



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

A report on

Landsker Education

Date of inspection: March 2022

by

Estyn, Her Majesty's Inspectorate for Education

and Training in Wales

About Landsker Education

Landsker Education is registered as an independent school that provides in-house education for children resident in the company's children's homes who are not able to access mainstream education. The school is owned by Landsker Child Care, which aims to offer integrated education and residential care services to children with a range of needs, including social, emotional and behavioural difficulties, moderate learning difficulties and autistic spectrum condition.

The school is registered for up to 30 pupils aged between 8 to 18 years, and provides full-time education at each of the company's eight children's homes. Three of these homes are in rural Pembrokeshire, two are in the Neath Port Talbot area, two are in Bridgend and one is in the Vale of Glamorgan. At the time of this visit, there were 22 pupils on the school roll, aged between 10 and 16 years. All of the pupils are looked after by placing local authorities and reside in the company's children's homes. Around half of the children are placed by local authorities in Wales; others are placed by local authorities in England. Many pupils have a statement of special educational needs (SEN) or an education, health and care plan (EHCP). A very few pupils are from Welsh speaking backgrounds. No pupils speak English as an additional language. The headteacher has been in post since 2009. The school was last visited in February 2019 for a core inspection.

During this visit inspectors visited the three Pembrokeshire provisions.

Main findings

Strengths

The school has faced considerable challenges over the last two years in the wake of the pandemic. Leaders responded to these challenges swiftly and sensitively. As a result, pupil and staff wellbeing remains positive.

The school provides an extremely caring and supportive learning environment based on the strong working relationships between pupils and staff. Staff have a comprehensive understanding of pupils' emotional needs and respond to pupil needs consistently well. Over time, staff are successful in improving pupil engagement, behaviour and confidence.

Teaching is a strength of the school. Teachers understand pupils' additional learning needs well, and they use this knowledge to plan lessons skillfully. As a result, nearly all pupils make secure progress in developing their knowledge and skills.

The school uses a range of appropriate assessments and tracks pupils' progress effectively across the curriculum.

The headteacher and directors of the school provide very strong leadership. They engage meaningfully with pupils and staff and use this feedback to reflect purposefully on the strategic direction of the school.

Areas for development

Staff at the school have continued to develop provision to offer pupils a variety of valuable learning experiences. However, opportunities to develop specific skills for individuals for future destinations are underdeveloped, for example group work skills or Welsh first language skills.

Leaders have continued to make changes to the learning environment to meet the specific needs of pupils. The school has added new buildings to the site, which require a material change request to the Welsh Government before pupils can use the facilities.

Recommendations

The school should:

- R1 Apply to the Welsh Government for a material change to the registration of the school
- R2 Further develop individual pupil skills and knowledge to support successful transitions to future destinations

Progress in addressing recommendations from previous visit or inspection report

Recommendation 1: Ensure that curriculum planning identifies clearly what pupils learn as they move through the school

The school provides pupils with a tailored curriculum, which is based effectively on the individual needs, interests, and aspirations of pupils.

The school has established useful processes to identify pupils' starting points and individual learning and well-being needs. Teachers make creative use of this information to plan enjoyable learning experiences that are well matched to pupils' abilities and interests. Teaching staff ensure that learning opportunities and skill consolidation and development are planned across every pupil's curriculum. Links and next steps are clearly highlighted to the pupils to enable them to make connections within their learning.

The school has useful processes to monitor and track a range of information in relation to pupils' learning and well-being developmental needs. It uses this information purposefully to set beneficial targets for pupils to make progress.

Curriculum planning includes valuable opportunities for pupils to improve and progress in their literacy, numeracy and information and communication technology (ICT) skills, and to develop important life skills such as cooking and managing money. In addition, pupils take part in exciting outdoor learning experiences. As a result, they strengthen important skills such as resilience and creativity.

The school's "transitions Curriculum" is particularly effective. There are valuable opportunities for pupils to explore and engage in vocational subjects. For example, pupils benefit from attending outdoor education facilities and know how to dress appropriately for the tasks at hand.

Recommendation 2: Strengthen the quality of improvement planning

Since the core inspection of 2019, leaders have taken appropriate steps to strengthen improvement planning at the school.

The school's self-evaluation processes are thorough and are based on useful sources of evidence. Leaders ensure that staff and pupils participate in the processes of school evaluation and improvement planning. As a result, improvements are relevant and have a positive impact on the experiences of both staff and pupils at the school.

Leaders have improved internal monitoring visits. These now focus suitably on a range of quality indicators, for example the current context of each individual pupil, teacher planning, staff training needs and the learning environment.

Leaders ensure suitable links between self-evaluation and improvement planning. These plans include helpful information about the purpose and outcomes of each target area. School priorities are linked effectively to teacher appraisal processes.

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, and cultural development of pupils

On this visit, Estyn did not inspect Standard 2.

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 continued registration

When considering this school's registration the Welsh Government 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 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 ([Estyn Site](#))

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 Regulations 2003. 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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