



GRENVILLE'S REVENGE

Dyslexic students at Grenville College Christmas 2008 – No. 38

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LETTER FROM THE EDITOR

"It is your curse to live in interesting times", a Chinese philosopher was once supposed to have said, and it has certainly been an "interesting" term. However, my concern here is to look forwards rather than backwards.

We have eighty dyslexic students at Grenville, as well as a healthy register of prospective pupils for 2009. Parents are bound to feel some uneasiness about what will be happening next September. I am acutely aware, too, that none of our parents have chosen Grenville purely on a whim to educate their children. For those of you who live locally, much research will have been undertaken before choosing the right school, followed by a massive commitment both financially and emotionally. For many of you, the commitment is even greater. Several parents send their children on long, tiring, daily journeys because they feel that Grenville is the right school; others live so far away that this is not an option, and so board their children here. We have dyslexic students from the Channel Islands, Suffolk and Kenya, for example. Service families move around but have chosen our school to provide stability of education. There are even those amongst you who are so convinced that Grenville is the best place for your dyslexic children that you have moved to North Devon so that your sons and daughters can come here. Such commitment is truly humbling and makes us even more determined to look after their and your interests.

So what can I tell you about next September, now that the dust from the initial eruption has begun to settle a little? Where do our dyslexic pupils stand as far as September 2009 is concerned?

The starting point must be the joint statement made by the two governing boards, and endorsed in resounding, clear and ringing terms by Mr Waters to staff, parents and pupils, that dyslexia provision would be at the heart of the new school, and that the model of provision would be the current Grenville one. This seems to me to be so categorical as to guarantee your child's dyslexia teaching for the foreseeable future.

There are two issues associated with the dyslexia department which are also of importance – facilities and staffing. The current dyslexia department housed in Pen Pont is actually available for use until August 2010, but, much though we love being there, I think it would be a mistake to stay until then. If dyslexia is to be at the heart of Kingsley School then the dyslexia department needs to be at the heart of it, too, and Pen Pont is too far removed for this to happen. Apparently, the location of the new dyslexia department has not yet been decided, but I do know that the headmaster and bursar are actively looking for the ideal solution. As far as staffing goes, this is subject to legal process and I cannot say anymore until that process has been completed during the spring term.

But the future of the dyslexia department is, in my opinion, only one of the questions to be asked. Of equal importance is the whole-school, dyslexia-friendly ethos which permeates Grenville at every level, partly through structures such as the range of subjects, the length of lessons and the format of the school day, but more significantly through the people. The governors are totally committed to dyslexia, the head and deputy head provide the leadership in establishing the right ethos, the staff are dedicated to the success and welfare of their dyslexic pupils, and the ancillary staff support it in every way they can. Parents are quite right to ask the question: "Will this ethos be a part of Kingsley School?" The honest answer at this stage is "I don't know", but it is certainly the intention to make it so, and I have a number of ideas to encourage this to happen. I hope I will be able to discuss this more fully in the next issue of *The Revenge*.

Two points to finish. Much of this letter has been about replicating Grenville's dyslexia provision in Kingsley School, but I believe there is also the opportunity to enhance as well as to reproduce, and I hope that the new school seizes that chance. Finally, one of the many ironies of the current situation is that this has been one of the most rewarding terms I have known in the dyslexia department. Despite all the talk of the merger, it is still the day-to-day business of helping and supporting dyslexic students to achieve their potential which is the most important aim for us, and I hope you enjoy reading about just some of their successes this term.

PRIZE GIVING

We were not to know it at the time, but the September Prize-Giving, where the public examination performances of our students are celebrated, was to be the last one for Grenville College. For all those who there, it will long be remembered as an especially happy and positive occasion, because of the outstanding results achieved and because of the quality of the speeches, not least those delivered by the head and deputy head girls and boys.

Dyslexics were prominent in the superb GCSE results, with our 18 students achieving a grade C or better in 66% of all exams taken and achieving a staggering 90.5% of exams at grade D or higher. This is remarkable when you consider that the dyslexia department certainly does not select on ability, and many of our pupils have had to fight like mad to overcome the many obstacles to learning they are confronted with.

A feature of the results this year was the high number of good grades – there were 3 A* grades, 13 A grades and 28 B grades. Leading the way was **Oliver Taylor**, with those 3 A* grades, as well as 2 A's, 2 B's and 2 C's, and he won the Prize for the Best Performance by a dyslexic student. The Head of the Dyslexia Department's Prize was awarded to **James Bunney** who achieved 1 A, 6 B's and 2 C's. I really cannot over-emphasise how impressed we are with Oliver, James and a third student, **Tom Pugsley**, all of whom have been profoundly affected by dyslexia, but who have made so much progress in their five years at Grenville, because of the combination of their intelligence, determination and the rock-solid support they receive from home.

The lovely thing is that these three plus other strong performers **Josh Braddick**, **Luke Cann**, **Andrew Dykes-Simmons** and **Finlay Marrian**, have all returned to our 6th Form and have made a successful start to their studies.

Proud though we are of these and our other high-scoring pupils, we are equally proud of two other students. They achieved 1 C and 8 D's between them, but they had a tremendous amount to contend with and we were delighted with their results. They may not flatter us in the league tables, but my goodness me their results were hard-won and well-deserved. Both are now on the courses that they chose.

Our A-level dyslexic cohort was small, with only 6 students, but they achieved a 100% pass rate and, like our GCSE students, they are now all at university studying the courses, or working in the jobs, that they chose to do.



Prize for the Best Performance at GCSE by a dyslexic student:

OLIVER TAYLOR

SNIPPETS

Several Y7 dyslexic pupils took part in the language awareness week this term. They attended different activities such as the daily 'hello challenge', food tasting, a South American music workshop, Chinese script writing, and even learnt some basic Cantonese, Italian and Slovak. **Joseph Wickett** was a star and attended five different activities, winning the overall competition. **Max Allen** was the runner-up.

Head of Technology Mr Ker has been singing the praises of Y11 student **Michael Dodds**, who he thinks has a big future in the design and engineering world. He is imaginative, possesses good skills and his GCSE project, a CNC machine, looks very promising indeed. CNC? Apparently it means a



computer numerically controlled machine.

Mrs Keirle is the new member of the maths dept., and she teaches many of our dyslexic pupils. She is proving to be a popular and much-respected member of staff, who the students speak highly about. Mrs Keirle has highlighted the hard work in Y7 of **Max Allen** and in Y8 of **Ross Braund-Phillips**.

ACADEMIC PROGRESS AT GCSE

YEAR 10...

... have settled quickly and effectively to their GCSE studies, and are a highly motivated bunch of students. A mark of this is that all 18 have received at least one subject nomination for their work.

William Cole is becoming increasingly focused and is learning to overcome his concentration difficulties. He was nominated for progress in the dyslexia department, as was **Jacob Sharp**, **Holden Reeves** & **Luke Giddy**, plus **Harriet Gregory** for her progress in biology. Well-deserved attainment nominations were awarded to **Alice Hutchings** [biology], **Callum MacKenzie** [chemistry] and **Francis Soffe** [art].

Tim Aitchison's parents have been posted to Germany, but Tim continues to make the most of his opportunities, winning 2 nominations for progress in history & the dyslexia dept., whilst **James Pugsley** has impressed with his imaginative writing – no wonder he's been nominated for his work in English and also chemistry. Other double nominees were **Bradley Soffe** [chemistry & dyslexia], **Alex Marcantonio-James** [progress in DT, attainment in dyslexia dept], **Sarah Heard** [dd & attainment in maths], and **Sean Dallyn** [attainment in maths & ICT].



I'm delighted that **Annie Cook** has done so well since her move from the mainstream one year ago – many congratulations on your progress nominations for maths and English, and for attainment in PE and food nutrition. Two other very hard-working and focussed young people have done well, too: **Harri-Joe Paine** [progress in physics, attainment in biology & DT] and **Alex Way** [chemistry, maths & dd, and attainment in biology].

Progress Prizes for the Autumn term 2008 were awarded by the Headmaster in Final Assembly to **Simon Taylor** [biology, maths, ICT & art] and **Alex Stapleton** [geography, chemistry, dd & physics]. Simon is a perceptive, delightful student who has won prizes before, but I think I am right in saying that this is the first Progress Prize for Alex – I have been very impressed by her determination to succeed this term, and her award is fully merited – well done.

YEAR 11

16 school weeks left until the GCSE exams start in earnest, although even that is misleading with modules seemingly year round these days. That aside, the time scale should look definitely manageable now, both for motivational purposes and to plan some sort of systematic revision programme. Hats off to them, though, in English – the monumental amount of coursework has just about been completed, bar some dotting of i's and crossing of t's.

No one who saw **Richard Briggs** as Marley in 'Scrooge' will be surprised to learn that he [Richard!] was nominated for progress in drama. Well done, too, to **Joe Woolcott** for progress in food nutrition and also for being promoted by two sets in maths!



Michael Dodds is a talented designer and was nominated in that subject and physics. **Harri Grant** tells me that he is very grateful that he swapped schools just over a year ago, and he goes from strength to strength, especially in the dyslexia department and in geography.



Other double nominees were **Anton Guy** [biology & attainment in music], **Robert Marchant-Greenslade** [PE and dd], **Tori Morgan** [chemistry & dd] and **Ben Ratchford** [ICT & dd].

Richard, Tori and Ben were all involved with Scrooge, as was **Charlotte Donovan** [progress in drama, attainment in food & the dd] so well done for maintaining your standards. Also on 3 nominations was **Christian Quinton-Tulloch** [progress in chemistry & maths, attainment in history], suggesting that he, too, is well on course for GCSE success.



No less than three dyslexic Y11 students won end-of-term prizes. Top billing goes to high-flier **Milo George** for his Attainment Prize awarded for his work in chemistry, physics, maths and the dyslexia department. **George Rhind** works ferociously hard to maintain his high standards, so well done on yet another Progress Prize for chemistry, DT, food & the dyslexia dept. But perhaps most satisfying of all is **Sally Eveleigh's** first ever Progress Prize, thanks to her progress in chemistry, geography and dd, and attainment in art. Sally grows in academic self-confidence all the time, and is coming good at just the right time.

MORE CLASSROOM SUCCESS

YEAR 7

Our five new students have impressed everyone with their enthusiasm, motivation and intelligence. They are a cohesive, supportive group, too, and we are delighted with their opening term. **Max Allen** is a dynamic weekly boarder from Boscastle who has involved himself in lots of areas of school life. Well done on your progress in the dyslexia department. **Harry Fisher** is a delightful pupil from Torrington and he is to be congratulated on his nominations for progress in the dyslexia dept., science and history. The other three Y7 boys all make significant daily journeys. Travelling from North Molton on the edge of Exmoor, **Jamie Parish** is a thoughtful, deep-thinking pupil who has earned 3 nominations this term, for progress in the dyslexia dept., maths and food nutrition. From even further to the east, from Lynmouth, comes **Alfie Hodges**, and he is to be warmly congratulated on receiving an Attainment Prize from the headmaster for his outstanding work in science, maths & the dyslexia dept., and for progress in drama. Finally, making the journey from Kilkhampton every day, **Joe Wickett** is the most dyslexic of our Y7s, but he has worked exceptionally hard and has won a Progress Prize for his work in geography, science, textiles and the dyslexia department.

YEAR 9

Y9 are doing some tremendous work in the dyslexia department, both in English and literacy, and if I had it my way I would nominate them all for Progress Prizes. Sadly I can't, but well done to **Edgar Hodges** for his consistently good work which has earned him an attainment nomination. **Brad Lacey** and **Josh Hunt** received progress nominations from the dyslexia dept., and for ICT & history respectively, whilst **Rocky Hardcastle's** progress in textiles and attainment in biology was recognised.

New student **Fin Boyle**, from Suffolk, has made quite an impression and came close to winning a Progress Prize in his first term for his work in the dyslexia dept., maths & biology.

James Owens is a sharp cookie who is now beginning to add more detail to his work. The result? A Progress Prize. Many congratulations, James, for your work in biology, physics, & the dyslexia dept, and for attainment in maths.

YEAR 8

This has been an outstanding term for the Y8 dyslexics. The influx of pupils into the department during Y7 and at the beginning of this term has enabled us to split the group into two smaller classes so that we can better target their strengths and difficulties, and this has paid off handsomely. Three Progress Prize winners and all 14 pupils winning at least one nomination tell its own story. **James Bissett & Adam Hughes** [progress] and **Ben Giddy** [attainment] have worked especially hard in the dyslexia dept., whilst double nominations were won by new pupil **Tom Brown** [RS & dd], **Macaulay Harrison-Hooton** [chemistry & dd], **James Norton** [food & dd], **Emma Richards** [progress in ICT, attainment in dd] and **Tom Hyam** [attainment in MFL and the dd].

Lander King has been an excellent student right from the word go, and he continues to perform well as can be seen by his progress in DT & maths, and attainment in the dyslexia dept. On the other hand, **Charlie Woolcott** had quite an up and down first year, but is now much more settled and working consistently well, especially in PE, history and the dyslexia dept. **Raife Gaskell** provides a third profile, that of a deeply dyslexic student who is now starting to make real headway, scoring a wonderful four nominations, two for progress in geography & the dyslexia dept, and two for attainment in PE and DT.

Finally, our three Progress Prize winners, two of whom are new pupils. The seemingly quiet, unassuming and hard-working **Michael Baker** has done marvellously well, and this is reflected in his progress nominations in chemistry, biology, maths and the dyslexia dept. I say 'seemingly' quiet and unassuming – Michael came out with the best one-liner of the term, but I can't repeat it here. **Ross Braund-Phillips** has also enjoyed a remarkably successful first term, winning his Progress Prize for his hard work in physics, ICT and the dyslexia dept., and attainment in maths and biology. Old Boy **Daniel Day** rounds off the Y8 list of successes with his Progress Prize for work in the dyslexia dept., maths & ICT, and attainment in physics. Daniel is yet another pupil with a very long daily journey, and both he and his family show a deep commitment to his education and to Grenville College.

The new Y7/Y8 centre has made a big difference to all the students who can use the facilities, but as always at Grenville, it is not so much the building, welcome thought it is, that is important, but the people in it. Mrs Waters has been an inspirational worker there, and has made a huge difference to the dyslexic pupils, particularly in helping with their organisation. Another example of Grenville's dyslexia-friendly ethos.

YEARS 7, 8 & 9



Y7 Students:
Max, Jamie + lizard
Harry at Stonehenge
Joe in the Y7 Centre
Alfie at a food tasting



ASUS EEE PC 4G

Most classes have now had this revolutionary mini-laptop demonstrated to them.

The main advantages are:

At about 225 x 165 x 35 mm and 920 gms, it's smaller and lighter than the average text book!

Cost! It retails at about £150. One reason for this is that it uses free open source software rather than Microsoft, but it is fully compatible with Word etc. OpenOffice comes already installed.

The laptop connects to the internet wirelessly and also has USB connections to help with storage. Battery life is about 3½ hours but it comes with a mains cable, too.

The Asus uses 'solid state technology', meaning it has no hard disk and no moving parts – this makes the Asus far more rugged than the average laptop.

I've always hesitated to recommend that dyslexic students bring laptops into school – they're heavy, fragile and expensive. But this seems to me an ideal solution for those who would rather word process lesson notes etc.

Google it to find out more, or pop into my classroom to have a look!



Y8 and Y9 Students:
Michael, Tom and Ross on their 1st day.
Progress Prize Winners ~ Daniel
and James
New students ~ Fin
and David

HOMework

Many of the classes in the dyslexia department have used an article about homework that appeared earlier this term in *The Times* as a trigger for work: reading analysis tasks, speaking & listening discussion activities, and persuasive writing. The article reported on a high-performing school in London which has decided to drastically reduce the amount of homework set in Years 7 to 9. Instead the pupils will do just one 40-minute assignment per night, plus 20 minutes of independent study, which they can use to play music, practise sport, watch a nature documentary, or anything else that they feel might help their education.

As you can imagine, the views of our students were passionately expressed! A great deal of effective, imaginative work came out of it, and a lot of serious questions were asked. Many asked: "What is the point of homework?" The answer, our pupils all too often concluded, was that "It's Tuesday so it has to be set", "It's set to keep the boarders quiet", or "Parents expect it". The headmaster of the London school argued that homework was too often depressing, that it puts children off education, and that it takes over lives. I've been to a dyslexia conference where the speaker said that we, as adults, are constantly striving to find the right balance between work and home, and yet we are training our children to go to school all day and then do another three hours work in the evening – where's the balance in that!

As far as dyslexic students are concerned, there are certainly dangers with the homework system. Unless homework is carefully and thoughtfully set, it can easily punish the slow-working child. Over the years I have heard many sad stories about parents, with the best of intentions, trying to support the school and doing what they think is the best, coming into conflict with their dyslexic child who is already banjaxed from a day at school where they have to work so hard to keep their noses above the water. Family relationships suffer. Is homework worth the cost?

Of course, homework can be stimulating, generating interest, perhaps even leading to a life-long fascination and hobby, or even a career. But at least to have the debate, to reflect upon the setting of homework, it seems to me, is important.

TOP 10 HOMEWORK TIPS

Like it or not, homework is with us for the time being. If you're struggling, believe it or not it's not always the teacher's fault. Here are 10 survival strategies:

- ☺ Write down all of your homework!
- ☺ If you don't understand, ask the teacher.
- ☺ Have the mobile number of a mate from class.
- ☺ Do your homework as soon as you get home.
- ☺ Do the worst first.
- ☺ Do long-term tasks as soon as you can.
- ☺ Do holiday homework at the start of the holiday.
- ☺ If it's revision, do it with someone. Make a noise!
- ☺ **DO YOUR BEST IN THE TIME EXPECTED.**
- ☺ If the homework is really horrible, tell your teacher.

The 4th, 5th, 6th and 7th tips remind me of a piece of advice I once had – "If you have to eat three toads, eat the biggest one first." It prevents procrastination, those delaying, displacement strategies that none of us adults ever employ. I'll get up early tomorrow and do the marking. I'll paint the windows next holiday. I'll just play Mission Mars for five minutes on my computer before I begin work.

LETTER TO THE HEAD

*For a piece of work (not homework!) Y10 student **Holden Reeves** had to write a letter to the headmaster about homework ...*

Dear Headmaster

I am writing to inform you that I think the amount of homework that we students are getting here at Grenville College is just getting out of hand. Some nights I am spending up to three hours just doing my homework, when I should be doing some independent learning that I want to do, or just having some fun with my friends after a hard day. I know my parents think that homework is good for me, but it's too much. I get three homeworks a night, and they often have to be in the next day. I can't get it all done, and then I get into trouble with my teachers.

I don't think that our homework scheme should be ruled out altogether, but I do think it could do with scaling back a little bit. Instead of getting three preps a night, why can't we just have one?

My other suggestion is that the school should do more to allow us to do prep in school before we come home, so we will have more time with our families and friends.

Thank you for taking the time to read my letter.

SPORT

By my reckoning, Grenville College has competed against other schools in 11 different sports just this term, a remarkable record for a small school. And that doesn't include non-competitive sports such as surfing and expeditions! This helps to ensure that the philosophy of Mr Sturrock, head of PE, is realised – that anyone who wants to compete for the school in a sport is able to do so. Rowing, swimming, water polo and basketball are the other sports not mentioned below.

Hockey ~ the girls have trained ferociously under Mrs Stella and achieved several notable victories. Included in the team was **Alex Stapleton**.

Rugby ~ a full fixture list has meant plenty of games for a large number of boys of all ages. School colours were awarded to **Harri Grant, George Rhind, Christian Quinton-Tulloch, Jack Burgess, Will Poole** and **Alex Bunney**.



Tom Hyam
makes a break



North Devon Netball
Academy Player
Emma Richards

Judo ~ the academy goes from strength to strength, with **Sarah Heard, Alex Way, Lander King, Josh Hunt** and **Brad Lacey** fighting successfully and moving up the gradings.

Cross Country ~ **James Bunney, Tom Pugsley** and **Charlie Morgan** will be representing North Devon next term in the Devon Schools; Tom heads the senior boys in the N.Devon League after 4/6 races; and **James Pugsley** is a much-improved runner.



Sharp was runner-up in a
Jacob climbs fast



Climbing ~ **Jacob**
Holden & Francis,
recent inter-schools
competition.

Biathlon ~ the exploits of **James Bunney** and **Oliver Taylor** are legendary, but well done, too, to **Holden**

Reeves and **Francis Soffe** for their 3rd place in the South West Schools event.

ROOM 101

The dyslexia department staff had great fun reading through the entries for our writing competition: "What would you consign to Room 101 and why?" Suggestions included rap, the Cornish, my old school, bats, alarm clocks, American cars, prematurely bald men who complain on the internet about television, dental braces, health & safety, tomatoes, the bloke who smashed the antique shop window in Bideford, people with their mouths open, the Welsh, people who hate the Welsh, Big Brother and goat boaters. The winners were **Dan Day & Raife Gaskell** (Y8), **David Haines & Charlie Morgan** (Y9) and **James Pugsley & Simon Taylor** (Y10). The loser was **Jacob Sharp**, who wanted to consign cross-country runners to Room 101. Oh, and 'goat boaters'? Apparently, they are canoeists who steal your wave when you are surfing!

CHESS CLUB

Unfortunately, the chess club will not be meeting next term following complaints. Mr Claridge, who runs the club, took three of its best players, Harri-Joe Paine, James Pugsley and Holden Reeves, away to the England Schools Championships, where they stayed in a hotel overnight. They played well, but sadly it was all spoilt when the four of them had a stand-up row in the hotel reception area, arguing very loudly about who was the best player, each claiming that honour, and rather often using inappropriate language to make their points. Complaints were made, but Mr Claridge laughed it off as a case of "Chess nuts boasting in a hotel foyer."

AUDIENCES!



Congratulations to two Y8 pupils. **Charlie Woolcott** won the junior Public Speaking Competition, delivering his talk to the whole school in front of a neutral judge, and doing so with aplomb. Over 500 people packed into St Mary's Church for the traditional Grenville Carol Service, but **Macaulay Harrison-Hooton's** reading was clear and betrayed no sign of nerves. Well done, indeed, to both of you.

BRECON BEACONS

The geography department were full of praise for 6th Form students **Finlay Marrian, Oliver Taylor** and **James Bunney** for their attitude and hard work during the A-level residential fieldcourse in the Brecon Beacons and Cardiff.

SCROOGE

It was a suitably dark Dickensian evening, icy, wringing wet and for the first time in living memory, an atmospheric glacial chill pervading the school hall for the production of 'Scrooge,' most famously done by the Muppets, and, of course, way before, by a Mr. Dickens in one of those old book things. Ours was in the round, or, more precisely, 'an elliptical square type oblongy thing,' according to Mr. Edge, and he should know.

Whatever, the staging was inventively excellent, enabling everyone to see the action of quick changing dance, musical numbers and the more serious episodes of the story; a story known to you all, but with the timeless messages of Christmas, living your life and looking after your fellow man, or indeed, woman.

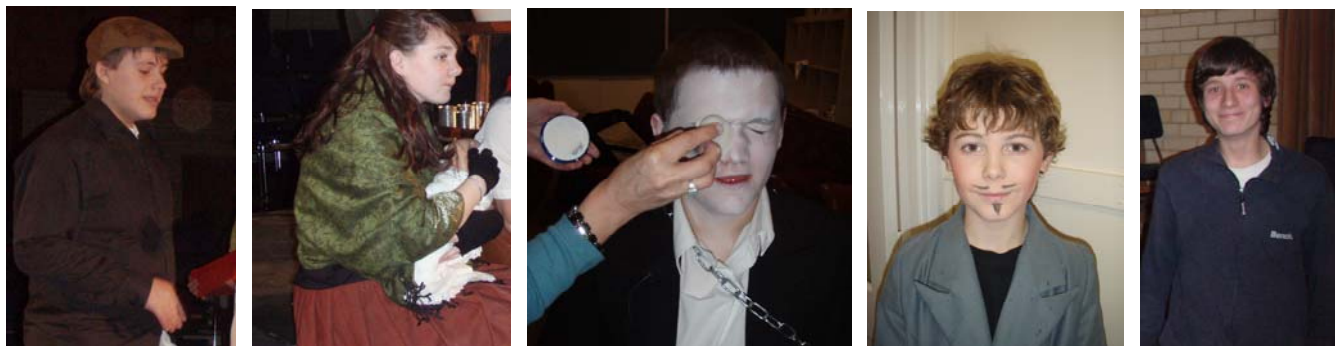
Talking of whom, from the Dyslexia Department, we had several stars treading the boards. **Tori Morgan** made an admirable Mrs Cratchit, changing magically to a ballerina doll. **Charlotte Donovan** took three parts in her stride: Mrs Fezziwig, a Beggar Woman and a Rag-Doll. **Bradley Lacey**, complete with manly moustache, was Mr Pringle the toyshop owner and a schoolchild. **Ross Braund-Phillips** played Peter Cratchit and later a very convincing door! Then **Michael Baker**, again with three roles, as Mr Carstairs, Jack-in-the-box, and Sled Boy. Last but not least, a tour-de-force from the superbly ghoulish **Richard Briggs** as Marley. As you can see, change was the order of the day. Now where have I heard that recently? But all the cast handled it brilliantly.

And not forgetting the Boys from the Backstage: **Ben Ratchford, Simon Taylor, Alfie Hodges** and **Edgar Hodges**, who handled everything from lighting, sound and staging down to car parking. Well done the lads!

Finally to Mrs Borsten and the Mr Whites who have the hard, often unsung work of bringing the production together, which, as ever, they did brilliantly. Thanks also to Ms Monk for the costumes, some of which I'm sure I've seen her wearing. And of course everyone else who helped in the staging of this very entertaining play. Well done and a Merry Christmas to all!

Bah! Humbug!

By our special arts correspondent, Miss L Toe



From the left: Peter Cratchit, Mrs Fezziwig, Marley, Mr Pringle, Ben the Backstage Boy

AND FINALLY ...

So the dyslexia department at Grenville College comes to an end after 40 years. But of course, it's not really the end but a new beginning, an opportunity to be seized.

As Mr Claridge and Lundy House reminded us in a school assembly and the Headmaster reinforced at the end of term, when the Marathon bar rebranded as the Snickers bar, the name and the wrapper changed, but the chocolate didn't.

And in any case, perhaps the name won't change that much anyway.

"The Grenville Dyslexia Centre", Kingsley School, has a nice ring to it, don't you think?



*All of us at the Dyslexia Department
would like to wish all of you
a Merry Christmas and a Peaceful New Year*

