



**Annual monitoring inspection report on
Landsker Education**

Date of inspection: February 2015

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 22 residential places spread across the organisation's six separate children's homes. Three of these homes are in rural Pembrokeshire, two are in the Neath Port Talbot area and one is in Bridgend.

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 six 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 six 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.

The school has sought and received additional Pupil Deprivation Grant funding from four out of six placing authorities, to improve the outcomes for their disadvantaged learners.

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

Main findings

Strengths

The school's strengths are that:

- Landsker continues to offer its pupils high quality education
- There is a clear focus on pupils' academic achievement, where the provision is tailored appropriately to meet individual pupils' needs
- All pupils make at least good progress over time in their work, behaviour and attendance and often from a low starting point
- Teachers plan and deliver lessons that stimulate pupils' interest and help them to engage in learning
- There is strong collaboration across the classes that ensures a consistent approach to implementing the school's practices, for example the four rules for good behaviour agreed by the school council

- All pupils have appropriate opportunities to gain qualifications in a range of accredited courses
- The headteacher monitors the school's work well through formal visits to the class in each children's home, scrutiny of pupils' work and lesson observations
- Staff liaise effectively with senior managers and each other via the school's intranet provision
- Pupil deprivation grant (PDG) funding is used appropriately to ensure that the pupils concerned have access to information and communication technology (ICT) resources that enhance their learning opportunities
- There is a developing culture of staff sharing expertise, for example to promote a common approach and good practice in lesson planning and classroom display

Areas for development

The school's areas for development are that:

- The school's policy for educational visits provides clear information concerning the risk assessment of activities. Staff complete a suitably detailed risk assessment form for school trips and events that is emailed to the headteacher for approval. Copies of these records are kept centrally in the main office. However, in the homes, copies are filed along with different risk assessment forms that are prepared by care staff for non-school activities. These files do not make clear enough who has sanctioned a school visit, as copies kept in the homes are not always signed.
- The school has a lone-working policy and carries out assessments to minimise risk. However, the school's arrangements do not always take enough account of pupils' and teachers' vulnerability in one-to-one lessons.
- The headteacher carries out termly lesson observations. She records her findings carefully and shares the outcomes with staff concerned. However, while these observations focus well on improving teaching strategies, they do not focus enough on pupils' standards.

Recommendations

The school should:

- R1 Tighten the system of risk assessment for school visits by ensuring that forms are completed and signed by the person responsible
- R2 Minimise risks for pupils and teachers working in one-to-one situations during structured lesson time

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

Recommendation 1: Continue to develop a system for monitoring and evaluating the use of ICT across the curriculum

This recommendation has been fully addressed.

Leaders and managers have prioritised ICT in the school development plan. They have introduced an appropriate on-line tracking system to monitor pupils' progress in using ICT in subjects across the curriculum. Teachers set half-termly ICT targets for individual pupils and include provision for ICT in their planning. The headteacher monitors and evaluates the school's work in ICT through work scrutiny and lesson observations.

The school is well resourced for ICT. In the lessons observed during the inspection, pupils demonstrate good skills in film-making and using tablets for research. They make effective use of video recording to improve their delivery of a persuasive speech.

Recommendation 2: Improve self-evaluation processes to include a greater emphasis on standards of achievement

This recommendation has been fully addressed.

The school has introduced a range of appropriate assessment procedures to monitor pupils' progress over time. These include reading, spelling and numeracy tests. Staff make good use of an on-line tracking system to collect information about individual pupils' attainment, behaviour and attendance. The school uses this data effectively to plan targets to improve pupils' standards and wellbeing. The school's self-evaluation also takes suitable account of pupils' attainment in external examinations.

Recommendation 3: Provide written feedback to staff on the quality of teaching and its impact on pupil outcomes

This recommendation has been largely addressed.

The headteacher has implemented a regular cycle of lesson observations as part of a programme to raise the standard of teaching from good to excellent. In lesson observation reports, she identifies clearly the good features and areas for improvement. These include the range and quality of teaching approaches and assessment of and for learning. Although pupils' standards are monitored regularly on an electronic tracking system, the impact on pupils' standards is not included on the lesson observation forms to give teachers more specific guidance for improvement on a lesson by lesson basis.

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 the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

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 this visit, Estyn did not inspect Standard 6.

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	02/02/2015
Proprietor	Landsker Child Care
Staff	6 teachers.Occasional use of residential care workers as LSAs
Number of pupils	17 in total of whom 8 attended the classes inspected
Provision	Day provision linked to company's children's homes
Type of special educational need (SEN) catered for by the school	Social emotional and behavioural difficulties (SEBD) and/or moderate learning difficulties (MLD)
Last Section 163 inspection	01/11/2012
Last annual monitoring inspection	01/12/2013
Last CSSIW inspection	01/08/2014

Team information

Mrs Rosemary Lait	Reporting Inspector
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