



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator:

CReSTeD, Helen Arkell Dyslexia Centre, 24 West Street, Farnham, Surrey, GU9 7DR

Email: admin@crested.org.uk

Re-registration Application Form Category WS – Withdrawal System

Please refer to the guidelines when completing this form and, if possible, limit your application to a maximum of 11 pages (excluding Summary, which is for internal use).

Please note:

- Areas marked in blue are for completion by either the consultant or office staff
- Application forms have been prepared for each category from a master form; therefore, your particular form may have numbers that appear to be missing. This is because that particular question is not relevant to your category, a complete list of the criteria, as it applies to your category, can be found at the end of this form.
- Supporting documentation required as part of the registration / re-registration process is **indicated in red** within the form, please ensure you supply copies (either in digital or in paper format) with your application.
- Details of documentation to be available on the day of the visit are listed at the end of the form.

Current Category? (re-reg only)	LSC	Change of Category? (re-reg only)	YES/NO	Category applied for (re-reg only)	WS
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Contact Details

Name of person completing form:

Dan Taylor

Tel:

01608 658999

Email:

d.taylor@kinghamhill.org

The consultant will need to contact the school prior to the visit. Please provide appropriate contact details if they are different from above.

Name of contact:

Tel:

Email:

Date of visit:

9/10/23

Name of Consultant(s):

Ros McCarthy, Kelly Challis

School Details

Name of school:	Kingham Hill School		
Address of school:	Kingham Hill, Chipping Norton, OXON OX7 6TH		
Telephone:	01608 658999	Fax:	
Email:	administration@kinghamhill.org		
Website:	www.kinghamhill.org.uk		

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

Name:	Peter Andrew Last		
Title (e.g. Principal):	Headmaster		
Head/Principal's telephone number if different from above:	01608 731852		
Qualifications:	BA (Hons) Cantab; Ad, Dip. Ed, London; MEd, Buckingham; MCCT		
Awarding body:			

Consultant's comments

Mr. Last has been Head of a CReSTeD school previously and fully supports CReSTeD aims. He has been in place at Kingham Hill for only a short time but has identified changes needed to benefit those students with specific learning difficulties. His energy and enthusiasm are clear and are very likely to motivate others.
He is a teaching Head, so is involved with Kingham Hill students directly as well as in his leadership role.

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

Name:	Daniel John Taylor		
Title (e.g. SENCO):	Head of Learning Support		
Telephone number if different from above:			
Qualifications:	BSc, PGCE		
Awarding body:			

Consultant's comments

Mr. Taylor is working closely with the Head, and shares his vision. He has previously worked with students with more severe difficulties and apart from teaching and running the SEN Department is involved in sports and clubs. This allows him to engage with a wide range of students on more than one level. He shares Mr. Last's aim to ensure that mainstream departments have a fuller understanding of specific learning difficulties and students' needs.

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1. Background and General Information

1.	a)	Dep't of Education Registration No.:		931/6004		
	b)	Numbers, sex and age of pupils:	Total	SpLD (Greens lessons)	Accepted age range	
		Day:	Boys:	120	18	11-18
			Girls:	85	12	11-18
		Boarding:	Boys:	77	10	11-18
			Girls:	66	7	11-18
		Overall total:		348	47	11-18

Consultant's comments

Some years have more boys than girls, but the 6th form has a different demographic. Neither appears to cause any difficulty in class or elsewhere. The number of students with SpLD is, at 13%, consistent with the population in general if a little lower than comparative schools. When the 50 or so students who do not have Greens' lessons, but are on the SEN register are included, the proportion (27%) is closer to what might be expected in a small independent school where small classes and an individual level of understanding is valued by parents and students.

- c) Class sizes – mainstream: usually 12-15 pupils

Consultant's comments

This was observed to be the case. It was good to see pairs and groups of students collaborating in some lessons as well as plenary discussion.

- d) Class sizes – learning support (Greens): 1 to 1

Consultant's comments

Only 1-1 lessons are taught in Greens.

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

Pastoral care is a strength of Kingham Hill and the latest report commends the respect that is evident for equality and diversity.

Independent
Schools
only

- f) Current membership (e.g. HMC, ISA etc.): BSA, Society of Heads, MSA (Middle States Association based in the U.S)

Consultant's comments

Kingham Hill has retained historical links with USAF families from a local base and provides courses (such as American History) as well as the normal curriculum for those students.

- 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

Y

or provide link to view reports via the internet <https://www.kinghamhill.org.uk/admissions/prospectus>

ii. **Recent Inspection reports**, please indicate copy enclosed

Y

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or provide link to view reports via the internet <https://www.kinghamhill.org.uk/about/reports>

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 <https://www.kinghamhill.org.uk/admissions/our-fees>

Consultant's comments

Fees are in line with similar schools, and the recent inspection report emphasizes the inclusive nature of life on 'the Hill'.

The online prospectus is lively and gives a clear picture of opportunities: from scuba diving to skiing, as well as the warm family atmosphere.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Kingham Hill School has a reputation for being a kind and nurturing school. Besides pupils who have lessons in Greens (the name of our Learning Support department), an additional 50+ pupils are on the SEN register so that teachers are able to cater for the needs of all our pupils. Our pupils have differences such as dyslexia, dyscalculia, mild autism and ADHD.

The focus of the Greens department for 1st to 3rd Form (Years 7-9) is on intervention work, whilst pupils in GCSE years (4th and 5th Form) and the Sixth Form receive much more subject specific help.

In the past, prospective pupils for entry into 1st to 4th Form have been assessed using the MiDYiS test as well as a LUCID rapid screener. This term we have switched to using the CAT assessment. Where appropriate, follow up tests are administered (WRAT-5 and DASH) which help us to build a picture of likely need. Prospective pupils with a known SEN are asked to send an educational psychologist's report (if they have one) so that we can be sure that we can meet a child's need. Previous school reports and communication with parents are an important part of this process.

Some of our pupils with a learning difference are 'on watch', which means that tutors are aware that a pupil might be struggling and can offer some guidance.

The Senior Leadership Team and the Governing Body fully support the work of the Greens department and the inclusive nature of the school.

Consultant's comments

The emphasis on pastoral care across the whole school is particularly important for students who may feel academically vulnerable. Students with specific learning needs very much appreciate those teachers who show understanding of their strengths as well as weaknesses, which is important in nurturing both.

There is a new emphasis on increasing the knowledge of SpLD across mainstream, so that kindness can be supported by understanding. Increased liaison between mainstream and Greens is an important factor in this.

Criteria
1 & 2

b) Please indicate copy of the whole school **Staff Handbook** (SH) enclosed

Y

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- 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	attached
ii. Support for policy from Senior Management Team	N/A
iii. Support for policy from governors	N/A
iv. Admissions Policy/Selection Criteria	attached
v. Identification and assessment	see SEN policy attached

Consultant's comments

The admissions policy will be reviewed this month and the wording is likely to be updated. The basic premise of accepting those children whose needs can be accommodated will of course remain.

The SEN Policy is due for review in April 2024. DCD dyspraxia is not mentioned in the policy or other documents (other than in a pupil profile), although dysgraphia is listed as a specific learning difficulty. Subject teachers would benefit from a greater understanding of the academic effects of dyspraxia.

Although there is no specific policy outlining the involvement of governors and Senior Management, Mr. Last made it very clear that support from both groups is wholehearted and that the move to WS category is in accord with governors' wishes. The appointment of a governor with responsibility for SEN is being considered; it would be a useful appointment.

Criterion 4

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

Staff have access to the SEN register which is on iSAMs. This includes a brief 'thumb nail sketch' of strategies needed to support pupils, as well as the following:

- Classroom strategies
- Any exam access arrangements
- Laptop use

In addition, a member of the Greens department tries to attend every Grades review meeting (half termly) so that we can communicate with colleagues about any of our SEN pupils who are struggling. Case conferences and meetings with parents can be called if there are particular concerns.

Greens teachers communicate with other academic departments so that they have an idea of what a pupil needs to know, or what areas they need support in.

The SENCo speaks to new staff during induction and it is an integral part of the school.

Consultant's comments

Pupil profiles have been introduced and will include more information as termly assessment and review results are added.

There are plans in place to increase liaison between mainstream teachers and Greens tutors and this would be likely to improve teachers' understanding of how 27% of their students can learn and retain that learning. It is also likely to be of benefit for the other 73%.

- e) Number of statemented / EHCP pupils: 4

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Independent Schools only		Consultant's comments
		These tend to be for medical, social or mental health needs rather than SpLD, and annual reviews are carried out as expected.
	f)	Types of statemented / EHCP needs accepted: Medical needs; emotional needs; ASD. All prospective EHCP pupils are considered, providing the School feels that we can meet the pupil's needs.
		Consultant's comments This is an important consideration for all concerned.

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:
		)	Last year we introduced the Lucid rapid screener as part of our admissions process. Looking at the results, as well as information from MiDYiS, is useful in determining if pupils may have an underlying learning difference. Candidates who we think may be at risk are then asked to return for further assessments. Teachers (and parents) are able to raise concerns about a pupil with the Head of Greens. An assessment (often using DASH, WRAT, LASS and other tests such as CTOPP, TOMAL, TOWRE) is carried out. If a more detailed assessment is required, parents are given contact details of Specialist Teachers or an Educational Psychologist. If appropriate, Greens lessons are arranged. The pupil may be placed on the SEN register and teachers are made aware of the pupil's needs. Consultant's comments Testing materials are up to date and advice is useful. Discussion took place about tests for prose reading speed (also mentioned by CReSTeD in 2019), which would be a useful addition. There was uncertainty in the department as to whether such a test is available, and a census of resources is recommended. The graduated response, referred to here, is a useful structure and involves all staff in the identification of any specific difficulty.
		b	Give details of what action you take when children are identified as at risk of SpLD
		)	Pupils with identified needs are put on the SEN register, and classroom strategies are recommended so that teachers are aware of need and how to help the pupil make progress. We have contact details of 2 Specialist teachers which we pass on to parents. An Educational Psychologist is booked for a day a year. She is able to carry out 2 assessments for us and we find her feedback extremely helpful for pupils with particular needs. Consultant's comments It could be of value if the Educational Psychologist could provide some feedback to mainstream staff as a part of her remit. The pupil portraits are useful to inform subject teachers of their students' requirements and are being developed.
		c)	Give details of how children in your school can access a full assessment for SpLD
			We have the contact details of 2 Specialist Teachers which we pass on to

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parents so they can arrange an assessment.
We have an Educational Psychologist booked in for one day a year (2 assessments)

Consultant's comments

Some discussion took place concerning those students who would most benefit from an Educational Psychologist rather than a Specialist Teacher assessment. It could be useful to use the EP to assess those students whose conditions cannot be clearly identified by Specialist Teacher assessors, such as ASD, DHD and DCD (dyspraxia) in students below the age of 16 years. The two EP assessments are currently carried out on a 'first come, first served' basis.

4. Teaching and Learning

4. a) How is the week organised?

The School operates a 2 week timetable. Lessons start at 9am every day (except Tuesdays which starts early in order to accommodate enough time for CCF activity). Lessons are 50 minutes long, with a 5 minute 'passing time' in between. There are 6 lessons in the day; 2 lessons, then morning break, 2 lessons then lunch, and 2 lessons after lunch. Two year groups have a third afternoon lesson on one afternoon a week. There is an activity slot which runs from 4-5pm. The School day ends at 5pm.

Consultant's comments

Movement between lessons is calm and quiet. Students in the lessons visited were well behaved and polite. The two-week timetable appears to work well.

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

SpLD pupils are withdrawn from mainstream lessons in consultation with parents. The number of lessons a pupil needs may be recommended by the Greens department, but the final decision is with parents. We ask parents to choose which lessons they are happy for their child to miss in order to come up to the Greens department.

Pupils in 4th and 5th Form who take Greens do one less GCSE. This frees up 5 periods a fortnight. Pupils have a Greens lesson at that time, or they go to study hall or work at the back of a classroom. For example, one of 5th Form pupils does extra art in her 'study periods' when she is not having a Greens lesson.

SpLD pupils are set prep in their classes. Teachers will be aware of those that need extra help noting it down.

Some pupils are able to use a laptop (with permission from the Greens department).

Consultant's comments

Some 4th and 5th form students drop more than one subject at GCSE and not all parents are happy about this situation, which warrants consideration. The first subject to be dropped appears to be English Literature.

Working 'at the back of a classroom' was not deemed a helpful solution by some students and parents.

The students observed in Greens lessons at any one time appeared to be from the same year group, so were all missing the same lesson,

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Criterion 3 & 4	Parents were particularly grateful for the detailed emails from their child's Greens teacher that they receive every three weeks. These outlined what had been covered in support lessons and what would be included. This level of feedback is valuable.					
	c)	Lesson preparation and delivery to meet the needs of SpLD pupils for: - Curriculum subjects - Literacy support Curriculum subjects are expected to demonstrate an understanding of the individual needs of each SpLD pupil and provide differentiation, where appropriate. Classroom strategies are available on iSams and on pupil passports, the latter also contains the voice of the child so as to share this with each teacher without the need for students to repeat themselves. Greens teachers are available to all staff to provide additional insight into each pupil's needs and observe in lessons to provide additional feedback as to the effectiveness of classroom strategies. Greens targets specific areas of the curriculum, aiming to build skills in the intervention sessions that can be used across the curriculum.				
		Consultant's comments It could also be valuable for subject teachers to observe Greens' support lessons so that best practice can evolve for both parties. While some teachers observed showed a detailed awareness of student need, it was not universal, either in curriculum subjects or literacy support.				
	d)	Use of provision maps/IEP's (or equivalent): Pupil passports are available for all students with SEND. These contain data on diagnosis, needs, strategies to support the student as well as targets constructed using pupil voice. Please indicate two examples enclosed				
Criterion 3		Consultant's comments These are in early stages of development and are being refined. Specific (smart) targets rather than more general ones are likely to evolve and will be important.				
	e)	Records and record keeping: All pupils who access Greens support have a file which comprises of their history of need, testing scores, Educational Psychologist reports and any other relevant documentation. These hard copies are kept in a locked filing cabinet in the Greens office. Google drive is used to keep "live" documents that can be accessed by staff members with permission to do so. iSams is used for pupils MidYis scores and copies of Ed Psych reports.				
Criterion 3		Consultant's comments This is in line with GDPR guidance.				
	f)	For comment by consultants only: Review history of provision made for two pupils. As has been noted, pupil profiles have recently been introduced, and the effectiveness of intervention has not yet been measured against targets set but will be included.				
Criterion 3	g)	Impact of provision – assessment summary (only fill in the Key Stages relevant to your school):				

A-Level (GCE)	No. of pupils Years	Number entered	% grade	BTE C %	Average point score per	Average point score per exam
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and VCE. BTEC	12 & 13		A-E	D*- D	pupil	entry
Whole School	41		98			
SpLD Pupils	9		94			

GCSE & BTEC	No. of pupils inc'd in the Year 11 timetable, regardless of age	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C Grade 9-4	GCSE % 5+ A* - G Grade 9-4	BTEC % D*- D	BTEC % M	BTEC % P
Whole School	60	92		100			
SpLD Pupils	12	77		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:

Consultant's comments

These are excellent results for students with and without specific difficulties. It would be good to know the number of subjects taken (on average) by students with SpLD.

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

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

Greens is well resourced with a wide range of materials and online programmes. Pupils provide their own device, however there are computers available to use in Greens if required.

The department is divided into 4 teaching areas and is well suited to meet the needs of the individual pupil. We are situated next to the library and use this frequently with the pupils.

A separate office is used for administrative purposes, as well as being used for assessments if needed.

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A large storage area is also used for additional resources and files of previous pupils.

Consultant's comments

Very few multi-sensory resources were seen in use in support lessons, and their use would be beneficial to learning in numeracy as well as literacy. Some unused resources were discovered, and there needs to be a survey of available resources. There is currently no budget to increase resources, so free, home-made and shared ideas for practical learning are needed. They could also make full use of their 'twinkl' membership to download multisensory resources.

No structured, multi-sensory and cumulative programme is in use. Without this, it is difficult to measure progress.

Criterion 5.2

b) ICT:

There is one main ICT rooms in the school. However, pupils (whose it is their normal way of working) are encouraged to use their own devices as wireless internet is good at the school. Google Docs are used within most lessons and classrooms and sharing of work is simple with this introduction. The digital literacy coordinator is supportive of the pupils using devices and being organised in their e-folders. Chromebooks are available to borrow from the library if a student has an issue with their own device.

Consultant's comments

The previous Head was keen that Kingham Hill should be a 'no device' school but student needs and the current vision for the school have led to changes.

It could be useful for Greens staff to oversee keyboard skills for those students who need to word process their work. Some will need to word-process examinations and need to improve their typing speeds.

There is a school policy in place for laptop use in exams (as required by JCQ).

Criterion 5.3

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

All pupils accessing Greens from around the 4th Form are assessed for Access Arrangements using various means of testing. Applications are made online and are kept in the Greens office and on i-sams in the Exams section. Form 8's are completed and evidence to support 'normal way of working' is held in the office if needed within an inspection. Two members of staff are qualified and able to apply and complete the arrangements. The following arrangements have been made for pupils at Kingham Hill in the last few years: Reader, Scribe, Extra time, Separate room, prompter, rest breaks, word processor and read aloud.

Consultant's comments

The exams officer works closely with Greens and is fully aware of changing access arrangements. The full range of reasonable adjustments is used.

Criterion 5.4

d) Library:

The library is well stocked and an attractive place for pupils to spend time. Ms Saxby is employed full time to staff the library and provide support to all students who use it. There are easy reads and dyslexia friendly books signposted for students with SpLD.

Consultant's comments

The library is wonderfully well stocked and is a lively and well-used area. Ms. Saxby's knowledge and enthusiasm are inspiring, and it was a pleasure to

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see students using the library in breaks as well as lessons- even on a beautiful sunny day.

6. Details of Learning Support Provision

WS 6.8

6. a) Role of the Learning Support or Department within the school:

Greens is an integral part of Kingham Hill School. Greens look to support and develop pupils in their learning, giving strategies to support them in the classroom and beyond. Pupils will come out of a subject, agreed by parents, and attend a 1:1 lesson which focuses on embedding learning from the curriculum as well as tools and strategies to use in the classroom. Greens staff offers advice, observations and communications to the teaching staff. This enables the classroom teachers to have full support in enabling the pupil to reach their potential. Prospective parents are attracted by the additional support that is offered within the school.

Consultant's comments

It is most certainly an attraction for parents, who greatly appreciate the support that Greens offers.

b) Organisation of the Learning Centre or equivalent:

Greens is located in the heart of the school. It is above the English department and next to the library. There is enough space and resources to meet the needs of the pupils.

Consultant's comments

The Greens' situation is excellent, and rooms as well as space provide flexibility. The department is near the library as well as near the EAL classroom.

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

Yes. This is also sometimes shared with the members of the department, who are able to offer support to the Head of Learning Support.

Consultant's comments

It is useful for Mr. Taylor to have the support of Greens teachers who know the school well and who have experience of differing aspects of SpLD. He has ideas for the department that are valuable and should be formalised into a Development Plan.

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
- 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:

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Helen Evans:

BA University College of Wales, Aberystwyth
PGCE
Hornsby Diploma of teaching pupils with specific learning difficulties
Certificate in Psychology Testing and Access Arrangements (CPT3A) 2019
BPS Test User: Educational Ability/Attainment 2018
Study Skills course – Dyslexia Action

Antonia Rankine:

BA Education and Music, Roehampton University
PGCE in Dyslexia, Roehampton University
BDA Level 5 – Special Learning Difficulties (Dyslexia)
CELTA – International House London

Mary Williams:

BSc Biology, Exeter University
BDA – Dyscalculia and Maths Difficulties
Oral Language Modifier
Currently studying Certificate in Psychology Testing and Access Arrangements (CPT3A)

Daniel Taylor:

BSC Chemistry, Open University
PGCE University of Buckingham
Currently studying Certificate in Psychology Testing and Access Arrangements (CPT3A)
BPS Test User: Educational Ability/Attainment

Julie Jones:

BMus, Goldsmiths College, London University
PGCE, Kingston University
CPD in supporting students in dyscalculia

Consultant's comments

There is greater expertise in numeracy than literacy difficulties.
Mr Taylor would benefit from gaining a teaching qualification in SpLD as he has several department members who are qualified to test for exam access arrangements. Although his interest is in numeracy, a course that also covers literacy would redress the balance in the support department.
Records of any staff CPD would be useful.

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.)

Antonia and Helen are SpLD qualified and provide support for those needing literacy support. They also provide specialist support to teachers.

Consultant's comments

Two out of the five teachers in the department hold a qualification to support those with literacy difficulties, with Ms.Rankine teaching most lessons. Unfortunately, she does not teach on a Monday, so we were unable to meet.

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?

Some excellent lessons that engaged all students were observed.

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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:

Seven parents were contacted, and all were very happy with the support provided by the Greens department and by the full and regular communication they received from their child's tutor. Areas that were less appreciated included: the need to wait for a year to access lessons from the Greens, and a suggestion from school that a student would be better leaving. There was also unhappiness at the very much reduced number of GCSEs taken, in some cases after courses had already been begun. A couple of students were placed at the back of classes and left to work, another paid for extra Greens lessons to cover the 'gaps', (expensive) and there was some concern that English Literature was the first subject to go.

One parent accepted that it was a good choice for their child to study fewer subjects.

Other parents were told that there was a shortage of support teachers for numeracy and although the timetable shows 'extra Maths and English', this is individual online learning.

One new parent has moved her child back a year to access support as it would not be available in her 'actual' year group. She feels, however, that this could be of benefit.

Although one parent commented on her child coming home anxious and unhappy, others observed that their children were happy and doing well. Some felt that a degree of 'strictness' had promoted better behaviour than in previous schools.

A lack of liaison between Greens and subject teachers was noted by some but not all parents and while some subject teachers were described as 'amazing', others were considered less sympathetic to student needs.

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

A small but articulate group of three students came to talk to us (a girl and two boys from Years 4, 5 and U 6th (10,11 and 13)). They were thoughtful, honest, and listened carefully to each other's thoughts and opinions.

They agreed that "not every teacher understands, but every teacher tries." One student found some teachers "daunting" to talk to, while others' understanding was appreciated, "some understand me better than I understand myself."

They agreed that teachers observing each other would improve the general understanding of specific difficulties (this was brought up by the students themselves. Mr. Last noted that peer observation is in place).

They commented on the sense of community in the school (particularly amongst boarders). It was mentioned that ex-students come back, and two of

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.

the three said that they would do the same.
The student committee was not thought to have much power (although this was only a group of three students, their comment could be considered).
Although there are more boys than girls, it was felt that there had been a change in attitudes to girls over the past year and that sexism is less prevalent.
They were a credit to Kingham Hill.

Head's / Principal's signature confirming accuracy of school's information (pre-visit):		Head's / Principal's signature confirming agreement to consultant's comments (post-visit):	
Mr Pete Last			
Date:	28/09/2023	Date:	

Please ensure:

- *Copies of all the supporting documentation referred to within the application form are supplied either in hard copy or in a digital format, along with the form itself.*
- *We require a copy of the application form to be signed by the Head/Principal, should the digital version be signed there is no need to send a further copy by post.*

Documents To Be Available On The Day Of The Consultant's Visit

- 1) Results of tests and assessments of pupils with SpLD after admission for last 3 years.
- 2) Certificates of specialist qualifications for all teachers listed within section 7. Alternatively, a document signed by the Principal certifying that the documents have been seen.
- 3) Department policy documents for Mathematics and English.
- 4) Consultants may ask for other documents to be available on the day of the visit, this will be communicated to the school in advance, for example, lessons plans.
- 5) Most schools very kindly make a room available for the consultant(s), where this is not possible suitable arrangements need to be made.

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).	Not observed
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.	Most
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	Not observed
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.	Not in place
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:

It is recommended that CReSTeD accreditation at WS category be continued, with time allowed for those criteria not yet in place to be implemented. Criteria not observed are those for which Mr. Last and Mr. Taylor have plans in place and were discussed.

Kingham Hill is a superb yet homely building set in 110 acres of beautiful countryside, where there are wonderful facilities, including excellent sporting opportunities as well as a small farm. Many students greatly appreciate the Animal Management course.

Students are polite and well-behaved and appreciate that there have been positive changes over the last year.

Greater liaison between teachers, a higher level of understanding of students' specific needs, and the use of structured and multi-sensory programmes and resources will benefit all students at the school. Some very good practice was observed and sharing this will be motivational.

As there is no budget for resources, a structured programme for literacy support for those students needing help with basic literacy skills will need to be created from the range of those that are 'dipped into'.

There is a great deal of enthusiasm here, and continued CReSTeD accreditation would benefit all concerned.

Recommended for either Registration / Re registration:

Consultant to tick relevant box

YES	NO

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Category proposed:

WS

Consultant's name(s):

R McCarthy, (K Challis)

School information received proficiently:

As available.

Consultant's signature:		Chairman's signature:	
			
Date:	23/10.23	Date:	