



NAME : H.M. Government

YEAR : Year 11

TERM : Spring Term 2008



xtraordinarypeople

Form Tutor's Report:

The Government's performance this term has been unsatisfactory. Despite putting in a great deal of effort to solve the dyslexia crisis, it has missed the key point:

The answer is already out there. Dyslexia has been managed effectively for decades in independent schools and dyslexia centres. So expensive reviews and pilot schemes are unnecessary, simply prolong the problem and waste huge amounts of money and talent.

Overall Effort: B**Overall Achievement: E****Geography****Ms. C. Nimbus****GRADE: D****Comments:**

The Government enjoyed learning about the New Zealand "Reading Recovery" scheme, but failed to understand that it is no substitute for placing specialist dyslexia teachers in schools. Dyslexia affects maths, comprehension and memory – not just reading ability – so the "Reading Recovery" scheme was not nearly far-reaching enough. By testing a similar scheme in the UK, it is covering old ground, when a far better solution has already been shown to work much closer to home.

Mathematics**Mr. J. Venn****GRADE: E****Comments:**

Maths is the Government's weakest subject. In its dyslexia pilot project it is spending £2.6 million on just 300 children – that's nearly £10,000 per child. Those figures really don't add up, especially when you consider that there is a proven, logical solution that is far cheaper, and benefits every child – dyslexic and non-dyslexic alike. This scheme costs only £1,500 to train each teacher; that's just £10 per child.

History

Ms. C. Bruce

GRADE: E

Comments:

Dyslexia is not a new issue. Over the years successive Governments have failed millions of children, many of whom have ended up without a proper education or any real future career prospects. But with the knowledge we now have, there is really no excuse for allowing this situation to continue. It really is disgraceful that – today – 55% of children failing SATS are dyslexic or have Specific Learning Difficulties.

Science

Mr. I. Newton

GRADE: D

Comments:

Hasn't found the right formula.

Languages

Mrs. S. Chaucer

GRADE: D

Comments:

The Government isn't listening properly. It needs to understand how this failure translates into the wider world. Dyslexic children can leave school with limited employment prospects, find themselves socially excluded, and are likely to slip into anti-social behaviour and criminality. It is a stark fact that 53% of inmates in Chelmsford Prison are dyslexic. Would that figure be so high if teachers were trained to communicate effectively with dyslexic pupils?

Art

Mr. J. Constable

GRADE: C

Comments:

The Government needs to learn the lesson that dyslexic people think differently, and that – given the right support – they can achieve extraordinary results. Look at John Lennon, Stephen Spielberg, Winston Churchill and Pablo Picasso.

Music

Mrs E. Elgar

GRADE: E Flat

Comments:

Out of tune.

Design Technology

Mr. I.K. Brunel

GRADE: D

Comments:

The Government doesn't seem able to select the most effective tool for the job. Everything they need to build a better future for Britain's dyslexic children is available to them, if only they'd use it.

Behaviour & Attitude:

The Government's attitude towards teachers is mystifying. It seems to think it knows best, leading it to ignore the 86% of teachers who feel unable to recognise dyslexia in a child, and the 91% who feel incapable of teaching a dyslexic child properly. What's more, 80% of teachers have actually requested extra training. The Government needs to realise it doesn't always know best.

Headmaster's Report:

The Government has been made aware of issues affecting dyslexic children, but is wasting time, money and effort on pilot schemes and reviews to research what has already been ascertained. Although I commend its efforts, I strongly suggest that it should follow the clear guidance offered by Xtraordinary People and all the leading dyslexia organisations. The Government should tackle the issue directly by investing in specialist training for teachers in each state school in Britain, allowing dyslexic children to thrive. A dose of clearer thinking would see the Government achieving much higher marks. I hope the Government takes all these points on board, and I expect to see a much improved report next term.