



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

Oswestry School Registration Application Form Category WS – Withdrawal System

Date of visit:

12.02.2020

Name of Consultant(s):

Carol Hodgson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Oswestry School and Bellan House Upper Brook Street, Oswestry, SY11 2TL Tel: 01691 655711 Fax: Email: enquiries@oswestryschool.org.uk Web: http://oswestryschool.org.uk/	Rural	297 boys 176 girls Ages 4-18	Dysc Dysl Dysp P&S	HMC, Society of Heads, BSA, ISB, IAPS, ISC, AGBIS.
	Ind, Bdg Wk, Bdg Day			GCSE, A level
Comments: A small, independent, co-educational boarding and day school, with strong learning support and pastoral provision. We value the individual and support their intellectual, spiritual and physical growth to enable them to become confident, considerate and responsible members of our society				

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: Oswestry School and Bellan House
Address of school: Upper Brook Street, Oswestry, SY11 2TL
Telephone: 01691 655711 Fax:
Email: VMB@oswestryschool.org.uk
Website: <http://oswestryschool.org.uk/>

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

Name: Mr Julian Noad
Title (e.g. Principal): Headmaster
Head/Principal's telephone number if different from above:
Qualifications: BEng Hons and PGCE
Awarding body: University of Southampton and University of Bristol

Consultant's comments

Mr Noad has been Headmaster of the school since September 2014 and fully supports the work of the Learning Support Department and the school's application for CReSTeD accreditation.

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

Name: Victoria Bradley-Barnard and Sue Hall
Title (e.g. SENCO): Head of Learning Support
Telephone number if different from above:
Qualifications: BSc and PGCE
Awarding body: Plymouth University and San Francisco State University

Consultant's comments

Both Heads of Learning Support work closely together across Bellan House (4-11 years) and Oswestry School (11-18 years) to ensure consistency of approach and seamless transition for all pupils with learning needs. They are passionate about continuing to develop the strengths of their departments and the provision made for pupils with learning needs in the school.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	893/6011			
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range	
	Day:	Boys:	221	58	4-18
		Girls:	133	19	4-18
	Boarding:	Boys:	76	4	11-18
		Girls:	43		11-18
	Overall total:		473	81	

Consultant's comments

Oswestry is a relatively small school with pupils spread over two sites which results in a close, family-like feel to the communities. Pupils commented that their friends at school felt as if they were family. A significant percentage of pupils are identified as having some degree of learning need.

- c) Class sizes – mainstream: 1-24

Consultant's comments

Classes observed were no larger than 12 pupils.

- d) Class sizes - special needs: 1-9

Consultant's comments

Specialist teachers provide 1-1 lessons. Group intervention sessions focus on developing reading and spelling skills using IT programmes such as Nessy; and on study skills, dependent upon age and identified need. These are provided by non-specialists liaising with specialist teachers.

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

Oswestry was deemed as fully compliant with ISI standards in 2019. In 2016, in an integrated inspection, pastoral care arrangements were dealt with in more detail.

Inspectors commented that the arrangements for the pastoral care of children were 'excellent'. 'Throughout the school, tutors and house staff offer highly effective support and guidance in accordance with the school's aims. There is a very strong sense of community within the school and almost all pupils say that they feel safe and enjoy being part of the school family.' 'Older pupils are highly effective in being able to offer help and guidance to younger pupils. Teachers in both sections of the school encourage pupils to make the most of the opportunities available and support them with any concerns they may have.' Inspectors noted that the relationships between teachers and pupils are excellent. 'Most teachers know their pupils well and understand their needs. They are frequently willing to make themselves available beyond classroom time so as to support pupils' learning. Pupils comment favourably on this.' This Consultant also noted this.

Independent Schools only

- f) Current membership (e.g. HMC, ISA etc.): HMC, Society of Heads, BSA, ISB, IAPS, ISC, AGBIS.

Consultant's comments

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The school is a member of a number of external agencies that provide support and advice.

- g) Please supply the following documentation:
- i. **Prospectus**, including staff list (if this does not clearly show which teachers teach English, then please supply this as a separate item). Please indicate copy enclosed
or provide link to view reports via the internet Information received
 - ii. **Recent Inspection reports**, please indicate copy enclosed
or provide link to view reports via the internet Information received
 - iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable), Please indicate copy enclosed
or provide link to view information via the internet Information received

Consultant's comments

gi. The school's online prospectus is full and informative, with a particularly good SEND question and answer section. A glossy hardcopy version provides a 'feel' for the school.

gii. As mentioned previously, the ISI report of 2019 found the school to be fully compliant with all ISI standards. The Integrated inspection report of 2016 found that the 'quality of academic and other achievements is good.... The programme of extra-curricular activities is excellent and supports pupils in acquiring skills and self-confidence.....Teaching is good.... Governance is excellent', and 'Leadership and management have a strong and shared understanding of the school's needs, which has resulted in an ambitious and carefully considered range of initiatives, although it is too early to judge the results as yet.' During this Consultant's visit it was possible to see evidence of some of the results of these initiatives, in particular the development of SEND provision to enable the application to CReSTeD for WS status.

giii. Fees information is available on the internet. Parents are paired with appropriate Specialist teachers and remuneration for their services is a private arrangement. Costs are £35 per hour; assessment charges vary between £350-£420.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Oswestry School aims to identify the full potential of each pupil and to assist him or her to achieve that potential. Specifically, the aims are identified in the School prospectus as:

To provide a secure setting with individual attention and a mixture of traditional and modern teaching methods; thus, the imagination can be kindled and academic potential fulfilled.

- To develop spiritual, moral, intellectual, physical, cultural and social qualities in each individual.
- To create a community of well-balanced young people who are fully prepared for the challenges and responsibilities of the outside world.
- To promote an atmosphere of friendship and trust, where consideration is shown and tolerance exercised.

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- To instil a spirit of service and to cultivate self-motivation and self-discipline as the basis of leadership at all levels.
- Also, to support and assist teaching and non-teaching staff in their professional development.

Attention is drawn to the words of the School Prospectus, "High quality teaching enables each pupil to realise their academic potential but equally significantly, pupils acquire skills, confidence and leadership qualities through participating in a broad range of activities and taking on a variety of responsibilities. All pupils are encouraged to establish 'the roots to grow and the wings to fly'. The real strength of Oswestry School is its people".

Staff Handbook (pg10)

Consultant's comments

This ethos is reflected clearly in school documentation and can be observed in the opportunities offered to the pupils; in their curriculum and the wide range of extra-curricular activities. There is a definite sense of community in this supportive and caring environment.

Criteria
1 & 2

- b) Please indicate copy of the whole school **Staff Handbook (SH)** enclosed Info.
rec'd
- c) If not within SH, please enclose copies of whole school **policy statement(s) with regard to SpLD pupils** outlining:
- i. **Policy for SEN/SpLD**
 - ii. **Support for policy from Senior Management Team**
 - iii. **Support for policy from governors**
 - iv. **Admissions Policy/Selection Criteria**
 - v. **Identification and assessment**

Information
received

Consultant's comments

ci. The SEND policy clearly states the responsibilities and aims of the Department. It outlines in detail the procedures for ensuring that the needs of pupils identified with SEND are met, stating that the school 'Aims to support all pupils to realise their full potential, and seeks to provide an all-round education suited to the needs of each individual pupil. As such, learning support at Oswestry, aims to facilitate the support of pupils who may have a barrier to learning.'

civ. The policy was initially drafted by the Deputy Head (Academic) together with the Head of Learning support and a Governor. It is reviewed annually with the comments 'This policy.....is in accordance with the wishes of the Governing body and Headmaster.'

cv. Oswestry has a designated Governor with responsibility for SEND. The policy contains a list of ten objectives of the governing body in making provision for pupils with SEN including monitoring of the head of LS and their effectiveness in undertaking their responsibilities.

cvi. This is a transparent policy which states that as a precondition for admission, 'The applicant's learning difficulties and other special needs (if any) have been fully disclosed at the point of registration to the school and are, in the opinion of the Headmaster (in consultation with the School's Head of Learning Support), within both the School's and pupil's capacity to cope with the full (or reasonably adapted) curricular offering. Learning support is offered

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in a variety of ways, including (when possible): individual guidance; learning support assistant in class and group lessons. Additional support can be offered after funding from parents or local authority (if applicable). The school will make all possible and reasonable adjustments for a disabled applicant and if the applicant is refused based on their disability the reasons for that refusal will be justifiable.

cvii. There is a clear procedure for the identification of particular individual needs of pupils which ‘..is a collaborative process between school staff and the Head of LS, pupil and parents with additional expertise provided as and when appropriate from education psychologists, qualified literacy specialists...’ and a range of other professionals. If pupils are deemed to require specialist assessment beyond the scope of the teachers in the department, this is arranged through the school, at the parents’ expense. The school works with a bank of Specialist teachers, therapists and assessors.

Criterion 4

d) Give specific examples of the whole school response to SpLD

Teachers are committed to supporting all pupils to achieve their potential. There is no stigma attached to having any SpLD. Pupils who clearly struggle are supported effectively by both teachers and peers (see recent exam results). Homework requirements are adapted according to need. Specialist support is integrated into the school day so as to avoid additional demands on the child. Parents choose Oswestry school for the small, nurturing environment that it offers and the Friends of Oswestry School (PTA equivalent) are entirely supportive of funding specific equipment (eg exam reader pens, chromebooks). Oswestry school also provide facilities for BDA conferences and other organizations when requested.

Consultant’s comments

Head of Learning Support communicates effectively with staff across both schools to ensure that there is a consistency of approach and provision throughout. Google classroom is well established and has proved beneficial for all pupils. Those with SEND have found that it helps with organisation of prep and parents also have access. Specialist teachers have effective working relationships with subject and class teachers.

e) Number of statemented / EHCP pupils: 7

Consultant’s comments

Currently EHCPs are in place for pupils with ASD/Communication and SEMH.

Independent Schools only

f) Types of statemented / EHCP needs accepted:

Cognition and learning, communication and interaction, sensory and physical and social, emotional, mental health. Typically, children with Aspergers. Reduced number of children with EHCPs for Dyslexia. Funding for EHCP support is limited, however some funding for LSAs is still received from the local authorities, alongside local authority request for private arrangement.

Consultant’s comments

Pupils with EHCPs are accepted when the school is confident they can fulfil the statutory requirements of the EHCP.

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3. Identification and Assessment

- Criterion 1 3. a) 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:

In Bellan all pupils are assessed using GL progress tests for maths and English twice yearly from Year 1. In Year 4, pupils are assessed using CAT4 and in Year 5 (as needed) the GL Dyscalculia/Dyslexia screeners are used. In addition, ongoing teacher observations are made and concerns passed to the Head of Learning Support.

In the senior school pupils are CAT4 assessed on admission and will then do the SWST and NGRT assessments. If there is one standardized score below 85 then pupils will be picked up for learning support small group intervention sessions, they will also complete dyslexia and dyscalculia screeners. Parents will be informed and given the option of 1:1 support for their child which will be provided by specialist SpLD teachers.

The route can also be one of referral from teacher concern and the head of Learning Support, involving lesson observation and assessment.

Parental concern – open door policy.

Pupil concern – pupils are encouraged to share their learning difficulties and frustrations.

Consultant's comments

There are clear stages for the process of identification of pupils who have learning difficulties. If it becomes evident that specialist intervention or assessment is required, parents can be put in touch with Specialist teachers and assessors.

- b) Give details of what action you take when children are identified as at risk of SpLD

Pupils are identified through teacher and/or parental concern; through observation and whole school assessment. In the first instance the parents are contacted by either the teacher or Head of Learning Support. Children who are identified are further assessed and observed by an appropriate member of staff, usually the Head of Learning Support. A plan, do, review approach is implemented at school level. If problems persist or a specific area needs targeting the appropriate specialist will be contacted. If required, then one to one specialist sessions will be facilitated during the school day.

Consultant's comments

The Learning Support Department has detailed and comprehensive stages and strategies in place to support pupils who have been identified as at risk of SpLD. They provide careful monitoring and review of interventions and support through an individual's Record of Intervention log. Pupils receive support through effective communication with class and subject teachers, in class assistance and small group work. In many cases this meets their needs. For pupils with more persistent or more severe difficulties there is access to Specialist teaching during school time. Head of Learning Support can put parents in contact with the appropriate specialist teacher or assessor. The arrangement is then made between parents and that professional, who liaises closely with teachers in school and provides school with detailed IEPs.

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

School has access to specialist advisors and parents are given the choice as to who they would like to complete the assessment. Assessments are then

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facilitated through school and a follow up meeting to share report findings is arranged.

Consultant's comments

This is a flexible approach which enables parents to obtain the most appropriate assessment for their child.

4. Teaching and Learning

4. a) How is the week organised?

Bellan House – 8.40am-3.45pm (lunch 12.30pm-1.30pm)

Senior school – 8.20am-5pm Mon-Thurs (lunch 1pm-2pm, clubs 4pm-5pm)
8.20am-4pm Fri

Mon-Fri 6* 55-minute lessons (including 1 period of form time every Wednesday).

Consultant's comments

There is a full academic timetable and in addition, a wide variety of after school clubs. Junior pupils stay for four compulsory enrichment clubs each week, upper school for three and 6th form for two. Pupils appear happy with this arrangement, seeing the value in the opportunities offered.

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

Small group intervention sessions – supported by LS teachers.

Withdrawal for 1:1 support sessions. These are timetabled with SpLD specialists and take place either during the pupil's learning support session or during non-core subject times (avoiding core subjects of maths, English and science).

All Bellan House pupils benefit from specialist subject teaching when in Y6 which facilitates their transition to the senior school. Lessons are attended at the senior site in the afternoon, and lunch every Thursday. This has greatly eased the anxiety some pupils can feel with the step up to secondary school.

Consultant's comments

The use of Google classroom has proved advantageous for many SpLD pupils and this is used throughout the upper school. Teaching staff also offer subject and prep support sessions after school. 1:1 support sessions tend to take place during RS rather than in MFL which is often the case, allowing pupils with support to access this area of the curriculum. In Years 10 and 11 pupils can choose Learning Support as an option. During this time their support will be subject specific.

Criterion
3 & 4

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

- *Curriculum subjects*
- *Literacy support Teaching staff also offer subject and prep support sessions after school.*

Google classroom linking pupils and teacher; Pupil portal; Parent portal; Subject revision guidance linked with exam timetables; ability set for maths and English with LSAs attached to specific lessons. Year group teachers and TAs. Planning time given providing time for preparation and liaison. Lessons delivered in accordance with quality first teaching taking into account specific strategies for individual pupils.

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The following strategies are used with all learners:

For KS1 and KS2

Literacy:

- Use of laptops
- Text purposes posters - organisation of ideas and breaking tasks down into manageable chunks
- Read and Write
- Scribe and Readers
- Voice recording equipment
- TAs/LSA targeted support
- Targeted spelling groups
- Priority Reading - targeted individuals
- Guided Reading groups
- Reading Rangers groups helping with confidence
- Spelling strategies - (Chunking; morphemes; use of mini whiteboard "Does it look right", phonic wall displays in all classrooms; mnemonics; look/cover/write/check,, etc)
- Personalised/targeted marking - selected marking of spelling for specific pupils
- Metacognition of learning (including understanding your own strengths and weaknesses)
- Holistic approach - use of PCPs/IEPs
- Nessy Literacy program
- Toe-by-Toe
- Language for thinking program
- Story starters 'Black sheep'

For KS3, KS4 and KS5 our aims/methodology for supporting SpLD pupils is as follows:

- Our expectations of SpLD pupils are high
- We expect all pupils to achieve their full potential
- No tasks or exemplar are 'simplified', we believe that all are capable of the highest achievement
- Normal way of working i.e. laptops or additional time are built automatically into lessons and assessments. This is standard. Those who have extra time use it, those who do not, use the time for self-assessment/reflection using 'green pen' to indicate what could have been added/improved
- We are honest about the impact that SPAG will have on marks but work hard with all students to strengthen the 'side stepping' approach i.e. we stress the importance of content, ideas, sentence variety and capital letters in work that is marked for writing
- Spelling strategies etc are targeted in our LS department, we concentrate on building confidence, content and coverage to facilitate the best marks
- For reading tasks, it is repeatedly made clear, that the assessment objectives all focus on engagement with the text and are not marked for SPAG. No SPAG errors are indicated for these tasks
- There isn't a 'separate' approach for SpLD students in lessons as, experience dictates, that the methodical, structured/chunked approach to learning works best for all students. It is therefore fully integrated into our teaching
- Questions are broken down/ key words highlighted/ tasks reorganised into bullet points etc to ensure that meaning/purpose is clear

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- Methodology is clear and continuously repeated i.e. read the question 3 times; highlight/ bullet point the question; read to the full stop; go back to the question; highlight if relevant; ignore if not
- Aims are explicit and consistent i.e. 10-mark question - overview, chronological order, 8-10 quotations etc
- Worksheets are in Arial or Comic Sans
- Cream or coloured books given if necessary
- Prelearning of information where appropriate to build confidence i.e. prepared introductions
- Emphasis on vocabulary range as opposed to spelling, particularly for Literature
- Audio books/ read and write encouraged
- Wall displays to support structure and wording of responses
- Use of highlighters for selection
- Encouragement of using rulers/fingers as ways of tracking the text

In Mathematics the support and understanding we offer to develop these pupils and assist them in achieving their full potential include:

From 1st form upwards all students are set by ability in Mathematics. In the first form this happens after around six weeks in all other year groups it is in operation from the beginning of term.

As a consequence of this the worksheets provided in class and for homework are appropriate to the level of the class. These will usually include support material for the weaker students through to extension material for the most able or those who are quickest.

Homeworks are set as 25-30-minute tasks and students are encouraged to adhere to that. Those students with a slower pace of work will then not be disadvantaged and have to take longer to complete the task.

Where possible and appropriate extra time is given to those students for whom this is their normal working practice. Some of the external competitions we take part in do not allow for extra time in their rubric and so this cannot be adhered to under those criteria.

Assessments are now being structured to have four sections, with the lowest groups answering sections A and B, the middle groups answering B and C and the top groups answering C and D. This allows for overlap between all the groups so that set changes can be easily administered. It also means that the material in the assessments is appropriate to the students and should enable them to achieve a reliable and indicative grade.

All mathematical terminology used during a lesson should be written on the board so that students learn to both identify and correctly spell these terms. Initial material does not use problems in context so that all students can understand the algorithm required before having to apply it to more practical based questions.

At GCSE where scaffolding is being removed from questions in the examination the necessary processes are taught to the students in order for them to be able to repeat this on their own.

All assessments have a clear number of marks per question allocated so that students are aware of how much work each task entails.

Students that require material photocopied on blue paper are provided with this for all worksheets and assessments.

Digital support material is being developed to provide students with access to all the necessary support to enhance learning and success.

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Wall displays provide mathematics in both curricular and non-curricular contexts so that students are aware of its benefits. This serves to promote and encourage learning with a view to achieving higher goals. Calculator and non-calculator skills are taught to ensure that all students progress irrespective of their ability level. Post -16 students who have not achieved GCSE Mathematics are provided with lessons and support to rectify this at the earliest possible opportunity. Post - 16 students who are studying mathematical subjects but not Mathematics are where possible allocated to the Core Maths class which serves to support them with their studies. There are a number of mathematics clinics offered during the after-school club-session and an extended Mathematics club on a Tuesday evening from 6:30 to 8:30 pm for the older students.

Consultant's comments

Support for pupils in lesson delivery and preparation is extensive and facilitated by excellent communication between teachers, support staff and specialist teachers.

Curriculum lessons observed contained no more than 12 pupils, with lower sets supported by LSAs.

Teachers appeared to have good relationships with their pupils and good understanding of their difficulties, making adjustments to accommodate learning needs, for example providing flexible times tables to some of the group. Good use was made of the interactive whiteboard, with pupils enjoying demonstrating their knowledge on it. Pupils were well behaved and engaged by their work, with LSAs and teachers moving between them to work with them individually where necessary. Worksheets seen were in large comic sans font with wide spacing between lines. Pupils were encouraged to use highlighters to help identify important sections of the text. In a Maths lesson, pupils marked their work with faces to reflect how they felt about each stage of the task as it got harder and a game was used to reinforce learning. Classrooms were bright and airy with many informative learning points illustrated on the walls.

Specialist 1:1 lessons took place in small but airy rooms. They were highly individualised and multi-sensory, using a wide range of teacher developed resources. Relationships between teachers and pupils were excellent, with teachers showing empathy and understanding of their pupils emotional as well as learning needs. The lessons contained many opportunities for the pupils to succeed and learn. Overlearning activities were built in. The lessons were well paced with a variety of tasks. In an English 1:1 a Metamat was used with pictorial representations of the structured activities in the lesson, the pupil ticked off the activities as they were done showing progression through the lesson.

Pupils were happy to be observed and showed pride in their work.

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

IEPs are created by the specialist provider and shared with teachers via Head of LS. Strategies to reach targets will be enforced in the classroom. Each specialist provider will review IEPs termly and share the outcomes with parents and HofLS

Please indicate **two examples** enclosed

During visit

Consultant's comments

IEPs are very thorough and highly individualised. SMART targets are set. The termly reviews, with input from parents and pupil, are detailed and provide good

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information for other teachers. They are available to view on the internal network.

e) Records and record keeping:

Learning and Intervention Logs; Individual Education Plans; Pupil Profile; EHCPs, ISAMS records. Records in accordance with GDPR standards with a combination of paper copy and digital. Access arrangement documentation (google doc per pupil)

Consultant's comments

Records are detailed and comprehensive, with regular reviews and updates as appropriate.

Head of Learning Support has worked hard to produce informative documentation which will be easily accessible to teachers across the school.

Criterion 3

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

Two files were looked at in greater detail. Files contained past history and contact details. School assessment information starting with observational documents from taster days, showed progress over time. Reports on pupils, e.g. EHCP documentation, which is submitted electronically is stored electronically, with appropriate access available on the internal network.

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	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	41	40	97%	91	33
SpLD Pupils	12	11	100%	80	29

GCSE	No. of pupils inc'd in the Year 11 timetable, regardless of age	Percentage A* - C Grade 9 - 4	Percentage 5+ A* - C Grade 9 - 4	Percentage 5+ A* - G Grade 9 - 1
Whole School	51	86%	66%	100%
SpLD Pupils	17	87%	76%	100%

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							
SpLD Pupils							

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							
Dyslexic Pupils							

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

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Consultant's comments

Expectations for all pupils are high and results for SpLD pupils are excellent. This reflects the effectiveness of the interventions and support provided by the Learning Support Department and the support they receive across the school.

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

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

Dyslexia friendly classrooms. Specialist providers bring their own resources and share strategies that support all learners.

Consultant's comments

The Learning Support Centre is a named building, located centrally, in which there are several rooms suitable for 1:1 and small group work. The centre and its counterpart in Bellan House have a range of materials suitable for multisensory work, and selections of books for pupils. Specialist teachers provide individualised resources for their pupils and work with subject teachers, providing strategies and ideas for use in the classroom. Classrooms and corridors contain a wealth of colourful, informative displays designed to help with subject specific vocabulary and strategies for learning. The Centre also has a 'chill out' room, used on a regular basis. On Osnet – the internal network Head of Learning Support has put together a toolbox of resources for SEND, readily accessible to all teachers. The canteen displays a pictorial representation of menu items which is also shared on the pupil/parent portal.

Criterion 5.2 b) ICT:

Oswestry school is a Google school. All homework is listed on Google Classroom. Pupils and parents have access to pupil and parent portals respectively.

Read&Write gold installed on all school computers/laptops. Personal devices can have Read&Write downloaded also. Information evening at the beginning of each academic year inviting parents to learn about Read&Write and how to best support their child.

Access arrangements to include laptops and the use of digital technology. Voice to text and digital readers.

Consultant's comments

Pupils benefit from the wide use of Read&Write Gold and Google classroom and comment favourably about the benefits of these. These initiatives have been embedded over time and are now fully incorporated across the school. Nessy has also been established for small group work within the provisions of the Learning Support Department. Computers are widely available throughout the school, with a bank of tablets available for teachers to book. They can also book the IT room for lessons. The Learning Support Department provides support information for teachers on Osnet.

Criterion 5.3

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

Access arrangements are applied for at the end of year 9. Pupils are assessed per the directives of JCQ, and arrangements applied for. Access arrangements include 25% extra time, extra time over 25%, reader/digital reader,

The left hand column is used to reference the criteria. Consultants will cross reference with the table at the end of the application to show when the criteria has been seen to be met.

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

Criterion 5.4		scribe/speech recognition technology, word processor, oral language modifier, live speaker, practical assistant prompt, supervised rest breaks
		Consultant's comments
		The formal assessment required by JCQ is funded by parents. School is able to recommend suitable assessors. Appropriate applications are made following this assessment.
	d) Library:	Association with Booka – leading independent book shop. Author visits. Bellan library accessible to all pupils. Books available through English departments and Learning Support department. Books available in digital format
		Consultant's comments
		Bellan library is small but well stocked with a variety of fiction and non-fiction. Older pupils can obtain books through subject departments. There is a range of fiction available in English and Learning Support teaching rooms. There is also a reading lounge where peer reading support takes place.

6. Details of Learning Support Provision

WS 6.8	6. a) Role of the Learning Support or Department within the school:	Admissions/interviews Support lessons In class support Parent liaison Facilitating meetings, including EHCPs Supporting/advising teachers Identifying pupils CPD delivery Pupil voice Resilience training Art therapy SEN Rep meetings Facilitating interventions Parent information evenings (read&write)
		Consultant's comments
		The Learning Support Department staff are responsible for ensuring that teachers and parents are well informed about the needs of pupils requiring extra support or intervention. Regular meetings with SEN representatives from subject departments across the school ensure there is effective communication. Delivery and facilitation of up-to-date and targeted CPD ensures teachers are well informed about relevant issues. Well organised strategies for the identification and monitoring of pupils ensure that their needs are met across the curriculum. The Department provides a secure environment for pupils needing extra support and also a refuge if needed. Staff have a wealth of knowledge and experience in different areas of SEN and are part of a wider network of expertise to call on if needed.
	b) Organisation of the Learning Centre or equivalent:	

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Reception to Year 6 targeted support within the classroom. Withdrawal for Wave 2 intervention such as Nessy.
Pupils withdrawn for small group intervention Year 7-11, Year 12 and 13 attend for study support.
1:1 sessions for SpLD identified pupils, facilitated either during LS time or on a peri basis.
Learning support assistants timetabled to support in SpLD heavy lessons – specifically maths and English.

Consultant's comments

Effective organisation and timetabling of provision ensures support is provided where needed.

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

Yes

Consultant's comments

Currently Head of Learning Support is exploring new pathways in the curriculum, to incorporate Animal Care (City and Guilds). She is extremely enthusiastic about this addition to the timetable.

- d) Supporting documentation, please indicate enclosed:

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

- i. **SEN Development Plan (or equivalent) enclosed**
- ii. **Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff**
- iii. **List of known SpLD pupils in school**

Information
received

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 staff have a wealth of qualifications and experience to share.

WS 7.5

d) Do the majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.)

Yes. All teachers providing specialist 1:1 literacy support hold a nationally recognized SpLD qualification.

Consultant's comments

All specialist staff are well qualified to teach pupils with SpLD.

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?

Teachers observed showed understanding and knowledge of the needs of their pupils. They were seen to have good relationships with them and used appropriate and well-planned teaching strategies. In discussion with other teachers and Heads of Department, including boarding staff, it was clear that they were well informed by Head of Learning Support and also that they would be pro-active in identifying a need or seeking out help if it were required.

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:

All parents spoken to were full of praise for the school and staff. The majority said that their children had made very good progress in confidence as well as academically. 'They very much understand and are on the ball.' Their children are very happy at the school and feel supported across the curriculum as well as through the Learning

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Support Department. All parents were happy with the 1:1 support their children received and highlighted the quality of weekly communication with specialist teachers; although several parents were not aware of their child's IEP. Parents praised the Learning Support Department and in particular, both Heads of Learning Support for the work they do in 'constantly updating teachers' on their child and her foresight in planning for the future of the children.

All parents spoken to made use of the parent portal to inform them about their child's progress and/or help them to organise their homework and all were looking forward to discussing their child at an upcoming parent's evening.

Small class sizes, allowing more individual attention; friendly and supportive peers; opportunities to develop skills through after school clubs, and a good range of sporting activities were seen as contributing to their children's happiness and growth in confidence.

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

Seven pupils were spoken to, including one who had left the school and was taking a gap year, but who had volunteered to take part in the discussion. Pupils ranged from Year 6 to Year 11. The pupils clearly loved their school and were unanimous in stating that the work they did in their 1:1 sessions was responsible for their progress. The range of opportunities offered through clubs, school trips and sports were praised. One boy talked about his exciting and fun lessons and how he is no longer bullied. Another talked about liking English now. Google classroom was discussed and the pupils felt that this helped them with their organisation and they liked being able to pre-read work or go back and re-read. One talked about the range of opportunities offered to develop leadership skills - 'the school gives you confidence.'

All of the pupils could think of teachers across the school, as well as in the Learning Support Department, who they could turn to for help and support. The pupils were delightful, thoughtful and clearly enjoy life at Oswestry School.

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.

Consultant to tick relevant boxes when criteria are observed to have been met:

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

Criteria	WS
6. Specific to the Category of School or Centre: -	
6.8 There is provision for individualised lessons on a withdrawal basis, support staff communicate with mainstream teachers regarding the SpLD pupils.	✓
7. Qualifications of Teaching Staff: -	
7.5 The majority of teachers providing literacy support hold a nationally recognised qualification in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	✓

Report Summary

Summary of Report including whether acceptance is recommended:

‘Oswestry School aims to identify the full potential of each pupil and to assist him or her to achieve that potential.’

The Headmaster and staff of Oswestry School and Bellan House have created a community in which pupils are happy, thrive and make progress. Staff know the pupils very well, are empathetic and understanding and this is reflected in the behaviour and attitudes of the pupils themselves. This knowledge, coupled with good communication ensures that pupils requiring support are quickly identified. The Learning Support Department then provides targeted, effective in-class and small group support for children with a variety of difficulties. In cases where pupils require more specialised help, Head of Learning Support is able to recommend well qualified specialist teachers to parents, and her excellent knowledge of pupils as individuals ensures the best pairing of specialist with pupil.

I would suggest that the school ensures that IEPs are received by parents of all children having 1:1 support, and their input actively sought.

Departmental representatives meet with Head of Learning Support regularly to discuss pupils and disseminate information, new staff have good induction and there is a comprehensive INSET programme. Teaching staff have access to a wealth of information, including reporting, tracking and assessments, provided by the Learning Support Department, to help them differentiate and provide effective help in the classroom. Subject clinics, prep clubs and study skills lessons ensure that those requiring extra academic help have plenty of opportunities and parents commented that their children are able to email or text teachers if they are struggling. The use of programmes such as Nessy and Read&Write Gold have proved beneficial to pupils as has Google classroom, with parents making good use of the Parent Portal to support their children at home.

Pupils thoroughly enjoy the enrichment activities provided after school and the opportunities given to discover skills and strengths and to develop confidence.

Oswestry School is a caring, supportive school with policies and procedures in place to ensure effective support of their pupils who have learning difficulties.

I have no hesitation in recommending their acceptance as a WS category school.