

Greenfield School Annual Report for academic year 2021 -2022



Greenfields School provides a safe and stimulating learning environment in which young people are offered a fresh start every day and empowered to achieve and fulfil their true potential.

School Details

Head Teacher: Mrs Jennifer Parry; MA (ALN),
QTLS, BA in Ed, Cert. Ed.

Address: Greenfields School

Newport

NP20 4FN

Telephone: 01633 259019

Email: jenni.parry@greenfields-uk.com

CareTech Head of Education: Mr. Declan Tuer.

Director of Children's Education Services Details

Name: Andrew Sutherland

Address: CareTech Community Services

5th Floor

Metropolitan House

3 Darkes Lane

Potters Bar

EN6 1AG

Telephone: 01707 601 800

Email: Andrew.Sutherland@caretech-uk.com

A detailed guide of the school performance of Greenfields School for learners, parents, guardians, HM Inspectorate and Local Authorities.

Admin Email: school.admin@greenfields.uk.com or school.admin@caretech-uk.com

INSPECTION INFORMATION

Greenfields School is an independent school and registered with the Welsh Assembly Government since June 2006, over the years we have made significant changes to the provision. Some of the most significant changes have been the increase of learners from 10 learners to 20; this provided us with the opportunity to accept day learners in addition to those placed within our residential services and we have lowered age range, which now allows us to support from upper KS2 allowing earlier intervention for those struggling with mainstream educational provisions.

We provide a positive and supportive educational environment identification of individual learning needs, we aim to prepare its learners for their future by providing them with opportunities to gain qualifications and participate in vocational based placements. We are creative and adaptable to the learners needs allowing a 'fun' yet practical approach to learning supporting the transfer of skills across the curriculum.

We are located in Newport and provide education for learners aged 9 to 16 with Post-16 education organised within the local area depending on individual needs. We have residential & day placement learners with a varying range of abilities and needs.

Some of our learners have additional learning needs and some of our learners have suffered adverse childhood experiences and or attachment traumas resulting in them having developmental difficulties, often with a range of associated social, emotional, behavioural and emotional health needs.

Inspection outcomes

The School had its last Annual Monitoring visit in February 2020 and last full inspection May 2017. On both visits the inspectors revisited the documentation pertaining to the school to ensure development from previous years; they focused on the self-evaluation process and its impact on teaching and learning.

The inspectorate are pleased with the progress made by the school and provided us with the following judgements:

Key Questions:



Ynysybwl 11, Meirigall Road, Arrogus, Llanelli, Carmarthenshire, SA31 3JG, Wales
Hŏr Menter i'r Sgŏrddi a'r Sector Education a'r Ffôn yng Nghŏrdd

Key Question 1: Outcomes for Learners	Good
Key Question 2: Quality of Provision	Adequate
Key Question 3: Leadership & Management	Good

The findings were summarised as follows:

Strengths

Annual Monitoring inspection feedback

- 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.

Full inspection feedback

- The school's curriculum is flexible and tailored effectively to meet the individual needs and interests of learners
- The school prepares learners well for their future by offering learners a wide variety of qualifications, and encouraging and supporting them to attain them
- Most teachers have high expectations for learners' behaviour and engagement in their learning, which enables most learners 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 learners
- The school provides an inclusive and nurturing ethos that helps to improve learners' trust and confidence.

Areas for Development:

Annual Monitoring inspection feedback

- 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

Full inspection feedback

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

Estyn believe the school's prospects for improvement are good because:

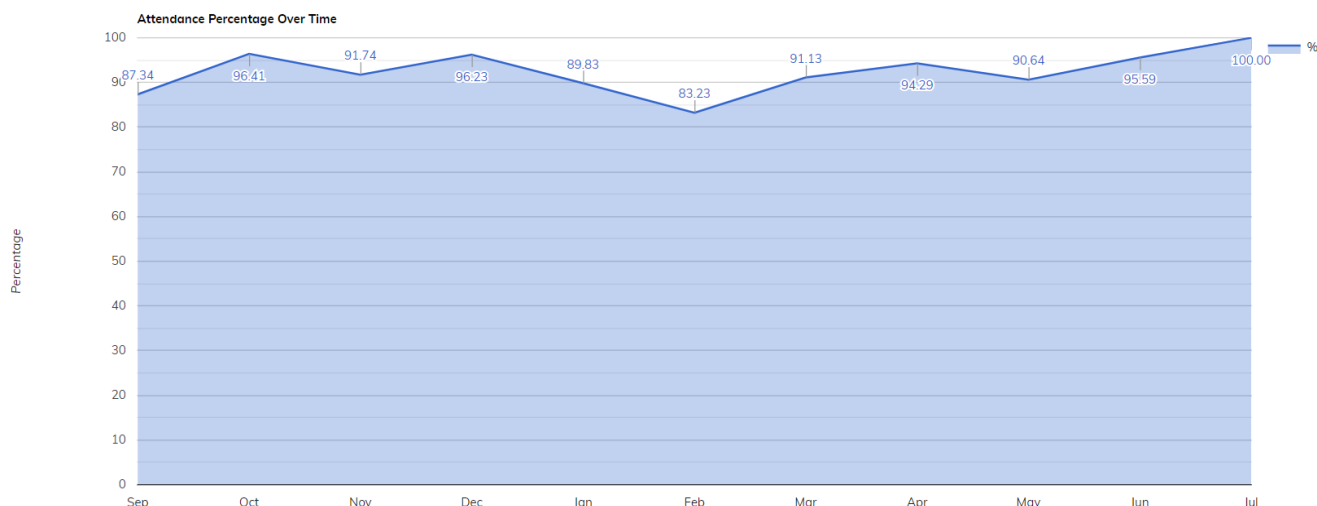
- The Headteacher has worked productively with the proprietor's head of education to provide purposeful and consistent leadership for the school.
 - Staff have a strong commitment to the school, a secure understanding of their responsibilities and effective team-working.
 - The pace of improvement has moved on significantly under the 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 learners' learning.
 - Since the last inspection, significant investment have been made in accommodation and resources that meet the needs and interests of learners.

In our previous Annual Monitoring Visit's the inspectorate noted that we had considerable strengths such as the education team knowing their learners extremely well. They noted that efficient staff communications and strong team working, our school provides a nurturing ethos in which learners feel valued and know that their learning needs will be met thoughtfully. They felt we had a flexible personalised curriculum offered to each pupil, this ethos helps learners to gain trust, develop confidence and attain a wide range of suitable qualifications.

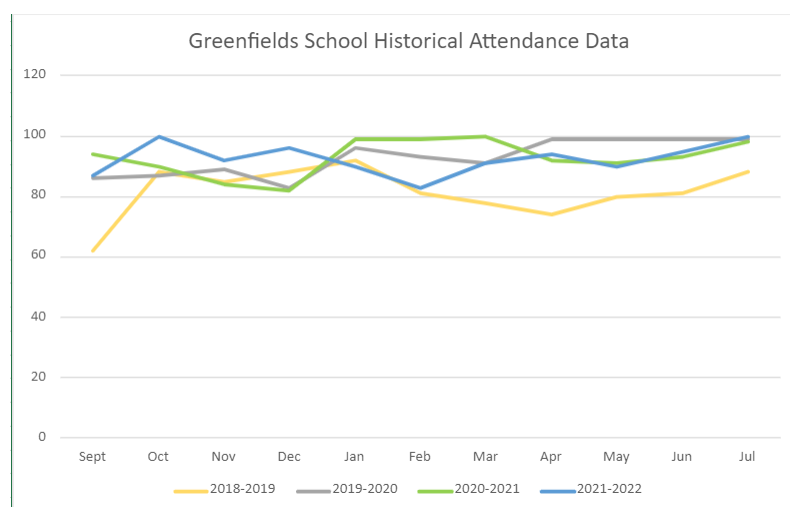
ATTENDANCE & PUNCTUALITY

School has remained open and has had to revert back to blended learning on 3 occasions due to COVID impacting on staffing levels or to stop spread of cases which was a total of 12 days.

Comparisons to previous year's attendance is difficult because of the impact of COVID pandemic, we have adapted to monitoring attendance data in the usual way but including engagement both online and for blended learning using the approved codes. Attendance has been a constant key area of focus of improvement and was 92% for this academic year. Our 2021-2022 full academic year is shown below.



It was a recommendation from previous inspections outlining the need for improvement in attendance and punctuality. We continually analyse collected data which allows us to monitor individual and evaluate more effectively. We understand the reasons why learners at our school have a low baseline, which historically presents as high levels of absenteeism (or no attendance at all) through the nature of their LAC status, and having a higher occurrence of authorised absences (reviews, social worker visits, YOS panels and therapy appointments) However, we have a clear expectation for improvement to achieve 95% attendance, to ensure that we raise their attainment.



The graph above clearly showing the increase in attendance in comparison to previous years.

Attendance is regularly reported through written reports and discussed in monthly meetings.

Our response to COVID over this academic year.

COVID has still had impact on this academic year response we continued a blended learning approach using Google classroom sessions as needed for learners in isolation, we had to move to blended learning on 3 occasions consisting of 12 days.

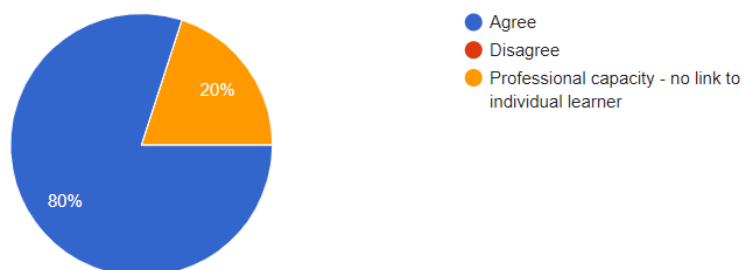
Every learner has continued to have access with log-ins for our educational learning platforms, learners completed set task tasks & uploading via seesaw should they need to isolate.

We have continued to adapt to new ways of working to ensure minimal disruption to learning & embed processes.

Stakeholders felt that school has supported learners during COVID.

I feel that the school has supported learners during these unprecedented times of Covid-19.

10 responses



Learners also responded that they felt supported in their feedback.

How do you feel we supported your education with COVID

14 responses

My school stayed open and I got to see my teachers they made me safe

School helped me keep learning

I attended school cant really answer

Was not at this school then

School did well but the smaller groupings made me miss some friends

Fine i still had to come to school even though my friends didn't

It was alright, they gave us what we needed & did their best.

I think bit over the top with social distancing but they have stayed open and kept learners safe

I still had school

I still had to come

I wasn't at this school I had no education

We have continued with lateral flow testing of learners and staff and maintained COVID measures on school site to further reduce transmission, we have had positive cases within the school staff team and moved to remote when advised by Track & Trace/Public Health Wales. The team have been extremely flexible and have sometimes had to adapt at short notice to allow us to remain operational.

We have developed electronic sign in systems to reduce touch contact, we have reduced the numbers of visitors to school site and continued to hold virtual meetings for PEP/ALN reviews.

As a school, we have been flexible whilst focusing on learning whilst ensuring focus on supporting our learner's emotional wellbeing. We have a separate document on pandemic reflections that provides an in-depth overview that can be accessed via request or downloaded from the school website.

Home & school communication

It has been proven that the most successful schools effectively collaborate between school and home/care focusing on learners. It can be a difficult area as the number of corporate guardians to share/disseminate information ensuring it is passed over on handovers etc. we communicate via email, telephone and also use Seesaw to further develop this area by allowing guardians to comment and see the learners engaging in activities at school and any updates.

A transition book is in place and implemented to support learners accessing our school site.

Another avenue used to improve our school communication is our Twitter account [@GreenfieldsSch3](https://twitter.com/GreenfieldsSch3) which links to our school website [Greenfields School | Education for Children with BESD](https://www.greenfieldschool.com/) and Seesaw.



New School site

This academic year we transferred across to our new school site this project was started in 2020 but COVID impacted on delays with planning, deliveries of equipment, finishing of building project.

We had planned to open in the September 2022, but had to wait till April 2022 for the building to be ready for learners to attend after their Easter holidays. Learners participated in designing the open day leaflet, catering for open day, some learners provided tours for external visitors. The learners have also helped build furniture, planting of fruit trees and it is lovely to see the site starting to develop. Feedback from stakeholders, staff & learners has been very positive.

We have a separate document detailing the school move and feedback and can be accessed via request or downloaded from the school website.

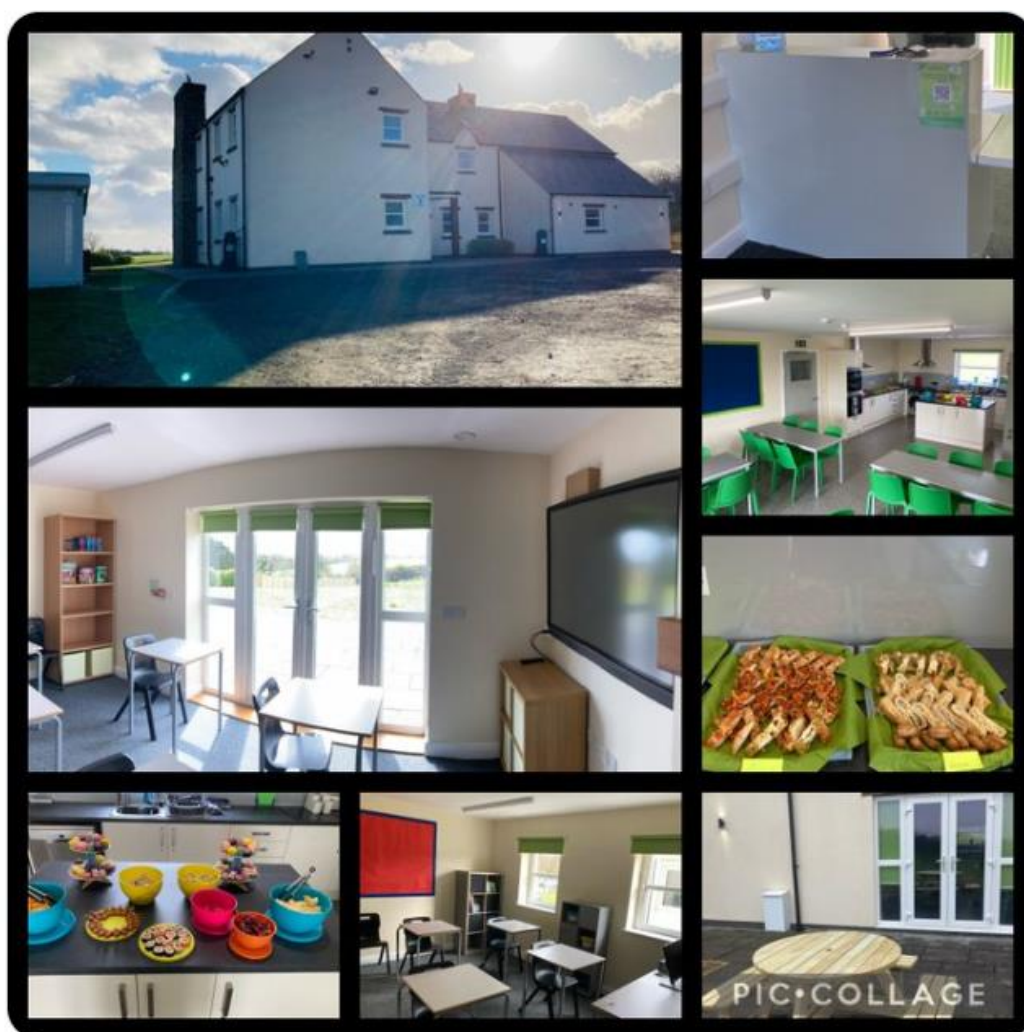
I am incredibly proud of staff & learners as moving in the middle of the academic year with minimal disruption with GCSE examinations being undertaken was a huge accomplishment.



Greenfields School - Caretech @GreenfieldsSch3 · Apr 6

...

A big thank you to everyone that attended our school open day & a huge thank you to our learners for catering & providing tours!

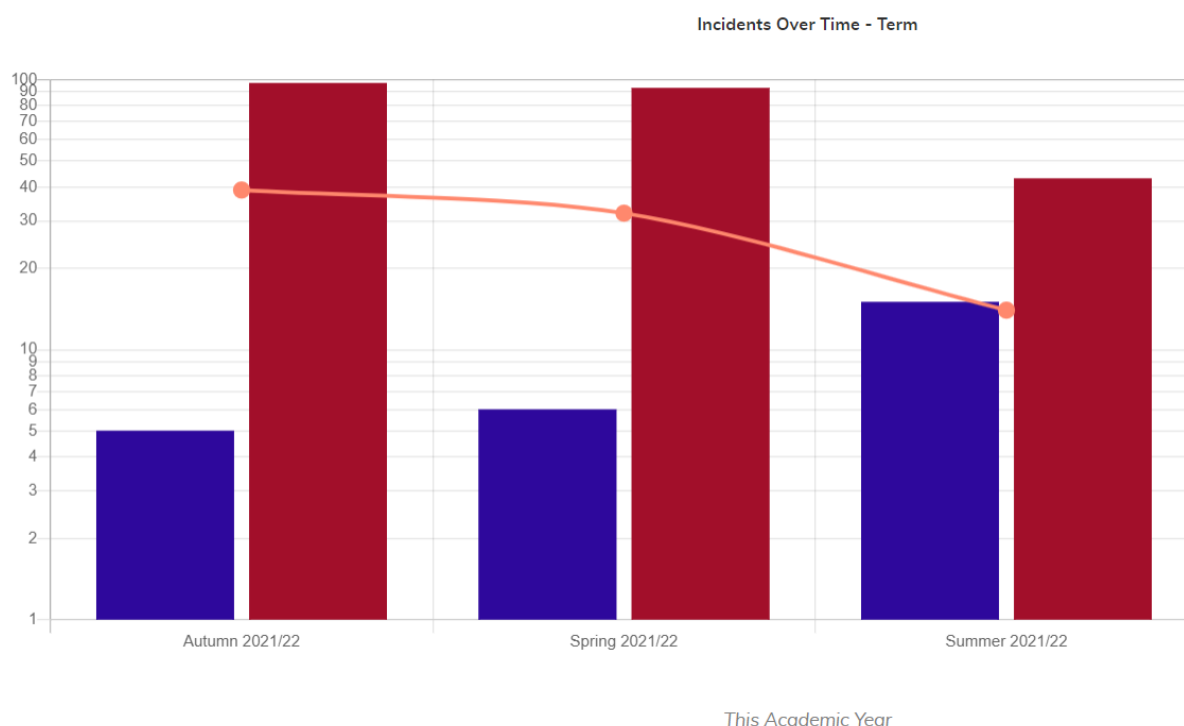


Behaviour

We have continued to carefully monitor learner behaviour and engagement through our engagement system tracker and BehaviourWatch. The staff record behaviour/engagement and identify additional areas of support and identify patterns of behaviour.

Learners adhere to our school behaviour policy and earn points during their time learning and can earn attendance on reward trips at the end of each half a term.

Some learners did struggle with the anxieties around the school move, we saw an increase of behavior in Autumn term returning after COVID & Spring term A and this has since resettled since transitioning over to the new school site. The graph below displays concerns raised in blue column & red column is incidents with the trend line evidencing a decrease.



We know that early intervention within the classroom or around the school relies on staff being organised, vigilant in their supervision and appropriate in their initial level of intervention using a low arousal approach. The school operates a consistent model of behaviour support in order to effectively manage disruptive behaviour in the classroom.

Assessment

The assessment tools used vary between learners and are dependent upon on their previous educational history, behaviour presentation, key stage and ability to undertake formative as well as summative assessment. We use GL assessments to ascertain standardised scores that ensure the work is set at a manageable level. This will provide information to help identify pupil's strengths and areas of development, and progression pathway.

We carry out the following baseline testing and assessment upon admission:

- GL assessments
- BKSB English Entry Level/GCSE baseline assessment
- BKSB Mathematics Entry Level/GCSE baseline assessment
- Dyslexia Screening – GL assessment
- Motional - online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people

Classroom assessment is *formative* and *summative*. Formative assessment takes place during the process of learning, rather than at the end of a period of learning. Its purpose is to inform and improve learning, rather than simply to assess whether the learners have mastered the learning objectives. The role of formative assessment is therefore to generate information to help improve learning and teaching as teachers are able to effectively feedback to drive learner/ teacher understanding of progress. Summative assessment the formal method of evaluation and is used at the end of each module to obtain Entry level through to Functional Skills levels 1 & 2 and GCSE qualifications. Whilst this is important we ensure our focus provides learners with a breadth of educational experiences in which they can achieve and attain.

Greenfields School Individual Candidate Profile				
Candidate Name: _____		DOB: _____	Candidate Number: _____	
				Centre Number: 66387
Current Attainment Level		Predicted Level By End of Academic Year		Barriers to Learning: Linked to SEN Student Profile: (SENCO input)
BKSB Functional Skills Assessments: <u>Mathematics/English Entry 3-3:</u> Mathematics-Entry 3 English-Entry 3	<u>WRAT 4 Standard Scores:</u> Word Reading: 99 Sentence Comprehension: 109 Reading Composite: 104 Math Computation: 82 Spelling: 66	Functional Skills Level 1		SEN is regarded as severe and complex with the additional provision through his statement stated as: <ul style="list-style-type: none"> • Emotional needs; • Behaviour; • Social skills; • Attention; can be perceived as very able but his work needs close monitoring to ensure concepts have been understood and that work is fully completed. <u>Additional Information for Access Arrangements and Reasonable Adjustments during Assessment:</u> (SENCO) Access Arrangements and Reasonable Adjustments will be in place for all examinations and an application made to JQJ.
Achievement Table				
Year 7	Year 8	Year 9	Year 10	Year 11
Not at Greenfields School	Application of Number Entry 3 - Achieved	Level 1 Functional Skills: ICT - Achieved Maths - result pending English - result pending	Level 2 Functional Skills: Maths English	<u>GCSEs</u> English Language Mathematics Religious Studies ICT DT Art
Not at Greenfields School	Communication(Speaking and Listening) Entry 3 - Achieved	Science Today Award -4 modules completed Achieved	<u>GCSE</u> - Science	<u>GCSE</u> - Science
Not at Greenfields School	<u>AQA Unit Awards:</u>	<u>AQA Unit Awards:</u>	<u>City and Guilds</u>	

Learner progress is carefully tracked and each KS3/4 learner has an individual candidate profile evidencing their progression whilst at Greenfields School. This also evidences that our learners are making good progress and gaining accredited outcomes in a variety of curriculum areas.

Examinations and Accreditation

Greenfields School is an accredited centre for BTEC/AQA/WJEC/ASDAN and Edexcel. This offers everyone the opportunity to have their achievements formally recognised – we build on each level of learning from Entry levels through to BTEC/GCSE qualifications.

Academic Results for 2021-2022

We have had 4 Year 11 leavers in this academic cohort, all learners have obtained a place in local College that we have supported the transition.

We are proud that despite adversity our learners have continued to progress with their learning achieving numerous qualifications below:

Greenfields School Academic outcomes table



2021-22 Academic year		
	Total	Breakdown of Levels / Grades / Awards.
E.g.	4	2 L1 + 2 L2
Unit Awards	3	3
Functional Skills Awards	1	Level 2 Numeracy
Entry Level/Essential Skills Wales	21	Essential Skills Wales – Communication Entry 1 – 1 Entry 2 – 1 Entry 3 - 8 Essential Skills Wales - Application of Number Entry 1 – 1 Entry 2 – 3 Entry 3 - 7
BTEC Level 1 - 2	11	Applied Science – L1 – 3 (1x Distinction 2xMerit) Media L1 – 2 (1x Pass 2xMerit) IT L1 – 2 (2xMerit) Art L1 – 4 (2xMerit 2 x Distinctions)
Essential Skills Wales	See Above	See Above
GCSE	6	3 – GCSE English - 1D, 2E 3 – GCSE Maths – Numeracy - 1C, 2D
ASDAN	0	No entries this year
Duke of Edinburgh	0	No entries this year
Other	17	NICAS – 6 Level 1 Awards UK Rural Skills Level 1 Horse and Stable Management L3 Award Horse and Human Relationship L3 Award MPCT – Workskills Pearson BTEC L2 Avenues - Princes Trust Level 1 BTEC Sweet Level 1 Sgiliau - Wales, Europe and the World E3 Personal and Social Education E3 Handling Money Pathways E2 Welsh in the Workplace E3 Pearson BTEC L1 Award
Total number of pupils in school across the year	20 4 - Year 11 leavers July 2022	This number is all those on role at beginning of year + all new admissions in the academic year

The vocational subject qualifications range from various accreditations & levels in each learner's individual interest such as animal handling, music, catering, army and sport-based placements. We use multi-agency partnerships to provide a wide range of accreditation in

vocational courses depending on individual learner interest. We have continued to increase our curriculum offer to provide more choice to learners by registering with additional awarding bodies and successfully gaining centre approval.

In order to ensure learners leave with accredited outcomes we have created bespoke education packages in order to tailor education around individual needs.

The Year 11 learners have completed transition booklets & career focused sessions along with Xello accounts to support their future career planning.

Awards

We are incredibly proud to have the Careers Wales Quality mark awarded & continuously maintained since 2012. Our careers coordinator arranges vocational placements and accreditation whilst engaging in career lessons. We have assisted learners in obtaining college placements and employment. A variety of workshops and placements are also used to provide a wide range of opportunities.



We are also proud to have maintained the Eco School Bronze award this year and have continued working towards obtaining the Silver award.

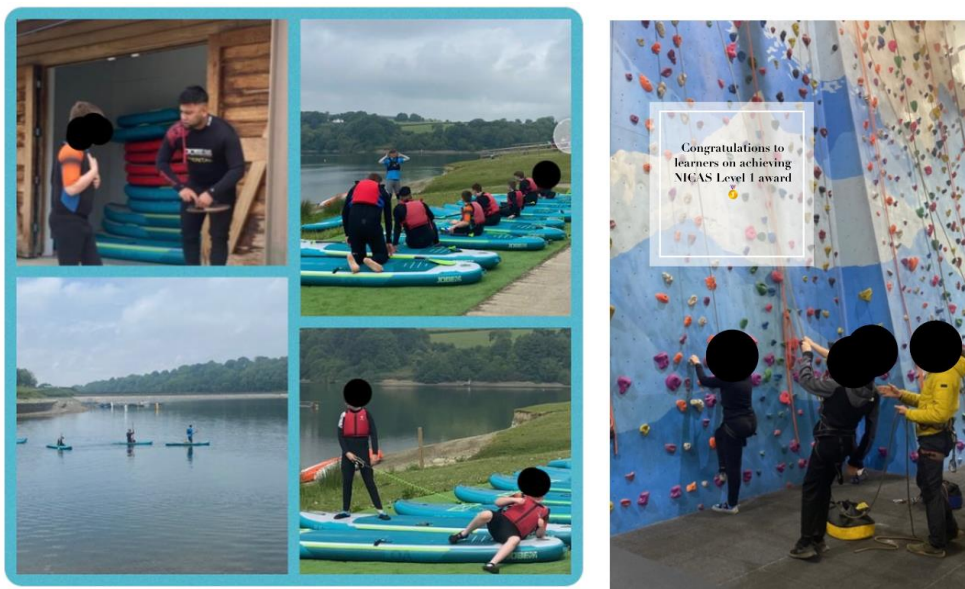
We have also started working towards our Bronze award as a Rights Respecting School. We have completed our documentation so we can submit in Autumn Term upon our return.



Outdoor Education

We continue to be registered as a centre for the Duke of Edinburgh’s award (DofE). We have incorporated ‘Wellbeing Wednesdays’ which has promoted off site physical activity and wellbeing.

We believe that a DofE experience provides an additional dimension to our existing educational provision, which will have a profound impact on participants by providing them with the chance to develop skills for work and life, fulfil their potential and have a brighter future.



New for 2022 – 2023

We will be developing our new school site over the next year with key focus on the outdoor space. We plan to further strengthen areas identified within audits.

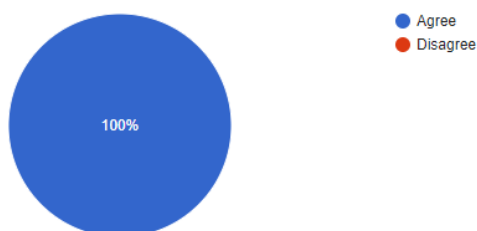
We have added to our curriculum by introducing the Skills Challenge certificate and Humanities to sessions.

Stakeholder response

Our stakeholder report is available as separate document and can be accessed via request or downloaded from the school website. The report evidences positive feedback and acknowledges the nurturing approach we have in getting learners to re-engage with their education.

We have 100% recommendation and will action identified areas of development upon our return in September.

I would recommend Greenfields school to others
13 responses



FUTURE CONSIDERATIONS

The School has continued to adapt and develop new processes following the impact of COVID. It remains crucially important to us that we maintain our safety measures to ensure school site can safely remain open to minimize disruption to learners.

Moving forward we have identified within our Self Evaluation Document that we can further develop as a provision by focusing on the following **4** key areas:

Action 1: Strengthen arrangements for the development of learner's literacy, numeracy and digital literacy skills.

Action 2: Improve the quality of teaching and assessment further by sharing and promoting best practice more widely.

Action 3: Consolidate and further develop self-evaluation and improvement planning.

Action 4: Improve digital learning within the school.

We look forward to further developing our new school site and strengthening our school offer for learners next academic year.

Jennifer Parry

Headteacher