



Buckden C of E Academy Primary School

Quality Mark Verification Report and Review against Standards

Date of Verification: 1st December 2021

Verifier: Gillian Ashley

Quality Mark Status: Achieved – to be held until December 2024

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The British Dyslexia Association is a limited company registered in England and Wales
Charity number: 289243 Company Number: 1830587
President: Lord Addington

Verifier's Comments:

An initial pre-verification online call took place on 17.11.2021

Inspection took place virtually on 1st December 2021 and the following members of staff were involved:

Alison Anderson (Headteacher)

Rebecca Bliss SENDCo

Michelle Heather (Specialist Teacher)

Laura Fozzard (Class Teacher)

As well as staff, two Year 6 pupils – Grace and Jessie were interviewed and the SEND Governor – Caroline Underwood and a parent – Fiona Vidale.

Initial Comments:

All members of the team involved in the Dyslexia Friendly Quality Mark should be congratulated on their hard work in developing and achieving a high standard of dyslexia provision within the school. The commitment that has been given to this initiative has been clearly demonstrated within the evidence supplied and during the verification visit itself.

The Headteacher shared her process of developing a 21st Century curriculum which was suitable for all children which included 17 sustainable rules which resonate with supporting children with Special Educational Needs (SEND). The school motto which came out of this developmental work is “think it, believe it, live it”. Alison Anderson explained this motto is for all children and as a school they have spent time developing a curriculum which makes a difference to all children with SEND. The curriculum includes skills-based work which focusses on values and attitudes.

The school began a specific focus on dyslexia in 2018. They worked with the Driver Youth Trust to gain an understanding of dyslexia and the challenges pupils with

dyslexia face. This work included different teaching styles and an understanding of the processes involved in reading. Working memory was included giving teacher the understanding of how pupils can have memory overload in lessons.

The school have given a lot of thought about how to include parents. The processes in place hold the child's needs centrally and both children and parents have a voice throughout any identification and support given.

Identification of needs was a very strong area for the school. They demonstrated a thorough process which included both collection of qualitative and quantitative information to gain an understanding of need. This exercise was not stand alone as the school also shared some effective intervention work which showed their understanding of the impact of both a learning need and social and emotional needs.

The school has invested in providing the staff with high quality CPD and investing in having dyslexia specialist teachers in the school. They currently have 2 staff who are qualified with to design and teach programmes which are effective for pupils with dyslexia and specific learning difficulties. The school is continuing this investment by enabling the staff to progress to Level 7 and will ultimately mean as a school they will be able to assess pupils for dyslexia in house.

The Headteacher shared they would like in the future to have a qualified dyscalculia specialist teacher. They are currently developing staff awareness of underlying reasons for different and sometimes challenging behaviour.

Overall, the school has developed a dialogue within the staff which is focussed on pupil's needs. They have focussed on dyslexia and have whole school processes which are dyslexia friendly and which are benefitting all children. The school is passionate about providing the very best education for all children and their commitment to gaining the Quality Mark is an example of their drive to succeed.

The verifier (Gillian Ashley) would like to thank all staff, pupils, governor and parent who gave their time to share their work and experiences of being part of the Buckden Academy family.

Criteria Sampled	Comments	Achieved/Not Yet Achieved
1.4	<p>Clear evidence supplied to demonstrate that Senior personnel, school governors and parents are involved and understand the role they play in promoting dyslexia friendly practice throughout the school. Evidence presented has been supported by minutes of meetings detailing the quality of training received by parents and governors, attendance lists and dates of events. Future plans to continue this activity in 2021-2 have been discussed and evidenced.</p> <p>Phone discussion with SEN governor and parent as part of the visit confirmed meeting this criterion. The SEN governor was very knowledgeable about the processes which the school had implemented. There was a clear collaboration with the school SENCo, with regular meetings covering provision and data.</p> <p>The parent praised the school for the 1:1 support her son had received and the communication she had from the Specialist Teacher.</p>	Achieved

Criteria Sampled	Comments	Achieved/Not Yet Achieved
1.9	Evidence presented clearly demonstrates that the school has established a robust framework for self-evaluation. Full use has been made of	Achieved

	<p>BDA documentation to support transition into Dyslexia Friendly Status. The objectives and action points identified have been clearly demonstrated in internal procedures for change and development giving specific date reference for completion, achievement and on-going improvement.</p>	
2.8	<p>There is provision for one to one and small group teaching and specialist support using multisensory teaching methods. Appropriate, evidence-based intervention programmes are implemented and their success evaluated.</p> <p>The school has invested in training 2 staff members to Level 5. One regularly delivers one to one and small group support for children with dyslexia or literacy difficulties. Multi-sensory teaching practice is incorporated in all lessons.</p>	Achieved
2.9	<p>Homework is provided on separate sheets, scribed into homework diaries or recorded on a phone. Pupils are offered a choice of recording method.</p> <p>The school have adapted homework for children with dyslexia in collaboration with parents. Some use a home school communication book which is part of the IEP or 1 page profile.</p> <p>The school removed the formal recording of homework and now uses ICT type games-based</p>	Achieved

	<p>revision learning in Maths and talk based homework for literacy.</p> <p>Copying down homework from the board has stopped.</p> <p>The school removed formal revision and testing of spellings and moved to a dyslexia friendly approach to learning of spellings through multi-sensory games and activities.</p>	
<p>3.1</p>	<p>The school works in partnership with pupils to:</p> <ul style="list-style-type: none"> • Help pupils to understand their dyslexia and value their achievements • Promote a 'can do' culture • Assist pupils in identifying their own learning strategies • Involve pupil in planning their own learning targets • Support with emotional and behavioural issues <p>The school has developed a curriculum which promotes skills and has incorporated a skills-based approach to all learning. The school enables pupils to gain independence through their skills builder curriculum which focusses on problem solving.</p> <p>The schools promotes opportunities through assemblies and fundraisers to raise awareness of dyslexia. Pupils spoke about their experiences and the challenges they face and the strengths they have.</p>	<p>Achieved</p>

	The school has a mind up programme, a buddie system, nurture groups and talking therapies which pupils can tap into.	
4.1	<p>Governors and Senior Leadership Team seek meaningful involvement from stakeholders, including learners with SEND and their families and carers, and use this to reflect critically on progress and outcomes.</p> <p>The school's SLT work closely with governors. Governors have received a training on SEND and have had an in-house training specifically on dyslexia. The school uses surveys to actively seek input from parents and this helps to shape the provision. The school is very lucky to have a SEND Governor who has a wealth of experience in working within SEND in differing settings.</p> <p>There is evidence of a close working relationship between the different stakeholders from governors to parents.</p>	Achieved

Criteria Sampled	Comments	Achieved/Not Yet Achieved
4.1,2,3,4	The school has demonstrated an effective system of working in partnership with pupils. Evidence through observation, interview and on-site discussion with sixth formers clearly show that learners have a good understanding and value their achievements. The Forest School is	Achieved

	<p>a particularly good example of supporting their needs outside the classroom.</p> <p>Clear evidence has been presented of the student's inclusion within IEP planning and their understanding of their own learning strengths and weaknesses along with identification of their own learning strategies.</p> <p>Staff are extremely well qualified and their experience is shared. Staff with dyslexia are well supported and have become excellent role models for the children.</p>	
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Notes:

Buckden CE Academy is an average sized primary school. There are 13 pupils with ECH plans and 54 receiving SEN support. The school classrooms are bright, welcoming and non-distracting. The school is lucky to have access to a football field and a good sized playground. The school has developed an allotment with an eco-friendly greenhouse which provide a stimulating outdoor environment where the children have sessions in gardening.

The school has invested in providing each classroom with dyslexia friendly resources which are accessible for all children. The school audit and action plan includes ensuring classrooms conform to the BDA Dyslexia Friendly Classroom Checklist and acknowledgement of noise reduction.

The Head Teacher was open about her own family experiences of dyslexia and how this had influenced the work undertaken to around dyslexia since 2018. Staff are enthusiastic and supportive of the children's needs, at all times. Their commitment to implementing the skills they have learnt is evident in practice and in the interviews. The video of a lesson showed an individual and Dyslexia Friendly approach and a good knowledge of multi-sensory teaching.

School documents have a good focus on dyslexia and can be seen as a thread through all areas.

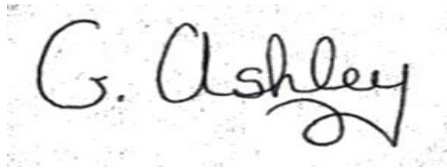
Verification Outcome:

Following this verification process the British Dyslexia Association is delighted to award The Dyslexia Friendly Quality Mark to Buckden Academy and we hope to have a close relationship with you in the future.

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

BDA Dyslexia Friendly Quality Mark Achieved

Signed:

A handwritten signature in black ink that reads "G. Ashley". The signature is written in a cursive style with a large, looped 'G' and a stylized 'y'.

Gillian Ashley

M.Ed., MSc Psych., AMBDA, FHEA

Chief Executive Officer (Acting)

Quality Mark Development Team Representative

British Dyslexia Association

December 1st, 2021