

Background and General Information

4. a) **Geographical location and position:** Central London
Consultant's comments:
Recently the 2 schools merged - the Junior Department moved from Causton Street to Lambeth Road and the Senior Department from Lambeth Road to Causton Street. This seems to have been an admirable idea with both buildings being eminently more suitable for their present tenants. The Causton Street site lacks easy walking access to play areas but has a small play area opposite, and the school manages to bus the pupils to suitable recreation areas and a swimming pool for games
- b) **Foundation:** 1982
Ownership: Fairley House School
Governing body: Fairley House School Board of Governors
Status: Charitable (Charity No. 281680)
Consultant's comments:
- c) **Recent inspections:** ISI 26 – 30 April 2004
Consultant's comments:
*The ISI Report said **The Provision for pupils who require small group specialist tuition for their learning and language difficulties is very good in the lower school and satisfactory with good features in the upper school. The integration of therapy and teaching results in the expertise of the therapists being assimilated into and enhancing teaching and learning.** I would fully endorse the latter point and state that the group specialist teaching in the Senior Department appears now to be excellent. The Report also stated that the systems for assessing and recording pupils' attainment and progress are very good and the information gained is very well used to contribute to curriculum development and planning; and the links with parents and community are good; and the staff are extremely well qualified and experienced particularly in the lower school where the quality of much of the teaching is very good; and the resources for special needs are good and the governance and management of the school are good. I would fully endorse all these points.*
*The Report stated also that the following aspects of the school's provision could be improved: **the quality of teaching and overall provision for science in the Senior Department is weak.** Since this comment was made the school's provision for science has much improved partly because of moving into more expansive quarters but mostly because a member of staff has left and been replaced by an inspirational teacher whose lesson I attended. **The premises and accommodation for the Senior Department are not entirely suitable for teaching a secondary curriculum,** Since the move to Causton Road this would not now appear to be the case. **Liaison between the lower and upper schools is limited, in part because of the distance between them.** I could find no direct evidence of this, probably because of closer links since the merger. In general the report was most complimentary*
- d) **Current membership:** ISA, CReSTeD, BDA
Consultant's comments:
- e) **Numbers, sex and age of pupils:**

		Total	Dyslexic	Accepted age range
Day:	Boys:	97	97	5 – 13
	Girls:	20	20	5 – 13
Weekly boarding:	Boys:			
	Girls:			
Full boarding:	Boys:			
	Girls:			
Overall total:		117	117	5 – 13

Consultant's comments:

- f) **Aims and philosophy of the whole school:** Fairley House School aims to be a centre of excellence for meeting the needs of children with specific learning difficulties through a whole school approach

Consultant's comments:

Fairley House achieves its aims with great success

- g) **Summary of buildings and grounds: Senior Department**

Three floor building with good use of space to provide eight classrooms and other areas. Two entrances allow easily monitored (video) entry to the school. The ground floor houses the Hall and stage together with music and oral language skill rooms. The first floor has four classrooms with Art and CDT room, school office and Principal's office. The second floor houses four teaching rooms together with Special Provision room for language and literacy, specially equipped Science room and Treatment room (sick-bay). The third floor has the school Library, ICT room, seven Special Provision rooms and room for Educational Psychologist together with Resource room.

Junior Department

Four classrooms and a library. A multi-purpose room for Science, Art and DT and two rooms for small group use. A portakabin with two rooms for Occupational Therapy and Speech and Language Therapy. We rent a large hall in the building next door.

Now that the use of these buildings has been changed around, the buildings are well adapted for use by both seniors and juniors. The buildings themselves seem to be in sound order, are well decorated and there is a proliferation of the children's work displayed on the walls of both buildings – more than I can remember seeing in any other school. This display work is changed on a regular basis and must give added confidence to the children involved. There is no open green space in the near vicinity of the senior school but the Junior Department has a local authority park within a minute's walk. There is a large grass area, a cricket net, 2 football pitches and tennis courts in the summer. The park is used by the children, supervised, during the lunch break and at other specific times

- h) **Pastoral care arrangements:** Whole school atmosphere and ethos. Close relationships with form tutors due to small classes. Mentoring system for those needing additional pastoral care.

Consultant's comments:

The children in both schools enjoy a strong network of support from the staff and the children relate closely to their class teachers. The school also relates closely to the parents and meetings with the Head and Principal at the school entrance at the beginning of the day help to maintain at least an informal contact. Parents sign homework books and this means there is often some written communication between parents and teachers. The mentoring system also seems to work very well and the children themselves expressed satisfaction with the way they were supported

Material to be studied in advance of visit

5. Documents required as detailed on the check list.

Consultants – please comment on each of the following:

Prospectus, including staff list:

This is a very welcoming document and the school makes it clear about its philosophy

and objectives. It includes many statements from the children themselves and some from parents. There is also a proliferation of happy and cheerful photographs of the children

Special Needs Policy:

This is included in the Staff Handbook

Staff Handbook:

This a large and very comprehensive document.

AIMS:

The Mission Statement says that the school is **to become a centre of excellence by encouraging children with SpLD to fulfil their potential through a whole school approach.** It says that the **whole school approach at Fairly House is therefore multi-disciplinary and education and therapy are integrated.**

ANNUAL PLAN:

This is calendar for the year

ROUTINES AND PROCEDURES:

This is concerned with policies – admission, homework etc.

TEACHING AND LEARNING:

This is a very comprehensive section and covers all aspects of the subject; it is good on multi-disciplinary assessments. This takes place over 2 days and includes educational psychologists and speech and language and occupational therapists. There are sections on SATs, KSI, marking policy, factors for a good lesson and the criteria for withdrawal.

BEHAVIOUR:

The tone of this is positive and encouraging. There are though yellow and red cards for bad behaviour.

EQUAL OPPORTUNITIES

PROFESSIONAL DEVELOPMENT:

This is concerned with courses and appraisal

INDUCTION POLICY:

This is for the staff

ROLES:

These are job descriptions for the staff

HEALTH AND SAFETY:

All the procedures are clearly expressed – fire regulations, accident-reporting procedures etc. It is also concerned with the policy for visits.

COMMUNICATION POLICIES:

This is about data protection policies, e-mail and Internet policy and CRB policy

THE SCHOOL DEVELOPMENT PLAN:

This is a 5 year plan which covers internal arrangements, special provision, the curriculum, new developments and perception. This is a sound and well-considered document and is costed on an annual basis by the Bursar and on figures agreed by the Governors.

Timetable (including Special Needs Provision):

This shows a well-balanced and considered curriculum.

School Development Plan:

See above

Consultants to comment generally on website content:

This website was unavailable at the time of writing

Fees and compulsory extras for dyslexic pupils: £7,300 per term

Staffing and Staff Development

6. a) **Qualifications, awarding body and experience of all learning support staff:**

Jacqueline Murray BA (Hons) MEd Dip Psychol MSc Dip RSA (SpLD)
Educational Psychologist

Head of Junior Department

Ann Osborn Cert Ed Dip RSA (SpLD) Dpse (SEN) Art Co-ordinator

Head of senior Department

Alex Tait MA PGCE Dip RSA (SpLD)

Acting SENCO

Iona Mitchell BSc PGCE

Class Teachers

Mark Bolton BA (Hons) PGCE OCR Cert (SpLD) (Year 4)

Roy English MA PGCE Dip SPLD (Year 9)

Mamianna Hansen BA (Hons) (Year 6)

Sarah- Jane Kelly BEd Dip Ed (Year 5/6)

Caroline Lillywhite Dip Ed Dip RSA (SpLD) (Year 4)

Jo Wolvett BA (Hons) PGCE Dip SEN Hornsby Dip

Sandra Turland BA (Hons) PGCE (Year 1 + 2)

Greg Sherman BA (Hons) MA H Dip Ed (English and Drama) (Year 6)

Joanne Trangmar B PrimEd (Bachelor of Primary Education) (Year 5)

Natasha Vessey BA (Hons) PGCE (Year 5)

Gillian Wood Cert Ed (Year 3)

Special Provision Teachers

Claire Jostins B Ed

Rachel Langton Cert Ed Dp SEN Hornsby Dip

Mel Lever MA B Ed Dip ME Dip SEN

Janet Melvill HDE (Primary)

Joanne Tarr BA (Hons) PGCE OCR Cert (SpLD)

Specialist Teachers

James Bentall BSc (Hons) PGCE (ICT)

Mary Edwards BA ST (Diploma) (Art)

Wendy Kiernan B Ed (Hons) (Science)

Moira Pinder MA PG Dip AT (Design Technology)

Jacqueline Vann BA (Hons) LGSM Diplome Superior (Geneva) (Music and Drama)

Speech and Language Therapists

Sonia Aboagye BSc (Hons) PGCE MRCSLT

Sheree Lyon Dip LCST Cert MRCST Dip RSA

Niamh McLoughlin BSc CSLS

Michelle Williams BSc (Speech Pathology)

Occupational Therapists

Jenny Lim BSc SROT

Julie Zweiss OTR

Assistants

Oliver Ferman

Kathleen Guy

Pauline Hawkins

Matthew Holmes BSc (Hons) (Computer Technician)

Consultant's comments:

I was initially concerned by the lack of balance in the SpLD qualifications of the staff. However I understand that no less than 10 staff are in the process of completing the OCR/RSA course in SpLD at Fairley House and most of them will have completed it by July this year

b) **Class sizes – mainstream:**

Consultant's comments:

c) **Class sizes - special needs:** 2 – 15 often double staffed

Consultant's comments:

Speech and Language Therapists have 1:1 – 1:6 as appropriate. Children

who require extra intervention in reading or maths have them in small groups or 1:1.

- d) **Staff development and in-service training of learning support staff within last 18 months:** There are 3 full days of INSET for all staff at the beginning of each term. Staff are encouraged to observe colleagues at Fairley House School and elsewhere, read and attend courses. The latter are paid in full if relevant to the school. School pays 1/3 for further degree courses. Professional development is addressed in appraisal. School offers OCR Certificate to train new staff and will offer to other schools from September 2006.
- Consultant's comments:*
The staff appear to be more than adequately trained and showed enthusiasm for the courses they had completed or were in the process of completing..

Policy and Philosophy with Regard to Dyslexic Pupils

7. a) **Policy statement with regard to dyslexic pupils:** The school only takes pupils with SpLD (dyslexia and/or dyspraxia)
- Consultant's comments:*
The policy seems to work well in this environment
- b) **Admission policy / selection criteria:** IQ within the normal range. Significant discrepancy between IQ and attainments in Literacy and/or Maths. Significant difficulties on speech and language and/or OT testing
- Consultant's comments:*
- c) **Give specific examples of the whole school response to dyslexia:** Most members of the teaching staff hold a qualification in SpLD. IEPs are prepared by the form tutors and a member of the Special Provision team. An understanding of dyslexic and dyspraxic difficulties permeates all teaching.
- Consultant's comments:*
The teaching staff appeared to understand very well the problems of dyslexic and dyspraxic children. All the lessons I attended were well prepared with clear objectives which were within the range of the pupils and therefore achievable and achieved. Multi-sensory teaching was very much in evidence throughout the schools and good use of visual aids and interactive whiteboards for reinforcement.

School Organisation

8. a) **How is the week organised?** School week: Monday to Friday
Junior Department: 08.30 – 15.30 (Friday 15.00)
Senior Department: 08.40 – 15.40 (Friday 15.10)
- Consultant's comments:*
There are 49 lessons per week, ten lessons a day from Monday to Thursday and 9 on Friday. Lessons are 35 or 40 minutes in length
- b) **Implementation of National Curriculum considerations:** The National Curriculum is followed.
- Consultant's comments:*
At the Senior Department, Years 5 and 6 follow Key Stage 3 of the National Curriculum, while Years 7, 8 and 9 follow Key Stage 3
- c) **Details of arrangements for dyslexic pupils, including prep / homework:** Classes are arranged according to year group and skill levels. There are separate groupings for Reading, Spelling and Mathematics. Homework is set

in accordance with the Homework Policy (see Staff Guide).

Consultant's comments: Many of the lessons I attended were double staffed from which the children undoubtedly benefited. For the Junior Department homework is kept to a minimum except for the older pupils and the parents sign the homework book each evening. Outside the curriculum there are lessons in touch-typing and the laptop, life and study skills.

Teaching and Learning

9. a) **Lesson preparation and delivery:** Schemes of work, medium term and short term plans. Year group teachers plan together. Teaching takes into account varying learning styles and is multi-sensory.
- Consultant's comments:*
I attended 12 lessons in all which ranged from the good to the excellent – the latter included 2 maths classes in the Junior Department which were superbly organised and delivered, one with a quiz which engaged the attention of all – including 1 or 2 with poor attention spans - because of the competitive edge. There was also an excellent literacy lesson on nk with a variety of different exercises which the pupils enjoyed. A lesson on the First World War poets with excellent use of the interactive whiteboard held the attention of all and a lesson on musical notation exploring minimal composing then playing, was excellent for enhancing the pupils' sense of rhythm and co-ordination. I was impressed too with the homegrown typing course which all the children experienced.
The teachers in both schools taught with good organisation and preparation, empathy and engagement
- b) **Use of IEP's:** Each child has an IEP, which is closely monitored and revised each term. IEPs are reviewed termly in a meeting between form tutor, Special Provision teacher, parents and pupil. Together they agree areas needing targeting.
- Consultant's comments:*
The IEPs cover 3 sides of A4; the first side contains New Information, Special Notes and Objectives of the Year; the second side SMART Targets, Strategies and Parental Arrangements; the third side for each subject covers Provision per Week, Staff, Ratio and Frequency. These are of a high standard and are well designed for the purpose they serve in this school. Patently they have been most carefully considered
- c) **Records and record keeping:** All reviewed by Principal. Database for test results. Baseline set in initial assessment for literacy. WORD tests used bi-annually for reading, spelling. NFER Maths test used annually. Fairley House School Phonic Scheme includes diagnostic testing. KS1, 2, 3 SATs
- Consultant's comments:*
The records and the record keeping are some of the best I have seen anywhere; there are well-indexed ring binders in the school office with information clearly labelled and sorted. The most impressive document is the very detailed assessment questionnaire completed by the parents. There are 7 sides of A4 with questions largely demanding YES/NO answers in tick boxes. This gives an unusually comprehensive picture of the child from the perspective of the parent, and must be most valuable to the school. There are also records of the screening and assessments by occupational, speech and language therapists
- 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	n/a				
Dyslexic Pupils	n/a				

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	n/a			
Dyslexic Pupils	n/a			

Key Stage 3	No. of Year 9 pupils entered	English		Maths		Science	
		L5+	A/D	L5+	A/D	L5+	A/D
Whole School	13	5	1	8	3	6	0
Dyslexic Pupils	13						

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	29	16	4	14	7	24	1
Dyslexic Pupils	29						

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

Any other information:

Consultant's comments:

The school should be pleased with these results – they are impressive.

- e) **Details of special examination arrangements requested and made for dyslexic pupils:** No special arrangements for English SATs except for use of laptop. Extra time, reading of paper allowed for Maths, Science and transcription where necessary. Special arrangements made on an individual basis according to pupil's needs.

Consultant's comments:

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

The pupils showed the highest regard for their teachers and listed among their likes most of subject areas, which is unusual, their friends, their teachers and the food. Many of them recounted experiences in previous schools, which they had disliked with good reason and were grateful to the school for the good environment, the teaching and for the progress that they were making now.

Facilities and Equipment for Access to Teaching of Dyslexic Pupils

10. a) **General resources for teaching dyslexic pupils:** Fairley House School Phonic Scheme; numerous reading schemes; schemes of work which aim to remove barriers to learning; computer programmes; high staff/pupil ratio.
Consultant's comments:
The schools are some of the best equipped that I have seen and the high staff/pupil ratio is another guarantee of the progress that these pupils make
- b) **Library:** Junior Librarian allows tracking of what pupils have read. Internal

system for grading readability of books.

Consultant's comments:

The Junior Department has a pleasant library, which is welcoming, and a librarian who is a full time teacher at the school. It has a good selection of graded readers and reference books. This is a facility that has been well resourced and is likely to encourage reluctant readers to enlarge their reading programme. The Senior Department library is perfectly adequate and is still in the process of enlargement.

- c) **ICT:** Networked computers, 1 in each classroom and class set of computers in Computer Room. Laptops and touch typing program.

Consultant's comments:

In the Junior Department all rooms have networked computers with printing facilities and there are a mass of laptops on loan, which have controlled access to the internet. The Senior Department has a light and welcoming room with plenty of networked computers equipped with flat screen monitors with controlled access to the internet as well as plenty of available laptops. These facilities combined with the touch-typing course illustrate the fact that computers are central in the life of the school

- d) **Learning Centre:**

Consultant's comments:

Statements of Special Educational Needs

11. a) **School policy:** As Mission Statement

Consultant's comments:

As far as I could see, this policy is enacted in the daily life of the school

- b) **Types of statemented needs accepted:** Specific Learning Difficulties

Consultant's comments:

- c) **Number:** 19

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:***

Most of the parents I contacted were very supportive of the school and were grateful for the rapid progress their children had made in the school. They said that their children were happy there. In general they said that what they had noticed was a big increase in the confidence of their children. One parent spoke of the introversion of his son who had suffered from a nervous tick. This has now disappeared and he has many friends. Another parent said her child could hardly read when she came a year and a half ago but now reads avidly. One parent was disappointed with the lack of progress her son was making and would like more close contact with the staff. On the whole the parents were more than satisfied with their children's education

13.

Head's / Principal's signature confirming accuracy of school's

Head's / Principal's signature confirming agreement to consultant's
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information (pre-visit): Date:	comments (post-visit): Date:
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14. *For completion by consultants only: **Summary of Report:**
Fairley House school is in 2 separate buildings but easy walking distance from each other. The Junior and Senior Departments have now swapped sites and both sites now seem much more appropriate for the relevant age groups, though the senior school is now further away from open recreational and sporting areas. Fairley House offers an education almost unique in that educational psychologists, speech, language and occupational therapists occupy a set placing within the school curriculum. The high ratio of teachers ensures that the individual pupil has a personalised and individual education. The premises have been well adapted and are bright and welcoming. The progress of many of the pupils in this school is very rapid.*

For office use only:

15. **Category proposed:** SP
Consultant's name(s): Peter R Mayes
Consultant's signature(s):

Date:

16. **Approval registration number:**

17. **Chairman's name:**
Chairman's signature:

Date: