



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

Annual Plan

2014 - 2015



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

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The purpose of Estyn¹ is to inspect and report on the quality and standards in education and training provided in Wales, including:

- **how far education and training meet the needs of learners and contribute to their development and wellbeing;**
- **standards achieved; and**
- **the quality of leadership and management.**

Estyn inspects the following sectors:

- nursery schools and settings that are maintained by, or receive funding from, local authorities;
- primary schools;
- secondary schools;
- special schools;
- pupil referral units;
- independent schools;
- further education;
- independent specialist colleges;
- adult community learning;
- local authority education services for children and young people;
- teacher education and training;
- Welsh for adults;
- work-based learning; and
- learning in the justice sector.

Estyn works in collaboration with the Care and Social Services Inspectorate for Wales (CSSIW), Healthcare Inspectorate Wales (HIW) and the Wales Audit Office (WAO) to implement the Welsh Government's policy statement on Inspection, Audit and Regulation (IAR)².

In partnership with Ofsted, Estyn has responsibility for inspecting learners in England who are funded by the Welsh Government and who attend independent special colleges, work-based learning courses, and provision for young people in youth offending teams. Estyn inspects, through joint working with HMI Probation and HMI Prisons, the education of offenders in secure estate and prisons in Wales.

Estyn also:

- provides advice on the quality and standards of education and training in Wales to the Welsh Government and others; and
- builds capacity in the delivery of education and training in Wales based on inspection evidence, including the dissemination of best practice.

¹ Estyn's principal functions are set out in sections 75 to 78 of the Learning and Skills Act 2000 and section 20 of the Education Act 2005.

² Inspection, Audit and Regulation in Wales, Welsh Government Policy Statement, September 2009

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Chief Inspector's foreword

During 2014-2015, we will continue our programme of core inspections, moving in September 2014 into the fifth year of applying the current common inspection framework in most sectors. Our programme of statutory and enhanced follow-up activities will continue, and will be applied flexibly to ensure that it represents a proportionate use of resources and targets areas of need.

We will change our pattern of inspection in line with planned regulatory changes being made by Welsh Government. This will mean that inspections will be scheduled in a less predictable way within a new six-year period starting in September 2014.

During 2014-2015 we will review and adapt inspection arrangements for maintained schools, further education, regional consortia and careers services. New inspection arrangements need to be developed for further education institutions because of changes to funding, governance and curriculum arrangements. The pattern of provision of careers services has also changed and we shall develop a new inspection model to reflect and evaluate the impact of the newly configured services. Regional consortia are by now delivering school improvement services and we shall establish a framework to inspect the quality of services they provide for local authority schools. We have already established reference groups of stakeholders to advise on new inspection arrangements for further education institutions and regional consortia and will also be consulting stakeholders on plans for careers inspections.

We will be inspecting and reporting on how well schools use the pupil deprivation grant and how they reduce the impact of disadvantage on outcomes. We will also increase the emphasis on inspecting the impact of poverty on educational outcomes in other sectors that Estyn inspects.

Over the course of the financial year we will continue to inform the development of national policy by the Welsh Government by producing a series of surveys and other advice in response to the Welsh Government's annual remit letter (which is presented on pages 22 to 25 of this Plan). In addition, new advice workstreams will enable us to use, adapt and amend the internal guidance for inspectors on how to evaluate the school organisation proposals and provide informed responses to consultation requests.

As part of our objective of building capacity, we will enhance our training programmes to maximise the skills and expertise of our HMI, additional and peer inspectors. Best practice will be promoted more widely through our stakeholder forums and a national stakeholder conference, as well as by engaging closely with providers, other stakeholders and audit, inspection and regulation bodies.

In carrying forward each of our strategic objectives, we will continue to develop Estyn as a 'best value organisation and exemplary employer', building a skilled, knowledgeable and motivated workforce to improve individual and team performance and deliver continuous service improvement, as well as maintaining and operating robust governance arrangements. We will monitor the cost effectiveness of our model for contracting additional inspectors on inspections, taking account of quality

as well as price, and using the outcomes of quality assurance to influence the award of contracts to independent inspectors.

Our joint work with other Wales and UK inspectorates will continue, guided by a common vision and agreed purpose. Inspections and remit work will be undertaken jointly with other inspectorates and regulatory bodies as appropriate.

I look forward to being able to continue offering a robust service to the public in 2014-2015 and to supporting policy development. I hope there will also be an opportunity to contribute during that period to the wider debate about the future of audit, inspection and regulation in Wales..

A handwritten signature in black ink that reads "Ann Keane". The script is cursive and fluid.

Ann Keane

Her Majesty's Chief inspector of Education and Training in Wales

Part one

Strategic overview

Our mission and vision

Our mission is to achieve excellence for all learners in Wales by providing independent, high-quality inspection and advice services. Our vision is to be recognised through the expertise of our staff as an authoritative voice on education and training in Wales.

Our values

Everything we do reflects our mission, vision and our values, which are to:

- keep learners and citizens at the centre of our work;
- act with openness, integrity and objectivity, demonstrating the highest standards of public service;
- work in partnership with others, whilst maintaining our independence;
- demonstrate effective leadership and teamwork at all levels;
- value people and the contributions they make;
- encourage responsibility, initiative and innovation; and
- foster an engaging and healthy working environment.

Our strategic objectives and delivery principles

Estyn has a unique role in supporting the drive for excellence in learning, through:

- providing public accountability to service users on the quality and standards of education and training provision in Wales;
- informing the development of national policy by the Welsh Government and its officials; and
- building capacity in the delivery of education and training in Wales.

Those are the core purposes of our work and it is vital that all are delivered as effectively as possible.

In doing so, it is equally important that Estyn follows its delivery principles, by continuing to work collaboratively with other inspectorates to support improvement, and by developing further as a 'best value organisation and exemplary employer'.

This Annual Plan sets out what we will do in 2014-2015 against each of our strategic objectives and delivery principles.

Delivery of strategic objectives

Strategic objective one

Provide public accountability to service users on the quality and standards of education and training provision in Wales

Legislation gives HMCI powers to inspect education providers and services in Wales. Estyn inspects most providers every six years and inspections are grounded in first-hand, observed evidence. That provides Estyn with a unique, comprehensive and detailed evidence base on education and training in Wales which serves to underpin Estyn's strategic objectives two and three. .

Estyn's fourth cycle of inspections started in September 2010 featuring new inspection arrangements. School inspections were brought in house which required, among other changes, establishing different contracting arrangements, quality assurance systems and IT systems. The outcome of a mid-cycle review undertaken in 2012-2013 was positive, with the great majority of stakeholders wanting to keep arrangements largely unchanged.

One issue arising from the review related to providers being able to predict when their next inspection was due. The timing of inspections is subject to regulation and, to address that, Estyn undertook public consultations jointly with the Welsh Government. As a result of the consultations, the Welsh Government will be amending regulations to remove the link between past and forthcoming inspections and to require every education and training provider to be inspected at least once in every six year period commencing 1 September 2014. The regulation relating to the notice period that governing bodies need to give about the pre-inspection parents' meeting will remove the three-week notice requirement.

1.1 Inspection – internal resources for core inspections

Rationale

We will maintain and improve public confidence in the quality of inspections by continuing to use more HMI on inspections (other than those of non-maintained settings). All reports will continue to be 'Estyn-led' in that they will be rigorously quality assured by Estyn before publication. We will also continue to maximise the number of inspections that are led by HMI as far as resources allow. All inspections in sectors other than primary and a half of primary inspections will be led by HMI.

During 2014-2015, we will:

- continue our programme of core inspections, based on inspecting around one sixth of providers (Appendix 1 provides details);
- monitor the implementation of inspection arrangements to identify any problems and to consider and agree any changes;

- use the Inspection Policy and Conformance (IPC) group³ to ensure that new and revised inspection regulations and arrangements are implemented consistently across sectors, and that any emerging issues are discussed and resolved;
- provide guidance and training to update inspectors and to address any quality issues in their work;
- continue to improve our use of information technology and the virtual inspection rooms (VIRs) to ensure that inspection information is available, easily accessible and straightforward to use by inspectors; and
- increase the emphasis on inspecting the impact of poverty on educational outcomes in all sectors.

1.2 Inspection – external resources

Rationale

The use of peer inspectors on all inspections is a key part of Estyn's building capacity programme. All inspections teams for maintained schools must contain a lay inspector. Estyn uses additional inspectors, who are also Registered inspectors, to lead a half of primary inspections. Additional inspectors are also used as team inspectors when needed on inspections of most sectors.

During 2014-2015, we will:

- monitor the cost effectiveness of our model for contracting additional inspectors that takes account of quality as well as price;
- continue to use the outcomes of quality assurance to influence the award of contracts to independent inspectors;
- recruit, select and enrol new inspectors on the basis of an assessment, including additional inspectors, peer inspectors and lay inspectors, to ensure that the pool is deep enough to meet work programme commitments and ensure competition;
- provide new Registered Inspectors with opportunities to lead a team of HMI as part of their induction;
- continue to monitor the quality of inspections and reports and use the information from quality assurance to inform inspection training and guidance as needed; and
- provide training updates for all inspectors for all sectors.

1.3 Inspection – new workstreams, including reviewing, piloting and updating the guidance on inspection

Rationale

We will establish a number of work-streams to design or adapt inspection arrangements for:

- maintained schools;

³ The Inspection Policy and Conformance (IPC) group comprises Estyn's Assistant Directors and representative Lead Inspectors from the sectors, as well as representatives from Corporate Services. Its remit is to monitor the implementation of the 2010 inspection arrangements, identifying issues and to agree any changes, and to ensure that quality issues are consistently addressed across all sectors through agreed quality assurance policies and procedures.

- further education;
- regional consortia; and
- careers.

Work-streams will need to address matters arising from any changes to legislation or regulations that affect them, including providing a rationale for how they will use the new flexibility to schedule inspections within the new six-year period starting in September 2014. New inspection arrangements are required also because underlying conditions in further education and careers have changed and the new regional consortia form new education bodies which require inspection.

During 2014-2015, we will:

- propose changes to inspection and follow-up arrangements for the above sectors;
- consult on, pilot and evaluate any proposed changes to inspection arrangements;
- publish new inspection guidance handbooks, self-evaluation manuals, toolkits and training materials on our website, where appropriate;
- communicate proposals and changes to inspection arrangements through newsletters, media articles and e-shots; and
- deliver training on the new inspection arrangements to internal and external inspectors.

1.4 Maintaining statutory and enhanced levels of follow-up inspection activity

Rationale

We will continue with our programme of statutory and enhanced follow-up activities. Follow-up activity is essential when providers are under-performing and need further support. Enhanced follow-up will be applied flexibly to ensure that it represents a proportionate use of resources and targets areas of need.

During 2014-2015, we will:

- undertake follow-up inspection activity flexibly for those providers identified as needing further support;
- ensure that the Department for Education and Skills (DfES) is notified of any school in need of significant improvement or special measures, and involve local authorities in follow-up activities;
- inform the DfES about any non-maintained settings that are a cause for concern;
- inform the DfES of any post-16 providers needing Estyn monitoring visits or re-inspection and the outcomes of these activities;
- review and evaluate current follow-up arrangements and consider making suitable changes and/or improvements;
- continue to provide guidance and training for inspectors on the nature of follow-up activity in the sector handbooks available on our website; and
- identify case studies of sector-leading practice during inspections for dissemination on our website.

1.5 Keeping school inspections Estyn-led and maintaining the quality assurance of Estyn inspections and reports

Rationale

Quality assurance maintains confidence in the reliability of our inspections. The degree of risk associated with inspections that are led by HMI or by additional inspectors is estimated on the basis of outcomes from monitoring activity in the preceding year, following which quality assurance targets are adjusted appropriately. Quality assurance procedures have been assured by independent auditors.

During 2014-2015, we will:

- continue to operate and monitor a quality assurance system for the work of all inspectors;
- check and quality assure all Estyn inspection reports prior to publication to ensure that judgements are evidence based, follow agreed protocols and are clear to readers;
- ensure that each inspection report contains clear text and judgements suitable for providers and users of services;
- monitor core inspection judgements carefully, including the judgements leading to follow-up activity;
- use the IPC group to review and refine as necessary the quality assurance procedures and targets for inspections and reports; and
- use the evidence and judgements from the quality monitoring of inspections and inspection reports in the assessment and award of contracts to additional inspectors and / or registered inspectors.

Strategic objective two

Inform the development of national policy by the Welsh Government

2.1 Publication of thematic reviews in response to the annual Ministerial remit letter and provision of other advice to Welsh Government

Rationale

Estyn has a unique role in informing national policy because our advice is based on first-hand, observed evidence of the impact of policy on the learner. Inspectors observe teaching and learning, scrutinise learners' work, question learners about their studies and hold meetings with front-line practitioners and leaders. We examine how well policy intentions work through into practice to achieve the best outcomes for learners. Advice based on inspection differs from that provided by academic researchers because it is based on the professional judgement of experienced inspectors who have been practitioners.

Thematic reports, also called 'remit' or survey reports, are an important way in which Estyn informs national policy. The Minister's annual remit letter to the Chief Inspector commissions Estyn to provide about 15 different thematic reports each year. Occasionally, when there is a need and resources allow, Estyn will publish a thematic report that has not been commissioned by the Welsh Government.

Estyn is also asked by Welsh Government to provide advice and support to a range of working groups, through representation or presentation of written evidence. In some cases, Estyn is explicitly invited formally by the Minister to attend a particular working group or panel. In other cases, Estyn is invited by a DfES official to join a working group to help with policy development.

During 2014-2015, we will:

- further develop the role of peer inspectors in our thematic reviews;
- review and develop the training we provide for inspectors leading thematic reviews; and
- develop a tool for collating the notes of visits from thematic reviews to aid more efficient analysis of findings.

2.2 Production and publication of HMCI's Annual Report

Rationale

The Chief Inspector's Annual Report is Estyn's most important publication and receives considerable media attention. It summarises inspection findings for each sector inspected during the academic year. It is presented for the attention of Welsh Government Ministers and Assembly Members debate the report in a plenary meeting of the National Assembly for Wales. The Chief Inspector appears before the National Assembly for Wales's Children and Young People Committee to answer questions about the Annual Report and the committee publishes a scrutiny report based upon it.

During 2014-2015, we will:

- produce and publish a web-based HMCI's Annual Report on the quality of education and training for the academic year 2013-2014;
- liaise with the office of the Minister for Education and Skills and Welsh Government officials;
- design and implement a media campaign to support the launch of the Annual Report and promote its findings to stakeholders; and
- evaluate and review the Annual Report process, with a view to making useful improvements to future Annual Reports.

2.3 Continue to develop distributed leadership through Lead Inspector / Lead Officer (LILO) roles

Rationale

We develop staff by offering them leadership roles that also help to distribute and embed leadership behaviours and skills across the organisation. These roles strengthen our capacity and effectiveness, as well as supporting succession planning by giving staff leadership opportunities. The roles include sector leads, learning domain responsibilities and links to local authorities, post-16 and other providers. The exact responsibilities are reviewed continuously to ensure that time allocations for each role match current needs.

During 2014-2015, we will:

- review the time allocation for each LILO role;
- develop a new poverty/deprivation LILO role;
- review the need for post-16 subject lead inspectors and incorporate their work where possible into the roles of post-16 link inspectors;
- include regular inputs from LILOs in professional development weeks;
- draw together key messages from the work of education policy lead roles into an annual overview; and
- continue to embed and develop education policy lead roles.

2.4 Develop our knowledge-management capabilities

Rationale

We will improve our capacity and capability to identify, gather, analyse, store and disseminate information and knowledge from within and outside Estyn. For a knowledge-based organisation, knowledge management is key to delivering our strategic objectives and for us to be as efficient and influential as possible. We have already designated an HMI as lead officer for knowledge management and established a knowledge management working group.

During 2014-2015, we will:

- appoint an officer to take a lead role in developing our research and evaluation activities and capability;
- develop a knowledge management framework which will set out practical mechanisms for synthesising inspection intelligence and education research to

- inform policy advice, including thematic reports;
- continue the development of electronic systems (SharePoint) to collate our management information and inspection evidence;
 - further develop our statistical unit to increase capacity for providing inspectors with relevant and timely data for use on inspection and remit activity;
 - continue to liaise with the Welsh Government's Knowledge and Analytical Services (KAS); and
 - continue to work with CSSIW, HIW and the WAO to develop a common approach to data-management and data-hosting in relation to those areas where we inspect jointly.

2.5 New advice workstreams

Rationale

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. As a body being consulted, we will provide our opinion only on the overall merits of school organisation proposals.

During 2014-2015, we will:

- use, adapt and amend the internal guidance for inspectors on how to evaluate the school organisation proposals to ensure consistency in approach;
- ensure that each response accurately assess the overall merits of the proposal;
- continually monitor and evaluate the quality of our responses ; and
- deploy inspectors across the organisation to undertake the work in order to extend our capacity to manage work programme pressure points.

Strategic objective three

Building capacity in the delivery of education and training in Wales

3.1 Estyn-led training events and conferences

Rationale

Estyn is in a unique position to evaluate the quality of the education and training sector in Wales, based on first-hand evidence from inspection and remit work. We will use this evidence and knowledge to help providers to build their own capacity to improve. To that end, we have disseminated evidence of the impact of successful improvement strategies through conferences titled 'The Improvement Journey' and other published media. Alongside that, we support providers by developing the skills that their staff have through our training programmes. Although the prime function of that is to train inspectors to help us deliver our inspection programme, we have much evidence of the beneficial effects that Estyn-trained staff bring to their host providers, for example, improved self-evaluation and quality management.

This year we will further develop our training programmes to:

- increase the number of practitioners who have been trained as additional and peer inspectors and who can use their inspection skills back in their host institution to help it improve;
- provide a training programme for new additional inspectors and lay inspectors, as well as annual update training for existing additional, peer and lay inspectors;
- develop our training programme for nominees from providers to equip them for their role as nominee in the inspection of their own institution;
- provide a training programme for "challenge advisers" from the four regional consortia school improvement services, so that they gain professional inspection skills to support their role in challenging schools;
- provide opportunities for 'challenge advisers', as an assessed part of their training, to act as team inspectors on primary, secondary and special school inspections in a new capacity as regional consortia inspectors;
- share knowledge and skills in fully evaluated improvement strategies;
- develop and provide high quality, coherent training packages, including digital training modules; and
- link our building capacity activities to national priorities, such as the Estyn Poverty and Attainment Conference in summer 2014.

We will work on arrangements to tailor training activities to providers that most need to improve, as well as providing challenge to 'good' providers to become 'excellent' ones ..

During 2014-2015, we will:

- deliver external inspector training (additional and lay inspectors);
- train and update peer inspectors to facilitate their use as full members of inspection teams and ensure that they take new skills and expertise back to their organisations;
- increase the pool of peer inspectors for the schools, post-16 and local authority

- sectors incrementally by providing a rolling programme of assessed training;
- provide opportunities for challenge advisers from local authorities to develop inspection skills by joining school inspections as part of their continuous professional development;
- use a trained nominee (from the individual providers being inspected) to act as liaison for the provider and to be a member of the inspection team;
- publish a range of training materials from every sector; and
- continue to deliver sector training/conferences based on Estyn's remit reports.

3.2 Best practice

Rationale

A vital aspect of Estyn's role in supporting the drive for excellence in learning is to promote the spread of best practice based on our having first hand access to the front-line experience of all education and training providers throughout a six-year period. There is a need to increase providers' capacity to improve, which we will support by promoting best practice more widely and more effectively.

Effective promotion of best practice will ensure that:

- education and training practitioners have ready access to descriptions of practice, which if adopted more widely would improve learners' experience and achievements;
- substantial numbers of practitioners engage with best practice in ways that promote adoption of the practice or its features; and
- examples of best practice likely to prompt change are validated by Estyn prior to publication.

During 2014-2015, we will:

- use evidence from inspection and remit activity to identify best practice amongst practitioners;
- liaise with Ofsted and Her Majesty's Inspectorate of Education Scotland (HMIE) on how they disseminate best practice;
- make case studies of best practice accessible to inspectors, providers, partners and stakeholders on our website through written case studies, multimedia resources and the HMCI Annual Report;
- highlight and disseminate best practice as part of our inspection activities, through best practice conferences, sector network stakeholder forums, link inspector contacts with local authorities, Estyn newsletters and through our activities to inform the development of national policy by the Welsh Government and its officials;
- deliver a national conference to disseminate best practice in tackling disadvantage;
- engage with providers, other stakeholders and IAR bodies to promote more effectively the use of existing best practice identified and published by us;
- review and monitor the best practice area of our website, including consultation with stakeholders, to ensure that it provides access to good-quality case studies of best practice – presenting compelling examples of best practice that influence

- providers' work; and
- hold discussions with Welsh Ministers and the Welsh Local Government Association (WLGA) with a view to securing ongoing agreement on how activity in disseminating and promoting best practice can avoid duplication, make best use of resources and support overall objectives.

3.3 More effective use of thematic reports

Rationale

Our thematic reports are a valuable resource for education providers. They provide an overview of current practice and include case studies to share interesting and effective practice.

During 2014-2015, we will:

- publish INSET materials for primary and secondary schools on tackling disadvantage;
- provide training for all peer inspectors on our thematic work to support their greater involvement in thematic reviews;
- seek case studies of how thematic reports have been used by providers to improve practice and learn from these; and
- explore ways to publish more interactive case studies as part of our thematic reports.

3.4 Develop strong partnerships with stakeholders

Rationale

Last year we undertook a review into how well we engage with our stakeholders as part of our continued commitment to improving the way we work. It is a high priority for us that our stakeholders have confidence and trust in our work. Building such confidence and trust relies on good practice, innovative thinking and a clear strategic vision from us about how our work helps to improve education and training in Wales.

Our stakeholders are central to helping us to achieve our mission of promoting excellence for all learners in Wales and stakeholder engagement is integral to our organisation. The current climate presents many challenges for those of us involved in education and training.

We cannot achieve our purpose alone. We will continue to communicate with and involve other Inspectorate, audit and regulatory bodies in Wales and across the UK whose work relates to our work. Our stakeholder engagement strategy will help us to take account of the views of CSSIW, HIW and the WAO in our activities.

During 2014-2015, we will aim to deliver the following:

- an annual National Stakeholder Forum, which will help to share information, ideas and views about what helps improve education and training in Wales. One representative from each official body listed in our stakeholder list will be invited

to attend. The event will be held in February at Estyn's Conference Suite in Cardiff;

- a series of Sector Network Forum meetings for all sectors. These will be held at least once a year and some sectors may have more than one meeting. The event(s) will be organised by the relevant Estyn sector lead inspector;
- Assistant Directors and/or the relevant sector lead inspector to be available to attend workshops and events, subject to inspection work commitments, hosted by official bodies such as the Association of Directors of Education in Wales (ADEW), ColegCymru, the National Training Federation for Wales (NTfW) and Governors Wales;
- Our Stakeholder newsletter to be produced twice a year and emailed to all additional, peer and lay inspectors, HMI, education and training providers and people registered through our website;
- best practice to be disseminated using our website and through the publication of 'Inspection Matters' (our termly newsletter);
- our website to be developed and improved so that it signposts providers to best practice case studies more effectively;
- blended learning, which combines face-to-face training with self-study using online material, and which has already been piloted successfully in the training of primary phase peer inspectors, to be adopted for other aspects of our training programme;
- the encouragement and promotion of the involvement of current practitioners as peer inspectors and nominees on inspections to promote cross-fertilisation of best practice;
- continued engagement with the Welsh Government as a stakeholder through meetings between HMCI, Strategic Directors and Assistant Directors and their equivalent Welsh Government officials, as part of a programme of regular meetings to provide advice relating to the Minister of Education and Skills' remit for the year;
- the use of evidence from inspection and remit activity to identify best practice amongst practitioners;
- case studies of sector-leading practice to be made accessible on our website to inspectors, providers, partners and stakeholders;
- engagement with providers to assist in disseminating best practice, including through stakeholder forums, and ensuring that our reports include comments on best practice to inform other providers when they are developing their own provision;
- the development and monitoring of our website and extranet to ensure that they continue to support and provide information on best practice and case studies; and
- the sharing of good practice across sectors and between IAR bodies more widely.

Part two

Estyn's delivery principles

Delivery principle one

Develop Estyn as a 'best value' organisation and 'exemplary employer'

Rationale

By developing a skilled, knowledgeable and motivated workforce that is engaged with the organisation, we will improve individual and team performance and deliver continuous service improvement.

Through maintaining and operating robust governance arrangements, we will ensure that resources are used in an effective and efficient manner and are focused on delivery of the strategic objectives stated in Part One of this plan.

During 2014-2015, we will:

- promote diversity within our workforce and seek to attract and retain the best candidates from within the sectors we inspect to work with us; ;
- continue to offer secondments to us from the sectors we inspect in order to support our in-house inspection workforce and to help build capacity within the organisations from which we draw secondees;
- retain a flexible approach to meeting the staffing requirements for our corporate services to ensure that we maintain affordable services responsive to business needs and to opportunities to reshape services;
- produce and deliver a training and development plan, which will ensure that our staff and external inspectors have the appropriate skills and knowledge;
- ensure that equality and diversity is at the heart of our work and that we deliver the commitments contained within our Strategy Equality Plan;
- through our Employee Engagement Group, develop and implement an action plan to build on the generally positive results of our People Survey 2013 and seek to address areas which may contribute to lower levels of staff engagement;
- promote and support bilingualism through implementation of our Welsh Language Scheme, including the development of bi-lingual IT systems and the provision of opportunities for language training for staff at all competency levels within Estyn;
- continue our commitment to employee health and wellbeing and address any areas of improvement that might be identified through the Corporate Health Standard accreditation process;
- undertake re-assessment of our Investors in People (IIP) standard and work in partnership with staff and trade unions to implement any improvement actions;
- review the new staff performance management system implemented in 2013-2014 and modify, as appropriate, to ensure that it supports staff development and continuous improvement;
- work in partnership with our trade unions through our strategic and operational

forums, and through representation within the Workforce Partnership Council in Wales;

- incorporate sustainable development considerations into all our activities and processes; and undergo the 'Green Dragon Standard' accreditation process to identify any opportunities to further improve our environmental management activities;
- continue to enhance our information services and use technology to support agile and flexible working; including implementation of unified communications and a refresh of our website;
- develop our knowledge management system and processes and expand our internal research capacity;
- seek opportunities for even greater efficiencies in the way we work, including benchmarking with similar bodies and exploring opportunities for sharing resources and services;
- demonstrate best practice in corporate governance and maintain a Strategy Board with appropriate external expertise to challenge and support Estyn's executive; this will include recruiting a new non-executive director;
- develop our intranet system (SharePoint) to enhance monitoring and reporting arrangements in relation to our risk management policy and processes; and
- in addition to providing assurance on core business areas, focus our internal auditor to undertake reviews that have the best potential to provide 'added-value'.

Delivery principle two

Work collaboratively with other inspectorates to support improvement

Rationale

To undertake joint working, where appropriate, on the basis of the Welsh Government's policy statement on inspection, audit and regulation (IAR) in Wales and the priorities of Inspection Wales⁴

During 2014-2015, we will:

- ensure that our joint and collaborative working is guided by a common vision and purpose agreed between the IAR bodies in Wales and the UK;
- ensure that our planning and programming activities will be co-ordinated, where appropriate, with those of the other IAR bodies so that they result in proportionate programmes of work that avoid duplication and ensure that key risks and concerns are being examined, including thematic inspection work;
- develop approaches to information and knowledge sharing between us and other

⁴ Inspection Wales is a body based on an agreement between the Care and Social Services Inspectorate Wales (CSSIW), Estyn (Her Majesty's Inspectorate for Education and Training in Wales), Healthcare Inspectorate Wales (HIW) and the Wales Audit Office (WAO) to implement our commitment to work closely together to encourage improvement in public services. It is supported through a strategic agreement and an agreed work programme to improve joint working. Currently it has a jointly funded secretariat, comprising an Inspection Wales Project Manager and an Inspection Wales Co-ordinator (part-time).

IAR bodies to guide our programmes of work and to help ensure that intelligence is actively and promptly shared;

- identify opportunities to bring together the collective knowledge and intelligence held by IAR bodies on public services, and report that in ways which support service improvement, inform policy making and national scrutiny, and strengthen public accountability; and
- continuously monitor the progress we are making with joint and collaborative working and report this openly and transparently to key stakeholders and to Estyn's Strategy Board.

Undertake inspections and remit work jointly with other inspectorates and regulatory bodies as appropriate

During 2014-2015, we will:

- contribute to joint inspections of offender learning with HMI Prisons and HMI Probation in relation to their emerging inspection models;
- develop our arrangements for inspecting regional consortia in 2015-2016 and local authorities after that in consultation with an Estyn Advisory Group, which will have representation from the Wales Audit Office (WAO);
- contribute to CSSIW's Inspection Project Board on their development of a judgement framework for the inspection of care and social services;
- continue to work with CSSIW and the WAO to implement the Local Government (Wales) Measure 2011;
- ensure the effective co-ordination by Estyn and CSSIW of inspections of schools and colleges that have residential provision;
- work jointly with other inspectorates, auditors and regulators, in particular CSSIW, HIW and the WAO, in respect of the inspection of public services and thematic work, including any special inspections or investigations where appropriate;
- work with Education Scotland, ETI (Northern Ireland) and Ofsted in regard to learning lessons from their inspections of the further education sector to inform our development of an inspection framework for further education institutions;
- work with other UK inspectorates such as Ofsted and HM Inspectorate of Constabulary on joint inspections or thematic inspections where appropriate;
- continue to work with the Quality Assurance Agency for Higher Education (QAA), where our areas of responsibility overlap, to share information and identify causes for concern;
- continue to liaise with the UK Border Agency (UKBA) regarding its inspections of Highly Trusted status for colleges and other training providers; and
- work closely with the Welsh Government, the Higher Education Funding Council for Wales (HEFCW) and the General Teaching Council for Wales (GTCW) on issues relating to standards for teachers, continuous professional development and the inspection of initial teacher training in Wales.

In addition, we will:

- ensure that joint working visibly demonstrates the value it adds to our respective

activities through the use of the 'Inspect Wales' website⁵, individual IAR websites, the DYSG⁶ or similar newsletters and joint conferences;

- continue our work with CSSIW, HIW and the WAO to further develop the 'Inspect Wales' joint website portal for IAR bodies in Wales;
- support the work of the Inspection Wales Project Manager and Inspection Wales Co-ordinator in facilitating joint working through the provision of office accommodation and ICT facilities at Estyn;
- use the outcomes of collaborative work in inspection and remit activity to enhance the quality of advice on policy formulation and public assurance; and
- respond to and/or advise the Welsh Government and other stakeholders on consultations and reviews relating to joint IAR work on education and training as required.

⁵ The joint website of the IAR bodies, set up to highlight and explain joint working approaches

⁶ A Welsh Government newsletter providing information on post-11 education and training developments in Wales and England

Estyn's budget

For 2014-2015, we have a £11.664million revenue budget and a capital budget of £0.281 million (as agreed by the National Assembly for Wales in December 2013). Around £8.4m (72%) of our revenue budget is allocated to staffing costs with the remainder of the budget mainly used to finance external inspection resources (registered, additional and peer inspectors) and other administration expenses.

We will continue our policy of robust financial management and expenditure controls to keep within our allocation. All decisions will consider ongoing financial commitments and future affordability. We will also develop appropriate business cases for any new areas of revenue expenditure, expenditure which commit us to future payments, and any capital expenditure. As in previous years, we will maintain a dialogue with Welsh Government officials to ensure there is an ongoing awareness of our financial position.

Table 1

Total planned expenditure 2014-2015				
Budget expenditure line	Strategic objective 1 (Public accountability through inspection)	Strategic objective 2 (Informing Policy)	Strategic objective 3 (Building Capacity)	Total
	(£000s)	(£000s)	(£000s)	(£000s)
Programme costs	1,078	41	27	1,146
Staff costs	5,933	2,185	301	8,419
General administration expenses	1,138	493	68	1,699
Financing charges	268	116	16	400
Total revenue expenditure	8,417	2,835	412	11,664
Capital expenditure	188	82	11	281

Notes:

- 1 The total planned expenditure in Table 1 represents the full allocation of funding available from the Welsh Government.
- 2 Programme costs include: contract charges and expenses for additional inspectors; direct expenses for report publication; and the cost of inspector training and capacity building events.

- 3 Staff costs include: pay-related costs of HMI and seconded additional inspectors (inspection staff), management (directors) and corporate support (administrative staff).
- 4 General administration costs include: general running costs (office accommodation; information systems and professional services; and, staff-related costs (travel and subsistence, recruitment, training and development).
- 5 Finance charges relate to notional charges (non-cash) in respect of depreciation costs.
- 6 General administration expenses, financing charges and capital expenditure are allocated to strategic objectives pro-rata to the number of HMI days programmed directly to specific activities supporting each strategic objective. Staff costs are also allocated on the above basis with the exception that the costs of administrative staff who work directly to support strategic objective 1 (around 50% of the total administrative staff) are directly allocated to this objective.
- 7 £2,835,000 revenue expenditure for strategic objective 2 includes £1,014,545 in respect of the cost of the Welsh Government's 2014-2015 remit work.

Appendix 1: Inspection activity 2014-2015

The table below provides information on the number of inspections Estyn plans to carry out in 2014-2015.

Planned inspection activity by Her Majesty's Inspectors (HMI) and independent inspectors 2014-2015⁷	
Unit of inspection	Annual planned numbers of inspections leading to reports
	2014-2015
Non-maintained nurseries	128
Primary schools and nursery schools	216
Secondary schools	34
Special schools	7
Independent schools including independent special schools	11
Pupil referral units	9
Local authority education services for children and young people (LAESCYP)	0
Initial teacher education and training (ITET)	1
Further education institutions	0
Work-based learning (WBL) providers	5
Adult community learning	1
Welsh for Adults (WfA)	2
Careers	0
Total number of inspections	414

⁷ In the number of inspections shown above, there are changes to those in Estyn's Strategic Plan for 2010-2013 due to the opening or closure of establishments and/or the re-inspection of provision.

Appendix 2: Remit report activity 2014-2015

This section sets out the specific advice required by the Department for Education and Skills in 2014-2015, which includes:

- issues where Estyn is asked to provide detailed reports drawing on evidence from thematic inspections;
- working groups that Estyn is asked to support through attendance, and contributions to proceedings;
- other ongoing areas on which ad hoc advice and support are required; and
- scoping the inspection of consortia.

The specific advice required by DfES in 2014-2015

Detailed remit reports drawing on evidence from thematic inspections

The thematic reviews to be included in the remit to Estyn for 2014-2015 are listed in the table below. The list includes 15 items in total, six ongoing items from previous remits (items 1 to 6) and nine new items, proposed by policy officials and further developed through discussions between senior Estyn and DfES officials (items 7 to 15).

The items included reflect a continuing move toward a more strategic remit that links to stated priorities for education and training.

1	Standards in literacy in key stage 3 and the impact of the National Literacy Framework	This is the third and final review in this series and will consider the impact to date of the National Literacy Framework.	Year 3 of 3
2	The effectiveness of the numeracy intervention programmes at key stage 2 and key stage 3, tracking the progress and implementation of additional support necessary	This is the third and final review in this series. It will build on evidence of what constitutes most effective support for those falling behind in numeracy learning and will provide a basis for future planning and delivery of training.	Year 3 of 3
3	What are schools and local authorities doing to improve attendance?	This is the second year of this review, which will identify good practice in primary schools to be disseminated and shared through the Learning Wales and Estyn websites.	Year 2 of 2
4	How effective and coherent is the support package for learners aged 14-19?	This ongoing review will continue the evaluation of the quality and extent of the impartial information guidance and support being provided to 14-19 learners across Wales, drawing on evidence from colleges and work based learning providers in its second year.	Year 2 of 2

5	Review the engagement and participation barriers facing black, ethnic and disabled groups entering the apprenticeship programme and simultaneously pinpoint good practice models and approaches	This study is helping to identify changes in provider policies following the publication of the Equality and Diversity Guidance for work-based learning and to establish the level of provider engagement. It will also inform future apprenticeship policy development. This is the second and final year of this study.	Year 2 of 2
6	Best practice in the use of classroom observation to raise standards of teaching and learning	This is the second and final year of this study which is intended to help support improved teaching and learning through better monitoring, mutual support and the sharing of effective practise. The second year will focus on Further Education.	Year 2 of 2
7	The capability and capacity of schools in Wales to engage in effective school to school support	The study will inform the continued development of the new National Model for School Improvement and strengthen the Regional Education Consortia in Wales. The scope of the study will be further refined through discussion with Estyn.	Year 1 of 2
8	The impact of the 10% advisory teachers	This thematic review will be used to inform future discussions on the Foundation Phase grant and the role of the advisory teacher.	Year 1 of 1
9	Best practice in the arts	This review is in response to an independent report to the Welsh Government into Arts in Education in the Schools of Wales. This review would be a first step in providing evidence of the ongoing arts experience and its impact on literacy and numeracy outcomes. Year 1 will look at key stage 2; year 2 will look at key stages 3 and 4 and will count as two reviews in 2015-2016, and year 3 will look at embedding creative learning.	Year 1 of 3
10	Dealing with complaints in further education and work-based learning	The outcome from this review will help improve the quality of post-16 learning and bring greater transparency to providers' systems.	Year 1 of 1
11	Professional Standards for Teachers	This review will assess the extent to which the revised Practising Teacher Standards (PTS) and Leadership Standards are being used in schools to support improved teaching and learning. Year 1 will look at statutory use of Professional Teaching Standards in the	Year 1 of 2

		performance management process and year 2 will look at statutory use of Leadership Standards in the performance management of headteachers.	
12	Models and methods at further education colleges to teach subjects through the medium of Welsh and bilingually	The outcomes from this study will be used to develop best practice guidance for the further education and work-based learning sector to develop training programmes and strategies, and to inform the review of the Welsh medium Education Strategy in 2015.	Year 1 of 1
13	Education other than at school (EOTAS)	This study will seek to identify examples of successful early intervention to prevent children from being EOTAS as well as examples of good practice in EOTAS provision.	Year 1 of 1
14	Identifying and highlighting good practice on leadership development within schools	This review will help support delivery of the recommendations from the Hill Report and key elements of the Improving Schools Plan. As such it will contribute to securing a culture change around leadership with significant improvements in pupil outcomes.	Year 1 of 2
15	The impact of Teach First Wales	This study will help inform future decisions on whether to extend the pilot programme beyond cohort 2015-2016.	Year 1 of 3

Ongoing areas on which DfES may require advice and support

Estyn also provides ongoing support in the following areas.

- School closure and reorganisation proposals;
- School effectiveness grant and pupil deprivation grant.
- Placements for pupils with a statement of special educational need where specific Welsh Minister consent is required under section 347(5)(b) of the Education Act 1996.
- Annual monitoring of independent schools who have been approved under section 347(1) of the Education Act 1996, to admit pupils with statements of special educational needs generally and has pupils with SEN on roll; or an independent school that has registered to admit pupils with SEN under section 158 of the Education Act 2002 and has SEN pupils on roll.
- Inspection and annual monitoring of all independent specialist colleges in Wales, and provision of an inspector as part of a team on the inspections or annual monitoring visits of independent specialist colleges in England where 10 or more learners from Wales are funded to attend.
- Registration of section 163 independent schools.
- Development of qualifications and inspection arrangements for any proposed new initial teacher training and continuing professional development requirements for teachers, tutors and trainers in the lifelong learning sector.

- Schools causing concern.
- Follow up work on any Local Education Authorities found to be failing including Ministerial intervention and support.
- Honours nominations.
- Background information for Ministerial visits to schools.
- Assembly Questions.

Inspection of Consortia

Estyn is asked to scope the inspection criteria, evidence and methodology required to undertake inspection of the four regional education consortia. Inspections of consortia are expected to include the impact of consortia on standards, the quality of service provision and on the leadership and management of consortia.

In determining the scope of the inspections it is understood that Estyn will draw on advice and guidance from the Advisory Forum being set up which will include representation from Society of Local Authority Chief Executives (SOLACE), Association of Directors of Education Wales (ADEW), the four consortia, the Department of Education and Skills (DfES) and Wales Audit Office (WAO).

The scoping exercise will begin in Autumn 2014 and be completed in Spring 2015. The findings from that exercise will inform the inspection of consortia. Those inspections will begin in late autumn 2015 and will continue through to autumn 2016. Further details will be included in the remit letter for 2015-2016.

Appendix 3: Working groups

Contributions to working groups

Estyn provides advice and support for decision making in a range of areas. Estyn may be asked to provide support to various working groups through representation and/or through presentation of written evidence. In 2014-2015 it is anticipated that advice will be required in the following areas:

- Foundation Phase Evaluation Group
- Early Years Development and Assessment Framework (EYDAF)
- Practitioners Task and Finish Group
- Developing Thinking and Assessment for Learning Advisory Group
- Offender Learning Advisory Group
- Consistent Performance Measures Steering Group
- Learner Voice Wales Steering Group
- Wales Employment and Skills Stakeholder Forum
- Modern Foreign Languages Key Stage 2 Pilot Steering Group
- Review of Qualifications Stakeholder Reference Group
- Welsh Baccalaureate Steering Group
- Qualifications Wales Advisory Board
- Qualifications Development Strategy Group
- GCSE Subject Groups
- Review of Qualifications Workforce subgroup
- National Digital Learning Council
- National Leadership Development Board
- Quality Assurance group to support the high quality resources
- Strategic group to support induction and the Masters in Education Practice
- All Wales Forum of Gypsy Traveller Education Practitioners
- Minority Ethnic Achievement Local Authorities Forum

Appendix 4: Estyn's performance indicators⁸

Strategic objective 1: Provide public accountability to service users on the quality of education and training provision in Wales

Performance objective	Performance indicator	Measured	Target 2013-2014	Target 2014-2015
To ensure inspections and their reports meet the quality requirements set out in Estyn's published frameworks for inspection and guidance	Percentage of published inspection reports that do not require amendment after publication as a result of substantiated challenge to judgements	Quarterly	100%	100%
To ensure inspections are experienced by providers as a positive process that promotes improvement	Percentage of providers whose inspection questionnaire responses fall into the disagree or strongly disagree category across the range of questions posed ⁹	Quarterly	< 5%	< 5%
	Percentage of providers who indicate their dissatisfaction with the reliability and independence of Estyn's judgements following publication of the inspection report	Quarterly	< 3%	< 3%
To ensure inspection reports are published in a timely manner	Percentage of reports published within statutory or agreed deadlines	Quarterly	100%	100%

⁸ We set ourselves challenging targets based on actual performance levels in previous and current years. Our actual performance levels in relation to these targets are reported each year in our Annual Report and Accounts. Targets are measured and monitored by our Executive Board, which includes the Chief Inspector, her Strategic Directors and the Assistant Director for Corporate Services.

⁹ Subject to amendment following stakeholder consultation

Strategic objective 2: Inform the development of national policy by the Welsh Government

Performance objective	Performance indicator	Measured	Target 2013-2014	Target 2014-2015
To ensure the Welsh Ministers have regular, independent feedback on the standards and quality of education and training provision in Wales in an annual report	HMCI's Annual Report to be produced in-year on schedule	Annually	Publication of 2012-2013 AR by 31 January 2014	Publication of 2013-2014 AR by 31 January 2015
To ensure that independent advice requested in the Ministerial remit is provided in a timely way	Percentage of advice work listed in the annual Ministerial remit letter that is published by Estyn within 2014-2015	Annually	New indicator	100%

Strategic objective 3: Building capacity in the delivery of education and training in Wales

Performance objective	Performance indicator	Measured	Target 2013-2014	Target 2014-2015
To ensure Estyn-hosted training events and best practice conferences meet the needs of delegates	Percentage of delegates indicating satisfaction in evaluations of Estyn training events and best practice conferences	Six-monthly	95%	98%

Delivery principle 1: Develop Estyn as a 'best value' organisation and exemplary employer

Performance objective	Performance indicator	Measured	Target 2013-2014	Target 2014-2015
To maintain high levels of engagement in staff surveys	Estyn's staff engagement index percentage in the Civil Service People Survey remains in the top 25% of Civil Service departments	Annually	Within top 25%	Within top 20%
To manage staff absence levels	Total annual sickness absence rate	Monthly	< 4%	< 4%
To ensure we produce: <ul style="list-style-type: none"> an Annual Plan that meets the requirements of the Learning and Skills Act 2000; and an Annual Report and Accounts 	Annual Plan to be produced on schedule	Annually	Forward to Assembly by 31/03/2014	Forward to Assembly by 31/03/2015

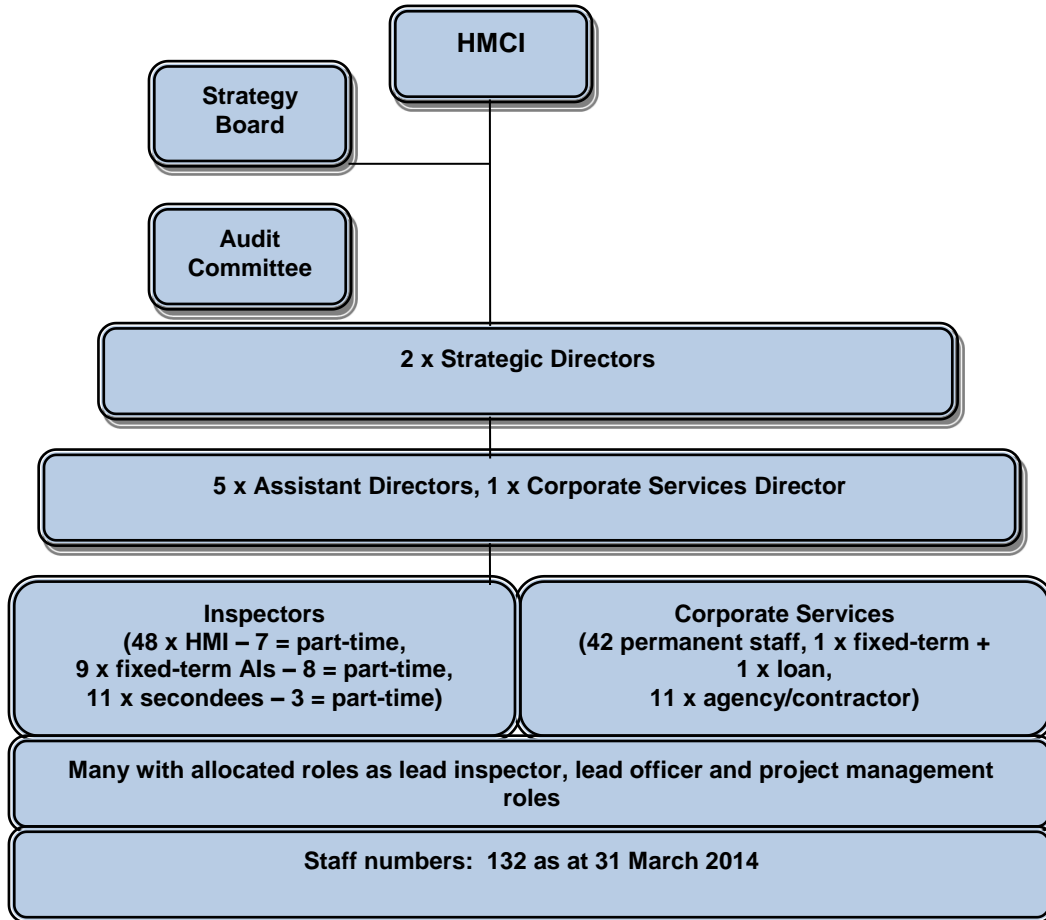
Annual Plan 2014-2015

To report on Estyn's achievements and performance for the financial year 2013-2014 in an open, transparent and accountable manner.	Annual Report and Accounts produced within statutory timescales	Annually	Publish by 31/08/2013	Publish by 31/08/2014
To ensure that Estyn's accounting procedures are accurate	Estyn's annual resource accounts are not qualified by external audit	Annually	Unqualified accounts for 2012-2013	Unqualified accounts for 2013-2014
To ensure that Estyn processes invoices in a timely manner	Percentage of undisputed invoices paid within 30 days	Monthly	100%	100%
To ensure best practice in relation to investment in people, sustainability and health standards	Achievement of relevant accreditation and delivery of all outcomes set by relevant action plans for completion in 2004-2015	Annually	New indicator	All actions set for 2014-2015 completed
To develop Welsh language capacity in Estyn	Achievement of objectives as outlined in the Welsh Language Scheme action plan	Six-monthly	Required progress made	All actions set for 2014-2015 completed
To ensure integration of equality and diversity in all aspects of Estyn's work	Achievement of objectives set for completion in 2014-2015 as outlined in the Strategic Equality Plan	Six-monthly	New indicator	All actions set for 2014-2015 completed

Delivery principle 2: Work collaboratively with other inspectorates to support improvement

Performance objective	Performance indicator	Measured	Target 2013-2014	Target 2014-2015
To work collaboratively with other inspectorates to deliver inspections, investigations or thematic reviews	Number of inspections, investigations or joint reviews undertaken with other Welsh and UK inspectorates.	Annually	10	8
To work collaboratively with Inspection Wales inspectorates in order to deliver an integrated service	Proportion of hours contributed by Estyn to the Inspection Wales programme expressed as a percentage of the total contribution from each IW member.	Annually	34%	30%

Appendix 5: Estyn's organisation chart



Appendix 6: Estyn Strategy Board members

During 2013-2014, the following persons will be Estyn's non-executive directors for the full year unless indicated otherwise.

Non-executive directors	
Mr Andrew Bellamy	A former senior executive in the NHS with experience in change management and corporate governance Co-opted member of the Estyn Strategy Board: 20 August 2013 to 19 August 2014 ¹⁰
Dr Haydn Edwards	Educational consultant with experience in senior management and public sector governance Date of appointment: 2 September 2012 End of appointment or renewal: 1 September 2015
Mr Rheon Tomos	Currently partner of TDE Associates, appointed member and Vice Chairman of S4C Authority and Chair of the Audit and Risk Committee, member of the Welsh Language Commissioner Audit Committee Date of appointment: 1 April 2012 End of appointment: 31 March 2015
Senior officers	
Mrs Ann Keane	Her Majesty's Chief Inspector of Education and Training in Wales and Accounting Officer
Mr Simon Brown	Strategic Director
Mr Meilyr Rowlands	Strategic Director

Estyn maintains a register of interest for Board members and a register of interest for all permanent employees, secondees and temporary staff. No member of Estyn's Strategy Board holds a directorship or has other significant interests which may conflict with their Board responsibilities.

¹⁰ Recruiting new non-executive director, to commence appointment on 20 August 2014