



**DYSLEXIA FRIENDLY SCHOOL VERIFICATION REPORT St. Thomas Ashton**

<b>SECTION ONE: LEADERSHIP AND MANAGEMENT</b>			
	<b>School judgement</b>	<b>Verifiers' Judgement</b>	<b>Action Points/Verifiers' Comments</b>
<p><b>Standard 1.1:</b> The school Improvement Plan shows that targets have been set to achieve Dyslexia Friendly status. An action plan has been developed to show how this will be achieved.</p>	Established	Established	
<p><b>Standard 1.2:</b> Key policy documents include guidelines for meeting the needs of pupils with dyslexia.</p>	Established	Established	Verifiers note that policies reflect the school's aim to be learner friendly and take account of pupils' different learning styles.
<p><b>Standard 1.3:</b> The school has a planned programme of CPD in relation to meeting the needs of dyslexic pupils.</p>	Enhancing	Established	<p><b>ACTION POINT</b> School has a clear commitment to staff CPD but school should consider further specific training for staff around dyslexia</p>

<p><b>Standard 1.4:</b> School has a system in place to enable early identification of pupils displaying indicators of dyslexia.</p>	<p>Established</p>	<p>Established</p>	<p>The school's process for early identification is thorough and all staff have access to helpful documentation.  <b>See Action Point at 1.3</b></p>
<p><b>Standard 1.5:</b> Data is available to demonstrate the progress of SEN pupils, including those with dyslexia.</p>	<p>Established</p>	<p>Enhancing</p>	<p>Analysis of data leads to identification of pupils with additional needs and contributes to the planning of support. Staff skills are deployed effectively and the impact of interventions evaluated</p>
<p><b>Standard 1.6:</b> School has a range of resources which are deployed effectively to meet the needs of dyslexic pupils.</p>	<p>Developing</p>	<p>Established</p>	<p>A wide range of teaching resources are available and well used by staff. <b>ACTION POINT</b> School may wish to consider improving the range of reading material available to pupils with learning differences.</p>

<b>SECTION 2: QUALITY OF LEARNING</b>			
	<b>School Judgement</b>	<b>Verifiers' Judgement</b>	<b>Action Points/Verifiers' Comments</b>
<b>Standard 2.1:</b> Underpinning knowledge	Enhancing	Enhancing	All staff showed understanding of, passion for and commitment to meeting individual children's learning needs.
<b>Standard 2.2:</b> Assessment	Established	Enhancing	The evidence shows that robust and comprehensive systems are in place throughout the school. These are used not only to measure attainment but also as a basis for programme planning.
<b>Standard 2.3:</b> Classroom Practice	Established	Established	A range of multi-sensory teaching was observed with learning opportunities suited to all learning styles. Staff were clearly aware of pupils' learning needs and ICT was used effectively to promote independent learning.
<b>Standard 2.4:</b> Homework	Developing	Established	Homework is varied and differentiated. Parents appreciate the support of the VLN. Pupils valued the opportunities offered by Homework Club.
<b>Standard 2.5:</b> Pupil well-being	Established	Enhancing	The verifiers noted how happy and confident pupils were. They should be complimented on their outstanding behaviour and manners. They were clearly proud of their school.
<b>Standard 2.6:</b> School accesses dyslexia friendly training programmes	Developing	Developing	See Action Point 1.3

<b>STANDARD 3: CREATING A CLIMATE FOR LEARNING</b>			
	<b>School Judgement</b>	<b>Verifiers' Judgement</b>	
<b>Standard 3.1:</b> The school/classroom environment is organised to be learner friendly	Enhancing	Enhancing	Access to technology is excellent. Both staff and pupils use it confidently and effectively. Good practice is embedded to ensure that pupils are taught the way they learn.
<b>Standard 3.2:</b> School Ethos	Established	Enhancing	There is clearly a child-centred ethos within the school which ensures that each child feels valued and respected.

<b>SECTION FOUR: PARTNERSHIP AND LIASION WITH PARENTS, CARERS, GOVERNORS AND OTHER CONCERNED PARTIES</b>			
	<b>School Judgement</b>	<b>Verifiers' Judgement</b>	<b>Action Points/Verifiers' Comments</b>
<b>Standard 4.1:</b> Working in partnership with parents/carers	Established	Established	The school has an open-door policy which is highly valued by parents/carers. Parent interviews and the evidence of school questionnaires are very positive. Firm foundations have been set for further enhancements in this area.
<b>Standard 4.2:</b> Working in partnership with the local authority and other agencies	Developing	Established	School clearly has supportive links with outside agencies, e.g. Landgate & Hope School
<b>Standard 4.3:</b> Working in partnership with school governors	Established	Established	Governors are clearly aware and supportive of the school's development of dyslexia friendly status. <b>ACTION POINT</b> School may wish to consider arranging some training for governors around dyslexia

