



## Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Liz Crossley  
 CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL  
 Email: admin@crested.org.uk

### Re-registration Application Form Category DSP – Dyslexia Specialist Provision

Date of visit:	18th January 2017
Name of Consultant(s):	Carol Hodgson

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>The Dominie</b> 55 Warriner Gardens Battersea London SW11 4DX Tel: 020 7720 8783 Fax: Email: <a href="mailto:info@thedominie.co.uk">info@thedominie.co.uk</a> Web: <a href="http://www.thedominie.co.uk">www.thedominie.co.uk</a>	City	15 boys 15 girls	Dysc Dysl Dysp P&S	BDA
	Ind Day	Ages 6-12		GCSE BTEC

Comments: National Curriculum. Specialist teachers and clinical therapists provide an integrated approach for SpLD pupils. Majority of pupils re-enter mainstream education.

*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.

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

<b>School Details</b>			
Name of school:	The Dominie		
Address of school:	55 Warriner Gardens, London, SW11 4DX		
Telephone:	020 7720 8783	Fax:	
Email:	info@thedominie.co.uk		
Website:	www.thedominie.co.uk		

<b>Name and qualifications of Head/Principal, with title used:</b>			
Name:	Anne O'Doherty		
Title (e.g. Principal):	Principal		
Head/Principal's telephone number if different from above:			
Qualifications:	BA (Hons), DipSpLD, Montessori Diploma.		
Awarding body:	University of London, St. Bartholomew's Hospital London, St Nicholas Montessori Training College, London.		
<b>Consultant's comments</b>			
<i>Miss O' Doherty is Principal and Proprietor of The Dominie. She is very experienced in working with and providing for, the needs of children with Specific Learning Difficulties. She is in her tenth year as Principal and was formerly the School Director for six years. Before taking up her current position Miss O'Doherty was co-director of the Dyslexia Teaching Centre in Kensington.</i>			

<b>Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:</b>			
Name:	As above		
Title (e.g. SENCO):			
Telephone number if different from above:			
Qualifications:			
Awarding body:			
<b>Consultant's comments</b>			

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## 1. Background and General Information

1. a) Dep't of Education Registration No.: 212/6368

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	15	14	6-12
	Girls:	15	14	6-12
Boarding:	Boys:			
	Girls:			
Overall total:		30	28	

[Consultant's comments](#)

[Pupil numbers have increased by 25% since the last CReSTeD visit in 2013.](#)

c) Class sizes – mainstream: N/A

[Consultant's comments](#)

d) Class sizes – learning support: 8

[Consultant's comments](#)

[All classes observed contained fewer than 8 pupils. The small class sizes ensure teachers can teach individuals effectively.](#)

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

['The school's work to keep pupils safe and secure is outstanding. Pupils say they feel safe in school, and their parents and carers strongly agree The school staff create a warm working and learning atmosphere in the school. This provides them with the security they need for their learning to excel and for them to thrive as individuals.' Ofsted 2015](#)

[Pupils' comments to this Consultant show they feel cared for as individuals.](#)

Independent  
Schools  
only

f) Current membership (e.g. HMC, ISA etc.): BDA

[Consultant's comments](#)

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](#)

[The Dominie does not use a hard copy prospectus. Prospective parents can](#)

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access information about the school from the school's website, from visiting the school and through a comprehensive and informative Parent's handbook. Ofsted graded the school as Outstanding in all areas in February 2015 ' The school is exceptionally well led by an inspiring Principal who motivates teachers, therapists and assistants so that they enable pupils to excel in their learning and personal development.'

The Dominie fees are £8,700 per term.

The fee for a three-day assessment (required pre-consideration for a place) is: £300

Parents are expected to fund any educational psychologist, eye/ears tests that may be necessary.

The school has a SALT and physiotherapist working as part of the team. These clinicians will carry out a screening test as part of the assessment days. Pupils may be offered sessions with the clinicians according to needs identified from the screening test or via reports from outside agencies.

The school also has an OT consultant.

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

Criteria  
1 & 2

2. a) Aims and philosophy of the whole school
- The Dominie is a school for children with SpLD (dyslexia and associated learning difficulties) where a broad and balanced curriculum is delivered in a stimulating, creative and highly structured and supportive way. The Dominie enables each child to have the opportunity to achieve their personal best and to become a confident learner. Children are recognised as individuals and their individual needs are met. Our aims are:
- to enable the child to reach his/her potential
  - to promote individual strengths and talents
  - to help families help their children

### Consultant's comments

This ethos permeates the school and is evident in the teaching, learning and pastoral support throughout.

Criteria  
1 & 2

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

Identification and assessment is outlined in our Admission Policy

### Consultant's comments

The SEN policy clearly sets out the school's aims and objectives for addressing the individual needs of the pupils, it covers Assessment and Review, IEPs, target setting, the inclusion of pupil views, record keeping, planning and teaching, resources, parents and training.

The Admissions Policy outlines the three-day assessment period which all pupils undertake before being accepted into the school. During this time the

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Criterion 4	<p>pupil is thoroughly assessed in Reading, Spelling and Maths and is seen by a Speech and Language Therapist and either an Occupational Therapist or Physiotherapist so that a clear picture is obtained of the needs of the child. The Principal also meets with parents after this assessment. The aim is to identify children who would benefit from The Dominie school environment where special needs of dyslexia (SpLD) and associated learning difficulties is an integral part of the learning experience</p>
	<p>d) Give specific examples of the whole school response to SpLD</p> <p>Every member of staff is fully briefed on the individual pupil's specific learning needs. Every pupil has an IEP which is used as a working document to ensure that targets are constantly pursued. Lessons are structured in a way that enables the dyslexic child to access the National Curriculum. Multi-sensory techniques are used when and where appropriate. Differentiation is built into lessons and homework. Children may be withdrawn from a class individually, in pairs or small groups to work with the in-house speech and language therapist or physiotherapist. The Dominie has a fully integrated approach to learning through using trained specialists in both educational and clinical practice. Weekly staff meetings feature discussions about individual children. The focus may be an individual's progress, an identified area for development, new information from a professional or circumstance that could affect learning. These meetings enable all staff to contribute, bringing together a range of knowledge, and ensures that all are informed of developments.</p> <p>Consultant's comments</p> <p>As would be expected in a DSP school there is a holistic approach to the teaching and support of pupils with SpLD. Highly qualified and experienced teachers, teaching assistants and therapists provide specialist education of the highest standard across the curriculum, rooted in individual remedial programmes. Excellent communication and co-ordination between teachers and therapists ensures that the specific needs of pupils are met and their strengths nurtured.</p> <p>'As a result of consistently careful planning and detailed knowledge of individual pupils' abilities, teachers and therapists enable pupils to overcome their learning difficulties and to make outstanding progress.' Ofsted 2015</p>
Independent Schools only	<p>e) Number of statemented / EHCP pupils: Two pupils have an EHC plan</p> <p>Consultant's comments</p> <p>The school follows appropriate review protocols for pupils with EHCP plans.</p> <p>f) Types of statemented needs accepted: In line with The Dominie Admissions Policy</p> <p>Consultant's comments</p> <p>The school will accept pupils with an EHCP/Statement if it feels that the child can benefit from the education provided by the school.</p>

### 3. Identification and Assessment

Criterion 1 DSP 6.9	<p>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:</p> <p>The Dominie is a school for children with specific learning difficulties. Potential pupils are assessed by the school over three days. During this time</p>
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assessments are carried out by the teaching staff, speech and language therapist and physiotherapist.

Assessments from the school, the educational psychologist's report and any other clinical reports, i.e. OT, physio, SALT, are used to decide if the specialist setting of The Dominie is an appropriate placement for the child. On admission, these assessments form the basis from which planning for teaching and learning, including additional intervention strategies and support, are made.

**Consultant's comments**

The school provides a thorough assessment for potential pupils over the initial three-day period and the information provided by these assessments enables staff to make fully informed decisions as to whether they are able to provide the appropriate education for that pupil. Ongoing assessment and progress tracking informs detailed IEPs throughout the pupils' time in the school.

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

The children at The Dominie have been identified as having SpLD (dyslexia or associated learning difficulties). The assessment procedure outlined above enables the school to build a profile for each pupil. This information enables the child to be placed in appropriate learning groups and is used to set IEP targets. This then informs lesson planning. The school uses on-going pupil assessment so that there is continuous up to date information on a pupil's progress. This both identifies attainment and areas for development.

**Consultant's comments**

It was clear from lesson planning documents that teachers are fully aware of the specific targets outlined in IEPs and that this informed lesson planning.

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

Children are referred to educational psychologists for assessment.

**Consultant's comments**

## 4. Teaching and Learning

4. a) How is the week organised?

English, mathematics, spelling and reading are taught in the morning along with remedial lessons. The afternoons are dedicated to history and geography, science, PHSE, RE, touch typing, art, music, drama, philosophy, games, PE and swimming. Cross curricular links are built in where appropriate to enhance learning and maximise opportunities to practise and utilise skills that have been taught. Extra-curricular activities include cooking, yoga, drama and guitar. In addition, there are educational visits each term, a residential trip for older pupils in the summer term, and special events such as World Book Day, Christmas play, sports day and swimming gala into the year.

**Consultant's comments** Thoughtful planning of the timetable ensures that pupils are taught core subjects when fresher in the mornings. Cross curricular work is effectively used to reinforce learning in the afternoons. Although the school has no outside space on site, local facilities are utilised

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Criterion  
3 & 4

to ensure that the pupils have access to sports facilities and play areas on a daily basis. They also access the local library. The curriculum benefits from visiting teachers providing pupils with experiences in drama, art and philosophy.

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

All pupils have an IEP which is reviewed each term. The targets and ongoing assessment are used to plan teaching for each child.

Homework is set for all pupils and should be managed in 30-45 minutes. The purpose of homework is to reinforce what has been taught in class and acts as a link between home and school. A twice weekly homework club is offered to years 5 and 6 pupils focussing on maths and English. Reading, spelling, English and maths are homework topics.

IEPs provide a framework which specialist teachers use to plan and to develop their differentiation within lessons. Teachers show a thorough knowledge of individual pupils through careful planning and lesson delivery. Pupils who require support from therapists have these sessions timetabled. Homework is viewed as important by pupils as revealed in an English class discussion and in comments made to this Consultant. The school provides a handbook for parents in which it makes clear the importance of homework and the need for parental support.

'Teachers set daily homework tasks that are carefully designed to enable pupils to practice and develop even more confidence in the skills and techniques they have learned.' Ofsted 2015

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

- *Curriculum subjects*
- *Literacy support*

- Every child at The Dominie has an IEP which informs planning.

Differentiation is built into lesson planning to address individual needs.

-Lessons are multi-sensory based wherever appropriate. Over learning is built into teaching to enable skills to be practised and secured. The school marking policy is based on praising children for their success and effort in their work and identifying the next step at appropriate points.

-Literacy is divided into dedicated components of writing, reading and spelling. Most children are taught in form groups for writing, reading and spelling groups are based on ability. The groupings are reviewed at least termly.

- Teachers direct the teaching assistants according to the lesson being taught, the needs of the pupils in the group and the teaching focus.

-The school employs speech and language therapists, a physiotherapist and consult an occupational therapist.

-The whole team collaborate closely to ensure that information is exchanged and expertise shared to optimise planning for teaching and learning.

*Consultant's comments*

'Teachers plan lessons that are varied, interesting and engaging. They are carefully tailored to the pupils' abilities and use many, very effective techniques that help individuals to overcome the effect of their learning difficulties. As a result, pupils respond with enthusiasm. They are keen to work and to take part busily in all the activities set. ' Ofsted 2015

This Consultant observed 7 lessons during the day taught by both dyslexia



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specialist teachers and visiting teachers for Drama and Philosophy. In all lessons pupils were engaged and motivated, supported by staff who clearly knew and understood the pupils' needs very well. Support staff were well utilized and able to use their own expertise to good effect. Planning for lessons acknowledged the individual learning styles of the pupils and support required for each during the lesson. Multi-sensory, kinaesthetic techniques were observed across the curriculum and expert questioning techniques used to draw out knowledge and skills from the pupils. Pupils benefitted from the use of a range of specialist equipment. Teachers mark books regularly and their comments are constructive and positive. Discrete differentiation in many forms was seen across the curriculum.

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

Pupils have an IEP which is reviewed termly. Targets are Small, Measurable, Achievable, Realistic and Timed (SMART). Targets are set for writing, reading and maths for all children. Certain pupils also have handwriting and physiotherapy targets and SALT targets. The targets are reviewed by staff at the end of each term.

Two examples are enclosed

Please indicate **two examples** enclosed

Yes

Consultant's comments

IEPs are detailed and include SMART targets for Reading, Spelling, English and Maths and where appropriate SALT and/or OT. Pupils' own targets can be social or academic - any target which they feel they want to aim for. Resources and access to specific therapies are referred to. IEPs and APP are used as working documents by teachers to inform their very effective planning.

e) Records and record keeping:

-A file is kept on each child. Records contain all pertinent information regarding the individual child's education and medical needs. Records are updated regularly when new information is received.

-On going assessment records are kept for every pupil for writing, reading and maths. A pupil progress meeting is held at the end of each term when every child's progress and areas for development are discussed. These help to build the IEP targets.

-End of year achievement targets are set for each pupil in September (or at point of entry) and these are reviewed at the end of the academic year.

Consultant's comments

Record keeping is thorough and detailed. Confidential records are kept locked in the Principal's office. Teaching staff have access to pupil progress and IEP information. The files which contain records of the pupils' work are a good indication of the very good progress being made by them on a termly basis.

The School Management Assistant Miss Rudge annually produces a very detailed analysis of Results of testing which shows that the pupils at The Dominie make excellent progress. In 2015 Ofsted commented that this progress was 'outstanding'. In addition, the analysis reveals any areas of concern or weakness which will then be targeted for more intense intervention in the coming year.

Criterion 3

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



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Criterion 3	<p>Records show pupils' initial baseline achieved during the three-day assessment period. Testing information is kept on file and used to inform planning and IEPs. There are IEP files which contain target and provision information and any required use of specialist equipment and/or interventions. Provision, targets and IEPs are appropriate to the identified needs of the pupils. Any sensitive historical information is kept in a separate file and is accessed on a need to know basis.</p>						
	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							
SpLD Pupils							
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							
SpLD Pupils							
Key Stage 2	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	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School							
Dyslexic Pupils							
	<p>h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:            Reading and spelling is assessed at the end of the academic year. An assessment is also made at a child's point of entry to the school giving a basis to start planning for teaching and learning as well as a measuring point for progress.            All pupils take ESB (English Speaking Board) exams in the Spring term.  <b>Consultant's comments</b>            Tests used are suited to purpose and the results obtained used to inform programmes of work for the coming year.            Pupils are heavily invested in the ESB exams for which they prepare extensively with input from their teachers across the curriculum. All pupils receive certification for their performance in this exam.            'Each year, all pupils strive successfully to impress the examiner with their performance in public speaking examinations. At their differing levels of</p>						

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ability, all are awarded qualifications with grades of merit or distinction.'  
Ofsted 2015.

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

- Criterion 5.1 5. a) General resources for teaching SpLD pupils:  
The Dominie has a trained and dedicated staff. A range of dyslexia friendly materials are used including:  
A wide range of reading books including Barrington Stokes and Rigby stars.  
Concrete materials for mathematical concepts  
A touch typing programme using laptops  
A computer writing programme  
Mini whiteboards  
An interactive white board with a non-glare surface  
Writing slopes, pencil grips, Stabilo pencils and pens.  
[Consultant's comments](#)  
Resources are appropriate to the needs of the pupils and were observed being well used across the school.
- Criterion 5.2 b) ICT:  
The school has laptops, voice recorders, and cameras. There is an interactive whiteboard in one classroom.  
Pupils are taught touch typing (weekly lessons).  
E-safety is taught as part of PHSE.  
Teachers plan for the use of ICT as a learning aid as appropriate.  
[Consultant's comments](#)  
Pupils take pride in the development of their handwriting skills and were seen to work hard on their presentation of writing during lessons. Except for the use of the interactive whiteboard, this Consultant did not observe pupils using IT - however Ofsted commented that there is a good range of specialist equipment for IT which is used to support the pupils' learning and contributes to their excellent progress.
- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:  
N/A  
[Consultant's comments](#)
- Criterion 5.4 d) Library:  
The school has a wide range of fiction and non-fiction books. We also use the local Children's library in Battersea. Reading books are colour coded into levels with a wide range of authors and reading schemes used so as to offer children a choice of material. The library display board is used to stimulate the children's interest in different genres of reading material.  
[Consultant's comments](#)  
The library is centrally situated and accessible to all pupils, who were happy to indicate the good selection of age appropriate books available to them. There were also selections of books available to the pupils in their form rooms.

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## 6. Details of Learning Support Provision

- DSP 6.1      6. a) Role of the Learning Support Department within the school:  
The whole school is dedicated to teaching pupils with SpLD.  
[Consultant's comments](#)
- b) Organisation of the Learning Centre or equivalent:  
N/A  
[Consultant's comments](#)
- c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?  
N/A  
[Consultant's comments](#)  
Miss O'Doherty, the Principal is responsible for overseeing curriculum design and closely monitors the delivery through regular observation of teaching in the school.
- d) Supporting documentation, please indicate enclosed:
- i.      **SEN Development Plan (or equivalent) enclosed**
  - ii.     **Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff**      Information received
  - iii.    **List of known SpLD pupils in school**

## 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 pupils hugely benefit from the support given from highly qualified and dedicated staff.
- 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
- MS Only      f) Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme):  
  
[Consultant's comments](#)  
The school Development Plan outlines appropriate INSET courses to be attended by staff on developing writing, safeguarding, first aid and perceptual training. All staff are highly qualified in Dyslexia Awareness training.
- 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?

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The quality of teaching shown by all members of staff was excellent. Many examples of very good practice in the teaching of children with SpLD were observed with multi-sensory teaching at the core of the delivery of lessons. Teachers used excellent questioning strategies to help pupils express their knowledge and to develop their understanding. In house produced worksheets designed to help pupils organise their thoughts and clarify their presentation showed teachers' clear understanding of the difficulties experienced by the pupils. Planning and organisation involved very good differentiation in the way work was presented in individuals' work books and ready for homework assignments. The way in which pupils accessed specialised equipment showed that they are using these on a regular basis to aid their performance.

## **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 very positive and complimentary about the impact the school had had on their children, all of whom had struggled in their previous schools. Parents were very happy with the high standard of specialist teaching and support their child had received and several commented on the 'family atmosphere' and appreciated the way in which they were supported as parents by Miss O'Doherty. One or two commented that contact between parents and teachers was not as common as with the Principal, but stressed that communication with the school was easy and they could do this as often as they needed. Parents said that their children were happy to go to school and that the teachers were 'fantastic' and 'devoted'. One parent commented that the school was 'Professional, organised, efficient and won't make promises.' Another said that going to the school had 'changed her daughter's life' and 'I thank my lucky stars everyday that I found The Dominie.'

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

The pupils were very positive about their school experience, which they enjoyed; commenting that it was better than their previous schools. They could identify their individual areas of progress and said that they thought that their parents could also see the progress they were making. During a lesson observation one of the pupils asked if they could show a finished piece of work to Miss O'Doherty.

All could identify members of staff to whom they could turn if they felt they had a problem. During the day, they were responsive to their teaching, well behaved, friendly and polite. They were quick to praise and support each other and thoughtful in their comments. None of the pupils could identify anything they would improve about the 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 <a href="#">Joint Council for Qualifications guidelines</a> .	n/a
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	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	✓
6.9 Assessment for admission to the school/centre should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	✓
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.	✓
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.	✓

# Report Summary

Summary of Report including whether acceptance is recommended:

Strong leadership, quality teaching and support and a family atmosphere make The Dominie a haven for dyslexic children who have struggled in mainstream schools. Pupils benefit from small classes, excellent multisensory teaching methods and therapists working alongside teachers to provide enhanced learning in a caring and understanding environment.

Teachers and therapists are highly qualified and use specialist techniques and equipment in their interesting and engaging lessons. Pupils are happy, thrive and progress in their care. There are high expectations for behaviour and homework and the school works closely with parents to ensure strategies are extended beyond the school and into the home.

Ofsted has recognised that the school is 'Outstanding' in all areas and I have no hesitation in recommending the school for re-registration as a DSP school.