



Report summary for parents and carers on Greenhill Special School

Date of inspection: April 2023

by Estyn, His Majesty's Inspectorate for Education and Training in Wales

Overview

Greenhill School is a caring and nurturing school, which provides sensitive support for pupils' emotional well-being. As a result, most pupils and their families build positive and trusting relationships with the staff team. The school offers a range of beneficial and supportive interventions that support pupils' additional learning needs well. In addition, it works well with a wide range of specialist services, including educational psychologists and speech and language therapists. This supportive atmosphere contributes well to pupils' positive levels of well-being, their personal development and the standards that they achieve from their individual starting points.

In lessons and over time, many pupils make appropriate progress from their initial starting points and against targets in their personal plans. In relation to their needs, they make sound progress in a range of areas that support their learning and personal development at school and in preparation for their future lives. The school provides a broad range of learning activities with a strong emphasis on outdoor learning. The curriculum is well linked to the interests and aptitudes of the pupils. However, attendance issues impact on the rate of progress of a minority of pupils across the school.

Leaders have a clear vision for the school and work well with staff to foster an inclusive ethos where pupils feel safe and valued. The headteacher and staff establish positive working relationships with families and ensure that communication is consistent and effective. As a result, the school supports pupils effectively beyond the school day and at times of critical need. In addition, leaders take appropriate account of national priorities such as the school's work to mitigate the impact of poverty on pupil achievement. For example, leaders make certain that finance does not become a barrier to learning through initiatives such as school funded trips. This has enabled pupils to experience things outside of their normal everyday life such as going on a flight to Edinburgh. As a result, pupils are engaged and motivated to learn.

The school uses an appropriate range of monitoring activities such as learning walks and book scrutiny. However, systems to evaluate the school's provision and plan for improvement are not robust or precise enough.

Recommendations

R1 Respond to the issues raised in the well-being letter

R2 Strengthen self-evaluation and improvement planning, ensuring that they focus specifically on identifying the most important areas of whole-school improvement

R3 Improve attendance

What happens next

The school will draw up an action plan to address the recommendations from the inspection. Estyn will invite the school to prepare a case study on its work in relation to developing a whole school approach to securing equity, for dissemination on Estyn's website.

School context

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|---|--------------------------|
| Name of provider | Greenhill Special School |
| Local authority | Cardiff Council |
| Language of the provider | English |
| Type of school | Special |
| Number of pupils on roll | 64 |
| Pupils of statutory school age | 58 |
| Number in nursery classes | 0 |
| Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Maintained Special is 46.2%) | 75.8% |
| Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Maintained Special is 99.8%) | 100.0% |
| Percentage of pupils who speak Welsh at home | 0 |
| Percentage of pupils with English as an additional language | 0 |
| Date of headteacher appointment | 01/01/2020 |
| Date of previous Estyn inspection (if applicable) | 01/03/2013 |
| Start date of inspection | 24/04/2023 |
| <p>Greenhill is a special school, maintained by Cardiff City Council, that provides day education for 64 pupils aged 11 to 18 years. All pupils have statements of special educational needs in relation to their social, emotional and behavioural difficulties.</p> <p>Many pupils have specific learning difficulties that may include dyslexia, dyspraxia ASD, attention deficit hyperactivity disorder. A few pupils also have medical needs.</p> <p>Almost all pupils live in Cardiff, and a very few come from neighbouring authorities.</p> <p>Currently all the pupils on roll are boys. About one fifth of pupils are from minority ethnic backgrounds. A few pupils are looked after by the local authority.</p> <p>The headteacher took up post in January 2020. The leadership team includes the headteacher, deputy headteacher and an assistant headteacher.</p> | |

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