



Council for the Registration of Schools Teaching Dyslexic Pupils

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

Re-registration Application Form Category SPS – Specialist Provision

Date of visit: 7/2/17
 Name of Consultant(s): R A McCarthy

School Contact Details	Location/ status	Student Details	Special Needs	Assoc/ exams
More House School Moons Hill, Frensham, Farnham, Surrey, GU10 3AP Tel: 01252 792303 Fax: 01252 797601 Email: schooloffice@morehouseschool.co.uk Web: www.morehouseschool.co.uk	Rural	612 boys	Dysc Dysl Dysp ADD P&S	ISA; BSA; AGBIS; ISC; ISBA
	Ind Bdg Wk Bdg Day	Ages 8-18		GCSE GCE: AS/A2 Modified Nat' Curr'
Comments: Learning Development Centre on site providing Occupational and Speech and Language Therapy to boys with SpLD.				

Please note:

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

School Details

Name of school: More House School
Address of school: Moons Hill, Frensham, Farnham, Surrey
Telephone: 01252 792303 Fax: 01252 797601
Email: schooloffice@morehouseschool.co.uk
Website: www.morehouseschool.co.uk

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

Name: Jonathan Hetherington
Title (e.g. Principal): Headmaster
Head/Principal's telephone number if different from above:
Qualifications: BA (Hons) MSc (Ed) QTS
Awarding body: University of Southampton; University of Leicester

Consultant's comments

Mr Hetherington is in his second year as Headmaster. He has, however, been at More House for around 13 years as a teacher, Head of Year then Head of Sixth Form and Deputy Head with responsibility as Head of Boarding. He therefore has a full understanding of how the school functions and is able to build on the excellent work of his predecessor.

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

Name: Meriel Davenport
Title (e.g. SENCO): Director of Assessment and Therapy
Telephone number if different from above:
Qualifications: MRCSLT; RSA Dip.SpLD
Awarding body: Royal College of Speech and Language Therapists; Royal Society of Arts

Consultant's comments

Mrs Davenport, as well as being qualified as a Speech and Language Therapist, holds a Diploma in Specific Learning Difficulties. She is particularly well qualified and experienced and is of great value to the school, the students and their parents. She often supports parents at tribunal as they seek recognition of their children's needs.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	9366420			
b)	Numbers, sex and age of pupils:	Total	SpLD (dyslexia)	Accepted age range	
	Day:	Boys:	358	104	8-18
		Girls:			
	Boarding:	Boys:	106	44	10-18
		Girls:			
	Overall total:		464	148	

Consultant's comments

Numbers have risen steadily over the last few years and the school is close to capacity. There is a waiting list.

- c) Class sizes – mainstream: N/A

Consultant's comments

Classes observed were around 12 pupils. More House has a wide range of subjects at GCSE and A Level and tries to accommodate pupils' subject needs, no matter how small the resulting group may be.

- d) Class sizes – learning support: Pupils are grouped according to need and learning style – the average class size is twelve. Class sizes in the Sixth Form vary according to subject but range from 12 to 3.

Consultant's comments

Numbers were dependent on the type of therapy involved. Generally, there were 2 or 3 pupils to a therapist.

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

Pastoral care is as carefully designed and organised as all other aspects of care at More House School. Ofsted visited the school in March 2016 and rated all six sections as 'Outstanding'. This included Pastoral care. 'Pupils respond extremely well to the high expectations teachers have of their conduct. Teachers successfully ensure pupils do not become anxious and stressed by being in class. They provide pupils with opportunities to take time out, reflect and re-boot. When necessary teachers remind pupils of their expectations, making excellent use of the school's rewards and sanctions processes.'

Independent Schools only

- f) Current membership (e.g. HMC, ISA etc.): ISA; BSA; CReSTeD, AGBIS; ISC; ISBA

Consultant's comments

Appropriate memberships.

- g) Please supply the following documentation:
- Prospectus**, including staff list (if this does not clearly show which teachers teach English, then please supply this as a

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- separate item). Please indicate copy enclosed
or provide link to view reports via the internet www.morehouseschool.co.uk
Admissions and Admin
- ii. **Recent Inspection reports**, please indicate copy enclosed
or provide link to view reports via the internet www.morehouseschool.co.uk
School information
Ofsted inspection March 2016
- 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 www.morehouseschool.co.uk
Admissions and Admin / Fees

Consultant's comments

The website is up to date and provides detailed and comprehensive information. I enjoyed reading the Headmaster's newsletters, which certainly give a flavour of the school. The prospectus also provides a wealth of information.

The recent Ofsted inspection report is glowing and, as mentioned previously rates all areas as 'outstanding'.

Fees are as would be expected for a school that provides such a level of care and support. There is a charging system for differing levels of support that gives clear information as to the yearly cost for each of the three levels of support.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Our aim is to help each boy who joins us, achieve, in the widest possible sense, more than he, or his parents, ever expected. This is accomplished by knowing a great deal about each student – his strengths as well as his difficulties. For his strengths, he must first be helped to identify them and, eventually, change them into a marketable form. His difficulties will not be static. We are mindful that we must be alert to changes caused by a student's own development, those of society and by the curriculum and make sure that each of our students is equipped to meet them.

Consultant's comments

The knowledgeable support and care that is given to each individual pupil is exceptional. The range of therapy that is provided is unusually wide and is very clearly appreciated by the boys. It is as outlined in the aims and philosophy above.

Criteria
1 & 2

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

Information received

www.morehouseschool.co.uk

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v. **Identification and assessment**

See below

Consultant's comments

i. The Policy for the Learning Development Centre (LDC) sets out the responsibilities of the Centre and describes how those responsibilities will be carried out. It is a clear and honest document.

ii. The SMT consists of the Headmaster, his Principal Deputy Head, the Bursar, the Deputy Head (Curriculum), the Deputy Head (Head of Boarding), the Deputy Head (Wellbeing) –who is also the Designated Safeguarding Lead -, the Director of Assessment and Therapy, the Head of the Learning Development Centre, the Director of Staff Training and Development, the Director of Extra-Curricular Education, the Head of Sixth Form and the Director of PSHEE. All are fully involved in the welfare of the boys at More House and are committed to develop and improve the school to that end.

iii. The Governors 'have worked very effectively alongside the school's leaders, challenging and supporting them to develop further the way that pupils' progress is tracked. They have asked for a clearer overview of the progress different groups of pupils make and have supported the school in acquiring computer software that will help them to do this'. (Ofsted report March 2016). The Governors' support for the aims of the school is evident.

iv. There are 4 careful procedures before the offer of a place is made, and these are clarified on the website. It is important to all involved that boys who can benefit from the opportunities at More House are allowed to do so.

v. Boys' difficulties are already identified before they join the school, but regular assessment is a part of the teaching programme.

Criterion 4

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

All boys have a visual timetable, which is colour-coded according to subject, facilitating prompt attendance at each lesson.

Form groups meet with their tutor at the start and end of each day to plan for the day, to monitor homework assignments, to follow up on concerns swiftly and to celebrate rewards; this is particularly supportive for those with organisation and language processing difficulties.

A register is taken in each lesson from which the teacher can see the pupil's diagnosis and his weekly challenge, in order to monitor his progress in each lesson and differentiate the content of the lesson appropriately. Those with a diagnosis of dyslexia will be given extra opportunities to read in class.

The school obtains for each pupil as many concessions as possible for public examinations, and employs an Academic Administrator who tests the pupils to achieve this.

Consultant's comments

A genuine understanding of the boys' difficulties and commitment to their progress and welfare was observed across lessons and activities at More House. The 'weekly challenge' provides a chance for boys to practise a specific area of need within each lesson, and it was observed in use.

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Independent Schools only	e)	Number of statemented / EHCP pupils: Consultant's comments	235
		In fact, all boys at More House have an Annual Review of progress, whether or not they have an EHCP. This is a huge undertaking but is an example of the commitment of the staff at More House.	
	f)	Types of statemented / EHCP needs accepted: Average range of cognition. Dyslexia; Developmental Coordination Difficulties; Autistic Spectrum Disorders; Attention Deficit (Hyperactivity) Disorders; Specific Language Impairment, social communication difficulties. Most pupils have complex co-morbid difficulties. Consultant's comments	
		A wide range of difficulties, but a wide range of therapies to compensate for them.	

3. Identification and Assessment

Criterion 1
DSP &
SPS 6.9

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:
- Boys are only accepted into the school if they meet our criteria, which is to accept only those boys who have specific learning difficulties, and/or language processing difficulties, who are within the average range of ability. The initial contact is usually made by telephone and the school's Admissions Tutor will carefully question a prospective parent to ensure that the child meets our criteria. We see the Educational Psychologist's reports and other papers before the parents visit the school for a frank discussion, and later the child will visit the school so that we can see how he operates in our environment and can undertake any psychometric testing that is needed.
- Consultant's comments
- Great care is taken regarding admission, as teachers are aware that once boys are accepted into the school it is important to all concerned that they are able to succeed.
- b) Give details of what action you take when children are identified as at risk of SpLD
- As above
- Consultant's comments
- As above.
- c) Give details of how children in your school can access a full assessment for SpLD
- Most children who come to the school have already had an assessment by an Educational Psychologist. During their first term each boy undertakes an online literacy assessment and an in-house screening assessment to evaluate Speech and Language Therapy and Occupational Therapy needs. If further evaluation of literacy is necessary, several of the specialist literacy tutors have suitable assessment qualifications.
- Consultant's comments
- As mentioned previously, regular assessment forms part of the therapy programmes.

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4. Teaching and Learning

4. a) How is the week organised?

The school follows a nine day timetable, during which pupils follow a traditional programme of learning, organised in six, one hour teaching slots with travel time between each. Every alternate Friday, called 'Flexi-Friday', each year group takes one subject for the whole day on a rota. Year groups 4-8 are allocated 1 hour per day in the Learning Development Centre, Years 9-11 are allocated 5 hours per fortnight. There is a wide range of extra-curricular activities available to both day boys and boarders at the end of the school day.

Consultant's comments

It is an innovative approach to the timetable and it appears to work well.

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

Therapeutic provision/ literacy tuition is given daily in the LDC as part of each boy's timetable. There is no withdrawal from lessons.

A considerable number of day pupils elect to attend supervised prep sessions during 'Activity Time' and can thus receive direct support from teaching staff. Boarders undertake their prep in the evenings under supervision. Homework, like all study, is differentiated. Parents can access details of homework tasks online from the parents' section of the school database and are encouraged to use the homework diary to share useful information about their child's progress with the form tutor.

There are several online programmes on the database to support homework, such as GCSEpod, Moodle, MyMaths.

Consultant's comments

There is support across the board for all boys. Full boarders (of whom there is only a small number) are encouraged to take a break from work on Friday evenings and Saturdays, as they would were they at home. Younger boarders are helped with the organisation of books and belongings by House staff. Every boy has a 'mentor' who monitors and supports his social and academic progress and liaises with his Form Tutor.

Criterion
3 & 4

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

- *Curriculum subjects*
- *Literacy support*

All lessons are prepared, differentiated and delivered to meet the individual needs of the pupils. Teaching is multi-sensory. There is an emphasis on key words. Pupils are able to show their understanding and knowledge in a variety of ways other than written tasks, such as oral feedback, visual posters, diagrams etc. Teachers ensure understanding of topics through careful questioning and frequent revision.

Specialist literacy tuition is delivered in the Learning Development Centre by BDA qualified tutors in small groups. Boys are grouped according to level of need. Further support is given through Speech and Language Therapy and Occupational Therapy to address the complex needs of the boys. Some also receive numeracy support.

Consultant's comments

Careful thought and planning goes into lessons and how they are delivered, whether they are class lessons or work carried out in the LDC. The lessons observed were useful, engaging, tailored to pupils' needs and delivered with

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understanding and in some cases, great patience. A Year 10 English lesson that helped pupils to answer the 'How does the author ...' question from a GCSE paper was a lesson of tremendous value and one that was very difficult to leave.

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

Each boy has an individual timetable tailored to his needs. A profile of his learning needs is written on entry to the school which is available to all teachers. All boys have an annual review at which targets for the year are set. Each boy has a mentor with whom he meets weekly to discuss and set a 'weekly challenge'. This is monitored and graded by the teachers in each lesson, so that progress is made and measured in small steps, working towards achievement of the annual targets. In this way all teachers take equal responsibility for the development of learning skills.

Please indicate **two examples** enclosed

Information received

Consultant's comments

A great deal of information on each pupil is available and is used by teachers. Annual Review information is carefully collected and is very much used to benefit the pupil; it is far from being a reaction to a requirement. The level of individual care is very high.

e) Records and record keeping:

Progress is tracked through a detailed evaluation of skills' attainment. In Years 4-9 teachers mark the achievement of skills as the pupil masters each stage of his learning in all subjects. In addition, parents are sent half termly grades measuring achievement, effort and homework. In Years 9-11 progress is graded half termly, measuring target grade, attainment, effort, behaviour and homework. The Behaviour for Learning programme of rewards and sanctions are all recorded. All records are kept on the database. Therapists record content of all sessions, as required by the HCPC.

Consultant's comments

Record keeping and tracking programs are excellent. A colour-coded system for each area of study is used and progress is easy to see and evaluate. A new database will soon be in place and is likely to be even more comprehensive and detailed. The running of Annual Reviews for each and every student is a massive undertaking in which nothing is rushed or overlooked. Tracking is thorough throughout the school.

Criterion 3

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

The history of provision provided and its value to parents and teachers is excellent.

Criterion 3

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

A-Level (GCE) and VCE	No. of pupils Year 13 (to June 2016)	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School	31	27	98%	n/a	n/a

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SpLD Pupils	16	16	100%		
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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	70	69%	50%	97%
SpLD Pupils	36	67%	50%	97%

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	n/a						
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	n/a						
Dyslexic Pupils							

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

Many boys take external music exams.

Literacy is tested each year using the online LASS assessment.

Consultant's comments

The dyslexic pupils were separated out for this document: in fact all pupils have a specific difficulty. Results are impressive, particularly when the high percentage of pupils with EHCPs is considered.

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

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

All lessons, facilities and resources are designed to meet the needs of dyslexic boys.

Consultant's comments

There is a wide range of facilities and resources, from simple games and cards constructed by teachers to a huge range of equipment used by the Occupational Therapists.

- Criterion 5.2

- b) ICT:

There are 4 general ICT suites as well as those in different departments, including Science, Music, Engineering, Photography and Media. They are networked around the site for children and staff to use. ICT and Computer Science is taught both at GCSE and A level and through the ECDL programme. All pupils are encouraged to develop efficient typing skills.

Consultant's comments

ICT was observed in use across a range of lessons. Staff encourage pupils to use appropriate programs and are aware of the need to motivate and

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Criterion 5.3	c)	<p>encourage pupils to use them efficiently.</p> <p>Details of access (special examination) arrangements requested and made for SpLD pupils:</p> <p>All boys are assessed at the start of Y10 and Y12 for the following access arrangements: 25%extra time; reader, computer reader, scribe, word processor (with or without spell-check enabled), prompt, supervised rest breaks. Almost all students are eligible for one or more concessions.</p> <p>Consultant's comments</p> <p>The full range of Access Arrangements is used and Form 8s were available.</p>
Criterion 5.4	d)	<p>Library:</p> <p>The school library provides a central venue for reading in the school, staffed by two librarians. An new library is currently being built and due to open fully in September 2017. English teachers regularly use the Library as a venue for reading lessons. Sets of books chosen to promote reading for relaxation have been made available in the classrooms and in boarding houses. There is a separate library for the younger children in Years 4,5 and 6. The new library will also house careers information.</p> <p>Consultant's comments</p> <p>The library is a pleasant area and the range of interesting books, magazines and newspapers is wide. It is also a refuge for boys who might wish to find a quiet place for reading or study. There is a range of electronic books and e-readers. There are two librarians.</p> <p>The new library will be larger and is being carefully planned so that it can be used as effectively as possible. There is an air of excitement about it.</p>

6. Details of Learning Support Provision

SPS 6.2	6. a)	<p>Role of the Learning Support Department within the school:</p> <p>Learning support is provided through the Learning Development Centre and is central to the education of all boys.</p> <p>The LDC team numbers the following: 11 SALT (2 with BDA qualifications), 7 literacy tutors (all with BDA qualifications), 5 OTs, 1 numeracy tutor.</p> <p>LDC staff liaise with teachers and support in lessons where necessary.</p> <p>Consultant's comments</p> <p>The LDC staff are seen by 'mainstream' staff as valuable resources and are greatly valued. It is easy for all staff to see which teacher from the LDC sees which pupil and liaison is easy. Staff receive support as well as training from LDC therapists.</p>
	b)	<p>Organisation of the Learning Centre or equivalent:</p> <p>Support is given as part of the daily timetable so there is no withdrawal from lessons or activities.</p> <p>Since all boys have complex needs the 1 hour lesson is divided into sessions of 30 minutes' duration, so that more than one discipline is taught. They are delivered in small groups of average 4 boys.</p> <p>The LDC is managed by the Head of Learning Development Centre and overseen by the Director of Assessment and Therapy.</p> <p>Consultant's comments</p> <p>Careful grouping and timetabling takes place. All pupils have at least one</p>

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lesson a week in the LDC and some have much more. The type of support that can be provided is wide ranging- from study skills to speech and occupational therapy.

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

Both the Head of LDC and the Director of Assessment and Therapy are on the SMT. There is regular consultation with Deputy Head –Curriculum and HoDs about suitable programmes of study, their delivery and differentiation. The Head of LDC attends the weekly HoDs meeting.

There is a comprehensive training programme for all staff throughout the year from senior members of LDC, during which advice and information is given and discussions encouraged.

Consultant's comments

Meriel Davenport and her colleagues have Senior management status as well as head of Department status and are central to the school's organisation.

- 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**

Information
received

7. Staffing and Staff Development

- Criterion 7 7. a) Qualifications, date, awarding body and experience of all learning support staff:

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

Consultant's comments

The LDC has a huge number of well qualified and experienced staff- around 25 in all.

DSP / SPS
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)?

All English teachers have QTS (except for one who will be following a GTP course next year through Buckingham University. He attends the weekly induction programme for all new staff) and some have post-graduate qualifications in SEN. See attached

All teachers are regularly trained in-house by specialist therapists/tutors to meet the specific and complex needs of the school's cohort. English teachers are no exception to this regime, as dyslexia influences performance in all subjects, so it is important that all teachers have an in-depth awareness of the difficulties.

Consultant's comments

As More House School is category SPS, Mrs Davenport and the Senior Management consider that all teachers (rather than English teachers alone) should be trained to teach pupils who have a range of learning differences or disabilities. The need for training to teach classes, rather than one-to-one, is

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MS Only	f)	seen as vital and the in-house programme is based on this premise. Teachers within lessons observed, as well as those who met with the CReSTeD consultant, were knowledgeable and informed about their pupils' needs and how to meet those needs effectively. Some teachers do have nationally recognised SEN qualifications but the in-house training exceeds these and is more appropriate to class teaching.
		Whole school staff development in relation to Dyslexia Awareness and Inclusion strategies e.g. IDP (Inclusion Development Programme): All staff attend 8 days of INSET during the year, during which time is spent in addressing a variety of topics. Much of this is delivered by in-house specialists, some by external trainers. All staff are able to attend the weekly induction sessions to refresh and learn new knowledge.
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? Fully and comprehensively.

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:

Six parents were contacted. All found that More House had succeeded to a greater degree than they had believed would be possible in promoting their children's social and academic ability. All their children had experienced failure in previous schools and all had feared that success might not be a possibility. The common denominator was happiness; one boy had told parents, after only a week at More House, 'I love this school'. Another parent said, 'He's never before been happy at school- he's turned a corner.' Another 'fantastic support...incredibly happy.' Another pupil had become depressed at the idea of leaving after GCSEs and has returned for A levels. One parent commented that her son had previously been shy and had felt 'Why try when I always fail?' Now she rejoices in the fact that he realises that there are some things that he can do 'better than others' and she mentioned her pleasure in the growing sense of fun, mischief and self-esteem that she sees her son developing. Some parents had moved house in order to be closer to the school. None had regretted the choice to do so. One parent mentioned that her son now believes that he is no longer dyslexic...his dyslexia is no longer a problem. All felt that More House communicated well with them, 'We feel supported too.' Another put it this way: 'There are no negatives- only positives. We are happy and relieved parents now.'

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

A group of 11 boys, from Year 5 to Upper Sixth, day-boys and boarders, met to talk about their experiences at More House. All had been to other schools previously and all felt that they were happier and better taught at More House: a Year 8 boy said 'My previous school wasn't helpful- and they took me out of subjects.'

A year 11 pupil made an important point when he commented that 'they teach you individually here.' His fellow pupils agreed that this was the case and the general feeling was 'It's a lot better- they help more.' A Lower Sixth pupil preferred More House, as he knows what the boundaries are. His previous school had been 'very relaxed'.

There were no teachers who were felt to be unsympathetic and it was agreed that all the teachers were 'much nicer here- more understanding.'

Boarders agreed that boarding 'is fun' and all boys agreed that the facilities at school 'are good.'

They all knew who they would go to if they saw anyone being bullied, or experienced any intimidation themselves.

They discussed the reorganisation of the student council as 'Pupil Voice' and felt that it had some power.

The final words should go to a Year 5 pupil, 'It's good. Everything!'

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)	N/A
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 awareness by all members of staff of the necessity to adjust their teaching to meet the needs of SpLD pupils and this will be evident across the curriculum.	✓
5. In Addition:	✓
5.1 Resources for learning appropriate to the level of need.	✓
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	✓
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	✓
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	✓
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	✓

Criteria	SPS
6. Specific to the Category of School or Centre: -	
6.1 The school/centre is established primarily to teach pupils with SpLD which may include other difficulties.	✓
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:

Acceptance of More House is fully and wholeheartedly recommended. It is rare to visit a school where such an impressive range of support is provided and where pupils feel themselves to be so very well taught and enabled to achieve- without any exception it appears.

The school also runs conferences and provides 'twilight' training sessions for local schools, so is proactive in helping other schools to improve their practice.

The grounds and the fabric of More House are well cared for and boarding accommodation is pleasant and comfortable: particularly the common rooms and kitchens. The number of borders is comparatively small, but they feel themselves to be as cared for and supported out of lessons as they do in them.

One can only echo the Year 5 boy, 'It's good. Everything!'