



Council for the Registration of Schools Teaching Dyslexic Pupils

Millfield School

Registration Application Form – Category DU

1. *Date of visit:* *September 23rd 2013*
 2. *Name of Consultant(s):* *Ros McCarthy*

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Millfield School Street, Somerset, BA16 0YD Tel: 01458 442291 Fax: 01458 447276 Email: office@millfieldschool.com Web: www.millfieldschool.com	Rural	736 boys 469 girls	Dysc Dysl Dysp ADD P&S ASD	HMC, BSA, AGBIS
	Ind Day Bdg	Ages 13-18		GCSE GCE AS/A2
<p>Comments: Millfield is a mainstream co-educational boarding and day school in a beautiful rural location in Street, Somerset. Millfield is world renowned for its sport but also has excellent facilities for Art, Drama and Learning Support. Over 40% of Millfield pupils have a specific learning difficulty ranging from pupils who attend the occasional LSC lunchtime workshop to pupils who spend the equivalent of a day a week in the department. The admissions process comprises of an interview, a computerised assessment and a satisfactory reference from a pupil's existing school.</p>				

Please note:

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

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3. a) **Name and address of school:** Millfield School,
Street,
Somerset.
BA16 OYD
- Tel: 01458 442291
Fax: 01458 447276
Email: office@millfieldschool.com
Web: www.millfieldschool.com
- b) **Name and qualifications of Head/Principal, with title used:**
- Name: Craig Considine
Title (e.g. Principal): Headmaster
Qualifications: BAppSc, Dip Ed, Med, MACE
Awarding body: BAppSc RMIT, Dip Ed – Melbourne University,
MEd – Charles Sturt University

Consultant's comments: Mr Considine is very much aware of what is happening in the Learning Support Centre as he has weekly meetings with Jacqui Clarke (as well as other Heads of Department). He is most supportive of the work the Department is doing and is keen to ensure that the LSC has the facilities it needs to continue to develop.

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

Name: Mrs Jacqui Clarke
Title (e.g. SENCO): Head of LSC / SENCO

Consultant's comments: Jacqui Clarke is very well qualified and is up to date with changes to specifics such as access arrangements as well as more general changes within the the area of additional educational needs.



Background and General Information

4. a) **Recent inspections:** ISI – 2009 OFSTED (Boarding) 2010

Consultant's comments: An ISI visit is expected soon as the last visit was some years ago. The findings in 2009 were complimentary to Millfield and suggestions for further improvement with regard to the Learning Support Centre have been acted upon.

Independent Schools only

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

Consultant's comments:

- c) **Department of Education Registration Number:** 933 6022

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

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	158	84	13-18 years
	Girls:	146	54	13 - 18 years
Boarding:	Boys:	578	294	13 - 18 years
	Girls:	323	125	13 - 18 years
Overall total:		1205	557	

Consultant's comments: Millfield is a huge school but organisation is such that each pupil is nurtured individually and is well known to his or her teachers. Despite the size of the school and the enormous range of activities on offer, the atmosphere is relaxed.

- e) **Class sizes – mainstream:** 8.99 pupils

Consultant's comments: The small size of classes is one of the factors that allows pupils to be known as individuals and enables all pupils to make good progress.

- f) **Class sizes - special needs:** In the LSC our groups range from 3 - 8 pupils

Consultant's comments: These groups work very well. Pupils are carefully matched and teaching is very focused on individual needs. Most groups observed had around 5 pupils.

- h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:**

'Pastoral care at Millfield is outstanding and the safeguarding of pupils is a priority for all. The standard of care noted in the last report has been maintained and enhanced. The pastoral care at Millfield clearly meets the aim of supporting the happiness, success, safety and welfare of each pupil within and beyond the school community.' (ISI REport 2009)

Each pupil has a tutor and groups of tutors have the support of a Senior Tutor. Tutors are allied to their pupils' Houses. Parents report that communication from tutors is very good and that tutors are aware of their tutees' needs. Tutor groups are small enough to allow care at an individual level.



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 registration, details deleted to protect individual privacy.

Consultant's comments: Not only are the LSC teachers well qualified but there are also English Department teachers who have appropriate qualifications to teach pupils who have additional needs.

All teachers observed used techniques that were structured and multi-sensory.

Useful and appropriate courses have been attended so that all involved in study support can remain up to date with changes and developments in systems and teaching.

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.)** so that all. Study Support Lessons - yes. LSC English lessons - No. LSC English is taught by staff who are English specialists with an interest in Dyslexia. Most have completed short SpLD courses.

Consultant's comments: 56% of lessons in the LSC are taught by staff who are SpLD qualified. All lessons- within the LSC and elsewhere- exhibited the same level of awareness of how dyslexic pupils learn.



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**

Consultant's comments: Policy documents and the Learning Support Department Handbook give clear guidance regarding policies for identification and support of both pupils and teachers.

- b) **Admission policy / selection criteria:**
- Students have an admissions interview with a senior member of staff (with the SENCO if they have a SpLD)
 - Sit the computerised Getintu assessment if in Years 9 and 10.

Criteria: Students should have demonstrated that they are capable of achieving at the following levels by the end of Year 7:

- Verbal Reasoning: Standardised Score of 80+;
- Literacy skills: Standardised Score of 80+ (Except in exceptional circumstances)

Consultant's comments: As classes are small, teachers and tutors know their pupils well and are quick to send in a referral form to Jacqui if they have concerns about a pupil. Admissions procedures are careful; Millfield is keen to accept pupils who can benefit from what is on offer and does not wish to accept those who would find the expectations a burden.

Criterion 3

- c) **Give specific examples of the whole school response to dyslexia (SpLD):**
- Whole school INSET in January 2011 - Dr Sharon Lloyd – 'Providing Effective Learning Experiences for Students with AEN.'
 - All departments have an AEN rep who attends half-termly meetings in the LSC to discuss a variety of topics
 - Each member of the LSC acts as a subject link and liaises with academic departments
- In addition staff have access to the following documentation:
- AEN Guidance for Departments
 - AEN Referral Flowchart
 - Individual Learning Support Policy
 - LSC Lunchtime workshops
 - Transfer from MPS to Millfield – currently under review

Consultant's comments: Mainstream teachers showed knowledge and awareness of the needs of all their pupils, including those who have a specific difficulty. Jacqui Clarke works hard to ensure that this is the case. The system where representatives from each department meet her and the LSC Team each half term works very well. The time for these meetings is 'ring-fenced' so that the system does not break down and the awareness of additional needs throughout the school goes beyond dyslexia.



School Organisation

7. a) How is the week organised?

We have a 2 week timetable and 5 x 55 minute lessons per day (on a Monday 4 x 55 minute lessons + 1 x 30 minute PHSE session)

Consultant's comments: Although the 2 week timetable could give rise to organisational difficulties for some, care is taken to ensure that it works well. The excellent use of ICT is a factor in the success of the system. Lesson length is good for those who have particular difficulties- there is no sense of being rushed from one place to another.

b) Details of arrangements for dyslexic (SpLD) pupils, including prep / homework: Year 9

1. Pupils may be taught English by an LSC Tutor who will follow the same curriculum as the mainstream English Department but may teach at a slightly slower pace and in a more multi-sensory way;
2. A very small number of pupils are withdrawn from the study of a modern foreign language, by special agreement, if their literacy skills remain significantly weak; in place of their language lessons they have lessons within the LSC as part of a group to address literacy difficulties and study skills;
3. Pupils with a higher level of academic ability may be set into higher level groups who would normally take two foreign languages. They may be withdrawn from the second foreign language in order to have LSC support lessons but will not have English with an LSC tutor;
4. Pupils can access help and advice both before school and during lunchtime workshops within the LSC. There is excellent access to laptops for the use of assistive software and specialised programmes.

Years 10 and 11

1. Many pupils will continue to be taught English by an LSC tutor. Almost all pupils will take GCSE examinations in English Literature and Language. Pupils typically achieve grades A* - C. Very few students fall below a C grade.
2. Selected pupils may be recommended to have an LSC study support option in place of one of their option blocks. This gives them time to further develop literacy and study skills and to have greater flexibility and help with their work overall.
3. Pupils can access help and advice both before school and during lunchtime workshops within the LSC with ready access to networked laptops.

Sixth Form

1. Students will be given timetabled opportunities for on-going support and many will take advantage of this. This will often take place in small groups within the LSC.
2. A number of students may opt to have the flexibility of incorporating private study periods with LSC support; with the support being available only when students feel it necessary.

Prep:

Prep is completed in the boarding houses, in LSC lunchtime Workshops (Monday, Tuesday, Thursday and Friday 1.00 – 1.30pm) or the library is open until 8pm in the evenings.

Yes



Consultant's comments: The systems in place work very well and pupils appreciate the opportunities to learn in a way that suits them.

DU 13

- c) **Does the Head of Unit have Head of Department status and input into curriculum design and delivery? Yes**

Consultant's comments: It is obvious that Jacqui Clarke's input is respected and appreciated pastorally as well as academically.



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:**Getintu, MidYIS and LUCID
Consultant's comments: Regular assessment and small group teaching ensure that those who need support can access it.
- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:**Either myself or a memembr of my department will complete some additional testing and refer pupil to an Educational Psychologist if appropriate.
Consultant's comments: Assessment procedures are carefully carried out by qualified staff.
- c) **Give details of how children in your school can access a full assessment for dyslexia (SpLD):**2 specialist teachers and 4 visiting EPs
Consultant's comments: There is a close relationship with the Educational Psychologists who come into school to assess and who can group those needing assessment for greater efficiency. There are also 2 teaches who are waiting for their Assessment Practising Certificates to be approved.



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 academic departments differentiate for pupils with learning differences. Many departments seek further advice from the LSC when preparing handouts and exam papers. Literacy support takes place in study support lessons, lunchtime workshops and as part of LSC English lessons.
- Consultant's comments: This provides a wide range of opportunities for those who need support, and pupils are happy to go to the LSC. It should be noted that feedback to pupils was very positive in all lessons observed and teachers were keen to ensure that their lessons were stimulating. All pupils were involved and interacting. The small class sizes are an advantage to pupils who have additional needs whether those needs are specific difficulties or English as an additional language.*
- The EAL Department has an interest in the assessment of specific learning difficulties in pupils whose first language is not English, and links have been made with Bath Spa University where research on this is being carried out.*
- b) **Use of IEP's:** yes
- Consultant's comments: The pupil profiles that are on the intranet system (ISAMS) are available to teachers and House staff and give valuable information. Summaries of Educational Psychologists' Reports are also there, as are reports and assessment results.*
- A new version of IEPs is being trialled and gives constructive and practical advice to all those involved with pupils.*
- c) **Records and record keeping:** All students have an LSC file for their work. Literacy screening tests take place for Years 9 and 10 three times a year. Results are collated and placed on the LSC tracking sheets on the Intranet site.
- Consultant's comments: Tracking of progress is carefully monitored and maintained. Information collected is available to all concerned.*
- d) **For comment by consultants only: Two case studies of dyslexic pupils (proforma provided to Heads for use if required)** Information and advice provided to teachers and House staff is practical and useful.

Criterion 3

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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	546	244	98.42	260.82	91.31
Dyslexic (SpLD) Pupils	228	106	97.14	222.08	84.07

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	211	88.01	91.47	100
Dyslexic (SpLD) Pupils	101	80.56	83.17	100

f) **Any other relevant information, e.g. details of any other examinations taken, Reading and Spelling age assessments:** In the Sixth Form pupils are also able to take vocational courses such as BTECs, Equine studies and a Leiths Cookery course.
In the Lower School we assess literacy skills using the following programme:

- Year 9 - Autumn Term
 - WIAT - single word reading
 - Vernon - spelling
 - DASH - Handwriting
 - Typing Speed
 - Edinburgh Reading Test - reading comprehension
- Year 9 - Summer Term
 - WIAT - single word reading
 - Vernon - spelling
 - Typing Speed
- Year 10 - Autumn Term
 - DASH - Handwriting
 - Edinburgh Reading Test - reading comprehension
- Year 10 - Summer Term
 - Vernon - spelling
 - WIAT - single word reading
- Year 11 - Autumn Term
 - Typing Speed
 - Edinburgh Reading Test - reading comprehension

Consultant's comments: Assessment enables efficient tracking to take place. The range of activities and subjects on offer is extremely wide and is an advantage of being a large school. Results are very good.

- g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils:** If students meet the JCQ criteria for access arrangements they are able to have a reader, scribe, use of a WP, separate invigilation, extra time etc. Students with extra time will be placed in the main exam venue. Other students will be accommodated individually or in small groups in different venues around the school.

Consultant's comments: The organisation that goes into providing access arrangements for such a large number of pupils is tremendous. Jacqui Clarke has up to 85 readers and scribes in use for examinations and rehearsal examinations and all is organised with military precision.

- h) *For completion by consultants only: **Dyslexic (SpLD) pupils' responses regarding their school and teachers:***

Six pupils from a range of years and backgrounds talked about their experiences at Millfield. All were delighted by the opportunities they had and the supportive teaching they experienced: across the board in mainstream and learning support. They were a pleasure to talk to; they were supportive of each other and listened to what others had to say.

Those who had been to other schools much preferred Millfield. They were happy with all aspects of the school- from food to dress code.

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

10. a) **General resources for teaching dyslexic (SpLD) pupils:**
Students are taught in mainstream curriculum departments except if they are taught LSC English and / or Study Skills – these lessons take place in the LSC

Consultant's comments: Excellent resources were observed as well as excellent use of them. It should be noted that these group lessons are not charged for as 'extras', only 1 to 1 lessons are charged for.

- b) **Library:**
The school has an extensive library

Consultant's comments: The library is an impressive space and is well organised. There is a selection of 'quick reads' that are high interest, low reading age books. There is also a wide selection of audio books with several copies of those texts that are in the English syllabus. It is also well used; there were several study groups working there on the day it was visited.

- c) **ICT:**
The school has its own separate ICT department. The LSC has 2 laptop trolleys with 30 networked laptops

Consultant's comments: One of the most impressive aspects of the school is the use of IT. Since September all students are required to have an ipad (which can be bought through the school at a discounted rate) and these are used to great advantage. Students are able to take photographs of diagrams



and notes on the boards, several mind-mapping programs are used and each subject's prep is on the school system as are timetables and notices. Lessons in the LSC make great use of this technology and the use of colour and opportunities for multi-sensory learning are exciting.

DU 10 & 11

d) **Learning Centre:**

The LSC has 9 classrooms, 1 communal office area with separate spaces for 1:1 work, SALT etc.

Consultant's comments: It is also an advantage that the LSC is located in the same building as the English Department with all the advantages for liaison that brings.



Statement of Special Educational Needs

11. a) **School policy:**
Structured procedures are in place within the department for accommodating the review of Statements of Special Educational Needs.

Consultant's comments: Annual Reviews are efficiently and effectively carried out

Independent
Schools only

- b) **Types of stated needs accepted:**
Any SpLD Statements as long as students fulfil our admissions criteria.

Consultant's comments: Care is taken that this is the case and the same level of individual care is provided to pupils with statements as is given to all pupils here.

- c) **Number of stated pupils: 3**

Consultant's comments: As of this academic year there are 6 pupils with Statements- for a mixture of needs. Staff are, as has already been noted, aware of those needs.



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:** 7 parents were contacted as some for whom messages were left were keen to speak to me. The reason behind this need was enthusiasm- all wanted to tell me how pleased they were by the care and knowledgeable understanding that their children were being shown. Typical comments were: 'Advice is practical, sensible, grounded. They look ahead. The speech and language tutor now brought into school works with the Design Tech teacher to help my son...'

'Support is really brilliant; across the board. He got the results we hoped he would get'

'She gets appropriate support..before, she knew she needed help but hated asking, here when she gets stuck they are very inventive..they find the teacher who can answer her question. Even her body language has changed.'

'Can't fault it..wonderful'.

All parents would- and have recommended Millfield to other parents of pupils who need support. All are particularly thankful to Jaqui Clarke and her team.



14. For completion by consultants only:

Summary of Report including whether acceptance is recommended:

Acceptance is fully recommended. Millfield takes exemplary care to get things right for its pupils and gets things very right for students with additional needs- whatever they might be.

The LSC is inspiring and the use of IT is particularly exciting. The school buildings enable all sorts of opportunities for art, drama and cookery as well as the sporting activities for which it is well known.

Teachers are enthusiastic and well supported by Senior Management and by Jacqui Clarke and her team and records are immaculately kept.

There is the sense that there is a continual search to keep improving the support provided and no-one rests on laurels.

Parents and pupils appreciate the excellent teaching provided.

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"/>