



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**  
**Greenfields Adolescent Care**

**Date of inspection: May 2011**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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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## Context

Greenfields Adolescent Development Ltd operates five children's homes both in the city of Newport and in rural parts of Monmouthshire. The organisation provides education, care and therapy for pupils with additional learning needs who are looked after by authorities in Wales and England.

The young people receive education in their homes. The education provision is registered with the National Assembly for Wales as one independent school. The school has a team of two teachers who work across all five children's homes.

During the inspection, the school educated 11 pupils, four girls and seven boys. Eight of the pupils are of secondary school age and three pupils are post-16. Six pupils have statements of special educational needs for social, emotional and behavioural difficulties. All of the pupils are from homes where English is the predominant language. No pupils speak Welsh. No pupils come from a minority ethnic or mixed ethnic background.

The present head of education has been in post for three months. The school opened in 2006, since when it has received Estyn monitoring inspections annually. This is the school's first full inspection.

## Summary

<b>The school's current performance</b>	<b>Unsatisfactory</b>
<b>The school's prospects for improvement</b>	<b>Unsatisfactory</b>

### Current performance

The school's strengths are that:

- pupils make good progress in achieving ASDAN qualifications; and
- there are good relationships between pupils and staff.

However, the overall current performance of the school is judged as unsatisfactory because:

- the individual learning needs of pupils are not identified well enough;
- pupils do not have enough classroom time to ensure engagement in learning and to make consistent progress;
- pupils have too few opportunities to develop their literacy, numeracy or information and communication technology skills across the curriculum; and
- managers do not have clear strategies to identify areas of strength and areas for development.

### Prospects for improvement

The prospects for school improvement are judged as unsatisfactory because:

- the present organisation of the teaching day does not allow pupils enough taught time to make adequate progress in their learning;
- leaders and managers do not monitor the standards of teaching and learning rigorously enough; and
- teachers and other staff involved in education do not have enough opportunities to access a programme of continuing professional development.

## **Compliance with the regulations for registration**

### **The quality of education provided by the school**

The school does not meet the regulatory requirements for this standard, in order to comply fully with the Independent School Standards (Wales) Regulations 2003 the school should:

- provide a curriculum policy set out in writing and supported by appropriate plans and schemes of work, and implement it effectively; [1(2)]
- ensure there is full-time supervised education for pupils of compulsory school age; [1(2)(a)(i)]
- give pupils of compulsory school age experience in the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative; [1(2)(a)(ii)]
- enable pupils to acquire skills in speaking/listening/literacy/numeracy; [1(2)(c)]
- provide personal, social and health education which reflects its aims and ethos; [1(2)(f)]
- ensure teaching encourages pupils to apply intellectual, physical or creative efforts and to show interest in their work and to think and learn for themselves; [1(3)(b)]
- ensure lessons are well planned, teaching methods are effective, suitable activities are used and class time managed wisely; [1(3)(c)] and
- ensure classroom resources of an adequate quality, quantity and range and are used effectively. [1(3)(f)]

### **The spiritual, moral, social and cultural development of pupils**

Although the school meets most of the regulatory requirements for this standard, in order to comply fully with the Independent School Standards (Wales) Regulations 2003 the school should:

- encourage pupils to accept responsibility for their behaviour, show initiative, and understand how they can contribute to community life. [2(c)]

### **Welfare, health and safety of pupils**

Although the school meets most of the regulatory requirements for this standard, in order to comply fully with the Independent School Standards (Wales) Regulations 2003 the school should:

- prepare and implement written policies to safeguard and promote the welfare of children who are pupils at the school in compliance with Welsh Assembly Government guidance 'Safeguarding children in Education' 005/2008; [3(2)(b)]
- have regard to any National Assembly guidance on health and safety responsibilities and powers of schools by providing an asbestos survey and register; [3 (4)]

- provide water service-potability certificates for Park Farm and Cwm Mawr; [3(4)]
- provide annual service certificates for the boilers at Cwm Mawr and Oakfield Road; [3(4)]; and
- provide an up-to-date fire risk assessment. [3(5)]

#### **The suitability of proprietors and staff**

The school meets the regulatory requirements for this standard.

#### **Premises of and boarding accommodation at schools**

Although the school meets most of the regulatory requirements for this standard, in order to comply fully with the Independent School Standards (Wales) Regulations 2003 the school should:

- comply with the requirements of the Equality Act 2010 by providing an access strategy and access plan. [5(v)]

#### **The provision of information**

The school meets the regulatory requirements for this standard.

#### **The manner in which complaints are to be handled**

The school meets the regulatory requirements for this standard.

## Recommendations

The school needs to:

- R1 comply fully with the Independent School Standards (Wales) Regulations 2003;
- R2 ensure that all staff receive regular update training on safeguarding and that records of this training are readily available;
- R3 increase opportunities for pupils to develop their information and communication technology, literacy and numeracy skills across a curriculum which is broad and balanced;
- R4 ensure that assessment processes clearly identify the individual learning needs of all pupils;
- R5 increase the teaching time for all pupils to encourage engagement in, and continuity of, learning;
- R6 ensure that leaders and managers monitor the standards of teaching and learning rigorously;
- R7 provide good quality training opportunities to allow staff to develop their skills;  
and
- R8 ensure that learning resources are well matched to the learning needs of the pupils.

### What happens next?

Since the inspection report notes that the school does not meet one or more of the standards required for registration, the National Assembly for Wales will require the proprietor to submit an action plan within a specified period of time. This plan must set out the steps that the school will take to meet the standards, and the timescale within which it will complete each step.

## Main findings

### Key Question 1: How good are outcomes?

Unsatisfactory

#### Standards: Unsatisfactory

Standards of achievement are unsatisfactory.

All pupils at Greenfields work towards ASDAN qualifications and most achieve the bronze, silver and gold awards, and awards for personal and social development and independent living. Due to the very good one-to-one support pupils receive when completing the set tasks and collecting their evidence, most pupils achieve these awards very quickly. Most pupils are proud of what is often their first educational success.

However, despite this success, concentration on these awards alone does not meet the needs of many learners. As a result, almost all pupils do not do as well as they could do.

Less able pupils do not make progress in developing their basic skills and do not improve their literacy and numeracy over time. These pupils are unable to perform simple calculations, spell accurately or find information from a written text.

More able pupils do not make enough progress due to the very narrow curriculum. Pupils in key stage 4 lack opportunities to work towards GCSE qualifications. They find the work set unchallenging. Many do not extend their writing, provide only one word answers, and do not understand basic punctuation and grammar. Very few more able pupils read for pleasure.

Working only in one-to-one settings, pupils do not develop the communication skills that they need to work with and relate well to others.

All pupils are heavily reliant on support from staff and have poor information and communication technology skills. They do not make use of computers within their classrooms to draft and present their work. They use the internet for research but are unable to sift for relevant information.

A few post-16 learners move on successfully to college, work-based learning or a work placement.

#### Wellbeing: Unsatisfactory

Overall, pupils' attendance is poor. When pupils do attend their classroom sessions, most behave well and remain on task. These pupils also complete their homework and engage in activities with the care staff.

Pupils receive large financial rewards for completing their ASDAN awards and attending classroom sessions. A significant minority of pupils, after completing the awards planned for them and receiving their money, lose interest in education and



stop attending.

Many pupils refuse to take part in activities which are led by the care staff although these are considered part of the school day. They pick and choose which activities they will take part in. They do not get out of bed, refuse to dress, stay in their rooms or spend the day elsewhere. These behaviours are not challenged enough by staff and, as a result, many pupils miss out on opportunities to take part in physical exercise or widen their learning. They do not develop the routines that they need to be able to move onto further study or employment.

Many of these pupils are highly vulnerable, have not attended school previously and may have missed out on important information that they need to keep themselves healthy and safe.

Pupils have good access to a range of therapies to suit their individual needs. They relate well to staff, and can raise issues of concern to them. Although there is no school council, pupils are consulted about their life at school, discuss and agree house rules and have an input into choosing aspects of their educational programme.

Older pupils complete certificates designed to help them cope when they leave care and live independently. This work includes interview practice with voluntary organisations. However, very few pupils take up these opportunities.

A few pupils learn to cook for themselves, take up gardening and join local community activities such as attending the youth club or taking part in line dancing.

<b>Key Question 2: How good is provision?</b>	<b>Unsatisfactory</b>
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### **Learning experiences: Unsatisfactory**

The school uses the ASDAN bronze, silver and gold awards appropriately to encourage pupils to re-engage with learning. However, the sole reliance on these programmes means that learning experiences do not meet the needs or interests of most pupils.

There are significant aspects of the curriculum that need improvement in order for the school to provide for the seven areas of learning as required by the Independent School Standards (Wales) Regulations 2003. Other than ASDAN awards, there are no schemes of work in place at either key stage 3 or key stage 4. Long and medium term planning for progression in pupils' basic skills is weak.

Although there is currently no provision for Welsh language in teaching sessions, in most classrooms there are displays of commonly used Welsh words.

There is no scheme of work in place to promote education for sustainable development and global citizenship. However, some pupils undertake activities within the house that help them to learn about reusing and recycling materials.

Weekly planning does not focus sufficiently on the individual needs of pupils. Teachers do not plan well enough to extend pupils' communication, numeracy or

information and communication technology skills. This has a negative impact on pupils' progress and their standards of achievement. Most pupils receive about six hours direct teaching per week. Two pupils have only three hours taught-time each week. This limited amount of individual teaching time means that teachers do not have enough opportunities to engage pupils in a broad and balanced curriculum that is relevant to their individual needs. The enrichment activity list offers a range of potential activities for pupils to undertake when not in formal teaching sessions. It is not always clear how pupils will benefit from these activities or how support staff can use the programme to extend pupils' learning. A majority of pupils refuse to take part in the enrichment activity programme.

### **Teaching: Adequate**

Teachers have a good understanding of their pupils and relate to them well. They work with individual pupils for up to one and a half hours a day. They do not use a wide-enough range of strategies to engage pupils' interest and rely too heavily on worksheets. As a result, pupils are not fully motivated throughout their sessions. Teachers do not give pupils enough opportunities to work independently, solve problems or be creative.

Teachers have a very good understanding of the ASDAN programmes. They make sure that pupils achieve the awards promptly. Within ASDAN, teachers encourage more able pupils to complete courses at an appropriate level. Teachers plan suitable homework to reinforce and extend pupils' learning.

Lesson planning does not always make enough use of initial and ongoing pupil assessment. Teachers do not identify the skills that pupils need to develop. They do not match the tasks to those needs or monitor pupils' progress well enough.

Generally teachers manage behaviour within the classroom well. They receive appropriate support from care team members. However, they do not work towards specific behaviour targets or reinforce targets for behaviour set by care staff.

### **Care, support and guidance: Unsatisfactory**

The school does not have a comprehensive policy or programme for personal, health and social education. As a result, it is unclear how the school intends to promote good health and wellbeing, and prepare pupils to deal with important issues that impact on their lives such as sexual issues, drugs and alcohol abuse.

Through interactions with education and care staff, pupils are encouraged to reflect upon and take responsibility for their actions. There are not enough curricular opportunities for pupils to develop their understanding of social, spiritual, moral or cultural issues.

The school has an appropriate anti-bullying policy. Pupils do know whom to approach if they have a concern, but a minority of pupils state that the school does not deal with bullying effectively enough.

The narrow curriculum results in pupils having limited choices about their education

at both key stage 3 and key stage 4. As pupils approach the end of key stage 4, staff provide access to a wide range of information, which helps them to make informed choices about their future. A few pupils benefit from The Coping Alone programme that is used well to prepare older pupils for independent living.

The school provides pupils who have personal issues with appropriate support. Pupils have access to a range of specialist services both internal and external including an educational psychologist, counselling service and a behaviour management specialist.

The very recently appointed special educational needs co-ordinator (SENCo) has reminded local authorities about the importance of attending reviews for all pupils on roll at the school. However, on occasion care staff, who are employed by the company, do not attend these review meetings.

The SENCo has introduced a new format for pupils' individual education plans (IEPs). Targets within IEPs are still too generic and focus on completing tasks within ASDAN rather than addressing pupils' individual needs in literacy, numeracy and behaviour. Teachers do not use a range of appropriate diagnostic assessments to inform IEPs or their daily planning.

Links between IEPs, personal educational plans (PEPs) and pupils' care plans are weak.

The school has an appropriate policy for safeguarding. However, procedures for dealing with safeguarding issues and staff training requirements are not fully developed.

### **Learning environment: Adequate**

The school takes account of pupils' individual backgrounds. Staff encourage every learner to make choices, express preferences and value the opinions of others. Through the ASDAN programme, learners are encouraged to recognise and value differences, show respect and develop tolerant attitudes.

The quality of accommodation is usually appropriate. However, there are not enough resources to support teaching and learning. Resources that are in classrooms are of a poor quality and are not always appropriate to the age or ability of pupils. Although the school has purchased computers for all classrooms, these are locked away in cupboards and are not accessible to pupils.

<b>Key Question 3: How good are leadership and management?</b>	<b>Unsatisfactory</b>
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### **Leadership: Unsatisfactory**

The recently appointed headteacher has appropriate plans for the school and has made a good start in identifying priorities to increase pupils' motivation and improve their achievements.

The strategic management of education, at the company level, is not strong enough.

Strategic managers have not communicated a clear vision for the school that is shared by all. As a result, teachers do not have a clear overview of the priorities for school improvement.

The performance management process for staff is in its infancy. At present it does not identify areas of strength and professional development requirements. The headteacher has introduced a programme of classroom observations so that he can monitor teaching and learning across the school. The performance of education staff has been monitored in the past but not rigorously or often enough. Targets for teaching staff are not clear and do not focus enough on measurable outcomes.

Managers do not have a clear understanding of what support and training is needed by staff in order to improve and develop their skills. Although staff have received appropriate training for the delivery of the ASDAN programme, they have few opportunities to attend training for other educational issues.

The school does not meet all of the Independent School Standards (Wales) Regulations 2003.

### **Improving quality: Unsatisfactory**

The process and culture of self-evaluation is at an early stage of development in the school. It was introduced prior to the inspection and the report gives an honest and accurate view of the school. Staff and pupils contributed to the school's process of self-evaluation. However the views of other stakeholders working with the school on a regular basis were not sought.

It is too early to judge the impact of the self-evaluation process and the linked school development plan on the outcomes for pupils.

The formal strategic process of self-evaluation at a company level, which feeds into the school improvement process, is not secure. This is reflected in the unsatisfactory provision overall.

Over time managers in the company have not accurately identified areas for development and consequently planning for school improvement has not been rigorous enough. Opportunities for teachers to formally share existing good practice across the whole school, and further afield, are not fully developed.

The views of pupils are taken seriously during the day-to-day work of the school and through a recent survey. However, the school does not have an established school council or other formal process to encourage pupils to share their views and raise issues.

Teaching, care and therapy staff share information to address the social and care needs of pupils. However, opportunities to share information to improve teaching and raise levels of pupils' attainment are not developed well enough.

Progress against the recommendations from the last annual monitoring visit is unsatisfactory.

### **Partnership working: Adequate**

The school works well with a range of key partners including placing authorities. There are good examples of partnership working with other agencies, such as local authority children's services, youth offending teams (YOTs) and health services to address the social and personal needs of the pupils.

Although there are some good and developing links with careers services, opportunities for pupils to experience the world of work through work experience placements are too limited.

Partnerships with colleges of further education and a pupil referral unit have benefited individual pupils but have not been developed further to include more pupils. Links with other education providers, at the strategic level, have not been developed well enough.

### **Resource management: Unsatisfactory**

The school has an appropriate range of teaching staff with relevant knowledge and experience. However, teachers are not deployed effectively. The use of one-to-one teaching means that pupil involvement in teacher-led education is limited to six hours a week at best. This has a negative impact on the standards the pupils achieve and their attitudes to education.

Professional development opportunities and planning, preparation and assessment time are not used well enough to ensure that the skills of the staff are updated on a regular and planned basis.

Although there have been recent improvements, the range of educational resources available in the classrooms is not good enough and does not support the learning needs and interests of the pupils.

The shortcomings in the self-evaluation process and strategic planning mean that available resources are not allocated to key areas of priority.

As a result of the unsatisfactory standards achieved by the pupils and the shortcomings in strategic management, the school does not provide value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Estyn received responses from all 11 pupils at the school. Most of these pupils state that they feel safe in school and have someone to turn to if they have any concerns. However, a fifth of the pupils stated that the school could do better in the way it deals with bullying. Almost one third of pupils say that staff do not encourage them enough to take responsibility and keep healthy. Most agree that staff help them with problems and to learn and make progress. Most say that the staff treat all pupils fairly and with respect. Almost all pupils confirm that the school helps them to understand and respect people from other backgrounds. Most pupils feel that the school prepares them well for moving on although half of pupils in key stage 4 state that the school does not do enough to help them choose appropriate courses.

Most pupils feel that they are doing well in school although almost one third say that poor behaviour sometimes stops them from doing their work. Almost half of the pupils stated that they did not have enough books or equipment to do their work.

## Appendix 2

### The inspection team

Michael Munting HMI	Reporting Inspector
Claire Yardley HMI	Team Inspector
Liz Miles HMI	Team Inspector
Lynne Ninnis	Peer Inspector
Paul Scudamore	Independent School Standards (Wales) Regulations 2003: 3 and 5
Grant Smith	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11