



Council for the Registration of Schools Teaching Dyslexic Pupils

Administrator:

CReSTeD, Helen Arkell Dyslexia Centre, 24 West Street, Farnham, Surrey, GU9 7DR

Email: admin@crested.org.uk

Pipers Corner School **Re-registration Application Form** **Category LSC – Learning Support Centre** (formerly known as DU – Dyslexia Unit)

School Contact Details	Location/ status	Student Details	Special Needs	Assoc'/ exams
Pipers Corner School , Pipers Lane, Great Kingshill, Bucks, HP15 6LP Tel: 01494 718255 Email: theschool@piperscorner.co.uk Web: www.piperscorner.co.uk	Rural	623 girls	SpLD, Sp&L, ASD, HI, VI	GSA
	Ind Day, Bdg, Wk Bdg	Ages 4-18		A Level GCSE BTEC
Comments: We are a thriving Girls' school, and our Individual Learning department is placed within the heart of the school and offers support, advice and assessment to girls, their parents and teachers enabling pupils to achieve their learning potential from 4-18 years.				

Date of visit:

25th June 2024

Name of Consultant(s):

Fay Cookson

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.

School Details

Name of school:	Pipers Corner School		
Address of school:	Pipers Lane, Great Kingshill		
Telephone:	01494 718255	Fax:	
Email:	theschool@piperscorner.co.uk		
Website:	www.piperscorner.co.uk		

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

Name:	Mrs Helen Ness-Gifford		
Title (e.g. Principal):	Headmistress		
Head/Principal's telephone number if different from above:			
Qualifications:	BA (Hons), PGCE		
Awarding body:	Exeter University		

Consultant's comments

Helen Ness-Gifford's belief in her 'incredibly passionate and dedicated body of teachers' and her commitment to 'supporting the pupils in a caring and compassionate environment' offers a clear indication that she prioritises the wellbeing of the whole school.

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

Name:	Lisa Britnell C Psychol		
Title (e.g. SENCO):	Educational Psychologist and Head of Individual Learning		
Telephone number if different from above:			
Qualifications:	MSc, PGCE, BSc (Hons)		
Awarding body:	Brunel University, Leicester University, Reading University		

Consultant's comments

Lisa Britnell is a highly qualified, experienced Head of Individual Learning. It is hugely beneficial to Piper's Corner to have an Educational Psychologist leading the specialist provision team. Lisa is an empathetic and respected leader.

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1. Background and General Information

Independent Schools only	1. a)	Dep't of Education Registration No.:			
	b)	Numbers, sex and age of pupils:	Total	SpLD	Accepted age range
		Day:	Boys:		
			Girls:	623	89
		Boarding:	Boys:		
			Girls:		
		Overall total:			
		Consultant's comments			
		There has been an increase in pupil numbers since the 2020 CReSTeD visit and a commensurate increase in the number of SpLD pupils. It is still the intention of the Head that the school should remain relatively small to ensure that the individual needs of the pupils can be met effectively.			
	c)	Class sizes – mainstream:	PP7-10 Prep 13-19, Senior 16-22		
	Consultant's comments				
	Mainstream classes observed ranged from 8-18 in number. Each class had a Learning Support assistant in addition to the subject teacher.				
d)	Class sizes – learning support:	1-4 depending on needs			
	Consultant's comments				
	Individual Learning sessions observed ranged from 1:1 – 1:3.				
e)	For completion by consultants only: Pastoral care arrangements, as relevant to SpLD students, based on Ofsted/ISI report:				
	The most recent ISI inspection (March 2023) took place before the new framework became effective. Therefore, the descriptor 'excellent' was used throughout the report and the school was found to meet all standards relating to the welfare, health and safety of the pupils. Pastoral care continues to be a strength at Piper's.				
f)	Current whole school membership(s) e.g. HMC, ISA etc.:	GSA			
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			
	ii.	Recent Inspection reports, please indicate copy enclosed			
		or provide link to view reports via the internet			
	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			
	Consultant's comments				
	The downloadable, online prospectus is both attractive and informative. The				

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website, with its strapline 'Always Moving Forward' showcases the school, and everything it has to offer, in a vibrant, engaging manner. The most recent ISI focused compliance and educational quality inspection took place in March 2023. The report, which found the school 'excellent in all areas,' is available online.

Details of fees are available on the school website.

2. Policy and Philosophy with Regard to SpLD Pupils

Criteria
1 & 2

2. a) Aims and philosophy of the whole school

Our aim is to inspire all students to realise just what they themselves can achieve. Supported by our hugely dedicated teaching staff, students become independent learners. We hold self-confidence, critical thinking and research skills to be vital steps in this process. Our teachers nurture and guide, but we know our students need to learn how to discover the world around them individually and independently.

Consultant's comments

Piper's describes itself as 'A school of individuals.' The aim of nurturing individuals to 'emerge as mature, confident and independent young women' was apparent during the visit when pupils observed and spoken to exude these attributes.

Criteria
1 & 2

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

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**

see SH/enclosed/see below

ii. **Support for policy from Senior Management Team**

see SH/enclosed/see below

iii. **Support for policy from governors**

see SH/enclosed/see below

iv. **Admissions Policy/Selection Criteria**

see SH/enclosed/see below

v. **Identification and assessment**

see SH/enclosed/see below

Consultant's comments

The SEND policy is rigorous and adheres to the SEND Code of Practice. The Head of Independent Learning, Lisa Britnell, is a member of the Senior Management team and as such has input to the SEND Policy. She has the support of the SMT.

The SEND Governor meets with the Head of IL on a regular basis and was present during the CReSTeD visit, to answer questions about Governor involvement and support for the SEND policy.

The admissions policy explains the stepped process clearly. This includes an assessment which takes place during an initial visit and an interview with the Head.

Criterion 4

d) Give specific examples of the whole school response to SpLD

Approaches used across the curriculum:

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To promote staff awareness:

Head of IL attends Senior Academic Team Meetings

IL representative attends English, Maths and Infant/Junior dept meetings termly

Attendance of IL staff at Staff Briefings 1 x per week to flag concerns, advice

Staff Meeting agenda item for IL 1 x per term

Ongoing access to EP advice both formal and informal

Screening for literacy/numeracy administered via IL dept when appropriate.

Use of IT/Data systems to identify and inform of individual needs reviewed with HOYs and Head of IL

Whole staff INSET delivered at least 2 x per year - Sept 2024 focus on neuroscience and Dyslexia

Inclusive Classroom practice:

Introduction of Student SEND Passports to give all teachers access to individual profiles- updated throughout year as necessary

Clear aims and expectations for all students

willingness of staff to target individual needs within the class situation, sharing targets between IL and class teaching

Multi sensory approaches

Differentiation in class and homework demands

Focus on building skills from areas of strengths, contributions are valued

Greater literacy scaffolding e.g. writing frames, thinking/mind maps, key words/vocabulary lists, editing cards etc

Advice from EP to support working memory in the classroom situation

Use of laptops, when appropriate, across the school

Various software used with individuals in the IL classrooms

Pastoral Support:

Form tutors know all the girls well, individuals with specific needs are identified with a coloured star SEND system used on our data base.

Concerns/worries can be informally discussed with Head of IL and HOYS weekly

Buddy support offered to help with organisational skills

Mentoring and coaching introduced in past 2 years

Access Arrangements:

Rigorous system to ensure needs and assessments are completed, as appropriate by Specialist Teacher or Educational Psychologist on site.

Consultant's comments

It is evident that the whole school, from the Governors, Head and staff to the pupils themselves, have a keen awareness and understanding of the specific needs of those with learning or physical challenges. Empathy and support are seen as paramount.

e) Number of statemented / EHCP pupils:

1 – leaving July 2024

Consultant's comments

There is currently one pupil with an EHCP who has been well supported in accordance with her plan. The school has a wide experience of pupils with EHCPs and accepts those whose needs can be met fully via the resources available.

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Independent
Schools
only

- f) Types of statemented / EHCP needs accepted:

SpLD, Sp&L, ASD, HI, VI

Consultant's comments

The school has shown that it is able to meet a variety of needs successfully.

3. Identification and Assessment

Criterion 1

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:

See SEND policy

Head of Individual involved as part of admissions process

Discussion with academic staff and Head of IL takes place regularly-daily/weekly basis through HOYS meetings.

This EP consultation may include:

Discussion/Review of strategies in place or suggestion of new strategies or resources

Classroom observations by EP/Head of IL- further suggestions made for in class strategies

Discussions with teachers and parents to agree areas for priority

Withdrawal support may be offered in either English or Maths

Consultant's comments

The identification process is very thorough. It is carried out by highly qualified staff from the IL Department in collaboration with subject teachers, students and their parents. Regular meetings ensure that progress is monitored and learning strategies are relevant and constantly updated.

- b) Give details of what action you take when children are identified as at risk of SpLD

See SEND Policy

Consultant's comments

The step-by-step approach, once a pupil has been identified as being at risk of SpLD, moves through stages of in-class differentiation, possible referral to the IL Department for targeted support and if necessary a full assessment may be considered.

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

Educational Psychologist on site

Specialist Teacher for Dyslexia – qualification due in July 2024

Consultant's comments

It is invaluable having an on-site Educational Psychologist and the input of a Specialist Teacher.

4. Teaching and Learning

4. a) How is the week organised?

All girls have access to the full curriculum differentiated in pace and delivery according to setting and streaming. Withdrawal lessons are timetabled for

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Criterion 3 & 4		each identified individual girl and agreed with parents. Typically these fall during private study periods, wherever possible. However some withdrawals will be during one of 3 PE sessions, RS or 2 nd MFL.
		Consultant's comments
		The timetable is carefully arranged so that withdrawal causes minimal disruption to the mainstream curriculum.
	b)	Details of arrangements for SpLD pupils, including prep / homework: All staff have access to individual needs through our school SEN system and student passports for all students receiving additional support. Classwork and homework may be adapted in presentation, outcome, style/format, differentiated language etc.
		Consultant's comments
		Staff are sensitive to the needs of individual pupils. The SEND system and pupil passports allow teachers to receive current and changing requirements, which inform teaching strategies and differentiation.
	c)	Lesson preparation and delivery to meet the needs of SpLD pupils for: - Curriculum subjects - Literacy support Students who are supported with Individual Learning lessons are highlighted to subject teachers through the SEND system and with student passports. Passports include ensuring pupil's transfer strategies to the classroom. Liaison takes place with subject teachers. Examples of strategies such as writing frames are shared with teaching staff to enable them to scaffold the student's learning and ability to record appropriately. Resources can be borrowed from the IL dept and new resources are shared with teaching staff.
		Consultant's comments
		There is free flow between classroom teaching and the IL Department, which ensures a 'joined up' approach. Subject staff are experienced in the use of strategies which enhance pupils' learning. A number of lessons were observed on the day of the visit in both classroom settings and in the IL Department. A Year 6 Science lesson, which took place in a beautifully designed classroom, was well planned and suitably paced for the pupils. A Teaching Assistant was available for pupils who needed extra support. Instructions were presented clearly, and all the pupils understood what they were learning and what the outcomes should be. There was a lively question and answer session. Chromebooks and the Smartboard were an integral part of the teaching and learning process. English lessons observed were also well-planned and paid close attention to pupil profiles. There were opportunities for independent learning, group work and good question and answer elements. Pupils were encouraged to reflect on their own learning and to record their work in a variety of ways. Teaching Assistants were available where support was needed. Good teaching and good humour prevailed throughout. Lessons observed in the IL Department were tailor-made for the individual or small groups of 2 or 3 pupils. These lessons were interactive and multi-sensory and made good use of the resources available. Pupils were encouraged to ask questions and make choices in a relaxed and supportive atmosphere. Lessons presented in this way help pupils with learning differences to gain confidence and to experience success in the classroom.

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		Importantly, these lessons were good fun!
	d)	Use of provision maps/IEP's (or equivalent): Student passports are produced with students to identify needs and challenges and strategies for support in the classroom. Please indicate two examples enclosed Consultant's comments Pupil Passports are a particularly useful tool for ensuring that 'pupil voice' is heard and taken into consideration, together with input from teachers and parents and the expertise of the IL Dept.
	e)	Records and record keeping: We hold individual files for all students attending support lessons within the IL dept. These file detail historical evidence, external reports and student passports are shared for each individual. In addition all subject teachers can access SEND provision via our online system and sharepoint page. Consultant's comments Record keeping is efficient.
Criterion 3	f)	For comment by consultants only: Review history of provision made for two pupils. Detailed tracking indicates clearly where progress is being made, particularly in reading and spelling, and highlights areas of need. This informs further targeted teaching strategies.
Criterion 3	g)	Impact of provision – assessment summary 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	Y13 36 Y12 45	35 45	100 97	100		
SpLD Pupils	Y13 1 Y12 3	0 3	- 89	- -		

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 Grade 9-4	GCSE % 5+ A* - G Grade 9-4	BTEC % D*- D	BTEC % M	BTEC % P
Whole School	79	79	99.2	100	-		
SpLD Pupils	12	12	100	100	-		

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

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

Consultant's comments

Despite the disruption caused by the pandemic these results are very encouraging.

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

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

Resources available in the IL dept classrooms and can be used across the school

Consultant's comments

The range of resources is excellent, and these are available not just in the IL Department but are used widely throughout the school.

- Criterion 5.2 b) ICT:

Access to chrome books or personal devices if approved laptop user

Consultant's comments

These devices were seen in use in all classrooms during the visit. The pupils were seen to be making good use of IT, including Smartboards which encourage collaborative learning.

- Criterion 5.3 c) Details of access (special examination) arrangements requested and made for SpLD pupils:

Head of IL works with Exams office and agreed access arrangements. In school specialist assessments completed by in house EP.

Consultant's comments

Access arrangements are in place as necessary and reflect the pupils' normal way of working. Pupils can practise with their access arrangements and feel comfortable when taking exams. The school benefits from having an Educational Psychologist heading the IL team, who liaises with the Exams Officer to ensure that pupils are afforded a 'level playing field' during exams.

- Criterion 5.4 d) Library:

Specific reading materials for SpLD learners.

Consultant's comments

The library at Piper's is an exceptionally well-resourced and attractive area; a place where pupils can study individually or with help from the experienced librarians who exude passion about books and reading.

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6. Details of Learning Support Provision

LSC 6.3	6. a)	Role of the Learning Support Department within the school: Integrated support across the school – advice from in house EP available to all subjects Consultant's comments The IL Department, with the specialist help it offers, is highly regarded by the staff and pupils. It is an important and well-integrated element of education at Piper's.
LSC 6.5 & 6.6	b)	Organisation of the Learning Centre or equivalent: 4 IL classrooms and one office, 2 classrooms have IWBs Consultant's comments The IL Department is a central hub of school life. The rooms are bright and attractive and extremely well equipped and resourced. Pupils find visits to this Department helpful and enjoyable.
LSC 6.6	c)	Does the Head of Unit have Head of Department status and input into curriculum design and delivery? Head of IL is member of Senior Academic Team Consultant's comments Lisa Britnell is a charismatic and respected leader. Her influence is evident throughout the school and the IL Department initiatives have a positive impact on teaching and learning at Piper's. There are opportunities for CPD via INSET and further specialist training is encouraged.
	d)	Supporting documentation, please indicate enclosed: vi. SEN Development Plan (or equivalent) enclosed vii. Timetables of teachers or teaching assistants for SpLD but not the whole school/all staff viii. List of known SpLD pupils in school

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. Consultant's comments The staff have an impressive range of qualifications and experience.
LSC 7.4	c)	Are the majority of lessons within the Unit taught by those having nationally recognised qualifications in the teaching of SpLD pupils? (Exceptionally, an experienced teacher undergoing training may be sufficient.) Yes Consultant's comments Affirmative

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8. The experience of parents & pupils regarding the school, in particular, its response to SpLD pupils

Independent
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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.

For completion by consultants only: Parent Contacts:

Parents were invited to have input to the report and five responded. One reflected on 'how their lives might have been' without Piper's Corner and that the experience for them and their child had been 'life changing.'

Another described the school as '100% outstanding.'

It was felt that the pupils are well prepared academically and given an inner freedom to be themselves. One, whose child had been described as 'quiet' had become an active participant in lessons and her reading age had improved significantly. The IL Department was singled out for special praise, whilst one parent would like an even higher level of 1:1 support for their child. Overall parents were very satisfied with the school.

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

During the visit a tour of the school was conducted by a L6 pupil. Many pupils were spoken to during lessons and a group of three Y10 pupils were happy to discuss their experiences of school life at Piper's Corner. All the pupils spoken to were friendly and articulate and described the facilities, support and opportunities offered at the school to be plus points. Several of the pupils said they would like it if the school could be co-educational!

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	LSC
6. Specific to the Category of School or Centre: -	
6.3 A Unit or Centre providing specialist tuition on a small group or individual basis, within the school environment.	√
6.5 The Unit or Centre is adequately resourced, under the management of a senior specialist teacher, who co-ordinates the work of other specialist teachers.	√
6.6 The Head of Unit will have Head of Department status, and must have an input into curriculum design and delivery.	√
7. Qualifications of Teaching Staff: -	
7.1 The Head of Learning Support (or equivalent) should be a qualified teacher holding a nationally recognised qualification for the teaching of pupils with SpLD. Exceptions may only be allowed after special reference to the Council.	√
7.4 The majority of lessons in the Unit or Centre to be taught by those having nationally recognised qualifications in the teaching of SpLD pupils. In exceptional circumstances, the consultant may recommend to Council that an experienced teacher undergoing training satisfies this criterion.	√

Report Summary

Summary of Report including whether acceptance is recommended:

Piper's Corner is in a beautiful setting, offering excellent facilities for academic studies, sports and the arts. These include a wonderful library, science building, sixth form centre, café, theatre and dance studio, swimming pool and a well-resourced Individual Learning Centre. Teaching and specialist support at the school are effective. Parents are complimentary about the school and the pupils are happy in a caring yet challenging environment. It is recommended that Piper's Corner retains its CReSTeD accreditation.