

Stanley School Profile

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Stanley School

Pensby Road

Wirral, Merseyside, CH61 7UG

Telephone: 0151 6483171

Children's Service Authority:	Wirral
Age range:	2-11
Number of pupils:	88
Head teacher:	Mr Tony Newman MEd
Chair of governors:	Dr Jane Seymour

What have been our successes this year?

Accreditation by the National Autistic Society for the 6th consecutive year.

Recognition as a National Healthy School.

We have continued our successful integration programme with our mainstream neighbours and we are now monitoring the success of this through detailed observations of the pupils.

What are we trying to improve?

The school has a **detailed development plan**. The areas we work on during the year come from;

- detailed audits of a number of aspects of the school - for example the **National Autistic Society** inspection and the **Healthy Schools Scheme**.
- detailed audits by **curriculum leaders** in their subject areas. To do this they monitor pupils work, classroom teaching and national and local developments.
- input from staff through **Development Interviews**.
- national reports such as **OFSTED's annual report**.

As a result of this work we currently have **55 separate targets**. Some of them are reproduced below. The full plan can be found on the school website.

- Ensure school transport has Risk Assessments/Care plans for all pupils. *This is to ensure continuity between home and school.*
- Introduce PIVATS to assess ICT this year. *We currently use the web based PIVATS system for*

English, Maths, Science and Personal Development.

- Revise yellow Pupil Record Book. *This was last revised in 2002.*

Following a survey of parents we are looking at three improvements suggested by them.

- Review homework policy.
- Review communications with parents in particular class diaries.
- Introduce recording booklets to parents whose children integrate.

How much progress do pupils make?

We think pupils make **excellent progress**.

Durham University compares the scores of our pupils with those at similar schools.

The average overall percentiles show the school is performing better than;

- **58.3%** of pupils in English
- **67.2%** of pupils in Maths
- **72%** of pupils in Science.

The percentile scores had all risen between 2005 and 2006.

We work with pupils and other professionals to help with a range of **behavioural issues**. These range from sleep problems to challenging behaviour.

- **Over 80%** of behaviours addressed showed improvement (as judged by parents). This is 10% up on last year.

All pupils have **Individual Education Plans** which are monitored.

- **86%** of year 5 IEP targets were met or exceeded.

How have our results changed over time?

The data collected allows the school to track progress over time in a number of areas for the whole school population. The data shows that pupil achievement (as measured by the Average P Level score) has risen steadily since 1999. P Levels range from 1-8 and measure progress before level 1 of the National Curriculum.

- The **average increase** in all areas is **2.1 P Levels** (2006).
- The highest rise has been in **Science** which has seen an rise of **3 P levels** .
- **Number** has risen **2.8 P Levels**. This means that the average pupil in 1999 was showing an interest in Number. By 2006 they were counting accurately up to 10.
- **Reading** has shown a lowest rise although still **1.6 P Levels**. It did however start from a higher base. This means that the average pupil in 1999 was matching words. By 2006 they were showing an interest in the activity of reading.

How are we making sure we are meeting the learning needs of individual pupils?

Detailed assessment means the curriculum is **highly individualised** for pupils. This means it is specialised to meet the needs of all pupils. This can be seen in a number of ways.

It is enjoyed by the pupils

The **full range** of National Curriculum is taught and meets Statutory requirements. In addition PSHE, Play and Communication are taught areas. Guidance on P Levels is also included. This document also gives extensive guidance on teaching methods, and curriculum balance.

The **learning profiles** of pupils with **Autistic Spectrum Disorders and Downs Syndrome** influence the curriculum. This is outlined in the relevant policy documents. All methods used are **suitable for all groups** of pupils although they may have been introduced for a specific group. The following are examples:

- **NUMICON**. A visual/ tactile method of teaching Number. Originally used for pupils with Downs Syndrome.
- **Flexibility of thought**. Introduced to address this aspect of the Triad of Impairments for pupils with ASD.
- **Circle Time** now includes, in addition to circle time activities, Brain Gym, Social Use of Language and Flexibility of thought exercises are included.

What have pupils told us about the school, and what have we done as a result?

The school has its own school council which is elected. They meet regularly and have a Chair and Secretary. They also attend the Wirral Pupil Panel along with mainstream colleagues.

The pupils have a suggestion box and issues raised and addressed recently have been :

- What to have for Christmas dinner
- Recycling
- Energy conservation
- Keeping the school tidy

In addition staff work hard to open channels of communication with pupils, many of whom have language difficulties. A wide range of approaches are used such as

- PECS (Picture Exchange Communication Systems)
- Signing (MAKATON)
- Alternative and Augmentative Communication Systems (AAC) such as electronic communication aids

All these allow the pupils to make their needs known.

How do we make sure our pupils are safe and well-supported?

The school provides an extremely safe environment.

It has piloted work on **Sex and Relationships education** including protective behaviours as part of the Health Promoting Schools initiative. This is included in the PSHE policy. The accreditation visit for Health Promoting Schools commented that 'SRE appears very well embedded'.

There is a policy aimed at ensuring all pupils are treated with equity. This policy is rigorously followed. However due to the very individual nature of our teaching any potential problems of bullying or racism are picked up quickly.

Careful records are kept of **incidents and accidents**. These are analysed on a regular basis and a record made in the annual Report on School Progress.

Due to the nature of the pupils a great deal of thought has been put into securing the school so pupils can not leave accidentally. This allows maximum freedom and independence for pupils in school.

The school has an **Intimate Care Policy** and all pupils who require assistance with toileting have a **Personal Care Plan**.

The Autism Accreditation team found in 2006 that 'the school is very concerned to respect the rights of pupils and to respond to pupils in a ways that maintain their dignity and welfare'.

What activities are available to pupils?

The school follows the full National Curriculum.

In addition **Communication, Play and Personal Independence** are taught areas.

There is a cub group held jointly with Thingwall Primary School

There are a variety of **lunchtime clubs** (eg Yoga, Football)

The school runs a successful **play scheme** during the summer. This year there was an additional 4

sessions run by the school for the Downs Syndrome Association.

How are we working with parents and the community?

The school runs weekly workshops in a joint project with the Health Authority for parents of pupils with challenging behaviours.

The school has an open door policy and parents are welcomed at any time.

The school surveys parents in a number of ways .

- **General Survey** - Every 2 years. The last one revealed high levels of satisfaction and generated items for school development.
- **Survey of integration project** - Every 2 years. The last one showed high levels of support for the project.
- **Survey of Behaviour workshops** - Every 2 years. The last one showed parents found the workshops helpful and supportive

Parents of pupils with ASD are surveyed each year as part of the National Autistic Society (NAS) Accreditation process. The last report showed **60% of parents** thought the school outstanding. There has been a steady rise since accreditation was gained.

Parents are involved in their childrens Individual Education Plans.

The school has close links with its neighbouring Primary School and through them the wider community. The integration project was named as an example of '**good practice**' by the 2007 NAS inspection.

What do our pupils do after leaving this school?

The majority of pupils transfer to our Secondary Schools - Meadowside and Foxfield.

A small number of pupils (about 1 a year) transfer to mainstream schools.

What have we done in response to Ofsted?

At the last OFSTED inspection the school had **no key issues**. We believe that we are building from a very strong base and that our first priority is to maintain the current standards. This will be done through the regular monitoring of the school.

Areas for development will be highlighted by a range of accreditations/external audits undertaken by the school. These will change from year to year and the current School Improvement Plan will clearly show them.

We currently use the following external accreditations:

- National Autistic Society

- Investors in People
- Investors in Children
- Effective Early Learning (Early Years)
- Healthy Schools Initiative

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 0151 6483171

Our website
