



# Golden Hill Pupil Referral Unit

## Inspection Report

**Unique Reference Number** 119106  
**Local Authority** Lancashire  
**Inspection number** 291320  
**Inspection date** 23 November 2006  
**Reporting inspector** David Smith

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

<b>Type of school</b>	Pupil referral unit	<b>School address</b>	Earnshaw Drive
<b>School category</b>	Pupil referral unit		Leyland, Lancashire
<b>Age range of pupils</b>	5–11		PR25 1QS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01772 904780
<b>Number on roll (school)</b>	24	<b>Fax number</b>	01772 904781
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Dorothy Greenhalgh
		<b>Headteacher</b>	Mrs Sue Parr
<b>Date of previous school inspection</b>	1 November 2001		

<b>Age group</b>	<b>Inspection date</b>	<b>Inspection number</b>
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Golden Hill Short Stay School educates pupils who have either been, or are at risk of, being excluded from their mainstream schools. The school is located on two sites, one in Preston and the other in Leyland. Of the 24 pupils currently on roll, four pupils are girls. All pupils are White British and two pupils are in public care. Ten pupils have statements of special educational needs because of their social, emotional and behavioural difficulties and a further nine are in the process of being assessed. The early intervention team are currently supporting 24 pupils in mainstream schools.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Golden Hill is a good school with outstanding features. Good leadership and management and, in particular, the inspirational leadership of the headteacher has successfully met the challenge of amalgamating the well-established Leyland site with the Preston site. The school use their resources imaginatively and effectively. For example, the early intervention team is supporting pupils in primary schools and, as a result, they encounter few problems when they transfer to secondary education. Parents have full confidence in the leadership of the school and are often pleasantly surprised at the progress their children make in their learning and personal development.

Self-evaluation systems are effective and inspectors agree with the majority of the school's judgements. However, the quality of teaching and learning are good not outstanding and, as a result, pupils' achievement is good rather than outstanding, as judged by the school. The extended senior leadership team and management committee have a good capacity to lead continual improvement. However, the management committee is not sufficiently involved in the monitoring and evaluation of provision. The outstanding use of assessment very accurately pinpoints pupils' strengths and areas for development. Using this information, combined with the staff's ability to settle pupils very quickly into school, pupils gain confidence and achieve well.

Pupils report that they thoroughly enjoy their time at school and display great pride in their surroundings. Pupils start to believe in their true abilities and, for example, their reading scores rise dramatically. They make good progress in their literacy, numeracy and information and communication technology (ICT) and this prepares them well for the next stage of their education. However, many pupils are reluctant to extend their writing and, as a result, their progress in this aspect of their curriculum is adequate rather than good. Teaching is good and builds on pupils' new found confidence. As a result, pupils develop exceptional attitudes to their learning and behave extremely well. There are times at the Preston site when teaching is less focused and behaviour management less confident, which slows the pace of learning although the overall quality is good.

Care, guidance and support are outstanding and, as a result, pupils' personal development and well-being are outstanding. They develop an excellent regard for the well-being and safety of others. The very supportive ethos ensures that pupils confide in staff if they have any concerns. During their time in school, pupils display an outstanding understanding of how to live a healthy lifestyle. They eat and drink very healthily with water and fruit readily available and they enjoy an extensive programme of physical activities. The good curriculum is limited by the lack of after school activities to further extend pupils' learning. Pupils make very good progress in the management of their own emotions and, as a result, show consideration for others. They make a good contribution to the community and are very proud to be pupils at the school.

## **What the school should do to improve further**

- Involve the management committee in the self-evaluation and review process.
- Ensure more consistent organisation of teaching and skilled behaviour management in lessons on both sites.
- Improve the progress pupils make in the quantity and quality of their writing.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. Comparison with national standards is not appropriate because of pupils' learning difficulties and disabilities. The exceptional use of a wide range of assessment systems ensures that all pupils have challenging learning targets. Pupils are fully involved in setting their whole school, class and individual based learning targets. Consequently, they have a shared ambition for their future progress. The staff team are innovative and minimise potential barriers to learning. Consequently, pupils with learning difficulties and those in public care make equally as good progress as their peers. The learning needs of the small number of girls in the school are also fully met and they achieve well. Pupils settle quickly into the school and become far more confident and, as a result, make rapid progress in some aspects of their learning. This is particularly the case in the development of their reading ability and most pupils quickly show exceptional progress in their reading tests. Pupils also make marked progress in their confidence to speak and willingness to listen in class and whole school meetings. Many pupils are more reluctant to extend their writing skills and, as a result, their progress is adequate rather than good. Pupils enjoy the opportunity to be involved in practical and investigative tasks and, consequently, they achieve well in mathematics, science and ICT.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are exceptional. Their spiritual, moral, social and cultural development is excellent. Pupils thoroughly enjoy school and attend well. They have first-rate attitudes to learning and, consequently, their behaviour is excellent. Relationships are exceptionally good and this provides pupils with the confidence to achieve well. Pupils are fully aware of the consequences of their actions and enjoy the rewards for good behaviour and accept that poor behaviour is not rewarded. However, a minority of parents are concerned that their children do not always transfer their positive attitudes to home. The school is aware of this problem and is providing increased support for parents. As pupils become established in the school, they are able to work very productively in pairs and larger groups. They then take a full and active part in whole school events. The recently formed school council has gained many positive responses from local businesses in support of their fund-raising. Pupils' spiritual development is good and pupils make particularly good progress in developing their respect for the feelings of others. Pupils have a good understanding of their own culture and life in a culturally diverse society. Pupils respond

exceptionally well to the opportunities provided to promote healthy lifestyles. They take full advantage of the availability of healthy food and are extremely active.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. The use of assessment is exceptionally well managed and this ensures that staff quickly understand pupils' learning needs. Pupil assessment continues to be rigorous throughout their time in the school. This ensures that learning targets are challenging and that their work is neither too hard nor too easy. Typically, teaching is enthusiastic with high expectations for pupils' learning and behaviour. Pupils respond very well to this approach, have excellent attitudes to their learning and achieve well. The staff team work exceptionally well together. They vary their teaching methods to ensure that they meet individual learning needs. An exciting range of resources is used effectively to promote a stimulating and very positive learning environment. Pupils' work is celebrated and, for example, the art displays throughout the school reflect pupils' pride in their work and their imaginative work using a wide range of materials. The very skilled behaviour management and a brisk pace of learning are not consistent features in all lessons across the two sites.

### **Curriculum and other activities**

#### **Grade: 2**

The quality of the curriculum is good and prepares pupils effectively for the next stage of their education. Activities are tailored to meet individual learning needs and the younger pupils say how much they enjoy their topic work. Also, the staff team are imaginative in adapting the curriculum to motivate pupils with learning difficulties and disabilities. This ensures that their emotional, as well as academic needs are met. The basic skills of literacy, numeracy and ICT are effectively taught in other subjects. In particular, pupils make good progress in the accurate use of key words. Older pupils use terms such as 'axis' and 'quadrant' confidently when plotting coordinates. Also, a younger pupil confidently stated that, 'I have explained my manifesto to other pupils' when standing as a candidate for the school council. The curriculum is enriched by a good range of visits to the local community and by visitors to the school. For example, pupils' access to music has been enhanced by the contribution of visiting musicians. Also, good links with local mainstream schools help to boost pupils' opportunities to take part in a wide range of physical activities. The provision for design and technology is adequate and has been identified as an area for improvement on the Preston site. Homework is set regularly and support is in place to ensure that all of the work is completed. However, provision is not extended into after school activities or residential trips. Consequently, opportunities are lost to boost pupils' academic progress and to apply their social skills in a variety of situations.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. Staff are extremely committed and provide an exceptionally supportive environment. The exceptional use of assessment systems ensures pupils have very precise advice and guidance to target improvements in all aspects of their development. Arrangements for the safeguarding of pupils are in place and all potential risk is very carefully assessed. Pupils are very confident that they have staff to talk to if they have any concerns. They also discuss their concerns in group and whole school meetings in a very confident and mature manner. The school works well with parents and other agencies to ensure that pupils achieve well and make exceptional progress in their personal development.

## **Leadership and management**

### **Grade: 2**

The quality of leadership and management is good. The headteacher has exceptional enthusiasm and very high aspirations in her drive for continual improvement. She is well supported by an effective senior management team that works very well together. They make a valuable contribution to the school's good capacity to improve. In particular, there is the highest regard for the needs of every pupil in this exceptionally inclusive school. Self-evaluation is effective and is the basis for a precise and ambitious school development plan. Performance management systems are well-established and ensure that staff training is effectively focussed on improving pupils' achievement and personal development. The Leyland site is well-established and the Preston site has been amalgamated since the last inspection. Pupils' achievement on the Preston site has improved from a low level and, as a result, when considering the overall provision, improvement since the last inspection has been good. The contribution of the management committee is good and staff appreciate managers' contribution to specific projects, for example, their focus on improving attendance. However, they are not sufficiently involved in the overall monitoring and evaluation of the school. Staff are becoming increasingly involved in providing support to pupils in mainstream schools. This work is appreciated by the schools and is maintaining pupils in their mainstream setting rather than at Golden Hill. Consequently, the number of pupils on roll is currently less but taking into account the full range of their work, the school provides good value for money.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Golden Hill Pupil Referral Unit

Earnshaw Drive

Leyland

Lancashire

PR25 1QS

23 November 2006

Dear Pupils

I thoroughly enjoyed my visit to your school. You made me feel very welcome and I particularly enjoyed listening to your views in the school council and school meeting.

You are rightly proud of your work and it was very interesting to look through your books with you. Your attitudes and behaviour are a credit to you and you clearly enjoy your time at school. The staff are fully aware of what you are good at and the areas where you need to improve and, as a result, you make good progress in your learning. I am particularly impressed with the excellent progress you make in your reading. You are exceptionally well cared for and this helps to ensure that you all get on very well with each other. It is pleasing to see that you enjoy eating fruit and lead very active lives in school.

Even though your school is good with outstanding features, you can help Mrs Parr and the staff by trying even harder to improve your writing. Also, I have asked members of the management committee spend more time looking at the work of the school. You are taught well and make good progress but staff are going to ensure that you are kept very busy in all lessons so that your achievements are even better.

I hope you will continue working hard, enjoy your learning and help Mrs Parr and the staff to continue making improvements to the school.

Yours sincerely

David Smith

Lead inspector