



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
The Old Cornstore
Northfield Road
Narberth
Pembrokeshire
SA67 7AA**

Date of inspection: December 2017

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 at each of the children's homes. At the time of the inspection, there were 18 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 regularly to monitor pupils' progress and attend their review meetings. Teaching staff meet formally twice each term but are in regular communication.

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

Main findings

Strengths

Pupils attend school regularly and arrive at lessons on time. They settle down quickly and are enthusiastic about their work.

Lesson planning is detailed and takes account of national initiatives, such as the Curriculum for Wales and the Digital Competency Framework. Lessons are interesting and a suitable pace maintains the interest of pupils well.

Teachers and support staff work well together to support pupils' learning and behaviour. They give clear instructions. Effective questioning allows all pupils to share their views with confidence.

The school council provides pupils with an effective mechanism for contributing to decisions about the school.

Classrooms are well equipped and have attractive displays which reinforce learning well.

Staff benefit from being able to share resources and ideas across the seven sites.

Areas for development

The school uses a range of quality assurance processes, including lesson observations and scrutiny of pupils' work. However, they do not use information from these processes well enough to identify strengths and areas for development and inform strategic planning.

The school has an appropriate range of detailed policies that are implemented well. However, these do not always set out the roles and responsibilities of school staff clearly enough.

Recommendations

R1 Ensure that policies set out the roles and responsibilities of school staff clearly

R2 Use information from quality assurance activities to identify strengths and areas for development and inform strategic planning

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

Recommendation 1: improve the use of assessment data to set challenging literacy and numeracy targets for all pupils

This recommendation has been largely addressed.

The school carries out a range of appropriate assessments, relating to National Curriculum levels and the Literacy and Numeracy Framework. This includes baseline assessments and regular teacher assessment throughout the year. Teachers use this information to track pupil progress, develop individual pupil targets and inform planning. They use information from a baseline assessment in reading and spelling to plan regular spelling tests for pupils, in line with their need.

Many of the targets in the individual education plans are challenging and measurable. However, on occasions, they are too general.

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 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 this visit, Estyn did not inspect Standard 7.

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	05/12/2017
Proprietor	Paul Thomas
Staff	7 teachers, 1 headteacher
Number of pupils	18
Provision	52 week Residential
Type of special educational need (SEN) catered for by the school	Social, emotional and behavioural difficulties
Last Section 163 inspection	05/11/2012
Last annual monitoring inspection	07/11/2016
Last CSSIW inspection	Insert text