Hello everyone,

The aim of this prospectus is to provide information about the school to enable parents/carers and professionals to gain some knowledge of the services the school and its Further Education provision offer.

A school prospectus cannot however hope to answer all the questions which are individual to each prospective pupil and therefore both parents and professionals are most welcome to telephone the school for further information or advice, or to arrange a visit. Our school website, which is regularly updated, also provides useful information about the school: www.wargravehouse.com

I hope you find the information enclosed both helpful and interesting.

Should you have any further queries do not hesitate to telephone or write to us and we will be very happy to help you.

Wendy Mann BSc. P.G.C.E. Dip.SpLD
Principal
Mission Statement

WAR
GRA
VE
HO
USE

Commitment
Achievement
Respect
Enrichment
Safeguarding

Motto
“Working together
Living together
Learning about life
and loving it”
Aims

Commitment
We are committed to building a safe, caring and understanding environment, creating an atmosphere where everyone can develop to their highest potential. We are an inclusive learning community, working in partnership with families, Government agencies, local authorities and other service providers.

Achievement and Success
We are proud of the field in which we are involved and value the talents and contributions of all our pupils and staff. Our goal is to make a difference to quality of life, by promoting independence and ensuring that each individual's uniqueness is celebrated.

Respect
We listen to and respect each other and value all people’s opinions and contributions. Self-advocacy and empowerment underpin our philosophy.

Enrichment
We believe in building bridges to learning, breaking down barriers and enabling our pupils to access opportunities both in school and the wider community through partnership working.

Safeguarding
At Wargrave House School we take pride in ensuring that we provide a safe, secure and happy environment, promoting the health, emotional wellbeing and development of all.
General Values & Philosophy

◊ To provide an environment in which each child is given opportunities and teaching to develop his/her ability to become a happy, participating member of the family, school and community.

◊ To promote a disciplined, happy and friendly atmosphere whilst simultaneously providing situations which encourage independence and autonomy.

◊ To encourage pupils as far as possible not only to have a positive self regard but also to treat others with courtesy, respect and tolerance.

◊ To develop a clear understanding of right and wrong.

◊ To compensate for the disadvantage society may place upon children with autistic spectrum disorder.

◊ To develop the self-advocacy skills of the pupils so that society is influenced in the thinking and actions by the individual and not only by others speaking on their behalf.

◊ To respect pupils’ rights and needs as individuals, as pupils, and as members of a wider community with particular reference to issues of culture, religion and gender and the Every Child Matters: Change for Children Agenda.

◊ To provide the highest quality education and care for the pupils in our school.

Ethos

The school recognises that all our pupils have very special needs. Compassion, tolerance, respect and positive intervention will lead to effective learning experiences.

In order that the environment be supportive to all, it is necessary that the ethos of the school be agreed by everyone.

To facilitate this cohesion and to ensure effective participation, much group discussion and consultation is fostered. School staff meet regularly in a variety of meetings ensuring that communication between residential and day staff is facilitated.

The school’s ethos aims to establish a sense of community and care amongst all its members so that both staff and pupils can experience the benefits of being accepted and contribute to a communal life.

The school environment is both homely and educational and is of high quality so that it gives all who are here a sense of worth.
School Organisation

Daily Timetables

A typical experience of a school day for a child at Wargrave House will be based on the following format:

The pupils who board are encouraged to rise between 7.30 am and 7.45 am and are then supervised to differing degrees depending on levels of skill in bed making, washing, and dressing for school.

Once these tasks are completed the children go into the dining room for breakfast.

Breakfast is usually between 7.45 am and 8.15 am, the child being encouraged to make appropriate choices. A certain amount of flexibility is encouraged at all times.

Travelling to and from School

Day children travel to and from school in taxis with an escort. This service is provided by the Local Authority. School begins at 9.15 am for all children (day and boarding) and finishes at 3.30 p.m. During the week the care and teaching staff have various Individual Education Plan meetings where pupils’ targets are discussed from both a care and teaching perspective in order to ensure continuity and consistency of approach. Class timetables and IEPs are always available to parents and carers and are sent home in order that everyone is fully informed.

Reporting & Communication

The Principal writes an Annual Report each year on the progress of the school and general issues of interest. She also writes a termly report to the school’s Governing Body and Board of Trustees.

For each child’s Annual Review a report is issued to parents, detailing information about achievements and progress in all aspects of the child’s education and/or care.

Home school books provide daily and weekly reports for parents on a day to day basis.

The school Family Support Worker visits homes regularly to report on progress and ascertain any particular issues for discussion. A parents forum, open to all parents and families is held at least termly in school.

Speech and language therapists also undertake visits to pupils homes and report to parents on the progress of their child.
School Organisation

Extended School Activities

Both day and residential pupils take part in a variety of activities including:

- Lunch time/After school activities
- Student meetings
- Young Enterprise
- Dance Drama
- Swimming
- Regional sporting activities
- School Council
- Library visits
- Trampolining
- Bowling

In the residential department some children will be involved in taking their turn in giving help with domestic tasks.

The evening meal is served in two sittings where children are encouraged to make appropriate choices of food and drinks. Children who require special diets are accommodated accordingly.

A variety of leisure pursuits are available to children including:- theatre visits, ten pin bowling, cubs and scouts, line dancing, library, swimming, visits to local places of interest, tuck shop, youth clubs and sports clubs. Some activities involve working with creative partners from external agencies e.g. football coaching.
Curriculum

Introduction

The aim of Wargrave House is to provide a ‘Whole School’ approach where the goals and the strategies are the same for teachers, carers and parents and continuity between day staff and evening staff is a priority. The 24-hour curriculum integrates residential activities during early morning and evening, in addition to daily classroom practice, and is facilitated through close liaison between day and residential staff. In this way we aim to ensure equal opportunity of access to all aspects of the curriculum regardless of the nature and degree of disability of the child with autism.

Each child, therefore, is regarded as an individual with his/her own singular and special needs. This ensures that their own personality, ability and interests are catered for so as to promote and enhance the spiritual, moral, cultural, intellectual and physical development of the pupils at the school and in society.

All pupils follow a broad, balanced and relevant curriculum which incorporates all National Curriculum subjects. The school has identified two essential areas of the curriculum which embrace all other curriculum areas and which are seen as priority areas for development in students with autism - these are Communication and Personal Social Health and Citizenship Education (PSHCE).

Communication

The aim of the school’s Communication Policy is to provide a communication system to allow all pupils to the best of their ability, to express their needs, ideas and feelings and to enable pupils to understand what others are communicating to them.

Personal, Social, Health & Citizenship Education (PSHCE)

A high priority is placed on PSHCE to include the acquisition of independent living skills to maximise opportunities for self-confidence, social interaction, personal autonomy, self-empowerment, self-advocacy and to enhance life chances. It includes aspects of Health Education including Sex & Relationship Education (see below).

In addition to PSHCE, students have access via Individualised Educational Programmes to the following curriculum areas. School policy documents are available to parents, Local Education Authorities and their representatives on request. The schools curriculum and schemes of work are a dynamic resource and will be continually revised and updated.
Curriculum

English

The English curriculum includes:

- Speaking and Listening
- Reading (to include Social Sight Vocabulary)
- Writing
- Spelling
- Handwriting

Literacy Hour is timetabled for all Key Stage 1, 2 & 3 pupils.

Mathematics

All aspects of the National Curriculum are covered. The functional use of Mathematics is developed to incorporate knowledge and skills required for social independence in everyday life. The ‘Daily Maths Lesson’ is timetabled for all Key Stage 1, 2 & 3 pupils.

Science

Science within school has adopted a thematic approach to teaching and learning and all aspects of the National Curriculum are covered. There is a cycle which includes such study areas as ‘Changes’, ‘Wood’, ‘Water’, ‘Movement’ and ‘People’.

Information Communication Technology (ICT)

Information and Communication Technology is a timetabled session and additionally incorporated into a cross-curricular approach. Wargrave House School benefits from a computer suite, which is the responsibility of the I.C.T. subject leader, and all classrooms are equipped with interactive whiteboards to promote interaction and provide motivation for learning. Students have regular access to computers and are encouraged to use digital technology to capture learning, e.g. the use of calculators, tape recorders, concept keyboards, providing opportunities for feedback and aid episodic referencing. The use of ICT is also encouraged in leisure pursuits. The school has a fully equipped I.C.T. room. Computer skills also play an important part in the curriculum.
Curriculum

Design and Technology

The curriculum encourages the understanding and appropriate use of technology in everyday life, e.g. the video, television, telephone, washing machine, photocopier etc. A variety of experiences are offered to encourage the development of understanding of cause and effect in realistic situations. Food Technology also includes basic cookery, menu planning and budgeting, food preparation, health and safety and hygiene.

The Design and Technology curriculum is aimed at developing pupils' capabilities through assignments and practical tasks which include problem solving. In practical tasks they are encouraged to investigate, design, disassemble, assemble and evaluate simple products.

Humanities

Geography incorporates the National Curriculum and also involves local shopping, public transport, road safety, and outdoor activities including orienteering.

History incorporates the National Curriculum along with events in the student’s life. Great emphasis is placed on developing sequencing and episodic memory.

Religious Education

The R.E. curriculum includes awareness of moral issues, caring for each other and other people, raising awareness of the world’s religions by focusing on ethnic, cultural and religious diversity. Assemblies are twice weekly and a collective act of worship is held each day. A whole school assembly is held each Friday in order to celebrate the achievements of pupils.

Religious Education is broadly of a Christian nature however, other religions are explored and discussed. Through assemblies and corporate meetings, the school becomes a real community, celebrating and reinforcing shared ideals.

All parents have a statutory right to withdraw their child from religious education and collective worship. Alternative provision is made for these pupils.

Art, music, literature and dance are often vehicles through which moral and spiritual values are expressed. Such values are not only addressed in the Personal Social Health and Citizenship Education curriculum for the individual child but also in topic work which recognises the importance of life in a multicultural society.
Curriculum

Physical Education

Physical Education plays an important part in the overall development and well being of all pupils at the School. There is a purpose built gym/sports hall and soft play room for indoor use and an all weather area and adventure play ground for outdoor activities. Every child has a weekly swimming lesson and two PE lessons per week.

Use is made of all local facilities e.g. the leisure centre, playing fields and parks to further enrich pupil’s experiences. Further education students use a gym in the local community.

Pupils have the opportunity to undertake a variety of nationally recognised awards e.g.

- British Trampoline Federation Award
- Duke of Edinburgh Award Scheme
- British Gymnastics Award Schemes.

Pupils are also entered for regional and county events e.g. in football, athletics and swimming. This varied and stimulating programme enables pupils to develop a healthy and positive attitude towards exercise.

Modern Foreign Language

Several of our pupils undertake weekly lessons in French which have proved to be a popular activity. A variety of materials are used to provide progression and appropriate resources.

Creative Arts (including Music, Art & Design, and Dance & Drama)

The aim of the creative arts curriculum is to enable pupils to express their ideas through a variety of media. They are encouraged to work practically and develop imaginative skills in order to present work in two and three dimensions.

The school has a well-equipped music room which is the responsibility of the Music Co-ordinator.
Curriculum

Sex and Relationship Education (SRE)

The aim of the sex and relationship education programme is to provide relevant information on personal relationships and sexuality taking full account of the rights of the individual. Each young persons needs, with regard to sex and relationship education should be considered individually and account taken of the degree of awareness and understanding. All sex and relationship education will be undertaken within the subjects of Personal Social Health and Citizenship Education and the Science curriculum. Parents will be informed prior to the above being undertaken.

Information concerning our Sex and Relationship Education Policy can be obtained from the school.

Key Stage 4 (14 – 16) Curriculum

The needs of students at our School are central to the 14-16 provision. The curriculum aims to provide the coherence and motivation necessary for higher achievement. Closely working with other institutions, a range of external qualifications are offered, breadth of study is increased, and programmes can be tailored to meet individual needs and aptitudes.

- English, mathematics, science, and Information and Communications Technology (ICT) are compulsory;
- A functional Personal, Social and Health and Citizenship Education (PSHCE) programme continues into the 14-16 provision at the school; focusing on the unique behaviour and needs of children with autism is seen as essential;
- All students learn to be responsible and healthy adults through citizenship, religious education, sex education, careers education and physical education;
- All students learn about work and enterprise; work experience is organised through local business partnerships and work shadowing within the school itself;
- Students are entitled to study another language (French);
- Humanities, design and technology, and arts are studied through termly-planned themed weeks;
- All students have the opportunity to take part in assemblies and an annual performance.

A range of external qualifications are offered including:

- Entry Level courses in English, mathematics, science, ICT and Art & Design
- GCSE mathematics, ICT
- New CLAIT (Computer literacy and information technology)
- ASDAN Transition Challenge; Workright Programme; Life Skills Programmes
Wargrave House Curriculum Model

EVERY CHILD MATTERS
Residential Arrangements

The children’s welfare and continuing education outside school hours is organised and supervised by the Head of Care plus a team of residential care staff.

In order to facilitate a ‘Whole School Approach’ it is essential that care staff and teaching staff work closely together to ensure that each child is provided with the consistency required. Liaison meetings are held in order to update staff on Individual Educational Programmes/Residential Programmes and Behaviour Support plans.

Each child’s progress is closely monitored by detailed record keeping and discussions involving all members of staff. All residential pupils have a care plan which is a comprehensive document of each pupil’s strengths and needs.

Environment

The aim of the residential provision is to provide a warm safe and healthy physical and emotional environment for the children in our care, with a clear focus on ASD methodology.

The organisation of these facilities takes into account the individual students need for privacy, for play and for community experiences.

Bedrooms are comfortable and attractive with space for personal belongings and photographs.

En suite facilities have been provided for older children and rooms for relaxation and play are designed for both older and younger pupils.
The gym is available for PE, recreational activities five-a-side football, table tennis, soft play and basketball.

A multi-sensory room is available for relaxation massage and links with the curriculum. It is widely used throughout the day and residential settings.

A fully equipped soft play room is also available for pupils to play in safety and to access intensive interaction.

A medical/rest room is provided for children who are ill during weekdays so that they can be isolated from other children. As soon as it is feasible arrangements are made for pupils to go home to be cared for by their families.
Partnership

There are many partners in the process of educating our children, therefore we aim:-

♦ to foster close partnership working with Local Authorities
♦ to work together, in close co-operation with parents, keeping them fully informed on the progress of their children and life of the school.
♦ to provide home/school books, parents workshops, coffee mornings and visitor days in order to offer a support and information service to the families of the child with autistic spectrum disorder.
♦ to support families of pupils in school via our family support worker.
♦ to visit the homes of our pupils, as necessary, to provide an extension and consistency of support in the education of our pupils.
♦ to provide support and advice on strategies which may be introduced into the home to support family life
♦ to maintain the fullest possible links with our local schools and colleges.
♦ to work closely as a multi-disciplinary team with other associated agencies e.g. psychologists, social workers, careers officers etc.

Safeguarding Children/Vulnerable Adults

Parents/carers should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or any other form of abuse, staff have no choice but to follow procedures and inform social care.

The designated person for Child Protection/Safeguarding at Wargrave House School is:

Gennie Hyde, Deputy Principal (Pupil & Family Support)

Support Services

At Wargrave House School we are able to call on an impressive range of professionals.

Education Psychology

Strong links are maintained with the School's Psychological Service in the child's home Education Authority. If there are particular areas of concern the child's own Educational Psychologist is notified. Each Authority's Educational Psychologist is also invited to the child's annual review.

Social Services

Liaison with social services departments in all areas of the North West is maintained on a regular basis to ensure that all problems are dealt with in a sympathetic manner. Representatives from Social Services are also invited to annual reviews.
Additional Services

Connexions

Colleagues from the Connexions service maintain close links with the school and families and are invited to reviews at KS4 onwards.

SENCo

The school’s Special Educational Needs Co-ordinator (SENCo) works in close liaison with a range of agencies and services such as Occupational Therapy, Physiotherapy, medical professionals etc to ensure that our pupils, who have additional needs, access the most relevant resources, support and ongoing provision to meet their needs.

Each pupil has a Personalised Learning and Additional Needs Profile which enables the school to monitor the support and services provided.

Occupational Therapy

The school employs an occupational therapist on a consultancy basis to work with pupils and to provide in house training for staff. The OT works in consultation with the Senior Speech & Language Therapist, the Sensory/Well Being Co-ordinator and the SENCO and provides a session in school every fortnight.

The School Nurse

The school nurse also regularly visits the school to provide an ongoing advisory service in respect of children’s general health.

All boarding pupils are registered at a local General Practitioners Surgery in case of emergency.

Audiologist and Orthoptist

All our pupils are tested annually by the Audiologist and Orthoptist from Newton-le-Willows Health Centre. Parents are notified immediately if treatment is necessary.

Staff

In order to create a happy, caring environment we must provide a capable, caring and enthusiastic staff, therefore we aim:-

♦ To work together as an effective team within which each member is recognised and valued as an important part of the school community.
♦ To involve staff in the decision making processes of the school.
♦ To offer a programme of induction, in-service training and staff development that will enable all staff to develop and extend their skills.
Criteria for Admission

The school provides education for up to seventy five pupils with autistic spectrum disorder and is approved by the Department for Education and Skills to admit children between the ages of five and nineteen. There is residential accommodation for twenty one boarding pupils.

National Curriculum Key Stage groupings are considered throughout the school. Each child is admitted on an initial assessment period of one term when a decision will be made on his/her suitability to continue at the school.

Diagnosis

The primary requirement for admission must be a diagnosis of autistic spectrum disorder. The various advices to the Statement of Special Educational Needs should provide this information.

Compatible Grouping

Consideration will be given to the best interests of pupils already in school when applicants are being considered for admission. A new pupil must be able to join an age appropriate group.

The school meets the needs of pupils with a broad range of ability and across the full autistic spectrum and consideration will be given to the level of ability and the pervasiveness of autism in an attempt to achieve a manageable class balance.

Procedure

Application, supported by a specialist is generally made via the Local Authority. Visits to the school are normally made by parents and professionals prior to an application being submitted. An assessment of suitability is also carried out by a member of the school’s senior management team and a short report provided to the Local Authority.

Fees

Fees to cover running expenses are paid by a) Local Education Authorities or b) Joint funding by Local Authorities, Social Services and Health. No private funding will be considered.

Withdrawal

Wargrave House requires one terms notice from a Local Authority should they wish to withdraw a pupil from the school.

*NB. A copy of the full admissions procedure is available from the school office.*
School Fees

1st September, 2007 - 31st August, 2008

Day Pupils
£35,271 per annum.

Weekly Boarding Fees
£55,228 per annum.
Further Education Provision

The overall aim of our Further Education Provision is to provide further and continuing education for students with autistic spectrum disorder (16—19 years), so as to build on skills previously learned in Wargrave House School.

Residential students live in a purpose built six bedroomed house which is situated on the site of the existing school, but far enough away so as to facilitate increased independence. It enjoys its own garden, separate entrance and drive and has a specially designed teaching laundry, kitchen and area for leisure and recreation. An additional FE classroom is provided on site and a further classroom is leased from St Helens College.

Providing further, personalised education in independence and social skills supports the transition from school to adulthood and assists young people in making a positive contribution to their own community.

Through our FE Curriculum a programme of study and practical experience will be provided which can help development and enhance the following:-

♦ Appropriate language and communication.
♦ Literacy skills.
♦ Numeracy skills.
♦ Social competence.
♦ Personal health/hygiene.
♦ Safety awareness.
♦ Leisure activities.
♦ Confidence.
♦ Responsibility.
♦ Decision making.
♦ Problem Solving.

By developing these skills we are able to implement the following curriculum in our FE programme:

♦ Language/Communication. Work Experience.
♦ Progress Files. The Arts.
♦ Leisure. Careers advice.
♦ Team Enterprise. P.S.H.C.E.
♦ College Links. Travel and Mobility skills.
Special Education Needs Policy Statement

RATIONALE

Under the terms of the 1996 Education Act (Sections 312 to 336) Wargrave House School has the responsibility to ensure that all pupils have access to an effective and comprehensive service which addresses and meets all their individual needs.

The provision of such a service involves the implementation and ongoing development of a wide-ranging, structured and adaptable twenty-four hour curriculum. In addition, the effectiveness of the service depends largely on the positive involvement of a number of agencies and individuals outside the school, particularly parents. Parents have a vital role in supporting their child's education (Special Needs Code of Practice, 2002).

AIMS

Wargrave House School will ensure:

- A continuum of appropriate provision to meet a continuum of individual needs.
- The implementation and co-ordination of effective and appropriate educational provision within the School.
- The implementation and co-ordination of effective and appropriate non-educational provision within the School.
- Access by pupils to a balanced and broadly based curriculum (including the National Curriculum).

PURPOSE

- To conform to all statutory requirements relating to the identification and assessment of pupils’ special educational needs and to secure the necessary provision to meet those needs.
- To ensure that Wargrave House School meets and where possible, exceeds the requirements of good practice in meeting pupils special educational needs.
- To ensure that effective systems are put into place to meet and if possible exceed statutory requirements and the requirements of good practice.
- To ensure that these systems are resourced and effectively managed.
- To ensure that no pupil requiring SEN provision is overlooked, inadequately supported or denied access to the resources he/she requires.
- To ensure that all staff are made and kept aware of pupils’ SEN and that they receive the training and support they require to help in meeting such needs.
- To ensure that the arrangements made in the School to meet the requirements of this policy are kept under review, their effectiveness monitored and appropriate improvements introduced.
Key Staff

Senior Management Team

Principal—Mrs Wendy Mann  
Deputy Principal—Mrs Sheila Jaeger  
Deputy Principal—Miss Gennie Hyde  
Head of Care—Mrs Sue Dykes  
Head of Speech & Language Therapy—Mrs Jackie McCann  
Business Manager—Mrs Shirley Whalley

Further Education Co-ordinator—Mrs Christine Morris  
SENCO/Senior Teacher—Mrs Jacqui Wennington  
Inclusion/Senior Teacher—Mr John Thompson  
Family Support Worker—Mr Steve Bentley
Holiday Dates 2007—2008

Date of Closing | Date of Opening
---|---
2007 | Wednesday 5 September

Half Term | Monday 29 October
Friday 19 October

Christmas | Monday 7 January 2008
Friday 21 December

2008 | 
Half Term | Monday 18 February
Friday 8 February

Easter | Monday 31 March
Friday 14 March

May Day | Tuesday 6 May
Friday 2 May

Half Term | Monday 2 June
Friday 16 May

Summer | Monday 1 September
Wednesday 23 July

Staff In Service Days

Monday 3 and Tuesday 4 September 2007
6 INSET Twilight sessions during Autumn, Spring & Summer Terms
Attendance Figures

From September 2005 to July 2006

Attendance Rate  95.8%
Authorised Absence  4.2%
Unauthorised Absence  0%

For Your Information

The Chair of the Board of Trustees : Paul Berman
Acting Chair of Governing Body : Hilary Moore
Vice Chair of Governing Body : Jenny Warner
Parent Representatives on the Governing Body:  Mrs Sue Olive & Mr Billy Duncan

All of the above can be contacted through the school.
Complaints Procedure

The Children Act 1989 states every boarding school should have an effective means by which children's concerns or complaints can be heard.

Every complaint however large or small will be dealt with both confidentially and informally.

However, if complaints cannot be resolved at school level a clear and simple procedure is available to enable children and their parents/carers to raise concerns.

Information on this procedure and the name of an independent person to help resolve the complaints can be obtained from the school office.

Uniforms

The school has a uniform which comprises a yellow polo shirt, royal blue sweatshirt and grey trousers or skirts. All polo shirts and sweatshirts have the school logo on them and are available from school.

The school supplies all pupils with a P.E. uniform.
Summary Report: Percentages

Key Stage 2 2006 : Wargrave House School

These tables show the percentage of pupils at the end of Key Stage 2 achieving each level in the school in 2006.

The number of pupils at the end of Key Stage 2: 6

Figures may not total 100 per cent because of rounding.

### TEACHER ASSESSMENT

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<tr>
<td>English</td>
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<tr>
<td>Mathematics</td>
<td>83</td>
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<tr>
<td>Science</td>
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### TEST RESULTS

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<th>Percentage at each level</th>
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<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<td>Mathematics</td>
<td>100</td>
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<td>Science</td>
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</tbody>
</table>

W represents children who are working towards Level 1, but have not yet achieved the standards needed for Level 1.

* represents pupils who were not entered for the tests because they were working below level 3 in English Maths or Science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

# formerly referred to as disapplied
Summary Report: Percentages

Key Stage 3 2006: Wargrave House School
These tables show the percentage of pupils at the end of key stage 3 achieving each level in the school in 2006. The number of pupils at the end of key stage 3: 8
Figures may not total 100 per cent because of rounding.

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<thead>
<tr>
<th>W</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>EP</th>
<th>Disapplied</th>
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<tbody>
<tr>
<td>English</td>
<td>13</td>
<td>38</td>
<td>50</td>
<td>0</td>
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<td>38</td>
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<tr>
<td>Science</td>
<td>25</td>
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<td>13</td>
<td>50</td>
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<table>
<thead>
<tr>
<th>Percentage at each level</th>
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<tr>
<td>W</td>
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<td>Mathematics</td>
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<td>Science</td>
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| D & T | 50 | 13 | 0 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| History | 50 | 0 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ICT | 0 | 38 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MFL | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Art & Design | 50 | 0 | 25 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Music | 25 | 50 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PE | 38 | 25 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

W represents children who are working towards Level 1, but have not yet achieved the standards needed for Level 1.
EP represents exceptional performance.
*represents pupils who were not entered for the tests because they were working below level 3 in Maths or Science or below level 4 in English; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

* It is optional for schools to report teacher assessment for these attainment targets.

For information regarding National Results please contact the Local Education Authority or on the Internet www.standards.dfes.gov.uk/performance
## Nationally Recognised Awards

### 2006

#### Year 10/11

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCSE ICT (short course)</td>
<td>3 students</td>
</tr>
<tr>
<td>GCSE Maths</td>
<td>2 students</td>
</tr>
<tr>
<td>OCR Entry Level English</td>
<td>2 students</td>
</tr>
<tr>
<td>ICT Entry Level ICT</td>
<td>1 student</td>
</tr>
<tr>
<td>OCR Entry Level Science</td>
<td>2 students</td>
</tr>
<tr>
<td>New Computer Literacy and Information Technology Level 1</td>
<td>10 students</td>
</tr>
<tr>
<td>ASDAN Transition Challenge</td>
<td>2 students</td>
</tr>
</tbody>
</table>

#### FE

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Skills Maths Level 1</td>
<td>7 students</td>
</tr>
<tr>
<td>ASDAN Youth Award Scheme Bronze challenge</td>
<td>3 students</td>
</tr>
<tr>
<td>OCR Computer Literacy and Information Technology</td>
<td>1 student</td>
</tr>
<tr>
<td>ASDAN Life Skills</td>
<td>8 students</td>
</tr>
</tbody>
</table>
Wargrave House School
How to find us

- Haydock
- A49
- Wigan
- Liverpool
- A580 - East Lancs Road
- A573
- Manchester
- Leigh
- Preston
- A572
- St Helens
- Earlestown Station
- A572
- Victoria Road
- Wargrave Inn
- Wargrave Road
- Park Road
- Wargrave House School
- Vulcan Works
- Alder Root Lane
- Hollins Lane
- Warrington
- A49
- M6
- J23
- M62
- J9
- Manchester
- Chester
- J21A