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For learners, for Wales

A report on

Greenfields School

Graig Y Saeson
Forge Road
Bassaleg
Newport
NP10 8AT

Date of inspection: October 2026

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Greenfields School

Name of provider	Greenfields School
Proprietor status	CareTech Community Services Ltd
Language of the provider	English
Type of school	Independent
Residential provision?	Yes
Number of pupils on roll	3
Pupils of statutory school age	3
Date of previous Estyn visit	17/02/2025
Start date of visit	12/10/2026

School context

Greenfields is an independent school located in a suburb of Newport. The school is owned and managed by CareTech Community Services Ltd, a private limited company. The proprietor owns children's homes across Wales, England and Scotland.

The school is registered to provide education for up to 30 pupils aged 9 to 18 years who have social, emotional and behavioural difficulties (SEBD). It caters for residential and day placements.

At the core inspection in February 2025, the school did not comply with the Independent School Standards (Wales) Regulations 2024. At that time, the Welsh Government placed a cap on pupil numbers and required the school to produce a post-inspection action plan (PIAP) to address the areas of non-compliance.

Inspectors carried out two supportive visits, in July and November 2025, to discuss the school's progress against its action plan. A further inspection took place in March 2026 to evaluate compliance with the previously non-compliant standards. By this inspection, the school had addressed many of the issues identified but remained non-compliant with aspects of Standard 1: The Quality of Education Provided.

Following the March 2026 inspection, the Welsh Government required a further action plan to address the remaining areas of non-compliance.

To comply fully with the regulations, the school was required to address the following outstanding issues identified in March 2026:

Standard 1: The Quality of Education Provided

- Ensure that full-time supervised education for all pupils of compulsory school age, which gives pupils experience in the following areas: language, communication, mathematics, science, technology, humanities, health, well-being and expressive arts [2(2)(a)

- Ensure the opportunity for all pupils to learn and make progress, including providing differentiated opportunities where appropriate, and effective preparation of pupils for the opportunities, responsibilities and experiences of adult life [2(2)(h)]

- Enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught [2(3)(a)]

- Ensure well planned lessons, effective teaching methods, suitable activities and wise management of learning time [2(3)(c)]

- Ensure that teaching demonstrates a good understanding of the aptitudes, needs and prior attainments of the pupils and ensures these are taken into account in the planning of lessons, [2(3)(d)]

- Ensure that teaching demonstrates good knowledge and understanding of the subject matter being taught, [2(3)(e)]

At the time of the inspection in October 2026, three pupils were on roll. The headteacher has been in post since September 2026 and is supported by a deputy headteacher who started in October 2026. The school employs four teachers, two teaching assistants, an administrative assistant and a domestic assistant. A regional director of education from the wider organisation, appointed in September 2025, provides additional support

Main findings

Greenfields School is a tight knit community where everyone strives to do the best for one another and supports each other to succeed. Strong professional relationships between adults and pupils are based on mutual respect and high expectations.

Nearly all staff have joined the school since the last inspection. Despite their short time in post, they demonstrate a suitable understanding of pupils' needs, interests and starting points. Staff respond flexibly to pupils' emotional needs and use brief breaks or alternative tasks appropriately to help pupils to regulate their emotions and return to learning. For example, activities such as 'treasure hunts' support pupils to sustain engagement for significant periods of time.

The school provides a calm and purposeful environment for the pupils. As a result, nearly all pupils engage well in their learning and over time, improve their confidence and self-esteem.

Pupils receive full-time education on the school site and access suitable experiences across the required areas of learning. The school's new curriculum is tailored well to the pupils' needs, aspirations and individual pathway through school and beyond. It links appropriately to the Curriculum for Wales. Over time, most pupils build purposeful skills and knowledge that supports them to learn and make sound progress.

In nearly all lessons, teachers establish clear routines and suitable expectations of pupils' engagement and behaviour. Where teaching is most effective, activities have a clear purpose and teachers use a range of multi-sensory approaches and resources linked to pupils' interests and needs. In these lessons, teachers question pupils effectively and encourage them to explain and justify their responses. For example, pupils consider the historical accuracy of songs about the Newport Rising and explore their use of figurative language, including similes and metaphors. Activities move at a suitable pace and combine appropriate demand and challenge. In addition, teachers adapt their approaches promptly when pupils demonstrate their understanding in unexpected ways.

Where teaching is less effective, questioning does not extend learning consistently and teachers do not adapt activities promptly enough in response to pupils' answers. Occasionally, support focuses too heavily on completing tasks rather than deepening pupils' understanding or developing their thinking. As a result, in a few lessons, inconsistent challenge and excessive support limit pupils' opportunities to work independently.

Approaches to developing pupils' literacy skills are inconsistent across the curriculum. Visual symbols help pupils access information and record their ideas. These support

pupils' confidence in working with texts and help them access a wider range of written material over time. However, where teaching is less strong, staff provide spellings or record responses too quickly. This limits pupils' opportunities to develop and use their own strategies independently.

The school has a positive safeguarding culture, supported by knowledgeable leaders and a strong commitment to pupils' welfare. Staff demonstrate a sound understanding of their safeguarding responsibilities, reinforced through regular training, scenario-based discussions and informal checks. The designated safeguarding person (DSP) and deputy DSP work effectively together, reviewing concerns regularly and ensuring appropriate responses and referrals. The deputy DSP's established relationships with pupils and families provide valuable continuity and support.

Leaders have undertaken a thorough safeguarding audit and developed a robust and proportionate action plan, with many improvements already implemented. These arrangements have largely been introduced since September 2026 and it is too early to evaluate their sustained impact. Leaders resolved a few inaccuracies in safeguarding policies, including references to English regulatory requirements, during the inspection.

In their short time in post, leaders have established an effective programme of quality assurance to evaluate teaching and its impact on pupils' progress and the development of their skills and knowledge. They identify effective and less effective practice and set a manageable number of measurable actions for staff. When they identify areas requiring improvement, leaders respond promptly. They specify appropriate actions and clear success criteria, identify support and set reasonable timescales for follow-up. This work gives leaders an accurate understanding of the quality and effectiveness of teaching and learning at the school.

Leaders provide a suitable range of professional learning opportunities to support staff to develop their practice. Alongside statutory training, staff have completed sessions on pupils' emotional and learning needs and the implementation of the school's new curriculum. Leaders have also identified relevant external courses including GCSE subject specific courses and approaches to teaching reading, as well as professional qualifications such as the national professional qualification for headteachers.

On the basis of this visit, there is no evidence that the school does not comply with the Independent School Standards (Wales) Regulations 2024.

Compliance with the standards for registration

Independent school inspections are governed by the Education Act 2002 and related regulations: the Independent School Standards (Wales) Regulations 2024. These regulations require an independent school to meet an appropriate standard in the following areas:

The quality of education provided by the school

On the basis of this inspection, there is no evidence that the school does not comply with this Standard.

The spiritual, moral, social and cultural development of pupils

On this visit, Estyn did not inspect this standard.

Welfare, health and safety of pupils

On the basis of this inspection, there is no evidence that the school does not comply with this Standard.

The suitability of proprietors and staff

On this visit, Estyn did not inspect this standard.

Premises of and boarding accommodation at schools

On this visit, Estyn did not inspect this standard.

The provision of information

On this visit, Estyn did not inspect this standard.

The manner in which complaints are to be handled

On this visit, Estyn did not inspect this standard.

Recommendation regarding continued registration

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 2024. 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 (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 (Wales) Regulations 2024. 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.

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