



## Wood Lane High School,

### BDA Quality Mark Verification Report and Review against Standards for Schools

**Date of Verification:** Thursday 11<sup>th</sup> May 2017

**Period of Certification:** May 2017 – June 2021

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

**Quality Mark Status:** Achieved

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## **Verifier's Comments:**

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

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

Having conducted the initial verification in December 2009 and subsequent re-verification in 2012, it has been both a pleasure and a privilege to see, first hand, how good dyslexia friendly practice within the school has developed and expanded over the course of these years. In recognition of this, the school is to be applauded for the processes that have been applied to ensure appropriate, measurable outcomes for intervention and the individual approach taken for monitoring and evaluation of pupil progress.

Particular recognition is to be paid to Jenny Jermain, for her relentless enthusiasm and dedication to the initiative throughout the whole process. Acknowledgement is to be given for her clear and consistent approach in presenting evidence of sound working practice, and immediate response to calls for supplementary items, ensuring a positive outcome for the school during this re-verification.

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

It has been a true pleasure and privilege to facilitate the re-verification of Wood Lane High School and to witness your continued good practice and successful achievement of continued BDA Dyslexia Friendly Quality Mark Award status.

Many congratulations!

**Joanne Gregory**  
**Quality Mark Development Manager**  
**British Dyslexia Association**

## Standard One – Leadership and Management

Criteria Sampled	Achieved/Not Yet Achieved
<p><b>1.1 Evidence is found in the School Development Plan that targets have been set to achieve Dyslexia Friendly Status, and how this will be monitored and evaluated on an on-going basis. This should be:</b></p> <ul style="list-style-type: none"> <li>• <b>developed in consultation with a wide range of stakeholders, including parents/carers; and</b></li> <li>• <b>effectively communicated to those stakeholders.</b></li> </ul>	<b>Achieved</b>
<p><b>1.7 Data should be available to indicate the following, demonstrating changes over time to reveal the impact of dyslexia friendly practice:</b></p> <ul style="list-style-type: none"> <li>• <b>The numbers of pupils needing external support for dyslexia. This should reduce with the introduction of dyslexia friendly provision.</b></li> <li>• <b>The level of incidence of literacy and numeracy difficulties.</b></li> <li>• <b>The percentage of children with very low attainment in literacy and/or numeracy at the end of their key stage, compared to similar schools.</b></li> <li>• <b>The value added progress for children starting their key stage with well below average attainment in English and/or mathematics, compared to national transition matrix data.</b></li> <li>• <b>Parents / Carers general satisfaction levels with how the school is meeting their child’s needs.</b></li> <li>• <b>Where appropriate, the number of requests from the school for support training and assessment of specific learning difficulties.</b></li> <li>• <b>Where applicable the number of tribunal cases and reasons for proceeding.</b></li> </ul>	<b>Achieved</b>

Criteria Sampled	Achieved/Not Yet Achieved
<p><b>1.8 Evidence that resources are allocated to ensure effective implementation of the initiative, linking targeted resources to measurable outcomes.</b></p>	<p><b>Achieved</b></p>

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

Criteria Sampled	Achieved/Not Yet Achieved
<p><b>2.5 Evidence that teachers use methods that enable pupils with dyslexia to learn effectively by recognising their different learning styles and providing the following approach to homework:</b></p> <ul style="list-style-type: none"> <li>• <b>Provided on separate sheets, scribed into homework diaries or recorded on a Dictaphone.</b></li> <li>• <b>Differentiated including choice of recording method.</b></li> <li>• <b>Discussed with parents as required.</b></li> </ul>	<p><b>Achieved</b></p>

Criteria Sampled	Achieved/Not Yet Achieved
<p><b>2.7</b> Appropriate whole school awareness training is available for all staff (e.g. including occupationally specific for non-teaching staff). This is likely to take up to one day.</p> <p>Provision of a one-term modular course (or equivalent) at an appropriate level for one teacher or high-level teaching assistant in each school. This could be delivered by the LEA, an HE provider, by distance learning (e.g. Open University) or other approved training provider. This should be in place and operational, or you should be working towards it.</p> <p>Example course content:</p> <ul style="list-style-type: none"> <li>• Theoretical background to dyslexia.</li> <li>• Identification and assessment.</li> <li>• Empirically validated intervention programmes and strategies at primary or secondary level.</li> <li>• Whole school strategies.</li> <li>• Inclusive classroom strategies.</li> <li>• Ways to support self-esteem.</li> </ul> <p>Located within the school or spread throughout the Local Authority so that all schools benefit from access to:</p> <ul style="list-style-type: none"> <li>• Teachers holding an SpLD Diploma or Advanced (level 7) Certificate (e.g. OCR with AMBDA).</li> <li>• Ongoing programmes of training in place for the SENCO networks.</li> <li>• Ongoing Governor training programme.</li> </ul>	<p><b>Achieved</b></p>
<p><b>2.9</b> The School is able to report on measurable outcomes of their inclusive practice.</p>	<p><b>Achieved</b></p>

## Standard Three – Creating a Climate for Learning

Criteria Sampled	Achieved/Not Yet Achieved
<p><b>3.2 Evidence of adapted classroom organisation is found and attention is paid to the following adaptive practices:</b></p> <ul style="list-style-type: none"> <li>• Seating, lighting and the position of resources.</li> <li>• Key words and clearly labelled resources.</li> <li>• Information on non-white paper (e.g. cream) where relevant with an accessible font and layout.</li> <li>• Alternatives to copying from the board.</li> <li>• Use of overlays where appropriate.</li> <li>• Collaborative learning and peer support.</li> <li>• ICT is used to support pupils learning. Computer screens and text size is adjusted where appropriate.</li> <li>• There is an audit of resources available within school for supporting pupils with dyslexia and SpLD. For example:               <ul style="list-style-type: none"> <li>▪ magnetic letters;</li> <li>▪ ICT software;</li> <li>▪ electronic spellers;</li> <li>▪ literacy games;</li> <li>▪ ‘goody box’ of resources (word mats, coloured filters, alphabet on the wall etc.).</li> </ul> </li> </ul>	<p><b>Achieved</b></p>

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

Criteria Sampled	Achieved/Not Yet Achieved
<p><b>4.3 Evidence that the school actively involves parents in planning provision for the child through a variety of means of engagement. Promoting ongoing working partnerships with parents, which contribute to effective learning at home and school. Parents should be encouraged to express concerns as they occur and schools should ensure that parents know to whom to address them.</b></p>	<p><b>Achieved</b></p>
<p><b>4.6 The school is aware of external forms of community based support and signposts accordingly (e.g. parent to BDA Local Associations or Support Groups etc).</b></p>	<p><b>Achieved</b></p>

## Recommendations

1. Portfolio construction – Please note that all criteria that make up the award are to be addressed with items of evidence that support the schools working practice. It should also be noted that some criteria are made up of several parts or bullet points and each of these parts are to be addressed with supporting evidence.
2. Observation of teaching practice has revealed a need for additional training / classroom management of TA's. Feedback has been provided to the school and in summary, areas to address include:
  - TA's being aware of their supportive role within the classroom (to teacher and pupils).
  - TA awareness of the nature of their behaviour impacting on the needs of the children they are supporting.
  - TA's being aware of their positioning and circulation within the classroom.
3. Senior managers are to continue to monitor and evaluate the effectiveness of dyslexia support to ensure that standards are maintained. It would be suggested that such a review takes place on an annual basis.

## Conclusion:

Following this verification process the British Dyslexia Association is delighted to award The Dyslexia Friendly Quality Mark to Wood Lane High School, London.

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



**Verification Outcome:**

**BDA Dyslexia Friendly Quality Mark Achieved**

**Period of certification:** May 2017 – June 2021

**Renewal due:** 1<sup>st</sup> June 2012. Please note you will be contacted in advance of this date with details for your re-verification.

**Signed:**

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