



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

**Annual monitoring inspection report on
Landsker Education**

Date of inspection: November 2016

by

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

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Context

Landsker Child Care offers an integrated education and residential care package to pupils who are 'looked after' and have challenges to their learning. The pupils have a range of needs, including social, emotional and behavioural difficulties and moderate learning difficulties. There are 26 residential places spread across the organisation's seven separate children's homes. Three of these homes are in rural Pembrokeshire, two are in the Neath Port Talbot area, one is in Bridgend and one is in the Vale of Glamorgan.

The school provides full-time education on a termly basis at each of the children's homes. At the time of the inspection, there were 17 pupils on the school roll. There is one class in each home. Class size varies from one to four pupils. There are seven full-time teachers, each of whom has qualified teacher status. Each class has a key teacher for three days of the timetable. Teachers alternate in the school's classes for the other two days to share their expertise, and provide pupils with a change of personnel and a variety of activities. Landsker also supports the other young people resident in the homes to enable them to attend local mainstream education provision.

The headteacher manages the education provision and standards across the seven classes. She visits every class at least twice each half-term to carry out assessments of pupils, monitor their progress and attend their review meetings. Teaching staff meet formally twice each term but are in regular electronic communication.

On this inspection, the team visited classes in four of Landsker's children's homes.

Main findings

Strengths

Nearly all pupils make at least good progress in developing their literacy, numeracy and information and communication technology (ICT) skills. They apply these skills consistently across the curriculum.

The school provides a caring and supportive learning environment where staff and pupils have good working relationships. Staff use praise and encouragement effectively to keep pupils motivated and build pupils' self-esteem. As a result, nearly all pupils attend regularly, remain on task throughout the lesson and complete work to a high standard.

Staff have high expectations of pupils' learning and behaviour. Teachers plan and deliver lessons that stimulate pupils' interest and meet their identified needs well.

There is strong collaboration across the classes that ensures a consistent approach to implementing the school's policies and procedures.

Areas for development

The school uses a wide range of baseline assessments on pupils' entry to the school. Teachers assess pupils' progress regularly through re-testing. However, teachers do not use the information from the assessments well enough when setting targets in pupils' individual education plans (IEPs).

Recommendations

R1 Improve the use of assessment data to set challenging literacy and numeracy targets for all pupils

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

Recommendation 1: Tighten the system of risk assessment for school visits by ensuring that forms are completed and signed by the person responsible

This recommendation has been fully addressed.

Leaders have reviewed the policy and procedures for off-site visits. Staff now complete a comprehensive risk assessment that is signed by a senior member of staff before the activity takes place.

Recommendation 2: Minimise risks for pupils and teachers working in one-to-one situations during structured lesson time

This recommendation has been fully addressed.

Leaders have reviewed the policy and procedures for lone working. They have strengthened arrangements for managing the identified risks. This includes additional staff support for students with high risk behaviours.

Education and support staff work together well to create a safe and nurturing environment that meets the learning and wellbeing needs of pupils.

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 this visit, Estyn did not inspect Standard 3.

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 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.

School information

School	Landsker Education
School number	6686016
Purpose of visit	Annual monitoring inspection
Date of visit	02/11/2016
Proprietor	Paul Thomas
Staff	1 HeadTeacher 7 Full time teachers
Number of pupils	17
Provision	52 Week Residential
Type of special educational need (SEN) catered for by the school	Emotional Behavioural DifficultiesMild to Moderate Difficulties
Last Section 163 inspection	05/11/2012
Last annual monitoring inspection	02/02/2015
Last CSSIW inspection	Insert text

Team information

Anthony Mulcahy	Reporting Inspector
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