



## Council for the Registration of Schools Teaching Dyslexic Pupils

CReSTeD, Helen Arkell Dyslexia Centre, Arkell Lane, Farnham, Surrey, GU10 3BL  
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### Calder House School Re-registration Category DSP – Dyslexia Specialist Provision

Date of visit:	15 <sup>th</sup> of October 2019
Name of Consultant(s):	Anne Sherrard

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
<b>Calder House School</b> Thickwood Lane, Colerne, Near Bath Wiltshire SN14 8BN Tel: 01225 743566 Fax: Email: <a href="mailto:delahay@calderhouseschool.co.uk">delahay@calderhouseschool.co.uk</a> Web: <a href="http://www.calderhouseschool.co.uk">www.calderhouseschool.co.uk</a>	Village	38 boys 10 girls	Dysc Dysl Dysp P&S	BDA Dyspraxia Foundation PATOSS
	Ind Day	Ages 5-13		KS2 SATS and English Speaking Board
<b>Comments:</b> National Curriculum. Speech therapist and OT consultant on site. Re-entry into mainstream education usually within three years.				

*Please note:*

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

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

<b>School Details</b>			
Name of school:	Calder House School		
Address of school:	Thickwood Lane		
Telephone:	01225743566	Fax:	
Email:	<a href="mailto:delahay@calderhouseschool.co.uk">delahay@calderhouseschool.co.uk</a>		
Website:	<a href="http://www.calderhouseschool.co.uk">www.calderhouseschool.co.uk</a>		

<b>Name and qualifications of Head/Principal, with title used:</b>	
Name:	Mrs Julie Delahay
Title (e.g. Principal):	Head of School
Head/Principal's telephone number if different from above:	
Qualifications:	BSc (Hons) University of Coventry; PGCE (awarded with Distinction); QTS (Cheltenham and Gloucester University); L3 Child Protection trained
Awarding body:	
<b>Consultant's comments</b>	
<p>Mrs Delahay has been head of Calder House for just over a year. She has spent fourteen years in the state sector and some of this in a senior management role as head of teaching and learning. She has also spent time as a registered intermediary for vulnerable witnesses. Teaching Geography to every class in the school allows her to understand fully the challenges faced by her pupils. She has good insights and understanding of SEND and is very much aware of the toll this can take on pupils and parents and certainly by the time they reach Calder House.</p>	

<b>Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:</b>	
Name:	Mr Ian Perks
Title (e.g. SENCO):	Director of Studies
Telephone number if different from above:	
Qualifications:	BA (Hons. 1st Class) Bath Spa University; QTS; MA (Children's Literature) University of Warwick; MSc University of Sterling; AMIPR
Awarding body:	
<b>Consultant's comments</b>	
<p>Mr Perks is an experienced and inspirational teacher as well as part of the senior management team at Calder House as Director of Studies. Ofsted identified that he was highly trained as Head of English and his knowledge was used to lead staff training and professional development which in turn raised the quality of teaching and learning in the school.</p>	

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## 1. Background and General Information

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

Numbers, sex and age of pupils:		Total	SpLD	Accepted age range
Day:	Boys:	38	38	5-13
	Girls:	10	10	5-13
Boarding:	Boys:	0	0	0
	Girls:	0	0	0
Overall total:		48	48	

Consultant's comments

Approximately 21% of pupils are girls.

c) Class sizes – mainstream: Maximum of 8 – average 4

Consultant's comments

Classes observed ranged from 4 to 8.

d) Class sizes – learning support: Maximum of 8 – average 4

Consultant's comments

Some one-to-one lessons were observed; lesson sizes are appropriate to the needs of the pupils.

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

An Ofsted inspection in 2018 recognised Calder House as outstanding in all categories: they noted the school's work to promote pupils' personal development and welfare was outstanding; pupils are emotionally well prepared for the next stage and they show care and respect for each other. Careers development is part of the school development plan and this will be timetabled for the summer term and taught as a discreet sub skill. Tutors deliver PSHE and RE in tutor groups. The school operates a 'Listening ears' system; there is a 'worry box' in the library.

f) Current membership (e.g. HMC, ISA etc.): CReSTeD, The British Dyslexia Association, The Dyspraxia Foundation. PATOSS

Consultant's comments

g) Please supply the following documentation:

i. **Prospectus**, including **staff list** (if this does not clearly show which teachers teach English, then please supply this as a separate item). Please indicate copy enclosed

or provide link to view reports via the internet [www.calderhouseschool.co.uk](http://www.calderhouseschool.co.uk)  
Our website acts as our prospectus.

<http://www.calderhouseschool.co.uk/about/our-leadership-team-and-staff>

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ii. **Recent Inspection reports**, please indicate copy enclosed  
or provide link to view reports via the internet [http://www.calderhouseschool.co.uk/assets/uploads/CHS\\_Ofsted\\_Report\\_2018-2019.pdf](http://www.calderhouseschool.co.uk/assets/uploads/CHS_Ofsted_Report_2018-2019.pdf)

iii. **Details of Fees and compulsory extras for SpLD pupils** (if applicable), please indicate copy enclosed  
or provide link to view information via the internet [http://www.calderhouseschool.co.uk/assets/uploads/CHS\\_Admissions\\_Procedure\\_and\\_Fees.pdf](http://www.calderhouseschool.co.uk/assets/uploads/CHS_Admissions_Procedure_and_Fees.pdf)

Consultant's comments

## 2. Policy and Philosophy with Regard to SpLD Pupils

Criteria  
1 & 2

2. a) Aims and philosophy of the whole school  
The aim of the school, having admitted pupils who, because of a specific learning difficulty are under achieving in mainstream education, is to return them to mainstream schools, within a short time frame, with improved skill levels and restored self-esteem. The school believes pupils with specific learning difficulties can be empowered to become independent learners and realise their cognitive potential.

Consultant's comments

Pupils settle quickly into this school: transitions are well managed and parents' fears about this process are soon allayed; for some the process takes a day. An average stay is three years but there is a very strong sense of community in this school with pupils often returning to tell of their experiences and to help give the present pupils the confidence and drive to achieve to the best of their ability at Calder house. Here every child really matters, and their voice is heard. They are given understanding of their strengths and weaknesses allowing them to tackle the curriculum; most of all they are given the appropriate language to empower them and address their problems. Pupils understand terms such as auditory processing difficulty and metacognition.

Criteria  
1 & 2

- b) Please indicate copy of the whole school **Staff Handbook** (SH) enclosed **Info. Rec'd.**
- c) If not within SH, please enclose copies of whole school **policy statement(s) with regard to SpLD pupils** outlining:
- iv. **Policy for SEN/SpLD**
- v. **Support for policy from Senior Management Team**
- vi. **Support for policy from governors**
- vii. **Admissions Policy/Selection Criteria**
- viii. **Identification and assessment**

Information  
received

Consultant's comments

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The Bursar/registrar is also part of the carefully thought through admissions process. Parents visit without a child. On a first visit for a pupil this is a chance to see the school. They may then be invited back for a full assessment. At every stage the school is working out if they will be able to assist this child to overcome their weaknesses and if Calder House is the right place for them. It may be that a potential pupil spends a week at the school. This finely tuned process means that the school knows much about a pupil before they start; pupils do not have a false start and the morale of a young person is looked after in the process. The governors are all fully committed to the school. In many cases they have been or still are parents. All were met on the 2019 October CReSTeD visit. They know first-hand the changes the school can make to young people and clearly want to do whatever they can to give something back. Those who have not had children at the school have been caught up in the amazing work which is carried out here, feel privileged to work with Calder House and are extremely proud of the confident, thoughtful young people it produces. Parents will have provided reports from specialists on arrival. Assessment of pupils is ongoing. Staff have a system for noting any concerns or changes in behaviour that might need follow up. Pupil progress and careful tracking is integral to what the school does.

Criterion 4

d) Give specific examples of the whole school response to SpLD

#### OFSTED 2018

Teachers have an excellent knowledge of every pupil. Together with specialist experts, including the on-site speech and language therapists and occupational therapist, teachers plan sequences of learning matched precisely to each pupil's individual need. Consequently, pupils thrive academically, socially and emotionally.

- Pupils are taught in very small groups and qualified teachers work very closely with them across the school day. Teachers identify and address pupils' individual needs quickly. As a result, pupils make rapid and sustained progress, particularly to help catch up in reading, writing and communication.

- Teachers use a range of assessment information effectively to target pupils' particular challenges, such as spelling. This leads to rapid intervention and improvement. Leaders also track pupils' individual strengths and challenges closely, on a weekly basis, to ensure that programmes and interventions are working well.

- Personalised timetables featuring bespoke activities are highly effective. These are produced for every pupil, so that they receive the timely and specific support needed to overcome their individual barriers.

- Teachers plan work to match the recommendations and advice from external experts and professionals, including following clinical and/or medical advice. In this way, pupils who have an education, health and care (EHC) plan have their specific needs met consistently. As a consequence, pupils make strong progress, through highly refined and personalised 'next steps'.

- Teachers have the highest expectations of pupils, including for the most able and older pupils. For example, in a Year 6 and Year 7 English lesson, pupils were evaluating the merits of analepsis (use of flashback) in narrative writing. Pupils also showed tremendous knowledge of

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morphology (the formation of words) to understand particular words and their meaning. These expectations enable pupils to catch up in their readiness for mainstream education.

■ Teachers and additional adults have excellent professional relationships with the pupils. Pupils respond well to teachers' prompts, guidance and skilful questioning to achieve well in all lessons.

#### Consultant's comments

Every opportunity is used to make the pupils feel respected members of their community whose views count and whose needs on a day to day basis are understood and responded to. At the same time, they are encouraged to be mindful of the views of their peers, to listen to each other and take turns. They are encouraged to be aspirational but also reflective in the process. On a practical note, pupils carry their belongings from class to class in open boxes; this prepares them for senior school (they do have to move classrooms at Calder House) and allows them to see the contents at a glance and so help with organisational skills.

- e) Number of statemented / EHCP 12  
pupils:

#### Consultant's comments

Paperwork for statemented pupils (as for all) is carefully managed.

- f) Types of statemented / EHCP needs accepted:

We accept EHCPs from learners manifesting specific learning difficulties, of broadly average cognitive ability.

Whilst said difficulties will be characteristic of dyslexic, dyspraxic and dyscalculic learning profiles, EHCPs accepted at Calder House might reference such special educational needs as:

1. Anxiety related to fear of failure (i.e., low self-concept, especially as regards Reading and Writing);
2. Behaviours and learning profiles associated with Autistic Spectrum Disorders;
3. Auditory Processing Difficulties;
4. Dyscalculia
5. Sensory, Perceptual and Cognitive behaviours associated with Developmental Delay;
6. Proprioceptive, Fine and Gross-motor difficulties (notably associated with dyspraxia, including hypermobility);
7. Semantic Pragmatic Difficulties;
8. Speech and Language difficulties arising from Glue Ear;
9. Social and Emotional Literacy;
10. Working, Visual and Auditory Memories.

Students possessing a dyslexic profile will, in general, have EHCPs referencing comorbidity in the areas of poor phonological processing, memory and/or visual-spatial difficulties.

#### Consultant's comments

The school is mindful of accepting pupils who they feel can make the most of what Calder House has to offer, and whose needs they can meet successfully. Ofsted commented that 'those pupils with an EHC plan make

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strong progress.'

### 3. Identification and Assessment

Criterion 1  
DSP 6.9

3. a) Give details of how you identify pupils in your school who have or are at risk of SpLD and when this takes place in the admissions process:

A whole day assessment programme is undertaken before a place is offered. Children will be aged between 5 and 13 and live close enough to the school to be day pupils. Pupils will be underachieving in relation to potential because of their specific learning difficulties. Pupils will be admitted whom it is anticipated will respond well to the remedial programmes and teaching specialisms available at Calder House School.

Assessments on the assessment day include some of the subtests from CELF, an age appropriate MALT Maths assessment, BPVS, Neale Analysis of Reading Ability, Schonell Single Word Spelling Test, Schonell Spelling Test, the bead-threading test from the Dyslexia Screening Test, the Visual Sequential Memory (symbolic) test, the Auditory Sequential Memory test, the Visual Discrimination test, the Rapid Naming Test from the Dyslexia Screening Test plus observing the child at play for social skills.

#### **Rapid Naming (administered in conjunction with our SLT)**

Word-finding skills are inherently related to Working Memory. Calder House tests for Rapid Naming in order to accurately identify whether a child's inability to 'find the right word' is owed to recall, or – more simply – an absence of a wide vocabulary.

#### **Visual Sequential Memory Test**

This is tested upon entry. There are self-evident links between visual sequential memory and the ability to both read and spell. Where low visual sequential memory is identified, then remediation is timetabled. Specific teaching strategies are also implemented within English lessons.

#### **Aston Index: Auditory Memory**

The Head of English tests for Auditory Memory during a child's Assessment Day. This data is stored and viewed as essential to deciding upon any future approach to progressing the child's reading skills. It is also viewed – by the Head of English – alongside any later WRAT (sentence comprehension) data. Individual differences in reading comprehension may reflect differences in auditory working memory capacity, specifically in the trade-off between its processing and storage functions.

#### **Bead-Threading Test (Fine-motor Skills)**

The Head of English performs this assessment. It provides insight into WHY the child may find the physical act of writing mechanically challenging. These assessment observations are fed directly into the child's future timetabling provision.

If the child's bead-threading is shown to be 'at risk,' that child is given fine-motor remediation, and prioritized for being formally assessed by our Occupational Therapist, Tessa Hyde.

The motor assessments we make of our children are closely tied to handwriting or 'Speed-Up' remediation offered by the sub-skills timetable.

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### **Schonell Single Word Reading**

The Head of English measures reading age of all children during their Assessment Day.

The Schonell Single Word Assessment is also used as an ideal opportunity to assess the reader's de-coding skills, especially strategies of syllabification and phonological awareness. Schonell assessment provides the opportunity to observe whether children are over-relying upon visual-memory.

### **Schonell Spelling**

The Head of English uses this to arrive at a spelling age. He assesses first on the child's Assessment Day, then every 6 months.

### **Neale (NARA) Reading Test**

The Head of English tests Reading Accuracy and Comprehension skills upon entry and prior to departure. Results obtained from using NARA on our Assessment Day are used to enable us to select reading materials suited to the ability of individual pupils.

The diagnostic key NARA provides also informs the Head of English as to the specific types of reading error being made. This – in turn – may inform actions taken

### **Aston Index: Phoneme-Grapheme Linkage**

The Head of English completes this test during Assessment Day. It gives a general indication as to how firm the child's sound-linkage is, and can explain difficulties with de-coding. Where poor phoneme-grapheme linkage is identified, Mr. Perks prioritizes that child for Hatcher Assessment by Jo Bleakley.

### **Handwriting: DASH Assessment;**

We use DASH (Pearson) to assess handwriting needs upon entry. We recognise that handwriting is a complex skill involving perceptual, cognitive and motor aspects.

#### **Consultant's comments**

The school have a wide range of assessments with which to help unravel the needs of their pupils and give direction to a plan of remediation which will inform all who teach that pupil. The school might like to consider reading tests which will give reading speed with the demands of a senior school curriculum in mind.

- b) Give details of what action you take when children are identified as at risk of SpLD

As Calder House is a specialist school there is a whole school approach to all aspects of the daily routine. All lessons are structured to the needs of the pupils and there is no withdrawal from core subjects for remedial support. All pupils have an ISEP from which their individual timetable is drawn up. This takes account of subskill deficits and learning strengths identified during the careful and thorough whole day assessment that occurs before a place at Calder House School is offered (see 3a above). Subskill deficits addressed in targeted remedial slots may include for example, gross motor, fine motor, auditory memory, language issues, visual perception, spatial perception, working memory program - Cog med. Thus remedial support is tailored to the needs of the individual, with pupil needs matching teacher skills. Staff with appropriate qualifications teach according to their strengths and small class

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sizes allow for necessary individual attention.

Individual pupil timetables enable pupils to compensate for challenges and gain literacy/numeracy skills, which are age appropriate. Annual results testify to the effectiveness of this personalised learning and targeted teaching. The organisation of the school day is designed to meet the individual needs of pupils and many tactics are employed to assist pupils with poor organisational skills and memory challenges. These include the colour coded timetable and homework arrangements. There is provision for associated difficulties of poor motor control and coordination.

### **Responding Proactively to Assessment Findings and Observations: The Use of Speech & Language Therapy at Calder House School in Remediating for Language Impairments.**

1:1 Specialist provision with our resident SLT, along with the CELFING and TOMAL assessment procedures, mean that we are quick to identify – and remediate for – oral language problems.

Calder House School has also worked hard to forge excellent liaison with parents, educating our parents in the nature of their children's difficulties, and empowering the parent to consolidate (at home) the intervention their child has received at school.

We use the Hatcher Sound Linkage programme to assess a child's phonological readiness for Toe-by-Toe, and to identify 'gaps' in their phonological awareness. Findings are immediately analysed by the Director of Studies/Subskills, and – if needs be – the child is timetabled specialist 1:1 sessions with Square Room teacher.

The latest WRAT Assessment Programme is also used to identify difficulties in comprehension at sentence-level.

### **Examples of Measures Implemented upon Identification of Children Making Insufficient Progress**

Identification of children failing to make progress occurs in both qualitative and quantitative ways across the school. Quantitatively, data is stored in the (separate) Reading Age and Spelling Age spreadsheet. Data pertaining to Literacy is also recorded with the Director of Studies' 'Strengths and Challenges' chart, where lack of progress is visually 'red-flagged.' Further data pertaining to Reading Comprehension and SPAG internal examinations, consisting of Doublestruck, Testbase and previous SATs papers, is maintained on an additional spreadsheet. This quantitative data is used to 'build a picture' of the child's progress. Where progress is not made, it is 'red-flagged' and responded to immediately via targeted remediation, in many cases through 1:1 remediation in Square Room. Furthermore, poor progress results in time-table changes, where individuals receive specific subskills remediation.

Qualitative data – often in the form of observations of the child's progress in lessons – results in a child being 'flagged' by discussion in either Monday morning subskill meetings, or Literacy meetings. Where the Literacy Lead feels the issue to be more of a whole-school nature, he raises lack of

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progress in Monday afternoon's whole-staff staff meeting, where possible strategies and motivations are agreed upon and implemented. If lack of progress continues, the Subject Lead raises this in our termly Roundtable meetings, where a 'bigger picture' is shared of the child. Frequently, this results in a better understanding of WHY progress is not occurring, and we are then better placed to act. Staff use the Referral System, implemented by the Director of Studies, to record observations. These referrals are given to the Director of Studies. The Director/Subject Lead is proactive in responding to the referral: he will forward the observation to the member of staff best-placed to act upon the observed difficulty. If, logistically, difficulty cannot be responded to immediately, note is made and – when the child's personalized timetable is next changed – remediation implemented.

#### Consultant's comments

Young people are carefully monitored, and the range of cognitive skills required for success in the classroom and beyond are carefully observed and assessed when necessary. The school is used to reviewing progress and adapting interventions as required. OTs and speech therapists are amongst the specialist teachers at Calder House: there is much expertise on which to draw.

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

Pupils are assessed on entry (as described above). In addition to this, all new pupils on starting the school also complete the HATCHER and TOMAL assessments. These are completed by Jo Bleakley and Roz Cottle. Pupils who have difficulties with motor needs both fine and gross and/or visual perceptual challenges are assessed by Tessa Hyde our OT. All pupils are assessed for progress and gains in reading and spelling bi-annually as well as being assessed throughout the year by classroom teachers. We also have a referral system that identifies where staff may observe SpLD traits, for further investigation or referral to one of our specialist teachers.

#### Consultant's comments

Calder House carries out its own full assessment on entry and this gives a clear picture of a child's needs. Children often arrive with an educational psychologist's report.

## 4. Teaching and Learning

4. a) How is the week organised?

Monday to Friday 0830 – 1550.

0830 – 0840: Registration

0840 – 0900: Either Whole School/class/house assembly or RE/PSRHE lessons

0900 – 1045: 3x35 minute lessons focusing on literacy/numeracy or subskills

1045 – 1110: Break

1110 – 1220: 2x35 minute lessons focusing on literacy/numeracy or subskills.

1220 – 1300: Reading Period (DEAR 1 'Drop Everything and Read')

1300 – 1340: Lunch Break – 20 minutes to eat lunch, whilst supervised and a story is read. 20 minute play time.

1340 – 1420: Reading Period (DEAR 2 'Drop, Everything and Read')

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1420 – 1550: 2 x 45 minute lessons focusing on all other NC areas or 3 x 30 minute lessons.  
1550 – De-registration

The emphasis, in the morning, is placed on literacy and numeracy, demonstrating the primary importance Calder House attaches to these skills. The subskills programme, which also takes place throughout the morning, aims to identify and address the specific subskills that each individual lacks and which are hindering the progress of the core skills. The afternoon complements this policy, by emphasising other areas of the National Curriculum.

#### Consultant's comments

This is a very carefully designed programme: subskills are practised before mainstream lessons; however, all lessons too show an awareness of the need to embed and use 'sub skills'. 'Drop everything and read' is a daily event unlike many other schools when it may be annually on World Book Day! Free writing Fridays encourage pupils to find their own writing voice.

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

All pupils are set reinforcement homework in numeracy and literacy every evening. They are expected to complete 10 minutes reading reinforcement with their parents, 10 minutes Maths reinforcement and 10 minutes English work which is primarily aimed at improving spelling. Older pupils preparing for returning to mainstream complete half termly extended learning tasks for History/Geography. Exam revision is set as appropriate. Pupils are given their homework in a file to put in a homework bag, at the end of the school day. The teachers ensure that the correct books, and instructions for homework are in the bags of each pupil. All pupils carry a folder that keeps correspondence and homework together and helps us to maintain communication between home, school and pupil.

The involvement of parents, in the daily homework arrangements, helps to ensure that they are part of their children's educational process. Care is taken to ensure that homework reinforces work covered during the day, rather than presenting new material. Homework diaries are fundamental to the interplay between teacher, child and parent.

#### Consultant's comments

Parents and pupils understand the arrangements for homework. Indeed, the group of pupils I met talked me through the process and explained the homework file using their own folders. They like the regularity and carefully managed approach. Parents noted that whilst homework may have been a problem in the past, at Calder House, this had changed. Most of all, the structured approach allowed pupils to take ownership of this for themselves.

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

- Curriculum subjects
- Literacy support

Subject leaders are responsible for drawing up and developing the scheme of work to be followed by all staff teaching their subject. Individual teachers are responsible for designing their own lesson plans and for liaising with support staff where necessary. This is overseen and monitored by the Head and Director of Studies. Pre term and midterm workdays enable time for liaison between departments and, where necessary, collaborative preparation of lessons and resources.

Criterion  
3 & 4

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All staff (including subskills teachers and specialist 1:1 teachers) attend half termly 'Round Table' meetings where the specific needs of individual pupils are discussed. As a result, a holistic approach to teaching and learning is adopted by all curriculum staff. To further this, we have deliberately timetabled foundation subjects Art and PE, to the same member of staff who is teaching fine and gross motor skills as a subskill programme in the morning.

The subskills curriculum is delivered through each pupil's individual learning programme. Half termly staff assessment carefully tracks the progress of learners in the acquisition of improved sub skills. Because of the spikey profiles of our pupils, some will be in advance of chronological expectation in some curriculum areas, and these we try to stretch. Learning is focused on multisensory teaching in small cumulative steps with much reinforcement.

Pupils' confidence and self-esteem develops so that they feel confident to risk failure and attempt new tasks. When the time comes to move to their next school they approach this change with enthusiasm and confidence. Children become effective independent learners able to access the curriculum for themselves.

Regular after school subject meetings are timetabled for all curriculum subjects and more extensive meetings for the teaching of literacy and maths are scheduled each term. We meet weekly as a subskills staff on a Monday morning, and as full staff on a Monday after school. We raise any pupil who may be causing concern and share ideas for how best to support them. Again, ensuring that we draw on the expertise within the school.

#### Consultant's comments

Nine Lessons were observed (approximately 15- 20 minutes each). All were carefully designed and appropriate to the needs of pupils with differentiation seamlessly part of the structure and teacher reflections built into the lesson plans. These all showed clear understanding of the specific needs of each child being taught as well as ongoing questioning/checking that ideas/information is understood. Excellent relationships were noted between pupils and teachers. Extension was there too and pupils were encouraged to reflect on themselves as learners and in mainstream lessons the connection with sub skills was clear: one sub skills lesson was to measure in cm and mm and write the answer as a decimal – pupils worked independently with help from the teacher and given useful guidance – the classroom walls contained pictures to help pupils interpret questions; in a lesson on auditory memory pupils were given practical tasks with increasing complexity and encouraged to talk aloud as a strategy; the Cogmed programme allows for individualised programmes and pupils were observed being encouraged and praised; in a one to one well-paced literacy lesson reading of words beginning with <scr> was reinforced and the pupil was clearly comfortable and confident in what he was asked to do; in a lesson to develop manual dexterity pupils were given time to work on using scissors to cut out circular and straight edges and reflect on how this was best achieved.

In a mainstream English lesson pupils were writing playscripts (after a word association warm up game) and what stood out in this lesson was the very good collaborative working between pupils (teachers always plan pair/group members rather than pupils being given a choice); in another English lesson

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students were exploring figurative language (difficulties with metaphorical language for pupils were noted on the lesson plan) and use of such language in their own writing - this was supported/encouraged by use of a video clip on murmurations of Starlings as well as practical activities such as the spelling line up to spell allegorical (all pupils were focused and clearly inspired as well as practising their listening skills and reflecting on their work); a music lesson combined games and a metronome to clap to a beat with technical terms including 'improvisation' – lesson objectives were clearly achieved and no compromise is made in teaching pupils correct terminology; in a Minimus Latin lesson pupils were focusing on derivatives of Latin verbs (accelerate, ferocious and diligent) - this was being used to develop vocabulary in English, and pupils were confident and noted making use of thesauri. In all lessons pupils were impeccably behaved and sometimes quietly brought back to task. The quality of lesson planning, delivery and pupil learning was outstanding in these short lesson observations.

The school might like to investigate the use of a flash card app which will support the memory system and provide pupils with a practical approach to learning subject specific terms for example. This approach is multisensory and can be carried up to senior school for GCSE revision and beyond.

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

All pupils in school have an ISEP. Considerable care is taken in maintaining and updating ISEPs. They are written as soon as the child enters the school and include all the information from their assessment day, They are updated at least every half term or whenever an assessment is undertaken.

Please indicate **two examples** enclosed

Information seen

Consultant's comments

These are carefully thought through living documents, often changed during 'round table' meetings. Their name suggests the importance attached by the school to both social and educational skills.

e) Records and record keeping:

A detailed strengths and challenges chart identifying the individual characteristics of each pupil's learning profile is kept updated by the Director of Studies. This is used to inform the Head / DoS of any needs not currently met. Our Occupational Therapist and Speech and Language Therapist also assess the children regularly to inform our planning. Each child in addition to his/her ISEP also has termly SMART target sheets where his/her core teachers and all subskills teachers target specific areas for each child. These target sheets are taken in at the end of the term and the outcomes written before new targets are set. A Blue File is kept on every child with all of his / her documentation in paper form. All children with EHCPs have their annual review documentation as well as the above.

Weekly subskills, meetings and six-weekly review meetings, by all the staff, ensure that relevant information is shared, and that children's ISEPs are constantly and consistently relevant.

Consultant's comments

Record keeping is meticulous with clear connected thinking and ongoing review of how the teaching and learning is happening for all pupils.

Criterion 3

f) For comment by consultants only: Review history and provision made for two

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Criterion 3	<p>pupils. The ISEPs are carefully informed by the assessment process at entry and then further assessments. They make use of small but achievable steps to ensure success. Comments from Round Table meetings are added in as well as feedback from parents' meetings and input from pupils.</p>						
	g) Impact of provision – assessment summary for all pupils (only fill in the Key Stages relevant to your school):						
	A-Level (GCE) and VCE. BTEC	No. of pupils Years 12 & 13	Number entered	% grade A-E	BTEC % D*- D	Average point score per pupil	Average point score per exam entry
Whole School							
SpLD Pupils							
GCSE & BTEC	No. of pupils inc'd in the Year 11 timetable, regardless of age	GCSE % A* - C Grade 9-4	GCSE % 5+ A* - C Grade 9-4	GCSE % 5+ A* - G Grade 9-4	BTEC % D*- D	BTEC % M	BTEC % P
Whole School							
SpLD Pupils							
Key Stage 2 (if applicable)	No. of Year 6 pupils entered	English		Maths		Science	
		SPaG	Reading	ARE		ARE	
Whole School	0						
SpLD Pupils	11	6	7	6			
Key Stage 1 (if applicable)	No. of Year 2 pupils entered	English		Maths		Science	
		L2+	A/D	L2+	A/D	L2+	A/D
Whole School	0						
Dyslexic Pupils	0						
<p>h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments: All children are entered for the English Speaking Board Examinations. In 2019 46 children were entered: 100% pass rate with the following grades- Distinction – 9 pupils Merit+ - 18 pupils Merit – 18 pupils Good Pass – 1 pupil These successes are excellent examples of the emphasis Calder House places on the enhancement of self-esteem and a real sense of achievement. <b>Consultant's comments</b> Young people at the school are exceptionally good at expressing their thoughts and opinions and being mindful of the views of others around them. They have 'word of the week' and at every opportunity are encouraged to be curious about language. The English Speaking Board exams are an example</p>							

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of how this confidence is achieved at Calder House and with such excellent results.

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

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

Literacy and Numeracy are taught by specialist teachers both 1:1 and in class groups. Speech and language support including support for weak auditory memory and poor listening skills is provided where necessary. Gross and fine motor exercises as well as exercises designed to develop spatial awareness and visual memory, including handwriting (Teodorescu Perceptuo-motor programme) are directed by the school's OT and taught by experienced staff. These form an integrated part of the remedial curriculum.

There is a good range of computer software for numeracy and literacy reinforcement, including specific programs for remedial teaching. The Units of Sound programme is in daily use, Sound Linkage and Phonological Awareness training is used as well as specialist spelling programmes such as Nessy and Spelling Made Easy and COG MED, a working memory computer-based training programme.

Much thought has gone into our provision and our wide-ranging resources, including an outdoor covered play area is designed to encourage the development of motor skills.

*Consultant's comments*

*The school makes use of a wide range of up to date resources as well as firmly established programmes, all allowing for individual targets and achievements.*

Criterion 5.2 b) ICT:

There is a well-resourced and equipped ICT room with a separate large monitor for teacher demonstrations and internet access. Every pupil has an email address and there is structured ICT teaching as part of the curriculum. Teachers are actively encouraged to use this facility to enhance their teaching across the curriculum as well as for remedial work.

There are 7 interactive whiteboards in teaching classrooms. These are spread throughout the school and are used to help with the delivery of lessons. The school also has iPads for individual use (i.e. screen shots for those children with weak visual memory), and a number of Kindles.

The use of ICT was also commended in our recent OFSTED inspection:

*'...the way that information communication technology (ICT) is set up has been overhauled to enable pupils to operate their own working files, documents and tasks'. (2018)*

*Consultant's comments*

*ICT is now integral to the curriculum and much use of this was observed on the CReSTeD visit; ICT lessons are much enjoyed by the pupils.*

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

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Criterion 5.4	<p>Access arrangements are made on an individual basis for each child. This is based on our on going practice to support our children and may or may not include: Additional time, a reader, a prompt, a separate room, rest breaks, a scribe. In addition we also provide oversized/enlarged versions of statutory assessments.</p> <p><b>Consultant's comments</b></p> <p>The school is mindful of preparing the way for reasonable adjustments in the form of access arrangements in public exams and, of, course, for its own internal tests. For the future they might like to think about reading pens as well as text to speech and voice activated software for students who might well qualify for such arrangements.</p> <p>d) <b>Library:</b></p> <p>A well-stocked up-to-date school library is in the entrance hall to School House. This has a range of fiction and non-fiction books for the children. The school also has 4 Kindles and 4 iPads, which have a large number of books downloaded on to them. The school has invested heavily in a new Pearson Reading scheme, which is popular with the children. Barrington Stoke books and Magic Belt books, which have a low reading age but higher interest, are specifically aimed at older pupils to encourage an interest in reading. Stories are read by staff to the children at lunchtime while they eat. Reading for pleasure is at the heart of what we promote at Calder House School. Pupils enjoy the 'word of the week' opportunities in celebration assembly to explore new vocabulary.</p> <p><b>Consultant's comments</b></p> <p>The library is at the heart of the school. The pupils are proud of when they become 'free readers.' They can also experience books electronically and on kindle. Reading is encouraged at every opportunity: pupils had recently been to hear Cressida Cowell at the Bath Children's Festival of Literature; posters around the school encourage pupils to ask staff what book they are reading. Pupils are also encouraged to write book reviews; they are read to everyday at lunch times and each child is heard to read daily by their tutor. Ofsted noted that 'pupils make exceptional progress in reading'.</p>
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## 6. Details of Learning Support Provision

DSP 6.1	<p>6. a) <b>Role of the Learning Support Department within the school:</b></p> <p>Given the unique nature (and size) of Calder House, the role of learning support is both pervasive and holistic. 'Learning Support' is not perceived as a discrete entity at Calder House. Rather, it permeates every single lesson, both in terms of differentiated, teaching style and lesson structure.</p> <p>This is important, and something that makes Calder House stand apart from other schools: Learning Support at our school does not involve removing a child from lessons, thereby making them feel uncomfortable in front of their peer group. Highly individualised timetables are informed by the assessment data, observations and referrals. Through a complex and time-consuming process, Learning Support is provided during allotted 'subskills' slots in the child's timetable, ensuring that remediating for specific difficulties need not occur at the expense of other subjects and the child's self-esteem or social cohesion with his/her peers.</p>
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The role of Learning Support is to specifically target, and remediate for, the specific causes of difficulties faced by our learners. Where assessment data (or qualitative feedback from staff, shared at frequent Round Table meetings) indicates difficulty, the student's personalised timetable is altered to accommodate that need. A timetable may, therefore, be adjusted on a termly basis. Where a learning need is identified as a significant barrier to progress, we would make changes to a timetable immediately.

Learning Support at Calder House occurs proactively. A specific example of this would be the referral system: every member of staff is encouraged to record observed difficulties on a referral. Where logistically possible, we ensure this need is dealt with as soon as possible within existing subskill lessons. Where this cannot occur, the school operates a 'triage' system of prioritising needs for termly changes to that child's subskills timetable.

Calder House is careful to prioritise students for assessment by Calder House's visiting occupational therapist, and suggests the precise foci of said assessment. This is based upon detailed observations and assessments conducted throughout the student's Assessment Day with us. In this way, the child's needs are identified as early as possible by suitable professionals, meaning that targeted, timetabled support may be given whilst the child remains 'plastic' and sensitive to learning.

Learning Support collects, collates, analyses and disseminates a significant amount of assessment data pertaining to all students. This is presented in numerous formats, one of which is our Strengths and Challenges Chart. Needs specified in this chart are discussed at Subskill, Staff and Roundtable meetings, where particular emphasis is given over to discussion of ways in which these needs can best be catered for in the course of lessons.

An important component of Learning Support's role is to assess entrance competency and best starting points for every learner. A specific example of this is the way in which phonological 'readiness' is assessed (via Hatcher), in order to specify the most appropriate form of support in the area of phonological awareness. This will include fitness for beginning the Toe-by-Toe Reading Scheme (we want to be sure that every child is not just able to *begin* this reading scheme, but that they are able to *maintain* a steady rate of progress, especially at the outset, in order that their self-concept as a reader is as positive as possible).

A further example of Learning Support's role is the detailed assessment of Language (CELF) competency. Results gathered via this assessment feeds forward to the child's individualised timetable, where they might, for example, receive 1:1 support with our resident SLT in the area of Pragmatics or Understanding Ambiguous Language as a result.

Our 'Strength & Challenges Chart' is indicative of the role played by the Subskills Department (that is, Learning Support) in leading the way apropos highly detailed and rigorous tracking of pupil progress. The plethora of assessments conducting within Learning Support helps our staff to identify, then address, specific learning difficulties. This, in turn, ensures that we – as a whole school – are helping children to fulfill their potential.

*Put simply, Learning Support lead the way in identifying reasons for*

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*underachievement. Its rigorous collection, collation, analysis and sharing of findings ensures that effectiveness of teaching strategies can be tracked and – where necessary – corrected for.*

b) Organisation of the Learning Centre or equivalent:

We are a whole school unit, there are 6 classes/tutor bases. Each class has a maximum of 8 pupils.

Purple Class - Year 7 (some Year 8)

Brown Class – Year 6

Yellow Class - Year 6

Blue Class – Year 5/6

Orange Class – Year 4/5

Green Class – Year 3/4

Each cohort of entry may lead to a different age/year group structure. Year groups above are subject to change – but remain roughly within the year groups indicated above. There may be some exceptions due to individual needs.

Each child is taught on an individual timetable.

**Consultant's comments**

This is a well organised and carefully thought through approach with much use of assessment information and observation which informs what goes on in the classroom and differentiation for each pupil.

c) Does the Head of Unit have Head of Department status and input into curriculum design and delivery?

The Head teacher and Director of Studies (DoS) develop the individual timetables with respect to every children individual specific learning profile. Their needs are assessed on entry and are ongoing throughout their time at Calder House. Timetables are rewritten every term as the children's needs are re-evaluated.

There is also a referral system whereby the DoS is handed extra notes / observations about children on a daily basis, and if timetables and provision can be tweaked, referrals are acted upon immediately.

**Consultant's comments**

The Director of Studies (senior management team), overseen by the head, links information from assessment (carried out by a specialist team) as well as ongoing input from specialist teachers, occupational therapist, speech therapist and classroom teachers to be sure that each pupil's unique time table continues to be effective and so ensure maximum progress.

d) Supporting documentation, please indicate enclosed:

- i. SEN Development Plan (or equivalent) enclosed
- ii. Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff
- iii. List of known SpLD pupils in school

Information provided

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## 7. Staffing and Staff Development

Criterion 7 7. a) Qualifications, date, awarding body and experience of all learning support staff:

**Details of staff qualifications were provided at the time of application, names and specifics are not published to protect the identity of individuals.**

Consultant's comments

Staff have a wide range of qualifications and experience; the highly structured approach of monitoring and close observation of pupils as well as sharing of findings allows for their expertise to be used collaboratively to improve the outcomes for each child.

DSP 7.3 b) Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of SpLD children (except A level English)?

No

Consultant's comments

Teachers do have specialist qualifications. When then this is not the case, this is made up for by quality first teaching and excellent understanding of SEND as well as ongoing INSET. The Director of Studies might like to think about a level 5 qualification in SpLD: whilst this is unlikely to enrich his already firm understanding of SEND, it would allow him then to complete a qualification in assessment and I believe he would find this an insightful experience, building and enhancing his role in a specialist school.

Criterion 4 g) For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments?

Yes: see comments at the end of 4c. The school ensures a cross curricular approach is happening and is mindful of subskills and so for example Art and PE are taught by the same teacher.

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

Independent Schools only 8. a) Schools should provide, with the supporting documentation, a list of the names of all known SpLD pupils in the school. CReSTeD will provide an explanatory letter to be sent to parents of all those named informing them of the visit and seeking their permission to give their contact details to the consultant. The consultant will randomly select names from the list to discuss their experiences as parents in relation to the school.

For completion by consultants only: Parent Contacts:

Six parents were spoken to. Parents were overwhelming in their support of Calder house: it has changed lives and often the change was quite a fast one and sometimes the settling in process was surprisingly speedy too. Children who have been anxious about school in the past, now happily go to school. Parents commented that they were 'mightily impressed'; some have moved

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from across the world for this school and it has not disappointed: 'the staff here are amazing'. Parents reported happier and more confident children who had become much better at conversation and were in general "more chatty" and were now for example keen to buy pens and books. Some noted an improvement in their children's vocabulary. They had noticed a different approach to homework (doodle maths is much appreciated) and what in the past had been a struggle was now something that just happened, and their children were increasingly able to manage this for themselves; parents felt that how their children approached homework had been changed by the school. They noted that all work was marked and appreciated the use of text books as well as the thorough assessment process, individual timetables and touch typing programme. They felt well informed about their child's progress and noted that the parents' meetings were long and full of information and dialogue. All parents spoken too felt their children had made progress: some through much improved reading and spelling ages; others through increased confidence and a changed attitude to school. One parent noted a transformation on the first day. Parents feel able to approach the school with concerns; emails are answered quickly and requests to see members of staff happen quickly too.

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

The young people spoken too were very proud of their school and some said that moving to Calder House was the best decision they had ever made; it had been very good for them, they had made friends and stopped being so shy. Other schools some said, did not understand them but the teachers at Calder House did. They loved the pen licence as well as word of the week and the challenge of finding their own new words. Clubs were enjoyed too: netball, football, chess the Inklings, music, Tin Tin and swimming as well as playing on the fortress. Becoming a free reader is important to them too and so being able to choose any book in the library. They enjoy their ICT lessons and appreciate that you can 'do a lap' if you feel this is needed (a run around the courtyard) as well as having a say through the school council. They would most definitely recommend the school to others but were mindful of the many children around the world who do not have the chance to benefit from Calder House. All felt they had changed and made progress in many ways: some through the listening ear and being able to talk about concerns; some had been worried about making friends at Calder House but now know this is not a problem. They spoke openly of the way they felt when they first arrived, and some were very pleased to be able to make this process easier for others now in their role of head girl and head boy or as buddies. Others commented that they had hated reading and spelling but now they 'actually like' reading. Maths too was now 'really good'. Pupils appreciate the merit system, segmented into different areas and most especially the surprise merit prizes. They found it hard to think of anything they would like to change at Calder House apart from wanting more playtime and more of their favourite activities or subjects. Freddie the school dog is also a very popular and valued member of the school community.

# Report Summary

## For completion by consultants only:

Please remember: this is an extract of the overall criteria listing, only those relevant to the category are listed below. Consultants should be able to mark all criteria as observed before making their final recommendation.

Consultant to tick relevant boxes when criteria are observed to have been met:

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

Criteria	DSP
6. Specific to the Category of School or Centre: -	
6.2 The school is established primarily to teach pupils with SpLD.	√
6.9 Assessment for admission to the school should include a report from an Educational Psychologist or a fully qualified specialist teacher assessor.	√
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	√
7.3 As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	√

# Report Summary

Summary of Report including whether acceptance is recommended:

Calder House is a school where pupils were seen to make excellent progress in the classroom and beyond. Pupils are clearly given insights to their own metacognition and this in turn makes them reflective and insightful learners in preparation for the next stage of their education. 'Sub skills' are woven seamlessly into all that goes on at the school. Pupils and parents are highly appreciative of the care of the staff and what the school has helped pupils achieve. The teaching is always multisensory, appropriate to pupil's needs and with clear objectives. Some lessons were inspirational; pupils love of learning can only be restored. A morphological approach only enriches the learning. The Minimus Latin lessons are an example of how an understanding of language is encouraged at every opportunity. Leaders for both Maths and English were identified by Ofsted as helping to raise the quality of teaching and learning in the school. The school is also led by a head teacher who has brought strong knowledge of teaching and learning and fused this with the excellent SEND practice amongst her staff to produce an effective and dynamic curriculum delivery. She is also supported by a team of governors and SMT who are driven by their commitment and understanding of how the school can change lives. Calder House deserves its CReSTeD status.