



Council for the Registration of Schools Teaching Dyslexic Pupils

Kingswood School

Registration – Category DU

1. *Date of visit:* 30th April 2014
2. *Name of Consultant(s):* Bill Watkins

| School Contact Details | Location/ status | Student Details | Special Needs | Assoc'/ exams |
|---|---------------------|-------------------------|------------------------------|--------------------|
| Kingswood House School 56 West Hill Epsom Surrey KT19 8LG Tel: 01372 723590 Fax: 01372 749081 Email: office@kingswoodhouse.org Website: www.kingswoodhouse.org | Urban/rural | 179 boys (ages 3-14) | Dysc Dysl Dysp ADD P&S | IAPS NagC |
| | Ind | 3 girls (ages 3-7) | | Common Entrance |
| | Day | | | |

Comments:
Boys prep school, with a specialist dyslexia unit, feeding major public schools in the area.

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:** Kingswood House School
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KT19 8LG
- Tel: 01372 723590
- Fax:
- Email: office@kingswoodhouse.org
- Web: www.kingswoodhouse.org
- b) **Name and qualifications of Head/Principal, with title used:**
- Name: Mr Peter Brooks
- Title (e.g. Principal): Headmaster
- Qualifications: M.A. B.Ed (Hons) Cert. Ed.
- Awarding body: Surrey Surrey London
- Consultant's comments: The Headmaster joined the school in 1975 as a teaching assistant, becoming Deputy Head in 1985 and Head in 1994. He has immense enthusiasm and charisma. He has great experience of dealing with the many demands associated with the running of the school. He is justifiably proud of his ability to help parents appropriately place their sons in senior schools.*
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
- Name: Mrs Alli Collier
- Title (e.g. SENCO): SENCO
- Qualifications: BA Honours, PGCE, MA, Test User: Educational, Ability/Attainment and Member of the British Psychological Society, working towards 'Managing the role of the SENCO' and Access Arrangements course.
- Awarding body: Nottingham University, Didsbury School of Education; Manchester Polytechnic, London Metropolitan, Real Training, Worcester University
- Consultant's comments: Well qualified, with detailed knowledge of her specialist areas. Her qualifications meet the criteria for CReSTeD.*



Background and General Information

4. a) **Recent inspections:** ISI Report

Consultant's comments: The ISI Self-Evaluation Form completed in January 2012 is comprehensive giving full details of every aspect of the School. It is an impressive document running to 30 A4 pages. The 2009 ISI report shows complete compliance with regulatory aspects and much of the teaching and care arrangements were noted as 'Outstanding'.

Independent
Schools only

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

Consultant's comments: Completely appropriate memberships.

c) **Department of Education Registration Number:** 9366026

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

| | | Total | SpLD (Dyslexia) | Accepted age range |
|-----------------------|--------|-------|-----------------|--------------------|
| Day: | Boys: | 179 | 30 | 3-13 |
| | Girls: | 3 | | 3-7 |
| Boarding: | Boys: | 0 | | |
| | Girls: | 0 | | |
| Overall total: | | 182 | 30 | |

Consultant's comments: The last inspection noted 197 pupils but in discussion with the Head it had been an unusually high intake which led to considerable pressure on the facilities. He is happy with the present numbers which are in line with the School's yearly average.

e) **Class sizes – mainstream:** 7-16

Consultant's comments: All classes visited confirm these figures.

f) **Class sizes - special needs:** N/A

Consultant's comments: The Study Centre is based, in the main, on a 1:1 tutorial system.

h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:** Kingswood House School is a Day School.



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 working within the Study Centre are very well qualified with considerable expertise. Having SALT and OT experts as well makes for a dynamic and comprehensive group of experts; commendable. In addition there are 14 LSA's with 5 holding NVQ level3 TA and 2 having either Cert SLPS (Open) or CACHE Level 3 Diploma. The majority of LSA's are funded by Local Authorities.

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: It is clear that this criterion applies.



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 Leadership Team**
 - **Support for policy from governors**

It is the aim of the whole school to provide appropriate and continuous support for boys with Specific Learning Difficulties. This policy has regard to the Code of Practice on the Identification and Assessment of SEN. The governor with responsibility for SEN is familiar with the school having worked in the Study Centre as a tutor. She is currently SENCo of one of the local independent secondary schools to which some of our boys move onto. She is consulted with regard to systems and management. The headteacher has responsibility for the day-to-day management of all aspects of the school, including provision for children with Special Educational Needs, Learning Difficulties and/or Disabilities. These responsibilities are met within the close collaboration of the Head teacher, senior management team and SENCo in the early identification and subsequent provision of pupils with a significant educational need.

Consultant's comments: It is clear that a fully integrated approach is embedded within the school and is highly effective.

- b) **Admission policy / selection criteria:** We do not discriminate in any way regarding entry. We welcome pupils with Special Educational Needs, providing that our Study Centre (Learning Support Department) can offer them the support that they require.

We also welcome pupils with physical disabilities provided that our site can accommodate their needs.

We therefore advise parents of children with Special Educational Needs or physical disabilities to discuss their child's requirements with the Headmaster and/or the SENCo before he or she attends the Assessment Day, so that we can make adequate provision for them. Parents should provide copies of any reports or assessments from an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, any medical report, or Statement of Special Educational Needs, to support their request for specific learning difficulty provision or other special arrangements.

Consultant's comments: The approach the School has adopted is both effective and works well. Given the level of expertise available within the Study Centre, pupils admitted to the school with SEN needs, are very well catered for.



Criterion 3

- c) **Give specific examples of the whole school response to dyslexia (SpLD):** : Clear, detailed information on individual children who are receiving help in the Study Centre is produced by the SENCo and the Study Centre team for all staff.
- There is continuous liaison between staff, the SENCo and Speech and Language Therapists in all aspects of literacy, seeking to identify as early as possible any difficulties.
- To monitor accuracy and understanding of reading, a comprehensive reading tests are administered from Years 2-6; INCAS is used for years 1,3 and 5 and Accelerated Reader for years 3 and 5. Year 4 use The Salford Reading scheme. A diagnostic spelling test, Parallel Spelling Test is also administered from Years 2-6 to clarify areas for additional classroom focus or individual needs.
- Any pupil whose progress is a cause for concern will be offered 1:1 support in the Study Centre.

The Pre-prep and Prep School use the Phono-Graphix approach to spelling tailored to each individual pupil.

The SENCo oversees special arrangements for exams, including arrangements for boys who require readers and/or scribes. Laptop concession is also applied.

Children giving cause for concern are discussed at regular meetings. Children on School Action Plus and Statemented have individual meetings (case conferences) involving all agencies concerned with the child. Brain Gym exercises are used by some staff to encourage focus and concentration.

The school is piloting a scheme to use Read/Write Gold.

Programmes of study are put up in 'Shared Teachers' so teachers can access information what each pupils' objectives, strategies and outcomes are. Study Centre staff meet formally at the end of each term to discuss pupils' progress and where necessary a change of provision or tutor/therapist.

Consultant's comments: It is clear that a 'Whole School' approach is in place with excellent Ad hoc communications established between the Study Centre staff and other teaching staff.

Consideration should be given to increasing the once per term formal meetings between SENCO and HOD English.



School Organisation

7. a) **How is the week organised?** The school works a 5 day week. On Monday, Tuesday, Thursday and Friday there is an 8.30am start with registration. Lessons start at 8.45am. However, on Wednesday; registration is at 8.30am and Form Assembly is from 8.45-9.05am and lessons start at 9.05am. On Monday, Tuesday, Thursday and Friday; the first two lessons are 60 minutes in length and then for 50 minutes. On Wednesday every lesson is 50 minutes.
- On Friday, House Assemblies are from 2.55-3.25pm and this is followed by 30 minutes for form-time (15 minutes for year 3 and 4).
- For Pre-prep, each day there are 3 'blocks' of lesson-time; 9-10am, 11-12am, 1.30-3.30am when school finishes.
- Years 5 to 8 finish at 4pm
Years 3 & 4 finish at 3.45pm.

Consultant's comments: The timetable is long established; is well balanced and was observed to be working well. Pupils spoken to were happy with the Timetable.

- b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework:** The junior and senior schools have two sets per year group. Being dyslexic does not prevent a boy from joining the higher set. The lower set provides a slower pace and a more differentiated work approach, which may suit the dyslexic pupil better. There is movement between sets to accommodate for boys' needs and progress. Homework is set each evening and across the weekend and holidays, increasing in set time spans as the boys progress through the school. Boys can stay at school to undertake their homework in 'Prep' 16.00-17.00, supervised by a member of staff. Homework assignments can be produced in a variety of media according to content. Boys with specific learning difficulties (including dyslexia) produce word processed writing assignments. For younger boys, they are encouraged to work with an adult at home to produce 'shared writing'.
- The school website also gives clear guidelines to parents about the extent of homework, how it should be presented and it is emphasised that homework should not be stressful and children should stop when it is clear they cannot continue. Parents are encouraged to record this in the Prep Diary. Tutors in the Study Centre also give homework sometimes, often to be done over holiday periods.

Consultant's comments: The two-set arrangement with flexible fluid movement between sets works very well. Differentiation within mixed groups of pupils was observed to be highly effective and feedback from pupils was very positive.

Prep at school works well for many children and the on line parental guidance is seen as 'very useful' by many parents.

- c) **Does the Head of Unit have Head of Department status and input into curriculum design and delivery?** Yes, particularly in regards to differentiation of the curriculum and inset/training.

Consultant's comments: Clearly yes.



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:** Every child entering the school is assessed by the SENco/Admissions co-ordinator using the WIAT-II-T. This is a very good diagnostic tool for picking up children who might have dyslexia. Often pupils coming for assessment will already have reports, which already have a diagnosis of dyslexia. For pupils who are already in the school and there is no diagnosis, it is usually recommended through discussion between SENco/tutor/teacher and parent that a full Educational Psychology assessment is undertaken for the pupil.

Consultant's comments: The existing arrangement is highly effective and works well.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:**
Referral to an Educational Psychologist
Attention paid to reports that a pupil might bring with them to the school
Reports are photocopied for all teachers
Signposting to Specialist tutors for intervention

Consultant's comments: Action is initiated when a pupil is Identified as having a discrepancy between cognitive ability and actual level of reading and spelling function.

- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):**By referral to an Educational Psychologist.

Consultant's comments: Completely appropriate.



Teaching and Learning

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

9. a) Lesson preparation and delivery to meet the needs of dyslexic (SpLD) pupils for:

- Curriculum subjects
- Literacy support

Main School: Lessons are planned and delivered within the confines of the schemes of work produced each term incorporating elements of the National Curriculum and Common Entrance syllabuses. At the end of each week a 'retrospective' is completed and submitted to the Headmaster. Lessons are delivered in a sensitive manner, using the Smart Board where appropriate. Teachers have been part of the IEP process and have regard to individual pupil's targets. Teachers have access to Tutor's Programmes of Study on 'Shared Teachers' and copies of Educational Psychology Reports. Teachers differentiate according to the recommendations.

Study Centre: Lessons are planned in accordance with the boy's needs and take account of recommendations from assessments, curriculum and day-to-day requirements. Lessons are delivered in the Study Centre on a withdrawal basis of 1:1 or a small group using multi-sensory approach.

Consultant's comments: Within the Study Centre six tutorials were observed. These were without exception all very well planned and delivered with excellent pupil/tutor relationships. Tutorials ranged over a wide range of areas and were all either 'very good' or 'outstanding'.

One lesson, arranged by the school, and held within the main school involved a visit from Lesley Owusu of 400 metre hurdles fame at the Commonwealth Games. This was part of 'Sky Sports' External Educational Support Program which had famous athletes visiting schools. This was an 'Outstanding' motivational lesson clearly enjoyed by the senior group of pupils.

Three main school lessons were observed. These lessons had LSA support. Excellent ongoing effective support is provided for pupils in a supportive classroom environment. Lessons range from 'Good' to 'Outstanding' A book review lesson provided both Differentiation as well as stretching more able pupils and made use of State of the Art technology. Commendable.

- b) **Use of IEP's:** Every child in the school has two targets set by their form tutor through discussion with the pupil. the school has introduced the SMALSI profile project which is designed to develop skills of metacognition in pupil's and help them become more aware of thier own learning and set appropriate targets. These targets are regularly self-evaluated and reviewed at the end of each term.

Specialist staff in the Study Centre also set specific targets in their Programmes of Study (IEPs), which are on the 'Shared Teachers' Network'. Parents also receive copies of Programmes of Studies (IEPs) which at the end of each term reflects the progress made and forms a report. For pupils with Statements, multi-agency IEPs are written, with parents, for all those involved with that pupil.

Consultant's comments: These are appropriate and comprehensive and are available on the schools database. They are up to date and reviewed 2 to 3 times each year. They are, very much, seen as working documents.



- c) **Records and record keeping:** Every child in the school has a profile that includes entry details, summaries of assessments from outside agencies and liaison meetings, advice for classroom practice and areas for target setting. Profiles on each individual pupil are on the 'Shared Teachers' Network'. Main School: Each form tutor from Pre-prep to Year 5 have pupil files compatible to their year group that contain profiles and copies of assessments/reports from outside agencies, minutes of meetings, Programmes of Study (IEPs). The Deputy Head Academic keeps senior files together with records for all school administered tests, which can also be accessed by staff on the school's network.

Study Centre: Every pupil who attends the Study Centre has a file that contains their profile, assessments, Programmes of Study (IEPs) – current and complete, minutes of meetings and correspondence. All staff (school and Study Centre) has access to these files. Files of pupils who no longer attend the Study Centre are filed using a 'dormant system'. Year files are held of profiles of pupils who have not had any contact with the Study Centre. Each tutor/therapist creates a file for their pupils containing copies of assessments, minutes of meetings, lesson plans and worksheets. They also keep a register of attendance

Consultant's comments: This is a strength area with very good and detailed records of each pupil being kept. The system works well and most importantly is effective. Close inspection of the system revealed no omissions.

Criterion 3

- d) **For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)** Detailed records of each individual within the school satisfies this requirement. Detailed discussion with SENCO about two randomly chosen pupils within the Study Centre showed effective and detailed records.

- f) **Any other relevant information, e.g. details of any other examinations taken, Reading and Spelling age assessments:** The school works towards the Common Entrance exams. Assessments to measure progress includes; the WIAT II -T, MIDYIS, INCAs, Parallel Spelling Test, Salford Reading test, DRA, Helen Arkell, Auditory tests, Neale, McMillan. Pupil progress is also assessed by formative and summative assessments by teachers and through IEPs/Annual Reviews.

Consultant's comments: The School has clear objectives with regard to Common Entrance exams as well as clearly supporting those pupils who require Study Centre support. This works well.

- g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** Requests are sought, or recommendations from outside assessments are adhered to with relation to extra time, use of laptops, reader and scribes in examinations. The SENCO, Learning Support Assistants and nominated school staff support pupils who have been granted specific arrangements. The Study Centre and Library is used for pupils who have special arrangements for exams that require readers and/or scribes and other eligible arrangements. the school follows IESB and JCQ exams concession recommendations.

Consultant's comments: Special Examination arrangements are entirely appropriate.



- h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** A group of 10 pupils were interviewed. They had been at the school from between 2 and 6 years. They were very polite and enthusiastic about the school and the help they received from both the Study Centre as well as within classes. They spoke highly of the individual support they received across the whole school and how helpful their teachers were. Comments such as, 'I receive lots of support from all the teachers'. 'If I am struggling the teachers will help.' They all enjoyed the smallness of the school feeling that everybody knew each other and were supportive. On a scoring question re Study Centre and School they all gave high marks.*



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

10. a) **General resources for teaching dyslexic (SpLD) pupils:** Main School: Pupils are taught using a variety of methods including Smart boards, I-pads, text books and specifically created worksheets/books. the school has set up a pilot project to look at introducing Read/Write Gold into the school and at the moment the school has a free 30 day trial.
- Consultant's comments: The school benefits from having very good resources which are put to good and effective use. Interactive White Boards are used extensively; commendable.*
- b) **Library:** The school library is located in the main house adjacent to the English room. The library offers a wide range of fiction and non-fiction books, audio books, DVDs and magazines with a computerised withdrawal system. Each class has a library period and the library is open for use during lunch breaks.
- Consultant's comments: The library is very well equipped and is made use of effectively. Paired reading takes place here at lunch times with supervision. In addition there is a 'Drop in' approach on three days of the week when the library is open at break with a rota of 8 pupils assisting. The Head of English looks after the Library.*
- c) **ICT:** There is an ICT suite on the first floor of the main house. Each class has a timetabled IT period, with some subjects using the suite for research and word processing assignments. Each classroom has a Smart board and computer with internet access. A bank of 12 laptops with wireless internet connection is located in 5H for Junior IT lessons/use. A further bank of notepads also with wireless internet connection is located in Year 1 for Pre-prep IT. I-Pads are also available throughout the school for pupils to us; there is a bank of these in 5H.
- Consultant's comments: The ICT suite has 20 computers which are put to very good use and used effectively. One lesson observed there made use of the very good facilities and pupils were fully engaged throughout. Having a highly enthusiastic HOD makes this an exciting and challenging place of enjoyment for many of the pupils; commendable.*
- DU 10 & 11
- d) **Learning Centre:** Resources within the Study Centre include a comprehensive range of reading books (Barrington Stokes, FuzzBuzz, LDA 10 minute Readers and the Phonic Books series has recently been added, which has proved very popular), photo-copiable exercises, games for example Trugs, Word Shark, Memory Booster and literacy aids. Each 'pod' has a stand alone computer. All word processors in the Study Centre are now connected to the School network laptops for the objective in sharing information. All computers have a variety of programmes installed for pupils to use. The Study Centre is at present trialling the 'GRASP' programme.
- Consultant's comments: This is a place of warm and effective support allowing pupils a chance to take breath before challenges are issued. Having many state of the art resources together with experienced experts makes for a highly effective department.*



Statement of Special Educational Needs

11. a) **School policy:** The school is prepared to admit pupils with a Statement of Special Educational Needs, however the children need to be able to cope and be confident in that the curriculum can meet their identified needs, even with areas of differentiation.

Consultant's comments: Entirely appropriate.

Independent
Schools only

- b) **Types of stated needs accepted:** Pupils are accepted with Specific Learning Difficulties or other learning difficulties or special needs which can be accommodated within the mainstream structure of the school.

Consultant's comments: Entirely appropriate.

- c) **Number of stated pupils:** 17 Statements. 1 going through the Assessment process

Consultant's comments: This imposes a considerable demand on the SENCO with regard to Annual Assessments but underlines the expert provision provided by the school.



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:** A number of parents were contacted by telephone to elicit their feedback with regard to the school. One parent with 3 children at the school, one dyslexic, rated the school highly and had, 'seen a massive difference since joining Kingswood.' and it was, 'an incredibly happy school.' Their child had been receiving help from the Study Centre and across the school in general. The Head was described as, 'Exceptional.' Another, commented, 'My son is doing really, really well.' And since joining had increased in confidence massively. 'The school is doing all the right things.' Commenting on the Head, 'He has filled me with confidence.' Communications were seen as very good by all parents. Another commented, 'The Integrated approach between the Study Centre and school and the fact there is no stigma whatsoever is brilliant!' Some were anxious about the Senior school placement. One parent Commented very positively on the CReSTeD website as well as the, 'the helpful lady on the phone'.



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** Kingswood House School has 179 boys and 3 girls; age range 3-13. It provides excellent learning facilities and follows a Common Entrance syllabus as well as providing specialist provision for Dyslexic and SpLD pupils within its Study Centre where a team of well qualified experts teach using a 1:1 tutorial system. The school provides differentiated lessons for those with SEN. Both parents and pupils are very supportive of the school where a highly positive and supportive regime is in place under the management of its enthusiastic and efficient Headmaster and a well chosen SLT.*

All wooden buildings are to being replaced by purpose built brick classrooms. This awaits official opening. KHS is a dynamic, forward looking establishment.

Kingswood House School continues to fulfil the necessary criteria for inclusion within the CReSTeD handbook under DU. and is fully supported by this consultant.

In October 2013 the CReSTeD Council agreed an update to the criteria, the application for re-registration was completed prior to the new criteria's publication. To help parents review the information contained in this report the criteria as it applied is shown below:-

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