



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

Annual monitoring inspection report on

**Greenfields
30 Stow Park Avenue
Newport
Newport
NP20 4FN**

Date of inspection: June 2018

by

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

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

This and other Estyn publications are available on our website:

www.estyn.gov.wales

© Crown Copyright 2018: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 08/08/2018

Context

Greenfields is an independent special school located in a suburb of Newport. It provides education for pupils aged 11 to 18 who have social, emotional and behavioural difficulties (SEBD) and who reside in the company's children's homes.

There are currently six pupils at the school. All 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 (EHC).

The school was last inspected in May 2017.

Main findings

Strengths

Staff know their pupils extremely well. Through efficient staff communications and strong team working, the school provides a nurturing ethos in which pupils feel valued and know that their learning needs will be met thoughtfully. Together with the flexible personalised curriculum offered to each pupil, this ethos helps pupils to gain trust, develop confidence and attain a wide range of suitable qualifications.

Staff have high expectations of pupils' behaviour and a consistent approach to the application of the school's related policies. Over time, this consistency helps pupils to improve their behaviour and interaction with staff, visitors and other learners effectively.

The proprietor, senior leaders and staff constantly strive to make improvements in pupil outcomes and provision. For example, the recent provision of interactive whiteboards and tablet computers in individual classrooms is a valuable enhancement for supporting pupils' engagement with their learning.

Areas for development

Lesson observations do not focus well enough on the impact of teaching on pupils' learning, and comments made by leaders are not always evaluative.

Although the school has partly addressed all of the recommendations since the core inspection, further action is required to largely or fully address each recommendation.

Recommendations

R1 Improve punctuality and attendance

R2 Strengthen arrangements for the development of pupils' literacy, numeracy and information and communication technology (ICT) 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

Progress in addressing recommendations from previous note of visit or inspection report

Recommendation 1: Improve punctuality and attendance

This recommendation has been partly addressed.

Since February 2018, the school has worked with specialist therapeutic staff to assess and develop strategies for individual pupils to improve their attendance and punctuality. Appropriate therapeutic interventions and improved collaborative working methods between education and care staff have been implemented. As a result, more efficient communication channels and a greater understanding of reasons for school refusal and how to approach this are now established.

The school's achievement rewards system, which includes attendance and punctuality, has been revised to secure more immediate impact. For example, pupils are involved in analysing and discussing their own attendance, punctuality and performance in lessons. This discussion encourages pupils to take responsibility for their own actions.

Although the school has implemented a programme of appropriate strategies to improve attendance and punctuality, it is too early to evaluate its sustained impact. For example, a minority of pupils have made considerable early improvements in their attendance. However, currently, the impact across the school is too variable, with a minority of pupils' attendance remaining exceptionally low.

Recommendation 2: Strengthen arrangements for the development of pupils' literacy, numeracy and digital literacy skills

This recommendation has been partly addressed.

The school has taken largely suitable actions to strengthen its arrangements to develop pupils' literacy, numeracy and digital literacy skills. These actions include, for example, a stronger focus on developing pupils' numeracy skills in real life contexts in mathematics lessons.

Staff lesson planning includes the use of a standard form on which they identify opportunities for pupils to develop these skills during each lesson. However, these opportunities are not included in the individual schemes of work for each subject. This means that it is not possible to undertake whole-school activities such as an audit across subjects to identify whether there are missing elements or unnecessary repetition in developing each skill area. The co-ordination of this aspect across the curriculum remains under-developed.

Recommendation 3: Improve the quality of teaching and assessment further by sharing and promoting best practice more widely

This recommendation has been partly addressed.

The school is placing a stronger emphasis on improving the quality of teaching and assessment by undertaking regular lesson observations and monitoring the quality of pupils' work. Recent staff training has had a particular focus on the use of new technologies in the classroom to extend teaching approaches and further meet the learning needs of pupils.

In most pupils' work scrutinised during the visit, the variety and quality of tasks pupils completed are interesting and well-chosen to promote learning. The planning and organisation of these tasks meet individual learning objectives aptly and are suitable for each pupil's age and ability. Where worksheets are used, for many pupils these are limited to appropriate support activities such as identifying and sequencing key tasks before completing an extended piece of writing independently. However, in a few pupils' work, there is still unnecessary use of worksheets, which does not challenge pupils or encourage them to achieve their best.

Pupils' work is marked regularly and staff largely provide them with helpful subject comments and extension activities to reinforce their learning. However, in a very few cases teachers' comments are difficult to read.

During this visit, it was not possible to undertake lesson observations.

Recommendation 4: Consolidate and further develop self-evaluation and improvement planning

This recommendation has been partly addressed.

Since the core inspection, the school has made further improvements to its self-evaluation and improvement planning processes. These improvements include piloting a survey to collect the views of stakeholders such as placing authorities, and revising the structure for the school development plan to include success criteria.

The school collects a wide range of first hand evidence such as data analysis, lesson observations and scrutiny of pupils' work to inform its self-evaluation and improvement planning processes. However, lesson observations do not focus well enough on the impact of provision on pupils' learning and too many activities in the improvement plan are targeted for completion at the same time. Currently, the school's evaluation of offsite provision is not integrated well enough in the planning processes for wholeschool improvement.

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, social and cultural development of pupils

On this visit, Estyn did not inspect Standard 2.

Standard 3: Welfare, health and safety of pupils

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 4: The suitability of proprietors and staff

On this visit, Estyn did not inspect Standard 4.

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 registration

When considering this school's registration the National Assembly for Wales 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 annual monitoring inspection should not prejudice the findings of a future full Section 163 inspection.

School information

School	Greenfields
School number	6806005
Purpose of visit	Annual monitoring inspection
Date of visit	06/06/2018
Proprietor	CareTech Community Services
Staff	1 headteacher, 4 teachers, 1 careers coordinator, 1 school administrator
Number of pupils	Six
Provision	Day provision, linked to the company's children's homes
Type of special educational need (SEN) catered for by the school	Social, emotional and behavioural difficulties (SEBD)
Last Section 163 inspection	08/05/2017
Last annual monitoring inspection	07/11/2016
Last CSSIW inspection	n/a