



**Council for the Registration of Schools Teaching Dyslexic Pupils**

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Registered Charity No. 1052103

**Registration and Re-Registration Application Form for the  
Independent Schools Sector**

**Please refer to the guidelines when completing this form and please limit your  
application to a maximum of 10 pages**

<b>No</b>	<b>New Registration</b>	<b>Yes</b>	<b>Re-Registration</b>
<b>DU</b>	<b>Category applied for</b>	<b>DU</b>	<b>Current category</b>

1. *Date of visit:* Thursday 8<sup>th</sup> October 2009
2. *Name of Consultant(s):* Mr Bill Watkins
3. a) **Name and address of school:** Clifton College Preparatory School, The Avenue, Clifton, Bristol BS8 3HE  
Tel: 0117 3157502  
Fax: 0117 3157504  
Email: JMilne@clifton-college.avon.sch.uk  
Web: www.cliftoncollegeuk.com
- b) **Name and qualifications of Head/Principal, with title used:**  
Name: Mr John Milne  
Title (eg Headmaster  
Principal):  
Qualifications: BA PGCE MBA  
Awarding body: BA, Dartmouth College, USA/ PGCE, Bristol University, MBA, University of Leicester.  
*Consultant's comments: The Headmaster has wide international experience within Education having been Head at an International School and formally Director of Studies at Clifton. He has a clear strategic vision of the future at the school as well as a day to day 'hands on approach'.*
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**  
Names: Mrs E Broadley & Mrs H Palmer  
Title (eg SENCO): Learning Support Coordinators, Heads of Coach House  
Qualifications: Mrs E Broadley – BEd Cert Ed DipSpLD  
Mrs H Palmer – Cert Ed. DipSpLD  
Awarding body: Bristol BCHE Bath Dyslexia Inst.  
Rhodesia University Hornsby  
*Consultant's comments: As joint heads of the Learning Support Unit they*

- bring a wealth of both academic and teaching experience to the Unit.*
- d) **Head/Principal's telephone number if different from above:**  
Tel: 07704318257
- e) **Unit/Senior SpLD teacher's telephone number:**  
Tel: 01173157536/7

## Background and General Information

4. a) **Geographical location and position:** The school is situated on the edge of Durdham Downs about a mile from the centre of Bristol. The school is in an attractive residential area and is housed in handsome late Victorian buildings. It shares some of the facilities of nearby Clifton College.  
*Consultant's comments: The Prep school; 'Pre' as it is known sits amongst other buildings within the campus of Clifton College; 'Three schools that form Clifton College' Sir John Betjeman described the attractive suburban location as, 'the handsomest suburb in Europe.' The 'Pre' is close to the famous Clifton Suspension Bridge and but a mile from the centre of Bristol with all its many facilities.*
- b) **Foundation:** The college was founded in 1862 and the school in 1873  
**Ownership:** Clifton College Trust  
**Governing body:** Clifton College Council  
**Status:** Charitable  
*Consultant's comments: The Chairman is A R Thornhill QC BA.*
- c) **Recent inspections:** OFSTED (ISI) 2007  
*Consultant's comments: OFSTED deferred their visit as a full ISI inspection was carried out in 2007. The school was praised for the quality of learning and the high standards achieved. The Learning Support Unit was noted as 'outstanding.'  
Teaching and Learning, Care and relationships, boarding, with happy pupils and the Leadership of the Head Master were also considered to be 'Outstanding.'*
- d) **Current membership (eg HMC, ISA etc):** IAPS  
*Consultant's comments: The Headmaster finds membership of IAPS very useful as a professional support organisation keeping member schools up to date with latest administrative developments and legislation.*
- e) **Numbers, sex and age of pupils:**
- |                       |        | Total | Dyslexic | Accepted age range |
|-----------------------|--------|-------|----------|--------------------|
| Day:                  | Boys:  | 220   | 35       | 8-13               |
|                       | Girls: | 101   | 12       | 8-13               |
| Weekly boarding:      | Boys:  | 5     |          | 8-13               |
|                       | Girls: | 5     |          | 8-13               |
| Full boarding:        | Boys:  | 34    | 5        | 8-13               |
|                       | Girls: | 20    | 2        | 8-13               |
| <b>Overall total:</b> |        | 385   | 54       | 8-13               |
- Consultant's comments: There has been a net gain of some 8 pupils since the last inspection. This number is considered to give a balance between non dyslexic and dyslexic pupils.*
- f) **Aims and philosophy of the whole school:** The key to educational success lies, above all, in the early identification of each child's potential and then putting into place an educational programme tailored to making sure that this potential is both developed and fulfilled.  
*Consultant's comments: One of the delights of this inspection was observing both the process and the end product. It is clear that both processes described are actively taking place.*
- g) **Description of buildings and grounds:** Numerous Victorian buildings

together with a theatre, chapel, 'All Weather' pitch, athletics track, CDT Centre, conference facilities, sports hall, swimming pool (covered)  
*Consultant's comments:* The 'Pre' sits in the middle of Clifton College and is very much an active player in the 'Whole.' All buildings are in a good state of repair. Classrooms are light and airy with high ceilings. Interesting and informative wall displays with pupils' work having pride of place. The Learning Support Unit is situated on a quiet road with security pad allowing entrance. The main teaching block is close by. There are a wide range of facilities available for pupils in the spacious grounds of the College.

- h) **Pastoral care arrangements:** The structure of Pastoral care is fundamentally House based. Each House has a Housemaster and several members of staff attached to the House as tutors, so each tutor has a wide responsibility for about ten children. There are matrons in each of the Houses and the school doctor has a surgery at the school on a daily basis.

*Consultant's comments:* Both pupils and parents spoke highly of the Pastoral care delivered at the Prep school. This is a 'strength' of the school and was noted by the ISI inspection team as well. The ethos is one of a warm caring establishment with staff readily at hand to aid and guide their charges.

## **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: Professionally produced, detailed, colourful giving parents a clear perception of what is on offer at the school. The DVD lasting 6 minutes gives a very good introduction to parents; commendable

**Special Needs Policy:** This document comprising of some 49 pages together with an Appendix is a model of good practice. It begins with 'The Aims and Guiding Principles of The Coach House.' which sets the tone for what follows. This is a good working guide for staff and encompasses all aspects of the day to day running of the Unit; commendable.

*Fees and compulsory extras for dyslexic pupils:* Boarders £6'120. Weekly Boarder £5,845. Day £3,845. Occasional boarding £40.00 per night. Tuition 1:1 in LSU £43.75 per hour.

**Staff Handbook:** The Headmaster's introduction to this concise thin document sets the challenge to new staff. Running to 29 pages this is a model of good practice. It is detailed, concise with pertinent guidelines covering all aspects of the day to day running of the School, thus empowering staff to 'deliver'. Suggestion was made that after reading and digesting new staff should then sign to say they had read and understood the contents.

**Timetable (including Special Needs Provision):** A balanced broad curriculum which allows LSU to withdraw pupils from lessons deemed not to be vitally important. Of course this is a compromise given the challenge of integrating timetable demands. This arrangement is working well.

**School Development Plan:** Beginning with 'Rational and Aims' this document is reviewed annually. Each page has 'Goal' 'Strategy' 'Responsibility' 'timeframe' and 'Success criteria' Each person's responsibility is noted. It covers all aspects of the Schools running; commendable.

*Consultants to comment generally on website content:* The website is easily accessed, is user friendly and easily navigated containing much information needed by parents. It is updated weekly.

## Staffing and Staff Development

6. a) **Qualifications, awarding body and experience of all learning support staff:** E Broadley B.Ed. DipSpLd  
H Palmer CertEd. DipSpLd  
E Miller BA PGCE DipSpLd  
J Hall-Moore B.Ed DipSpLd  
A Churchill BA(Hons) PGCE(PCET) GTP PostGradDipl.Dylexia & Literacy  
E Graham BA MA PGCE DipSpLD  
*Consultant's comments:* There are six members of staff 4 full time and 2 part time. All have appropriate academic qualifications. A wealth of experience is available from this cohesive team of caring dedicated staff.
- b) **Class sizes – mainstream:** 1:15  
*Consultant's comments:* Two lessons were observed; both unannounced. One in particular was of note with 9 in the class. This was a main stream lesson of English. The link between LSU and that which was being taught was clear and a delight to observe. One pupil had 1:1 help from a timetabled member of staff. This is an innovative initiative successfully used at the 'Pre'.
- c) **Class sizes - special needs:** 1:1  
*Consultant's comments:* All lesson are on a 1:1 basis within the LSU.
- d) **Staff development and in-service training of learning support staff within last 18 months:** Differentiation –Mark Hayward  
Thinking Hats – School Inset  
Thinking Hats – Elspeth Miller presentation to big heads LSCO meeting (HP, EVB and EG)  
Cheltenham Literary festival to see De Bono (author Thinking hats)  
Reflecting Values by Bart McGettrick – School Inset  
Assessment for Learning – VJN HP  
Annual Residential Special Needs Conference – HP, EVB  
Senco Forum – HP and EVB  
Sparkspace Mindmapping Webinar  
Dyscalculia Course – HP and JHM  
Reading 'Truggs' – support staff  
  
*Consultant's comments:* In discussion it is obvious that Professional Development is a vital part of staff awareness of trends and initiatives in Education. A wide range of topics have been covered in the last 18 months.

## Policy and Philosophy with Regard to Dyslexic Pupils

7. a) **Policy statement with regard to dyslexic pupils:** To ensure full entitlement and access for Dyslexic pupils to high quality education within a broad, balanced and relevant curriculum (including access to the national Curriculum) so that they can reach their full potential.  
*Consultant's comments:* The reality of this statement is to be clearly observed within the school as a whole and especially within the LSU. ; Commendable.
- b) **Admission policy / selection criteria:** There is an open admission as long as the pupil meets the academic criteria of average intelligence.  
*Consultant's comments:* Clearly this is working well in as much as all pupils within the school are progressively making gains under the guidance of experienced and dedicated staff that have the best interest of their charges.
- c) **Give specific examples of the whole school response to dyslexia:** The LSCO informs the staff at weekly staff meetings as to the specific needs of individuals. Classes with weaker dyslexic pupils often have two English

teachers working together in the lesson and in-class support is also given. The LSCO is a member of the senior management team.

*Consultant's comments: Manifestly this arrangement is both working well and is very effective. Close liaison between the LSCO and the whole staff who are effectively partners in teaching means that what is being stated is indeed being delivered in a most satisfactory way; commendable.*

## School Organisation

8. a) **How is the week organised?** The school runs from Monday to Saturday. Teaching in the Coach House starts at 7:40 and mainstream lessons start at 9:00. There are 48 mainstream lessons in the week lasting 35-40 minutes.  
*Consultant's comments: A long day for some pupils but there were no complaints only warm appreciation from the dyslexic pupils who attended the early morning sessions.*
- b) **Implementation of National Curriculum considerations:** The curriculum is under review but in essence we follow the KS2 schemes of work and SATS  
*Consultant's comments: This is working well but reviewing the system occasionally is entirely appropriate.*
- c) **Details of arrangements for dyslexic pupils, including prep / homework:** There is sympathetic marking towards dyslexic pupils and differentiation in output for prep. Word processing is a choice for some children. Tutors oversee prep in boarding and day Houses which lasts from half to one hour.  
*Consultant's comments: A marking policy within LSU is effective. The Prep document given out to both pupils and Parents is helpful and allows for a sensible pragmatic approach. Feedback from parents indicated that this system gains the support of them.*

## Teaching and Learning

9. a) **Lesson preparation and delivery:** All lessons are taught to the individual and are multi-sensory, tailored to the needs of each child. The LSCO monitors all schemes of Work and all staff observes each other's lessons on a regular basis.  
*Consultant's comments: 8 lessons were observed, 6 within the LSU and 2 within mainstream lessons. I was deemed 'Satisfactory' 1 'Good' 4 'Very Good' and 2 'Excellent' The 1:1 tutorials within LSU were models of good practice covering multisensory tasks, Short Term Memory games, Vowel sounds, Reading, Spelling and listening skills. All pupils enjoyed the lessons. One lesson with a very bright young pupil in yr8 progressed very well with clear links to formal English which were subsequently observed. Noted were happy sounds from other pupils being taught in the Unit whilst observing tutorials. All in all a delight! Commendable.*
- b) **Use of IEP's:** All staff have easy access to IEPs through IEP writer, SIMS and the Coach House intranet where pupil profiles and IEPs are stored.  
*Consultant's comments: These are thoroughly workable documents used effectively by staff. The link to lesson plans and the Departmental data base is very good and makes for ease of production of IEP's.*
- c) **Records and record keeping:** The department has a range of tests that are used termly such as spelling, reading, comprehension and maths. INCAS and MIDYAS are used for the mainstream annually to assess reading, spelling, verbal / non verbal and maths.  
*Consultant's comments: In the course of general discussion recorded*

*data on a particular pupil, taken at random, was raised. Immediately the data bank held within LSU was accessed. All details of the pupil were there with an abridged version readily available to all staff via the intranet .Most impressive!*

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

<b>A-Level (GCE) and VCE</b>	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					

<b>GCSE</b>	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				

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

<b>Key Stage 2</b>	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	75 (Maths -70)	73		66	5	75	
Dyslexic Pupils	9 (Maths - 8)	9		4		9	

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

**Any other information:** Details of special examination arrangements requested and made for dyslexic pupils. Most of the dyslexic pupils sit exams in their year groups separate from the mainstream pupils to allow for extra time, reading of papers, transcriptions etc. Laptops are used where appropriate and prompts and scribes where recommendations by a qualified teacher or EP have been made.

*Consultant's comments: this system is working well.*

e) **Details of special examination arrangements requested and made for dyslexic pupils:**

*Consultant's comments: As above.*

f) **For completion by consultants only: Dyslexic pupils' responses regarding their school and teachers:** 10 pupils, male and female, age range 8-13 years were informally interviewed in a conference room to elicit there feedback on their experiences whilst at Clifton 'Pre'. All spoke highly of the help they were receiving from the LSU staff, feeling that they very lucky to receive the expert help. Comments such as, 'learning in a fun way, no pressure on you' 'easy to learn with helpful teachers, you always feel that you have learned something and will always help you.' The only complaint was 'lessons too short.' And more time needed in Coach House' Asked to judge the overall school on a numerical score ,1 being 'Unsatisfactory' and 10 being 'Excellent' the scores ranged from 8 to 10.

## Facilities and Equipment for Access to Teaching of

## Dyslexic Pupils

10. a) **General resources for teaching dyslexic pupils:** There is differentiated material available across the school (differentiated Shakespeare texts etc.) and the Coach House has a large selection of hi-low reading books.  
*Consultant's comments:* *wide ranging resources kept in teaching rooms within LSU as well as in the Library.*
- b) **Library:** The library has been recently refurbished, with a new mezzanine floor to facilitate computers for research. Pupils with LDD have been provided with a 'quick read' section as well as access to the main library stock. Books with CDs are available and the library is provided with listening stations. It has suitably abridged and high –grade reading material. There is also a good stock of DVDs and laptop power supplies.  
*Consultant's comments:* *The library supports Coach House through appropriate access and guidance to resources which are suitable for the Dyslexic pupils. This is a two way process which is working well under the enthusiastic librarian and the joint Heads of LSU. A wide range of Resources is made available including Differentiated Fiction and non fiction, Graphic novels, Audio visual materials: CD's, DVD's, Videos and tapes, a CD listening station for 6 pupils and an E reader. Guided books include, Barrington Stokes, Macmillan Readers, Heinemann Guided Readers Happy Cat First Readers and Streetwise. Teachers make full use of this fabulous facility.*
- c) **ICT:** There are 2 main IT suites available for the different ages across the school. Each suite can accommodate 24 pupils working on 24 PCs. Touch Typing is part of the curriculum. Most classrooms have interactive whiteboards.  
*Consultant's comments:* *There are 247 computers within the Prep school using both internet and intranet as appropriate. Computers are very much to be seen and in constant use.*
- d) **Learning Centre:** The Coach House is separate but part of the campus. It consists of EFL teaching rooms downstairs plus a small computer suite (6 PCs) and teaching area for 1:1 literacy support and 5 individual teaching rooms upstairs. There is a staff room/resources room.  
*Consultant's comments:* *Entering the Coach House from the road via a security key pad the LSU is up stairs. Although limited for space, very careful use of every space has been made. The classrooms are very well decorated and cosy with excellent informative wall displays. The atmosphere within is one of warm friendly security where pupils enjoy the many challenges which are offered to them. There is one further LSU teaching room down stairs. This is reached across a concrete area. The drain needs attention.*

## Statements of Special Educational Needs

11. a) **School policy:** There is a whole school commitment to LDD children and providing the school feels that it has the facilities and expertise, and the child is of average IQ or above, he or she will be accepted.  
*Consultant's comments:* *this is entirely appropriate.*
- b) **Types of statemented needs accepted:** The school has admitted children with dyslexia, dyspraxia, dyscalculia, aspergers, speech and language (mild), sight and hearing impaired.  
*Consultant's comments:* *There are no 'Statemented' pupils attending at present.*
- c) **Number:** none  
*Consultant's comments:* *none*



*support strategy across the entire school is fully embedded. The Learning Support Unit is a pathfinder in effective learning, ably supported by the rest of the staff. Continuing Registration of Clifton College Prep is both appropriate and highly recommended*

**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: