



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

The Common Inspection Framework

for custodial establishments in Wales



BUDDSODDWR MEWN POBL
INVESTOR IN PEOPLE



Estyn

Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. It is independent of, but funded by, the National Assembly for Wales under Section 104 of the Government of Wales Act.

What is the legal basis for these inspections?

We carry out inspections in order to meet the legal duties assigned to the Chief Inspector in various Acts. The main Acts are:

- Further and Higher Education Act 1992;
- School Inspections Act 1996;
- Education Act 1997;
- Teaching and Higher Education Act 1998;
- School Standards and Framework Act 1998; and
- Learning and Skills Act 2000.

Our inspection work also takes account of legislation governing Estyn and educational providers themselves, including, for example, the Welsh Language Act 1993.

The Common Inspection Framework focuses on:

- the achievements of learners;
- the quality of the education and training provided;
- the effectiveness and efficiency of leadership and management.

The framework applied to custodial establishments centres on five key questions that apply to the provider as a whole, as well as to aspects of its work such as areas of learning, subjects, courses, programmes and occupational areas.

Standards

1 How well do learners achieve?

Inspectors should evaluate:

- their success in attaining agreed learning goals;
- their progress in learning; and
- the development of their personal, social and learning skills.

The quality of education and training

2 How effective are teaching, training and assessment?

Inspectors should evaluate:

- how well teaching and training meet learners' needs and the curricular or course requirements; and
- the rigour of assessment and its use in planning and improving learning.

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

Inspectors should evaluate:

- the extent to which learning experiences meet learners' needs and interests; and
- the extent to which learning experiences respond to the needs of employers and the wider community.

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

Inspectors should evaluate:

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

Leadership and management

5 How effective are leadership and strategic management?

Inspectors should evaluate:

- how well leaders and managers provide clear direction and promote high standards;
- how effectively the provider's performance is monitored and improved through quality improvement strategies and self-assessment;
- the adequacy, suitability and use made of staffing, learning resources and accommodation; and
- how efficiently resources are managed to achieve value for money.

Inspectors will use grades to summarise inspection judgements and will use the following five-point scale:

Grade 1: Good with outstanding features

Grade 2: Good features and no important shortcomings

Grade 3: Good features outweigh shortcomings

Grade 4: Some good features, but shortcomings in important areas

Grade 5: Many important shortcomings

What are the principles of inspection?

In operating this framework, we will:

- ensure that inspection is of high quality and responsive to the need of all learners;
- fully involve providers in the inspection process;
- relate inspection to the provider's self-assessment report;
- incorporate an element of peer evaluation in the inspection process;
- keep to a minimum any requirements for documentation and preparation;
- focus inspection on priority areas of National Assembly policy, including tackling social disadvantage, equality of opportunity and sustainable development;
- apply the principle of equality for both Welsh and English to all our inspection work, providing bilingual services whenever they are appropriate;
- be constructive in identifying and supporting providers with serious shortcomings; and
- use the framework fairly and consistently across all sectors of education and training.

How will inspectors behave?

In conducting the inspection, inspectors will:

- carry out their work with integrity, courtesy and due sensitivity;
- evaluate the work of the provider objectively;
- report honestly, fairly and impartially;
- communicate clearly and openly;
- act in the best interests of learners; and
- respect the confidentiality of all information received during the course of their work.

What happens if something goes wrong?

If anyone has concerns or wants to complain about the inspection, this must be drawn to the attention of the reporting inspector as soon as possible. It is important to raise any issue of concern as soon as it occurs. The reporting inspector will normally seek to resolve any complaints while the inspection is taking place. If the reporting inspector is unable to resolve the complaint to the provider's satisfaction, then the institution should write to the Feedback and Complaints Manager at the address shown on this leaflet. Estyn will investigate all complaints and in doing so will copy all correspondence received in connection with the complaint to those concerned in order to seek their responses.

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