



Council for the Registration of Schools Teaching Dyslexic Pupils

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Registered Charity No. 1052103

Registration and Re-Registration Application Form

Please refer to the guidelines when completing this form

No	New Registration	Yes	Re-Registration
WS	Category applied for	WS	Current category

1. *Date of visit:* 25th April 2008
2. *Name of Consultant(s):* John Lewis
3. a) **Name and address of school:**
Woodleigh School
Langton
Malton
North Yorks
YO17 9QN

Tel : 01653 658215
Fax: 01653 658423
Email: office@woodleighschool.freemove.co.uk
Web: www.woodleighschool.com
- b) **Name and qualifications of Head/Principal, with title used:**
Name: Dr. Michael England
Title (eg Headmaster
Principal):
Qualifications: BSc PGCE
Awarding body: Owens University Manchester, York University
Consultant's comments: The head is committed to providing the best possible education for children with dyslexia.
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
Name: Helen Katherine Stansfield
Title (eg SENCO): Dyslexia tutor and SENCO
Qualifications: Cert Ed, DipAES, DipSpLD
Awarding body: Leeds University, Leeds University, Hornsby International
Dyslexia Centre(merit)
Consultant's comments: The SENCO is a well qualified and experienced teacher.
- d) **Head/Principal's telephone number if different from above:**
Tel:
- e) **Unit/Senior SpLD teacher's telephone number:**

Background and General Information

4. a) **Geographical location and position:** The school lies in the very attractive village of Langton set in the Yorkshire Wolds three miles from the market town of Malton. The surrounding countryside is stunningly beautiful, being parkland behind the school with long distance views over the games pitches to the Wolds, and the school ideally based in the former Langton Hall.
Consultant's comments: The school benefits from a rural location but within reach of some of Yorkshire's towns and cities.
- b) **Foundation:** Limited Company
Ownership: Buildings leased : Company shares
Governing body: Four directors, one of whom is the Headmaster
Status: Proprietary (Limited Company)

- c) **Recent inspections:** ISI Inspection 2001
NCSC Inspection 2003
ISI Inspection October 2007 (report not yet received)
*Consultant's comments: **The Independent Schools Inspectorate (2001)** reported a happy school with good leadership, a broad and balanced curriculum and a wide range of extra curricular activities. It was particularly complementary about the provision for children with special educational needs. **The National Care Standards Commission (2003)** found children having a busy and active time at school with a wide variety of activities provided. Children were happy and felt safe. All recommendations since the report was issued have been implemented.*

- d) **Current membership (eg HMC, ISA etc):** IAPS ISC NASEN

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

		Total	Dyslexic	Accepted age range
Day:	Boys:	56	11	3 - 13
	Girls:	29	3	3 - 13
Weekly boarding:	Boys:	5	3	7 - 13
	Girls:	1		7 - 13
Full boarding:	Boys:	7	1	7 - 13
	Girls:	3		7 - 13
Overall total:		101		

Consultant's comments: The school has a good balance between children with dyslexia and pupils without a learning difficulty. The number of pupils on role makes it possible for a "family atmosphere" to be achieved.

- f) **Aims and philosophy of the whole school:** The school aims to provide a sympathetically disciplined environment where children of all abilities are taught and nurtured in a way which ensures a fulfilling childhood.
Consultant's comments: These aims were evident during the visit. The relationships between all staff and pupils reflected this philosophy. The children had an excellent work ethic, were impeccably behaved and enjoyed being a part of a very happy school.
- g) **Description of buildings and grounds:** The school is based in an attractive late eighteenth century country manor with several additions to the main house, complemented by a range of buildings either adapted or purpose-built for the school. All are structurally sound, extensive work having been carried out on the roof over recent years. Classrooms are continually being updated with the gradual disappearance of wooden desks and the recent arrival of interactive

whiteboards. The grounds encompass mature trees, extensive lawned areas, games pitches, an all-weather court and new 'recycled' garden.

Consultant's comments: The school has an enviable location with excellent grounds used to good effect for a wide range of activities. An ongoing programme of refurbishment is being carried out and itemised in the development plan.

- h) **Pastoral care arrangements:** Members of staff are collectively responsible for the happiness and well-being of all the children. Concerns are discussed formally in staff meetings and informally on a day to day basis after which the Headmaster will decide upon appropriate action. There are day and night Matrons and a Nursery nurse in Nursery and Reception.

Consultant's comments: Woodleigh has a straightforward and effective pastoral care system with a clear system of rewards and sanctions. The fact that there are rarely serious breaches of the school rules is testament to the effectiveness of pastoral care at the school.

Material to be studied in advance of visit

5. **Documents required as detailed on the check list. For completion by consultants only.**

Consultants – please comment on each of the following:

Prospectus, including staff list: This gives clear information about all relevant aspects of the school. The school magazine gives an additional flavour of the wide range of educational experiences available to its pupils with its outstanding illustrations and written material produced by the children.

Special Needs Policy: This outlines the procedure to be followed if a child is suspected of having special educational needs and emphasises the whole school approach to meeting their needs.

Fees and compulsory extras for dyslexic pupils: These are clearly itemised in the prospectus along with advice relating to means of payment.

Staff Handbook: This gives all the necessary policies and procedures. It gives clear guidance to all staff.

Timetable (including Special Needs Provision): This indicates the lessons each child is withdrawn from to provide individual tuition.

School Development Plan: This indicated the development planned for the next five years in a clear and concise form.

Consultants to comment generally on website content: This contains a wide range of information about all aspects of the school. Plans to develop the site to include pages from the excellent school magazine are being explored.

Staffing and Staff Development

6. a) **Qualifications, awarding body and experience of all learning support staff:** Cert.Ed., DipAES (both Leeds University), DipSpLD (Hornsby – merit) 12 years experience
Consultant's comments: Mrs. Stansfield is an experienced and appropriately qualified teacher. She has an excellent understanding of the teaching methods and techniques necessary for the pupils to make progress.
- b) **Class sizes – mainstream:** Max 1:18
Consultant's comments: Dyslexic pupils are able to receive appropriate help within mainstream classes.
- c) **Class sizes - special needs:** 1:1

Consultant's comments: Individual tuition is timetabled to have the least impact on the individual's access to the whole curriculum.

- d) **Staff development and in-service training of learning support staff within last 18 months:** Periodic liaison with Dr. Sue Fowler (works with John Stein in research into visual dyslexia and has clinics in Oxford and Reading) Regular inset liaison with staff. Inset touch typing course.
Consultant's comments: Mrs Stansfield is able to attend relevant lectures and training as the need arises.

Policy and Philosophy with Regard to Dyslexic Pupils

7. a) **Woodleigh School S.E.N. Department** **Curriculum statement**

The department exists to give specialised support, on a withdrawal 1:1 basis, to the development of literacy and numeracy skills of children who would otherwise have difficulty in accessing the curriculum effectively at a level commensurate with their intellectual capacity.

The department currently employs one full-time member of staff holding the Hornsby Diploma (merit) in the teaching of students with specific learning difficulties.

The department was last inspected in May 2004 by CReSTeD (Council for the Registration of Schools Teaching Dyslexic Children) and gained a favourable report.

In the term beginning September 2007 there are twenty eight children on the S.E.N. register. Nineteen of these children receive one, two or three lessons of 35-40 minutes duration each week according to need. Eight children do not have English as their first language and receive EFL lessons. One child has Ehlers Danlos syndrome with a wide variety of special needs.

Care is taken to avoid withdrawal from key and favourite subjects. Where this proves impossible the half-termly rotation of time table keeps time missed to a minimum.

The department houses a variety of reading schemes for Years 3-8 to provide ample extension reading at each level and is able to add to these on a regular basis to cater for the individual needs of children. Most recent additions have been the latest Barrington Stoke titles and a set of Usborne books with tapes.

Two computers deliver Wordshark/Numbershark with an imminent update to

Wordshark/Numbershark3. Touch typing is taught in Non-Latin lessons from Year 6 upwards.

Children are added to the S.E.N. register, and the process of remediation begun after full consultation with parents, in one of three ways :-

- They may arrive as new pupils having already been assessed by an Educational Psychologist, whose report forms the basis of the first teaching programme.
- They may be referred as causing concern when very young, assessed and kept under review, remediation following at a later stage if necessary.
- They may be referred by staff, assessed and the process of remediation begun immediately. It is likely that at some future time an assessment will be carried out by an Educational Psychologist. This is now generally sought from Dyslexia Action at York University as their reports are comprehensive, detailed and prompt.

Other outside agencies give generously of their time and expertise, most particularly Charlotte Firth, Speech and Language Therapist, and Helen Hyams, Physiotherapist.

In cases of internal assessment the Aston Index is applied and the findings used as the basis of the first teaching programme for that child. Teaching programmes are drawn up under specific headings, contain the outline of remediation for each area of weakness and form the foundation of lesson planning.

Lessons are planned on an individual basis to allow one lesson to inform the next.

An individual learning plan for each child will be lodged with each member of staff teaching him/her.

These are reviewed and updated twice a year. Reports are written at each term end and include, twice yearly, Neale Analysis of Reading Ability scores.

Children whose difficulties require the greatest degree of support in twice yearly school examinations, have help with reading, scribing and extra time in the department.

It is recognised that learning difficulties of any kind can be a source of anxiety to children and their parents and time is made available to parents whenever they wish in addition to the regular parent-teacher consultations held twice termly.

Special needs policies for under fives, under thirteens and examinations have been drawn up and are subject to regular review.

Woodleigh School is a member of NASEN and the department benefits from receiving professional journals and details of courses and seminars.

Consultant's Comments: The department has well thought out strategies and clear policies in order to efficiently meet the needs of the children with special educational needs. Pupils are carefully assessed, monitored and supported leading to significant improvements in their areas of difficulty. Lessons are planned thoroughly and in great detail ensuring effective teaching.

School Organisation

8. a) **How is the week organised?** Please see handbook since I do not have this on my computer at home and can therefore not cut and paste. The handbook was specifically updated in the light of the previous CreSTeD Inspection.
Consultant's comments: The school day is structured to give an excellent balance between lessons, extra curricular activities and supervised free time.
- b) **Implementation of National Curriculum considerations:** Year Progress Tests, Key Stage 1 and 2 SATS. Disapplication and special arrangements are made where appropriate. This is generally reading and/or scribing since few children have the report of less than two years old required for extra time. Occasionally we have needed to order modified papers.
Consultant's comments: All appropriate access arrangements are available to the pupils
- c) **Details of arrangements for dyslexic pupils, including prep / homework:**
1:1 tuition by specialist teacher (withdrawal for 1, 2 or 3 lessons of 30, 35 or 40 minute duration)
Daily reminders/notification of unavoidable timetable changes each morning. Examination support for those whose level of reading ability allows them least independent access to papers. This takes the form of reading, scribing where appropriate, extra time and moral support.
IEPs/ILPs communicate specific targets (arrived at in consultation with individual pupils at time of review) to all staff.
Prep is written in back of exercise book for ease of reference and effort is made to tailor it to the needs of children with dyslexia. Some day pupils opt to stay for organised prep at school where laptops are available. All children are encouraged to ask for help in class and in prep.
Consultant's comments: Each member of staff has a good understanding of the special needs of dyslexic children and adapts their teaching accordingly.

Teaching and Learning

9. a) **Lesson preparation and delivery:** Lessons are planned individually to allow each lesson to inform the next. The core of each is Alpha to Omega with the addition of reading and spelling packs, teacher-made material to facilitate overlearning and specific material to address weaknesses in

auditory and/or visual memory, comprehension, punctuation, grammar, story writing and numeracy. Study skills such as mind mapping, nuclear note-taking and précis writing are taught. Self-dictation using taped material is, following the last inspection, a regular component. Daily monitoring is facilitated by evening review of both the previous lesson and any or all past lessons in the child's lesson planning book. Observations are also added at the end of lessons and these are immediately acted upon.
Consultant's comments: Mrs Stansfield liaises with colleagues to ensure the needs of children with special educational needs are met. Lesson plans indicate the strategies to be used with dyslexic pupils.

- b) **Use of IEP's:** Twice a year IEPs are reviewed with each child and re-written in the light of their comments. Each member of staff has a copy and is encouraged to give positive feedback.

Consultant's comments: Subject teachers refer to the IEP's using the information in their preparation, teaching and marking.

- c) **Records and record keeping:** Detailed teaching programmes are prepared for each child based on all reports available. These include a summary of strengths and weaknesses and details of remediation for auditory/visual areas, attention and concentration, reading, spelling, motor skills and handwriting and numeracy.

Twice a year the Neale Analysis of Reading Ability test is administered and the results, together with those of the previous testing for comparison, entered on the end of term report.

All work completed by each child is filed in chronological order and the file/files presented to that child on his/her departure.

Consultant's comments: The needs of each child, the strategies to be used and the progress made, measured by appropriate standardised tests is clearly recorded.

- d) **Examinations / test results (where applicable):**

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					
Dyslexic Pupils					

GCSE	No. of pupils included in the Year 11 timetable, regardless of age	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G
Whole School				
Dyslexic Pupils				

Key Stage 3	No. of Year 9 pupils entered	English		Maths		Science	
		L5+	A/D	L5+	A/D	L5+	A/D
Whole School							
Dyslexic Pupils							

Key Stage 2 The last 4 years in total	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	61	42		35		43	
Dyslexic Pupils	22	6		6		10	

Note: Key Stage 2 & 3: A/D = percentage absent or disapplied

Consultant's comments: A good percentage of children perform at the expected level or above at Key Stage 2 given the lack of selection of children when entering the school.

- e) **Details of special examination arrangements made:** (internal and external examinations) As mentioned above this takes the form of reading and/or scribing where necessary. Extra time internally but not for this year's external examinations as none of the pupils had outside agency reports less than 2 years old.

Implementation of National Curriculum considerations: Year Progress Tests, Key Stage 1 and 2 SATS. Disapplication and special arrangements are made where appropriate. This is generally reading and/or scribing since few children have the report of less than two years old required for extra time. Occasionally we have needed to order modified papers.

Consultant's comments: All appropriate special arrangements are given to the students.

- f) **For completion by consultants only: Dyslexic pupils' responses regarding their school and teachers:** A group of children from various year groups talked positively and enthusiastically about life at Woodleigh. They were articulate and listened attentively to each other. They clearly valued their education and even though some of the school facilities did not compare to the "state of the art" equipment and furnishing found in some other schools they did not regard this as important. It was clear that the pupils not only got on well with each other but were also treated with care and understanding by the staff.

Facilities and Equipment for Access to Teaching of Dyslexic Pupils

10. a) **General resources for teaching dyslexic pupils:** Networked computers. Wireless access for laptops.

Consultant's comments: A selection of teaching resources both commercially produced and created by Mrs Stansfield was used. This included computer software.

- b) **Library:** Extensive improvements since last inspection. Dewey decimal system introduced – books checked in and out by pupils on computer.
Consultant's comments: Appropriate reading books are available in various locations within the school. Regular reading lessons are used effectively by the pupils and they happily talked about their choice of reading matter.

- c) **ICT:** Numbershark and Wordshark. Touch typing on a designated network. Separate ICT centre. Laptops available.

Consultant's comments: The school has sufficient IT to meet the requirements of the curriculum. It is developing the use of interactive white boards.

- d) **Learning Centre:** Wide range of teacher-made materials. Alpha to Omega, Wordshark, Numbershark, flashcards, pairs games Base 10 apparatus, visual maths aids
Extensive parallel reading schemes

Consultant's comments: The room used for withdrawal work is both pleasant and attractive with good displays of pupils' work and learning aids.

Statements of Special Educational Needs

11. a) **School policy:** The school will accept any statemented child whose needs can be met and will maintain that statement.
- b) **Types of statemented needs accepted:** Dyslexia, Dyspraxia, Mild

c) **Number:** None

Consultant's comments: Woodleigh has the expertise to meet the needs of a range of children with statements and is willing to integrate them into the school if possible..

Parents' Feelings About the School and, in Particular, its Response to Dyslexic Pupils

12. Schools should provide with the documentation a list of the names of all known dyslexic pupils in the school. From this the consultant will select 12 names and schools will be asked to contact the parents (CReSTeD will provide an explanatory letter) for their permission to give their phone numbers to the consultant. The consultant will then contact 6 of these parents to discuss their feelings about the school.

For completion by consultants only:

Parent Contacts:

All parents spoken to are exceptionally supportive of the school and are delighted with the care, teaching and support given by the staff at Woodleigh. A particular feature of the school praised by parents is the philosophy of letting pupils enjoy their childhood and this approach, combined with a good standard of education is what makes the school special to both children and parents. They were complementary about the additional lessons delivered by Mrs Stansfield and were more than happy with the progress their child were making with literacy and numeracy.

<p>13. Head's / Principal's signature confirming accuracy of school's information (pre-visit):</p> <p>Date:</p>	<p>Head's / Principal's signature confirming agreement to consultant's comments (post-visit):</p> <p>Date:</p>
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14. *For completion by consultants only: **Summary of Report: Woodleigh is a happy school with a genuine family atmosphere. This is achieved by hard working and caring staff who give generously of their time and expertise. Parents are enthusiastically supportive, evidenced by their willingness to assist the school through fundraising and "hands on" help. Children not only treat each other with consideration and respect but also treat all adults working at the school in the same way. Woodleigh School gives each child the opportunity to thrive both personally and educationally by fulfilling the Government's "Every Child Matters" agenda. This combined with excellent individual tuition helps to provide a good education for dyslexic children.***

For office use only:

15. **Category proposed:**
Consultant's name(s):
Consultant's signature(s):

Date:

16. **Approval registration number:**
17. **Chairman's name:**
Chairman's signature:

Date: