
Annual Plan 2015-2016

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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
 - 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
- 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, the Welsh Government's response to the recommendations of the Commission on Public Service Governance and Delivery³ and the priorities of Inspection Wales⁴.

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
- 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

³ Devolution, Democracy and Delivery. White Paper – Reforming Local Government. Welsh Government. July 2014

⁴ Inspection Wales is an association comprising of 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 facilitate better joint working, where appropriate, to encourage improvement in the delivery of public services in Wales.

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HMCI's foreword

In 2015-2016 we will move into the sixth year of using the current common inspection framework. Our programme of core and follow-up inspections will continue, and in line with the revised Welsh Government regulations, inspections of schools will again be scheduled in a less predictable way. We will update the common inspection framework and inspection guidance handbooks to reflect changes to legislation and education policy. Recent updates have included a greater emphasis on inspecting literacy and numeracy, healthy eating and safeguarding, and more focus on the performance of deprived pupils and the use of the pupil deprivation grant. Inspections will continue to focus on these areas and will reflect any further changes to policy and provision in the sectors we inspect.

Joint work will be undertaken with the Care and Social Services Inspectorate Wales (CSSIW) to plan and deliver inspections of early years provision in non-maintained settings. We intend to produce a draft inspection framework for informal consultation by the summer of 2015, to undertake pilot inspections in autumn 2015, followed by formal consultation in 2016 before a new programme of inspections begins in September 2016.

We will also be introducing new arrangements for the inspection of further education institutions. These arrangements have been refreshed in order to take account of changes to funding, governance and curriculum arrangements. We will adapt other inspection arrangements too in relation to changes in the delivery of school improvement services in local authorities and regional consortia.

HMCI's foreword

Over the course of 2015-2016 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 Minister's annual remit letter (which is presented on pages 26 to 27 of this Plan). We will offer an updated training programme for inspectors who undertake thematic survey work, and look at how we structure and design our thematic surveys in order to maximise their impact on policy makers, on schools and other providers. More generally, we will continue to review how well we communicate and engage with our stakeholders as part of our continued commitment to improving the way we work and promoting best practice through our stakeholder forums.

In carrying forward each of our strategic objectives, we will develop Estyn as a 'best value organisation and exemplary employer' by building a skilled, knowledgeable and motivated workforce to improve individual and team performance as well as maintaining and operating robust governance arrangements.

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

2015-2016 will be a year of new possibilities and of far-reaching initiatives that will bring about considerable change in the education system. Several reports will be published, along with White Papers which are set to open up new possibilities for education and the wider range of public services in Wales. Estyn will need to be alert and responsive to these changes and to the challenges they bring with them to the agility of the inspectorate and the opportunities they will offer to refine the role and impact of Estyn in Wales.

I shall be handing over the reins in June to Meilyr Rowlands, my successor as HMCI. I wish him well in the post. I know he will be leading a confident organisation that will continue, under his leadership, to keep the interests of learners at the heart of Estyn's work.



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

- Foster an engaging and healthy working environment

Part one

Strategic overview

Our strategic objectives and delivery principles

Our strategic objectives and delivery principles are the core purposes of our work and it is vital that all are delivered as effectively as possible.

Our strategic objectives 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

Our delivery principles are to:



- Continue to work collaboratively with other inspectorates to support improvement

- Develop further as a 'best value organisation and exemplary employer'

This Annual Plan sets out what we will do in 2015-2016 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

Estyn inspects all providers within a period of six years and all inspections are based on first hand, observed evidence. The evidence from inspections gives Estyn a unique and comprehensive set of information about standards in education and training in Wales, which underpins the delivery of 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 and we established new contracting arrangements, quality assurance systems and IT systems. The outcome of a recent mid-cycle review showed that a majority of stakeholders wanted to keep arrangements largely unchanged. One of the changes agreed with the Welsh Government was a change to the regulation governing the predictability of inspections. Providers can no longer predict, years ahead, when their next inspection is due, although we continue to give four weeks' notice so that pre-inspection meetings with parents can be arranged. The result is that we are now more likely to see providers as they normally are.

Estyn's common inspection framework and inspection guidance handbooks are updated annually to ensure that they reflect changes to policy and legislation and include judgements on the effects of new initiatives like the Literacy and Numeracy Framework and the pupil deprivation grant.

Our inspection reports are published on the Estyn website in a timely way so that parents and learners can find out about the quality and standards of education in their local and other schools and providers.

1.1 Inspection – internal resources for core inspections

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

During 2015-2016, at least 50% of all primary school inspections will be led by HMI, as well as 15% of non-maintained nursery inspections. For all other sectors, 100% of inspections will be led by HMI.

1.2 Inspection – external resources

The use of peer inspectors on all inspections will continue to be a key part of Estyn's building capacity programme. All inspection 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.

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

A number of workstreams to design or adapt inspection arrangements will continue their work, including those for:

- further education
- local authorities
- regional consortia

As college mergers changed the landscape of further education in Wales, we have developed a new inspection model and process for the inspection of further education. This has involved extensive consultation with numerous stakeholder groups. We will run a pilot inspection for the new model in spring 2015, train new cohorts of peer inspectors in summer 2015 and begin the new cycle of inspection for further education in autumn 2015.

Our proposals for a new inspection framework for the inspection of local authority education services for children and young people will be developed throughout the year, in the light of the White Papers on Devolution, Democracy and Delivery.

In May 2015, we will be publishing a Ministerial thematic report on the progress made by the four regional consortia. The fieldwork is being carried out jointly with the Wales Audit Office resulting in separate publications by the Wales Audit Office and Estyn. Estyn will publish a thematic report requested by the Minister for Education and Skills, whereas the Auditor General for Wales will publish a Value-for-Money study on the Welsh Government's approach to achieving improvement in support to schools through regional education consortia. Both reports will be published on the same date.

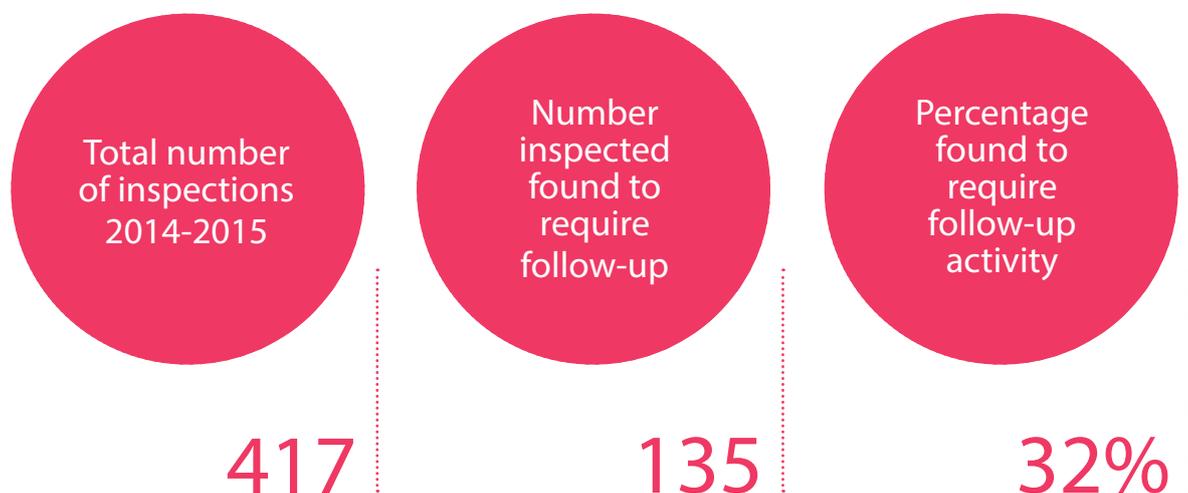
Subsequently we will inspect the four education consortia during the spring and summer 2016. This is a new workstream, with development work on the inspection framework and guidance being informed by lessons learnt from the regional consortia thematic survey.

A new workstream is our work with CSSIW to produce joint inspection arrangements and a framework for non-maintained settings. We intend to produce a draft framework for informal consultation by summer 2015 and pilot inspections in autumn 2015, with the intention of going to formal consultation in 2016 and roll-out of the full programme of inspection by September 2016.

1.4 Statutory and enhanced 'inspection follow-up' activity

We will continue with our programme of statutory and enhanced follow-up activities. Follow-up activity provides further support and challenge to providers that are under performing. Enhanced follow-up will be applied flexibly to ensure that it represents a proportionate use of resources and targets areas of particular need. Schools and providers value the follow-up work that we do.

Inspection findings in 2014-2015 requiring follow-up activity in 2015-2016



As of 31 March 2015, the number of providers in special measures or in need of significant improvement: 46

Follow-up activity figures here relate to identified requirements for providers entering into the category of requiring special measures or in need of significant improvement (or focused improvement in the case of non-maintained nurseries / re-inspection in the case of post-16 providers), or those providers requiring an Estyn monitoring visit. Further information on the follow-up categories and activities for all sectors that we inspect can be found on our website at: <http://www.estyn.gov.uk/english/inspection/inspection-explained/follow-up/>

1.5 The quality assurance of Estyn inspections and reports

Quality assurance maintains confidence in the reliability of our inspections. We will go on providing a check on the evidence base for inspections by lead HMI who were not on the original inspection team. The HMI undertaking this role will check the judgements made in an inspection report against the evidence gathered on the inspection, to make sure that there is a match, and they will also check that the team has followed our published guidance for inspectors. Quality assurance arrangements are assured by independent auditors annually.

Performance objective	Performance indicator ⁵	PI reference	Target 2014-2015	Target 2015-2016
To ensure that inspections and their reports meet the quality requirements set out in Estyn's published frameworks for inspection and guidance	No published inspection reports require amendment after publication as a result of substantiated challenge to judgements	PI 1	0%	0%
To ensure that 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 ⁶	PI 2	< 5%	< 5%
	Percentage of providers who indicate their dissatisfaction with the reliability and independence of Estyn's judgements following publication of the inspection report	PI 3	< 3%	< 3%
To ensure that inspection reports are published in a timely manner	All reports published within statutory or agreed deadlines	PI 4	100%	100%

⁵ 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 set and monitored by our Executive Board, which includes the Chief Inspector, her Strategic Directors and the Corporate Services Director.

⁶ Subject to amendment following stakeholder consultation

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 the Welsh Government

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 will continue to examine how well policy intentions actually work in practice. Advice

from Estyn differs from that provided by academic researchers because it is the professional judgement of experienced inspectors who have been practitioners themselves and who have a first-hand knowledge of the schools and providers of Wales based on inspections.

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.

Recent Estyn thematic reports



- Attendance in secondary schools
- Effective classroom observation in primary and secondary schools
- Numeracy in key stages 2 and 3: an interim report
- Linguistic progression and standards of Welsh in ten bilingual schools
- The effectiveness of learner-involvement strategies in adult community learning and work-based learning
- Barriers to apprenticeship
- Literacy in key stage 3
- Good practice in mathematics at key stage 3

Estyn will be asked by the 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 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 advise on policy development.

Strengthening Estyn's research capacity



Estyn is committed to developing its research capacity and providing timely advice to the Welsh Government and all stakeholders. This year we will improve our methodologies and strengthen the effect of our own publications by:

- giving every thematic survey lead a briefing pack that outlines existing relevant research and includes suggestions on data and methodology
- piloting two toolkits to provide staff with comprehensive guidance on undertaking surveys and completing the report
- planning and running training sessions for thematic survey leads, first editors and team members, based on the new toolkits
- establishing a more robust referencing process based on the Harvard Referencing system and offering training on the principles and effective use of this new system
- setting up a series of research-focused seminars for HMI and support staff

During 2015-2016, we will continue to improve internal processes for disseminating research throughout the organisation by:

- publishing a monthly research update, called 'Rummaging through the Research', to summarise key pieces of internal, national and international research
- providing links to commonly used research pages and news sites

2.2 Production and publication of HMCI's Annual Report

The Chief Inspector's Annual Report is Estyn's most important publication and receives considerable media attention. It summarises inspection findings from 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 session in the Senedd. The Chief Inspector appears before the National Assembly for Wales's Children, Young People and Education Committee to answer questions about the Annual Report and the committee publishes a scrutiny report based upon it.

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

We develop staff by distributing leadership roles in order to 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 link inspectors for local authorities, post-16 and other providers. We review the exact responsibilities continuously to ensure that time allocations and role descriptions match emerging needs.

In 2015-2016, local authority link inspectors will:



- maintain a constructive working relationship with local authorities
- maintain an ongoing evaluation of the authority
- analyse and interpret performance data and inspection reports
- monitor providers' performance and progress against post-inspection action plans
- follow up specific issues with providers
- identify and communicate best practice
- liaise with other inspectorates, auditors and regulators
- advise HMCI and the Welsh Government

2.4 Develop our knowledge-management capabilities

We will improve our capacity and capability to identify, gather, analyse, store and disseminate information and knowledge from within and outside Estyn. As a knowledge-based organisation, knowledge management is key to delivering our strategic objectives in an efficient and influential way. To help us in this task, we have recently appointed a HMI lead officer for knowledge management and a research and evaluation officer. We have also established a new knowledge management working group. We will focus on the learning to be derived and disseminated not only from Estyn's inspections and thematic reports but on the outcomes of research being undertaken by other bodies in Wales, the UK and beyond.

2.5 Estyn's role as a consultee on school organisation proposals

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 provide our opinion only on the overall merits of school organisation proposals.

Performance objective	Performance indicator	PI reference	Target 2014-2015	Target 2015-2016
To ensure that 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	PI 5	Publication of 2013-2014 AR by 31 January 2015	Publication of 2014-2015 AR by 31 January 2016
To ensure that independent advice requested in the Ministerial remit is provided in a timely way	All advice work listed in the annual Ministerial remit letter is published to deadlines	PI 6	100%	100%

Strategic objective three

Build capacity in the delivery of education and training in Wales

3.1 Estyn-led training events and conferences

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 thematic survey work. We will use this evidence and knowledge of best practice to help providers to build their own capacity to improve and drive a self-improving school system.

We support providers by developing the skills that their staff have through our professional inspection skills training programmes. Although the prime function of these programmes is to train inspectors to help us deliver our inspection programme, we know that providers benefit from having Estyn-trained staff because they gain a better understanding of the value of self-evaluation, quality assurance and analysis of performance data.

This year we will develop 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.

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.

3.2 Identifying and disseminating best practice

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.

We will promote best practice so 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 can help them meet their own areas
- examples of best practice likely to prompt change are validated by Estyn prior to publication

3.3 More effective communication of thematic report findings

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. Each year we publish an annual compendium, which brings together detailed analyses and recommendations from each report for easy reference. Practitioners can access the full reports, including case studies, on our website. In addition, each thematic report is accompanied by training materials for providers to use with staff in the form of a Powerpoint presentation summarising the key messages, recommendations and questions based on the report.

How we intend to improve the effectiveness of our communication further

- publishing INSET materials for primary and secondary schools on improving mathematical and numeracy skills
- providing updated training for all peer inspectors on our thematic work to support their greater involvement in thematic reviews
- seeking case studies of how thematic reports have been used by providers to improve practice and learn from these
- publishing multi-media case studies as part of our 'Creative arts' thematic report
- exploring with stakeholders how to encourage wider use of thematic reports across all sectors

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3.4 Develop strong partnerships with stakeholders

We will continue to review how well we communicate and engage with our stakeholders as part of our continued commitment to improving the way we work. It is very important that our stakeholders have confidence and trust in our work through our sharing of good practice and our clear strategic vision about how our work helps to improve education and training in Wales.

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, and where appropriate other UK-wide inspectorates.

Performance objective	Performance indicator	PI reference	Target 2014-2015	Target 2015-2016
To ensure that 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	PI 7	98%	98%

Part two

Estyn's delivery principles

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

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

By maintaining and operating robust governance arrangements, we will ensure that resources are used effectively and efficiently to deliver the strategic objectives given in Part One of this plan.

We do this by:

- promoting equality and diversity by delivering our Strategic Equality Action Plan
- offering secondments to support our in-house inspection workforce, transfer skills and knowledge and help strengthen capacity across education providers
- producing and delivering a training and development plan
- promoting and supporting bilingualism by implementing our Welsh Language Scheme and meeting standards set by the Welsh Language Commissioner
- continuing our commitment to employee health and wellbeing and maintaining the Corporate Health Standard
- working in partnership with our trade unions through our strategic and operational forums
- maintaining and building on the high levels of staff engagement evidenced in the results of the Annual Civil Service People Survey
- incorporating sustainable development considerations into all our activities and processes
- looking for even greater efficiencies in the way we work, including using technology to support agile and flexible working
- demonstrating best practice in corporate governance

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Performance objective	Performance indicator	PI reference	Target 2014-2015	Target 2015-2016
To maintain high levels of engagement in staff surveys	Estyn's staff engagement index percentage in the Civil Service People Survey remains above the top quartile of Civil Service departments	PI 8	Above top quartile	Above top quartile
To manage staff absence levels	Total annual sickness absence rate	PI 9	< 4%	< 4%
To ensure that we produce an Annual Plan that meets the requirements of the Learning and Skills Act 2000	Annual Plan to be produced on schedule	PI 10	Forward to Assembly by 31/03/2015	Forward to Assembly by 31/03/2016
To report on Estyn's achievements and performance for the financial year 2014-2015	Annual Report and Accounts produced within statutory timescales	PI 11	Publish by 31/08/2014	Publish by 31/08/2015
To ensure that Estyn's accounting procedures are accurate, transparent and accountable	Estyn's annual resource accounts are not qualified by external audit	PI 12	Unqualified accounts for 2013-2014	Unqualified accounts for 2014-2015
To ensure that Estyn processes invoices in a timely manner	All undisputed invoices paid within 30 days	PI 13	100%	100%
To ensure best practice in relation to investment in people, sustainability and health standards	Full implementation of relevant action plans for completion in 2015-2016 ⁷	PI 14	All actions set for 2014-2015 completed	All actions set for 2015-2016 completed
To develop Welsh language capacity in Estyn	Achievement of objectives as outlined in the Welsh Language Scheme action plan	PI 15	All actions set for 2014-2015 completed	All actions set for 2015-2016 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	PI 16	All actions set for 2014-2015 completed	All actions set for 2015-2016 completed

⁷ Action plans currently include the staff engagement action plan, the staff conference action plan, the health, safety and wellbeing committee action plan, the training and development plan, and the sustainability plan

Delivery principle two

Work collaboratively with other inspectorates to support improvement

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 Wales⁸.

We will ensure that this is guided by a common vision and purpose agreed between the IAR bodies in Wales and the UK. 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.

During 2015-2016, we will undertake inspections and thematic survey work jointly with other inspectorates and regulatory bodies as appropriate

We will:

- contribute to joint inspections of offender learning with HMI Prisons and HMI Probation in relation to their emerging inspection models
- 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 other UK inspectorates such as Ofsted and HM Inspectorate of Constabulary on joint inspections or thematic inspections where appropriate

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During 2015-2016, we will also:

- 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
- 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

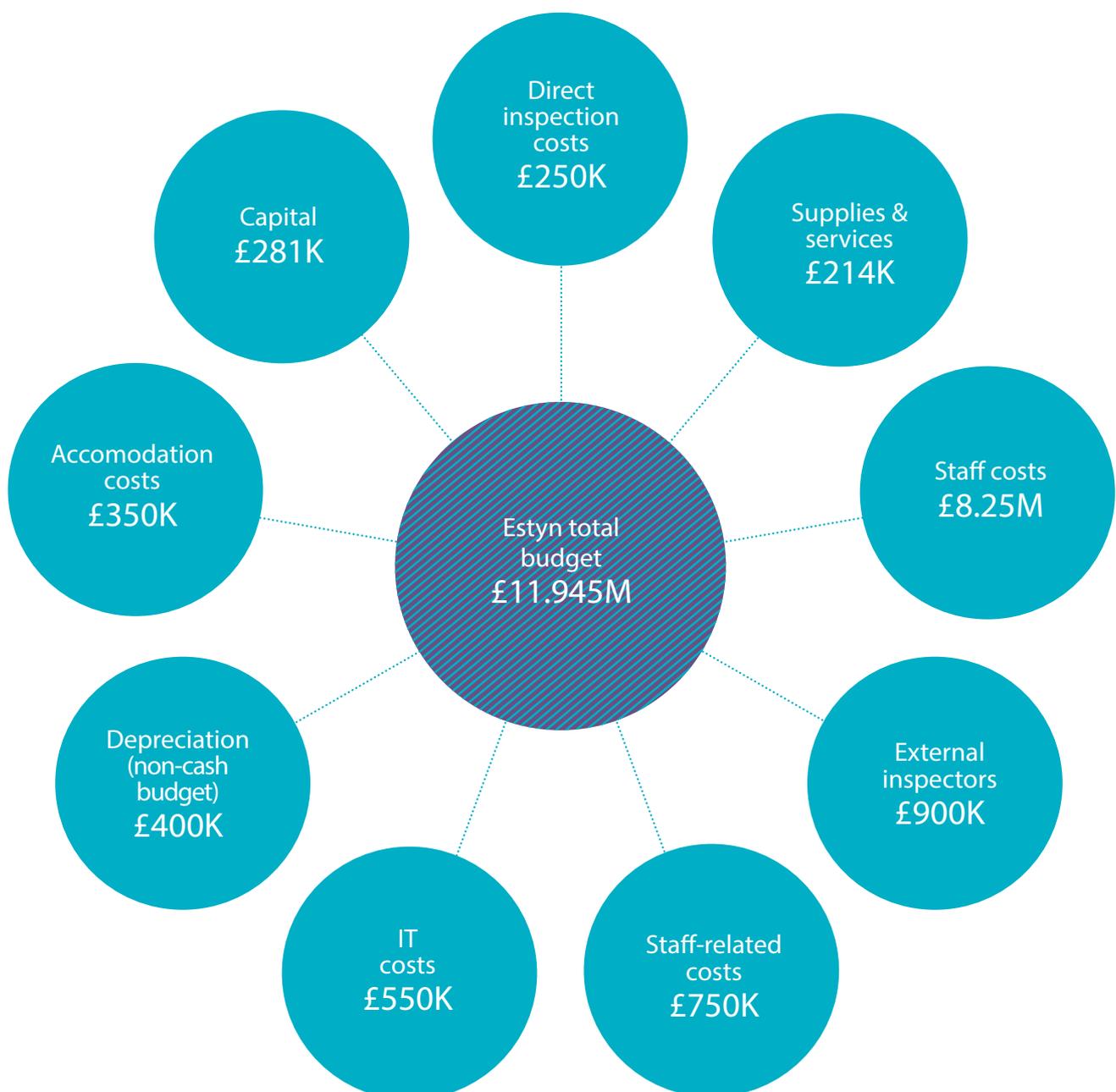
Performance objective	Performance indicator	PI reference	Target 2014-2015	Target 2015-2016
To work collaboratively with other inspectorates to deliver inspections, investigations or thematic reviews	Number of inspections, investigations or joint reviews undertaken with other Welsh and UK inspectorates	PI 17	8	14

⁸ 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 (part-time).

Estyn's budget

Estyn's funding from the Welsh Government for 2015-2016, as approved by the National Assembly, has been set at the level provided in the previous year: £11.664 million revenue and £0.281 million capital. Taking into account inflationary increases this represents a real terms cost reduction and, over the

past five years, our total expenditure has reduced by around £1.6 million, in real terms; this has largely been achieved through implementation of new inspection arrangements and other cost-saving initiatives, which it will be necessary to continue to pursue in order to deliver core services within, effectively, a reducing budget. The following diagram shows the breakdown of resources for 2015-2016:



Staff costs make up the largest part of Estyn's budget. The majority of our inspections will continue to be undertaken by HMI and seconded Additional Inspectors whose costs account for £5.575 million of the total staff budget. All of our inspections will have at least one peer inspector on the inspection team, and we will continue to use contracted Additional Inspectors, predominantly to support primary school inspections. The cost of contracted inspectors, peer inspectors and lay inspectors make up the External Inspectors budget of £0.9 million.

Estyn's third largest budget (staff-related costs) relates largely to travel and subsistence expenses of Estyn staff and peer inspectors and also covers expenditure on staff training, recruitment, welfare and health and safety.

Expenditure that supports delivery of our Strategic Objective 1 is included within the 'Direct inspection costs' budget, which includes the cost of our planned peer inspector training programme, our inspection questionnaire processes and the estimated costs of translating inspection reports that need to be published bilingually.

Our Annual Work Programme for 2015-2016 sets out the allocation of inspector days to each of the activities that deliver our three strategic objectives. The programmed inspector days are used on a pro-rata basis to allocate staffing and indirect costs to each of our strategic objectives, as follows:

Resources by Strategic Objective (£m)

S01: Provide public accountability to service users on the quality and standards of education and training provision in Wales



S02: Inform the development of national policy by the Welsh Government



S03: Building capacity in the delivery of education and training in Wales



Appendix 1: Inspection and follow-up activity 2015-2016

Planned inspection activity by Her Majesty's Inspectors (HMI) and independent inspectors 2015-2016	
Unit of inspection	Annual planned numbers of inspections leading to reports 2015-2016
Non-maintained nurseries	106
Primary schools and nursery schools	227
Secondary schools	42
Special schools	2
Independent schools including independent special schools	6
Pupil referral units	5
Regional consortia	2
Initial teacher education and training (ITET)	1
Further education institutions	2
Work-based learning (WBL) providers	2
Adult community learning	3
Welsh for Adults (WfA)	1
Total number of inspections	399

Appendix 1: Inspection and follow-up activity 2015-2016

Planned follow-up inspection activity by HMI 2015-2016, based on numbers of providers inspected up to March 2015 identified as requiring follow-up activity		
Unit of inspection	Numbers of statutory follow-up visits (SM and SI)	Numbers of Estyn monitoring visits
	2015-2016	2015-2016
Non-maintained nurseries	1 ⁹	7
Primary schools and nursery schools	25	70
Secondary schools	15	9
Special schools	1	
Independent schools including independent special schools		
Pupil referral units	4	
Regional consortia	2	2
Initial teacher education and training (ITET)		1
Further education institutions		
Work-based learning (WBL) providers		2
Adult community learning	2 ¹⁰	1
Welsh for Adults (WfA)		
Total number of providers requiring follow-up activity	50	92

⁹ The statutory follow-up category for non-maintained nursery settings is focused improvement.

¹⁰ The statutory follow-up category for post-16 providers is re-inspection.

Appendix 2: Thematic report activity 2015-2016

This section sets out the specific advice required by the Department for Education and Skills (DfES) in 2015-2016, 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
- a review of consortia

The specific advice required by DfES in 2015-2016	
Planned title	Summary
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.
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.
Best practice in the Arts	<p>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.</p> <p>Year 1 looked 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.</p>
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 is looking at statutory use of Leadership Standards in the performance management of headteachers and year 2 will look at statutory use of the Practising Teacher Standards in the performance management process.
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.

Appendix 2: Thematic report activity 2015-2016

The specific advice required by DfES in 2015-2016	
Planned title	Summary
The impact of Teach First Wales	This study will help inform future decisions on whether to extend the pilot programme beyond cohort 2015-2016.
The implementation of Welsh in Education Strategic Plans (WESPs)	This review will measure the appropriateness of the content of Local Authority WESPs and the effectiveness of the detailed actions in improving planning for Welsh medium education and the standard of the teaching of Welsh, Welsh second language and the teaching of subjects through the medium of Welsh.
Raising the ambitions and educational attainment of looked after children in Welsh schools	This study will review current guidance and identify effective support and interventions.
Education other than at school	This review will help map EOTAS provision across Wales and review the effectiveness of local authorities' management of provision.
Measuring learner progress and transition arrangements for specialist colleges and further education	This study will review the arrangements for measuring learner progress and transition arrangements in specialist colleges (year 1) and further education institutions (year 2).
Implementation and delivery of the new Welsh Baccalaureate within schools and colleges at key stage 4	This study will assess the new Welsh Baccalaureate. [This is a large study and may be counted as two items in years 2 and 3.]
Implementation and delivery of the new GCSE English language and GCSE Welsh language	To help improve deliver and development of functional literacy at high level and identify good practice and areas for improvement.
Implementation and delivery of new GCSE mathematics and GCSE mathematics numeracy	To help improve deliver and development of functional numeracy at high level and identify good practice and areas for improvement.
Teaching of modern foreign languages at key stages 3 and 4	To help inform the development of Welsh Government policies and initiatives which aim to increase the take-up of modern foreign languages at key stage 4.

Estyn will also complete the study of the capability and capacity of schools to engage in effective school to school support begun in 2014-2015 and produce a final report. The work will inform the continued development of the new National Model for School Improvement and strengthen the Regional Education Consortia in Wales.

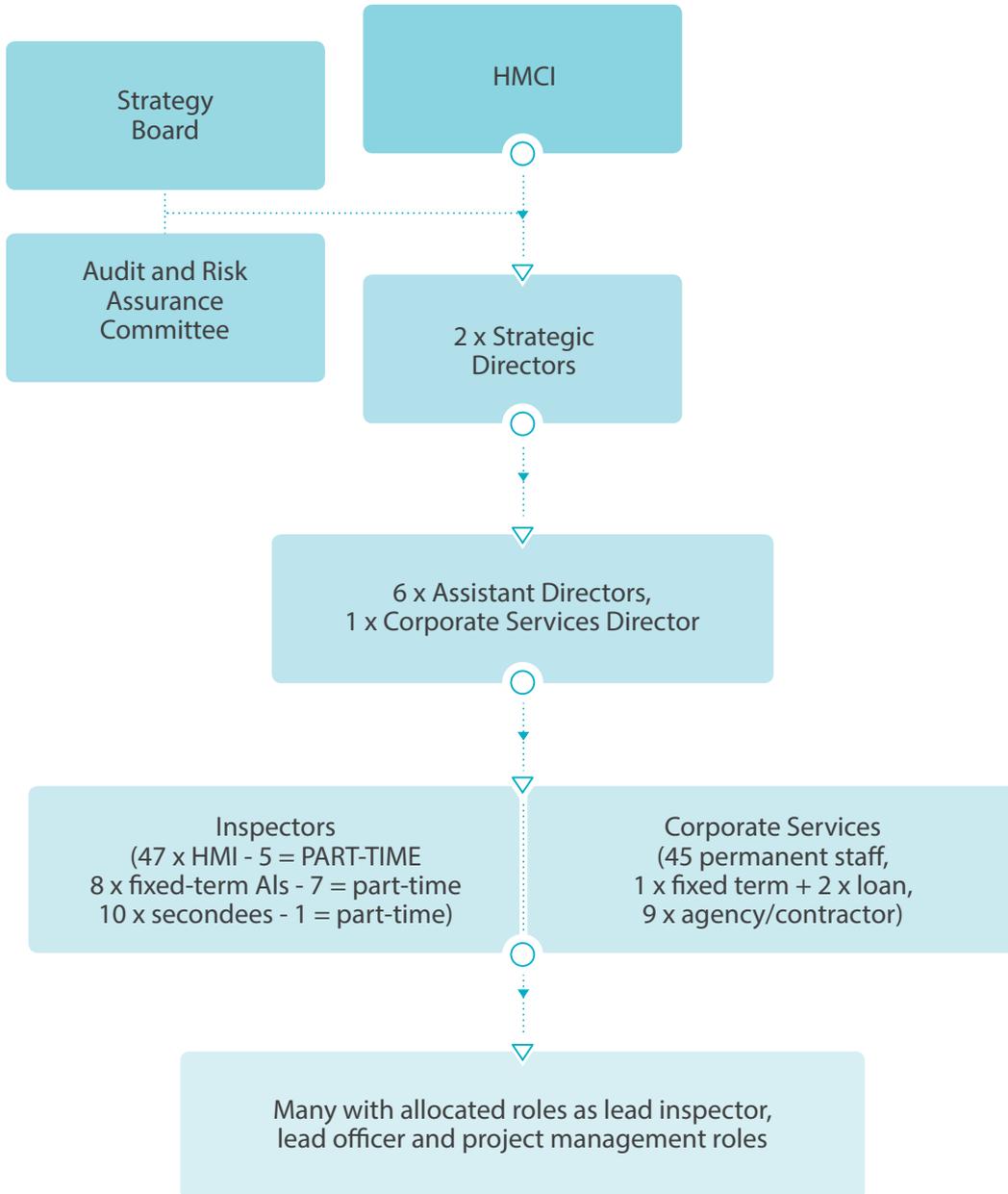
Appendix 3: Working groups

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 2015-2016 it is anticipated that advice will be required in the following areas:

- Early Years Development and Assessment Framework (EYDAF) Practitioners Task and Finish Group
- Foundation Phase Profile Working Group
- Early Years Partnership Board
- Foundation Phase Expert Group
- Foundation Phase Expert Group - Task and Finish Group on Workforce and Governance
- Foundation Phase Expert Group - Task and Finish Group on Practice
- 10 Year Early Years Workforce Plan Group (to be set up in 2015-2016)
- Physical Literacy Programme for Schools Steering Group
- Creative Learning Steering Group
- Music Services Task and Finish Group
- Phase 1 Review implementation group
- Curriculum assessment group
- Delivering Donaldson subject groups ('potential'/'subject to Ministerial decisions in relation to recommendations')
- Delivering Donaldson workforce development group ('potential'/'subject to Ministerial decisions in relation to recommendations')
- Delivering Donaldson stakeholder group ('potential'/'subject to Ministerial decisions in relation to recommendations')
- Teacher assessment steering group
- Mathematics Task and Finish Group
- Offender Learning Advisory Group
- Consistent Performance Measures Steering Group
- Learner Voice Wales Steering Group
- Review of Qualifications Stakeholder Reference Group
- Qualifications Wales Advisory Board
- Qualifications Development Strategy Group
- GCSE Subject Groups
- National Digital Learning Council
- Minority Ethnic Achievement Local Authorities Forum
- All Wales Forum of Gypsy Traveller Education Practitioners
- National Leadership Development Board
- Wales Strategic Forum for Careers Development
- National Youth Work Reference Group
- Review of Teachers' Professional Standards
- Lead and Emerging Practitioner Schools Project Board

Appendix 4: Estyn's organisation chart



Appendix 5: Estyn Strategy Board members

During 2015-2016, the following persons will be Estyn's non-executive directors for the full year unless indicated otherwise.

Non-executive directors



Dr Haydn Edwards

Educational consultant with experience in senior management and public sector governance

Date of reappointment: 2 September 2012
End of appointment: 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 reappointment: 1 April 2015
End of appointment or renewal: 31 March 2018



Mr Arwel Thomas

Chartered management accountant and a retired senior civil servant with experience in accounting, corporate governance and risk management

Date of appointment: 1 February 2015
End of appointment: 31 January 2018



Mrs Judith Fabian

Education consultant and teacher, with experience in senior leadership in international education and curriculum development

Co-opted from: 1 February 2015
Date of appointment: 1 September 2015
End of appointment: 31 August 2018

Appendix 5: Estyn Strategy Board members

Senior officers



Mrs Ann Keane

Her Majesty's Chief Inspector of Education and Training in Wales and
Accounting Officer – to 31 May 2015



Mr Meilyr Rowlands

Strategic Director – to 31 May 2015
Her Majesty's Chief Inspector of Education and Training in Wales and
Accounting Officer – from 1 June 2015



Mr Simon Brown

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.
