



Council for the Registration of Schools Teaching Dyslexic Pupils

**Kingsley School,
The Grenville Dyslexia Centre**

Registration – Category DU

1. *Date of visit:* *Friday 9 May 2014*
 2. *Name of Consultant(s):* *Mr Nick Rees*

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Kingsley School (The Grenville Dyslexia Centre) Northdown Road Bideford Devon EX39 3L Tel: 01237 426200 Fax: 01237 425981 Email: admissions@kingsleyschoolbideford.co.uk Website: www.kingsleyschoolbideford.co.uk	Rural town	137 boys 95 girls	Dysl Dysp ADD P&S	SoH BSA ISC AGBIS
	Ind	Ages: 11-18		GCSE GCE: AS/A2 OCR Nat Univ Entry
Comments: Substantial help given in mainstream environment by separate specialist department.				

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:** KINGSLEY SCHOOL
NORTHDOWN ROAD
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EX39 3LY
- Tel: 01237 426200
Fax: 01237 425981
Email: lanea@kingsleyschoolbideford.co.uk
Web: www.kingsleyschoolbideford.co.uk
- b) **Name and qualifications of Head/Principal, with title used:**
- Name: MR SIMON WOOLCOTT
Title (egg Principal): HEAD
Qualifications: BSc ARCS
Awarding body:
- Consultant's comments: A Head with an infectious enthusiasm for supporting all his pupils especially those with SpLD. He was recently appointed Head having been Head of EYFS at the time of the previous CReSTeD visit.*
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
- Name: ANDY LANE
Title (egg SENCO): HEAD OF GRENVILLE DYSLEXIA CENTRE
Qualifications: B.ED (HONS), DIP.SP.L.D
Awarding body: EXETER UNIVERSITY; UNIVERSITY OF NORTH WALES, BANGOR
- Consultant's comments: A very experienced and well-qualified practitioner who is dedicated to his role; and to the pupils who attend Grenville Dyslexia Centre. He is planning to retire during the next academic year.*



Background and General Information

4. a) **Recent inspections:** ISI FULL INSPECTION, INCLUDING BOARDING SUMMER TERM 2013

Consultant's comments: The school was seen to be good in a number of categories and excellent in the spiritual, moral, social and cultural development of the pupils and in the contribution of arrangements for pastoral care. It was also noted that dyslexic pupils often achieved results in excess of expectations. Provision in the EYFS setting was rated outstanding for provision and contribution to welfare.

Independent
Schools only

- b) **Current membership (egg HMC, ISA etc.):** SHMIS; BSA; AGBIS; CReSTeD

Consultant's comments: An appropriate range of membership for this type of school.

- c) **Department of Education Registration Number:** 878/6030

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

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	77	29	11-18
	Girls:	63	10	11-18
Boarding:	Boys:	60	9	11-18
	Girls:	32	4	11-18
Overall total:		232	52	11-18

Consultant's comments: Kingsley School prides itself on the number of pupils with SpLD that are accepted to the school.

- e) **Class sizes – mainstream:** About 15, rarely larger.

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

- f) **Class sizes - special needs:** NEVER MORE THAN 10; CURRENT AVERAGE SIZE IS 6; BIGGEST CLASS IS 8.

Consultant's comments: This is appropriate for this setting and for the way that additional support is delivered.

- h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:** The ISI inspection report of 2013 graded the school's contribution of arrangements for pastoral care as outstanding in both the main school and in the EYFS setting. All pupils receiving excellent care, support and guidance from the school staff in school and in the boarding houses. The school is also highly successful in meeting its aims of discovering and nurturing pupils' individual talents. Staff are quick to notice and praise success or to pass on concerns so that pupils are given appropriate support. Relationships between staff and with each other are positive. Pupils are encouraged to be healthy with activities and access to healthy food options. Strong and consistently implemented policies are in place for behaviour and the prevention of bullying.



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:**

Mr Simon Cullingham qualified as a teacher with a B.Ed. [Hons] degree from Sheffield University in 1980, specialising in Remedial Education. He was a highly committed and successful teacher in the dyslexia department at Grenville College for ten years before leaving in 1990 to pursue another career. He rejoined the department in September 2002, and now teaches at Kingsley across the age range. He completed his Diploma in Teaching Children with Sp.L.D in 2003 in order to update his qualifications. As well as teaching in the department, Mr Cullingham often teaches history, has taught several other subjects, and he is a popular Y7 tutor. His son was a successful student in the dyslexia centre during the 1990s.

Ms Sarah Parsons is a qualified teacher and has a BSc in mathematics from the University of Exeter awarded in 1995. She has been a highly successful teacher in the maths department at Grenville and then Kingsley for 12 years, specialising in teaching children who have difficulty with mathematics. Since September 2013 she has been teaching a Y7 class in the dyslexia centre, following the retirement of a colleague. This has been successful, and it is envisaged that she will continue to teach one class in the centre for the foreseeable future. As a consequence of this, Sarah will be beginning her Post-Graduate Certificate in Special Educational Needs, focusing on dyslexia, from Birmingham University, in September 2014. Sarah is a 6th Form tutor and is also in charge of careers.

Mr Andy Lane has over thirty six years teaching experience at Grenville and Kingsley, and taught dyslexic students in a variety of subjects before joining the centre in 1989. He was housemaster of junior and senior boarding houses for many years, and then housemaster of a day house. He has an honours degree in education [1973], a diploma in teaching children with Sp.L.D.[1993], a Certificate in Professional Studies [1994] from the University of North Wales, Bangor, and is an Associate Member of the British Dyslexia Association [AMBDA]. He has been head of the centre since 1993, is a member of the Senior Leadership Team and the Core Academic Team of the school. He is also i/c cross-country running.

Consultant's comments: The staff are well-qualified and experienced. However, a number are retiring shortly.

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 - SEE ABOVE**

Consultant's comments: This is appropriate for the type of school.



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**

The Grenville Dyslexia Centre aims to provide expertise in the education of dyslexic students by offering encouragement, support and specialist teaching whilst at the same time having high expectations for what the students can achieve, so that they can realise their full potential – in other words, our aim is to create a dyslexia-friendly school. To promote these aims it has been agreed by the head of the centre, the headmaster and the governors that the number of dyslexics in the school should be about 25% of the total school register, with a maximum of 20 dyslexic students in any one year group. Dyslexia therefore has a high priority, ensuring that children are provided with plenty of support and encouragement, that a whole school policy can be effectively implemented and that there is no stigma attached to being dyslexic; but also that the school remains firmly mainstream in the belief that dyslexics should not be separated from their peers, that a realistic environment is created which more accurately reflects the world outside, that a broad curriculum and extra-curricular programme is provided and that the mainstream atmosphere has a beneficial effect upon the academic results of dyslexic children. See GDC Handbook for further info.

Consultant's comments: The policies relating to the provision for pupils with dyslexia (SpLD) are clearly written and comprehensive. The support from senior management is palpable.

- b) **Admission policy / selection criteria:** A visit to the school by the prospective parents and dyslexic child is the most important part of the procedure. This may well last for half a day or more and will involve meeting the headmaster and the head of the dyslexia centre separately, and touring the school. A substantial amount of time will be spent with the head of the centre, allowing a full exchange of information and discussion to take place so that the suitability of Kingsley School and the child for each other can be properly assessed by both parties. A recent educational psychologist's report is preferred, as are school reports. However, the head of the centre is able to carry out an assessment if required, and a local independent psychologist, Mr Chris Barker, who has a close working relationship with the school, can be called upon. The school actively encourages prospective pupils to spend 1-3 days actually in school as a student in a "taster". Dyslexic children do not have to sit entrance exams though they may if they wish. Within 24 hours the head of the centre provides the headmaster with a written report and recommendation and the head makes the final decision. Children who have primary emotional and/or behavioural difficulties are not considered for entry. It is understood that some children will exhibit such behaviour as a secondary consequence of their dyslexic difficulties not having been resolved at a previous school. Entry, although preferred at age 11 or 16, is possible at any age, and at any time during the school year.

Cont'd



The basis for entry is: “Is the child capable of benefiting from being educated at Kingsley School?”. Therefore, formal entry requirements are not laid down and while the typical Kingsley dyslexic student could be described as being of average or above intelligence but two or three years behind chronological age in literacy skills, there are also pupils here doing well who fall well outside of those parameters.

Consultant’s comments: The policy is detailed and transparent.

Criterion 3

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

1. Teacher’s dyslexia-friendly classroom skills assessed on interview.
2. Inset on teaching dyslexic pupils for all new staff.
3. Regular whole-school inset on teaching dyslexic pupils, most recently in September 2013.
4. Handbook: “Teaching the Dyslexic Student at Kingsley School”.
5. Weekly staff meetings to discuss pupils.
6. Dyslexia is at the heart of everything the school does.

Consultant’s comments: Much of the above is in evidence whilst touring the school, talking the pupils, parents and staff and through the observation of lessons both in the centre and in mainstream classes.



School Organisation

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

8.30 Registration

8.40 onwards = 6 x 40 minute lessons, (break 10.40 - 11.00).

1.00 Lunch

1.55 Registration

2.00 Tutor period or school assembly or house meetings

2.30 2 x 40 minute lessons until 3.50.

4.00 Clubs and activities

5.00 End of school

Consultant's comments: The school day is well-ordered with opportunities for learning and relaxing.

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

homework: In Years 7-9 dyslexic children have 10 lessons a week of 40 minutes, reducing to 9 lessons at GCSE. These lessons are in small classes, present average of 6. These lessons combine the teaching of "mainstream" English with the dyslexia-specific work on reading, spelling, writing, study skills etc. Dyslexic students study for their English GCSE in the dyslexia centre. Attendance in the dyslexia centre takes place during English lessons [5], and French & Spanish [5], although some dyslexics study one foreign language, and very occasionally two.

6th Form provision is free and works on a drop-in basis – lessons are timetabled, but in effect 6th Formers can come at any time and if the head of centre isn't free then, an appointment can be easily made.

Prep is set for all pupils, and recorded in pupil diaries, and the emphasis is upon working to a set time rather than to 'finish the exercise'. Prep can be done in the library, ICT rooms, dyslexia centre or at home. Support is always on hand for dyslexic boarders.

Consultant's comments: This system works well in practice with pupils reporting that they prefer groups to one-to-one teaching as they can learn from each other, compete and that learning is more fun and effective.

DU 13

c) **Does the Head of Unit have Head of Department status and input into curriculum design and delivery?** The head of the centre is a head of department, a member of the Senior Leadership Team, and a member of the Core Academic Team.

Consultant's comments: The head of the centre is a member of a number of influential committees.



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 vast majority of pupils have already been identified by the time they arrive at Kingsley. In addition, pupils are screened on visits to the school or early in Y7 if this is not possible. All pupils are screened again at the end of Y9, and there is voluntary screening at the beginning of 6th Form. However, experience informs us that the most effective identification of pupils takes place by subject teachers, and in particular English teachers, telling the head of centre as soon as they have any concerns.
Consultant's comments: The procedure is clear and understood by all relevant parties.
- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:** The parents are informed, opinions from teachers are canvassed, and a full assessment by the head of centre takes place quickly, with follow-up discussions with the parents.
Consultant's comments: The stages are clear and appropriate.
- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** The head of centre can assess pupils, or we have access to a several independent educational psychologists.
Consultant's comments: An appropriate policy to ensure that pupils are assessed efficiently and effectively.



Teaching and Learning

Criterion 3,
MS & DU 12;
MS & SC 17;
MS & WS 19

9. a) **Lesson preparation and delivery to meet the needs of dyslexic (SpLD) pupils for:**
- **Curriculum subjects**
 - **Literacy support** All staff follow the principles laid down in the Kingsley teaching handbook, "Don't make dyslexia an excuse"; these principles are reinforced through staff meetings and regular INSET, the most recent of which was September 2013.

Consultant's comments: Six lessons were observed during the visit. Not all teachers provided a lesson plan. This made assessment of those lessons more challenging as the lesson was assessed in isolation rather than looking to what had gone before and what was planned to follow. It was also not always obvious who the pupils with SpLD were although this was also a positive experience as the lesson planning was obviously well suited to all the pupils needs.

All teaching rooms were clean and tidy with good lighting and ventilation. All pupils were well presented, polite and cooperative. In most lessons the pupils were conscientious in their studies and were enjoying the experience. The staff were well organised and had a firm but friendly approach to their teaching. An appropriate use of humour was much in evidence. All observed teaching had practical elements and the most successful were fully multi-sensory. Most lessons had work presented in chunks or involved moving to a different topic or aspect of the topic. Aids to support pupils with SpLD were on occasion available e.g. iPad to listen to music to aid concentration. A discussion on how more equipment, used in the junior department, may be continued into Years 7 & 8 of the senior school for transitional purposes may prove fruitful.

All rooms had a good amount of displays both creative and informative in nature. They were, on the whole, distraction free and aided concentration. The junior department may wish to consider reducing their displays to a small degree to aid concentration. In a few lessons opportunities were missed that would have enhanced both the teaching and the learning e.g. higher order comprehension skill questions not being asked during a reading activity. The school could benefit from a discussion on alternative classroom and seating arrangements for pupil's dependant on the size of classroom, the activity and the number of pupils present. At times the seating appeared to be random. It may be of benefit to the whole staff to have an INSET to include an overview by an educational psychologist, speech and language therapist and occupational therapist of techniques that can be used by all teachers to support their learners in all classes and across all subjects, as there are links available in the junior department.



- b) **Use of IEP's:** Not used as standard, but are used with stated pupils or occasionally when required for particular emphasis. Instead the school uses a comprehensive system of written school reporting every term, including targets from the dyslexia centre, half-termly progress reports, parents' meetings and a very full profiling system for every dyslexic pupil. Every dyslexic pupil has a full academic profile written on them summarising their balance of strengths and weaknesses, with teaching recommendations.

Consultant's comments: The pupil profiles contain all the necessary elements of an IEP. Personal information of date of birth, when entered the school etc. along with background information, diagnosis, strengths and weaknesses and of learning style as well as tips for homework if appropriate. Along with the reporting arrangements this is an acceptable approach.

- c) **Records and record keeping:** Mark books kept for regular work; written progress reports for all at half-term; written reports at the end of term for all pupils. Annual examinations. Annual testing of literacy skills for dyslexic pupils. All reports, assessments, profiles, tests etc. are filed in the head of centre's office as well as in the central office.

Consultant's comments: A wide range of effective records is kept on pupil progress across the curriculum and are accessible to all staff.

Criterion 3

- d) **For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)** Both pupils have detailed pupil profiles containing information in the areas as indicated above. Records are kept of any in-house or standardised testing that occurs as well as examination results from the date that the pupil entered the school. Results are tracked throughout the time at the school to show progress and highlight any added value from predicted to actual grades.

Criterion 3

- e) **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	46	46	98.3% AL 100% VCE	306	90.1 AL 103 VCE
Dyslexic (SpLD) Pupils	8	8	95.7%	180	62.6

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	41	71%	68%	99.6%
Dyslexic (SpLD) Pupils	9	60.5%	55.6%	99.4%

- f) **Any other relevant information, egg details of any other examinations taken, Reading and Spelling age assessments:** Annual assessments for dyslexic students until the end of Y9.
Consultant's comments: These are comprehensive and annual. The head of centre provides very detailed analysis and summaries of examination results. It is clear that many pupils with SpLD do better than predicted.
- g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** 36 students in Y11 and above have access arrangements for public exams in June 2014, ranging from added time to readers, scribes, use of computer etc. See handbook for full details.
Consultant's comments: There is a clear procedure and a table that summarises the access arrangements for public examinations that include, additional time, whether examination are taken separately in the centre and whether reading assistance or scribe is being provided.
- h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** Eleven pupils, both boys and girls, were spoken with together during the visit. The pupils ranged from Year 7 to Year 13. A few had started at the school the previous September and so were coming to the end of their first year. They all reported that they were made to feel most welcome when starting at the school. Other pupils have been at the school for eight years. All eleven pupils were most complimentary of the school and the staff. The staff of the centre received most praise for their support and accessibility. Peer relationships were said to be very good with very few problems reported. Any problems were reported and dealt with immediately. Detentions were rare for difficulties with organisation. All bar one of the mainstream teachers were reported to teach in a manner that was helpful to pupils with SpLD. Most provided additional writing implements, paper and notes of the lesson. Some staff wrote in the pupil's planners to aid memory and organisation. All reported that you could ask a teacher anything without fear of being made uncomfortable. The pupils reported that they preferred the group approach as it helped them learn from their peers, included a competitive element and made the lessons more fun and interesting. Pupils studying for examinations stated that if they requested a one-to-one the teachers would give up their free periods or lunchtime to provide additional support. The one area of frustration was the quality of the food served at lunch and especially in the evening. It was felt that the quality of the meat, fish, vegetables, yogurt etc. were sub-standard and that food reappeared if left over from a previous meal. Breakfasts, however, were met with universal approval.*



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

10. a) **General resources for teaching dyslexic (SpLD) pupils:** Because of the whole school awareness of dyslexia, resources are good in all curriculum areas; ICT, multi-media, whiteboards etc. are all widely available to assist with multi-sensory teaching.
Consultant's comments: Resources are many and varied throughout the school.
- b) **Library:** Large and very well-equipped and at the centre of the school as you walk in the main doors; full-time librarian who is very supportive of dyslexic pupils and ensures a plentiful supply of dyslexia-friendly reading; assists with prep if needed.
Consultant's comments: The library is in the final stages of refurbishment. It is a large room, central to the school and full of books and of pupils studying. It is an excellent and well-used resource.
- c) **ICT:** Networked computers available throughout the school; ICT centre; dyslexia centre has 2 computer room and 20 networked computers for use by dyslexic students
Consultant's comments: There is a wide range of ICT equipment throughout the school. Both Apple and PC's are used. Pupils are permitted to use their own iPads.
- d) **Learning Centre:** The Grenville Dyslexia Centre is housed in its own building and is at the centre of the school both physically and philosophically. Situated between the mainschool building and the theatre it provides a shelter from the hurly burly of school life as well as being a relaxed but purposeful learning centre. It consists of three main teaching rooms, two computer rooms, an office, storage space, and boys', girls' and staff toilets.
Consultant's comments: A dedicated building close to the main building of the school. Rooms, including classrooms are bright and well ventilated, tidy, nicely decorated and well furnished.

DU 10 & 11



Statement of Special Educational Needs

11. a) **School policy:** Each pupil is looked at as an individual case - "can we meet the needs of the child?"
Consultant's comments: This is an appropriate course of action to follow.
- b) **Types of stated needs accepted:** Predominantly centring on dyslexia / dyspraxia.
Consultant's comments: This is an appropriate policy for the school
- c) **Number of stated pupils:** 4
Consultant's comments: A relatively small number in relation to the number of pupils with SpLD attending the school.

Independent
Schools only



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:** Nine parents were spoken to with many having had more than one of their children attending the centre at some stage in the past. Eight parents could not speak more passionately about the school and particularly about the Grenville learning centre run by Mr Lane. Most reported that their child had made considerable progress in reading, comprehension and spelling with most also mentioning an identifiable rise in self-esteem and confidence. The degree to which the staff would go out of their way to support and to communicate effectively was highly praised with the teachers approach being welcoming and friendly. One parent was not overly pleased with a number of aspects and would like to see greater transparency when an issue is raised, less favouritism, greater parental involvement, an improvement in the nutritional content of the food and less emphasis on preparation for Oxbridge and more for other further educational establishments. The school may wish to look at these issues. However, apart from the issue regarding food these were not views supported by the pupils.



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** Kingsley School and the Grenville learning centre deserves to retain their DU status with CReSTeD. The grounds and the school are well cared for providing a suitably appropriate environment in which to learn and for boarders to live. The atmosphere is welcoming, lively and industrious. The school is suitably resourced to support pupils with learning difficulties and the teaching/learning spaces throughout are clean, well lit, ventilated and distraction free. The school is led by a passionate head and the additional support from the dedicated and experienced Grenville learning centre staff is commendable. Staff and pupils are proud of their school and are very happy there. Parents are delighted with the provision and feel that their children have made progress and are happy attending the school.*

Consultant to tick relevant boxes when criteria are observed to have been met:	
Criteria	DU
1. The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	x
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	x
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	x
7. The Head of Learning Support (or equivalent) should normally hold a nationally recognised qualification for the teaching of dyslexic (SpLD) pupils.	x
10. The school has a designated Unit or Centre that provides specialist tuition on a small group or individual basis.	x
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.	x
12. There is 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.	x
13. The Head of Unit or Centre will have Head of Department status, and must have an input into curriculum design and delivery.	x
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 satisfy this criterion.	x