



**Annual monitoring inspection report on:**

**Greenfields School**

**Date of inspection: September 2013**

**by**

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

Estyn's annual monitoring visits to independent and independent special schools in Wales are required to report on whether the National Assembly for Wales (NAW) registration standards regulations for independent schools are met and, where they are not met, what they need to do in order to comply.

Further information regarding the regulations governing this monitoring visit can be found in the following documentation:

- Welsh Assembly Government: *Independent Schools Information and Registration Handbook*, April 2004; and
- Welsh Office Circular 37/94: *Independent schools which admit pupils with special educational needs*:
  - paragraphs 1-8: granting/removing approval;
  - paragraph 42: changes in character, management or control of the school; and
  - 37/94 paragraph 43: significant differences from approved number.

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## School information

<b>School</b>	Greenfields School
<b>School number</b>	679/6016
<b>Purpose of visit</b>	Annual monitoring inspection
<b>Date of visit</b>	18 and 19 September 2013
<b>Proprietor</b>	CareTech UK
<b>Staff</b>	Head of School Deputy Head of School/SENCO Three teaching staff Careers co-ordinator
<b>Number of pupils</b>	Ten school based pupils Five post-16 students participating in outside activities
<b>Provision</b>	Day provision for pupils aged 11 to 19
<b>Type of special educational need (SEN) catered for by the school</b>	Social, emotional and behavioural difficulties
<b>Last Section 163 inspection</b>	May 2011
<b>Last annual monitoring inspection</b>	December 2012
<b>Last CSSIW visit</b>	N/A

## Team information

<b>Reporting Inspector</b>	Gill Sims
<b>Team Inspector</b>	Ann Dackevych
<b>Team Inspector</b>	Claire Yardley

## Context

Estyn inspected Greenfields Adolescent Care under S163 in May 2011. At that time, the proprietor provided in-house education for residents in each of the organisation's five children's homes in south-east Wales.

In November 2011, the proprietor made significant changes to the provision of education. Greenfields School opened in a large Edwardian house in Newport.

The school provides day education for pupils aged 11 to 19, who have social, emotional and behavioural difficulties. There are currently 15 pupils on roll, who reside in children's homes that are run by CareTech UK.

## Main findings

### Strengths

The school's strengths are that:

- the standard of pupils' work is good. Work is well presented and there is clear evidence of pupils making progress in skills. Nearly all pupils display a pride in their work;
- the school offers a calm, friendly and welcoming environment where pupils feel safe and comfortable to learn;
- pupils benefit from a full-time careers co-ordinator who works with all pupils to advise and engage them in work placements and career choices. The number of work placement opportunities is good and is increasing;
- pupils have good access to a wide range of wider learning experiences, such as the Duke of Edinburgh Award Scheme, Prince's Trust, The Phoenix Project and enterprise activities linked to charity fundraising events;
- the school has an appropriate internet policy that places considerable emphasis on internet safety. This is well supported by teachers in class. Pupils develop a good awareness of how to avoid situations that may place them at risk; and
- the school promotes healthy lifestyles and choices well through wall displays and the curriculum.

### Areas for development

The school's areas for development are that:

- the child protection policy does not include a statement on procedures for the use of the time-out areas and there is no clear link to other school policies such as behaviour, anti-bullying and internet safety;
- staff do not keep careful records of when pupils choose to work away from other pupils in order to remain calm. As a result, staff would be unable to say exactly where pupils were, or who was supervising them, if they were made aware of an incident at a later date;
- the school has a clear process for liaising with care staff to monitor the punctuality of pupils. The monitoring of post-16 pupil attendance at other educational institutions is appropriate. The school is developing a useful on-line tracking system to record all pupil information including learning targets and attendance. However it is too soon to see the impact of this initiative. The school does not currently have robust procedures for monitoring, tracking and

analysing pupil attendance at the school;

- the school has introduced a new policy to monitor and evaluate the quality of teaching and learning. There are regular peer observations and a clear line-management structure for accountability. However, there is no systematic and robust measure of the quality of teaching and the impact of this on pupil outcomes;
- the school has developed job descriptions for teaching staff and roles and responsibilities are clear. The school has recently introduced a process for performance management. However, this is not yet fully operational. The school is not able to measure the effectiveness of the performance management process or the impact on pupil outcomes; and
- all pupils have appropriate individual education plans (IEPs) based on a useful initial assessment. However, although pupils have targets for behaviour and academic work, many of these are too broad. They are not specific enough for pupils and teachers to measure small steps of progress effectively.

## Recommendations

- R1** Improve the school's child protection policy to include guidance for the use of the time-out areas, and link the policy to other school policies, including behaviour, anti-bullying and internet safety
- R2** Introduce a system for recording the times and details when pupils work away from their class in order to remain calm
- R3** Develop a robust system to monitor, track and analyse pupil attendance at the school
- R4** Improve the current staff development programme to include a measure of the quality of teaching and the impact of this on pupil outcomes
- R5** Fully implement the performance management process
- R6** Improve targets on individual education plans to make sure progress and achievement can be measured easily

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

**Recommendation 1: Take steps to comply fully with the regulatory requirements for Standards 1, 3, and 5**

This recommendation has been largely addressed.

The school has addressed the issues identified in the last monitoring visit and the building now complies with health and safety standards. The school has invested in resources and improvements to the school building and these meet pupil requirements appropriately. However, access to whiteboards is limited.

**Recommendation 2: Make a formal request to NAFW to make material changes to operate the school from the premises in Newport and Abermule**

This recommendation has been fully addressed.

The school has made a formal request for material change to operate Greenfields School from the new premises.

The school at Abermule is operating as a separate school.

**Recommendation 3: Improve pupils' attendance and punctuality, and ensure that late attendance is always recorded in the registers**

This recommendation has been partly addressed.

The school has introduced an effective process for communication between the care staff and the school. This has resulted in prompt identification of issues that may affect pupil punctuality. Effective information sharing has improved the school's awareness of the reasons for pupils' non-attendance. The school is in the process of developing an on-line information system for recording and tracking all pupil information. However it is too early to see the impact of this. Staff are not able to evaluate attendance at an individual pupil, class or whole-school level either in the morning or across the school day, or evaluate the effectiveness of strategies to improve attendance.

**Recommendation 4: Continue to develop the key stage 4 curriculum and increase the range of accredited courses offered;**

This recommendation has been largely addressed.

The range of curriculum activities has improved and all pupils now have access to suitable physical education, outdoor pursuits and music lessons. The school offers opportunities for pupils to achieve accreditation through WJEC and BTEC.

**Recommendation 5: Increase the teaching time for all pupils to encourage engagement in, and continuity of, learning**

This recommendation has been fully addressed.

The school now provides 25 hours of education for all pupils.

**Recommendation 6: Clarify the roles and responsibilities of staff and develop a system of performance management**

This recommendation has been partly addressed.

The school has developed appropriate job descriptions for all teaching staff. The school has a newly revised structure and staff roles and responsibilities are clear. The school has a clear vision for performance management. However, the process is a recent change within the school and is not fully operational. It is too early to measure the effectiveness of the process or the impact on pupil outcomes.

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

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

**Standard 6: The provision of information**

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

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

**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.