



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Greenfields School

Date of inspection: September 2022

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Greenfields School

Greenfields is an independent special school located in a suburb of Newport. The school is owned and managed by Caretech Ltd. Ownership has changed within the last year to include the Cambian group.

The school is registered to provide education for up to 20 pupils aged 9 to 16 years who have social, emotional and behavioural difficulties (SEBD). It caters for a mix of residential and day placements.

Since the last annual monitoring visit, the Welsh Government approved a material change to the school's registration to extend the age range of admission to include educating pupils from nine years of age and to register a new building.

All of the pupils currently attending the school are of secondary school age. Many pupils are looked-after by their local authority, and many have a statement of special educational needs (SEN) or an education health and care plan (EHCP). The headteacher has been in post since 2015 and reports to the organisation's head of education and director of service.

The school had its last full inspection in May 2017. The last annual monitoring visit was in January 2020.

Main findings

Strengths

Leaders at the school have taken great care in planning a smooth transition for all pupils to the new school site. As a result, nearly all pupils have settled quickly into their new surroundings.

School staff know their pupils very well and make highly effective use of this knowledge to engage them in learning. Staff build trusting relationships with pupils, they have high expectations of their behaviour and have developed a culture of mutual respect.

The school offers a flexible curriculum, which meets the needs of pupils well. Pupils are supported to complete an appropriate range of qualifications and accreditations throughout their time at the school.

The school offers a comprehensive range of learning experiences. Pupils enjoy a range of visits to local sites of interest, as well as from visitors to the school, such as a recent visit from a local councillor.

Pupils benefit from a range of meaningful activities which support their preparation for the experiences of adult life. This includes mock interviews, as well as important life skills such as money management or cooking lunch for their peers as part of 'Feed me Friday'.

Leaders at the school are enthusiastic and have developed an effective team of teachers and support staff.

Areas for development

The school has suitable processes to identify pupils' targets. However, these targets do not consistently identify short steps of learning that are easily measurable and meaningful. Further, targets are not consistently written in language accessible to all pupils.

Recommendations

The school should:

- R1 Strengthen pupil targets so that pupils have a better understanding of their individual areas for improvement and are more involved in assessing their own progress

Progress in addressing recommendations from previous visit or inspection report

R1. Clarify the roles and responsibilities of care support staff

Since the last inspection, leaders have made changes to the role of care staff in the classroom. Care staff are now allocated to support only those pupils with more challenging behavioural needs during lessons, when required.

In order to support staff's understanding the head teacher provides helpful training as well as a handbook explaining important information about their role within the school. For example, how to raise a safeguarding concern, how to use the school reward system and school rules.

As a result of these changes there are fewer support staff within the classroom and pupils are able to work with more independence.

R2. Ensure that the planning for skills impacts positively on the skills development of all pupils

The school has responded positively to the recommendation from the last monitoring visit. The school has strengthened its planning and schemes of work which aim to develop pupils' skills in literacy, numeracy and information and communication technology (ICT). Staff have a detailed understanding of the specific aspects of pupils' skills that need to be addressed.

Staff have successfully introduced an integrated curriculum and intervention programme to enhance the co-ordination and planning for progression in pupils' literacy, numeracy and ICT skills.

The curriculum at the school allows for planned progress from Entry level to GCSE in literacy and numeracy as well as the introduction of the Skills Challenge for pupils.

New interactive whiteboards have provided a vehicle for raising pupils' digital skills. Staff have received useful training to support their understanding and use of this valuable resource. In addition, pupils complete ICT challenges and a few follow BTEC ICT courses.

The actions the school has taken to raise standards include the implementation of skills trackers with data collection scheduled for monitoring of pupils' skills progression to plan and better meet their needs.

Data and information from the school's evaluation processes identify aspects of teaching and learning that allow staff to plan further support, interventions and development where required.

R3. Strengthen arrangements for consolidating self-evaluation and improvement planning

Leaders at the school have strengthened processes regarding self-evaluation and improvement planning. They demonstrate a strong understanding of the strengths and areas for development at the school.

Leaders collect a range of relevant information to support their evaluations, for example, through book looks, learning walks, audits and data collections. Further, quality assurance schedules have an appropriate link to a range of beneficial professional development opportunities for staff.

Leaders demonstrate a clear focus on evaluation of current practice. Actions drawn from the school's self-evaluation automatically feed into the school development plan. The school development plan clearly highlights the school's main priorities, those persons responsible and timescales for completion.

Compliance with the standards for registration

Standard 1: The quality of education provided by the school

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 2: The spiritual, moral, and cultural development of pupils

On this visit, Estyn did not inspect Standard 2.

Standard 3: Welfare, health and safety of pupils

On this visit, Estyn did not inspect Standard 3.

Standard 4: The suitability of proprietors and staff

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 5: Premises of and boarding accommodation at schools

On this visit, Estyn did not inspect Standard 5.

Standard 6: The provision of information

On this visit, Estyn did not inspect Standard 6.

Standard 7: The manner in which complaints are to be handled

On this visit, Estyn did not inspect Standard 7.

Recommendation regarding continued registration

When considering this school's registration the Welsh Government may wish to have regard to the following recommendation:

On the basis of this visit, there is no evidence to indicate that the school does not meet the requirements of the Independent School Standards (Wales) Regulations 2003.

Inspectors' judgements on this limited inspection should not prejudice the findings of a future full Section 163 inspection.

Copies of the report

Copies of this report are available from the school and from the Estyn website (<http://www.estyn.gov.wales>)

The report was produced in accordance with section 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards Regulations 2003. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act 1998.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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