



Council for the Registration of Schools Teaching Dyslexic Pupils

Abraham Darby Academy

Registration – Category MS

1. *Date of visit:* 11th July 2014
2. *Name of Consultant(s):* John Lewis

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Abraham Darby Academy Hill Top, Ironbridge Road, Madeley, Telford, Shropshire TF7 5HX Tel: 01952 386000 Fax: Email: ad.academy@taw.org.uk Web: www.abrahamdarbyacademy.org.uk	Urban	477 boys	Dysl	
	Academy	509 girls		GCSE GCE: AS/A2
	Day	Ages: 11-18		
Comments:				

Please note:

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

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2. *Name of Consultant(s):* John Lewis
3. a) **Name and address of school:**
Abraham Darby Academy
Tel: 01952 386000
Fax:
Email: ad.academy@taw.org.uk
Web: www.abrahamdarbyacademy.org.uk
- b) **Name and qualifications of Head/Principal, with title used:**
Name: Steve Hawke
Title (e.g. Principal): Principal
Qualifications: MA NPQH
Awarding body: Unknown

Consultant's comments: Mr. Hawke retires at the end of the Summer Term 2014. He will be succeeded by Mr. Lee Hadley who moves from his current position of Vice Principal at the Academy. Mr. Hadley strongly supports Abraham Darby's ethos of inclusion for children with special educational needs and to provide the support necessary to ensure they achieve their potential.

- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
Name: Jamie White
Title (e.g. SENCO): Inclusion Manager
Qualifications: National Award for SEN Coordination

Consultant's comments: Mr. White leads a forward thinking department and holds a key role in the Academy. He has a strong commitment to meeting the needs of students with specific learning difficulties.



Background and General Information

4. a) **Recent inspections:** May 2011

Consultant's comments: The OFSTED inspection, which took place on 18th and 19th of May 2011, judged the overall effectiveness and the School's capacity for sustained improvement as good. The report stated that the two areas of provision that contribute most effectively towards students' achievement are the curriculum and the quality of care, guidance and support. The Inspectors considered the behaviour of the students in class and around the school and their attitude to learning to be good. The report also commended Abraham Darby's strong emphasis on developing literacy across the curriculum. The Inspectors found that children with special educational needs and/or disabilities made progress that is at least as good as other students.

- c) **Department of Education Registration Number:** 6906

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

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	477	28	11-18
	Girls:	509	19	11-18
Boarding:	Boys:			
	Girls:			
Overall total:		986	47	

Consultant's comments: The Academy is over-subscribed and is operating at full capacity.

- e) **Class sizes – mainstream:** 25

Consultant's comments:

- f) **Class sizes - special needs:** 10

Consultant's comments: All classes are of appropriate size allowing the teacher to give individual help when required. Teaching assistants provide additional support in many classes containing children with special educational needs.

- h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:** *The Academy was commended in the most recent OFSTED report for its quality of care, support and guidance.*



Staffing and Staff Development

DSP, SPS,
DU 7;
SC, WS 18;
MS 21

5. a) **Qualifications, date, awarding body and experience of all learning support staff:**

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

Consultant's comments: The Learning Support Staff are well qualified and bring to the Academy a wide variety of experience and transferrable skills from previous employment.

MS 20

- b) **Staff development and in-service training of learning support staff within last 18 months:**

Raising Awareness of Dyslexia in Key Stages 3 and 4 (November 2013).
Supporting Students with Dyslexia (January 2014).

Consultant's comments: The Learning Support Staff have undertaken some high quality training in meeting the needs of students with dyslexia and related difficulties. A recent whole school INSET lead by Mr White was well received and raised the understanding of all teaching staff regarding the needs of dyslexic pupils in the classroom.

MS Only

- g) **Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme):**

Dyslexia Awareness session was delivered to Departmental SEN Representatives in March 2013.

Whole staff Dyslexia Awareness training is planned for June 2014

Consultant's comments: The recent training given to all staff is having a positive impact throughout the school.



Policy and Philosophy with Regard to Dyslexic (SpLD) Pupils

Criteria 1
& 2

6. a) **Policy statement with regard to dyslexic (SpLD) pupils including:**
- **Identification and assessment**
 - **Support for policy from Senior Management Team**
 - **Support for policy from governors**
 - At Abraham Darby Academy, we recognise that some students, despite their intellectual and other abilities, may have difficulty learning to read, spell or write fluently.
 - Motor skills and co-ordination may also be affected and they may also have organisational and memory difficulties.
 - These students may be described as having Dyslexia or a Specific Learning Difficulty.
 - All year 7 students are assessed using the Access Reading and Vernon Spelling Tests. The SENCO uses information from these tests to identify pupils at risk of being Dyslexic. The highlighted students are then assessed using the Lucid Assessment System for Schools (LASS).
 - Information from Primary Schools about which students have Dyslexia is also used to inform the assessment process.
 - Staff are able to refer any students who appear to have literacy difficulties to the Learning Support Department by completing an SEN Referral Form.
 - If parents are concerned that their child might be Dyslexic, these concerns are acted upon and the student is assessed by the SENCO.
 - The Dyslexia Policy is supported by Senior Management and the Governors.

Consultant's comments: The Academy recognises the many qualities and strengths dyslexic students bring to the school. The thorough assessments given to each pupil before and on entry to the school ensures that all staff have an awareness of each individual's difficulties and appropriate strategies are put into place.

b) **Admission policy / selection criteria:**

Abraham Darby Academy is an Academy sponsored by the Haberdashers' Livery Company in London and Telford and Wrekin Local Authority

Students are not selected for admission on the basis of aptitude or ability and all are valued equally. The standard admission number for Year 7 in 2011 is 180 students.

Admission to the Academy is based upon the Telford and Wrekin Co-ordinated Scheme for Admissions to Secondary Schools. Telford and Wrekin operate an equal preference scheme. This means that where possible parents will be allocated their first preference school but if this is not possible then parents' second preference is considered alongside preferences expressed by other families for that school, then their third preference and so on.

Consultant's comments: The Academy has a clear and detailed admissions policy as described above.



Criterion 3

c) **Give specific examples of the whole school response to dyslexia (SpLD):**

The following arrangements to ensure the needs of Dyslexic students are met:

The Academy operates an early identification process to ensure that students who are experiencing difficulties with aspects of their learning are identified as early in their school career as possible.

Where necessary, we will assess students within school before referring to external professionals (usually the Learning Support Advisory Teacher) for further assessment.

Dyslexic students within school are highlighted on the SEN Register and all teachers will be made aware of their difficulties.

Guidelines for the teaching of Dyslexic students and possible support strategies are distributed to all staff

Strategies may include, word banks, overlays, use of IT to record work, the provision of extra time, reader and/or scribe if recommended.

Teachers will try to be as sensitive as possible within class to reduce any embarrassment or anxiety a student may feel (i.e. not asking a child to read aloud unless he/she is happy to do so, not asking a child to copy large amounts of text when printable or downloaded versions are available).

Teachers will try to take into account difficulties when marking a student's work, for example, concentrating on content and understanding not the technical features.

We try to suggest ways in which parents can support their child's learning at home (e.g. reading to their child on a regular basis, undertaking paired reading, supporting homework).

We consult with students to ensure they are comfortable with the support they are receiving.

Abraham Darby Academy will promote a climate of inclusion for Dyslexic students and ensure a whole school response to the needs of those with such difficulties through a 'Literacy Across the Curriculum' approach.

Consultant's comments: Subject staff have a good level of awareness of the specific difficulties of pupils with dyslexia. They are well supported by knowledgeable teaching assistants who have an in-depth understanding of each student's individual needs. The whole school literacy policy is of great benefit for pupils with specific difficulties.



School Organisation

7. a) **How is the week organised?**

Two week timetable.

3 x 100 minutes lessons each day.

30 minutes mentor time each day.

Consultant's comments: Careful planning by subject staff ensures that pupils with special educational needs gain the maximum benefit from the 100 minute lessons. The mentor time is used by the Learning Support Staff to give individual or small group tuition if appropriate.

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

Teachers and Teaching Assistants are made aware of students who have difficulties recording their homework correctly, so they can provide support.

All students are asked to record homework in their planner and these are checked by Mentors on a regular basis.

Students with Dyslexic difficulties are encouraged to access the Learning Resource Centre (LRC) after school to complete their homework.

Consultant's comments: There is a good level of staffing to ensure homework difficulties can be addressed. Parents regularly contact the appropriate member of staff to inform the school of concerns and difficulties.



Identification and Assessment

Criterion 1
DSP & SPS
6

8. a) **Give details of how you identify pupils in your school who have or are at risk of dyslexia (SpLD), and when this takes place in the admissions process:**

The SENCO visits Primary Schools to discuss the needs of Dyslexic students before the transfer to the Academy.

Information is shared by the Primary School relating to students with Dyslexic difficulties.

The SENCO will attend the Annual Reviews of year 6 Statemented students to discuss any literacy difficulties they may have.

Baseline literacy testing is carried out on induction days and during the first week of year 7.

Reading and spelling ages are measured during the first half term.

Students with weak literacy skills are assessed using the LASS software.

Further assessments are carried out by the Learning Support Advisory Teacher, where necessary.

Consultant's comments: The school has a clear and thorough policy for identifying pupils with special educational needs.

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

Students at risk of dyslexia receive additional support or intervention.

This support may include access to overlays, use of a laptop, modified resources and extra time in which to complete assessments.

Interventions may also be used, such as the Fresh Start phonics programme, Wordshark, Toe by Toe and ATTACKread/spell.

Students with weak literacy skills in years 7 to 10 receive extra English lessons, as part of the curriculum, to improve their reading, spelling and writing skills.

Consultant's comments: The Academy has a good range of strategies and resources to develop the literacy skills of children with a range of difficulties.

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

Students can access a full assessment for Dyslexia by being referred to the Learning Support Advisory Teacher (LSAT) or an Educational Psychologist (EP).

Consultant's comments: The Academy works closely with all appropriate agencies and consultants.



Teaching and Learning

Criterion 3,
MS & DU 12;
MS & SC 17;
MS & WS 19

9. a) **Lesson preparation and delivery to meet the needs of dyslexic (SpLD) pupils for:**

- **Curriculum subjects**
- **Literacy support**
- All curriculum areas are provided with guidance on how to prepare and deliver lessons to meet the needs of Dyslexic students.
- Teachers and Teaching Assistants encourage students to use mind mapping and IT to help record their ideas in all curriculum areas.
- The English Department support the identification of students with Dyslexic tendencies and intervene to address their difficulties.
- The Fresh Start programme provides literacy support for Dyslexic difficulties in year 7, as the improvements they make in reading and spelling enable them to access the curriculum.
-

Consultant's comments: Several "dyslexia friendly" teaching strategies were evident in a range of subjects. Students with special educational needs have access to lap-top computers and other technology and this is widely used throughout the Academy.

b) **Use of IEP's:**

The SEN Register highlights dyslexic students. Those students at School Action Plus are identified in a difficulties and strategies document, which is distributed to all staff. All Statemented students have IEPs.

Consultant's comments: All staff can easily access the high quality information about the individual learning difficulties of each pupil allowing effective planning to take place.

c) **Records and record keeping:**

A record is kept of students' reading and spelling ages. All attainment data is accessible through SISRA. Other reports (e.g. LASS and LSAT assessments) are kept in the student's SEN file.

Consultant's comments: Well organised, relevant information is maintained for all children with special needs. Key records, reports and other documentation are also held in students' main school file.

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

Criterion 3



Criterion 3

e) **Impact of provision – assessment summary** (only fill in the Key Stages relevant to your school):

A-Level (GCE) and VCE	No. Of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School	32	32	94.2	428.4	185.9
Dyslexic (SpLD) Pupils	2	2	100	555	227.5

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	127	78.5	91.3	92.9
Dyslexic (SpLD) Pupils	5	81.1	100	100

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

The reading and spelling ages of all Key Stage 3 students are measured three times per academic year.

Consultant's comments: A steady improvement in examination grades has taken place since Abraham Darby obtained academy status in 2008. Students with special educational needs make progress which is at least as good as othr students.

The regular testing of Key Stage 3 pupils results in effective integration being given to students with literacy difficulties. Test results for pupils involved in the Fresh Start teaching programme indicates that the vast majority of children make good and sometimes exceptional progress with reading and spelling.

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

Access arrangements for Dyslexic students include readers, extra time, use of a laptop or scribe.

These arrangements are put in place for internal and external exams.

Consultant's comments: All appropriate and necessary access arrangements are obtained by the Academy.

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

Six articulate and confident students discussed several aspects of the education they received at Abraham Darby. Several pupils said they had chosen to attend the Academy rather than their nearest school because of its reputation for helping children to overcome their difficulties. They were all very happy at school and were very appreciative of the help and care they received from the Learning Support Staff. They all felt they had made significant progress with all aspects of their specific difficulties and that the daily teaching using the Fresh Start Programme was the key to their progress with reading and spelling. They felt that the majority of subject teachers were aware of and understood their difficulties and strengths.



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

10. a) **General resources for teaching dyslexic (SpLD) pupils:**
Worksheets for Dyslexic students are printed on non-white paper and are well spaced out.
Overlays and exercise books with coloured paper are also made available for Dyslexic students.
Consultant's comments: Students with dyslexia have use of a range of resources to help them to access the curriculum. There are several appropriate teaching programmes in addition to Fresh Start (Miskin) available for use with individual and small groups of pupils.
- b) **Library:**
The Learning Resource Centre (LRC) has books which are suitable for all ages and abilities.
Some Dyslexic students in year 7 and 8 follow the Accelerated Reader programme, which encourages them to access the LRC and select books at an appropriate level for their reading ability.
Consultant's comments: The well used Learning Resource Centre is centrally located close to the Learning Support Base. It contains books and other resources suitable for all abilities and is well used by pupils with special educational needs. The LRC is appropriately resourced to support the Accelerated Reading Programme.
- c) **ICT:**
Laptops are allocated to dyslexic students who struggle to their record work.
Consultant's comments: Dyslexic students benefit from the wealth of ICT available in the Academy.



Statement of Special Educational Needs

11. a) **School policy:**
The admission of children with Statements of Special Educational Needs will be in accordance with parental preference, as far as is possible, and will be agreed between the parent, the Academy and the Local Authority.
Consultant's comments: The appropriate staff have experience in the necessary procedures to obtain and maintain statements of special educational needs.
- c) **Number of statemented pupils: 20**
Consultant's comments: The 20 statemented pupils have a range of difficulties including students with specific and moderate learning difficulties, sensory impairment, ADHD, ASD and physical difficulties.



Parents' Feelings About the School, in Particular, its Response to Dyslexic (SpLD) Pupils

Maintained
Schools only

12. Schools should provide, with the documentation, a list of the names dyslexic (SpLD) pupils in the school: 3 from each year group. From this the consultant will select 12 names and schools will be asked to contact the parents (CReSTeD will provide an explanatory letter) for their permission to give their phone numbers to the consultant. The consultant will then contact 6 of these parents before the visit takes place to discuss their feelings about the school.

For completion by consultants only: **Parent Contacts:** The parents contacted were very positive about the education provided by Abraham Darby and all highlighted the importance to their child of the teaching and support given by the Learning Support staff. They all felt their child was making significant progress with their literacy skills in particular and this was having a positive effect on their confidence and self-esteem. They felt that most subject teachers were aware of the difficulties their child experienced and adjusted their teaching and marking accordingly. Two parents chose Abraham Darby because of its reputation for meeting the needs of pupils with learning difficulties and were happy with their choice of the Academy over schools closer to their home.



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** Abraham Darby is successful in meeting the needs of pupils with dyslexia. The strong belief in the importance of developing literacy skills for all its students and the resources necessary to achieve this is a key feature of the Academy. The highly regarded Learning Support Provision ensures that the individual needs of pupils with specific learning difficulties have their needs identified and the necessary support and teaching delivered. The Academy meets all the criteria for inclusion in the CReSTeD register in the Maintained Schools category.*

In October 2013 the CReSTeD Council agreed an update to the criteria, the application for re-registration was completed prior to the new criteria's publication. To help parents review the information contained in this report the criteria as it applied is shown below:-

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

Criteria		MS
1	The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	<input checked="" type="checkbox"/>
2	The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
3	The impact of the provision for dyslexic (SpLD) pupils is measurable.	<input checked="" type="checkbox"/>
12	There is an awareness by all members of staff of the necessity to adjust their teaching to meet the needs of dyslexic (SpLD) pupils and this is evident across the curriculum.	<input checked="" type="checkbox"/>
17	There is awareness and support by other members of staff of the needs of dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
19	There is provision for individualised lessons on a withdrawal basis, and these staff communicate with mainstream teachers regarding the dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
20	The teaching assistants responsible for in-class support have received specific training in dyslexia (SpLD) and will continue to receive regular Continuous Professional Development in supporting dyslexic pupils.	<input checked="" type="checkbox"/>
21	There is either a Dyslexia (SpLD) <u>specialist</u> teacher in the school or the school uses specialist support and advice as needed.	<input checked="" type="checkbox"/>