



Council for the Registration of Schools Teaching Dyslexic Pupils

CReSTeD, Helen Arkell Dyslexia Centre, 24 West Street, Farnham, Surrey, GU9 7DR
Email: admin@crested.org.uk

Moon Hall School, Reigate Re-registration - Category DSP

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Moon Hall School, Reigate Flanchford Road Leigh Reigate Surrey RH2 8RE Tel: 01306 611372 Email: schooloffice@moonhall.co.uk Web: https://www.moonhallschoolreigate.co.uk	Rural	98 boys 77 girls	Dysl Dysc Dysp ASD ADHD	ISA The Society of Heads
	Ind Day	Ages 7-16		GCSE iGCSE BTEC
Inspection Reports	ISI			
Comments: Provides a full mainstream curriculum for primary and secondary pupils geared to mastering literacy and numeracy; identifying and developing individual talents and achieving good GCSE results both in core and additional subjects. Small group lessons, integrated remediation and support using specialists whose teaching is tailored to the needs of the individual pupil. Maintains a traditional independent school ethos that encourages the development of interests in sport, art, drama, music and other skills.				

Date of visit:

12.09.2022

Name of Consultant(s):

Mrs R A McCarthy

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.

School Details

Name of school:	Moon Hall School Reigate		
Address of school:	Flanchford Road, Leigh, Reigate, Surrey, RH2 8RE		
Telephone:	01306 611 372	Fax:	
Email:	schooloffice@moonhall.co.uk		
Website:	www.moonhallschoolreigate.co.uk		

Name and qualifications of Head/Principal, with title used:

Name:	Mrs Michelle Catterson
Title (e.g. Principal):	Executive Headteacher
Head/Principal's telephone number if different from above:	
Qualifications:	BSc Biology, PGCE, Level 3 SpLD, NPQH (pending)
Awarding body:	University of Paisley, University of Glasgow, BDA, Surrey Teaching Network

Consultant's comments

Mrs Catterson is both knowledgeable and caring. Her focus is clearly to provide the best possible learning experience for all those involved with Moon Hall, be they staff, students or parents. She took on the role of Executive Head of both the Dorking and Reigate schools 5 years ago and now continues to lead Moon Hall Reigate.

Name and qualifications of Head of Specialist Provision or Senior SpLD teacher:

Name:	Lucy Pelling
Title (e.g. SENCO):	Head of SEN
Telephone number if different from above:	
Qualifications:	Level 7 SpLD (Access Arrangements), Masters in Special Needs, National Award for SENCOs.
Awarding body:	Roehampton University

Consultant's comments

Mrs Pelling, who has been in post for 2 years, runs an excellent team very efficiently. She has two SENCOs, a team of TAs and two SEN Admin Assistants. She has a wide knowledge of the administrative and educational needs that such a task demands.

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1. Background and General Information

1. a)	Dep't of Education Registration No.:	125385		
b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
	Day:	Boys: 98	98	7 – 16
		Girls: 77	77	7 - 16
	Boarding:	Boys: 0	0	
		Girls: 0	0	
	Overall total:	175		7 - 16
	Consultant's comments			
	Numbers have increased since the last CReSTeD visit and since the Ofsted inspection last year. The school is at capacity.			
c)	Class sizes – mainstream:	<14		
	Consultant's comments			
	The largest class observed had 12 students and the majority had around 10.			
d)	Class sizes – learning support:	<14		
	Consultant's comments			
	All classes at Moon Hall are multi-sensory, structured, and cumulative. Classes are small enough for techniques often only seen on a 1-1 basis or 'small group' to be used as a matter of course. If it is necessary, 1-1 support is available for specific help or therapy.			
e)	For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:			
	Students feel themselves very well supported and have good relationships with their teachers. All pupils felt that they had teachers to whom they could turn for help or advice, should they need it. The recent Ofsted report (June 2021) noted: 'This is a school where staff really do make a difference and pupils happily acknowledge this is the case. Pupils say that they are looked after well, even when they make mistakes. They feel that the school has improved 'drastically' in recent times, that the headteacher has brought a 'new dimension to the school', and that they appreciate that they have a voice in what goes on.'			
f)	Current membership (e.g. HMC, ISA etc.):	ISA and The Society of Heads		
	Consultant's comments			
	Appropriate memberships.			
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	https://www.canva.com/design/DAE5W97G1DQ/view?utm_content=DAE5W97G1DQ&utm_campaign=designshare&utm_medium=embeds&utm_source=link		
	ii. Recent Inspection reports , please indicate copy enclosed			
	or provide link to view reports via the internet	https://www.moonhallschoolreigate.co.uk/		

Independent
Schools
only

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[about-us/ofsted-inspection-report](#)

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

<https://www.moonhallschoolreigate.co.uk/admissions/fees-bursaries>

Consultant's comments

Documentation clearly outlines the ethos of the school and how it is achieved. The website is easy to navigate and manages to communicate the friendly, family feeling of Moon Hall.

Fees are in line with other dyslexia specialist schools. There two fee levels: the first covers the small group teaching from which all students benefit, while the second includes any 1-1 interventions or therapy that is agreed to be necessary.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Moon Hall School, Reigate provides a supportive school environment for dyslexic children where expectations for diligence and achievement are high. We enable our pupils to take full advantage of their intellect and talents by learning how to manage their dyslexia.

Our Values

Our ethos is underpinned by the basic values of:

- Tolerance
- Courage
- Respect
- Resilience
- Integrity

We practise and teach our pupils these values as well as those of democracy, diversity and equal opportunity. We welcome pupils of all religions and of none. We know that in the right environment, with the right support and encouragement, all our pupils are capable of achieving their potential, both in their personal development and academically.

Our school is a **caring and challenging** learning environment in which each child is encouraged to extend their individual talents and achieve their personal best. We teach our pupils respect for their school and its wider community; to take pride in their school and its achievements, as well as their own. We work **closely in partnership with our parents** in all aspects of

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their child's development and wellbeing.

Because **our pupils are all dyslexic**, in our community they no longer feel isolated as a minority among their peers. They learn quickly to support and help each other overcome difficulties. We teach them to be **resilient** in the face of setbacks and prepared to meet the challenges of adult life. Ours is a small school with high adult: pupil ratios. Our staff know our pupils individually and help them to develop independent learning strategies. Our aim is that our pupils feel **safe and secure**. They know that they can **discuss any concerns** with the staff whether about school or more generally, including personal safety, and that these concerns will be acted upon.

We offer a **stimulating and challenging** stage-appropriate curriculum, including a wide range of creative subjects in which our pupils can excel. We want our pupils to **enjoy learning** and the excitement to be gained from having an enquiring mind, to appreciate the wonder and complexity of the world and to have opportunities to be innovative. All pupils get the opportunity to perform in front of their peers and families, which builds their **self-confidence**.

We can only achieve these objectives for our pupils with highly **committed, professional staff**. We aim to work as a collegiate organisation with mutual respect for and reliance on, the contribution made by each other. Our staff have the **knowledge and expertise** to help our pupils succeed and excel in the learning environment that we provide. As a school we understand the difference and know how to make a difference

Consultant's comments

These aims and commitments were clear, not only during the CReSTeD visit but also in conversations with parents and students.

Criteria
1 & 2

- b) Please indicate copy of the whole school **Staff Handbook (SH)** enclosed

Information
Provided

- c) If not within SH, please enclose copies of whole school **policy statement(s) with regard to SpLD pupils** outlining:

- i. **Policy for SEN/SpLD**
- ii. **Support for policy from Senior Management Team**
- iii. **Support for policy from governors**
- iv. **Admissions Policy/Selection Criteria**

[School Policies | Moon Hall School
\(moonhallschoolreigate.co.uk\)](https://www.moonhallschoolreigate.co.uk/userfiles/mhmvdc/documents/01-about-us/07-school-policies/Admissions%20Policy%20-%20September%202022.pdf)

<https://www.moonhallschoolreigate.co.uk/userfiles/mhmvdc/documents/01-about-us/07-school-policies/Admissions%20Policy%20-%20September%202022.pdf>

- v. **Identification and assessment**

see SH/enclosed/see below

Consultant's comments

As Moon Hall was set up for dyslexic students as a specialist school, their policies, SMT and Governors have always been fully involved in supporting the aims of the school.

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Criterion 4	d)	Give specific examples of the whole school response to SpLD	
		Evidence in Prospectus Evidence in Therapy Booklets Annual Review Process Pupil Passports INSET training. Staff CPD opportunities Head Teacher is Chair of the Board of the BDA	
		Consultant's comments Training regarding students' needs is provided for all staff at the school and is not confined to teaching staff. Teachers have undertaken some form of training in specific learning difficulties and special educational needs, be it the online Microsoft course, in-house INSET or courses run by the BDA or DA. Their understanding of their students is evident in their teaching and the relationship with their students.	
Independent Schools only	e)	Number of statemented / EHCP pupils:	96
		Consultant's comments	
		This is a heavy load of Annual Reviews to organise and process, particularly as paperwork differs between Local Authorities. It can also be seen as testament to Moon Hall's standing.	
	f)	Types of statemented / EHCP needs accepted:	
		Dyslexia must be the primary need. Co-occurring difficulties accepts: Dyscalculia, Dyspraxia, ASD, ADHD	
		Consultant's comments This is in keeping with the school's expertise.	

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:
			Admissions process involves all pupil documentation being shared. This includes Educational Psychologist report, specialist reports, CAMHS reports, Therapy reports and most recent school reports Consultant's comments Initial diagnoses have been made before admission.
		b)	Give details of what action you take when children are identified as at risk of SpLD
			Prior to starting at Moon Hall we already have a good overview of the pupils needs. If any needs are identified during their time here as we have our "in house" Therapy Team of SaLT and OT we are able to carry out needs assessments. We have a strong and open dialogue with parents with regular parents evenings and reports, therefore we are in a strong position to suggest any further assessments or support that may be required. All pupils admitted to Moon Hall must have a diagnosis of Dyslexia prior to securing a place. Consultant's comments The Admissions process is careful and requires an assessment of dyslexia as

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an initial basis for admission to the school. There is also an Assessment Centre that includes an Occupational Therapist, Speech and Language Therapist and Optometrist as well as Clinical Psychologist who can diagnose ADHD and ASD. It is therefore possible to provide 'in house' assessments of any overlapping difficulties.

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

Our School Assessment centre provides the following assessments; OT, SaLT, Educational Psychologist, Behavioural Optometrist, Clinical Psychiatrist as well as a Specialist Teacher assessment.

Consultant's comments

See above; access to such a range of expertise is a valuable asset.

4. Teaching and Learning

4. a) How is the week organised?

Monday to Friday 8.20am to 4pm

6 lessons per day (Form time then L1, L2, break, L3, L4, lunch, L5, L6 home)

Friday afternoons have no academic lessons and instead focus on extra-curricular activities

Consultant's comments

Friday afternoons provide a range of possible activities from games to clubs. It is a sensible time for them to happen.

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

No homework instead Independent Learning booklets which are optional Encouraged home reading daily.

For GCSE pupils they can chose to do Prep in school or instead of Friday afternoon activities.

Consultant's comments

All arrangements are made for pupils with specific learning difficulties. The policy on homework exemplifies the understanding of the effort that reading and learning can take, particularly as many students have long journeys to and from school. In place of formal homework, the Independent Learning booklet for each year group provide activities and challenges related to the curriculum. The activities are optional and do not need to be handed in to teachers, although house points are awarded to those who choose to submit work that shows effort. There is a QR code that takes students (and parents) to information and activities.

Criterion
3 & 4

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

- Curriculum subjects
- Literacy support

All GCSE subjects are on offer (Except MFL)

Lessons are differentiated to meet pupil needs

Both English Language and English Literature are offered at GCSE. English Literature is optional

Trained and skilled teachers in all subjects led by subject specific teachers

All Teachers of English and reading support are trained is specialist phonics programme (Phono- graphix)

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Reading intervention sessions for weaker or struggling readers
Intervention teacher (L5 qualified) to offer reading support intervention each week
Focus on positive reading culture with 2 Reading co-ordinators and trained TA's to carryout reading support each day in form time

Consultant's comments

The reading interventions observed were motivating and taught valuable skills and techniques. They looked at inference, at vocabulary and figurative language. They also helped students to understand the importance of punctuation in the organisation of text. They targeted listening skills as well as reading comprehension. Students were engaged and keen to answer questions and make comments. They were enjoyable lessons.
All lessons observed used multi-sensory, structured teaching techniques, with interactive programs integral to lessons.
The newly produced Reading Record book is well produced and forms an additional communication channel with parents.

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

Pupil passports for some pupils(not all). Those identified as needing additional support by SENCo have a pupil passport

Please indicate **two examples** enclosed

Info. Rec'd

Consultant's comments

These give practical and useful guidance about students, as well as outlining progress. They are used in something as basic as seating plans to differentiation or type of work done by individual students within lessons. They are regularly reviewed.

e) Records and record keeping:

Use of MiS system to record all pupil details including reports and academic data

Consultant's comments

Record keeping is detailed and is regularly updated. Records that give an overview of students are available, as well as more individual and personal progress reporting. A huge amount of information is available and must make Annual Review preparation less time-consuming than it could be otherwise.

Criterion 3

f) For comment by consultants only: Review history of provision made for two pupils.

Two pupil passports were provided and gave a great deal of useful and practical information for teachers. Progress was also indicated.

Criterion 3

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	0					
SpLD Pupils	0					

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	GCSE % 5+ A* - G	BTEC % D*- D	BTEC % M	BTEC % P

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			Grade 9-4	Grade 9-4			
Whole School	20	81	75	95	10	71	14
SpLD Pupils	20	81	75	95	10	71	14

Key Stage 2 (if applicable)	No. of Year 6 pupils entered	English		Maths		Science	
		L4+	A/D	L4+	A/D	L4+	A/D
Whole School	0						
SpLD Pupils	0						

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						

- h) Any other relevant information, e.g. details of any other examinations taken, literacy/numeracy assessments:

CAT4 test for all new pupils and All year 7's. NGST and NGRT twice per year for years 3 to 9

Consultant's comments

The examination results are impressive and are well above the national average for the whole examination cohort. Careful thought has gone into choices between GCSE, iGCSE and BTEC curricula so that dyslexic students are not disadvantaged by a heavy text-based syllabus.

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

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

Advice from SEN department

Consultant's comments

Lessons observed across junior and senior schools frequently began with a review of the last lesson, and all used multi-sensory techniques or IT to the advantage of their students. Early phonics teaching had children moving around, standing up and sitting down, listening to and learning from each other and involved in physical activities to reinforce that learning. Maths lessons used hands-on equipment and IT and built on knowledge so that confidence was increased.

An English lesson in Year 9 included discussion and vocabulary extension as well as helping students to structure and develop their writing skills and practise using a scribe. An ESB lesson saw students using IT (in some cases via Speech to text) to plan and organise their work. Both lessons were motivating and practical in their focus.

Movement breaks and 'stand up' desks were seen in use.

Criterion 5.2

- b) ICT:

Use of Assistive Technology prevalent across school; scanning pens, OrCam

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		device, KAZ touch typing, Read & Write software, O365 immersive reader.
		Consultant's comments
		Students appreciate the use of IT to allow them to overcome difficulties and it was observed in use within lessons. Several students were using the voice to text program to record ideas and presentations and the students are comfortable with IT.
Criterion 5.3	c)	Details of access (special examination) arrangements requested and made for SpLD pupils:
		All Year 10's have an Access Arrangements assessment to ensure appropriate access in assessments. These are conducted by Head of SEN who has a L7 qualification to carry these out in line with JCQ guidance
		Consultant's comments
		Reasonable adjustments are in place as they should be.
Criterion 5.4	d)	Library:
		Colour coded books based on reading age
		Reading diary to promote positive reading culture
		Consultant's comments
		The senior school library is small but well stocked and organised. Reading is valued (by house points for effort made) and there is a range of initiatives in place to promote and support reading (including the use of audiobooks). The library in the junior school is being refurbished next week and the plans look exciting.

6. Details of Learning Support Provision

DSP 6.1	6.	a)	Role of the Learning Support Department within the school:
			To facilitate pupil support across all aspects of school
			Consultant's comments
			Which it does. It is integral to the school and influences all aspects of education there.
		b)	Organisation of the Learning Centre or equivalent:
			Head of SEN and 2 SENCO's. A team of TA's and two SEN Admin Assistants
			Consultant's comments
			It is a structure that works.
		c)	Does the Head of Unit have Head of Department status and input into curriculum design and delivery?
			Head of SEN meets with Deputy Head once per term. Deputy Head has overview of curriculum. HOD's create curriculum maps for each subject
			Consultant's comments
			The Head of SEN (Lucy Pelling) and the Deputy Head (Dan Crowhurst) have influence on curriculum design and delivery. Their enthusiasm is infectious and their knowledge of their students and what will help them to succeed is thorough.

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d)	Supporting documentation, please indicate enclosed:	
vi.	SEN Development Plan (or equivalent) enclosed	Info. Rec'd
vii.	Timetables of teachers or teaching assistants for SpLD, but not the whole school/all staff	Info. Rec'd
viii.	List of known SpLD pupils in school	Info. Rec'd

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. <i>Consultant's comments</i> All teachers (as previously mentioned) have undergone training of one sort or another, and suitable courses were discussed (for future reference). A newly appointed SEN teacher does not yet hold a qualification in teaching those with SpLD, but she is enrolled onto the Dyslexia Action Level 4 course, and she has completed the Microsoft course. The most appropriate training for class teachers as well as 1-1 teachers was discussed.
DSP 7.3	b)	Have all English teachers and teachers of literacy skills undertaken training and participated in development activities to enhance their understanding of SpLD? The school's CPD programme should promote and support staff to achieve SpLD accreditation. (In exceptional circumstances the consultant may recommend to Council that an experienced teacher or a teacher undergoing training satisfies this criterion.) Yes. All staff participated in dyslexia training via Microsoft in September 2022 All teachers of English either have level 5, are working towards or are booked onto the next available course <i>Consultant's comments</i> This is confirmed.
Criterion 4	g)	<i>For completion by consultants only: Do all observed members of staff demonstrate the ability to meet the needs of SpLD pupils within their departments?</i> Fully. Teachers at Moon Hall showed an extraordinary level of knowledge and enthusiasm. All those I met or spoke to mentioned how much they enjoy teaching and being part of Moon Hall.

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.
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For completion by consultants only: Parent Contacts:

Six parents were contacted and had nothing but praise for Moon Hall and its staff. All commented on the progress that their children had made and made the point that this would not have happened without Moon Hall. As well as literacy and academic progress, increased self-esteem, confidence and motivation to learn were cited by all parents as valued and important improvements. "When visiting Moon Hall we saw the difference – it was phenomenal. Specialist teachers made the difference. He has excelled in everything he does."

The fact that students no longer feel 'different' is an important factor in their increased self-esteem. Many had been made to feel different in their previous schools where being taken out of lessons caused comments. "They are all happy to be dyslexic here."

The individual nature of teaching was also much appreciated, "Teachers listen to the children- they have a vocation" and "The school is amazing...teachers give their all."

Children's happiness was also something that all parents wanted to talk about, "Very happy and couldn't wait to go back to school. Loves school. A very special school that caters for all his needs."

In lockdowns, lessons continued almost seamlessly, and one parent made the point that having 3 children at home made the timetable difficult, but school helped by providing 2 devices. Understanding of autistic spectrum difficulties allowed for a student's camera to be turned off during remote lessons, which was some help in a difficult situation.

Finally, "I want to thank Moon Hall for what they have done. It will live with me for the rest of my life."

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

A group of 11 students came to chat to me, 3 girls and 8 boys from Year 6 – 11. It was noticeable that they were comfortable to be there and happy to talk confidently to a visiting adult. They were in total agreement that Moon Hall was much better than any other school they had attended, and they gave thoughtful reasons for this: "Teachers take the time to help", "They teach the way I can understand".

A year 6 student, who in her previous school "got too much homework and I hated reading" said, "I still don't like reading, but my reading's better now" and a year 11 girl commented that, "The reading activities help- there are prizes-not for the best readers but for the most improved."

A few students had attended Moon Hall in Dorking and said that the good things about that school (small classes and understanding) were still in place at Reigate, but that more 'modern' teaching helped. When asked what made the teaching more modern, use of IT was cited and scanning pens appreciated. A perceptive comment was made that, "They teach you problem solving – rather than just telling you things- there are physical activities rather than writing things down."

They were happy and enthusiastic about learning. They all had teachers they trusted and to whom they could talk or ask for advice. They were thoughtful, polite and articulate. It was a pleasure to meet them.

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 Joint Council for Qualifications guidelines .	√
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.i. The teacher with oversight for the teaching and learning of pupils with SpLD should hold an appropriate qualification and is a senior member of staff who has a post of responsibility. Exceptions may only be allowed after special reference to the Council.	√
7.3 All English teachers and teachers of literacy skills will have undertaken training and participated in development activities to enhance their understanding of SpLD. The school's CPD programme should promote and support staff to achieve SpLD accreditation. 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:

Acceptance is fully recommended. Although one newly appointed SENCO does not yet hold an appropriate qualification, she is already enrolled on a suitable course and school-based INSET has been carried out.

Criteria 1 has been ticked (other than noted as N/A) as although all students arrive with a diagnosis of dyslexia, further assessment is carried out if overlapping difficulties are suspected. Moon Hall is set in glorious grounds with views of the Surrey Hills, and the building and grounds are well cared for. Although the school is small, facilities for sport and physical activities are good and appreciated by students (although an onsite swimming pool would be on their wishlist!).

Communication between home and parents is above and beyond the norm, with a weekly newsletter, details of curriculum and work being studied, the Independent Learning Activities booklet and a host of other meetings and information sent out.

Catering was excellent on the day of the visit, and students appreciate this.

The only sadness identified by staff and parents is that so many children do not have a Moon Hall in their lives and the waiting list is large. The lack of a Sixth Form was also bemoaned by parents and is the basis of ongoing discussion at school. Moon Hall does, however, have good links with local colleges and helps support transition to the next step for each student.