



Council for the Registration of Schools Teaching Dyslexic Pupils

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Registered Charity No. 1052103

Registration and Re-Registration Application Form

Please refer to the guidelines when completing this form and please limit your application to a maximum of 10 pages

No	New Registration	Yes	Re-Registration
DU	Category applied for	DU	Current category

1. *Date of visit:* 24th November 2008
2. *Name of Consultant(s):* Maria Pond
3. a) **Name and address of school:** Bredon School, Pull Court, Bushley, Tewkesbury, Gloucestershire. GL20 6AH
Tel: 01684 293156
Fax: 01684 298008
Email: enquiries@bredonschool.co.uk
Web: www.bredonschool.org
- b) **Name and qualifications of Head/Principal, with title used:**
Name: Mr David Keyte
Title (eg Principal): Principal
Qualifications: A.C.M.A.
Awarding body: Chartered Institute of Management Accountants
Consultant's comments: The Principal has a great belief and pride in his school and has invested heavily to improve facilities. Assisted by the expertise and determination of his Vice Principal and Senior staff, he has ensured the continuing success of the school.
- c) **Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:**
Name: Mrs Susan Webb
Title (eg SENCO): Vice-Principal
Qualifications: B.Ed (Hons); Cert SEN; Dip SpLD
Awarding body: CNA A (Worcester); CNA A (Worcester); (Univ of Glos)
Consultant's comments: Mrs Webb is part of the Senior Management team, has a wealth of experience, is well respected by the staff and therefore has the ability to ensure students with SEN receive the education which is best suited to their needs.
- d) **Head/Principal's telephone number if different from above:**

- Tel: As above
- e) **Unit/Senior SpLD teacher's telephone number:**
Tel: As above

Background and General Information

4. a) **Geographical location and position:** Bushley, nr Tewkesbury, Gloucestershire – situated at Pull Court, standing in 85 acres on Gloucestershire/Worcestershire borders.
Consultant's comments: Bredon School sits in beautiful park and farmland at the end of a mile long drive. There are sports pitches, staff accommodation and the school farm surrounding the main 160 year old mansion house, Pull Court. The Malvern Hills, Worcester, the Cotswolds and Cheltenham are within easy travelling distance and despite its idyllic location, motorway and rail links make more distant travelled very achievable. Birmingham airport is 45 minutes away.
- b) **Foundation:** Independent school established in 1962.
Ownership: Mr D Keyte, t/a Bredon School (2002) Ltd.
Governing body: Board of Directors/Advisory Board
Status: Private limited company
Consultant's comments: Mr Keyte bought the school to prevent its possible closure in 2002.
- c) **Recent inspections:** CReSTeD – November 2005, CSCI inspection – February 2006, ISC inspection – January 2008.
Consultant's comments: CSCI report 2006: This followed up an earlier report which had recommended changes/improvements. Eleven recommendations had been carried out and eight more were still to be completed but are in hand. Several are covered in the school's development plan. The report was complimentary about many aspects of the school. The ISC inspection was carried out in January of this year. The inspectors felt that "the school successfully meets its aim and aspirations. Pastoral care is outstanding... with high quality boarding provision and care for boarding pupils. Education is extremely well chosen to meet the needs and maximize the achievement of pupils. The support for pupils with LLD or statements of SEN is particularly effective. The commitment and dedication of staff to the welfare and attainment of pupils" was praised. The report recommended improvements to the Library, a greater use of ICT for teaching and learning and the sharing of good practice. It recognised the benefits of the new ICT suite. The school is to be congratulated on the comments regarding the relationship between staff and pupils which "outweighs any down fall in accommodation". Again the school development plan covers all of the outstanding items and several improvements have already taken place. I fully agree with the findings and comments of these two reports, which show the school in a very good light.
- d) **Current membership (eg HMC, ISA etc):** ISC, NASEN, BDA
Consultant's comments:
- e) **Numbers, sex and age of pupils:**

		Total	Dyslexic	Accepted age range
Day:	Boys:	94	16	7 – 18
	Girls:	27	3	7 – 18
Weekly boarding:	Boys:	33	9	9 – 18
	Girls:	10	3	9 – 18
Full boarding:	Boys:	48	8	9 – 18

	Girls:	23	4	9 – 18
Overall total:		235	43	

Consultant's comments: These figures show the proportion of dyslexic pupils but children with SEN make up about 50% of the total number of pupils.

- f) **Aims and philosophy of the whole school:** “In education the journey is just as important as the destination. While qualifications represent the all-important destination, the educational process by which that destination is reached is equally, if not more important” – the Founder of Bredon School. The prospectus states “its aim is to provide an alternative not only to existing independent schools, but also to the state education system”. Bredon accepts pupils with a wider range of ability and special educational needs than most schools, and places emphasis on both specific learning difficulties and more general difficulties in learning. Its individual approach seeks to realise true potential, develop self-confidence and prepare for the challenges of the future within a happy, secure and friendly environment.

Consultant's comments: From the visit, comments of pupils and of parents, it is clear that the school strives, and succeeds, in living up to the aims and philosophy of the school.

- g) **Description of buildings and grounds:**

Most of the boarding, apart from Year 11 and above boys, is situated in the main building, the most impressive Pull Court. The school enjoyed the addition of a new teaching block in 1996, which provides excellent teaching accommodation, including a sports hall, science laboratories and prep rooms as well as the Junior School suite of rooms. Another new block was opened in October 2007. This includes teaching areas for art and maths, together with a sixth form centre; upstairs is accommodation for senior boys. The grounds of more than 80 acres hold valuable resources for a boarding school for pupils with special educational needs, such as the farm, extensive playing fields, floodlit hard-court area, climbing tower, swimming pool, skateboard area and a brook for fishing.

Consultant's comments: The grounds are well maintained and the activity areas provide well for outdoor fun, sports and relaxation. There are a large number of pitches, a swimming pool, BMX cycle track, climbing wall, zip-wire and low level ropes course. The limitations of the mansion house building and the need to ensure new development is in keeping, means that some of the accommodation is 'best fit' rather than by design. The stable block has been renovated to provide new single room dorms of a good standard whilst decoration and storage in other dormitories is of a lesser standard. The other school buildings are in good repair and some of the classrooms are enhanced by lovely wall displays of the children's work. It would be nice to see this in all classrooms. The school farm is one of the school's greatest assets. It is a fully working farm with cows (and a magnificent bull), pigs, sheep and poultry. There are extensive greenhouses which produce around 6,500 bedding plants each year, to be used around the school or sold at the school's May Fair. Plans to develop the farm's own dedicated classrooms and other facilities are underway.

- h) **Pastoral care arrangements:** Each pupil has a Personal Tutor who remains with the pupil for that Key Stage. The school is divided into an Upper School (KS4 & 5) and Lower School (KS2 & 3). A Head of Boarding and non-teaching care staff look after the boarders to ensure each pupil has effective care beyond the academic day. Qualified nursing staff are present 24 hours a day. There are two appropriately appointed Child Protection Officers. The school is vertically grouped into three Houses; the aim is to encourage inter-house competitions with both sporting as well as academic events arranged for all to participate in.

Consultant's comments: The pastoral care is a strength of the school. This is the view of all recent inspections and both parents and pupils. Pupils were

particularly pleased with the change to non teaching boarding house staff which means that they 'go home' at the end of the school day along with the day pupils. Several of the boarding staff were mentioned by name for their care and attention during conversations with parents.

Material to be studied in advance of visit

5. Documents required as detailed on the check list. For completion by consultants only.

Consultants – please comment on each of the following:

Prospectus, including staff list: Very good prospectus; colourful and detailed. A CD that is included adds another dimension to the prospectus.

Special Needs Policy: This document contained all required information and is backed by a 'Learning Support Help File'. This file is given to all staff and is an excellent addition to the documentation of the department.

Fees and compulsory extras for dyslexic pupils: The costs to parents are

School Action: Mainstream classes, receiving extra tuition: Level 1 £265 per term; Level 2 £400 per term; Level 3 £535 per term.

School Action Plus: non-statemented students in lowest class £660 per term

Statemented students, inc. Annual Reviews etc £785 per term

Special Learning Support, as an option in Years 10 and 11 £255 per term

English as an Additional Language £510 per term.

Staff Handbook: This is an enormous document and it was impossible to think of anything which wasn't covered by it! It sets out clearly the policy and procedure, rules, boarding, health and safety and academic issues plus copies of all documentation. The handbook aims to relay the vision and aspirations of the whole school community. It is reviewed and revised annually. There is an excellent section on what constitutes a good lesson, good teaching and planning, as well as very good advice for staff on ensuring discipline both in class and outside, with clear instructions on the levels of sanctions and their use. I am assured that all staff are expected to read it all. This is excellent as a reference book for any eventuality which is likely to occur during the course of the school year.

Timetable (including Special Needs Provision): A broad curriculum is offered to every pupil, beyond what would be expected in most schools, to take account of the interests and abilities of the pupils and their future employment needs. Special needs lessons are timetabled to cause least disruption to class lessons.

School Development Plan: Areas for development cover Achievement and Standards, Quality of Provision, Overall Effectiveness in teaching and learning, Leadership and management, Boarding, Personal development and well-being. The aims are clearly identified, action detailed in specific terms and follow up measures stated.

Consultants to comment generally on website content: The new website is excellent. It covers so many areas and gives a real feel of the atmosphere of the school. One of the best I have viewed recently.

Staffing and Staff Development

6. a) **Qualifications, awarding body and experience of all learning support staff:**
Mrs S Webb B Ed (Hons), Cert SEN, Dip SpLD, Mainstream Primary & Secondary; Special School inc SEBD; Independent School
Mr K Jeffery B Ed (Hons), Dip Sp Ed. Mainstream Secondary, Special School SEBD
Mrs J Geerlings Cert Ed, Dip SpLD, Adv dip ESOL
Mrs J Goodyear BA, Cert SpLD, Independent Special School
Mrs J Stelling Cert Ed, Cert SpLD, Mainstream Secondary & Primary; Primary SENCO
Mrs G Hamilton, Main Stream & Secondary support experience. Learning Support degree, Worcester College starting September 2008.
Mrs L Wood Adv Dip Ed SEN, Mainstream Secondary & Primary School
Mrs K Barber B Ed (Hons), Mainstream & Secondary School
Consultant's comments: Qualifications with awarding bodies:
S. Webb Cert SEN Worcester Uni; Dip SpLD Chelt/ Gloucs Uni
K. Jeffery – BEd(Hons), DipSpEd, (OU),
J. Geerling – Dip SpLD OCR with practising cert from PATOSS
L. Wood STAC and Advanced Dip from OU
J. Stelling Evesham College RSA Dip SpLD
J. Goodyear, Evesham College RSA Dip SpLD
- Other staff:*
J. Merchant (Head of Junior Dept) M.Ed in Inclusive Education from Chelt/ Glos Uni
A. Somerton (Head of Science / Chemistry teacher) Evesham College RSA Dip SpLD
R. Dowell (Head of Sixth Form) Evesham College RSA Dip SpLD
Also:
G. Hamilton currently looking into OU for her Degree or Diploma – was due to start SpLD courses this year.
- b) **Class sizes – mainstream:** Mainstream max 15, mostly 10 – 12, ratio 1:6.
Consultant's comments: Even though the class sizes are small, differentiation of the tasks is still taking place to individualise the pupils' teaching and learning. Class room assistants also work alongside teachers to support specific pupils.
- c) **Class sizes - special needs:** SEN 1:1 withdrawal to 1:6
Consultant's comments:
- d) **Staff development and in-service training of learning support staff within last 18 months:**
- i) Weekly in-service programme with SEN team. Topics include: lesson evaluation and planning; marking A4L; sharing good practice; target setting SMART; reviewing progress with students; ICT; use of interactive whiteboard technology; voice activated technology.
 - ii) Full staff meetings approximately three per term have SEN training; interactive whiteboard technology to help dyslexic learners; ICT to aide dyslexic learners; mind mapping.
 - iii) Administration days one per term have SEN training for whole school; reading ages and abilities related to differentiation in classroom; use of Teaching Assistants; aspergers; speech and language; hearing impaired.
- Consultant's comments: The school's budget allows for two members of staff*

to either update existing specialist qualifications, as recommended in the previous CReSTeD report, or to obtain specialist qualifications in SEN. Although some teachers have been able to benefit from this, in the last year or two there has been a lack of suitable courses for the staff to attend. The school is still committed to this initiative.

Policy and Philosophy with Regard to Dyslexic Pupils

7. a) **Policy statement with regard to dyslexic pupils:** “Provision for pupils is in line with the Code of Practice. All pupils are viewed on the principles of entitlement and inclusion”. The school’s policy and philosophy is the same for all its pupils and is stated as ‘The Bredon Difference’ in the prospectus. This refers to the aim to provide a unique education based on recognising potential, rewarding achievement, caring for individual needs, developing confidence in a happy and supportive environment, forging home/school partnership, and providing dedicated, professional and caring staff.
Consultant’s comments: The school would appear to be very successful in implementing this policy.
- b) **Admission policy / selection criteria:** Admission rests on an interview with the Principal and/or an assessment/interview with the Vice-Principal. The appropriateness of the placement within the context of the school’s mainstream curriculum is the most critical factor. Mild emotional and behavioural difficulties are considered. Taster days are always offered. In practice, pupils are average or above in ability whilst the degree of dyslexia is considered less important.
Consultant’s comments: The school tries to accommodate pupils with a wide range of needs and abilities, alongside able pupils, to keep a balance.
- c) **Give specific examples of the whole school response to dyslexia:** Decisions regarding class placements and level and nature of support are based initially on assessments and reports. Taster days are used to help induction. A buddy system operates for the first few weeks after admission. Each pupil is allocated a personal tutor.
Consultant’s comments: The whole set up of the school is geared to meeting the social, emotional and educational needs of all of the pupils.

School Organisation

8. a) **How is the week organised?**
There is a 5 day week with 60 lessons of 30 minutes. The day starts at 8.30 am and finishes at 4.30 pm. Prep is set additionally to this.
Consultant’s comments: At the end of the school day, which combines a good mix of academic, sports and artistic elements, the pupils go ‘home’ to the boarding house. This makes the day very well balanced.
- b) **Implementation of National Curriculum considerations:**
All pupils follow the National Curriculum.
Consultant’s comments: NC is followed with appropriate levels of differentiation.
- c) **Details of arrangements for dyslexic pupils, including prep / homework:**
Dyslexic students are supported after school by a member of the SEN team, who have access to specialist ICT facilities. Additionally, any difficulties experienced with work can be discussed with the Personal Tutor who will liaise

with subject staff. Grades are awarded for effort and attainment. SEN staff teach the lowest achieving English set. The services of a speech therapist, physiotherapist and occupational therapist, as well as the Educational Psychologist, are all available in school.

Consultant's comments: The pupils are well supported during and after school.

Teaching and Learning

9. a) **Lesson preparation and delivery:**

All staff have Teacher Planners and these are monitored by the Head of Department.

All SEN staff are required to set targets and evaluate all their lessons, this is monitored by the Vice-Principal.

All staff are part of the schools' Continuous Performance Management Policy. Additionally, all SEN staff are observed and appraised by the Vice-Principal.

Consultant's comments: Three mainstream lessons and two individual lessons were observed. Both SpLD lessons were well planned, used multi-sensory methods and worked on clearly identified needs. The excellent use of the pupil teaching a rule back to the teacher was observed. One lesson included reinforcement of areas identified from mainstream class work and the other included work on science vocabulary spelling. Both pupils were enjoying the short, clearly defined tasks which had been well planned. Tutors had good relationships with their pupils and were obviously very clear about the needs and difficulties of the pupils. During the mainstream maths lesson pupils were fully engaged in the learning, which was made relevant to everyday life and good fun. Although there were only six pupils in the class, a class room assistant ably supported the group and the tasks were differentiated into three levels.

A practical science lesson was again carefully planned with clear objectives and differentiated. During this enjoyable lesson one pupil told me 'we have fun' in science. The recording of their work was differentiated and a classroom assistant ensured the success and safety of those needing extra support. Prep from this lesson was differentiated with one pupil typing their work. An English lesson focussed on learning homophones through an art/craft activity. Despite the informal nature of the lesson there was good planning with specific learning objectives and good class control. There was a range of excellent work displayed around the room, showing the high standards of work achieved by the pupils taught by the teacher.

Overall, two lessons were excellent and the others were all very good. When browsing through students' exercise books I noted many instances of very positive and constructive marking, both in classes observed and in other class rooms visited when touring the school.

Technology branches into three areas, resistant materials, engineering and cookery and textiles. Each is taught in fully equipped workshops with much new machinery. The close supervision of small groups allows pupils to undertake work such as welding, that could be considered too ambitious in many other schools.

Visual and Performing Arts is very popular with pupils, who showcase their talents throughout the year in arts festivals, fashion shows and reviews. There is always a cross curricular link to this work and links have been established with outside agencies such as the Resource Centre in Gloucester. The Art teacher has individual projects running for each pupil and cooperative pieces are added to by pupils across the year groups and ability ranges. The school won a Good Schools' Guide Award for Art and Design, and also for Rural Science – a strength due to the school's farm and the farm staff's input to the

curriculum and teaching.

The school has set up a system of peer observation and exchanges of expertise within the school and with other schools in the locality, with the specific aim of developing and sharing good practice. A local authority school sends pupils to work on the farm, attend A level Spanish and exchanges art and craft teachers to the benefit of both schools.

- b) **Use of IEP's:** All SEN students have an IEP, which contain SMART targets. All IEPs are reviewed twice a year with pupils and their parents. All staff have a copy of each pupil's IEP. New targets are set with or for pupils (depending on development) and signed by them. The SIMS management system is used to store IEP/SEN data.

Consultant's comments: the IEPs detailed specific and manageable targets. Copies are sent home and later discussed with parents at Parents' Evenings. Learning Support tutors use a proforma for each lesson to plan and assess each lesson. These are kept in the pupil's file and are regularly reviewed by the Vice Principal to ensure the high standard of teaching. Each subject teacher adds a target to the LS IEP to be worked towards during their own lessons.

- c) **Records and record keeping:** All student files are kept in the SENCO Office. All SEN students' records contain a history of support provision; assessment data; lesson planning. The school operates a monitoring system to review each pupil's effort and progress, which is communicated to pupils and parents. A range of reading accuracy and comprehension tests are used to monitor progress. Cognitive Ability Tests are used to monitor and assess progress made; these results are shared with pupils and parents. Also spelling and maths tests are carried out on a regular programme.

Consultant's comments: Mr Jeffrey ensures that the records and assessments of each pupil are well maintained, both on paper and on the staff intranet.

- d) **Examinations / test results (where applicable):**

A-Level (GCE) and VCE	No. of pupils Years 12 & 13	Number entered	Percentage grade A-E	Average point score per pupil	Average point score per exam entry
Whole School	24	9	29.6%	A2 – 6.29 AS – 1.86	A2 – 6 AS - 2
Dyslexic Pupils	1	1	100%	4	4

GCSE	No. of pupils included in the Year 11 timetable, regardless of age	Percentage A* - C	Percentage 5+ A* - C	Percentage 5+ A* - G
Whole School	36	44.9%	20.9%	80%
Dyslexic Pupils	11	18.2%	5.8%	30%

Key Stage 3	No. of Year 9 pupils entered	English		Maths		Science	
		L5+	A/D	L5+	A/D	L5+	A/D
Whole School	34	4		5		17	
Dyslexic Pupils	4	0		0		3	

Key Stage 2	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	16	1		0		5	
Dyslexic Pupils	9	0		0		2	

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

Any other information: These are results of teacher assessments.

Consultant's comments: These figures do not reflect the range of exam results and achievements of the pupils. Some pupils take OCR exams in subjects where this is more appropriate, due to the emphasis on course work. Others take entry level qualifications across a range of subjects; there are National skills profiles from Year 10, Adult Literacy and Numeracy courses, RYA certificates and many other measures of success across the wide range of learning at Bredon.

- e) **Details of special examination arrangements requested and made for dyslexic pupils:** All students are assessed for eligibility for special access arrangements for public examinations. Internal examinations made as appropriate.

Consultant's comments: Mr Jeffrey ensures all available and appropriate access arrangements are put in place for all pupils.

- f) **For completion by consultants only: Dyslexic pupils' responses regarding their school and teachers:** *The pupils felt that there was very good support from the teaching staff in mainstream lessons and they particularly felt the benefit of the advice, teaching and support of the Learning support tutors. The use of laptops in class, especially in the higher years helped them with the recording of their work. They enjoyed the wide range of activities, such as clay pigeon shooting, which made life at the school very enjoyable and balanced. All felt that they would achieve their potential and go on to lead full and prosperous lives when they left the school. They would appreciate having an indoor facility for break times when it was cold and wet; they suggested supervised use of the gym as a possible solution as they very sensibly realised the restriction on building and the possible problems associated with lots of pupils having free range inside the buildings. The normal and expected comments about food were the only other requests! The pupils were impressive in their maturity and appreciation of the opportunities and benefits provided for them at the school.*

Facilities and Equipment for Access to Teaching of Dyslexic Pupils

10. a) **General resources for teaching dyslexic pupils:** Appropriately differentiated material is made available to dyslexic pupils, including worksheets, texts, fonts etc. ICT is available for use by pupils, plus specialist programmes.

Consultant's comments: Resources are very good throughout the school. Whiteboards or projectors are used widely in classrooms. The lessons observed and browsing through pupils' exercise books and folders showed a regular use of cloze procedures, sequencing printed sentences to record, and other differentiated worksheets. The understanding and willingness of the teachers to adequately support their pupils should also be considered as a very good resource.

- b) **Library:** Housed in the new block it is resourced with an appropriate range of text. Additionally, there is a range of CD Roms, videos, magazines and careers advice.

Consultant's comments: The library has been an area that needed updating and extending but this is now being addressed. The limited supply of books is being added to in a considered way. The pupils at the school are mostly reluctant readers and therefore the new books are being chosen to fit with the interest and curricular needs of the children. The school might also benefit from providing more taped books and periodicals to the newly reorganised

- library.
- c) **ICT:** There are two computer suites housing a total of 30 computers. Each pupil at KS3 has a minimum of 1 hour ICT lesson a week.
Consultant's comments: The computers are used regularly and are supplemented by the many laptops used by pupils in the class room and for prep. ICT is 'always relevant to practical tasks, rather than abstract exercises'.
- d) **Learning Centre:** A further bank of 14 computers with internet access is available for pupils to use in the two Access Centre suites. These rooms also have interactive whiteboards. There is an extensive range of software including Clicker, Word Bar, voice activated software, Word Shark, Number Shark, Read & Write Gold, Inspiration, Nessie etc. There is additionally a wide range of books and resources available. All stock is in good condition and up-to-date.
Consultant's comments: The resources are very good and well suited to the needs of the pupils with SpLD.

Statements of Special Educational Needs

11. a) **School policy:** Enc. School policy – updated July 2007
Consultant's comments: The school accepts any pupil who will benefit from the education and expertise of the school.
- b) **Types of statemented needs accepted:** Dyslexic, dyspraxic, aspergers, SEBD, speech and language.
Consultant's comments: The school caters for a wide range of learning difficulties but most are said to be at the mild end of each spectrum.
- c) **Number:** 50
Consultant's comments: This represents a large proportion of the pupils with special needs at the school. If pupils are statemented it would indicate that their difficulties are very significant.

Parents' Feelings About the School and, in Particular, its Response to Dyslexic Pupils

12. Schools should provide with the documentation a list of the names of all known dyslexic pupils in the school. From this the consultant will select 12 names and schools will be asked to contact the parents (CReSTeD will provide an explanatory letter) for their permission to give their phone numbers to the consultant. The consultant will then contact 6 of these parents to discuss their feelings about the school.
*For completion by consultants only: **Parent Contacts:** Parents were very willing to give their views of the school, one asking if she could be contacted so that she could express her appreciation for the change in her daughter's educational experience. Parents recalled the difficulties with previous schools and all were very pleased with the teaching and learning, pastoral and extra curricular aspects of Bredon School. One pupil with severe dyslexia had changed from a 'Can't do' to an 'I can do it' attitude. She is in the top sets, where her needs are catered for and her high underlying verbal ability is stretched. A boy who had been school phobic now loved school and another has certainly 'come out of his shell' since attending Bredon. The school was described as a happy, caring school that offers a wide range of curriculum subjects in a relaxed atmosphere. Pupils make good friendships and are keen to go back to school after weekends or holidays at home. Parents were very happy with the boarding, praising the care and homely atmosphere created by the House parents. Comments about the décor, which could be better, were qualified by the comment that*

this showed that the money was being spent on more important things, like quality carers. Staff were said to be very approachable and helpful but three parents felt that communication, especially for parents of boarding pupils, tended to be a weak point. These parents would have liked information early to allow them to be proactive rather than reactive when assignments were late or not completed, for example. "These small things all fall into insignificance when one considers all of the excellent things which happen at the school" however. Mrs Webb, Mr Jeffrey, boarding parents along with Mr Allison, all came in for significant praise.

<p>13. Head's / Principal's signature confirming accuracy of school's information (pre-visit):</p> <p>Date:</p>	<p>Head's / Principal's signature confirming agreement to consultant's comments (post-visit):</p> <p>Date:</p>
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14. *For completion by consultants only: **Summary of Report:** Bredon is one of a small number of schools who successfully provide an appropriate and wide ranging education for older pupils who find life in ordinary mainstream classes too difficult. The courses offered beside GCSE allow pupils to be successful in a field suited to their needs as adults. The exam results reflect the care taken to match the curriculum to the interests and abilities of the pupils. The teaching and learning in all academic and life skills is very good as is the pastoral care. The commitment and expertise of the staff ensure a happy and productive atmosphere. I therefore recommend that the school be re-registered as a DU school.*

For office use only:

15. **Category proposed:**
Consultant's name(s):
Consultant's signature(s):

Date:

16. **Approval registration number:**
 17. **Chairman's name:**
Chairman's signature:

Date: