



## Council for the Registration of Schools Teaching Dyslexic Pupils

### Clayesmore Preparatory School

#### Registration– Category DU

1. *Date of visit:* 4/2/14
2. *Name of Consultant(s):* R A McCarthy

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>Clayesmore Preparatory School</b> Iwerne Minster Blandford Forum Dorset DT11 8PH Tel: 01747 811707 Fax: 01747 811692 Email: <a href="mailto:prepsec@clayesmore.com">prepsec@clayesmore.com</a> Web: <a href="http://www.clayesmore.com">www.clayesmore.com</a>	Village	143 boys 91 girls	Dysc Dysl Dysp ADD P&S	IAPS
	Ind Bdg/Day	Ages 3- 13		Common Entrance Entry to Clayesmo re School

**Comments:**

Clayesmore Preparatory School is a co-educational day and boarding school for pupils between the ages of three and thirteen. It was established in 1929 as Charlton Marshall School and sited just outside Blandford Forum, Dorset. It later developed a link with a senior school, Clayesmore School, and moved in 1975 to its site in Iwerne Minster. There is a single governing body, and separate subcommittees for the prep and senior schools. The school is set in 62 acres that include wooded areas and a lake.

The school's aim is to discover and develop the unique gifts of every boy and girl, to ensure that pupils have a childhood as well as an education. It seeks to provide the highest possible standards of pastoral care, and to encourage a love of learning.

The school's boarding provision seeks as far as possible to reflect family life.

**Please note:**

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

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3. a) **Name and address of school:** Clayesmore Prep School  
Iwerne Minster  
Blandford Forum  
Dorset  
DT11 8PH
- Tel: 01747 811707  
Fax: 01747 811692  
Email: prepheadpa@clayesmore.com  
Web: www.clayesmore.com
- b) **Name and qualifications of Head/Principal, with title used:**
- Name: Richard Geffen  
Title (e.g. Principal): Head of Prep  
Qualifications: BEd Hons  
Awarding body: Sussex University
- Consultant's comments: Mr Geffen has a deep understanding of and attention to detail to the needs of the children in his care as well as the staff and systems that support them.  
He is also knowledgeable and supportive of the work in which Anne Cowley and her team are involved.*
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
- Name: Anne Cowley  
Title (e.g SENCO): Head of Learning Support  
Qualifications: BSc (Hons); PGCE; MEd (SEN); PG Dip SpLD; CPT3A; AMBDA; APC  
Awarding body: University of Salford; University of Lancaster; University of Exeter; Bath Spa University; Real Training/Dyslexia Action; British Dyslexia Association
- Consultant's comments: Anne Cowley is the hard-working and knowledgeable leader of a team that has an extremely wide range of expertise. Although she leads the team, she is very much a part of it; the INSET she has done with mainstream staff has used the knowledge of the whole Learning Support Unit (LSU) to improve subject teachers' understanding of pupils' difficulties.  
She is innovative, flexible in her thinking and highly qualified and motivated.*



## Background and General Information

4. a) **Recent inspections:** ISI Boarding May 2013

*Consultant's comments: The recent report comments: 'The structure of leadership and management of the boarding provision is clear and enables comprehensive care for boarders. Boarding staff meet regularly, and academic staff undertake boarding duties, which supports the boarders' academic progress and personal development. Self-evaluation of the boarding provision, including careful consideration of the National Minimum Standards for Boarding Schools, is undertaken by leadership, and outcomes are linked to an appropriate development plan. Relevant records and policy documentation are monitored regularly by the governing body. Boarding staff are suitably experienced for their roles, and opportunities are available for further training.'*

*The head of boarding likes to ensure that the pupil 'council' can make recommendations that are seen to be taken note of so that they feel fully involved in boarding life. Boarders were happy to board.*

Independent  
Schools only

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

*Consultant's comments:*

- c) **Department of Education Registration Number:** 835/6028

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

		<b>Total</b>	<b>SpLD (Dyslexia)</b>	<b>Accepted age range</b>
Day:	Boys:	111	17	Rising 5 to 13
	Girls:	66	10	Rising 5 to 13
Boarding:	Boys:	32	12	7 to 13
	Girls:	25	5	7 to 13
<b>Overall total:</b>		215	44	Rising 5 to 13

*Consultant's comments: Numbers have remained buoyant and the school is large enough to have a wide range of activities but small enough for pupils to be known to staff as well as each other.*

- e) **Class sizes – mainstream:** 15.35

*Consultant's comments: Class sizes were around 15, although were often divided into smaller groups for more individual attention.*

- f) **Class sizes - special needs:** 1:1 tuition; small groups(Yr 3-8) for social skills, phonics and OT work

*Consultant's comments: The system works very well. The social groups and OT exercise groups worked well as pupils could interact and work together. 1-1 tuition, normally two or three pupils in one room with their tutor was very successful and it was good to see a wide range of strategies and programs in use.*



- h) *For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report: The most recent full ISI report was in 2010 and inspectors commented that, 'Pastoral development is cultivated extremely well and is underpinned by excellent pastoral support' It was also noted that the quality of boarding 'is excellent'.*



## Staffing and Staff Development

DSP, SPS,  
DU 7;  
SC, WS 18;  
MS 21

5. a) **Qualifications, date, awarding body and experience of all learning support staff:**

Details of staff qualifications were provided at the time of application, names and specifics are not published to protect the identity of individuals.

*Consultant's comments: Staff development is clearly a strength of the department and Anne Cowley is enthused by and very current with the latest developments in teaching and learning, as are the members of her department.*

*The INSET that has been shared with mainstream staff was, according to them, 'brilliant' and some of the ideas that were used were just that.*

DU 14

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

Yes

*Consultant's comments: Not only are teachers well qualified, but the department has an Occupational Therapist, a Speech Therapist and a Counsellor as part of the team; this is a tremendous bank of expertise to have available and in use.*

*There are also mainstream teachers who are SEN qualified.*



## 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** To discover and develop the unique gifts of all of our pupils within a happy and relaxed environment where each and every individual is valued. To enable all pupils to reach their full potential through targeted, sympathetic and supportive teaching and high but realistic expectations.

*Consultant's comments: Pupils certainly feel that they are making progress and they feel happy and supported throughout the school. The LSU policy document is in line with the Code of Practice and is accurate and informative.*

- b) **Admission policy / selection criteria:** There is no formal assessment for entry into the school. Wherever possible pupils are encouraged to spend a day in school and a night boarding, if applicable. They attend lessons and spend one of these in the LSU for assessment, so that they can be placed within an appropriate set and a support package organised, if required. If a pupil's needs are not within our expertise or are well below our norm in a particular year group, or would unbalance the needs of a year group, we may not offer a place, but would advise alternative specialist schools.

*Consultant's comments: Care is taken to select pupils who will benefit from the level of support available at Clayesmore. This does not mean that pupils with severe difficulties are 'selected out', they are not. Indeed Clayesmore is able to accept children whose needs are complex because it has the expertise to deal with those needs. However prospective pupils are looked at on a case by case basis and the school will accept those whose needs can be met within the mainstream environment.*

Criterion 3

- c) **Give specific examples of the whole school response to dyslexia (SpLD):** Differentiation in lessons to ensure that all pupils are studying the curriculum in an accessible form; pupils often use alternative methods of recording work including cloze, notes, use of scribe, word processing; use of interactive whiteboards and ICT (ipads and Dragon Dictate); all teachers have good knowledge of all pupils' strengths, weaknesses and learning styles; some pupils use laptops, ipads or spell checkers. Learning Support Assistants in class rooms; close liaison between mainstream and LS staff; IEPs and profiles on School Manager for all staff to access; support for pupils during prep and exams. The Governing Body recognises the importance of the LSU department. Although the governor responsible for SEN has recently left, the position is being reviewed and a new governor appointed.

*Consultant's comments: In all the mainstream lessons observed, learning was active. Pupils were seen to be encouraged to find things out for themselves (measuring water in a Maths lesson where they predicted how much containers would hold, then carried out investigations in pairs. All were engrossed). In a Geography lesson, pupils were working in groups and gave their conclusions as presentations rather than in writing. Differentiation is a matter of course here and there is excellent liaison between mainstream and the LSU.*



## School Organisation

7. a) **How is the week organised?** By Year Group. Class taught YN to Y4, subject specialist taught from Y5 – Y8. Maths and English are set in Y4 – Y8. In Y5 – Y8 a mixture of setting and streaming takes place for all other subjects. Mon, Tue, Thur, Fri 6 lessons in the morning and 5 in the afternoon. Wed/Sat am teaching only – games/activities in the afternoon. Sundays boarders recreation time and trips out.
- Consultant's comments: There is some ongoing discussion regarding lesson length. Careful consideration of the needs of the pupils is at the core of the debate. Streaming and setting allows for appropriate pace in lessons. Boarders are happy that there are Sunday activities to keep them busy.*
- b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework:** Dyslexic pupils are fully integrated into all aspects of school life. They are supported by their teachers and teachers' assistants whenever there is a need. Their progress is monitored by the Director of Teaching and Learning, The Head of Learning Support, as well as by the tutoring system
- Consultant's comments: Records are very carefully kept and progress is well monitored. Communication with parents and guardians is very successful. There are Parents Meetings specifically for parents of pupils who have support as well as LSU teachers being available at other parents meetings. Parents also feel free to contact LSU teachers over any concerns or issues. Teachers, TAs and learning Support teachers make themselves aware of any pupils who might need extra support for homework.*
- c) **Does the Head of Unit have Head of Department status and input into curriculum design and delivery?** Yes and member of SLT at both prep and senior schools; responsible for the whole school in this area.
- Consultant's comments: The fact that Anne Cowley is the Head of Learning Support at both prep and senior school (where she has an additional 16 staff) enable her to coordinate provision efficiently and makes the transition between the schools smooth for pupils who need continuing support and access arrangements. Her opinion as a member of the Senior Leadership Team of both prep and senior Clayesmore schools is valued.*

DU 13



## 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:** The Nursery and Reception teachers complete assessment profiles on all pupils, with ongoing and cumulative assessment, monitoring and recording procedures. Similar within the prep school.

Some children come to the school with reports of previous/present difficulties, prepared by educational psychologists or other professionals. Children can be referred to the SENCO for assessment by the class teacher or the parent. Any teacher who is concerned about the performance or progress of a pupil will consult the SENCO directly or may ask to discuss the child during a weekly staff meeting. Parents may suspect that their child is experiencing difficulties in class and they are encouraged to bring this to the attention of the school. Children entering the school will normally spend a day in the classroom, with their year group, and feedback will be given to the SENCO on the child's needs and performance. In addition the SENCO will screen the pupil for attainment and underlying ability.

Any child who, at admission interview, appears to have SEN may be referred to the SENCO for further assessment so that the school is able to provide appropriate intervention on arrival.

Should a child already have identified SEN, relevant reports should be made available to the school prior to, or at, the admission interview.

*Consultant's comments: There is a high level of awareness of specific learning difficulties amongst mainstream staff, who liaise with LSU staff regarding assessment. The variety and qualifications of staff within the LSU enable assessment of a wide range of specific difficulties.*

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:** If a child is referred to the LSU from Years 3 – 6, then a full range of assessments should be carried out initially, unless information is already provided from an up to date Educational Psychologist or Specialist Teacher report.

If a pupil comes to the LSU in Year 7 and 8 they will have core tests to determine if there is a discrepancy between attainment and ability. If there is a discrepancy, then the parents will be asked to pay for a full diagnostic assessment with an Educational Psychologist or a Specialist Teacher, independent from the school.

Pupils in the pre-prep will be assessed informally and advice given on support and intervention.

*Consultant's comments: Anne Cowley has an Assessment Practicing Certificate and is qualified to assess throughout senior as well as the prep school. She has a good range of testing materials and her knowledge of testing for access arrangements make her a valuable (and valued) asset.*





- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** Teachers within the school who are fully qualified, are able to assess pupils. Educational Psychologists and other professionals can be brought in to assess pupils. Those who are funded through the military are assessed at a Dyslexia Action centre. Occasionally, the County Service will be responsible for an assessment, if a pupil is statemented.

*Consultant's comments: Clayesmore is surrounded by military bases and in order for parents to access financial support from Services organisations, an assessment by an Educational Psychologist from Dyslexia Action is, as has been pointed out, necessary. Clayesmore has links with Dyslexia Action as well as other assessors.*



## 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** Heads of Department are responsible for monitoring and developing the curriculum in their own areas. Heads of Department meet together approximately three times a term with the Director of Teaching and Learning in order to discuss curriculum matters formally. Heads of Department also meet the Director of Teaching and Learning on an individual basis regularly throughout the academic year to discuss issues pertaining to their curriculum area. The SLT undertake a Book Audit twice yearly and any issues are fed back to Heads of Department to discuss with individual staff where necessary.
    - Long, medium and short term plans are in place for all curriculum areas, and curriculum maps for all year groups are published on the school web site for parents. Classes are taught in a mixture of set, streamed and mixed ability groups depending upon the age of the pupil and the subject being taught. The composition of these groups is monitored by the subject teacher, Head of Department and Director of Teaching and Learning, and pupils' academic profiles are discussed approximately three times a term. Teachers employ a multi-sensory approach to learning, differentiating according to the needs and ability range within each group.

*Consultant's comments: It is clear that awareness of individual pupils' needs is at the heart of lesson planning. Pupils were observed to be challenged as well as being supported and were motivated to learn. There was sensitivity shown regarding possible difficulties in reading aloud and feedback to pupils was always encouraging. Pupils responded to this by working well together and were confident to express their opinions. This was particularly noticeable in a lesson involving diary entries/letters home from the front in WW1.*

- b) **Use of IEP's:** All staff have access to IEPs on SchoolManager. These are prepared by Learning Support Teachers and outline strengths and weaknesses of pupils and give strategies to assist the class teacher. LS teachers consult with pupils and parents to decide on SMART targets.

*Consultant's comments: The pupil profiles are also very informative and up to date regarding information. IEPs manage the difficult balance between being useful working documents for LSU teachers and mainstream teachers. It was good to see LSU lesson plans with IEPs attached. This made for very focused lessons.*

- c) **Records and record keeping:** All assessment records for pupils are kept on the SchoolManager database. As well as NC optional tests in key stages 1 and 2, Key Stage 2 SATs in English and mathematics, internal end of year examinations for Years 6 and 7, and 13+ CE examination results, the school undertakes GL Assessment Cat 4 tests for all pupils in Years 2, 3, 5, and 7 each academic year.



These tests produce standardised age scores in the following areas:

- verbal reasoning
- quantitative reasoning
- non verbal reasoning
- spatial reasoning

The analysis of these results allows us to assess preferred learning styles, areas of relative strength and weakness and then once diagnosis has taken place, informs the teaching and learning methods of all teachers for all pupils in the school. In addition to the above, all pupils in Years 1-8 undertake GL assessment Progress in English and Progress in Maths tests in the first term of the academic year (from 9/13). These tests allow teachers to assess pupil profiles in these areas and give standardised scores, NC indicator levels, diagnostic information in different areas of the maths curriculum, for example % of questions attempted, correct and incorrect, and for English diagnostic information in the areas of spelling, grammar, punctuation, reading narrative and reading non narrative. All these tests are objective and, therefore, allow us to make accurate judgements about a pupil's underlying ability, academic attainment at a given time and then implement strategies for further support, intervention or extension/enrichment based on the results.

In addition to summative assessment, all subject areas employ target setting in various ways to help pupils become actively involved in their learning, and to help academic progression. These targets are measurable and again, inform future planning, teaching and learning.

*Consultant's comments: Record keeping is thorough at all levels and provides information for staff and parents that is genuinely informative and carefully analysed. Teachers certainly appear to value and use the information that is available.*

Criterion 3

- d) **For comment by consultants only: Two case studies of dyslexic pupils.** *As has been previously noted, assessment is thorough and informs IEPs admirably. There is no sense of this being a paperwork exercise, rather practical support and information.*
- f) **Any other relevant information, e.g. details of any other examinations taken, Reading and Spelling age assessments:** Reading and spelling scores are gained annually by LS teachers in addition to progress tests within departments and in line with the school assessment policy.  
*Consultant's comments: Records show the impact of provision on pupils' literacy, language and academic subjects, but there are no tests available to show the increased confidence that parents and staff commented on. The confidence of the pupils is evident in class as is the readiness with which they respond to questions and tasks set.*
- g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** Dispensations are allowed in all exams, ranging from amanuensis, scribe and extra time. Learning Support staff supervise the exam rooms and scribe for pupils. The Head of LS liaises with other senior schools to agree dispensations for CE candidates; formal testing is carried out independently in the secondary phase in Year



7 and 8.

*Consultant's comments: Access arrangements are carefully organised after appropriate testing. They allow pupils to show their understanding and make the most of their opportunities.*

- h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** Nine students were interviewed. They were boys and girls from a range of years and a mix of boarders and day students. They felt that the teachers in the LSU fully understood their needs and they were totally confident in them. Those who were boarders enjoyed the boarding experience and felt that staff enabled them to get on with each other. They felt that the majority of mainstream teachers were supportive and understanding and those pupils who had been to other schools much preferred Clayesmore.*

*All felt that opportunities to succeed at Clayesmore were important. They were confident, articulate and thoughtful of other pupils' needs.*

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

10. a) **General resources for teaching dyslexic (SpLD) pupils:** The LS department is well resourced with books, computer programs, computers, laptops, games and teaching programmes. The LS teachers liaise closely with subject teachers to provide differentiated work or structures to help the teaching and learning of pupils in the mainstream classes. Subject teachers use differentiated text books which extend most able pupils and simplify texts for SpLD pupils. Each department have their own resources to meet the needs of those with SEN, but can look to the Head of LS to advise or provide additional resources.

*Consultant's comments: There is most certainly a wide range of teaching structures, games and programs to enable LSU lessons to be fun as well as appropriate to pupils' needs. LSU staff also have iPads and it was good to see these being used, for example to support Geography knowledge and to extend vocabulary. Also good to see structured phonics schemes in use.*

- b) **Library:** The library is staffed by a qualified librarian who knows the pupils well. She buys books which are suitable for lower reading ages but with high interest levels, books with CDs/tapes, periodicals. She assists pupils in choosing appropriate books which will improve their reading whilst preserving their self esteem. There is a wide range of fiction, non fiction and reference books in a comfortable and inviting setting. The librarian and LS department liaise closely and look to each other for help and resources when the need arises. There is a sharing of ideas.

*Consultant's comments: The library is very well used, there are pupils there at all times of the day engrossed in their reading. The librarian is extremely knowledgeable and enthusiastic about supporting reading across the school, but she has a particular interest in those pupils for whom reading is less easy. She keeps electronic records of books that are popular as well as the reading records of pupils. This information is available to staff.*

*The library is comfortable, with soft seating as well as tables. There is a wide range of books with low reading age/high interest level. Children who need encouragement to read are well catered for.*

- c) **ICT:**  
All classrooms have computers and interactive whiteboards. There is a dedicated ICT suite that has 20 new computers that are networked, allowing class teachers to access the internet and a wide variety of teaching resources. The staff work room also has 4 networked computers and 20 laptops are available in the Everett Building. Teachers of YR to Y4 also have computer in their rooms. There are computers within the LS Department and teachers have iPads to use with pupils. Some pupils bring their own laptops to school.

*Consultant's comments: ICT is up to date and interactive whiteboards are used most effectively. Computer suites are well supervised and maintained.*



DU 10 & 11

- d) **Learning Centre:** The Learning Support Centre uses three adjacent rooms on the first floor of the main teaching block. The head of LS has an office and teaching room. The department has computers, ipads, an interactive white board, and a wide range of resources.

*Consultant's comments: Although these rooms are shared (in that more than one lesson might be happening at the same time) pupils were not distracted by each other and were fully engaged in their own lessons. As has been noted previously, the LSU is very well resourced.*

*Exercises for pupils who have dyspraxic tendencies are organised in one of the halls under the supervision of a qualified Occupational Therapist. Not many schools have access to such a level of support and advice as well as practical intervention.*



## Statement of Special Educational Needs

11. a) **School policy:** The school will offer a place to any pupil with a 'statement' if it is felt that his/her special educational needs can be met with the available resources, and without upsetting the balance of the year group.  
*Consultant's comments: Given the level of support available, it is surprising that there is not a larger number of pupils with statements.*

Independent  
Schools only

- b) **Types of stated needs accepted:** Dyslexic or dyspraxic pupils  
*Consultant's comments:*

- c) **Number of stated pupils:** 1  
*Consultant's comments: The pupil who has a statement is making very good progress. His annual review documentation is as carefully kept and considered as the records of all pupils who attend the LSU.*



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

Independent  
Schools only

12. Schools should provide, with the documentation, a list of the names of all known dyslexic (SpLD) pupils in the school. From this the consultant will select 12 names and schools will be asked to contact the parents (CReSTeD will provide an explanatory letter) for their permission to give their phone numbers to the consultant. The consultant will then contact 6 of these parents before the visit takes place to discuss their feelings about the school.

For completion by consultants only: **Parent Contacts:** Six parents were contacted and all were absolutely delighted by the progress their children were making and by the attitude of Clayesmore's staff. One parent commented, 'We are ecstatic with the support our children have. It is fabulous. We moved countries to come here.' These parents had done a great deal of research before choosing Clayesmore.

Another parent said, 'The biggest thing for me is -in one word- trust. He trusts the teachers and that wasn't there before he went to Clayesmore. We are incredibly lucky- he loves it.'

Other parental comments were in the same vein, 'The pressure has been taken off him, he's totally happy. The IT man supports me, too!'

All parents agreed that communication with and from the school is excellent; 'Communication is above and beyond..the door is always open.'

One parent said, 'They follow everything up, just as they say they do.' It was also important to some parents that the school was just as effective for their children who weren't dyslexic and all parents appreciated the measures taken to ease transition to senior schools, Clayesmore or elsewhere.





14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** Acceptance is clearly and wholeheartedly recommended. The level of support for parents as well as children is exceptional here, as is the attention to detail. The school buildings are impressive but also comfortable. Displays are lively and pictorial timetables and menus allow all pupils to know where they should be and what they would like to choose for lunch, no matter what their reading ability. Days when parents can come into lessons in school are innovative and appreciated by parents. Pupils' behaviour is impeccable. Anne Cowley has some excellent ideas to allow further training of staff and to keep Clayesmore's support as effective as it can be. Links with the senior school are very efficient and all teachers feel well informed and supported. It was a great pleasure to visit such a friendly and well-organised school and department.*

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:-

<b>Consultant to tick relevant boxes when criteria are observed to have been met:</b>	
<b>Criteria</b>	<b>DU</b>
1. The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	<b>x</b>
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	<b>x</b>
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	<b>x</b>
7. The Head of Learning Support (or equivalent) should normally hold a nationally recognised qualification for the teaching of dyslexic (SpLD) pupils.	<b>x</b>
10. The school has a designated Unit or Centre that provides specialist tuition on a small group or individual basis.	<b>x</b>
11. The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	<b>x</b>
12. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of dyslexic (SpLD) pupils and this is evident across the curriculum.	<b>x</b>
13. The Head of Unit or Centre will have Head of Department status, and must have an input into curriculum design and delivery.	<b>x</b>
14. The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of dyslexic (SpLD) pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	<b>x</b>