



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley
 CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL
 Email: admin@crested.org.uk

Re-registration Application Form Category SPS – Specialist Provision

Date of visit:

03.05.17

Name of Consultant(s):

Carol Hodgson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
Appleford School Elston Lane, Shrewton, Salisbury, Wiltshire SP3 4HL Tel: 01980 621020 Fax: 01980 621366 Email: headspa@appleford.wilts.sch.uk Web: www.appleford.wilts.sch.uk	Rural		Dysc Dysl Dysp ADD P&S & assoc learning difficulties	ISA, BSA, ISI, BDA
	Ind Bdg Wk Bdg Day	88 boys 48 girls Ages 7-19		GCSE BTEC
Comments: We offer a multi-sensory, holistic whole school approach with on site Occupational Therapist, Speech and Language Therapist and Child Psychotherapist. Rated "excellent" by Independent Schools Inspectorate 2012.				

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.

School Details

Name of school: Appleford School
Address of school: Elston Lane, Shrewton, Salisbury, Wiltshire SP3 4HL
Telephone: 01980 621020 Fax: 01980 621366
Email: headspa@appleford.wilts.sch.uk
Website: www.appleford.wilts.sch.uk

Name and qualifications of Head/Principal, with title used:

Name: David King
Title (e.g. Principal): Headmaster
Head/Principal's telephone number if different from above:
Qualifications: B.Ed. Hons M.I.A.
Awarding body: University of Liverpool

Consultant's comments

Mr King has been Headmaster for six years. He has a clear vision for the school which has progressed a great deal in this time. Pupil numbers have increased and there have been improvements in provision and resources.

Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:

Name: Shelagh King
Title (e.g. SENCO): Head of Learning Support
Telephone number if different from above:
Qualifications: B.Ed. Hons, SENIOS, Level 7 ATS AMBDA SpLD
Awarding body: University of Exeter and Chester

Consultant's comments

A well-qualified professional who works closely with her newly appointed Assistant Head of Learning Support, Helen Twentyman who is also an Occupational Therapist.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	8656008		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys: 34	34	7 – 19 years
		Girls: 23	23	7 – 19 years
	Boarding:	Boys: 54	54	7 – 19 years
		Girls: 25	25	7 – 19 years
	Overall total:	136	136	

Consultant's comments

Pupil numbers have increased by almost 50% since the last CReSTeD visit - due to the improvements made in resources, provision and environment made by Mr. King and his staff.

- c) Class sizes – mainstream: N/A

Consultant's comments

- d) Class sizes – learning support:

The aim is to have no more than eight pupils in the English and Maths groups, supported by a Learning Support Assistant.

Consultant's comments

There were 9 pupils in one of the English groups observed, but in general there were no more than 8 pupils in any of the classes seen by this Consultant

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

The ISI inspection report of 2015 states 'Compassionate and empathetic staff provide excellent support and guidance for the pupils in accordance with the school's aims. Clear pastoral structures and policies ensure that the needs of all pupils are met fully. Monitoring and evaluation of pastoral matters are thorough and highly effective. Excellent communication and regular checking ensure early identification of concerns is backed up by effective and timely intervention. The school supports the belief that pupils need to be secure emotionally before they can learn effectively. All staff support this and ensure that the pastoral support and care for the pupils allows them to develop and learn.'

Staff were observed to have good relationships with the pupils and to know them as individuals.

Ofsted 2017(Residential) rated the Quality of Care and Support given to the pupils as Good alongside The Impact and Effectiveness of Leaders and Managers. Although the overall judgement was Requires Improvement, Ofsted recognised the many positive aspects of the school's boarding provision in a similar way to ISI.

Independent Schools

- f) Current membership (e.g. HMC, ISA etc.): ISA BSA CReSTeD ISI BDA

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only

Consultant's comments

- | | |
|---|----------------------|
| g) Please supply the following documentation: | |
| i. Prospectus , including staff list (if this does not clearly show which teachers teach English, then please supply this as a separate item). Please indicate copy enclosed | Information received |
| or provide link to view reports via the internet | |
| ii. Recent Inspection reports , please indicate copy enclosed | Information received |
| or provide link to view reports via the internet | |
| iii. Details of Fees and compulsory extras for SpLD pupils (if applicable), please indicate copy enclosed | Information received |
| or provide link to view information via the internet | |

Consultant's comments

The school has an online prospectus which accurately reflects the ethos and atmosphere which is evident to a visitor throughout the school. It is informative, colourful and full of images of pupils taking part in the many activities the school offers. Quotations from parents, pupils and inspectors are included. Parents are encouraged to visit the school.

Day Fees £5,813.00

Boarding Fees (including weekend activities) £8,922.00

Year 10/11 Course Fee £325.00

6th Form Course Fee £325.00

Therapy Band A @ £55 (1 session per week) £660.00

Therapy Band B @ £110 (2 sessions per week) £1,320.00

Therapy Band C @ £165 (3 sessions per week) £1,980.00

Therapy Band D @ £220 (4 sessions per week) £2,640.00

Extras from 1 September 2016

1:1 Teacher Tuition per hour £43.00

1:1 LSA per hour £17.00

Flexi Boarding (per night – maximum 2 nights per week) £38.00

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Appleford School was established in 1988 by two experts in the field: Gerald Trump who founded the first school for dyslexic children in the UK and Dr Peter Gardner, a highly qualified and experienced psychologist and psychotherapist.

Appleford's aim from its inception has been and still is to provide a high quality education for children aged 7 – 19 with dyslexia and associated learning difficulties to include dyscalculia, dyspraxia, ASD, and ADHD. To this end we only accept children with an appropriate assessment from an Educational Psychologist and/or statement of special educational needs or EHC plan. The school also welcomes applications from children of families in the services and placements by Local Authorities.

Appleford encourages a broad and holistic concept of education and aims to

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provide small classes, individualised and differentiated teaching delivered by well-qualified and experienced teaching and learning support staff, a broad and balanced National Curriculum with an emphasis on literacy skills, a high level of pastoral support, experienced and caring Houseparents in homely and structured boarding houses designed to develop personal organisation and life skills, an extensive games and leisure activities programme and a strong professional support team.

We want our children to start to realise their full potential and to develop the self-respect, self-reliance and self-discipline which they are so desperately seeking and need. It is, therefore, important that Appleford is a safe and secure environment, which we ensure with a very proactive approach towards Safeguarding Children and Child Protection. Our Designated Safeguarding Lead is our Head of Boarding and Pastoral Care and also a member of the Senior Leadership Team.

The school has a Christian character and close links with its local church. Nevertheless we welcome applications from all families, regardless of disability, religion, race and ethnicity.

This Statement of Purpose is reviewed and updated annually, and is modified as necessary in order to ensure that it reasonably reflects the actual current boarding and care practice at Appleford School.

There is a whole school approach to dyslexia, with research-based multi-sensory programmes designed to encourage confidence, self-esteem and feelings of success.

At Appleford every child matters and our highly qualified and experienced teachers are committed to ensuring your child gains the confidence to learn and achieve success.

- A whole school approach to dyslexia using research-based multi-sensory programmes and resources.
- A full national curriculum leading to GCSE in a range of subjects.
- Vocational qualifications including BTEC
- Small classes of 8 – 12 pupils
- High levels of LSA support
- Individual Educational Programmes for all pupils
- Onsite Speech and Language Therapists and Occupational Therapists
- Extensive extra-curricular clubs and activities including Duke of Edinburgh's Award
- A full range of Sporting and Outdoor Adventure opportunities
- CReSTeD approved
- Highest quality Boarding facilities run by our professional, caring and experienced Boarding Team
- Traditional values and an ethos based on developing confidence, celebrating success and continuous support
- Consistently awarded the highest possible grades by the Independent Schools Inspectorate

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Consultant's comments

From the now well established creative curriculum in the lower end of the school, to the newly developed Independence Curriculum for the older pupils, Appleford is true to its aims to provide a holistic educational and pastoral experience for all of its pupils, tailored to individual needs. Mr. King and his staff are continually working to enhance the curriculum and provision. Improvements since the last CReSTeD visit include an upgraded Sports Hall, new Science Labs and a Drama Room and signposts with pictograms as well as wording. Colour coding of rooms helps with identification as do the pictorial labels found on classroom doors.

Criteria
1 & 2

b) Please indicate copy of **Staff Handbook (SH)** enclosed

Information
received

c) If not within SH, please enclose copies of **policy statement(s) with regard to SpLD pupils** outlining:

- i. **Policy for SEN/SpLD**
- ii. **Support for policy from Senior Management Team**
- iii. **Support for policy from governors**
- iv. **Admissions Policy/Selection Criteria**
- v. **Identification and assessment**

Information received

iv. A copy of a recent Educational Psychologist's report and a copy of the child's last full school report is requested and viewed by our Head of Learning Support and her team. Prospective parents and their child are then invited to meet with the Headmaster and to view Appleford. If, after a tour, parents wish to continue the admissions procedure, then arrangements are made for the child to come on a tester visit. Prospective day pupils come for three full days. Prospective boarder pupils come for three full days plus three nights to see if they are able to settle well and cope with a boarding house environment. During the tester, the Head of Learning Support meets with the child and undertakes a number of screening assessments including LASS and Lucid. Teachers note the child's performance in the class and boarding staff note their comments. From the information gathered the Headmaster is able to make a decision as to whether Appleford School is the right provision for the child and if so, a place will be offered. Occasionally a child is asked to return for a five day visit.

The school also provides an induction day in the Summer Term for all new pupils starting in the following September.

Consultant's comments

The SEN policy clearly outlines all of the relevant information relating to addressing the needs of SpLD children in the school. 'All staff have a specialist responsibility to differentiate lessons to cater for individual learning needs.' It is clear from the policy that the school has thorough processes for identification and assessment and for ensuring and monitoring the programmes which are put in place for individuals. The SEN policy states: 'The Head of Learning Support, who is a member of the S.L.T, has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.'

The Director, Dr. Peter Gardner, fully supports the policy and reviews it annually.

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Criterion 4

d) Give specific examples of the whole school response to SpLD

Appleford School is a specialist School for pupils with dyslexia and associated learning difficulties and we have a whole school approach to teaching.

Every pupil has a Support Plan or a Review Plan.

Recent INSET covered co-occurring conditions often associated with dyslexia and the main dyslexia training is covered through annual BDA training. We have a high percentage of specialist teachers and have an on-going programme of staff development. All staff can access BDA training which is carried out on an annual basis. Opportunities are available for staff to also access level 7 dyslexia training.

Weekly staff meetings are held where individual pupils' needs are discussed.

The Minutes of these meetings are available to all staff members.

All members of staff are sympathetic to the needs of the dyslexic pupil, not only teaching staff.

Consultant's comments

In addition to very well trained teaching and support staff across the curriculum, there is also a team of 3 full time Speech and Language therapists and one who is part time for one day a week. There is 1 Child Integrative Psychotherapist and 1 THRIVE Practitioner and 2 full time Occupational Therapists and 1 Part time Occupational Therapist on reduced hours. The ability to offer this level of additional support on site is of great value to pupils with co-occurring difficulties and strengthens the holistic provision made by the school.

Recent improvements to buildings and major investments in IT, including programmes to support reading and spelling show this commitment to developing provision. Pupils were seen to be engaging with and enjoying the challenge of the Accelerated Reader programme and importantly, reported seeing progress in their reading as a result.

All sessions observed showed that teachers and support staff were aware of and differentiated for, the differing needs of individuals within their groups.

e) Number of statemented pupils: 77

Consultant's comments

Numbers of pupils with a Statement or EHCP have doubled since the last CReSTeD visit showing an ongoing good relationship with the Local Authorities and a recognition of the appropriateness of the provision. 20% of Statements are funded by the Armed Forces.

Independent Schools only

f) Types of statemented needs accepted:

Specific Learning Difficulties (dyslexia) and associated learning difficulties

Consultant's comments

3. Identification and Assessment

Criterion 1 DSP & SPS 6.9

3. a) Give details of how you identify pupils in your school who have or are at risk of SpLD and when this takes place in the admissions process:

See SEN policy (appendix e). The primary reason for attending Appleford is because a child has dyslexia, therefore children come to Appleford where dyslexia has already been identified. Our in-house screening processes

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confirm this during the tester visit.

Consultant's comments

There is a thorough process of assessment and observation which takes place on three 'tester' days to ensure that Appleford is the appropriate placement for a child. When a child is accepted the Head of Learning Support will provide teaching and support staff with detailed information resulting from testing and any prior assessments by outside agencies. If it is felt that the school is not the right placement for a child, Mr King is clear that this would be communicated to parents.

- b) Give details of what action you take when children are identified as at risk of SpLD

All pupils are issued with a Support Plan or a Review Plan and there is a whole school approach in which lessons are designed to meet the needs of the pupils.

Consultant's comments

As all pupils who attend Appleford have been identified with SpLD. the screening and assessment procedure carried out by the school enhances the information already available and provides a more detailed profile of the child to inform support or review plans and to pass on to teaching staff.

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

All pupils come with EP / Dyslexia report. Members of qualified staff can undertake assessments. At Appleford we have 3 AMBDA and ATS Specialists (and one further member of staff who has nearly completed the training) who can write dyslexia specialist reports.

Consultant's comments

Appleford is fortunate to have appropriately qualified staff to undertake assessments should they be required.

4. Teaching and Learning

4. a) How is the week organised?

The academic day is from 8.50am – 3.50pm Monday to Friday.
7 lessons per day.

Lower School and Upper School have two separate assembly times so topics can be covered at the appropriate age level.

There is a whole school Celebration Assembly every Friday, where pupils' success are celebrated.

Interventions as required.

After school clubs from 4pm – 5pm, Monday to Thursday.

Tutorials twice per day. Boarders have Social Independence Plans.

Consultant's comments

Careful timetabling has ensured that Maths and English are timetabled at the same time to enable flexibility in groupings dependent upon individual need and progress. There is a very good selection of after school activities which pupils appreciate and which gives further opportunities for achieving success.

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

Holistic provision for all pupils including dedicated homework / prep sessions.

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Criterion
3 & 4

Pupils are set holiday work to make sure over-learning takes place during their long absences from school.

Consultant's comments

Appropriate prep/homework is set. In recognition of the difficulties often faced by pupils when trying to complete work at home, there are supervised after school sessions which can be attended by both day and boarding pupils to support homework.

- c) Lesson preparation and delivery to meet the needs of SpLD pupils for:
- *Curriculum subjects*
 - *Literacy support*

Appleford School is a specialist school for dyslexic pupils, and as such has in place all the necessary provision required to successfully teach and meet the social needs of our pupils.

All lessons are planned on long, medium and short term basis, with reference to established schemes of work and reference to learning support department.

Independent Learning (homework) takes place in the form of a supervised afterschool activity.

Staff take account of different learning needs of the individual pupils with specialist trained staff (SpLD)

Consultant's comments

Class sizes are small and in the majority of lessons observed there was also an LSA working with the children. Dyslexia friendly teaching was observed across the curriculum. The use of interactive whiteboards, differentiated small group work, use of word processing and practical hands on activities were evident in Science lessons. Teachers talked about specific strategies they were using and showed evident knowledge of individual pupils' needs. The Home Economics teacher helped pupils organise their cooking with a list of utensils needed on the board and labelled cupboards. Teachers were seen to be using worksheets of their own making which pupils worked on and stuck in books - reducing the amount of writing required to complete a task. In specialist English lessons pupils were learning a spelling rule using a variety of multi-sensory activities. Also in use were balance cushions and standing tables depending on need. An English lesson in preparation for the IGCSE used the interactive whiteboard effectively with teacher produced handouts differentiated to individuals and the level of the exam they were entered for. Helpful advice was given with regard to organising themselves in the exam through the use of highlighters.

- d) Use of provision maps/IEP's (or equivalent):

All pupils have Support Plans or Review Plans which include:

- Information on the pupils' needs
- Information on whole school provision
- Information on individual provision
- Tracking progress.

Please indicate **two examples** enclosed

Information
received

Consultant's comments

Support and Review plans are detailed and informative, providing teaching and support staff with valuable baseline and progress information and suggestions for appropriate strategies to be used in class. They are highly

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personalised and reflect the holistic ethos of the school.

e) Records and record keeping:

Assessment Ladders track formative progress.
Standardised testing every six weeks for reading.
Internal testing of every pupil in spelling and maths in June and November.
Central IT based recording for all data.
HAST 2 Spelling
STAR Accelerated Reader test
AMT Maths

Consultant's comments

The school has reviewed its assessment and record keeping in recent years and now uses Assessment ladders to track progress in all subjects. Regular testing using Star Reading IT assessments has enabled the school to monitor progress in reading effectively. They now have a comprehensive system for monitoring progress which all staff are able to access to inform teaching and planning.

Criterion 3

f) For comment by consultants only: Review history and provision made for two pupils.

Paperwork reviewed showed comprehensive provision and progress tracking for the two pupils. Each benefit from an individualised programme of interventions and therapy resulting in measurable progress in areas of weakness both educationally and pastorally.

Criterion 3

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

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	n/a	n/a	n/a	n/a	n/a
SpLD Pupils	n/a	n/a	n/a	n/a	n/a

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	14	43%	0%	76%
SpLD Pupils	14	43%	0%	76%

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SpLD Pupils	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Key Stage 1	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Dyslexic Pupils	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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- h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:

Entry Level Year 9 GCSE; CIDA; ITQ level 2; AQA unit awards; BTEC Award, Certificate, Extended Certificate and Diploma at level 1 and 2; ASDAN COPE and short courses

Consultant's comments

Examinations taken are appropriate to the abilities of the individual pupils and the school continues to develop its curriculum. The first GCSEs taken by pupils at Appleford were in 2015.

5. Facilities and Equipment for Access to Teaching of SpLD Pupils

- Criterion 5.1 5. a) General resources for teaching SpLD pupils:

Small class sizes, specialist teachers, access to reading and writing programmes on individual PCs, key skills (accelerated reading and unit of sound), access to Word Q, Write-on-line, load-2-learn, Clicker 6, OT and SaLT strategies within the classroom, multisensory equipment, Creative Curriculum in Lower School,

Consultant's comments

All classrooms were well resourced and there was evidence of the wide use of teaching materials to support dyslexic pupils.

- Criterion 5.2 b) ICT:

135 PCs and a range of ipads, use of mobile 'phones, 30 lap tops, plus specialist software (see above). Each class has an electronic smart board.

Consultant's comments

There has been a huge investment in resources for IT in the school in recent years. Consequently, the school is extremely well resourced for IT and its use across the curriculum for teaching and assessment is evident and a great benefit for the pupils.

- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:

All pupils in Year 9 are assessed for access arrangements using in house specialist staff

Consultant's comments

Appropriate access arrangements are evidenced and applied for.

- Criterion 5.4 d) Library:

Accelerated Reader libraries located throughout the school

Consultant's comments

Due to the widely available PCs and laptops around the school, the majority of pupils will research using the Internet, although for the younger pupils there are reference books available in their classrooms. The Accelerated Reader system enables teachers to develop a reading age classified library which has been done on a large scale and bookcases of library books are found all around the school. The Accelerated Reader programme also functions as a monitoring system for how much a pupil is reading as well as testing for comprehension. There is a competition to be the person who has read the

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most words and a tally of the highest scorers is published on a notice board. Pupils enjoy using the programme and are enthusiastic about the competition.

6. Details of Learning Support Provision

SPS 6.2	6. a) Role of the Learning Support Department within the school:	OT, SALT, THRIVE, Specialist Teaching, Psychotherapy all within the remit of Learning Support Department and work with all staff (academic and boarding) to enhance learning.	Consultant's comments	The Learning Support Department ensures that the school is making the correct provision for their pupils by assessing, information sharing, training and monitoring the provision made to ensure that the school is achieving its aim to provide education for children with SpLD and associated difficulties. It also ensures that links between Therapists, Specialist teachers, teachers and LSAs are effective.
	b) Organisation of the Learning Centre or equivalent:	Throughout the school liaison and additional individual sessions for high need pupils and specialist social skills groups in tailored therapy rooms.	Consultant's comments	
	c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?	Yes, in liaison with the Senior Leadership Team and Heads of Department	Consultant's comments	The school's SEN policy states: 'The Head of Learning Support in our school, in conjunction with the Headmaster and the Senior Leadership Team, has an important role to play in determining the strategic development of SEN policy and provision in our school.' This role has a direct impact on curriculum design and delivery.
	d) Supporting documentation, please indicate enclosed:	<ul style="list-style-type: none"> i. SEN Development Plan (or equivalent) enclosed ii. Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff iii. List of known SpLD pupils in school 	Information received	
SPS 7.3	b) Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)?		Consultant's comments	All the staff who teach English and Literacy skills are involved in recognised qualifications or are undertaking training.
Criterion 4	g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments?			

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In the lessons observed all staff demonstrated their ability to meet the needs of SpLD pupils using a wide variety of appropriate teaching strategies, equipment and resources.

7. Staffing and Staff Development

Criterion 7 7. 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 school is fortunate to have eleven well qualified learning support staff. Training in appropriate qualifications is encouraged.

DSP/SPS 7.3 b) Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)?

All teachers apart from recently appointed teachers who are on specialist mentoring whilst awaiting BDA training (Date: Summer 2017)

Consultant's comments

Eight teachers hold BDA qualifications or higher, 2 teachers are in training and one to enter training in the summer.

8. The experience of parents & pupils regarding the school, in particular, its response to SpLD pupils

Independent Schools only 8. a) Schools should provide, with the supporting documentation, a list of the names of all known SpLD pupils in the school. CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss their experiences as parents in relation to the school.

For completion by consultants only: Parent Contacts:

Parents contacted spoke very highly of Mr King, the school and its staff. They praised the way in which staff deal with their children's individual needs and in particular the pastoral care. One parent said 'I am overwhelmed by the care and kindness of the staff.' Another said that the school had been a 'lifesaver'.

Communication between home and school is very good, with parents feeling that they can contact the school at any time and will always get a speedy response. One parent said that the school was 'highly supportive'. If they have an urgent concern they know they can call into the school without an appointment.

Parents are very happy with the progress their children are making both academically and personally. More than one parent talked about the growth of the school under Mr. King and the benefit to the pupils of being able to continue at Appleford.

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The overall consensus is that their children are happy at Appleford - 'The most phenomenal school.'

- b) For completion by consultants only: SpLD pupils' responses regarding their experience of the school and teachers:

Eight pupils were spoken to as a group and two gave a tour of the school. They were friendly and chatty and polite. All pupils showed evident liking and pride for their school. They praised the calm environment and the patience of the teachers who 'Don't get mad if you get something wrong.' The pupils felt cared for and all could name an adult they could turn to if they were worried. They liked the variety of after school activities and the flexible boarding and the food. In class they all felt that they had made progress and thought that this was because of the teachers' support and 'passion' - 'They care about you and make lessons fun'. One said 'It's like a massive family - we all work together.'

Report Summary

For completion by consultants only:

Please remember: this is an extract of the overall criteria listing, only those relevant to the category are listed below. Consultants should be able to mark all criteria as observed before making their final recommendation.

Consultant to tick relevant boxes when criteria are observed to have been met:

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	✓
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	✓
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	✓
4. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD pupils and this will be evident across the curriculum.	✓
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	✓
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	✓
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	✓
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	✓
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	✓

Criteria	SPS
6. Specific to the Category of School or Centre: -	
6.1 The school/centre is established primarily to teach pupils with SpLD which may include other difficulties.	✓
6.9 Assessment for admission to the school/centre should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	✓
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	✓
7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances, the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	✓

Report Summary

Summary of Report including whether acceptance is recommended:

Appleford School has changed considerably since the last CReSTeD visit. Mr. King has a clear vision for his school focussed on making outstanding provision for children with SpLD. He has a team of well qualified specialist teachers and therapists who are praised highly by parents and pupils for their kindness and support. Excellent communication and information sharing ensures teachers understand the needs of individuals and have the right strategies to teach them. New building work has improved the accommodation, providing classroom and boarding space for growing numbers as the school develops Key Stage 4 and 5 provision. The newly developed Independence Curriculum is in place to support the progression of older pupils' integration into the 'real' world. Investment in IT resources and remedial programmes have shown measurable progress in literacy skills. Parents love the school because 'Children go in happy and come out happy.'

I have no hesitation in recommending Appleford school for re-registration in the SPS category.