



## Council for the Registration of Schools Teaching Dyslexic Pupils

CRESTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL  
Email: [admin@crested.org.uk](mailto:admin@crested.org.uk)

### Moon Hall School, Reigate Re-registration - Category DSP

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>Moon Hall School, Reigate</b> Flanchford Road Leigh Reigate Surrey RH2 8RE Tel: 01306 611372  Email: <a href="mailto:schooloffice@moonhallcollege.co.uk">schooloffice@moonhallcollege.co.uk</a> Web: <a href="https://www.moonhallschoolreigate.co.uk">https://www.moonhallschoolreigate.co.uk</a>	Rural	68 boys	Dysl Dysp	ISA
	Ind Day	45 girls  Ages 7-16		GCSE BTEC
<b>Inspection Reports</b>	ISI			
<b>Comments:</b> Provides a full mainstream curriculum for primary and secondary pupils geared to mastering literacy and numeracy; identifying and developing individual talents and achieving good GCSE results both in core and additional subjects. Small group lessons, integrated remediation and support using specialists whose teaching is tailored to the needs of the individual pupil. Maintains a traditional independent school ethos that encourages the development of interests in sport, art, drama, music and other skills.				

Thursday 22<sup>nd</sup> February 2018

Date of visit:

Name of Consultant(s):

Laraine Erhanderr-Lawrence

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.

## School Details

Name of school: Moon Hall School, Reigate  
Address of school: Flanchford Road, Leigh, Surrey RH2 8RE  
Telephone: 01306 611372  
Email: [schooloffice@moonhallcollege.co.uk](mailto:schooloffice@moonhallcollege.co.uk)  
Website: <https://www.moonhallschoolreigate.co.uk>

## Name and qualifications of Head/Principal, with title used:

Name: Mrs Alison Hope Hedley  
Title (e.g. Principal): Headmistress  
Head/Principal's telephone number if different from above:  
Qualifications: BEd (Hons), NPQH  
Awarding body: Northumbria University

### Consultant's comments

Alison Hope Hedley was appointed Headmistress at the beginning of February 2017. Mrs Berry Baker, who was Head at the time of the last CReSTeD visit in January 2015, retired at the end of August 2016. A brief period was served by a Headmaster prior to Mrs Hope Hedley's appointment.

Mrs Hope Hedley brings a wealth of experience in educational management to the post. She has served as the Head Teacher of an Independent school for pupils aged 3-11 years on the Isle of Man, has worked as an Inspector for British Schools overseas and as an ISI Inspector. She is currently serving her fourth term at MHS.

## Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:

Name: Angela Claxton  
Title (e.g. SENCO): Deputy Head Pastoral and Lead SENCo, DSL  
Telephone number if different from above:  
Qualifications: BA Hons (Education, St. Mary's University, Twickenham), Dip SpLD (Hornsby), Teacher's Certificate Further and Adult Education, Cert. Phonographix fifteen years' experience of Teaching/SENCo in specialist dyslexia schools.  
Awarding body: See above

### Consultant's comments

Angela Claxton is the Lead SENCo and a member of the SLT. She ably carries out the roles stated above and has a significant input into the management and well-being of the pupils along with the SLT and the Headmistress.

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## 1. Background and General Information

1. a)	Dep't of Education Registration No.:	9366251		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys:	68	68
		Girls:	45	45
	Boarding:	Boys:	NA	7 – 16 years
		Girls:	NA	
	Overall total:		113	113

### Consultant's comments

The number of girls has increased since the last report dated January 2015. The numbers in the Senior section of the school have increased since the last visit and form the main body of the College.

- c) Class sizes – mainstream: Most of our pupils have specific learning difficulties. We have a maximum size of 14 in a class (English and Maths are always split into smaller groups) Subjects such as games and music may have larger groups with several teachers or assistants.

### Consultant's comments

The pupils are split into smaller ability groups for English and Maths.

- d) Class sizes – learning support: Moon Hall School, Reigate Junior School: 29 pupils divided into 4 English and 4 Maths groups with 9 members of staff. All English and Maths groups taught at the same time. Other subjects taught in year groups. Moon Hall School, Reigate Senior School: 84 pupils taught in year groups. KS3 English and Maths groups divided into two or three groups depending on numbers. Other subjects in one or two groups with no groups exceeding 14 unless in Games or Drama. Each group has a teacher plus Learning Support Assistants where needed. The teachers use the staffing resource flexibly and organise 1-1 sessions when needed

### Consultant's comments

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	<p>The staffing is used flexibly to adapt to the needs of the pupils in different year groups at any one time.</p>
	<p>e) For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:</p>
	<p>An ISI report was last compiled in October 2016 as an Emergency Visit Report. The unannounced visit was based on compliance with ISSRs for 2014, particularly safeguarding, leadership and management. The issues raised have now been addressed. With regard to Pastoral Care arrangements, the report comments: 'staff clearly know their pupils well, and supportive relationships with pupils encourage them to share concerns with a trusted adult' and that 'staff are kept well-informed about the pastoral and welfare needs of the pupils'. Arrangements can be made for pupils to receive support from a counsellor if required. It was obvious to the ISI team that staff and the school leaders held the well-being of pupils as a high priority. The ISI Compliance Report of June 2017 recorded that arrangements were in place to promote good behaviour.</p>
<p>Independent Schools only</p>	<p>f) Current membership (e.g. HMC, ISA etc.): <b>ISA</b></p> <p>Consultant's comments</p>
	<p>The current membership is appropriate to the needs of the school. The Independent Schools Association (ISA) works closely with Headteachers and other professional bodies to promote excellence in teaching.</p>
	<p>g) Please supply the following documentation:</p>
	<p>i. <b>Prospectus</b>, including <b>staff list</b> (if this does not clearly show which teachers teach English, then please supply this as a separate item). Please indicate copy enclosed</p> <p>ii. <b>Recent Inspection reports</b>, please indicate</p> <p>iii. <b>Details of Fees and compulsory extras for SpLD pupils</b> (if applicable), please indicate copy enclosed</p>
	<p>Consultant's comments</p>
	<p>Fees increase as the children advance through the year groups. Levels of fees are grouped into Years 3&amp;4, 5&amp;6, 7&amp;8, 9 and Years 10&amp;11. Additional fees are charged for 'Full Dyslexia Support' which includes weekly 1:1 teaching sessions, Speech and Language and Occupational Therapy are charged separately. It is the school's policy to provide as much in-class support as necessary to try to avoid pupils being withdrawn from core subject lessons.</p>

Information Provided

## 2. Policy and Philosophy with Regard to SpLD Pupils

<p>Criteria 1 &amp; 2</p>	<p>2. a) Aims and philosophy of the whole school</p>
	<p>The aim of the whole school is to enable dyslexic pupils to acquire basic literacy and numeracy skills as quickly as possible both as life skills and in order to be able to access the secondary school curriculum successfully. The school provides as many opportunities as possible for pupils to find and develop their talents and restore self- esteem. The senior school aims to enable every pupil to achieve the best possible qualifications at GCSE so that they can proceed to the college of their choice. It also aims to develop articulate and socially confident pupils who leave with the skills needed for a successful future.</p> <p><b>Statement of Aims and ethos:</b></p>

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Established in 1985, we are a specialist school for dyslexic children in Years 3-11 where all children participate on a level playing field with their dyslexic peers. Children are taught strategies to enable them to understand and overcome barriers to learning and gain the confidence to be independent, positive learners.

Moon Hall provides a supportive school environment for dyslexic children where expectations for diligence and achievement are high. We enable our pupils to take full advantage of their intellect and talents by learning how to manage their dyslexia.

Our ethos is underpinned by the basic values of:

- Tolerance
- Courage
- Respect
- Resilience
- Integrity

We practice and teach our pupils these values as well as those of democracy, diversity and equal opportunity. We welcome pupils of all religions and of none. We know that in the right environment, with the right support and encouragement, all our pupils are capable of achieving their potential, both in their personal development and academically.

Our schools are caring and challenging learning environments in which each child is encouraged to extend their individual talents and achieve their personal best. We teach our pupils respect for their school and its wider community; to take pride in their school and its achievements, as well as their own. We work closely in partnership with our parents in all aspects of their child's development and wellbeing.

Because our pupils are all dyslexic, in our community they no longer feel isolated as a minority among their peers. They learn quickly to support and help each other overcome difficulties. We teach them to be resilient in the face of setbacks and prepared to meet the challenges of adult life. Ours is a small school with high adult: pupil ratios. Our staff know our pupils individually and help them to develop independent learning strategies. Our aim is that our pupils feel safe and secure. They know that they can discuss any concerns with the staff whether about school or more generally, including personal safety, and that these concerns will be acted upon.

We offer a stimulating and challenging stage-appropriate curriculum, including a wide range of creative subjects in which our pupils can excel. We want our pupils to enjoy learning and the excitement to be gained from having an enquiring mind, to appreciate the wonder and complexity of the world and to have opportunities to be innovative. All pupils get the opportunity to perform in front of their peers and families, which builds their self-confidence.

We provide our pupils with opportunities for teamwork and leadership, in which their personalities can develop and flourish. We encourage them to be positive, compassionate and know the value of making a contribution to their community. Our aim is for all of our pupils to leave us with the qualifications they need for the next stage of their education and for their adult life. Above all we expect them to leave as confident, resilient individuals, with integrity and enthusiasm for the future.

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	<p>We can only achieve these objectives for our pupils with a highly committed, professional staff. We aim to work as a collegiate organisation with mutual respect for and reliance on, the contribution made by each other. Our staff have the knowledge and expertise to help our pupils succeed and excel in the learning environment that we provide. As a school we understand the difference and know how to make a difference.</p>	
	<p><b>Consultant's comments</b></p> <p>The school has a clear philosophy of academically supporting and developing the skills and personal qualities of its pupils. The mission statement 'Understanding the Difference, Making the Difference' is most appropriate for the school.</p>	
<p>Criteria 1 &amp; 2</p>	<p>b) Please indicate copy of the whole school <b>Staff Handbook (SH)</b> enclosed</p> <p>c) <b>If not within SH</b>, please enclose copies of whole school <b>policy statement(s) with regard to SpLD pupils</b> outlining:</p> <p>i. <b>Policy for SEN/SpLD</b></p> <p>ii. <b>Support for policy from Senior Management Team</b></p> <p>iii. <b>Support for policy from governors</b></p> <p>iv. <b>Admissions Policy/Selection Criteria</b></p> <p>v. <b>Identification and assessment</b></p> <p><b>Consultant's comments</b></p> <p>The above policies are available on the school's website and are appropriate to the needs of the pupils. Support from the governing body is evident through the monitoring of teaching and learning. The governing body is kept abreast of changes such as pupil assessment data with GL Assessment, updated policies, Teaching and Learning and a review of the GCSE and BTECs on offer through their liaison with a number of SLT committees. The documentation shows a good level of support for the Head and the appointment of new governors from the parents. The policies give thorough guidance into the working of the school to current and future parents reading them.</p>	<p>Information Provided</p> <p>Information Provided</p>
<p>Criterion 4</p>	<p>d) Give specific examples of the whole school response to SpLD</p> <p>Every aspect of school life is designed around the needs of dyslexic children. Teaching is delivered in a dyslexia friendly manner with visual and kinesthetic methods and resources used in all subjects where suitable. The timetable aims to have academic subjects, especially English and Maths, in the mornings and creative subjects and activities later in the day, especially in the junior school and KS3. We aim to deliver the National Curriculum while developing literacy and numeracy skills. We ensure that teaching is structured, cumulative and explicit with built in opportunities for overlearning. Before every term there is a staff meeting at which the SENCO provides a resume of each new dyslexic pupil, including strengths, weaknesses and needs. The school promotes those areas in which dyslexic children might excel, such as IT, DT, Art, Drama etc. Wherever possible support staff are provided to help the dyslexic children in class. We use off site visits to reinforce classroom learning wherever suitable</p> <p><b>Consultant's comments</b></p>	

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Independent Schools only		<p>The staff handbook gives insights into strategies for staff to help support them in their work with dyslexic pupils. Also, the website gives some useful ideas about understanding dyslexia. This has been made available alongside the detailed notes on the therapies offered. The Accessibility Plan June 2017-2020 details the initiatives in place designed to enhance the understanding and provision for dyslexic pupils such as the further provision of voice to text software, professional development, more frequent discussions over the nature and provision for pupils' individual challenges and further awareness of individual medical needs.</p>
	e) Number of statemented / EHCP pupils:	27
		<p>Consultant's comments</p> <p>The current pupils who are either statemented or have an EHCP have dyslexia as the core of their learning challenges. Many have additional difficulties such as anxiety, speech and language delay or ADHD and memory weaknesses. The LAs currently include: Surrey, West Sussex, Merton, Sutton and Croydon. The Year 11 transition reviews are held in the Autumn Term and the annual reviews for the other pupils take place at the time of year coinciding with the issue of the original EHCPs.</p>
	f) Types of statemented needs accepted:	
		<p>Specific learning difficulties: mainly dyslexia; and associated difficulties:</p> <p>Dyslexia, dyspraxia and speech and language difficulties. (Dyspraxia and SALT where there is a co-morbidity with Dyslexia). We occasionally offer a place to a pupil with mild ASD who has been out of school for some time, and for whom our small classes and teaching methods are beneficial.</p>
		<p>Consultant's comments</p> <p>Almost all pupils have dyslexic profiles.</p>

### 3. Identification and Assessment

Criterion 1 DSP 6.9	3. a)	<p>Give details of how you identify pupils in your school who have or are at risk of SpLD and when this takes place in the admissions process:</p> <p>As part of admissions process we require an up-to-date educational psychologist report and sight of all other reports including SaLT and OT reports. In addition, we invite prospective pupils for at least one taster day where reading/spelling and writing assessments are carried out, along with observation and teachers' comments to inform suitability of a placement.</p>
		<p>Consultant's comments</p> <p>The school follows a comprehensive assessment period which enables essential information gathering to take place before an informed decision can be made over an offer of a place when it is deemed to be in the pupil's best interest.</p>
	b)	<p>Give details of what action you take when children are identified as at risk of SpLD</p> <p>Nearly all pupils have some specific learning difficulty identified by Educational Psychologist. We are able to support pupils in class and can provide some 1:1 extra literacy/maths support if needed.</p>
		<p>Consultant's comments</p>

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The nature of the pupil's specific learning difficulties is identified at the admissions stage.

- c) Give details of how children in your school can access a full assessment for SpLD

We can provide parents with recommended Educational Psychologists, Speech and Language Therapists and Occupational therapists.

Consultant's comments

The school has several SALTs and an OT working on site who carry out assessments.

#### 4. Teaching and Learning

4. a) How is the week organised?

School week:

Senior School: Monday to Friday 8-20 to 4-00

Length of lessons 55 min or 1 hour - Six lessons per day, 5 or 6 English & 5 Maths lessons per week. 20 min break mid-morning, 55 min break lunch.

Senior lunch at 1-00

Academic subjects timetabled in the morning where possible and Games, PE and creative lessons in the afternoons.

Junior School: Monday to Friday 8-20 to 3-50

Mornings primarily divided between English (1h 30 min) and Maths (1 hr) with 20 or 30minute break

Afternoons – four 35-minute periods with break of 15 minutes

Junior school lunch at 12-1.

Consultant's comments

The lesson times are of sufficient length to enable learning to take place and the breaks are well spread across the day.

- b) Details of arrangements for SpLD pupils, including prep / homework:

All pupils are expected to read at home every day. Senior School students have access to My Maths at home. Their progress is monitored by the Maths department. Junior school pupils have regular maths sheets and phonic/spelling sheets to complete at home

Senior School pupils may have regular spelling homework or revision for tests. They may be given short achievable tasks to do according to need and the judgment of their teacher. Pupils in KS4 have independent study lessons when they can work independently in school with staff on hand if needed and are encouraged to manage their preps between independent study lessons and work done at home. In general, we prefer homework to be kept to a minimum and encourage pupils to join in other activities after school

Consultant's comments

The core skills of numeracy and reading are reinforced during prep times.

The older pupils are supported in their individual study by staff. This provides an ideal and appropriate input during the school day.

Clinics and drop-in lunch-time sessions are made available across the school to support homework set or extra input where needed. The pupils can choose if they would like to attend. Extra study sessions are offered over the holiday period prior to Year 11 exams and pupils can access these at their own request.

- c) Lesson preparation and delivery to meet the needs of SpLD pupils for:

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Criterion  
3 & 4

- *Curriculum subjects*
- *Literacy support*

All lessons are in line with our Schemes of Work which are based on the National Curriculum but adapted to suit the needs of our learners. Lessons are planned to meet the learning needs of all pupils and staff are expected to use a variety of teaching methods that incorporate visual and kinesthetic approaches to support different learning strategies. There is differentiation even within small groups both in terms of tasks/worksheets and expected outcomes. All staff are encouraged to use open ended questions to elicit pupils' understanding and create genuine dialogue where pupils' ideas and opinions are valued. Staff are encouraged to use a variety of methods for over learning; this reflects the spiral nature of our curriculum and allows the pupils to continually re-visit key skills and concepts.

All subject teachers have had Inset training in how to support reading and Spelling. We use the same phonic system throughout both parts of the school

All Medium-Term Plans are monitored and approved by the Deputy Head Academic. The senior management team has access to them as they are kept on the intranet.

#### Consultant's comments

A range of English and Maths lessons were visited along with a History, Science, 1:1 specialist lesson and a short S&LT session. The pupils were fully engaged and seen to be on task. In the lessons visited the pupils were appropriately challenged and engaged well with staff. Errors were used positively with the pupils being encouraged to bring their own skills into play when thinking out responses. The table tops for the younger pupils had useful and appropriate prompt sheets attached reminding them how to approach skills, written work and punctuation for example. Working in pairs was a feature in some lessons and the collaborative approach worked well. Laptops were used where appropriate and a variety of methods of recording were employed. Lesson plans clearly stated the learning objectives, previous learning and guidance for individual pupils given. Resources brought into use in lessons included fidget toys, movement breaks, visual reminders and methods of checking memory recall. One English teacher, who is currently embarking on an SpLD course, delivered her lesson in a calm and well-timed spoken manner which enabled the pupils to have sufficient time to process the verbal input. It was interesting to see the Phono-Graphix sounds of the week being followed up throughout the day in a variety of lessons, including an excellent 1:1 session. The maths lessons observed were well targeted with pupils organised into small groups to enable those needing more time to practice the skills not to be rushed. The maths pupils each had folders containing useful notes to help them remember previous teaching. Throughout the lessons observed, the marking was thorough and impressive, showing that the pupils had carried out the recommendations they had been given.

The pupils' enjoyment for learning was quite evident during a Year 6 History lesson in which they excitedly embarked on a game devised to expand their understanding of the topic taught. The 1:1 S&LT session showed an impressive level of support and was well-targeted for the pupil. Throughout the observed lessons, discipline was well established, and the pupils listened to each other. LAs and S&LTs were in supporting roles in lessons where needed.

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- d) Use of provision maps/IEP's (or equivalent):

Use of provision maps/IEP's (or equivalent):

The Junior School use provision maps and IEPs. The Senior School use ILPs for Maths and English. ILPs based on pupils' outcomes are used for statemented pupils.

Please indicate **two examples** enclosed

Information  
Provided

Consultant's comments

The ILP provided for the Senior School pupil on an EHCP showed the history of provision, targets set, support strategies, detail of staffing support in place, success criteria, evaluation of success and test results recorded as Standardised Scores. The areas of need head the documents and the relative strengths of the identified pupil were set out, for example 'he was often able to make inferences and predictions'.

The IEP for the younger pupil was also sufficiently detailed and included results from a WISC 1V-UK taken earlier in the academic year.

Senior pupils have an ILP for English and maths targets and these are agreed through discussion with staff. All pupils spoken to during the visit were aware of their targets and found them useful. They also felt reassured that staff understood what they needed to focus on and receive help with.

- e) Records and record keeping:

Files for each pupil are kept centrally in the Lead SENCo's office. These files contain correspondence and all reports including: Ed Psych, SALT, OT and any other reports. A copy of their EHCP, if applicable, and copies of all annual reviews. Each pupil has a thumbnail with a summary of their difficulties and strategies of how to support them, which is stored in their file and also on our Intranet for staff to access easily. The pupils' ILPs are also stored on the intranet, as is the chart of the results of standardised testing done twice a year in September and March. A copy of pupils' CAT4 assessment is available to staff on the intranet. We keep a record of incidents of concern and detentions for each pupil on our intranet.

Consultant's comments

The records are very detailed, accessible and up to date.

Criterion 3

- f) For comment by consultants only: Review history and provision made for two pupils.

The case studies showed the comprehensive system of identification of individual learning needs from intake, inputs made by teaching staff and specialists, annual reviews, reporting to parents, along with the wide range of test scores and 'value added' attainment that is in place. Careful records are kept across the school and central filing ensures that the wealth of information on each pupil can be accessed on request.

Criterion 3

- g) Impact of provision – assessment summary for all pupils (only fill in the Key Stages relevant to your school):

A-Level (GCE) and VCE. BTEC	No. of pupils Years 12 & 13	Number entered	% grade A-E	BTEC % D* - D	Average point score per pupil	Average point score per exam entry
Whole School	NA	NA				
SpLD Pupils	NA	NA				

GCSE & BTEC	No. of pupils inc'd in the Year 11	GCSE % A* - C	GCSE %	GCSE %	BTEC %	BTEC %	BTEC %

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	timetable, regardless of age	Grade 9-4	5+ A* - C Grade 9-4	5+ A* - G Grade 9-4	D* - D	M	P
Whole School							
SpLD Pupils							

Key Stage 2 (if applicable)	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	0						
SpLD Pupils	0						

Key Stage 1 (if applicable)	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	NA						
Dyslexic Pupils	0						

- h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:

**Consultant's comments**

There were 114 GCSE/BTEC entries in 2017: 48.25% A\*-C grades were achieved. Of those, 33.33% gained 5 or more A\*-C grades and 93% achieved 5 or more A\*-G grades.

All pupils take English Language, Mathematics and Biology GCSE and select other GCSE or equivalent certificated examination subjects from a wide list of possible options, including English Literature and BTEC Sport for example. The exam results reflect the diverse needs and attainment levels of the pupils catered for and the wide range of opportunities offered.

## 5. Facilities and Equipment for Access to Teaching of SpLD Pupils

- Criterion 5.1 5. a) General resources for teaching SpLD pupils:

Our greatest resource is staff expertise and experience and our ability to teach in small groups matched according to their teaching needs. All teaching is dyslexia friendly and appeals to a variety of learning methods. Interactive white boards are used throughout the school to enhance learning, using visual stimulation wherever possible. In all classes there is support for pupils with poor short-term memory, for example use of number lines and multiplication squares in Maths lessons, support with spelling using Phono Graphix method in all lessons. The group rooms contain a variety of equipment and books for use with the junior and one to one pupils. Individual whiteboards are used where appropriate. Displays are used to support learning as well as display pupils' achievements.

**Consultant's comments**

Phono-Graphix is used at both Moon Hall School, Dorking and Bury's Court, Reigate with the younger pupils and continued into the senior school at MHS where appropriate. The school is currently looking at ways to enhance pupils' ability to record their ideas on paper through further investment in software.

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Criterion 5.2

b) ICT:

All pupils are taught ICT/Computing throughout the school and have access to ICT in other lessons, for example Maths, English, DT, Geography, History and Art. There is the facility for the pupils to use dyslexia friendly software such as ReadWrite that reads what the pupil has written back to them and Inspiration, mind mapping software. All pupils are encouraged to learn to use voice to text software (DragonSpeak). At GCSE level all pupils are encouraged to sit exams and controlled assessments on computer using assistive technology if Access Arrangements allow. At present there are two ICT rooms one of which is primarily used for ICT teaching but also by the Maths and Art departments. There is also a bank of desk top computers in the English Department, as well as 15 lap-tops for English and 15 lap tops in the Maths Department. Each year group has one Maths lesson per week using Computers. Touch typing is taught in skills lessons. Most teaching rooms are equipped with either an interactive whiteboard or a projector. Digital cameras and video cameras are available for use by children and teachers

**Consultant's comments**

The ICT provision is outstanding and greatly enhances pupil learning. There is an ongoing programme in place to develop resources further. There is a comprehensive programme of frequent talks to make pupils, parents and staff aware of their responsibilities when working on-line and how to keep safe.

Criterion 5.3

c) Details of access (special examination) arrangements requested and made for SpLD pupils:

All pupils are tested in Year 10 for Access Arrangements. The tests include: Single Word reading tests for accuracy, Reading Tests for comprehension and speed of reading/processing, Spelling Test and Test of handwriting speed. A Form 8 is generated for each pupil showing the history of need. These give us the information necessary to apply for extra time, a reader, scribe or other support as set down by the JCQ Access Arrangements. All applications are made on line, the results and tests are kept by the SENCO. Access Arrangements for Year 11 pupils are available to view on the day of the visit.

**Consultant's comments**

The access arrangements are comprehensively managed and are in line with the current JCQ guidance. Pupils are granted appropriate arrangements and are quite used to working with them prior to formal exams.

Criterion 5.4

d) Library:

On the first floor is a junior fiction library in the middle of the junior class room area. Junior pupils' reading books are colour-coded and given out in a progressive scheme.

On the second floor there is a library in the central area.

We have continued to remove out of date books and purchase new ones.

Older pupils are encouraged to select books to take home if they wish. We purchase books to meet the interests and needs of the children with emphasis on high interest low reading age books.

**Consultant's comments**

Much thought has been put into making and maintaining the libraries as inviting places to encourage reading enjoyment.

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*It is not always necessary for consultants to enter comments, in which case the field will be left blank.*

## 6. Details of Learning Support Provision

- DSP 6.1      6. a) Role of the Learning Support Department within the school:
- Learning support is at the heart of the school. We have a whole school approach to teaching our pupils in the class rooms, but some pupils receive discreet one to one lessons, organised and arranged by the SENCO using either a Dyslexia trained teacher or trained LSAs. We also liaise with SaLT and OT to organise for some pupils to receive SALT and OT.
- Consultant's comments*  
Teaching pupils with SpLDs is at the core of the work of the school. Additional support is provided through a comprehensive range of therapists.
- b) Organisation of the Learning Centre or equivalent:
- We do not have a Learning Centre as such but the SENCO is able to source and provide particular resources if required.
- Consultant's comments*  
As above.
- c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?
- Yes
- Consultant's comments*  
The Lead SENCo works alongside the Head and is a member of the SLT.
- d) Supporting documentation, please indicate enclosed:
- vi. **SEN Development Plan (or equivalent) enclosed**
- vii. **Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff**
- viii. **List of known SpLD pupils in school**
- Information Provided

## 7. Staffing and Staff Development

- Criterion 7      7. 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*  
The Teaching Assistants were observed to be well deployed by staff to assist in lessons. They each had a wealth of experience working with SEND children and contributed much to the lessons. One TA enjoys working with the Forest School initiative and one TA assists with some administrative tasks alongside the SENCos.
- DSP 7.3      b) Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)?
- Yes. 2 new members of English Teaching staff will be commencing Dyslexia Action training in March 2018:  
Level 4 Dyslexia and Co-occurring Difficulties (DACPD51)  
Level 5 Structured, Cumulative Multisensory Tuition for Learners with Dyslexia (DACPD53)

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#### Consultant's comments

The English teachers and teachers of literacy skills on the current staff are listed below along with any *nationally recognised qualifications in the teaching of SpLD children they hold*:

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

The school has undergone a comprehensive INSET programme to advance staff awareness of the needs and management of SpLD pupils.

Criterion 4

- g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments?

The observed staff met the needs of their pupils with warmth, inspired input and engaged them well on task.

## 8. The experience of parents & pupils regarding the school, in particular, its response to SpLD pupils

Independent  
Schools  
only

8. a) Schools should provide, with the supporting documentation, a list of the names of all known SpLD pupils in the school. CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss their experiences as parents in relation to the school.

For completion by consultants only: Parent Contacts:

Parents of nine pupils were contacted and their views sought. There was considerable concern expressed at the rapid changes of Head teachers over the past few years and a period when one Head had been absent on sick leave. The changes had been followed by the need to rewrite policies and update practice. The parents are very supportive of the new Head but have stated that much has had to be done and still is being achieved. One parent said that since the arrival of the new and current Head she had been 'very impressed with her performance and actions'.

Some parents praised the school as their children's self-esteem has been significantly raised since transferring to the site and many felt that the needs of their children are well understood. One parent reported that the school has done 'a fantastic job of assessing their daughter's needs and providing tailored support'.

A new area of achievement, commented positively on, is that of the parents' evenings especially now that the upper senior school pupils can be present. Areas to develop and address requested by parents included more information on progress and an explanation of the methods of tracking attainment. This is currently being put in place and good evidence shown of the new initiatives for reporting attainment back to parents.

There were many positive comments on the work undertaken to promote the pupils' emotional development. One parent commenting that the family had seen 'a total transformation in their two sons' emotional wellbeing as well as an increasing desire to learn'. Also commenting that 'the student dynamic appears well-supported and allows for individual expression within a small

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community of peers', adding that 'the school has transformed our lives'. When concerns have been raised, parents, on the whole, have expressed the view that staff are open to dialogue and follow issues up quickly and professionally.

- b) For completion by consultants only: SpLD pupils' responses regarding their experience of the school and teachers:

The pupils all expressed the view that they feel secure, are understood and valued by their teachers. For four of them this had not been the case in their previous schools and the other two had attended the Moon Hall School in Dorking when they were younger and felt the current school offered them a good progression from there. They each felt that the academic curriculum has much to offer and liked the sports and activities also. They were all familiar with their learning targets and felt they have a good input into the compilation of these and felt that all the staff instinctively understand them anyway. They each said they have made good friends at the school and like the school site. They couldn't really think of anything they would change but suggested some alterations for the adventure playground and then reflected that it all costs money and needs to be planned for.

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## Report Summary

For completion by consultants only:

Please remember: this is an extract of the overall criteria listing, only those relevant to the category are listed below. Consultants should be able to mark all criteria as observed before making their final recommendation.

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	Y
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	Y
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	Y
4. There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD pupils and this will be evident across the curriculum.	Y
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	Y
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	Y
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with <a href="#">Joint Council for Qualifications guidelines</a> .	Y
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	Y
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	Y

Criteria	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	Y
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	Y
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	Y
7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	Y

Summary of Report including whether acceptance is recommended:

I recommend that Moon Hall College, Reigate continues in the DSP category. The school has been developing new initiatives for teaching and learning, assessment and reporting, staff development and an enhanced programme of ILP provision under the present Headmistress. MHC has had two changes of headship since the last CReSTeD visit. There is good interest for places for the next academic year and great enthusiasm to continue making improvements at MHC amongst the staff.