



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: February 2020**

**by**

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

## About Greenfields

Greenfields is an independent day special school located in a suburb of Newport. The school is owned and managed by Caretech Ltd.

The school provides education for pupils aged 9 to 18 who have social, emotional and behavioural difficulties (SEBD). Nearly all of the pupils reside in the company's children's homes.

Since the last annual monitoring visit, the Welsh Government approved a material change to the school's registration to extend the age range of admission to include educating pupils from nine years of age. Since that visit the number of pupils has increased from 6 to 15. Many of the pupils are of secondary school age. 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 (EHCP).

Most of the teachers and the majority of the teaching assistants are new to the school and were appointed for September 2019.

The headteacher has been in post since 2015 and reports to the organisation's head of education and director of service. The school was last inspected in May 2017. The last annual monitoring visit was in June 2018.

## Main findings

### ***Strengths***

The school provides a welcoming, positive learning environment. Classrooms are well resourced and wall displays celebrate pupils' achievements and learning.

Staff know their pupils extremely well and build trusting relationships with them. This helps to create a culture of mutual respect, trust and tolerance.

The school provides a flexible, broad and balanced curriculum that is well-suited to the needs, interests and aspirations of pupils.

There are regular opportunities for pupils to access community resources, and visiting groups provide pupils with invaluable information and learning experiences around keeping safe in the community and behaving responsibly.

### ***Areas for development***

The role of care staff in supporting pupils during the school day is not clear enough.

The school has strengthened its planning for the development of pupils' skills in literacy, numeracy and information and communication technology (ICT). However, it is too early to evaluate the impact of this work.

Although the school has systems in place to evaluate its work, these are overly descriptive and do not prioritise identified areas for improvement well enough.

### **Recommendations**

**The school should:**

**R1 Clarify the roles and responsibilities of care support staff**

**R2 Ensure that the planning for skills impacts positively on the skills development of all pupils**

**R3 Strengthen arrangements for consolidating self-evaluation and improvement planning**

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

### **Recommendation 1: Improve punctuality and attendance**

The school has recently strengthened its systems for recording and tracking the attendance and punctuality of all pupils. Since September, the overall attendance of nearly all pupils has improved. Many pupils have an average attendance above 90%.

The school sets high expectations for its pupils and staff. It requires all pupils to be at school by 9am. Staff supervise the movement of pupils during the school day effectively. Due to the very positive working relationships between staff and pupils, nearly all pupils are punctual to lessons.

The school's curriculum is engaging and is adapted well to meet the interests and aspirations of pupils. For example, pupils take part in the Duke of Edinburgh scheme, attend sport and fitness sessions, and learn home cooking skills. This contributes to improving and maintaining attendance levels.

### **Recommendation 2: Strengthen arrangements for the development of pupils' literacy, numeracy and information and communication technology (ICT) skills**

The school has made suitable progress in meeting this recommendation.

Teachers work together to plan the delivery of the skills frameworks. There are appropriate references to skills in all schemes of work. This is a relatively new development in the school and it is too early to judge the impact on the improvement of pupil's skills.

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

As a result of most teachers being new in post, overall progress in meeting this recommendation has been limited.

The headteacher has benefitted from developing stronger relationships with the organisation's assessment and intake school. This has led to a better understanding of the needs of pupils and strengthened information sharing.

Staff are beginning to access relevant training. This supports the effective delivery of the improving curriculum provision and staff's understanding of assessment requirements of examination bodies.

Weekly staff meetings are used to good effect. Teachers share effective practice and useful strategies to improve the learning experience of all pupils.

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

The school uses a ten-point quality assurance framework to evaluate its work. The headteacher ensures that systems to meet the requirements of the framework are effective. Regular communication between the headteacher and the head of education ensures that there is effective oversight of the work of the school. This includes the quality of teaching, pupil outcomes and staff wellbeing.

The headteacher provides informative reports to the head of education and service director. These focus appropriately on the recommendations of previous visits and more broadly on the developments in place in the school.

A recent stakeholder survey completed by pupils, parents, staff and other professionals very usefully captures views in relation to the work of the school including what needs to improve. This is an important and developing feature of the work of the school. The rationale for the many improvement priorities are clear. However, these are not prioritised well enough.

## **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, 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 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 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 Welsh Government 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 limited inspection should not prejudice the findings of a future full Section 163 inspection.

## 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))

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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