

INSPECTION REPORT

SPRINGWOOD PRIMARY SCHOOL

Barton Road, Swinton

LEA area: Salford

Unique reference number: 132153

Headteacher: Mrs A Darlington

Reporting inspector: Mr J Morris
23696

Dates of inspection: 10th – 13th February 2003

Inspection number: 249442

Full inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community special
Age range of pupils:	2 to 11 years
Gender of pupils:	Mixed
School address:	Barton Road Swinton Manchester
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Appropriate authority:	The governing body
Name of chair of governors:	Dr S Hayton
Date of previous inspection:	N/A

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23696	Mr J Morris	Registered inspector	Foundation Stage	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught?
12536	Mrs S Bullerwell	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
32374	Mr P Edmondson	Team inspector	Art and design Design and technology Physical education	
27409	Mrs S Hunt	Team inspector	English English as an additional language	
32171	Mr D Victor	Team inspector	Science	Pupils' attitudes, values and personal development.
32265	Mrs A English	Team inspector	Geography History	How good are the curricular and other opportunities offered to pupils?
4989	Mr L Lewis	Team inspector	Religious education Educational inclusion, including race equality Special educational needs	How well is the school led and managed?
32055	Mr G Davies	Team inspector	Mathematics Music	
15600	Mr C Richardson	Team inspector	Information and communication technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Springwood Primary is a new community special school in Swinton, Manchester. It opened in September 2001 and is housed in new, purpose-built accommodation. In creating this school, Salford Local Education Authority (LEA) amalgamated three previous schools to provide an inclusive education for all pupils with the most complex forms of special educational needs (SEN). The school has 175 places for pupils from two to eleven years of age. There are currently 156 pupils attending the school (96 boys and 60 girls). There are 29 children in the nursery and reception groups. All pupils have a statement of SEN or are undergoing statutory assessment. Nearly a third of the pupils have moderate learning difficulties (MLD) and large proportions have autistic spectrum disorders (ASD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) or speech and communication difficulties. Forty-six per cent of the pupils are entitled to free school meals and this is very high. The great majority of the pupils are from white British families. Of the nine who are not, one is from a family seeking asylum and five have English as an additional language. Attainment on entry is very low.

HOW GOOD THE SCHOOL IS

This is a very good school with some outstanding features. The school is fully aware of the priorities for development. Pupils make good progress overall because the teaching is good and leadership is excellent. The bringing together of staff teams from three schools has been very successful. A great deal has been achieved in a short period of time. The school provides very good value for money.

What the school does well

- Pupils make good progress overall. Children in the nursery and reception groups make very good progress.
- The pupils have very good attitudes to school and their behaviour and personal development are good. This is because the provision for their spiritual, moral, social and cultural development is very good.
- Teaching and learning are good overall and they are very good or excellent in a significant proportion of the lessons. Relationships between pupils and adults are very good.
- The headteacher provides very strong leadership and the large management team is very effective.
- The quality and range of learning opportunities are good overall. Links with the community and other education providers are excellent.
- The quality of care is very good. The partnership between classroom staff and other professionals working in the school is very effective and has a very positive impact on the pupils' learning.

What could be improved

- The needs of a small number of pupils are not fully met in a small number of lessons and some of the non-core subjects. This is because of some inconsistencies in the teaching and curriculum planning.
- Subject co-ordinators do not have sufficient opportunities to observe colleagues teaching or to manage their own budgets.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Because this is the first time this school has been inspected, it is not possible to compare current outcomes and provision with those reported previously. However, there is a tremendous commitment to improvement among the staff and every indication that the school will set itself challenging targets and achieve them.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year R	by Year 6	Key	
speaking and listening	A	B	very good	A
reading	A	B	good	B
writing	A	B	satisfactory	C
mathematics	A	B	unsatisfactory	D
personal, social and health education	A	B	poor	E
other personal targets set at annual reviews or in IEPs*	A	B		

* IEPs are individual education plans for pupils with special educational needs

All pupils have appropriate, clear targets for English, mathematics and personal, social and health education (PSHE). In relation to these targets, pupils in Years 1 to 6 make good progress. This is because the school has effectively adapted the National Literacy and Numeracy Strategies to meet pupils' needs and makes very good provision for PSHE. The children in the nursery and reception groups make very good progress overall. They do particularly well in communication, language and literacy and personal and social development. This gives them a very good start to their education.

Because the school has done a great deal in a short period of time in relation to the quality of teaching and the curriculum, pupils make good progress in all subjects with the following exceptions:

- progress is very good in art and design and music throughout the school and in religious education in Years 3 to 6;
- progress is satisfactory in information and communication technology (ICT) and physical education in Years 1 and 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils clearly enjoy school. They are keen to learn and do their best.
Behaviour, in and out of classrooms	Good overall. Most pupils behave very well in class, at lunch and at play. A number of pupils present challenging behaviours. This behaviour is sometimes managed very well but at other times this is unsatisfactory.
Personal development and relationships	Good overall. Pupils respond well to opportunities to show initiative or take responsibility, such as membership of the school council. Relationships between adults and pupils are very good.
Attendance	Attendance is above average for a school of this type. The arrangements at the start and end of the day are very good. This is particularly relevant to the pupils' punctuality and attitudes to learning at the start of the day.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 6
Quality of teaching	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

A substantial number of lessons were observed. Overall teaching and learning are good, with some very good features. Teaching is good in English, mathematics, PSHE and science. The key skills of communication, literacy and numeracy are taught well. Teaching is good in all other subjects, except for music where it is very good. Lessons are planned well and conducted at a good pace with a good variety of activities. As a result, pupils are motivated to learn and, most of the time, concentrate and persevere well.

The school has a very good atmosphere for learning. This is largely due to the very good relationships between the pupils and all adults working with them. Another key factor in this is the high quality of displays in classrooms and elsewhere, which both celebrate the pupils' achievements and stimulate their interest.

Unsatisfactory teaching was observed in a few lessons. In these lessons, and in some lessons that are satisfactory, there are shortcomings in aspects of behaviour management and the teachers' knowledge of the subject. Very occasionally teachers do not fully meet the needs of pupils with the most complex learning difficulties. Staff training to meet these needs is a priority in the school improvement plan.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall the school provides a good range of learning opportunities and meets statutory requirements. The provision in the nursery and reception is very good. Subject leaders have done a lot of good work on curriculum planning to help teachers meet the wide range of pupils' needs. The links with the community and other education providers are excellent.
Provision for pupils with English as an additional language	The school meets the needs of the small number of pupils with English as an additional language well and, as a result, they make progress at a similar rate to their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall and in all respects apart from cultural development, which is excellent. This has a very positive impact on the pupils' attitudes to school, in preparing them for the next stage of their education and in developing their awareness of the world at large.
How well the school cares for its pupils	Pastoral care is very good. The arrangements to assess what pupils know, understand and can do, and use of this information in planning what pupils will learn next, are good.

The school has a very good partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership to the work of the school. The senior management team is very effective. The school has a clear sense of educational direction and purpose, stated in its aims and evident in practice, including a very strong commitment to inclusion.
How well the appropriate authority fulfils its responsibilities	Good overall. The governors have made a satisfactory contribution to shaping the direction of this exciting new school. Their understanding of the strengths and weaknesses of the school is very good. Statutory requirements are met.
The school's evaluation of its performance	The school improvement plan identifies appropriate priorities. The substantial size and detail of this document is prudent in such a new school. The monitoring of teaching and the curriculum by senior staff is very good. However, subject co-ordinators have not yet had the opportunity to monitor teaching.
The strategic use of resources	Specific grants are used very well in accordance with their stated purposes. The school uses available staffing, accommodation and learning resources well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Of those parents who responded, a very high percentage think that:</p> <ul style="list-style-type: none"> • their child likes school and makes good progress; • the teaching is good and expectations are high; • behaviour is good; • the school is well led and managed; and • they are well informed, the school works closely with them and the staff are approachable. 	<p>Of those parents who responded, a small but significant percentage think that:</p> <ul style="list-style-type: none"> • there are not enough activities outside lessons; and • their child does not get enough homework.

The inspection team agrees with the parents' very positive views of the school. The provision of homework is satisfactory and extra-curricular activities are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children in the nursery and reception groups (the Foundation Stage) make very good progress overall. Progress is good or very good in all of the six areas of learning and the children do particularly well in communication, language and literacy and personal and social development. Children with different special educational needs (SEN) make progress at a very similar rate. For example, more able children progress to recognising several words and numbers, turning the pages of a book in order and knowing that sand changes when mixed with water. Less able children show an increasing awareness of school routines and respond to stimuli such as mechanical toys and lights with interest. This gives them a very good start to their education.
2. Pupils in Years 1 to 6 make good progress overall and, in particular, they do so in English, mathematics and personal, social and health education (PSHE). This is primarily because the school has effectively adapted the National Literacy and Numeracy Strategies to meet pupils' needs and makes very good provision for PSHE. All pupils have appropriate, clear targets in these key areas. By the end of Year 6, the most able pupils are reading simple texts with good understanding, writing sentences independently and at times using expressive language well. Because of the nature of their learning difficulties, pupils with profound and multiple learning difficulties (PMLD) make progress in extremely small steps but there is substantial evidence that they do well against their precise individualised targets and teachers effectively encouraging active participation in learning through, for example, making choices or deciding when to stop an action.
3. The school has excellent links with other special schools and mainstream schools. These result in good opportunities for pupils to learn alongside mainstream peers, both in a mainstream setting and through mainstream pupils visiting Springwood. This has a very positive impact on the pupils' social development as well as their academic progress. Four Year 1 Springwood pupils were observed participating very well in a wide range of activities with children in a mainstream reception class.
4. There are five pupils who have English as an additional language and one of these is at a very early stage of language acquisition. These pupils are making good progress, at a similar rate to their peers, with their language and communication skills.
5. Pupils make very good progress in art and design and music throughout the school. This is because there are many strengths in the provision for these subjects. Pupils also make very good progress in religious education in Years 3 to 6. Pupils make satisfactory progress in information and communication technology (ICT) and physical education in Years 1 and 2. Progress is good in the other year groups in these subjects and throughout the school in all other subjects.
6. Examination of pupils' work, individual education plans (IEPs), annual reports and teachers' records show that there are no significant differences in the progress of different groups of pupils in terms of learning difficulties, gender or ethnicity. There are some inconsistencies in the quality of teaching that result in a few instances of pupils not being sufficiently challenged or supported in a small number of lessons. This is particularly true for those pupils who have the most complex learning difficulties. However, this does not have a significant negative impact on these pupils' progress in the long term. This is because the curriculum planning takes the wide range of the pupils' needs into account, gives teachers good guidance on

using different strategies, for example with pupils with autistic spectrum disorders (ASD) or PMLD, and minimises the occurrence of such inconsistencies in classroom practice.

Pupils' attitudes, values and personal development

7. Pupils' attitudes to school are very good. Pupils enjoy attending school and there is a strong sense of community. Pupils develop very good relationships with one another and members of staff. They display enthusiasm for school and are nearly always very motivated to learn. During the inspection pupils were polite to inspectors and many of them were keen to engage in conversation with them, for example at lunchtime, or involve them in classroom activities. Children in the Foundation Stage are settled at school and quickly learn school routines and rules and the benefits of taking turns and sharing.
8. The majority of pupils behave very well, but because of a number of pupils who present challenging behaviours, behaviour is good overall. The management of pupils' behaviour is very good overall. Staff are very successful in promoting very good behaviour by most of the pupils most of the time. Due to their knowledge and understanding of the pupils most members of staff are able to calm pupils and prevent minor problem behaviours from escalating. For example in a Year 5 science lesson an assistant comforted and reassured a pupil who had become upset after walking into a chair and had begun to display anxiety and anger. She was quickly redirected to another activity and there was minimal disruption to the rest of the group. Pupils are encouraged to manage their own behaviour. In a Year 4 science lesson an assistant successfully intervened when a child had become distressed, withdrawing him from the group for a short period, assisting him to regain his composure before returning to the activity. In a Year 3 English lesson, symbols were used well to prompt a pupil with ASD to reflect upon his behaviour. However, there are some occasional significant inconsistencies when pupils presenting challenging behaviours are not managed well or when the use of specialist seating to contain pupils is not in full accord with the school's policy on restraint.
9. Personal development is good overall with relationships being very good. Pupils are members of a school council and there are opportunities for pupils to take responsibilities in the classroom, although these could be usefully extended. The good quality of pupils' personal skills was perhaps best seen in their interactions with mainstream peers, when an inspector joined a group during one of the school's extensive links with mainstream schools. The school manages pupil transport between home and school and these arrangements very successfully ensure that there is a calm start and finish to the school day. Arrangements at lunchtime are very good. More able pupils display high levels of independence when eating in the two halls. Less able pupils and those with the most complex difficulties, some of whom eat in their classrooms, are given appropriate support whilst trying to maximise their independence. The range of play and recreational activities is very good and this promotes friendships and constructive, co-operative play, including team games such as football.
10. The rate of pupils' attendance is above average, for a school of this type, at 91.4 per cent and exceeds the target set for the first year of the new school. Unauthorised absence is below average. Authorised absence is mainly due to pupils' medical needs. Pupils arrive at school on time and registration is taken promptly at the start of the day. However, the marking of the afternoon registers is not rigorous enough or done consistently in all classes.

HOW WELL ARE PUPILS TAUGHT?

11. Teaching and learning are good overall, with some very good features. A large number of lessons was observed during this inspection covering all subjects of the curriculum, all year groups and all classes. Teaching and learning are satisfactory or better in the vast majority of lessons and they are good, very good or excellent in four fifths of them.
12. Teaching is good overall in the Foundation Stage, ranging from very good to satisfactory. It is particularly strong in terms of communication, language and literacy and personal and social development but there are no significant weaknesses in any of the six areas of learning. The staff working with all groups in the foundation stage know the children well and effectively involve all children in the full range of activities provided. Although the use of signing to reinforce learning is inconsistent, the promotion of the key skill of communication is very good. More able children who are beginning to talk in clear, short sentences and less able children who may respond by head-turning or babbling are equally praised for their efforts.
13. Teaching is good in English and mathematics, which are core subjects of the National Curriculum, and PSHE, which is extremely important in a school of this type. The school has successfully adapted the National Literacy and Numeracy Strategies. Teaching in discrete literacy and numeracy lessons effectively develops pupils' knowledge, understanding and skills. Teaching in many other lessons consolidates and extends this learning. PSHE is taught as a discrete subject throughout the school, particularly in Years 3 to 6, and pervades nearly all lessons and other school activities. During a Year 6 PSHE lesson about caring for animals, all of the pupils made very significant gains in understanding responsibility and making choices. The effective use of story made very effective links with their work in literacy.
14. Teaching is good overall in science, which is a core subject of the National Curriculum, and in most other subjects. For example, in a mixed Years 4 and 5 group of more able pupils the teacher very effectively developed their understanding of the difficult concept of friction through challenging tasks and very good use of scientific language. The exception to this consistently good teaching is in music where the school manages to provide very high quality learning experiences for all pupils. There are also considerable strengths in the teaching of art and design. In these subjects, the teachers' subject knowledge and the very good use of high quality resources are major factors. Several music and art and design lessons were characterised by teachers promoting the pupils' creativity and confidence with tremendous success and excellent contributions to their spiritual, social and cultural development.
15. In general, lessons are planned well in relation to the needs of the pupils and arise from the medium and long-term planning, which is firmly grounded in meeting the requirements of the National Curriculum. Lessons are conducted at a good pace and well structured. Whole-class discussions and individual and group tasks stimulate and motivate pupils. Pupils are interested and involved and, most of the time, concentrate and persevere well. For example, all of these features were seen in an excellent literacy lesson in a junior age group of pupils with ASD. Tasks were very well matched to the pupils' needs and they all learnt very well in relation to their precise individual targets. Similarly more able Years 5 and 6 pupils behaved very well and completed a very good amount of writing because the work was individualised and high quality support was given.
16. The school's very good atmosphere for learning is best characterised by the very good relationships between the pupils and all adults working with them. Staff have high expectations of both work and behaviour and give a good emphasis to building on pupils' previous achievements and praising success and effort. Effective use of specific techniques and specialised resources is a key factor in the school meeting the needs of different groups of pupils equally well. For example, the nationally recognised TEACCH method for pupils with

ASD and signing and the Picture Exchange Communication System (PECS) for pupils with communication difficulties. A wide range of sensory resources are used well, both in classrooms and specially equipped areas, particularly to support pupils with PMLD. High quality displays in classrooms and elsewhere celebrate the pupils' achievements and stimulate their interest.

17. There are some common weaknesses in the quality of teaching in the small number of lessons that were unsatisfactory and others which were judged to be satisfactory. In some lessons the planning does not pay enough attention to the needs of different pupils in the group. The planning and classroom delivery very occasionally show a lack of teacher subject knowledge or tasks that are not fully matched to the pupils' needs. Consequently, the more able pupils are sometimes not challenged enough and the less able pupils, or those pupils who have the most complex learning difficulties, are sometimes not supported enough. In a few lessons in a few classes staff did not manage pupils presenting challenging behaviour successfully and this affected the learning of other pupils. The use of signs, symbols, pictures and electronic devices to maximise pupils' involvement and understanding is inconsistent and ranges from very good in some lessons, such as a Years 5 and 6 English lesson and other school activities, to just satisfactory in others.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

18. The curriculum is good overall. It is very good in art and design and music and very good in the Foundation Stage. The curriculum is very strongly led and managed by one of the deputy headteachers and, under her guidance, the assistant headteachers and the subject coordinators have rapidly developed a curriculum appropriate to the majority of pupils. This follows the National Curriculum Programmes of Study and is based on the Qualifications and Curriculum Authority (QCA) exemplar schemes of work, the QCA and EQUALS guidance on planning, teaching and assessing the curriculum for pupils with learning difficulties. The curriculum is currently being trialled and will be reviewed at the end of the year. Overall, the current curriculum provides a well-organised range of learning experiences for most pupils for the majority of the time. However, for the pupils with the most complex needs some curriculum provision, notably in geography and history, is not differentiated clearly enough to meet their needs in a focused way. This leads to some inappropriate teaching, where teachers' planning relates too much to the subject content, and is not always pitched at an appropriate level to ensure learning for pupils working at early developmental levels.
19. Throughout the school, learning opportunities are well founded on the school's policies for the curriculum. All subjects of the National Curriculum are securely in place and statutory requirements, including those for religious education, are met. The curriculum in all subjects is generally appropriate and the school has ensured that a broad range of learning experiences is presented to pupils. A particular strength of the curriculum is the focus upon well-planned and organised visits to the community to extend pupils' learning through first-hand experiences. The curriculum for pupils with ASD is very good throughout the school, with discrete classes using the nationally recognised TEACCH method extremely well. This helps pupils to learn through highly structured lessons. There is a high emphasis on 'visual clarity', which means that pupils can see exactly what is involved in a task and enables them to make predictions about what is going to happen next due to very good use of symbols.
20. The curriculum is well balanced and an appropriate amount of time is allocated to each subject. There is a good emphasis on the key skills of literacy, numeracy and ICT and cross-curricular links are a strength. Teachers' planning, scrutiny of work and displays provide clear evidence of this good practice. For example, the scheme of work for art and design clearly

specifies links to other subjects, notably history. In practice, this means that pupils' knowledge, understanding and skills are consistently consolidated and extended.

21. Both literacy and numeracy are planned well and provision in these key skills is good overall and based on the national strategies. Teachers ensure that learning in discrete literacy and numeracy lessons is consolidated and extended whenever possible in most other lessons and, as a result, progress is very good in numeracy and good and in literacy throughout Years 1 to 6. However, there are significant inconsistencies in the appropriate use of augmentative communication skills between classes. This includes the use of signing, the PECS or electronic devices. For some pupils, this has a negative effect on their learning.
22. Links with health professionals are very good, with the school having excellent accommodation for the provision of therapies. The various therapists, other medical professionals and advisory teachers of the visually impaired and hearing impaired all make a significant contribution to meeting the pupils' SEN. When pupils receive blocks of therapy outside of the classroom, this is managed and monitored so that they do not miss the same lesson for several weeks and the possible negative impact on their learning is minimised.
23. There are excellent links developing with other education providers, including mainstream primary and other special schools across the LEA. The opportunities for inclusion are already to a good standard. The work of the inclusion co-ordinator has ensured that all possible steps have been taken to provide successful integration of Springwood pupils into mainstream primary classes. This includes the co-ordinator visiting host schools and doing a risk assessment followed by a visit from an occupational therapist. In the majority of cases, when pupils attend a host school, they wear the uniform of that school. Pupils mix well, with many advantages gained from working and playing together. This was confirmed through discussions with two enthusiastic headteachers from host schools. Above all they felt that the inclusion was being resourced properly. One of them needed to provide a toilet for the disabled and had obtained a grant for this, to enable his school to provide appropriate dignity and privacy for the visiting pupils. One Year 6 pupil, from a mainstream school, comes into Springwood on inclusion and will transfer to a secondary MLD provision at the end of the school year. Pupils from a nearby primary school visit Springwood regularly. Parental feedback at this stage has been very positive.
24. There are excellent links with the local community. Some businesses support the school financially having a positive impact on learning opportunities and resources. A coffee morning during the inspection was attended by over thirty representatives of the community including other mainstream and special schools, representatives from education and health services, parents, governors and others. All of these were extremely positive about the work of the school. One headteacher spoke very positively about the success of the inclusion programme, which she felt had benefited the pupils in her own school as much as those at Springwood. There are links the Chinese Community, the Jewish Orthodox community, the Plymouth Brethren, the Czech Romany Community and local churches which enhance pupils learning and experiences. Staff work hard to extend links with the community. For example, the co-ordinator of the provision for pupils with ASD has close links with other providers in Salford and helps to run special interest support groups for other staff in the authority. The history co-ordinator has been planning joint initiatives with Manchester Cathedral and Ordsall Hall.
25. The school has a co-ordinator for extra-curricular activities, who shows enthusiasm and commitment to this role, and provision is at present good. Currently there is an open invitation for all pupils to attend an after school club at Oakwood High School (for pupils with MLD). This is attended by a few pupils, who have to be transported to and from the club by parents. Oakwood also runs a summer school which is open to any pupil from Year 6 who will transfer

to the school, as an aid to transition. Only one class of pupils in Year 6, who have MLD, have access to a residential experience at present, but the co-ordinator has already begun work on extending this to make it accessible for all. He runs a lunch-time football club which is attended according to choice. The school organises many visits which extend beyond the school day including to the Octagon and Lowry Theatres.

26. Provision for pupils' PSHE is very good. Most teaching is cross-curricular and is focussed very much on the needs of each pupil, through the use of targets in their IEPs. There are discrete lessons in PSHE, particularly in Years 3 to 6, and pupils' personal and social development is effectively promoted across the curriculum and during activities such as arrival and departure from school, lunch-times, snack-times and breaks. Provision for sex education and drugs awareness is in place. In particular, teachers work closely with a school nurse to deliver this in Year 6.
27. The pupils' spiritual, moral and social development is very good with excellent cultural provision. This is a strength of the school. This development is encouraged by the examples set by staff and the caring atmosphere of the school. There is also a sense of natural justice encouraged by a clear policy of including all pupils, an absence of oppressive behaviour and a very good spiritual atmosphere throughout the whole school. The excellent local and multi-cultural development pervades everywhere.
28. Spiritual development is very good. The day starts with a welcoming activity in both halls and as the pupils go into class a short classroom assembly takes place. Pupils sit in a semi-circle with staff, the organisation of the timetable for the day is discussed followed by a reverent period of silence with a prayer recited by either a member of staff or a pupil. Music makes a significant contribution to the calm atmosphere around the school in general and in classrooms during lessons. The use of prayers at the beginning of lunchtime is a time of silence before pupils and staff start to eat. This encourages pupils to reflect. One pupil saying a prayer in thanks to kitchen staff encouraged a spontaneous burst of applause from the assembled school. The peace and tranquillity within the light room (a special room where pupils with additional SEN can use their senses to explore light and sound) provide pupils with opportunities for individual experiences of calm and reflection. The close relationships the school has with local clerics, including a Roman Catholic priest and a local rabbi, helps to promote a multicultural spirituality within the school. The strong evidence of the celebration of Muslim, Hindu and Buddhist festivals around the school endorses this. The sheer awe, wonder and delight shown on the faces of two groups of pupils with PMLD during literacy lessons based on the Chinese New Year and the Wizard of Oz was a joy to behold. On a recent visit to Manchester Cathedral pupils lit candles and had a moment to think and reflect on a loved one.
29. Moral development is very good. Staff set very good examples, pupils have many opportunities for decision making in class. Pupils are consulted on their needs and individual likes and dislikes are known and considered. At the present time, the school has no formal set of rules. However, staff take every opportunity to explain the differences between right and wrong and ensure that pupils understand the importance of treating each other fairly. For example, the need to share, wait your turn and be aware of other peoples' needs and feelings are stressed. Each pupil's individuality is celebrated. Pupils are encouraged to treat each other with respect. There is often a moral theme in lessons, for example, during a Year 6 literacy session there was a very moral theme to the story 'William and the guinea pigs' of caring for others and not being selfish. There is a school council called the Springwood School Forum, through which pupils meet regularly to discuss school matters and make decisions. Last December some members dressed up as elves to help Father Christmas.
30. There is a very good programme to promote social development. Educational and social inclusion arrangements within the school result in all pupils studying all subjects and having

good opportunities to socialise with others. Lunchtime is a good social experience for the majority of pupils. The weekly assemblies are used to celebrate success, birthdays and good news in general. Social development is also encouraged through links with mainstream schools and the local and wider community in Salford. The wide range of extra-curricular activities available to pupils enables them to enjoy a wide variety of social experiences including access to local shops, restaurants, taking part in the Salford Dance Festivals, the nearby Lowry Centre, theatres in the centre of Manchester and other places of interest. There is also a very good social interaction with a wide range of local people and organisations.

31. Cultural development is excellent. The school provides a very full range of cultural experiences which is available to all pupils. Excellent wall displays depict these rich experiences. Opportunities to study the faiths and beliefs of a variety of ethnic groups are excellent. Pupils visit churches, mosques, synagogues and temples and in turn are visited by a range of representatives of different faiths. Over the last few weeks the school, as a whole, has celebrated all the aspects of the Chinese New Year, with art displays, drama, dance and eating Chinese food. In art and design paintings, pottery and sculpture from a variety of styles, including the local artist Lowry, are evident around the school. Visiting musicians, artists, poets and drama groups enhance the curriculum and introduce the pupils to a wide variety of cultural experiences. This reinforces the school's commitment to both social and educational inclusion.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Pupils' welfare is a main priority for all staff and the school takes very good care of all its pupils. A range of high quality policies is in place to cover all aspects of care and health and safety, such as risk assessment for pupils, visits and classrooms, emergency and medical requirements, behaviour management and racial equality. These policies reflect the quality of care provided by the school. Staff receive regular training for health and safety, basic first aid, resuscitation techniques and for safe moving and handling of pupils. Staff follow the advice of specialists such as the school nurse, physiotherapists and occupational therapists, who are based at the school and work as part of the school team, and effectively meet pupils' particular medical and physical needs. There are very good procedures for child protection. Three members of staff are fully trained in child protection matters with the deputy headteacher having overall responsibility. All other members of staff, including lunchtime supervisors and bus escorts, have annual training and know the procedures to be followed. A link governor works with the health and safety co-ordinator to monitor the systems in use and to prepare written reports for the governing body.
33. The procedures for monitoring and supporting pupils' attendance are good. The office manager monitors attendance daily and rings parents on the first day of unexplained absence and has established good relationships with them. One of the deputy headteachers works well with the education welfare officer providing computer analysis of absence. The school operates a clinic on site and has support from doctors and outside specialists to minimise the amount of absence for medical appointments. This has resulted in attendance that is above average. Access to the school by vehicles at the beginning and end of the day has been planned very well and ensures the safe arrival and departure of pupils.
34. Very good procedures are in place to promote and support good behaviour and to eliminate oppressive or challenging behaviour. These procedures are effective in helping most pupils to achieve good standards. However, the member of staff responsible for monitoring the consistent implementation of the behaviour management policy was absent at the time of this inspection. Inspectors had some concerns over the management of the challenging behaviour of a small number of pupils and found inconsistencies in the implementation of the school's policy concerning the restraint of pupils.

35. Teachers know pupils very well and are effective in meeting the school's mission statement of providing for 'the whole child' including through good communication with therapists. The records staff keep help them to support pupils' personal development through allocating key workers where necessary, target setting for individuals and providing a strong PSHE curriculum that develops pupils' spiritual, moral, social and cultural understanding. Certificates are used well to recognise and reward achievement on a weekly basis. The school received four Healthy School awards, for various areas of its work, in the previous year. Pupils on the school council are involved, with the school cook, in working towards their fifth award for 'Healthy Eating'. These procedures make a positive contribution to the good standards pupils achieve in their personal development.
36. The school has good arrangements for assessing pupils' attainment and progress. The QCA's early learning skills performance check lists, commonly known as P-scales, are used for assessment throughout the school, including the nursery and reception years. Some of the more able pupils in Years 3 to 6 are assessed through the end of key stage National Curriculum tests. The recognition of this small group of more able pupils in Year 6 will be helpful when they transfer to the secondary school for pupils with MLD.
37. For the core subjects of English and mathematics, and for PSHE and behaviour, individual targets are set each October and reviewed the following July. On-going formative assessment uses the P-levels both as an achievement descriptor and a means of recording progress. The school has been sensible in its approach to assessment. Being a new school initial priority had to be given to the assessment procedures for these core subjects. Priority will be given next to the setting of individual targets for science. In other subjects the effectiveness of the weekly lesson planning is assessed and evaluated at the end of each topic or every half-term. Again, the ongoing assessment process uses the P-levels both as an achievement descriptor and a means of recording progress.
38. The school makes good and effective use of assessment data to guide future planning and target setting for its pupils. Every pupil was given a baseline assessment when the school was opened to obtain an idea of which P-level each pupil was operating at and used as a reference to set initial targets for the pupils and groups of pupils of similar ability. All pupils in receipt of therapy have individual programmes which relate to access and progress within the National Curriculum and social self-help and awareness skills. These have proved useful in informing pupils' annual reviews and also help parents to continue treatment at home. The annual review system itself has been reviewed after the first year in order to promote better consultation with parents and other professionals and to provide clearer targets for progress.
39. The procedures for the monitoring and support of pupils' academic progress are good. The school's compilation of attainment data through the use of the P-scales will enable the staff to measure its progress and set targets to deliver an appropriate curriculum for each pupil. This arrangement also makes the tracking of pupils' progress through the school more efficient and effective.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents have extremely positive views and opinions of the work of the school. They say the building 'is brilliant' and they are pleased with the great range of support available in school to meet individual pupils' needs. They all agree their children enjoy school and say, for example, that (he or she), 'waits eagerly each morning for the school bus'. They say all staff are dedicated, teaching is good, children behave well, work hard, make good progress and become mature and responsible. The school is well led and managed and they feel they have a very good partnership through their contact with staff and therapists and feel well informed

about how their children are getting on. They are happy to discuss any queries or concerns. Inspectors agree with parents' positive comments.

41. A number of parents are unsure about activities provided outside of lessons and think their children do not have homework. In this type of school homework can include the continuance of strategies or therapies suggested by school to help the individual child to make progress. The use of homework, in these terms, and written tasks for more able pupils, is good and supported by parents, who exchange information regularly with staff through the home-school books. Extra-curricular activities, including organised lunchtime clubs, educational visits beyond the normal school day and the residential visit to North Wales, are good. Parents who met with the registered inspector expressed disappointment that the hydrotherapy pool had not been used since the school opened. The school started to use the pool the week before the inspection after a long struggle to rectify design and building defects and agree the necessary regulations.
42. The school effectively promotes very good links with parents by providing them with a range of good quality information. Regular letters from the headteacher and the use of home-school books keep parents informed about what is happening at school and gives them the opportunity for daily contact with staff. Very informative newsletters are provided each term with written contributions and photographs from all classes to give parents an insight into the work pupils are doing. Written reports on pupil progress are provided for the annual review and at the end of the summer term. These are of good quality and help parents to know what their child can and cannot do. Parents have three meetings with teachers to discuss their child's targets and progress. Therapists also do home visits to help parents support the work of the school at home. The governors' annual report was sent to all parents at the end of the school's first year but has some minor omissions, such as the school's policy for SEN. A small number of parents have been consulted about the draft school brochure but this is not yet available for all parents.
43. Parents make a good contribution to the work of the school. The home-school partnership agreement was introduced after consultation with parents and signed by over 95 per cent of them. A small number of parents help in school and support the work of the teachers in class. All parents are members of the 'Springwood Support Group', which has raised over £17,000 in the last year through the effective work of the committee in seeking donations and organising social and fundraising activities. They have provided resources for teaching and learning, such as individual communication aids, and provided extras for the benefit of pupils such as the school minibus. Parents give support by attending events such as a Halloween disco, which had 'an excellent sensory ghost train' and enabled over 500 parents, pupils, families and friends to socialise and raise funds.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. Leadership and management are very good overall. The headteacher provides excellent leadership and management that enable the school to deliver high quality learning experiences. Whilst the school is still 'in its infancy', these factors have had a positive impact on the progress made by the majority of the pupils. The headteacher's delegation of management responsibilities to staff is very effective. This has been very evident in the strong feeling of belonging to the development of something that is very special. The high quality of leadership by the senior management team and the strong support of the governing body have ensured very successful bonding of staff from the original three schools. The impressive management of change has laid an excellent foundation on which to base further development. As a result of this very effective beginning to the school, and the establishment of predominantly high quality teaching, pupils achieve well in most areas of the curriculum.

Excellent documentation and efficient administrative procedures enable teachers and support staff to concentrate on their work with pupils.

45. The school has a very clear sense of purpose with an emphasis on raising the achievements of pupils, the standards they attain and the quality of education they receive. There is a shared commitment to this from all involved with the school. The large senior management team have clear responsibilities that they fulfil very well allowing teaching teams to concentrate on both the educational and physical special needs of their pupils.
46. The improvement plan of this evolving new school is clearly a working document. Staff are aware of where they are in its development and the pathway ahead. Plans to develop the role of the subject co-ordinators are being clarified. Priorities have appropriately centred on the development of subject schemes of work, to help teachers with their planning. Members of the senior management team have been very effective in monitoring the quality of teaching and the curriculum. They examine teachers' planning closely and give detailed reports of their many observations of classroom delivery. The monitoring by co-ordinators of the teaching in their subjects has not yet been implemented but is included as an area for development in the school improvement plan.
47. The governing body has made a satisfactory contribution in shaping the direction of this exciting new school. Their understanding of the strengths and weaknesses of the school is very good. Their effectiveness in fulfilling their statutory duties is good, apart from a minor omission in their annual report to parents. Governors and members of the senior management team monitor and evaluate the school's performance regularly. The governing body monitors the effectiveness of spending to make sure it matches the intended objective. Staff appraisal and performance procedures are very good and all the teaching staff are now at the second stage of the process. The management team and all other staff show a commitment to making the school a centre of excellence and demonstrate positively their capacity to succeed.
48. Financial procedures and controls are thorough and the bursar's bi-monthly meetings with a local education authority accountant are very effective. All administrative staff and systems are very thorough and these ensure that the school runs smoothly. The principles of best value are applied extremely well to further the opportunities open to the pupils. The school compares its costs with those of other schools and makes maximum use of bench-marking to make further efficiencies. The school engages in competitive tendering and staff are required to justify their use of resources and identify further needs for their subjects.
49. Educational priorities are supported through the school's very good financial planning, which is linked closely to the school's improvement plan. The strategic use of resources, grants and other funding is very good. The headteacher, bursar and standards fund co-ordinator ensure that grant funding is spent in accordance with its intended purposes. Where redirection of funds is possible, small amounts of underspend are transferred to another budget heading, thereby making more efficient use of these small sums. The governors, headteacher and senior management team review the school finances very regularly. The principles of best value are applied extremely well, for example by comparing the school's performance with that of similar schools and when ordering and purchasing equipment. Modern technology is used well to support the work of the school. Effective management and administration by the bursar and office staff ensure smooth running of the school and allow teachers to concentrate on their work in the classroom.
50. Staffing is very good overall. The numbers, qualifications and experience of teaching staff are good. The match of teachers and teaching assistants to the demands of the curriculum is

good. Certain teachers have specialist training in subjects, for example music, and this has a positive effect on the quality of teaching and learning.

51. The good quality professional development programme readily identifies the training needs of all staff. All teachers are encouraged to attend courses appertaining to their subjects or aspects, for instance, expertise in meeting the needs of pupils with ASD and those presenting challenging behaviour. A number of teachers have been trained in PECS and TEACCH and this has had a positive impact on developing and implementing teaching strategies and behaviour modification programmes. The school has been proactive in developing a career structure for teaching assistants. All teaching assistants have full access to opportunities for professional development both in and out of school. Staff are encouraged to keep a record of achievement with a list of training courses attended and certificates gained. The very good number of experienced teaching assistants makes a valuable contribution to pupils' learning and achievements. The school has a well-defined policy for the induction of all new staff. Support is provided for staff to reduce stress and maintain good health. For example, they have a 'Fitbods' training day in which techniques for relaxation, fitness and positive thinking for staff and pupils are taught.
52. The newly purpose-built accommodation is excellent. A great deal of thought and consultation went into building the school. This has resulted in all classrooms being built in pairs with shared quiet rooms and very good storage space. Classrooms have fixed as well as hydraulic sinks, which can be moved according to the needs of individual groups of pupils. There are specialist rooms for food technology, soft-play and sensory activities. The specialist art room is being used primarily as a preparation area and store-room. The original plan for the school was reduced in size by ten per cent on one side of the building. Unfortunately this resulted in the loss of a specialist room for design and technology and initial problems with the hydrotherapy pool, which are now resolved. Though these aspects of the accommodation and its use are regrettable, it does not detract from the overall very positive impact the accommodation has on teaching and learning and the pupils' attitudes and behaviour.
53. The local Health Authority Primary Care Trust has a registered community clinic in school, with offices for nurses and doctors and shared office and working areas for physiotherapists, speech and language therapists, occupational therapists and orthoptists. There is also a parent and toddlers group room for pre-school children. The parent and toddler group is run jointly with a physiotherapist and is regarded as a community resource for all children with SEN, and not just those who may be attending the school.
54. There are seven suitably enclosed playgrounds around the building to cater for the various aged pupils. The playgrounds include both soft and hard surfaces and provide no problems for those pupils lacking in mobility, as they are flat and even. The inner courtyard of the school has also been sensibly divided into different areas, including a sensory garden. These factors mean that all pupils, including children in the Foundation Stage, have good opportunities for outdoor play in a safe and well-organised environment. The school has complete perimeter fencing, although some of it is not high enough to be classed as security fencing.
55. Learning resources are good overall with no significant deficiencies. There is a well-organised and presented library with a good range and number of age-appropriate books. This has a positive effect on pupils' progress in reading. Resources to support literacy and numeracy are good. Resources for art and design and music are very good and resources for religious education are good with very good artefacts. Storage and accessibility of resources are good. There is a wide range of aids to promote the independence, including sitting, standing and walking, of the increasing number of pupils with physical disabilities. This contributes significantly to the education of this group of pupils. Adequate storage space is available to store this equipment.

56. Taking into account the overall good progress of the pupils, the good quality of teaching and the very good leadership and management at a relatively low cost, the school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The headteacher and governors should now:

(1) Improve the quality of teaching and curriculum planning, so that the needs of all pupils are met, by:

- providing training to develop good skills of behaviour management throughout the staff;
- providing training to improve teacher knowledge in relation to the implementation of the National Curriculum and pupils with more complex SEN; and
- increasing the use of signing and physical aids to maximise pupils' understanding and develop their basic communication skills.
(Paragraphs 6, 8, 17, 18, 21, 34, 63, 66, 69, 74, 80, 84, 99, 106, 109 and 115)

(2) Develop the role of the subject co-ordinators by:

- providing opportunities for them to observe their colleagues teaching; and
- delegating available finance to support subject specific developments.
(Paragraphs 46, 68, 82, 87, 92, 102, 116, 123, 127 and 132)

58. The headteacher and governors should also consider the following minor points:

(1) Improve the arrangements for the registration of pupils at the start of the afternoon session.

(Paragraph 10)

(2) Officially publish the school brochure as soon as possible.

(Paragraph 42)

(3) Fully implement the school's policy on restraint.

(Paragraphs 8, 34 and 66)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	122
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	18	35	44	20	5	0	0
Percentage	15	29	36	16	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	156
Number of full-time pupils known to be eligible for free school meals	69

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	8.4	School data	0.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
140	1	1
0	0	0
1	0	0
1	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
3	0	0
1	0	0
0	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YN – Y6

Total number of qualified teachers (FTE)	26
Number of pupils per qualified teacher	6.0
Average class size	7.1

Education support staff: YN – Y6

Total number of education support staff	78
Total aggregate hours worked per week	2124.95

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	1,487,163
Total expenditure	1,424,514
Expenditure per pupil	8,793
Balance brought forward from previous year	0
Balance carried forward to next year	62,647

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	27.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	161
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	18	0	0	2
My child is making good progress in school.	61	35	2	0	2
Behaviour in the school is good.	54	42	0	0	4
My child gets the right amount of work to do at home.	26	37	9	0	28
The teaching is good.	86	12	0	0	2
I am kept well informed about how my child is getting on.	72	23	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	82	12	2	0	4
The school expects my child to work hard and achieve his or her best.	74	21	0	0	5
The school works closely with parents.	68	26	5	0	0
The school is well led and managed.	74	21	0	0	5
The school is helping my child become mature and responsible.	61	26	0	0	12
The school provides an interesting range of activities outside lessons.	35	28	12	0	25

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. Provision is very good. The children make very good progress overall because the teaching is good overall with very good features and the management of the department is very good. There are very good arrangements for assessment and recording and extensive, high quality documentation to help the staff with these activities and planning. These documents are grounded in the nationally recommended Foundation Stage curriculum, the EQUALS baseline assessment and planning materials and P-scales. The department also uses the Salford Early Years toolkit a great deal in its work. All children have records of achievements files with good collections of their work and progress. In addition there are files, for each of the six areas of learning, which contain very good examples of evidence against the nationally recommended stepping stones towards the early learning goals. All these records make very good use of photographic evidence with good quality annotation. There is a very high quality action plan for the department, with great thought and detail evident in the current priorities for the 'outdoor classroom' and 'assessment and planning'.
60. The school's 'Early Years' department has a qualified teacher as head of department, who is a member of the school senior management team and does not have a full-time class teaching responsibility. There are two nursery groups with one qualified teacher and four reception groups with two qualified teachers. There are always at least two support staff in each of these groups and the support staff include qualified nursery nurses. Staff have a very good understanding of the children's individual needs and medical and personal hygiene matters are managed with great care and sensitivity.
61. The department works very closely with the therapy teams in the school and together all these people work very closely with parents. The head of department runs a parent-toddler group with a physiotherapist every Wednesday morning. These children do not yet attend school and will not necessarily attend Springwood when they are older but this is valuable service to the wider community served by the school. There is very good information for the parents of children on roll at Springwood.

Personal, social and emotional development

62. Children make very good progress. They learn about routines and to accept rules and respond to simple instructions. A less able child showed great determination when raising his hand to indicate that he was at school in a 'greetings' session start of the day. The children improve their interest and involvement in activities both as a member of a group or working independently on an activity such as exploring play-dough or playing with a model train. Children are encouraged from a very early age to care for classroom equipment and to help tidy up at the end of sessions. They make substantial progress in eating and drinking independently. Some children have the opportunity to participate in activities in a mainstream setting (currently four reception children) and children from the nearby primary school visit in groups of four every Friday. One photograph shows a group of mainstream children looking at a communication book with a boy from Springwood.

Communication, language and literacy

63. Children make very good progress. They develop basic skills of communication through gestures and babbling to signing and use of clear words, phrases and short sentences. For example, a girl in a reception group encouraged an inspector to join in with a literacy activity when she turned to him and said, 'Man, see book'. Through well delivered group sessions

using Big Books and one-to-one activities, children quickly come to enjoy and be interested in books and stories. The teachers successfully foster a sense of curiosity and excitement in the children by delivering stories in a stimulating way. At the time of the inspection there was a good focus on traditional stories such as 'The Three Billy Goats Gruff' and 'Goldilocks and the Three Bears'. A more able child in a reception group showed his recall of a story by often completing sentences before the teacher. Classroom displays effectively support the children's learning. The more able, older children sit and look at books for a good period of time, turning pages one at a time in order. There are very good opportunities for all children to explore making marks using a range of equipment and materials such as pencils and crayons or finger paints. The staff interact very effectively with children and successfully promote the key skills of speaking and listening and interest in reading and writing. However, in some sessions there was insufficient use of signing to reinforce the children's learning.

Mathematical development

64. Children make very good progress. They learn about numbers, shapes and colours and encounter basic mathematical concepts and language, for example related to size and position, through planned focused teaching activities and exploratory play. All staff effectively promote these concepts and early number skills, particularly counting, through stories, rhymes, songs and individual interactions. For example, one girl chose the number four, from a choice of two numbers, when she was asked how old she was. When in the soft-play room children are asked to count when walking up the steps. Children sort classroom equipment and toys in a range of ways, for example, by colour or finding two animals that are the same.

Knowledge and understanding of the world

65. Children make good progress. They learn about how things change when mixing simple cooking ingredients or blowing bubbles. Children have many opportunities to develop construction and assembly skills by playing with toy trains and big and small bricks. They develop an awareness and understanding of mechanical and electrical machines and devices. For example, they use the mouse or a switch to access simple computer programs, pretend to take a picture with a camera and, with appropriate adult support, press buttons on a microwave cooker or CD player. The children begin to learn about special events, such as birthdays and Christmas, and about the beliefs and customs of different people. This is very effective when teachers use the children's own backgrounds and artefacts such as clothing and a Hanukkah candlestick.

Physical development

66. Children make very good progress. Under the guidance of the physiotherapy and occupational therapy teams, classroom staff very effectively promote physical independence and mobility for children with physical disabilities. All children have experiences outdoors most days and in all sorts of weathers. The most able children in reception ride tricycles and balance along a short low bench. Children enjoy going on a slide or see-saw and playing with small and large balls and are learning to catch, throw and kick. Activities such as water play and threading develop hand-eye co-ordination and using tools when printing or painting develop control. Staff interact very well with children when exploring materials such as play dough. In one session one boy became totally immersed in looking at, feeling and pulling a lump of dough. Good use is made of special equipment and techniques to meet individual needs. For example, a less able child was seen responding, by head turning and vocalisations, to a range of light and sound sources in the sensory room. Staff report that there are medical or behavioural difficulties with some children and that this is frequently discussed with the therapy staff. However, children with severe physical disabilities need to change position regularly and some of them are occasionally kept in their chairs for too long.

Creative development

67. Children make good progress. All children have good opportunities to explore materials such as finger paints, clay-like play dough and very runny play dough and to make their own marks and patterns using their fingers, paint brushes and printing blocks. The children enjoy musical activities particularly joining in with songs and rhymes by singing, signing or playing simple percussion instruments. In these activities in the classroom or dance activities in the hall the children are learning to move in both a directed and free way to music. For example, a group of children in a nursery group copied staff raising and lowering their arms following the words of a song. These activities contribute very much to the language, number and social skills.

ENGLISH

68. Provision is good overall. As a result, pupils make good progress and achieve well overall. The school has made a good start to establishing the National Literacy Strategy, which has been very well adapted to meet the needs of all pupils including those with additional SEN. The literacy co-ordinator and teachers work hard to establish a common ground for all staff. The co-ordinator has written a policy and set up schemes of work relating to the literacy strategy. Assessment is good. Pupils are tracked and the needs of individuals and different groups are targeted. Learning targets are clear and reviewed regularly. Although there is no delegated budget and the co-ordinator does not monitor the quality of teaching by observing lessons, members of the senior management team have monitored progress. An audit is taking place at the present time by the co-ordinator and staff and when this is completed the needs of the department will be clearer with regard to resources. However, the library provision is very good and ICT is used well throughout the subject. In addition to an overall literacy co-ordinator there is a co-ordinator for drama, who has written a policy and scheme of work based on the QCA and EQUALS Programmes of Study, but does not teach drama at the present time other than to her own class. However, in addition there is a drama and dance specialist who works very closely with pupils with additional SEN within the school. Theatre groups regularly visit school and pupils are taken to theatres throughout Manchester and Salford organised by the drama co-ordinator. This consolidates and extends their leaning in English and makes a considerable contribution to their social and cultural development.
69. All pupils make good progress in speaking and listening, school is quickly developing a very good communication support programme which has been partially funded by the Communication Aids Project (CAP). The school has formed a communication group to help with support and resources. Staff have been trained in the use of the Picture Exchange Communication System (PECS). They have visited other educational establishments to help with particular pupils' communication difficulties observing Dynavox programmes, trained staff in the use of Alphatalker, Vocas, Boardmaker and Orac. In addition they have involved parents and carers in CAP. There is good use of PECs among the pupils with additional SEN including those with EAL. Although signing and symbols are in evidence throughout the school, they are not used consistently by all staff and this sometimes restricts opportunities for a few pupils with very limited verbal communication to access all areas of the curriculum. However, the use of objects of reference with pupils with additional SEN is good throughout the school. By the end of Year 2 pupils, including those with PMLD, pay attention and respond to others. Pupils with additional SEN learn to communicate using appropriate means, for example eye pointing, using symbols and occasionally signing. A group of Year 1 pupils with ASD were given good opportunities to practise making choices during snack-time using the TEACCH method. This also helped the pupils to develop their social skills during break-time. By the end of Year 2 PMLD pupils recognise and respond well to objects of reference such as scaly material representing a dragon and bubble wrap paper during a lesson celebrating the

Chinese New Year. Visual timetables provide a successful structure for the school day and enable pupils to understand what is happening next.

70. During an art lesson two more able Year 2 pupils demonstrated their vocabulary and speaking skills when describing their Matisse style pictures, including naming all the colours used. By the end of Year 6 pupils' communication skills improve further. At the beginning of lunchtime, a more able pupil made up a prayer thanking the dinner ladies for all their hard work cooking lovely dinners for everyone. During a literacy session, Year 6 pupils had very good recollection of the poem 'The Owl and the Pussycat' and a more able pupil spotted the rhyming words in it. More able Year 6 pupils in another class described a book, 'William and the Guinea Pigs', as a fiction book with non-fiction information about guinea pigs. They identified that the boy in the story had a very good and kind Muslim friend called Nafik. Pupils with additional SEN continue to progress as well as their peers. During a literacy session for pupils with ASD, after listening to the Big Book story 'Not now Bernard', two pupils talked very animatedly to each other while constructing a monster. Year 6 pupils with PMLD expressed their delight with squeals and shouts at a reconstruction of the 'Wizard of Oz', particularly when a member of staff dressed as Dorothy skipped along the yellow brick road.
71. Pupils' achievement and progress in reading is good throughout the school. This is due to a good use of, and concentration on, reading skills in lessons and good use of ICT reading programmes adapted well to every pupil's needs. By the end of Year 2 more able pupils are reading individual words and matching them to the printed text. A Year 2 pupil with ASD read very fluently from his commercial scheme reading book achieving at National Curriculum Level 1. As pupils progress further up the school their reading skills improve. By the end of Year 6 more able pupils read simple books achieving at National Curriculum Level 2 to Level 3. Less able pupils match flash cards depicting the characters from their reading scheme books. Pupils match simple words on a computer screen, identify key words and recognise their own names. During a literacy session in Year 6, a pupil with ASD read very clearly from the book 'Not now Bernard'. The same pupil greeted an inspector reading their name on their identity badge. In a Year 4 class more able pupils took turns to read a page each from the Big Book 'Sir, Ben and the monster'. They read sentences such as 'I don't like this castle, it is dark and scary' and 'I'm coming to get you' with good expression.
72. Writing skills develop well throughout the school. This progress is helped by the frequent use of ICT to help pupils with their writing. By the end of Year 2 more able pupils use the computer to operate a tracker ball and click when on the correct page. They colour in shapes and produce pictures to illustrate a story. In a Year 2 literacy session, a more able pupil knew that a full stop ended a sentence. Pupils progress from overwriting to underwriting. Less able pupils draw horizontal lines to match pictures. More able Year 3 pupils put simple sentences to pictures independently. They are helped to match sentences such as 'the slithery slimy slug on the long, limp lettuce leaf' to the appropriate picture. More able Year 4 pupils use speech marks and speech bubbles in order to convey talking within a story. Pupils in Years 5 and 6 continue to make good progress. Year 5 pupils collectively use clicker grids on the computer to form the sentence, 'The bear with the sharp teeth was shouting at a white dragon'. The good use of ICT is well illustrated by a Year 6 class who have compiled a book illustrated with digitally produced pictures, each page being written by a different class member. Pupils with additional physical needs use desk frames to help them with their writing.
73. Literacy skills are taught well through other subjects. Pupils are frequently encouraged to write. For example, during an art and design lesson more able Year 3 pupils wrote their names on their paintings. Speaking and listening skills are invariably encouraged and emphasised. For example, Year 4 pupils listened carefully to instructions and answered questions about body awareness during a physical education lesson.

74. Teaching and learning are good overall, with some very good and excellent teaching. During the best lessons the teachers plan well, imaginatively linking the outcomes to the planning for pupils of different ages and ability within a mixed class. Teachers in these lessons are skilled in the use of different strategies to support literacy and they use resources in an imaginative way. This helps to motivate pupils and they respond by working hard and showing high levels of enjoyment. Teachers and support staff in these lessons manage pupils' behaviour very well. They know their pupils needs and abilities well. Relationships are very good and play a positive part in the quality of learning. In an unsatisfactory lesson the work did not match the ability of the pupils closely enough and behaviour management was ineffective. In this and some other classes, some pupils who present challenging behaviours do not have structured plans to help staff manage them consistently.
75. The library in school and the local library are both used well to foster a love of books and stories. Many classrooms and corridor displays celebrate pupils' work. This encourages them to feel proud of what they have achieved. For example, Year 4 pupils wrote independently about 'Harry Potter' and used ICT to reproduce their work. Year 2 and 3 pupils have produced a 'Winter Wonderland' display after reading the poem 'Robin Redbreast'. They looked at the shapes of birds and trees and created beautiful pictures as a link with art. The subject contributes very well to pupils' spiritual, moral, social and cultural development.

MATHEMATICS

76. Pupils' achievements are good overall and at times, particularly in some classes of pupils with MLD, they are very good. The results of teacher assessments at the end of Years 2 and 6 compare favourably with those of similar schools. Given the pupils' very low attainment on entry to the school, these results provide evidence of the good teaching and the very good attitudes and behaviour of the pupils.
77. Pupils experience a good range of opportunities to extend their mathematical experience and understanding. In Years 1 and 2 when counting forwards and backwards to five they know the term zero and its meaning. Teachers use picture cards successfully to help children sequence the main events of the day and engender a sense of excitement in learning by changing the tone and volume of their voices very effectively. A good lesson was observed in a class of Year 1 pupils with ASD when the aims were to learn about length, big and small, and long and short. Varying teaching strategies were used and differentiation was by task with pupils working together on measurement, measuring in pairs or small groups. The lesson achieved its objectives due to the good resources used and the support and guidance given by all the staff involved. By the end of Year 2 most pupils have sound mental mathematics skills in counting up to ten and understand differences in space, shape and quantity. They also develop an awareness of simple patterns and relationships. Teachers provide good opportunities at the beginning of lessons to sharpen quick recall of number facts.
78. By the end of Year 6, most pupils have a good awareness of place value and how the position of a digit in a number affects its value. The more able pupils add, subtract and multiply numbers successfully. These pupils have a good awareness of the four rules of computation. Pupils recite a number of counting rhymes from memory. For example, in a Year 4 lesson pupils sang the 'speckled frog' rhyme. When taking turns in acting out these rhymes they reinforce their concept of number well. There are good links to literacy, for example when pupils read each others' names and decide how many will attend a birthday party. They collect and record data successfully in various graphical and written forms. Some pupils understand the difference between a two and three-dimensional shape and know their key properties. Year 4 pupils have a good awareness of number and count on successfully in tens from different starting points, and add and subtract up to ten and beyond successfully. These

pupils measure reasonably accurately, with help from the teachers' assistants, and use a variety of measurement units in their work. Pupils in Year 5 measure regular and irregular shapes accurately, recognise different coins and work out the correct amount of change in simple shopping problems. By the end of Year 6 the most able pupils calculate using numbers up to 100 and count on in twos, fives and tens accurately. They use standard measures and know about shapes and space, including the names of the basic two-dimensional shapes. These pupils can also tell the time with increasing discrimination. They have increasing confidence and accuracy in number operations. The majority of these pupils are not, however, adept at using and applying their mathematical skills to problem-solving situations and have difficulty developing their own strategies.

79. For some pupils their proficiency in mathematics is seriously restricted by the severity of their communication difficulties. In these cases 'small steps' individual learning targets are set, drawn from the National Curriculum Programmes of Study. These pupils learn about number and notation and in some cases successfully match numbers to objects up to five and beyond. They learn the language of comparison, such as 'less than' or 'longer' and 'shorter'. They experience mathematics both in discrete lessons and in the context of their topic work. Sound progress is made in lessons, learning being consolidated and new elements gradually mastered. Over time, these 'small steps' targets in knowledge, understanding and skills are achieved and pupils' confidence in their knowledge of number and in making calculations, particularly addition and subtraction, improves.
80. Teaching and learning are good overall. The quality of teaching is nearly always good or better, with many very good and two excellent lessons. The school has successfully adopted aspects of the National Numeracy Strategy in the development of its mathematics policy and schemes of work. Staff concentrate on making the teaching of mathematics fun whenever possible. This was the case in a Year 4 lesson when the teacher skilfully used ICT and music to make the lesson enjoyable. Good features of lessons observed were a dynamic, quick-fire number starter to lessons, clear lesson objectives conveyed to the pupils and an effective end of lesson time to revisit learning objectives and consolidate work done. Learning resources are good in quality, well prepared and used well. In the tasks set pupils generally present their work carefully. All pupils have numeracy targets. Pupils' mathematics skills provide satisfactory support to their learning in other subjects, such as science, design and technology and geography. Teaching assistants make a significant contribution to the successful results achieved in the subject through timely intervention in supporting the pupils. In one unsatisfactory lesson, there was a lack of challenge for the most able pupils and a lack of clarity in the instructions for the less able pupils.
81. Pupils have good attitudes towards their work in mathematics and particularly when the work is closely matched to their ability. In one or two lessons, work was too hard or not sufficiently challenging for some pupils and they became restless and made slower progress. In the classes where most of the pupils have ASD, the particular challenging behaviour had some effect on the climate for learning and slowed down progress made by all. Overall pupils concentrate well, stick to their tasks and enjoy their work. They are polite, helpful and willing to contribute their ideas in the lessons.
82. Leadership is good overall. Currently a deputy headteacher and an experienced teacher with expertise in ASD share the co-ordination of this core subject. Both provide strong leadership and clear objectives in the subject. Some general observations of lessons have been conducted by the deputy headteacher but the monitoring of teaching is an area for further development. Assessment, recording and reporting are good. This provides teachers with clear, useful information on which to base learning targets and provide work that is matched well to individual needs. Practice includes observation, marking of written work, discussion with the pupils, class tests, annual P-level assessments and National Curriculum tests at the

end of Years 2 and 6. All pupils have a record of achievement, which includes examples of good work, photographs, observation records and pupils' comments specific to mathematics.

SCIENCE

83. The provision for science is good overall. Most pupils make good progress. In the majority of lessons pupils are enthusiastic about the subject and are motivated to learn. Most pupils develop an understanding of scientific enquiry, conduct structured observations, make predictions, carry out tests and record their results. More able pupils display confidence and understanding of the subject. Lessons in science make a good contribution to all areas of the pupils' spiritual, moral, social and cultural development. In a Year 3 lesson, when pupils working in small groups carried out a test relating to friction, one girl helped two of her friends by showing them the correct way to conduct the experiment.
84. The quality of teaching is good overall, ranging from excellent to unsatisfactory. Where teaching is excellent lessons are challenging and imaginative. Resources are well organised and accessible to all pupils, who are motivated and make significant progress. Teachers' high expectations of learning are seen in the emphasis they place upon using correct scientific terms. In the majority of lessons there are effective links with other subjects including literacy, numeracy and ICT. In a Year 3 lesson, the theme of the scientific activity related to the reading book the class was using in their literacy lesson. This assisted pupils to understand the practical application of what they were learning and, as a result, they were highly motivated, making relevant observations, asking questions and predicting the outcomes of the experiment. Consideration is given to the specific needs of each pupil. For example, in a Year 4 lesson pupils used a variety of methods to record the outcomes of their experiment and the use of digital photographs and symbolic vocabulary assisted the understanding of less able pupils. In one unsatisfactory lesson, pupils were not sufficiently challenged and they became frustrated and distracted.
85. Scientific enquiry was emphasised during lessons in other subjects. For example, in a Year 3 religious education lesson the teacher stressed the significance of a material changing from a solid into a liquid. In a Year 4 ICT lesson, pupils programmed a simple robot device to follow a path made of either magnetic and or non-magnetic materials. Pupils were encouraged to make hypotheses, observe, record and compare results. This related closely to the school's science scheme of work.
86. The range and organisation of resources is good. The school has three multi-sensory learning environments, which are used effectively to stimulate and support pupils with PMLD. In a Year 4 lesson, one pupil expressed a preference for a particular sensory experience when staff enabled him to explore a range of visual and tactile materials, including a large 'sound tube', which he clearly enjoyed. A concise policy is in place. A comprehensive scheme of work has been prepared. The subject co-ordinator monitors the teachers' planning and has observed lessons as a member of the senior management team.

ART AND DESIGN

87. The provision for art and design is very good and a strength of the school. Displays throughout the school are excellent and have a positive effect on pupils' self-confidence and self-esteem. Pupils experience a variety of art forms from around the world and styles and techniques observed show clear influence from a variety of artists. Art and design activities are stimulating and interest pupils. The co-ordinator has a substantial budget to manage. However, the dedicated art and design room is underused, opportunities for the co-ordinator to monitor and evaluate lessons are limited. These factors have minimal impact on pupils' learning.
88. Teaching and learning are good, with some aspects of teaching being very good. Pupils make good progress over time, and learning in the majority of art and design lessons seen was good or very good. The progress of pupils who have additional SEN is equally good. Pupils make good progress through work linked to their class topics. In Years 1 and 2 pupils are given many opportunities to enjoy creative experiences and work imaginatively. Pupils were observed exploring paints with their fingers and hands as well as paintbrushes and developing awareness of colours and making marks. Pupils were making prints from leaf shapes and in doing so beginning to experience the connection between objects and their images. More able pupils think more clearly about what they are doing and exert greater control of tools and materials. For example, by the end of Year 2, drawings of faces include expression, glasses and eyebrows. Pupils are also given the opportunity to experience art from other cultures. For example, one group of pupils were making and decorating coil pots with designs such as Medusa's head linked to the topic of Greek myths and legends.
89. By the end of Year 6 pupils work imaginatively in developing their ideas and experimenting with new methods. They explore the use of colour and shape in the work of famous artists including Monet, Kandinsky and Gustav Klimt. A more able pupil's painting, inspired by Aboriginal art, showed good observational skills, which were well visualised in the finished painting. Computers are used successfully to enhance teaching and learning. For example, a Year 2 class were using the computer to draw shapes, when studying the artist Matisse, and less able Year 6 pupils were using the touch-sensitive screen to make a picture for a Valentine's Day card. All pupils have individual portfolios of work, which are updated and go with them as they move from class to class to show progression.
90. The co-ordination of art and design is very good. The co-ordinator has developed a scheme of work that covers all aspects of the curriculum throughout the key stages and links with other subjects, including geography and history. A subject audit has also been carried out. From this, additional materials and resources have been bought and in-service training has been organised for school staff. Consequently resources are very good. It is, however, disappointing to see that a purpose-built art room is under-used and is more of a storeroom and staff preparation area than a specialist teaching facility.
91. During the summer term of 2002, a whole-school art week was organised where artists came into the school to work with the pupils. Exceptional work was inspired throughout the school by this week.

DESIGN AND TECHNOLOGY

92. The provision for design and technology is good. There are good relationships between teachers, classroom assistants and pupils. Lessons are planned well and provide interesting and stimulating activities for pupils. There are clear, productive links with other subjects. Consequently, pupils' acquire knowledge and develop skills well. There are insufficient

opportunities for the co-ordinator to monitor and evaluate lessons and the co-ordinator does not have a subject budget to manage.

93. Overall pupils make good progress in design and technology and food technology. Judgements are based on lesson observations, scrutiny of pupils' work and teachers' records and planning. In Years 1 and 2, there is insufficient evidence to make a reliable judgement of teaching and learning from lesson observations. However, examination of pupils' work in these year groups shows that pupils are learning to make decisions about the resources they use and to take part in the production of items such as model vehicles and stick puppets. Year 1 pupils made houses from cardboard, based on the story of 'Dan the Flying Man', and puppet owls, which were inspired by the topic of 'Winter Wonderland' and the story of 'Little Robin Redbreast'. Year 2 pupils were designing cars on paper and then making three-dimensional models using a good range of materials including Lego.
94. Teaching and learning are good in Years 3 to 6. In Year 3, pupils considered the appearance and taste of different sandwich ingredients before designing their own sandwiches on the computer and making them in the food technology room. Pupils continued this theme in a literacy lesson by writing their own 'Silly Sandwiches' poems. By the end of the Year 6, pupils participate in the design and assembly of sail cars. The more able pupils work more independently. However, the SEN of many pupils mean that they require considerable support to take part in practical activities.
95. Pupils' attitudes are very good. They watch demonstrations attentively. They are well-mannered when involved in group discussions and individual tasks and behave responsibly in the food technology room. Relationships between pupils and staff are very good. The use of classroom assistants to support individual, or groups of, pupils is very good. Staff successfully vary tasks to enable all pupils to participate in, and experience, activities making gains appropriate to their prior learning.
96. The co-ordination of design and technology is good. The two co-ordinators have developed a good policy and schemes of work based on the EQUALS and QCA programmes of study, which show clear progression from Year 1 to Year 6 and differentiation for the needs of different groups of pupils. There is a subject action plan, which incorporates timescales, for example, for an audit of materials and subject monitoring. The co-ordinators currently do not have a subject budget nor are they monitoring the teaching and learning or assessment. Although the resources audit has not yet been completed, resources are good. There is a well-stocked, central storeroom for design and technology and a specialist food technology room, which is used regularly.

GEOGRAPHY

97. Pupils' progress is good and they show good standards of achievement throughout the school. This is as a result of good teaching and good curriculum planning
98. Standards of work seen in Years 1 and 2 are good. Pupils with PMLD experience the subject through a multi-sensory approach, and by the end of Year 2 become familiar with a variety of different settings around school and beyond. The most able pupils wordprocessed simple sentences relating to a recent visit using the 'Clicker' programme well, showing good knowledge and use of geographical vocabulary. By the end of Year 6, pupils' knowledge of geographical vocabulary and concepts has grown and they describe features of the local environment, expressing their likes and dislikes and how things could be improved. They also identify the features of maps.

99. Good teaching and learning takes place across the school, with a variety of teaching styles being employed to extend pupils' learning. Throughout the school, very good use is made of visits to enhance learning through first-hand experience. Some pupils in Year 1 have visited a variety of places of interest in Swinton and produced a useful map, which included pupils' homes. Learning in Years 1 and 2 is fun and a variety of situations are used to enhance learning. For example, pupils' interest and motivation was very high during a lesson in which they had to find Barnaby Bear by following a series of arrows around the school. In Years 3 to 6 teaching and learning are equally good. Lessons are planned well and learning objectives are clear. However, for a number of pupils with PMLD, some unsatisfactory elements of teaching were seen when subject material was at too high a level for pupils to benefit from, and was lacking in opportunities for experiential learning
100. Very good links are made with other subjects and these are made explicit in the planning. Thus, pupils' learning in literacy, numeracy and, especially, ICT was extended well. Other links are also explored well. For example, evidence of a combined religious education and geography focus was seen during map work relating to Israel. The use of ICT is good across the school and there was clear evidence of good use of both the Internet and digital cameras, which were particularly successful in producing first-hand reference points for pupils.
101. Pupils' spiritual and moral development is good with photographic evidence of visits clearly showing pupils' delight at experiencing new environments. Pupils' social and cultural development is very good, being enhanced by visits and opportunities for role-play.
102. The subject co-ordinator is very new to the role and is very well supported by another member of staff. Leadership and management of the subject are, therefore, still developing, but are already good. The co-ordinator has a clear vision for the subject, which includes further extending the use of visits to enhance learning. An action plan is in place which shows how the subject will develop over the next year. A scheme of work has been developed using a combination of QCA schemes of work, the QCA document 'Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties' and the EQUALS curriculum. A one-year rolling programme is in operation, but this has not yet been reviewed. Resources are satisfactory in quantity and range, and the co-ordinator is aware of the need for a full audit of current resources in order to plan for the future. However, she does not have her own budget for this subject. There is no formal system for ongoing assessment and recording of pupils' achievements in geography, although some evidence of work is retained in record of achievement files.

HISTORY

103. Overall, pupils achieve well and make good progress. This is due to good curriculum provision and good teaching
104. Standards of work are good. By the end of Year 2, pupils with PMLD react to sensory stimuli relating to the past and are beginning to make simple choices. More able pupils answer questions about life in Ancient Greece and make simple comparisons between what life would have been like then compared with how we live now. Differentiation of work is good, and pupils make good progress within Years 1 and 2.
105. Pupils make equally good progress in Years 3 to 6. Most pupils with PMLD experience and interact well in lessons, which have a clear focus and use a variety of sensory approaches. These pupils make choices and show clear preferences, but for some of them teacher expectations are not clear and, as a result, standards of teaching and learning are not sufficiently high. Use of historical vocabulary is a strength across the school and, by the end of Year 6, some pupils with MLD use fairly sophisticated vocabulary relating to the Egyptians.

The use of a series of visits relating to history topics across the school is very good and photographic evidence shows pupils responding very well to first-hand experiences in a historical context

106. Teaching and learning are good overall, with lessons observed ranging from unsatisfactory to excellent. In the best lessons, clear, careful planning, high expectations and excellent use of historical artefacts led to high levels of interest and motivation of pupils, whose learning was to a very high standard. For example, in a lesson about Victorian toys pupils were able to look at and handle a selection of toys, which held their interest and led to some excellent participation. In a Year 1 class for pupils with ASD, pupils learned about the past through taking part in washing and cleaning activities using historical artefacts and the story of Cinderella as a focus. In an unsatisfactory lesson, planning was unclear in terms of anticipated learning outcomes and pupils with PMLD were given insufficient multi-sensory input to enable them to learn successfully at their own level within the lesson.
107. Good use is made of ICT throughout the school. Displays, scrutiny of work and lesson observations all show good use of the Internet, Smartboard, CD-Rom and digital cameras to record and display work. For example, in a Year 6 lesson, pupils responded extremely well to use of the Smartboard, when they saw images of their visit to the museum to learn more about the Egyptians projected on to the screen. In this lesson, the use of first-hand experience in the form of their visit, coupled with excellent use of the Smartboard kept pupils enthralled and, as a result, their learning was excellent. Links to literacy and numeracy are made explicit in planning and teachers reinforce learning in these key skills well.
108. Good use is made of drama and role-play to extend pupils' learning. For example, in a Year 3 lesson, pupils acted out the story of 'The Trojan Horse' as part of their work on the Greeks. This lesson illustrated the good contribution to the pupils' spiritual and moral development and very good contribution to their social and cultural development evident throughout the school in history.
109. History is well led and managed by a committed and enthusiastic co-ordinator who has a clear vision of the strengths and weaknesses of the subject. She has developed a good scheme of work. However, planning for pupils with PMLD is not sufficiently focused and does not yet meet the needs of these pupils fully throughout the school. No formal assessment or recording for the subject is in place as yet, although parents do receive a report on their child's progress in the subject as part of the school's annual reports. The co-ordinator has produced a detailed action plan for development of the subject during the current year and has made good progress towards achieving the targets in it.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

110. Provision is good. Pupils' progress and achievements are at least satisfactory throughout the school and good in Years 3 to Year 6. Only one lesson was observed of ICT being used to support subject teaching and learning in Years 1 and 2. However, this lesson, the examination of pupils' past work using ICT and talking to pupils suggests that progress is at least satisfactory.
111. Pupils' progress in ICT is mainly due to the improvements in teachers' confidence and competence in using ICT to support their subject teaching and learning, particularly within English and mathematics, and in resources. A modern computer, which has a broadband connection to the Internet and all its educational resources, is available in each learning area. The use of a Smartboard enables whole-class teaching of both discrete ICT skills and their use in subject teaching. Very good use of a programmeable device was seen in a mixed class of junior age pupils, making very effective links with work in science and mathematics.

112. In Years 1 and 2 pupils' learning of basic computer skills, such as eye tracking, hand-to-eye co-ordination and cause and effect, are being reinforced using subject specific programs. For example, pupils are starting to use a symbol and text-based program, Clicker, in their learning of literacy skills and are able to sequence a number of symbols to produce an emerging awareness of sentences that make sense using the symbols as guidance. In one class the pupils used the program to write a thank you letter to another teacher. Graphics programs have been used to produce a histogram of a number of bears that correspond to a chosen number card. Pupils are improving their computer mouse skills, using it as an input device and to control programs, for example when changing pictures on the screen and then colouring them in.
113. In Years 3 to 6 pupils are increasingly using ICT in their subject learning, particularly within English and mathematics. Generally pupils learn their discrete ICT skills as and when they are required to support their subject learning. In this learning they have access to the use of a Smartboard, one of the latest applications of technology. This acts as a large computer screen on which pupils can interact directly with a program such as being able to touch objects and then drag and drop them. This has more meaning for the pupils than through using the keyboard or mouse and also keeps their attention focused on the Smartboard and the given task. In one lesson a group of pupils were using the Smartboard and a logo program, in a scenario set up by the teacher, to guide Harry Potter around dragons. The pupils were highly motivated through this excellently planned use of ICT which tested their knowledge and understanding of basic logo programming skills and mathematics. The pupils worked well together, waiting and watching closely in anticipation as each pupil in turn used their logo skills to successfully complete the task.
114. In their learning of religious festivals, pupils have used an art program in their design of greeting cards for Eid. Pupils have also used the program 'Dazzle' to aid their learning about reflections in mathematics. Good use is made of the access to the Internet from classrooms. Pupils undertake Internet searches to support their subject learning. An example of this is the visit they made to the 'Bob the Builder' website in their study of different houses. A feature of most lessons observed was the good rapport between teacher and pupils and the good use teachers generally made of appropriate age and ability questioning to guide their pupils' learning.
115. The quality of teaching is good overall throughout the school, with some examples of satisfactory and, on one occasion, excellent teaching. As a result of their New Opportunity Funding and in-house training teachers are becoming more confident and competent both in their use of ICT for teaching and for producing resources. Where teaching is good or better teachers plan their lessons well with differing tasks to meet the needs of pupils of all abilities. They give clear explanations both of the lesson objectives and their expectations of the pupils at the start of the lesson. The pace of the lessons is appropriate for the pupils' abilities and good use is made of questioning both to challenge and support pupils' learning. Teachers' expectations are high and the lesson content is presented in an interesting and stimulating way. Where teaching is satisfactory lessons are less well prepared and tasks asked of pupils are not always appropriate to their abilities. Consequently learning is reduced. The pace of the lesson is sometimes too slow to allow for a plenary at the end to assess and consolidate pupils' new learning.
116. The use of switches by pupils to access their learning through a computer is not always appropriate. For example, observations were made of a pupil using a mouse and being supported by a teaching assistant to use a program whereas a switch would have given the pupil greater independence. The ICT development plan, reflects the LEA requirements for the use of New Opportunity Funding. The co-ordinator informally monitors the use of ICT in other

subjects. The subject plan includes proposals for formal monitoring in the next academic year. The ICT technician provides effect support for staff and pupils.

117. The subject co-ordinator provides good leadership and management of the subject. There is very good long-term planning reflecting the differing SEN of the pupils within the school. A scheme of work that includes information from teachers' planning, units from the QCA materials and EQUALS is due for implementation in September. Training is given to colleagues in such skills as file management and they are encouraged to use ICT both as a teaching tool and also for producing resources. Resources are good. A modern computer is in each classroom with a suite of software that covers such generic skills as wordprocessing, datahandling, graphics and logos.

MUSIC

118. All pupils make very good progress in music. Pupils' achievements are very good overall. The school gives a high status to the contribution that music can make in the learning process, particularly for pupils with ASD and challenging behaviour. Therefore, the subject has a high profile in the curriculum. Provision and outcomes in music are very strong, with many excellent features.

119. By the end of Year 2 pupils sing simple songs with confidence. By the end of Year 6 standards in singing remain below age-related expectations. However, this activity is greatly enjoyed by the pupils, stimulates their desire to learn and makes a valuable contribution to progress in other areas of the curriculum. For example, in an excellent mathematics lesson pupils were learning their number concepts through song. In mathematics generally, many songs are used to reinforce counting and, as a result, pupils' knowledge and understanding of number is enhanced. Across the school, pupils make sound progress in singing. At the end of each day, apart from Friday, there is a combined singing lesson for pupils in Years 3 to 6. These are very successful as they develop their cultural awareness as well as their social development. The pupils sing a range of songs with a good sense of melody, pitch and phrasing.

120. In some music lessons pupils read simple notation, recognising and responding appropriately to long and short notes. By the end of Year 6, pupils sing with an appropriate awareness of diction, dynamics, phrasing and pitch control. Achievements in composing and appraising are very good. For example, in a Year 3 percussion lesson, pupils were given the opportunity to compose their own music and they did this very well. In a Year 6 lesson pupils were recorded performing their own compositions. Other members of the class were given the opportunity to listen and appraise this work.

121. Teaching and learning are very good overall. A very good cross-section of lessons was observed during the inspection and this gave a clear picture of the quality of teaching and learning throughout the school. All the lessons were good or better, a large number were very good and three were excellent. One excellent lesson was on pulse and tempo with activities that occupied all the pupils' interest, including tapping to time, maintaining steady pulse and exploring changes in tempo. In the most effective teaching, the teacher demonstrates skills and this gives confidence and encouragement to the pupils. This high quality teaching enabled all pupils to make at least good gains in their learning. There are high expectations concerning the quality of pupils' performance and pupils are well managed.

122. The co-ordinator has very good subject knowledge and gives clear direction on planning, teaching and assessment. She has developed a music policy and a scheme of work that are appropriate to the varying needs of the pupils. The school employs four part-time teachers to provide different expertise to meet the needs of the pupils. One of these teachers is

competent in the Dalcroze Eurhythmics method. This aims to teach music by engaging the whole body in the learning process. For example, in a Year 4 lesson, pupils were taught the awareness of quality, texture and emotion in music with considerable success. Resources are excellent and there is a separate music room. Every effort is being made to give the pupils an insight into music by organising school visits to concerts in the area. An example of this was a visit organised to the Bridgewater Hall in Manchester. The school organises two concerts every year for parents, friends and pupils of the local primary school.

PHYSICAL EDUCATION

123. Provision is good. Teaching and learning and pupils' achievements are satisfactory in Years 1 and 2 and good in Years 3 to 6. The curriculum is well matched to the pupils' needs. Resources, including large equipment and accommodation are good. The subject co-ordinator is effective but does not have sufficient opportunities to monitor teaching or a budget to manage.
124. A good broad and balanced programme of physical education is provided through regular weekly sessions including games, movement (gymnastics and dance), athletics, and swimming. Pupils in Years 4 and 5 with ASD follow an accredited trampolining course. Outdoor education is not yet developed, though the co-ordinator has been on a residential weekend to specifically investigate further developments in this area. All activities are effectively differentiated and adapted to meet the wide range of pupils' physical abilities and are cross-curricular in approach, linking well with other subject areas including geography, history, art and design, drama and PSHE. The teachers and physiotherapists, work well together to develop a good multidisciplinary approach. Regular discussions and advice given by physiotherapists are transferred into classroom practice. There are two halls in school, which are regularly used, and the recent opening of the school's hydrotherapy pool will further enhance individual pupil's physical development. The school has also shown commitment to physical education by appointing a dance co-ordinator, who works effectively with the class teachers in the lessons.
125. Pupils thoroughly enjoy physical education and are encouraged to support each other's successes. The pupils wear appropriate clothing when necessary and are expected to dress themselves independently, which most do well. In a lesson concentrating on ball skills with more able Year 5 pupils, the teacher varied tasks to ensure that those pupils with mobility problems were able to participate fully. Five of the ten pupils were able to throw, catch, bounce and travel with a bouncing ball. All pupils made gains in their skills throughout the lesson.
126. In a Year 1 dance lesson, pupils moved imaginatively through mud, water and tall grass as part of the theme, 'The Bear Hunt'. Individual pupils were picked out to demonstrate, for example, 'stumbling and tripping'. The theme of the Chinese New Year was used with a class of Year 6 pupils to develop their skills in moving to music. The pupils obviously enjoyed the lesson and remembered the Chinese greeting 'Kung hei fat choy' from previous lessons. The music for this lesson was varied and used in an imaginative way to successfully maintain the interest and concentration of the pupils. The expressions on the pupils' faces and the movements of their hands and feet, while sitting watching the dragon dance, showed that they were all enjoying the lesson. All pupils participated in a whole-school sports day during the summer term last year. During the spring term this year, there are plans for Year 6 pupils to perform at the Salford Dance Festival at the Lowry Centre. Swimming is timetabled for pupils from Year 2 to Year 6 at a local leisure centre. Certificates are awarded to pupils in the weekly whole-school assembly to celebrate their successes.

127. The subject is well managed and led. The co-ordinator is experienced and enthusiastic and is aware of the areas that need to be developed. The subject action plan highlights areas of development, including a subject audit, assessment, monitoring and training. An informal audit has already been carried out and some equipment has been purchased. The co-ordinator does not have a budget to manage. The co-ordinator has mapped the physical education curriculum throughout the year groups to ensure continuity and progression and is using the EQUALS Programmes of Study for the least able pupils. The co-ordinator is also developing links with local primary schools and the local secondary special school.

RELIGIOUS EDUCATION

128. Achievement in religious education is good overall. It is good in Years 1 and 2 and very good in Years 3 to 6. Teaching and learning are good, although one lesson, at the end of the day with a group of pupils with PMLD, was unsatisfactory. Where learning and achievement are best lessons have a strong experiential element with a good range of supportive artefacts being used to add reality to the learning. In a Year 5 lesson, pupils listened to a Muslim 'Call to Prayer'. They then looked at a holy book and noted that there were beautiful patterns surrounding the text but no pictures of people or animals. They learned that the message was more important than the messenger. The pupils understood the need to wash their hands five times before touching this holy book.

129. Teaching and learning are good overall. In Years 3 to 6, where a module on Islam was being taught, it was very good in the observed lessons. In Year 3, pupils continue their study of Christianity and role-play Jesus' recruitment of his disciples, persuading the fishermen to follow him. A visiting priest enjoyed the performance and the children asked some thoughtful questions. Class record books showed photographic evidence of their role-play of such occasions as a marriage and christening. In the best lessons, the teacher's planning is detailed and ensures that all pupils have access to the learning. Teachers generally display very good knowledge and understanding of both the subject and the pupils' SEN. However, in one unsatisfactory lesson different tasks were not planned to meet the different needs of the pupils and the teacher did not involve or challenge the pupils successfully. Consequently, insufficient new learning took place.

130. There is a very good policy statement for religious education. The subject meets statutory requirements fully through schemes of work based on the Salford Agreed Syllabus. It is broadly Christian in content and covers the other five major faiths. Resources for the teaching of the subject are very good with artefacts for Islam, Judaism and Christianity being a strength. There is a developing range of artefacts for Buddhism, Hinduism and Sikhism. There is a very good range of religious books and stories of Jesus are often read as part of a lesson.

131. The subject makes a very positive contribution to pupils' spiritual development through visits to places of worship, opportunities for silent reflection and experiences of religious music and art. Moral development is implicit in finding out about the Christian way of life and the role of religious codes and disciplines. Social development is embedded in religious festivals and the promotion of family life. Cultural development is very well addressed through the six major world faiths, their origins and lifestyles and the use of paintings, calligraphy, music and artefacts in the teaching. The subject displays in many of the classrooms and in the corridors are of an exceptional quality and give a clear indication of the promotion of literacy skills which are utilised in the teaching of the subject.

132. The subject co-ordinator has ensured that a very good start has been made to the provision for religious education. The well-presented documentation is a very good foundation for the promotion of the subject. Monitoring is very good at senior management level but, as yet, the

co-ordinator is not involved in assessing the quality of delivery across the school, although there is a clear statement of intent in the policy document.