

INSPECTION REPORT

SPRING BROOK SCHOOL

Chadderton

LEA area: Oldham

Unique reference number: 133368

Headteacher: Mrs Janet Jones

Reporting inspector: Graham Pirt
14563

Dates of inspection: 10th – 13th March 2003

Inspection number: 249459

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: LEA Maintained

School category: Special

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: Hunt Lane
Chadderton
Oldham
Lancashire

Postcode: O19 0LS

Telephone number: 0161 9115007

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Appropriate authority: Governing Body

Name of chair of governors: Mr S Jacobs

Date of previous inspection: N/A

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14563	Graham Pirt	Registered inspector	Science Art and design Music Religious education	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
31718	Denise Shields	Lay inspector		How well does the school work in partnership with parents?
18461	Vanessa Wilkinson	Team inspector	Mathematics Geography History Physical education	How good are the curricular and other opportunities offered to pupils?
32374	Paul Edmondson	Team inspector	English Information and communication technology Design technology Equal opportunities	Pupils' attitudes, values and personal development. How well does the school care for its pupils?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Spring Brook is a day school for boys and girls aged from 4 to 11 who have emotional and behavioural difficulties. The school, which has only been open for 4 terms, is small for its type. It can take up to 24 pupils but currently there are 23 on roll of whom only 2 are girls. Of these pupils 10 are also registered in mainstream schools. They attend Spring Brook School on a full-time basis but for varying lengths of time. There are no pupils of reception age or in Years 1 or 2. A significant number of pupils are admitted to the school in Year 5. Many of the pupils have been excluded from mainstream schools. Pupils' attainment on entry is below that expected for pupils of similar age because they have not attended their previous schools consistently. Thirteen pupils have a statement of special educational need for emotional and behavioural difficulties and a small number have additional special needs such as dyslexia. None of the pupils come from an ethnic minority background and there are no pupils for whom English is a second language. Pupils come from the borough of Oldham. Sixty percent of pupils are eligible for free school meals, which is a high proportion. The school provides outreach support for pupils with behaviour difficulties in mainstream school and for teachers. It has appointed additional staff to provide this service. The outreach support was not inspected by the team

HOW GOOD THE SCHOOL IS

Spring Brook is a very good school. The excellent leadership of the headteacher has established a school community with very high expectations of pupils' attitudes, behaviour and personal development. This enables pupils to participate effectively in lessons and make very good progress and achieve very well. The school provides very good value for money.

What the school does well

- Those with responsibilities carry them out very well; governors participate effectively in the development of the school and there is an excellent shared commitment to improving the work that the school does.
- Very good teaching and management of behaviour enables pupils to make very good progress.
- Very good opportunities for pupils' learning and their spiritual, moral, social and cultural development.
- Very good procedures for improving pupils' behaviour and personal development, and ensuring their welfare.
- Very effective links with parents leading to their very positive view of the school.

What could be improved

- No significant issues were identified by the inspection

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has not been inspected previously.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

Progress in:	by age 11	Key	
speaking and listening	A	very good	A
reading	A	good	B
writing	B	satisfactory	C
mathematics	A	unsatisfactory	D
personal, social and health education	A	poor	E
other personal targets set at annual reviews or in IEPs*	A		

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

Pupils make very good progress in speaking and listening, mathematics, science, music, and physical education. In writing and all the other subjects pupils make good progress. By Year 6 many of the pupils achieve standards close to national expectations in Standard Assessment Tests. Pupils with additional special needs make the same progress as other pupils because the small number in each class allows them to have high levels of support and work is well matched to their needs. There is no significant variation in the progress made by girls or boys or different groups of pupils. Pupils make very good progress in relation to their individual targets and the objectives set for them in lessons. Appropriate whole school targets for raising standards in subjects are set by the school and are being met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school, their attitudes in lessons are very good and they take an interest in organised activities such as those offered at lunchtimes.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in and around the school and, on visits. Since the school opened, no pupils have been excluded.
Personal development and relationships	Very good. Pupils are polite and helpful around the school. Relationships between pupils and adults are very good.
Attendance	Very good and a significant improvement from their previous schools

Exclusions are exceptionally low for a school of this type. Pupils relate well to each other during lunch and playtimes as well as in the classroom and often engage in conversation with staff. There are very good opportunities for pupils to take responsibility and be independent, because of the opportunities they are given to manage their own behaviour. The small number of pupils who find it difficult to maintain good behaviour all day respond well to staff support.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-11
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Lessons seen overall	Very good
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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.

Teaching and learning are very good. There are examples of excellent teaching in English, mathematics, science and music. Very good teaching was seen in history, design technology, physical education, art and information and communication technology. In literacy and numeracy teachers use the guidance of the National Strategies very effectively to plan work that is well matched to the way in which pupils learn and to their abilities. Great emphasis is placed on developing pupils' skills in communication. In all lessons teachers make sure that pupils understand what is expected of them and they have very high expectations of pupils' participation. Pupils become involved in their work and they concentrate and achieve well. The use of computers in all subjects is well planned by teachers. These opportunities contribute significantly to the progress pupils make. Teachers have a good system to help them check what pupils have learned and this helps them plan what they need to learn next.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good. All subjects are taught and statutory requirements are met. The school has implemented the National Literacy and Numeracy Strategies very effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is a very good programme for pupils' personal, social and health education. Their spiritual, moral, social and cultural development is supported very well in all subjects of the curriculum and in the daily life of the school.
How well the school cares for its pupils	Very good. The school provides a high level of care for pupils. There are very effective systems to promote good behaviour and pupils' personal development. A good assessment system is directly linked to the curriculum helping teachers check what pupils have learnt.

The school has very good links with the parents, particularly in the way in which the school helps parents whose children have difficulty in attending school. The school provides very good information about pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Leadership and management of the school are very effective. The headteacher provides excellent leadership that has resulted in a staff who are committed to helping the pupils make progress and to improving what the school offers.
How well the appropriate authority fulfils its responsibilities	Very good. The governing body is very supportive of the headteacher and carries out its statutory duties well. The strategic committee is a very effective way in which governors help to shape the direction of the school and contribute well to its development.
The school's evaluation of its performance	Very good. The school consults staff, pupils and parents in order to set appropriate targets for improvement. It monitors and judges the effectiveness of the systems it uses by gathering significant information about improvement in pupils' behaviour and achievement.

The strategic use of resources	Very good. Grants provided by the government for specific projects have been used appropriately. The educational resources are exceptionally well organised and used very effectively to support learning.
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The senior staff and governors provide very good support to the headteacher and there is a clear educational direction for the school. The development of teaching and learning and the performance of the school are undertaken well by the headteacher and senior staff. Systems for promoting the professional development of teaching staff are very good. The accommodation is good and suitable for the nature of the pupils attending. The quality and range of educational resources are very good. The school ensures that it gets best value from its purchases, consulting with a range of people and striving continually to do better for the pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>They feel comfortable about approaching the school with questions or problems.</p> <p>That the school expects pupils to work hard and achieve their best.</p> <p>That the school is helping their children to become more responsible and mature.</p>	<p>The amount of homework provided for pupils.</p>

Parents are very pleased with the improvement in their children's behaviour. The inspection team agrees with the positive comments made by parents. They also agree that there should be more opportunities for formalised homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' achievements are very good in speaking and listening, reading, mathematics, science, music and physical education. They are good in all other areas of the curriculum. The high quality of teaching and the very good attitudes pupils have to their learning has a positive impact on the standards that pupils of all abilities reach in the school. Pupils' achievements are also promoted by the very good curriculum. The school sets relevant and challenging targets for pupils in their individual work and these are achieved because they are reflected in teachers' lesson plans. The school sets whole school targets for the pupils to make improvement. These are good targets and are regularly achieved.
2. Pupils' achievements in personal and social education are very good and reflect the importance the school places upon this aspect of the curriculum and throughout the day. Organised activities at lunchtime and break make a significant contribution to the development of pupils' social skills. Pupils make very good progress in managing their own behaviour because adults are very consistent in their expectations and there is a very effective framework in which pupils learn what is acceptable and what is not. As their behaviour improves pupils develop positive attitudes to learning and are able to take part in activities better, which enables them to achieve and become more effective learners.
3. Progress in English is very good because teaching is consistently very good and because teachers plan pupils' learning to take good account of literacy targets and their individual needs. These plans ensure that there is a very good emphasis on developing pupils' speaking and listening skills, reading and their writing in all lessons. For example, following a discussion about tornadoes and hurricanes pupils convert personal notes into fuller versions for others to read. The school has already identified that standards in writing need developing further to ensure that pupils are achieving standards similar to the other areas of literacy.
4. The National Numeracy Strategy has been incorporated into teachers' plans very well and this, with the very high expectations that teachers have for learning and behaviour, contributes significantly to the progress pupils make in mathematics. Pupils of all abilities make very good progress because work is well matched to their abilities. Pupils in Years 3 and 4 make particularly good progress in understanding number because they have very good opportunities to practice counting in mathematics lessons and in other subjects. Pupils who are admitted in Years 5 and 6 make significant progress because teachers manage their behaviour very effectively and they are able to participate in lessons effectively.
5. In science, pupils knowledge and understanding increases steadily during their time in the school and by the time they are in Year 6 they are confident to make predictions and test the outcomes of experiments. For example, when one group of pupils in Year

6 was testing the effects of yeast in different conditions and pupils were predicting the output of carbon dioxide and the effect they would be able to observe.

6. Teachers' very good subject knowledge, their planning and the strategies they use to encourage pupils' learning in PE and music ensure that pupils make very good progress. In design and technology, information and communication technology, art, geography, history and religious education pupils make good progress.
7. Because there are only a small number of pupils with additional special needs in each class teachers and teaching assistants are able to give them high levels of support and teachers ensure that the work they plan for them is well matched to their needs. There is no significant variation in the progress made by girls or boys or different groups of pupils. Pupils make very good progress in relation to their individual targets and the objectives set for them in lessons.
8. There are no identifiable trends in pupils' achievement over time because the school has not been open long enough. The information the school collects about individual achievement over a year shows that each year group is making very good progress in learning, behaviour and personal development.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to school are very good. In discussion with pupils it is clear they enjoy coming to school, because they say that they feel cared for and secure. Pupils are polite and helpful around the school and they greet visitors courteously. They celebrate the success of others spontaneously, for example applauding in assembly when they are given certificates for achievement and personal development.
10. Pupils' attitudes in lessons are very good. They showed maturity, for example, in a design and technology lesson when without complaining one group accepted that it would not be involved in a practical activity that day. In a mathematics lesson, which was very challenging for pupils, their attitudes were very good and they continued to concentrate and persevere with the task until they were successful. Pupils take very good interest in the organised sports and class based activities that are offered at lunchtimes by school staff. They play together co-operatively in the playground and expect other pupils to observe the school rules. Pupils show very good respect for property and for the school environment.
11. Pupils behave well in school and on visits such as when they go swimming. Since the school opened no pupils have been excluded, which is excellent for a school of this type. In lessons the majority of pupils demonstrate very good behaviour. For instance, in a mathematics lesson involving rapid responses to the doubling of numbers pupils waited patiently for their turn to respond, despite being enthusiastic to give their answers. Very good behaviour was also evident in a music lesson where pupils had to pass around a drum to beat out a rhythm showing great patience when waiting to receive the drum. No physical bullying was observed during the inspection, and teachers and assistants dealt with the few incidents of name-calling promptly and firmly. Because pupils are expected to reflect on their behaviour and its impact on others they demonstrate a good understanding of how they should behave.
12. Pupils' personal development is very good. Pupils have very good relationships with the adults who work with them and they value the encouragement they receive from staff. Their relationships with each other are good. They have a very good understanding of what is expected of them in terms of their relationships with others. Pupils respond very well to the school's system for improving their behaviour and they

have a very good understanding of 'lost learning time'. Pupils make the most of the good opportunities they are given to use their initiative and take responsibility.

13. Pupils grow in confidence and achieve success because relationships between pupils and adults are very good and help to create a climate of reassurance. Pupils try hard to do their best because teachers and teaching assistants regularly praise and encourage them. Pupils know that if they talk to teachers using 'appropriate language', then they will be listened to.
14. School records clearly show that pupils were often poor or non-attenders before they joined the school but this improves rapidly once they are admitted because pupils' enjoy school, and all it has to offer. Unauthorised absence is low. Pupils are rarely absent and when they are it is invariably because they are unwell. Attendance is very good compared to similar schools. Pupils arrive at school on time, unless there are transport difficulties, and lessons start promptly. Records of attendance are well maintained but there are instances when pupils are marked present for the whole of the school day at the beginning of the day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching and learning is very good. During the inspection teaching and learning for pupils of all ages was good or better in almost all lessons and in a significant number it was very good or excellent. Teachers have very good subject knowledge and their planning is of very high quality. They use very effective methods of teaching and demonstrate high expectations that pupils will succeed in their learning. They manage behaviour very well. During the inspection there was no unsatisfactory teaching.
16. There is consistent practice across the school. For example, all teachers take care to ensure that the very clear individual targets set for pupils are linked to the overall aim of the lesson. The school recognises that pupils learn in different ways and teachers plan a range of interesting and stimulating activities that they want to take part in. Because they are interested and successful pupils' behaviour improves and they spend more time learning. This contributes very effectively to the very good progress that is made, particularly by pupils admitted to the school in Year 5. Both boys and girls make very good progress as do those pupils with additional special needs.
17. Teaching and learning are very good in English mathematics and science. Teachers very good subject knowledge combined with the very good relationships between staff and pupils contribute significantly to the good progress pupils make. Teachers plan lessons well to match the needs of pupils and teaching assistants are very effective in supporting pupils' learning because they know what teachers expect them to achieve. Teachers use a very good range of teaching methods and activities in lessons because they recognise that pupils learn in different ways. Tasks are very well prepared to match pupil's needs and they are provided with a wide range of activities that enable them to learn in different ways.
18. In one very good English lesson pupils concentrated very well when they were learning different letter families because the teacher helped them to remain focused by using music by Massenet, which was calming and relaxing. Teachers plan effectively for the different ways in which pupils learn and this helps pupils to be successful and meets their individual needs. Teachers evaluate their lessons very well to help plan learning and to assess what pupils know.

19. A mathematics lesson for Year 6 pupils reflected the teacher's very high expectations by challenging them to solve a division problem. Pupils made very good progress because they were encouraged to explain how they would approach the task. The very good activities include using computers, question and answer sessions, pencil and paper tasks and investigations.
20. In an excellent science lesson for pupils in Year 6 they looked at how micro-organisms feed and grow. The teacher provided a range of activities and used the teaching assistant very well to record the pupils' responses. These were then used effectively to extend pupils' learning when they were asked to use the Internet to research the effect of yeast in bread making.
21. Teachers' expectations of what pupils can achieve are very high. This judgement is supported by the views of parents, which were expressed at the pre-inspection meeting. Some difficult concepts are taught to pupils using imaginative approaches that often involve very good use of resources. Teachers have very good relationships with pupils and this encourages them to listen and try hard. Adults regularly praise pupils, explain to them what they have done that has made them successful and, also, what is not acceptable. Pupils respond well to this approach and work hard. For pupils of all ages teaching contributes very effectively to their social development and behaviour.
22. Teachers promote pupils' literacy and numeracy skills very well in all subjects. Pupils are given good opportunities to use the computer to reinforce the skills learnt when they use computers for research, for drafting and re-drafting written work and for practising new skills in mathematics. Teachers provide opportunities for pupils to develop effective learning skills such as listening and concentration. Pupils are taught how to ask for help and are told what they have done that has helped them to achieve.
23. Teachers' expectations of good behaviour are very high. Behaviour is managed very well because teachers follow the very clear and simple behaviour programme that has been implemented. Adults are quick to recognise when pupils are becoming distressed and agreed behaviour strategies are then implemented consistently. As a result, disruption for other pupils is kept to a minimum and they are able to learn and make progress in a calm environment. Teachers and teaching assistants provide clear and consistent explanations as to why particular behaviour is inappropriate so pupils understand what is expected of them. A significant emphasis is placed on enabling pupils to make choices and take responsibility. At the end of each lesson, and break, pupils review their behaviour, attitudes and achievement and staff very effectively support them to reflect on what they have done well and the strategies they used to help them learn.
24. The quality of teaching and learning throughout the school owes much to the very good support provided by teaching assistants. Teachers have considerable confidence in them and pupils benefit from the effective team approach adopted in classes. The methods and organisation used by teachers mean that teaching assistants are often responsible for working with small groups or individuals in many subjects.
25. Teachers use assessment well to judge the impact of their teaching on the progress pupils make. Questioning is used very effectively to test knowledge and obtain opinion and choices. Pupils respond well to this approach and it has a significant impact on their speaking and listening skills. For example, one group of pupils responded very positively to the opportunity to assess their own progress in music and were very keen to indicate how they felt they had improved in copying rhythms.

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

26. The curriculum is very good. The curriculum is very effectively enriched because the QCA modules of work have been adapted and implemented very well and because the school recognises that pupils learn in different ways. The school has already incorporated aspects of citizenship into the personal, social and health education programme and pupils have suitable opportunities to think about themselves as part of the wider community when they raise money for national charities such as UNICEF.
27. The curriculum for physical education has been very effectively adapted to reflect pupils' needs and they are given very good opportunities to take part in a wide range of outdoor education activities such as rock climbing, cycling and canoeing. These provide very good opportunities for pupils to develop their self esteem and social skills and make a very significant contribution to pupils' personal development and to improving their behaviour.
28. Enough time has been allocated to each subject to ensure that teachers can plan for pupils to make good progress. The school has appropriately identified English, mathematics and physical education as the most important areas for learning and this is reflected in the good amount of time they have been allocated.
29. The curriculum co-ordinator provides teachers with the documentation they need to plan topics for each half term or term. Working closely with the assessment co-ordinator, using assessment information and information from monitoring pupils' work, the curriculum co-ordinator selects suitable learning objectives. Teachers then develop these objectives further to ensure that learning is very effectively matched to pupils' needs. The school groups pupils by ability and by social and behaviour needs, which also helps teachers to plan effectively for their learning.
30. The National Literacy and Numeracy Strategies have been implemented very well. Teachers provide very good opportunities for pupils to use their literacy and numeracy skills and their computers skills in all subjects, helping them to recall information and use skills in different situations. For example, pupils in Year 6 make Venn diagrams in history to illustrate which sports were played in both the ancient and modern Olympic Games and they check their work by using a history web site.
31. Learning opportunities outside lessons are good and include structured activities at lunchtime, although activities after school are limited by transport arrangements. There is a very successful residential trip to Wales which contributes very effectively to pupils' personal and social development. The school uses the community well to enhance pupils' learning. For example, pupils visit places such as The National Space Centre in Leicester for science and Wigan Pier for history. There are also visitors to the school such as the local police to talk about road safety. The visit by a senior citizen enabled pupils to ask questions about how the local area had changed since her childhood. During the annual arts and culture week the school invites visitors from different ethnic groups to talk to pupils about their faith and traditions. These opportunities effectively enrich pupils' learning. The school has very effective links with mainstream primary schools. Teachers provide advice and training for colleagues in behaviour management. There are also a number of visiting pupils who spend short periods of time in the school

for assessment and the school provides support for them and their teachers when they return to mainstream school. Mainstream teachers speak very highly of the support they receive.

32. The personal, social and health education programme and the opportunities provided to support pupils' personal and social development throughout the day are very good. Health education is addressed very effectively through the science and physical education curriculum as pupils learn about topics such as healthy eating and the effect that exercise has on the body.
33. Daily assemblies are exceptional and make a very significant contribution to pupils' personal development and to improving their behaviour. They also provide excellent opportunities for pupils to share in stories, songs and in quiet reflection through prayer. Pupils participate well answering questions, joining the songs and listening to stories very carefully chosen to interest them. Stories and songs are selected for the messages they contain, with a very strong emphasis on encouraging pupils to have faith in themselves. Pupils' attention is drawn to the words of songs such as 'Something Inside So strong' by Labi Siffre and 'Beautiful' by Christina Aguilera. The sentiments are explained very effectively in terms of pupils own experiences, helping them to recognise that each person is different and special. Success is celebrated through certificates for behaviour, attitudes and achievement and mistakes are seen in a positive way as an opportunity to improve. Teachers ensure that pupils have time to reflect on the experiences they have during the school day and they very effectively help them to understand their feelings and emotions. Religious education and opportunities for pupils to visit places of worship make a good contribution to pupils' spiritual development by enabling them to learn about world faiths and the festivals associated with them as well as the main Christian religious festivals.
34. Teachers help pupils to understand right and wrong. They promote acceptable moral behaviour very well by stressing the need for pupils to take turns, to care and have respect for others. Pupils' social development is promoted very well. During the week of the inspection, many examples were seen of pupils showing care and concern for others. Very good relationships between staff and pupils ensure that pupils understand that their ideas are valued. Staff very effectively encourage pupils to be polite and helpful through planned opportunities for them to work and play together and they are successful in ensuring that pupils respect the differences between themselves so that they get on well with each other. Teachers and teaching assistants provide very good role models for pupils and this contributes very effectively to the development of pupils' social skills.
35. Pupils' awareness of the richness and variety of their own and other cultures is promoted very effectively through very good experiences and the use of high quality resources. There is a very strong emphasis on music throughout the day and pupils have good learning experiences in art lessons. Teachers provide pupils with opportunities to listen to music by modern composers and song writers as well as listening to opera and music from other countries. Music is used very effectively during the day to help pupils learn, for example, The 'Flight of The Bumble Bee' to help pupils think quickly during a mental mathematics activity and the song 'Dem Bones, Dem Bones' during a science lesson. Music is also used to create a calm atmosphere. In art pupils study the work of well known artists from other cultures. The annual art and culture week also makes a very significant contribution to pupils' cultural development because they have opportunities to learn about different countries and their cultural traditions. For example, pupils learn about Indian dress, the festival of Divali and the Dandia Raas dance.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school provides a very high level of care for all pupils. Adults and pupils develop very good relationships with each other. Staff value and encourage pupils to try their very best with their work and to overcome their behaviour difficulties. The success of the school's care arrangements can be seen by the improvement that pupils make in their behaviour, self-confidence and achievement. Parents' confidence in the support and guidance that their children receive is very well founded.
37. Arrangements for child protection, and to support those pupils who are in public care, are very good. Arrangements are very clear and known to all staff. This ensures that pupils receive a consistently high level of care appropriate to their needs. There is very good liaison and communication with carers and agencies involved in the support of pupils in public care. Supervision arrangements are very good, both at the start and the end of the school day. The high level of supervision at lunch and break times enable pupils to play together safely.
38. Attendance is monitored very effectively and any absences are followed up quickly. The school does not have any specific arrangements to promote regular attendance because it does not need them. Pupils want to attend because they enjoy their success. They also enjoy the activities outside lessons such as the outward-bound courses and visits to places of interest. The effectiveness of this can be seen in the improved attendance levels of all the pupils, including those who are on short term placements at the school. Nevertheless, if there are any concerns regarding either attendance or punctuality the school is quick to involve the educational welfare officer.
39. Risk assessments are carried out on all pupils; these are very clear and regularly reviewed. Individual detailed care management plans are drawn up to reflect the outcomes. These are effectively shared with all staff. Teachers pay appropriate attention to health and safety during lessons and around the school. For instance, they ensure that there are no trailing leads from the portable computer trolley. Arrangements to ensure risk assessments for the school site and out of school visit are not yet fully in place. Records of any physical management of pupils are maintained and monitored well, but these would benefit from an increase in detail in some areas.
40. The school monitors and promotes the personal development of pupils very well. Teachers have high expectations of pupils to behave well and to socialise and they discourage inappropriate behaviour consistently and fairly. Pupils learn what is acceptable and respond very well because they understand what is expected of them. The school has very effective procedures to promote good behaviour which include seven behaviour targets that all pupils are expected to adhere to. When these targets are not met pupils lose 'learning time'. Pupils' behaviour is very good because they are aware of and understand this system very well. They are involved in discussions about their behaviour when it is recorded in their diaries at the end of each lesson. For example, in an English lesson there was good discussion about an incident that led to a pupil being withdrawn from the classroom. The pupil and teacher agreed that 6 minutes of the lesson time was lost because of unsatisfactory behaviour. 'Social Interaction Time' at the end of each day is used as a reward for not losing any 'lost learning time' that day. This includes organised activities such as sports, computer time, and beauty therapy. If a pupil has 'lost learning time', it is taken from this part of the day. However, by giving pupils responsibility for their actions they can ask to work at lunchtimes or break times rather than losing their activity time.
41. The school monitors lost learning time very well and is able to measure the effectiveness of the system. They are able to see that the amount of learning time lost, because of inappropriate behaviour, has fallen from 1340 minutes per month to

52 minutes per month since the school opened. This is a very impressive improvement.

42. The school has adopted a consistent approach to dealing with any extreme behaviour of individual pupils. There are four instructors trained in appropriate techniques on the school staff, and the intention is to train all staff including governors. When an incident occurs, pupils are given the opportunity to leave the classroom and work separately until they are ready to re-join the lesson. All incidents are discussed with the pupils involved, recorded and the information is used well to establish behaviour management plans.
43. The school has implemented a good assessment system that is directly linked to the curriculum and teachers have information that helps them check if pupils have learned what they set out to teach them. These are given to teachers when they prepare the half term or terms learning and they are effectively developed to more closely reflect the needs of individual pupils. This system ensures that the work teachers prepare for pupils is well matched to their individual needs and this enables pupils of all abilities to make very good progress.
44. The assessment system is based on the learning objectives teachers set for the topic. Pupils' achievement is recorded against each objective but there are a few inconsistencies in the way the paperwork is completed by individual teachers and the system does not currently provide enough recorded information about what pupils cannot do, what they need to revisit or what they have missed because they were absent. Although this is not having an impact on the effectiveness of teachers' planning or the progress pupils make it does mean that reports are very similar. However this has already been identified as an area for development by the school.
45. Teachers effectively check pupils' level of understanding in literacy and numeracy when they are admitted to the school and pupils of all ages are tested each year using the Standard Assessment Test (SATs) materials. This information is used very well to help the school judge pupils' attainment in relation to mainstream pupils and to set appropriate individual targets.
46. The statutory procedures for pupils who have statements of special educational need are met very well and the annual review of pupils' statements is carried out very effectively. The annual review report provides parents with good information about their child's level of achievement, and the range of learning experiences they have had. The type of provision needed by pupils, as outlined in their statement, is fully met by the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents have very positive views about the school. They believe their children are expected to work hard and try their best; they find the school approachable and say that it provides an interesting range of activities for pupils outside lessons. Parents are also very pleased with the improvement they see in their children's behaviour. The inspectors agree with parents positive views of the school.
48. Parents are fully involved in helping their children to settle into their new school. This helps them to adapt to the school's routines and helps to address any concerns that parents might have. The home school partnership agreement is very good. It sets out the school's expectations clearly giving a very strong emphasis on a working partnership that will benefit the pupils. Virtually every parent has signed it. Although the school has only been established for eighteen months it has already built very effective links with parents. Their views are regularly sought, both formally and informally. The school is receptive to suggestions and seeks to meet the needs of parents. For example, as a result of discussions a parents support group is being set

up together with an after school family club. This latter initiative is as a result of joint parent and pupil suggestions.

49. The school will readily help parents who find it difficult to come in to the school. For instance transport and crèche facilities are provided so that annual review meetings or celebration assemblies can be attended. Prior to the annual review meeting all parents receive a home visit from the home-school liaison officer. This means that parents can discuss and raise any issues in the informal setting of their home. Virtually every parent attends the annual review meeting. Parents of pupils who are on the roll of a mainstream school and Spring Brook school have regular meetings to discuss the progress their children are making, both whilst they are attending the school and when their children are re-integrating back into mainstream schools. This enables them to keep up to date with the progress their children are making. In addition, where it is felt appropriate, home visits are also offered to these parents. Parents fully support the work of the school. For example, by arrangement, they are happy for their children to stay after school has finished to make up "lost learning time" and then to collect them themselves.
50. Good information is provided for parents. Teachers and the headteacher keep in close contact with parents via the telephone. Similarly parents will often ring the school if they have concerns or issues they need to talk about. Good use is made of the taxi escort to communicate with school and home. Each day parents receive written information about their children's behaviour and learning through a simple diary system. Day to day information, for instance, about a school visit is sent in good time. Parents are regularly invited to school to celebrate their children's achievements. Attendance at these meetings is very good and provides parents with an opportunity to see their children at work and to talk to teachers. This means that parents can keep up to date with what their children are learning and the progress they are making. It also means that any concerns or issues can be discussed and quickly resolved.
51. Annual written reports of children's progress provide parents with clear detail of what their children are able to do and the progress they have made over the year. The school prospectus and governors annual report to parents are amalgamated into a well presented school brochure that contains a great deal of practical advice and guidance. However, this document does not contain all the recommended information that it should.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. Leadership and management of the school are very good and the headteacher provides excellent leadership that is responsible for establishing a strong staff team who are all committed to helping pupils make progress.
53. The headteacher is well supported by her senior teachers as the school is currently without a deputy headteacher. This vacancy has now been filled and is due to be taken up next term. This will help alleviate the excessive workload that the headteacher has been undertaking in managing both the school and the outreach provision. The headteacher's leadership has enabled the school to develop effectively to become very effective in a short space of time. Systems for monitoring the work of the school and improving teaching and learning are good, due largely to the work being undertaken by the headteacher and senior teachers. These systems provide good information about what the school does well and what needs to be improved.
54. The governing body has appropriately introduced the statutory national scheme to improve the performance of teachers. As the school is relatively new the scheme has

not been in operation long enough to judge its effectiveness. There are appropriate plans to introduce a scheme to support and improve the performance of non-teaching staff.

55. The governing body is very supportive of the headteacher and carries out its statutory duties well. They are provided with very good information about the school's performance by the headteacher's annual reports and from their visits. The strategic committee of the governors helps to shape the direction of the school and, consequently, the contribution of governors to the development of the school is very good.
56. The school's development planning process is very good and is effective in bringing about school improvement. The school gains significant information about its strengths and weaknesses, using strategies to consult staff, pupils and parents, upon which to base appropriate targets for improvement. Many of the minor areas for development identified by the inspection are recognised in the current school development plan. The school has a clear idea of how improvements will take place and what it wants to achieve from the developments it has already started.
57. The day to day management of the delegated budget is carried out efficiently. However, because of the lack of a breakdown of its budget, it is difficult for the school to easily separate the costs of the school from those of the outreach service operated by the school. Information and communication technology is used very well for purchasing and paying for goods, keeping financial records and communicating financial and pupil data to the local authority and government departments. Grants provided by the government for specific projects have been used appropriately.
58. Accurate financial information is prepared by the school's bursar to help the governing body and senior managers make their decisions. The administrative support in the school is efficient in handling the ordering and payments of goods as well as the numerous other administrative tasks. The school makes good efforts to ensure that purchases represent good value and applies the principles of best value effectively, challenging itself to do better and consulting about how it might do this. It compares the performance of pupils over time and the effect the school is having on the improvement they make. The school is very well funded by the local education authority with joint finances for both the school and the outreach provision for mainstream schools.
59. There are sufficient teachers for the work being done at present. Extra teachers are due to take up appointments next term to provide for the increasing role the school has in supporting mainstream schools. Induction procedures for new, supply or temporary staff are very good. There is a draft staff handbook and a formal system to ensure that all incoming staff are briefed about important aspects of the school and any support systems that are available. All staff have job descriptions and are able to attend courses they are interested in. There is a clear link between the priorities in the school's development plan and staff development plans.
60. Accommodation is good and the school benefits from having large size classrooms, which are suitable for the work being done in all subjects. Good use has been made of colourful displays in teaching areas to provide a stimulating learning environment. The school is well decorated with examples of pupils' work and photographs of their achievements, as well as information and displays prepared by staff. The school grounds provide pupils with good sized outside playgrounds, quiet garden areas and a large grassed area. However, the surface of the playground surface is unsatisfactory in some parts. There is a good quality adventure play area. The school is kept very tidy and clean by the caretaking staff. The site manager undertakes maintenance and modifications and is a valuable resource for the school. The quality and range of educational resources are very good and very well organised. They are shared with

the outreach provision and very well used by staff in the school to support the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

No key issues were identified. However, the school may consider addressing the following minor issues:

Improving procedures for health and safety including
more detailed recording of physical management of pupils, (Paragraph 39)
improving the playground surface, (Paragraph 60)
those issues drawn to the attention of the school during the inspection

Improve assessment so that
records indicate what pupils cannot do as well as identifying what they have achieved, (Paragraph 44)
pupils' reports reflect areas for improvement and are more relevant to each individual. (Paragraph 44)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	10	14	2	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	23
Number of full-time pupils eligible for free school meals	14

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	4.1

Unauthorised absence	%
School data	0.9

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	23
Any other minority ethnic group	

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y R – Y 6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	3.8
Average class size	6

Education support staff: Y R – Y 6

Total number of education support staff	16
Total aggregate hours worked per week	493.5

FTE means full-time equivalent.

Financial information

Financial year	2001 / 02
	£
Total income*	-170922.00
Total expenditure*	407509.88
Expenditure per pupil	10286.43
Balance brought forward from previous year	-26589
Balance carried forward to next year	89387

*Calculations of income and expenditure are provided by the local education authority, due to the budget from the previous school being adjusted for the creation of Spring Brook School.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	23
Number of questionnaires returned	12

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	17	8	0	0
My child is making good progress in school.	67	33	0	0	0
Behaviour in the school is good.	67	33	0	0	0
My child gets the right amount of work to do at home.	17	33	33	8	8
The teaching is good.	75	17	0	0	8
I am kept well informed about how my child is getting on.	75	25	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	92	8	0	0	0
The school works closely with parents.	75	25	0	0	0
The school is well led and managed.	75	25	0	0	0
The school is helping my child become mature and responsible.	75	25	0	0	0
The school provides an interesting range of activities outside lessons.	92	8	0	0	0

Summary of parents' and carers' responses.

Parents have very positive views about the school.

They believe their children are expected to work hard and try their best.

They find the school approachable and say that it provides an interesting range of activities for pupils outside lessons.

Parents are very pleased with the improvement they see in their children's behaviour.

The inspectors agree with parents positive views of the school.

Parents would like the arrangements for homework improved.

The inspection team agrees that the school could provide more opportunities for pupils to do homework.

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

ENGLISH

61. The learning opportunities planned for English are very good and pupils make very good progress in speaking and listening and reading and good progress in writing. Boys and girls are equally successful. Pupils are grouped by ability and according to their social and behavioural needs. This helps teachers to effectively plan their learning. Lower attaining pupils are given very good opportunities to improve their literacy skills by teachers matching the planning of how they will teach the subject to the pupils' needs.
62. Last year a significant number of pupils achieved at levels similar to those of pupils in mainstream school. The majority of pupils admitted in Year 5 make very good progress during the short time they are in the school. Activities are very well planned in order to develop their vocabulary and understanding, so that pupils in Year 6 focus their answers well and are confident to speak for a range of purposes. Pupils usually listen attentively. By the end of Year 6 pupils' achievements are broadly in line with expectations for their age. Teachers plan very well to develop pupils' communication skills, for example, by using a visiting philosopher to discuss the 'Philosopher's Stone' with pupils. The discussion encouraged pupils to listen, question and take turns and pupils showed maturity in their questioning and courtesy to both adults and pupils alike when taking part. Teachers provided a very good opportunity for pupils to discuss what they had done, for example, pupils in Year 5 had written a poem and were able to consider and speak about their performance as well as listening to others' views.
63. Pupils have access to a wide range of quality books, both fiction and non-fiction, which are well displayed and encourage reading. Teachers are good role models for reading aloud and they have high expectations of pupils encouraging them to read out aloud as part of the majority of lessons. As a result, pupils are confident and read with increasing fluency. Teachers use assessment well to show that pupils have made very good progress over the last year. The most able pupils are reading independently at levels appropriate to their age, using good intonation, understanding the text and reading fluently. For example, a pupil, in Year 6, reading the story 'Getting rid of Aunt Mildred' could talk clearly about the content, describe what had happened and make predictions about the story.
64. Teachers make sure that there is an appropriate emphasis on helping pupils to learn accurate letter formation and lower attaining pupils in Year 6 use sentence strips to practise their handwriting. Teachers provided satisfactory opportunities for pupils to undertake extended pieces of writing, for example when they write imaginative pieces based on the poems 'The Stick Insect' and 'The Spider in the Bath'. The school recognises that these opportunities need to be increased. By the end of Year 6, the most able writers are aware of how to structure sentences and they use a range of punctuation, such as capital letters, full-stops and speech marks accurately. Their independent writing shows good imagination and they use an interesting range of descriptive language. However pupils do not have enough opportunities to write at length because most of the writing activities planned are highly structured, often using worksheets.

65. The very good subject knowledge and the very warm relationships teachers have with pupils contribute significantly to the good progress they make. Teachers plan lessons very well and effectively involve teaching assistants so that they are aware of what pupils should be learning. This enables them to offer good support so that pupils of all abilities are helped to succeed. Teaching assistants are calm, confident and use their initiative, playing a significant part in enabling pupils' to make progress. Pupils' work hard and behave very well because the tasks are interesting and challenging. For example, in one excellent lesson on the topic 'Hurricanes and Tornadoes' very good use was made of internet sites which pupils found interesting and encouraged them to participate.
66. Teachers make good use of time at the end of lessons to ask open-ended questions which, helps pupils to rehearse what they have learned and enables teachers to assess what pupils know. Teachers know their pupils very well and make lessons enjoyable, which helps to motivate and engage pupils. Teachers recognise that pupils learn in different ways and use a range of strategies to help pupils participate positively in activities. For example, playing carefully chosen background music, Saint Saen's The Swan, to create a calm working environment. Pupils respond positively to these methods and they clearly help them to settle to their work.
67. Pupils' literacy skills are often reinforced in other lessons and during informal times during the day. For example, during food technology, pupils write lists of the foods they need and have used. Teachers plan very good opportunities for pupils to use computers and the school has a very good range of programmes to support learning. Pupils develop independence in their learning because they use computers regularly and they frequently work on individual tasks without asking for help.
68. Teachers have good systems to check pupils' progress and their achievement is accurately recognised. They use this information effectively to plan what pupils need to learn next. Pupils' workbooks are marked regularly, with good supportive and encouraging comments. This helps pupils recognise their own achievement and contributes significantly to their self esteem. Teachers effectively check pupils' level of understanding in literacy as soon as they are admitted to the school. Each year pupils, of all ages, are tested using the Standard Assessment Test (SAT) materials and teachers use this information very effectively to compare pupils achievement with that of mainstream pupils and to set appropriate individual targets.
69. Leadership and management of the subject are very good. Plans of work are of very good quality and the National Literacy Strategy has been implemented very well. The curriculum co-ordinator ensures that learning is planned appropriately for pupils' level of ability. For example, some pupils are working on material one year below that for their age. There is a very good range of resources including videos and Internet Website addresses. Each classroom has a library area with a very good range of fiction and non-fiction books which, along with a good range of reading schemes helps to improve pupils' reading skills.

MATHEMATICS

70. Pupils of all ages and ability achieve very well and make very good progress because teaching is very good. The National Numeracy Strategy and the recommended lesson structure have been implemented very well. Teachers have a very good understanding of pupils' special needs and high expectations of what they will achieve. Boys and girls are equally successful. Teaching assistants working with small groups and individuals make a very good contribution to promoting pupils achievements.

71. Pupils in Years 3 and 4 make good progress in understanding numbers. They use a number fan confidently to find numbers between 1 and 20 and recognise that the teacher is counting up or down. Lessons are planned well and pupils have good opportunities to make progress. The teacher checks pupils understanding effectively and plans harder work, which challenges them but also enables them to be successful. For example their understanding of measure is effectively developed from measuring with their hands and feet to using standard units such as metres. The teacher understands how pupils learn best and pupils participate very well and are interested in the practical tasks although they find it difficult to wait for resources and help. The teacher ensures that lessons provide very good opportunities for sharing, taking turns and working co-operatively.
72. Last year a significant number of pupils achieved at levels similar to those of pupils in mainstream school. The majority of pupils admitted in Year 5 make very good progress during the short time they are in the school. Pupils in Years 5 and 6 learn very well because teacher's have high expectation of their learning and behaviour. Good classroom organisation and very effective use of support staff contributes significantly to the progress pupils make. Teachers prepare tasks that match pupil's needs very well and they provide them with a wide range of activities that enable them to learn in different ways. For example, activities include using computers, question and answer sessions, pencil and paper tasks and investigations. Teachers have excellent relationships with pupils and this encourages them to listen and try hard. Because adults constantly praise pupils and explain to them what they have done that has made them successful pupils recognise and are pleased with their achievements.
73. Lower attaining pupils are given very good opportunities to explain their understanding of 'double'. This enables the teacher to correct any misconceptions and activities are very well planned so that pupils can practice what they know. Because the activities are fun pupils are encouraged to participate. They clearly enjoy working out if the sum cards, for example, $5 + 5$ are doubles and if they should put them into the true or false column. Teachers plan very good opportunities for pupils to use computers and the school has a very good range of programmes to support learning. For example, lower attaining pupils are given very good opportunities to practise using the fraction 'a half'. Time on the computer helps pupils begin to develop independence in their learning and they frequently work on individual tasks without asking for help.
74. Teachers prepare pupils well for different experiences and during the inspection older pupils were given very good opportunities to prepare for Standard Assessment Test conditions. Teachers ensure that in these situations pupils remember how to use the learning strategies they have been taught, for example, using their fingers to work out how many times 4 goes into 16 and how to measure and record information accurately, remembering to include centimetres and millimetres. Teachers ensure that pupils are challenged by the work they are given but they also make sure that pupils are given enough support to be successful. This enables higher attaining pupils to persevere when they learn how to divide numbers that require a 'carry over'. Pupils want to please and they concentrate well and try hard. Lessons are planned very well to enable staff to work with individuals to question, prompt and extend their understanding. Pupils enjoy the opportunities provided at the end of lessons to show what they have achieved.
75. Pupils' numeracy skills are often reinforced in other lessons, for example, when pupils measure quantities in food technology and use their understanding of graphs to present information about the Olympic Games in history.

76. The school has implemented a good assessment system that is directly linked to the curriculum. This means that teachers have good information to help them check if pupils have learned what they were taught. Assessment information is used very effectively to inform planning. Teachers constantly monitor pupils' learning, they mark their work consistently and they use questions very well to check if pupils have understood. Teachers have very good knowledge of individual pupils and they use this very effectively to help prepare work that enables pupils to be successful. Teachers effectively check pupils' level of understanding in numeracy when they are admitted to the school. Each year pupils, of all ages, are tested using the Standard Assessment Test materials and teachers use this information very well to compare pupils' achievement with that of mainstream pupils and to set appropriate individual targets.
77. The subject is led and managed very well by the curriculum co-ordinator and there is a good action plan for future development which clearly identifies priorities that will lead to improvement. The school has set clear targets for continuing to raise standards and drawn up suitable plans for achieving them.

SCIENCE

78. Pupils make very good progress. Pupils' knowledge and understanding increase steadily during their time in the school. In their work about life processes, for example, pupils in Years 5 and 6 are able to describe how plants grow and which plants then provide food for human nutrition. They are able to identify the characteristics of materials when sorting and classifying different objects. By the end of Year 6 pupils are clear about different forces in action including magnetic and gravitational attraction. Very good progress is made by a significant number of pupils in developing scientific vocabulary, for instance when talking about soluble and insoluble properties, evaporation and separation of solids. Pupils are able to make predictions and test hypotheses.
79. There is a clear plan of what is to be taught based on the curriculum guidance provided by the Qualification and Curriculum Authority. The very effective way that teachers present learning, through interesting activities, leads to a high level of motivation from pupils.
80. Teaching and learning in science are very good. Pupils like to get involved in experiments. For example, in Year 6 pupils participate very well in a lesson about micro-organisms and how they feed and grow. They contribute many ideas during the introductory discussion, which are developed further during a practical experiment. The interesting activities, together with a lively pace and the use of challenging questions, helps pupils to grasp ideas about the production of carbon dioxide as they observe the chemical reaction of yeast in different conditions. Pupils understand because they have found out for themselves. In effective lessons such as this pupils make very good progress. A lesson for pupils in Years 3 and 4 made good use of x-rays when introducing aspects of the skeleton. The pupils are very interested in the task, in which they have to become doctors and sort the x-rays and label them.
81. Pupils, of all ages, respond well in lessons, particularly when teachers engage them in interesting activities. For example, pupils in Year 6 are keen to make predictions about how disclosing tablets will affect their teeth as they study bacteria as part of their study on micro-organisms. They discuss with each other the reactions they are likely to see. The activity interests pupils and they pay good attention. The teacher is able to reinforce past learning about viruses, bacteria and fungi. Teachers provide work that is very well matched to pupils' needs. This is often done by providing

activities that match how pupils learn. At times they do not always provide higher attaining pupils with enough opportunities to use writing skills as well as they might, but this has already been identified by the school as an area for development. This is reflected in their written work, where pupils often record the results of their observations using worksheets. Pupils use computers well to support their work, for example when they use the internet to find out about the growth process in yeast.

82. The assessment of pupils' progress is good. There are clear links between the learning identified in teachers' plans and the results of assessments that teachers undertake of pupils' abilities.. Teachers use the information they have to plan what pupils need to learn next. This means that the work planned challenges both more able and lower achieving pupils.
83. The leadership and management of the subject are very good. The curriculum, its delivery and the progress of pupils are monitored very well. The subject is supported well by senior member of staff who effectively monitors what is happening in lessons. Science is carried out in the classrooms and, although this can be a little restrictive, rooms are spacious and provide no safety problems for the work being done.. Resources for the subject are very good.

ART AND DESIGN

84. Pupils make good progress. Examples of pupils' work are used well in displays in the school. Teachers' subject knowledge is good and this helps them plan a good range of learning opportunities for pupils. Lessons are planned very well and identify activities based on the National Curriculum as well as appropriate resources. The work is very relevant to pupils' interest and uses technology well.
85. Pupils are given very good opportunities to explore and develop ideas, for instance when they collect visual and other information about the objects for a still life picture. When they learn about the art and craft movement in British art history pupils design and make a model chair. Pupils have very good opportunities to increase their knowledge about artists such as Salvador Dali and Roy Lichtenstein as well as understanding cultural diversity in art with the work of the Nigerian artist Emmanuel Taiwo Jegede. Sketch books and digital imagery are used well.
86. Pupils develop basic art skills and make good progress. They learn about colour, tone and line, although these aspects are not as well developed as might be. Pupils clearly understand the reasons behind certain paintings when they learn about and consider the elements in a portrait by David Hockney. Pupils are able to links this work with Renaissance portraiture and demonstrate their understanding further through their own work. Learning is undertaken in the spacious classrooms resources are very good and teachers provide a good range for the activities pupils are asked to undertake.
87. Leadership and management of the subject are very good. The subject is managed by the curriculum co-ordinator who effectively checks teachers' plans to ensure that they reflect pupils' needs and provide a suitable range of opportunities for learning.

DESIGN AND TECHNOLOGY

88. Pupils achieve well and make good progress in design and technology and food technology.

89. Teaching is good in design and technology. Teachers provide pupils in Year 3 with good opportunities to learn, for instance, when they consider alternative ways of using air pressure to produce and control movement. They provide pupils with a good range of resources such as bicycle pumps, balloons and straws, which interest them and encourage them to participate. In Year 6, pupils are given the opportunity to use electrical motors and controls and to design fairground rides, which they make into working models and teachers ensure that higher attaining pupils are able to work independently, which contributes to their self-esteem. Teachers are very aware of pupils' abilities and a group of lower attaining Year 6 pupils were given more support so that they were able to achieve success. For example, in a food technology lesson, to design biscuit decorations and bake biscuits, the teacher and assistant scribed for one group of pupils, who had weighed out the ingredients for baking. This enabled pupils to concentrate on the activity and to make good progress. A second group, carrying out the same activities was expected to write for themselves. These pupils were expected to work more independently.
90. Pupils' attitudes to their work are very good. They watch demonstrations attentively and are well mannered and well behaved when taking part in lessons. Pupils behave responsibly when using the cooker. Relationships between pupils and staff are very good. Teachers use classroom assistants very well to support individual or groups of pupils and they help to adapt work so that all pupils are able to participate and experience success in the lesson.
91. Leadership and management of the subject are good. Subject plans are good and based on the QCA subject materials. Teachers prepare half-termly topics, which cover all aspects of the design and technology curriculum. Resources for design and technology are good and there is a school resource room, where a comprehensive range of materials is held centrally.

GEOGRAPHY

92. Pupils achieve well and make good progress. Pupils in Years 5 and 6 explain the main features of a river system. They effectively recall and use information from a recent field trip to the river Thame to help them explain. They use geographical vocabulary such as "meander" and "tributary" accurately and provide good explanations of what they mean. Pupils ask sensible questions to help clarify their thinking, for example, 'is a reservoir man-made?'. Concepts such as erosion, transportation and deposition are introduced well and teachers, provide very good opportunities for pupils to extend their learning further by visiting a number of web sites.
93. Teachers check what pupils know and understand at the end of each unit of work. They use this information very effectively to select learning objectives for the next topic at a level that is well matched to pupils' abilities. The school has implemented the Qualification and Curriculum Authority's modules of work and teachers use these very effectively to plan a wide range of interesting activities. Teachers have good expectations of what pupils will achieve.
94. Resources for geography are good and teachers use them well to support learning. The subject is well led and managed by the curriculum co-ordinator who effectively checks teachers' plans to ensure they reflect pupils needs and provide opportunities for pupils to learn in a variety of ways.

HISTORY

95. Pupils make good progress in history because teaching is good overall with some very good teaching. Teachers use the Qualification and Curriculum Authority's materials effectively to plan a wide range of interesting activities for pupils that include visits to places such as Wigan Pier and places of historical interest in the local area.
96. Pupils are keen to talk to a visitor, an old age pensioner, about how Oldham has changed since her childhood. They are polite listen well for most of the lesson and ask interesting questions. Older pupils compare the ancient and modern Olympic Games. Teachers provide very good opportunities for pupils to use computers. They visit suitable web sites to check their answers when they make a diagram to show which sports, played in the ancient games, are still played today. There is very good use of a quiz to help pupils recall past learning and this also provides a good opportunity for the teacher to check what pupils know. Pupils are able to remember a good number of key facts about the ancient games. For example, that women were unable to compete but were allowed to own the horses used in races.
97. Teachers check what pupils have learned at the end of each unit of work and they use this information very effectively to select learning objectives for the next topic. This ensures that the work planned for pupils is well matched to their abilities. Teachers know pupils very well and have good expectations of what they will achieve.
98. Resources for history are good and teachers use visits to enrich the experiences pupils have. The subject is well led and managed by the curriculum co-ordinator who effectively checks teachers' plans to ensure that they reflect pupils' needs and provide opportunities for pupils to learn in a variety of ways. This regular checking of teachers plans helps to improve the planning and preparation of work for pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

99. Pupils make good progress in information and communication technology. Specific lessons follow the Qualification and Curriculum Authority's guidance, which, ensures that all aspects of the curriculum are taught. Information and communication technology is used very well across the curriculum with pupils recording their work using digital cameras, accessing a range of internet sites and word processing their work. Planning for the subject is based on half-termly projects and good assessments enable the teacher to check the progress made by each pupil.
100. The resources for information and communication technology are very good. Classrooms have two or more computers and a digital camera and all computers are networked. Pupils have very good access to the Internet. A technician ensures that computers are always available to support pupils' learning.
101. Lessons are well planned, and always start with the pupils being given clear objectives. This helps them to make progress and settle to their work because they know what they have to do and what they are learning about. Pupils make good progress in a Year 3 class and were able to programme a 'Roamer' with seven instructions so that it moved in a square. Other pupils in the class were using the 'turtle' programme to carry out similar work on the computer. By Year 6 pupils are confident in their use of computers. Pupils in Year 6 follow the Qualification and Curriculum Authority's Year 5 materials about spreadsheets for revision purposes. They used the Internet confidently to access the 'at school' website for information to support their work. Pupils showed high levels of concentration. Good classroom displays on spreadsheets effectively support and complement the work being covered by pupils and provide good prompts and reminders for them. In the design and

technology topic 'Talking Textiles', pupils were able to take photographs of each other and transfer them onto fabrics, and in an English lesson pupils operated a Power Point presentation about sharks. One Year 6 pupil was able to use Power Point independently to show her work which was based on what she could do and what she would like to be able to do better.

102. Leadership and management of the subject are good. The curriculum co-ordinator has developed a good plan of what pupils will learn throughout their time in the school and there is a good subject management plan and policy document.

MUSIC

103. Pupils make very good progress in music. There is a very good curriculum, which ensures that teachers plan for pupils to develop performing skills and that they have suitable opportunities to create and appreciate music. Teachers plan a good range of activities that enable pupils to use the skills they have learned. Pupils can compose and play simple accompaniments, identify and discriminate between a number of musical instruments, identify gradations in pitch, tempo and rhythm and perform in front of others. The curriculum contributes very well to the cultural and spiritual aspects of the pupils' learning. Music is taught across the school by a music specialist and this makes a significant contribution to the very good progress that pupils make.
104. Teachers ensure pupils develop their skills very well and there are high expectations of what pupils can do. For example In an excellent lesson, pupils in Year 6 develop their understanding of rhythm when they identify pupils and teachers names by linking syllables to a drumbeat. They repeat very complex patterns of claps, clicks, pats and vocal sounds. Pupils respond very well, participating very effectively and making very good progress. The teacher uses music lesson effectively to make 'connections' for pupils to their learning in mathematics when they explore solo, duet, trio and quartet. The organisation of lessons is excellent, for example, pupils have notebooks prepared for them with the rounds that they sing. These include 'London's Burning' and 'Kookaburra Laugh'. The teacher's very good knowledge helps pupils develop their own understanding very well. Pupils behave very well in the lesson and enjoy themselves, co-operating well with the teacher and each other.
105. The teacher checks what pupils have learned during each lesson and uses this information very effectively to select learning objectives for the next stage of learning. Work planned for pupils is well matched to their abilities because the teacher knows pupils very well and has very good expectations of what they will achieve.
106. The subject is very well led and managed by the curriculum co-ordinator. Resources are very good and of a high quality. There is very good emphasis on music in other subjects and in assemblies.

PHYSICAL EDUCATION

107. Pupils of all ages and abilities achieve very well and make very good progress.. The school has adapted the physical education curriculum very effectively to meet pupils' special needs. These activities make a significant contribution to the development of pupils self esteem and they way they are able to work together. At lunchtimes there are opportunities for pupils to learn football skills and suitable opportunities are provided for pupils to develop dance techniques. For example, during the art and culture week last year pupils learned dances from India. There are appropriate

opportunities for athletics in the summer and pupils swim all year round. This makes a significant contribution to the very good progress they make in this area.

108. Pupils of all ages participate very well because they listen carefully to instructions and know what they are have to do. This was very evident in a swimming lesson for all pupils in the school when they all make very good efforts to improve their skills. For example, a number of pupils try hard to improve their stroke techniques and others work on developing more confidence. The teacher demonstrates, for higher attaining pupils, a simple dive from the side of the pool and pupils are confident to try. Pupils have very good opportunities for their achievement to be recognised through Amateur Swimming Association certificates and life saving awards. Because teachers have excellent relationships with pupils they co-operate and are successful. Teaching and learning are very well managed and pupils develop good social skills working in small groups or on their own with an adult. Pupils respond well to praise and encouragement and make very good progress. The majority of pupils achieve standards that are similar to those achieved by pupils of similar age in mainstream schools and there are a small number of talented pupils in the school who box for local clubs. Their achievement is recognised and celebrated by the school.
109. Leadership and management of the subject are very good and the school makes very good use of specialist facilities and qualified instructors.

RELIGIOUS EDUCATION

110. Two lessons were observed but examples of pupils work and teachers' records show that pupils' achievements are good and they make good progress because teachers have good subject knowledge.
111. Pupils' work in religious education effectively supports them to develop a growing awareness of how different people live and work together. During Years 3 to 6, pupils are encouraged to develop a sense of sharing and caring for others, when teachers ask them to describe their 'special friend' using descriptions of why they are special. Teachers provide very good opportunities for pupils to learn how their actions affect others and the way activities are planned helps them to develop an understanding of sharing. These are an important feature of the daily life of the school, which are carried into assemblies and the procedures implemented to help pupils manage their behaviour. The subject contributes significantly to the spiritual and moral aspects of the pupils' lives and their social and cultural development is supported by the work done on different religions. Teachers make sure that speaking and listening is a strong feature of pupils' learning. For example, pupils in a Year 3 lesson joined in enthusiastically discussing what might constitute a shrine, when studying Hindi worship.
112. There are very good plans to guide teachers when they prepare work and these appropriately include aspects of Christianity and other religions, focusing on stories, special people, symbols and festivals. Festivals of the major world religions are celebrated appropriately, for example, Divali. Lessons are very well planned and provide a range of interesting activities, for instance, Year 6 pupils who were studying Judaism were presented with a series of cartoons representing the ten-commandments. This activity was used effectively to reinforce the need for school rules. Pupils participate well because the teacher provides interesting learning opportunities, for example, pupils make their own stone tablets using clay.

113. The system used by teachers to check what pupils have learned shows the progress that pupils are making. This is used effectively to inform curriculum plans and helps teachers to plan work for individual pupils or groups that reflects their abilities well.
114. Leadership and management of the subject are very good and are undertaken by the curriculum co-ordinator. Resources are very good with a large collection of artefacts, books and videos available to support pupils learning.