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I am writing to extend our congratulations on your school being officially validated for our Dyslexia Aware Quality Mark. I am pleased to enclose a plaque that celebrates this well-deserved accreditation.

During our validation visit, we were very impressed by the passion for inclusive practice and the strong sense of collaboration evident among all staff members. Representatives from both Bolton and St Helen's local authorities also agreed that the positive developments across your school have had a significant impact on the children you support. All stakeholders talked with confidence about their knowledge of inclusive strategies and practice that has helped pupils achieve. The strong links with 'Kool Kidz' (before and after school club) is apparent and the strategies are clearly shared as good practice.

All stakeholders are fully invested in the dyslexia aware practice and this has been embraced throughout the school. It was lovely to speak to parents and governors who shared their positive experiences of school.

One of the key strengths observed was the inclusive environment that has been created throughout school which is clearly embedded. Inclusive, engaging consistent, calm and productive classroom environments were evident on our visit. Another key strength was the independence that is being built amongst pupils within the school. Parents that we spoke to were happy and enthusiastic about school, they felt that they are kept informed about their children. One parent commented about the school and staff, 'I genuinely feel, that they genuinely care'.

The pupils we spoke with expressed that Hardy Mill School, is 'awesome, amazing and perfect'. They discussed how lessons are interesting and they are offered lots of different learning opportunities. They were also able to tell us how they can get help and support when they need it through using jotters, being able to record their answers in different ways, prompts around their classroom,

help cards and one pupil mentioned how the use of her reading pen has helped in class. Pupils also commented that they feel that they are able to ask their peers and adults in school when needed.

The evidence provided by Mrs Hamblet was excellent, reflecting the school's long-term commitment to creating inclusive opportunities for all students. Mrs Hamblet has led the award successfully and staff have felt fully supported in the process. The award has been fully embraced by the whole school community.

Changes in classroom practices to create dyslexia-friendly environments were clearly visible and embedded. Pupils are offered learning opportunities in a variety of ways. It was clear that there is a 'hands on' and immersive approach to learning in the school. All pupils have access to a range of resources in their classroom that help create independence and embrace challenges. Classrooms were inclusive throughout school and adaptions were seen as part of their normal way of working.

The range of extracurricular clubs and activities—such as choir, various sports and creative Lego—also provides fantastic opportunities for pupils to explore their strengths and interests, further enriching their learning experience.

Overall, our visit was incredibly enjoyable, and we would like to extend our thanks for the warm welcome and celebration of outstanding teaching and learning.

Your accreditation is valid for the next three years, and we look forward to your application for reaccreditation in the future.

For further development, we recommend the following:

- Be open to hosting visits from other schools seeking to embark on their own 'dyslexia aware' journey, as your excellent practices could serve as an invaluable model for others
- Continue to further develop a range of reading books across the school, looking at high interest books in a range of levels
- As a school you had already identified further areas for development such as; developing a parental leaflet/information and the wellbeing room

Once again, congratulations, and thank you for your commitment to providing an inclusive, supportive environment for all learners.

