Ages 2-16	Dysl	ISA GSA
	Ind Day			GCSE
Comments: Manor House School is an independent (private) day school for girls aged 2 to 16 years in Little Bookham, near Leatherhead, in Surrey with Nursery, Pre-Prep, Prep, Junior and Senior school departments. The school has a unique atmosphere. This is due to many factors, including our size. Unlike so many larger schools with aspirations for growth, we make the difference by being smaller. This means that we really do know all our girls individually and are able to recognise and nurture each girl's talent. We are proud of our strong academic results and believe that, as a through school and a community of girls, our supportive ethos is at the core of our success.				

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:** Manor House School
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- Tel: 01372458538
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Email: admin@manorhouseschool.org
Web: www.manorhouseschool.org
- b) **Name and qualifications of Head/Principal, with title used:**
- Name: Miss Zara Axton
Title (egg Principal): Head Mistress
Qualifications: BSc (Hons), PGCE
Awarding body: Liverpool University
- Consultant's comments: Clearly leadership of this small school is very effective with a Head Teacher who has a perceptive overview of the functioning of the school, is in close touch with Senior Leadership members and has the backing of the Governors. Miss Axton is very supportive of the Learning Support provision and has a very good working relationship with its Head of Department. Miss Axton is a dynamic breath of fresh air who knows each and every girl and has their best interest at heart.*
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
- Name: Ms Sarah Howes
Title (egg SENCO): Head of Learning Support
Qualifications: Details provided at time of application, deleted to protect the individuals privacy
- Awarding body:
- Consultant's comments: Very well qualified with extensive clinical expertise together with a down to earth, empathetic, pragmatic approach to the teaching of her charges. Ms Howes is very much aware of the needs of her pupils.*



Background and General Information

4. a) **Recent inspections:** ISI Early Years March 2013
OFSTED Early Years June 2013
Full ISI March 2010

Consultant's comments: Both Reports are substantially positive with the main outcome being noted as 'Good' Two recommendations made in the ISI 2010 report have been implemented and were observed to be effectively applied on this inspection.

Comments made by ISI in 2010 still apply; "The curriculum is vibrant and varied"; "Pupils learning is enhanced by their highly positive and receptive attitudes"; "A sense of enjoyment and warmth pervaded the school".

Independent
Schools
only

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

Consultant's comments: Completely appropriate.

- c) **Department of Education Registration Number:** 936/6068

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

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:			
	Girls:	297	49	2-16
Boarding:	Boys:			
	Girls:			
Overall total:		297	49	

Consultant's comments: The number of SpLD and Dyslexic pupils has increased by 7 pupils since the last inspection but the total number of pupils within the school with Learning support needs has increased considerably. The Whole School approach to support within the curriculum has kept pace with this; commendable.

- e) **Class sizes – mainstream:** Maximum 20

Consultant's comments: The Classes observed throughout the day ranged from 6 – 18. The maximum class size of 20 occurs only in ICT.

- f) **Class sizes - special needs:** Individual to small groups of 6

Consultant's comments: This approach was observed to be working very well and effectively. Small group teaching allows specific teaching of the groups needs, (and helps with the sharing of cost of support to individual parents), whilst individual tutorial input allows for detailed micro teaching of the individual's specific needs: commendable.

- h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:**

Pastoral care is very much in the forefront with the wellbeing of the girls being paramount. As noted in the last Report (2010) "Manor House is a school where there are no invisible children." There is a full time nurse as well as a counsellor who visits each week.

The pupils spoken to were very happy with these arrangements and felt that the majority of staff had time to speak to them individually and were very supportive to them. Ms Howes was spoken highly of for both her support and teaching abilities.



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:** See above

Also Junior Learning Support Teacher BA, QTS whilst no specialist qualifications, has always worked with children with special needs

Consultant's comments: Ms Howes and Mrs Rickerd are the two Learning Support staff. Mrs Rickerd has a BA (QTS) as well as many years experience of supporting Dyslexic and SpLD pupils. Observing one of her tutorials it was abundantly clear that she had a clear grasp of exactly what her pupil's needs were; using a multisensory approach together with small sequential steps; a model of good practice.

Within the prep and junior parts of the school the many LSA's are used effectively to support pupils on the Learning Support register. Helping with differentiation support, where appropriate, as well as moving from pupil to pupil as required. Their quiet helpful support was much appreciated by those pupils spoken to; commendable.

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.)**

The Head of Learning Support does, but the majority of teachers and teaching assistants are involved in literacy support across the curriculum and these do not have specialist qualifications. We adopt a whole-school approach to literacy support, including differentiation within all classes.

Consultant's comments: Given the observed use of these staff both within the senior and junior schools it is clear that with the support of INSET courses run by Ms Howes and the informal exchange of ideas and concerns within the staffroom, as well as formal meetings where concerns are raised, that this approach is highly effective. The mainstream staff are appreciative of this support from the team of LSA's.



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**

School policies available at time of visit. Full support is given to this by both the Senior Leadership Team and the Governors.

Consultant's comments: This is a detailed and comprehensive, up to date, document and clearly itemises each and every step of the processes involved. The Mission Statement together with the Learning Support Document emphasise the Happy well ordered and supportive regime within the school with a whole school approach to maximise each and every pupil's potential within a deeply caring and Christian background.

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

Consultant's comments: The formal document outlines clearly what the school can offer and the processes involved. It is succinct and concise. The Head teacher and Head of LS collaborate on admissions. The aim is to select pupils that will benefit from the special Learning Support that the school is able to offer. The process normally involves a day spent at the school where assessment of strengths and weaknesses can be compiled as well as gaining an insight into the needs of the potential pupil. This process is working well and is highly effective.

Criterion 3

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

Assemblies held in or around National Dyslexia week.

Staff INSET at the beginning of term on general Learning Difficulties with an emphasis on dyslexia and how to make your classroom dyslexia friendly.

Many staff have adopted simple strategies within their classrooms such as using different colour pens to write on the board, using the 'Open Dyslexic' or non-serif font, using coloured backgrounds when using the whiteboard, photocopying on to coloured paper, using traffic light cards, coloured overlays & reading rulers and liaising if there is a problem.

Girls are using iPads with voice recognition and are able to use these in place of having readers and scribes. Last year we trialled Dragon Speech to Text software, but found this to be quite difficult to use as it was not very receptive to some speech, especially if girls have a slight language difficulty. We also trialled a Reading Pen, but again did not feel this was the right route to go down. The iPad seems to be a much better resource and much more responsive to different voice nuances.

Staff have access to the Learning Support area on the Central Drive which allows them to see helpsheets for different disorders, IEPs, classroom strategies, revision ideas and access arrangement applications.

Staff are also offered individual sessions with the Head of Learning Support. LS 'Tip of the Week' is emailed out on Fridays to all staff

Learning Support Register is displayed on the staffroom notice board and is updated termly. It is also emailed out to all staff. This document contains information about whether girls receive Access Arrangements and whether they receive any LS lessons



Consultant's comments: Clearly the detailed and comprehensive information contained within the many documents to hand, as well as the notes contained above, together with the detailed observation of the whole school during this inspection indicate that this is a school where a whole school approach is manifest. The Head of Department of the LS is a dedicated informed enthusiast who adds considerably to the success of this approach. The fact that the Head Teacher, Governors and Senior Leadership as well as the staff are all very supportive leads to a most successful outcome; commendable.



School Organisation

7. a) **How is the week organised?**

The school week is organised over five days with ten 35 minute lessons. Some of these are doubles and two of these are alternate senior/junior lunchtime crossover sessions

Consultant's comments: This is working well and allows those pupils who have tutorials within the LS to mix and match so they don't always miss out on the same mainstream lesson.

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

Dyslexic girls are offered one to one support in the preps and juniors with a specialist teacher and in the seniors with the Head of Learning Support. They are withdrawn from lessons for this.

After trialling an 8-day timetable last year, we then appointed an additional LS teacher specifically for the juniors. Although not qualified in special needs, she has worked for most her career with children with learning difficulties.

In the prep/junior school, Teaching Assistants work with small groups of girls who have been identified as possibly dyslexic.

In the senior school, girls in year 8 and 9 who have been identified as needing support are withdrawn from one of their two modern foreign languages for extra English support. These groups are small - between 5 - 7 girls.

Differentiation is paramount in classes and girls receive homework which is differentiated according to their needs. Some will be given fewer questions so that they don't have to spend too long on one topic. Some subjects will agree for particular homeworks to concentrate on content, rather than spelling, punctuation and grammar.

The Head of Learning Support works with girls who have support lessons in the senior school to help them with whatever they are having difficulty with. They bring work from any of their other lessons which they have found challenging or homework that they need assistance with. The main aim is to prepare girls for their GCSEs and ensure that they produce the best possible responses to questions, and whilst acknowledging that they will lose marks for spelling they can compensate for this by writing great answers.

From Years 2 - 6 the emphasis is on phonics, spelling, grammar and working memory issues. From Year 7 the aim is to support girls with work they have had difficulties with in the previous week, revisiting topics to ensure complete understanding and helping with homework and organisation issues. In Years 10 and 11 the emphasis changes to coursework, controlled assessment and past paper questions to ensure complete preparation for GCSEs.

There is liaison between the Head of Learning Support and specifically, the English & Maths departments to identify which topics are being worked on in lessons and what homework is being set.

Further liaison takes place with other subject leaders on a regular basis.

Girls are made aware that they should only spend the allocated time on their homework and then stop. This prevents those with a learning difficulty spending hours trying to complete something.



Consultant's comments: The trial last year of an 8 day timetable was not continued for a number of reasons. The comprehensive and detailed arrangements, now in place, are working very well, are completely appropriate and liked by the pupils whose feedback was very positive. The centrally held data re homework, assessable to all parents via the internet, is ideal and stops any confusion. In addition, there is a homework club that runs daily until 6pm allowing pupils to complete work set. There is now in place a member of staff to aid and support pupils whilst completing homework; commendable.



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:**

SEN Support (replacing School Action and School Action Plus):

On entry girls are identified as having some SEN support need. Often girls arrive with an Educational Psychologist's report and this is passed on to Learning Support; likewise if there is an individual education plan already in place at the previous school, this is passed on.

If required by the parents, these girls are offered one 30 minute individual lesson. Sometimes, parents request two lessons a week and sometimes, they do not require them at all. The option is always there for a review of what is currently in place.

All these girls are given IEPs with usually three or four targets which are reviewed termly.

Sometimes parents will call the school prior to making an application to see whether or not the school is a suitable place for their daughter. If they decide to proceed with an application, then any reports are forwarded to the Head of Learning Support prior to the interview process.

The Head will also find out at interview whether there is an existing problem and will pass on this information.

The Head of Learning Support has liaised with the Head of KS3 to ensure that any potential Year 7 girls with learning difficulties are flagged up when she visits them in Year 6.

Where this does not occur, Heads of Department/individual teachers identify those with problems in class and refer them to Learning Support. Learning Support then screens them using the LUCID or other programmes as appropriate. Once this has been done parents are given advice dependent upon the results. This may involve referral to an Educational Psychologist for further assessment, or a Speech and Language Therapist.

Again, if parents require individual support, then a weekly 30 minute session is agreed and an IEP is drawn up as before.

Consultant's comments: This process is appropriate and works well.

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

Parents are informed of the outcome of the assessments. They are asked if they would like further testing to be carried out. Some prefer to see an independent Educational Psychologist, others will agree to further testing by the school.

Those girls who show a moderate or high risk of dyslexia are then tested using a battery of tests including WRAT4, Hedderly Sentence Completion, Burt Reading Age test, TOWRE, CTOP and the visual stress test.

Not all these tests are used on all girls; particular tests are used depending on the individual and their perceived need.

The Head of Learning Support is currently undergoing training to carry out all the assessments done by Educational Psychologists so that these can be done in school.

All information about assessments/EP reports are placed both on the school database and in the central folder so that staff are able to access information at any time. Girls are flagged with an 'SEN alert' on the school database whenever a member of staff clicks on that girl.



The Head of Learning Support summarises the EP reports so that they are understandable for all staff.

Consultant's comments: Ms Howes has both the expertise as well as the clinical skills necessary for effective placement of the pupil within the school system. The school data base is an effective system which all staff have access to, to allow for both input and retrieval of specific details of the individual pupil.

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

Once an assessment has taken place within school, parents are informed of the outcome and offered a meeting with the Head of Learning Support who outlines the options and provides guidance if required.

We have a number of Educational Psychologists whom we can recommend or the Helen Arkell Centre, but the Head of Learning Support is currently undergoing training to carry out all the assessments done by Educational Psychologists so that these can be done in school.

We also give advice about Irlen Syndrome and recommend Owen Leigh Optometrists if they ask for recommendations.

Consultant's comments: Totally appropriate.



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**

There are 4 teaching assistants in the Junior school but none in the Senior School. Three girls who have statements in the Senior School have their own LSAs. These work both in the classroom to provide support and also with one-to-one lessons.

- Most girls from Year 2 through to Year 11 receive one 30 minute lesson a week. Some in the senior school receive two. We do not have the capacity to provide more than this.
- We have one LS classroom which is also the Head of Learning Support's office.
- The Junior Learning Support teacher works four mornings a week and is peripatetic.
- The Junior school operates a reading scheme and some Year 11 girls are currently 'Reading Buddies' to the junior girls
- All girls participate in all curriculum subjects including MFLs. Some girls with more severe dyslexia drop MFLs in year 9, but some do choose to take them for GCSE.
- The Head of Learning Support works with the strengths of each girl. At the start of each academic year, each girl is assessed for whether they need a coloured overlay, what their learning style is and where they feel their specific needs are. Nothing is done 'to' girls, everything is done 'with' them so that we hit exactly what is needed. Lessons are not planned in advance as often they will depend on what the girl has to do in terms of work for lessons or homework or what they have had difficulties with in the previous week.
- As well as whole-school training for staff, individual teacher liaison takes place to ensure that wherever possible, what is being done in class is reiterated and supported during withdrawal lessons. Staff are offered individual sessions where they can come and get help with worksheet adaptation or ideas for strategies. This year a 'Tip of the Week' is being emailed out on Fridays so that staff can implement it in their lessons the following week if it is appropriate to them
- Many ways are found to bring English & Maths to them in different and fun ways. For example, girls with poor fine motor skills are given a variety of tasks such as cross-stitch projects, dot-to-dot puzzles and intricate colouring patterns; girls with poor Maths skills are given projects on topics they enjoy, so for example, a girl in the junior school girl who loves horses and horse riding, was given a project of finding out the height of a horse and then working out how much food it needed and how much it costs a year to keep a horse; another who loves sport was set the task of 'shopping' on the Internet to see where she could get the cheapest hockey kit. Both these girls then used spreadsheets to display their findings and to work out budgets and over/under spends.
- Reading is an important aspect of support lessons. All girls read for at least ten minutes in each lesson. The junior school girls use Lexia Reading. However, it is now acknowledged by most staff that reluctant or hesitant readers should not be asked to read aloud in class unless they volunteer

- Many girls have their own iPads now and both the Head of LS and the junior LS teacher have iPads which contains numerous educational applications so that learning is fun and stress free.
- There is also a resource cupboard which contains many educational games.
- There is not an emphasis on spelling because the Head of LS acknowledges that for many dyslexic girls not only is this unlikely to change very much, but it can be an area of deep distress. To this end, the emphasis is on the actual content of the work to ensure it is the best it can be with the use of more sophisticated language and syntax than most dyslexics would normally try.
- The Head of Learning Support has vast teaching experience in a variety of subjects and so girls are able to bring most curriculum subjects to lessons if they need help with either understanding a topic or completing homework.
- Staff are expected to differentiate work in all lessons so that all girls can access a wide curriculum regardless of ability. The Head of LS always reiterates that nothing staff do for girls with dyslexia is going to harm anyone without it, so if in doubt, 'adapt the lesson'!
- The Head of Learning Support meets weekly with the Heads of KS2, 3 and 4 and also attends English Departmental meetings weekly. This enables due consideration to be given to the groupings of girls within each year group, to ensure they achieve their potential
-

Consultant's comments: The information contained above is very helpful and was supported by observations made during this inspection as well as conversations with staff; commendable.

Six lessons were observed both within the LS department as well as the main school both senior and junior. All of these were either 'good' or 'very good'. Pupils were always fully engaged with teachers and were extremely well behaved. Lessons were well presented and appropriate with detailed planning in evidence. Differentiation was observed to be applied for those pupils on the LS listings. The use of coloured backgrounds when utilising the Smart Boards helped. Sensitive and perceptive lesson delivery together with gentle leading of lessons was impressive. Open questioning resulted in good responses from pupils. Positive rewards of House points were effectively used in one lesson.

b) Use of IEP's:

Head of Learning Support writes IEPs for each senior girl and the junior teacher does the same for the preps and junior girls. Targets are set with the girls so that they have ownership of them and are more likely to achieve them. Targets are set every term and are short term, SMART targets. The targets in the Junior school are specific to their LS lessons, but in the Senior school may be subject-related, whole school or organisational. The Senior IEPs are written up using a non-serif font so that girls are able to read them more clearly as it is 'their' document as well. The IEPs are emailed to parents and placed centrally so that all staff can access them.



Consultant's comments: This is ideal. The randomly selected IEP's held on the Central data base were up to date and relevant, using 'SMART' targets. These are used effectively to aid both short term targets as well as supporting the pupil with wider needs such as focus or gains in confidence through having positive feedback from staff that are aware of these individual needs.

c) **Records and record keeping:**

Comprehensive records are maintained both paper and electronic. Any information received from a girls' previous school is kept in locked filing cabinets either in the Head of KS2's office or in the office of the cover supervisor.

In the Learning Support office, locked filing cabinets contain EP reports and reports from other professionals which are also copied and placed into the student file which is kept locked in an upstairs office.

Any information about girls is recorded onto Schoolbase and they are flagged by an 'SEN alert' so staff are aware there is an issue for that girl. Documents such as EP reports and medical reports can be lodged on the system and staff can also access those.

Data about effort and attainments is also kept by the Head of Learning Support and regularly discussed with Heads of KS together with MidYis data

Access arrangements are also kept in another locked filing cabinet and all the tests relating to these.

Consultant's comments: The record keeping within the LS department is impressive as well as being 'state of the art'. Ms Howes has compiled a whole school attainments data, quantified to arrive at average attainment over each academic year. This is very much a 'stats' package which allows clear recognition of movement from the data contained. From this data each pupils can be targeted for additional intervention, if needed. All LS pupils are highlighted at the bottom of the data sheet each year with predicted GCSE scores for senior pupils; commendable.

Criterion 3

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



Criterion 3

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

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	36	94.4%	97.2%	100%
Dyslexic (SpLD) Pupils	13	93.4%	100%	100%

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	18	100	0	83	0	89	0
Dyslexic (SpLD) Pupils	5	100	0	50	0	75	0

Key Stage 1	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	14	7	0	14	0	n/a	n/a
Dyslexic Pupils	4	1	0	13	0	n/a	n/a

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

Consultant's comments: These are impressive results and reflect 'value added' factors given the results of both mainstream and LS input.

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

Girls are monitored throughout their schooling and those who show a need for extra time, based on their speed of writing or processing difficulties are allowed this from an early age. This allows us to show 'usual way of working' when it comes to Year 10 and the need to apply for access arrangements.

Assessments are then carried out by the Head of Learning Support to ascertain whether extra time can legitimately be applied for.

For girls who are severely dyslexic, an application for 50% extra time is made for those subjects where a reader is not permitted, depending on their assessed standard score.

Occasionally, staff or parents will also request for assessments to be made if there is a concern.

Once assessments have been made, if appropriate, applications are made online for extra time, readers and/or scribes or use of laptops.

The school is hoping that in the next year we will be able to use iPads for examination purposes so that readers and scribes will not be needed.

Consultant's comments: This arrangement works well. The iPads question hopefully will result in a positive outcome.



- h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** Eight pupils, age range from 11 -15 years were informally interviewed. They were a cohesive group of highly articulate, confident and informed young ladies who spoke very positively of their experience at Manor House School. They expressed their appreciation of the environment of the school and the supportive and helpful staff. Commenting, 'The teachers are nice and helpful.'; 'They take time to explain.' Ms Howes was described as, 'good to talk to and approachable.'; 'She helps out when you don't understand something in another lesson.' Mrs Rickerd was greatly appreciated for her helpful approach. The girls appreciated the new 'Reading Buddy' from year 11 girls. The introduction of iPads for years 7/8 on a running basis was welcomed and appreciated; clearly an innovative move!*
- The only concern they voiced was the pressure they were under when involved in other clubs, hobbies or outside of school activities and the problem of completing homework on time. Late marking by a minority of staff was also noted.



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

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

Most of the resources are in the Learning Support room where anyone can borrow things. Special reading books (Barrington Stoke) for reluctant readers are available. The English department and Junior school have purchased some special dyslexic dictionaries. All girls who access learning support are tested for visual stress and, if it found to be appropriate, are given a coloured overlay and/or reading ruler. They also undergo an assessment to find out their learning style. Staff are then able to adapt their teaching methods (within reason) to suit most styles. We encourage a multisensory teaching style wherever possible, in the hope that all kinds of learners are catered for.

Consultant's comments: good and appropriate.

b) **Library:**

The library is organised according to the Dewey system and the librarian is almost always available to advise if required. There are also computers available for individual work

Consultant's comments: Most impressive with over 15 thousand books within a well set out series of rooms. There is an enthusiastic librarian who is within the library 4 days a week and who along with a senior pupil keeps the library in fine order. There is a careers section as well as 40 net books which pupils are encouraged to make full use of. Pupils can scan takeout books which they can keep for 3 weeks.

High/Low reading books such as the Barrington Stokes series are available for LS pupils.

c) **ICT:**

We are committed to ICT and are in the process of introducing iPads to the school. Most staff now have one and there has been an extensive training programme. Last year's Year 7 underwent a trial for the last term of the year and we have been unable to remove them from them! We are hoping that gradually, we will be a school that uses iPads throughout, whilst still maintaining our library, books and ICT suites.

All girls have the 'kindle' app on their iPads

The school has a wireless network and all homework is posted on to Schoolbase so that parents can access it from home.

There are two fully equipped ICT suites and most classrooms have either PCs or laptops. The Head of Learning Support does have 7 Netbooks which can be borrowed, but these are not very efficient these days.

All girls receive ICT lessons and in Years 10 and 11 girls either opt to do a full course in ICT as one of their subjects or they do the short course on top of their choices.

Wordshark and Numbershark are available

There is one ICT technician.

In Year 7 all girls learn to touch type in their dedicated ICT lessons.

Consultant's comments: All classrooms have computer facilities which staff make full use of. Clearly ICT has a central function within this school.



Statement of Special Educational Needs

11. a) **School policy:**

The school considers individual cases of statemented pupils. We always try to accommodate, wherever possible, those who have a statement if we feel they are suitable for the Manor House environment and would benefit from the type of education on offer. However, we are also acutely aware that we are a very small school and not equipped to deal with some of the more severe cases and wherever possible, we have to consider the needs of all girls in our environment.

Consultant's comments: This policy is appropriate and working well.

b) **Types of statemented needs accepted:**

Currently, there are three girls with statements:

Hearing Impaired and severe general learning difficulties

Consultant's comments: The crucial point is that pupils with Statements are able to make positive gains within the school.,

c) **Number of statemented pupils: 3**

Consultant's comments: Two of these pupils have full time LSA's who support them throughout the school day.

Independent
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only

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

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.

Independent
Schools only

For completion by consultants only: **Parent Contacts:** Six parents were contacted to elicit their perceptions of both the Learning Support Department as well as the overall school's support for their children. All without exception spoke candidly of their appreciation and delight at what the school had managed to achieve. Comments such as, "1:1 support really helps. 2 years ago my daughter was really struggling but Ms Howes HOD of LS has been really brilliant. She relates extremely well to the girls and is very approachable." Many spoke of Reading improvements, gains in confidence and competence and the integrated Whole school approach. "Excellent Pastoral care was noted. One parent commented, "The school has changed my daughters Education experience to a most positive one through sensitive handling. Both the Headmistress and Head of LS provided individual personal help with her daughter respectively for, Maths and English. Another parent stated, "Our placement of our daughter at M H School has been 100 percent successful." The head of L S was held in high esteem. 'Brilliant', 'excellent'; 'good communications and so helpful with an empathy for our daughter.' The Head Mistress was perceived as 'very receptive and quick off the mark.'

Asked to grade separately both the LS and whole school provision on a range from 1-10, 1 being 'below average' 10 being 'outstanding'. The overall grading was up towards 10. Commendable.



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** Manor House School is a small independent girls school of some 297 girls age range from 2-16 with a Christian ethos. Staff are led by a dynamic enthusiastic Head Mistress who oversees a Whole School approach to support the 49 girls who receive specialist help within the highly organised and well led Learning Support department. This is a school which exudes a caring, friendly atmosphere where all efforts are centred on maximising each pupils potential in a very well kept and refreshingly active school.
Manor House School clearly satisfies all requirements for continuing registration by CReSTeD as category WS.*

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"/>