

The Devon Inclusion Award - Dyslexia 2014-2016

Hatherleigh Primary School

Enhanced Level

The Award is given at two levels:

'Established' Level

Practices and procedures are well established and working effectively in many areas.

'Enhanced' Level

Practices and procedures are exemplary and are embedded throughout the school.

Following the presentation to the Panel and the school visit in June 2016, Hatherleigh Primary School was assessed as having 27 criteria assessed at 1 and 3 at 2.

Particular strengths and areas for development are noted below.

Strengths:

- ✓ Throughout the school we observed strong, caring relationships where individuals are nurtured and encouraged. This was true not only with staff and their approach to the pupils, but it was also clear in peer relationships.
- ✓ The Head teacher, Caroline Boother and the indefatigable SENDCo, Debbie Orbell, are enthusiastically committed to promoting inclusive practice across the school. Due to Debbie's efforts, teaching staff have an excellent knowledge and understanding of additional literacy needs.
- ✓ The school promotes a gentle, calm, caring and purposeful ethos; consequently pupils are very happy at school.
- ✓ Observed lessons offered lots of multi-sensory activities and the children enjoyed them, engaging positively with their learning.
- ✓ The school provides many opportunities for children with literacy difficulties to shine. For example, the curriculum includes Forest School, Creative Wednesdays, Sporting activities, an outdoor storytelling throne and a number of residential experiences.
- ✓ All the pupils' achievements, both within school and in the community, are celebrated,

- ✓ The children are proud of their school. They are aware that they are very lucky to have such extensive outdoor facilities, as well as kind and skilled teachers. They take pride in both their own achievements and those of their peers. They all have excellent manners, which are appreciated by the staff.
- ✓ The interventions observed demonstrated a clear understanding of specific students' needs and showed flexible ways of meeting them.
- ✓ Observed whole class teaching was of a very high standard. Teaching staff are aware of the students who have literacy difficulties and understand how best to support them.
- ✓ Children with literacy difficulties are identified early and a range of intervention strategies are used. These are very closely monitored and adapted as necessary to ensure pupils make good progress.
- ✓ The physical environment is light and comfortable. Displays are clear and not too busy - they provide useful support and information for the pupils.
- ✓ There was plenty of evidence that 'pupil voice' is given a high priority and taken seriously.

Areas for development:

- ✓ Continue to develop the use of the excellent 'Really Useful Boxes'. Children from Year 3 upwards clearly appreciate them, but we felt that some of the younger children were a little hesitant about accessing what they needed.
- ✓ Keep developing the use of ICT as a support for writing and developing reading.
- ✓ Extend knowledge of the uses of assistive and supportive ICT for interventions.



Signed:

Date: 30th September 2016