



Annual Plan

2019-2020



Arolygieth EI Mewrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

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:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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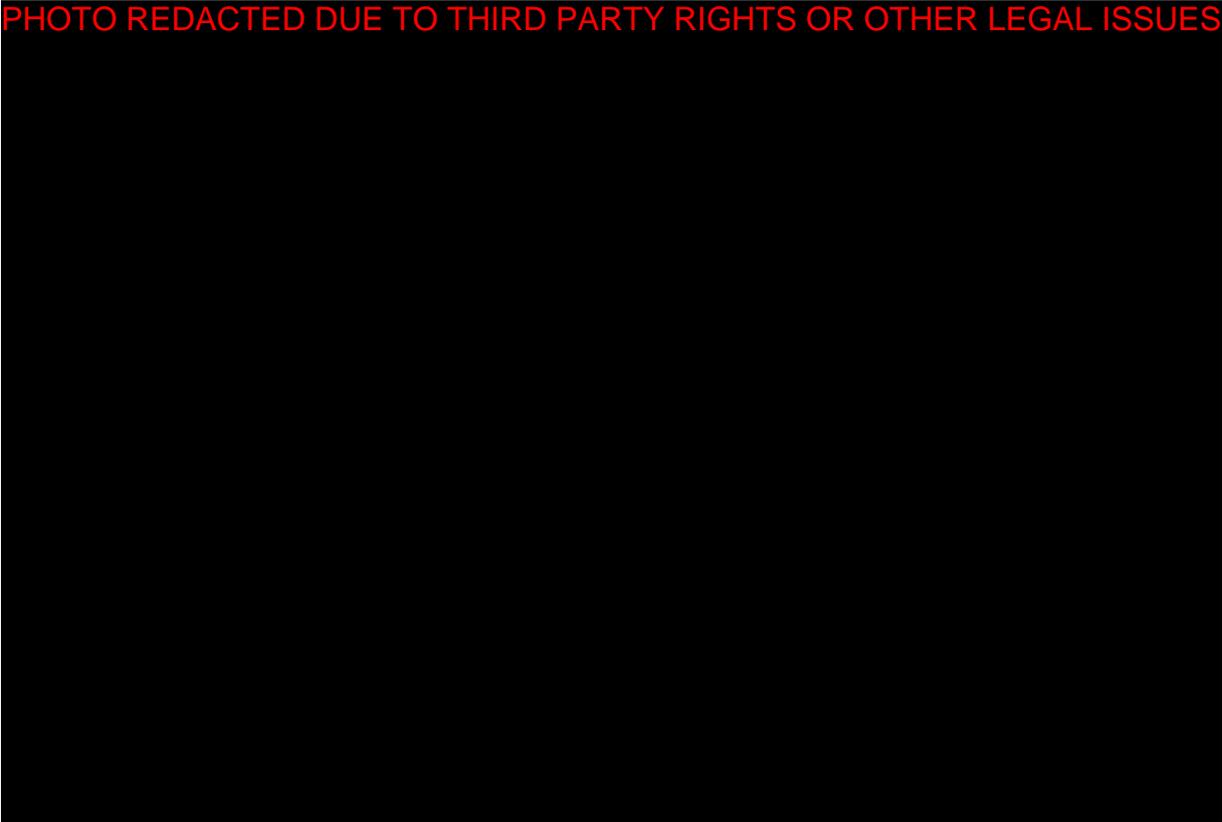
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Chief Inspector's foreword

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Education in Wales is on an ambitious reform journey. The intention is to improve education in Wales by building a culture of mutual trust, respect and collaboration between schools and other education providers and agencies. Estyn's work is crucial in supporting this journey and our approach to inspection is also evolving and will continue to change over the years ahead to this end.

I have welcomed the independent report, '[A Learning Inspectorate](#)', on the implications of education reform for Estyn. I am glad that the report recognised the vital role Estyn plays in enhancing the learning of young people in Wales and builds on the strengths of the current inspection system. During the next few years, Estyn's work will evolve in response to the recommendations in A Learning Inspectorate.

We will make changes to inspection arrangements in three phases, as set out in the strategic transition plan on page 4. Our statutory duties remain the same and we will continue to inspect and report on the quality and standards of education and training in Wales.

Any changes will be implemented following full consultation with our stakeholders. We will shortly be launching a consultation about the arrangements for the first phase – a transition year in 2020-2021. We propose a partial suspension of inspection for maintained schools during that year to enable us to visit all schools in Wales to support and evaluate their understanding of and preparedness for curriculum reform.

The 2019-2020 academic year will be the final year of our current inspection system for schools. We will begin to consult on how inspection might look after 2021. We will also evaluate the inspection developments we piloted last year for local government education services and the implementation of our new joint inspection arrangements with Care Inspectorate Wales in the non-maintained sector.

During 2019-2020, we will continue to inform the development of national policy by publishing thematic surveys and other advice in response to the Minister's annual remit letter. We will also develop by January 2020 a new territorial or district inspector role to undertake engagement visits to schools following consultation with key stakeholders on the purpose and scope of this work.

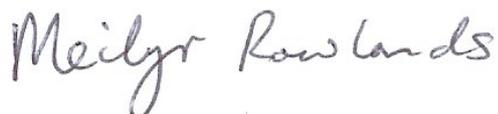
We will further develop our training programmes to make the most of the skills and expertise of our own inspectors and the professionals who work with us as registered inspectors, peer inspectors and lay inspectors. We will also continue to identify practice that is interesting, innovative and worthy of emulation wherever this is seen through our inspection and thematic work. In autumn 2019, we will hold our fourth annual awards evening to recognise this effective practice.

My next Annual Report will be published in late February 2020 and will provide a detailed 'state of the nation' overview of the Welsh education system, using inspection and other evidence, including the most recent PISA results.

This plan sets out how we will continue to provide value for money and maintain cost effectiveness during a time of financial constraint. During 2019-2020, we will be working with the Welsh Government to identify the resource implications associated with 'A Learning Inspectorate'. We will also continue to maintain our robust governance arrangements, keep engaging our staff effectively, and further develop our skills and leadership capacity.

I believe strongly that working with others improves Estyn's work. We will continue to work with inspection bodies in Wales and across the UK and Europe to carry out joint work and share our practice. For example, we will continue to work with Wales Audit Office and with education and training inspectorates across the home nations on our further education and work-based learning inspections.

We will maintain our commitment to working with our stakeholders on developing a common understanding of what we are all collectively trying to achieve and of the specific role that each of us plays within the Welsh education system. I look forward to working with you on this ambitious agenda.



Meilyr Rowlands

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

Strategic overview

Our **mission** is to achieve excellence for all learners in Wales by providing independent, high quality inspection and advice on policy.

Our **vision** is to be recognised through the expertise of our staff as an authoritative voice on education and training in Wales.

Our **strategic objectives** are focussed on improving the quality of outcomes for learners in Wales through:

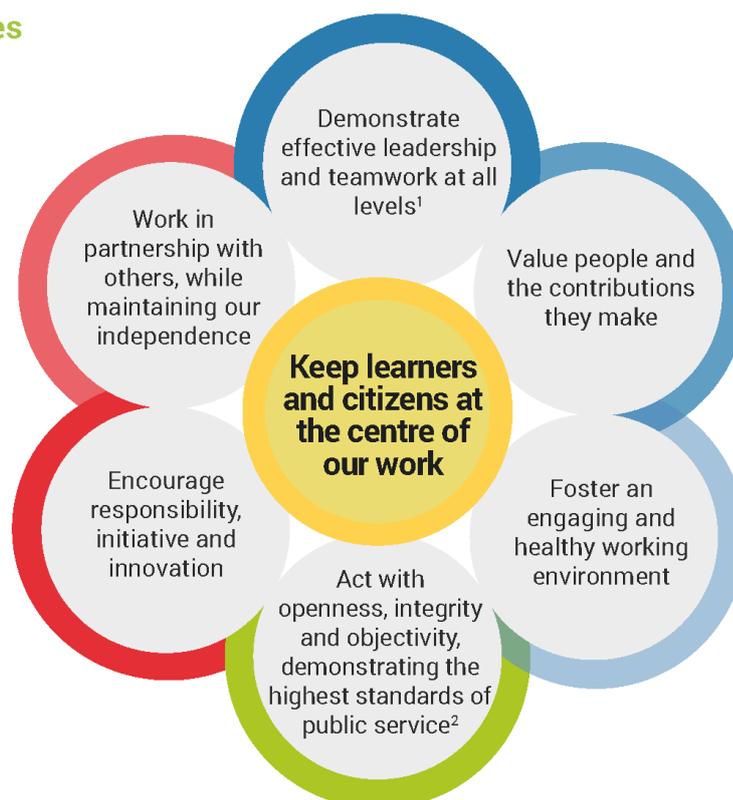


In doing so, it is equally important that Estyn follows its **delivery principles**.

Continue to develop Estyn as a 'best value' organisation and 'exemplary employer'

Continue to work collaboratively with stakeholders and other inspectorates to support improvement

Our values



1. The [Civil Service Leadership Statement](#) sets out the expected behaviours and the approach to leadership that we expect from all our staff.
2. [The Civil Service Code](#) sets out the Civil Service values, standards of behaviour, and rights and responsibilities.

The [about us](#) section on our website further explains the work we do in regard to inspections of providers of education and training, provision of advice and guidance, building capacity and spreading best practice, and partnership working with other inspectorates.

A Learning Inspectorate: our strategic transition plan

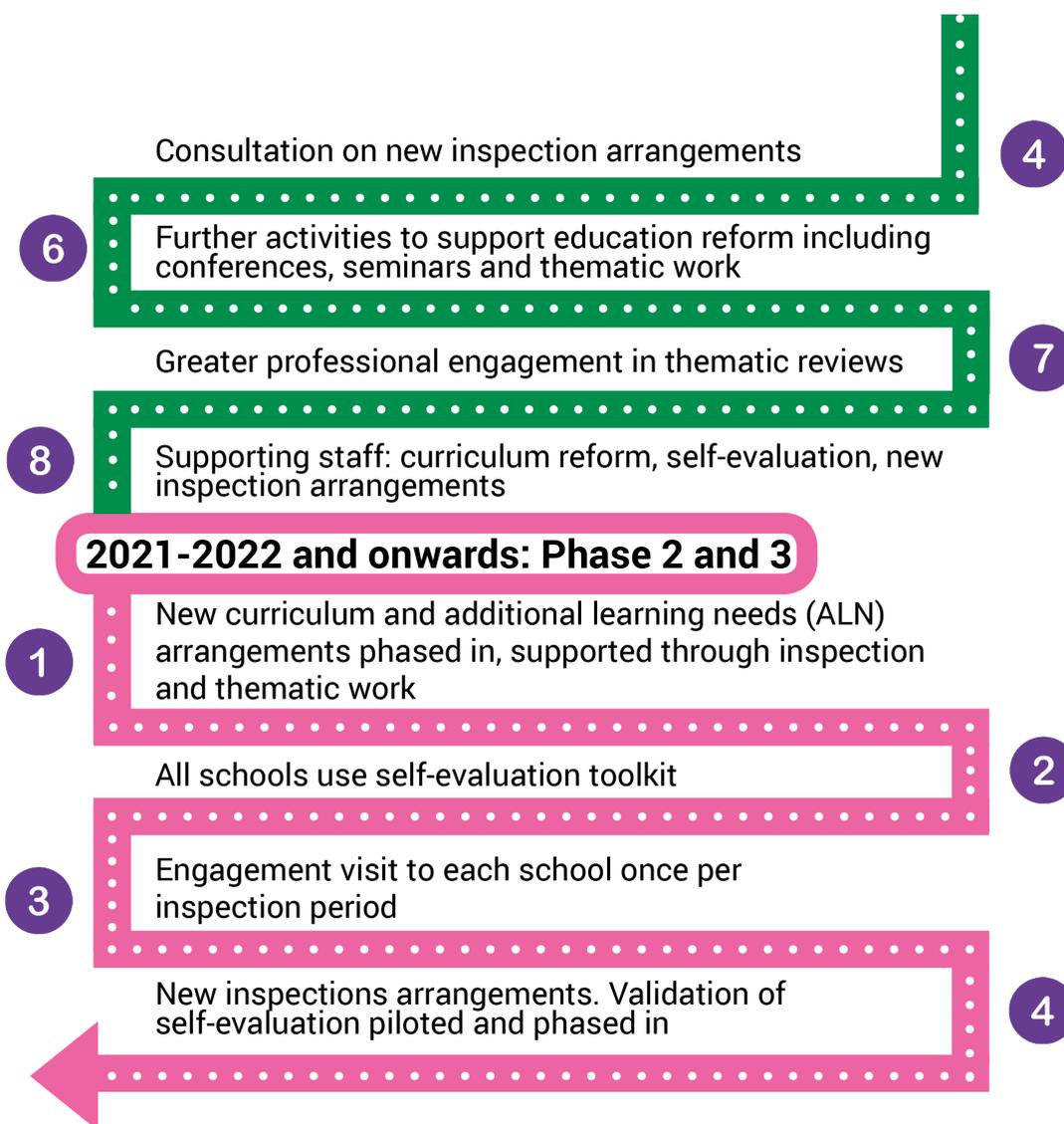
Estyn's strategic transition plan sets out the three phases of our change programme from 2019 onwards. The transition plan is an outline draft at this stage and will develop and evolve as we work to support the changes in Welsh education.

2019-2020: Current cycle

- 1 Support for education reform through thematic inspection and providing advice and guidance
- 2 Development and piloting of self-evaluation toolkit
- 3 Developing the engagement visit role
- 4 Begin to develop new inspection arrangements
- 5 Further develop our engagement with stakeholders
- 6 Planning for and consulting on the transition year
- 7 New state of the nation annual report published
- 8 Supporting staff for education reform and engagement visits

2020-2021: Phase 1 transition year

- 1 Support for curriculum reform through engagement visits
- 2 Roll out of self-evaluation arrangements, including refinement of toolkit and training
- 3 Engagement visit to all schools to support and evaluate education reform



Key to projects

- 1 Support for education reform
- 2 Self-evaluation for learning and improvement
- 3 Engagement visits
- 4 Inspection and validation
- 5 Strengthen stakeholder engagement and overall communications
- 6 The transition year, including conferences and seminars
- 7 Providing advice to inform national policy
- 8 Professional learning for staff

The wellbeing goals and our use of resources

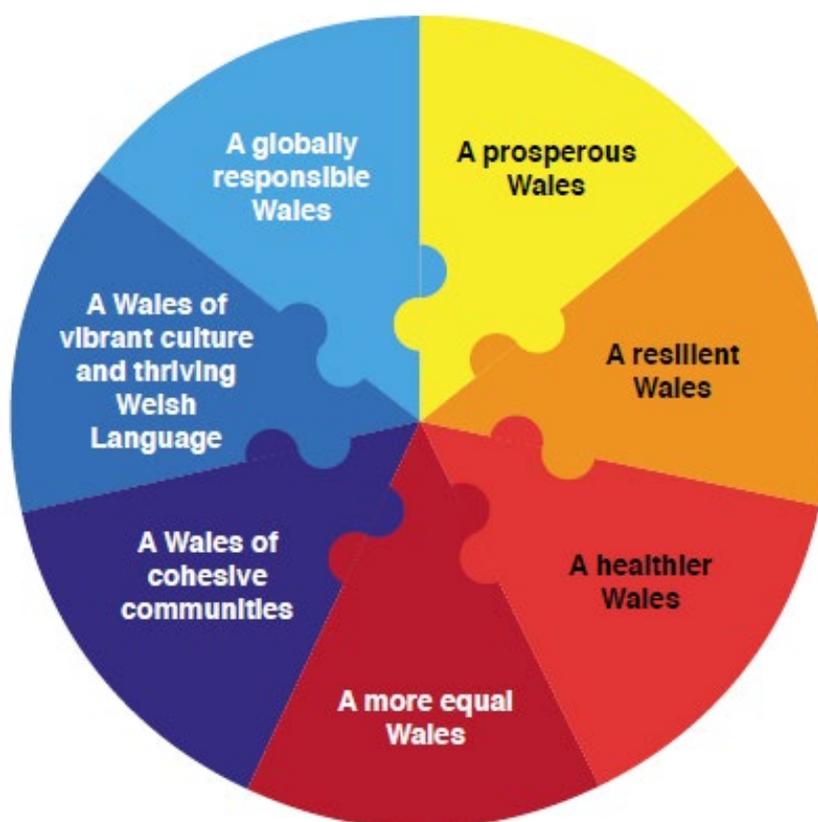
The Well-being of Future Generations (Wales) Act 2015¹ ('the Act') sets out a shared purpose to achieve a better and lasting quality of life for us all. The shared purpose is represented by an integrated set of seven wellbeing goals.

The Act also puts in place a sustainable development principle which tells organisations how to go about meeting their duty under the Act.

Estyn has been embedding the principle of sustainable development into the way we use our resources for many years. Although the duty does not apply to Estyn (we are not a listed public body for the purposes of the Act), we nonetheless support the spirit of the Act and seek to build the necessary wellbeing components and sustainable development principle into our planning, governance and operational delivery.

We have indicated at the end of each section how our planned work will contribute to the wellbeing goals and the sustainable development principle.

Wellbeing goals



¹ [Well-being of Future Generations \(Wales\) Act 2015](#) and the [Well-being of Future Generations \(Wales\) Act 2015 The Essentials](#)

A prosperous Wales is dependent on a skilled and well-educated population in an economy that generates wealth and provides employment opportunities.

A resilient Wales maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).

A healthier Wales aims to maximise people's physical and mental wellbeing.

A more equal Wales aims to enable people to fulfil their potential no matter what their background or circumstances.

A Wales of cohesive communities aims to ensure attractive, safe and well-connected communities.

A Wales of vibrant culture and thriving Welsh language aims to promote and protect culture, heritage and the Welsh language, and encourages people to participate in the arts, and sport and recreation.

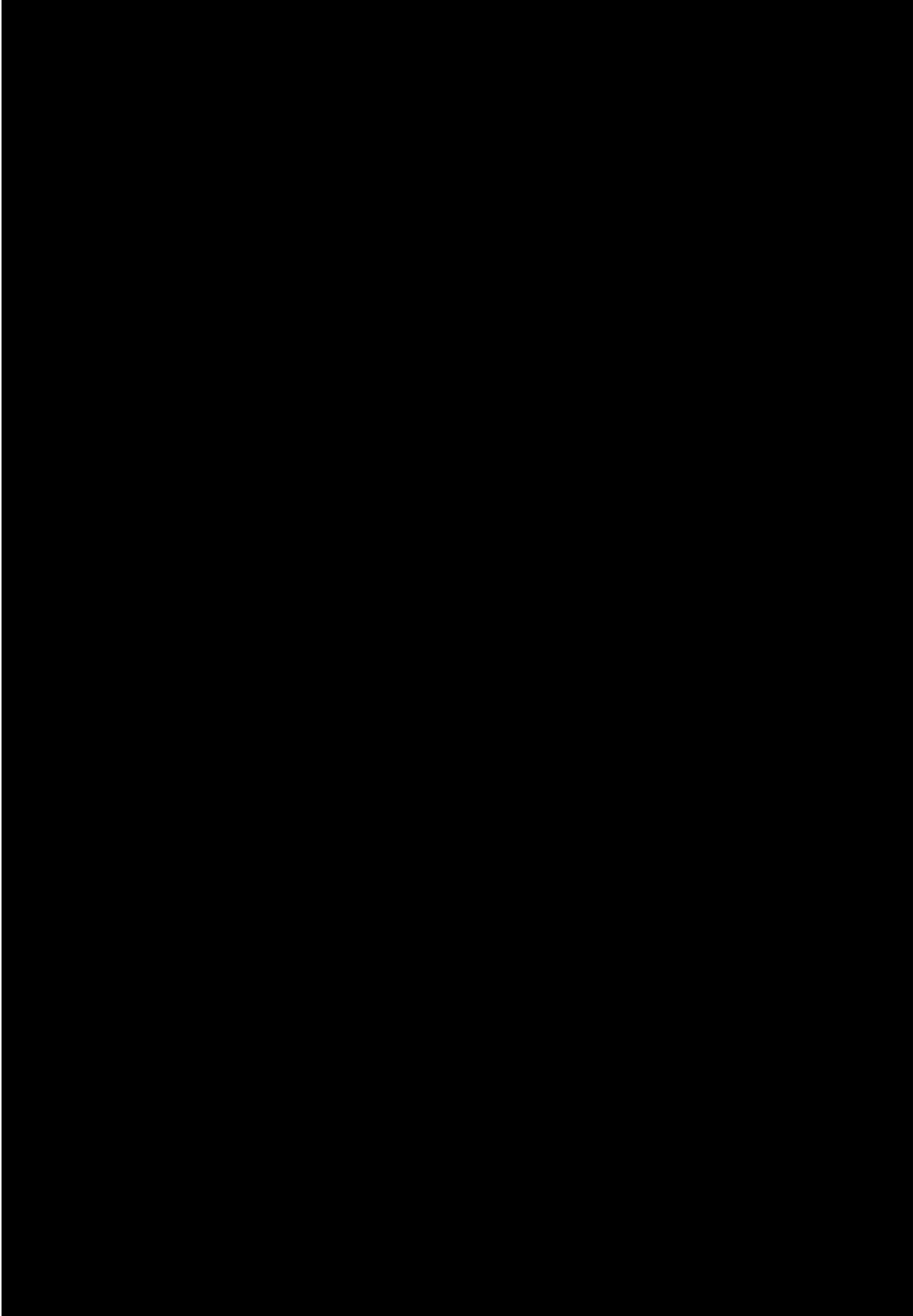
A globally responsible Wales aims to make a positive contribution to global wellbeing when doing anything to improve the economic, social, environmental and cultural wellbeing of Wales.

The sustainable development principle

There are five things that public bodies need to think about to show that they have applied the sustainable development principle.

- | | |
|--|---|
| <ul style="list-style-type: none">• The long term – the importance of balancing short-term needs with the need to safeguard the ability to also meet long term needs• Prevention – how to stop problems happening in the first place• Collaboration – how we work together with others | <ul style="list-style-type: none">• Involvement – how we involve people in making decisions• Integration – how connected our lives are |
|--|---|

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Our current arrangements

Why we inspect

All education and training providers are inspected at least once within a cycle. The current inspection cycle is a seven-year period which started in September 2016.

Details of [why we inspect](#) and the legislation that applies to each sector can be found on our website.

Our inspections are grounded in first-hand, observed evidence. Inspectors evaluate teaching and learning across a range of sessions, review learners' work, talk to learners about their studies, interview practitioners and hold meetings with governors, parents and carers. Inspection findings are based on the professional judgement of experienced inspectors who have been practitioners.

We introduced our current [common inspection framework](#) in September 2017. The framework is designed so that inspections meet the statutory requirements set out in legislation. [Inspection guidance](#) and [supplementary guidance](#) for inspection is available on our website for each sector we inspect.

Inspections 2019-2020

Core inspections

Our plan of inspections (see page 13) shows the initial number of core inspections we expect to do in 2019-2020. The actual number of inspections will be adjusted by changes that arise in year, for example school closures and amalgamations. Our website will hold the [latest update to the inspection plan](#).

Estyn's core inspections are each led by a reporting inspector (RI). In most sectors we inspect, the RI is one of Her Majesty's Inspectors (HMI) but can be a Registered Inspector or a Registered Nursery Inspector. In nearly all sectors we inspect, we will continue to use trained peer inspectors (PIs) on our inspection teams. In most cases, providers can also choose a nominee from their own staff to liaise closely with the inspection team. For school inspections, there will also be a lay inspector (LI). Our website sets out our [inspector roles](#) in more detail.

Ensuring quality

We have robust, wide-ranging systems to ensure the consistency, reliability, validity and accuracy of inspection outcomes. [Estyn's arrangements for assuring the quality of inspections](#) can be found on our website.

Follow-up activity

During an inspection, we consider whether the provider needs any [follow-up](#) activity. There are three types of follow-up activity for schools:

- 1 Estyn review (formerly Estyn monitoring)
- 2 Significant improvement
- 3 Special measures

Significant improvement and special measures are statutory categories that apply to schools causing concern as defined by the Education Act 2005 and any associated circulars. All follow-up work involves activity by Estyn inspectors. The activity involves increasing levels of intervention in proportion to need.

We are also piloting improvement conferences in schools. Improvement conferences involve the school, governing body, local authority and regional consortium in a frank discussion regarding the reasons for the school's lack of progress. These conferences review and refine the school and local authority's action plans to support an improved, accelerated level of progress against the recommendations from the core inspection.

For non-maintained nursery settings, we implemented revised [arrangements for follow up](#), where inspection activity identifies a need, in January 2019, to align with the roll-out of joint inspection activity between Estyn and Care Inspectorate Wales (CIW). The changes also align our follow-up activity across the different sectors that Estyn inspects.

There are two types of follow-up activity for post-16 providers:

- Estyn review (formerly Estyn monitoring)
- Re-inspection

We have updated our [follow-up guidance for post-16 providers](#) to explain the details around the arrangements for each of these follow-up activities.

There is one category of follow-up activity for local government education services inspections: 'causing significant concern'. Estyn will chair an improvement conference with senior leaders from the local authority and other key stakeholders where relevant, such as the regional consortium. Around a year after the post-inspection improvement conference, Estyn will facilitate a progress conference to evaluate progress since the inspection, check that plans are addressing shortcomings are having the desired impact and that they are updated appropriately.

Our indicative plan for follow-up inspection activity by HMI in 2019-2020 (see page 13) is based on numbers of providers inspected to March 2019 identified as requiring follow-up activity.

During 2019-2020 we will:

- deliver our programme of core inspections
- continue to monitor the progress of providers identified as requiring follow-up at their core inspection
- replace post-inspection action plan visits to schools placed in a statutory category with improvement conferences, and continue to use these for schools that are in follow-up for extensive periods, where progress has not been rapid enough
- use our systems of quality assurance to inform training and development priorities for inspectors, and to inform any additional quality assurance requirements
- provide guidance and training to update inspectors

- develop pre-inspection work to check compliance with the Independent School Standards (Wales) Regulations 2003 on independent school inspection activities
- Consult on and pilot different inspection and follow up approaches for PRUs to help support sustained improvement

Non-maintained nursery settings

We will develop further our joint inspection arrangements with CIW.

During 2019-2020 we will:

- evaluate the implementation of our new joint inspection arrangements with CIW in the non-maintained nursery sector

Inspecting local government education services and regional consortia

During 2019-2020 we will:

- evaluate the inspection developments we piloted last year in local government education services, including consideration of whether focusing on local inspection questions, bespoke to each authority, provides a fair and robust evaluation of those services
- consider whether the omission of summative gradings has any negative effect on our capacity to provide public assurance on the quality of education services provided by local authorities
- develop our arrangements for inspecting regional consortia
- consult with our stakeholders to help develop our arrangements for inspecting regional consortia

Initial teacher education

From 2019, there will be new providers of initial teacher education (ITE) in Wales. Four partnerships comprising a university and their lead schools have gained provisional accreditation and will be providing ITE from September 2019. Further partnerships may seek accreditation in the next few years.

As part of our ongoing commitment to supporting the newly accredited partnerships to deliver high quality ITE, during 2019-2020 we will:

- facilitate biannual stakeholder events to liaise with the ITE sector
- include stakeholders in our ITE project board to develop our inspection methodology and to pilot new inspection methodologies in the ITE sector to improve the effectiveness of inspection
- train PIs to enable us to deploy two PIs on each ITE inspection, and to contribute to professional learning in the sector
- carry out annual monitoring to current ITE providers to gather inspection evidence and to maintain an ongoing professional dialogue with the sector

Inspecting adult learning in the community

During 2019-2020 we will:

- evaluate the inspection developments we piloted in January 2019, include consideration of different inspection models related to the size and scope of provision for adult learning in partnerships and the role of peer inspectors across the inspection period
- develop our arrangements to be flexible to any changes to the delivery and funding of adult learning partnerships that may be introduced

Planned core and follow-up inspection activity by Her Majesty's Inspectors (HMI) and independent inspectors 2019-2020

- annual planned number of inspections leading to reports
- providers requiring statutory follow-up¹
- providers requiring Estyn monitoring / review²

Non-maintained nursery settings	90 ⁽³⁾	3	43
Primary schools	184	16	43
Secondary schools	30	19	22
All-age schools	3	1	1
Special schools	8	1	2
Pupil referral units (PRU)	4	2	1
Independent schools and independent special schools	15	n/a	n/a
Local government education services	5	n/a	0
Further education institutions	2	n/a	0
Independent specialist colleges	2	n/a	n/a
Work-based learning (WBL) providers	3	2 ⁽⁴⁾	2
Adult learning (AL)	2	n/a	3
Welsh for adults (WfA)	3	n/a	0
Total	349	44	117

(1) and (2) based on providers identified as requiring follow-up activity as of March 2019. Some providers may be visited more than once and some may have a desk-based inspection. (3) These inspections are jointly delivered with CIW. (4) These are re-inspections.

Planning for the future

We will consult formally on changes to implement the recommendations in '[A Learning Inspectorate](#)'. In the first instance we will consult on the first phase of our change programme: the transition year. We will also begin work on the inspection and validation project (phase 2 and 3).

The transition year

In advance of the new curriculum being introduced in 2022, we will play a role in supporting schools to prepare for the changes. To enable this, the Welsh Government will be consulting on extending the current inspection cycle from seven to eight years so that there would be a partial suspension in school inspections for 2020-2021. This would enable Estyn to work closely with schools for a whole academic year. Estyn will continue to monitor schools causing concern and reserve the right to carry out an inspection where there were identified concerns about the quality of education or safeguarding. We will continue to carry out inspections in non-school sectors, less affected by the reforms.

During 2019-2020 we will:

- continue to consult with HMI, Registered Inspectors (RgI), lay inspectors (LI), schools, regional consortia and other stakeholders on how Estyn can best support schools to plan for the new curriculum during the transition year
- develop a programme of conferences and seminars to support the new curriculum
- develop a programme of professional learning for all HMI, RgI and LI to help them support curriculum, professional learning and ALN reform
- work with RgI to decide on how best to continue their deployment during the partial suspension year
- agree an inspection pattern for non-maintained settings, independent schools and post-16 providers during the partial suspension year

Inspection and validation

Following the transition year, we will implement the second phase of our change plan by introducing new inspection arrangements from September 2021. This will enable us to take account of changes such as the new curriculum and self-evaluation within our inspection arrangements. We will also consult on phasing out summative gradings.

During 2019-2020 we will:

- consult with stakeholders to inform our approaches to inspection after the transition year
- begin to develop new inspection arrangements
- pilot and try-out different inspection approaches

The wellbeing goals and sustainable development principle

A prosperous Wales is dependent on a skilled and well-educated population. Estyn's core work is reporting on the quality and standards in education and training, which has the aim of developing ambitious, capable learners, ready to learn throughout their lives. Specifically, our inspection guidance emphasises the importance of involving the school or provider fully in the inspection, gaining the perspective of learners and stakeholders and applying the principle of equality for Welsh and English for all our inspection work.

Wellbeing is a focus of our inspection framework. Inspectors are required to look at standards of learners' wellbeing, including their attitudes to keeping healthy and safe, and the provision made by a provider. An example of effective practice is captured in our case study [Creating a nurturing school through an inclusive approach to wellbeing](#). Our inspection framework requires inspectors to consider how well a provider works with strategic partners including community groups. The focus is the impact of these partnerships on wellbeing and reducing the impact of poverty. One case study in this area is [Community partnership supports disadvantaged learners](#).

Estyn strives to contribute to **global responsibility** and inspectors evaluate how well schools help pupils to develop an understanding of their **culture**, the **local community** and the **wider world**. Inspectors consider how well the school prepares pupils to become active citizens and to make decisions about the life and work of the school. They consider pupils' participation in decision-making at a school level, including the opportunities they have to influence what and how they learn, and the effectiveness of the school council and other pupil groups, for example the eco-committee.

Looking forward, our work with schools to support curriculum reform will be pivotal in enhancing the learning of young people in Wales.

We inspect a representative sample of schools and providers each year but, where the evidence indicates significant concerns about a provider, this may lead us to prioritise that provider for inspection. Our improvement conference approach is a further **preventative** approach, which is used alongside our formal inspection process.

We regularly **involve** and **collaborate** with staff and external stakeholders. In 2019-2020 we will be developing a programme of conferences and seminars to support the new curriculum.

Integrated thinking helps us to work **collaboratively** within Estyn and with other inspectorates to support improvement. We undertake inspections work jointly with other inspectorates and regulatory bodies, co-ordinating planning activities so that they result in proportionate programmes of work that avoid duplication and ensure that key risks and concerns are being examined.

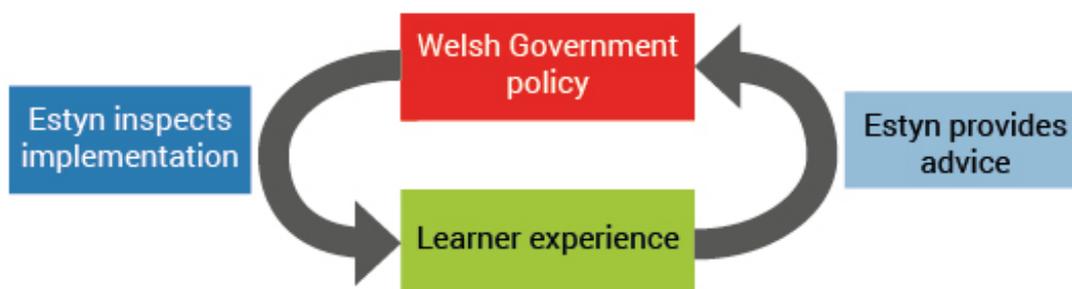
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Our current arrangements

How we provide advice

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. 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.

The relationship between the learner, government and Estyn is summarised in the diagram below. We inspect the implementation and impact of policy on the learner and provide feedback and advice for government to inform further policy development.



Every year, the Minister for Education writes a 'remit' letter to HMCI requesting specific thematic reports, Estyn's contribution to working groups, and other advice and support. Details of [why we provide advice](#) can be found on our website. You can see our remit letters by visiting the Welsh Government website at [Raising school standards – The Estyn Remit – Remit letters](#).

HMCI's Annual Report

The Education Act 2005 requires Her Majesty's Chief Inspector to present an Annual Report to the National Assembly for Wales.

The Chief Inspector's Annual Report summarises inspection findings from each sector inspected during the academic year. It also provides an overview of the important themes about education and training based on our thematic reports and other forms of evidence. Following a recommendation in 'A Learning Inspectorate', the 2018-2019 report will be a more detailed 'state of the nation' overview of the Welsh education system, using inspection and other evidence, including the PISA results.

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. Assembly Members debate the report in a plenary session in the Senedd.

Thematic surveys/reports

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

In 2019-2020, we will continue to publish our [thematic reports](#) on our website. We will also continue to use trained peer inspectors as part of the team of inspectors on visits to schools and providers to gather evidence for our thematic surveys. For two of our thematic surveys, we will also disseminate our findings through a best practice conference or by developing resources for schools and providers to share among the regional consortia and their sectors.

The list of [planned thematic survey work for 2019-2020](#) can be found on our website.

Meetings with Welsh Government Ministers and officials

The Chief Inspector and his strategic directors meet regularly with Welsh Government Ministers and officials to discuss education policy developments and current issues within each of the sectors of education and training in Wales.

Our inspectors meet Welsh Government officials as part of the process of preparing thematic surveys, participate in consultations and working groups and provide advice based on first-hand evidence from inspections and professional knowledge of sectors and learning areas.

In 2019-2020, we will as usual meet regularly with Welsh Government Ministers and officials to provide advice and support in each of the education and training sectors we inspect.

Written and oral evidence to National Assembly for Wales committees

HMCI and other HMI are periodically asked to present evidence to or attend National Assembly for Wales committees that perform a scrutiny function for the National Assembly for Wales and as such are cross-party and independent of the Welsh Government.

Each year, HMCI attends a Children, Young People and Education Committee meeting to discuss the HMCI Annual Report. During 2018-2019, we also presented evidence at this Committee regarding the Welsh Government Childcare Funding (Wales) Bill. We provided written evidence to this committee for the inquiry into progress on Curriculum Reform and the White paper on legislation for the new curriculum as well as the inquiry on the Welsh Baccalaureate qualification. We provide evidence on the Regional Skills Partnerships to the Economy, Infrastructure and Skills Committee. We expect to be called upon to provide a similar range of evidence in 2019-2020.

Advice to Welsh Government working groups and panels

The Welsh Government asks us to provide advice and support to a range of working groups, through representation or presentation of written evidence. In some cases, we are invited formally by the Minister for Education to attend a particular working group or panel. In other cases, we are invited by a Welsh Government official to join a working group to advise on policy development. We may provide support to various working groups through representation, presentation of written evidence or discussions with senior Education Directorate officials.

The list of [contributions to working groups 2019-2020](#) is available on our website.

Responses to Welsh Government consultations

During 2019-2020, we will continue to respond to consultations and provide ad-hoc advice and support regarding matters of education and training. Based on figures from 2018-2019, we anticipate that we will respond to around 20 consultations.

We will co-ordinate our efforts in informing the development of national policy and drive improvement in our operational practices to deliver in this area.

We will also continue to respond promptly to enquiries sent to our Enquiries mail box.

Advice and support to the Welsh Government on other areas

In 2019-2020, we expect to continue to provide advice and support in the following areas:

- School closure and reorganisation proposals.
- 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 which have been approved under section 347(1) of the Education Act 1996, to admit pupils with statements of special educational needs (SEN) 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 independent schools. In particular during 2019-2020, we will provide advice to the Welsh Government as they re-register independent schools based on the additional learning provision they can provide under new arrangements under the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

- Pupil development grant.
- Education improvement grant for 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 in respect of Local Education Authorities.
- Honours nominations.
- Background information for Ministerial visits to schools.
- Assembly questions.

Planning for the future

A key project for 2019-2020 is providing advice to inform national policy. We will also continue to provide advice and support for education reform.

Providing advice to inform national policy

This project will involve strengthening our thematic work and HMCI's Annual Report.

During 2019-2020 we will:

- develop a three-year plan for our thematic reports, topical reports and research work
- consult with stakeholders on future themes for our thematic reports
- pilot different approaches, for example holding teacher fora to gather their opinions on thematic topics and the impact of these reports on practice
- consult on priorities for future topical reports through our link inspector visits to local authorities, regional consortia, further education colleges and work-based learning providers
- develop an Estyn educational research strategy to complement the national strategy
- procure training to support Estyn staff's understanding of educational research methodologies

Support for education reform

This project involves providing advice and support for the Welsh Government's pioneer schools' network programme, and HMI representation on working groups for areas of learning and experience, professional learning and other implementation groups for the curriculum reform project.

During 2019-2020 we will:

- identify and share interesting practice, through inspection and thematic work
- undertake thematic inspections in 2019-2020 that will focus on specific aspects of curriculum reform, including how secondary schools are preparing for the new curriculum

We will continue to support work towards future implementation of additional learning needs (ALN) reforms through specific thematic work and through identifying and sharing interesting practice during inspections.

We will also undertake one or more thematic inspections each year to provide advice and share effective practice which supports vulnerable learners and develops strong and inclusive schools. In 2019-2020 year, we will look at:

- emotional wellbeing and mental health
- provision for disabled pupils

The wellbeing goals and sustainable development principle

We have a key role in informing and developing national policy. Estyn’s forthcoming thematic reviews will contribute in various ways to the wellbeing goals. The following table provides a full list of Estyn’s thematic reports 2018-2019 (to be published in 2019) and thematic reports 2019-2020 (to be published in 2020) and indicates how these will contribute towards the wellbeing goals.

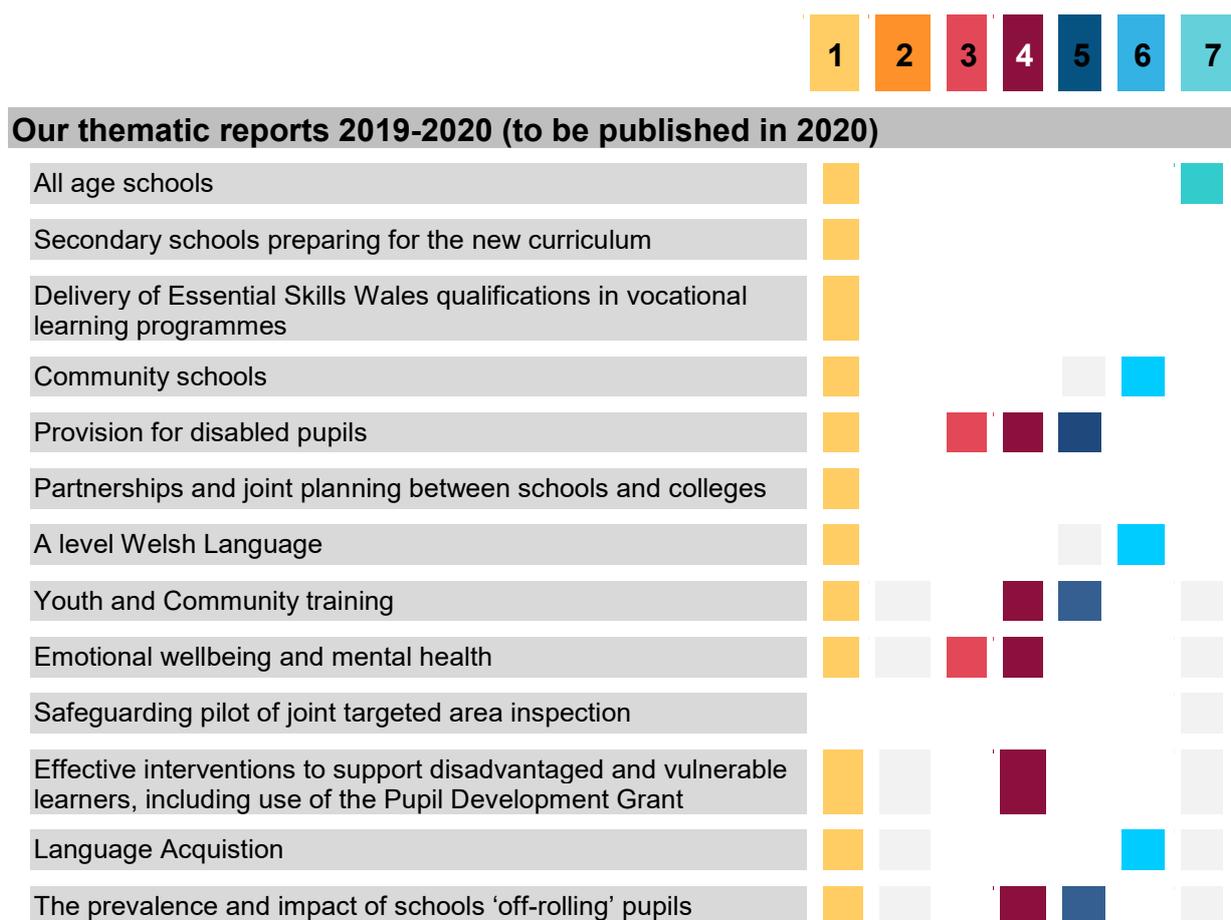
How Estyn’s thematic reports contribute to the Welsh Government’s wellbeing goals

Our common purpose – the seven wellbeing goals for Wales



Thematic work carried out in 2018-2019 and to be published in 2019

Preparing for the new curriculum: year 3 (Professional Learning)	1						
How well schools support the health and wellbeing of pupils	1	3	4	5			
ALN provision in mainstream schools	1	3	4	5			
Federated schools - common features of effective collaboration	1						
Young carers	1	3	4	5			
A level review – social studies.	1						
Partnerships between schools and employers.	1		4	5		7	
Provision for Gypsy, Roma and Traveller, and Minority Ethnic learners	1		4	5	6		
Support for learners with Adverse Childhood Experiences (ACEs)	1						
How the Prevent agenda is embedded in schools		3		5			7
Effectiveness of PRU management committees	1		4			6	



Considering the sustainable development principle, we regularly **involve** and **collaborate** with external partners. For example, we **collaborate** with a range of stakeholders to undertake our thematic reviews, most notably education providers and support services, and **involve** those with a stake in education improvement, including learners themselves. During 2019, we will be publishing thematic reviews that will contribute to our work on **collaboration**: ‘Federated schools – common features of effective collaboration’ and ‘Partnerships between schools and employers’.

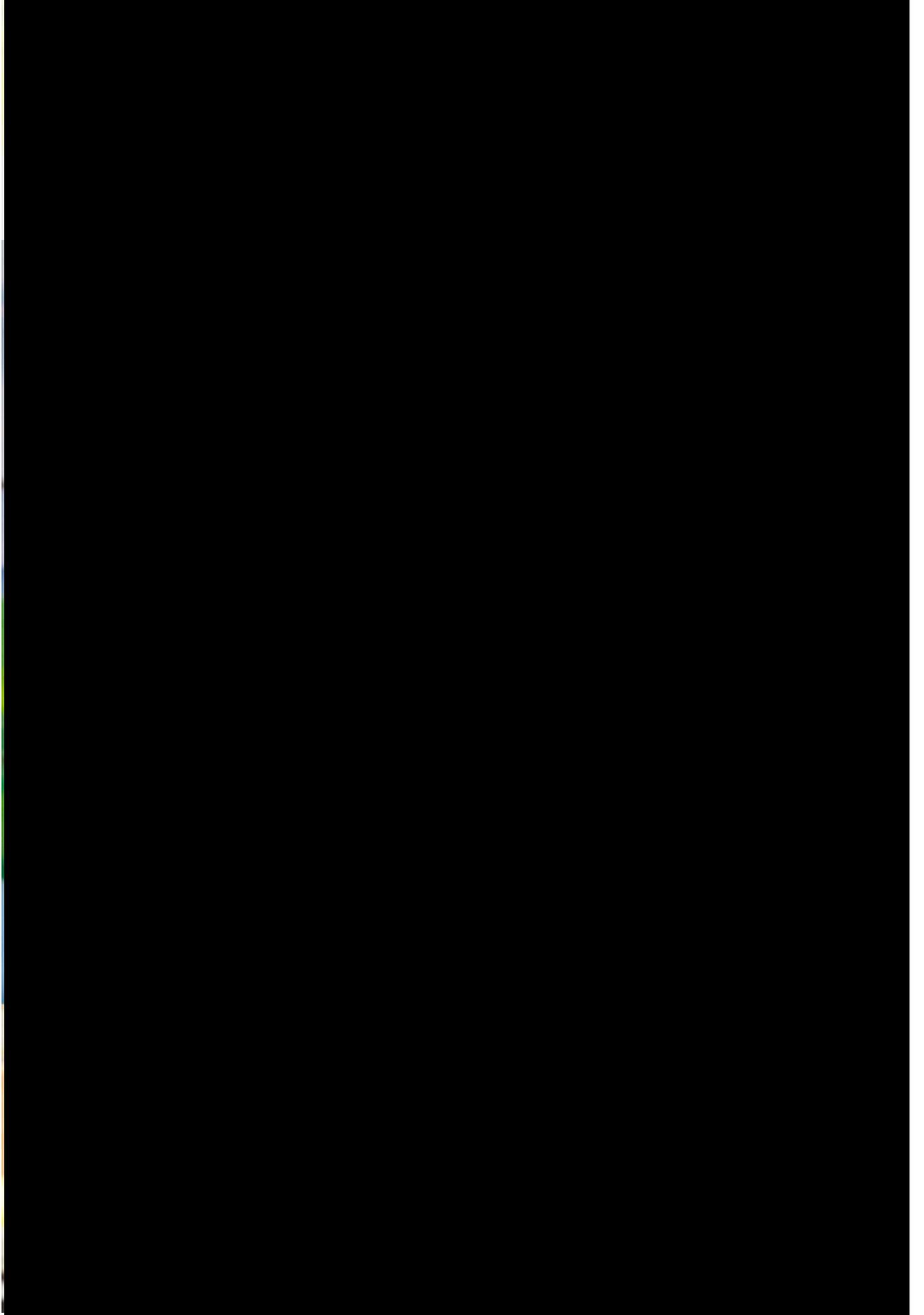
Thematic inspections help to **prevent** problems in education and training from emerging or worsening by identifying policies or practices that do not benefit learners nor support the quality of educational and related provision. During 2019, we will be publishing a thematic review of how the ‘Prevent’ agenda to combat extremism is being embedded in schools.

In terms of **integrated** thinking, Estyn recently published [Youth Support Services in Wales – The Value of Youth Work](#). This report is the first in a series arising from a joint project examining issues around support for young people in Wales. This project is being carried out by Estyn, Care Inspectorate Wales, Healthcare Inspectorate Wales and the Wales Audit Office working together as Inspection Wales.

Our thematic work to be published in 2019 and 2020, as set out in the above graphic, has a clear focus on the **long-term** needs of learners and the development of a

sustainable education and training system to meet these needs. Specifically, during 2019 we will be delivering a thematic review, 'Preparing for the new curriculum: year 3 (professional learning)'. This review is the third in a series of three reports on planning for the new curriculum. It will evaluate professional learning across the regional consortia.

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Our current arrangements

How we build capacity for improvement

Estyn's inspection and thematic activity places us in a strong position to evaluate the quality of the education and training sector in Wales. We will use this evidence and knowledge to help providers to build their own capacity to improve. Our training for peer inspectors and challenge advisers enables leaders in schools and staff in regional consortia to develop many of the skills that support self-evaluation and improvement planning. Feedback from inspectors about the quality of our training is always very positive.

During 2019-2020, Estyn will be looking at how we can strengthen the sharing and promotion of case studies exemplifying innovative or interesting practice. There is a need to increase providers' capacity to improve further, especially as self-evaluation and improvement planning is often the weakest aspect of a school's work.

Strategic objective three offers many opportunities to support capacity across providers. However, the range of activities that can be offered is limited by the resource available after we have completed our statutory work for strategic objectives one and two.

Peer inspectors, challenge advisers, lay inspectors and student inspectors

We will continue to train peer inspectors, additional inspectors and challenge advisers. Last year, we provided valuable update training to support the new inspection arrangements. This year, update training will include important guidance for inspectors on supporting schools and settings as they prepare for curriculum reform and respond to the new Additional Learning Needs and Education Tribunal (Wales) Act 2018.

Peer inspectors

We will continue with our programme of training for peer inspectors, which brings staff from providers to join our inspection teams. Peer inspectors return back to the school or other provider with increased knowledge of the inspection process and the experiences of having visited and inspected other providers.

The peer inspector programme is valued highly by providers and peer inspectors will continue to be deployed on our inspections. We will continue to involve peer inspectors in thematic survey work and, from September 2019, on many school inspections there will be two peer inspectors.

Peer inspectors with specialist ALN experience are deployed, when possible, to inspect local authority specialist classes based in mainstream schools. We will be providing further guidance to these inspectors as part of our ongoing programme of update training events.

Currently, around half of the 11 Welsh for Adults providers have members of staff who have been trained as peer inspectors. Our aim is to ensure that all providers have at least two trained peer inspectors, one being a senior manager and the other a tutor or development officer.

During 2019-2020 we will:

- focus on increasing the number of peer inspectors able to work in Welsh as well as increasing capacity in a few sectors to support the implementation of new inspection arrangements
- hold initial training for new peer inspectors to inspect Welsh for Adults providers and adult learning partnerships
- deliver initial training for peer inspectors across the post-16 inspection sectors, including training peer inspectors from learning and skills provision in prison for the first time

Lay inspectors

We have reviewed the role of lay inspectors on inspection, and we are increasing capacity by training governors. As well as increasing our lay inspector capacity, through involvement in inspection, governors will return back to their positions having gained a broader understanding of their role in supporting schools to improve.

During 2019-2020 we will:

- undertake an evaluation and review of the contribution that being a lay inspector makes to personal and professional learning; the findings will be available this year

Challenge advisers

We will continue with our programme of training for regional consortia school improvement challenge advisers. This has the advantage of training them to be able to work alongside Estyn's inspectors on inspections, which is a benefit for Estyn as it widens our pool of inspection staff. Challenge advisers then return back to their work in the regional consortia with a better understanding of the inspection process, which will help them in their role.

Student inspectors

We will be strengthening the voice of learners in our inspections of further education colleges. Colleges were invited to recommend up to three current students to apply to train as learner inspectors and training will occur during the summer term 2019. The student inspectors will engage with learners to gauge their experiences of the college, their wellbeing and their perception of their progress.

During 2019-2020 we will:

- pilot the inclusion of two trained 'student inspectors' on our further education inspections

Link inspectors

We have teams of link inspectors for local authorities, further education institutions and work-based training providers. These are in-house Estyn inspectors who visit providers on a regular basis to monitor, challenge and support their work. Over a period of time, the link inspector gains an in-depth understanding of the provider and is able to help the provider on its improvement journey.

Our local authority link inspectors (LALIs) will work in pairs to monitor and challenge local authorities about the performance and progress of their schools and education services. This helps local authorities to understand better their strengths and areas for development. LALIs will maintain a constructive working relationship with the local authority and share best practice where relevant.

In addition, each regional consortium has a link inspector. Each link inspector is one of the LALIs working in the region. They monitor and challenge the regional consortium about the school improvement services and the impact on performance and progress in schools. The intelligence gathered through engagement visits will also provide link inspectors with first hand evidence of the progress being made by schools in key national priority areas, for example their preparedness with regard to implementing the new curriculum and the effectiveness of their self-evaluation processes.

Disseminating case studies

We will continue to identify practice that is interesting, innovative and worthy of emulation wherever this is seen through our inspection and thematic work. We will publish and promote these case studies on our website.

In addition, we are exploring more effective ways to share and communicate these case studies with a wider audience through use of social media. We will capture examples of innovative or interesting practice and use them as case studies even though the overall judgements may not be excellent. This will help us to promote a wider range of interesting practice, which will help build capacity in the wider system.

During 2019-2020, we will:

- share and disseminate the self-evaluation for improvement toolkit with schools, local authorities and consortia staff; the tools, approaches, effective practice case studies and the prompts in the toolkit will help schools in this important aspect of their work

Celebrating excellent practice

In 2019, we will hold our fourth annual awards evening. The awards evening will be an opportunity to recognise and celebrate effective and interesting practice across a range of providers.

Our website

Our website is a vital resource for anyone involved in education and training. It provides easy access to our inspection and thematic reports, case studies of effective practice from schools and other providers and information about who we are and what we do. We encourage users to register for regular email updates and use RSS feeds to keep up-to-date and link other digital channels such as social media to the website. We will continue to ensure that all external communication directs our stakeholders to the website, that content is up-to-date, and that improvements are made whenever possible. Estyn's website is an important vehicle for communicating our work and we look to improve its functionality and ease of use continuously.

Planning for the future

A key aspect of the 'Learning Inspectorate' change programme is the development of a 'territorial' role for inspectors.

District inspector work and engagement visits

During 2019-2020 we will:

- develop engagement visits and consult with key stakeholders on the purpose and scope of these visits
- pilot engagement visits during the autumn term 2019 and roll out the work in the spring and summer of 2020

Inspectors will engage with schools in a low stakes, supportive visit outside the inspection and thematic review arrangements. Inspectors will help to provide Estyn with current knowledge of the progress the school is making in relation to national priorities, including its improvement processes and curriculum development.

Engagement visits can contribute to meeting Estyn's wider duty to keep Ministers informed and to provide advice on any matter connected to schools. In practice, we also try to be helpful when we visit schools gathering intelligence. Any advice, guidance or clarifications that we give is in line with the advice published on our website in thematic and annual reports.

The wellbeing goals and sustainable development principle

We aim to develop ambitious, capable learners who are ready to learn throughout their lives. To this end, we build capacity in the delivery of education and training through the publication of best practice case studies and hold 'leadership and improvement' conferences for providers.

Recently published case studies contributing to **a prosperous Wales** include [Tracking system helps pupils to achieve targets](#) and [Empowering students to explore different education pathways](#).

We have published supplementary guidance connected with **a healthier Wales**, for example, [Supplementary guidance: inspecting safeguarding in non-maintained settings](#), [Supplementary guidance: inspecting safeguarding in schools and PRUs](#), [Supplementary guidance: inspecting safeguarding in post-16 provision](#) and [Supplementary guidance: healthy living](#).

Regarding **a Wales of vibrant culture and thriving Welsh language**, recent best practice studies in this area include [Strategies for increasing the use of Welsh language by learners at all levels](#) and [Pride in the Welsh language brings success](#).

[Empowering students to make a positive difference in the world](#) is an example of a case study focussing on **a globally responsible Wales**.

Estyn works to recognise and share providers' experiences of **preventative** and innovative approaches. Our best practice case studies are examples of innovation. [A preventative approach to support wellbeing](#) is an example of a case study focussing on prevention. Case studies concerned with **collaboration** and **involvement** include [A collaborative approach to supporting positive behaviour](#) and [Involving all stakeholders in identifying priorities for school improvement](#).

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Our current arrangements

How we develop Estyn as a 'best value' organisation and 'exemplary employer'

We will seek to build upon the sound arrangements already in place to ensure that we make effective and efficient use of our budget in line with the framework and principles of Managing Welsh Public Money. We will also continue to develop staff within a supportive and trusting environment that will help maintain our high levels of engagement and further enhance our leadership capacity.

Governance and leadership

Our [governance framework](#) of boards, committees and groups, including our assurance framework, helps us to fulfil our strategic objectives as a well-run and efficient organisation, accountable to our staff, stakeholders and the general public. Within the framework, [non-executive directors](#), serving as members and chairing our Strategy Board and Audit and Risk Assurance Committee (ARAC), will both challenge and support the senior management team.

[Our organisational structure](#) supports a strategic focus on all three strands of our core purpose and we will continue to use our distributed leadership model to deliver our objectives.

Staff engagement

In 2018, we continued to have one of the highest reported engagement scores of all civil service organisations across the UK (third highest of 102 in total) taking part in the annual Civil Service People Survey, but we acknowledge that there will always be areas of potential improvement. Our Health, Safety, Employee Wellbeing and Engagement Group will continue to develop, monitor and communicate progress on actions to help address any areas for improvement identified from survey results.

We will continue to collaborate with other organisations to gain further insights into where we can develop our people and organisation.

Through our work in partnership with our trade unions, including our strategic and operational forums, we will continue to seek and value effective contributions of the trade unions to the development of Estyn as a 'best value' organisation.

Equality and staff welfare

We will continue to support a fair and inclusive work environment through delivering the actions within our [Strategic Equality Plan](#) and we will continue to promote and support staff wellbeing through actions aligned with maintaining our Corporate Health Standard accreditation at Silver level. Through our inspections and survey work, we will continue to promote equality and identify and disseminate good practice across the relevant education sectors.

Welsh language standards

We will continue to review and develop our policies and approaches to meeting the Welsh language standards as laid out by the Welsh Language Act. This includes providing all new staff with induction briefings on Estyn's approach to the Welsh language, and ensuring that all staff have the opportunity to participate in Welsh language training. We will continue to use 'secret shoppers' and hold termly internal peer reviews across our corporate service teams to test out the robustness and quality of our Welsh language services.

Our [Welsh-language-policy](#) is published on our website.

Sustainability

Estyn has an established environmental management system in place and we will continue to use the annual 'Green Dragon Standard' accreditation process to identify any opportunities to improve our environmental management activities further and set these out in our [Environmental Policy and Statement](#).

Our inspection process helps to ensure that pupils' understanding of sustainable development and global citizenship develops appropriately as they progress through their education.

Performance indicators

We have developed a set of [key performance indicators](#), which support achievement of our strategic objectives and also reflect our delivery principles.

Our performance targets for 2019-2020 reflect our ambition to achieve continuous improvement; performance targets and results for the year are published and updated on our website.

During 2019-2020 we will:

- review our set of key performance indicators in line with Estyn's transition plan

Feedback and complaints

Our [feedback and complaints process](#) outlines how we address and respond to feedback and complaints about inspection and other aspects of our work.

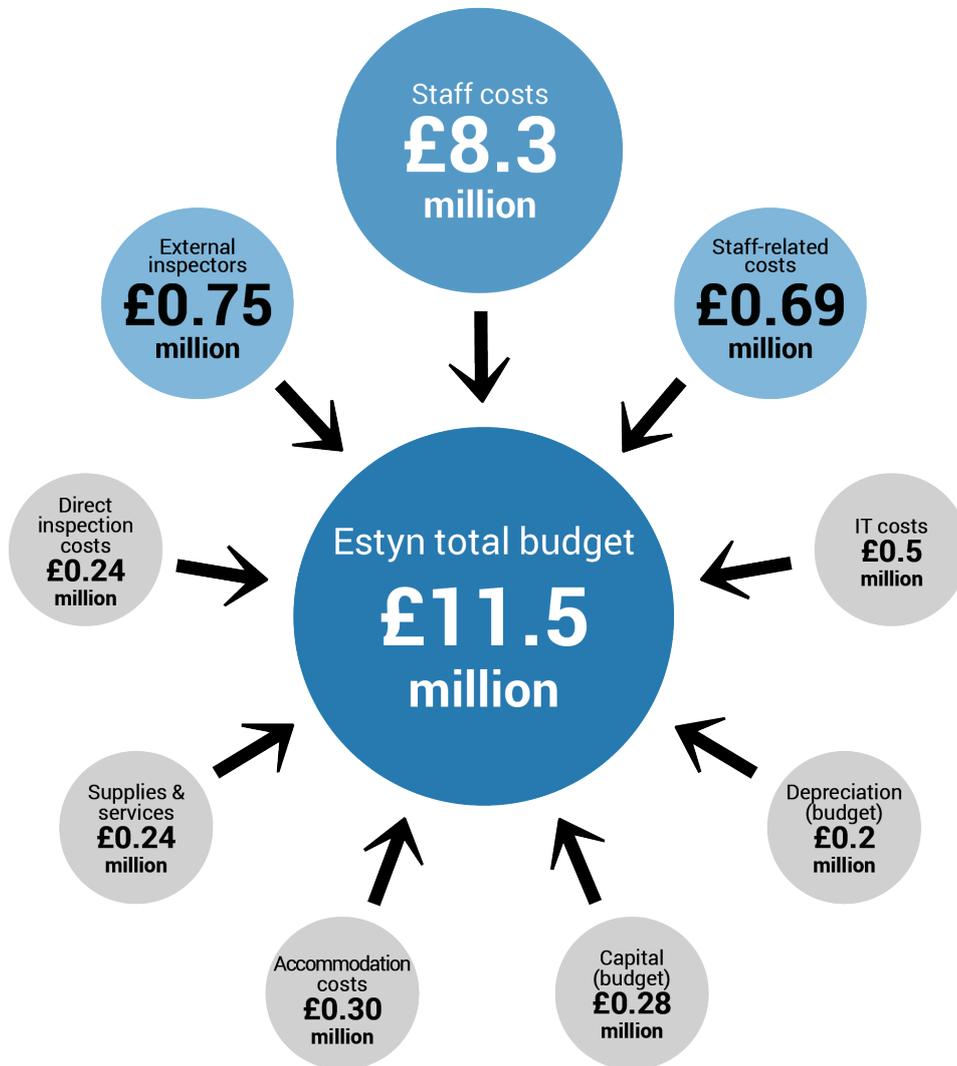
We will be continuing to ensure that all received complaints are investigated fully and fairly and in accordance with the timescales outlined in our policy.

During 2019-2020 we will:

- review our policy and internal procedures in order to ensure that they remain appropriate and robust, in particular looking in more detail at the complaints received under stage 1 of the process and how they can be addressed quickly and consistently

Resources

Estyn's budget



The total budget figure of £11.5m includes £370K to be allocated to Estyn in the first supplementary budget (June 2019). Figures exclude potential grant-related income/expenditure for 2019-2020.

Staffing costs account for 75% of Estyn's total revenue budget (i.e. the total budget excluding expenditure and depreciation costs).

Notional allocation of budget to strategic objectives

For management purposes, Estyn's budget is apportioned to strategic objectives on the basis of the planned number of inspector days for work that underpins each objective, with indirect costs allocated pro-rata to inspector days.



Planning for the future

Estyn will fully support and develop staff to ensure they are well placed to deliver the 'Learning Inspectorate' change programme.

Professional learning for staff

HMI

We will continue to provide professional learning opportunities for all HMI to ensure that inspectors are well placed to provide support to schools and providers for curriculum innovation and education reform.

In response to the recommendations outlined in 'A Learning Inspectorate' report, inspectors will engage in open and constructive discussion and decision-making to develop their role. Training will focus on working in partnership with the four consortia, to promote curriculum development and the school's ability to evaluate its own performance successfully.

During 2019-2020 we will:

- deliver a planned programme of professional learning for HMI to support Estyn's strategic and transition plans
- Strengthen distributed leadership through opportunities for HMI to lead on key projects within the transition plan
- train HMI in supporting schools in aspects of the self-evaluation for improvement project
- ensure that inspectors are up-to-date with new curriculum guidance and emerging practice
- ensure that inspectors remain up-to-date with all guidance and training materials produced by the Welsh Government to support schools to implement the new Additional Learning Needs and Education Tribunal (Wales) Act 2018
- ensure that inspectors are supported to enable them to carry out the new engagement visits effectively

Corporate services staff

The work of corporate services staff will adapt and change as Estyn's work evolves in response to 'A Learning Inspectorate' report.

We will continue to provide a variety of learning opportunities for corporate services staff to support them in their roles and further develop them.

During 2019-2020 we will:

- strengthen distributed leadership capability throughout corporate services through staff involvement in the various projects associated with Estyn's strategic transition plan

- encourage staff to work flexibly across corporate services with staff taking responsibility for leading and delivering on activities outside of their usual area of work
- ensure that effective succession planning is in place to maintain corporate knowledge and leadership

The wellbeing goals and sustainable development principle

We recognise that the **health and wellbeing** of employees make an essential contribution to business success and help individuals to live life to the full. We publish a [Health and wellbeing policy](#) and [Policy and guidance for managing stress and wellbeing in the workplace](#).

All our activities aim to contribute to **a more equal Wales** where people can fulfil their potential. Our [Strategic Equality Plan](#) sets out Estyn's commitment to ensuring equality and the ways in which this is achieved. We continue to develop and review our policies and procedures and **support Welsh language** training for staff in order to improve our Welsh language services. Our [Welsh-language-policy](#) demonstrates how we meet the requirements of the Welsh language standards.

In terms of **a resilient Wales**, Estyn has a focus on decarbonisation and sustainable consumption and production through the procurement of products and services. Estyn's [Environmental Policy and Statement](#) sets out our environmental commitment and we are accredited with the Green Dragon Environmental Standard.

We have **long-term** challenges to face such as increasing work demands and uncertainty over future funding levels; our risk management framework helps us to balance shorter-term and longer-term needs. Here is a link to our [Risk management policy and guidelines](#). Regarding **integrated thinking**, Estyn's impact assessments (equality and business, including environmental) ensure that we make the connections between issues and make decisions that have wider benefits.

We regularly **involve** and **collaborate** with staff and the trade unions. In 2018, we continued to have one of the highest reported engagement scores of all civil service organisations across the UK taking part in the annual Civil Service People Survey – [Estyn People Survey Result 2018](#).

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Our current arrangements

How we work collaboratively

We will continue to work with other inspectorates in Wales, the UK and in Europe with a shared aim to support better outcomes for people, seeking always to protect their interests by reporting without fear or favour on the public services that fall within our remit. By working together effectively, the impact we can jointly have for people can be enhanced. While we always have pursued joint and collaborative working, we are exploring more effective ways to share knowledge and information, as well as closer co-ordination in planning and delivery of our work with other inspectorates in Wales and the UK.

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. We cannot achieve our purpose alone. We will continue to work in partnership with our stakeholders to improve how we plan and deliver our inspection service and support improvement in those areas of mutual interest. By holding regular meetings between inspectors and key sector representatives we will gain a deeper understanding of the factors affecting education providers.

Joint working with Inspection Wales bodies

We will continue to ensure that our joint and collaborative working is guided by the common vision and purpose agreed between the four inspection, audit and regulatory (IAR) bodies in Wales through Inspection Wales. These bodies are Estyn, the Wales Audit Office (WAO), Care Inspectorate Wales (CIW) and Healthcare Inspectorate Wales (HIW).

Governed by clear principles and shared objectives, our collaboration must be visible and demonstrate the value it adds to our activities. We therefore entered into a [strategic agreement](#) between the four Inspection Wales organisations, which set out how we could further develop our collaborative working arrangements.

Building on our established joint inspections of non-maintained settings, we will continue to work with CIW to explore how we can develop joint inspection activity for independent and special schools and colleges that have residential provision to build on the inspection work we already do for the secure children's home.

During 2019-2020 we will:

- work collaboratively with CIW on their national thematic review of children's homes
- pilot a joint inspection of an independent school with CIW

Here is a link to the website for [Inspection Wales](#) and a blog which features regular updates on the programme of joint working.

Other areas of joint working with inspectorates in the UK and wider afield

We will continue to have WAO inspectors as part of our LGES inspection teams to evaluate how well the local authority aligns its resources to its strategic priorities, including whether their improvement strategies are accompanied by sound financial planning and workforce development.

During 2019-2020 we will:

- work with other inspectorates and regulators (Her Majesty's Inspectorate of Probation, HIW, CIW and Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services) to develop and pilot arrangements for an integrated inspection approach to evaluate the effectiveness of joint working safeguarding arrangements in a local area

These inspections will focus on how well agencies involved in the education, welfare, health and wellbeing of children and young people work together to protect them from harm. The project steering group and the working group work will develop a bespoke Welsh framework for joint targeted area inspections, drawing from the strengths of the model being used in England.

- continue to work collaboratively with HMIP on joint inspection of prison establishments and immigration removal centres holding children and young people up to the age of 18 years and adults aged 18 plus
- continue to join full joint inspections of youth offending teams led by HMI of Probation
- work with other inspectorates and quality assurance bodies to develop joint working arrangements. For example, we will continue to invite WAO inspectors and HMI from the other home nation education and training inspectorates to join us on further education college inspections and inspections of work-based learning providers.

Planning for the future

Two further projects associated with the 'Learning Inspectorate' change programme are the self-evaluation for learning and improvement project and our work to strengthen stakeholder engagement and overall communications.

Self-evaluation for learning and improvement

The self-evaluation for improvement toolkit will be available to schools in the autumn term 2019. Schools will be supported through the implementation period by training programmes, conferences and engagement visits by DIs to help promote effective practice.

During 2019-2020 we will:

- work with pilot schools to test out the materials and approaches during the autumn term and consider how we need to improve and develop the work before all schools begin to use the toolkit during the spring 2020

Strengthening stakeholder engagement and overall communications

Our current [Stakeholder Engagement Strategy 2016-2019](#) outlines how we maintain our relationships with our key stakeholders and listen to their views and ideas so that we can use feedback and information to improve the way we communicate and deliver our objectives and delivery principles.

We will ensure that our stakeholders can contribute fully to the development and implementation of our objectives and action plan. A key focus for Estyn this year is to build on the existing confidence and trust of stakeholders in our work in a time of significant change in terms of new inspection arrangements and curricular developments. We will consider the effectiveness of our engagement with each of the groups identified as 'stakeholders' by evaluating to what extent the outcomes of our engagement activities enable us to improve the impact and quality of our work.

During 2019-2020 we will:

- review and publish our new Stakeholder Engagement Strategy
- strengthen the way we engage with stakeholders and meet the needs of our large and diverse body of users and providers
- develop a three year consultation programme to support the delivery of our transition plan
- evaluate the extent to which our external communications approaches are up-to-date and effective
- host a number of events and activities that will give all those who have an interest in our work, regardless of their background or personal characteristics, every opportunity to comment and consult on how our services are provided
- Develop annual stakeholder conferences for the independent school, maintained special school and PRU sectors

It is our aim during the year to work collaboratively with other inspectorates and stakeholders to support improvement so that we use their feedback and information to improve the way we communicate and deliver our strategic objectives. This will enable us to improve our mechanisms for engaging with specific targeted stakeholder groups. In addition it will ensure a co-ordinated approach to engaging stakeholders in developments in a learning inspectorate.

Estyn will focus clearly on:

Informing stakeholders: providing stakeholders with clear, coherent and consistent messages; keeping them up to date with developments in inspection, the latest best practice and recommendations from our thematic and inspection work

Consulting with stakeholders: making best use of their time by seeking their views, engaging them in decisions and sharing information, encouraging feedback on both compliments and concerns to help inform our decision-making processes and help us build better relationships

Collaborating with stakeholders: working together at a strategic level, using information and feedback gathered to facilitate inclusive and broad conversation through our established communication channels

The wellbeing goals and sustainable development principle

Estyn strives to contribute to **global responsibility** and to work **collaboratively**. We work with the Standing International Conference of Inspectorates (SICI) and we hosted an international workshop in Cardiff in April 2016. Estyn staff have attended SICI workshops in Serbia, Finland, Norway, Malta and Glasgow and presented at the home countries education inspectorate meetings in Manchester and London. Forthcoming SICI workshops will be in Bulgaria, Madeira, Portugal, Dublin and London.

The Erasmus project is a specific SICI working group. The project 'better inspection for better social inclusion' or 'BIBESOIN' focuses on actions and practices that help address **diversity** and promote and stimulate **social inclusion** in mainstream schools. Estyn staff have attended Erasmus project meetings in Brussels and Spain and Estyn will be hosting an Erasmus project meeting in July 2019.

Estyn staff have been working with the Organisation for Economic Co-operation and Development (OECD) to jointly lead a project to develop a national school self-evaluation and improvement planning toolkit. The project will bring together key partners to develop and pilot a toolkit.

Estyn welcomes feedback and comments about this Annual Plan, which can be emailed to us at feedback@estyn.gov.wales

This Annual Plan has been submitted for the attention of, and approved by, the First Minister of the National Assembly for Wales.