

# Greenfields School

Independent school standard inspection report

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## **Purpose and scope of the inspection**

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.<sup>1, 2</sup>

## **Information about the school**

Greenfields is an independent primary special school, registered for up to 15 pupils with emotional and behavioural needs. Greenfields School forms part of a therapeutic community managed by Childhood First, a registered charity. Although registered to admit pupils from four to eleven years of age, the school has never had children young enough to be within the Early Years Foundation Stage. There are currently ten pupils on roll between the ages of seven and twelve years; all but two are boys. Seven pupils have a statement of special educational needs and most pupils have had extended periods of time out of school prior to admission. All pupils are looked after children. Pupils are mostly placed at the school for a period of about two years. The school's vision is, 'to be an inclusive learning community which enables all children to feel valued and empowered and equips them with the social, emotional and academic understanding to facilitate a positive and successful future'. Founded in 1995, the school moved to the current site in 2002. The last full inspection of the school was in February 2009 and there was a progress monitoring inspection in February 2010.

## **Evaluation of the school**

Greenfields School provides a good quality of education and meets its aims successfully. The needs of individual pupils are understood very well and catered for effectively through good teaching. The therapeutic nature of the community within which the school operates has a strong impact on the personal development of pupils and their readiness to learn. Arrangements for the safeguarding of pupils are comprehensive and thorough, ensuring that the school provides a safe and reassuring environment for pupils. The school has made good improvement since the time of the last full inspection and now meets all the regulatory requirements.

## **Quality of education**

The curriculum is good. It provides experiences in all the required areas of learning and is implemented imaginatively. The curriculum is organised into a series of well-planned termly themes covering a four-year cycle through which individual subjects of the National Curriculum are integrated and interwoven effectively. There is an appropriate daily emphasis on the development of literacy and numeracy skills as the

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<sup>1</sup> [www.legislation.gov.uk/ukpga/2002/32/contents](http://www.legislation.gov.uk/ukpga/2002/32/contents).

<sup>2</sup> [www.legislation.gov.uk/ukpga/2005/18/contents](http://www.legislation.gov.uk/ukpga/2005/18/contents).

school recognises the low levels from which pupils' learning starts. The school has identified the need to enable pupils to develop relationships to the point where they can trust adults and know that they will be kept safe. As a result, pupils in Key Stage 2 are grouped together in one class with two teachers and sufficient adults to provide one-to-one support and challenge. This enables the activities and experiences of the curriculum to be designed to meet individual learning needs effectively. The integrated curriculum ensures that all pupils have challenging and enjoyable opportunities for scientific, creative, and human and social learning experiences. At the request of placing local authorities, and as a single exceptional case for the school, two Year 7 pupils are extending their Year 6 curriculum experience in a separate class, in readiness for transfer to secondary education at the end of this school year. This arrangement provides an appropriate opportunity for emotional and social development while reinforcing the basic skills achieved during recent years in the school. The school is thorough in its application of the requirements of pupils' statements of special educational needs. When a pupil arrives without a statement immediate action is taken to commence the process in consultation with the placing authority.

The quality of teaching and assessment is good and enables pupils to make good progress over time. A major strength of the teaching is the extent to which the staff understand the pupils' current levels of attainment, their preferred learning styles and the most appropriate pairings with teachers and learning assistants. Teachers consistently identify learning outcomes and strategies to achieve these for each individual within the group. Pupils enjoy their learning and engage effectively with tasks and activities, sustaining their concentration well until tasks are completed. They are proud of their work, whether this be of posters demonstrating their knowledge of mini beasts, the construction of a model camp site, or the preparation of menus and invitations to one pupil's 'restaurant'. Occasionally, if a distraction occurs or an individual finds it difficult to manage frustration, staff skilfully intervene with suitable strategies to ensure that the work of others is not disturbed. Good relationships, patience and humour characterise the classroom environment, coupled with an expectation that all pupils will take part and contribute. Teaching and learning support staff work together successfully as an integrated team in which strong relationships enable each to make a positive contribution. Effective strategies for the management of behaviour ensure that classrooms have a clear focus on learning and achievement. Pupils particularly enjoy and benefit from practical learning activities both in the classroom and during physical education and swimming lessons.

Pupils' work is assessed against the requirements of the National Curriculum and recorded systematically on a database. Appropriate information is recorded in a manner which enables staff to identify gaps in learning for individual pupils and to address these in future planning. The current database does not enable an immediate and effective overview to be created of the extent of pupils' progress over time with details about pupils' levels of attainment in the core subjects. Analysis of the available data indicates that pupils make at least satisfactory, and mostly good, progress. Pupils' progress in reading, speaking, listening and numeracy, usually from low starting points, is good. Progress in writing is satisfactory and more challenging

for the majority of the pupils. Although it is recognised that pupils are encouraged to write and record in a variety of forms, there is insufficient attention to the quality of presentation of work, including handwriting, as a means to effective communication.

## **Spiritual, moral, social and cultural development of pupils**

The spiritual, moral, social and cultural development of pupils is good. The school has a clear understanding of the emotional trauma and restricted social development experienced by pupils in their early lives. The school and the pupils' residential placements work very well together to create a therapeutic community in which pupils are supported in working through their personal experiences and developing strategies to manage their behaviour. As a result, behaviour in school is good. When an occasional outburst occurs this is managed effectively by the staff, and pupils are helped to understand and manage their emotions. Attendance is high and there is no unauthorised absence. All pupils state in their questionnaires that they enjoy school and they believe the teaching is good. Similarly, they state that they feel safe in school; this represents an important achievement for the school. Over time, the great majority of pupils demonstrate the ability to take responsibility for their words and actions and to show consideration for others.

The school works effectively with staff in the residential provision to ensure that pupils make good use of local amenities through, for example, membership of the Scouts, dance club or swimming club. The older pupils take on responsibilities as school councillors; they consult with younger pupils and with staff about desired improvements to the school's provision. Trips and visits, including to woodlands and country parks, museums and castles, combine extensions to the curriculum with opportunities for pupils to increase their awareness of local amenities and facilities. The curriculum for personal, social and health education provides good opportunities for pupils to develop their awareness of themselves and how they relate to others in social situations. Visits to shops or the garden centre, to purchase items for their practical projects, are used effectively to encourage pupils to engage in transactions and conversations with members of the public. The school does not currently bring visitors into the school to provide opportunities for pupils to extend their social skills through working with additional adults. Pupils are provided with opportunities to consider the diversity of cultures and lifestyles in the local and national community through, for example, the celebration of Black History Month.

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

Provision for the welfare, health and safety of the pupils is good and ensures that they enjoy a safe and supportive education. Good attention is given to staff training in, for example, child protection, physical intervention and first aid. All members of staff are trained to the required levels and dates for update training are monitored continuously. All staff are trained in the intentions of the therapeutic dimension of the school's work and effective team meetings with therapists and residential staff ensure a consistency of approach to individual needs. Staff safer recruitment procedures are thorough and conform with all regulatory requirements. Policies for the management of behaviour, anti-bullying, off-site visits and first aid are

implemented consistently and appropriately. Good attention is given to all aspects of health and safety throughout the premises and the external environment. High levels of supervision are evident at all times. Risk assessments and arrangements for activities away from the school are implemented effectively, taking good account of the needs of individual pupils. All fire safety checks and procedures are implemented routinely and recorded appropriately. The school meets the requirements of the Equality Act 2010.

### **Suitability of staff, supply staff and proprietors**

All required checks on the suitability of staff and proprietors are completed appropriately and recorded in a suitable single central register. Supply staff are not employed at the school.

### **Premises and accommodation at the school**

The school buildings provide good-sized, bright and comfortable accommodation for effective learning. The playground and external garden area enable pupils to take part in a range of activities in a safe and well-maintained environment. The provision for outdoor physical education is particularly effective.

### **Provision of information**

The school provides an informative brochure for all parents and carers. This document makes parents and carers aware of the availability of relevant school policies and written procedures. Detailed information is provided to inform the review of pupils' statement. Full reports are provided annually for parents and carers giving suitable detail about pupils' progress in each subject studied, together with information about their personal development. All required reports and reviews for external agencies, including placing local authorities, are provided regularly.

### **Manner in which complaints are to be handled**

The school's policy and procedures for the management of any complaints meet regulatory requirements.

### **Compliance with regulatory requirements**

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

### **What the school could do to improve further**

While not required by regulations, the school might wish to consider the following points for development.

- Ensure that pupils' levels of attainment in the core subjects are recorded in a manner which enables a clear judgement to be made about the extent of progress over time.

- Develop strategies to improve the presentation of pupils' work, including handwriting, and to celebrate success in effective visual communication.
- Identify opportunities to bring visitors from the local and wider community into school to contribute to the curriculum and provide opportunities for pupils to develop their social skills.

## Inspection judgements

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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## School details

<b>School status</b>	Independent		
<b>Type of school</b>	Primary special school (emotional and behavioural needs)		
<b>Date school opened</b>	1995		
<b>Age range of pupils</b>	4–11 years		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 8	Girls: 2	Total: 10
<b>Number of pupils with a statement of special educational needs</b>	Boys: 7	Girls: 0	Total: 7
<b>Number of pupils who are looked after</b>	Boys: 8	Girls: 2	Total: 10
<b>Annual fees (day pupils)</b>	£39,604		
<b>Email address</b>	greenfieldsschool@childhoodfirst.org.uk		
<b>Headteacher</b>	Jacqui Ward		
<b>Proprietor</b>	Childhood First Children’s Charity		

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 May 2012

Dear Pupils

### **Inspection of Greenfields School**

Thank you for your welcome when I visited your school. I enjoyed my visit, including meeting you in your classrooms and in the playground. The inspection judged that Greenfields School provides you with a good quality of education.

I was particularly pleased:

- that your questionnaires show that you enjoy school and feel safe there
- by the way in which you get on well with the staff and cooperate with what they ask you to do
- with the way in which you concentrate on your work and make sure that you finish it off before going out to play
- to see the interest of Yellow Class in mini beasts and the way that you care for them in your classroom
- to see the good practical work in Green Class, including the camp site and the restaurant menus
- to hear you read and to talk with you about your work
- with the good progress that you are making with your work and the number of rewards that you are achieving.

To make the school even better I have asked the staff make sure that you give careful attention to the presentation of your work. I have also asked them to record the progress you make in different subjects in more detail and to see whether there are more visitors who could come into school to do interesting work with you in your classrooms. You can help to get the best out of Greenfields by making sure that you always behave well and continue to do your best all the time.

With all best wishes for the future.

Yours sincerely

David Young  
Lead inspector