



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

**A report on:**

**Greenfields**

**Date of inspection: May 2017**

**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:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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**Publication date: 19/07/2017**

## Context

Greenfields is an independent special school located in a suburb of Newport. The school opened in 2006 and is part of the CareTech Community Services group that owns a group of six independent schools in England and Wales.

The school provides education for pupils aged 11 to 18 years who have social, emotional and behavioural difficulties and who reside locally in the company's children's homes.

At the time of the inspection, five pupils aged 13 to 16 years were attending the school. All of the pupils are children looked after by a local authority or voluntary accommodated from placing authorities in England and Wales. Three pupils have a statement of special educational needs.

The school aims to provide 'a positive and supportive educational environment for all learners by creating a safe learning space, building effective teacher-pupil relationships and identification of individual learning needs'. The school also aims to prepare its 'learners for their future by providing them with opportunities to gain qualifications and participate in work and college placements'.

Estyn last inspected the school in May 2011. Since the last inspection, there has been significant change in staffing and leadership at the school. The current headteacher has been in post since January 2016, and the majority of teaching staff are relatively new to post.

As there are five pupils at the school, inspectors did not give a judgement for Key Question 1, standards or wellbeing. This is because the number of pupils was too few to report on without identifying individual pupils.

## Summary

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

### Current performance

The current performance of Greenfields is adequate because:

- The school's curriculum is flexible and tailored effectively to meet the individual needs and interests of pupils
- The school prepares pupils well for their future by offering pupils a wide variety of qualifications, and encouraging and supporting them to attain them
- Most teachers have high expectations for pupils' behaviour and engagement in their learning, which enables most pupils to make steady or better progress in most subjects
- There are many strong features in the school's provision that impact positively on the care support and guidance for pupils
- The school provides an inclusive and nurturing ethos that helps to improve pupils' trust and confidence

However:

- In a very few lessons, tasks do not meet pupils' needs and ability well enough, which hinders pupils' behaviour, engagement and progress significantly in these lessons
- Systems to promote regular attendance and punctuality have not been robust enough in reducing almost all pupils' significantly low punctuality and a minority of pupils' persistent absence

### Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher has worked productively with the proprietor's head of education to provide purposeful and consistent leadership for the school
- Staff have a strong commitment to the school, a secure understanding of their responsibilities and effective team-working
- The pace of improvement has moved on significantly under new leadership
- The school's self-evaluation processes draw on a relevant range of first hand evidence, such as lesson observations and learning walks, to inform the judgments made
- The school has developed strong links with a wide range of partners to benefit pupils' learning
- Since the last inspection, significant investment has been made in accommodation and resources that meet the needs and interests of pupils well

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

Independent school inspections are governed by the Education Act 2002 and related regulations: the Independent School Standards (Wales) Regulations 2003. These regulations require an independent school to meet an appropriate standard in the following areas:

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

The school meets the regulatory requirements for this standard.

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

The school meets the regulatory requirements for this standard.

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

The school meets the regulatory requirements for this standard.

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

The school meets the regulatory requirements for this standard.

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

The school meets the regulatory requirements for this standard.

### **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

- R1 Improve punctuality and attendance
- R2 Strengthen arrangements for the development of pupils' literacy, numeracy and digital literacy skills
- R3 Improve the quality of teaching and assessment further by sharing and promoting best practice more widely
- R4 Consolidate and further develop self-evaluation and improvement planning

### What happens next?

Estyn advises the proprietor to amend its current development plan to show what actions the school intends to take in response to the recommendations. It is also advisable to circulate this plan, or a summary of it, to all parents at the school.

## Main findings

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

n/a

#### Standards:

Inspectors did not make a judgement for standards.

#### Wellbeing:

Inspectors did not make a judgement for wellbeing.

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

Adequate

#### Learning experiences: Good

The school provides a suitable curriculum that meets the requirements of the Independent School Standards (Wales) Regulations (2003).

The school's curriculum provides full-time education for all pupils, which is flexible and tailored effectively to meet the individual needs and interests of pupils. All pupils participate in lessons for the core subjects of English, mathematics and science. In addition, they follow suitable courses for humanities, art, physical education, technology and information and communication technology. All pupils also participate in valuable work-based learning experiences to support their future plans for employment or further education.

The school prepares pupils well for their future when they leave school through offering pupils a wide variety of qualifications, and encouraging and supporting them to attain them. The qualifications range from entry level functional skills through to GCSE examinations, and include vocational qualifications. In 2016, at key stage 4, all pupils left school with a recognised qualification.

The school's curriculum is suitably enriched by visits to local events and organisations such as a science park and music academy. The school also offers a small range of extra-curricular opportunities for pupils at lunch-times, for example the pet club where pupils take responsibility for the care of animals.

The school's improvement plan identifies the development of pupils' digital literacy skills as a priority. Current arrangements to support the development of pupils' literacy and numeracy skills in subjects across the curriculum are at an early stage of development.

Pupils have a secure understanding about sustainability through successful participation in an eco-schools scheme. They enjoy participating in recycling activities such as painting and using old tyres to make plant holders in the school's grounds. Pupils develop their understanding of global citizenship effectively in areas of the curriculum such as humanities.

## **Teaching: Adequate**

Most teachers know pupils' interests and their level of ability very well. They have high expectations for pupils' behaviour and engagement in their learning, which enables pupils to generally make steady or better progress.

In many lessons, teachers use their knowledge of pupils skilfully to encourage their engagement throughout the lesson. For example, they provide focused starter activities that pupils can connect with and complete quickly and successfully. These teachers use their secure subject knowledge flexibly to present concepts to pupils in different ways to help their understanding. They also make consistently good use of behaviour management strategies to help ensure pupils' engagement.

Many lessons are planned carefully with a variety of activities to stimulate pupils' interests and enable them to achieve the learning objectives. In these lessons, there is good timing and a fairly rapid pace to enable pupils to make suitable progress. Effective use of questioning also reinforces pupils' understanding. In the best practice, teachers are adept at planning stretching tasks to stimulate pupils' thinking and extend their understanding.

However, in a minority of lessons, there is an overuse of work sheets that are too simple and do not stretch pupils. Further, in a few lessons pupils do not have enough opportunities to practise the skills that they have learnt in the lesson or to finish their work. In a very few lessons, tasks do not meet pupils' needs and ability well enough. As a result, in these very few lessons, pupils lose concentration and disengage from the topic, which hinders their progress considerably.

The school uses a comprehensive range of assessments to establish pupils' level of ability when they join the school. Many teachers use this information well to plan for lessons and ensure work set is appropriate. Senior leaders use assessment information effectively to track pupils' progress, compare outcomes over time and make suitable interventions, where needed.

Teachers provide encouraging and regular oral feedback during lessons. This motivates pupils to succeed and helps them remain on task / sustain their concentration. However, there is too much variation in how teachers mark errors in pupils' spelling, punctuation and grammar.

The school provides detailed annual reports to parents, carers and placing authorities. These reports give valuable information on each pupil's educational progress, and are linked clearly to the objectives in an individual pupil's statement of special educational needs, where appropriate.

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

The school has effective arrangements to support pupils' understanding of the need to develop healthy life styles. For example, pupils are encouraged to eat healthily and take regular exercise through weekly physical education and food technology lessons.

The personal and social education curriculum provides pupils with useful information about how to keep themselves safe in different situations. Topics include important



issues such as sex and relationships education and anti-bullying. The school also makes effective use of external agencies for preventative workshops. These workshops enhance pupils' understanding of the risk of harm associated with using drugs, smoking, and being involved in crime. Pupils' participation in these workshops has led to modified behaviours on several occasions.

Pupils develop a secure understanding of spiritual, moral and cultural issues from different aspects of the curriculum such as religious studies lessons. There are also beneficial opportunities for pupils to learn about other cultures and celebrate diversity through activities such as the school's multicultural week and the art work displayed around the school.

The school provides a range of valuable specialist services such as a speech and language therapist and educational psychologist to meet pupils' individual needs, and provide guidance on pupil strategies for teachers. The school also provides helpful advice and guidance for pupils on the world of work through its careers education programme.

All pupils have individual education plans that are reviewed regularly and link suitably to their statement of special educational needs. However, pupils do not have enough opportunities to contribute to setting their own targets and to reflect on their overall progress in learning.

Systems to promote pupils' punctuality and regular attendance are not robust enough. Over the last three years, only a few pupils have arrived at school punctually. During this same period, the attendance of a minority of pupils is very low, or too variable following initial improvements on entering the school.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Good**

The school provides an inclusive and nurturing ethos which helps to improve pupils' trust and confidence. It ensures that all pupils feel valued as members of the school community and have equal access to the curriculum and the school's wider activities. The diversity of pupils' backgrounds is respected fully.

Pupils are generally courteous and considerate to adults, and mostly to their peers. Their attitudes and values are challenged through areas of the curriculum such as the well-structured religious studies framework and the personal and social education programme. These learning experiences help pupils to develop tolerance effectively.

The classrooms and corridors in the school are well-maintained, many with lively and informative displays that help to provide an enriching learning environment. Although the school has limited outdoor play and sporting facilities it makes valuable use of the facilities at a local park and sports centre for physical education lessons.

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

The headteacher has worked productively with the proprietor's head of education to provide purposeful and consistent leadership for the school.

The headteacher has communicated a clear vision for the school, now and for its future, successfully to staff. This vision is based on high expectations and aspirations for all pupils to succeed within education. Senior leaders model and promote behaviours that contribute successfully to this vision, where both pupils and staff feel valued.

The school has a coherent staffing structure, which has helped to establish effective team-working. Staff have a strong commitment to the school and a secure understanding of their responsibilities. They work together capably to secure improvements for pupils such as extending the qualifications available to them in individual subjects. Lines of accountability are clear and understood by all staff.

The school's arrangements for managing staff performance are through its annual appraisal scheme. Recent targets for improving practice by teachers through the scheme reflect the school priorities more efficiently than previously. These targets also help to inform the training needs of the staff better at both individual and whole-school levels. The headteacher addresses issues about the underperformance of staff sensitively and robustly, where appropriate.

The school has a useful programme of meetings between senior leaders and staff to ensure that communication within the school, particularly about pupils' care and day-to-day issues, is effective. Regular line management meetings provide staff with useful opportunities to discuss issues and concerns, and to receive feedback. However, overall, staff and senior leader meetings do not have a sharp enough focus on whole-school improvement issues such as improving teaching and assessment. Further, minutes do not provide a clear enough record of the decisions made and actions to be taken, which makes it difficult to monitor and track progress.

The proprietor's head of education and managing director for children and young people's services have a sound understanding of the work of the school, its strengths and areas for development. Their role as a critical friend to the school is developing appropriately. For example, they are increasingly holding the headteacher to account for such areas as pupil standards and the quality of provision at the school. The head of education also provides valuable support, mentoring and regular supervision for the headteacher.

The school complies with all of the Independent School Standards (Wales) Regulations 2003.

### **Improving quality: Adequate**

The headteacher has a thorough understanding of the school's strengths and priorities for improvement. Since appointment, the headteacher has implemented useful quality assurance processes to monitor and evaluate the quality of the

school's work. Although the school was initially slow to address the recommendations from the previous inspection, the pace of improvement has moved on significantly under new leadership. As a result, the school is now making steady progress in addressing many of the recommendations made in the most recent annual monitoring visits.

The school's self-evaluation processes draw on a relevant range of such first hand evidence as lesson observations and learning walks to inform the judgments made. In response to a recent annual monitoring visit recommendation, senior leaders have also started to formally evaluate the outcomes of these processes to identify best practice and inform the school improvement plan. This work is at an early stage of development.

Senior leaders analyse the data on pupil standards suitably to identify trends and patterns in performance. They also analyse data robustly in other important areas of the school's work such as pupil punctuality and attendance. The attendance data provides all staff with an accurate picture of pupils' engagement in their learning, their progress and barriers to regular punctuality and attendance.

The school seeks the views of pupils regularly about the quality of provision through the school council and feedback on lesson observations. The school takes suitable actions to address the ideas and any issues raised by pupils, such as purchasing small items of leisure equipment for use in the pupil common room area. Currently, the involvement of staff and stakeholders, such as placing authorities in the self-evaluation process, is under-developed.

The school's self-evaluation document provides a detailed, honest account of the school's work. Its findings link suitably with the six key priorities identified in the school improvement plan. The improvement plan also clearly identifies the key areas for improvements in relation to the Independent School Standards (Wales) Regulations 2003. This plan is a detailed document that includes clear objectives and identifies staff responsible for actions. However, a minority of actions lack detail in a few important areas, such as specific aspects of teaching and the curriculum. Although the plan does have appropriate timescales for the completion of actions, it lacks precise milestones and success criteria to evaluate progress regularly.

### **Partnership working: Good**

The school has developed strong links with a wide range of partners to benefit pupils' learning. For example, there are productive links with a local further education college, which enable pupils to attend courses and work towards valuable qualifications. There is regular communication between the school and the college, with information about pupil progress shared routinely. This open communication has helped to ensure that placements remain suitable and successful.

The school works closely with a range of other organisations including Careers Wales, the fire service and a military preparation college to enrich pupils' learning experience. These partnerships provide beneficial support for the specific needs of the pupils, as well as helping them to pursue their personal interests.

The school has also established worthwhile community partnerships, which have led to voluntary work activities for pupils, such as placements at a local nursing home and local radio station.

The school is developing its partnerships with similar settings to benefit staff professional learning. Joint activities include the opportunity for peer observations and sharing ideas about best practice. The headteacher has also recently attended planning meetings with other headteachers in the proprietor's group of schools. These meetings have enabled her to secure additional resources for the school and they provide the opportunity for valuable peer mentoring and support.

**Resource management: Good**

The school has an appropriate range of experienced and qualified teachers to deliver the curriculum. The headteacher deploys staff appropriately and works sensitively to minimise the impact of temporary staff on pupils' progress and engagement in learning. Residential care staff are deployed suitably to provide consistent support to each pupil in lessons.

Arrangements for teachers' planning, preparation and assessment time are suitable. All staff receive a broad range of training in aspects of wellbeing and safeguarding. Annual appraisal targets are beginning to identify staff's professional development needs better in relation to teaching and learning. As a result, staff access valuable training in such areas as enhancing subject knowledge, subject qualifications and assessment.

Although the school does not have a delegated strategic budget, the headteacher and the office manager monitor the school's day-to-day consumables budget effectively. Since the last inspection, the proprietor has made a significant investment in securing appropriate accommodation and beneficial resources for the school. For example, the recently installed information and communication technology equipment is of high quality and meets the needs and interests of pupils well.

The school provides value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to learner questionnaires

The number of responses received was fewer than 10. No data will be shown.

#### Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

## Appendix 2

### The inspection team

Denise Wade	Reporting Inspector
Margaret Elisabeth Davies	Team Inspector
Lucy Pottinger	Peer Inspector
Paul Scudamore	Independent School Standards Inspector
Jennifer Parry	Nominee

## Copies of the report

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

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, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

## Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at aged 16 or at aged 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at aged 16.
Proprietor	The term 'proprietor', as defined in the Education Act 1996, means the person or people responsible for managing an independent school and can include a sole proprietor, governing bodies, trustees or directors. The ways that independent schools are governed and owned varies a great deal. A proprietor or trust may own a school or the school may have a governing body that appoints a headteacher. Some schools have a combination of these.