



**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

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

1. *Date of visit:* 28.04.08
2. *Name of Consultant(s):* Victoria Newhouse
3. a) **Name and address of school:** Edington & Shapwick School,  
Shapwick Manor, Shapwick, Bridgwater  
Somerset TA7 9JN  
Tel: 01278722012; 01458210384  
Fax: 01278 723312; 01458210111  
Email: [shapwick@edingtonshapwick.co.uk](mailto:shapwick@edingtonshapwick.co.uk)  
Web: [www.edingtonshapwick.co.uk](http://www.edingtonshapwick.co.uk)
- b) **Name and qualifications of Head/Principal, with title used:**  
Name: David Walker and Jon Whittock  
Title (eg Principal): Joint Headmasters  
Qualifications: B.A. (Hons.) Cert.Ed., Cert.Ed.  
Awarding body: University of Keele  
*Consultant's comments: The joint Headmasters provide very effective leadership of the school with one taking a lead role for academic issues and developments and the other leading on welfare.*
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**  
Name: Anne Baker (Edington); Ann Carr (Shapwick)  
Title (eg SENCO): SENCO  
Qualifications: BA (Hons), PG Cert (SpLD); Cert.Ed. RSA Dip (SpLD)  
Awarding body: RSA  
*Consultant's comments: The role of SENCO is shared with the Headmaster, David Walker, who takes responsibility for the Statements of Educational Needs and their Annual Reviews.*
- d) **Head/Principal's telephone number if different from above:**  
Tel:
- e) **Unit/Senior SpLD teacher's telephone number:**

### Background and General Information

4. a) **Geographical location and position:** Nr. Bridgwater, Somerset in the rural villages of Burtle and Shapwick.  
*Consultant's comments: Edington Junior and Shapwick Senior Department are some 15 minutes from the M5 but with the school and all its boarding houses situated in an attractive rural area with ready access to the countryside and outdoor activities. The Boarding Houses are historic buildings. By contrast much of the teaching accommodation is comprised of buildings of a more temporary nature.*
- b) **Foundation: 1974**  
**Ownership: Limited Company**  
**Governing body: Yes**  
**Status: Proprietary**  
*Consultant's comments:*
- c) **Recent inspections:** OFSTED 2005; CreSTed 2005; CSCI 2007; OFSTED Residential Schools Report 2007  
*Consultant's comments: The OFSTED 2005 report praised the academic and social progress made by the pupils as a result of very good quality teaching and a very good, well planned and flexible curriculum which is specifically designed to meet the needs of the pupils. It mentioned the excellent relationships between staff and pupils and the effective development of their personal and social care. The report made some criticism of the need to update and make accessible some policy documents but these omissions have now been addressed.*  
*CSCI report 2007 was highly complimentary of the standards achieved for residential care by the school. The inspectors noted the sensitive approach to meeting the individual needs and that the relationships between staff and pupils are based upon mutual respect and trust. Courtesy and helpfulness was observed and the pupils commented on their own developing confidence. No one area failed to meet the necessary standards.*  
*OFSTED Residential Schools 2008 found the provision in all areas to be good with students praising the support they receive from staff. The inspectors found a wide range of activities available. Two recommendations, of a technical nature, were made.*
- d) **Current membership (eg HMC, ISA etc): ISA**  
*Consultant's comments:*
- e) **Numbers, sex and age of pupils:**

		Total	Dyslexic	Accepted age range
Day:	Boys:	37	37	8-18
	Girls:	15	15	8-18
Weekly boarding:	Boys:	6	6	8-18
	Girls:	3	3	8-18
Full boarding:	Boys:	61	61	8-18
	Girls:	18	18	8-18
<b>Overall total:</b>		140	140	

*Consultant's comments:*

- f) **Aims and philosophy of the whole school:** To provide an educational environment where dyslexic boys and girls can flourish, enjoy their school experience expressing their strengths and developing their weaknesses whilst growing in self-esteem.

*Consultant's comments: The philosophy of the school would appear to be born out both by the approach of the staff and the responses of the children*

- g) **Description of buildings and grounds:** Shapwick: Rural, Manor House with Village School and Farm House plus Boarding Houses, playing fields, tennis court, sports hall, all weather cricket strip; Edington: old village school, Vicarage, Junior Block, workshop, tennis court and Boarding Houses, playing fields and all weather cricket strip.

*Consultant's comments: All seven boarding houses provide safe, secure and homely accommodation. The teaching rooms and public areas are generally enhanced by stimulating and interesting displays with an abundance of some high quality Art work. There are 3 well equipped IT rooms with a Dark Room. Pottery, Media room, excellent DT building and a multi purpose Sports Hall on the Shapwick site.*

- h) **Pastoral care arrangements:** Overseen by Joint Headmaster Jon Whittock and inspected by Commission for Social Care (now Ofsted). Each Boarding House is managed as a family unit with Houseparent(s). Pupils are organised into tutor groups and have a personal tutor. There is particularly close liaison between staff, parents and pupils, especially for boarders. Year 9 students all have a senior pupil who acts as a mentor.

*Consultant's comments: The quality of pastoral care was seen as strength by both the 2007 CSCI and the 2008 Ofsted inspectors .....students appear happy, courteous, positive, confident and helpful.' Each pupil has a tutor whom they meet twice weekly and all felt that there was always an adult ready to listen and respond to their concerns.*

#### **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 a pleasing document which gives an attractive overview of the aims and facilities offered by the two schools. It makes clear that the educational philosophy has been carefully worked out.*

*Special Needs Policy: The absence of a Special Needs Policy is not a weakness but merely the product of the all embracing educational philosophy of the school.*

*Fees and compulsory extras for dyslexic pupils: Occupational Therapy and Speech and Language Therapy is charged at £400 per term(one session weekly) There is no charge for any 1:1 academic support.*

*Staff Handbook : A good document from a reference point of view as the alphabetical arrangement makes it easy to locate topics. It might be useful to provide an alternative version in which items are grouped by general topic.*

*Timetable (including Special Needs Provision): A broad and balanced timetable that sets out to meet the essential educational needs of the children.*

*School Development Plan: Laudable aims expressed have, as yet, to be fully realised.- coaching system, . enhanced boarding facilities and parental workshops*

*Consultants to comment generally on website content: A nicely developed website which is easy to navigate and contains all the relevant information. It does not fall into the trap of being too technical. Very accessible.*

#### **Staffing and Staff Development**

6. a) **Qualifications, awarding body and experience of all learning support staff:**  
Ms A Carr, Cert. Ed., RSA Dip. (Sp.L.D.) School INSET (Behaviour Audit);  
SDA Chris Singleton '10 years progress in the field of dyslexia', on-going

research into own morphological reading system; on-going research into sympathetic fonts for dyslexic readers. Word Attack meeting to incorporate Study Skills. Mr. M. Jenkins, B.Ed (Maths & Science) Univ. of Wales; Mrs. C.M. Pollard, Dip. CST., M.R.C.S.L.T., College of Speech Therapists; Mrs. S. Burbach, B.Sc. (Hons.) (Audiology), B.Sc. (Hons) Logopaedics, University of Capetown; M.R.C.S.L.T. Mrs. S. Paterson, B.Sc. Speech Pathology & Therapeutics, University of Manchester; Mrs. E. Walker Dip C.S.T., M.R.C.S.L.T. Leeds University; Mrs. F. Wolfman BA (Hons), SROT, Liverpool College of OT; Mrs. K. Cooper, Diploma of Occupational Therapy, Derby School of OT; Mrs. A. Baker BA (Hons), PGCE, Leeds University, CAPS (SENIOS) PG Cert. (SpLD); Mrs. H. Leese, BA, OU, PGCE, Exeter University; Mrs. J. Doran, Cert.Ed., PGCE Special Needs, UWE; Mrs. H. Irons B.Ed., St. Luke's College, Hornsby Dip. (SpLD); Mrs. J. Newberry, Cert.Ed., B.ED (Hons), Dip. RSA (SpLD); Mrs. H. Wicks, B.H. (Hons), PGCE., Sharma Course; Mrs S. Dearden, Hornsby Diploma for teaching students with SpLD, INSET (Behaviour Audit), Word Attack meeting to incorporate study skills; Mrs. M. Kingham, Cert.Ed., Sharma Course.

*Consultant's comments: Not all staff have specific qualifications for teaching Dyslexic children but most have a wealth of experience and practical skill.*

b) **Class sizes – mainstream:** N/a

*Consultant's comments:*

c) **Class sizes - special needs:** 1-12

*Consultant's comments: Many classes are smaller than the indicated limit of 12 children and a highly individual approach is thereby facilitated.*

d) **Staff development and in-service training of learning support staff within last 18 months:**

Ms. A. Carr, NASEN SEN South West Seminars - Investigating Sensory Learning, Enhancing Learning through Movement; Brain Gym, Synthetic Phonics, THRASS Conference, THRASS course. Introduction of 'Champion Readers' campaign into school, Mr. S. Windsor, ITC Level 2 Cert. In Outdoor First Aid, National Governing Bodies qualified instructor in a number of activities of Outdoor Education, this applies to PE at Shapwick; Mrs. S. Burbach Lectured full staff training of all teaching and support staff at Foxes Academy, Minehead, re understanding communication difficulties, Mr. M. Jenkins, European Computer Driving Licence, Priory Health Care (on line training) User Involvement, Operational Standards, Ethnicity, Anaphylaxis, Disability Discrimination Act, Fire Safety, Infection Control, Customer Care, Suicide prevention/self harm, Crisis Management, Equal Opportunities, Moving and Handling, Emergency Procedures, Confidentiality and Data Protection, Complaint Handling, IT Security. Priory Health Care Fire Marshall Training, First Aid; Mrs. S. Paterson, THRASS e-mail course, THRASS Inset, Dyspraxia Training Course; Mrs. F. Wolfman, Brain Gym with Gillian Hindshaw, Paediatric OT training at RFFH, First Aid Training, Practical Approaches for working with adolescent and adults DCD/Dyspraxia, at Dyscovery Centre University of Wales; Mrs. K. Cooper, First Aid training, Practical approaches for working with adolescents and adults with DCD/Dyspraxia, Dyscovery Centre, Sensory Toolkit and Tools for Teens run by Sensory Integration Network UK and Ireland Ltd., The DCD-UK conference, Dyscovery Centre; Mrs. E. Walker, Auditory Processing Disorder, All day Sensory Integration, ABA Awareness. Mrs. C. Pollard, THRASS delegates visit to South Africa, THRASS Conference, Building Clients' Self esteem course, Addressed Connexions Somerset Special Needs team on work of our Therapy Dept., THRASS (Departmental Inset), First Aid Course, Tribunal Course, Co-ordinated research project run by UCL into links between sound perception and dyslexia, Developing links with the University of Plymouth/College of St. Mark and St. John through student placements; Mrs. A. Baker, Accredited

course on THRASS Whole-Picture Keyword Phonics teaching, Creative Education Professional Training Programme on Drama and Special Needs. Mrs. H. Irons, Ruth Miskin "Synthetic Phonics";  
*Consultant's comments: This impressive list represents courses undertaken in the last 2 years.*

### Policy and Philosophy with Regard to Dyslexic Pupils

7. a) **Policy statement with regard to dyslexic pupils:** The whole school ethos is to support dyslexic boys and girls across the curriculum making maximum demands on their strengths and developing their weaknesses and self-esteem.  
*Consultant's comments: This represents an accurate portrayal of the educational policy of the school.*
- b) **Admission policy / selection criteria:** Diagnosed dyslexic by consultant Educational Psychologist with evidence of (potential) strengths as well as the usual discrepancy analysis and processing problems. School report indicating no primary emotional/behavioural problems.  
*Consultant's comments: In practice the policy appears to be to rely on a wealth of experience and the capacity to assess a child's potential in the light of all the evidence available. This permits the school not to be governed by a rigid admissions policy*
- c) **Give specific examples of the whole school response to dyslexia:** THRASS has been adopted across the school to provide consistency and continuity in approach; provision of special arrangements for examination purposes; provision of small teaching groups and individual support, provision of Speech and Language Therapy and Occupational therapy where appropriate.  
*Consultant's comments: The entirely specialist nature of this school is directed towards meeting and challenging the demands of dyslexic problems in education. All the staff spoken to are admirably attuned to these aims.*

### School Organisation

8. a) **How is the week organised?** Edington has 45\*35 minute periods Monday to Friday with an activity arranged on Saturday for Full Boarders. Shapwick teaches Saturday morning additionally and therefore has 51\*35 minute periods. Activities and preps are provided each afternoon/evening, duration and frequency dependent on year group.  
*Consultant's comments: The week is effectively organised and its simple structure presents no problems to the children.*
- b) **Implementation of National Curriculum considerations:** Largely follow the National Curriculum but are presently reviewing curriculum looking particularly at ICT, Work-related learning and vocational courses through our long-established link with Bridgwater College.  
*Consultant's comments: The specialist needs of the children means that the school rightly prioritises them rather than slavishly adhering to the National Curriculum. The Bridgwater College link is an original and evidently highly productive arrangement, significantly broadening, as it does, the opportunities open to the older children in the school.*
- c) **Details of arrangements for dyslexic pupils, including prep / homework:** Small teaching groups, supervised prep, following a published timetable. Edington has two preps per week whilst Shapwick as daily prep.  
*Consultant's comments: The organisation of supervised preps as part of the*

school day ensures a consistency of approach and takes the pressure off children and parents when they go home. The provision of 'prep bags' at Edington is a useful aid to organisation and compliance.

### Teaching and Learning

9. a) **Lesson preparation and delivery:** Heads of Department; team teaching; literacy and numeracy results; school examination results at KS2/3/4; Annual Review Feedback; parental and Student Questionnaire; Value-added results.  
*Consultant's comments: 7 lessons were observed during the day. During each lesson there was evidence of careful and clear planning and a thorough understanding of the needs of the individual children. The structured approach, together with a commendable level of empathy and humour, engendered a productive learning environment. There was good use of multi-sensory techniques and all lessons observed were at least good and most were excellent. The use of a common format in English teaching for the recording and illustration of the educational achievements, during the previous week, of each child, led to a clear understanding of their personal targets. Regular and frequent mutual observation of lessons among the staff might well prove to be a beneficial addition to the school's policy.*
- b) **Use of IEP's:** All staff involved in IEP production for each individual.  
*Consultant's comments: IEPs were available in the staff room and all teachers contribute to their formulation. The addition of a baseline assessment of self-care for boarders was an innovative and useful idea. I did not see evidence of parental comment added to the IEPs which would have made for a more complete profile.*
- c) **Records and record keeping:** Twice yearly testing of literacy and numeracy, twice yearly school examinations, KS2, KS3 and GCSE examinations. Literacy and numeracy records held centrally and departmentally.  
*Consultant's comments: Internal assessment is carried out by a qualified, ex-member of staff who comes to the school to complete the testing. Each teacher is given a synopsis of the results for daily reference. IEPs are held in the staff-room and ongoing records are held by the subject teachers.*
- d) **Examinations / test results (where applicable):**

A-Level (GCE) and VCE	No. of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry		
Whole School							
Dyslexic Pupils	16	15	93%	183	74%		
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							
Dyslexic Pupils	33	91	58	100			
Key Stage 3	No. of Year 9 pupils entered	English		Maths		Science	
		L5+	A/D	L5+	A/D	L5+	A/D
Whole School							

Dyslexic Pupils	26	12	8	50	4	69	0
<b>Key Stage 2</b>	No. of Year 6 pupils entered	English		Maths		Science	
Whole School		L4+	A/D	L4+	A/D	L4+	A/D
Dyslexic Pupils						6	

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

**Any other information:**

*Consultant's comments: The results were impressive particularly A\*- C in GCSE. Maths and Science at Key Stage 3 have also produced some commendable result. Many of the children spoken to at Edington said how much they enjoyed Maths which, in itself, is a considerable achievement.*

- e) **Details of special examination arrangements requested and made for dyslexic pupils:** Extra time; Reader; Scribe; Laptop; Prompt.  
*Consultant's comments: Recommendations are made to the academic Headmaster who collates the information and advises the examination boards. These enable students to compete more fairly in written examinations at KS 2, KS3 and GCSE.*
- f) *For completion by consultants only: Dyslexic pupils' responses regarding their school and teachers: Students almost universally liked the school and evidently appreciated the benefits of a school of this sort. They commented on the value of small class sizes, the close relationship with staff that resulted and the fact that each could be treated as an individual. Subjects highlighted for praise included Maths, Art, Games and DT. Inevitably subjects involving more writing were less popular. The children, without exception expressed the view that they were more able to realise their potential than they would have been at their previous school. Sixth form pupils were appreciative of the freedom to visit the local public house for soft drinks and skittles.*

**Facilities and Equipment for Access to Teaching of Dyslexic Pupils**

- 10. a) **General resources for teaching dyslexic pupils:** Well-resourced across the school providing access to a range of multisensory programmes and curricular resources. Departmental budgets.  
*Consultant's comments: The school appeared to be adequately resourced and makes use of a variety of proprietary software packages. Classrooms were beginning to be equipped with interactive whiteboards which were proving to be invaluable.*
- b) **Library:** Open access, annual re-stocking budget, widely-used, daily newspapers and magazines provided.  
*Consultant's comments: Small reference libraries at Edington and Shapwick – limited but well used. Fiction books are held in individual classrooms in order to promote their availability. It would be useful to have computer facilities in both libraries in order to make use of the extensive range of CD/DVD material available to complement the resources. Refurbishment of the library is part of the development plan.*
- c) **ICT:** Continual development of resources, dedicated computer rooms available at Edington and Shapwick, computers available in most rooms both sites have access to the Internet through Broadband.  
*Consultant's comments: Three well appointed computer suites which were evidently well used are monitored by 'Surf Control'. ICT club available as an activity.*

- d) **Learning Centre:** N/A  
*Consultant's comments:*

### Statements of Special Educational Needs

11. a) **School policy:** Same as other entrants in that a diagnosis of dyslexia required. Nearly half the pupils have Statements of Special Educational needs. Annual reviews held for all Statemented pupils.  
*Consultant's comments:* As this school specialises in providing for children with SEN then the policy is entirely appropriate and as expected. particular efforts are made to assist parents through the difficult process of Statementing..
- b) **Types of statemented needs accepted:** Dyslexia possibly with other educational needs viz. dyspraxia.  
*Consultant's comments:*
- c) **Number: Edington 13**  
*Consultant's comments:*

### 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 highly appreciative of the academic achievements of the school and reported that their children were happy. Comments such as 'academically fantastic', 'exactly what he needs' and 'the Shapwick experience is just what we were looking for'. It was generally felt that the provision of Speech and Language and Occupational Therapists was an invaluable bonus from which their children derived huge advantage. Probably the greatest benefit expressed by most parents was the restoration of their children's confidence, which had been seriously undermined in their previous educational experience.*

<p>13. <b>Head's / Principal's signature confirming accuracy of school's information (pre-visit):</b></p>	<p><b>Head's / Principal's signature confirming agreement to consultant's comments (post-visit):</b></p>
<p>Date:</p>	<p>Date:</p>

14. *For completion by consultants only: Summary of Report: Both schools provide excellent standards of education and are expert in tackling the problems exhibited by the pupils they deal with. The staff were enthusiastic, knowledgeable and highly committed to the aims of the school. Standards of teaching were excellent, the pupils*

*well mannered and evidently happy and classrooms provided a stimulating environment. The school can be proud of what it achieves and I have no hesitation in recommending the school's re-registration.*

**For office use only:**

15. **Category proposed:**  
**Consultant's name(s):**  
**Consultant's signature(s):**

Date:

16. **Approval registration number:**  
17. **Chairman's name:**  
**Chairman's signature:**

Date: