



Council for the Registration of Schools Teaching Dyslexic Pupils

**The Moat School
Registration - Category DSP**

Date of visit:	Tuesday 21 October 2014
Name of Consultant(s):	Mr Nick Rees

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
The Moat School Bishop's Avenue Fulham London SW6 6EG Tel: 0207 610 9018 Fax: Email: office@moatschool.org.uk Web: www.moatschool.org.uk	City	59 boys	Dysc Dysl Dysp ADD P&S	ISA
	Ind	14 girls		GCSE
	Day	Ages: 11-16		
Comments:				

Please note:

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

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It is not always necessary for consultants to enter comments, in which case the field will be left blank.

School Details

Name of school:	THE MOAT SCHOOL		
Address of school:	BISHOPS AVENUE, FULHAM, LONDON, SW6 6EG		
Telephone:	02076109018	Fax: n	NA
Email:	office@moatschool.org.uk		
Website:	www.moatschool.org.uk		

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

Name:	Clare King
Title (e.g. Principal):	Headmistress
Qualifications:	MBA, BA Hons, PGCE, Cert. SpLD
Awarding body:	Plymouth Uni, Nottingham Trent, UWE, OCR

Consultant's comments

Clare King is a very experienced and well-qualified senior manager and leader having been deputy head of The Moat School for a number of years. She was appointed to headship in January 2013 and is effective, efficient and already well respected in the field of SpLD.

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

Name:	Catherine Marchant
Title (e.g. SENCO):	Deputy Head

Consultant's comments

Catherine Marchant is an appropriately qualified and experienced head of special provision. She is highly thought of within the sphere of SpLD.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

1. Background and General Information

1. a) Dep't of Education Registration No.: 205/6395

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	59	59	11-16
	Girls:	14	14	11-16
Boarding:	Boys:			
	Girls:			
Overall total:		73	73	

Consultant's comments

The school is of the size whereby all pupils receive a significant amount of support and specialist input.

c) Class sizes – mainstream: Maximum of 10

Consultant's comments

This is a suitable pupil/staff ratio for effective teaching and learning opportunities.

d) Class sizes – learning support: Small groups and 1:1

Consultant's comments

The involvement of therapists and specialist teachers allow for great flexibility with pupils targeted for additional intervention as necessary.

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

ISI Integrated Inspection March 2013

It reported that the contribution of the arrangements for pastoral care is excellent.

The school fully succeeds in its aim to nurture the pupils in a safe and supportive environment. The staff offer excellent support with the atmosphere quiet and supportive; teachers have gentle but firm control with highly effective strategies to manage behaviour issues. Both pupils and parents are appreciative of the support they receive. Healthy eating and regular exercise is encouraged. The elected school council gives the pupils opportunity to air their views.

Independent Schools only

f) Current membership (e.g. HMC, ISA etc.): ISA, CReSTeD

Consultant's comments

Membership of these associations benefits the school providing advice and support within the independent and SpLD sectors. This contact ensures that neither The Moat School nor the staff are isolated from events and initiatives in the wider world of education.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

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).

Information
Provided

ii. Recent Inspection reports

iii. Details of Fees and compulsory extras for SpLD pupils

The fees are detailed in the handout with staff list. There are no additional fees other than residential trips (for which there are bursaries)

Consultant's comments

i. In the absence of an updated prospectus the additional information provided to the parents in clear and comprehensive. It compliments the information on the website.

ii. The ISI Integrated Inspection Report of 2013 – summary of main findings

Achievement and Learning – good

Curriculum and Extra-Curriculum – excellent

Teaching – good

SMSC – excellent

Pastoral Care – excellent

Welfare, Health and Safety – excellent

Governance – good

Leadership and Management – good

Recommendations

Implement next stage in process of self-evaluation and development planning

Work with Head of Departments to formalise this self-evaluation and planning

Include in staff development use of new software programs so that pupils can take advantage of all assistive features and further training for staff working with pupils with ASD.

iii. The information regarding fees is informative and transparent.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school
- The Moat School aims to identify and nurture the extraordinary talents and creativity that dyslexic children often possess to enable them to flourish, experience success and fulfil their potential, in a safe and supportive learning environment. We aim to help each pupil:
- Realise their full intellectual and academic potential
 - Develop and nurture self-esteem, skills and natural abilities
 - Motivate pupils towards independence in learning and everyday life
 - Take public examinations and prepare them for further and higher education or vocational training

Consultant's comments

These four main aims epitomise what The Moat School is all about. Working in an integrated way for the development of the whole child. It is admirable and is very much in evidence in the school's documentation e.g. the comprehensive special educational needs and disability plan, the specific learning difficulties policy, talking to staff, pupils, parents and governors, in lesson observations and when walking around the school.

Criteria
1 & 2

- b) Please indicate copy of the whole school Staff Handbook (SH) enclosed Information Supplied
- c) If not within SH, please provide copies of whole school 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 Information Supplied
 - iv. Admissions Policy/Selection Criteria
 - v. Identification and assessment



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

Consultant's comments

i. The SEND/SpLD Policy is information and comprehensive. It is strongly linked to the departmental self-evaluation and development plans including: Characteristics of the SEN department, the quality of academic and other achievements and the effectiveness of leadership and management.

Details of what have been the main improvements since the last inspection are comprehensive and indicative of how the process of self-evaluation has been integrated throughout the school. The development plans are displayed in the staffroom for hand-written annotation for updates and completion.

ii. Support for the schools SEN/SpLD policies from SMT/SLT is seen in the documentation and in talking to staff about the support they receive. Working as a team is integral to The Moat.

iii. Support from the governors is clearly demonstrated with regular visits to the school and support for the SMT/SLT especially the Head and in attending functions e.g. Founders Day in September each year and the regular concerts and fund-raisers. There is a clear statement on the responsibility of leadership and governance.

iv. The Admissions Policy is clearly written and includes details of open days and evenings as well as the stages in the admissions process.

v. The Identification & Assessment Policy Statement is linked to the admissions policy of The Moat School.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

Criterion 4

- d) Give specific examples of the whole school response to SpLD Skills for Learning sessions with Academic Mentors, high levels of specialist staff, intensive staff training programme, use of qualified LSAs at KS3, laptops, data Projectors in all teaching areas and multi media equipment, comprehensive Access Arrangements in place for all public examinations, small groups for teaching, extensive therapeutic provision of OT, SaLT and Counselling on-site, music therapy, detailed 'Curriculum Mapping' to enhance old IEP style reporting, Annual Reviews for all pupils, strong multi-sensory teaching in all departments, sensory diets and movement breaks and brain gym, paired reading support for the whole school.

Consultant's comments

The Moat School operates an effective integrated approach to teaching pupils with a wide range of specific learning difficulties, primarily dyslexia, with some co-morbidity of learning and social issues within the school population.

The school and its staff, teachers, Learning Support Assistants and therapists, are open to new ideas, therapies and strategies with regular training opportunities and visits from external specialist professionals. Initiatives such as Brain Gym, sensory diets (including movement breaks) are utilised across the school and Therapeutic 'tool kits' are in each classroom.

The SENCO also provides INSET training on any new strategies and techniques that may prove useful and also provides the staff with a pupil 'sound bite' on a new pupil's arrival prior to the pupil summary being produced. Pupils are discussed at regular meetings.

- e) Number of statemented pupils: 53

Consultant's comments

This is a significant number that requires documentation and staff to be available for the annual review meetings throughout the year as well as regular contact with the representatives of the various local authorities.

Independent
Schools
only

- f) Types of statemented needs accepted:

Dyslexia, dyspraxia, SpLD, high functioning ASD, associated needs.

Consultant's comments

The Moat School meets the needs of pupils with a range of specific learning difficulties. The majority of pupils, however, have Dyslexia and/or Dyspraxia as their prime learning difficulty. There are separate, detailed, policies detailing how the school approaches the teaching of these pupils.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

3. Identification and Assessment

Criterion 1
DSP 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:
Screening as part of a two day Acquaint process, School transfer reports, Professional reports such as Statement, EP report, parent meeting, in-house SaLT and literacy screening
- Consultant's comments**
The procedure is comprehensive involving previous reports, up to date information and the professional views and findings of both the teaching staff and the therapists.
- b) Give details of what action you take when children are identified as at risk of SpLD
- All classes comprised of 10 pupils or less
 - Specialist teaching staff trained to meet needs of learners with SpLD at post graduate level
 - Academic mentoring by specialist teacher in a group of 5 pupils or less
 - Access to direct, on site Speech and Language Therapy – individual where necessary
 - Access to direct, on site Occupational Therapy – individual where necessary
 - Open Door therapeutic offer, 'Come and Talk'
 - Specialist Learning Support Assistants
 - Annual progress review meetings
 - Enrichment programme of creative, sporting, recreational and technological activities
 - Assessments for and provision of Access Arrangements for public examinations
 - Specialist careers advice and Connexions interviews
 - Wireless enabled laptop computer
 - Access to specialist software e.g. Dragon, Inspiration, TextHelp, Rapidplus, Wordshark, Nessie

Consultant's comments

The school is actively engaged in providing support for the pupils, who all have a diagnosis of SpLD, at every stage in their development. As the school is small and nurturing problems and issues are quickly recognised, support put in place along with the appropriate monitoring.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

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

Pupils tend to transfer at the beginning of Yr 7 when the Statement is already in place. If a pupil requires a reassessment, the school can suggest external professionals.

Consultant's comments

The majority of pupils who attend The Moat School are funded by their local authority. With few exceptions, pupils arrive in Year 7 with a full educational psychologist assessment. Additionally many pupils also have a statement of educational needs. The need for a full assessment for SpLD is rare after the pupil has been admitted but the school is able to provide a comprehensive Occupational Therapy and/or Speech and Language assessment report, alternatively it can provide contact details of external professionals for parents if required.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

4. Teaching and Learning

4. a) How is the week organised?

The timetable runs Monday-Friday and is divided into 6 hour long taught periods; SFL takes place 3 times each week for KS3 and twice for KS4, Enrichment takes place 4 days per week and PSHE once, taught in both Forms and Year groups.

Consultant's comments

The school day is well organised with an efficient and effective timetable.

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

Homework is managed by subject teachers and collected by Form staff. Parents and pupils receive a two week homework timetable for KS3 and one week for KS4. Pupils are provided with two pieces of homework per night. Tasks are predominantly over-learning or consolidation exercises and relate directly to material taught that day. On-line resources such as Mymaths, Logon Science and Rapid Plus form part of homework delivery. One Learning Support Assistant has extra responsibility for one to one homework support for specific pupils. Skill for Learning Mentors support the independent study of KS4 pupils who have a greater degree of independence and responsibility for working at home.

Consultant's comments

The whole school is committed and organised to teach SpLD pupils in the most effective way and to enhance the learning experience in a multi-sensory and integrated manner. Homework is set and supported through a mentoring process. In Year 11 pupils receive more opportunities for revision and study supported by a teacher.

Criterion
3 & 4

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

- *Curriculum subjects*
- *Literacy support*

Bespoke timetable following National Curriculum bar modern foreign languages, literacy and numeracy embedded in curriculum and small group Skills for Learning lessons.

Consultant's comments

Lessons are well planned and teachers use a variety of multisensory techniques and differentiation strategies to enhance the learning opportunities. The subjects on offer are both practical (such as Food Technology) and academic. Pupils are, on the whole, motivated to learn and most pupils play an active part in the majority of the lessons. Pupils are encouraged to show initiative, work together and independently. Pupils are well behaved and show respect for the staff and for their environment. The teaching and organisational style is firm but relaxed. Good use is made of the teaching assistants. IT is used appropriately for both teaching and for recording work. It is clear that the majority of pupils are making progress in their skill base, knowledge and understanding during the lesson.

Literacy is supported throughout every subject in the curriculum. The development of listening, speaking, writing, reading and spelling along with punctuation and grammar is integrated and a focus in all lessons.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

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

The school employs a comprehensive Curriculum Map for each pupil each term incorporating academic, pastoral and therapeutic targets. These are reviewed and reported on each term.

Please indicate two examples enclosed

Information
Provided

Consultant's comments

Individual Curriculum Maps are comprehensive and available to all staff via the school's management information system. ICMs are sent home to parents within the first two weeks of each term. The ICM includes basic personal information e.g. name, form tutor, mentor and form group There is a general special provision section highlighting the provision available to all pupils in the school. There is a summary of the specific learning needs of the individual followed by a specific section detailing the additional individual provision for the pupil, including the frequency and target areas. One method of monitoring progress is that each pupil has a copy of their individual targets in their homework diaries. Staff record evidence of progress on this copy.

- e) Records and record keeping:

Data tracking from acquaint and point of entry to exit including but not exclusively literacy and numeracy standardised scores and specialist provision information, touch typing speed and accuracy, ICMS, Termly Report, Parents' Evening, Annual Review, baseline testing and value added at GCSE.

Consultant's comments

Records and record keeping are thorough and available to all staff via the shared staff resource area. Academic achievement is tracked using MidYIS results as well as the results from the summer examinations and NC levels taken from their work.

Data from standardised testing is scrutinised and used to inform planning and to asses how well the pupils are moving towards their predicted grades or moving beyond these. Other assessment tracks annual literacy scores, word recognition, SALT, OT, touch-typing and numeracy. Pupils are tested for dyscalculia where appropriate.

Reports are sent to parents termly. Attendance at Parents' Evenings and Annual Reviews (for all pupils regardless of whether they hold a Statement of Special Educational Needs) keeps the parents informed on a regular basis on the progress of their child. Additionally, following an annual evening where parents meet their child's Form Tutor and SfL Mentor, methods of weekly communication is established.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

Criterion 3 f) For comment by consultants only: Review history and provision made for two pupils.
 Information was gathered from two pupil files. Both had been at the school since Year 7. One pupil was in Year 10 and the other in Year 11. Both pupils had Individual Curriculum Maps detailing the provision received by the whole class, a summary of their specific learning difficulties and a section of individual provision. This detailed provision included enrichment choices, group communication, occupational therapy, paired reading, pastoral care, skills for learning and speech & language therapy. Information on the frequency, the size of the group (1:1 or small group) and the target areas was included with the name of the member of staff responsible for the delivery of the provision.

 These ICM are termly and the pupils' files included all previous ICMs. Termly Reports were also in the pupil file including any notes from parent teacher meetings or other contact via telephone, meeting or e-mail. Annual Review minutes and transition information was also detailed for each year the pupil had been at the school.

Criterion 3 g) Impact of provision – assessment summary for all pupils (only fill in the Key Stages relevant to your school):

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	21	44%	24%	90%
SpLD Pupils	21	44%	24%	90%

h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:
 Functional skills, BTEC Home Cooking, Edexcel Maths Award.
 Details of all literacy and numeracy assessments can be provided.
 Consultant's comments
 The school provides opportunities for pupils to follow alternative courses for examinations other than the standard GCSE as appropriate.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

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

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

- Classes of no more than 10 pupils
- Specially designed curriculum
- Enrichment programme
- Laptops for all pupils
- Multimedia and wireless access in all subject areas
- Specialist support software – e.g., Dragon
- In-house development of resources
- Skills for Learning sessions for all pupils
- Careers programme
- Work Experience programme
- Access Arrangement Testing
- Specialist teaching

Consultant's comments

The school is very well resourced and each year aspects of the building are upgraded. The common parts and a number of classrooms have been recently painted using a dyslexia friendly palette with new carpeting in key areas to follow. New chairs have been bought for the classrooms. A majority of the pupil's desks can be adjusted for height and can be put at an angle to aid writing. Each classroom now has a 'tool kit' to ensure that the appropriate equipment is available e.g. fiddles, overlays, wobble cushions etc.

Criterion 5.2 b) ICT:

Wireless network enables Dell lap-top computers for use at school and via VPN at home for all pupils and staff. New Media Suite houses 7 new Mac computers and recording and filming equipment. Music room features recording booth.

Consultant's comments

Recent migration to the Cloud has made access to IT more efficient throughout the school. New laptops for staff and pupils and a new Rukus infrastructure throughout the school has been introduced this term. IT programs to support learning are well utilised.

Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:

All pupils in KS4 are carefully screened by the school's specialist staff and applications for access arrangements made accordingly.

Consultant's comments

A great deal of work is involved from the school in ensuring that each pupil receives the level of support that they are entitled to when preparing and taking examinations.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

Criterion 5.4

d) Library:

Literacy library in staffroom to be used for paired reading and SfL. Old library area converted to the new Media and Drama Suite and Locker Room renovated to make comfortable Common Room for pupils to read magazines and books in breaks.

Consultant's comments

For a relatively small school with limited space this is an imaginative use of space that provides the pupils with access to information as well as opportunities to enjoy reading for pleasure in a relaxed atmosphere.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

6. Details of Learning Support Provision

DSP 6.1

6. a) Role of the Learning Support Department within the school:
Specialist school so specialist support is embedded throughout.
Consultant's comments
There is no need for a learning support department as the whole school is organised to support pupils with SpLD. Specialist support, including Learning Support Assistants and therapists all work together to support the pupils.
- b) Organisation of the Learning Centre or equivalent:
Specialist school so specialist support is embedded throughout.
Consultant's comments
There is no need for a learning centre or equivalent as the whole school is organised to support pupils with SpLD.
- c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?
All subject Heads and the SENCo have input into curriculum design and delivery.
Consultant's comments
The staff work as part of a team to ensure that every subject is designed to be taught with a consistent approach using effective teaching strategies to promote efficient learning in a multi-sensory way. The team includes the teaching staff, Learning Support Assistants, SALT, OT, music therapist and a counsellor.

The SEND Development Plan is thorough and comprehensively covers every aspect that the school has indicated requires improving or developing further.
- d) Supporting documentation:
- vi. SEND Development Plan (or equivalent)
 - vii. Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff
 - viii. List of known SpLD pupils in school
- Information Provided



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

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
Staff are very well qualified. There is a commitment to on-going professional development to ensure that all new staff work towards a qualification in the teaching of SpLD if they do not already possess a suitable qualification. Approximately 90% of all teaching staff hold at least a level 5 or above qualification in the teaching of SpLD. All Learning Support Assistants have a level 3 BDA qualification.
- DSP 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)?
Yes.
Consultant's comments
There is a commitment to on-going professional development throughout the school not only for a qualification but to explore new initiatives in the world of SpLD.
- 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?
The Moat School staff are committed and motivated to deliver the most appropriately planned and delivered lessons they can. INSET on teaching strategies and learning styles are regular and staff appraisal including lesson observation is taken seriously and is fully integrated into the whole school development plan.

Brain gym, sensory diets and associated movement breaks are incorporated, if necessary, into all lessons.

All pupils have a student journal that they take to all lessons. Attached in the front cover is a sheet with reference to their individual pastoral, skills for learning, paired reading and if appropriate SALT and OT targets. All staff can make comments and sign these targets off when met.



It is not always necessary for consultants to enter comments, in which case the field will be left blank.

8. The experience of parents & pupils regarding the school, in particular, its response to SpLD pupils

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 prior to the visit. All spoke most highly of The Moat School. They indicated that it was fantastic, amazing and provide spectacular support. All parents reported that their children were happy at the school and were making progress. For a few, the school had "saved their child". They all felt that the staff were caring and devoted to their children with every issue both academic and pastorally being very well catered for. A few spoke of being emotional at 'Founders' day' and at Annual Reviews as the support from the school and the progress their child had made went far beyond expectation. "Never a stone unturned by the amazing bunch of people to get the best out of their children". A few also spoke of the teaching strategies stating that the teachers had creatively removed one of the difficult aspects of learning by taking away the need to copy large amounts of text yet covering all of the appropriate content e.g. in Biology and History. All parents felt that their child's confidence and self-esteem had improved.

One parent felt that a bonus would be for the school to organise an outreach program whereby pupils could ask advice from staff or peers once they had left the school. If they were experiencing difficulties in their new college/school or at their first place of work this type of support could keep them on track and be most beneficial.

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

Six pupils, three boys and three girls ranging from Year 8 to Year 11 discussed their experiences at The Moat School. The length of time at the school varied from 6 months to 4 years.

All pupils spoke highly of the school and of their teachers. They appreciated the small class sizes that afforded them greater access to support. They found the Learning Support Assistants very helpful. They appreciated attending a specialist school, as they felt more comfortable learning with peers who had similar difficulties and were less embarrassed in lessons if they made mistakes. They stated that as a small school they all got on well enough with no fighting or major falling out. They all felt that their skills, knowledge and understanding had developed and that they had made progress during their time at the school. The younger pupils appreciated the 1:1 support lessons with the speech & language therapist and the occupational therapist. The older pupils felt that the school had adapted to their changing needs over time e.g. they may no longer require therapeutic support or help with their reading. They all reported that they had more confidence and their self-esteem was higher than when they entered the school.

They would like a greater choice of GCSE options and more after school clubs but realised that in a small school these could be costly.



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.

Criteria	ALL
1. The school or centre implements a thorough and rigorous process for identifying children with Specific Learning Difficulties (SpLD)	Y
2. The Senior Management Team and, in the case of schools, Governors, fully support the provision for SpLD pupils.	Y
3. The impact of the provision for SpLD pupils is measured (a system to regularly monitor provision for pupils and to assess their achievements).	Y
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.	Y
5. In Addition:	
5.1 Resources for learning appropriate to the level of need.	Y
5.2 IT provision relevant and of high quality, including up-to-date and regularly used programs for SpLD pupils.	Y
5.3 Access arrangements for all examinations sought as needed. Assessments for access arrangements must comply with Joint Council for Qualifications guidelines .	Y
5.4 Specific structured, cumulative and multi-sensory teaching materials to address literacy with SpLD pupils.	Y
5.5 An annual report for parents on the progress of pupils, who exhibit SpLD.	Y

Criteria	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	Y
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.	Y



Report Summary

Criteria	DSP
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.	Y
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.	Y

Summary of Report including whether acceptance is recommended:

The Moat School is a compact and welcoming inner city specialist school. The school has recently reorganised some of the interior spaces and has redecorated and carpeted the common areas and many classrooms and has also replaced the pupils seating. The school provides an excellent learning environment that is clean and tidy, well lit and ventilated. Displays are targeted to highlight curriculum and activities/events or teaching strategies and do not overly distract. The staff are very well-qualified and have a good range of experience. The pupils are friendly and work well in their lessons despite their specific learning difficulties. Pupil behaviour is excellent with rapport between staff and pupils firm but friendly. The school is fully supported by the parents who state that the school has worked beyond expectations for their children's academic and pastoral welfare. Although the school serves primarily pupils with dyslexia/dyspraxia the majority have Statements of Educational Needs and have co-morbidity with other specific learning difficulties. I recommend that The Moat School retain the DSP category.