



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

A report on

Landsker Education

Date of inspection: February 2024

by

Estyn, His 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.

There are currently 17 pupils on the school roll, aged between 8 and 18 years. All of the pupils are looked after by placing local authorities and reside in the company's children's homes. A minority of the children are placed by local authorities in Wales; others are placed by local authorities in England. The majority of pupils have an individual development plan (IDP), a statement of special educational need (SEN) or an education, health and care plan (EHCP).

The headteacher has been in post since 2009.

Main findings

Strengths

Landsker Education provides a nurturing environment where nearly all pupils respond positively and thrive. The close collaboration between teaching staff and the staff from the linked residential home meets the needs of all pupils effectively.

Staff know their pupils extremely well and build trusting professional relationships with them. This helps to create a culture of mutual respect, trust and tolerance.

During this monitoring visit, in lessons and around the school, nearly all pupils displayed positive attitudes to their peers and staff and towards their learning. Nearly all pupils display enthusiasm and sustain engagement during tasks. In addition, they are happy to demonstrate their skills and knowledge and discuss their work with visitors.

Staff across the school are highly skilled in meeting the emotional and well-being needs of pupils. As a result, nearly all pupils behave well in lessons and the number of behavioural incidents occurring within education is low.

Over time and in relation to their additional learning needs, nearly all pupils make good progress in priority areas such as improving their resilience, the development of social skills, and in becoming more independent in their daily lives.

The school works well with a local farm to provide pupils with valuable learning experiences which link well to pupils' prior knowledge. For example, the life cycles of animals, reproduction and the production of food. Nearly all pupils, through forest school activities, build resilience and self-confidence. For example, they construct dens from branches and camouflage them effectively, and pupils persevere with lighting fires to boil water for hot drinks in the pouring rain.

The school supports pupils to access a suitable range of qualifications and accreditations, which align well to their needs, abilities, interests and future pathways.

The school has many satellite sites spread across a significant geographical area which communicate together effectively. Across all sites, safeguarding procedures are robust, which ensures that pupils are safe. As a result, the safeguarding culture is strong.

The school meets all of the Independent School Standards (Wales) Regulations 2024 inspected during this visit.

Areas for development

The overuse of worksheets limits pupils' ability to write at length and apply their literacy and numeracy skills in subjects across the curriculum, particularly in cross-curricular lessons.

At times, teaching focuses too heavily on coverage of subject content and does not always focus closely enough on developing pupils' knowledge and deeper understanding.

In a few cases, teachers intervene too quickly and do not apply questioning skills effectively to develop pupils' thinking skills well enough. In addition, in a minority of lessons low demand tasks do not offer pupils an appropriate level of challenge.

Recommendations

The school should:

- R1 Ensure that the planned lesson resources do not constrain pupils' development of skills and support them to develop their learning progressively
- R2 Ensure that teachers encourage and challenge pupils to apply their skills and knowledge in a range of situations across the curriculum to extend their understanding

Progress in addressing recommendations from previous visit or inspection report

R1. Apply to the Welsh Government for a material change to the registration of the school

Following the monitoring visit in March 2022, leaders applied to the Welsh Government for a material change to add a new classroom block at the Rosemary Farm site. The new classroom was to be used as an additional workshop for the pupils on the school site.

After a prolonged delay in the school obtaining relevant planning permission, the workshop was added to the registration of the school by the Welsh Government in October 2023.

R2. Further develop individual pupil skills and knowledge to support successful transitions to future destinations

The school offers each pupil a bespoke curriculum, which includes a range of accreditations and qualifications that are well matched to their interests, abilities and needs. Further, the school facilitates pupils to benefit from engagement with external providers such as Careers Wales. As a result, the school has made good progress towards developing its provision and support for pupils preparing them well for their future pathways.

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 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 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 (<http://www.estyn.gov.wales>)

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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