



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 and please limit your application to a maximum of 10 pages

Yes	New Registration	No	Re-Registration
SP/DU	Category applied for	N/A	Current category

1. *Date of visit:* 25 September 2008
2. *Name of Consultant(s):* Peter Mayes & Bill Watkins
3. a) **Name and address of school:** Moon Hall College and Burys Court,
Flanchford Road, Leigh,
Reigate, Surrey
RH2 8RE

Tel: 01306-611372
Fax: 01306-611037
Email: bakerb@buryscourtschool.co.uk
Web: www.buryscourtschool.co.uk
www.moonhallcollege.co.uk
- b) **Name and qualifications of Head/Principal, with title used:**
Name: Mrs Berry Baker

Title (eg Principal): Principal

Qualifications: B.A. History, PGCE, B.Sc. Psychology, BDA Diploma,
AMBDA.
Awarding body: Leeds University, Open University, Helen Arkell Dyslexia
Centre, BDA.
Consultant's comments:
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
Name: Ms Emily McGhee
Title (eg SENCO): SENCO
Qualifications: B.A. History, Dip SpLD
Awarding body: Sydney, HADC
Consultant's comments:

- d) **Head/Principal's telephone number if different from above:**
Tel: n/a
- e) **Unit/Senior SpLD teacher's telephone number:**
Tel: n/a

Background and General Information

4. a) **Geographical location and position:** Rural location between Dorking and Reigate, Surrey
Consultant's comments:
Burys Court is a large and rambling Victorian House that stands in 12 acres of grounds deep in agricultural countryside but near enough to the M25 to be easily approachable and with good railway connections at Dorking and Reigate. The situation and the house are stunning – though the house is somewhat eccentric with the back designed as Victorian Tudor with high chimneys and an oak frame to the house and windows. The front however is in mellow brick
- b) **Foundation:** Christian
Ownership: Charitable company
Governing body: Moon Hall Schools Educational Trust (MHSET)
Status: Independent Charity
Consultant's comments:
- c) **Recent inspections:** OFSTED 30 October – 2 November 2006
Consultant's comments:
*Much has patently happened at the school over the two years since the last inspection. In the **Summary of Main Findings**, the report says that **Moon Hall College and Burys Court School is an improving school. The curriculum is broad and balanced, although insufficient attention is given to careers education. Teaching is good overall and is outstanding in the "Little Berries" Nursery. Pupils' personal development is good. The school gives a high priority to the welfare of the pupils, who are well cared for in its family atmosphere. Although a great deal of work has been done to the premises, a number of further necessary improvements were identified during the inspection, including some which compromise health and safety. The consultants found that many improvements had been made over the two years and there was nothing that compromised health and safety. Careers education is included in the curriculum and the consultants are in broad agreement with the other comments. The Report also identifies what the school does well:***
- ***The Little Berries nursery is a strength of the school.***
 - ***The identification and diagnosis of pupils with specific learning difficulties is very detailed and effective.***
 - ***Relationships are very good throughout the school and as a result pupils are becoming confident and self-assured young people; and***
 - ***Pupils are very positive about the school and thoroughly enjoy their education.***
- The Consultants did not visit the "Little Berries Nursery" because that was not part of our brief; we both heartily concur with the other conclusions.*
- The Report is very largely complimentary. The Report states that **the curriculum makes good provision for pupils' academic, physical and personal development. It is broad and balanced and provides a secure framework which enables pupils to make progress. It also states that the school has a strong commitment to develop pupils' environmental awareness using the rich resource of its spacious surroundings. It says too that the***

provision for pupils with SEN is good... Appropriate emphasis is placed on the early identification of pupils with SEN and the setting of specific targets for them to achieve... These pupils have an intensive course of study to improve their language skills, which is taught by specialist teachers. The teaching is good overall. We would fully endorse all these comments with the rider that the teaching is excellent to good. We thought that the Report was sometimes unnecessarily picky.

- d) **Current membership (eg HMC, ISA etc):** SESDA, Personal memberships of Patoss (SENCO) and BDA

Consultant's comments:

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

		Total	Dyslexic	Accepted age range
Day:	Boys:	69	24	3-16
	Girls:	31	7	3-16
Weekly boarding:	Boys:			
	Girls:			
Full boarding:	Boys:			
	Girls:			
Overall total:		100	34	

Consultant's comments:

These numbers include the 17 members of "Little Berries" which is rather a separate entity and not part of our brief. There are 52 pupils in Burys Court (aged 7 – 11) and 31 pupils in Moon Hall College (aged 11 – 16). SENCO reckons that over 50 of these pupils in the school have an identifiable specific learning difficulty

- f) **Aims and philosophy of the whole school:**

The aim of Moon Hall College and its junior department Burys Court is to develop a school in which dyslexic children can flourish alongside their mainstream peers and acquire basic literacy and numeracy skills as quickly as possible while remaining in a mainstream environment. We aim to enable them to access the curriculum with confidence and to enjoy the broad and balanced education that we provide. Our second aim is to help every child to find what subjects and activities they enjoy most and where their talents lie so that they can develop them to the full and identify which ones they would like to develop into a career. Through its caring ethos and varied programme of activities, the school aims to be a happy place where children can re-build the self-esteem and confidence that may have been eroded by previous educational experiences.

Consultant's comments:

As far as we could judge, the school seems to have achieved these aims – the staff were skilled and happy in their environment and the children were certainly confident and appeared to enjoy the school and what it was doing for them.

- g) **Description of buildings and grounds:**

The core of the school is the Victorian house, Burys Court, which is set in 12 acres of grounds surrounded by agricultural land. In the house we have a variety of rooms of different sizes which provide us with an oak panelled entrance hall, a music and drama room, a panelled dining room, Principal's office, staff room, office, kitchen, larder and preparation room, Art Room, Science Lab, two computer rooms, Therapy Room, ten classrooms, Medical Room, five cloakrooms, and Head, Bursar, Deputy Head and Senco's offices. In addition we have a large gym, a DT room and Little Berries Early Years Nursery. Part of the cellar is in the process of conversion into a drum and percussion suite. There are 12 acres of grounds laid out with specimen trees. The walled garden is used for gardening club and as a football pitch. There is an open-air swimming

pool and changing rooms. The South Lawn is used for tennis in summer and has a climbing frame and ropes course. There are climbing trees used under supervision. An area of woodland is used for dens. We have our own cricket pitch in front of the school.

Consultant's comments:

The house and grounds are as is described above but they were in a poor state when the present administration took over a few years ago. A great deal of work has gone into the transformation of this property and the grounds into a thriving school and the upkeep is expensive and constant. There are some excellent play areas with kit provided by the "Court Circle" – the parents' support group - and the children appreciate and enjoy the freedom and space they are given. There is still much work to be done in areas like the Gym, but the inside of the school is generally in good order and well decorated with welcoming colours and impressive displays of the children's work on the walls. The classrooms are mostly small and inviting rooms but the old-fashioned desks should be replaced as soon as it is feasible. The oak panelling and some remarkable ceilings add beauty to the surroundings.

h) Pastoral care arrangements:

Our Pastoral Care Officer is Mrs Roz Clark. She is also our Child Protection Officer. The Principal is CPLO for MHSET schools and conducts insets in Child Protection. Form teachers provide pastoral care and take PHSC lessons. English teachers act as personal tutors for the children who are on the SN Register. A counsellor is available, if needed, to provide counselling with consent and involvement of parents.

The school is divided into two houses, Galahad and Lancelot and a variety of cups and trophies are awarded for individual and team achievements. We are a small family run school which has an ethos of caring for the individual and their specific needs in a happy and enjoyable environment.

School lunches are included in the fees so that the pupils can have a hot meal in the middle of the day which is cooked on the premises from fresh ingredients.

Consultant's comments:

There are good pastoral care arrangements and the pupils are well looked after with clear written policies – and they are supervised at all times to ensure their safety. The First Aid procedures are well known to the staff and several have first aid certificates. There is also a medical room with a fold-up bed and the room doubles up as a small classroom; the school also maintains a sound log of the fire drills. The school lunches in particular were praised by the group of students whom we saw separately and we certainly enjoyed our lunch.

Material to be studied in advance of visit

5. Documents required as detailed on the checklist. For completion by consultants only.

Consultants – please comment on each of the following:

Prospectus, including staff list:

*The Prospectus is a colourful A4 folder, with attractive photographs of the pupils, which contains a series of A4 sheets that give a comprehensive and welcome overview of the school, its ethos, its curriculum and the wide range of activities practised by the school. It is a thoroughly unpretentious document, which is attractive and welcoming, and a great improvement on some of the overblown and glossy documents we so often see in schools. The **Staff List** contains 9 staff who have full dyslexia qualifications – very impressive.*

Special Needs Policy:

*This is an excellent document – it covers **Mission Statement, Aims and Objectives, Educational Inclusion, Special Educational Needs, the Role of the Principal, Assessment and Monitoring, Access to the Curriculum, Partnership with Parents, Child Participation, Monitoring and Evaluation, Accessing Learning Support, Complaints, Phono-Graphix, Speech and Language Therapy, Additional Areas of Difficulty, CReSTeD, Curriculum, IEPs and the Disability Discrimination Act.** It is well-written with clarity and simplicity. In the **Aims and Objectives** section, it states that **in our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel they are a valued part of the school community.** These are top grade aims.*

Fees and compulsory extras for dyslexic pupils:

*In the **Special Needs Fees**, the document also states that **in addition to Specialist English teachers, our Maths, Science, IT, DT and Art lessons are taught by teachers with specialist dyslexia qualifications or have the course designed to be “dyslexia friendly”.** Almost all our teachers, including mainstream teachers, have received instruction in the needs of dyslexic pupils.*

Staff Handbook:

*This is another excellent document. It contains an **Introduction, Aims and Objectives, General Information and Procedures** – in which there is a first rate section on **helping the dyslexic child – Health and Safety procedures, Staff details and Responsibilities and Appendices.** This is another well-written and fully comprehensive document of about the right length.*

Timetable (including Special Needs Provision):

This is a well balanced timetable, restricting the more academic subjects to the morning and the creative subjects to the afternoon

School Development Plan: This is an impressive document running to 24 pages. It sets out the current position of the school, the changes since 2006, then considers the Structure, Curriculum, Quality of the teaching and learning, Premises, Equipment and grounds, Fire, Security, Health and Safety. There is a detailed program of work together with outcome and future plans for the improvement of the school. The Development Plan is for the period 2005 – 2010 and is dated September 2008. This is a working document of considerable value.

Consultants to comment generally on website content:

*The Moon Hall website is welcoming, informative and easy to navigate – there is a particularly sound introduction to dyslexia. It also contains **Vision, The Curriculum, Admission, Dyslexia, Contact, Parents, Come and Visit, and Finding Us.** The Bury's Court site contains a good **Mission Statement** and is excellent on the **Phoenix Centre.** It has the headings: **The School, Moon Hall Phoenix Centre, Contact Us, Activities, Admissions and Parents.***

Staffing and Staff Development

6. a) **Qualifications, awarding body and experience of all learning support staff:**
All Special Needs English staff have an additional qualification relating to the teaching of children with Specific Learning Difficulties. Qualifications include: RSA/OCR Diploma; BDA Diploma; Hornsby Diploma; Phono-Graphix Certification (P-G training given in house).

Principal: Mrs Berry Baker, BA Hons (History), PGCE, (Leeds) BSc Hons (Psychology), (O. U.) BDA Diploma, (HADC) AMBDA.

Head: Mr David Rowlands, BSc Hons Psychology, (London), PGCE, Bristol.

Director of Studies and Head of English:

Mrs Fiona Mulliner, B.A. Hons., (University of Essex), P.G.C.E.,
HADC Dip SpLD, Cert Phono-Graphix.

SENCO: Ms Emily Mcghee, B.A., History, (Sydney)
Dip SpLD HADC, Cert Phono-Graphix.

Speech and Language Therapist: Ms Becky Clark, MRCSLT, MASLTIP,
B. Med. Science (Sheffield)

Occupational Therapist: Mrs Susan Hope, Dip COT, SROT, Cert. Phono-Graphix

Learning Support Teachers:

Mrs Helen Andreadis: B. Ed. Hons.,(South Bank), HADC OCR SpLD Certificate,
Cert. Phono-Graphix

Mrs Erica Cleland, Hornsby Dip SpLD

Mrs Betsie Fitzgibbons, B.Sc. Hons., Maths (Witwatersrand), Dip. Ed. (Capetown)

Mrs Sarah Hallsworth, B.A. Hons., Business Studies (University of West of England)
Hornsby Certificate in Dyslexia and Literacy, Cert. Phono-Graphix.

Mrs Kim Harper: BSc Hons, (Hull), PGCE, (Oxford Brookes), Hornsby Dip SpLD,
Cert. Phono-Graphix

Mrs Jane Hayward: BA Hons,(De Montfort), PGCE, (Walsall),
R.S.A. Dip SpLD, (Surrey College) Cert. Phono-Graphix

Learning Support Assistants:

Mrs Hilary Mills NNEB (Croydon College)

Mrs Catherine Salvi, C. E.L.T..A. (Cambridge/RSA)

Other Teaching Staff with SpLD qualification or Certificate in Phono-Graphix

Deputy Head (Pastoral): Mrs Rosalind Clark, BA Hons English and Drama,
(Roehampton), PGCE, (Bognor Regis) Cert Phono-Graphix

Head of Lower School Mrs Diana Keogh Cert. Ed, (Bedford)
Cert Phono-Graphix

Mrs Christine Jackson BA Hons, PGCE, (London)
P.G. Dip in Dyslexia and Literacy (Dyslexia Action/York)

Mrs Margaret Munday BSc Hons (Econ), (London) PGCE, (Durham)
Cert Phonographix

Ongoing Training:

Regular inset courses on Child Protection and First Aid.
Attendance at conferences and exhibitions e.g. Patoss, Bett,
Individual courses e.g. Mrs Fitzgibbons – Unicorn Maths,
Also 'Visualising and Verbalising',
Phono-Graphix training is given in-house by Mrs Pamela Lore.

Consultant's comments:

There are 9 staff who have full dyslexia qualifications and the rest of the staff appear to have a good working knowledge of and empathy with dyslexia.

- b) **Class sizes – mainstream:** A maximum of 14

Consultant's comments:

These small class sizes are excellent for all the pupils with SpLD – and for these who do not have SpLD

- c) **Class sizes - special needs:** English teaching groups of a maximum of seven children. One to one or groups of two or three children where appropriate.

Consultant's comments:

These class sizes are both necessary and workable. The children learn fast and with individual attention. There are also class assistants who, most unusually, are fully trained teachers.

- d) **Staff development and in-service training of learning support staff within last 18 months:** Child Protection Training done in house - most recent 02/09/08

Support is given to staff who wish to extend their qualifications e.g. Mrs Salvi is about to commence a one year course at HADC with our sponsorship.

SENCO attended Patoss Conference 2008
Brain Gym. Visualising and Verbalising. Unicorn Maths.
See list of training courses.

Consultant's comments:

In 2007 to 2008 some 21 Staff Training sessions were undertaken. These covered Phonological Awareness, Curriculum organisation and other areas of professional interest. Some were INSET and some out of school at day courses. Since the beginning of this September term two courses have been attended by the majority of staff.

Policy and Philosophy with Regard to Dyslexic Pupils

7. a) **Policy statement with regard to dyslexic pupils:**

Our policy is to provide for the needs of dyslexic pupils, both academic and social. We seek to raise self esteem and develop strengths whilst giving skills, strategies and remediation for weakness. Our SEN policy is attached.

Consultant's comments:

As far as we could judge during our visit and in the classes we attended, the school is succeeding in translating this policy to the classroom.

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

On an initial enquiry, usually a phone call, details are taken including enquiry date, name, address, phone number, date of birth, age, peer group, date requested to join, present school, whether any special needs, is there an Educational Psychologist's report and what has brought them to Bury Court/MHC. We tell them about the school, answer any questions and send a prospectus.

The next stage is a visit by parents for a tour of the school and a meeting with the Principal to talk about their child's needs and what the school can offer.

Stage 3 is the child spending a day at the school so that we can see whether he/she will fit in and whether we can meet their needs. Parents of pupils with special needs are asked to supply copies of any Educational Psychologists reports and fill in a questionnaire. During the day visit the SENCO will see the child and make an assessment and all teachers will supply comments on behaviour and ability.

An offer can then be made in most cases and parents complete a Registration form, an Acceptance form, agree to the school's Parent-School Contract Standard Terms and Conditions and pay a deposit to secure the place.

In general, we accept children who have an IQ in the average band or above and do not have behavioural difficulties, unless we think that the behavioural difficulties are as a result of frustration due to dyslexia and will improve in the right environment. We are able to help with a small number of other difficulties, especially where the child has been with us from the nursery, but we do not normally accept children with autism, Aspergers, severe speech and language difficulties, ADD or ADHD because we do not have the appropriate resources.

Places are offered based on availability and in accordance with the Code of Practice for Schools, Disability Discrimination Act 1995.

Consultant's comments:

The policy of the school is very clear and the trial day seems to be thorough and enjoyable.

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

The timetable aims to have academic subjects, especially English and Maths, in the mornings and creative subjects and activities later in the day. We aim to deliver the National Curriculum plus while developing literacy and numeracy skills. We ensure that teaching is structured, cumulative and explicit with built in opportunities for overlearning. Before every term there is a staff meeting at which the SENCo provides a resume of each new dyslexic pupil, including strengths, weaknesses and needs. The school promotes those areas in which dyslexic children might excel, such as IT, DT, Art etc. The children are set for English so that the dyslexic children can have their lessons at the same time as the non-dyslexic children. Wherever possible support staff are provided to help the dyslexic children in class. Lots of thought goes into providing interesting opportunities for learning on and off site.

Consultant's comments:

We were impressed not only by the amount of teachers in this school who are fully qualified dyslexic teachers but also by the range of knowledge and empathy of the other teachers. The pupils we spoke to rated their teachers highly and we found the teachers' expertise in SpLD in this school as a whole greater than in many schools we have visited. To have 2 fully qualified dyslexic teachers in the classroom for a lesson is unusual and can only greatly benefit the pupils.

School Organisation

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

School week: Monday to Friday 8-30 to 4-00 except for Early Years, Reception and Years 1 & 2 who leave at 3-30.

Length of lessons in senior school: 40 minutes. 8 lessons per day.

Long break in the morning. Short break after lunch.

Academic subjects timetabled in the morning as much as possible. Games, PE and creative lessons in the afternoons.

Consultant's comments:

Given that Moon Hall College and Bury's Court are set up primarily to teach SpLD pupils, the timetable is formulated to provide a "Whole School" approach to its pupils. The week's timetable allows for intense help in English and Maths and the more academic subjects during the morning, with arts and less cognitively demanding subjects during the afternoon. The long break in the morning is of 40 minutes duration allowing for pupils to let off steam in the extensive back garden area. A large Adventure multi-purpose climbing frame, slide etc. is a very popular feature and was in full use on the day of inspection. Staff supervision oversees this break. The staff room with large windows overlooks this area.

b) **Implementation of National Curriculum considerations:**

Our schemes of work follow the National Curriculum strategies. Our curriculum is adapted to our pupil's special needs and prepares children for national qualifications where appropriate. Work is levelled according to National Curriculum guidelines.

Consultant's comments:

The OfSTED report speaks of all subjects in Key Stage 1, 2 and 3 being taught together with Religious Education and personal, social and health

education. The school follows the National Curriculum, adapting it to the needs of its pupils. A modified mainstream curriculum in some areas of specific need was observed to be working well.

c) **Details of arrangements for dyslexic pupils, including prep / homework:**

Homework is limited to two subjects plus personal reading per night. Homework books are checked daily by staff to ensure pupils understand what is required.

Consultant's comments:

The Homework books are large – too large to be misplaced in a pocket! – with clear, detailed recording of homework with a space for parental feedback to be recorded on a daily basis if necessary. Those seen were up to date and an effective means of information sharing. Commendable.

Teaching and Learning

9. a) **Lesson preparation and delivery:**

Short, medium and long term plans are monitored by the Headmaster and Director of Studies. Some lessons have been observed and it is intended that the number observed will be increased and be conducted by our new Director of Studies.

Consultant's comments:

The majority of staff had proformas supplied by the school and adopted by the staff for lesson preparation. These were used extensively and effectively and are very much the backbone of the lesson preparation and evaluation and are a model of good practice. 10 lessons were observed over the course of the inspection: 1 satisfactory, 4 good, 3 very good and 2 excellent. A4 exercise books are used as well as A4 folders for the older pupils. All lessons were paced appropriately with staff sensitively handling their charges as partners in learning.

Class sizes ranged from 1:1 through 5 to 13 (7 or 8 is the norm), 13 being the exception. In the specialist dyslexic lessons phonetic, multisensory, kinaesthetic teaching was observed. In other lessons the "whole school" approach was clearly in place. Having 9 staff with specialist Dyslexia and SpLD qualifications is a positive advantage as this allows pervading help in all subjects to be given. Staff are a cohesive group who work together to give appropriate support to their charges. Staff are very aware of the time constraints in delivering information in 40 minute lessons and demands for clear organisation to operate.

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

IEP's are written termly for children on the SEN register and every half term for children in our specialist unit.

Two IEP's attached

Consultant's comments:

IEPs are used most effectively, are clearly formatted with excellent achievement criteria, strategies and filled-in outcome. These are models of good practice – commendable.

c) **Records and record keeping:**

All the SEN documents are kept in a locked filing cabinet in the SENCO's office and all child protection documents are stored in a locked filing cabinet in the Principal's office. Other records are kept in the school secretary's office. We re-assess reading and spelling every six months using standardised tests. We use the group reading Access Reading Test, the GL Assessment single word group spelling test and individual GL Assessment single word reading

test. All test results are entered on our data base, enabling each pupil's progress to be tracked during their time here. Detailed reports including examination results are sent out to parents in December and July. Writing progress is tracked half termly by means of progress books which are levelled according to National Curriculum standards. The Maths department also tracks pupil's progress using standardised tests.

Consultant's comments:

The record keeping in this school is generally excellent – all the test results are well documented and fully up to date. The personal files in SENCO's office are well maintained and comprehensive. The Pupil Information Folders in the Staff Room cover all year groups. This includes a School Action Sheet, which contains EP reports, levels of support, statements, date of birth, and IEPs. There is also an excellent Pupil Information Sheet on strengths and weaknesses and some sound advice on class support – with 12 pointers. There is also a Sanctions file, which is kept in the staff room. The school is to be congratulated on the high standard of its administrative paper work.

d) Examinations / test results (where applicable):

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	2	n/a		
Dyslexic Pupils	2	n/a		

Key Stage 3	No. of Year 9 pupils entered	English		Maths		Science	
		L5+	A/D	L5+	A/D	L5+	A/D
Whole School	0						
Dyslexic Pupils	0						

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	0						
Dyslexic Pupils	0						

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

As the school is in its infancy we are working towards KS2 and KS3 tests, GCSE's, Life Skills courses and OCR examinations in IT.

Any other information: We have two severely dyslexic pupils in year 11 who joined year 8 in 2006 unable to read. They have had an intensive course designed specifically for them and are working towards GCSE's, a Life Skills Course and IT qualifications.

Our first group will begin year 9 in September 2008.

Consultant's comments:

As yet no students have taken GCSEs. Year 9 have yet to complete Key Stage 3 assessment although the school does use KS assessment informally for year appropriate groups. A senior group of Year 9 pupils were observed to be working towards OCR Entry Level Life Skills course which will equip them for employment. They will spend a week joining their prospective employers for a week's work experience. They were very focused and enthusiastic about his. Two parents contacted spoke positively about this system of preparing their children for employment and how keen their children were.

- e) **Details of special examination arrangements requested and made for dyslexic pupils: n/a** Extra time in examinations is provided for the children who are on the SEN register. Pupils can also use laptops or have their work transcribed if necessary.
Consultant's comments:
The Director of Studies in liaison with the SENCO will gain examination concessions in due course for pupils on the SEN register
- f) **For completion by consultants only: Dyslexic pupils' responses regarding their school and teachers:**
A group of 9 students, 5 male, 4 female, age range 10 – 15, were informally interviewed to elicit their views about the school. 5 had been at the school for longer than 1 year and 3 there for less. They all, without exception, spoke fulsomely about their experiences at Moon Hall College and Burys Court, praising the small classes together with the specialist help they were receiving in both English and Maths and generally the help in all classes throughout the school. No bullying was reported although many had experienced some at previous schools. Pupils heaped praise on the staff – the History teacher came in for unanimous praise with his exciting lessons. The general feeling was of a very positive experience since joining the school; the grounds, freedom and home-cooked food were singled out for praise. This was a group of polite, well-mannered pupils – a credit to the school. They would all recommend the school to others.

Facilities and Equipment for Access to Teaching of Dyslexic Pupils

10. a) General resources for teaching dyslexic pupils:

We have a well-qualified and dedicated staff who work together for the benefit of all the pupils but have a special care for those who are dyslexic. We are able to teach the dyslexic pupils in small groups, matched according to their needs.

Since April 2005 we have renovated and equipped two rooms in the Learning Centre/A1 for the most severely dyslexic children to have intensive help. We have installed two computer rooms with interactive whiteboards, one of which is dedicated to the dyslexic groups. We have created a therapy room shared by the OT and SALT. We have renovated two group teaching rooms and created a SENCO's office. We have a dedicated Maths room with a teacher who is experienced and has taken courses in remedial maths.

Books and resources are currently stored in the SENCO's room and the group rooms.

Consultant's comments:

Given the foundation of the school some three years previously, the improvements made in both facilities and equipment is both surprising and commendable. This is seen very much as a beginning with an extensive "wish list" detailed in the School Development Plan.

- b) **Library:** We have discarded large numbers of out of date books in the last three years and are purchasing up to date ones as the budget allows. We still have a large selection of books in the library on the second floor but we are aware that it is in need of upgrading and are currently reorganising it. Our new Head of English, Mrs Fiona Mulliner, is going to take this in hand.

Consultant's comments:

Situated on the first and second floor, with easy open access, this is as yet in its infancy but is growing by the term with new stock. The clearout of old,

outdated books has resulted in an age-appropriate, interesting and varied collection of both non-fiction and fiction. The Head of English has realistic plans afoot for the library.

- c) **ICT:** We have installed two computer rooms with interactive whiteboards, one of which is dedicated to the dyslexic groups. We have interactive whiteboards in the Music/Drama room, Maths room and are currently installing them adjacent to the Science Lab and in the senior English teaching rooms. Simon Quail is our ICT specialist supported by a visiting technician. There is a range of software which is being extended as budgets permit. There is broadband access to the internet from protected computers. All pupils follow the National Curriculum for ICT and are taught to touch type from year 3.

Consultant's comments:

The Head of ITC is a knowledgeable enthusiast who inspires the pupils to be involved. 14 computers are held in the major ICT room and another 7 in the smaller computer room. Use is made of Microsoft, Windows, Office, Excel, Publisher, PowerPoint and others. Spelling, Maths, Vocabulary, Graphics Typing and History programmes are used effectively. There is a central server held in an admin area. The ICT document is both comprehensive and forward-looking. There are 6 Interactive Whiteboards linked to the ITC throughout the school and a further 3 screens ready for linking up soon. Work was taking place to install a further linkup of equipment whilst the inspection was taking place.

- d) **Learning Centre:** Only the most severely dyslexic children have lessons in the Learning Centre/A1. The other children are accommodated within the main school which is designed to meet their needs.

Consultant's comments:

There are 2 rooms especially created: Learning Support Centre and A1 which allow for 1:1 or small group input. The Learning Support is light and airy with well-stocked resources. Given that a "whole school" approach is central to the teaching of all pupils, specialist help is freely given within the main school lessons by those teachers who have specialist dyslexia qualification.

Statements of Special Educational Needs

11. a) **School policy:** We have not sought Approved status but will accept Statemented children if we are able to meet their needs.
Consultant's comments:
This is an appropriate policy and appears to be working well
- b) **Types of statemented needs accepted:** Dyslexia and dyspraxia (dyspraxia where there is co-morbidity), speech and language difficulties.
Consultant's comments:
It is clear that the school's policy here is working well; this, combined with the policy of potential pupils joining for a sample day, allows for careful assessment of whether the child will fit in and benefit from what the school is able to offer.
- c) **Number:** 6
Consultant's comments:
Of the 6 Statemented pupils, 2 are supported by LEAs, 3 are in process of going to tribunal and one is privately funded.

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 unanimous in their praise of the school. Comments like **change for the good, far more relaxed; reading and spelling progress is very pleasing and he is far more confident; happy and fulfilled, really enjoying the school.** Two said that had they more money they would willingly make good donations. The general feeling amongst parents was most supportive of all that the school had achieved in its short life 1 parent had 3 children at school and praised the school for tailoring the teaching to the child's needs. 1 parent had 2 children at the school. Communication with the teachers was highly praised - emails answered very quickly etc. All of them commented on children being happy at school with a noticeable growth of self-confidence. The school is to be congratulated on this response.*

<p>13. Head's / Principal's signature confirming accuracy of school's information (pre-visit):</p> <p>20/10/09</p> <p>Date:</p>	<p>Head's / Principal's signature confirming agreement to consultant's comments (post-visit):</p> <p>20/10/09</p> <p>Date:</p>
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14. *For completion by consultants only: **Summary of Report:***
*Moon Hall College and Burys Court is situated in Leigh, between Reigate and Dorking in Surrey. It is co-educational and caters for pupils from 7 – 16 years. The school is an Independent Charity, governed by Moon Hall Schools Educational Trust. MHSET specialises in providing education for pupils with Dyslexia and SpLD and a "whole school" approach to teaching both dyslexic and non-dyslexic pupils is followed. The school itself is a large Victorian building with extensive grounds of some 12 acres, including sports fields and an outdoor swimming pool. Moon Hall College and Burys Court was founded after MHSET had taken over Burys Court, then a traditional Prep school but with few pupils. Moon Hall School is registered with CReSTeD SP022/1996 and is a separate school some 10 miles away. Little Berries, the school nursery, is set apart in its own building and principally caters for children under the Government's Nursery Scheme. Moon Hall College and Burys Court must be seen as a **Work in Progress**, having gained DfES recognition in February 2006. A huge amount of renovation has already taken place, but there are further needs and plans in hand when finances allow - the original building was in a sad state of neglect. Both management and staff are very much a cohesive group – 9 have Dyslexia/SpLD qualifications – with a commendable ambition to provide good quality education to their pupils. Some 50% of the school have SpLD. Some pupils have other difficulties or have failed or been unhappy at larger schools and need individual special educational support. Others however, have been at the school since joining Little Berries or have come with dyslexic siblings. This is a school modelled very much on the original Moon Hall School, which is*

making good progress – the foundations have been laid and great strides are being made towards its goal of realising its full potential. Inclusion in the CReSTeD Register under SP is appropriate.