



Council for the Registration of Schools Teaching Dyslexic Pupils

Bloxham School Registration– Category DU

Date of visit:	30 th January 2015
Name of Consultant(s):	John Lewis

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Bloxham School Bloxham Banbury Oxfordshire OX15 4PE Tel: 01295 720222 Fax: 01295 721897 Email: registrar@bloxhamschool.com Web: www.bloxhamschool.com	Rural	258 boys	Dysc Dysl Dysp P&S	HMC
	Ind Bdg Wk Bdg Day	139 girls Ages 11-18		GCSE GCE: AS/A2 Univ entry
Comments: Unit for 5/6 able 13 year olds per year; support outside unit for others.				

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.*

Old Post House,
 Castle St,
 Whittington,
 Shropshire,
 SY11 4DF
 Tel: (free phone) 0845 601 5013
 Or 01691 655783
 Website: www.credited.org.uk
 Email: admin@credited.org.uk



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

School Details

Name of school:	Bloxham School		
Address of school:	Banbury Road, Oxfordshire, OX154PE		
Telephone:	01295 720222	Fax:	01295 721714
Email:	Registrar@bloxhamschool.com		
Website:	www.bloxhamschool.com		

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

Name:	Mr. Paul Sanderson		
Title (e.g. Principal):	Headmaster		
Head/Principal's telephone number if different from above:	01295 720341		
Qualifications:	BSc Hons, PGCE, M Phil, NPQH.		

Consultant's comments

Mr.Sanderson has been Headmaster of Bloxham School since September 2013. He is committed to inclusive education and values the impact the Learning Support Department has in the school.

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

Name:	Eleanor Hicks		
Title (e.g. SENCO):	Head of Learning Support.		
Telephone number if different from above:	01295 724 339		
Qualifications:	BA. PGCE.		

Consultant's comments

Eleanor has been a member of staff since 2008 and Head of Learning Support since September 2014. She is held in high regard by the staff and students at Bloxham School.



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1. Background and General Information

1. a) Dep't of Education Registration No.: 931/6002

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	147	40	11-18
	Girls:	66	9	11-18
Boarding:	Boys:	111	45	11-18
	Girls:	73	15	11-18
Overall total:		397	109	11-18

Consultant's comments

The number of pupils on role, along with pupils identified with a specific learning difficulty, is similar to that reported at the last CReSTeD visit.

c) Class sizes – mainstream: up to 22

Consultant's comments

The classes are a manageable size with many teaching groups containing much smaller numbers than the maximum indicated.

d) Class sizes – learning support: 6-7

Consultant's comments

The class sizes are appropriate for the style of intervention. The well-resourced teaching room along with the style of teaching employed allows pupils to work at an individual level and receive appropriate and effective teaching.

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

The last full inspection found the pastoral care to be outstanding, giving a high level of care to every member of the community. It found clear procedures in place with all policies available on the website.

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Schools
only

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

Consultant's comments

The school has membership of appropriate bodies and organisations.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

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
- ii. Recent Inspection reports, please indicate copy enclosed
- iii. Details of Fees and compulsory extras for SpLD pupils (if applicable), please indicate copy enclosed

Information
Provided

Consultant's comments

The ISI full inspection judged the quality of the pupils' overall achievement and personal development as excellent. It found that pupils with LDD achieve very well due to the structured programme of support in mainstream lessons and the additional support of the dyslexia classes.

The excellent prospectus and website gives full relevant and up to date information for parents and a wider audience.

Pupils included in "The Dyslexia Course" are charged approximately £1,200 per term.



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2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

The ethos and purpose of Bloxham is encapsulated in our Mission Statement: “Bloxham is a small school with big ambitions and a strong ethos which aims to prepare young people with the skills they need to successfully take their place as global citizens in an ever changing world. At Bloxham the individual matters and the expectations are that every child will flourish.”

A Bloxham education aims to develop students by providing them with enriching educational experiences that help them to mature intellectually, physically, emotionally and spiritually. A balanced approach to the curriculum means they learn how to be leaders, develop resilience, become independent and creative thinkers, and foster passions, as well as to be empathetic and compassionate to others. Students will have well thought-out core values, be givers rather than just takers, and achieve their potential in public examinations in order to open the doors of opportunity beyond the school gates.

As a school we are committed to ensuring that every individual student receives a Bloxham education consisting of the following five hallmarks:

- A Passion for Learning: fostering creativity and the capacity for dynamic, independent and critical thought.
- A Balanced Curriculum: a challenging academic programme, complemented by a broader curriculum which inspires curiosity, rigor and ambition.
- A Gold Standard of Pastoral Care: nurturing the well-being of all within the setting of a boarding community.
- The Development of Character: through promotion of responsibility, generosity, resilience and imagination.
- Christian Values: nurturing a compassionate spirit so that our students become a force for good in an ever-changing world.

In the next section of the website, A Bloxham Education, each of our hallmarks is explored in detail as we set out how we aim to help our students to achieve their best within our distinctive curriculum.

Consultant’s comments

The emphasis on helping each individual to reach their full potential is an excellent environment for children with specific learning difficulties to thrive. Bloxham provides a broad curriculum as well as a wealth of extra curricular activities giving all pupils the opportunity to excel in many areas.

Criteria
1 & 2

b) Please indicate copy of the whole school Staff Handbook (SH) enclosed

Information
Provided

c) If not within SH, please enclose copies of whole school 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
Provided



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

All pupils awarded places at Bloxham School must be capable of benefiting from our academic curriculum and managing it whether or not they have support. Those enrolled on the Dyslexia Course, which replaces MFL on the timetable, are expected to have good academic potential as well as severe dyslexia.

Consultant's comments

The Senior Management provides strong support for the work of the Learning Support Department and values the impact it makes in the school. The achievements of the dyslexic pupils, both academically and in extra curricular activities, is widely acknowledged by staff and governors.

The school has clear policies regarding the admission of pupils with special needs and this ensures that all students are likely to thrive at Bloxham.

Criterion 4

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

The Yellow Folder of information contains the IEP's for all pupils. The pupils are monitored by Deputy Head, SENCO, HOD's HSMS and tutors after each CG to identify pupils who might need support. Standardised scoring for Y7 and Year 9 Edinburgh Reading Test. Email with updates for IEP's.

Consultant's comments

A clear monitoring and assessment policy gives valuable information about the progress being made by each pupil allowing effective intervention to be planned. All staff receive detailed information to allow effective teaching to take place for students with special needs.

e) Number of statemented pupils: 3

Consultant's comments

The school has staff with the necessary knowledge and experience to carry out the various processes to obtain and maintain statements of special educational needs.

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f) Types of statemented needs accepted:

Severe dyslexia and VI.

Consultant's comments



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

3. Identification and Assessment

Criterion 1 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:

Parents are expected to notify us before admission of their child's special educational needs. They are then invited to talk to Eleanor Hicks about our provision and their child's suitability for us. Most of our feeder schools send paperwork to us of their pupils' IEPs. Soon after arrival, first- and third-form pupils are administered Vernon's Spelling Test.

Consultant's comments

There are clear procedures to identify children with dyslexia and related difficulties before being admitted to Bloxham.

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

Teaching staff are given the results of screening. Where serious dyslexia is apparent which has not been previously identified, parents are advised that a professional assessment may be appropriate, and asked whether they would like the pupil to have extra tuition after lesson time. An entry may be made in the Yellow Folder of pupils with identified SEN.

Consultant's comments

The school has a clear policy for identifying and assessing dyslexic pupils.

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

I keep a list of educational psychologists who write good reports, and send this to parents with the suggestion that they arrange an assessment, usually in holiday time. Such assessment can be carried out in my office.

Consultant's comments

Eleanor intends to increase the number of "in house" assessments in the future.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

4. Teaching and Learning

4. a) How is the week organised?
Full day's lessons Monday, Thursday, Friday; morning lessons and afternoon sport Tuesday, Wednesday, Saturday.

Consultant's comments

The length of lessons along with the school day is appropriate for pupils with dyslexia.

- b) Details of arrangements for SpLD pupils, including prep / homework:
They follow the same curriculum, including prep, except that they don't have MFL prep if on the Dyslexia Course. Others have one to one tuition and there is a drop in for each subject and exam skills drop for each year group.

Consultant's comments

The school has a range of appropriate arrangements and strategies for pupils with dyslexia. Students are able to access effective support at lunchtime and after school when required. All pupils spoken to are happy with the arrangement to withdraw them from a modern foreign language to allow them to develop their literacy skills as well as a range of study skills.

Criterion
3 & 4

- c) Lesson preparation and delivery to meet the needs of SpLD pupils for:

- *Curriculum subjects*
- *Literacy support*

Our literacy support consists of enrolment on the Dyslexia Course for up to six pupils in each of years 8 to 10. A few other dyslexic pupils have an extra lesson per week. For the majority of dyslexic pupils our literacy support is the awareness of their teachers of their learning profile.

Consultant's comments

Some excellent examples of "dyslexia friendly" teaching were observed in all lessons visited. A clear knowledge of each dyslexic student's strengths and weaknesses along with their learning style was also evident.

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

Please indicate two examples provided

Information
Provided

Consultant's comments

The provision maps give a clear summary of the pupils' strengths and weaknesses along with suggested strategies for all staff to follow.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

- e) Records and record keeping:
A folder is kept by Eleanor Hicks of the paperwork for each pupil in the Yellow Folder. The Yellow Folder itself is updated each year to include test results.

Consultant's comments

Up to date information is available for all staff. More detailed records are kept and these are also available when required.

Criterion 3

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

The 2 pupil profiles kept in the Yellow Folder give details of both pupils' history of their previous education, the effective strategies employed at Bloxham School and at previous schools. It also contains results of assessments carried out by educational psychologists.

Criterion 3

- g) Impact of provision – assessment summary all pupils (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	60	190	97.9	283.7	89.8
SpLD Pupils	18	50	98.0	224.0	81.6

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	72	91.8	93.1	100
SpLD Pupils	24	85.8	79.2	100

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

Consultant's comments

The performance of the dyslexic pupils compares favourably with the whole school results.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

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

- Criterion 5.1 5. a) General resources for teaching SpLD pupils:
The main classroom is equipped for teaching dyslexic pupils. The School runs its own phonic teaching programme, "Dysblox."
Consultant's comments
The classroom is a pleasant, well-furnished and spacious room. It is well equipped with appropriate teaching resources.
- Criterion 5.2 b) ICT:
The Library includes a range of books of high interest but accessible reading difficulty. Audiobooks are stocked.
Consultant's comments
The school is well equipped with ICT in all departments. Laptops are provided by the school for some pupils.
- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:
Application for these is made via the V8 Forms completed online by ECH
Consultant's comments
All candidates receive the necessary access arrangements.
- Criterion 5.4 d) Library:
The Library includes a range of books of high interest but accessible reading difficulty. Audiobooks are stocked.
Consultant's comments
This is a welcoming, comfortable well-equipped area of the school. It is well used by students and staff and often used for intervention outside lessons.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

6. Details of Learning Support Provision

- DU 6.3 6. a) Role of the Learning Support Department within the school:
This is stated in the Yellow Folder.
Consultant's comments
The Department offers advice to all members of staff at Bloxham School. Teaching and support is given to all pupils who would benefit from this. Eleanor Hicks and her colleague Alison McLellan ensure that staff are regularly informed about issues relating to individual pupils and the broad spectrum of issues relating to special educational needs.
- DU 6.5 & 6.6 b) Organisation of the Learning Centre or equivalent:
By ECH
Consultant's comments
- DU 6.6 c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?
yes
Consultant's comments
Regular line-management meetings ensure that all staff are able to contribute to the curriculum.
- d) Supporting documentation, please indicate enclosed:
- | | | |
|-------|---|----------------------|
| vi. | SEN Development Plan (or equivalent) enclosed | |
| vii. | Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff | Information Provided |
| viii. | List of known SpLD pupils in school | |



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

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

Eleanor Hicks will achieve the qualification indicated at the beginning of the report later this year.

DU 7.4 c) Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)

yes

Consultant's comments

Eleanor teaches the majority of specialist lessons for pupils with dyslexia.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

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

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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:

All parents were happy with the academic and personal progress their child had made at Bloxham School. The development of confidence and self-esteem was also highlighted. They felt that links between school and home were excellent and felt happy that they were able to contact the appropriate member of staff at any time. Parents of boarders felt that their child was happy, safe and well cared for.

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

A group of engaging and articulate pupils discussed life at Bloxham School. They all talked with enthusiasm about the school and all were able to give many examples of areas of the curriculum and extra-curricular activities where they excelled. The support for their dyslexia was also praised and all felt they had made considerable progress thanks to the additional teaching they received. Two pupils who had transferred to Bloxham School in September found the move to their new school to be a well-planned and happy experience. The boarders felt that they had a sufficient range of activities to keep them occupied and also enough time to themselves if they wished.

In all they were all very happy to be at Bloxham School and would recommend it to everyone.

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.

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

Criteria	DU
6. Specific to the Category of School or Centre: -	
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.	Yes
6.5 The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	Yes
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	Yes
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.	Yes
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	Yes

Report Summary

Summary of Report including whether acceptance is recommended:

Bloxham is a welcoming, friendly and caring school where every member of staff and each pupil is valued and respected. It provides a high standard of education for its children concentrating on academic progress along with developing well-rounded, happy and confident individuals.

The school provides a very good education for its dyslexic students. This is achieved by a combination of subject staff with a good awareness of the needs of the students and specialist tuition from skilled, committed and hard working learning support staff.

The school continues to meet the criteria for the DU category.