

Golden Hill Pupil Referral Unit

Inspection report

Unique Reference Number	119106
Local Authority	Lancashire
Inspection number	339349
Inspection dates	2–3 February 2010
Reporting inspector	Saleem Hussain

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

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	27
Appropriate authority	The governing body
Chair	Mrs Sue Cornall
Headteacher	Mrs Sue Parr
Date of previous school inspection	3 November 2006
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Introduction

This inspection was carried out by two additional inspectors. The proportion of time looking at learning was around half the time spent in school. This included visits to eight lessons. Inspectors also held meetings with members of the management committee, staff and groups of pupils, including the school council. They observed the school's work and looked at documentation, including the school's self-evaluation, its plans for improvement, records related to safeguarding and the school's data on pupils' progress. The inspectors received 10 parental questionnaires and also read questionnaire responses from pupils and from staff.

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

- attendance
- behaviour
- the quality of teaching
- the learning and progress of different groups of pupils.

Information about the school

Golden Hill Short Stay School educates pupils who have either been, or are at risk of being, excluded from their mainstream schools. All pupils have behavioural, emotional and social difficulties, including around a third with additional needs. Some pupils have statements of special educational needs. The school is located on two sites, one in Preston and the other in Leyland. Currently, the school operates from the Leyland Centre. Around two thirds of the pupils receive free school meals. The school has an Early Years Foundation Stage comprising of a very small number of Reception-aged children who are taught with slightly older pupils. Of the 27 pupils currently on roll, a very small number are girls. All pupils are of White British heritage. The Early Intervention Team is currently supporting 24 pupils in mainstream schools. The school has gained several health promotion awards, including the National Healthy Schools award. It also has Activemark, Eco-schools Bronze, School Achievement, Investors in People, and Staff Well-Being awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**1****The school's capacity for sustained improvement****1**

Main findings

This is a magical school. The result of its excellent provision is outstanding progress, learning and personal development. The secret of the school's success lies in the exceptional trust and faith it places in every pupil to achieve their very best. There is a very strong commitment, shown by leaders and shared by staff at all levels, towards eliminating emotional, social and other barriers to learning. The school was judged as good with outstanding personal development and care provision at the last inspection. The teaching is now outstanding. For example the proportion of exceptional teaching has improved greatly and this has resulted in outstanding progress. The curriculum has also improved from good to outstanding with pupils now enjoying a sparkling array of opportunities to support every area of learning. This track record of improvement illustrates well the ambition and drive that senior leaders provide. Self-evaluation is penetrating and insightful. The school is fully aware of its strengths and areas for development and plans very carefully to remedy any areas of weakness. These factors illustrate the outstanding capacity that the school has to improve further. The school recognises that, while its work to promote community cohesion is good, an international dimension is needed to help pupils to appreciate more their sense of belonging to a global community.

The school's success is underpinned by particularly effective relationships with parents and the wider community. Links with mainstream schools are firmly established through the school's very highly regarded Early Intervention Team which enables others to access the wealth of knowledge and expertise the school has, particularly in tackling pupils' emotional and social learning difficulties.

The school is a very calm and orderly place. The outstanding spiritual, moral, social and cultural development is making an excellent contribution to learning. Attendance and behaviour are exemplary. Pupils enjoy their work very much. They feel safe and secure in school and are very confident about approaching any member of staff with any worries. Pupils say that they achieve so very well because adults believe in them and value them as individuals. Displays of pupils' work and the very high standard of decoration of the accommodation add to the excellent ethos for learning. This also supports the development of self-esteem very effectively. Pupils leave the school with very strong aspirations, determined and ready to continue their mainstream education. They are extremely well prepared for their future economic well-being.

In lessons, teachers capture everyone's attention from the outset and through excellent prompting, questioning and very good use of learning resources create the buzz that pupils thrive on. Teaching assistants are highly skilled and work with teachers very

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effectively to ensure that all pupils are fully engaged and learn as well as they can.

What does the school need to do to improve further?

- Develop overseas links to enhance its work on community cohesion.

Outcomes for individuals and groups of pupils

1

Pupils start school with levels of attainment which are low. At their mainstream schools their poor records of attendance and behaviour have severely restricted their learning. It is therefore remarkable that pupils get back on track very quickly and make outstanding progress from their starting points. Achievement in literacy, numeracy and science is excellent overall. Work seen in art, and design and technology is of a high quality. All pupils achieve equally well, regardless of their special educational needs and/or disabilities or gender. A good number of Year 6 pupils were entered for national tests in 2009 and most reached levels of attainment expected for pupils of a similar age. These successes are because staff use their knowledge of pupils' needs extremely well and adjust learning activities to meet those needs.

Inspectors saw how quickly pupils respond to the school's very high expectations about learning. Boys and girls become very eager to learn from the outset. They concentrate very hard, often working at a rapid pace. Pupils take great pride in their work. These factors make a significant contribution to their progress.

Pupils have an excellent knowledge of healthy lifestyles as a result of the very good support and teaching they receive in this area. Pupils make an excellent contribution to the community. Older pupils often help younger ones, for example by encouraging them to try their hardest in lessons and developing excellent attitudes towards learning. The school council makes a significant contribution to school improvement. Inspectors were impressed by their thoughtful and productive efforts to develop fund-raising schemes for good causes. Pupils have an excellent understanding of diversity and equality. They show great respect for everyone, saying, for example, that 'everyone is the same on the inside; all that matters is that they are nice'. These factors also show the impact of the school's outstanding work to promote equality of opportunity and tackle discrimination.

These are the grades for pupils' outcomes

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

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers and their assistants know how to motivate pupils and get the best out of them. Behaviour management is excellent. Pupils say that they are always praised and rewarded for outstanding behaviour but when this falls below par they are managed strictly and fairly. Basic skills in literacy and numeracy are taught extremely well. Adults provide excellent support for different groups of pupils, including the most able, and this helps them to achieve as well as they can. The pace of learning is excellent and so pupils get through plenty of work in lessons. Assessment procedures are thorough. The marking of workbooks is excellent. Through this, pupils are provided with plenty of feedback about how well they are doing and how to improve. Records about attainment and progress are accurate. The information collected is used very effectively by teachers to plan future lessons.

Pupils are motivated by the imaginative and exciting learning opportunities on offer. Excellent personal, social, health and citizenship education trickles through the whole curriculum and adults take every opportunity to improve pupils' skills in these areas. Pupils love the many chances to gain experiences and learn through practical work. For example, pupils do much of their science studies outdoors when the weather allows and the Eco-school activities help everyone to develop environmental and conservation skills. Lunchtime and after-school activities provide very good additions to the curriculum. Visits and visitors make a huge contribution to learning. Pupils visit several different places of worship, including churches, synagogues and mosques, and this helps them to appreciate the rich diversity of cultures in society.

Pupils are always treated as individuals and with the utmost respect. As a result of the

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outstanding care, guidance and support, all pupils, including the most vulnerable, feel secure and develop excellent levels of self-confidence. Rewards and treats are very effective in improving attendance and behaviour. The school's operation of a 'daily meeting' with all pupils in a circle time setting is a model of good practice. This is very effective in enabling pupils to develop socially and emotionally. The setting allows pupils to raise general concerns about school life and enables them to develop strategies to help them cope with personal difficulties. The school makes excellent use of many outside support agencies to ensure pupils' well-being. Very good care is taken to ensure that the school provides a safe environment.

These are the grades for the quality of provision

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

How effective are leadership and management?

Inclusion lies at the heart of the school's work and each pupil is at the centre of everyone's attention. The effectiveness of leadership and management can be seen in the quality of provision and outcomes achieved. The inspirational headteacher has developed robust management and improvement systems across all areas of the school's work. Teaching is monitored frequently. The sharp focus on progress has moved teaching from good to outstanding since the last inspection. Other areas of the school's work have improved just as impressively and the school has remedied the issues identified at the time of the last inspection. The management committee is very supportive of the school and fully involved in evaluating the school's work and setting priorities. All leaders are very effective in communicating high expectations. The determination to constantly improve the work of the school is shared by everyone. The school knows exactly what it needs to do to improve even further because self-evaluation is accurate.

Safeguarding procedures were found to be excellent. The procedures are very well understood by staff and implemented with great care. Managers have established excellent monitoring systems to check that all government requirements are met. Arrangements for training staff in safeguarding and child protection are very good.

The school implements an effective strategy to ensure community cohesion. Plans to create an international dimension to the school's work are being developed. The school participates regularly in cultural, multicultural and other events. Pupils and staff support many national and local charities. This ensures that pupils gain a good understanding of the difficulties faced by different sectors of society and what can be done to help them.

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Engagement with parents makes an excellent contribution to the pupils' outcomes. Communication is very effective. Excellent use is made of home-school books which are sent home daily. Parents especially like the individual text messages they receive on their mobile telephones on matters such as attendance. Links with other schools are very well developed and this supports re-integration into mainstream schools very effectively. Many local schools take advantage of the advice and support that the Early Intervention Team offers for pupils in danger of exclusion.

The management of resources is highly effective, including the use of interactive whiteboards and computers in all classrooms to support learning. The school runs very smoothly on a day-to-day basis. Office staff and the site manager make an excellent contribution to this. The school provides outstanding value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The Early Years Foundation Stage leader evaluates its success very well. The impact of very effective leadership and management can be seen in the outstanding outcomes. Children join the Reception group with skills well below those expected for their age in all areas of learning. Their progress is generally outstanding. It is best in communication, language and literacy and in personal, social and emotional development. Very effective arrangements exist to ensure children's health and safety which is always given a top priority. Children take part enthusiastically in everything. For example, in a literacy lesson about 'The Three Billy Goats Gruff', the children's use of masks and expression in their voices portraying threat and anger was extremely convincing.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A significant proportion of parents returned questionnaires. The inspection supports parents' positive views of the school. Representative views from parents include, 'Golden Hill has been the lifeline my child needed. Staff have given me my son back.' Parents were keen to express their appreciation of the quality of teaching, leadership and management and the fact that the school keeps their children safe. They feel listened to and valued as partners in promoting their children's learning and well-being.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Golden Hill Pupil Referral Unit to complete a questionnaire about their views of the school.

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

The inspection team received 10 completed questionnaires by the end of the on-site inspection. In total, there are 27 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	5	50	4	40	1	10	0	0
The school keeps my child safe	8	80	1	10	1	10	0	0
The school informs me about my child's progress	6	60	3	30	0	0	0	0
My child is making enough progress at this school	5	50	3	30	0	0	0	0
The teaching is good at this school	7	70	3	30	0	0	0	0
The school helps me to support my child's learning	5	50	3	30	1	10	0	0
The school helps my child to have a healthy lifestyle	6	60	3	30	1	10	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	4	40	4	40	1	10	0	0
The school meets my child's particular needs	7	70	2	20	0	0	0	0
The school deals effectively with unacceptable behaviour	6	60	2	20	1	10	0	0
The school takes account of my suggestions and concerns	7	70	1	10	1	10	0	0
The school is led and managed effectively	7	70	2	20	0	0	0	0
Overall, I am happy with my child's experience at this school	7	70	1	10	0	0	0	0

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

Glossary

What inspection judgements mean

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

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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

Common terminology used by inspectors

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

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



8 February 2010

Dear Pupils

Inspection of Golden Hill Pupil Referral Unit, Leyland, PR25 1QS

Thank you for making us so welcome when we visited your school. We enjoyed meeting you and you were all very helpful. This letter is to tell you some of the things we found out about your school. Your behaviour and attendance are outstanding. You work really hard to learn as well as you can. You told us how happy you are. This is because the teachers and other adults make sure you are safe and provide lots of exciting things for you to do. You know what you need to do in order to be healthy. We were amazed with the work of the school and Eco-councils and the way they help everyone. You have excellent teachers and this is why you all learn such a lot.

The leaders and staff all work hard to make sure you all keep learning very well. Your parents and carers think Golden Hill is a fabulous school and I agree with them. It is outstanding.

Everything about your school is outstanding. The way the school helps you to understand how everyone in the world community could live peacefully together is good. We have asked the school to make this outstanding as well by making links with people overseas.

Well done to you and your school.

Yours sincerely

Mr Saleem Hussain

Lead inspector

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