



Council for the Registration of Schools Teaching Dyslexic Pupils

The Dominie

Registration – Category DSP

1. *Date of visit:* 4th November 2013
2. *Name of Consultant(s):* Mrs Victoria Newhouse

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
The Dominie 55 Warriner Gardens London SW11 4DX Tel: 020 7720 8783 Fax: Email: info@thedominie.co.uk Web: www.thedominie.co.uk	City	12 boys 12 girls	Dysc Dysl Dysp P&S	BDA
	Ind Day	Ages 6-12		
Comments: National Curriculum. Specialist teachers and clinical therapists provide an integrated approach for SpLD pupils. Majority of pupils re-enter mainstream education.				

Please note:

- *Throughout this report details that 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.*

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3. a) **Name and address of school:** The Dominie
55 Warriner Gardens
London SW11 4DX
- Tel: 020 7720 8783
- Fax:
- Email: info@thedominie.co.uk
- Web: www.thedominie.co.uk
- b) **Name and qualifications of Head/Principal, with title used:**
- Name: Miss Anne O'Doherty
- Title (e.g. Principal): Principal
- Qualifications: BA(Hons); Dip.SpLD(Barts); Montessori Diploma
- Awarding body: University of London; Dyslexia Clinic St Bartholomew's Hospital, London; St Nicholas Montessori Training College, London
- Consultant's comments: Miss O' Doherty, Principal and Proprietor of The Dominie, has a wealth of experience in meeting the needs of children experiencing Specific Learning Difficulties. She is in her seventh year as Principal, was formerly the School Director for six years and, prior to her arrival, was joint head of the Dyslexia Teaching Centre in Kensington.*
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
- Name: As above



Background and General Information

4. a) **Recent inspections:** CReSTeD 04/11/2010
Ofsted in November 2011
Consultant's comments: this school was consistently rated as "good", in all categories, by the Ofsted inspection in November 2011.

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only

- b) **Current membership (e.g. HMC, ISA etc.):** BDA
Consultant's comments: membership of this institution ensures the maintenance of high standards.

- c) **Department of Education Registration Number:** 212/6368

- d) **Numbers, sex and age of pupils:**

		Total	SpLD (Dyslexia)	Accepted age range
Day:	Boys:	12		6-12 yrs
	Girls:	12		6-12 yrs
Boarding:	Boys:			
	Girls:			
Overall total:		24		

- f) **Class sizes - special needs:** average class size 8 pupils
Consultant's comments: the small classes provide the opportunity for a highly individualised approach whilst also allowing for creative interaction.

DSP4
SPS5

- g) **Aims and philosophy of the whole school:**
The Dominie is a school for children with primarily dyslexia (SpLD) and associated learning difficulties where a broad and balanced curriculum is delivered in a stimulating, creative and highly structured and supportive way. The Dominie enables each child to have the opportunity to achieve their personal best and to become a confident learner. Children are recognised as individuals and their individual needs are met. Our aims are:
- to enable the child to reach his/her potential
 - to promote individual strengths and talents
 - to help families help their children
- Consultant's comments: these are laudable aims that might be expected of a school of this type. The consultant was pleased to witness a high level of dedication and commitment by the staff.*
- h) **For completion by consultants only: Pastoral care arrangements, as relevant to SpLD (dyslexia) students, based on Ofsted/ISI report:** *the overall welfare, health and safety of pupils was judged to be "good" by the 2011 Ofsted inspection. The children appear confident, relaxed and happy.*



Staffing and Staff Development

DSP, SPS,
DU 7;
SC, WS 18;
MS 21

5. 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: the staff are well qualified, with a range of academic distinctions and experience. The school is lucky to have the services of a chartered Physiotherapist, whose contribution to the learning programmes is significant. Likewise, the two Speech and Language therapists play an important role in supporting the children.

DSP, SPS 8

- c) **Do all English teachers and teachers of literacy skills have nationally recognised qualifications in the teaching of Dyslexic (SpLD) children (except A level English)?** Yes / undergoing training

Consultant's comments: all teachers, apart from one who is awaiting training, are suitably qualified and trained to OCR standards.

DSP, SPS 9

- d) ***For completion by consultants only: Do all members of staff demonstrate the ability to meet the needs of dyslexic (SpLD) pupils within their departments?*** Without question all the teachers observed were experienced and well able to meet the needs of their pupils. The two teaching assistants were both graduates and were very confident in their understanding of SpLD.



Policy and Philosophy with Regard to Dyslexic (SpLD) Pupils

Criteria 1
& 2

6. a) **Policy statement with regard to dyslexic (SpLD) pupils including:**
- **Identification and assessment**
 - **Support for policy from Senior Management Team**
 - **Support for policy from governors**

The aims and philosophy of The Dominie are to provide a supportive learning environment for children identified with dyslexia (SpLD) and associated learning difficulties. This philosophy is embedded in our school policies.

- Identification and assessment is outlined in our Admissions Policy (see Section 8a for details of admissions procedure).
- The Principal is the lead professional in this identification and assessment procedure for admission.
- There is no governing body at The Dominie.

Consultant's comments: the Dominie conducts assessments of potential entrants over a three-day period. This very thorough approach provides the staff with a comprehensive and accurate appreciation of the child's needs, prior to their starting at the school. An IEP is then ready to be put into action at the start of their educational career.

- b) **Admission policy / selection criteria:**

Children who join The Dominie are primarily dyslexic but may also be dyscalculic, dyspraxic and/or experience speech and language difficulties. Children are assessed over a three day period to ensure that the school is a suitable learning environment for them.

Consultant's comments: the school exists to meet the needs of children with difficulties in the areas of literacy and numeracy and with associated problems. Admissions are based on the outcome of the school's methodical assessment procedures.

Criterion 3

- c) **Give specific examples of the whole school response to dyslexia (SpLD):**

Every member of staff is fully briefed on the individual pupil's specific requirements. Every pupil has an IEP which is used as a working document to ensure that targets are constantly pursued. Lessons are structured in a way that enables the dyslexic child to access the National Curriculum. This is done by way of carefully planned lessons which focus on cumulative and achievable targets for the children. Multi-sensory techniques are used when and where appropriate. Differentiation is built into lessons and homework.

Children are taught in their form classes for English and maths. For reading and spelling children are grouped by reading and spelling ages attained through annual school assessment.

Children are withdrawn from class on a need basis individually, in pairs or in small groups to work with the in-house speech and language therapist and physiotherapist.



The Dominie has a fully integrated approach to learning through using trained specialists in both educational and clinical practice. Weekly staff meetings feature discussions about individual children. The focus may be an individual's progress, an identified area for development, new information from a professional or circumstance that could affect learning. These meetings enable all staff to contribute, bringing together a range of knowledge, and ensures that all are informed of developments.

Consultant's comments: all aspects of planning and implementation of the school's education policy are aimed at the provision of the highest standards of remediation of the children's difficulties. The timetable and the way lessons are planned and delivered are focused on achieving this goal and were observed to be successful in these aims.



School Organisation

7. a) **How is the week organised?**

School opens at 8.30am and lessons commence at 8.50am. The core subjects of English, mathematics, spelling and reading are taught in the morning along with remedial lessons. The afternoons are dedicated to science, history, geography (these three subjects are taught as topics in order to establish clear cross-curricular links), PSHE, RE, touch typing, art, music, drama, philosophy, games, PE and swimming. Extra-curricular activities include art, cooking, drama, sport, guitar.

Consultant's comments: the timetable is carefully constructed to ensure that the core subjects are thoroughly addressed every morning. Grouping of children for spelling, reading and maths attainment allows for consistency of approach and content throughout the levels. The topic-based style of teaching in science, history and geography provides variety and interest for the children, whilst gaining the advantages rendered by cross-curricular links.

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

Homework is set for all pupils and should be managed in 30-45 minutes. The purpose of homework is to reinforce what has been taught in class and acts as a link between home and school. Reading, spelling, English and maths are homework topics.

Consultant's comments: the reinforcement of the core subjects in the homework provided allows parents the opportunity to become personally and intimately involved in their children's educational development. The homework diaries were easy to read and assiduously recorded.



Identification and Assessment

Criterion 1
DSP &
SPS 6

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

The Dominie is a school for children with specific learning difficulties therefore children are admitted with an Educational Psychology report and an outline and diagnosis of their specific learning difficulty.

Potential pupils are assessed within the school over three days. During this time assessments are carried out by the teaching staff, speech and language therapist and the physiotherapist.

All assessments from the school, educational psychologist and any other professionals are used to decide if the specialist setting of The Dominie can offer the support and teaching environment needed by the child.

On admission, these assessments form the basis from which planning for teaching and learning, including additional intervention strategies and support, are made.

Consultant's comments: the admissions policy ensures that only children who will benefit from the school's philosophy are admitted. The highly qualified team members undertaking this process enable the remediation policy to be initiated immediately. Before the start of the academic year a full week is set aside to ensure all children have an IEP ready to guide both them and their teachers.

- b) **Give details of what action you take when children are identified as at risk of dyslexia (SpLD) from screening:**

All pupils at The Dominie have been identified as having dyslexia (SpLD) or associated learning difficulties. The assessment procedure outlined above enables the school to build an information profile for each pupil which informs the decision on placement into appropriate learning groups and IEP targets. This then informs lesson planning. The school uses on-going pupil assessment so that there is continuous up-to-date information on a child's progress. This both identifies attainment and areas for development.

Consultant's comments: the children's needs are established on entry and the high pupil teacher ratio, coupled with support from teaching assistants, facilitates an individually tailored teaching programme, for all children. This focused approach was clearly in evidence throughout my visit.

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

Children are referred to educational psychologists for assessment.

Consultant's comments: as above.



Teaching and Learning

Criterion 3,
MS & DU
12; MS &
SC 17; MS
& WS 19

9. a) **Lesson preparation and delivery to meet the needs of dyslexic (SpLD) pupils for:**

- **Curriculum subjects**
- **Literacy support**

All lessons are planned at a medium term and weekly level. Every child at The Dominie has an IEP which informs planning. Differentiation is built into lesson planning to address individual needs.

On-going assessment of pupil progress in maths, reading and writing are used to inform planning for teaching and learning. This data, which also informs IEP targets, is used both in the teaching of these dedicated subjects but also informs planning for other areas of the curriculum.

The school marking policy is based on praising children for success and effort in their work and identifying the next step.

Literacy is divided into dedicated components of writing, spelling and reading. Speech and language therapists work in the school to support both individuals and groups.

Consultant's comments: all lessons observed were of a high standard ensuring that the children's individual needs were addressed. The carefully constructed lesson plans were uniformly excellent and reflected accurately what then went on in the classroom. Maths lessons, dealing with hundreds, tens and units, and literacy lessons, on suffixing, were very much enjoyed by the consultant. A multisensory and kinaesthetic approach was employed in all lessons. The children were clearly stimulated, entertained and responsive. The plenary sessions were always thorough and ensured that the learning objectives were achieved by all. The two teaching assistants, the Speech and Language therapists and Physiotherapist were extensively and intelligently deployed, to give children something close to a one-to-one learning experience. The Fit for School programme (gross and fine motor coordination exercises), which takes place, exemplifies the determination to prepare the children for mainstream education.

b) **Use of IEP's:**

Each IEP targets specific areas of weakness for the individual child and also highlights their strengths. The targets are Small, Measurable, Achievable, Realistic, and Timed (SMART). Targets are set to improve basic skills in the core areas of the curriculum and each child sets a personal target. IEPs are reviewed each term to decide whether the targets have been met.

Consultant's comments: it is good to see IEPs which clearly adhere to the principles of SMART target setting. Every child has an IEP initially based on the admissions assessment procedure. This is reviewed termly in order to evaluate success. Child observations are integral to the development of these impressive and workable documents.



c) **Records and record keeping:**

A file is kept on each child. Records contain all pertinent information regarding the individual child's educational and medical needs. Records are updated regularly when new information is received. A record of the child's first piece of English and maths work at The Dominie is also kept on file, along with termly samples of work highlighting when specific targets have been met. On-going assessment records are kept for every pupil in writing, reading and maths. A pupil progress meeting is held at the end of each term when every child's progress and areas for development are discussed.

Consultant's comments: all relevant information appertaining to the child's social, emotional and academic progress, is carefully maintained and updated in individual folders. A 'Tracking Progress' folder, containing the national curriculum levels and assessments for each child, is updated annually. These results are analysed and an overview is taken as to the percentage making appropriate progress. The 'Rates of Progress' chart highlights those on track and those not yet secure, thus informing future planning.

f) **Any other relevant information, e.g. details of any other examinations taken, Reading and Spelling age assessments:**

Formative assessments are used through the year enabling the school to measure progress.

Reading and spelling assessments are made on entry and at the end of each school year.

Children take summative tests in maths, reading and writing at the end of the school year.

Consultant's comments: the ongoing pupil assessments ensure continuous up to date information on the child's progress.

g) **Details of access (special examination) arrangements requested and made for dyslexic (SpLD) pupils: N/A**

Consultant's comments:

h) *For completion by consultants only:*

Dyslexic (SpLD) pupils' responses regarding their school and teachers:

*... 'because it's small you get lots of attention'
... 'you know everybody and you don't feel left out'
... 'teachers are kind and don't shout'
... 'Miss O'Doherty always gets the right teachers'
... 'I can read since I came here'*

The essence and success of the school are neatly summarised here.



Facilities and Equipment for Access to Teaching of Dyslexic (SpLD) Pupils

10. a) **General resources for teaching dyslexic (SpLD) pupils:**
We have trained and dedicated staff. We use a variety of dyslexia friendly materials which include:
a wide range of reading books including Barrington Stokes and Rigby Stars for guided reading
concrete materials for mathematical concepts
ICT – touch typing programme
mini whiteboards
writing slopes, pencil grips, Stabilo pencils and pens
headphones
noise excluders
coloured overlays

Consultant's comments: resources, available in the school, are appropriate and well used and an imaginative range of teaching aids was observed - noise excluders, a variety of pencil grips, writing slopes and posture supports.

- b) **Library:**
The school has a wide range of fiction and reference books. We also use the local Children's Library in Battersea.

Consultant's comments: a small but comprehensive library exists within the school, supplemented by the use of the local authority library. Reading books were colour co-ordinated with schemes such as Barrington Stoke, Oxford Reading Tree, Collins Guided Readers and Totem Phonics. A good range of reference books was also provided.

- c) **ICT:** The school has laptops, tape recorders, voice recorders and cameras. Touch typing is taught using the Type to Learn 3 programme. Topic lessons make use of the laptops and projector when appropriate.

Consultant's comments: sixteen laptops are available for the children. The use of these was in evidence during their afternoon sessions. The 'Type to Learn', touch typing course, was observed during an afternoon session as was the individual use of the Internet, as a means of researching factual information, over a wide range of topics.



Statement of Special Educational Needs

11. a) **School policy:** The Dominie accepts children with a Statement of Educational Needs.

Consultant's comments: this school is happy to take Statemented pupils providing it can accommodate their needs.

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- b) **Types of statemented needs accepted:** dyslexia, dyspraxia, dyscalculia, speech and language and communication difficulties.

Consultant's comments:

- c) **Number of statemented pupils:** 3

Consultant's comments:



Parents' Feelings About the School, in Particular, its Response to Dyslexic (SpLD) Pupils

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12. Schools should provide, with the documentation, a list of the names of all known dyslexic (SpLD) 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 before the visit takes place to discuss their feelings about the school.

For completion by consultants only: **Parent Contacts:** six parents were contacted at random and all spoke favourably about the school. They commented on progress made - 'in leaps and bounds' - and that the caring and nurturing environment enabled the children to grow alongside their academic progress....' Academically flourished' ... 'picked off the floor' ... 'socially confident' ... 'the wonderful Principal loves her children'... were some of the comments made. The ability of the children to mix easily amongst the age groups was seen as a plus.



14. *For completion by consultants only: **Summary of Report including whether acceptance is recommended:** the building, in which The Dominie exists, forms part of a business complex, which has been developed in an interesting architectural style and provides satisfactorily for a school of up to 32 pupils. The small size of the school is used to the best possible advantage to engender a family like atmosphere and an entirely individual approach to addressing every child's personal needs. The school makes use of access to the local library, sports centre, swimming pool and the facilities of the nearby Battersea Park. Only a school with such a dedicated focus as this one can provide the highly personalised level of educational care that The Dominie lavishes on its pupils. It is a school specialising in the remediation of individual educational difficulties whilst delivering a rounded education based on the National Curriculum. The abiding objective of this school is to ready all its children for a seamless return to mainstream education. I fully endorse its reregistration as a DPS category school.*

In October 2013 the CReSTeD Council agreed an update to the criteria, the application for re-registration was completed prior to the new criteria's publication. To help parents review the information contained in this report the criteria as it applied is shown below:-

Consultant to tick relevant boxes when criteria are observed to have been met:	
Criteria	DSP
1. The school implements a thorough and rigorous process for identifying dyslexic (SpLD) children.	<input checked="" type="checkbox"/>
2. The Senior Management Team and Governors fully support the provision for dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
3. The impact of the provision for dyslexic (SpLD) pupils is measurable.	<input checked="" type="checkbox"/>
4. The school is established primarily to teach pupils with Dyslexia (SpLD).	<input checked="" type="checkbox"/>
6. Assessment for admission to the school should include a report from an Educational Psychologist or a Specialist Teacher who holds an Assessment Practising Certificate.	<input checked="" type="checkbox"/>
7. The Head of Learning Support (or equivalent) should normally hold a nationally recognised qualification for the teaching of dyslexic (SpLD) pupils.	<input checked="" type="checkbox"/>
8. As a minimum, all English teachers and teachers of literacy skills will have nationally recognised qualifications in the teaching of dyslexic (SpLD) children. In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.	<input checked="" type="checkbox"/>
9. All members of staff demonstrate the ability to meet the needs of dyslexic (SpLD) pupils within their own departments.	<input checked="" type="checkbox"/>