



Council for the Registration of Schools Teaching Dyslexic Pupils

Mayville High School

Registration – Category DU

1. *Date of visit:* 20th November 2013
2. *Name of Consultant(s):* Bill Watkins

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Mayville High School 35-37 St Simon's Road Southse Hampshire PO5 2PE Tel: 02392 734847 Fax: 02392 293649 Email: enquiries@mayvillehighschool.net Web: www.mayvillehighschool.com	City	214 boys 195 girls Ages: 2-16	Dysc Dsyl Dysp ADD P&S	ISA ISC ISBI NASEN
	Ind Day			GCSE
Comments: Caring, supportive environment; strength in sport and creative arts. Focus on the individual.				

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:** Mayville High School
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PO5 2PE
- Tel: 02392 734847
Fax: 02392 293649
Email: mayvillehighschool@talk21.com
Web: www.mayvillehighschool.com

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

Name: Mrs L Owens
Title (e.g. Principal): Headteacher
Qualifications: B.Ed.
Awarding body: University of Portsmouth

Consultant's comments: Mrs Owens has resumed the role of Headteacher for the academic year 2013-14. Mrs Owens was Headteacher from 1994 until her retirement in 2008. A new Headteacher will be appointed in the next 18 months. Mrs Owens explained that her appointment was to help the school have time to advertise and appoint a new Headteacher. It is envisaged that this will be by September 2014.

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

Name: Mrs S Harden Davies
Title (e.g. SENCO): Deputy Headteacher/Senior Teacher Dyslexia Unit
Qualifications: B. Ed. Cert. Ed. RSA Diploma SpLD
Awarding body: Sussex University

Consultant's comments: Mrs Harden Davies is well qualified with extensive experience, she has a very good grasp of the needs of her charges and is actively engaged in managing both the Dyslexia Unit's staff as well as very good liaison with all departments within the school. She is justifiably proud of the provision within both the specialist DU as well as the whole school support offered. An extensive database holds comprehensive information on each pupil and is accessible by all members of staff.



Background and General Information

4. a) **Recent inspections:** ISI inspection 27/03/2012

Consultant's comments: ISI inspection took place 27th-30th March 2012. The Report commented, "The school successfully fulfils its aims and, throughout the school, pupils are educated well and achieve good standards.", "Pupils with SEND receive excellent support from the school's DLEU and make at least good progress in relationship to their ability."

The Report overall was positive.

Independent
Schools only

- b) **Current membership (e.g. ISA, ISC, ISBI, Investors in People, NASEN, PATOSS, HMC, ISA etc.):**

Consultant's comments: These organisations are used as professional information support as well as guidance for staff.

- c) **Department of Education Registration Number: 851/6002**

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

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	214	19	4 - 16
	Girls:	191	8	4 - 16
Boarding:	Boys:			
	Girls:			
Overall total:		405	27 (54) - (27 pupils with an EP report diagnosing dyslexia - 27 further pupils receiving support for other SpLDs)	

Consultant's comments:

- e) **Class sizes – mainstream:** Year 7 - 11 max. 24 (Teaching groups average 12)
Year 5 - 6 max. 20
Year 3 - 4 max. 18
R - Year 2 max. 16

Consultant's comments: Class sizes were mainly as above but in some lessons were slightly less. Small class sizes were cited as one of the reasons for parents choosing the school.



- f) **Class sizes - special needs:** The vast majority of lessons are individual. Very occasionally pupils are taught in pairs.

Consultant's comments: All lessons observed in the DU were 1:1

- h) ***For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report: As a Day School the pastoral care centres around the daily needs of the individual. The ISI Report was fulsome with respect to pastoral care, commenting, "Pastoral care is excellent."***

It was abundantly clear on the day of Inspection that a very strong and positive relationship exists between pupils and staff with great respect on both sides. This is clearly one of the strengths of the 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: There are three full time staff with appropriate specialist qualifications within the DU. There is a specialist Maths support teacher as well as other part time staff members, some of whom have specialist qualifications, who actively support pupils within the main school.

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: The combination of fully qualified specialist staff together with well qualified support staff makes the DU support throughout school a major contribution to the successful running of the 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 YES - strong support**

Consultant's comments: The identification and assessment of prospective pupils is clearly efficient. Data relating to each pupil is kept on the central database which is comprehensive and up to date. Support from the SMT is both efficient and appears to be working well with positive comments from staff to support this perception. The Trustees under the leadership of the Chair are actively engaged in the overall management of the school.

- b) **Admission policy / selection criteria:** Each pupil is interviewed and assessed using standardised tests prior to school entry and consideration is given to their ability in all spheres - social, sport, creative arts as well as academic. The school seeks to maintain a balance of abilities within each class. As a general rule pupils who have been accepted into the junior school will all transfer into the senior school regardless of their performance in the entrance exam, taken at the end of year 6 by both internal and external candidates.

Consultant's comments: This approach works well; commendable.

Criterion 3

- c) **Give specific examples of the whole school response to dyslexia (SpLD):** The ethos of the school is that every pupil is a respected member of the school community regardless of their academic profile or specific needs. Each pupil is treated as an individual with a unique profile of strengths and weaknesses and unique ways of being clever and successful. Multiple Intelligence and VAK profiling is used alongside CAT for testing throughout the school to give a holistic view of individual learning profiles. The focus being on how children learn as well as what they learn. We have found that the teaching methods recommended for dyslexic pupils benefit all pupils and this is embedded as far as possible within the whole school curriculum. The needs and progress of dyslexic pupils is a focus of whole-school staff meetings. Dyslexia workshops are offered regularly for staff and School Advisory Plans and IEPs are updated regularly. These interventions allow us to have high expectations of our pupils whilst maintaining a 'safety net'.

Consultant's comments: It is clear that a whole school approach with the emphasis on supporting the needs of both dyslexic and SpLD pupils as well as every pupil within the school is a fundamental tenet; commendable.

The central database links in well with the day to day ongoing information which in turn links to IEPs so that information as to each and every pupil is readily at hand and is usable to facilitate efficient learning.



School Organisation

7. a) **How is the week organised?** 5 teaching days of 9 lessons for the junior school. 5 teaching days of 6 lessons for the senior school.
Consultant's comments: Entirely appropriate and observed to be working well.
- b) **Details of arrangements for dyslexic (SpLD) pupils, including prep / homework:** Classwork is differentiated according to need. Allowances are made for dyslexic pupils in terms of time spent on tasks and types of responses expected for tasks set. Homework is differentiated for dyslexic pupils as appropriate. It is not the policy of the dyslexia unit to set homework. Specialist staff are available for consultation. Dyslexic pupils in the senior school are encouraged to stay in school for supervised homework sessions. Some dyslexic pupils with handwriting and/or processing difficulties are encouraged to word process their work and are allowed to bring laptops into school. A comprehensive study skills course is run each year in Remove incorporating the results of their multiple intelligence profile and 4 courses are delivered by 'Elevate' to enhance the skills of pupils at KS4 in preparation for forthcoming exams and coursework.
Consultant's comments: All staff spoken to had a clear understanding of differentiated classwork and how it relates to the learning process. Where extra support is required learning support staff are on hand to help the individual. This approach is one of the strengths of the school. Help with homework assignments is readily available within school time and in after school prep sessions so pupils can complete all homework before returning home. Learning strategies are very much part of the students preparation for examinations; commendable.
- DU 13
- c) **Does the Head of Unit have Head of Department status and input into curriculum design and delivery?** YES (Deputy Head)
Consultant's comments: There is clear evidence of this, both within the DU as well as throughout the whole school. The Handbook and Policy Document with regard to Dyslexia and Learning Extension Unit is a source of vital information available to all members of staff.



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:** Each pupil who applies for a school place from age 4 - 16 is invited to join their potential class for a 'taster day'. This allows the class teacher to assess the pupil's social interaction as well as their academic performance. In addition to this one of our dyslexia specialists will assess the pupil individually using a range of standardised and diagnostic tests which will give an indication of any underlying difficulty. All pupils in L1 are screened for dyslexia using the DEST and CAT4 is administered to all pupils in Y4 / Y5 / Y7 / Y9 with GCSE predictors in Y7 & Y9 to help inform GCSE Options..

Consultant's comments: This carefully thought out process of identification works well and allows for immediate intervention if it is found to be necessary. Tests given at Y7 & 9 are found to be very useful as it allows planning and specific support for those students requiring it.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:**

Intervention depends on the pattern of difficulties identified from the screening. Further tests can be administered to gain a more accurate picture of strengths and weaknesses and gauge what intervention is necessary. This could range from in-class support to an individualised teaching programme being implemented. In the senior school we sometimes recommend that a pupil drops a particular subject to reduce pressure and workload. Some pupils will be referred on to external specialists as appropriate.

Consultant's comments: It is clear that full support is very much part of the holistic approach delivered throughout the school.

- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):** Our dyslexia specialists have access to a comprehensive range of tests and assessment materials in addition to which we would refer pupils as necessary to Education Psychologists, OCT, Sp & L, CAMHS etc as appropriate.

Consultant's comments: This works well. All details are kept on the central database.



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 have access to School Advisory Plans for pupils on our register. They are also aware of which pupils have EP reports and external specialist involvement. Workshops are run by the dyslexia unit to support staff in their planning and delivery of lessons. The structure of each individual lesson depends on the pupil's age and needs. The lessons are based on targets from the IEP and several linked tasks, with reinforcement delivered via multi-sensory games and computer programmes. Informal discussions with relevant staff will sometimes take place on a daily basis if the need arises.

Consultant's comments: The DU is able to support its pupils in a thoroughly professional and highly effective way from the first tutorial. Both the Department data and staff handbook aid all staff to combine in supportive and effective delivery of all subjects.

Five lessons were observed within the DU. All were either good or very good delivering a multi sensory tutorial together with small sequential progression, recap and extension. The Maths tutorial with a senior student preparing for GCSE was a model in clarity.

- b) **Use of IEP's:** IEPs are used to focus and inform teaching and to monitor attainment of the targets set. They are frequently referred to, copied to and discussed with other staff, parents and where appropriate the pupils themselves. Termly reviews are made in line with the Code of Practice. The DLEU has also devised a School Advisory Plan which is used alongside the IEP and summarises all relevant documentation and assessment information on each pupil attending the unit.

Consultant's comments: The IEPs viewed were of a very high standard without any superfluous information sometimes observed. The layout was clear with sensible, detailed targets and with activities and resources required; commendable.

- c) **Records and record keeping:**

A file is kept on each pupil which contains copies of SAPs, IEPs, reports from external specialists, individual lesson plans and current work. Single word reading and spelling test scores are taken termly using the WRAT4 tests as a benchmark. Reading comprehension, rate and comprehension processing scores are taken annually using the DRA. Multiple intelligence and VAK profiles are obtained for pupils in Years 5 and 7 and are included on the SAP. A written report is sent home to parents at the end of each term detailing work covered and progress made. Regular parents' evenings are held.

Consultant's comments: Records and record keeping were up to date and detailed. Easily accessed using the school's database making for easy access by all members of staff. This is a model of good practice.



Criterion 3

- d) *For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)*

Criterion 3

- e) **Impact of provision – assessment summary:**

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	38	100%	87%	100%
Dyslexic (SpLD) Pupils	5	100%	100%	100%

- f) **Any other relevant information, e.g. details of any other examinations taken, Reading and Spelling age assessments:**

At GCSE pupils can be entered for foundation or higher papers.

Consultant's comments: The use of the various assessment banks (VAK, CAT4, DEST) provides good data and allows for comprehensive information to be used to good effect.

- g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:**

All pupils in year 9 are screened to assess need for Access Arrangements which may be up to 25% extra time, use of a reader, use of a scribe, laptop etc.

Consultant's comments: This is appropriate.

- h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:** A group of 8 pupils were informally interviewed, ages ranged from 9-16yrs: 4 female, 4 male. The pupils had been at the school from between 3 to 7 years, some of them had progressed from the junior section to the senior school. All without exception valued their time at the school giving high scores both to the main school and the DU. The Dyslexic Unit came in for fulsome praise, comments such as, "They are willing to go that extra mile;...will go over something over and over again until I understand clearly.", "In normal classes Learning Support is good.", " You can talk to all teachers, they will work with you.". Pupils spoke of the fact that there was no bullying and that each pupil supported the other.*



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

10. a) **General resources for teaching dyslexic (SpLD) pupils:** Plentiful - allowing for a balanced delivery of multi-sensory work reinforced with appropriate computer programmes along with colourful games, often individually prepared, to consolidate and supplement learning. Please refer to separate handbook for catalogue of resources.

Consultant's comments: Very good resources are to be viewed throughout the school with up to date textbooks and many self made helpful sheets and games within the DU. Computers and computer games as well as the use of lap tops for some pupils are readily available. This is a very well resourced school.

- b) **Library:** Both the senior and junior school main libraries have a selection of high interest/low reading age books. An additional comprehensive selection is maintained in the DLEU. In recent years there has been a successful focus on the library within the school in terms of encouraging pupils to use literary resources in the form of pamphlets, magazines, newspapers and books rather than 'Google & Wikipedia' to research topics.

Consultant's comments: Both the senior and junior libraries are exemplary with excellent resources. There is a barcode reader which pupils use to take out books. Over 7,000 books are held within the libraries. In the Senior School there is a full time librarian 8.30-4.00 available to help and support all pupils both in lessons as well as running a popular reading club. Each lunchtime there are choices to be made, either a word game session, creative writing or general knowledge. The school library also enters the Portsmouth Book Awards and Literature Quiz. A wide range of books, some high/low readers as well as fiction and reference are housed within the well-designed library. This is a very popular venue and very much a central part of the school.

- c) **ICT:** There are 2 well organised and equipped IT suites in the junior school and senior school. The DLEU has 4 designated learning support computers (with a further 4 available in the senior library), plus specialist software packages focusing on reinforcing reading, spelling, writing, touch typing and a full range of study skills. For further details please see the handbook. Some pupils bring their own laptops to school and memory sticks are used for transferring work from home to school.

Consultant's comments: This is an impressive and well-resourced department with 80 computers, with rolling replacement over 4 years. In the junior school the ICT suite has one master computer with 19 terminals. Keyboard skills are taught.

In the senior school two GCSE courses are offered: AQA ICT or BCS with different coursework requirements.

An innovative 'Hub' has been developed which allows all pupils access to taught lessons with helpful guidance and exemplar lessons. The 'Hub' has links to email, sharing, blogging, backup of work, calendar and homework; commendable.



DU 10 & 11

- d) **Learning Centre:** Each individual tutor room forms a well resourced space for individual learning. A wide variety of programmes are used and shared with all DLEU staff. Please refer to handbook for details.

Consultant's comments: The DU comprises a suite of purpose built light and airy rooms with many attractive pictorial learning aids on all walls. This is a delightful area and clearly very popular with all pupils who visit it. Tutorials are usually on a 1:1 basis.



Statement of Special Educational Needs

11. a) **School policy:**

Each case is assessed on an individual basis with consideration being given to the balance of abilities in each class and the year group as a whole. It should be noted that as an independent school a Statement will usually be suspended when a pupil joins. Annual reviews will take place if appropriate.

Consultant's comments: Completely appropriate.

Independent
Schools only

b) **Types of stated needs accepted:** SpLD

Consultant's comments: The school accepts both Dyslexic and SpLD pupils.

c) **Number of stated pupils:** 0

Consultant's comments: N/A



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:** Seven parents were contacted via telephone to gain their feedback on the school. All without exception spoke fulsomely of the school and particularly of the support the Dyslexia Unit provided. Their children had been at the school for between four to seven years. Comments such as: "A lovely place, caring, nurturing.", " We moved specifically because of the DU....he has blossomed and will try anything, his confidence has greatly improved, he has integrated fully, the staff are a tremendous help.", "Fantastic! Phenomenally brilliant progress...was reluctant but now is very happy to go to school.". All parents would recommend the school. The Head came in for a good deal of praise. The Trustees were viewed as hands on, many attending school functions.



14. *For completion by consultants only: Summary of Report including whether acceptance is recommended:*

Mayville High School is an independent school, with charitable status, catering for up to 460 pupils. The school caters for pupils from ages 2 to 16 years. The school is very well resourced with state of the art equipment.

The school provides specialist education for dyslexic and SpLD pupils within a purpose built suite of rooms all housed within the junior school building. The children are happy and fulfilled, knowing that their best interests are being actively delivered by a team of dedicated staff. The provision within the DU is very good and delivery of carefully planned 1:1 tutorials is sound. The words, 'partners in learning' is apt as there is clear evidence throughout the school of a unity of purpose together with a determination to realise each pupil's best efforts. The existing Headteacher has a clear vision for the future of the school.

Parental support for the school is good.

Mayville High School continues to provide a very good level of support to its dyslexic and SpLD pupils and clearly satisfies the criteria for continuing registration with CReSTeD.

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"/>

