



**Annual monitoring inspection report on:**

**Landsker Education**

**Date of inspection: December 2013**

**by**

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

Estyn's annual monitoring visits to independent and independent special schools in Wales are required to report on whether the National Assembly for Wales (NAW) registration standards regulations for independent schools are met and, where they are not met, what they need to do in order to comply.

Further information regarding the regulations governing this monitoring visit can be found in the following documentation:

- Welsh Assembly Government: *Independent Schools Information and Registration Handbook*, April 2004; and
- Welsh Office Circular 37/94: *Independent schools which admit pupils with special educational needs*:
  - paragraphs 1-8: granting/removing approval;
  - paragraph 42: changes in character, management or control of the school; and
  - 37/94 paragraph 43: significant differences from approved number.

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## Context

Landsker Child Care offers an integrated residential education and 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. A few of the pupils have autistic spectrum disorders.

The organisation provides education at each of the children's homes. Pupils attend Landsker Education on a full-time, termly basis.

Since the last inspection, the organisation has opened Ty Groes Wen, a new children's home in Neath Port Talbot. There are now 20 residential places spread across six separate children's homes. Three of these homes are in rural Pembrokeshire, two are in the Neath Port Talbot area and one in Bridgend.

Since the last inspection, three teachers have left and new staff have been appointed.

At the time of the inspection there were 14 pupils on the roll of the school. The team visited four of the sites.

## Main findings

### Strengths

#### **The school's strengths are that:**

- pupils make very good progress in relation to their abilities and individual needs;
- pupils develop good social and communication skills. They are welcoming to visitors and are confident in talking about their work;
- staff create a nurturing learning environment that gives pupils confidence and promotes success;
- teachers ensure that lessons are well planned and build on pupils' previous learning;
- staff manage pupils' behaviour very effectively; and
- leaders and staff have a strong commitment to continuous school improvement.

## Areas for development

### The school's areas for development are that :

- teachers have identified opportunities for pupils to develop information and communication technology (ICT) skills in discrete lessons and across the curriculum. However, they do not monitor the use of ICT systematically or evaluate its impact on pupil outcomes;
- the self-evaluation report and linked school development plan do not focus clearly enough on measurable outcomes for the pupils; and
- although the school has developed a programme of regular lesson observations, staff do not receive written feedback on the quality of teaching or its impact on pupil outcomes.

## Recommendations

- R1** Continue to develop a system for monitoring and evaluating the use of ICT across the curriculum
- R2** Improve self-evaluation processes to include a greater emphasis on standards of achievement
- R3** Provide written feedback to staff on the quality of teaching and its impact on pupil outcomes

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

**Recommendation 1:** Ensure that the self-evaluation report and linked school development plan focus more clearly on the measurable outcomes of pupils

This recommendation has been partly addressed.

Leaders and managers use a wide range of performance data to plan effectively. They have prioritised areas for improvement and allocated a realistic timescale and funds for the delivery of these priorities. The self-evaluation process takes account of the views of a wide range of stakeholders including staff, pupils and parents.

**Recommendation 2:** Ensure that all marking of pupils' work reflects the best practice in the school

This recommendation has been fully addressed.

The headteacher has put in place a wide range of strategies to improve marking and ensure that best practice is shared across the team. These include highlighting where objectives have been met and setting two targets for improvement.

**Recommendation 3:** Give pupils more opportunities to develop and use their ICT skills across the curriculum

This recommendation has been fully addressed.

Schemes of work for nearly all subjects now include opportunities for the development of ICT. All pupils follow an accredited course in ICT and pupils make good use of ICT to research and present their work in science and mathematics.

**Recommendation 4:** Further strengthen the formal process of performance management by ensuring that all staff receive written feedback from the process

This recommendation has been partly addressed.

Teachers benefit from regular supervision and support and receive recommendations for improvement. The headteacher makes regular classroom observations. However, not all teachers receive written feedback from this process.

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

### **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

<b>School</b>	Landsker Education
<b>School number</b>	668/6016
<b>Purpose of visit</b>	Post S163 monitoring visit
<b>Date of visit</b>	4 and 5 December 2013
<b>Proprietor</b>	Landsker Child Care
<b>Staff</b>	8 x teachers 88 x care staff
<b>Number of pupils</b>	14
<b>Provision</b>	Day provision linked to children's homes
<b>Type of special educational need (SEN) catered for by the school</b>	Social, emotional and behavioural difficulties and/or moderate learning difficulties.
<b>Last Section 163 inspection</b>	November 2012
<b>Last annual monitoring inspection</b>	November 2011
<b>Last CSSIW inspection</b>	Rosemary Farm May 2013 Sychpant July 2013 Penrhiw July 2013 Ty Groes Wen July 2013 Longlands August 2013 Greenmeadows October 2013

## Team information

<b>Reporting Inspector</b>	Anthony Mulcahy
<b>Team Inspector</b>	Clare Yardley
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