



Walton-Le Dale High School, Preston, Lancashire

BDA Quality Mark Verification Report and Review against Standards for Schools

**Date of Verification**: Wednesday 24th January 2018

**Period of Certification:** January 2018 – February 2021

**Verifier:** Joanne Gregory,

 Quality Mark Development Manager, BDA

**Quality Mark Status**: Achieved

**Verifier’s Comments:**

All members of staff involved in the Dyslexia Friendly Quality Mark are to be congratulated on their hard work in developing and achieving a high standard of dyslexia friendly provision to pupils, members of staff and key stakeholders to the school.

The commitment and dedication that has been given to this initiative has been clearly demonstrated within the evidence supplied. It is clear that the initiative has received unreserved support from SMT creating a positive message of endorsement and engagement across the whole organisation.

Particular praise is to be given for the monitoring and evaluation of intervention programmes and the quality of data presented. The school has demonstrated that it is very open to change and to ‘trying out’ new approaches to support the individual needs of individual pupils. In recognition of this, the school is to be applauded for these processes, ensuring appropriate, measurable outcomes for intervention and the individual approach taken for monitoring and evaluation of pupil progress.

Particular recognition is to be paid to Christine Armstrong, for her relentless enthusiasm and dedication to the initiative and to the support provided to pupils. Special acknowledgement is also to be given for the way the school has responded, positively, to questions raised during the verification and requests for any additional items of evidence in support of working practice to ensure a positive outcome.

The verifier would also like to convey her thanks and appreciation to the members of staff selected for interview and discussion during the verification visit and for the excellent practices that were observed. The level of knowledge displayed by the team along with their enthusiasm and commitment to good dyslexia friendly practice is to be applauded.

It has been a true pleasure and privilege to facilitate the verification of Walton Le Dale High School and to see first-hand the good practice that has lead your successful achievement of the BDA Dyslexia Friendly Quality Mark Award status.

Many congratulations!

**Joanne Gregory**

**Quality Mark Development Manager**

**British Dyslexia Association**

**Standard One – Leadership and Management**

| **Criteria Sampled** | **Achieved/Not Yet Achieved** |
| --- | --- |
| **1.3** | **Evidence can be found in the planning documentation of all staff that they are promoting dyslexia friendly practice to meet the needs of pupils.** | **Achieved** |
| **1.4** | **School governors and parents are involved and understand the role they can play in promoting dyslexia friendly practice. Evidence can be found that these groups have participated in training (e.g. awareness, homework support etc.).** | **Achieved** |
| **1.10** | **The school works with the Local Authority (where appropriate) to access targeted (data driven) and cross-departmental external support and training resources for dyslexia friendly provision and challenges where required to maintain and achieve standards.** | **Achieved** |

**Standard Two – What is the Quality of Learning?**

| **Criteria Sampled** | **Achieved/Not Yet Achieved** |
| --- | --- |
| **2.4** | **Evidence that teachers use methods that enable pupils with dyslexia to learn effectively by recognising their different learning styles and providing the following approach to the whole class:****Multi-sensory teaching and learning opportunities*** **Pupils are taught a range of learning methods e.g. Mind Mapping, summarised questioning etc.**
* **There is provision for one to one and small group teaching and specialist support, which is dictated by need. For example for literacy, numeracy, concept reinforcement etc.**
* **Small group work should use multi-sensory teaching methods. These lessons should be scheduled with adequate frequency that reflects the IEP.**
* **Work is recorded using a range of formats where possible (e.g. bullets, story board, flow chart, scribed, oral/recorded etc.).**
 | **Achieved** |
| **2.5** | **Evidence that teachers use methods that enable pupils with dyslexia to learn effectively by recognising their different learning styles and providing the following approach to homework:*** Provided on separate sheets, scribed into homework diaries or recorded on a Dictaphone.
* Differentiated including choice of recording method.
* Discussed with parents as required.
 | **Achieved** |
| **2.9** | **The school is able to report on measurable outcomes of their inclusive practice.**  | **Achieved** |

**Standard Three – Creating a Climate for Learning**

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| --- | --- |
| **Criteria Sampled** | **Achieved/Not Yet Achieved** |
| **3.3** | Demonstration that self-esteem is promoted through:* Valuing the individual and their diversity;
* Praise for effort and achievement in all areas;
* Promoting strengths;
* Providing opportunities for success, and
* Providing a stress-free learning environment.
 | **Achieved** |

**Standard Four – Partnership and Liaison with Parents, Carers, Governors and other Concerned Parties**

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| --- | --- |
| **Criteria Sampled** | **Achieved/Not Yet Achieved** |
| **4.2** | **Evidence that the school has a process in place for notifying parents of concerns at an early stage and listens actively to the concerns of parents.**  | **Achieved** |

|  |  |
| --- | --- |
| **Criteria Sampled** | **Achieved/Not Yet Achieved** |
| **4.3** | **Evidence that the school actively involved parents in planning provision for the child through a variety of means of engagement. Promoting ongoing working partnerships with parents, which contribute to effective learning at home and school. Parents should be encouraged to express concerns as they occur and schools should ensure that parents know to whom to address them.**  | **Achieved** |

**Recommendations**

1. Senior managers are to continue to monitor and evaluate the effectiveness of dyslexia support to ensure that standards are maintained. It would be suggested that such a review takes place on an annual basis.

**Conclusion:**

Following this verification process the British Dyslexia Association is delighted to award The Dyslexia Friendly Quality Mark to Walton Le Dale High School.

The BDA reserves the right to monitor Walton Le Dale High School during the life of the award, (awards are subject to re-verification after 3 years) as part of its own monitoring and quality processes.

**Verification Outcome:**

**BDA Dyslexia Friendly Quality Mark Achieved**

**Period of certification:** January 2018 – February 2021

**Renewal due:** 1st February 2021. Please note you will be contacted in advance of this date with details for your re-verification.

**Signed:**

**Joanne Gregory, Quality Mark Development Manager, BDA**