
Annual Plan 2016-2017

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Chief Inspector's foreword

This, my first Annual Plan as Chief Inspector, sets out the core activities in 2016-2017 that Estyn will undertake in delivering its strategic objectives. This will be the final year of Estyn's current common inspection framework; we will continue to deliver inspections under this framework while we develop, refine and pilot our new inspection arrangements in preparation for implementation from September 2017.

As the education landscape develops, Estyn needs to continue to make sure that inspection reflects the increasing expectations of society, and supports and encourages innovation in teaching and learning. We consulted recently on what our inspections should look like in future; I was pleased with the healthy response from stakeholders and we will build on this feedback to develop new inspection arrangements for piloting and further consultation in the coming year.

The education system in Wales faces a number of opportunities and challenges over the coming years. There are signs of progress, particularly with the foundations of education, such as behaviour and attendance, basic literacy and numeracy, and supporting vulnerable learners, but there is still too much variability in the quality of teaching and learning in Wales' schools which needs to be addressed. During 2016-2017 we will continue to inform the development of national policy by the Welsh Government by producing a series of thematic surveys and other advice in response to the [Minister's annual remit letter](#). This year, our survey work will support curriculum reform arising from Professor Donaldson's 'Successful Futures' report and also the new programme of professional development for teachers (the 'New Deal'). The skills, knowledge and experience of our inspectors mean that Estyn is ideally placed to advise on these central strands of the Government's 'Qualified for Life' strategy for education in Wales.

We will continue to undertake inspections and thematic survey work jointly with other inspectorates and regulatory bodies as appropriate. In addition, there will be joint planning between us and the Wales Audit Office (WAO), the Care and Social Services Inspectorate Wales (CSSIW) and Health Inspectorate Wales (HIW) on how best to inspect the governance of local authorities together from 2017 onwards.

At the start of 2016 we launched our new website, complete with a new interactive online data tool for users to explore all of Estyn's inspection judgements since 2010, which we hope will create even more interest in our work. Throughout 2016-2017, our website will continue to host cases of best practice that we identify through our inspection and thematic work. Some providers have told us that they experience difficulty in identifying best practice that is relatively close to them; in 2016-2017 we will look at ways to improve access to and sharing of best practice and include on our website a list of all providers who have achieved an excellent judgement for any quality indicator during inspection.

In the autumn, we intend to host two regional conferences to share effective practice in leadership and leadership development. The events will focus on the impact of leadership in a series of primary school improvement journeys and represent Estyn's commitment to facilitating effective school-to-school support.

In taking forward our strategic objectives, we will seek to continue to operate robust governance arrangements, maintain high levels of staff engagement and further develop our staff and leadership capacity. The Wellbeing of Future Generations (Wales) Act 2015, which requires certain public bodies to carry out sustainable development working to achieve seven well-being goals, does not apply to Estyn but we fully support the spirit of the Act and will seek to build the necessary components into our governance and operational delivery. Appendix 1 sets out the many contributions we make to all the wellbeing goals.

This Annual Plan will help us to prioritise our various work streams during 2016-2017 so that they can add maximum value, thereby helping to achieve the wider vision for education in Wales. I look forward to working with all those who work for Estyn, our contractors, peer inspectors and all of our partners in its delivery.

Meilyr Rowlands

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

Our mission, vision and values

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 strategic objectives are to:

SO1: Provide public accountability to service users on the quality and standards of education and training in Wales

SO2: Inform the development of national policy by the Welsh Government

SO3: Build capacity in the delivery of education and training in Wales

Our delivery principles are to:

DP1: Develop Estyn as a 'best value' organisation and 'exemplary employer'

DP2: Work collaboratively with other inspectorates to support improvement

Our values 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
- Foster an engaging and healthy working environment
- 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

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.

Strategic objective one

- 1 Estyn's first strategic objective is to **'provide public accountability on the quality and standards of education and training provision in Wales'**. Legislation gives HMCI various duties and powers to inspect education providers in Wales. From 2016 onwards Estyn will inspect providers at least once within the next seven year period. Inspection provides us with a unique, comprehensive and detailed evidence base on all aspects of education and training in Wales; this evidence also underpins and supports our strategic objective two (providing advice and informing national policy) and strategic objective three (building capacity through disseminating best practice).

Why we inspect

Primary legislation and associated regulations set out what Her Majesty's Chief Inspector of Education and Training in Wales (HMCI) may or must inspect and report on, how often providers must be inspected, and details for publishing inspection reports. The main primary legislation governing inspection of education and training in Wales is:

- [Education Act 2005](#) (non-maintained settings, maintained schools and PRUs)
 - [Education Act 2002](#) (independent schools)
 - [Learning and Skills Act 2000](#) (post-16 providers)
 - [Education Act 1997](#) (local authorities)
 - [Education Act 1994](#) (teacher training)
- 2 Legislation provides more detailed requirements for some sectors, particularly maintained schools, including provision for additional inspectors and registered inspectors, and for placing providers in categories of concern, such as special measures or significant improvement.
 - 3 Estyn's inspections are grounded in first-hand, observed evidence. Inspectors observe teaching and learning, scrutinise learners' work, question learners about their studies, and interview practitioners. Inspection findings are based on the professional judgement of experienced inspectors who have been practitioners.
 - 4 A common inspection framework (CIF) applies to all the sectors that Estyn inspects, other than local authorities, and is available as an annex within each sector's 'guidance handbook'. The common inspection framework is designed so that inspections meet the statutory requirements set out in legislation. Guidance handbooks on carrying out inspections and making judgements are available on our website [here](#) for each sector we inspect. Supplementary guidance for inspection is also available on our website [here](#).

Core inspections

- 5 We have produced a 'core inspection' schedule based on ensuring that every provider is inspected at least once within the next seven year period. The move from a six to a seven year inspection cycle will give Estyn more flexibility to deploy inspection resources where they are most needed. It is envisaged that these

changes will come into force during 2016. When undertaking core inspections in 2016-2017, we will continue to focus on three key questions:

- How good are outcomes?
- How good is provision?
- How good are leadership and management?

- On each core inspection, we will evaluate each key question using a four-point scale: **excellent, good, adequate, unsatisfactory**.
- Each core inspection will be led by a Reporting Inspector (RI). In most sectors we inspect, the RI will be one of Her Majesty's Inspectors (HMI). In primary schools and non-maintained nursery provision, the RI will be either an HMI, a Registered Inspector or a Registered Nursery Inspector. Around half of all primary school inspections will be led by an HMI.
- In nearly all sectors we inspect, we will continue to use peer inspectors on our inspection teams. These are current practitioners from other providers within the sector that we have trained to undertake inspection work with us. Providers can also choose a nominee from their own staff to liaise closely with the inspection team and to attend all meetings of the team when they discuss their findings. In school inspections, there will also be a lay inspector who provides an evaluation of aspects of the school from the perspective of someone with no professional background in education.

Table 1 shows the initial number of core inspections planned for 2016-2017:

Table 1: Planned core inspection activity 2016-2017	
Unit of inspection	Annual planned numbers of inspections leading to reports
Non-maintained nurseries	90
Primary schools and nursery schools	186
Secondary schools	30
Special schools	6
All age schools	3
Independent schools including independent special schools	7
Pupil referral units	6
Regional consortia	3
Initial teacher education and training (ITET)	0
Further education institutions	3
Work-based learning (WBL) providers	5
Adult community learning (ACL)	0

Welsh for Adults (WfA)	0
Total number of inspections	339

Note:

ITET – is under review by Welsh Government

ACL – there will be a thematic report in 2016-2017

WfA – a thematic report is planned for 2017-2018

- 9 This plan of inspections will be adjusted by changes which arise in year, for example school closures and amalgamations. Our website holds the [latest update to the inspection plan](#).

How we will ensure quality

- 10 Estyn has robust, wide-ranging systems to ensure the consistency, reliability, validity and accuracy of inspection outcomes. The four key systems for assuring the quality of inspections are:
- Quality assurance of inspections (QAI)
 - Quality assurance of reports (QAR)
 - Inspector evaluation forms (IEF)
 - Post-inspection questionnaires (PIQ)
- 11 Each element within the quality system feeds findings through to Estyn's quality assurance database. We will use these evaluations to inform training and development priorities for inspectors. The findings of all quality assurance activities also influence the award of contracts for Registered Inspectors, Additional Inspectors and Lay Inspectors, and the deployment of Peer Inspectors.

Quality assurance of reports

- 12 With the exception of non-maintained nursery inspection carried out by Additional Inspectors, we will assure the quality of every inspection prior to the publication of the report on Estyn's website.
- 13 Our designated teams of experienced inspectors will undertake rigorous scrutiny of inspection findings. They consider the judgements made and the evidence that supports them carefully. They compare and contrast the findings with those of previous inspections across Wales. They challenge RIs, where required, in relation to the judgements, the supporting evidence and the language they use.

Quality assurance of inspections

- 14 We will assure the quality of work that occurs during inspections by taking a 10% sample of inspections in 2016-2017. An HMI will visit the provider at the time of the inspection to consider how well the RI is conducting the inspection and the extent to which the inspection is following agreed guidelines.

Inspector evaluation forms

- 15 RIs will evaluate the work of each inspector (Additional Inspector, Peer Inspector, Lay Inspector) during an inspection, provide feedback to them on their work and submit their findings to Estyn's quality assurance database.

Post-inspection questionnaires

- 16 At the end of every inspection in all sectors, we provide an opportunity for the head of the provision to complete a post-inspection questionnaire. They access this via Estyn's 'Virtual Inspection Room'. The questionnaire asks leaders to evaluate and comment on the quality of the on-site inspection and the final inspection report. The findings go into Estyn's quality assurance database. In 2016-2017 we will continue to monitor the outcomes carefully to identify issues of concern and to inform training and development within Estyn.

Internal audit

- 17 In April 2016 there will be an internal audit of quality assurance processes carried out by our contracted internal auditors, RSM. The outcomes of the audit will help inform and implement any improvements to our processes, including potential changes to our approach that we will consider as part of the New Inspection Arrangements from September 2017. The last time audit work was carried out in this area was in 2014.

Follow-up inspections

Why we conduct follow-up inspections?

- 18 Estyn monitors the providers' progress against the recommendations we identify during a core inspection. We call this process [follow-up](#).
- 19 A National Assembly for Wales (NAW) circular determines the nature of follow-up activity for providers in a statutory category - 'special measures' (SM) and 'significant improvement' (SI). These providers require urgent improvement. However, where we identify during a core inspection that a provider has a small number of important shortcomings, we will place them in a follow-up category 'Estyn-monitoring' to signal that the provider requires improvement.

What follow-up involves – the different categories

- 20 In 2016-2017, we will continue to place providers into different categories of follow-up, depending on the urgency of their shortcomings. We do not normally monitor minor improvements for providers whom we judge as good or excellent overall. However, where there are important shortcomings, Estyn inspectors will evaluate the improvements that the provider has made.
- 21 Our intention will be to review these providers about a year after their core inspection, to check on their progress. In a few instances, desk-based monitoring is used in order to manage our resources more efficiently. In addition, we might also ask the local authorities to monitor the progress of a few schools.

- 22 We categorise providers with urgent shortcomings, but who have the capacity to improve rapidly, as in need of 'significant improvement'. For non-maintained settings, we call this category 'focused improvement'. We will revisit these providers about a year after the publication of their report, for two days, to monitor the quality of the improvements they have made.
- 23 A very few providers require 'special measures', the most intensive form of monitoring. A team of inspectors will visit these providers each term, until they have improved sufficiently.
- 24 Both special measures and significant improvement are statutory categories, so we will notify the Welsh Government that these providers are not performing as well as they should.

Forecasting the number of providers expected in each category

- 25 We forecast the number of providers based on our recent inspection outcomes. In 2014-2015, 4% of the schools we have inspected have required special measures and a further 7% have required significant improvement.
- 26 In many cases, providers in special measures make the required improvements in around two to three years, although a few providers in challenging circumstances take a little longer. Generally, providers needing significant improvement make the improvements in around 18 months.
- 27 Around a quarter of the providers we inspect need Estyn monitoring, and a further quarter need monitoring by the local authority. These providers normally make sufficient improvements in about a year.
- 28 We expect these proportions broadly to continue in 2016-2017. However, in 2015-2016, a few providers facing challenging circumstances required an additional monitoring visit, in order to allow sufficient time to embed the improvements they had made.

Table 2 shows our planned follow-up activity for 2016-2017:

Planned follow-up inspection activity by HMI 2016-2017, based on providers identified as requiring follow up activity as of March 2016 ^a		
Unit of inspection	Providers requiring statutory follow-up (SM and SI)	Providers requiring Estyn monitoring
Early Years	2	20
Primary Schools	23	71
Secondary schools	22	38
All age schools	1	0
Special schools	2	2
Independent schools including independent special schools	0	0
Pupil referral units	3	2
Regional consortia	0	0
Initial teacher education and training (ITET)	1	0
Further education institutions	0	0
Work-based learning (WBL) providers	0	2
Adult community learning (ACL)	1	2
Welsh for adults (WfA)	0	0
Total	55	137
a) These are numbers of providers rather than inspections. This inspection activity includes visits and desk based inspections.		

New inspection arrangements

- 29 During 2015-2016, we sought feedback, through a public consultation, on our inspection arrangements. The consultation showed that our current arrangements are largely fit for purpose, but we will use the feedback to develop, refine and pilot our new inspection arrangements in light of the changes to the educational landscape in Wales. Our guiding principles for the new inspection arrangements are that inspection will drive improvement, be more proportionate, be constructive and encourage innovation. Additional considerations are outlined in the diagram below:

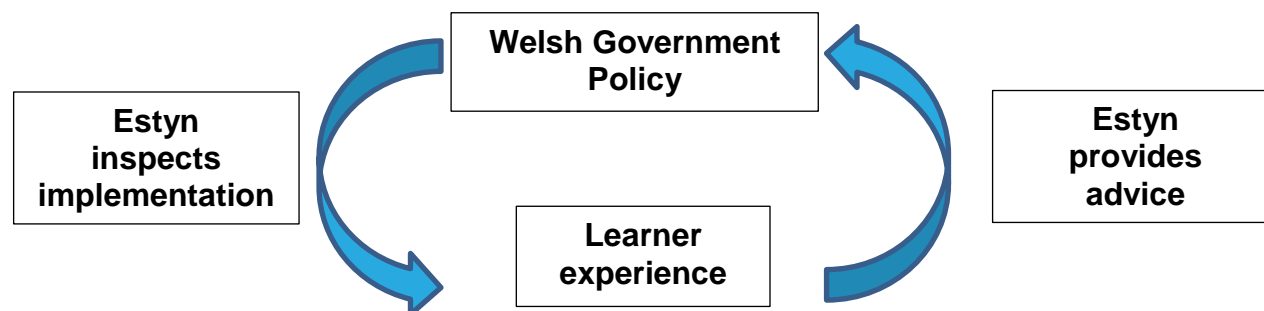


- 30 We presented some emerging thinking at our national stakeholder forum in February 2016. These ideas will continue to be developed during summer 2016. The proposed inspection models, common inspection framework and inspection guidance will be piloted from November 2016 to January 2017. Twelve pilot inspections will take place in primary, secondary, special and independent schools and in a pupil referral unit (PRU) and a work-based learning provider.
- 31 We will use the feedback from the early pilot inspections to refine our proposals and consult publicly on these in late December 2016. During early 2017, we will update and develop appropriate core inspection guidance, supplementary guidance and follow-up guidance as well as guidance and information for providers, learners and parents. The new inspection arrangements will be in place from September 2017.

- 32 During 2016-2017 we will keep our stakeholders updated on developments. A programme of training will be planned to prepare all our inspectors for the new inspection arrangements.
- 33 Alongside the development of the new inspection arrangements we will review and develop the information systems (IS) we use to support our inspection work.
- 34 During 2016-2017, we will also develop new inspection arrangements for local authority education services and for the Welsh for adults sector. We continue to develop joint working arrangements for non-maintained nurseries with CSSIW.

Strategic objective two

- 35 Our second strategic objective is to **'inform the development of national policy by 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. 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.
- 36 The relationship between the learner, government and Estyn is summarised in the diagram below. Estyn inspects the implementation and impact of policy on the learner and provides feedback and advice for government to inform further policy development.



HMCI's Annual Report

- 37 The Chief Inspector's Annual Report is Estyn's most prestigious publication and receives considerable media attention. It summarises inspection findings for each sector inspected during the academic year. Ministers and Assembly Members debate the report in a plenary meeting of the NAW and pass related motions. The Chief Inspector appears before the Children, Young People and Education Committee to answer questions on the Annual Report and the committee publishes a scrutiny report based on it with recommendations for the Minister.
- 38 The 2015-2016 (academic year) report will be published in January 2017. Management and governance of the report will be overseen by an Annual Report Project Board which will meet at least monthly and consists of Estyn's executives (HMCI and Strategic Directors) and the project team.
- 39 The Annual Report Project manager will liaise with a designated officer from the Welsh Government's Department for Education and Skills (DfES) on the broad structure of the report and the specific launch date. The 2015-2016 report will focus on learning and professional development. A draft of the report will be provided for DfES to check for factual accuracy and the finalised report will be provided to the Minister before publication in January.

- 40 Two evaluation reports (one on the Annual Report generally and another specifically on the launch, media and communications aspects) will be presented to Estyn's Strategy Board to ensure that we continue to improve this area of our work.

Thematic surveys/reports

- 41 Thematic survey reports, also called 'remit' 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 different thematic reports each year. If we identify a need, and resources allow, we may also publish a thematic report that has not been commissioned by the Welsh Government.
- 42 Although the remit letter comes to Estyn from the Minister, in practice Estyn has considerable input into its content. In respect of the 2016-2017 remit, detailed negotiations and meetings have already been held between DfES officials and Estyn to discuss the remit letter ahead of it being considered by the Director General of DfES and HMCi and signed off by the Minister.
- 43 Estyn liaises with other inspection, audit and regulatory bodies in Wales through Inspection Wales to collaborate on thematic work. Collaboration can take a range of forms from jointly-badged reports to sharing of expertise and staff.
- 44 In 2016-2017 we will continue to publish our [thematic reports](#) on Estyn's website, and write them in such a way that they are useful to practitioners as well as providing the specific advice requested by the Welsh Government. In 2016-2017, we will adapt our approach to thematic work. Inspectors will carry out two large-scale best practice surveys and the resulting reports will be accompanied by conferences and/or training materials. We will also undertake five standard size surveys and eight smaller scale surveys that will be accompanied by briefing statements. Much of our thematic work this year will support and inform the work around the new curriculum and assessment arrangements and the 'New Deal'.
- 45 You can browse Estyn's remit letters by visiting the Welsh Government [Raising school standards - remit letters webpage](#).
- 46 The list of planned thematic survey work for 2016-2017 can be found on our website: [Planned thematic activity 2016-2017](#).

National working groups

- 47 In 2016-2017, Estyn will continue to provide advice and support to a range of Welsh Government 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. HMCi will also respond to requests to present evidence to or attend NAW committees, such as the Children and Young People committee. Various HMI attend a range of Welsh Government groups that have been established to lead and oversee curriculum reform. Estyn has representatives on all strategic groups, including the change board and pioneer schools working group. HMI are also fully involved in operational and development groups, such as the Digital Competence, curriculum and New Deal pioneer groups.

- 48 The annual remit letter lists working groups that Estyn may be required to attend or provide evidence. The lists of [working groups for 2016-2017](#) can be found on Estyn's website:

Meetings with Welsh Government Ministers and officials

- 49 In 2016-2017 we will continue to hold regular dialogue between Estyn and Welsh Government Ministers and officials. These will include, for example:
- termly meetings between HMCI and Strategic Directors and the Minister for Education and Skills
 - regular meetings between HMCI and senior DfES officials (Director General and Directors)
 - seminars between senior officials from Estyn and DfES
 - termly meetings between Strategic and Assistant Directors and individual Deputy Directors (Heads of Division)
 - regular meetings between lead inspectors and relevant DfES officials (Head of branch)
 - meetings between lead inspector for a particular thematic survey and the relevant DfES officials
 - regular meetings to discuss specific aspects of our work to inform national policy such as thematic surveys or the annual report

Ad hoc advice and support

- 50 In 2016-2017 Estyn will provide advice and guidance on:
- school closure and reorganisation proposals
 - placements for children and young people with special educational needs (SEN)
 - registration and annual monitoring of independent schools
 - schools causing concern and follow up work
 - key strategic plans or grant funded programmes
 - ad hoc issues such as honours nominations, Assembly Questions, appointments to public bodies and background information for Ministerial visits to schools and policy papers
- 51 We will also continue to provide advice through our lead officers' roles for Local Authority Link Inspectors, post-16 Link Inspectors and Regional Co-ordinators.

Strategic objective three

- 52 To support our mission ‘...to achieve excellence for all learners in Wales..’ we have set ourselves a third strategic objective to ‘**build capacity in the delivery of education and training in Wales**’. To support delivery of this objective we will undertake activities in four key areas during 2016-2017:

- disseminating best practice
- Peer Inspectors
- engaging with stakeholders
- Link Inspectors

Best practice

- 53 During 2016-2017, we will identify best practice through our inspection and thematic work and publish and promote case studies on our website. To help providers identify best practice, particularly best practice demonstrated by providers who might be relatively close to them and more easily able to share experience, we will also publish a list of all providers who have achieved excellent judgements for any quality indicator. For more information browse ‘sector-leading’ [best practice](#) on our website.

Stakeholder engagement

- 54 This year we will hold two regional conferences to share effective practice in leadership and leadership development. The events will focus on the impact of leadership in a series of primary school improvement journeys. Approximately 12 schools will present their improvement journeys to around 300 schools at events in North and South Wales. These events represent Estyn’s commitment to facilitating effective school-to-school support through a series of keynote presentations and a selection of workshops. The attending schools will select workshops that interest them or match their own developmental needs. We will help the attending schools to identify common features of and approaches to improvement that can support them to improve from their own starting points. We also hold regular sector specific stakeholder fora throughout the year through which we listen to representatives from each sector and update them on the latest inspection developments and specific projects such as the Annual Report and the new inspection arrangements.

Link Inspectors

- 55 Our further education and work-based learning Link Inspectors will maintain a constructive working relationship with each provider. They will monitor performance and progress. Link Inspectors will make evaluations against agreed common themes and identify and communicate best practice across the post-16 sector.
- 56 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. LALIs will maintain a constructive working relationship with the authority and share best practice where relevant. Estyn will provide a short summary of

school performance for inclusion in each local authority's Annual Improvement Report, published by the WAO.

Peer Inspectors and Challenge Advisers

- 57 We have been running the Peer Inspector programme in its current form since September 2010. There are now around 1,000 Peer Inspectors across all providers in Wales. We will continue in 2016-2017 to train new Peer Inspectors and provide annual update training. Peer Inspectors deployed on our inspections have an opportunity to see practice different from their own and are able to hone their analytical skills and understanding in order to help them build capacity across schools. In 2016, we will also carry out an evaluation and review of the contribution that being a Peer Inspector makes to personal and professional learning, and its role in supporting a self-improving system. Challenge Advisers were introduced in their current form in 2014. During 2016-2017, we will continue to deploy Challenge Advisers on certain primary and secondary inspections.

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

Governance and leadership

- 58 Our [Governance framework](#) of Boards, Committees and Groups, including our assurance framework in Annex 1 of that document, will help us to fulfil our strategic objectives as a well-run and efficient organisation, accountable to our staff, stakeholders and the general public. [Non-executive Directors](#) serving on Estyn's Strategy Board and Audit and Risk Assurance Committee will continue to provide both challenge and support to the senior management team.
- 59 We have established a programme of internal audits, which will focus on providing added-value advice as well as providing assurance against our key activities and risk areas; the outcomes of reviews will be reported within the Governance Statement in our Annual Report and Accounts.
- 60 [Estyn's organisational structure](#) supports a strategic focus on all three strands of our core purpose. We will continue to develop staff and leadership capacity, and support succession planning, through our distributed leadership model, which includes roles for:
- sector leads
 - learning domains
 - Link Inspectors for local; authorities, post-16 and other providers
 - corporate roles, such as Equality and Diversity, and Health & Safety
- 61 Our Leadership Statement, adapted from the Civil Service and Welsh Government statements, sets out the expected behaviours and the approach to leadership that we expect from all our staff. In 2016-2017 we will promote the Leadership Statement through our internal communication channels and during our corporate activities, for example during the professional development weeks we hold at the end of each academic term.

As a leader in Estyn, I am responsible for the effective delivery of Estyn's objectives, living the Civil Service's values and serving the people of Wales



- I will show pride in and passion for the Welsh public service, communicating purpose and direction with clarity and enthusiasm
- I will value and model professional excellence and expertise
- I will reward innovation and initiative; avoiding blame and ensuring we learn from what has not worked well and could have been done differently, as well as sharing what has worked well



- I will be open and honest in my communications, especially when making decisions (and judgements) that affect others
- I will give clear, honest and regular feedback, supporting teams to succeed
- I will be a team player and will not tolerate un-collaborative behaviour which protects silos and departmentalism



- I will trust teams to deliver, giving them the space and authority to meet their clearly set objectives and the flexibility to get their work done in the most effective way possible
- I will be visible, approachable and welcome challenge, however uncomfortable
- I will champion equality, fairness and external experience, recognising the value they bring to Estyn
- I will invest in my own capability and the capabilities of others, to ensure we have the skills we need for now and in the future

62 In 2016-2017 we will run a Leadership Development Programme for our inspection and Corporate Services staff to strengthen leadership capability throughout the organisation. The modular programme, to be finalised in partnership with Academi Wales, will include insights into transformational leadership, performance management, communication, strategic thinking and project management, as well as supporting the development of skills such as influencing, persuasion and personal resilience.

63 In addition to the leadership programme we will deliver a comprehensive training programme for staff to address core organisational requirements and individual development needs, as per our annual Training and Development Plan. In December 2016, we will also hold a themed annual staff conference, which, as usual, will include opportunities for staff to reflect upon the values and behaviours that underpin our business principles.

Staff engagement

64 We will seek to build on the existing high levels of staff engagement evidenced by our Cabinet Office People Survey results over recent years. Our Employee Engagement Group will continue to develop, monitor and communicate progress on actions, which will help address any areas for improvement identified from survey results. In 2016-2017 we will continue our dialogue with other organisations with high staff engagement in order to share good practice.

Equality and staff welfare

- 65 We will support a fair and inclusive work environment through delivering the actions within our [Strategic Equality Plan](#) and we will promote and support staff wellbeing through actions aligned with maintaining our Corporate Health Standard accreditation. 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

- 66 We will continue to develop and review our policies and procedures, including supporting Welsh language training for staff, in order to improve our Welsh language services and meet the requirements of the Welsh language standards. Subject to financial constraints we will also seek to increase our capacity to provide bilingual services by recruiting HMI and corporate staff with the necessary language skills. Our [Welsh language scheme](#) is published on our website.

Sustainability

- 67 Estyn has an established environmental management system in place and we 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](#). Estyn's inspection process continues to ensure that pupils' understanding of sustainable development and global citizenship develops appropriately as they progress through their education.

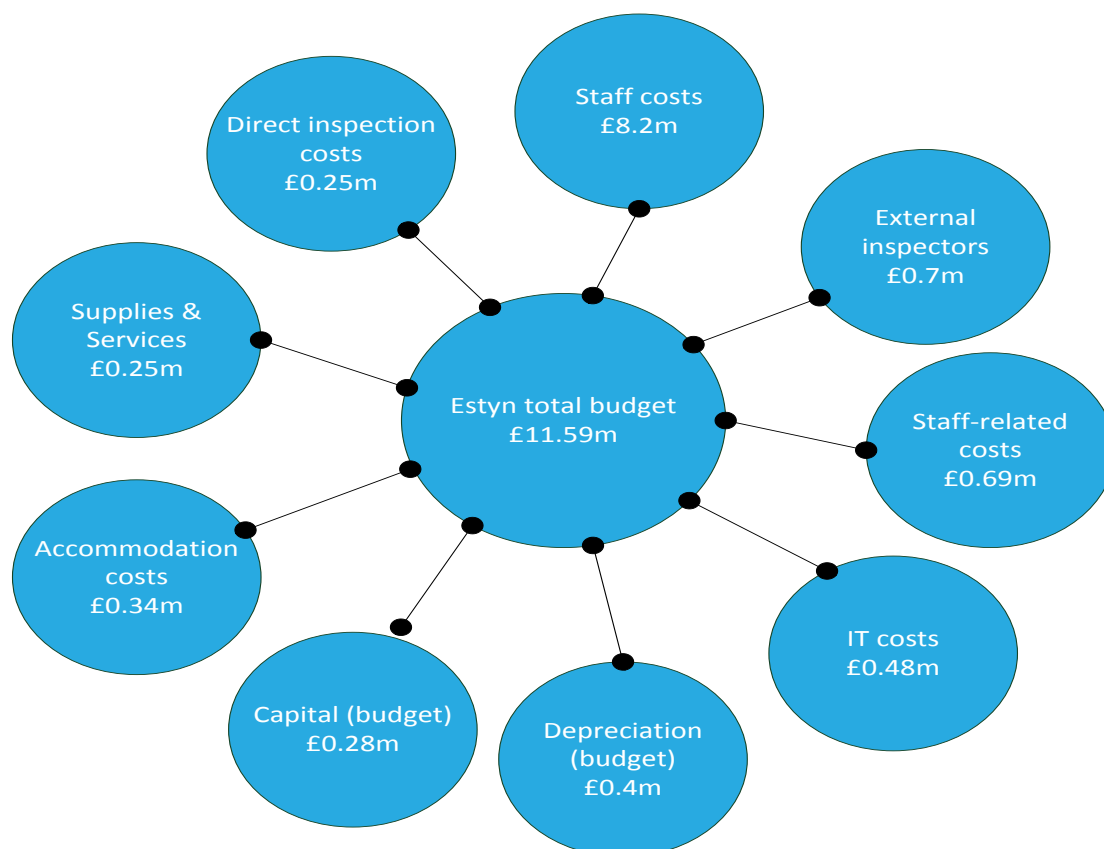
Performance indicators

- 68 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](#) emphasise continuous improvement; performance targets and results for the year are published and updated on our website.

Resources

- 69 Estyn's funding from the Welsh Government for 2016-2017, as approved by the National Assembly, is £11.313 million (revenue expenditure) and £0.281 million (capital expenditure). Estyn's revenue funding has been reduced by 3% from the 2015-2016 allocation and budget holders will continue to manage costs tightly and seek ongoing efficiencies.
- 70 In 2016, there will be a need to develop or adapt information systems to support changes arising from the review of inspection arrangements detailed earlier in this Annual Plan. In the following year (2017-2018) there will be further additional costs to deliver training to inspectors (HMI, Additional Inspectors and Peer Inspectors) on the new inspection framework and procedures. In order to fund these developments and meet other unavoidable budgetary pressures, such as increases to employers' National Insurance contributions effective from April 2016 onwards, savings will be required that might necessitate cutting back on some non-statutory, but nevertheless important, Estyn activities. Looking further ahead, we recognise that continual funding constraints will be difficult to manage without impacting our core services.

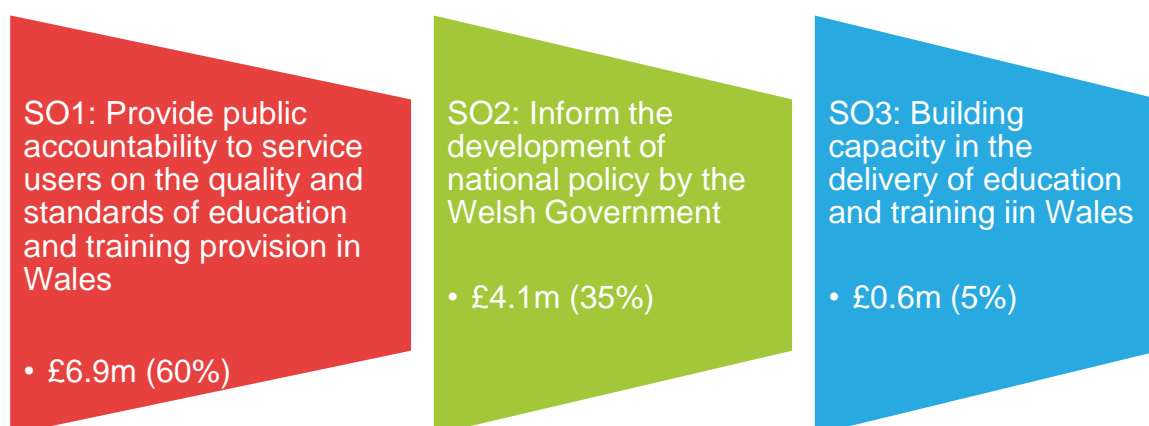
Estyn's budget



- 71 Staffing costs account for 71% of Estyn's total budget.

Allocation of budget to strategic objectives

- 72 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.



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

Joint working with Inspection Wales bodies

- 73 Four years ago, the four main inspection, audit and regulatory (IAR) bodies in Wales signed an agreement to formalise joint working between the bodies. It was a logical move by Estyn, WAO (led by the Auditor General for Wales), CSSIW and HIW. The agreement strengthened links between the four organisations and provided a solid foundation for better collaboration, closer working, better knowledge sharing and improved business planning. The key objective is to encourage improvement in public service delivery.
- 74 Our planning and programming activities will continue to 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.
- 75 During 2016-2017, we will undertake inspections and thematic survey work jointly with other inspectorates and regulatory bodies as appropriate. In 2016, we plan to inspect the four regional consortia for school improvement, working with the WAO. We will also be working jointly with the WAO, CSSIW and HIW as we develop our approach to inspecting the governance of local authorities from 2017 onwards. Here is a link to the [Joint Inspectorate Programme](#).

Other areas of joint working

- 76 We will contribute to joint inspections of offender learning with Her Majesty's Inspectorate of Prisons (HMI Prisons) and Her Majesty's Inspectorate of Probation (HMI Probation) in relation to their emerging inspection models, as well as working with other UK inspectorates such as Ofsted and Her Majesty's Inspectorate of Constabulary (HMIC) on joint inspections or thematic inspections where appropriate.
- 77 We will ensure the effective co-ordination by Estyn and CSSIW of inspections of schools and colleges that have residential provision.
- 78 We will continue to work with CSSIW to develop and deliver a joint inspection framework for early years; we have already begun to pilot joint inspections and in 2016-2017 will continue this work.
- 79 We will 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.
- 80 We will work closely with the Welsh Government, the Higher Education Funding Council for Wales (HEFCW) and the Education Workforce Council for Wales (EWC) on issues relating to standards for teachers, continuous professional development and initial teacher training in Wales.
- 81 In addition, we will continue to liaise with the UK Border Agency (UKBA) regarding its inspections of Highly Trusted status for colleges and other training providers.

Appendix 1

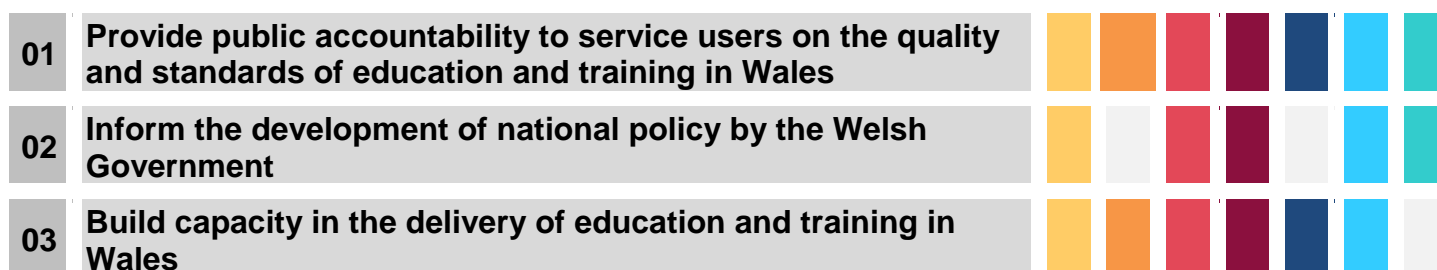
How Estyn is working to achieve the vision for Wales set out in the Welsh Government's well-being goals

Future Generations (Wales) Act 2015

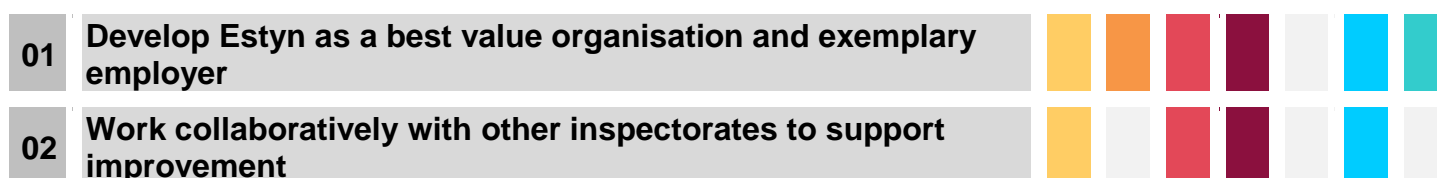
Our common purpose – the seven well-being goals for Wales



Our strategic objectives



Our delivery principles



Summary

Earlier this year the NAW passed the Well-being of Future Generations (Wales) Act 2015 ('the Act'), which sets out a shared purpose and drivers to achieve a better and lasting quality of life for us all – the Wales we want. The shared purpose is represented by an integrated set of seven well-being goals (see above).

This appendix sets out how Estyn contributes to the well-being goals and the five ways of working (the sustainable development principle).

The seven well-being goals

A prosperous Wales is dependent on a skilled and well-educated population in an economy that generates wealth and provides employment opportunities. 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. We also have a key role in informing and developing national policy, including curriculum reform (Donaldson's 'Successful Futures' report) and professional development for teachers (the 'New Deal'). Estyn actively contributes to a number of Donaldson and New Deal working groups – these are set out in the [Minister's annual remit letter](#). We also 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. Some key best practice remits that aid the professional development of teachers are [Best practice in leadership development in schools](#), [Effective classroom observation in primary and secondary schools](#) and [Effective teaching and learning observations in further education colleges](#).

A healthier Wales aims to maximise people's physical and mental wellbeing. 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. We have published supplementary guidance and best practice case studies in this area, for example, [Helping young people to manage emotions and relationships](#), [Action on bullying remit](#), [Supplementary guidance for inspecting safeguarding in schools and PRUs](#), [Supplementary guidance for inspecting safeguarding in non-maintained settings](#), [Supplementary guidance for inspecting safeguarding in post-16 provision](#), [Supplementary guidance – healthy living](#), and [Supplementary guidance- inspecting care, support and guidance in further education](#). We also recognise that the health and wellbeing of employees makes an essential contribution to business success and helps 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 have also published a number of thematic reports and supplementary guidance in this area, for example, [Breaking down barriers to apprenticeships](#), [Pupil deprivation](#), [Working together to tackle the impact of poverty on educational achievement](#), [Twelve secondary school improvement journeys](#), [Supplementary guidance – additional learning needs](#), [Supplementary guidance – equality, human rights and English as an additional language](#), and [Supplementary guidance – inspecting the approaches taken by schools to reduce the impact of poverty on educational attainment](#).

A Wales of cohesive communities aims to ensure attractive, safe and well-connected communities. 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. Estyn has published case studies in this area, for example [Encouraging pupils to become involved in their community and the wider world](#), [Learner](#)

[support services for pupils aged 14-16](#) and [Learner support services in further education colleges for learners aged 16-19](#).

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 Scheme](#) demonstrates how we meet the requirements of the Welsh language standards and aim to promote and protect **a Wales of vibrant culture and thriving Welsh language**. We have published a number of thematic reports and supplementary guidance in this area, for example, [Linguistic progression and standards of Welsh in ten bilingual schools](#), [Welsh in the Foundation Phase: Developing Welsh as a first language in primary schools and the non-maintained sector](#), [Supplementary guidance for inspecting Welsh language in work based learning](#) and [Supplementary guidance – Welsh](#). Our most recent best practice is [Promoting the Welsh language](#).

Estyn strives to be globally responsible, which includes a focus on decarbonisation and sustainable consumption and production through the procurement of products and services. Education for Sustainable Development and Global Citizenship (ESDGC) is a feature of our inspection model and contributes to **a resilient Wales** that maintains and enhances a biodiverse natural environment as well as **a globally responsible Wales**. We published [Supplementary guidance ESDGC](#) in 2013 and an [ESDGC: Progress report](#) in 2014 as part of our national policy remit. Estyn's [Environmental Policy and Statement](#) sets our environmental commitment and we are accredited with the Green Dragon Environmental Standard. [Going green raises environmental awareness at nursery](#) is a case study that looked at a nursery that had set up an eco-committee to make the nursery more eco-friendly.

The five ways of working (the sustainable development principle)

Estyn's corporate governance arrangements aim to take account of the five ways of working.



We involve and collaborate with staff and external partners. For example, the recent consultation process for the 'new inspection arrangements' delivered a healthy response from stakeholders with over 2,000 responses received. Similarly, at our national stakeholder forum in February 2016, delegates provided positive and helpful feedback to support our emerging thinking about possible changes to inspection arrangements. We will build on this feedback to develop new inspection arrangements for piloting and further consultation in the coming year. We will continue to work with CSSIW to develop and deliver a joint inspection framework for early years; we have already begun to pilot joint inspections and in 2016-2017 will continue this work.



Estyn works to recognise and share providers' experiences of preventative and innovative approaches. Our best practice case studies are examples of innovation. One particular example is the 'Potential programme' in North Wales, which uses an innovative approach including alternative curriculum activities to re-engage learners at risk of exclusion. Estyn's best practice case study [Engaging pupils to improve behaviour](#) considers the effectiveness of this programme introduced at Rhyl High School in Denbighshire. We are also planning for the new inspection arrangements from September 2017 to be more preventative, ensuring that our link inspectors' work, core inspections and follow-up activities all contribute in a timely way to the education improvement journey for Wales.



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](#).



Integrated thinking helps us to work collaboratively within Estyn and with other inspectorates to support improvement – we undertake inspections and thematic survey work jointly with other inspectorates and regulatory bodies as appropriate, 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. For example, in 2016, we plan to inspect the four regional consortia for school improvement, working with the WAO. We produced a joint thematic report with WAO on this topic – [Improving schools through regional education consortia](#). There will also be joint planning between us and the WAO, CSSIW and HIW on how best to inspect the governance of local authorities together from 2017 onwards. Our impact assessments (equality and business, including environmental) ensure that we make the connections between issues and make decisions that have wider benefits.

The Well-being of Future Generations (Wales) Act 2015

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