

# Wargrave House School

## Inspection report

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<b>Unique Reference Number</b>	134888
<b>Local authority</b>	St Helens
<b>Inspection number</b>	341561
<b>Inspection dates</b>	30 June–01 July 2010
<b>Reporting inspector</b>	Sonja Øyen HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Special
<b>School category</b>	Non-maintained special
<b>Age range of pupils</b>	5–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	66
<b>Of which number on roll in the sixth form</b>	33
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jennifer Warner
<b>Director of services</b>	Sheila Jaeger
<b>Head of Education</b>	Gennie Hyde
<b>Date of previous school inspection</b>	December 2006
<b>School address</b>	449 Wargrave Road Newton-le-Willows WA12 8RS
<b>Telephone number</b>	01925 224899
<b>Fax number</b>	01925 291368
<b>Email address</b>	enquiries@wargravehouse.com

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<b>Boarding Provision</b>	Wargrave House
<b>Social Care URN</b>	SC022446
<b>Social care Inspector</b>	Michelle Moss

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<b>Age group</b>	5–19
<b>Inspection date(s)</b>	30 June 2010–01 July 2010
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors, an additional inspector and a social care inspector. They observed nine sessions taught by six teachers, the occupational therapist and the head of therapy services. Inspectors also held meetings with the Director of Services, the head of education, the head of therapy services, the head of residential services, the senior management team, the Chair of Trustees, the Chair of Governors, the family liaison officer and members of the school council. They talked with other staff informally, observed the school's work and looked at documentation including samples of students' work from this and previous years, individual education plans and assessment information, the school improvement plan and safeguarding records. Inspectors also analysed the responses and comments to questionnaires returned by 35 parents and carers, 65 members of staff, 38 students who live at home and 24 students who board. The school amended the Ofsted questionnaires, using symbols and simplified questions, so that every student could respond either independently or with the support of another.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- students' progress: how well students fulfil their potential and develop the skills needed to be independent
- the curriculum: how well staff use the information from assessing each student's needs and progress to provide a personalised curriculum
- the 'autism-friendly environment': how well the school is keeping at the forefront of best practice for students with autistic spectrum disorder (ASD)
- improvement planning: how well targets for this year have been met and what are emerging as the challenges for 2010/11
- the sixth form: how well staff and students post-16 are adapting to the new provision in Lakeside College.

## Information about the school

The school opened in 1971 as an independent school providing specialised education for pupils with ASD. In 2004 the school gained recognition as a non-maintained special school. It is a registered charity and is operated and managed as a limited company by a Board of Trustees. Following the restructuring in 2008 of the school's leadership and management, a Director of Services and head of education were appointed. Since then, the school has appointed a deputy head of education (curriculum) and an assistant headteacher. It has also widened the team of therapy services to include occupational therapy.

Wargrave House School can take up to 75 students and offers residential provision for up to 24 students on a daily, weekly, part weekly and short-term respite basis. At the time of the inspection, six students boarded full time, 18 on a part-time basis and one student occasionally.

In the last few years it has been predominantly older students coming to the school. At the time of the inspection there was no pupil under the age of eight and half of the students were over the age of 16. The school has merged the teaching of students in Key Stages 2 and 3.

The main school is in a Victorian building in its own grounds with a separate unit for post-16 students comprising a residential block and two teaching blocks. A purpose-built, additional teaching and residential block, Lakeside College, came into use in early June 2010 and was officially opened the day after the inspection ended.

The students come from 14 different local authorities and many travel some distance each day. The majority are White British and none speaks English as an additional language. All students have a statement of special educational needs and many have additional learning difficulties, some severe, and/or medical conditions. Some students have no spoken language skills.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Wargrave House is an exceptional school. It is a showcase of the very best educational provision and wrap-around care for students with ASD. Every student is an individual success story. Students make remarkable progress and parents and carers are justifiably proud of their children and what the school achieves. One comment from a parent sums up what many others also said: 'I cannot express enough the excellent level of specialist education that our daughter receives, not only educationally but life skills and independence. Also family support is invaluable.'

All aspects of the school's work are stunning in quality with only some minor tweaks needed here and there which the school already has in hand. Not only has Wargrave House sustained its strengths since the last inspection but has also improved in other areas, particularly in aligning the curriculum closely to students' needs. It is aware there is more to do to get it just right for the older students. It has also introduced new practices, such as narrative therapy, to the benefit of students and their families, kept ahead of changing demands and initiated new ventures. This is because the school is far from being complacent. It is extremely well run, led and managed and puts students at the heart of all that it does. Trustees and governors are highly supportive and critical; minutes of their meetings do not reflect this fully.

The quality of teamwork is the very best: the dedication and enthusiasm of all teaching, residential, support and domestic staff are palpable. The school is a very welcoming and vibrant place of learning. High expectations and standards are evident in the thoroughness of the school's documentation, the detail in students' individual education and care plans, and the attractive presentation of their work. The accommodation and grounds are extremely well kept, particularly the older students' garden which they tend.

The school is very well organised to meet the needs of students with ASD. The fact that students find school 'good fun' is a reflection of the high level of professional skill and the breadth of specialist expertise of the teaching and support staff. Staff know what works and show flair in ways to develop communication and thinking skills, to promote independence and divert unsociable behaviours. As a result, students know and follow the rules and routines, and all participate fully in events in school and out in the local and wider community. They say that they feel safe; they are tolerant of each other and learn how to manage their own emotions. Although steps in progress are often small and slowly achieved, students become increasingly

independent over time and able to cope with life's essentials. Every student is given the means to communicate with others and to gain some awards and qualifications. Students know their opinions matter. Older students played a key role in the design and the opening ceremony of Lakeside College. As the building work was made part of students' learning experiences, students who find it hard to cope with change have accepted the situation well and are now suggesting ideas for Lakeside Café.

Pastoral care is second to none. For those students who board, the care is highly consistent throughout their day. The seamless 24-hour curriculum enables all students to benefit from extended services and activities personalised to their needs and interests. Nothing goes unnoticed: staff are quick to spot and act when a student needs support or has achieved a target. Similarly, staff are quick to text parents and carers about their children's achievements and to liaise with them and other services to assure students' continuing progress. One boy's giggles during a session of occupational therapy and his calm, relaxed state afterwards said it all. This is a school that meets its motto of 'working together, living together, learning about life and loving it'.

### **What does the school need to do to improve further?**

- Embed and refine the curriculum further, especially at Key Stage 4 and post-16.
- Ensure that the minutes of the governing body reflect fully the evaluation of the effectiveness of the school's policies and how well the school's targets are met.
- Ensure that the school meets the aspect of one of the national minimum standards for boarding which has not been met.

### **Outcomes for individuals and groups of pupils**

<b>1</b>
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Students' personal and academic achievement is nothing short of remarkable. Many students start at Wargrave House with limited communication and movement, and often extreme behaviours, sensitivities and reactions. Some have not been able to progress in mainstream schools. Little by little, through personalised support they gain skills and abilities so they are ready to learn and enjoy doing so. Absence is usually because of illness or difficulty in getting to school because of the weather. Progress accelerates in the key areas of listening, speaking, reading, writing, number and information and communication technology (ICT). 'I've been in the school since I was six and I've got better every year,' was the comment from one student. Over time, students' progress is excellent given their starting points and individual learning needs. At 16, some students do as well as others in mainstream schools in gaining GCSEs in mathematics and ICT, and entry level certificates in English and science. Overall attainment, however, is well below that expected for their age.

A key outcome recognised by parents, carers and students alike is the increasing independence of students. Targets met and data from the school's frequent assessments point to often sharp increases in students' abilities to manage themselves. In every session seen during the inspection, all students behaved very well in school, at play and out in the community. They settled quickly to work, answered questions, completed tasks, tidied away sensibly, reviewed what they had

done and showed pleasure in their success. This was exemplified well in a session for Key Stage 4 students. Having visited a supermarket and a small bakery to compare cakes, students took orders for their own baked muffins. They collaborated to make a cookery programme on DVD while others carefully weighed and mixed ingredients. They knew to take care when using the oven and to leave the cakes to cool. Later they were keen to deliver their bakery orders and to total their takings. One student knew that four cakes at 50p gave £2 overall. When considering a possible profit, they accepted that they needed next to work out and deduct the cost of the ingredients. They then listened while other students, returning from work experience, showed letters of commendation and thanks from employers.

Students enjoy being outside and have favoured activities; there was always a beeline for the swings. Younger students also said how they like swimming and using the computers. Articulate school councillors were adamant that Wargrave House is the best, that everyone has someone they can talk to about any concerns and that they have a strong voice in what happens in school. The publication *WHS News* is good testament to this – every article is by the students and shows perfectly the wide scope of their experience and achievement.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

The outcomes for students are so good because the provision is carefully tailored to individual needs. Where appropriate, some students join mainstream classes for some lessons. Pastoral and residential care, speech and language therapy, sensory experiences and occupational therapy closely intertwine with educational provision. From an initial audit of a student's personal, physical and educational needs, including a visit to the home and previous provision, the school compiles an individual learning programme with uppermost attention to the needs arising from autism. These programmes inform teachers' planning, individual targets and the provision of aids, such as footrests, workstations and communication packs.

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age

Teachers prepare and structure their lessons well. They make effective use of photographs, the interactive whiteboard, individualised recording sheets and other resources to focus students’ attention and to remind them of what they have done. All staff are extremely skilful in pre-empting problems; for example, in a mathematics lesson for Key Stage 2 and 3 students adults’ verbal prompts, questions, praise and encouragement ensured that all students sustained a good level of engagement and completed several counting and matching activities, with some being gently challenged to have a go at a new element.

True strengths of the well thought out curriculum are first, the emphasis on small steps in learning from real-life situations in and out of school and second, the highly effective use of whole-school topics each term to link subjects, including French, and cross-curricular dimensions. Central to all is a focus on personal, learning and thinking skills with the use of ‘WH’ question words. Themed weeks and days bring everything together; in looking at citizenship and the community, students visited a Buddhist Centre, worked with park rangers and set up a Fair Trade café. The fun day, organised by the speech and language therapy team, gave students a chance to see Morris dancing, sing gospel songs and make toffee apples.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account:	
The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

### **How effective are leadership and management?**

The school’s success emanates from the top. The trustees, governors, Director of Services and head of education share a very clear vision for the school: they act with integrity, are determined that Wargrave provides high-quality learning and teaching and involve all in making it so. The pooling of knowledge and incorporation of ideas from published research into autism keeps the school at the forefront of best educational practice for students with ASD. The exemplary partnership with parents and carers is reflected in high attendance at functions and continuing links when students leave. Everyone is involved in evaluating the school’s effectiveness and how well targets have been met. Improvement planning for the next school year is well advanced and reflects an accurate view of where action can have a positive impact for students. Given the increased number of post-16 students, and requests for services from families and local authorities, leaders are rightly looking at how the school can build on its proven expertise without comprising quality in any area.

Governance is strong; the reports from link governors provide an astute review of curricular provision and inclusion. Safeguarding is given top priority and governors ensure that procedures are constantly updated and implemented. Highly effective systems are so well engrained into the life of the school that they go almost unseen. This also typifies the school’s approach to equality of opportunity and community cohesion. No student misses out on anything; ‘the Wargrave family’ reaches out to

other communities locally and globally through links with other schools, employers and its sponsorship of a boy in Vietnam.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Sixth form

The increasing size of the post-16 department has necessitated adjustments to provision, not least in accommodation. It is much to the school's credit that temporary arrangements and delays in the completion of Lakeside College have not been allowed to hinder students' progress. Overall, given students' starting points and individual difficulties, outcomes are stunning.

The school excels in preparing students for life after Wargrave House. Teaching staff and the family liaison officer work with families, local employers and Connexions to ensure that students gain placements best suited to their needs and interests. Parents and carers highlight the marked boost in their teenagers' self-confidence and self-esteem. Those students who board show heightened awareness of independent self-care including preparing meals, washing clothes and keeping bedrooms clean. This was also evident at lunchtime when students were encouraged to socialise and help each other. Those with jobs carried them out very responsibly. Over the last three years all students have left with experience of the world of work, certificates, awards and some academic qualifications. They mostly go on to take up places in specialist colleges or colleges of further education near home. Some former students are in work and living independently.

The teaching is highly focused on the needs of individual students. As in the main school, therapists and teachers work together and focus on real-life problems from going shopping to working as a team and discussing situations that lead to conflict at home. Very finely structured sessions, well-prepared resources for individuals, skilful questioning and praise all combine to ensure that every student is motivated to take part and does well.

The head of education and post-16 coordinator have worked together to restructure the curriculum and to ensure that the routes available meet students' needs fully.

Reviews of the outcomes for students have instigated amendments and ideas for the future. This drive to give the best underpins the overall provision.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth Form</b>	<b>1</b>
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

## Boarding provision

The school is exceeding the vast majority of the national minimum standards. The overall effectiveness of the boarding provision is outstanding. This is underpinned by the excellent care students receive which is delivered in a calm, 'autism-friendly' atmosphere by caring staff who are highly skilled and committed to their work. Prompt action to address minor shortfalls identified at the last welfare inspection reflects the capacity of the school to strengthen the provision of care. This extends to students, parents and carers being better informed about the school's procedures for undertaking searches of personal possessions, if necessary. Also, the recordings of fire drills are now more detailed.

Students are treated with dignity and respect at all times. They are empowered to make a positive contribution towards their school life. Students stay healthy and engage in active lifestyles during their stays. For example, they can participate in various activities each evening. The school's personal, health, social education and citizenship curriculum crosses over into the residential provision and means students continue to receive good advice on matters such as health and relationships. They also have access to a comprehensive array of services that meet their physical, emotional, social, and educational needs. Clear procedures are followed for the management, secure storage and administration of medication and this ensures that students receive correct medication important to their health. Staff work alongside students to help them increase their knowledge of basic nutrition and to receive a balanced diet.

Close, effective liaison between care and education staff promotes a shared understanding of students' needs and secures a consistent approach in care. Arrangements for safeguarding students are stringent. All staff are suitably vetted with meticulous attention paid to their recruitment. In addition, the residential service has a fully trained designated person for child protection and safeguarding. All care staff receive safeguarding training as part of their induction; this is then regularly revisited. Safeguarding within the school is steered by the leadership team and promoted throughout the residential provision. This includes students being protected from hazards associated with fire, water, electricity and also from going missing. Students report feeling safe, protected and valued by staff. These strong relationships provide them with the knowledge that they will be protected.

Staff appreciate the serious implications of bullying and its potential harm to students' welfare. There is a commitment by staff to tackle all types of bullying through initiatives and strategies that improve behaviour and increase awareness.

Students are equally well informed about the impact of bullying. As information is provided in a manner that helps them to understand, students know how to make a complaint and how to exert their rights. A clear threshold based on risk is applied when physical intervention is necessary. A hierarchy of techniques for physical intervention takes account of the student's age and the seriousness of the situation at any given point. The support given by care staff enables students to cope with their emotions and to practise learning strategies to help them manage their behaviour. This avoids behaviour escalating to a level where students become distressed and place themselves and others at risk of harm. Because of this highly effective approach, the use of restraint in the school is low.

The promotion of equality and diversity is outstanding. There is terrific engagement between students and staff. This is particularly enhanced through the comprehensive total communication system which enables students to make informed decisions. In addition, seamless communication between school and residential provision enables the 24-hour curriculum to be integrated positively into students' everyday lives. Students experience an extensive range of activities and use all facilities at the school including the gymnasium, playground, sensory light room and soft play equipment. In addition, students have excellent access to the community, where they can extend their social networking. Their enjoyment of these varied activities is reflected strongly in their positive comments.

Social care staff are experts; they have the strong support of the school's managers to sustain the high level of care provided, including regular supervision, training opportunities and meetings. Senior staff and the excellent contribution from the governing body ensure rigorous monitoring and the signing of appropriate records at the required intervals. These arrangements create a sound quality-assurance mechanism to assess the quality of care in the interest of students.

Strong links exist between the school and families to ensure that the holistic needs of students are fully met. The family liaison officer's role extends to maintaining positive engagement with families including home visits and telephone contact. Admissions to the residential provision are planned effectively to meet the specific needs of individual students. Once stays commence, all students have a comprehensive placement plan that identifies pastoral and educational needs, including all aspects of health, and which specifies clear targets. Excellent support enables students to make the best of the opportunities offered by their stays. There are striking examples of where the school has helped particular students overcome significant barriers associated with their autism, make great progress and have a fulfilled school life. The accommodation meets students' varying needs, both in terms of their care and in developing their independence. The premises are immaculate and students take great pride in maintaining high standards. The support enables them to gain the skills, values and attitudes necessary for transition to adulthood.

This very positive, announced inspection found one minor area for improvement to ensure that the school meets all parts of the national minimum standards. This relates to some staff not having had first aid training. However, this does not have an impact on outcomes for students in any significant way because there are trained first aiders and staff have received training in emergency care in areas of epilepsy,

asthma and allergies. The combination of skills enables staff to respond to medical emergencies in order to keep students healthy and safe.

## **National Minimum Standards (NMS) to be met to improve social care**

- Offer staff first aid training (NMS 14.9 and appendix 2).

*These are the grades for the boarding provision*

<b>The effectiveness of the boarding provision</b>	<b>1</b>
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## **Views of parents and carers**

Although questionnaires were sent to parents and carers of students who board, no responses were received by the end of the inspection.

All those parents and carers of day students who responded agreed strongly that they were happy with their children's experience at Wargrave House. Nearly all also agreed with the other 12 statements, which reflects the findings of the inspection. The inspectors also endorse the content of many additional comments which referred to the enthusiasm of the staff, their children's excellent progress and feeling lucky that their children attend the school. 'My child's needs are at last understood,' was one comment.

The inspectors found no basis to support one view that the school does not take account of suggestions and concerns. The prompt and open communication with parents and carers was seen as strong. In addition, the magazine *Wargrave Life* keeps parents, carers and friends well informed about school events and how help will be valued.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wargrave House School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 35 completed questionnaires by the end of the on-site inspection. In total, there are 66 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	74	9	26	0	0	0	0
The school keeps my child safe	34	97	1	3	0	0	0	0
The school informs me about my child's progress	32	91	3	9	0	0	0	0
My child is making enough progress at this school	31	89	4	11	0	0	0	0
The teaching is good at this school	34	97	1	3	0	0	0	0
The school helps me to support my child's learning	30	86	5	14	0	0	0	0
The school helps my child to have a healthy lifestyle	30	86	5	14	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	77	7	20	0	0	0	0
The school meets my child's particular needs	30	86	5	14	0	0	0	0
The school deals effectively with unacceptable behaviour	31	89	4	11	0	0	0	0
The school takes account of my suggestions and concerns	33	94	1	3	1	3	0	0
The school is led and managed effectively	34	97	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	35	100	0	0	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2009 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



2 July 2010

Dear Students

### **Inspection of Wargrave House School, Newton-le-Willows, WA12 8RS**

Thank you so much for your warm welcome when Terri, Michelle and I visited your school to see how well you are doing. It was kind of you to let us join you in lessons, at lunch, going shopping and in activities after school. We liked talking with you and hearing your views. Please thank your parents and carers for telling us what they think. We had two busy and very enjoyable days and we could see that you did too!

We agree with you that WHS is one of the very best! Here are some reasons why.

- Everything at Wargrave is organised very well to help and support you.
- All the teaching and care staff know you very well. They know just the right targets for you and how to help every one of you to achieve them.
- You make super progress, especially in becoming more and more independent.
- You learn a lot and are involved in many activities. You are often visiting new places and trying new things as well as sticking to routines that help you. 'Fun day' seems to have lived up to its name!
- You have a real voice in what happens in school. It was interesting to see Lakeside College and to hear about your ideas for the café.
- Mrs Jaeger, Miss Hyde and all the staff want only the very best for you. They are always looking at how things can be better.

To help you all, we have asked the school to do three things.

- To make sure that the programme for you older students is just right. You can help by giving your ideas about what you would like to do.
- To include in the minutes from the governors' meetings their views on how well you are all doing and whether school targets are being met or not.
- To make sure that all the care staff have up-to-date training in first aid.

Keep taking photos and writing for *WHS News* – we very much enjoyed the articles!

Yours sincerely

Sonja Øyen  
Her Majesty's Inspector

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