



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator: Christine Hancock
Greygarth, Littleworth, Winchcombe, Cheltenham, Gloucestershire, GL54 5BT
Tel/Fax: 01242 604852; Email: admin@crested.org.uk
Registered Charity No. 1052103

Registration and Re-Registration Application Form

Please refer to the guidelines when completing this form

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

1. *Date of visit:* **18 September 2006**
2. *Name of Consultant(s):* **John Lewis**
3. a) **Name and address of school:** Moon Hall School
Pasturewood Road, Holmbury St. Mary, Nr.
Dorking, Surrey RH56LQ

Tel: 01306-731464
Fax: 01306 731504
Email: enquiries@moonhallschool.co.uk
Web: www.moonhallschool.co.uk
- b) **Name and qualifications of Head/Principal, with title used:**
Name: Pamela Loré
Title (eg Head Teacher
Principal):
Qualifications: MA Education, BA Hons. Dev. Psychology, RSA Dip.
SpLD., Dip. Inst. Linguists
Awarding body: Open University., Sussex University, RSA, Institute of
Linguists.
*Consultant's comments: Pam Loré has been head for 12 months and was
previously the Deputy Head and SENCO. This enabled a smooth transition when
the previous head teacher retired.*
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD
teacher:**
Name: As above
Title (eg SENCO): Head Teacher and Senco
Qualifications: As above
Awarding body: As above
*Consultant's comments: Mrs Loré has successfully incorporated the work of the
SENCO into her role as head teacher.*
- d) **Head/Principal's telephone number if different from above:**
Tel: As above

- e) **Unit/Senior SpLD teacher's telephone number:**
Tel: As above

Background and General Information

4. a) **Geographical location and position:** Rural location between Dorking and Guildford, Surrey
Consultant's comments: The school is in a rural location but close to several major areas of population. It is situated in the very pleasant grounds of Belmont School.
- b) **Foundation:** Christian
Ownership: Charitable Company
Governing body: Moon Hall Schools Educational Trust
Status: Independent charity
Consultant's comments: The Governing Body contains a wide range of expertise.
- c) **Recent inspections:** OFSTED – 8-11 May 2006
Consultant's comments: The OFSTED inspection carried out earlier this year found Moon Hall to be a very effective school which provides an outstanding education for pupils who have dyslexia. It praised the high commitment of all the staff, consistently good teaching, excellent progress in English due to extremely high quality teaching and the significant increase in the pupils' self-esteem and self-confidence. It found the links with Belmont School to be strong and highly successful. It commented on the exemplary behaviour of the pupils along with excellent relationships between children and staff.
- d) **Current membership:** Corporate member of BDA, IAPS

- e) **Numbers, sex and age of pupils: 94 registered pupils; 49 Belmont-based**

		Total	Dyslexic	Accepted age range
Day:	Boys:	84	84	7-13 years
	Girls:	10	10	7-13 years
Weekly boarding:	Boys:	20	20	7-13 years
	Girls:	2	2	7-13 years
Full boarding:	Boys:	n/a	n/a	
	Girls:	n/a	n/a	
Overall total:		94	94	

Consultant's comments: The school is operating at its full capacity. The small size of the school enables a "family atmosphere" to prevail, helping the pupils to gain confidence and raise self-esteem. The pupils are able to access all facilities of Belmont School and in doing so have all the advantages a larger institution can bring.

- f) **Aims and philosophy of the whole school:** Moon Hall's aim is to enable dyslexic pupils to acquire basic literacy skills quickly in order to fulfil their potential and to be able to access the curriculum in mainstream schools; the school's further aim is to re-build self-esteem and instil a sense of self-worth.
Consultant's comments: All indicators show that very good progress is made with the acquisition of literacy skills. Pupils are happy and confident.
- g) **Description of buildings and grounds:** We are a specialist school for dyslexic children with our own purpose-built school-house in the grounds of Belmont Prep School, which is set in 70 acres. The two schools are separate entities – each with a separate Board of Governors. We have a 'symbiotic' relationship with Belmont and aim to feed our pupils into Belmont after Year 5, although continuing to teach them English at Moon Hall, and Maths, if required. We share all Belmont's extensive facilities: sports hall, sports field, D&T facilities, theatre, dining hall, playground, swimming pool.

Consultant's comments: Pupils at Moon Hall benefit from the excellent facilities at Belmont School allowing for a richer and wider curriculum than could be offered if the strong links did not exist. Moon Hall itself is a pleasant, welcoming and modern building which provides appropriate accommodation for its purpose.

- h) **Pastoral care arrangements:** Our Pastoral Care Officer is Mrs. Fiona Mulliner. She is also Child Protection Officer and liaises regularly with her opposite number at Belmont. Form Teachers provide pastoral care for full-time pupils. English Teachers (Personal Tutors) provide it for Belmont-based Moon Hall registered pupils.

Consultant's comments: A very thorough and effective pastoral care system is in place. This is reflected in the comments from pupils and parents.

Material to be studied in advance of visit

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

Consultants – please comment on each of the following:

Prospectus, including staff list: *This is an attractive and very thorough document giving detailed information about all aspects of the school. It gives links to Moon Hall website if the reader requires even greater details for a variety of topics.*

Special Needs Policy: *This is a concise document giving information such as school organisation, admissions criteria and teaching arrangements. Other policy information is contained in the Staff Handbook.*

Fees and compulsory extras for dyslexic pupils: *The fees including additional lessons, are clearly listed in the prospectus. Other costs such as Speech & Language therapy and touch typing are also given.*

Staff Handbook: *This is a thorough document giving detailed information regarding all aspects of the school.*

Timetable (including Special Needs Provision): *The timetable shows the importance given to developing literacy and numeracy skills with the majority of these lessons scheduled for the morning session. Integrating the timetable with the lessons and facilities of Belmont School is a complex task as is the withdrawal of individual students for additional lessons including work with outside professionals. The smooth running of the school on the day of the visit was indicative of the thorough planning put into this task.*

School Development Plan: *This document details many initiatives and priorities and is largely based on a programme of self-evaluation. It is indicative of a school committed to ongoing improvement.*

Consultants to comment generally on website content

The school has an outstanding website giving detailed and up to date information about all aspects of the school. Additionally there is a great deal of information about dyslexia including links to many other websites.

Staffing and Staff Development

6. a) **Qualifications, awarding body and experience of all learning support staff:** All English and Topic teachers have an additional qualification relating to the teaching of children with specific learning difficulties or have had in-house training. Qualifications include: RSA/OCR Diploma; BDA Diploma, Hornsby Diploma; Phono-Graphix certification

Headteacher:

Mrs P. Loré, M.A. Education (O.U.), B.A. (Hons.) Dev. Psychology [University of Sussex], R.S.A. Diploma in Specific Learning Difficulties. Qualified Phono-Graphix Trainer, **SENCO** **

Senior Management:

Mrs V. Sutherland, Dip Ed. [Dundee], Teacher's Certificate, R.S.A. Dip TEFL, **DEPUTY HEAD** **

Teaching Staff:

Mrs P. Batchelor, CLANSA Cert.*, **ICT SPECIALIST**

Mrs N. Budd, B.A.(Hons.) Fine Art [London], P.G.C.E., R.S.A. Diploma in Specific Learning Difficulties, **HEAD OF SCIENCE** **

Mrs M. Cole, Teaching Certificate [Maria College of Education, Twickenham], O.C.R. Diploma in Specific Learning Difficulties [Hornsby International Dyslexia Centre] A.M.B.D.A. **

Mrs C. Domican, B.A. Hons (European Studies) [Lancaster]*

Mrs M. Greenslade, Teaching Certificate [King Alfred's College, Winchester], TRTS Cert. of Qualification to teach pupils with Specific Learning Difficulties, **HEAD OF ENGLISH****

Mrs B. Holdship, B.Ed. [Lady Spencer Churchill College, Oxford], R.S.A. Diploma in Specific Learning Difficulties. **

Ms C. Meacock, B.Ed. (Hons) [Worcester], Certificate of Professional Practice in Sp.L.D. [University of Surrey] **

Mrs A. Mitchell, Teaching Certificate [Eastbourne], Hornsby Diploma in Specific Learning Difficulties, R.S.A. Dip TEFL **

Mrs F. Mulliner, B.A.(Hons.) [University of Essex], P.G.C.E., O.C.R. Diploma in Specific Learning Difficulties, **MHS LIBRARIAN, PASTORAL CARE.** **

Mrs M. Newton, Dip. Ed. [Falkirk], Teacher's Certificate **HEAD OF MATHS****

Mrs A. Pinnock, B.Ed (Hons) [West Sussex Institute of Higher Education], PG certificate in SEN [University of Surrey]**

Mrs J. Schenk, B.Sc., (Hons) [Birmingham], O.C.R. Certificate in Sp.L.D. **

Mrs B. Tomlinson, Teaching Certificate [Goldsmith's College, London], B.D.A. Sp.L.D., A.M.B.D.A., R.S.A. Certificate (E.S.L.)**

Mrs J. White, B.Ed (Hons) [University of London], Hornsby Diploma in Sp.L.D., **CURRICULUM CO-ORDINATOR** **

** = *Phono-Graphix Teaching Certificate (5 day trained)*

• = *Phono-Graphix Teaching Certificate (1 day trained)*

STAFF TEACHING ENGLISH:

Mrs M. Cole

Mrs C. Domican

Mrs M. Greenslade

Mrs B. Holdship

Mrs P. Loré

Ms C. Meacock

Mrs A. Mitchell

Mrs F. Mulliner
Mrs A. Pinnock
Mrs J. Schenk
Mrs V. Sutherland
Mrs B. Tomlinson
Mrs J. White

Consultant's comments: The school has an excellent staff with the necessary experience and expertise to provide the education necessary for dyslexic pupils to reach their potential. A happy and relaxed atmosphere combined with hard work and a purposeful approach has been created by the staff.

- b) **Class sizes – mainstream:** None of our classes exceeds an absolute maximum of 14. Classes are always subdivided into smaller groups for both English and Maths. In Delta M and Delta W pupils are also taught in two groups for Science, History and Geography. Delta W pupils are taught in two groups for RS and some ICT lessons as well as these pupils are late arrivals with very low reading attainments upon admission.

Consultant's comments: All lessons observed were sufficiently small to allow effective teaching to take place. The subdivision of classes allows teachers to effectively plan and deliver individual teaching programmes

- c) **Class sizes - special needs:** As above – all pupils are special needs pupils
- d) **Staff development and in-service training of learning support staff within last 18 months:** Learning support staff partake of in-service training with our teachers where training is delivered in-house: see list of training courses attached.

Consultant's comments: The information sent in advance of the visit indicated a mixture of in-school training, for example Child Protection Awareness and Phono-Graphix revision workshop along with several teachers attending courses and exhibitions outside school.

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 children both academic and social. We seek to boost self-esteem and to develop strengths whilst giving skills, strategies and remediation for weaknesses. Our SEN policy is attached.

Consultant's comments: All observations and indicators show the school successfully achieves these aims with its pupils.

- b) **Admission policy / selection criteria:**
Admissions and Children's Records Policy and Procedure

Prior to the child's attendance at the school the parents or carers must complete and sign the:

1. *Registration Form*
2. *Acceptance Form*
3. *Parent-School Contract Standard Terms and Conditions.*

This provides school with the following vital information, and informs the parents of the basic standards of behaviour and the attitude towards teaching and learning that the school expects and demands.

- Name, home address and date of birth of each child
- Starting date
- Name, address and telephone numbers of parents or guardians

- Emergency telephone numbers of parents or guardians
- Special Diets
- Arrangements for collection for younger children or those with special needs that makes collection by an adult essential
- Name, address and telephone number of the child's doctor
- Illness and inoculation details
- Details of any allergies
- Parental consent on emergency procedures

Parents or guardians will also be asked to provide the school with any further information which they feel will enable us to take that best possible care of their children.

The admission procedure for the School is as follows:

- 1) On receiving a contact from a person considering placing a child here, record the person's and child's names, child's gender and age, address, telephone numbers, other contact information and proposed date of entry. Determine whether a child has been assessed dyslexic by an independent educational psychologist. Arrange a time to visit and/or send out a prospectus pack and other information requested.
- 2) At this point if the child's parents are convinced the school is appropriate for their child they may wish to complete the registration form, which should be sent out with the Prospectus.
- 3) On visiting the School, the visiting adults, not accompanied by the prospective pupil, should be taken around the school and be given comprehensive information. The Head Teacher will meet them after the tour.
- 4) At this time if the registration form has not been completed and the parents wish the child to be considered for a place it must be completed at the end of the visit. Information is to be given on uniform shop opening times.
- 5) Reports from previous schools, educational psychologists or other relevant experts are to be requested.
- 6) The child will be invited for an individual or group assessment to be carried out by the Senco to determine the class or group the pupil is suitable for. If behavioural difficulties are suspected, the pupil will be asked to spend a day at Moon Hall School.
- 7) Before the decision to admit a child is confirmed by the School the parents/guardians are required to complete the "Acceptance Form" and sign the "Parent-School Contract – Standard Terms and Conditions."
- 8) When a child has enrolled, the parents/guardians names should be added to the list to receive information on the school and invitation to events, along with parents already enrolled.
- 9) It is occasionally necessary, to protect the rights of others to admit a pupil on a trial basis only. This occurs where the school remains uncertain of the pupil's prospective behaviour.
- 10) A place will be offered based on availability and in accordance with the *Code of Practice for Schools, Disability Discrimination Act 1995 Part 4*.

Matters for further consideration are application forms and information-handling systems.

Consultant's comments: Moon Hall school operates a very thorough and carefully planned admissions policy. The school has a clear vision of the learning difficulties it can effectively remediate and has designed an admissions procedure to ensure that the children who would most benefit from

its expertise are given places.

- c) **Give specific examples of the whole school response to dyslexia:** As a specialist school for dyslexic children, every aspect of school life is designed around their needs whilst providing appropriate help and challenge. In particular we aim to deliver the full KS2 National Curriculum whilst concentrating on basic skills to remediate literacy and numeracy difficulties. We ensure that teaching is structured, cumulative and explicit with built-in opportunities for overlearning. Non-dyslexic pupils in Belmont (with whom we have a unique relationship) are given understanding via cross-site Assemblies and staff input. Belmont staff who teach our part-time pupils are provided with in-service training and support by the Moon Hall Senco and specialist teachers.

Consultant's comments: Moon Hall is a specialist school and as such is able to gear all aspects of the education it provides to the needs of the dyslexic child.

School Organisation

8. a) **How is the week organised?** School week: Monday-Friday 0830-1630
Length of lessons: 35 minutes periods, often taught as doubles or more.
Consultant's comments: The school day has a good balance between lesson time and opportunities for recreation. Lessons are of appropriate length to allow a variety of activities to be planned within each session.
- b) Implementation of National Curriculum considerations: Our Schemes of Work follow the National Curriculum guidelines, excluding French. Our curriculum is adapted to our pupils' special needs, and prepares for Belmont programmes of study – giving access to the Common Entrance course where this is appropriate.
Consultant's comments: The school is able to successfully provide an appropriate number of specialist lessons to each pupil in addition to a broad and balanced curriculum.
- c) **Details of arrangements for dyslexic pupils, including prep / homework:** All pupils are dyslexic and all our arrangements are tailored to dyslexics. In January 2006 we incorporated homework into the school day. It is a supervised class period and has proved both popular with parents and teachers and beneficial to all concerned enabling teachers to judge whether and where further reinforcement is required.
Consultant's comments: This decision has proved popular with both parents and pupils. It allows families to spend time relaxing together and has removed some of the stress associated with trying to help tired dyslexic children with additional school work.

Teaching and Learning

9. a) **Lesson preparation and delivery:** All Medium Term Plans are monitored and approved by the respective Heads of Department. The Senior Management Team and HoDs also monitor Lesson Plans on a half-termly basis, inspect pupils' work books, and conduct lesson observations, giving oral feedback to staff.
Consultant's comments: All the lessons observed were thoroughly planned and skilfully delivered. Support staff and teachers acting in a supporting role worked together to deliver teaching of a high standard. Parents were made fully aware of the syllabus being covered in a variety of ways. This includes "training sessions" to inform them of the teaching methods and approaches

adopted by the school.

- b) **Use of IEP's:** We teach matched groups and are therefore able to provide group IEPs which have additional individual targets where appropriate. IEPs are reviewed bi-annually and are synchronised with standardised reading and spelling test results. (Two examples attached).

Consultant's comments: The IEPs contain clear targets and advice shared with the pupils and parents.

- c) **Records and record keeping:** We re-assess reading and spelling every six months using standardised tests; results are sent to parents and new IEPs prepared in the light of progress. (Reading: Macmillan Graded Word Test and NFER II Group tests; Spelling: Spar and Vernon). All test results are entered on our data-base, enabling each pupils' progress to be tracked during their time here. End of year examinations in English are also reported to parents. We use the QCA Optional tests for this purpose, enabling us to track progress in reading comprehension and writing. Additionally, writing (composition) progress is tracked by means of Progress Books and teacher assessment levels are entered in December and June. The Maths Department also tracks pupil progress using standardised tests (QCA) and the Amended Key Objectives. Our Curriculum Coordinator maintains a Standards Portfolio for both core and foundation subjects taught.

Consultant's comments: Careful records are kept both in paper form and on the school's administrative network. Progress made by each pupil can easily be monitored and reviewed and is accessible to all staff.

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

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School							
Dyslexic Pupils	Eng. 11, Maths 13, Sci. 14	10	47%	7	41%	13	39%

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

Any other information: Pupils who have to be disapplied are those who have come late to Moon Hall, having arrived with reading SS in the bottom 5% of the population in Year 5. There is usually insufficient time for them to have reached Level 3 standard, although some pupils falling into this category have been successful and are included in the statistics for science and or maths. One such pupil reached Level 4 in all subjects.

Consultant's comments: The Key Stage 2 SATs levels reflect the good progress made by pupils in the year group.

- e) **Details of special examination arrangements requested and made for dyslexic pupils:** The school follows the QCA guidelines each year concerning the end of KS2 examinations. This year only two pupils met the stipulated requirements and were granted extra time. Two pupils used laptops. Five pupils' papers were transcribed. All dyslexic pupils are given 25% extra time in end of year school examinations and for Common Entrance examinations. They may also use laptops or have their work transcribed. *Consultant's comments: The school applies for all the appropriate access arrangements for dyslexic students.*

- f) **For completion by consultants only: Dyslexic pupils' responses regarding their school and teachers:**

The 6 pupils I met at break and several others spoken to during the school day all stated that they were extremely happy at Moon Hall and felt both lucky and privileged to attend the school. Those who boarded enjoyed the experience and were very happy with the care they received and the activities organised for them. All children felt that they had made excellent progress in overcoming their specific weaknesses and felt that this was due not only to their own hard

work but to the quality of teaching they received.

Facilities and Equipment for Access to Teaching of Dyslexic Pupils

10. a) **General resources for teaching dyslexic pupils:** Our greatest resource is staff expertise and experience and the facility to be able to teach in small matched groups – matched according to remedial needs. An additional facility of huge benefit is the presence of Belmont whose facilities our pupils are able to share. These include D&T and sports facilities as well as access to after school clubs, whole school productions and joint assemblies and outings. Whilst we do have software for dyslexics and teach all our pupils to touch-type, we use it as a supplement to specialist lessons, rather than relying on it. *Consultant's comments: The school is very well resourced not only with the staff it employs but in term of appropriate, up to date resources within the school. It also benefits from the buildings and resources of Belmont School.*
- b) **Library:** We have both fiction and non-fiction libraries for full-time and part-time pupils. Part-time pupils, who are Belmont based, also have full access to the Belmont library. We have a Librarian who uses the Cliff Moon system to categorise the books by reading age. We have a large variety of low reading age/high interest level books for newly admitted older children. *Consultant's comments: The school has a wealth of reading books, both modern and appropriate for its pupils. They are carefully catalogued and well presented in several open access areas of the school.*
- c) **ICT:** We have a networked Computer Room with one multimedia PC for every child in a teaching group. A CD Server allows each pupil to access site-licensed CD ROMs. There is a good range of software to support both topic, maths and English, and voice activated software is available for the use of very dyspraxic pupils. There is also a text reading facility for pupils to check their own composition. Access to the Internet is by Broadband and all computers have protected access to the Internet. Promethean Inter-active white boards are installed in the computer room and all but one Form Room. The school has budgeted for two other rooms to be similarly equipped. All pupils follow the National Curriculum for ICT and, in addition, are taught a high standard of word processing. They sit OCR text processing examinations in Year 8; these exams are designed for 16-year-olds.
- Laptops:
We encourage the use of laptops once the pupil has attained a level of proficiency with word processing and has a typing speed of approx. 15wpm. Radio cards enable wireless access to our server/networked files. We have a number of Dana 'notebooks' which are used for typing practice. *Consultant's comments: The school has a good level of modern ICT. Interactive whiteboards are well used to enhance lessons. All children are well motivated to develop typing skills using an interesting range of software. The school has invested in a good level of computers and has a well resourced I.T room.*
- d) **Learning Centre:** N/a

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: The school prospectus clearly states the criteria for acceptance and this includes statemented children provided the objectives in the statement fall within the admission criteria.
- b) **Types of statemented needs accepted:** Dyslexia and dyspraxia (dyspraxia where there is comorbidity) - rarely - ADD (depending on severity).
Consultant's comments: The school follows the necessary procedures and processes for children with statements.
- c) **Number:** 2
Consultant's comments: Although the number is small the school is happy to take additional statemented pupils.

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 contacted were very happy with the education provided by the school and with their decision to send their child or children to Moon Hall. Communication between home and school, pastoral care and the progress made by their children were highlighted by all parents as particular strengths. The fact that all "homework" was carried out at school was a feature they all supported and particularly liked.*
14. *For completion by consultants only:*
Summary of Report: *The OFSTED inspection carried out 4 months ago reported that Moon Hall is a very effective school which provides outstanding support for pupils who have dyslexia. My visit found nothing to contradict this highly complementary and thorough inspection report.*