



Estyn

Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Inspecting participation

Mapping the Common Inspection Framework against the National Children and Young People's Participation Standards for Wales



BUDDSODDWR MEWN POBL
INVESTOR IN PEOPLE



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- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ youth and community work training;
- ▲ LAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning; and
- ▲ the education, guidance and training elements of The Department for Work and Pensions funded training programmes.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

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Contents	Page
Introduction	1
The purpose of this report	1
Background	1
Summary	2
The National Children and Young People’s Participation Standards for Wales	2
The Common Inspection Framework	3
How the Common Inspection Framework relates to the standards	4
How the standards are covered within each key question	5
Key Question 1: How well do learners achieve?	5
Key Question 2: How effective are teaching, training and assessment?	7
Key Question 3: How well do learning experiences meet the needs and interests of learners and the wider community?	7
Key Question 4: How well are learners cared for, guided and supported?	8
Key Question 5: How effective are leadership and strategic management?	9
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	10
Key Question 7: How efficient are leaders and managers in using resources?	12
Appendix 1: The National Children and Young People’s Participation Standards for Wales	
Appendix 2: The Common Inspection Framework	
Appendix 3: Summary table of links between the Common Inspection Framework and the National Children and Young People’s Participation Standards for Wales	
The remit author and survey team	

Introduction

The purpose of this report

- 1 The purpose of this report is to advise the Welsh Assembly Government on how the National Children and Young People's Participation Standards for Wales relate to Estyn's Common Inspection Framework¹.
- 2 The report may also be useful to staff in schools and other providers when reviewing their self-evaluation procedures and considering whether children and young people are sufficiently involved in the process. Together, the National Children and Young People's Participation Standards for Wales and Estyn's Common Inspection Framework provide a useful tool for evaluating the extent and effectiveness of learner participation.

Background

- 3 Estyn has published a series of reports on children and young people's participation in recent years:
 - a report in 2006 on opportunities for young people aged 11-25 to participate in decision making in youth support services²;
 - a report in 2007 on participation in primary schools³; and
 - a report in 2008 on participation and school councils in secondary schools⁴.
- 4 The definition of participation used by the Welsh Assembly Government and the Children and Young People's Participation Consortium for Wales⁵ is as follows:

'Participation means that it is my right to be involved in making decisions or planning and reviewing an action that might affect me. Having a voice, having a choice.'⁶

¹ <http://www.estyn.gov.uk/publications/CommonInspectionFramework.pdf>

² http://www.estyn.gov.uk/publications/Young_Peoples_remit_report.pdf

³ http://www.estyn.gov.uk/publications/Remit_report_Decision_making.pdf

⁴ http://www.estyn.gov.uk/publications/Having_your_say_young_people_participation_and_school_councils.pdf

⁵ The Participation Consortium is a multi-agency strategic group working at a national level to develop capacity and practice in terms of the participation of children and young people (0-25 years) in decision making in Wales. The consortium was initiated in 2003 by the Welsh Assembly Government and is chaired by a member of Save the Children.

⁶ This was the winning soundbite in a Welsh Assembly Government competition for young people. This has been adopted by WAG and the Participation Consortium to explain what is meant by 'participation' in Wales.

Summary

The National Children and Young People's Participation Standards for Wales

- 5 The Participation Consortium and the Participation Unit⁷ developed the National Children and Young People's Participation Standards for Wales. Funky Dragon⁸ approved these standards in 2005. The standards were developed and piloted in partnership with children and young people across Wales and then endorsed by the Welsh Assembly Government's Children and Young People's Cabinet subcommittee in 2006. The National Children and Young People's Participation Standards for Wales are intended to help schools and other organisations to implement participatory attitudes and activities across a broad spectrum of community life. The standards were launched by the Minister for Education, Lifelong Learning and Skills in January 2007.
- 6 The seven standards that form the National Children and Young People's Participation Standards for Wales are shown in full in Appendix 1. The titles of the standards are:
 - 1) Information;
 - 2) It's your choice;
 - 3) No discrimination;
 - 4) Respect;
 - 5) You get something out of it;
 - 6) Feedback; and
 - 7) Improving how we work.
- 7 The standards are referred to as standards 1 to 7 in this report.
- 8 The Participation Consortium drafted a National Children and Young People's Participation Standards Self-Assessment Pack in 2007⁹. The pack includes guidance on how providers can self-evaluate their practice in relation to the standards. The pack will be piloted in a number of settings, including in schools, during 2008-2009.

⁷ The Participation Unit is hosted by Save the Children on behalf of the Participation Consortium, is steered by the consortium, and acts as a delivery 'arm' and co-ordinating point for the consortium.

⁸ Funky Dragon is the Children and Young People's Assembly for Wales. Funky Dragon aims to make sure that the views of children and young people are heard, particularly by the Welsh Assembly Government, and support participation in decision-making at national level.

⁹ The self-assessment pack can be downloaded from <http://www.participationworkerswales.org.uk/participation>

The Common Inspection Framework

- 9 Estyn's Common Inspection Framework was first used in September 2002 for the inspection of initial teacher training and of further education institutions. It was used for school inspections from September 2004. The current cycle of inspections is due to finish in 2010. Estyn has begun to consult the general public about the future of inspections in Wales and the findings are published in a report on Estyn's website¹⁰.
- 10 The framework features seven key questions that apply to the provider as a whole, as well as to aspects of its work such as areas of learning, subjects, courses, programmes and occupational areas. The key questions are:
- 1) How well do learners achieve?
 - 2) How effective are teaching, training and assessment?
 - 3) How well do learning experiences meet the needs and interests of learners and the wider community?
 - 4) How well are learners guided and supported?
 - 5) How effective are leadership and strategic management?
 - 6) How well do leaders and managers evaluate and improve quality and standards? and
 - 7) How efficient are leaders and managers in using resources?
- 11 Reporting requirements are set out for each key question (see the left-hand columns in Appendix 2). For each evaluation an inspector must make, issues they must consider are included to help inspectors reach their judgements (these are set out in the right-hand columns in Appendix 2). These considerations are not reporting requirements, but describe good practice. They are not exhaustive and do not apply in all circumstances. Inspectors use their judgement to decide when they are relevant.
- 12 The 'considerations' are referred to in this report in the form 'Question 1.1', where the first number is the key question and the second number indicates the order in which the consideration appears.
- 13 Further guidance on how the considerations are used in different sectors can be found in the handbooks of guidance for each sector. These handbooks show how the framework will be applied in each context. These handbooks are available on Estyn's website¹¹.
- 14 In addition to inspecting learner participation for each provider, in line with the common inspection framework, Estyn requires inspectors to take account of the views of learners in making judgements about each provider. To support inspectors

¹⁰ http://www.estyn.gov.uk/about_estyn/estyn_2010_public_stakeholder_consultation_about_future_inspection_methodology_summary_report.pdf

¹¹ http://www.estyn.gov.uk/dynpages/publications_a_to_z.asp#InspectionGuidance

to take account of learners' views effectively, Estyn has published supplementary guidance on listening to learners in 2004¹².

How the Common Inspection Framework relates to the standards

- 15 Participation is an essential, integral feature of good teaching and learning. Participation should be part of the learning culture of an organisation and has, at its heart, the productive relationship between teacher and learner. The standards provide a framework which can be used by schools and other organisations to evaluate a wide range of attitudes, values, processes, structures and activities. They are intended to be flexible and can be applied to individual activities and to whole-school processes, ethos and policy. Children and young people are intended to play a central part in using and implementing the standards. Further guidance on how schools can use the standards will be published by the Welsh Assembly Government a self-assessment pack to be piloted in schools in 2008-2009.
- 16 The Common Inspection Framework predates the National Children and Young People's Participation Standards and makes no direct reference to them. However, Estyn's Common Inspection Framework and the associated guidance handbooks for different education sectors direct inspectors to evaluate learner participation and there are numerous links to participation, as shown in the main findings of this report.
- 17 The principles underlying the standards are integral to inspection, although inspectors are not expected to gather detailed evidence on each of the standards. The provider may have self-evaluated against the standards, potentially using the self-assessment tool provided by the participation consortium. If so, inspectors would consider this as part of their evidence when making judgements about learner participation.
- 18 There are more references to participation in the guidance handbooks for inspecting primary, secondary and special schools and pupil referral units than in handbooks for other sectors. This is because schools must comply with specific legislation, including the School Councils (Wales) Regulations 2005, although learner participation is much broader than the statutory activities of the school council.
- 19 Appendix 3 contains a table summarising the links between the Common Inspection Framework and the National Children and Young People's Participation Standards.

¹² http://www.estyn.gov.uk/publications/Listening_to_Learners_July2004.pdf

How the standards are covered within each key question

Key Question 1: How well do learners achieve?

- 20 Under Key Question 1, inspectors evaluate and report on the standards achieved by learners, including:
- their success in attaining agreed learning goals;
 - their progress in learning; and
 - the development of their personal, social and learning skills.
- 21 The participation standards are linked to Key Question 1 through consideration of learners' development of relevant understanding, attitudes and skills in order that they can effectively participate.
- 22 Questions 1.1 to 1.9 relate to learners' success in attaining agreed learning goals and their progress in learning. The content of a learners' curriculum or course may include particular elements that through their intended outcomes are relevant to the standards.
- 23 The statutory curriculum in schools includes personal and social education (PSE) for 7 to 19 year-olds. The framework for PSE includes specific learning outcomes for each key stage. Inspectors will evaluate learners' achievement and progress against these outcomes. The following outcomes are particularly relevant to the standards:
- learners should be given opportunities to understand the importance of democratic decision making (key stage 2);
 - learners should be given opportunities to understand how young people can have their views listened to and influence decision making (key stage 3);
 - learners should be given opportunities to understand the opportunities for young people to participate in decision making, both locally and nationally (key stage 4);
 - learners should be given opportunities to understand the importance of participating in democratic elections and the links between political decisions and their own lives (key stage 4); and
 - learners should be given opportunities to understand how individuals and voluntary groups can bring about change locally, nationally and internationally (post-16).

- 24 One of the five themes in the PSE framework is 'active citizenship' and this is described in the case study below:

Active citizenship

Learners can be helped to enjoy successful relationships within their families and friendship groups, and can be encouraged to become active citizens in their communities, both local and global. They should develop a practical understanding of their rights and of the links between political decisions and their own lives.

Successful relationships demand competent interpersonal skills, a willingness to value others and respect difference. Good relationships are the result of care and support, communication and the willingness to accept responsibility. Learners need to be able to make and maintain friendships, deal with conflict, challenge stereotyping and prejudice, and cope with peer and other influence. More generally, the world of work and employment will demand co-operation and team work.

Learners are members of communities, from local through national to global, and can be helped to play a meaningful and active part in them. Such active citizenship implies a number of considerations. There needs to be an understanding of the nature of communities in Wales and beyond and the roles, relationships, conflicts and inequalities that affect the quality of life. Learners should explore their rights in a democratic society as underpinned by the United Nations Convention on the Rights of the Child. They have a right to be involved in making decisions, and planning and reviewing any actions that might affect them. Learners should also consider their responsibilities as young citizens and be equipped to participate in community life through service and action which promotes the wellbeing of that community.

Finally, learners need to develop a political 'literacy' which enables them to make effective decisions and judgements in the world of political and legal systems.

- 25 Estyn's guidance handbook for inspecting youth support services guides inspectors to observe consultation and participation work and speak and listen to young people when judging Question 1.1. Inspectors should evaluate young people's educational, personal and social development as a result of the activity they are taking part in.
- 26 Question 1.11 asks inspectors to consider the extent to which learners behave responsibly and show respect for others. Across all sectors, there is a clear link between this question and Standard 4 (Respect). The attitudes of learners towards each other indicate how successfully the provider promotes an ethos of respect. Standard 4 also requires providers to listen to young people and take their views seriously in line with the Welsh Assembly Government's endorsement of Article 12 of the United Nations Convention on the Rights of the Child.
- 27 The guidance handbooks for primary schools, secondary schools, special schools and pupil referral units and independent schools prompt inspectors to find out whether pupils take an active part in the life and work of the school when judging Question 1.13. This links to Standard 2 (It's your choice).

- 28 Question 1.15 asks inspectors to consider the extent to which learners demonstrate an awareness of equal opportunities and a respect for diversity within society. Across all sectors, there is a clear link between this question and standard 3 (no discrimination). The attitudes of the learners indicate how successfully the provider promotes a culture which discourages discrimination. Standard 3 also commits organisations to provide opportunities for all children and young people to be actively involved in participatory activities, no matter what their age, ability or circumstances.

Key Question 2: How effective are teaching, training and assessment?

- 29 Under Key Question 2, inspectors evaluate and report on:
- how well teaching and training meet learners' needs and the curricular or course requirements; and
 - the rigour of assessment and its use in planning and improving learning.
- 30 Learner participation at individual and, where relevant, at group level, is central to good practice in teaching, training and assessment. Key Question 2 links, therefore, to all the standards.
- 31 When judging Question 2.2 in schools, inspectors should evaluate the ways in which the teacher seeks to engage and maintain pupils' interest. Inspectors will consider the extent to which teachers enable learners to steer their own learning.
- 32 Questions 2.5 and 2.7 relate to Standards 4, 5, 6 and 7, relating to learners being actively involved in reviewing and assessing teaching and learning methods and accessibility of language and content. Implementing the standards helps organisations to understand the value of involving learners in review processes and giving feedback about how they learn.
- 33 Question 2.8 requires inspectors to evaluate the extent to which teachers cater appropriately for the learning of pupils of all abilities, and ensure the full participation of all pupils.
- 34 In judging assessment under Question 2.11, inspectors evaluate:
- the quality of feedback to pupils, including marking and, in particular, the extent to which assessments of all kinds are used as a basis for promoting improvement in learning;
 - whether assessment enables pupils to understand what they need to do to improve their work and make progress; and
 - whether the feedback to pupils encourages them to assess their own performance and to strive for improvement.

Key Question 3: How well do learning experiences meet the needs and interests of learners and the wider community?

- 35 Under Key Question 3, inspectors evaluate and report on:
- the extent to which learning experiences meet learners' needs and interests; and

- the extent to which learning experiences respond to the needs of employers and the wider community.

36 As Key Question 3 is about the curriculum being delivered, comments made above about the PSE curriculum in paragraphs 20 and 21 are also relevant here. Under Key Question 3, inspectors may comment on how providers seek and take account of learners' views when self-evaluating how well learning experiences meet the needs and interests of learners themselves and the wider community. Standards 4, 5, 6 and 7 provide a framework for evaluating the involvement of pupils in teaching and learning in the context of curriculum delivery.

Key Question 4: How well are learners cared for, guided and supported?

37 Under Key Question 4, inspectors evaluate and report on:

- the quality of care, support and guidance to learners;
- the quality of provision for additional learning needs; and
- the quality of provision for equal opportunities.

38 In caring for, guiding and supporting learners, it is essential that inspectors listen to, and take account of, the views of the learners. There are very strong links between this key question and all of the standards.

39 The guidance handbooks for the inspection of primary, secondary and special schools and pupil referral units require inspectors to question pupils about whether they feel that the school has effective arrangements in place for giving them the opportunity to reflect on their experiences, and to participate in making decisions and the development of the school. Inspectors expect the school to have arrangements in place for responding to pupils' views and concerns, for example through the school council.

40 Inspectors are specifically required to consider participation and report on the school council under Question 4.2. This is where inspectors evaluate the extent to which the provision takes pupils' views into account and how well the school involves pupils in decision making through the school council. The guidance in the handbooks for inspectors on Question 4.2 is shown in the box below:

Inspection places emphasis on the importance of the needs and interests of learners in promoting excellence for all. Pupils have a right to express views on how their needs are being met as well as a clear entitlement to influence the services that affect them.

The school council is a very important way in which pupils can be involved in decision making which gives them responsibility and makes them feel valued. Inspectors should look at the school council as one of the methods of involving pupils in decision making. Inspectors should be aware of the regulations regarding school councils and report not only in terms of its existence but its effectiveness.

- 41 The guidance handbook for independent schools states that, although not a requirement in independent schools, a school council is an important way in which pupils can be involved in decision making that gives them responsibility and makes them feel valued. If a school has a school council, inspectors are asked to evaluate it as one way of involving pupils in decision making.
- 42 Question 4.9 requires inspectors to evaluate the extent to which providers have effective procedures for the protection of children and young people and for dealing with appeals and complaints. The guidance for school inspections advises that the best schools have an ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and are listened to. This is particularly relevant to Standard 4 (Respect), Standard 6 (Feedback) and Standard 7 (Improving how we work). Standard 4 involves a commitment from the provider to take children and young people seriously, treat them fairly and act on the issues they say are important. Standard 6 includes a commitment to provide feedback in an accessible and timely manner. Standard 7 includes a commitment from the provider that they will make sure that children and young people's views make a difference to the way they make and plan decisions.
- 43 Questions 4.10 to 4.18 are concerned with inclusion and equality of opportunity and link strongly with Standard 3 (No discrimination) and Standard 4 (Respect). In all sectors, inspectors are guided to evaluate the extent to which providers:
- provide additional support for learners with additional learning needs, including learners with learning and/or physical disabilities, sensory impairments and other special needs and learners with behavioural difficulties;
 - take account of learners' social, educational, ethnic and linguistic backgrounds;
 - promote gender equality and challenge stereotypes;
 - promote good race relations;
 - have effective measures to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment;
 - secure equal treatment of disabled learners and make reasonable adjustments to avoid putting them at substantial disadvantage; and
 - recognise and respect diversity.

Key Question 5: How effective are leadership and strategic management?

- 44 Under Key Question 5, inspectors evaluate and report on:
- the extent to which learning experiences meet learners' needs and interests; and
 - how well governors or other supervisory bodies meet their responsibilities.
- 45 Question 5.2 asks inspectors to evaluate the extent to which leaders and managers have explicit aims and values that promote equality for all, and which are reflected in

the provider's work. This links to Standard 3 (No discrimination). The guidance handbooks for schools offer further guidance for inspectors, advising them to evaluate the extent to which a school's policies and practice promote equality of opportunity, judging whether there is equality of opportunity for staff and pupils and identifying any cases where opportunities are denied to certain groups or individuals.

- 46 Inspectors are required to evaluate the extent to which leaders and managers take account of national priorities and local partnerships and consortia agreements under Question 5.3. In secondary schools, inspectors consider how well the school looks at Learning Pathways 14-19 from the learners' point of view rather than simply looking at how it affects the school itself. This particularly relates to Standards 4, 6 and 7 and the need to ask young people what has gone well and what needs to change and to ensure that their views impact on the way the school makes plans and decisions.
- 47 Question 5.9 concerns the extent to which governors and other supervisory bodies meet regulatory and legal requirements. In primary, secondary and special schools and pupil referral units, inspectors should assess, for example, whether the governors meet duties imposed on them by the School Councils (Wales) Regulations 2005. These regulations relate to all the standards.

<p>Key Question 6: How well do leaders and managers evaluate and improve quality and standards?</p>
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- 48 Under Key Question 6, inspectors evaluate and report on:
- how effectively the provider's performance is monitored and evaluated; and
 - the effectiveness of planning for improvement.
- 49 It is essential that providers take account of the learners' views when evaluating quality and standards in their organisation. Whilst this key question is relevant to all the standards, there is a particularly strong link with Standards 4, 6 and 7 (Improving how we work).
- 50 Question 6.3 asks inspectors, in all sectors, to judge whether leaders and managers seek out, and take account of, the views of learners, staff and other interested parties. Standard 7 states that the provider will:
- look at the way they work with learners and how to improve;
 - ask learners what has gone well and what needs to change; and
 - make sure that learners' views make a difference to the way they make plans and decisions.
- 51 The paragraphs that follow show how Question 6.3 is considered in different sectors.
- 52 In the case of schools, the guidance handbooks instruct inspectors to assess whether self-evaluation takes account of the views of pupils. The guidance notes that effective self-evaluation will draw on the views of pupils, and that inspectors will need to evaluate whether the school's self-evaluation takes enough account of their views.

- 53 The guidance handbooks for the inspection of further education institutions and work-based learning providers ask inspectors to evaluate how effectively leaders and managers systematically:
- seek and take account of the views of learners;
 - use surveys and questionnaires to consult the views of learners on the quality of training;
 - analyse survey and questionnaire returns to identify strengths and areas for improvement; and
 - use this information to improve standards of achievement and the quality of provision.
- 54 The guidance handbook for local authority youth support services inspections notes that partnerships should be developing local participation strategies. Inspectors consider:
- how consultation is organised in an area, and how effective it is;
 - how representative the youth forum is;
 - the existence of local area forums;
 - whether they are run and managed by adults or by young people;
 - the use made of information and communications technology (ICT) to consult with young people;
 - varying levels of governance;
 - how effectively the local authority includes young people in its consultation processes; and
 - how effectively young people are given support and training to develop their capacity to consult with others and to respond to consultation in a meaningful way.
- 55 Question 6.5 leads inspectors to evaluate the extent to which providers use information from self-evaluation to plan for improvement. Inspectors look to see whether consultation with learners, for example, informs planning or is tokenistic.
- 56 Question 6.7 asks inspectors to evaluate the extent to which leaders and managers can show that actions taken (as a result of analysing self-evaluation) have resulted in measurable improvements. Inspectors evaluate whether actions taken have had a positive effect and have led to a measurable improvement in standards. During inspections, inspectors will directly seek learners' views on whether their participation has led to any tangible improvements as well as considering the evidence presented by the provider.

Key Question 7: How efficient are leaders and managers in using resources?

- 57 Under Key Question 7, inspectors evaluate and report on:
- the adequacy, suitability and use made of staffing, learning resources and accommodation; and
 - how efficiently resources are managed to achieve value for money.
- 58 Under Key Question 6, inspectors would expect providers to seek and take account of learners' views when self-evaluating the adequacy, suitability and use made of staffing, learning resources and accommodation.

Appendix 1

The National Children and Young People's Participation Standards for Wales

These are the agreed children and young people's participation standards for Wales. 'We' means anyone asking children and young people to participate. 'You' represents the young person, who has a right to expect these standards.

Standard 1: Information	
This means: <ul style="list-style-type: none">• information that is easy to understand for everyone; and• adults working with you who know what is going on and are up front and clear.	We will: <ul style="list-style-type: none">• ensure everyone has enough information to get properly involved;• let you know what difference you being involved will make; and• inform you about who is going to listen and make changes.
Standard 2: It's your choice	
This means: <ul style="list-style-type: none">• you choose if you want to get involved or not;• you choose to work on things that are important to you; and• you choose what you do and how you do it.	We will: <ul style="list-style-type: none">• give you enough information and time to decide if this is something you want to do.
Standard 3: No discrimination	
This means: <ul style="list-style-type: none">• children and young people are all different but you all have the same right to have a say about the things that matter to you; and• we want everyone to feel welcome and be able to get involved if they want to.	We will: <ul style="list-style-type: none">• challenge any discrimination;• get in touch with children and young people in lots of different situations; and• get you involved in things you want to do.
Standard 4: Respect	
This means: <ul style="list-style-type: none">• everyone has a chance to have a say, your opinions are important and we will respect them.	We will: <ul style="list-style-type: none">• listen to your ideas, views and experiences;• take you seriously and treat you fairly;• work with you to do something about the things you tell us are important; and• work with you to help change things for the better.

Standard 5: You get something out of it	
<p>This means:</p> <ul style="list-style-type: none"> • we want you to enjoy and benefit from taking part; • we know that you have other things to do in your lives as well; and • making sure that participating is a positive not a negative experience. 	<p>We will:</p> <ul style="list-style-type: none"> • work in safe, fun and enjoyable ways; • make the most of what you know; • do positive things that build your confidence; • meet in friendly places that are easy for all young people to use; and • value and respect what you have to offer.
Standard 6: Feedback	
<p>This means:</p> <ul style="list-style-type: none"> • it's really important that you know what difference you have made and how your ideas have been used. 	<p>We will:</p> <ul style="list-style-type: none"> • keep you up to date with what is happening; and • give feedback as soon as possible and in ways that are easy to understand for everyone.
Standard 7: Improving how we work	
<p>This means:</p> <ul style="list-style-type: none"> • we want to learn and get better at the way we work with you. 	<p>We will:</p> <ul style="list-style-type: none"> • look at the way we work with you and how to improve it; • ask you what has gone well and what needs to change; and • make sure your views make a difference to the way we make plans and decisions.

Appendix 2

The Common Inspection Framework

Standards

1 How well do learners achieve?

Inspectors should evaluate and report on the standards achieved by learners, including:	In making their judgements, inspectors should consider, where applicable, the extent to which learners:
<ul style="list-style-type: none">• their success in attaining agreed learning goals	1.1 achieve good standards in their knowledge, understanding and skills; 1.2 achieve agreed learning targets and goals; 1.3 reach appropriate levels in key skills, including bilingual competence; and 1.4 succeed regardless of their social, ethnic, or linguistic background; and the extent to which: 1.5 results and retention rates compare well with national averages and local and national benchmarks; and 1.6 trends in performance show continuous improvement or the maintenance of high standards;
<ul style="list-style-type: none">• their progress in learning	1.7 acquire new knowledge or skills, develop ideas and increase their understanding; 1.8 understand what they are doing, how well they are progressing and what they need to do to improve; and 1.9 make good progress towards fulfilling their potential and moving on to the next stage of learning;

<ul style="list-style-type: none">• the development of their personal, social and learning skills	<p>1.10 show motivation, work productively and make effective use of their time;</p> <p>1.11 behave responsibly and show respect for others;</p> <p>1.12 achieve high levels of attendance and punctuality;</p> <p>1.13 develop the capacity to work independently, including the skills necessary to maintain lifelong learning;</p> <p>1.14 progress well in their personal, social, moral and wider development;</p> <p>1.16 demonstrate an awareness of equal opportunity issues and a respect for diversity within society; and</p> <p>1.17 are prepared for effective participation in the workplace and the community.</p>
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The quality of education and training

2 How effective are teaching, training and assessment?

Inspectors should evaluate and report on:	In making their judgements, inspectors should consider, where applicable, the extent to which teachers and trainers:
<ul style="list-style-type: none"> • how well teaching and training meet learners' needs and the curricular or course requirements 	<ul style="list-style-type: none"> 2.1 stimulate and challenge learners to achieve excellence; 2.2 establish good working relationships that foster learning; 2.3 show good subject knowledge and familiarity with recent developments in their field; 2.4 plan effectively and have clear objectives for taught sessions and other learning experiences that learners understand; 2.5 use a range of teaching and training methods and resources which secure the active engagement of learners; 2.6 promote equality of opportunity and actively address issues of gender, race and disability equality; 2.7 meet the language needs of the learners, including providing access to bilingual teaching and training; and 2.8 plan to meet learners' individual needs flexibly and to monitor and review their progress;
<ul style="list-style-type: none"> • the rigour of assessment and its use in planning and improving learning 	<ul style="list-style-type: none"> 2.9 assess learners' achievements and progress fairly, accurately and regularly; 2.10 meet statutory requirements, and those of regulatory bodies, for recording and accrediting learners' achievements; 2.11 ensure that learners understand the purpose of assessment and are involved in planning their own progress and improvement; and 2.12 inform those with a legitimate interest about learners' progress and achievements.

3 How well do learning experiences meet the needs and interests of learners and the wider community?

<p>Inspectors should evaluate and report on:</p>	<p>In making their judgements, inspectors should consider, where applicable, the extent to which learning experiences:</p>
<ul style="list-style-type: none"> • the extent to which learning experiences meet learners' needs and interests 	<ul style="list-style-type: none"> 3.1 meet learners' aspirations and, where appropriate, give them the opportunity to achieve accreditation; 3.2 provide balance, breadth, flexibility, coherence and progression; 3.3 develop learners' basic and key skills; 3.4 broaden and enrich learners' experience, through a variety of activities, including out-of-hours and off-site provision; 3.4 promote learners' personal development, including their spiritual, moral, social and cultural development; 3.5 are enriched by effective partnerships with other providers and with all interested parties; and 3.6 meet legal and course requirements;
<ul style="list-style-type: none"> • the extent to which learning experiences respond to the needs of employers and the wider community 	<ul style="list-style-type: none"> 3.7 provide effective work-related education; 3.8 promote learners' bilingual skills and reflect the languages and culture of Wales; 3.9 tackle social disadvantage and stereotyping and ensure equality of access and opportunity for all learners; 3.10 promote education for sustainable development; 3.11 take account of employers' needs; 3.12 develop the entrepreneurial and other skills needed to support economic development; and 3.13 reflect national priorities for lifelong learning and community regeneration.

4 How well are learners cared for, guided and supported?

<p>Inspectors should evaluate and report on:</p>	<p>In making their judgements, inspectors should consider, where applicable, the extent to which providers:</p>
<ul style="list-style-type: none"> • the quality of care, support and guidance to learners 	<p>4.1 plan and manage care arrangements and support services effectively;</p> <p>4.2 work in partnership with parents, carers and employers, and take account of their views;</p> <p>4.3 provide information on all the opportunities available and impartial guidance that helps learners choose the course which is right for them;</p> <p>4.4 have induction programmes that help learners settle in quickly, understand their rights and responsibilities and the demands of the course or programme;</p> <p>4.5 provide high quality personal support and guidance for learners, including access to personal and social education, tutorial programmes and specialist services;</p> <p>4.6 monitor learners' punctuality, attendance, behaviour and performance, and take early and appropriate action where necessary;</p> <p>4.7 provide effective careers education and guidance that helps learners to make informed choices;</p> <p>4.8 assure the healthy development, safety and wellbeing of all learners; and</p> <p>4.9 have effective procedures for the protection of children and young people, and for dealing with appeals and complaints;</p>

<ul style="list-style-type: none"> • the quality of provision for additional learning needs 	<p>4.10 effectively diagnose individual learning needs;</p> <p>4.11 provide additional support to meet individual needs, including those for learners with learning and/or physical disabilities, sensory impairments and other special needs; and</p> <p>4.12 provide appropriate support for learners whose behaviour impedes their progress and that of others;</p>
<ul style="list-style-type: none"> • the quality of provision for equal opportunities 	<p>4.13 support and guide learners appropriately, taking account of their social, educational, ethnic or linguistic background;</p> <p>4.14 promote gender equality and challenge stereotypes in learners' choices and expectations;</p> <p>4.15 promote good race relations across all areas of activity;</p> <p>4.16 have effective measures to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment;</p> <p>4.17 secure equal treatment of disabled learners and make reasonable adjustments to avoid putting them at substantial disadvantage; and</p> <p>4.18 recognise and respect diversity.</p>

Leadership and management

5 How effective are leadership and strategic management?

<p>Inspectors should evaluate and report on:</p>	<p>In making their judgements, inspectors should consider, where applicable, the extent to which leaders and managers:</p>
<ul style="list-style-type: none"> • how well leaders and managers provide clear direction and promote high standards 	<p>5.1 give clear direction through values, aims, objectives and targets that are fully understood by all those involved in providing education, training and other services;</p> <p>5.2 have explicit aims and values that promote equality for all, and which are reflected in the provider's work;</p> <p>5.3 take account of national priorities and local partnerships and consortia agreements;</p> <p>5.4 set and meet challenging, realistic targets and goals;</p> <p>5.5 manage and improve the performance of individual staff, teams and departments; and</p> <p>5.6 undertake effective staff appraisal or review to promote their professional development and improve the quality of provision;</p>
<ul style="list-style-type: none"> • how well governors or other supervisory bodies meet their responsibilities 	<p>and the extent to which governors and other supervisory board members:</p> <p>5.7 help to set the provider's strategic direction;</p> <p>5.8 regularly monitor the quality of provision; and</p> <p>5.9 meet regulatory and legal requirements.</p>

6 How well do leaders and managers evaluate and improve quality and standards?

<p>Inspectors should evaluate and report on:</p>	<p>In making their judgements, inspectors should consider, where applicable, the extent to which leaders and managers:</p>
<ul style="list-style-type: none"> • how effectively the provider's performance is monitored and evaluated 	<p>6.1 are well informed about the performance of the areas for which they are responsible and use the information effectively;</p> <p>6.2 establish self-evaluation arrangements which are comprehensive, systematic and based on first-hand evidence;</p> <p>6.3 seek out, and take account of, the views of learners, staff and other interested parties; and</p> <p>6.4 make sure that all those involved in providing education, training and other services understand and are fully involved in the self-evaluation arrangements;</p>
<ul style="list-style-type: none"> • the effectiveness of planning for improvement 	<p>6.5 set clear priorities and actions to bring about improvement;</p> <p>6.6 make sure that priorities are supported through adequate allocation of resources; and</p> <p>6.7 can show that actions taken have resulted in measurable improvements.</p>

7 How efficient are leaders and managers in using resources?

<p>Inspectors should evaluate and report on:</p>	<p>In making their judgements, inspectors should consider, where applicable, the extent to which:</p>
<ul style="list-style-type: none"> • the adequacy, suitability and use made of staffing, learning resources and accommodation 	<p>7.1 there are enough qualified, specialist and experienced teaching, training and other support staff;</p> <p>7.2 all learners have access to appropriate learning resources that match the demands of their learning experiences; and</p> <p>7.3 accommodation provides a suitable setting for good teaching, learning and support for all learners;</p>
<ul style="list-style-type: none"> • how efficiently resources are managed to achieve value for money 	<p>7.4 economic, efficient and effective use is made of available resources;</p> <p>7.5 teaching, training and support staff are deployed, managed and developed effectively;</p> <p>7.6 resources are matched to the provider's priorities for development; and</p> <p>7.7 the use of resources is regularly reviewed in order to ensure value for money.</p>

The remit author and survey team

Mark Champion	Additional Inspector
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