



*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

# **Guidance on the inspection of Special Schools and Pupil Referral Units**

**September 2008**



**BUDDSODDWR MEWN POBL  
INVESTOR IN PEOPLE**



**The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:**

- nursery schools and settings that are maintained by, or receive funding from, local authorities (LAs);
- primary schools;
- secondary schools;
- special schools;
- pupil referral units;
- independent schools;
- further education;
- adult community-based learning;
- youth support services;
- youth and community work training;
- LAs;
- teacher education and training;
- work-based learning;
- careers companies;
- offender learning; and
- the education, guidance and training elements of The Department for Work and Pensions funded training programmes.

Estyn also:

- provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- makes public good practice based on inspection evidence.

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

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gsi.gov.uk](mailto:publications@estyn.gsi.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**© Crown Copyright 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

## **INTRODUCTION FROM THE CHIEF INSPECTOR**

Dear colleague,

I am pleased to introduce this revised guidance handbook for the inspection of special schools and pupil referral units.

I see the work of maintaining and developing our guidance as a key element in Estyn's drive for continuous improvement in all aspects of inspection.

To ensure we achieve our aim of making the process as open and transparent as possible, it is vital that all stakeholders and users of the guidance handbook have access to fully up-to-date information about inspection. This edition of the guidance handbook, for example, takes account of recent legislative changes introducing new statutory requirements in schools. It also includes revisions in some areas to make information about inspection procedures clearer and to provide additional advice on the inspection of some complex areas, such as the provision for special educational needs.

Critically, this revised guidance handbook will also help us to ensure we hold to another key principle built into the Estyn approach, that is the principle of maintaining the highest possible levels of consistency in the inspections of schools and other providers throughout each inspection cycle.

I hope you find this guidance to be a valuable source of reference.

**Dr William Maxwell**  
Her Majesty's Chief Inspector of  
Education and Training in Wales



<b>Contents</b>		<b>Page</b>
<b>1</b>	<b>Introduction</b>	<b>1</b>
1.1	Aim of the inspection	1
1.2	Legal basis for inspection	1
<b>2</b>	<b>Conducting inspections</b>	<b>3</b>
2.1	Introduction	3
2.2	How inspectors will behave	3
2.3	Disclosure of information	5
2.4	The scale of inspections	6
2.5	Inspecting units in schools	8
2.6	The inspection team	9
2.7	Before the inspection	11
2.8	During the inspection	21
2.9	After the inspection	32
2.10	Assuring the quality of inspections	42
<b>3</b>	<b>Using the inspection criteria</b>	<b>44</b>
	Standards	45
	Key Question 1: How well do learners achieve?	45
	The quality of education and training	60
	Key Question 2: How effective are teaching, training and assessment?	60
	Key Question 3: How well do learning experiences meet the needs and interests of learners and the wider community?	70
	Key Question 4: How well are learners cared for, guided and supported?	87
	Leadership and management	110
	Key Question 5: How effective are leadership and strategic management?	110
	Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	119
	Key Question 7: How efficient are leaders and managers in using resources?	125

- Annexes**
- 1 Guidance on inspecting and reporting on subjects and areas of learning
  - 2 Guidance on schools requiring special measures or significant improvement
  - 3 Protocol and guidance for nominees
  - 4 Protocol and guidance for peer assessors
  - 5 Guidance on the school's response to the report's findings
  - 6 Guidance on completing the evidence base for the inspection
  - 7 Guidance on the use of examination and NC assessment data to inform the grade awarded for Key Question 1

## **Abbreviations**

A level	–	GCE advanced level
AS level	–	GCE advanced subsidiary level
ACCAC	–	Awdurdod, Cymysterau, Cwricwlwm ac Asesu Cymru, the qualifications, curriculum and assessment authority for Wales (now incorporated into DCELLS)
ALN	–	additional learning needs
AVCE	–	Advanced Vocational Certificate of Education
CSSIW	–	Care and Social Services Inspectorate Wales (CSSIW)
DCELLS	–	Department for Children Lifelong Learning and Skills
DFID	–	Department for International Development
EOTAS	–	education other than at school
EYDCP	–	Early Years Development Childcare Partnership
FE	–	Further education
GCE	–	General Certificate of Education
GCSE	–	General Certificate for Secondary Education
GNVQ	–	General National Vocational Qualification
LA	–	local authority
NAW	–	National Assembly for Wales
NC	–	National Curriculum
NVQ	–	National Vocational Qualification
PRU	–	Pupil Referral Unit
Rgi	–	Registered Inspector
SEN	–	special educational need
WAG	–	Welsh Assembly Government
WED	–	Welsh Examination Database
WJEC	–	Welsh Joint Education Committee
WO	–	Welsh Office

## Definition of terms used in this guidance

The terms **learner** and **provider** are used in the Common Inspection Framework. In this guidance, the learner is the child, pupil or student. The provider is a school or pupil referral unit.

References to **pupils** apply equally to **students** and **young children**.

The **appropriate authority** is the governing body except in the case of a maintained school whose governing body does not have a delegated budget or a pupil referral unit for which the appropriate authority is the local authority.

The term **parent** always includes **parents** and **carers** including, in the case of looked after children, the local authority.

The term **school** may include a **pupil referral unit** unless otherwise stated.

References to **headteacher** include the **teacher-in-charge of a PRU** where there is no designated headteacher.

**Areas of learning** are those set out in DCELLS Foundation Phase.

## How to obtain Estyn publications

Estyn publications referred to in this guidance are available on the Estyn website at **[www.estyn.gov.uk](http://www.estyn.gov.uk)** or from Estyn, Anchor Court, Keen Road, Cardiff, CF24 5JW. Estyn's telephone number is 029 20 446446.





## **1 Introduction**

### **1.1 Aim of the guidance**

This guidance explains how inspectors will apply the Estyn Common Inspection Framework for education and training in Wales to the inspection of special schools and PRUs.

### **1.2 Legal basis of inspection**

School inspections are governed by the School Inspections Act 2005, and related regulations. Inspections must be conducted by teams of inspectors, each led by a registered inspector or HMI, and must result in a written report. Section 28 of the Education Act 2005, says that registered inspectors must report on:

- the educational standards achieved by the school;
- the quality of education provided by the school;
- how far education meets the needs of the range of pupils at the school;
- the quality of leadership in and management of the school, including whether the financial resources are managed efficiently;
- the spiritual, moral, social and cultural development of pupils at the school; and
- the contribution of the school to the well-being of pupils.

The framework and this guidance interpret these six areas in more detail. Inspectors must use both when they make their judgements and write their inspection report.

Some schools have a religious character and teach denominational religious education. In these schools, religious education and the content of collective worship are inspected separately under Section 50 of the School Inspections Act and are not included in Section 28 inspections.

The following categories of schools are inspected under Section 28 of the School Inspections Act:

- Community schools
- Foundation schools
- Voluntary aided schools
- Voluntary controlled schools
- Maintained nursery schools
- Special schools
- Pupil referral units

### **Early years provision**

Schools currently accommodate a range of early years provision. This includes, for example, Sure Start, playgroups, special needs groups and integrated centres.

Such provision may be for children under the age of 3, for 3-4 year olds or for pupils of all ages. Teams should only inspect this provision, if the school has registered the children as its pupils. However, reports may refer to non-school provision in KQ3, in relation to links with the community, and in KQ7, under resources.

Where there is early years provision that is not part of the school (i.e. the children are not on the school's register) you must check that the provision has been registered with CSSIW and the LA as appropriate. **This is an important child protection issue and you should raise this matter with the school, if it has not taken the appropriate action.**

### **Post-16 provision**

In the post-16 sector, the Learning and Skills Act requires the Chief Inspector in Wales to report on:

- the quality of education and training provided;
- the standards achieved by those receiving education and training; and
- whether the financial resources made available to those providing education and training are managed efficiently and used to provide value for money.

**PRUs** are established as schools under Section 19 of the Education Act 1996. They are managed directly by LAs in part fulfilment of their duty to make exceptional provision of education in school or otherwise where it is necessary to meet a pupil's need. LAs have a legal responsibility to provide suitable and sufficient education for children of compulsory school age if because of illness, exclusion from school or other reasons, those pupils may not otherwise receive a suitable education. The LA can also provide similarly for pupils up to 18 years. Suitable education in relation to a child or young person is defined as 'efficient education suitable to his/her age, ability and aptitude and to any special educational need he/she may have'.

LAs are not required to establish PRUs and may meet their duty in different ways. However, all provision such as off-site units for disruptive pupils, centres for pregnant schoolgirls and other similar bases should be designated as PRUs.

PRUs are usually established to provide short-term placement as a contingency and, as soon as practicable, pupils should return to a primary, secondary or special school or be prepared for transition to further education or employment.

LAs are required to set up management committees for PRUs for which they are responsible and to ensure that they have a multi-agency focus. LAs could have a single management committee for two or more PRUs.

NAW Circular 47/2006 Inclusion and Pupil Support gives further information on the roles and responsibilities of PRUs.

## **2 Conducting inspections**

### **2.1 Introduction**

This section provides guidance on the management and conduct of inspections in line with the requirements set out in the Common Inspection Framework. It is set out in a way that reflects the sequence of work before, during and after the inspection.

The registered inspector is responsible for the conduct and management of the inspection, and for the inspection report. While this guidance focuses on the role of the registered inspector, it is important that all team members are aware of the inspection requirements and comply with them.

### **2.2 How inspectors will behave**

You should uphold the highest possible standards in your work. The Common Inspection Framework requires you to adhere to a code of conduct designed to secure the co-operation and confidence of those being inspected.

#### **You will carry out your work with integrity, courtesy and due sensitivity**

In doing so, you should:

- carry out inspections effectively and efficiently;
- be fully prepared;
- treat all staff with courtesy, respect and sensitivity;
- minimise disruption and stress; and
- ensure positive working relations throughout the inspection.

#### **You will evaluate the work of the school objectively**

In doing so, you should:

- carry out your work with independence and objectivity;
- undertake inspections without bias or preconceptions;
- keep demands for information and other material to a realistic minimum;
- collect sound evidence from a range of sources and weigh it carefully; and
- evaluate against the criteria in the Common Inspection Framework and this guidance handbook.

### **You will report honestly, fairly and impartially**

In doing so, you should:

- be impartial and be seen to be impartial;
- report your findings without fear or favour, identifying and reporting both good features and shortcomings;
- identify and report difficult issues that need resolution so that the school can improve;
- make sure the published report is a fair and just representation of the work of the school; and
- make sure that oral feedback is consistent with the final written report.

### **You will communicate clearly and openly**

In doing so, you should:

- be open and transparent in your dealings with those involved in the inspection;
- keep managers informed of emerging issues and findings;
- make sure that communication is effective throughout the inspection and particularly during oral feedback; and
- make sure that complex information and possibly unwelcome judgements are as clear and accessible as possible.

### **You will act in the best interests of learners**

In doing so, you should:

- do nothing that might cause a pupil or student to experience distress or anxiety;
- do nothing that calls into question your relationship with a pupil or student;
- report any concerns about the well-being of a pupil or student to the appropriate authority; and
- refrain from intervening personally if you observe bad behaviour, unless someone's safety or welfare is in danger.

### **You will respect the confidentiality of all information received during the course of the inspection**

In doing so, you will:

- ensure the confidentiality of all information received during the inspection;
- make sure that the findings of the inspection are confidential to the team and the school until the final report is published; and
- not seek or try to obtain confidential staff appraisal information.

## **2.3 Disclosure of information**

Estyn is committed to making its business as open as possible. It responds to any requests for information made by the public unless there are clear legal reasons for not doing so or it can clearly be shown that it is not in the public interest.

Individuals already have the statutory right of access to their personal information under the Data Protection Act 1998. Personal data includes any expression of opinion about an individual and any indication of the intentions of any person in respect of the individual. As far as inspections are concerned, this means that information about a teacher is personal data even before his or her identity is established because it is likely that the inspection will produce other identifying information.

From January 2005, the Freedom of Information Act 2000 extends the right to allow access to all types of information held, whether personal or non-personal, by public authorities. Anyone, wherever in the world, can exercise their right to access information held by public authorities. The Act applies to public authorities and those providing services to them.

The basic requirement under the Freedom of Information Act 2000 is for the right of access to recorded information held by public authorities. This gives 'retrospective effect' and Estyn will have to make available information it is holding, not necessarily information created after the bringing into force of the Freedom of Information Act 2000.

As the original material obtained during inspection is the property of Estyn, it will deal with any requests under the Acts and decide what information should be disclosed. Subject to the exemptions in the Freedom of Information Act 2000, Estyn must inform any person who makes a request for information whether the information is held, and if so, must supply that information. Information can be protected by an exemption if absolutely necessary. These exemptions are not automatic and may only be used once the substantial harm test and, in some cases, the public interest test have been considered.

You should be aware that requests for disclosure of information under the Data Protection Act 1998 and Freedom of Information Act 2000 may be made for details contained in inspection evidence, letters and e mails. Any comment you make may become open to wider scrutiny if someone requests access to that information. You must therefore ensure that all information is documented in an objective manner and that all comments can be supported should they need to be disclosed.

### **Who can request information?**

Anyone of any age, nationality, or from any location. This includes journalists, interest groups, parents, teachers, governors, and pupils.

## What information can be requested?

Any information can be requested (subject to exemptions), including, background work for inspections and surveys, notes of visits, finances and accounts.

## Retrieving the information

As Registered Inspector (RgI) you will need to maintain inspection documentation so that information can be retrieved easily. You will be required to comply with any request that Estyn may make for documentation within specified timescales.

## Reminders

You should:

- only use information in a lawful manner;
- use information only for the purposes defined; and
- express and record professional opinion in an objective manner.

Any requests received for access to information under the **Freedom of Information Act 2000** should be referred to:

Information Officer  
Estyn  
Anchor Court  
Keen Road  
Cardiff  
CF24 5JW

Further information and guidance on the **Freedom of Information Act 2000** can be obtained from the **Department of Constitutional Affairs (DCA)** website [www.foi.gov.uk](http://www.foi.gov.uk)

## 2.4 The scale of inspections

The inspection of schools in this cycle has been customised to make it simpler and more streamlined than previously. This is part of Estyn's commitment to reduce the bureaucratic burden associated with inspection. Schools are inspected according to a risk assessment based on clear and public criteria. The risk criteria focus on inspection grades for standards of achievement in the most recent inspection and benchmarked performance over three years, including the latest year for which data is available. The scale of inspection will be defined in the contract.

As result of the risk assessment, schools will be assigned to one of three types of inspection:

- **Full** – A full inspection involves all areas of the Common Inspection Framework and all subjects and/or areas of learning taught in the school at each key stage.
- **Standard** – A standard inspection involves fewer inspection days. The school's own self-evaluation will help to determine the extent to which some aspects of

the seven key questions of the Common Inspection Framework are inspected. It will involve in-depth inspection of fewer subjects and/or areas of learning. When reporting on standards of achievement you must make clear that the grades apply only to the particular subjects being inspected.

- **Short** – A short inspection will involve even fewer inspection days and less detailed inspection of some of the seven key questions. The school's own self-evaluation will also help to determine the extent to which aspects of the seven key questions of the Common Inspection Framework are inspected. There will be no explicit evaluation and reporting of individual subjects and/or areas of learning.

HMCI will retain the right, where circumstances justify it, to determine the type of inspection to be carried out in any school, even if this differs from the type of inspection that would normally result from the risk assessment.

Schools whose previous inspection placed them in special measures or identified them as having serious weaknesses, or being in need of significant improvement, will have a full inspection irrespective of the type of inspection that would normally result from the risk assessment.

New schools will also have a full inspection no earlier than one full year following their opening.

For the time being, all **special schools** and **PRUs** will receive a **full** inspection. This is because of:

- the rapidly changing circumstances of PRUs and some special schools;
- the high cost per pupil provision; and
- the special educational needs of the pupils makes many of them especially vulnerable.

Under the new inspection arrangements, it is important that the starting point is a school's evaluation of its own performance. Teams will have to sample evidence very efficiently, if they are to base their judgements on firm evidence. The school's self-evaluation report should guide how the team samples the evidence but the primary focus must always be on standards of pupils' work.

There are three main issues to consider:

- the quality of the self-evaluation process;
- the quality of the judgements and supporting evidence in the self-evaluation report itself; and
- the implications for the choice of areas and depth of investigation by the inspection team.

## 2.5 Inspecting units in schools

Contractors should confirm the status of each individual unit. LAs should have gained approval through the statutory process for setting up units in schools.

### Example 1

**If the unit is part of a special school but is on a mainstream school premises and pupils do not have dual registration** you should inspect this unit as part of the special school.

### Example 2

**If the unit is part of a special school but is on mainstream school premises and pupils have dual registration** you should inspect the standards achieved by pupils in the unit. However, you should not evaluate the quality of teaching, unless the head of the special school employs and manages the teachers in the unit.

### Example 3

**If the unit is part of a mainstream school, i.e. pupils are on the roll of the school**, it does not matter who funds the provision, who pays the staff or whether the pupils come from within or beyond the normal catchment area. You should **not** inspect this unit as part of the special school.

### Example 4

**If the unit is a registered PRU**, you should **not** inspect this provision as a separate section 28 inspection will be undertaken. Estyn may also inspect the EOTAS provision during the inspection of the LA. However, if some pupils have dual registration, the principles apply as in the second example, above.

### Example 5

**If the unit is on the school premises and is similar to, but does not have registration as, a PRU**, a number of following features may apply:

- the mainstream school does not manage the unit;
- pupils are not on the roll of the host school;
- pupils may be on the roll of other schools;
- pupils may be taking part in alternative curriculum arrangements, or in a Youth Access Initiative in key stage 4 ;
- the LA may directly fund and manage the provision; or
- the LA may fund and external providers may run the unit.



When the status of the unit is not clear, the following questions may help you to establish responsibility for this provision:

- where are the children on roll;
- who employs the staff; and
- who funds the provision?

If the arrangements and status of any type of provision are unclear, you should immediately notify Estyn. You should not seek to inspect this provision until you have clarified the need to do so.

## **2.6 The inspection team**

The composition of teams will depend on the type, age range, linguistic nature and size of the school as well as the risk identified for the school. The team will need to include at least one lay inspector and, wherever possible, a peer assessor. The team should have a range of specialist and relevant experience appropriate to the task. The lay inspector and peer assessor should have assignments across a range of aspects of the school's work so that they can contribute fully to the inspection and the corporate judgements.

Where Welsh is the main language of the life and work of the school, all team members should be competent to inspect through the medium of Welsh. In English-medium schools with designated Welsh-medium units or teaching groups, subject inspectors should be competent to inspect through the medium of Welsh if their subject is taught through the medium of Welsh.

In schools where Welsh is taught as a second language, the team member responsible for inspecting it should be able to discuss issues in Welsh with the relevant staff, if asked to do so.

Despite the small size of many special schools and PRUs, their provision is complex, often covering a wide age range and a variety of SEN. The team must be able to:

- take account of the work of the agencies that support the schools; and
- at least one member should be endorsed by Estyn to inspect the provision for children under five years of age and the Foundation Phase if appropriate.

### **Criminal Records Bureau checks**

All independent inspectors must comply with Estyn's policy on Criminal Records Bureau checks. This policy can be found on our website at:

[http://www.estyn.gov.uk/about\\_estyn/CRBpolicy\\_Oct\\_05.pdf](http://www.estyn.gov.uk/about_estyn/CRBpolicy_Oct_05.pdf)

### **The registered inspector**

The registered inspector manages the inspection team and the whole inspection process, and is the first point of reference for everyone involved in the inspection.

As registered inspector, you should:

- lead and manage the inspection;
- establish a climate in which the inspection is valued by the school;
- maintain effective links with senior staff and, in the case of a PRU, with the LA;
- plan the inspection, allocate responsibilities to the team and brief the team fully about the school and the organisation of the inspection;
- organise the production of a pre-inspection commentary (PIC) and distribute this to the team, the nominee, the peer assessor and the school;
- allow enough time for meetings before the inspection and for completing the evidence base for the inspection;
- monitor the work of the team, chair meetings of the team and ensure that team members collect and evaluate enough evidence;
- ensure that the team comes to sound corporate judgements;
- oversee oral feedback arrangements and the writing of the final report; and
- assure the quality of the inspection.

### **The lay inspector**

Each team must include a lay inspector who is someone without personal experience in the management of a school or provision of education in a school, other than as governor or voluntary helper. Lay inspectors can take a part in all aspects of the inspection. However, a lay inspector cannot make judgements about the standards pupils achieve when observing lessons or examining pupils' work.

### **Peer assessors**

Each team should have a peer assessor who acts as a full member of the team. Peer assessors have been nominated by the schools at which they work and have been trained by Estyn. After training, Estyn will assign a peer assessor to each school inspection, ensuring that there is no conflict of interest. Peer assessors bring valuable strengths and complementary views to the process of inspection. They will be able to use the skills they have acquired to help carry out self-evaluation in their own schools.

The peer assessor will visit a sample of classes in the same way as other team members and will be able to contribute to the team's judgements on all aspects inspected.

In Annex, you will find a protocol and guidance for the role of the peer assessor.

### **The nominee**

Inspections will involve schools actively in the process. Schools will be invited to select a senior member of staff, called the nominee, to work with the inspection team. The nominated member of staff should:

- ensure that inspectors are fully informed about the context of the school's work;
- liaise with the registered inspector about administrative aspects of the inspection;

- take part in team meetings but take no active part in grading;
- respond to team requests for additional information;
- help to resolve any problems that arise;
- be involved in collecting evidence, where appropriate and agreed; and
- hear emerging findings.

The nominee will be a sufficiently senior member of staff to act as a link between the school and the inspection team.

The role requires the nominee to exercise the objectivity appropriate to an external inspection process. The nominee will be required to respect the strict confidentiality of all inspection discussions. The role is not that of an advocate or defender of the school. The exact nature of the nominee's role will be agreed before each inspection. Once the role has been agreed, the registered inspector, the school and the nominee must sign a statement of agreement. In Annex 3, you will find a protocol and guidance for the role of the nominee, including the statement of agreement.

In order to act as a nominee on an inspection, the member of staff **must** have attended the one-day Estyn training course before their inspection, except in exceptional circumstances. The registered inspector should contact Estyn for guidance in these circumstances.

In small schools, it is likely that the nominee will be the headteacher. In a PRU, it is likely that the nominee will be the teacher-in-charge.

If the school decides not to have a nominee this should not prejudice the inspection. The fact that a school does not have a nominee should have no impact on the judgements made by the inspection team.

## **2.7 Before the inspection**

The registered inspector carries out the major activities that are undertaken before the inspection.

**The rest of this section is about the work that the registered inspector has to do during this part of the process.**

### **An overview of activities before the inspection**

<b>Activity</b>	<b>Comment</b>
Contacting the school	Setting up the arrangements for the inspection (dates, visits, meetings, documentation, role of nominee and sending self-evaluation report).
Initial preparation	Considering self-evaluation report and any action plan, where appropriate.
Visiting the school	Discussing self-evaluation and the organisation of the inspection. Collecting the school documents.
Meetings with parents and governors before the inspection	Conducting the meetings with parents and governors.

Planning the inspection and preparing the team	Arranging the production of a pre-inspection commentary (PIC) and identifying issues for inspection, planning class visits and holding a team meeting.
--	--

## Contacting the school

About one term before the inspection, Estyn will award the contract and inform the school that it is to be inspected. Estyn will send the school a copy of the School Information Form. You should make the first contact with the school as soon as possible after the contractor has been told that it has been awarded the contract. When inspecting a **PRU**, you should make contact with both the LA and the teacher-in-charge of the PRU. The first contacts with the school, both written and spoken, are particularly important in establishing a good working relationship and setting the tone and style for the whole inspection process. They also provide a first insight into the nature of the school.

You should:

- arrange and explain the purpose of the visit that will take place before the inspection, and negotiate a programme for the inspection;
- arrange meetings with parents and governors, or in the case of a PRU, with the parents, management committee and LA;
- offer to meet the teaching and non-teaching staff to discuss the inspection process;
- discuss the information that will be needed before the inspection, explaining why it is needed, and make arrangements for its collection;
- enquire whether there are any issues or risks of which the team should be aware and request a general health and safety briefing for the inspection team at the start of the inspection;
- agree a date, normally some two weeks before the inspection, for collecting the documents that the school will supply and for holding a meeting with the headteacher when you can discuss the school's self-evaluation report and action plan;
- establish whether the school wishes to have a nominee and, if it does, agree the role of the nominee; and
- ensure that there are agreed procedures for addressing any concerns or complaints that might arise during the course of the inspection.

You should ask for the following:

- School Information Form;
- a copy of the school's most recent self evaluation report and school improvement plan;
- copies of the full report and the action plan written after the most recent inspection;
- details of the school's programmes of work or timetables for the period of the inspection;
- schemes of work for all subjects; and
- form RE2.

If the school has not prepared a self-evaluation report, you should use its' most recent school improvement plan in your preparation for the inspection.

While you should be prepared to accept any additional documents that the school wishes to give you on no account should you issue additional forms to the school for completion, beyond those prescribed by Estyn.

In a **PRU** you should also ask for:

- a copy of the LA's policy on education otherwise than at the school, giving details of other provision or support available for pupils who may attend the PRU and indicating clearly the context within which the PRU operates;
- a copy of the LA Behaviour Support Plan;
- details of criteria for admission to the PRU;
- details of support and advice provided by the LA to the PRU;
- details of monitoring and evaluation of the PRU undertaken by the LA;
- details of multi-agency support;
- a copy of the PRU's SEN policy;
- a copy of the LA curriculum policy in relation to PRU(s); and
- unit costs.

It is important that schools do not feel that they have to produce documents or analysis specifically for the inspection. Before the inspection you should **not** ask the school for documents not listed above. Inspectors will be able to read school documents during the period of the inspection. You should **not** ask the school for:

- multiple copies of documents for distribution to the inspection team;
- records of individual appraisal or performance management reviews;
- written responses to agendas or lists of questions to be used in discussions with inspectors; and
- lesson plans written in a particular format to suit the inspection team.

If the inspection is to take place early in the school year, you should tell the school that samples of pupils' work from the previous year will be needed during the inspection.

It is important to ensure that you return all original documents to the school, in good order after the inspection.

You should remind the headteacher that the appropriate authority must inform the LA of the inspection and invite their views on the school. The headteacher should provide you with a copy of their reply. You should contact the LA yourself if you have not had any response before the inspection. The school should also invite comments from any other LA that places pupils at that unit.

It is good practice for you to meet with representatives from the LA to discuss their views, if the LA wishes. The meeting can be arranged for a mutually convenient time and place, for example during your pre-inspection visit to the school or early during the inspection week.

The appropriate authority must also inform interested parties in the local community of the inspection and invite their views on the school. These include representatives of the local business community, including significant employers who have recently employed former pupils of the school. You should ask the school to invite any bodies or individuals that wish to respond to send their views directly to you.

You should check that any Early Years provision that is not part of the school i.e. the children are not on the role of the school, is registered with Social Services, CSSIW and the LA as appropriate.

### **Initial preparation**

You will need to consider the self-evaluation report and any action plan carefully in preparation for your visit to the school before the inspection. If the school has not produced a self-evaluation report, you will need to ask the school how it monitors and evaluates achievements and progress.

You will need to have a detailed understanding of the content of the self-evaluation report or, if one is not available, of any other relevant source of evidence, and a clear idea of the good features and shortcomings that the school has identified. You will need to identify any issues and hypotheses emerging from the report and be prepared to discuss these with the headteacher. You should start to consider how you will plan the inspection on the basis of the self-evaluation report.

Sometimes schools and **PRUs** are based on more than one site. Where that is the case, you should inspect all the sites. Sometimes **PRUs** provide, or are part of, an additional range of services for schools. In these cases, you will need to deploy the team so that they can inspect the provision for pupils who are on the roll of the **PRU**.

### **Visiting the school**

You should always hold a meeting with the headteacher at a mutually agreed time before the inspection. A useful strategy is to arrange this meeting on the same day as the meetings with parents and the appropriate authority but only if this is convenient for the school.

There are three main aims for the visit to the school before the inspection:

- to discuss the school's self-evaluation report and, if appropriate, action plan;
- to discuss the organisation of the inspection; and
- hold meetings, including the meeting with parents, governors, or in the case of a PRU the management committee, and, if agreed, with staff.

### **Self-evaluation**

You will need to discuss the self-evaluation report and any follow-up plan with the headteacher and, if appropriate, the nominee. You should find out how the report was prepared and who was involved in its preparation. In the meeting, you should raise any issues you have identified from the report and explore any early hypotheses. It is important to bear in mind when discussing the report with the

headteacher that Estyn recommends using the Common Inspection Framework as a basis for self-evaluation, but does not require schools to comply with this model. The school is free to use whatever model it wishes, so long as it focuses on:

- standards;
- quality of education; and
- leadership and management.

You should inform the headteacher that in the inspection report you will comment on the quality of the school's self-evaluation process, the quality of the report and the extent to which your findings match those of the school. You will need to make the most of this meeting in order to:

- gain a full understanding of the way the school carries out self-evaluation; and
- resolve any issues that have emerged from the report.

After the meeting, you will need to use the self-evaluation report and information gained to prepare your team for the inspection.

### Organising the inspection

You will also need to make any organisational arrangements during this visit. You should:

- discuss with the headteacher the inspection **process**, including lesson observation, sampling of work, the roles of the nominee and peer assessor, and the events after the inspection;
- confirm the **composition** of the inspection team;
- resolve any **difficulties** the headteacher may have found in completing the School Information Form; and
- collect any **documentation** you requested.

You should also agree other information to be made available during the inspection, for example:

- the admissions policy;
- statements of SEN and any individual education plans;
- samples of pupils' work;
- pupils' records and reports;
- teachers' planning and assessment documents, including schemes of work, if not provided earlier;
- registers of attendance;
- school prospectus;
- whole school policies;
- information from other agencies; and
- any other information the school feels would be helpful to the inspection.

You should arrange for the **whole-school** and **subject/class timetables** or, in the case of PRUs, individual pupil timetables, where appropriate to be provided, if not

made available earlier. You should discuss any likely changes to the timetable or significant disruption. Your inspection team should expect to see teaching and samples of pupils' work in the NC subjects and other subjects or courses that are part of the school's normal programme. You should not expect a school to stage a one-off lesson in a subject that is not taught during the term of the inspection. Where it is not possible to make reasonable adjustments to the timetable, inspectors should base their judgement on whatever evidence is available, including portfolios, artefacts, course files, project work and evidence gained from 'listening to learners'.

The school may feel that it is reasonable to rearrange the order of some lessons in the timetable within the school week. If this is the case, you should negotiate the arrangements carefully.

During this visit, you should also:

- give a clear indication of the **discussions** likely to be required with individual members of staff, keeping demands on their time to a minimum, especially where they carry a number of responsibilities;
- discuss arrangements for looking at **samples of pupils' work**, including any particular arrangements needed where, for example, the inspection is at the start of the academic year;
- discuss arrangements for the school to receive the **pre-inspection commentary**;
- agree a date by which the school must provide its **response to the report findings**, making sure that the school is clear about the purpose and nature of the response (see Annex 5 for further guidance); and
- arrange visits to schools and PRUs where pupils have **dual registration** to discuss liaison arrangements (the team should only undertake such visits with the agreement of the appropriate authority of the school to be visited).

You need to negotiate with the headteacher the dates and times for the meeting with staff (if agreed), **meeting with parents** and **the meeting with the appropriate authority**. It is important to note that:

- the appropriate authority is responsible for arranging the meeting with parents;
- both meetings should be held before the inspection;
- parents should be given three weeks' notice of their meeting; and
- all parents of pupils registered at the school at the time of the inspection should be invited to the parents' meeting.

You should invite the appropriate authority to seek the views of all parents. For this purpose, the school may use the standard **questionnaire for parents**, which is available from the Estyn website. The school should issue the questionnaire to the parents of all pupils on the roll of the school. Parents should return the questionnaire to the registered inspector at his or her business address or through the school. Individual questionnaires should be kept confidential.

You should make the final arrangements for the meeting with **the governing body** of the school before the inspection. In the case of a PRU, you should arrange to meet a



**representative of the LA and the management committee.** The headteacher, or representative, should be present at this meeting, whether or not that person is a member of the governing body. You should chair the meeting. The nominee should also attend the meeting.

You should discuss with the headteacher the practicalities of giving oral reports of the inspection findings. You must offer **oral reports** to the headteacher and staff in departments and subsequently to the appropriate authority. You need to arrange mutually convenient dates for these meetings. You should discuss with the headteacher the appropriateness and practicality of sharing findings with staff holding positions of responsibility other than heads of department.

During the initial visit, you may ask to be shown around the school to meet staff and pupils, become familiar with the site(s) and gain first impressions of the school.

You should discuss courtesies and domestic arrangements, for example, the introduction of team members to the school, access to the building outside normal school hours and a base for the team. Schools will normally provide a meeting room for inspectors. If this is not possible you should, where possible, arrange to use suitable accommodation nearby.

## **Health and safety**

All inspectors and peer assessors have a responsibility to ensure that their working practices, throughout all stages of the inspection, are in accordance with health and safety regulations and promote the health and safety of everyone in the establishment. At the pre-inspection meeting, as lead inspector, you should ask the head teacher to make available:

- the school's current health and safety policies and procedures, together with up to date risk assessments, particularly those that relate to visitors at any of their premises and to off-site facilities where learners are located;
- risk assessments relating to individual pupils, where this is appropriate;
- the name of the designated child protection and health and safety officers;
- details of any current health and safety issues; and
- a general health and safety briefing for all inspectors and peer assessors at the start of the inspection.

You should also:

- establish procedures for evacuating the school if there is a need during the inspection; and
- determine how any incidents that may occur during the inspection are recorded.

## **Meetings with parents and the appropriate authority before the inspection**

You should make sure that at least one member of the team accompanies you to all these. You should be prepared to provide information about the team's qualifications and experience, but you should not reveal the cost of the inspection.

### *The meeting with staff*

If the school takes up the offer of a meeting with **staff**, the headteacher, or a nominated representative, should chair this meeting. The purpose of the meeting is to allow you to describe and answer questions about the inspection process. You should tell the staff about the major responsibilities carried by each member of the inspection team.

### *The parents' meeting*

The parents' meeting is an opportunity to inform parents about the inspection and to seek their views on the school. The meeting can be attended only by parents of pupils registered at the school at the time of the inspection. Members of the staff and the appropriate authority may attend only if they have a child currently attending the school. The headteacher or chair of the appropriate authority may, of course, wish to be present at the start of the meeting to introduce the inspectors.

You should:

- explain the purpose of the meeting and provide an agenda;
- explain and answer questions about the nature of the inspection and the report;
- seek parents' views about the school and its context; and
- note those views, but make no comment on their validity.

You should make clear to the parents that information given and views expressed in the meeting may well influence the course of the inspection but will be reflected in the report only to the extent that they contribute materially to the findings of the inspection and are supported by other inspection evidence. You will arrive at your own conclusions. You may seek further information on particular issues, but you should not respond to views expressed about the school, since the inspection has yet to take place. You should ask parents not to name individual pupils or teachers at any stage during the meeting.

You should seek parents' views on:

- standards of work and progress;
- pupils' behaviour and attendance;
- the attitudes and values which the school promotes;
- the quality of education provided by the school (including homework);
- the help and guidance available to pupils;
- the extent to which the school promotes equality and diversity;
- the information which the school provides for parents, including reports;
- the part parents play in the life of the school;
- the attention the school gives to suggestions and complaints; and
- other issues raised by the parents

You or your colleague should make notes of the issues raised at the meeting and in the parents' written responses to inform the pre-inspection analysis. You should share with the school and appropriate authority the consensus of views expressed by parents in the meeting and through the questionnaires. However, you must ensure

that the school cannot identify the source of individual comments. You should give the headteacher the opportunity to offer you other evidence about the parents' views of the school. You should keep a record of the meeting for a period of twelve months following the publication of the report.

On the Estyn website, you will find:

- an example of some wording about the meeting that may be included in the letter you write to the appropriate authority;
- a draft of a letter which you can offer the appropriate authority for notifying parents of the meeting; and
- the agenda for the meeting.

### **Meeting with the school Governing Body or PRU Management Committee**

The purposes of the meeting are for you to:

- explain and answer questions about the nature of the inspection and the report, including the roles of the nominee and the peer assessor;
- gain information about the work of the appropriate authority; and
- discuss the school's self-evaluation.

You may wish to tell members of the appropriate authority the major responsibilities of each member of the inspection team.

You should invite members of the appropriate authority to:

- explain their work in relation to the key questions;
- discuss the self-evaluation report and any follow up plan;
- outline what role the appropriate authority played in preparing the report; and
- respond to any issues or early hypotheses that you have identified from the report.

You should invite the appropriate authority to give information on any particular difficulties facing the school. You and the appropriate authority should be free to raise other matters considered relevant to the inspection.

You or your colleague should take notes of matters discussed at the meeting for the use of the inspection team. You should tell the inspection team about these issues. You should keep a record of the meeting for a period of twelve months following the publication of the inspection report.

### **Planning the inspection and preparing the team**

You should plan the work of the members of the team, including the nominee and the peer assessor. It is important that you have a corporate approach and style.

In planning for the inspection, you need to set aside time for yourself and team inspectors, but not the peer assessor or the nominee, to:

- analyse further the school's self-evaluation report and any other information provided by the school;
- identify issues and hypotheses for inspection; and
- comment on the above in a written pre-inspection commentary (see below).

In planning the work of the nominee and peer assessors, you must follow the guidance in Annexes 3 and respectively. In particular you should take account of what activities they can and cannot undertake before the inspection.

### **The pre-inspection commentary**

The pre-inspection commentary (PIC) provides the focus for the inspection. The school's self-evaluation report and, if appropriate, the follow-up action plan, should be the starting point for any analysis before the inspection. The issues for inspection should emerge from the self-evaluation report and other evidence provided by the school and may also include any aspects that are omitted from the self-evaluation report. You should determine the extent to which aspects of the key questions are inspected.

Normally members of the team will provide the sections of the PIC dealing with the key question for which they are responsible. Subject inspectors should also write a PIC on their own subject, ideally, addressing each key question as far as it relates to the subject. PICs should be submitted to the RgI well before the pre-inspection team meeting.

Before or at the team pre-inspection meeting the RgI should provide all members of the team with PICs on each key question, and notes on other whole school issues identified before the inspection. It is not normally necessary to provide individual subject PICs to the whole team.

The registered inspector should provide the school, as well as the nominee, with a copy of the whole PIC, normally about 5 working days before the inspection, to allow the school time to consider the document. Inspectors should be prepared to discuss this commentary with the headteacher and appropriate staff, during the inspection. The registered inspector should tell the school that they may distribute relevant parts of the PIC to appropriate members of staff such as heads of departments. It is important to ensure that the school understands that these are issues for inspection based on the evidence already received, and they are not inspection findings.

You should consider any views given by the LA, placing LAs, and representatives of the local community, including employers, in the same way as parents' views.

You should consider a **PRU** within the context of LA policy and the LA Behaviour Support Plan and refer to the number of pupils re-integrated into schools in the last academic year. You should also inform the team about:

- the criteria and arrangements for admission;

- the policies and practice for reintegrating pupils into schools; and
- the destination of pupils who left the **PRU** in the previous 12 months.

### **The pre-inspection team meeting**

The pre-inspection team meeting will not normally include the peer assessor. It is acceptable and preferable for the nominee to be present. You should inform the nominee of the date and location of the meeting. In consultation with the school, the nominee can then decide whether or not he or she wishes to attend the meeting.

At this meeting, you should:

- brief the team thoroughly about the school and the inspection, including the role of the nominee and the peer assessor, and provide them with the pre-inspection commentary;
- distribute copies of documents relating to team members' areas of responsibility;
- draw up a programme for the inspection, including any inspection activities in which several team members may need to take part. You must ensure that there is representative coverage of year groups, key stages, ability groupings and, as far as possible, the work of teachers across the range of subjects or areas of learning. You must try to ensure that each teacher has at least one period each day without an inspector in the classroom;
- explain how the team will inspect any courses that are shared with other institutions;
- ensure that team members understand the arrangements made for examining pupils' work and analysing teachers' planning;
- prepare timetables and agendas for team meetings, including the arrangements for securing corporate judgements; and
- make arrangements to ensure the team keeps to the guidance given in 2.2 on 'How inspectors will behave'.

## **2.8 During the inspection**

### **The registered inspector**

As registered inspector, you should:

- check that inspectors comply with the Common Inspection Framework and this guidance;
- ensure appropriate coverage of the provision;
- arrange for the effective collection, recording and evaluation of evidence;
- draw an emerging picture of the provision from the gathering evidence to inform team discussions and aid the securing of corporate judgements;
- discuss emerging findings daily with the headteacher;
- identify problems early and resolve them effectively;
- monitor the quality of the work of the team, especially any new or inexperienced members;
- use the nominee or meet senior staff regularly to clarify inspection issues and resolve difficulties; and
- ensure that the peer assessor is fully involved in the inspection.

Inspectors should not share the whole inspection timetable with the school, in advance of the inspection. There should be no exceptions. As registered inspector, you should offer to provide a lesson observation schedule to the head teacher, on a daily basis and make the school aware that the programme must be flexible and that inspectors' priorities may change. This means that some lessons may be observed without prior notification.

Inspectors will normally determine the observation schedule on the basis of the pre-inspection evidence. There may be exceptions to this rule, when, for example, planning visits to lessons taught by the nominee. You may need to negotiate those sessions to enable the nominee to carry out effectively the challenging dual role of teacher and inspector. Other exceptions may arise where the school negotiates with the inspection team that it should observe a particularly distinctive feature of the school's provision.

You should use the nominee to help maintain good relations with the school. You should:

- ensure that the nominee is as fully involved in the inspection as possible;
- monitor his/her work and provide support as appropriate; and
- channel requests for additional information and evidence through the nominee.

At the start of the inspection, you should again remind team members of their responsibilities in relation to their own health and safety and that of others.

Inspectors should work in accordance with Estyn's health and safety procedures by:

- having regard to the advice on health and safety provided:
  - during inspector, peer assessor and nominee training courses;
  - by the lead inspector on each inspection; and
  - by the head of the school they are to inspect;
- drawing on their own experience of health and safety practice and their expertise in their own specialist area of work;
- being observant as they go about their business and taking appropriate steps to assure their own safety;
- ensuring that they have insured their car for business use and do not accept lifts from members of a school's staff or the inspection team, without assurance that appropriate business insurance and other arrangements are in place; and
- allowing enough time to travel between sites.

### **Team inspectors**

As a team inspector, you need to plan and use your time carefully and efficiently to achieve the coverage required. You should be sensitive to the impact of the inspection. All team members will need to contribute to the inspection of general aspects of the school's work and certain team inspectors will need to co-ordinate this.

## Nominees

As nominee, you should follow the guidance on the role of the nominee in Annex 3. You should undertake the aspects of the role that have been negotiated and agreed.

## Peer assessors

Peer assessors should follow the guidance on the role of the peer assessor in Annex.

## Gathering inspection evidence

As an inspection team, you should give enough time to collect the range of evidence that you need to make judgements. You should record the evidence on the appropriate forms as the inspection proceeds.

### *Reviewing documentary evidence*

You will have already considered the school's self-evaluation report and related action plan and based your pre-inspection commentary on it.

You will need other documentary evidence during the inspection. You should:

- set aside time during the inspection to consider this material;
- evaluate policies and documents in terms of their impact on standards;
- judge whether intentions are followed through into effective practice; and
- analyse assessment and performance information carefully and, if appropriate, alongside national comparators to gain evidence of standards and trends over time.

### *Observing teaching sessions and other activities*

As an inspection team when observing classes, you should:

- visit enough classes to gain a reliable picture in each key stage, early years and provision for post-16 students;
- spend an adequate time in classes, **usually no less than thirty minutes**, to provide the basis for making valid and reliable judgements; and
- take account of judgements from your scrutiny of pupils' work.

You should evaluate both the standards achieved in subjects where appropriate and in key, personal social and learning skills.

You should join individual pupils and groups to look at their work and to discuss it with them. You should also observe teaching, including how the work is organised for pupils as a class, in groups or individually. You need to do this in a way that does not disrupt either teaching or learning, and your note taking should be as unobtrusive as possible.

You should not take notes during acts of collective worship.

In **early years** and in many **primary classrooms** a variety of activities, including outdoor play, may be taking place at the same time. Sometimes you will need to concentrate on one subject or area of learning. At other times you should spend enough time with the class to gather evidence about all that is taking place. You can then pass on the evidence to team members with responsibility for particular subjects, or areas of learning, or aspects of work.

As registered inspector, you should make certain that during the course of the inspection, a suitable range of whole and part lessons are observed. You should make every effort to avoid classes being visited by a sequence of inspectors, all seeking evidence for their individual area of interest. Where possible, teachers should have some respite from inspectors during the course of an inspection. You should manage such inspections so that you can respond to the particular circumstances of the school and keep the load on teachers and pupils to a minimum. You will need to consider how to collect enough evidence to make secure judgements. In particular, you should scrutinise samples of work from past and present pupils in each year group.

Inspections of small schools and PRUs need to be as comprehensive as those for larger schools. You should manage such inspections so that you can respond to the particular circumstances of the school, or PRU, and keep the load on teachers and pupils to a minimum. You will need to consider how to collect evidence to make secure judgements. In particular, you should scrutinise samples of pupils' work from past and present pupils in each year group. Subjects in which first hand observation is needed, such as art, music and physical education, present particular difficulties and you should raise these issues with the school, or PRU, in order to negotiate how evidence may be obtained.

Where possible, the team should observe all teachers teaching, whatever the size of the school. You should spread the load on teachers as evenly as possible.

You should inspect teaching by **supply teachers** as part of the provision made by the school, using the same criteria that you would use to evaluate other teaching in the school. Supply teachers will not necessarily have close knowledge of the pupils. Their teaching may be affected by the quality of the information they have been given about the work the class has been doing and should be doing, and by whether they are expected to teach a one-off lesson, with or without materials provided. Where the incidence of supply teaching is significant, you should report whether it has a bearing on the quality of provision, pupils' achievement and overall standards. Where **trainee teachers** are taking a class during the inspection, you should inspect the class using the same criteria used to judge other teaching in the school. In Section 28 inspections you should not evaluate school-based elements of initial teacher training partnerships, but you should comment on any benefits to standards and quality in the school. Where trainee teachers provide a considerable amount of the teaching observed, this should be noted in the inspection report.

Only under exceptional circumstances should there be more than one inspector in a class at any time and then only if the class teacher agrees.



Inspection should include acts of collective worship and other assemblies, educational visits, extra-curricular activities, homework clubs and form or tutorial periods, where relevant. At secondary level, it may also include fieldwork and work experience where justifiable and practicable.

### *Sampling pupils' work*

You should take account of pupils' **previous** and **current** work when completing the standards section of a lesson evaluation form (LEF). This work provides an essential source of evidence of achievement and progress, as well as an insight into the curriculum and teaching.

In addition to the work seen during the observation of classes, you should scrutinise the samples of work agreed between the registered inspector and the headteacher during the pre-inspection visit. It is helpful if you examine the sample near the beginning of the inspection week in order to identify and follow up any issues. You should judge the sample in relation to other work observed during the inspection. The sample should include examples of the work of pupils, from each year group, and for each subject or course.

For each pupil, there should be examples of past and current work in order to find out the range of work covered over time and to evaluate progress. You may find it helpful to have pupils' records alongside their written work, including individual education plans or statements of SEN. It is also useful to follow up the scrutiny of this work through discussion with the pupils. In a PRU, the most important points in the pupils' educational history, the pupils' individual education plans, the date of admission to the unit, and whether placement is full or part-time, should be provided alongside the samples of work.

### *Listening to learners*

Discussion with pupils of all ages at work and play is a key source of evidence of their achievement and attitudes. You need to be aware of, and sensitive to, the capacity of different pupils to express themselves. Where appropriate, you should plan discussions so as to explore pupils' knowledge and understanding of current and recent work, and their ability to apply knowledge in different contexts. In addition to providing evidence of what has been learned, skilful discussion can give an indication of how well pupils understand what has been taught and whether the teaching and the tasks set for them are too hard, too easy or about right. You should talk to pupils about how well they feel they are being looked after, and whether the school is ensuring their well-being. Where appropriate, you should make arrangements to involve support staff or communication aides for pupils with communication difficulties.

In all cases, it is important to listen to:

- pupils' incidental talk and comments;
- their contributions in class;
- their responses to questions;
- the questions they ask; and
- their views, feelings and comments expressed in discussions with you.

Your role in listening to pupils is to gain information about the quality of the school's educational provision and the standards that pupils are achieving. You should not attempt to counsel pupils or to be an advocate for them. If you have concerns about pupils' welfare, you should tell the registered inspector immediately. Any concerns regarding child protection should be reported in accordance with Estyn's Child Protection Policy.

You should set time aside in the inspection to gain the first-hand views of pupils through a meeting with representatives of the pupil body and, where it exists, the school council. You should only meet with pupils during inspection days. You should negotiate, with the school, when these meetings should take place, in order to minimise disruption. You should not ask to take groups out of lessons. You are reminded to avoid situations that might lead to potential child protection concerns.

You should find out whether pupils feel that the school has effective arrangements in place for giving them the opportunity to reflect on their experiences and to participate in making decisions and the development of the school. You should expect the school to have arrangements in place for responding to pupils' views and concerns, for example, the School Council.

As far as practicable, you should seek out whether pupils feel that the school has effective arrangements in place for giving them the opportunity to reflect on their experiences and to participate in making decisions and the development of the school. You should expect the school to have arrangements in place for responding to pupils' views and concerns.

For more information, you should refer to Estyn's Supplementary Guidance on Listening to Learners.

### *Discussion with staff and others*

Discussions with **staff** and others provide important evidence relating to responsibilities, procedures and policies. They contribute positively to the inspection and help you to establish the context of what is seen. You should be sensitive to the pressure on staff and arrange discussions at mutually convenient times, ensuring that meetings do not make unreasonable demands on staff. You need to plan and co-ordinate meetings with staff who have several responsibilities carefully in order to avoid duplication and repetition.

As registered inspector, you should hold a daily meeting with the **headteacher** to agree any new administrative details, discuss any matters of concern, clarify inspection issues and obtain further information. In addition, you should discuss emerging findings with the headteacher daily. These meetings contribute a great deal to the smooth running of an inspection and the maintenance of good relationships.

Discussions with **non-teaching staff**, including nursery nurses, classroom assistants, voluntary helpers and any visiting specialists and therapists are also a valuable source of information.

If members of an inspection believe that the atmosphere, in a meeting with staff, senior managers or governors, has become uncomfortable and especially if you feel threatened, you should politely terminate the meeting, leave the room and report the incident to the appropriate person. In the case of a team inspector or peer assessor, you should report to the lead inspector. The Registered Inspector should report the incident to the Estyn.

### **Completing lesson and general evaluation forms**

The lesson evaluation form (LEF) is to be used to record first hand evidence and judgements from lesson observations. Forms should be completed as fully as possible during, or as a result of time spent with classes or groups. The general evaluation form (GEF) is used to record and grade scrutiny of classes and groups previous work.

The general evaluation form (GEF), is also to be used to record observations of many different kinds of activity, such as discussions with pupils, assemblies, registration periods, extra-curricular activities or interviews with staff. When the GEF is used for the scrutiny of pupils' work, you should make certain that the standards pupils' achieve are graded on the form.

**For each subject and area of learning inspected, you should take account of the grades for pupils' standards on LEFs and GEFs. It is important that grades on standards of pupils' achievements recorded on the GEF, contribute fully to overall judgements about standards for each year and key stage.**

### **Lesson evaluation forms (LEF)**

You should complete the form as follows.

You should describe briefly the nature of the observation in the **Context of the Observation** section. This might include a note of the lesson content, activities, organisation and pupils' work.

In the section on **Key Question 1: How well do learners achieve** your evaluations will depend on the type of inspection:

- in full inspections, you should record the good and outstanding features and shortcomings in both the subject and in key, personal, social and learning skills;
- in standard inspections, in the subjects selected to be inspected you should record the good and outstanding features and shortcomings in both the subject and in key, personal, social and learning skills, and in other subjects you should record only the good features and shortcomings in key, personal, social and learning skills; and
- in short inspections, you should record only good and outstanding features and shortcomings in key, personal, social and learning skills.

You should take account of pupils' work and progress in lessons and the work they have completed previously and the judgements made on any relevant GEF.

You **must** enter a judgement grade of 1 – 5 for the subject in full and where applicable in standard inspections. You **must not** enter a grade for key, personal, social and learning skills in any type of inspection.

In the sections on **Key Question 2: How effective are teaching and assessment**, you should record the good and outstanding features and shortcomings. You **must** enter a judgement grade of 1 – 5.

For both sections, you should ensure that the grades you award reflect the written commentary.

Within an inspection, you should ensure a consistent approach. You should agree with your teams at the start of the inspection how LEFs are to be used and arrange, as necessary, for completed LEFs to be copied to other members of the inspection team.

You can complete LEFs in note form and they need not be typed.

### **General evaluation forms (GEF)**

When a GEF has been used to record observations of different kinds of activity, you should tick the box to identify the nature of the activity. When using this form to record judgements about pupils' work, you should grade standards using the five-point scale to reflect the judgements made.

**For each subject inspected, you should take account of the grades for pupils' standards on the LEFs and the GEFs.** It is important that grades from the GEFs contribute to overall judgements about standards for each year and key stage.

You can complete GEFs in note form and they need not be typed.

### *Inspecting off-site provision for pupils up to age 16*

Inspectors have the **right of access** to any institution or any establishment other than the school under inspection where:

- it provides part of the education for pupils registered at the school under inspection; and
- inspectors are satisfied that they cannot properly discharge their duties under Section 28 of the Education Act 2005 in relation to the school under inspection without inspecting the provision made for those pupils at the other school or establishment.

You also have the right to inspect any records that relate to the provision of education for these pupils.

You must be sensitive when exercising your right to observe sessions in other premises and you should arrange your observations in colleges and workplaces through negotiation. If you experience difficulties in arranging such visits, you should contact Estyn's Managing Inspector for independent and special education before formally exercising your right of entry.

Where possible, you should provide feedback in the premises in which the learning is taking place to those directly providing it. In the case of a college of further education, this would usually be to the teacher or instructor who leads the session and, in a work-place environment, the person directly supervising the education or training provided.

You do not need to give overall feedback to the institution or workplace provider, as this is given to the school whose pupils are involved in the off-site learning. You should, however, encourage the school to discuss the findings of the inspection with such providers. Where there are particular issues about the education of pupils in another institution or establishment, the headteacher should take up these matters with the provider, on the basis of the inspection findings. You should not take part in such discussions as the inspection is of the school and not the off-site provider.

You should encourage the headteacher to check the accuracy of the draft report with the principal, headteacher or other person in charge of the institution or establishment in which off-site learning takes place.

### **Inspecting off-site provision for pupils over the age of 16**

In schools with post 16s, some courses may be shared with other institutions or provided by voluntary agencies. If you feel you cannot make a fair judgement of the standards students are achieving without inspecting lessons in another institution or establishment, you may seek permission from the head of that institution or establishment to inspect those lessons. **However, you do not have right of entry.**

Where a course is taught by a teacher from the school being inspected, you should inspect lessons in the normal way, judge the quality of teaching and the standards that students from the school achieve.

Where a course is taught by a teacher from another institution, you should judge the standards achieved by students from the school being inspected, but make no judgements about the quality of teaching. As for sessions for pupils in Years 10 and 11, you should provide feedback in the premises in which learning is taking place to those directly providing it. You may discuss students' progress with the teacher, but should not offer any judgement about the course or quality of teaching. You should inspect students' written work and meet with them to assess their level of understanding. You may inspect lessons in another institution if you feel that you cannot otherwise make a fair judgement of the standards students are achieving.

Where a course is taught remotely, using a video-link or any other electronic media, you should inspect lessons in the normal way and ensure that the teacher knows you are present. You should judge the standards students achieve but not the quality of teaching. If circumstances permit, you may use the video link to discuss student's progress with the teacher, but should not offer any judgement about the course or the quality of teaching.

If you do need to visit another provider, then you should find out whether that provider is being inspected or has been inspected recently. If it has been inspected recently, then you should consider using a report of that inspection as part of your evidence base for the inspection.

## Team meetings

The main purpose of team meetings is to arrive at an accurate and thoroughly tested corporate view of standards and quality. The whole inspection team should agree on overall judgements that are based upon enough valid and reliable evidence.

Well-structured meetings help the inspection team to test self-evaluation findings and their own hypotheses, consider evidence, address judgements required by the framework and discuss key issues.

As registered inspector, you should establish a sense of common purpose and a clear understanding of responsibilities. You should have agendas for meetings and you should provide opportunities for the team to:

- discuss emerging issues;
- resolve pre-inspection issues and hypotheses;
- discuss any weakness in the evidence base and resolve how to correct this; and
- consider main inspection findings and recommendations.

It is good practice to base these discussions on the school profile template.

Occasionally, when considering leadership and management, the team will have to discuss very sensitive issues. In these circumstances, as lead inspector, you may invite the nominee to withdraw from the meeting. In such a situation, the nominee should, normally, be allowed to make the decision.

During a team meeting, if the nominee behaves in an inappropriate manner, you have the right to insist that the nominee leaves the meeting.

You will need to consider as a team whether the school is in need of special measures, or significant improvement. Guidance on how to make these judgements can be found in Annex 2.

## Grading

You will use a five-point scale to record all inspection judgements.

Grade definitions are:

- |                |   |
|----------------|---|
| <b>Grade 1</b> | good with outstanding features                          |
| <b>Grade 2</b> | good features and no important shortcomings             |
| <b>Grade 3</b> | good features outweigh shortcomings                     |
| <b>Grade 4</b> | some good features, but shortcomings in important areas |
| <b>Grade 5</b> | many important shortcomings                             |

## Giving feedback

### *Feedback to teachers following a lesson*

As a team inspector, you should, as far as practicable, try to give the teacher a brief comment on the work seen at the end of a lesson you have observed. It may be necessary, in some cases, to give fuller feedback at a later time and this should be arranged at the end of the lesson. If a teacher asks to see the LEF inspectors should agree to this. However you should inform the teacher that these are interim judgements (especially the grades) on one aspect of the evidence and they may be amended, either on reflection or as the result of moderation within the team.

If teachers request an evaluation of their teaching, you should provide this before the end of the inspection period. You and the individual teacher should treat these evaluations in confidence. The main focus of the inspection remains the standards achieved by the pupils. In the case of a **PRU**, you should only give feedback to teachers who are on the staff of the PRU.

You should not give individual feedback to **trainee teachers** whose teaching has been observed during the inspection.

As registered inspector, you should orally inform any teacher whose teaching is graded consistently 1 (good with outstanding features) or consistently 5 (many important shortcomings). You should tell the headteacher about this judgement before the end of the inspection.

### *Feedback on emerging findings*

As registered inspector, you should offer the headteacher or teacher-in-charge the opportunity to hear and discuss emerging findings on a daily basis. These discussions could involve the nominee if the school so wishes. These meetings are very useful in ensuring the smooth running of an inspection. They provide the school with the opportunity to enter into a dialogue with the inspectors and to offer further evidence if requested or seen to be necessary.

### *Feedback at the end of the inspection period*

As registered inspector, you should give feedback to the headteacher or teacher-in-charge and to the staff as a whole as part of the formal reporting of inspection findings. Feedback should take place at the end of the inspection week or as soon as possible during the following week.

It is important that the format and arrangements for oral reporting are consistent across the school and fully understood. Where possible, you should negotiate this with the school before the inspection. You should ensure that there is a clear understanding of who receives feedback, and when.

You should make enough time available, usually at the end of the school day, to report your findings to the appropriate person or group. You should conduct these meetings in such a way as to:

- allow staff to assimilate and reflect on the judgements;
- test the evidence; and
- encourage dialogue and discussion.

The feedback should focus on:

- the good features and shortcomings; and
- the factors which contribute to these good features and shortcomings.

In the feedback session, you must not raise specific issues about a lesson or observed practice that could be identified with a particular teacher unless the issue has also been raised with the teacher concerned. Wherever possible, you should have already informed teachers responsible for subjects, subject areas or courses about issues within their areas of responsibility that will be raised with the headteacher.

When reporting back at the end of an inspection, you should ensure that the school understands that issues may be discussed and factual matters may be clarified, but judgements are not negotiable. There should always be consistency between the evaluations fed back and what will appear in the written report.

As registered inspector, you should agree the Context section of the report with the school. This may be a useful time to leave a draft version with the school for comment.

## **2.9 After the inspection**

The registered inspector is responsible for the activities that take place after the inspection. The sections that follow are about what the registered inspector should do.

### **Oral reporting**

You must offer to meet the appropriate authority to discuss the inspection findings. The appropriate authority calls this meeting, and its composition is determined by them but it must include the headteacher or the teacher-in-charge in a PRU. The appropriate authority should normally invite a representative of the LA to be present. The appropriate authority for a PRU is the LA. You must hold the meeting with the governing body or in the case of a PRU, the management committee, before you finalise the written report. Nothing at the meeting should come as a surprise to the headteacher. The nominee would normally attend this meeting.

A team member should accompany you at this meeting. You should make a record of the discussion and keep it for 12 months following the publication of the inspection report.



You should emphasise the following:

- oral feedback remains confidential and the findings of the inspection must not be released to the press until after the written report has been received by the appropriate authority;
- the school should point out any factual errors so that they can be corrected; and
- judgements are not negotiable.

You should note that:

- the purpose of the meeting is to present the main findings and recommendations, rather than cover the whole report; and
- the text of the first part of the inspection report, 'Context', should be agreed with the headteacher and the appropriate authority.

The quality of feedback is an important factor in influencing how the school responds to the inspection findings, particularly in drawing up its action plan to act on any recommendations.

Effective oral feedback:

- is well-structured, clear, succinct, unrushed and allows opportunities for discussion and clarification;
- presents a balanced, rounded picture of the school's work; and
- gives credit to the school for what it does well and pinpoints any weaknesses.

You should remind the appropriate authority of the need to produce an action plan that addresses the recommendations and other shortcomings identified within the body of the report.

### **Writing the inspection report**

The inspection report must be based on the Common Inspection Framework and must take the following form:

Context

Summary

Recommendations

Standards

1 How well do learners achieve?

The quality of education and training

2 How effective are teaching, training and assessment?

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

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

##### Leadership and management

- 5 How effective are leadership and strategic management?
- 6 How well do leaders and managers evaluate and improve quality and standards?
- 7 How efficient are leaders and management in using resources?

##### Standards achieved in subjects and areas of learning

##### School's response to report findings

##### Appendices

##### *Reporting on children under five*

The report on standards of **children aged under five** should come before the reports on subjects. The report should refer separately to standards of children's learning for part-time three-year-olds and full-time four-year-olds, only if there are discernable differences.

**You must** include one of the following statements about the overall quality of educational provision for children under five in the summary and you may include it in the relevant sections in key questions 1 and 3, and, where appropriate, in any section on children under five. If you make either of the statements that include references to weaknesses in the educational provision, you should include the need for improvement in the Recommendations.

- The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the Foundation Phase.
- The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
- The overall quality of the educational provision for the under-fives has many weaknesses and the pupils are making insufficient progress towards the Foundation Phase.

##### **Reporting on sixth forms**

In schools with **post-16 students** you must make clear judgements about standards and teaching in the post sixteen. To do this, you will need to include separate, free-standing sections in Key Question 1 and Key Question 2. In other key questions, you must make it clear if your comments are about the school as a whole.

Where there are differences in post 16 provision, you must also make this clear. For all subject reports, you must, include a separate section on standards for post 16 students, where appropriate. When reporting on modern foreign languages and sciences in the post 16, you should report on the separate subjects, but you must place these under the heading 'modern foreign languages' and 'science', as appropriate.

### *General guidance*

The report must communicate unequivocal judgements in plain language so that:

- parents, the governors and the local community can have a clear understanding of the school's good features and shortcomings; and
- the school has a useful basis for subsequent action.

The report should reflect the school as it is. Judgements must be absolutely clear, and consistent with the oral report. You should give reasons for judgements, in terms of good and outstanding features and shortcomings, so that readers understand why the inspection team has arrived at these views. Overall judgements should be consistent with the good features and shortcomings identified in the report.

It is essential that the report makes clear the inspection team's judgements about the educational standards achieved by pupils at the school. You should illustrate overall judgements on standards by reference to the good and outstanding features and shortcomings in the different subjects of the curriculum. The report must explain why the educational standards are as they are. In very small schools and PRUs, there may be insufficient evidence to make secure judgements, in some areas. If this is the case, then this should be stated in the report.

The report must communicate clear judgements in plain language so that:

- parents, members of the appropriate authority, the LA and local community can have a clear understanding of the school's good features and shortcomings; and
- the school has a useful basis for subsequent action.

The report should:

- be accurate;
- be clear to all of its readers - the appropriate authority, parents, staff, the LA and the wider public;
- evaluate rather than describe what is seen;
- focus on the educational standards achieved and the factors which impact on standards and quality;
- use everyday language, not educational jargon, and be grammatically correct;
- be concise and specific;
- identify good features and shortcomings;
- use telling examples drawn from the evidence base in order to make generalisations understandable and to illustrate what is meant by a specific grade; and
- employ words and phrases that enliven the report and convey the character of the school.

In all inspections, the report should address all aspects of the Common Inspection Framework. However, you only have to report on the left-hand bullets and the other specific reporting requirements for each key question

For every key question and subject, there should be a clear statement of the grade that is awarded. This should be accompanied by the appropriate wording corresponding with one of the five grade definitions. The text that follows should reflect that grade.

You should state at the start of the section on each key question whether the team's findings match or do not match those of the school's own evaluation. If they do not match, you should give reasons for this. You should be aware that this applies to both the grade and the findings in the school's self-evaluation report. In subject sections of the report, judgements on standards should focus both on achievement and attainment, where applicable.

The grades you award for Key Questions 5 and 7 are likely to match the grade for Key Question 1. If these vary you should give an explanation in the text.

In the subject sections of the report, judgements on standards should focus on both achievement and attainment, where applicable.

The report and summary must be produced within 35 working days from the end of the inspection period, which covers two working weeks.

*Guidance on writing separate sections of the report*

**Context**

You should provide a commentary on:

- **the nature of the school**
- **its priorities and targets**

As registered inspector, you will need to agree this section with the school. Where there is disagreement about the content of this section, the registered inspector will make the final decision about what to include in the report.

**What is the nature of the school?**

You will need to include brief information in this section on:

- size, nature and type of school;
- the background and circumstances of the pupils, including social disadvantage or deprivation, ethnicity, special education needs or pupil mobility;
- the linguistic background of the pupils;
- the features of the area served by the school; and
- any other relevant factors.

You can get information about **pupils' attainments** on entry from NC assessments and standardised tests.

Indicators can be useful in identifying those **features of the area served by the school that may influence its work**. Context indicators include socio-economic data such as the proportion of children entitled to free school meals and the proportion of pupils for whom English is an additional language. An informed view of pupils' ability, gender and ethnicity, their linguistic and social background, and their attainment on entry will help you set in context the standards achieved by pupils in the school.

You should note **significant changes since the last inspection**. These might include the amalgamation of two schools, a new headteacher, the construction of new buildings or alterations to the nature of the catchment and intake.

In the inspection of **post-16 provision** you should include any courses provided in partnership with other schools or colleges.

**What are the school's priorities and targets?**

You should obtain the school's main aims and objectives from the self-evaluation report, prospectus, the school development plan and discussion. If necessary, you should include a shortened version here. You should describe the school's **priorities and targets**. The evaluation of the extent to which the school succeeds in achieving those aims, priorities and targets will appear in the

main body of the report.

## Summary

This section should be a freestanding part of the report that can be sent to parents. It summarises the main issues arising from the report. The summary must be consistent with the text in the body of the report and the oral feedback to the school. It should not attempt to provide the level of detail found in the main report and should be **no more than 3- 4 pages** in length.

The summary should focus on the six areas of:

- standards;
- the spiritual, moral, social and cultural development of pupils;
- the quality of education and training;
- leadership and management;
- how far the education the school provides meets the needs of the range of pupils; and
- the contribution of the school to the well-being of pupils.

In evaluating these areas, you will need to:

- ensure that your judgements are corporate;
- take into account the judgements on each aspect that has been inspected. The identification of particular good features and shortcomings should lead to a distinctive profile of the school and its achievements; and
- ensure that the greatest weight is given to judgements on standards.

If you judge that the school is **not providing its pupils with an acceptable standard of education and therefore requires special measures or that the school requires significant improvement**, you must state this in the summary. You should use the form of words in Annex 2.

In the summary, you should include an evaluative comment on the effectiveness with which the school has addressed issues identified in the previous inspection. This comment should state how well the school has responded to the previous inspection, indicating those issues on which significant progress has been made and any outstanding matters that need attention.

The summary report sent to parents should contain the Summary and Recommendations from the full report. It should also contain the following standard text:

At the beginning:

(Name of school) was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of (name of school) took place between (specify dates). An independent team of (number) inspectors, led by (name of Rgl) undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

- |                |   |
|----------------|---|
| <b>Grade 1</b> | good with outstanding features                          |
| <b>Grade 2</b> | good features and no important shortcomings             |
| <b>Grade 3</b> | good features outweigh shortcomings                     |
| <b>Grade 4</b> | some good features, but shortcomings in important areas |
| <b>Grade 5</b> | many important shortcomings                             |

At the end:

The governing body is responsible for amending its current improvement plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Recommendations

You should make clear recommendations for improvement, where required. These will give the school a clear and specific indication of the shortcomings that it will need to address in its action plan. You should write the recommendations in plain English or Welsh and in order of priority.

The recommendations should arise from the main findings and should provide a clear and practicable basis on which the school can act. You should emphasise raising standards of achievement and improving the quality of provision. **Only those issues of greatest priority are appropriate here as the body of the report will refer to others.** The recommendations should be those that:

- would make the greatest contribution to improvements in standards and quality; and
- the appropriate authority and the school are able to address, even though they may take time to achieve.

Where the inspection highlights issues already identified as priorities in the school's development plan, you should refer to this in this section. The report should draw attention to any recommendation that reiterates a key issue in the previous inspection report.

If the judgement in a school that makes provision for under-fives is that there are weaknesses in the provision, the need to attend to these deficiencies should feature in the recommendations.

You should ensure that the headteacher and governors fully understand the implications of the recommendations.

You must refer to any matters which are obvious threats to health and safety or where the school's practice does not comply with legal requirements, for example, non-compliance with the requirement to hold a daily act of worship.

### **Guidance on reporting on the key questions**

These sections constitute the main bulk of the report and follow the requirements of the inspection framework. They are described in detail later under '**Using the inspection criteria**'.

### **Standards achieved in subjects and areas of learning**

The report should include a section on each subject required, as decided by HMCI after taking account of information about the individual school. Detailed criteria for inspecting subjects are provided later under '**Subjects and areas of learning**'.

### **School's response to the report findings**

Schools are invited to submit a written response to the inspection findings for inclusion in the report. The response will be published by agreement with the registered inspector.

If the school produces an inappropriate response, as registered inspector you should raise this matter with the school and try to come to agreement on the wording. You should do this when the school includes inappropriate positive comments about the inspection as well as when the comments are negative. If the school refuse to address the issues raised, you should contact the Managing HMI for the relevant phase. You will find more information on this in Annex 5.



## Completing the Appendices

The Appendices should be completed by filling in the templates as appropriate.

In Appendix 5, you should list team members, including the lay inspector, peer assessor and nominee. Inspectors' names must be given in full in order to help Estyn identify individuals and thus avoid confusion. For example, 'A. Jones' could be one of a number of inspectors.

You should set out Appendix 4 as in the example below. You should indicate the exact number of inspector days undertaken rather than use a statement such as 'over three days'.

<b>Appendix 4</b>
-------------------

Evidence base of the inspection

Fifteen inspectors, including the school's nominee, spent the equivalent of 47 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 121 lessons or part lessons, 75 in the six lessons inspected and 46 in other subjects;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- 75 responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports

After the inspection, the team held meetings with subject departments, senior managers and governors.

### **Providing a draft report for the school to check for factual accuracy**

As registered inspector, you should give the school a late draft report, either electronically or in hard copy, to help with the checking of factual content. The school has five working days in which to consider the draft report and to produce its response. Registered inspectors and schools should negotiate how the report will be checked for factual accuracy when the timing of this part of the inspection process falls within the school holidays. Even when this happens, deadlines do not change. Registered inspectors should take account of comments offered and correct factual errors.

### **Completing documentary evidence**

As registered inspector, you must return material to Estyn as set out in the Contract, as follows:

- the inspection report and summary;
- the completed School Profile; and
- the completed Subject Profiles.

You will find information about the profiles in Annex 6.

### **Documents to be kept by registered inspectors**

You must keep the complete evidence base for the inspection for three months from the date of publication of the report. Estyn may call on this record at any time during that period. As well as copies of the above, you must therefore keep the following material:

- the completed School Information Form;
- the lesson evaluation forms;
- the general evaluation forms;
- all pre-inspection commentaries;
- records of meetings with parents and the appropriate authority;
- responses to parents' questionnaires;
- the school self-evaluation report; and
- any other evidence relating to the inspection.

You should return as soon as possible original documents provided by the school.

## **2.10 Assuring the quality of inspections**

In order to ensure the continuous improvement of inspections, Estyn is committed to:

- effective selection, training, briefing, support and deployment of inspectors, including peer assessors;
- regular dialogue with the school during inspection and the active role of the nominee;

- criteria and recording systems that comply with the Common Inspection Framework and guidance;
- careful review and analysis of evidence;
- comprehensive and unambiguous oral feedback;
- consistently clear, accurate and well-presented reports; and
- maintaining appropriate internal moderation and quality improvement activities, including occasionally monitoring inspections.

We are committed to continuous improvement in inspection. To enable schools to comment on the process of inspection, we will invite them to complete a questionnaire after the inspection.

Estyn also visits inspections in progress and examines written reports in order to assure the quality of inspections. The information gained from these quality assurance activities is fed back to inspectors and contractors for improvement purposes. These assessments are confidential to the inspectors and contractors concerned. In the exceptional circumstances where Estyn judges a report to be seriously misleading, or an inspection is seriously flawed, the school will be notified and may be re-inspected.

Schools should raise any concerns about an inspection with the registered inspector during the inspection. If the concerns cannot be settled in this way, then the school should write to HMCI asking for the complaint to be considered further. A leaflet explaining complaints and appeals procedures in full is available from Estyn.

### 3 Using the inspection criteria

Inspections focus and report on seven key questions. These form the basis of the Common Inspection Framework.

#### Sources of evidence

At the end of each section below you will find a list of sources of evidence. They are not prescriptive or exhaustive. They cover the following broad areas:

##### Documents

- self-evaluation report, school development plan, and action plans;
- whole-school and departmental policy documents or handbooks;
- pupils' work;
- assessments of pupils; and
- evidence of feedback from key stakeholders, such as parents.

##### Observation

- lessons; and
- the life and work of the school in operation.

##### Discussion

- with pupils and staff;
- with parents; and
- with governors and the management committee in a PRU.

#### Format of the guidance for using the criteria

The rest of this section is based on the Common Inspection Framework. For each of the seven questions there is an extract from the framework. This is organised into a table. On the left hand side we have listed aspects of provision to be evaluated and reported upon. On the right hand side we have set out criteria based on good practice. They are not reporting requirements but provide a range of features that help you make your judgements. The table looks like this:

Inspectors should evaluate and report on ....., including:	In making their judgements, inspectors should consider, where applicable, the extent to which
These are the aspects of provision to be <b>evaluated and reported on</b> .	The criteria are not reporting requirements, but are <b>statements that describe good practice</b> . They are not exhaustive and do not apply in all circumstances. You should use them where they are relevant.

The guidance that follows sets out the **reporting requirements** and then takes each of the criteria statements and describes how you should interpret them under the heading **using the criteria**.

The criteria are general and you should take account of pupils' SEN and the limitations that they may result from them.

You will need to take account of the context within which the school works, including the age, ability and background of pupils and any special features of the school.

The main emphasis in school inspections is on the standards pupils achieve. This means that you should evaluate the standards pupils achieve in relation to their capability. It is important to distinguish between 'achievement' and 'attainment'. For achievement, you should judge whether pupils are doing as well as they can.

Attainment is a measure of the pupil's knowledge, understanding and skills. This is usually measured in terms of NC levels of attainment or public examination grades.

## Standards

### Key Question 1: How well do learners achieve?

Inspectors should evaluate and report on the standards achieved by learners, including:	In making their judgements, inspectors should consider, where applicable, the extent to which learners:
<ul style="list-style-type: none"> <li><b>their success in attaining agreed learning goals</b></li> </ul>	<p>1.1 <i>achieve good standards in their knowledge, understanding and skills;</i></p> <p>1.2 <i>achieve agreed learning targets and goals;</i></p> <p>1.3 <i>reach appropriate levels in key skills, including bilingual competence; and</i></p> <p>1.4 <i>succeed regardless of their social, ethnic or linguistic background;</i></p> <p><i>and the extent to which:</i></p> <p>1.5 <i>results and retention rates compare well with national averages and local and national benchmarks; and</i></p> <p>1.6 <i>trends in performance show continuous improvement or the maintenance of high standards;</i></p>
<ul style="list-style-type: none"> <li><b>their progress in learning</b></li> </ul>	<p>1.7 <i>acquire new knowledge or skills, develop ideas and increase their understanding;</i></p> <p>1.8 <i>understand what they are doing, how well they are progressing and what they need to do to improve; and</i></p> <p>1.9 <i>make good progress towards fulfilling their potential and moving on to the next stage of learning;</i></p>

<ul style="list-style-type: none"> <li>• <b>the development of their personal, social and learning skills</b></li> </ul>	<p>1.10 <i>show motivation, work productively and make effective use of their time;</i></p> <p>1.11 <i>behave responsibly and show respect for others;</i></p> <p>1.12 <i>achieve high levels of attendance and punctuality;</i></p> <p>1.13 <i>develop the capacity to work independently, including the skills necessary to maintain lifelong learning;</i></p> <p>1.14 <i>progress well in their personal, social moral and wider development;</i></p> <p>1.15 <i>demonstrate an awareness of equal opportunities issues and a respect for diversity within society; and</i></p> <p>1.16 <i>are prepared for effective participation in the workplace and the community.</i></p>
--	---

### The weighting for Key Question 1

In coming to an overall grade, you should give the greatest weight to judgements about pupils' success in attaining learning goals and their progress in learning.

### Reporting requirements

You will need to report on:

- the pupils' success in attaining agreed learning goals including, where appropriate;
  - their attainment in terms of national assessments, exams and qualifications;
  - their attainment when put into the context of their ability;
  - the relative performance of boys and girls; and
- pupils' progress in learning, as judged through lesson observation, discussion with pupils and scrutiny of work, including;
  - achievement in subjects;
  - key skills; and
  - bilingual competence; and
- the development of pupils' personal, social and learning skills, including attendance and behaviour.

You should state at the start of the section on this key question whether your findings match or do not match those of the school's own evaluation. If they do not match, you should give the reasons for this.

In this section, you will also need to report on the overall standards and progress of children under five, where appropriate.

You will need to report on the overall proportions of standards achieved at each grade observed in lessons, which can be reported as a statement, table or graph.

In order to put the percentages for the standards of achievement in context, you should refer to the national picture as reported in the most recent Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales.

## Using the criteria

You should evaluate and report on the standards achieved by pupils including:

- **their success in attaining agreed learning goals**

### **1.1 Do pupils achieve good standards in their knowledge, understanding and skills?**

In the full inspections and for the subjects or areas of learning inspected in standard inspections, you should:

- 1.1.1 give a concise overview of the judgements on standards achieved in the different subjects and areas of learning; and
- 1.1.2 give a clear statement for each key stage, and, where appropriate, for pupils under five and over 16, and make comparative judgements between subjects and areas of learning.

#### *Further guidance*

Your judgements about achievement will be influenced by the criteria used to identify and select pupils for their special provision. You should comment on pupils' achievement in relation to their statements and related plans. Your judgements will centre on pupils' progress. You should judge standards by taking account of the criteria, including the grade or performance criteria, for the course or courses being followed.

You should gain evidence on the standards of pupils' achievements by observation of lessons, discussion with pupils and examination of their work. These will provide insights into pupils' grasp of subject matter, the quality of their thinking and the progress being made. **For each subject inspected, you should take account of the grades for pupils' standards on the LEFs and the GEFs.** It is important that grades from the GEFs contribute to overall judgements about standards for each year and key stage.

Teachers' assessments and pupil records are useful sources of evidence in addition to pupils' current and earlier work.

You should report separately on standards in nursery and reception provision.

**1.2 Do pupils achieve agreed learning targets and goals?**

You should evaluate:

- 1.2.1 the progress being made to reach targets, especially those set at annual reviews and in individual plans.

**1.3 Do pupils reach appropriate levels in key skills, including bilingual competence?**

You should evaluate how well pupils achieve:

- 1.3.1 in **communication skills**;  
 1.3.2 in **mathematical or application of number skills**;  
 1.3.3 in **information technology skills**; and  
 1.3.4 **bilingual competence** where the school aims to achieve competence in both Welsh and English.

*Further guidance*

For **communication** skills, you should give a clear judgement about the standards pupils achieve in speaking, listening, reading and writing, taking account of their ability.

For **mathematical** skills, you should consider pupils' capability, at a level appropriate to their age and ability, to cope with the mathematical demands of everyday life.

For **information technology** skills you should consider pupils' ability to use ICT tools and information sources effectively to obtain, prepare, process and present information and communicate ideas.

When evaluating the above three skills, you should describe **what** pupils can or cannot do well, rather than describe the occurrence of, or provision for, these skills.

Where appropriate, for **bilingual competence**, you should consider pupils' ability to speak, read and write in Welsh and English. This applies whether you are inspecting Welsh-medium schools, English-medium schools, or schools that include both Welsh and English medium streams. Even if Welsh second language is not one of the subjects being inspected, there is still a requirement to report on standards of bilingualism.

It is therefore vital that inspectors spend time talking to groups of pupils to:

- assess their progress in learning Welsh;
- seek their views on the effectiveness of the school's delivery of Welsh second language ; and
- find out what support they receive, particularly where the school is now delivering Welsh by means of a 'block' provision.



It is also important that you look carefully at a sample of pupils' written work and any other available evidence, such as video recordings.

You should identify any differences between standards achieved by groups of pupils in both languages. In coming to your judgement, you should take account of the linguistic nature of the school and the area it serves and local authority policy and guidelines.

It is a requirement for all inspections of maintained schools in Wales to judge how well the school promotes bilingual competence. You should deal with this in key question 3.

You will find further information in Estyn's supplementary guidance on bilingualism on our website at [www.estyn.gov.uk/publications](http://www.estyn.gov.uk/publications).

In determining the standards achieved in all these skills, you will need to draw on evidence across the curriculum. You will need to consider whether pupils' skills in these areas are well enough developed to ensure they have full access to a curriculum that is appropriate to their needs. You will also need to consider whether the skills are too low and are a barrier to learning.

These skills are introduced in the Foundation Phase. They are developed in the NC orders for each subject where there is a series of common requirements that include references to these skills. In key stage 4 and post-16 these skills are further developed as Key Skills units in the National Qualifications framework.

You should provide evaluations of the **other skills across the curriculum** in the section on '**the development of their personal, social and learning skills**'. These include:

- for pupils up to age 14, problem-solving and the personal and social education skills from the common requirements of the NC; and
- for pupils aged 14 and over, problem-solving, improving one's own learning and working with others.

**1.4 Do pupils succeed regardless of their social, ethnic or linguistic background?**

You should evaluate:

1.4.1 how well different groups of pupils are performing.

*Further guidance*

You need to consider whether there is any underachievement in certain subjects or areas of learning among pupils from particular social, ethnic or linguistic backgrounds. You should highlight this in the report. You need to consider particular strengths as well.

Different groups include pupils with SEN, pupils learning English as an additional language (EAL), looked after children, traveller children, children who are disabled or have medical needs, those with emotional, social and behavioural difficulties and those who are more able and talented.

Additional guidance notes on how pupils acquire English as an additional language can be found on our website at [www.Estyn.gov.uk/publications](http://www.Estyn.gov.uk/publications).

**1.5 Do results and retention rates compare well with national averages and local and national benchmarks?**

There are no national benchmarks to compare the attainment, in relation to National Curriculum targets and external examinations, of pupils with SEN with that of pupils with similar needs in similar schools.

For pupils with SEN judgements on standards should focus primarily on progress and achievement. You should take account of attainment data in the context of the setting. Judgements of achievement recognise pupils' progress and development from a given starting point, relative to the context in which they learn.

Judgements about learning outcomes for pupils with SEN should take account of their achievements in relation to:

- attaining agreed learning goals;
- making progress in learning; and
- developing personal, social and learning skills.

The relative importance of particular learning outcomes for pupils with SEN will differ according to the nature and severity of their individual needs.

**1.6 Do trends in**

You will need to look at evidence over a period of time to identify

**performance show continuous improvement or the maintenance of high standards?**

trends in performance. In doing so, you will need to examine trends in:

- 1.6.1 the differences in performance between subjects;
- 1.6.2 the performance of boys in relation to girls; and
- 1.6.3 the performance of particular groups of pupils including looked after children and children from minority ethnic backgrounds.

**• their progress in learning**

**1.7 Do pupils acquire new knowledge or skills, develop ideas and increase their understanding?**

You should evaluate how well pupils:

- 1.7.1 acquire new knowledge, understanding and skills; and
- 1.7.2 apply their knowledge, understanding and skills to new and unfamiliar situations

*Further guidance*

You can judge whether pupils are acquiring new knowledge, understanding and skills by looking at tasks completed before the inspection (earlier in the term or year) or by observing pupils' acquisition and consolidation of knowledge, understanding and skills during an individual lesson.

**1.8 Do pupils understand what they are doing, how well they are progressing and what they need to do to improve?**

Wherever possible, you should discuss aspects of the work examined with the pupils who produce it. You should evaluate:

- 1.8.1 pupils' awareness of their progress; and
- 1.8.2 their understanding of particular strengths and weaknesses in their work.

*Further guidance*

Some pupils' progress will inevitably be very slow. In such cases, pupils' individual education plans can provide a good source of evidence of the targets pupils are working towards and the rate of progress towards them.

**1.9 Do pupils make good progress towards fulfilling their potential and moving on to the next stage of learning?**

You should evaluate whether pupils:

- 1.9.1 progress as well as they can through the courses they are studying; and
- 1.9.2 are well placed to move on to the next stage of learning.

*Further guidance*

When judging the achievements of different groups of pupils, find out how the school uses assessment data and target-setting procedures to set appropriately challenging targets. This will help you judge whether the progress made is good enough. For the child or young person with severe learning difficulties, small steps in accessing modest portions of the formal curriculum may represent outstanding achievement. You will need to consider whether pupils are working well within their capabilities and achieving modestly in terms of their real potential. You should check whether the school's assessment data accurately reflect pupils' aptitudes.

You need to gather enough evidence to judge whether more able and talented pupils are doing challenging work or working below their capacity. Where such pupils are present but not adequately catered for, you should gather evidence to substantiate judgements about their underachievement.

In answering the question as to whether pupils make good progress towards fulfilling their potential, find out:

- what pupils know, understand and can do, and their ability to apply their knowledge to related problems;
- how pupils respond to the educational demands made on them and whether they are challenged enough; and
- what work they have done and to what standard.

Additional evidence might include:

- how the school's results compare with similar schools;
- tests, assessments and other records which show progress over time; and
- value-added measures if available.

Achievement and progress are likely to be high where pupils are:

- working at full capacity; and
- constantly engaged in thinking or doing things which are unfamiliar and which require effort, concentration and perseverance.

Achievement and progress are likely to be low if pupils:

- fail to understand their work and what is expected; and
- consistently repeat tasks they have already mastered.

• the development of their personal, social and learning skills

**1.10 Do pupils show motivation, work productively and make effective use of their time?**

You should evaluate pupils’:

- 1.10.1 attitudes to learning;
- 1.10.2 interest in their work; and
- 1.10.3 ability to sustain concentration.

*Further guidance*

Special schools and PRUs place a high priority on the personal development of pupils towards attaining independence and autonomy, personal fulfilment and achievement, the development of social skills and the formation of effective relationships.

You will need to look at how pupils come into school at the start of the day and whether they settle easily and move around the school calmly and with purpose. They should be pleased to show you around and to discuss things with you. Pupils who are interested and involved will be keen to:

- work in lessons;
- answer questions;
- engage with the task in hand;
- join in the range of activities provided; and
- and show enthusiasm to get as much out of school as possible.

You should consider the attitudes of different groups of pupils towards the school and, where there are differences, find out why. You should find out whether the school is aware of these differences and what it is doing about them.

In some special schools and **PRUs**, pupils’ attitudes to work may be significantly affected by their previous educational experiences and personal circumstances. You should take individual circumstances into account when you evaluate pupils’ attitudes but pay particular attention to improvements that pupils have made since admission.

**1.11 Do pupils behave responsibly and show respect for others?**

You should evaluate whether pupils:

- 1.11.1 demonstrate good behaviour;
- 1.11.2 understand what is expected of them; and
- 1.11.3 are considerate, courteous and relate well to each other and adults.

*Further guidance*

You should judge the standards of pupils' behaviour from direct observation during the inspection. This will show:

- the extent to which they demonstrate good behaviour;
- the degree of self-discipline and mutual support which they display;
- the standards of courtesy displayed to one another, to staff and to visitors;
- their behaviour towards non-teaching staff;
- any tension between linguistic, ethnic or other groups;
- examples of aggressive behaviour or bullying; and
- the effects of behaviour on the progress made in lessons and the overall work of the school as a community.

This observation will be supplemented by other evidence such as:

- discussions with pupils, where practicable, and teachers;
- any plans for behaviour modification;
- the school's work in relation to the learning outcomes of the Personal and Social Education Framework;
- an examination of the school's behaviour policy and its response to the LA's Behaviour Support Plan; and
- an examination of the school's practice for dealing with pupils whose behaviour is a cause for concern and for recognising the achievements of those who have behaved well.

You should be aware of the guidance on behaviour, disaffection, exclusions and specific pupil groups at risk of disaffection in National Assembly for Wales Circular 47/06 Inclusion and Pupil Support and 1/04 'Exclusion from Schools and Pupil Referral Units'.

Evidence should include an evaluation of the number of, and reasons for, permanent and fixed-term exclusions from the school. In a **PRU**, you should also comment on pupils who are not formally excluded, but are taken off the roll of the PRU and are provided with alternative provision by the LA.

You should be aware of the provisions of the Education Act 1996

and the Children Act 1989 in relation to behaviour and attitudes.

Pupils in **special schools** for **pupils with emotional and behavioural difficulties** and in **PRUs** have usually experienced significant difficulties in behaviour and motivation before entering the school or unit. You should look for the development, from a low baseline, of positive attitudes to learning, good behaviour and personal responsibility. If you judge the behaviour to be poor, you should say whether the school or PRU has done as much as possible to minimise inappropriate behaviour.

### 1.12 Do pupils achieve high levels of attendance and punctuality?

You should evaluate:

- 1.12.1 pupils' overall attendance, noting any variations between particular groups of pupils;
- 1.12.2 pupils' punctuality at the start of the school day and individual lessons; and
- 1.12.3 whether the school takes appropriate account of NAW Circular47/06.

#### *Further guidance*

Where appropriate you should compare attendance rates with national figures and those of similar schools. The WAG is providing individual schools with attendance benchmarking data as part of a pilot. The benchmarking model takes into account pupils' entitlement to free school meals. This enables schools in Wales to compare attendance levels with similar schools and help them to identify appropriately challenging targets for improvement. Relevant data is published annually, for example in SDR 163-2007.

If attendance for the year falls significantly below that expected for similar schools, then you should usually judge it as grade 4. You should take account of exceptional circumstances where appropriate.

In a **PRU** you should examine the previous record of pupils and judge whether there is any improvement. One or two pupils may well distort the overall figures. The key judgement is whether pupils' attendance is improving since enrolment. You should comment on any significant differences in the attendance and rates of improvement between pupils who receive all or part of their education at the PRU.

You should examine registers, and, where attendance is poor, analyse them in detail. This will help you to identify trends such as the persistent absence of particular pupils or poor attendance at particular times of year.

When you observe classes, you should compare the number on

roll with the number present, and follow-up the reasons for significant absences. The prevalence of unaccountable or unauthorised absence from lessons will become apparent and, in such circumstances, you can review this with the staff.

Discussion with staff will establish the extent to which they are aware of the causes of poor attendance. These discussions, and inspection of learning activities and pupils' work, will provide some evidence of the degree to which poor attendance is associated with low standards of achievement.

While inspectors should consider how a school fares in respect of national norms, in special schools, it is important for inspectors to judge attendance figures in context, for example, pupils may be regularly absent due to the need to attend medical appointments. Inspection reports should include a statement that places attendance figures in context. The report should also refer to the progress made by the school towards achieving agreed targets.

**1.13 Do pupils develop the capacity to work independently, including the skills necessary to maintain lifelong learning?**

You should evaluate how well pupils develop:

- 1.13.1 organisational and study skills;
- 1.13.2 problem-solving and decision-making skills; and
- 1.13.3 the skills to improve their own learning.

*Further guidance*

For pupils aged up to 14, you will need to take account of the other skills across the curriculum, such as personal and social education skills and problem-solving skills in the common requirements of the NC. For pupils aged 14 and over, you will need to take account of the wider key skills of problem solving and improving own learning and performance. You will also need to take account of the learning outcomes of the Personal and Social Education Framework.

You will need to find out whether pupils take an active part in the life and work of the school. They should show by their attitudes whether they see themselves as part of a community. You should judge how well pupils are able to plan and organise their own work without supervision and cope confidently with the pressure and opportunities of school life.

Where appropriate, you should judge whether pupils have acquired the attitudes that are likely to sustain their interest into the next stage of learning beyond their time in school.



**1.14 Do pupils progress well in their personal, moral, social and wider development?**

You should evaluate how well pupils progress in developing their ability to:

- 1.14.1 work with others;
- 1.14.2 show respect, care and concern for others;
- 1.14.3 take on responsibility for their actions and their work; and
- 1.14.4 show honesty and fairness.

*Further guidance*

For pupils aged up to 14, you will need to take account of the other skills across the curriculum, such as personal and social education skills in the common requirements of the NC. For pupils aged 14 and over, you will need to take account of the wider key skill of working with others. You will also need to take account of the learning outcomes of the Personal and Social Education Framework.

By observing learning activities and other aspects of the school's work, you should be able to judge:

- whether the quality of relationships is such that pupils feel free to express and explore their views openly and honestly, and are willing to listen to opinions which they may not share;
- whether pupils are developing their own personal values and are learning to appreciate the values of others;
- whether there is an ethos which values imagination, inspiration and contemplation, and encourages pupils to ask questions;
- whether pupils are acquiring knowledge and skills which help to develop their understanding of moral and social issues, and help them to approach problems rationally;
- the extent to which pupils develop wider interests, social skills and community awareness as a result of the curriculum, assemblies, collective worship, pastoral provision and extra-curricular activities; and
- the benefits to the school from, and pupils' responses to, activities and responsibilities outside the classroom, including links with industry and the wider community. Where appropriate, you should evaluate the contribution that residential arrangements make to the educational, spiritual, personal, moral and social development of the pupils.

**1.15 Do pupils demonstrate an awareness of equal opportunities issues and a respect for diversity within society?**

You should evaluate the extent to which pupils:

- 1.15.1 recognise, understand and respect the diversity of beliefs, attitudes and social and cultural traditions.

*Further guidance*

Through observing pupils' actions in classes and around the school and through discussion with them, you should be able to gauge how aware pupils are of equal opportunities issues and whether they show respect for the diversity within society.

**1.16 Are pupils prepared for effective participation in the workplace and the community?**

You should evaluate the extent to which pupils have opportunities to:

- 1.16.1 learn 'about work', 'through work' and 'for work'; and
- 1.16.2 develop an understanding of their community and, where appropriate, take part in community activities.

*Further guidance*

In pupils' work in both the formal curriculum and extra-curricular activities you will need to judge how well the school prepares pupils to take a full part in the life and work of the community. The school's work in this area is likely to contribute to the achievement of the learning outcomes of the Personal and Social Education Framework's community and vocational aspects as well as relevant skills, attitudes and values. Where appropriate, you should take account of the achievement of the learning outcomes in the Framework for Work-Related Education.

## Sources of evidence

### Documents:

- assessment data where applicable
- evidence of pupils' abilities at intake;
- the school's self-evaluation report;
- information about the targets for improvement set by the school;
- teachers' assessments and records of pupils' progress and achievement;
- parental views as expressed in the questionnaire; and
- individual education plans, programmes and, where applicable, statements of SEN and related evidence including annual reviews and transition plans.

### Observation:

- scrutiny of pupils' current and previous work;
- observation of lessons, sessions and out-of-class activities; and
- the effects of the school's policy and practice for equality of opportunity on the standards of achievement.

### Discussion:

- discussion with pupils, where practicable;
- discussion with staff, visiting specialists and parents; and
- parental views as expressed in pre-inspection meetings.

## The quality of education and training

### Key Question 2: How effective are teaching, training and assessment?

Inspectors should evaluate and report on:	In making their judgements, inspectors should consider, where applicable, the extent to which teachers and trainers:
<ul style="list-style-type: none"> <li>• <b>how well teaching and training meet learners' needs and the curricular or course requirements</b></li> </ul>	<p>2.1 <i>stimulate and challenge learners to achieve excellence;</i></p> <p>2.2 <i>establish good working relationships that foster learning;</i></p> <p>2.3 <i>show good subject knowledge and familiarity with recent developments in their field;</i></p> <p>2.4 <i>plan effectively and have clear objectives for taught sessions and other learning experiences that learners understand;</i></p> <p>2.5 <i>use a range of teaching and training methods and resources which secure the active engagement of learners;</i></p> <p>2.6 <i>promote equality of opportunity and actively address issues of gender, race and disability equality;</i></p> <p>2.7 <i>meet the language needs of the learners, including providing access to bilingual teaching and training; and</i></p> <p>2.8 <i>plan to meet learners' individual needs flexibly and to monitor and review their progress.</i></p>
<ul style="list-style-type: none"> <li>• <b>the rigour of assessment and its use in planning and improving learning</b></li> </ul>	<p>2.9 <i>assess learners' achievements and progress fairly, accurately and regularly;</i></p> <p>2.10 <i>meet statutory requirements, and those of regulatory bodies, for recording and accrediting learners' achievements;</i></p> <p>2.11 <i>ensure that learners understand the purpose of assessment and are involved in planning their own progress and improvement; and</i></p> <p>2.12 <i>inform those with a legitimate interest about learners' progress and achievements.</i></p>

### The weighting for Key Question 2

In coming to an overall grade, you should give the greatest weight to judgements about how well teaching and training meet learners' needs and the curricular or course requirements.

## Reporting requirements

You will need to report on:

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

You should state at the start of the section on this key question whether your findings match or do not match those of the school's own evaluation. If they do not match, you should give the reasons for this.

In this section of the report, you will also need to report on the overall proportions of the quality of teaching at each grade observed in classes, which can be reported as a statement, table or graph.

In order to put the quality of teaching in context, you should refer to the national picture as reported in the most recent Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales.

You should report on arrangements, based on standardisation and moderation, to strengthen teacher assessment in Key Stages 2 and 3.

## Using the criteria

You will evaluate and report on:

- **how well teaching and training meet learners' needs and the curricular or course requirements**

### 2.1 Do teachers stimulate and challenge pupils to achieve excellence?

You should evaluate:

- 2.1.1 the level of challenge and motivation in the tasks provided;
  - 2.1.2 the suitability of time limits set for the completion of tasks in relation to the pupils' abilities and understanding;
  - 2.1.3 the success of the strategies used to help pupils who do not succeed at their first attempt;
  - 2.1.4 the effectiveness of teacher interventions;
  - 2.1.5 how well teachers handle situations where individual pupils dominate or are passive.
  - 2.1.6 how well they draw on their knowledge of how children learn when presenting them with new experiences or information;
  - 2.1.7 skill in asking relevant questions and providing explanations;
  - 2.1.8 ability to draw on a range of contexts and resources to make the subject knowledge comprehensible to pupils;
- and

- 2.1.9 success in providing demanding work to meet the needs of all pupils.

*Further guidance*

You should look for evidence that pupils are interested and stimulated by lessons. The teaching should challenge pupils' thinking and keep the work focused and moving at an appropriate pace.

**2.2 Do teachers establish good working relationships that foster learning?**

You will need to consider the quality of relationships in the classroom and the extent to which teachers create a purposeful working atmosphere. You should evaluate:

- 2.2.1 the clarity and fairness with which the teacher exercises authority;
- 2.2.2 the extent to which the teacher stresses the importance of self-discipline and has expectations of appropriate behaviour;
- 2.2.3 the ways in which the teacher seeks to engage and maintain pupils' interest;
- 2.2.4 how the teacher supports and manages the pupils, intervening according to the needs of individuals and groups;
- 2.2.5 the respect between teacher and pupils and the effect of relationships upon pupils' attitude to work; and
- 2.2.6 the range of teaching strategies employed to ensure that pupils apply themselves to work with purpose and self-confidence.

*Further guidance*

Where appropriate, for example in a PRU or a school for pupils with emotional and behavioural difficulties (EBD), you should take account of how staff deal with difficult behaviour such as refusal to do work, mood swings, excessive use of bad language and damage to work and property. You should assess the extent to which teachers show competence and consistency in dealing with such challenges and the degree to which the learning of other pupils is disrupted.

**2.3 Do teachers show good subject knowledge and familiarity with recent developments in their field?**

You should evaluate:

- 2.3.1 competence in teaching, including as appropriate, the content of the NC programmes of study, the agreed syllabus for RE, Foundation Phase, external examination courses, and the frameworks for personal and social education and work-related education; and
- 2.3.2 competence in teaching the common requirements of the NC.

*Further guidance*

Records of qualifications, experience and training provide a starting point for assessing teachers' subject and specialist expertise, but the main source of evidence is the observation of teaching, supported by studying documents such as teachers' planning and assessment records and discussion with teachers themselves.

In special schools and PRUs, teachers are likely to be teaching several subjects. At key stage 3 and key stage 4, there should be more specialist teaching, although most teachers would be expected to teach English or mathematics.

**2.4 Do teachers plan effectively and have clear objectives for taught sessions and other learning experiences that pupils understand?**

You should evaluate whether teachers:

- 2.4.1 have clear objectives for what the pupils have to learn;
- 2.4.2 communicate the objectives to pupils;
- 2.4.3 plan and carry out activities competently;
- 2.4.4 set lessons into a well structured sequence; and
- 2.4.5 adapt lessons to suit the needs of pupils or to respond to unexpected events.

*Further guidance*

Good planning means that the teaching in a lesson, session, or sequence of lessons has clear objectives expressed in terms of what pupils are to learn. It will also show how teachers will achieve these objectives. It will take into account the differing needs of pupils. Plans can take a number of forms, but whatever form the planning takes, it should:

- set out clear objectives in the light of the Foundation Phase, NC programmes of study, the requirements of the agreed syllabus for RE, external examination courses, and the Frameworks for Personal and Social Education and Work-Related Education, as appropriate;
- summarise what pupils will do and the resources they will need; and
- show how knowledge, understanding and skills can be extended and the work adapted to suit pupils who learn at different rates.

You should consider how, where appropriate, learning support staff and other assistants are:

- involved in planning the teaching;
- briefed about what they are expected to do; and
- managed in order to have the maximum impact on pupils' learning.

You should consider the impact of the school's collaborative planning with multi-disciplinary support services.

Vocational courses in key stage 4 and post-16 put considerable emphasis on assignments. You should consider the extent to which teachers help pupils address their management of time.

**2.5 Do teachers use a range of teaching methods and resources which secure the active engagement of pupils?**

In judging the range of teaching methods and resources, you should evaluate:

- 2.5.1 the extent to which the lesson's content is introduced with knowledge, skill and imagination;
- 2.5.2 the clarity of explanations, the quality of questioning and the contribution of discussion to the pupils' understanding;
- 2.5.3 the extent to which the planned teaching style promotes the purpose of the lesson;
- 2.5.4 the extent to which teachers ensure that pupils are clear about what they are doing, why they are doing it, how long they have to do it, and the way in which they can judge success in their work;
- 2.5.5 the appropriateness of the resources selected for the lesson and the extent to which suitable modifications have been made to materials and organisation to accommodate pupils' special needs and abilities;
- 2.5.6 whether there is effective deployment of support teachers and other adults; and
- 2.5.7 the usefulness of classroom routines, including the procedures for homework where appropriate.

*Further guidance*

Teachers' work in the classroom will take many different forms, and it is important that you judge the effectiveness of teaching on its contribution to outcomes and **not on the basis of your preferences for particular methods**. The key to the judgement is whether the methods and organisation are fit for the purpose of achieving high standards of work and behaviour for all pupils.

You should judge the quality of teaching on the evidence from **all team members** and reflect on the range of styles and quality seen.



Key issues with regard to how pupils are organised in a class are:

- whether the objectives are best achieved by pupils working alone, in pairs or small groups, or all together; and
- whether the form of organisation allows the teacher to interact with pupils positively and effectively.

**2.6 Do teachers promote equality of opportunity and actively address issues of gender, race and disability equality?**

You should evaluate how well teachers:

- 2.6.1 promote equal opportunities and challenge stereotypical images and views; and
- 2.6.2 treat all pupils equally, irrespective of their race, gender or disability.

*Further guidance*

In coming to judgements about how well teachers promote and provide for equal opportunities, you will need to evaluate teaching methods, the account taken of pupils' ages, gender, ethnicity, additional educational needs and disabilities, and pupils' access to resources.

You should pay particular attention to the school's provision for specific groups of pupils including those with SEN, those who have English as an additional language, and gifted and talented pupils.

**2.7 Do teachers meet the language needs of pupils, including providing access to bilingual teaching?**

You will need to evaluate whether teachers:

- 2.7.1 are aware of pupils' capacity to communicate by whatever means;
- 2.7.2 are aware of pupils' ability to speak more than one language;
- 2.7.3 appreciate the potential advantages of pupils being able to work bilingually;
- 2.7.4 make use of pupils' knowledge and skills in both languages to advance and enrich their understanding of both languages; and
- 2.7.5 plan appropriate opportunities for pupils to develop and apply their bilingual skills in subjects across the curriculum.

You will find further information in Estyn's supplementary guidance on bilingualism.

Where appropriate, you will also need to consider how well teachers of Welsh, and careers, in schools which teach Welsh as a second language:

- raise pupils awareness of the potential value of being fluently bilingual;
- convey a sense of conviction that bilingual fluency is an option for them to follow; and
- provide guidance on how pupils who study Welsh as a second language at school can go on to achieve bilingual fluency.

**2.8 Do teachers plan to meet pupils' individual needs flexibly and to monitor and review their progress?**

You should evaluate the extent to which teachers:

- 2.8.1 cater appropriately for the learning of pupils of all abilities;
- 2.8.2 ensure the full participation of all pupils; and
- 2.8.3 monitor and review their progress

*Further guidance*

You will need to check that the school has regard to the revised SEN Code of Practice 2002 on the identification and assessment of SEN and to the relevant sections of the 1996 Education Act. Discussions with the headteacher, staff and governors, together with a scrutiny of the school's policies and plans, will show whether the school complies with statutory requirements. Scrutiny of individual education plans will reveal:

- the accuracy with which teachers judge pupils' levels of understanding;
- the suitability of the targets set for pupils;
- how well the work set for pupils relates to targets identified in their plans; and
- how consistently pupils' work is followed up with regular reviews of progress, including annual reviews, and whether assessment, recording and reporting procedures satisfy statutory requirements.

In a PRU and some special schools, the teachers should be planning to enable pupils to transfer back to a mainstream school or special school, or to progress to further education or work. In some cases, it will include planning to support pupils in mainstream schools who are at the point of exclusion or are being re-integrated.

• the rigour of assessment and its use in planning and improving learning

**2.9 Do teachers assess pupils' achievements and progress fairly, accurately and regularly?**

You should evaluate:

- 2.9.1 the clarity and validity of the assessment criteria for learning objectives;
- 2.9.2 the extent and consistency of teachers' and pupils' understanding of the procedures;
- 2.9.3 the efficiency and purpose of the collation and analysis of assessment findings, including NC and public examination assessments;
- 2.9.4 the extent to which records and reports are clear, systematic, manageable, consistent and useful;
- 2.9.5 the quality and use of transfer records; and
- 2.9.6 the balance of information recorded that has implications for pupils' current and future progress.

*Further guidance*

You should compare samples of pupils' work with teachers' own assessments and records. Your discussions with teachers and a review of documentation will provide a context for the assessment observed during lessons. Decisions about how to record pupils' achievements and on the selection and storage of evidence of pupils' work are matters for teachers' professional judgement. You should look out for any systems and procedures that are too bureaucratic.

**2.10 Do teachers meet statutory requirements, and those of regulatory bodies, for recording and accrediting pupils' achievements?**

You should evaluate whether:

- 2.10.1 statutory requirements for assessing and reporting on the NC are met; and
- 2.10.2 the requirements of examination boards and other regulatory bodies are satisfied.

*Further guidance*

PRUs are not required to assess pupils at the end of each key stage but should consider whether assessment would be appropriate in individual cases. Progress of pupils attending PRUs should be included in the annual report to the LA.

**2.11 Do teachers ensure that pupils understand the purpose of assessment and are involved in planning their own progress and improvement?**

You should evaluate:

- 2.11.1 the quality of feedback to pupils, including marking and, in particular, the extent to which assessments of all kinds are used as a basis for promoting improvement in learning;
- 2.11.2 where appropriate, whether assessment enables pupils to understand what they need to do to improve their work and make progress;
- 2.11.3 whether the feedback to pupils encourages them to assess their own performance and to strive for improvement; and
- 2.11.4 whether assessment information informs future planning.

**2.12 Do teachers inform those with a legitimate interest about pupils' progress and achievement?**

You should evaluate:

- 2.12.1 the influence of the format and content of pupils' reports, for example, the consistency of grading, on parents' understanding;
- 2.12.2 the degree to which pupils and parents make contributions to, and are informed about, the contents of records and the use made of parental contributions; and
- 2.12.3 the extent to which parents are informed about the procedures used and have access to records and reports relating to their children.

*Further guidance*

A PRU is not required to comply with annual reporting requirements, but they should make every effort to keep parents informed about both progress and provision of pupils who attend the PRU. In the event of a pupil attending a PRU for a year, an annual report should be provided to the parents.

**Sources of evidence**

**Documents:**

- documents relating to day-to-day planning of work, forecasts, lesson plans and notes on individual pupils;
- job descriptions of other adult staff, including learning support assistants, support and specialist teachers, and nursery nurses;
- school assessment, recording and reporting policies and guidelines and the school's response to the SEN Code of Practice;
- arrangements for NC assessments, examination results, National Vocational qualifications and any other assessment data;

- analyses of data produced by the school as part of its self-evaluation programme;
- procedures for reviewing and monitoring the progress of individual pupils, including the use made of the Progress File process, where appropriate;
- records of pupils' achievement and reports;
- arrangements for reporting to parents; and
- documents relating to individual pupils and their needs.

**Observation:**

- lesson observation;
- samples of pupils' work, including any work done off-site and homework; and
- marking, comments and follow-up work.

**Discussion:**

- with teachers and pupils about the purpose and sequence of lessons;
- with pupils, where practicable; and
- with teachers and parents about the nature and use of records and reports.

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

Inspectors should evaluate and report on:	In making their judgements, inspectors should consider, where applicable, the extent to which learning experiences:
<ul style="list-style-type: none"> <li>the extent to which learning experiences meet learners' needs and interests</li> </ul>	<p>3.1 <i>meet learners' aspirations and, where appropriate, give them the opportunity to achieve accreditation;</i></p> <p>3.2 <i>provide balance, breadth, coherence, continuity and progression;</i></p> <p>3.3 <i>develop learners' basic and key skills;</i></p> <p>3.4 <i>broaden and enrich learners' experience, through a variety of activities, including out-of-hours and off-site provision;</i></p> <p>3.5 <i>promote learners' personal development, including their spiritual, moral, social and cultural development;</i></p> <p>3.6 <i>are enriched by effective partnerships with other providers and with all interested parties; and</i></p> <p>3.7 <i>meet legal and course requirements;</i></p>
<ul style="list-style-type: none"> <li>the extent to which learning experiences respond to the needs of employers and the wider community</li> </ul>	<p>3.8 <i>provide effective work-related education;</i></p> <p>3.9 <i>promote learners' bilingual skills and reflect the languages and culture of Wales;</i></p> <p>3.10 <i>tackle social disadvantage and stereotyping and ensure equality of access and opportunity for all learners;</i></p> <p>3.11 <i>promote education for sustainable development;</i></p> <p>3.12 <i>take account of employers' needs;</i></p> <p>3.13 <i>develop the entrepreneurial and other skills needed to support economic development; and</i></p> <p>3.14 <i>reflect national priorities for lifelong learning and community regeneration.</i></p>

**The weighting for Key Question 3**

In coming to an overall grade, you should give the greatest weight to judgements about the extent to which learning experiences meet learners' needs and interests.

## Reporting requirements

In all types of inspection, you will need to report on how well the learning experiences:

- meet pupils' needs and interests; and
- respond to the needs of employers and the wider community.

You should state at the start of the section on this key question whether your findings match or do not match those of the school's own evaluation. If they do not match, you should give the reasons for this.

In this section of the report, you will also need to report on:

- the use of Learning Pathways (14-19) option menus for learners Elements 1-3 (see guidance 3.1).
- the provision for spiritual, moral, social and cultural development (see guidance relating to 3.5);
- whether collective worship fulfils statutory requirements (3.5)
- the provision for personal and social education (see guidance relating to 3.7);
- the provision for work-related education, where appropriate (see guidance relating to 3.7);
- the provision for careers education and guidance (see guidance relating to 3.7);
- provision for developing pupils bilingual skills in Welsh and English (see guidance relating to 3.9); and
- education for sustainable development and global citizenship (see guidance relating to 3.11).

## Using the criteria

Inspectors should evaluate and report on:

- **the extent to which learning experiences meet learners' needs and interests**

### **3.1 Do the learning experiences meet pupils' aspirations and, where appropriate, give them the opportunity to achieve accreditation?**

You should evaluate the extent to which the curriculum:

- 3.1.1 meets the needs of all pupils;
- 3.1.2 is equally accessible to all;
- 3.1.3 provides pupils with the opportunity to obtain appropriate qualifications; and
- 3.1.4 Provides for Elements 1, 2 and 3 of Learning Pathways.

#### *Further guidance*

You should examine the published aims of the school and the curriculum described to parents for their consistency. The school's aims should reflect the aims set out for pupils of statutory school age in the Education Act 1996.

In a PRU, you should evaluate whether the curriculum meets the needs of individual pupils as well as meeting the aims in the Education Act 1996. The flexibility and minimum curriculum requirements for a PRU are explained in NAW Circular 47/06.

In this key question you should inspect and report on the first three Key Elements of Learning Pathways<sup>14-19</sup>. The elements are:

- Key Element 1: an Individual Learning Pathway;
- Key Element 2: wider choice and flexibility; and
- Key Element 3: The Learning Core.

Both the left-hand side bullets are concerned with the intentions of LP<sup>14-19</sup>, but you need not report on it more than once.

You should comment on the quality or development of the options menu and the impact of the 14-19 Network and the school's involvement in it. In doing this you should consider how the school is working with partners in order to provide the full range of courses that are capable of meeting learners' interests and needs.

If the school is not developing LP<sup>14-19</sup> and, in particular, it is not developing an options menu that enables learners to follow their individual learning pathways, then you should consider this to be an important shortcoming and it could influence the overall grade you award for key question 3.

You should consider:

- what plans the school has to introduce LP<sup>14-19</sup> and how effective these are;
- whether the current curriculum provides:
  - options that meet learners' interests, abilities and learning styles;
  - a broad and balanced range of experiences;
  - a combination of formal, non-formal and informal elements; and
  - the Learning Core;
- whether the school:
  - recognises experiences from all aspects of a learner's life; and
  - provides support to overcome barriers to learning;
- the impact that the development of the options menu is having on the school;
- how well the school can provide or enable access to programmes from entry to level 4 in the five domains;
- where appropriate, the effectiveness of provision for learners working through the medium of Welsh;
- the impact of the prospectus of activities on the school;
- how well the school provides the minimum requirements and



	<p>enhancements of the Learning Core, including work-focused experience and community participation; and</p> <ul style="list-style-type: none"> <li>• in what way and how well the school works with partners to develop its curriculum to meet the requirements of Learning Pathways.</li> </ul> <p>You should refer to 'Supplementary guidance for inspecting Learning Pathways 14-19 in secondary schools and special schools (April 2007).' This guidance is available on the Estyn website at: <a href="http://www.estyn.gov.uk/publications/">www.estyn.gov.uk/publications/</a>.</p>
<p><b>3.2 Do the learning experiences provide balance, breadth, flexibility, coherence and progression?</b></p>	<p>You should evaluate whether the curriculum:</p> <ul style="list-style-type: none"> <li>3.2.1 is sufficiently broad and balanced;</li> <li>3.2.2 is flexible enough to meet individual needs; and</li> <li>3.2.3 takes account of what has gone on before and what will follow.</li> </ul> <p><i>Further guidance</i></p> <p>The need for continuity and progression applies between years, between key stages and between schools. You need to judge whether, as pupils move through the school, the curriculum builds systematically on existing knowledge, understanding and skills.</p> <p>The continuity and progression of the curriculum for the under-fives should give all children access to planned experiences and opportunities, both indoors and outdoors, which form the foundations of learning at compulsory school age. Many of the experiences should lead naturally into the NC programmes of study.</p> <p>For pupils for whom all or parts of the NC have been disappplied, you should consider the extent to which they have access to a broad and balanced curriculum.</p>
	<p>Curriculum planning needs to make effective provision for the programmes of study, whatever type of organisation is adopted. Many schools use topic work as a major mode of curriculum organisation. Topics may be broad-based or have one subject as the major focus, particularly at key stage 2. If topics are broad-based, you should evaluate how effectively they are planned to cover the intended programmes of study and whether they provide a clear structure and sufficient progression.</p> <p>You should establish, as far as you can, the school's systems for liaison with mainstream schools and how they prepare pupils for further and higher education, or employment. You are most likely to gain evidence from discussion with senior staff and teachers but you may also gain some information from the parents' meetings.</p>

You will get further evidence from discussions with pupils and from a sample of pupils' records and work.

In a PRU, you should assess the extent to which pupils have access to a broad and balanced curriculum while also enabling them to make enough progress to move on to the next stage in education, training or work. Of particular importance will be how the curriculum is co-ordinated so that:

- pupils and all staff concerned at the PRU base and elsewhere are fully informed about the PRU's curricular organisation; and
- all activities are relevant, appropriate and match pupils' needs.

Discussions with staff, evidence from the records passed on from contributory schools and curriculum guidance arrangements all contribute towards a view of continuity and progression.

You should examine the basis of arrangements for grouping pupils. In particular, you should evaluate the impact of any incidence of gender imbalance.

You should also note the school's policy for reviewing and adjusting these arrangements. Whatever the organisation, it is important to focus on the key task, which is to judge the effect of these arrangements on the standards pupils achieve.

### **3.3 Do the learning experiences develop pupils' basic and key skills?**

You should evaluate how well the school:

- 3.3.1 ensures that pupils acquire the necessary basic and key skills; and
- 3.3.2 makes sure that there is coherent and co-ordinated provision for key skills across the curriculum.

#### *Further guidance*

You should consider the extent to which the school provides appropriate courses for individuals and groups whose SEN and disabilities require specialist programmes. These courses should assist the development of personal competencies so as to make possible an independent life-style. You should consider the impact of the school's collaborative planning with multi-disciplinary support services.

You need to consider how the school plans to develop pupils' basic and key skills. This should include how well the school ensures that all subjects make a suitable contribution and, in particular, how well the provision is co-ordinated. You should check whether the school has suitable arrangements for monitoring the delivery of key skills in different subjects, including the wider key skills.

In making your judgements, you will need to consider the extent to which the school is delivering the common requirements in the NC programmes of study. In key stage 4 and in the post 16, you will need to check whether the requirements set out in specifications are met. In the post 16, you will need to consider the extent to which student's work gives them opportunities to enhance their key skills and whether the content of any key skills courses is appropriate.

**3.4 Do the learning experiences broaden and enrich pupils' experience through a variety of activities, including out-of-hours and off-site provision?**

You should evaluate:

- 3.4.1 the quality of out-of-school learning, including extra-curricular activities;
- 3.4.2 the extent to which these activities complement and extend the curriculum; and
- 3.4.3 the contribution they make to standards pupils achieve and to their personal and social development.

*Further guidance*

You need to evaluate the nature and extent of out-of-school learning, including extra-curricular activities, including sport, clubs, visits and special events, and the contribution they make to standards of achievement and pupils' personal development. You need to assess the contribution of links with the community to the curriculum and to pupils' achievement. You should take account of the effect of activities undertaken as part of the school's provision for work-related education. You should assess the contribution that voluntary organisations make through such activities as the Prince's Trust and the Duke of Edinburgh Award scheme.

**3.5 Do learning experiences promote pupils' personal development - including spiritual, moral, social and cultural - development?**

You should evaluate how well the school promotes pupils':

- 3.5.1 spiritual development;
- 3.5.2 moral development;
- 3.5.3 social development; and
- 3.5.4 cultural development.

*Further guidance*

Schools have an important part to play in promoting pupils' spiritual, moral, social and cultural development. Although each aspect of spiritual, moral, social and cultural development can be viewed separately, provision is likely to be interconnected and your evaluation should reflect this. In this section you should focus on what the school does to promote pupils' development in these aspects. You should evaluate pupils' progress in their personal, moral, social and wider development in 1.14. in 'Key Question 1: How well do learners achieve?'

You should base your judgements on evidence from the whole curriculum and the day-to-day life of the school, including examples set by adults and the quality of collective worship. You should take account of the Personal and Social Education Framework.

Spiritual and moral development deal with highly personal issues and you should be aware that some families and cultures would regard detailed discussion of such matters with pupils as offensive intrusion. You should not allow your personal views to intrude upon discussion or to influence judgements.

Effective provision for **spiritual development** depends on a curriculum and approaches to teaching that embody clear values. It should provide opportunities for pupils to gain understanding by developing a sense of curiosity through reflection on their own and other people's lives and beliefs, their environment and the human condition. It relies on teachers receiving and valuing pupils' ideas across the whole curriculum. Acts of worship can play an important part.

Spiritual development may not have any religious connection, but in many schools religious education will make a significant contribution to spiritual development. You might consider, for example, whether pupils are encouraged to:

- consider life's fundamental questions and how religious teaching can relate to them;
- respond to such questions with reference to the teachings and practices of religions as well as from their own experience and viewpoint; and
- reflect on their own beliefs or values in the light of what they are studying in religious education.

You need to inspect acts of **collective worship** in all schools which do not provide denominational education. You should consider each act of collective worship in its own right and in its context. You should judge the activities observed during the inspection together with what has occurred, and is planned, over a term. Collective worship should:

- be appropriate to the age, development and background of pupils;
- vary in content;
- challenge pupils and enrich their experience;
- take place in an appropriate setting; and
- provide opportunity for pupils to participate in planning, presenting and/or responding appropriately.

You should judge whether the majority of acts of collective worship are of a broadly Christian character over a period of time. The school should have a record of the themes and content. If, on balance, you judge that what the school provides is not in keeping with the spirit of the law, then you should state this in the report and give reason(s). You may judge that worship does not fulfil statutory requirements but still judge it to make an effective contribution to pupils' spiritual, moral, social and cultural development. If so, you should make that clear in the report.

The main aim of **moral development** is to build a framework of values that regulates personal behaviour. This is done through promoting principles that distinguish right from wrong rather than through instilling the fear of punishment or the hope of reward. Pupils may be able to make moral decisions by applying reason, even though they may not be able to cope with problems in which they are emotionally involved. Their learning about moral issues may be at a different point from their behaviour. Moral and social education are closely related and depend on the school fostering values such as honesty, fairness, and respect for truth and justice.

Schools that are effective in promoting **social development** provide many opportunities for pupils to take responsibility, show initiative and develop an understanding of living in a community. This development will depend on pupils accepting group rules, learning how to relate to others and taking responsibility for their own actions. The quality of relationships in a school is of crucial importance in forming pupils' attitudes to good social behaviour and self-discipline.

The school should actively promote pupils' **cultural development**. You should look for evidence of how the school develops pupils' awareness, understanding and appreciation of their own and other cultures. Many aspects of the curriculum can contribute positively, for example through opportunities for pupils to:

- study their own and other cultures in history, geography and religious education;
- recognise the contribution of many cultures to mathematics and to scientific and technological development;
- appreciate the natural world through art, literature, science and mathematics;
- develop open and positive attitudes towards the music and dance of their own and other cultures;
- work with artists, authors and performers; and
- visit museums, art galleries, theatres, cinemas and concerts.

It is important not to confuse culture with a particular religious belief.

**3.6 Are the learning experiences enriched by effective partnerships with other providers and with all interested parties?**

You need to evaluate:

- 3.6.1 the effectiveness of links with parents;
- 3.6.2 the impact of the contribution of the parents' involvement with the work of the school;
- 3.6.3 the effectiveness of links with the community;
- 3.6.4 the quality of links with other schools and colleges; and
- 3.6.5 the effect of any partnerships with initial teacher training institutions.

*Further guidance*

When evaluating the school's partnership with parents, you will need to base much of your judgements on the documentation and discussions with staff, parents and pupils. The pre-inspection parents' meeting will provide a formal source of parents' views. The way in which the school presents itself to parents through the school brochure, newsletters and other information will reveal a good deal about its philosophy, ethos and approach to partnership. You will need to evaluate whether the school meets statutory requirements with regard to having a home-school agreement and parental declaration, and the quality of the agreement. You will also need to evaluate the school's effort to communicate with and involve parents, including those whose home language is not English or Welsh, in the life and work of the school the extent of their contribution and the benefit derived from them.

You will need to assess the links the school has established with the local community, including employers. In particular, you will need to consider whether the school has gained as much as it can from the community. There may be worthwhile visits into the community, and visitors and representatives of the community may provide useful insights into their life and work. The key task, however, is to evaluate whether the school has capitalised on its involvement with the community to broaden and extend the learning experiences it offers pupils.

When evaluating the school's partnership with other schools, you will need to look at the details of the school's programme for receiving or transferring pupils. This will indicate the level of support available to familiarise pupils with the new environment, people and routines and to encourage them to have a confident approach to the next stage of their work. Teachers' records and planning, and pupils' work can indicate the consideration given to liaison at points of transition. You will need to scrutinise pupils' records of progress and achievement to ensure the information they contain is helpful on pupils' transfer. By observing learning activities you may get direct evidence on the broader issue of curriculum continuity.

Some pupils may integrate into mainstream schools and colleges, and staff from the special school may support the pupils in the mainstream school on an 'outreach' basis. You will need to evaluate the quality of this provision, the effectiveness of liaison and the extent to which the arrangements provide the special school pupils with a balanced and broadly based curriculum.

PRUs provide a short-term placement and, as soon as practicable, pupils should return to school or transfer to education, training or work. PRUs should, therefore have well-established links with other schools and institutions.

You should evaluate the impact on standards of any post-16 partnership arrangements between schools and colleges.

When evaluating the school's partnership with **initial teacher training institutions**, you will need to examine the nature and extent of the school's commitment to, and participation in, the initial training of teachers. You should judge what effect the school's involvement in the initial teacher training partnership has on quality and standards in the school.

### 3.7 Do the learning experiences meet legal and course requirements?

You should evaluate whether:

- 3.7.1 the curriculum complies with legal requirements; and
- 3.7.2 where, appropriate, the curriculum satisfies the regulations of examining bodies.

#### *Further guidance*

The curriculum complies with the law if it:

- is balanced and broadly based;
- promotes the spiritual, moral, cultural, mental and physical development of pupils;
- prepares pupils for the opportunities, responsibilities and experiences of adult life;
- where applicable, includes the subjects of the NC as prescribed in regulations;
- provides religious education in accordance with the agreed syllabus or the school's trust deeds; and
- provides sex education in accordance with the school's policy. (Sex education is compulsory at key stage 3 and key stage 4.)

Schools with children aged under five should have regard to the Foundation Phase.

A PRU is not required to follow the NC, though it should comply with Section 351 of the Education Act 1996. However, you should evaluate whether the curriculum is close enough to the NC to

enable pupils to re-integrate successfully into school. PRUs do not have to teach religious education in accordance with the agreed syllabus.

Schools should also provide **health education**, including education about **substance misuse**, and, where appropriate, **careers education and guidance**. Schools should take account of NAW Circular 17/02 'Substance Misuse: Children and Young People.

You will need to make a clear overall judgement on the school's provision for personal and social education, work-related education and careers education and guidance. You should take into account the extent to which schools meet statutory requirements, including WO, NAW and Welsh Assembly Government Circulars, and contribute to national initiatives such as the all-Wales strategy for tackling substance misuse.

You will need to make a clear overall judgment on the schools provision of the frameworks for:

- Personal and Social Education;
- For Work-Related Education; and
- For Careers Education and Guidance.

In order to evaluate the school's provision for personal and social education, you will need to take into account the part played by all staff as well as the ethos and organisation of the school.

You should judge the effectiveness of the curriculum plans by reference to pupils' experiences. You should examine schemes of work for individual subjects and, in the secondary phase, the arrangements for preparing pupils for adult life and, where appropriate, vocational courses. Where integrated courses such as topic-based work feature in the curriculum, it is important to examine their adequacy in relation to NC requirements. In key stage 4 schools may offer an alternative curriculum for certain groups of pupils. In this case you will need to assess whether the school meets statutory requirements. If any course leads to an external qualification, then you need to make sure that the qualification is approved under Section 99 of the Learning and Skills Act 2000. Headteachers should check that any external qualification offered in their school is either specifically approved or meets the conditions for general approval. The LA and the governing body are responsible for over-seeing this in maintained schools.

It is a requirement for all inspections of maintained schools in Wales to report on how well the school promotes bilingual competence at a level appropriate to its' linguistic context.



- **the extent to which the learning experiences respond to the needs of employers and the wider community**

### **3.8 Do the learning experiences provide effective work-related education?**

You should evaluate the extent to which the school:

3.8.1 provides effective work-related education.

#### *Further guidance*

The school's work-related education should contribute to the achievement of learning outcomes, such as those in the Framework for Work-Related Education and in the vocational aspects of Personal and Social Education Framework. Work-related education should be seen as an integral part of pupils' experiences. It should contribute to raising standards of achievement and motivating pupils to engage in lifelong learning.

Inspection of the documentation for work-related education should provide evidence on the school's strategies for:

- developing links with employers;
- using the links to support staff training and development through teacher placement; and
- using the links, including work experience, to develop curricular planning, teaching and learning.

In respect of the older pupils, you should examine:

- arrangements for planning, carrying out and following up work experience, including the records made by pupils;
- the contents of Progress Files; and
- portfolios of work of pupils following vocational courses.

### **3.9 Do the learning experiences promote pupils' bilingual skills and reflect the languages and culture of Wales?**

You should evaluate:

- 3.9.1 the quality of provision in both languages;
- 3.9.2 the extent to which the school succeeds in developing the bilingual competence of all pupils;
- 3.9.3 whether pupils' skills develop progressively throughout the key stages; and
- 3.9.4 whether the requirements for Y Cwricwlwm Cymreig are met.

#### *Further guidance*

You will find further information in Estyn's supplementary guidance on bilingualism. You should examine the school's policy for developing bilingualism and assess how well the school is

implementing it. You will need to consider the extent to which the school takes account of Welsh Assembly Government policy, objectives and guidelines identified in documents such as 'Our Language: Its Future' and 'Iaith Pawb'.

NC subject orders include Y Cwricwlwm Cymreig in the common requirements. The Foundation Phase also make reference to this. The requirements are signposted in the programmes of study. You should judge whether these requirements are being met and the extent to which they contribute to the development of pupils' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. You should refer to ACCAC's document 'Developing the Curriculum Cymreig'.

You should comment on provision for **Welsh second language and bilingualism** at key stage 4.

Some schools now deliver Welsh second language by means of intensive courses or 'block' delivery rather than Welsh lessons on a weekly basis. In these instances, the overall total amount of teaching time may be adequate. However, there is a high risk in these circumstances that pupils will not be able to sustain their progress in Welsh without regular opportunities to consolidate and practise in the intervening period due to a lack of any contact with Welsh.

You should talk to groups of pupils to:

- seek their views on the effectiveness of the school's delivery of Welsh second language ; and
- find out what support they receive, particularly where the school is now delivering Welsh by means of a 'block' provision.

The main consideration should be what effect the model of delivery has on pupils' achievements.

You should also ask the school to explain the reasons for changing the method of delivering Welsh and whether there are arrangements in place to review provision, particularly in relation to the impact on pupils' achievements.

You should report on **standards** of bilingualism in Key Question 1.

You may also need to refer to provision for bilingualism in Key Question 5.

### 3.10 Do the learning

You should evaluate how well the school:

**experiences tackle social disadvantage and stereotyping and ensure equality of access and opportunity for all pupils?**

- 3.10.1 promotes equality of access and the achievement of high standards by all; and
- 3.10.2 tackles social disadvantage and challenges stereotyping.

*Further guidance*

You should examine the effectiveness of the school's arrangements for promoting equality of access and opportunity to the curriculum and high achievements for all. You should do this by analysing the school's documentation, observation in the classroom and other school contexts and discussion with pupils and staff. The core task is to assess the influence of the school's practice and policies on pupils' access to the curriculum and their achievements. You need to be alert to the dangers of accepting subjective views about the intake. Where appropriate, you will need to assess the influence of youth workers, alternative curricula and out-of-school-hours provision on tackling disadvantage.

**3.11 Do the learning experiences promote education for sustainable development?**

You should evaluate:

- 3.11.1 how well the school promotes sustainable development and global citizenship; and
- 3.11.2 the extent to which the school acts in a sustainable way.

*Further guidance*

A number of subjects will make a contribution to education for sustainable development and global citizenship (ESDGC), especially geography and PSE. However, other subjects should also be making a contribution. ACCACs PSE framework makes this contribution clear.

You will also need to see to what extent the school acts in a sustainable way. The school could be asked whether it has any policies on sustainable development, for example in areas such as energy use, recycling, waste minimisation and supporting healthy life styles. The effectiveness of the school's work in this area will be evident in the day-to-day running of the school. Some schools may have achieved an award for their work in respect of sustainable development, for example, the Eco-schools award or awards promoted by LAs.

Education for sustainable development and global citizenship is about:

- the links between society, economy, and environment and between our own lives and those of people throughout the world;
- the needs and rights of both the present and future generations;
- the relationships between power, resources and human rights; and
- the local and global implications of everything we do and the actions that individuals and organizations can take in response to local and global issues.

You will find further guidance in 'Education for Sustainable Development and Global Citizenship' (Estyn, ACCAC, Welsh Assembly Government and DFID) 'And a Common Understanding for 'DSEGC in Wales' (Welsh Assembly Government). The latter describes the approach of, and approach to 'DSEGC' for 3 to 19 in schools.

**3.12 Do the learning experiences take account of employers' needs?**

You should evaluate:

3.12.1 how well the school takes account of employers' needs.

*Further guidance*

You can gain evidence from staff, parents, governors and, especially, members of the business and industrial community. Information provided by the school and local employers should help you to establish how well the school takes account of employer's needs.

**3.13 Do the learning experiences develop the entrepreneurial and other skills needed to support economic development?**

You should evaluate:

3.13.1 how well the school promotes the development of entrepreneurial skills.

*Further guidance*

You will need to consider to what extent the learning experiences help pupils to develop skills such as problem solving and decision making. These provide the early foundations for the development of the skills needed to support economic development. Pupils should gain enough opportunities to develop these skills as they implement the common requirements of the NC and the Personal and Social Education Framework. For pupils in key stage 4 and the post 16, there will be further opportunities to develop these

skills through work-related education. In addition, pupils will have further opportunities through enterprise activities, mentoring schemes and vocational courses.

**3.14 Do the learning experiences reflect national priorities for lifelong learning and community regeneration?**

You should evaluate whether the curriculum:

- 3.14.1 reflects national priorities for lifelong learning and community regeneration.

*Further guidance*

You will need to consider whether schools are laying the foundations for lifelong learning by ensuring that pupils acquire the appropriate knowledge, understanding, skills and attitudes to progress. In particular, you will need to consider how the learning experiences encourage pupils, at an appropriate level, to take more responsibility for their own learning and understand the need to be flexible, enterprising and adaptable. You will also need to consider how well the learning experiences reflect national priorities, for example in raising the level of achievement for all, build stronger foundations for learning, improve transition between primary and secondary phases and transforming provision for 14-19 year olds.

## Sources of evidence

### Documents:

- the school's curriculum documentation, plans, schemes of work and timetables;
- the arrangements for curriculum co-ordination across key stages;
- information about liaison with other schools and institutions, including induction, transfer and integration arrangements;
- details of any pupils for whom exceptions and modifications to NC requirements apply, and of alternative provision which is made;
- details of the provision for looked after children;
- details of any complaints or appeals with regard to NC provision and religious education or collective worship;
- school documentation, including the school prospectus and annual report for parents and home-school agreements;
- information about partnership arrangements with initial teacher training institutions;
- school policy and other statements for work-related education;
- information about work experience for pupils;
- information on participation enterprise projects and competition; and
- any written responses from local business and the CCET in respect of education-business links.

**Observation:**

- lesson observation;
- the organisation and composition of teaching groups;
- where applicable, the nature and contributions of homework;
- the provision made for personal and social education, including planned classroom activities and the pupils' wider school experience;
- the use made of discretionary time beyond NC subjects;
- any use made by the school of the community's facilities and by the community of the school's facilities;
- the provision made for careers education and guidance and health education, including sex education and attention to substance misuse; and
- the quality of relationships in the school.

**Discussion:**

- the pre-inspection meetings with parents and governors;
- with the pupils, where appropriate; and
- with headteacher, staff, the governing body, pupils and parents.

**Key Question 4: How well are learners cared for, guided and supported?**

Inspectors should evaluate and report on:	In making their judgements, inspectors should consider, where applicable, the extent to which providers:
<ul style="list-style-type: none"> <li><b>the quality of care, support and guidance to learners</b></li> </ul>	<p>4.1 <i>plan and manage care and support arrangements and services effectively;</i></p> <p>4.2 <i>work in partnership with pupils, parents, carers and employers, and take account of their views;</i></p> <p>4.3 <i>provide information on all the opportunities available and impartial guidance that helps learners choose the course which is right for them;</i></p> <p>4.4 <i>have induction programmes that help learners settle in quickly, understand their rights and responsibilities and the demands of the course or programme;</i></p> <p>4.5 <i>provide high quality personal support and guidance for learners, including access to personal and social education, tutorial programmes and specialist services;</i></p> <p>4.6 <i>monitor learners' punctuality, attendance, behaviour and performance, and take early and appropriate action where appropriate;</i></p> <p>4.7 <i>provide effective careers education and guidance that helps learners to make informed choices;</i></p> <p>4.8 <i>have arrangements that contribute to the well being of learners; and</i></p> <p>4.9 <i>have effective procedures for the protection of children and young people and for dealing with appeals and complaints;</i></p>
<ul style="list-style-type: none"> <li><b>the quality of provision for additional learning needs</b></li> </ul>	<p>4.10 <i>effectively diagnose individual learning needs;</i></p> <p>4.11 <i>provide additional support to meet individual needs, including those for learners with learning and/or physical disabilities, sensory impairments and other special needs; and</i></p> <p>4.12 <i>provide appropriate support for learners whose behaviour impedes their progress and that of others;</i></p>

<ul style="list-style-type: none"> <li>• <b>the quality of provision for equal opportunities</b></li> </ul>	<p>4.13 <i>support and guide learners appropriately, taking account of their social, educational, ethnic or linguistic background;</i></p> <p>4.14 <i>promote gender equality and challenge stereotypes in learners' choices and expectations;</i></p> <p>4.15 <i>promote good race relations across all areas of activity;</i></p> <p>4.16 <i>have effective measures to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment;</i></p> <p>4.17 <i>secure equal treatment of disabled learners and make reasonable adjustments to avoid putting them at substantial disadvantage; and</i></p> <p>4.18 <i>recognise and respect diversity.</i></p>
---	--

### The weighting for Key Question 4

In coming to an overall grade, you should give equal weight to judgements about the quality of care, support and guidance, the quality of provision for additional learning needs and the quality of provision for equal opportunities.

### Reporting requirements

In all types of inspection, you will need to report on:

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

You should state at the start of the section on this key question whether your findings match or do not match those of the school's own evaluation. If they do not match, you should give the reasons for this.

In this section of the report, you will also need to report on

- the school council (4.2);
- the use of Learning Pathways (14-19) option menus for learners, Elements 4-6 (see guidance relating to 4.3, 4.5 and 4.7);
- whether the school has arrangements that encourage and enable pupils to be healthy (4.8);
- child protection (4.9);
- the account taken of the statutory framework for inclusive education (4.11);
- race equality (4.15);
- measures to eliminate oppressive behaviour including racial discrimination, bullying and all forms of harassment; (4.16) and
- disability, including the school's disability equality scheme and action plan (4.17).



## Using the criteria

You will evaluate and report on:

- **the quality of care, support and guidance to learners**

### **4.1 Does the school plan and manage care arrangements and support services effectively?**

You should evaluate whether the school:

- 4.1.1 plans and manages its care arrangements effectively; and
- 4.1.2 makes effective use of support services.

#### *Further guidance*

You can make an assessment of the coherence of the overall provision for care, guidance and support through observation and discussion during the inspection. Observation of lessons and other activities, such as tutor periods, will help you to evaluate the quality of guidance and support received by individual pupils and the effectiveness of the school's procedures. Discussion with senior staff, teachers, parents and pupils will help you to judge how well the school's practice matches its intentions and how well the school's arrangements are understood. A key source of information will be that obtained from your discussions with pupils where possible, both as individuals and in groups. To make a judgement about this aspect of guidance and support you will need to draw on the evidence of the whole team.

Some pupils may require regular medical provision or therapy or both. Pupils with emotional and behavioural difficulties may need additional pastoral support. You will need to judge how well these aspects of support are planned and managed so as to help achieve the objectives set in pupils' individual education plans and pastoral support plans, where appropriate, to develop pupils' independence as learners.

### **4.2 Does the school work in partnership with pupils, parents, carers and employers and take account of their views?**

You should evaluate:

- 4.2.1 how well the school works with parents and carers in caring, supporting and guiding pupils;
- 4.2.2 the extent to which the provision takes parents' and carers' views into account; and
- 4.2.3 how the school involves pupils in decision making through the school council

#### *Further guidance*

Inspection places emphasis on the importance of the needs and interests of learners in promoting excellence for all. Pupils have

a right to express views on how their needs are being met as well as a clear entitlement to influence the services that affect them.

The school council is a very important way in which pupils can be involved in decision making which gives them responsibility and makes them feel valued. Inspectors should look at the school council as one of the methods of involving pupils in decision making. They should be aware of the regulations regarding school councils and report not only in terms of its existence but its effectiveness.

The School Councils (Wales) Regulations 2006 require all maintained primary (excluding nursery and infant) secondary and special schools to establish school councils. This regulation came into force on 31<sup>st</sup> December 2005.

In summary, the regulations require schools to:

- ensure the school council is set up in accordance with the requirements of the regulations;
- ensure the first meeting of the school council is held no later than 1<sup>st</sup> November 2006 and that there are six meetings a year of the school council, which ideally should be evenly spread so that a meeting is held at least once a term, although the requirements relating to the frequency of meetings do not apply to special schools;
- ensure that only registered pupils of the school are members of the school council, although the regulations allow a single school council to be set up to cover all schools on a single site if the governing bodies so wish;
- ensure that arrangements are in place so that all pupils in the school (apart from infant pupils in primary schools) select members of the school council through secret ballot, although the requirements relating to elections do not apply to special schools;
- put arrangements in place to ensure all year groups (apart from infant year groups in primary schools) can be represented on the school council, although the requirements relating to year group representation do not apply to special schools;
- where the school council communicates a matter to the headteacher and/or governing body the headteacher and governing body; and
- ensure that all school council meetings are supervised by an adult.

The Welsh Assembly Government issued further guidance in October 2006. The guidance explains the regulations more fully and gives advice on matters such as:

- roles, responsibilities and boundaries;
- arrangements for elections;
- ensuring that the school council is representative; and
- the holding of school council meetings.

**4.3 Does the school give information on all the opportunities available and impartial guidance that helps pupils to choose the course that is right for them?**

You should evaluate:

- 4.3.1 the quality of guidance and advice pupils receive when making choices about which courses to follow: and
- 4.3.2 provides for Element 4 of Learning Pathways 14-19.

*Further guidance*

Parents of older pupils will have views on the quality of curricular guidance given, for example, in Year 9 and Year 11. In some schools with secondary age pupils, certain courses and options are unavailable to particular groups of pupils. You should judge whether any constraints on the available options are in pupils' best interests, and that they are consistent with the school's aims and equal opportunities policy.

You should consider:

- the effectiveness of the school's plans to ensure that all learners receive their basic entitlement to an impartial learning coach.

In this key question, you should also evaluate and report on learning coach support, which is Element 4 of Learning Pathways 14-19.

You should refer to 'Supplementary guidance for inspecting Learning Pathways 14-19 in secondary schools and special schools (April 2007).' This guidance is available on the Estyn website at: [www.estyn.gov.uk/publications/](http://www.estyn.gov.uk/publications/).

**4.4 Does the school have induction programmes that help pupils to settle in quickly, understand their rights and responsibilities and the demands of the course or the programme?**

You should evaluate how well the school:

- 4.4.1 helps new pupils to settle in quickly to the school; and
- 4.4.2 informs new pupils about their rights and responsibilities.

*Further guidance*

It is crucial that pupils of all ages feel safe and secure when they enter a new school. You need to judge how well the school supports pupils and helps them to settle into the life and routine of their new school or setting. School documentation and the views of both parents and pupils will help you to reach a view as to how well the school does this and whether it ensures that any disruption to pupils' learning is kept to a minimum.

**4.5 Does the school provide high quality personal support and guidance for pupils, including access to personal and social education, tutorial programmes and specialist services?**

You should evaluate whether the school:

- 4.5.1 identifies each pupil's needs and progress;
- 4.5.2 ensures that pupils are monitored by a member of staff who has the confidence of the pupil, and to whom the pupil has ready and regular access;
- 4.5.3 has a carefully-structured and co-ordinated guidance programme that includes health education and, in secondary schools, careers education and guidance;
- 4.5.4 takes account of the Frameworks for Personal and Social Education and for Careers Education and Guidance;
- 4.5.5 makes effective use of specialist services; and
- 4.5.6 how well the school provides for Element 5 of Learning Pathways 14-19.

*Further guidance*

Teachers should have skills appropriate to their responsibilities for guidance. They should have access to, and make use of, professional support both from within the school and from specialist services. You should investigate the effectiveness of the school's links with specialist agencies such as the police, health, psychological and social services.

In this key question, you should also evaluate and report on pupils' access to personal support, which is Element 5 of Learning Pathways 14-19.

You should refer to 'Supplementary guidance for inspecting Learning Pathways 14-19 in secondary schools and special schools (April 2007).' This guidance is available on the Estyn website at: [www.estyn.gov.uk/publications/](http://www.estyn.gov.uk/publications/).

**4.6 Does the school monitor pupils' punctuality, attendance, behaviour and performance, and take early and appropriate action where necessary?**

You should evaluate:

- 4.6.1 the quality of the school's procedures for monitoring pupils' punctuality, attendance, behaviour and performance;
- 4.6.2 the effect of any actions taken by the school; and
- 4.6.3 whether the school takes appropriate account of NAW Circular 47/06

*Further guidance*

The school should monitor pupils' academic progress, behaviour, personal development and attendance and regularly discuss these with pupils and, when appropriate, their parents. You will need to draw on teachers' evaluation of standards of work in order to judge how effectively the quality of such guidance and support has enhanced pupils' achievement and progress. With good support and guidance, both expectations and standards are raised. The whole provision should have a beneficial effect on pupils' progress, general confidence and ability to cope with everyday life in the school.

You will need to consider the school's policy and guidance on attendance. This should help you gain an insight into how the school:

- promotes and maintains high attendance rates;
- notes that pupils are absent and follows this up;
- manages pupils whose attendance is a cause for concern; and
- supports pupils returning to school after a period of absence.

Examination of registers should also reveal the extent to which the school complies with current legislation. Observation of registration periods will help you to evaluate the accuracy of the records.

Schools should have an active monitoring system and effective strategies for encouraging good behaviour, attendance and punctuality. Discussions with staff, pupils where appropriate, parents and governors will help you to judge the efficiency of these procedures. You may also, for example, scrutinise a sample of pupils' record files, including any correspondence with parents and other agencies, to support judgements about the school's thoroughness in monitoring and, where appropriate, improving behaviour and attendance. Lesson observations at the beginning of morning and afternoon sessions will provide evidence about pupils' punctuality.

You should be aware of the guidance on attendance and specific pupil groups at risk of disaffection in NAW Circular 47/06.

Schools must inform the LA at agreed intervals of the name and address of any registered pupil who fails to attend the school regularly or has been absent continuously for ten or more school days.

Scrutiny of a sample of pupils' record files, including any correspondence they may contain with parents and other agencies, will show the school's thoroughness in monitoring and, where appropriate, improving attendance. Discussions with staff, pupils, parents and governors will, together with documentary evidence, help you to judge the efficiency of these procedures. For part-time pupils who are dual-registered, attendance at a **PRU** should be recorded. You should evaluate the action taken by PRU staff to monitor overall attendance, including mainstream school, college or work place. When you evaluate attendance, you should consider pupils' attendance at wherever they are timetabled to be.

It may be possible to discuss with the education welfare officer or social worker his or her involvement with pupils and any relevant attendance issues at feeder schools that may throw light on current attendance patterns.

Attendance by students **over-16** is not required by law, but a school with a post 16 should have a policy on attendance. You should evaluate the effectiveness of this policy.

Attendance for pupils **under-five** is not a statutory requirement. You will need to recognise that some schools try to develop good habits and positive attitudes to school by allowing pupils to initially attend part time.

**4.7 Does the school provide effective careers education and guidance that helps pupils make informed choices?**

Where appropriate, you should evaluate whether:

- 4.7.1 pupils receive effective careers education and guidance;
- 4.7.2 account is taken of the Framework for Careers Education and Guidance;
- 4.7.3 there are effective links with outside agencies; and
- 4.7.4 how well the school provides for Element 6 of Learning Pathways 14-19.

*Further guidance*

In making judgements, you will need to take account of the learning outcomes in the Framework for Careers Education and Guidance in the secondary phase. In key stages 3 and 4, careers education should provide a planned programme to develop skills, knowledge and attitudes relating to choices and transitions to further education, training and employment. Careers guidance and advice should be given in key stage 3 as preparation for choosing options in key stage 4. Individual guidance interviews

must be offered to all pupils in Year 11 and there should be support in the post sixteen for students' application to higher education and for employment. You need to judge the extent to which there is a systematic and personalised approach to helping pupils make choices appropriate to them through impartial advice. The school's documentation will show how careers education is co-ordinated, how it draws on pupils' experiences within subjects and is enhanced through links with employers and training providers. You need to judge how effectively the school provides impartial and well-informed advice, drawing on the expertise of outside agencies including the careers service. The school's liaison with the careers service should be based on a clear specification of what each party will arrange and provide.

There should be a good working relationship with support agencies such as the local education business partnership. These should secure for the school the fullest range of opportunities for projects, competitions, and schemes involving employers. The partnership will support progression in pupils' learning, especially in vocational courses and careers education. As pupils move through the key stages, their activities will become more career and vocationally orientated, building on earlier work-related experiences.

Inspectors should also consider how well schools have enabled learners to access and use 'Careers Wales on Line', which is supported by all Careers Wales companies and provides a range of useful information and advice ([www.careerswales.com](http://www.careerswales.com)). The site enables learners to update and amend their Progress Files and career plans, which are stored on line, and helps schools to manage the Progress File. Learners should be able to build on their Progress File during tutorials, PSE or careers education lessons. Inspectors should therefore take account of how accessible ICT facilities are to learners.

In this key question, you should also evaluate and report on the information, advice and guidance on careers for pupils, which is Element 6 of Learning Pathways 14-19.

You should refer to 'Supplementary guidance for inspecting Learning Pathways 14-19 in secondary schools and special schools (April 2007).' This guidance is available on the Estyn website at: [www.estyn.gov.uk/publications/](http://www.estyn.gov.uk/publications/).

**4.8 Does the school have arrangements that contribute to the well being of learners**

You should evaluate whether the school:

- 4.8.1 has clear, well-documented procedures that contribute to pupils' well-being when in the school's care;
- 4.8.2 has arrangements to protect the pupils in its charge from harm, and promotes their well-being through its day-to-day procedures;
- 4.8.3 where appropriate, has suitable care arrangements for residential pupils; and
- 4.8.4 has appropriate arrangements that encourage and enable pupils to be healthy.

*Further guidance*

The Children Act 2004 highlights the need for authorities, and other partners, to work more closely together to promote the well-being of children within their area. 'Well being' can be described as the protection from harm and neglect (e.g. child protection policies) and the promotion of social and economic well-being of pupils (e.g. anti-bullying policies) and the promotion of physical, mental and emotional well-being (e.g. including policies on health and safety and healthy eating and drinking).

For additional guidance on inspecting healthy living issues refer to Estyn's Supplementary Guidance on Inspecting healthy living (including physical activity and food and drink) (2007).

You should report on the policies and arrangements put in place by the school to contribute to the well-being of learners. You should evaluate whether governors, staff, parents and pupils are aware of these policies and arrangements.

Estyn is not a health and safety inspectorate. If you observe anything that you think constitutes an obvious danger to the safety of staff, visitors or pupils, you should alert school managers. You should also notify school managers if less than obvious threats are noticed and a note should be made on the evidence file of the threat and that the school managers were informed of it. However, there is no duty to describe breaches of health and safety legislation which are less than obvious in the body of the inspection report.



*Further guidance: residential*

Where there is residential provision, the Care and Social Service Inspectorate for Wales (CSSIW) or any other inspector appointed by the National assembly for Wales under Section 87A of the Children Act 1989 to carry out inspections of boarding schools, will assess whether the school is satisfactorily safeguarding and promoting the welfare of the children for whom accommodation is provided or arranged by reference to the National Minimum Standards for Residential Special Schools. Inspectors will assess whether the school is satisfactorily safeguarding and promoting the welfare of the children for whom accommodation is provided or arranged by reference to the National Minimum Standards for Residential Special Schools.

CSSIW inspect against regulations and standards that concentrate on the welfare and development of children, the suitability of providers and their staff, and the safety and suitability of premises and equipment.

The Protocol between the Care and Social Services Inspectorate for Wales and Estyn, on the inspection of residential special schools, states that the two bodies agree to work together through simultaneous inspections. In such circumstances you will give joint oral feedback, with CSSIW, to the provider. You will publish a separate written report on matters relating to educational standards, and the CSSIW will publish a report on regulatory matters. Otherwise you will comment on the general quality of the boarding experience and the contribution it makes to pupils' educational experience.

**4.9 Does the school have effective procedures for the protection of children and young people, including dealing with appeals and complaints?**

CSSIW inspect against regulations and standards that concentrate on the welfare and development of children, the suitability of providers and their staff, and the safety and suitability of premises and equipment.

The Protocol between the Care and Social Services Inspectorate for Wales and Estyn, on the inspection of residential special schools, states that the two bodies agree to work together through simultaneous inspections. In such circumstances you will give joint oral feedback, with CSSIW, to the provider. You will publish a separate written report on matters relating to educational standards, and the CSSIW will publish a report on regulatory matters. Otherwise you will comment on the general quality of the boarding experience and the contribution it makes to pupils' educational experience.

You should evaluate the extent to which:

- 4.9.1 the school works in pupils' best interests to safeguard their welfare and promote their development;
- 4.9.2 school works in partnership with other responsible agencies to secure pupils' welfare;
- 4.9.3 there is a designated senior member of staff with responsibility for child protection;
- 4.9.4 all staff know who has designated responsibility;
- 4.9.5 there is a policy that is in line with local procedures;
- 4.9.6 staff have knowledge of the possible signs and symptoms of child abuse; and
- 4.9.7 staff are aware of what to do if they suspect, or have disclosed to them, that an individual child may need protection.

*Further guidance*

Schools should have effective **child protection procedures**. Schools and teachers have important roles in the development and implementation of child protection policies and practices. You should take account of the main principles, which govern the Children Act 1989 and section 175 of the Education Act 2002. You must check whether the school and individual teachers understand them.

You will need to see whether the school is taking account of:

- WO Circular 52/95 'Protecting Children From Abuse: The Role of the Education Service';
- NAW Circular 47/06 Inclusion and Pupil Support;
- the Protection of Children Act (1999);
- NAW's 'Working Together To Safeguard Children' (2000);
- United Nations Convention on the Rights of the Child;
- All Wales Child Protection Procedures and
- NAW circular 34/02 'Child Protection: preventing unsuitable people from working with children and young persons in the education service'.

The All Wales Child Protection Procedures define the categories of abuse. These are:

- physical abuse;
- emotional abuse;
- sexual abuse; and
- neglect.

You should check whether:

- there is a designated senior member of staff with responsibility for child protection;
- all staff know who has designated responsibility;
- the school policy is in line with local procedures;
- staff have knowledge of the possible signs and symptoms of child abuse; and
- staff are aware of what to do if they suspect, or have disclosed to them, that an individual child may need protection.

In the best practice, schools:

- have an ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and are listened to;
- provide suitable support and guidance so that pupils have access to a range of appropriate adults whom they feel confident to approach if they are in difficulties;
- work with parents to build an understanding of the school's responsibility to ensure the welfare of all children. Schools recognise that this may occasionally require cases to be referred to other investigating agencies in the interest of the child;
- have procedures for handling suspected cases of abuse that are clear and easily accessible to all staff;
- ensure that **all** staff:
  - are aware of and alert to signs and symptoms of abuse;
  - know who is the designated teacher;
  - know how to report any concerns or suspicions, and are familiar with the school's procedures for handling suspected cases of abuse; and
  - refer cases promptly to, or discuss them with, investigating agencies according to locally-established procedures. In cases of uncertainty, schools seek advice and support from outside professionals such as the Local Safeguarding Children's Board co-ordinator, social workers in the social services department or the NSPCC;
- monitor children who have been identified as being at risk. They keep secure, confidential records of events and action taken, and provide, where needed, reports that focus on the pupil's educational progress and achievements, attendance, behaviour, participation and relations with others. The records distinguish clearly between fact, observation, allegation and opinion;
- regularly provide child protection training to school staff and, in particular, to designated teachers to ensure that their skills and expertise are up to date; and

- use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

If any concerns about child protection are identified during the inspection of a school, you must follow Estyn's Child Protection Policy and Procedures document on what action to take.

## • the quality of provision for additional learning needs

### 4.10 Does the school effectively diagnose individual learning needs?

You should evaluate how systematically the school:

- 4.10.1 identifies individual learning needs; and
- 4.10.2 assesses the needs of pupils;

*Further guidance*

You will need to examine samples of pupils' records, statements, assessment reports and individual plans. You will show:

- how consistently pupils' work is followed up with regular reviews of progress, including annual reviews; and
- whether assessment, recording and reporting procedures satisfy statutory requirements.

### 4.11 Does the school provide additional support to meet individual needs, including those for pupils with learning and/or physical disabilities, sensory impairments and other special needs?

You should evaluate the extent to which the school:

- 4.11.1 provides for pupils through its teaching, resources and any collaborative arrangements with other schools;
- 4.11.2 deploys professional and material resources to ensure that all pupils are well integrated into the life and work of the school;
- 4.11.3 has positive and constructive attitudes to those with learning disabilities;
- 4.11.4 effectively uses professional support services and voluntary help; and
- 4.11.5 consults parents regularly.

*Further guidance*

The school should have regard to the 2002 revised Code of Practice. You should also take account of the NAW's Action Programme for SEN and the statutory framework for inclusive education.

You should consider whether grouping and support systems meet

the range of needs without affecting adversely the breadth, balance and continuity of the pupils' curriculum. You should be satisfied that resources and learning tasks are suitably differentiated to match individual learning needs. Occasionally, schools overemphasise the need to offer a compassionate and secure environment for pupils with SEN, and neglect to provide enough challenge to the pupils as learners. It is most important that the team of inspectors should form a view on how far pupils' potential as learners is being fulfilled.

Where pupils are taught part-time in mainstream schools, you should judge the effectiveness of the integration with regard to the breadth and balance of the curriculum, the suitability of learning tasks, standards of achievement, the effectiveness of special support and the suitability of specialist accommodation, equipment and other resources.

*Further guidance: residential*

Where **residential** provision is specified, you need to check that the arrangements provided by the school match the pupils' statement of SEN, particularly in respect of:

- the number of nights boarding;
- regularity of contact with pupils' parents or carers; and
- specified programmes, for example to boost independence or self-care skills.

You need to be sure that there are suitable arrangements to enable all key members of staff who need to know the provision are aware of the contents of the statement and care plan and are able to contribute to any review that takes place. If possible, you should attend an annual or transition review to ensure that the provision is re-examined in the light of any progress made and that key people attend.

**4.12 Does the school provide appropriate support for pupils whose behaviour impedes their progress and those of others?**

You should evaluate how well the school:

- 4.12.1 deals with pupils whose behaviour impedes their progress; and
- 4.12.2 ensures that all pupils have the opportunity to learn effectively without interference or disruption.

*Further guidance*

Schools need to agree their response to disruptive behaviour. More and more schools are organising training in behaviour management for all their staff. You will need to judge how well the school ensures that all pupils have the opportunity to learn

 effectively without interference or disruption.

When a pupil is at risk of exclusion or disaffection the school should prepare a pastoral support programme in conjunction with other relevant agencies. You will need to judge whether the school has provided suitable support for these pupils, especially before they are excluded. In addition, you will need to evaluate the steps the school takes, in co-operation and in consultation with the LA, to ensure that pupils who are excluded receive appropriate education while excluded and are able to re-integrate effectively on their return to the school.

• **the quality of provision for equal opportunities**

**4.13 Does the school support and guide pupils appropriately taking account of their social, educational, ethnic or linguistic background?**

You should evaluate:

- 4.13.1 the extent to which the school recognises the diversity of pupils' backgrounds; and
- 4.13.2 whether the school acts appropriately and effectively on this information.

*Further guidance*

You should judge the extent to which the school recognises the diversity of pupils' backgrounds and whether it acts appropriately on this information. When planning and delivering its support and guidance, the school should make sure that it takes into account the pupils' background. It should tailor its procedures for support and guidance to reflect this. You should draw attention to any significant variations in the quality of provision for, or in the response of, particular groups of pupils identified by their background. When considering pupils' diverse backgrounds you should include pupils learning English as an additional language (EAL), looked after children, traveller children, children who are disabled or have medical needs, those with emotional, social and behavioural difficulties and those who are more able and talented.

**4.14 Does the school promote gender equality and challenge stereotypes in pupils' choices and expectations?**

You should evaluate:

- 4.14.1 whether policies and practices actively promote gender equality; and
- 4.14.2 how effective the school is in challenging stereotypes in pupils' choices and expectations.

*Further guidance*

The Sex Discrimination Act 1975 places a duty on all schools to treat girls and boys equally. It has produced major changes in the practices of schools, in particular in providing equal access to the main curriculum, curriculum options and extra-curricular activities.

Despite this progress, there are still issues in the equal opportunities and relative performance of boys and girls. Boys as a group underachieve compared with girls. Girls tend to leave school with low career aspirations. Girls and boys often make stereotypical choices of options and subjects at all stages.

You will need to be alert to stereotypical views about what certain groups of pupils can do, for example in the range of activities, subjects or options undertaken or chosen by boys and girls. There may also be stereotypical views about what boys and girls are capable of achieving. You should check the extent to which the school analyses gender gaps in subject and option choice. You will also need to assess whether subjects and materials are presented in such a way as to help tackle stereotyping.

You should examine the effectiveness of the school's arrangements for promoting gender equality by analysing the school's documentation, observation in the classroom and other school contexts and discussion with pupils and staff. The core task is to assess the influence of the school's practice and policies on pupils' access to the curriculum and their achievements.

**4.15 Does the school promote good race relations across all areas of activity?**

You should evaluate how well the school:

4.15.1 promotes good race relations.

*Further guidance*

All schools, including those with few or no ethnic minority pupils, have a key role to play in promoting racial equality and valuing diversity. The Stephen Lawrence case, which resulted in the Macpherson Inquiry, suggested racism exists across all sections of society. It is vitally important, therefore, that all schools recognise that they have a fundamental responsibility to promote racial equality. Schools should acknowledge that the prevention of racism involves the moral, social and cultural development of all pupils. As a result of the Race Relations (Amendment) Act 2000, schools have a statutory general duty to:

- eliminate unlawful racial discrimination;
- promote equality of opportunity; and
- promote good relationships between people of different racial groups.

In order to help schools meet this general duty they are expected to comply with specific duties which focus on methods that identify and address racial discrimination and promote racial equality and good race relations.



The specific duties are:

- to have a written race equality policy which should identify the action to be taken to tackle racial discrimination and promote racial equality and good race relations across all areas of school activity;
- to assess the impact of the policy;
- to monitor the impact of the policy; and
- to take such steps as are reasonably practical to publish annually the results of the monitoring.

It is the responsibility of the governing body to draw up the race equality policy and keep it up to date. A good policy would be part of the school's development plan.

The school should monitor and assess the impact of its policies, especially on attainment levels. You will need to assess whether the school is meeting its duties under the Act. You will need to bear in mind that schools can combine their race equality policy with another policy such as an equal opportunities policy, but the race equality policy should be clearly identifiable, with appropriate action points. Schools can use existing monitoring and evaluation arrangements when assessing the impact of the policy.

You should refer to the document 'Supplementary guidance on the inspection of racial equality, the promotion of good relationships and English as an additional language (July 2005).' This guidance is available on the Estyn website at the following web address:

[www.estyn.gov.uk/publications](http://www.estyn.gov.uk/publications)

**4.16 Does the school have effective measures to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment?**

You should evaluate:

- 4.16.1 the effectiveness of arrangements for making sure pupils are free from any form of discrimination and harassment; and
- 4.16.2 how well the school monitors and responds to incidences of oppressive behaviour.

*Further guidance*

All pupils and staff, in all aspects of their work and leisure, should be free from harassment.

In relation to the prevention and elimination of oppressive behaviour including bullying, sexism and racism, you should consider how the school creates a climate for good behaviour as well as how it deals with specific instances of misbehaviour. In relation to bullying, sexism and racism you need to assess how

well the school recognises and records incidents that occur, how well it deals with them and what steps are taken to prevent repetition.

You should judge whether there are effective procedures to teach pupils the skills they need to deal with and report acts of bullying and to offer support to victims and perpetrators of bullying.

It may be very difficult for inspection teams to gather evidence about the extent of bullying. However, inspectors should consider the issue of bullying very carefully. You should raise the issue in several meetings with pupils and pursue matters vigorously with managers and other staff who have a lead responsibility for this aspect of provision.

Pupils and teachers may be the victims of bullying on the grounds of their sexual orientation. Boys or girls who are, or whose behaviour in any way suggests that they might be gay, lesbian or bisexual, or whose behaviour is different in any way from accepted group norms, can be vulnerable to homophobic bullying.

Inspectors should consider whether schools' anti-bullying policies and strategies deal adequately with these issues. If school policies and practices are not dealing adequately with issues of homophobia, inspection reports should say so.

You should report on more than the existence of an anti-bullying policy and procedures. In reaching a judgement you should:

- explore what schools are teaching pupils about avoiding and reporting bullying;
- ask pupils for their views on how the school deals with bullying;
- question pupils about whether they know what to do and who to tell about incidents of bullying;
- ascertain whether pupils are confident in reporting bullying to staff;
- ask pupils if they know of incidents of bullying in the school;
- check whether staff know the school's anti-bullying policy and procedures;
- inspect how the school identifies and records bullying and follows up incidents;
- find out how the school monitors and evaluates its anti-bullying procedures; and
- state whether the school's procedures are effective or not.

You should not use phrases such as 'there is no evidence of bullying' or 'no incident of bullying was observed during the inspection' in inspection reports. Such expressions may not be factually correct and could cause distress to pupils who have been bullied and to their parents.

**4.17 Does the school secure equal treatment of disabled pupils and make reasonable adjustments to avoid putting them at substantial disadvantage?**

You should evaluate:

- 4.17.1 whether the school has taken reasonable action to ensure that disabled pupils do not suffer from less favourable treatment; and
- 4.17.2 to what extent the school has taken steps to eliminate discrimination.

*Further guidance*

The Special Educational Needs and Disability Act 2001 makes it illegal for schools to discriminate against disabled pupils and prospective pupils in the provision of education and associated services, and in respect of admissions and exclusions. You will need to assess whether the school has taken reasonable action to ensure that disabled pupils do not suffer from less favourable treatment. You will also need to determine to what extent the school has taken steps to eliminate discrimination. The school should provide information on arrangements for disabled pupils in its annual report and should produce a plan to help make improvements in access to the curriculum, physical access and the provision of information.

The Disability Discrimination Act became law in April 2005. Among its provisions is a new duty on public bodies to actively promote disability equality (“the general duty”).

The Disability Rights Commission’s website ([www.drc-gb.org/](http://www.drc-gb.org/)) provides guidance on the Disability Equality Duty (DED) and it now includes a special section for governors, headteachers and staff in schools. This briefing covers this specific guidance.

The DED for the public sector is a new legal duty that affects all local authorities and maintained primary and secondary schools in England and Wales, including pupil referral units. It will require them to promote disability equality for pupils, employees, and service users. The DED is not necessarily about changes to buildings or making adjustments for individuals, it is about weaving equality for disabled children and adults into the culture of schools in practical ways. Certain listed public authorities, including schools, are covered by additional specific duties which require them to prepare a Disability Equality Scheme (DES). For schools this will include the steps a school intends to take to promote disability equality and a related action plan for the next three years. Disabled pupils and adults must be involved in drawing up the DES and setting the plans.

Since December 2006, all local authorities in Wales must produce a Disability Equality Scheme (DES). Since April 2007, all special schools and pupil referral units in Wales, must produce a Disability Equality Scheme (DES).

## **Producing the Disability Equality Scheme (DES) and Accessibility Plans**

Schools are already required to plan to improve the accessibility of their schools for their disabled pupils under the planning duties contained in Part 4 of the DDA and the DES will build on this work. However, the DES brings extra requirements: the DES must cover disabled employees and other disabled users of school premises and services (such as parents and carers) as well as pupils.

The main elements and actions contained within the DES can also be reflected within other school documents, such as an equal opportunities policy, school improvement plan, or prospectus.

Schools may wish to publish a single document that contains both their access plan and DES, or a separate plan and scheme. However the school chooses to present this information, the DES and the main elements of the DED need to be distinct, easily identifiable and set out in one place.

### **What needs to be in a Disability Equality Scheme (DES)?**

- a statement of how disabled people (children, young people and adults), have been involved in developing the scheme;
- arrangements for gathering information on the effect of policies and practices;
- details of how the information gathered will be used;
- methods for assessing the impact of policies and practices on disability equality and where improvements can be made; and
- a plan of action - a list of action points that detail the steps the school is going to take to meet the general duty.

#### *Gathering information*

Schools need as a minimum to gather information on the effect of their policies and practices on:

- the recruitment, development and retention of disabled employees; and
- the educational opportunities available to, and the achievements of, disabled pupils.

#### *Planning for action*

A DES should clearly set out the steps schools will be taking, in the next three years, to meet the general duty. An effective action plan will clearly set out actions planned, when they will be completed, and the members of staff responsible. It should also clearly state the outcomes the school is hoping to achieve and how progress will be evaluated.

Inspectors should report on whether clear outcomes have been identified and how the school proposes to evaluate progress toward these.

**4.18 Does the school recognise and respect diversity?**

You should judge the quality of the school's recognition and respect for diversity by the extent to which it:

- 4.18.1 has a policy in place that is visible and actively promotes diversity and equal opportunities;
- 4.18.2 has an action plan that ensures delivery of the policy;
- 4.18.3 provides activities through which pupils can develop an understanding of diversity and equal opportunities and come to value the contributions of others;
- 4.18.4 guards against institutional racism by providing appropriate training for its staff and learning opportunities for pupils; and
- 4.18.5 monitors this area and, where necessary, takes action to address issues and resolve problems.

**Sources of evidence**

**Documents:**

- the school's policy statements, programmes and action plans for personal and social development, including sex education, health education, racial equality, equal opportunities, bullying and disability;
- the school's policy and provision for careers education and guidance, including partnership agreements;
- the school's child protection policy and procedures;
- the school's procedures for supporting pupils with medical needs;
- provision for children looked after by the local authority, including the school's involvement in the production and review of care plans;
- procedures for assuring and promoting pupils' attendance and contributing to pupils' well-being; and
- statements of SEN, individual plans, programmes and review procedures.

**Observation:**

- the pre-inspection meetings with parents and governors;
- observation of lessons, including tutor periods, personal and social education lessons and careers education, where applicable;
- the quality and use of pupils' records;
- liaison with external agencies and the use of specialist support;
- level of staffing provision; and
- teaching arrangements and support for these pupils, including use made of support teachers and services, learning support assistants, medical, paramedical and nursing specialists, psychologists and other external agencies;

- collaborative arrangements with other schools, including in the context of the LA's Behaviour Support Plan;
- screening and assessment information and procedures; and
- specialist accommodation, equipment, aids and other resources, the extent of physical access for pupils with disabilities.

**Discussion:**

- parents' views as expressed in the pre-inspection parents' meeting;
- discussion with teachers; and
- where appropriate, discussion with pupils.

## Leadership and management

### Key Question 5: How effective are leadership and strategic management?

Inspectors should evaluate and report on:	In making their judgements, inspectors should consider, where applicable, the extent to which leaders and managers:
<ul style="list-style-type: none"> <li>• <b>how well leaders and managers provide clear direction and promote high standards</b></li> </ul>	<p><i>5.1 give clear direction through values, aims, objectives and targets that are fully understood by all those involved in providing education, training and other services;</i></p> <p><i>5.2 have explicit aims and values that promote equality for all, and which are reflected in the provider's work;</i></p> <p><i>5.3 take account of national priorities and local partnerships and consortia agreements;</i></p> <p><i>5.4 set and meet challenging, realistic targets and goals;</i></p> <p><i>5.5 manage and improve the performance of individual staff, teams and departments; and</i></p> <p><i>5.6 undertake effective staff appraisal or review to promote their professional development and improve the quality of provision.</i></p>
<ul style="list-style-type: none"> <li>• <b>how well governors or other supervisory bodies meet their responsibilities</b></li> </ul>	<p><i>The extent to which governors and other supervisory bodies:</i></p> <p><i>5.7 help to set the provider's strategic direction;</i></p> <p><i>5.8 regularly monitor the quality of provision; and</i></p> <p><i>5.9 meet regulatory and legal requirements.</i></p>

### The weighting for Key Question 5

In coming to an overall grade, you should give the greatest weight to how well leaders and managers provide clear direction and promote high standards.

### Reporting requirements

In all types of inspection, you will need to report on how well:

- leaders and managers provide clear direction and promote higher standards; and
- governors (or the LA for PRUs) meet their responsibilities.

You should state at the start of the section on this key question whether your findings match or do not match those of the school's own evaluation. If they do not match, you should give the reasons for this.

## Using the criteria

There is a strong link between the standards achieved and the grade awarded for leadership and management. If leaders and managers are working effectively then this should be reflected in the standards achieved by pupils. In coming to a judgement about how well leaders and managers provide clear direction and promote high standards, you will need to make sure that your judgement is linked strongly to the grade you award for Key Question 1: How well do learners achieve and the grade you award for Key Question 7: How efficient are leaders and managers in using resources? The grade you award for Key Question 5 is likely to match the grade for Key Questions 1 and 7. Where there are differences between the grades, these should be explained in the text of the report.

In particular, for most aspects from 5.1-5.6 below, you should evaluate, in addition to the work of senior managers the quality of the work of staff with posts of responsibility, such as staff accountable for subjects and aspects of the school's work.

You will evaluate and report on:

- **how well leaders and managers provide clear direction and promote high standards**

### **5.1 Do leaders and managers give clear direction through values, aims, objectives and targets that are fully understood by all those involved in providing education, training and other services?**

You should evaluate whether there:

- 5.1.1 is a sense of purpose that promotes and sustains improvements;
- 5.1.2 are high expectations;
- 5.1.3 are shared values and norms about learning, behaviour and relationships;
- 5.1.4 is positive leadership that gives a clear sense of direction to the school's work; and
- 5.1.5 are clear aims and policies that are focused on pupils' needs and are understood and implemented by staff and governors.

#### *Further guidance*

Leadership is concerned with:

- building and co-ordinating a team whose members have a common purpose;
- encouraging individuals to contribute to the common purpose; and
- developing a capacity to reflect critically on what is being done and how it can be improved.



In evaluating the **role of the headteacher** you need to focus on the extent to which his or her professional leadership and management are effective in those aspects of the school's work which bear most directly on improving the quality of provision and the educational standards pupils achieve. You should look for evidence of the headteacher's commitment and contribution to these areas through, for example, the management of staff and pupils, the monitoring and evaluation of classroom work and through links with parents.

The teacher-in-charge of a **PRU** is for legal purposes the headteacher. The headteacher or teacher-in-charge of a PRU may manage a wider service or the PRU may have several sites.

You can judge the contribution made by **staff with leadership and management roles** by the extent to which staff understand and are committed to their job descriptions. You should also consider whether staff manage their responsibilities effectively in relation to the time and opportunities made available. You should focus on how the staff with management responsibilities establish and improve standards and quality.

In a **PRU**, policies must be set in the light of the LA's policies on providing education otherwise and the curriculum. The PRU should have clear criteria for admitting pupils and clear targets for reintegration to school, further education or employment. The policies must be based on wide consultation with local schools, the community and police.

**5.2 Do leaders and managers have explicit aims and values that promote equality for all, and which are reflected in the school's work?**

You should evaluate the extent to which:

- 5.2.1 the school's policies and practices promote equality of opportunity.

*Further guidance*

You should establish how staff are involved in the formulation of aims, values and policies and of the procedures which arise from them. You should also find out what steps are taken to ensure that teaching and other staff, including staff new to the school, together with parents and pupils understand them. The test is whether they are reflected in the work of the school and kept under review.

You should judge whether there is equality of opportunity for staff and pupils and identify any cases where opportunities are denied to certain groups or individuals. The question is whether any opportunity open to one group or individual is also available to any other group or individual who might benefit from it.

**5.3 Do leaders and managers take account of national priorities and local partnerships and consortia agreements?**

You should evaluate how well the school:

- 5.3.1 takes account of the Welsh Assembly Government's priorities;
- 5.3.2 works in partnership with other providers of education and training;
- 5.3.3 collaborates with other relevant local partners; and
- 5.3.4 includes Learning Pathways (14-19) in setting out its priorities and strategic direction.

*Further guidance*

Schools should be aware of the Welsh Assembly Government's priorities as expressed in documents such as 'The Learning Country' and 'The Learning Country: Vision into Action'. You will need to evaluate whether the school shows that it is taking account of these. The school may have policies and documents that indicate a commitment to these priorities, but you will need to judge whether these are evident in practice.

For schools that have formal partnerships, you will need to evaluate how effective these are. For schools with pupils aged under-five, you will need to take account of the Early Years Development and Childcare Partnerships. At key stage 4 and the post 16s, you will need to consider the school's partnership with other providers, especially other schools or further education colleges.

When considering Learning Pathways, you should comment on how well the school includes LP14-19 in setting out its priorities and strategic direction. In particular, you will need to consider how well the school looks at LP14-19 from the learners' point of view rather than simply looking at how it affects the school itself. This means that the school should look at how it can contribute to expanding learners' choice, whether through its own provision, collaboration with other providers, or provision from elsewhere. You may comment on how well the school works in partnership with others as part of the local 14-19 Network, and the impact of the Network on the school.

**5.4 Do leaders and managers set and meet challenging, realistic targets and goals?**

You should evaluate:

- 5.4.1 the processes for setting targets;
- 5.4.2 whether the targets are challenging and realistic; and
- 5.4.3 the impact of target setting at all levels.

*Further guidance*

All managers should know what quality of work they expect of those they manage and should communicate their expectations to

them. This is as true of classroom teachers in relation to their pupils as it is of governors, the head, members of senior staff and middle managers. All these people should be accountable for the responsibilities they carry. They should be expected to be achieving a good measure of success in setting and agreeing challenging but realistic targets for those they manage and in achieving the targets that have been agreed for their own performance.

**5.5 Do leaders and managers manage and improve the performance of individual staff, teams and departments?**

You should evaluate the extent to which leaders and managers:

- 5.5.1 have set up suitable arrangements to monitor the performance of individuals and teams;
- 5.5.2 identify targets for individual staff and teams;
- 5.5.3 ensure that staff and teams have appropriate support and training to meet their targets; and
- 5.5.4 demonstrate that they track and evaluate improvements in performance, particularly in terms of the impact on standards achieved.

*Further guidance*

You will need to take account of performance management requirements for schools.

**5.6 Do leaders and managers undertake effective staff appraisal or review to promote their professional development and improve the quality of provision?**

You should evaluate:

- 5.6.1 the effectiveness of procedures for identifying staff development needs; and
- 5.6.2 the impact of staff development on improving standards and quality.

*Further guidance*

Schools need to ensure that they have effective procedures for identifying individual and whole-school training and development needs. They should respond to these through planned and appropriate activities and programmes that can take a variety of forms, including training courses. These activities and programmes should have a beneficial effect on the quality of teaching and other aspects of provision and the standards pupils are achieving.

In all schools, but particularly where there is a high staff turnover, you should enquire into the adequacy of arrangements for inducting all staff new to the school, and for those assuming new roles and responsibilities. In the case of newly qualified teachers (NQTs), you should consider the extent and quality of the provision for NQTs induction and early professional development, especially in the areas requiring further improvement as noted in the NQTs Career Entry Profile.

The National Standards for headteachers, subject leaders and SENCO are not mandatory, but schools can reasonably be expected to have regard to them as they plan for professional development and review job descriptions and roles. You will also need to take account of the school's involvement in the National Headship Development Programme, that covers intending headteachers (the National Professional Qualification for Headship (NPQH)), new headteachers (Professional Headship Induction Programme (PHIP)) and serving headteachers (Leadership Programme for Serving Headteachers (LPSH)), and in School Leadership Modules.

Procedures for performance management and teacher appraisal should be in line with national requirements. Appraisal, including the appraisal of support staff, should help staff evaluate and improve their practice. You do not have access to individual appraisal records.

- **where relevant, the extent to which governors (or the LA in the case of the PRU) meet their responsibilities**

**5.7 Do governors (or the LA in the case of the PRU) help to set the school's strategic direction?**

You should evaluate how well governors:

- 5.7.1 understand their roles and their school; and
- 5.7.2 contribute to strategic planning.

*Further guidance*

You need evidence of the extent to which governors' contributions in support of the headteacher and senior staff are informed by an understanding of their roles and of the school. You also need evidence of whether the proceedings of the governing body enable it to fulfil its responsibilities for strategic planning and the quality of education. Governing body papers and discussions with governors and the headteacher may illustrate particular decisions and the background to them. You should identify examples before and during the inspection so that you can trace the impact of decisions through the school's work.

In a PRU, LAs have to set up a management committee. The management committee is responsible for admissions, discipline, attendance, curriculum and post-inspection action. The teacher in charge must provide any reports that are required by the management committee or LA and must report to the LA once a year.

**5.8 Do governors (or the LA in the case of the PRU) regularly monitor the quality of provision?**

You should evaluate:

- 5.8.1 how well informed governors are about issues that affect the performance of the school; and
- 5.8.2 how well governors use this information to take effective and appropriate decisions.

*Further guidance*

The pre-inspection meeting with governors provides an opportunity for you to identify the steps that governors have taken to evaluate the quality of the school's work. In most cases, governors will not have carried out analyses themselves, but effective governors will have asked to be informed of what an analysis reveals and will have discussed the action to be taken in response.

**5.9 Do governors (or the LA in the case of the PRU) meet regulatory and legal requirements?**

You should evaluate:

- 5.9.1 whether governing bodies fulfil all the legal duties placed upon them.

*Further guidance*

The governing body has specific statutory responsibilities. Its main tasks are to:

- provide a sense of direction for the work of the school;
- support the school as a critical friend; and
- hold the school to account for the standards and quality it achieves.

In addition to those duties that come from educational legislation, you will also need to assess whether the governors meet duties imposed on them by other legislation, for example, Disability Discrimination Act 2005, Care Standards Act 2002 and the School Councils (Wales) Regulations 2005.

You need evidence that managers have taken reasonable steps to inform pupils, members of staff, parents or any other person of the procedures they should follow if they wish to make a complaint about any action by a member of the school or appeal against a

judgement that has been made. Complaints should be dealt with and appeals heard promptly by disinterested persons who have authority to act on their findings. Complaints and appeal procedures should be set out in the school prospectus.

In Wales a Governors' Annual Report must be produced and an annual meeting must be held, with some exceptions.

Exemptions apply where the school is a community special school established in a hospital and where a school has at least 50% of the pupils as boarders. In these circumstances the governing body may consider that it would be impracticable to hold an annual parents meeting. Further exemptions set out in the Annual Parents' Meeting (Exemptions) (Wales) Regulations 2005 apply where in the previous school year:

- the school has been inspected by a registered inspector and the governing body has held a meeting for all parents within the prescribed times to discuss the Inspector's report; and
- the governing body has had a meeting or series of meetings to which all parents were invited; and
  - the parents of more than 20% of registered pupils attended one or more meetings;
  - parents had the opportunity at those meetings to discuss the manner in which the school is conducted and the performance of the school and at least 3 governors attended the meeting or each meeting of the series; or
  - where the parents of 5% or less of the pupils responded to the governing body's notice of intention to hold an annual meeting with parents.

There are two overriding factors to the exemptions which are that:

- a governing body cannot be exempt from holding a meeting for more than 2 years in a row; or
- if the governing body receives a notice requesting it to hold an annual meeting signed by parents of 5% or more of registered pupils in which case the governing body would have to hold a meeting.

Schools in Wales are not required to distribute copies of the full report to all parents. They may, if they wish, distribute a summary of the report containing the required performance and target information, details of the Annual General Meeting if applicable and membership of the Governing Body, together with details of how a copy of the full report may be obtained.

From September 2005, the obligatory content of the prospectus was much simplified. This means greater freedom for schools in

deciding what information is best provided to parents in their prospectuses and in responding to the request of parents for particular pieces of information,

The prospectus must contain:

- arrangements for the admission of pupils with disabilities;
- details of steps to prevent disabled pupils being treated less favorably than other pupils;
- details of existing facilities to assist access to the school by pupils with disabilities;
- the accessibility plan (required under the Disability Discrimination Act 1995) covering future policies for increasing access to the school by pupils with disabilities; and
- information about the implementation of the governing body's policy on pupils with special educational needs and any changes to the policy during the last year.

**All other content is at the discretion of the school.**

The prospectus must be published during the school year immediately preceding the admissions school year. This means that a prospectus published in 2005-2006 will be for admissions in 2006-2007. The prospectus must be published at least six weeks before the final date by which parents are asked to apply for admission to the school or to express a preference for a place.

In a PRU, you will need to evaluate how effectively the management committee and the LA have discharged their duties. Further details can be found in Annex G in NAW Circular 47/06

## Sources of evidence

### Documents:

- school prospectus, staff handbook (if available), school development plan including targets, aims, objectives and policies, agendas and minutes of meetings including staff and of governing body meetings;
- staffing policy, the existing staffing structure and the rationale for future developments and job descriptions;
- information about school policies and budget management arrangements, including arrangements for allocating funds to budget heads, and charging policies; and
- information gained throughout the inspection, including lesson observation, of the management, quality, deployment and use of the school's resources of staff, time, learning resources and accommodation.

### Observation:

- observation of the school in operation, including meetings.

### Discussion:

- discussions with the governing body, headteacher, staff, support staff and pupils; and
- pre-inspection information received from parents.

## Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Inspectors should evaluate and report on:	In making their judgements, inspectors should consider, where applicable, the extent to which leaders and managers:
<ul style="list-style-type: none"> <li>• <b>how effectively the provider's performance is monitored and evaluated</b></li> </ul>	<p>6.1 <i>are well informed about the performance of the areas for which they are responsible and use the information effectively;</i></p> <p>6.2 <i>establish self-evaluation arrangements which are comprehensive, systematic and based on first-hand evidence;</i></p> <p>6.3 <i>seek out and take account of the views of learners, staff and other interested parties; and</i></p> <p>6.4 <i>make sure that all those involved in providing education, training and other services understand and are fully involved in the self-evaluation arrangements.</i></p>
<ul style="list-style-type: none"> <li>• <b>the effectiveness of planning for improvement</b></li> </ul>	<p>6.5 <i>set clear priorities and actions to bring about improvement;</i></p> <p>6.6 <i>make sure that priorities are supported through adequate allocation of resources; and</i></p> <p>6.7 <i>can show that actions taken have resulted in measurable improvements.</i></p>

### The weighting for Key Question 6

In coming to an overall grade, you should give equal weighting to how effectively the school's performance is monitored and evaluated, and the effectiveness of planning for improvement.

### Reporting requirements

In all types of inspection, you will need to provide an overall evaluation of:

- how effectively the school's performance is monitored and evaluated; and
- the effectiveness of planning for improvement.

In this section of the report, you will also need to report on:



- the quality of the school's self-evaluation process;
- the quality of the school's self-evaluation report; and
- the extent to which the overall findings of the self-evaluation report match those of the inspection team.

Where the self-evaluation report has not been produced immediately prior to the inspection, you should take account of the associated action plan and the progress made in tackling issues. If the school has not produced a self-evaluation report, you will need to comment on how the school monitors and evaluates achievements and progress. Alternatively, you may use the school's improvement plan for this purpose.

You will also need to report on the progress the school has made since the last inspection.

## Using the criteria

You should provide an overall grade for Key Question 6: How well do leaders and managers evaluate and improve quality and standards? In coming to an overall grade, you should give equal weighting to how effectively the school's performance is monitored and evaluated, and the effectiveness of planning for improvement.

You will evaluate and report on:

- **how effectively the school's performance is monitored and evaluated**

### **6.1 Are leaders and managers well informed about the performance of the areas for which they are responsible and do they use the information effectively?**

You should evaluate:

- 6.1.1 how much leaders and managers know about the performance in the area for which they are responsible; and
- 6.1.2 how well leaders and managers use this information to make improvements.

#### *Further guidance*

You need evidence that managers use a variety of approaches to inform themselves of performance in the area for which they are responsible. Working every day in the area they manage and talking frequently with their staff are likely to give them only a limited and subjective perspective. Managers should be able to demonstrate that they are implementing effective strategies that are likely to bring about the desired improvements.

**6.2 Do leaders and managers establish self-evaluation arrangements which are comprehensive, systematic and based on first-hand evidence?**

You should evaluate whether self-evaluation:

- 6.2.1 draws on first-hand evidence of the quality of teaching and learning, and evaluation of the standards pupils achieve;
- 6.2.2 is embedded in strategic planning and draws on regular quality assurance procedures;
- 6.2.3 involves all staff at all levels in assessing outcomes and their performance; and
- 6.2.4 seeks to make judgements in the light of measurable performance data and to identify trends over time.

*Further guidance*

Every aspect of a school's provision is a legitimate focus for self-evaluation. However, the prime purpose of self-evaluation is to improve the standards achieved by pupils. The evaluation of any aspect of the school's provision should have a rationale based upon the impact that that aspect has upon standards.

You need evidence that managers have prioritised the matters they wish to improve and are implementing sound strategies likely to bring about the desired improvements.

You should not necessarily expect a school to maintain extensive documents relating to self-evaluation. You should ascertain whether the school is managed on the basis of an accurate assessment of its strengths and weaknesses. Discussion with the head and governors will reveal the extent of their awareness of quality and standards. There will be different approaches in different types and sizes of school.

Self-evaluation is an on-going process, conducted mainly by the school itself. It may be appropriate, nevertheless, for self-evaluation to draw upon reviews carried out by external agencies, provided these reviews give the school a better appreciation of the quality of its provision and the standards being achieved.

**Attention should be focused on the outcomes of the self-evaluation process, namely on the actions that are taken to build upon strengths and remedy weaknesses.** There is no value in the most perceptive self-evaluation that has no outcome in action.

Self-evaluation is a continuous process of refinement without which the school cannot be managed effectively. It is an essential strategy of good management. The inspection of this aspect of the school's work will therefore be performed most appropriately in conjunction with the inspection of other aspects of management. The evidence needed to reach a judgement about the overall

quality of self-evaluation will be provided by all inspectors based on their interviews with members of staff, their reading of documents and their direct inspection of aspects of the school's work that have been instigated in response to self-evaluation. It is therefore essential that the inspection team should reach a corporate judgement about this aspect of the school's work.

**6.3 Do leaders and managers seek out and take account of the views of pupils, staff and other interested parties?**

You should assess whether self-evaluation:

- 6.3.1 takes account of the views of pupils, staff and groups outside the school, including parents, employers and representatives of the local community.

*Further guidance*

The quality of self-evaluation should be judged as a whole. Self-evaluation is not an exercise that can be carried out by the governors, the head or a task-group working in isolation. It can be influential only when all members of staff contribute to the process, are aware of the findings and take action based upon them.

Effective self-evaluation will draw on the views of pupils and other interested parties, especially the parents. You will need to evaluate whether the school's self-evaluation takes enough account of the views of recipients of its clients.

**6.4 Do leaders and managers make sure that all those involved in providing education, training and other services understand and are fully involved in the self-evaluation arrangements?**

You should evaluate:

- 6.4.1 the role played by managers in the self-evaluation processes; and  
6.4.2 whether all staff understand and play their part in the process.

*Further guidance*

Managers play a crucial role in identifying development priorities and planning, implementing and monitoring improvement strategies, but their work can be fully effective only when all staff responsible to them understand and play their part in implementing the strategies. You need evidence that teams are working together effectively to bring about improvement.

The job descriptions of senior and middle managers are likely to give an indication of whether self-evaluation and development planning are undertaken only by the head and senior staff, or are also recognised to be a responsibility of middle managers, such as subject co-ordinators or heads of department as well as classroom teachers.

**• the effectiveness of planning for improvement**

**6.5 Do leaders and managers set clear priorities and actions set to bring about improvement?**

You should evaluate:

- 6.5.1 the extent to which the school uses information from self-evaluation to plan for improvement; and
- 6.5.2 the school has set priorities and appropriately challenging targets for improvement for all pupils.

*Further guidance*

It is most unlikely that the quality of leadership and management can be good if the school does not have effective self-evaluation procedures. However, self-evaluation is not an end in itself. In some cases, a self-evaluation exercise might have involved much detailed work, such as an analysis of external test or examination results. By itself, however, a complex analysis is of little value and you should be more concerned to confirm that the school has made a valid assessment on the basis of its analysis, has set appropriate targets for all pupils and has initiated strategies that are operating effectively. Quick and simple analyses can be equally valid, provided they have led to the implementation of effective strategies to bring about improvement.

It is appropriate that some aspects of quality and standards should be evaluated more frequently than others. Within the school's development planning framework, self-evaluation needs to be flexible and responsive to matters that are, or ought to be, of current concern.

**6.6 Do leaders and manager make sure that priorities are supported through adequate allocation of resources?**

You should evaluate whether leaders and managers:

- 6.6.1 provide enough resources to meet the priorities and objectives; and
- 6.6.2 establish strategies with specified and realistic timescales.

*Further guidance*

Leaders and managers need to make sure that they provide adequate resources to ensure that their objectives are met. Good planning will ensure that leaders and managers take account of a wide range of resources including staff, money, learning resources, accommodation and time. They should ensure that the school has the capacity to meet the objectives that have been set.

**6.7 Can**

You should evaluate whether:

**leaders and managers show that actions taken have resulted in measurable improvements?**

- 6.7.1 actions taken have had a positive effect; and
- 6.7.2 actions have led to a measurable improvement in standards.

*Further guidance*

You should judge whether actions have had beneficial effects by the extent to which **identified shortcomings** have been addressed **quickly** and **effectively**. The prime focus should be on whether the actions have led to improvements in standards, whether for the school as a whole, or for different groups of pupils or subjects. You will need to consider whether there are measurable improvements and whether the school has made enough effort to obtain measures to evaluate its performance. Effective planning will make sure that improvements that can be measured will be measured. In the best plans, measures are sought for many aspects of the school's work and not just those that are easily obtained.

## Sources of evidence

### Documents:

- school development plan and, where appropriate, departmental or subject development plans;
- agendas and minutes of meetings including staff and governing body meetings;
- school and departmental policies relating to self-evaluation, and documents emanating from the implementation of these policies; and
- job descriptions and plans for professional development.

### Observation:

- observation of the school in operation, including meetings.

### Discussion:

- discussions with the governing body, headteacher, staff, support staff and pupils.

## Key Question 7: How efficient are leaders and managers in using resources?

Inspectors should evaluate and report on:	In making their judgements, inspectors should consider, where applicable, the extent to which:
<ul style="list-style-type: none"> <li>the adequacy, suitability and use made of staffing, learning resources and accommodation</li> </ul>	<p>7.1 <i>there are enough qualified specialist and experienced teaching, training and other support staff;</i></p> <p>7.2 <i>all learners have access to appropriate learning resources that match the demands of their learning experiences; and</i></p> <p>7.3 <i>accommodation provides a suitable setting for good teaching, learning and support for all learners.</i></p>
<ul style="list-style-type: none"> <li>how efficiently resources are managed to achieve value for money</li> </ul>	<p>7.4 <i>economic, efficient and effective use is made of available resources;</i></p> <p>7.5 <i>teaching, training and support staff are deployed, managed and developed effectively;</i></p> <p>7.6 <i>resources are matched to the provider's priorities for development; and</i></p> <p>7.7 <i>the use of resources is regularly reviewed in order to ensure value for money.</i></p>

## The weighting for Key Question 7

In coming to an overall grade, you should give the greater weight to judgements about how efficiently resources are managed to achieve value for money.

## Reporting requirements

In all types of inspection, you will need to provide an overall evaluation of:

- the adequacy, suitability and use made of staffing, learning resources and accommodation; and
- how efficiently resources are managed to achieve value for money.

You should state at the start of the section on this key question whether your findings match or do not match those of the school's own evaluation. If they do not match, you should give the reasons for this.

## Using the criteria

You should provide an overall grade for Key Question 7: How efficient leaders and managers are in using resources?

In coming to a judgement about how efficient leaders and managers are in using resources, you will need to make sure that your judgement is linked strongly to the grade you award for Key Question 1: How well do learners achieve? and Key Question 5: How effective are leadership and strategic management. The grade you award for Key Question 7 is likely to match the grade for Key Questions 1 and 5. Where there are differences between the grades, these should be explained in the text of the report.

You will evaluate and report on:

- **the adequacy, suitability and use made of staffing, learning resources and accommodation**

**7.1 Are there enough qualified, specialist and experienced teaching, training and other support staff?**

You should evaluate:

- 7.1.1 whether the staff as a whole have sufficient knowledge and expertise to teach all aspects of the school's curriculum;
- 7.1.2 the extent to which the level of staffing enables the curriculum to be taught effectively to all pupils;
- 7.1.3 whether there are enough appropriately skilled support staff to enable teaching, administration and the day-to-day life of the school to function effectively;
- 7.1.4 the extent to which classroom support staff work effectively with teachers in planning, teaching and recording pupils' progress; and
- 7.1.5 how the school uses resources for workforce remodelling.

*Further guidance*

The range of disability and special educational needs will indicate the need for input from professionals with the appropriate expertise. This input should be integrated and co-ordinated with the work of the school. Schools providing for pupils with emotional and behavioural difficulties should have regular access to psychiatric and psychological advice. Schools providing for pupils with severe learning difficulties, physical difficulties, or profound and multiple learning difficulties will generally have support from medical, nursing and paramedical specialists as well as educational psychologists.

Teaching staff numbers, qualifications and experience, should be enough to provide an appropriate curriculum, including the subjects of the NC, for the number of pupils and their range of ages, disabilities and special needs. In schools for pupils with hearing or visual impairment, teaching staff should hold specialist qualifications that meet the statutory requirements. In residential schools, there must be a qualified head of care.

The number and range of support staff working in a special school will depend on the numbers, ages, ranges of disabilities and special needs of pupils, and on whether the school makes residential provision for pupils. In residential schools, you should inspect the extent to which support and care staff work with teachers in planning, teaching and recording pupils' progress.

The staff at a PRU may be part of a wider team providing support for home tuition or to mainstream schools, but there should always be two teachers at the PRU base.

**7.2 Do all pupils have access to appropriate learning resources that match the demands of their learning experiences?**

You should evaluate whether:

- 7.2.1 the level of provision, deployment and condition of books, materials and equipment held centrally and in departments and classrooms enhance the quality of work in different subjects or areas of learning; and
- 7.2.2 the range of resources is appropriate to pupils' age and needs.

*Further guidance*

Good-quality resources will reflect the variety of pupils' interests and present gender and cultural diversity in a positive way.

You need to judge whether the library or learning resource centre is adequately resourced and how it supports learning and contributes to raising standards of achievement.

The whole team should assess the provision of information and communications technology resources and their use across the curriculum.

Most schools use resources beyond the school, including sports facilities, museums, galleries, theatres and field centres, to enrich the curriculum. You need to base your judgements about the effectiveness of their use on discussion and scrutiny of work.

You should evaluate the provision of resources for meeting the learning and other developmental needs within the range of disabilities and special needs of the pupils.

In **residential** schools, you need to judge whether the level of resourcing provides adequately for pupils' leisure and extra-curricular experiences.

**7.3 Does accommodation provide a suitable setting for good teaching, learning and support for all pupils?**

You should evaluate whether:

- 7.3.1 there is adequate accommodation for the number of pupils on roll and the curriculum provided; and
- 7.3.2 the school building and grounds are well maintained and are used effectively.



### *Further guidance*

You should judge the overall quality of accommodation and outdoor areas including, where relevant, the outdoor learning environment for the Foundation Phase, and evaluate whether they provide a stimulating and well-maintained learning environment. You should include the arrangements made to use specialist accommodation off-site.

You should judge whether:

- class bases and specialist areas are fully **accessible** for all who may use them, including those with disabilities;
- provision of day and evening toilet facilities are in accordance with regulations;
- changing facilities for those pupils with profound disabilities have suitable privacy; and
- the quality of **residential** provision is fit for the purpose.

**PRU** are not subject to the same accommodation requirements as other schools. LAs must ensure that PRU accommodation complies with health, safety and fire regulations and should provide accommodation suitable for its purpose and appropriate to education. You should judge accommodation in relation to the particular context of the PRU and its number of pupils.

- **how effectively and efficiently resources are deployed to achieve value for money**

### **7.4 Is economic, efficient and effective use made of resources?**

You should evaluate:

- 7.4.1 the extent to which the school is staffed and resourced to teach the curriculum and meet the needs of pupils effectively; and
- 7.4.2 whether there are any features that clearly contribute to or detract from quality and standards.

### *Further guidance*

The economic and efficient school will:

- know the costs of major programmes and activities;
- identify priorities for development and areas where savings can be made, for example by checking the cost of resources through Buy4Wales, the procurement arm of Value Wales;
- keep its existing programmes under review and question whether they are cost-effective;
- have careful and accurate budgeting for staff based on an annual appraisal of need;

- provide the best standards of accommodation with resulting benefits to the work of the school and the attitudes of teachers, staff, pupils and parents;
- make sure that pupils have enough learning resources of the right type so that they can achieve the best possible standards;
- make decisions about priorities according to clear criteria so that changes reflect the overall objectives of the school;
- aim to hold contingencies from which pay and price increases are met and allow for unseen circumstances; and
- have a sensible balance between the responsibilities undertaken by governors and those delegated to headteacher and staff.

Each special school will have a budget set through the LA schools formula. Unit costs expressed in the formula for any one disability group will vary between LAs. It is inappropriate for you to compare schools serving similar disabilities because of their complexity and the difficulty of validation.

In **PRUs** that do not have a fully-delegated budget, you should evaluate the cost-effectiveness of what is provided, for example:

- the appropriateness of spending decisions;
- whether staff are deployed in the most effective way; and
- the quality and impact of any specialist facilities or support.

## 7.5 Are teaching and support staff deployed, managed and developed effectively?

You should evaluate the extent to which:

- 7.5.1 staff are deployed economically and efficiently so that the best use is made of the staff's time, expertise and experience;
- 7.5.2 there are effective procedures to develop staff; and
- 7.5.3 there is effective use of time for teachers' planning, preparation and assessment (PPA) time.

### *Further guidance*

Managers should be aware of the capabilities and competencies of staff and should draw on this knowledge in deploying and managing staff. Appraisal and performance management systems should be effective in identifying and meeting the development needs of staff.

The DfES document 'Raising standards and tackling workload: a national agreement', published in January 2003, set out recommendations to reduce teachers' workload and improve standards. As a result, inspectors should find some or all of the following now happening in schools:

- teachers not routinely undertaking clerical and administrative tasks;
- guaranteed 10% planning, preparation and assessment (PPA) time for teachers;
- a reasonable allocation of time for school leaders to carry out their responsibilities;
- dedicated time for head-teachers for their leadership responsibilities;
- little unnecessary paperwork and bureaucracy;
- support staff who help teachers and pupils; and
- “change” teams in schools that include a cross-section of school staff and governors.

These significant changes required schools to work in new and innovative ways. You will need to consider whether the school:

- is meeting its statutory requirements as far as the reforms are concerned;
- has allocated and used resources for workforce remodelling effectively;
- is organising and implementing PPA time effectively;
- is managing and deploying teaching assistants appropriately; and
- monitors and evaluates the impact of all of these on standards.

For additional guidance on these issues refer to Estyn’s Supplementary Guidance on Raising standards and tackling workload in schools in Wales (2005).

## **7.6 Are resources matched to the school’s priorities for development?**

You should evaluate:

- 7.6.1 how well resource decisions are linked to the school’s priorities and objectives.

### *Further guidance*

An economic and efficient school shows that it budgets systematically for all expenditure and is clear about the costs of any developments that are taking place. You should not concentrate on the detail of the financial planning, but on the extent to which the school’s spending decisions relate to priorities for improvement and the benefit of the pupils. The main task is to assess whether the school is making good use of all its available resources to achieve the best possible outcomes for all its pupils.

**7.7 Is the use of resources regularly reviewed in order to ensure value for money?**

You should evaluate the extent to which:

- 7.7.1 the school keeps its use of resources under regular review; and
- 7.7.2 the school achieves value for money.

*Further guidance*

You will need to evaluate whether the school keeps its use of resources under regular review. In undertaking reviews, the school should consider whether it needs to provide the resources in question. It should compare its provision with that of other schools and institutions. Managers should consult widely, whenever appropriate, about the decisions they make, with others both inside and outside the school.

Where appropriate you should take account of funding responsibilities for specialist equipment for pupils, which may come from school, voluntary, LA, District Health Authority or Social Services Department sources.

You should judge value for money by the extent to which the school successfully balances the effectiveness of its provision against costs, including staffing costs. You should judge the effectiveness of the provision principally by the standards achieved and the quality of the education it provides.

In coming to a judgement about whether the school achieves value for money, you will need to make sure that your judgement is linked strongly to the grade you have awarded for Key Question: How well do learners achieve? and Key Question 5: How effective are leadership and strategic management? The grade you award for Key Question 7 is likely to match the grade for Key Questions 1 and 5. Where there are differences between the grades, these should be explained in the text of the report.

You are not expected to act as accountants. You should, however, comment upon the extent to which processes to secure value for money are in place.

## Sources of evidence

### Documents:

- documentation on staffing, including School Information Form, staff handbook (if available), policy for professional development, job descriptions and timetables; and
- minutes of governors' meetings.

### Observation:

- inspection of all available accommodation and facilities, including the condition, appearance and use of buildings and school grounds and the quality of displays;
- inspection of available learning resources, including library provision, and access by pupils and staff to an appropriate range of books, information and communications technology resources, practical equipment and audio-visual materials to support learning and teaching both during and outside school hours;
- use of out-of-school resources, such as residential facilities, educational visits and community resources; and
- observation of lessons.

### Discussions:

- pre-inspection meetings with parents and governors; and
- discussion with appropriate staff, governors and parents.

## **Annex 1: Guidance on inspecting and reporting on subjects and areas of learning**

In all inspections there should be a section on the **standards achieved in subjects and areas of learning** where applicable.

Your judgements on the standards achieved in individual subjects or areas of learning **must** be based on a detailed knowledge of the requirements for each stage of learning. These will include:

- the Framework for Children's Learning for 3-7 year olds in Wales in the seven areas of learning;
- the statutory requirements for NC subjects including common requirements, programmes of study, attainment targets and level descriptions as they apply to Wales;
- the Personal and Social Education Framework and, where appropriate, the Frameworks for Work-Related Education and Careers Education and Guidance;
- the course requirements of, for example, GCSE or ASDAN and vocational courses; and
- the locally agreed syllabus for religious education.

**For each subject inspected, you should take account of the grades for pupils' standards on the LEFs and the GEFs.** It is important that grades from the GEFs contribute to overall judgements about standards for each year and key stage.

You should in schools with children aged under five:

- provide a single overall grade for children aged under five; and
- include a separate section on nursery and reception for each area of learning.

You must report clearly an overall grade for each key stage. Reports should **structure** the subjects by key stage. Where there is more than one key stage in any school, you may combine the evaluative comments on those key stages where appropriate. For schools with post-16 students, there should always be a separate section on the sixth-form in the subject reports, as well as a separate grade. For example:

<b>Key stage 3 - Grade 2: Good features and no important shortcomings</b> <b>Key stage 4 - Grade 2: Good features and no important shortcomings</b> <b>Post sixteen - Grade 2: Good features and no important shortcomings</b>
--

If the report combines comments on both key stages, judgements that apply to both should be presented first, followed by clearly distinguished judgements on each key stage, as and if appropriate.

As such, this section should include reports on standards in the post sixteen in the subjects that were inspected. If, in any subject, there are issues that apply, not only to the post 16, but also to one or more of the other key stages in the school, those issues should be reported, insofar as they apply to the post 16, in the sixth-form subject report.

Whatever the structure, you should **focus on the standards achieved**. You should give a clear overall grade for each key stage or stage of education, reflecting any significant variations between pupils of different ages and abilities. **Virtually all the report on a subject or area of learning must be about standards and progress.** You should refer to teaching and other factors **only** where they are clearly linked to standards and comments should be made only in this context. The registered inspector will use separate sections, such as those on teaching and assessment in Key Question 2, curriculum in Key Question 3, management in Key Question 5, and staffing, accommodation and learning resources in Key Question 7, to make the main comments on these important aspects of the school's work.

In the subject report, you should describe clearly the **good** and outstanding **features** and **shortcomings** for each stage of education. The text should reflect your overall judgement for each key stage. For example, if you judge the standards in a subject to be grade 3 for a particular key stage, then you should describe in the text the good features and shortcomings and the relative **balance** between them.

The comments you make on standards in this section of the report will contribute to those in **Standards – How well do learners achieve?**

In schools where the proportion of pupils for whom **English is an additional language** is a significant feature, you should provide a separate, concise evaluation of the standards achieved by EAL pupils within the subject sections of the report. You should include the evaluation of the organisation of the EAL pupils and links with parents and the local community in the relevant sections of the full report, for example in relation to equal opportunities.

You may be co-ordinating the evidence on a particular subject, but it is possible that you may not be able to see all the work in that subject. If this is the case, you will need to set up systems to bring together evidence on that subject. Where evidence of achievement and progress based on classroom observation is limited, you should use what evidence is available to form your judgements. This would normally include pupils' work completed earlier in the term or year as well as teachers' assessments and records of pupils' progress and achievements.

In **full** inspections, you should inspect and report on all subjects and courses at all levels.

In some subjects, there is a variety of linked or related courses that could come under the overall subject title. This is particularly true in the post 16, but can also apply in KS4.

In some circumstances, it may not be possible to obtain evidence based on classroom observation. In such cases you should make a judgement based on a scrutiny of pupils' work completed earlier in the term or year, statutory and on-going teacher assessment data records of pupils progress and achievements, exam results, and, if possible, discussion with the students.

## **Inspecting subjects taught in another setting through consortium or other arrangements**

When a course is taught in another setting, your report on Key Question 1 should only relate to students of the school you are inspecting. You should not report on the quality of teaching or assessment of teachers in the other setting. However, you should evaluate, and report on, arrangements that the school makes for these students under Key Questions 3-7, as appropriate.

When published results are for a consortium, you should comment on the results attained by the students of the school you are inspecting. If the school cannot provide these results, this is likely to indicate a weakness in its monitoring and tracking arrangements.

The section that follows provides specific guidance on inspecting the different areas of learning and subjects. The guidance covers the:

- characteristics of good standards;
- good practice in teaching the area of learning or subject; and
- issues in inspecting the area of learning or subject.



## **UNDER-FIVES**

The Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales comes into effect on:

1 August 2008 for all 3 to 4 year olds in the Foundation Phase; and

1 August 2009 for all 4 to 5 year-olds in the Foundation Phase.

You should note that schools may choose to use the Framework for Children's Learning for 3 to 7-year-olds as non-statutory guidance for 4 to 5-year-olds.

### **Characteristics of good standards**

#### **Personal and social development, well-being and cultural diversity**

In making your judgements, you should consider the extent to which children, as appropriate to their stage of development begin to:

- learn about themselves, their relationships with other children and adults;
- develop their self-esteem, personal beliefs and moral values;
- develop an understanding that others have differing needs, abilities, beliefs and views;
- recognise and gain a positive awareness of their own and other cultures;
- become aware of the traditions and celebrations of the cultures of Wales;
- develop confidence, competence and become independent thinkers and learners; and
- develop positive attitudes for enjoying and caring for their environment.

#### **Language, literacy and communication skills**

In making your judgements, you should consider the extent to which children, as appropriate to their stage of development begin to:

- communicate their needs, feelings and thoughts;
- retell experiences and discuss their own and others' play;
- ask questions, express opinions and make choices;
- listen and respond to others and to a range of stimuli, including audio-visual materials and ICT interactive software;
- enjoy books and handle them correctly; and

- enjoy mark-making and writing experiences.

### **Mathematical development**

In making your judgements, you should consider the extent to which children, as appropriate to appropriate to their stage of development begin to:

- develop their use and understanding of mathematical language in context;
- use and apply mathematics in practical tasks and in real-life problems;
- follow and join in with a range of number rhymes, songs, stories and counting games;
- compare, sort, match, order, sequence and count familiar objects;
- recognise and create patterns; and
- develop early ideas of position and movement.

### **Welsh language development**

You should expect Welsh-medium and bilingual schools and settings to continue to apply and develop their current language policies. These schools and settings should implement and follow the educational programme in the Language, literacy and communication skills learning area.

For English-medium schools that choose to continue teaching to the Desirable Outcomes for Children's Learning for 4 to 5-year-olds, there is no requirement to teach Welsh Language Development. However, you should note that in these cases, there is still a requirement for you to judge children's bilingual skills in Key Question 1.

In schools and settings where English is the main medium of communication, children's Welsh language skills should be progressively developed by implementing the Welsh language development are of learning.

In making your judgements, you should consider the extent to which children, as appropriate to appropriate to their stage of development begin to:

- listen and respond to Welsh in familiar situations;
- join in action songs and finger rhymes; and
- look at books, follow stories read to them and respond appropriately.

## **Knowledge and understanding of the world**

In making your judgements, you should consider the extent to which children, as appropriate to appropriate to their stage of development begin to:

- develop their curiosity about the world around them and ask questions;
- explore using their senses and learn through exploration, enquiry and experimentation;
- learn to demonstrate care, responsibility, concern and respect for all living things and the environment;
- develop and communicate and express their own ideas, opinions and feelings; and
- use a variety of information sources (for example, stories, models and information and communication technology).

## **Physical development**

In making your judgements, you should consider the extent to which children, as appropriate to appropriate to their stage of development begin to:

- develop an awareness of space;
- develop balance, control and co-ordination;
- develop motor and manipulative skills;
- develop their gross and fine motor skills, such as balancing on climbing apparatus and using a range of small tools; and
- understand the concepts of health, hygiene and safety.

## **Creative development**

In making their judgements, you should consider the extent to which children, as appropriate to appropriate to their stage of development begin to:

- engage in creative, imaginative and expressive activities in art, craft, design, music, dance and movement, such as pattern-making with their fingers, experimenting with making sounds, joining in and moving to music;
- manipulate, investigate and explore materials and resources; and
- develop their ability to communicate and express their creative ideas and reflect on their work.

## **Good practice in teaching the under-fives**

In addition to the general characteristics of good practice in teaching described in Key Question 2 in the Framework, inspectors should consider, where applicable, the extent to which practitioners<sup>1</sup>:

- apply the principles of good quality education in relation to the under-fives in Wales;
- have a secure knowledge and understanding of the Foundation Phase Framework and the Desirable Outcomes for Children's Learning, where applicable;
- meet the needs of all children and ensure that children are able to use fully their preferred means of communication to access the curriculum;
- pay particular attention to those children with special educational needs, those who do not speak English or Welsh as a first language and more-able and talented children; and
- have a secure knowledge and understanding of the development and learning processes for children under five, including using the indoor and outdoor environment to provide learning that is fun, stimulating and safe and enabling children to develop their skills, knowledge and understanding through oral, practical and play activities that promote discovery and independence.

## **Issues in inspecting under-fives provision**

You should also take account of the following issues when inspecting the under-fives provision.

If a school chooses not to use the Foundation Phase non-statutory guidance for children of four to five-years-old then you should mention this at the start of the report on the under-fives.

As the requirements of the Foundation Phase encompass most of the Desirable Learning Outcomes for Children's Learning it is not necessary for you to write two separate reports on areas of learning for three and four-year-olds in such instances. However, inspectors should note any significant differences in standards and achievement between the two age groups.

You should check that the curriculum provides a balance between child-initiated activities and those directed by practitioners.

The Desirable Outcomes for Children's Learning are prefixed with 'by the time they are five, the experiences that children have had should enable them to...' You should remember that many children may have experienced one or two years in a setting

---

<sup>1</sup> This term is used to be consistent with references in guidance materials published by the Welsh Assembly Government.

before they are five. It is important to judge the progress that children are making, in relation to the length of time they have had to make progress.

The Framework for Children's Learning from 3 to 7-year-olds sets out the experiences that children should be given in order to reach appropriate outcomes by the time they are seven. You should be mindful that the Framework provides a continuum of learning and that different children will be at different stages along this continuum.

The working partnership with parents and carers should be a prime feature of education for the under-fives. This may be different to the partnership in the rest of the school.

The delivery of religious education should be done in a manner that supports the Foundation Phase Framework and the Desirable Outcomes for Children's Learning and the non-statutory guidance on religious education.

The provision should enable children to have their experience of life in Wales enhanced.

As before, the under-fives must be included in 'whole-school' issues such as the ethos of the school.

You should also refer to Estyn's Supplementary guidance for inspecting the Foundation Phase.

## **LANGUAGE (WELSH AND ENGLISH)**

### **Characteristics of good standards**

In making their judgements, inspectors should consider the extent to which pupils, appropriate to their age, abilities and special needs:

- have a growing awareness that language serves a range of purposes and varies according to context and audience or readership;
- speak clearly and with increasing confidence and accuracy;
- communicate information effectively and give and respond to instructions appropriately;
- listen purposefully and engage confidently in role-play and drama and interact with one another and the teacher using appropriate language;
- increasingly sustain discussion and advocate and justify points of view;
- are familiar with a range of strategies for reading and employ them effectively;
- are able to read accurately, fluently and with appropriate expression;
- have a clear understanding of what they read and view;
- read and respond to a wide range of literary, non-literary, media and moving-image texts, including some which have special relevance to Wales or are from other cultures and traditions;
- are able to respond orally and in writing to texts of increasing complexity;
- are able to understand implicit as well as explicit meanings;
- write in a variety of forms and for different purposes and audiences;
- are increasingly able to produce purposeful and sustained writing using accurate spelling and punctuation and appropriate handwriting;
- demonstrate an appropriate command of standard Welsh/English and are able to recognise and use an increasing range of styles and language registers;
- revise and re-draft their writing and present it appropriately; and
- are increasingly able to reflect independently on what they have written.

### **Good practice in teaching Welsh and English**

In addition to the general characteristics of good practice in teaching described in Key Question 2 in the Framework, inspectors should consider, where applicable, the extent to which teachers:

- take account of the inter-relationship of oral work, reading and writing;
- incorporate elements such as drama, media and ICT;
- develop pupils' awareness and understanding of language, for example its historical development and how its use changes in different contexts and regions;
- provide opportunities for pupils to participate fully in a variety of oral activities, including some which require the use of formal speech;
- include systematic teaching of the initial skills of reading and writing;
- use a wide range of literature and other texts, including some pre-twentieth century material, contemporary writing by established authors and texts which have a Welsh dimension;

- provide pupils with challenging written tasks appropriate to their needs and levels of development; and
- include clear strategies for developing pupils' handwriting and their spelling and grammatical skills, and for helping them to plan, organise and re-draft their material appropriately.

### **Issues in inspecting Welsh and English**

Inspectors should also take account of the following issues in Welsh and English:

- the extent to which pupils build upon their previous language skills;
- the impact of new technologies, for example interactive whiteboards and digital video, in developing pupils' language skills;
- the impact of any specific national or local initiatives on improving pupils' language skills; and
- the extent to which pupils exploit, where appropriate, their skills in one language to benefit their learning in another (dual literacy).

## **WELSH SECOND LANGUAGE**

### **Characteristics of good standards**

In making their judgements, inspectors should consider the extent to which pupils, appropriate to their age, abilities and special needs:

- use the target language with developing accuracy for a range of purposes and in a variety of contexts;
- make extended contributions in conversation, discussion and for example, when sharing experiences, conveying information, exploring ideas and offering their points of view;
- are increasingly able to understand and respond to a broad range of oral and written topics in a variety of styles and registers;
- show, as they progress through the key stages, that they have acquired, and are able to use, a wide vocabulary, a more comprehensive range of sentence structures, appropriate punctuation and accurate spelling;
- are increasingly able to read accurately and fluently a range of appropriate materials, including fiction and non-fiction; and
- use their skills in reading to enhance their work in speaking and writing.

### **Good practice in teaching Welsh second language**

In addition to the general characteristics of good practice in teaching described in Key Question 2 in the Framework, inspectors should consider, where applicable, the extent to which teachers:

- provide pupils with ample opportunities to practise their language skills in class, in small groups and in pairs, especially in oral work;
- make substantial use of the target language in all aspects of the lesson;
- take account of the inter-relationship of oral work, reading and writing; and
- show evidence of a developing awareness and knowledge of aspects of Welsh culture.

### **Issues in inspecting Welsh second language**

Inspectors should also take account of the following issues in Welsh second language:

- the extent to which pupils build upon their previous language skills;
- the impact of new technologies, for example interactive whiteboards and digital video, in developing pupils' language skills;
- the extent to which pupils have the opportunity to use Welsh in situations outside their Welsh lessons, for example in other subjects and in other contexts;
- the impact of any specific national or local initiatives on improving pupils' language skills; and
- the extent to which pupils exploit, where appropriate, their skills in one language to benefit their learning in another (dual literacy).



## **MATHEMATICS**

### **Characteristics of good standards**

In making their judgements, inspectors should consider the extent to which pupils, appropriate to their age, abilities and special needs:

- recall key mathematical facts quickly and accurately and apply them in their work;
- understand key mathematical concepts from previous lessons and how they underpin current work;
- see connections between mathematical topics;
- reason and explain their work logically using appropriate mathematical language;
- use mathematical diagrams, graphs and notation effectively to communicate findings and ideas to others;
- are fluent in number, both in mental and written calculations;
- use calculators proficiently where appropriate;
- make sensible estimates;
- interpret statistical information correctly;
- choose suitable mathematical techniques to solve problems;
- use mathematics systematically to explore within unfamiliar contexts;
- justify and prove results using valid mathematical reasoning; and
- display evidence of steady progress across the full range of mathematics in the relevant programme of study.

### **Good practice in teaching mathematics**

In addition to the general characteristics of good practice in teaching described in Key Question 2 in the Framework, inspectors should consider, where applicable, the extent to which teachers:

- enable pupils to grasp the intrinsic fascination of the subject, and to perceive its role in the analysis and communication of information;
- enable pupils to understand the mathematical principles that underpin the techniques they apply in their work;
- enable pupils to apply their mathematical knowledge, skills and understanding in a wide range of contexts;
- require pupils to reason and explain orally, using correct mathematical terms;
- encourage them to recall and apply number facts rapidly; and
- pay due attention to consolidating and improving pupils' competence in numeracy.

### **Issues in inspecting mathematics**

Inspectors should also take account of the following issues in mathematics:

- the extent to which pupils develop positive attitudes to learning mathematics and engaging in mathematical activities;
- the extent to which mathematics teaching builds effectively on the knowledge and skills that pupils gained in the previous key stage;

- the quality of links between the planning of teaching and learning in mathematics and in other subjects of the curriculum, so that so that they complement one another effectively;
- the extent to which the use of ICT in mathematics lessons enhances appropriate mathematical skills and understanding as well as ICT competence; and
- pupils' involvement in extra-curricular mathematics, such as school mathematics clubs and LA and national competitions, and the impact of this on pupils' learning;

## **SCIENCE**

### **Characteristics of good standards**

In making their judgements, inspectors should consider the extent to which pupils, appropriate to their age, abilities and special needs:

- demonstrate a sound knowledge about aspects of the natural world and an understanding of the behaviour of plants, animals, inanimate materials and systems, at levels appropriate to their stage of development;
- apply their understanding of key scientific concepts in both familiar and unfamiliar situations and to offer explanations of behaviour they observe;
- use scientific terms accurately in their descriptions and accounts;
- gain information and data from a range of science reference books, tables and keys;
- present ideas in forms that can be investigated and predictions in forms that can be tested;
- plan a systematic enquiry and carry out experimental work purposefully and safely, making effective use of ICT to collect, store, retrieve, present and, in key stages 3 and 4, process and analyse scientific information;
- make systematic observations and measurements;
- communicate effectively their understanding of scientific concepts using text, diagrams, graphs, tables and charts;
- assess the validity of their experimental findings and draw reasoned conclusions from them;
- understand how errors occur in experimental work and how they may be reduced;
- study the practical applications of science and how these influence the quality of their lives;
- have an understanding of the nature of scientific ideas and are aware of the contribution that science makes to society and of its impact upon industry, the environment and the economy;
- explore some of the ethical dilemmas that scientific discoveries and technological developments can raise; and
- demonstrate responsible attitudes towards safety and show respect for living organisms and the physical environment.

### **Good practice in teaching science**

In addition to the general characteristics of good practice in teaching described in Key Question 2 in the Framework, inspectors should consider, where applicable, the extent to which teachers:

- inspire pupils with a sense of wonder for the natural world;
- provide pupils with a range of opportunities to communicate and justify their ideas about science, both orally and in writing;
- include a balance of practical demonstration by the teacher and well-organised and well-managed experimental work by the pupils;

- ensure that pupils' learning is thoroughly grounded in their engagement in scientific enquiry;
- ensure that pupils plan, carry out and consider the evidence arising from experimental and investigative work, including work using ICT; and
- provide opportunities for pupils to apply their scientific knowledge in familiar and unfamiliar contexts and to demonstrate their skill in handling apparatus and materials sensibly.

### **Issues in inspecting science**

Inspectors should also take account of the following issues in science:

- the impact of national or other initiatives on improving pupils' science skills;
- the extent to which the use of ICT in science lessons enhances science skills and understanding as well as ICT competence; and
- the range and quality of pupils' involvement in extra-curricular activities, fieldtrips and visits and the impact of this on pupils' learning.

## **INFORMATION TECHNOLOGY**

### **Characteristics of good standards**

In making their judgements, inspectors should consider the extent to which pupils, appropriate to their age, abilities and special needs:

- use ICT equipment and software competently and confidently to achieve specific outcomes;
- exercise a degree of autonomy and choice in their use of ICT, appropriate to their age and development;
- enhance and apply their knowledge, understanding and skills of information technology in a variety of worthwhile contexts and to increasingly challenging situations and problems;
- use ICT to process, present, share and exchange information, to explore and solve problems, and to promote creative work and enhance its presentation;
- understand the importance of accuracy in giving information and instructions to a machine;
- develop, in key stages 2, 3 and 4, the ability to make critical judgements about the contribution of ICT to their work;
- have clear ideas of how they can use ICT to improve the quality of their work; and
- are aware, in key stages 3 and 4, of some of the social, economic, ethical and moral issues raised by the use of ICT and the impact of ICT on people's lives.

### **Good practice in teaching information technology**

In addition to the general characteristics of good practice in teaching described in Key Question 2 in the Framework, inspectors should consider, where applicable, the extent to which teachers:

- set relevant and worthwhile tasks which give pupils the opportunity to become discerning in their use of ICT;
- provide a wide range of challenging ICT activities which take account of pupils' prior experience and attainments; and
- allow opportunities for pupils to investigate the characteristics of a variety of ICT equipment and software, intervening judiciously as necessary.

### **Issues in inspecting information technology**

Inspectors should also take account of the following issues in information technology.

- The subject report for information technology should focus on standards of information technology as a subject defined in the NC Programme of Study. Judgements on standards in the key skill of using ICT across the curriculum should be reported in section 1.3 3. 'Do the pupils reach appropriate levels in key skills, including bilingual competence?' This will demand finely tuned judgement in a school that has no designated lessons in some or all year-groups. Reference to the NC Programme of Study for information technology and the common requirements for the NC should offer guidance to inspectors, alongside

any cross references made in the school's schemes of work for NC information technology and key skills.

- Every secondary school is required to teach the NC programme of study for information technology throughout key stage 3. They may do this through designated lessons, in the context of pupils' work in other subjects or by using a mixture of these two approaches. Even if there are no designated information technology lessons, the report should include a subject section on standards in information technology.

## **DESIGN TECHNOLOGY**

### **Characteristics of good standards**

In making their judgements, inspectors should consider the extent to which pupils, appropriate to their age, abilities and special needs:

- apply knowledge, skills and understanding related to design and technology;
- apply appropriate knowledge and skills from other subjects, especially science, mathematics and art;
- succeed in producing original designs and making good quality products from an appropriate range of materials and components which meet a clear need and are fit for purpose;
- test products against the initial design specification and identify improvements;
- design modifications and incorporate these into the prototype product;
- use appropriate technological vocabulary and a variety of techniques to communicate clearly the various stages of designing and making;
- use an appropriate range of ICT skills to support their design work and to manufacture their products;
- have an understanding of control technology and incorporate this into some of their design projects;
- apply appropriate health and safety measures when using equipment, tools and materials; and
- understand the place of design and technology in meeting the needs of society.

### **Good practice in teaching design technology**

In addition to the general characteristics of good practice in teaching described in Key Question 2 in the Framework, inspectors should consider, where applicable, the extent to which teachers:

- have good technological knowledge and understanding;
- have good designing and making skills;
- have a good understanding of computer assisted designing and manufacturing;
- ensure design tasks provide pupils with an appropriate level of challenge;
- ensure pupils work safely;
- encourage and support good quality visual, technical and constructional work;
- encourage and support pupils to develop original design ideas;
- effectively teach pupils to acquire practical skills;
- effectively teach pupils how to use mechanical, electronic and computer control
- provide opportunities for pupils to use a range of materials and resources to support and enhance their designing and making;
- develop pupils' project planning skills;
- ensure pupils apply knowledge of aesthetic, cultural, economic, environmental, moral, social and technical influences to inform designing; and
- involve local industry and the community to enhance the range and relevance of learning experiences.

## **Issues in inspecting design technology**

Inspectors should also take account of the following issues in design technology:

- the extent to which staff from different material areas plan together to provide good continuity and progression in designing and making within and between key stages;
- workshops and design studios should provide stimulating and safe working environments;
- there should be a good range of resources, materials and equipment, to support pupils designing and making; and
- do all pupils cover the programmes of study in key stage 3.



## **MODERN FOREIGN LANGUAGES**

### **Characteristics of good standards**

In making their judgements, inspectors should consider the extent to which pupils, as appropriate to their age, abilities and special needs:

- progress from simple to more complex language, developing an increasing understanding of structure and grammar;
- pay appropriate attention to pronunciation, clarity and accuracy;
- are able to use two or more language skills in combination;
- demonstrate competence in understanding and responding to authentic spoken and written language in different registers;
- re-use and adapt, in speech and writing, language which they have encountered through reading and listening;
- exploit and adapt language encountered in one context for use in another context; and
- make increasing use of the target language, showing initiative and an ability to cope with unpredictable language.

### **Good practice in teaching modern foreign languages**

In addition to the general characteristics of good practice in teaching described in Key Question 2 in the Framework, inspectors should consider, where applicable, the extent to which teachers:

- provide frequent opportunities for pupils to practise their language skills in a variety of ways, for example as a whole class, in small groups, in pairs and independently;
- ensure that pupils use productively, in speech and writing, some of the language which they encounter in listening and reading activities, and give particular attention in class to the practice of speaking skills;
- exploit a range of specialist resources, including visual aids and recorded or written language;
- provide clear explanation of grammatical rules (in the pupils' home language if the teacher prefers, particularly for more difficult concepts) where doing so will contribute to pupils' understanding and use of appropriate structures;
- ensure that pupils practice grammatical structures effectively in the target language;
- show an appropriate command of the foreign language; and
- make good use of foreign language assistants, when these are available.

### **Issues in inspecting modern foreign languages**

Inspectors should also take account of the following issues in modern foreign languages:

- the percentage of pupils who continue studying a foreign language in key stage 4 and in the post 16 (in 2001-2002 the proportion of 15 year olds entering at least one foreign language GCSE in Wales was 35%);

- the promotion, by the school and the language department, of the importance of studying a foreign language;
- the amount of curriculum time provided for foreign languages in key stage 3, compared with the national average of about 120 minutes;
- the provision of a second foreign language; and
- the availability of foreign language assistants.

## **GEOGRAPHY**

### **Characteristics of good standards**

In making their judgements, inspectors should consider the extent to which pupils, appropriate to their age, abilities and special needs:

- develop a secure knowledge and understanding of the location, features and character of places;
- understand thoroughly the patterns and processes in physical and human geography and apply their understanding to places in a widening range of contexts and scales;
- understand the relationship between people and the environment, sustainable development and global citizenship;
- develop an awareness and understanding of the relevance of geography to environmental, social, economic and political issues and to people's attitudes and values;
- acquire a wide range of geographical skills and techniques, particularly those associated with the use of maps, diagrams, photographs, satellite images and information and communications technology;
- apply their skills and techniques with precision and accuracy through geographical enquiry and fieldwork;
- recall and use appropriate geographical terminology, with increasing precision and accuracy; and
- at an appropriate level, know and understand the geography of Wales and the links between people in Wales and those in a range of other places.

### **Good practice in teaching geography**

In addition to the general characteristics of good practice in teaching described in Key Question 2 in the Framework, inspectors should consider, where applicable, the extent to which teachers:

- stimulate pupils' interest, concern and sense of responsibility for the world around them;
- use accurate and up-to-date information in a variety of forms about places and environments;
- draw out general geographical principles from particular instances and case studies;
- ensure that thematic work is based on a real places selected from an appropriate and balanced range of locations and scales; and
- provide opportunities for pupils to investigate places and geographical themes through fieldwork and enquiry.

### **Issues in inspecting geography**

Inspectors should also take account of the following issues in geography:

- the role of geography in promoting education for sustainable development and global citizenship;
- the geography of Wales; and

- geographical investigations based on first-hand information, including fieldwork.

## **HISTORY**

### **Characteristics of good standards**

In making their judgements, inspectors should consider the extent to which pupils, appropriate to their age, abilities and special needs:

- develop clearly and progressively their understanding of chronological awareness;
- increase their knowledge and understanding of the past and how it has helped to fashion the present;
- ask questions based on how and why historical events, personalities and issues developed as they did;
- make informed judgements based on the historical evidence, as well as the representations and interpretations they have considered;
- select, recall and organise historical information and opinion;
- from key stage 2 onward, progressively begin to show an awareness that there are often several representations and interpretations of people, issues and events from the past;
- understand firmly that people living in the past would have rarely viewed their own lives or their wider society in ways in which they have subsequently been represented and interpreted;
- communicate, according to age and ability, in appropriate depth and in a variety of ways, making accurate use of historical terminology and concepts; and
- in the sixth form:
  - have an in-depth knowledge of the historical periods, issues and personalities they are studying;
  - analyse a range of primary and secondary historical evidence succinctly,
  - synthesise and evaluate historical interpretations;
  - apply their historical skills of chronological awareness and historical enquiry to address questions purposefully; and
  - develop independent, reasoned historical argument, making good use of historical evidence and interpretations, to arrive at balanced, carefully considered judgements.

### **Good practice in teaching in history**

In addition to the general characteristics of good practice in teaching described in Key Question 2 in the Framework, inspectors should consider, where applicable, the extent to which teachers:

- have a good, up-to-date knowledge of the historical periods they teach;
- have a good grasp of historical concepts of continuity and change, similarity and difference historical significance and historical specificity;
- enable pupils to ask historical questions and to reflect knowledgeably on issues and explanations, both within and across defined historical events and periods;
- develop and consolidate pupils' knowledge and understanding through looking at chronology, planning historical enquiries, considering interpretations and enabling pupils to use appropriate historical sources; and

- make effective use of any field work, links with the community and visits to places of historical interest.

### **Issues in inspecting history**

Inspectors should also take account of the following issues in history:

- how well pupils know about and understand the history of their locality;
- how well pupils know about and understand the history of Wales;
- the quality and variety of methods pupils use to organise and present their findings;
- how readily and effectively pupils challenge and critically examine the historical explanations and interpretations they deal with;
- how well secondary pupils can recall, cross-reference and apply previous learning about history; and
- the extent to which secondary pupils consider a range of alternative explanations for the same historical event or development. If they offer only one explanation then standards of achievement are very unlikely to be better than satisfactory.

## **ART**

### **Characteristics of good standards**

In making their judgements, inspectors should consider the extent to which pupils, appropriate to their age, abilities and special needs:

- develop their knowledge and understanding of artists, craft workers and designers working in a range of media and from a variety of periods, cultures and contexts, including local and Welsh examples;
- respond practically and imaginatively to the methods and ideas of others;
- demonstrate an understanding of the visual language of line, tone, colour, pattern, texture, shape, form and space and apply it effectively in their own work;
- select, control and experiment with a range of materials, processes and techniques in two and three dimensions and on a variety of scales; and
- record images effectively from direct observation and visualise ideas expressively from memory, feelings and imagination, using a variety of resources.

### **Good practice in teaching art**

In addition to the general characteristics of good practice in teaching described in Key Question 2 in the Framework, inspectors should consider, where applicable, the extent to which teachers:

- have secure knowledge and understanding of concepts and skills across art, craft and design;
- provide proficient demonstrations of practical techniques;
- understand and convey the importance of drawing as a skill for learning;
- extend learning through the use of museums, galleries and artists in residence;
- encourage pupils to evaluate their own work through comparing their work to that of other pupils and artists from a range of cultures;
- develop pupils' aesthetic and technical art vocabulary;
- emphasise the importance of using sketchbooks to record and collect visual resources during the investigation process; and
- enable pupils to use information and communications technology as a resource for research and image manipulation.

### **Issues in inspecting art**

Inspectors should also take account of the following issues in art.

- Do the displays and presentations of pupil and other artists' work encourage pupils to evaluate and reflect critically on their own work?
- Does the accommodation stimulate and support visual investigation?

## **MUSIC**

### **Characteristics of good standards**

In making their judgements, inspectors should consider the extent to which pupils, appropriate to their age, abilities and special needs:

- demonstrate technical competence and accuracy, appropriate to their development, in both vocal and instrumental performance;
- perform confidently, with expression and sensitivity, and showing a sense of style and occasion;
- explore a range of sound sources from which they select, combine and arrange sounds effectively, imaginatively and with musical expression;
- improvise and create complete compositions in response to a variety of stimuli;
- produce outcomes which are musically interesting;
- appraise their own and others' music perceptively, focusing on specific elements and evaluating the effectiveness of their use;
- appraise music from a broad range of styles and cultures;
- acquire musical knowledge, skills and understanding by direct engagement with the elements of music through practical activities;
- make progress through regular practice in these activities, and by evaluating their own work and that of others; and
- produce work which displays musical imagination and achieves good technical and expressive standards.

### **Good practice in teaching music**

In addition to the general characteristics of good practice in teaching described in Key Question 2 in the Framework, inspectors should consider, where applicable, the extent to which teachers:

- encourage and enable pupils to achieve high musical standards;
- make effective use of available lesson time:
  - to ensure that activities that require regular practice, such as singing, take place often;
  - to provide opportunities for extended periods of practical activity, especially in composing and instrumental performance;
- provide opportunities for each pupil to make progress in making music, whether individually or with others; and
- ensure that assessment procedures focus on pupils' progress in performing, composing and appraising music.

### **Issues in inspecting music**

Inspectors should also take account of the following issues in music:

- Throughout key stages 1 to 3, there should be an evaluation of standards of singing, instrumental performance, composing and appraising music.



- In Years 10-13, standards should be judged by the progress made beyond NC achievements and also, where appropriate, in relation to the requirements of public examinations.
- Evidence of standards of achievement should be acquired through observation of pupils' engagement in performing, composing and appraising music.
- Inspectors' fundamental judgements should focus on the standards achieved in lessons which all pupils attend; these fundamental judgements should not be offset by statements about any voluntary activities which the school arranges, and which may be attended by only a minority of pupils.

## **PHYSICAL EDUCATION**

### **Characteristics of good standards**

In making their judgements, inspectors should consider the extent to which pupils, appropriate to their age, abilities and special needs:

- acquire a range of skills and techniques in the areas of activity, particularly those associated with athletics, dance, games, gymnastics and swimming;
- develop and consolidate their skills and techniques to show increasing control, appropriate application of tension, clarity of body shape, and greater precision and accuracy;
- apply and adapt their skills effectively in a variety of contexts to cope with the varying physical demands of each activity;
- demonstrate increased efficiency, fluency and sensitivity in more complex tasks and when working with others;
- have a secure and developing knowledge of the benefits of regular exercise to a healthy lifestyle;
- monitor and explain both the short and long term effects of exercise on aspects of physical, social and psychological health;
- judge performance across the areas of physical activity and use this information to improve the efficiency, quality and variety of their work;
- secure and apply appropriate skills and techniques to effectively demonstrate increased refinement and consistency across activities;
- make good decisions in constantly changing situations including anticipating and adapting their performance in response to others;
- demonstrate their knowledge, understanding and appreciation of the key principles of a health related exercise programme including safe warm up and cool down routines; and
- recognise and evaluate progress in performance and identified targets for improvement.

### **Good practice in teaching physical education**

In addition to the general characteristics of good practice in teaching described in Key Question 2 in the Framework, inspectors should consider, where applicable, the extent to which teachers:

- build progressively pupils' knowledge, skills and understanding across the areas of physical activity, especially those associated with athletics, dance, games, gymnastics and swimming;
- encourage and support all pupils to improve and refine the quality, efficiency and effectiveness of their performance in a range of physical activities;
- challenge pupils to analyse their own and others' physical performance in order to identify targets for improvement;
- encourage pupils to participate in physical activities that enable them to consolidate and refine their physical skills in a variety of challenging situations;

- ensure that pupils recognise and assess risks and follow relevant rules, conventions and procedures that apply to different activities; and
- make connections between health and the benefits of regular exercise and fitness, effective performance and active lifestyles.

### **Issues in inspecting physical education**

Inspectors should also take account of the following issues in physical education:

- the extent to which pupils work well together, particularly in teams and groups, showing respect for other people's ideas and physical abilities, competing fairly and handling success and failure appropriately;
- the quality and range of opportunities for pupils to participate in extra-curricular clubs and teams, the degree of pupil involvement in such activities and the impact of participation on standards of performance and breadth of experience; and
- the extent to which the school encourages pupils to participate in physical activities, both beyond school and after they have left school, including the contributions of links with community sports clubs and local leisure centres.

## **RELIGIOUS EDUCATION**

### **Characteristics of good standards**

In making their judgements, inspectors should consider the extent to which pupils, appropriate to their age, abilities and special needs:

- develop a secure knowledge and understanding of the beliefs and practices of Christianity and the other major faiths represented in Great Britain, as required by the locally agreed syllabus;
- acquire a conceptual framework which helps them to understand religion in general and the specific religion they are studying;
- know how and why believers of various faiths worship, meditate and celebrate their faith;
- grow to understand the authority that believers ascribe to religious texts and traditions, and to key figures both in the history of religions and in contemporary faith communities;
- are aware of ways in which people's lifestyles are affected by their religious and other beliefs;
- recognise the importance of religious beliefs in shaping the identity of both individuals and faith communities;
- become increasingly aware of the use of symbolism in religion and of non-literal ways in which religious faith is expressed;
- grow increasingly aware of the questions and issues raised by their experience of the natural world and human relationships, and of the ways in which religious beliefs and practices address these questions and issues; and
- acquire a range of skills that enables them to explore religion and human experience for themselves and to express their own responses to the questions and issues that are raised in the process.

### **Good practice in teaching religious education**

In addition to the general characteristics of good practice in teaching described in Key Question 2 in the Framework, inspectors should consider, where applicable, the extent to which teachers:

- plan appropriately and thoroughly on the basis of the locally agreed syllabus;
- introduce pupils to Christianity and the other principal religions represented in Great Britain;
- make clear connections between pupils' experience of the world and the religious beliefs and practices that are studied;
- engage pupils in a process of exploration and encourage them to develop and express their own values by responding to what they discover in a variety of ways;
- nurture open-mindedness and positive attitudes towards people with different beliefs and practices and avoids stereotyping by acknowledging the variations found within all religious traditions;

- focus on ways in which religious faith is expressed and how it affects people's lives in the contemporary world;
- make good use of religious texts, people, communities, and artefacts, as part of a wide range of resources for teaching the subject;
- reflect ways in which the national language, culture and heritage provide a context for the expression of religious belief in Wales;
- bring pupils into contact with faith communities locally and further afield;
- confront pupils with, and encourage them to seek solutions to, the problems presented by religion and the pupils' own experience of the world; and
- contribute significantly to pupils' spiritual and moral development.

### **Issues in inspecting religious education**

Inspectors should also take account of the following issues in religious education.

- The subject report on religious education should not include an evaluation of the quality of collective worship. This should be included in the main body of the report, under in Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?
- The subject report, in dealing with key stage 4 and the post sixteen, should focus on statutory religious education that is provided in accordance with the locally agreed syllabus. There should be a separate appendix to the subject section for any evaluation of religious studies, as an examination subject.

## **VOCATIONAL COURSES**

### **Characteristics of good standards**

In making their judgements, inspectors should consider the extent to which pupils, appropriate to their age, abilities and special needs:

- have a secure knowledge and understanding of the vocational area and, where appropriate, of related subjects;
- can relate the work they do in class to realistic industrial and commercial settings, often drawing on their experiences gained through visits and work placements;
- demonstrate good levels of competence in the skills associated with the vocational area, including practical skills;
- complete assignments and projects successfully, making effective use of the skills of planning, research and investigation; and
- have good communication, numeracy and information and communications technology skills and apply these effectively in the vocational areas they are studying.

### **Good practice in teaching vocational courses**

In addition to the general characteristics of good practice in teaching described in Key Question 2 in the Framework, inspectors should consider, where applicable, the extent to which teachers:

- have the knowledge, understanding and skills that are relevant to business, industry and enterprise in the context of the vocational area being taught;
- use, in a supporting capacity, expertise and other resources from business and industry; and
- provide a realistic context to the work by building on links with industry, including visits, visitors, projects, pupil work experience and other placements.

### **Issues in inspecting vocational subjects**

Inspectors should also take account of the following issues in vocational courses:

- courses are relevant to current practice in the vocational area;
- links with local industries are effective and provide a realistic insight into working practices; and
- the curriculum of pupils following vocational programmes should meet statutory requirements.

## **Annex 2: Guidance on schools in need of special measures or significant improvement**

### **Background**

This guidance covers two categories of schools causing concern under the revised legal provisions of the Education Act 2005. While many of the provisions of the Schools Inspections Act 1996 have been re-enacted by the Education Act 2005, there are some significant changes to the categorisation of schools causing concern. The category of 'serious weaknesses' no longer applies.

### **The statutory basis**

The definition of a school in need of special measures is in section 44 of the Education Act 2005. Section 44(1) states:

*For the purposes of the Part, special measures are required to be taken in relation to a school if:*

- (a) the school is failing to give its pupils an acceptable standard of education, and*
- (b) the persons responsible for leading, managing, or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

The definition of a school in need of significant improvement is in section 44 of the Education Act 2005. Section 44(2) states:

*For the purposes of this Part, a school requires significant improvement if, although not falling within subsection (1)<sup>2</sup> it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.*

The definition of a post sixteen requiring significant improvement is in section 46 and refers to Schedule 5 of the Education Act 2005, which substitutes paragraph 1(2) of Schedule 7 of the Learning and Skills Act 2000, and is as follows:

*'...a school requires significant improvement in relation to its post 16 if*

*the school is failing to give its pupils over compulsory school age an acceptable standard of education, or*

*in relation to its provision for pupils over compulsory school age, the school is performing significantly less well than it might in all circumstances reasonably be expected to perform'*

---

<sup>2</sup> Subsection 1 defines special measures

## Introduction

On every inspection, you should consider if the school is in need of special measures by considering:

- if the school is failing to give its pupils an acceptable standard of education; and
- if the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Inspectors must consider if the school has the capacity to improve before coming to a judgement about whether it requires special measures.

If you conclude that the school does not require special measures, you should then consider whether the school is in need of significant improvement. You must consider:

- if the school is performing significantly less well than it might in all circumstances reasonably be expected to perform.

Inspections can result in a school being judged to have a post 16 requiring significant improvement except where the school is judged to be in need of special measures. Where weaknesses in the post 16 contribute to the judgement that special measures are required, this will be referred to specifically in the report but will not be reported as a discrete judgement of inadequacy.

You and your team must report as you find, and be able to substantiate your judgements on the basis of sound evidence. Coming to a judgement that a school is in need of special measures or needs significant improvement is not an easy task, but it must **not** be avoided. If the evidence points to the conclusion that the school requires special measures or is in need of significant improvement, you must make that judgement.

## Schools in need of special measures

Schools in need of **special measures** are likely to have many important shortcomings in their work, as defined by inspection grades 4 and 5. Some schools may have a few important shortcomings to a very marked degree or many shortcomings to a lesser degree. In most instances, it will be the cumulative weight and effect of a combination of these shortcomings which, when taken together, will prompt the judgement that a school is not providing an acceptable standard of education. While one feature alone is unlikely to result in a judgement that a school requires special measures, where you find low standards and poor teaching and learning, risk to pupils or the likelihood of a breakdown of discipline, the school will normally require special measures.

You must also consider carefully if the persons responsible for leading, managing or governing the school are **not** demonstrating the capacity to secure the necessary improvement in the school. In judging whether senior managers have the capacity to bring about improvements, you will need to give attention to how well these persons



know and understand the strengths and weaknesses of the school. You should also establish if senior managers show the ability to tackle the weaknesses through the sense of purpose and direction they provide. Discussions with senior managers should provide evidence of how they are tackling these issues and if they are giving attention to the right things. Senior managers should be able to demonstrate that they know what quality of work they expect of learners and those they manage and be able to communicate these expectations to colleagues.

You should also take account of how well informed governors are about issues that affect the performance of the school. You should evaluate how well they use this information to take effective and appropriate decisions. You should consider whether governors meet the duties imposed on them by educational and other legislation.

You may find it helpful to consider the grade awarded to each key question within the **school profile**, which draws together the corporate judgements of the team.

	<b>Key Question</b>	<b>Grade</b>
1	How well do learners achieve?	
2	How effective are teaching, training and assessment?	
3	How well do learning experiences meet the needs and interests of learners and the wider community?	
4	How well are learners cared for, guided and supported?	
5	How effective are leadership and strategic management?	
6	How well do leaders and managers evaluate and improve quality and standards?	
7	How efficient are leaders and managers in using resources?	

**You must give particular consideration to identifying the school as needing special measures in the following circumstances:**

- when more than 10% of the overall total of lesson evaluation form (LEF) grades for standards are grade 4 and/or 5, this proportion constitutes an important shortcoming. You should consider a grade 4 for Key Question 1;
- when any core subject in any key stage is judged to be grade 4, this will constitute important shortcomings and you should consider a grade 4 for Key Question 1;
- when two or more foundation subjects in any key stage are judged to be grade 4, this will constitute important shortcomings and you should consider a grade 4 for Key Question 1;
- when grade 4 or lower is awarded to Key Question 1;
- when more than 10% of the overall total of lesson evaluation form (LEF) grades for teaching are grade 4 and/or 5, this proportion constitutes an important shortcoming. You should consider a grade 4 for Key Question 2;
- when grade 4 is awarded to Key Questions 1 and 5; and
- when grade 4 or lower is awarded to three or more key questions.

At all times, you should remember that the main emphasis in school inspections is on the standards pupils achieve. The issues identified above should be discussed as a matter of importance in team meetings. The starting point of these discussions would

be that these circumstances signal important shortcomings in the standards pupils achieve, the quality of education provided by the school and/or leadership and efficiency. Your discussions should take account of any mitigating factors to ensure the validity and reliability of judgements before coming to a decision that a school does or does not require special measures.

You may also find it helpful to use the questions below to help you judge whether a school requires special measures. It would not be necessary for each question to be answered as 'yes' to result in a school requiring special measures.

### Standards

Do pupils underachieve in many or all of the subjects of the NC, religious education and other curricular provision?	<b>yes/ no</b>
Do the majority or any particular groups of pupils underachieve consistently in the core subjects of the NC?	<b>yes/ no</b>
Are the external examinations or other assessment or accredited results poor in relation to national results?	<b>yes/ no</b>
Is the attainment of pupils not as good as pupils in other similar schools?	<b>yes/ no</b>
Do any particular groups of pupils underachieve in external examinations or other assessments or accredited results?	<b>yes/ no</b>
Are pupils making insufficient progress in their acquisition of knowledge, understanding and skills?	<b>yes/ no</b>
Do pupils underachieve in the key skills of literacy, numeracy and information and communications technology across the curriculum?	<b>yes/ no</b>
Are pupils regularly disruptive?	<b>yes/ no</b>
Are there high levels of truancy, including internal truancy?	<b>yes/ no</b>
Do substantial proportions of pupils or a particular group of pupils attend poorly?	<b>yes/ no</b>
Is the level of exclusions high?	<b>yes/ no</b>
Do pupils lack motivation and display negative attitudes to their work?	<b>yes/ no</b>

### Quality of education and training

Is there a high proportion of teaching with weaknesses?	<b>yes/ no</b>
Are the teachers' expectations of pupils' achievement too low?	<b>yes/ no</b>
Are relationships between staff and pupils and between pupils themselves poor?	<b>yes/ no</b>
Is the provision for pupils' spiritual, moral, social and cultural development poor?	<b>yes/ no</b>
Is the school failing to implement the National Curriculum?	<b>yes/ no</b>
Are any pupils at physical or emotional risk from other pupils or adults in the school?	<b>yes/ no</b>
Is there evidence of significant levels of racial tension or harassment?	<b>yes/ no</b>

Does the school fail to prepare pupils for adult life, including the world of work, where appropriate?	<b>yes/ no</b>
Does the school fail to promote the well-being of its pupils?	<b>yes/ no</b>

## Leadership and management

Are the headteacher and/or senior management team ineffective?	<b>yes/ no</b>
Is there a significant loss of confidence in the headteacher by the staff, parents or governors?	<b>yes/ no</b>
Is a substantial proportion of the staff demoralised and disenchanted?	<b>yes/ no</b>
Do the governors fail to fulfil their statutory obligations?	<b>yes/ no</b>
Are the relationships between governors and the headteacher impeding progress?	<b>yes/ no</b>
Is the school declining rapidly in one or a number of important areas?	<b>yes/ no</b>
Are senior managers and the appropriate authorities failing to check any decline in the school's work?	<b>yes/ no</b>
Do the persons responsible for leading, managing or governing the school lack the capacity to secure the necessary improvement in the school?	<b>yes/ no</b>
Do the school's budgetary processes lead to inefficient spending?	<b>yes/ no</b>
Is poor management of resources and accommodation seriously impeding educational progress?	<b>yes/ no</b>
Does the school provide poor value for money?	<b>yes/ no</b>

You and your team must be clear about why you judge that a particular school is in need of special measures or requires significant improvement. The team should be able to justify their judgements when the deficiencies are considered in aggregate.

You should report your judgements using the prescribed wording and you must follow the specific procedures set out below.

## Procedures to be followed if the school is judged to require special measures

If the school is judged to require special measures, you should take the following steps:

- Telephone and inform the managing HMI (Independent and Special Education Team) (029 20 446446) before the school is told of the judgement;
- no later than the end of the inspection in the school:
  - inform the headteacher orally that in the opinion of the inspection team there are serious deficiencies in the school's performance and capacity, and list those deficiencies;
  - explain that it is likely that the school will be judged to require special measures and that the team now needs to review the evidence; and

- remind the senior managers of the need to ensure confidentiality about the team's possible findings;
- at the oral report to senior management, state that the team has judged that the school does not give an acceptable standard of education, and explain carefully the reasons for this judgement. The following form of words could be used:

*'I am of the opinion that special measures are required in relation to this school because it is failing to give its pupils an acceptable standard of education and senior leaders lack the capacity to secure the necessary improvements. In accordance with the Education Act 2005 I shall send a draft report to HMCI and will await his judgement whether he agrees or not that this school requires special measures.'*

You should be prepared to justify the judgement, and to take note of any factual matters which the senior management wishes to put forward. You should make clear to senior management that:

- this judgement is your opinion and that of the team;
- in accordance with the Education Act 2005, you will inform HMCI and send him a draft report;
- HMCI must state whether or not he agrees with the opinion;
- only if HMCI agrees with the opinion will the school be subject to special measures;
- explain that the submission of at least one draft report may well delay the issue of the report, but that the maximum delay is three months from the time when it was due;
- handle the oral report to the governors in exactly the same way as the report to the senior management;
- use Form 1 to write to HMCI and confirm the judgement already given by telephone that the school requires special measures; and
- send the draft report and the draft summary to HMCI within three weeks of the end of the inspection.

## **Reports and summaries for schools requiring special measures**

You must make clear in the draft report and summary that, in your opinion, the school is not providing an acceptable standard of education and senior leaders lack the capacity for secure the necessary improvement, (that is, it requires special measures). You must also make clear the deficiencies which led to that judgement. The evidence base for the inspection should fully substantiate the judgement.

You should ensure that all the evidence collected during the process of the inspection is available for scrutiny by Estyn. HMCI has the power to call for any information he requires, and it is probable that HMCI will require some information additional to that contained in the report, which includes the evidence base for the inspection.

Following receipt of the draft report and summary from you, Estyn will, where possible, visit the school within three weeks to corroborate your judgement that the school is in need of special measures. The purpose of this visit will be to:

- inspect those aspects of the school where you have found deficiencies;

- determine the validity of your judgements; and
- check that you conducted the inspection properly.

When Estyn has visited the school and reported on that visit, HMCI will decide whether or not he agrees with your opinion, and you will be informed of HMCI's decision. HMCI may or may not agree with your opinion.

If HMCI **agrees** with the judgement that the school is failing to give an acceptable standard of education to its pupils and senior leaders lack the capacity to make the necessary improvements, you should use the following form of words in the report:

*'In accordance with the Education Act 2005, I am of the opinion, and HMCI agrees, that special measures are required in relation to this school'.*

HMCI has a duty to notify the Minister for Education and Lifelong Learning and the LA that the school requires special measures.

If HMCI **does not agree** with your opinion, the reasons will be explained and you will be given the opportunity to discuss HMCI's decision. There are then three options open to you:

### **Option 1**

Amend the report and summary by removing the opinion that the school requires special measures.

### **Option 2**

Issue the report and summary without amendment. Special measures will not apply and you must use the following wording in the report:

*'In accordance with the Education Act 2005, I am of the opinion, but HMCI disagrees, that special measures are required in relation to this school';*

or

### **Option 3**

Submit a further draft to HMCI including the opinion that the school requires special measures. HMCI may consider the report again. If HMCI still disagrees then the report is issued with the statement confirming HMCI's disagreement.

Once the report has been published, the procedures described in NAFW Circular 38/2006 Schools Requiring Special Measures Or Found To Require Significant Improvement Following Inspection.

In outline, these state that:

- the school is placed on a list of schools in special measures;
- the school works with the LA to address the weaknesses; and
- Estyn will monitor the progress of the school on a termly basis.

### Schools in need of significant improvement

Schools in need of **significant improvement** are likely to have fewer important shortcomings than schools in need of special measures. If you have seriously considered, but rejected, the judgement that the school is in need of special measures, it is highly likely that it will come into the category of schools requiring significant improvement.

You may find it helpful to consider the grade awarded to each key question within the **school profile**, which draws together the corporate judgements of the team.

Key Question	Grade
1 How well do learners achieve?	
2 How effective are teaching, training and assessment?	
3 How well do learning experiences meet the needs and interests of learners and the wider community?	
4 How well are learners cared for, guided and supported?	
5 How effective are leadership and strategic management?	
6 How well do leaders and managers evaluate and improve quality and standards?	
7 How efficient are leaders and managers in using resources?	

Schools in this category may have important shortcomings as defined by grade 4 in one or two key questions or may have good features which outweigh shortcomings (grade 3) as the overall judgements for all or most key questions.

While the school may just about be providing an acceptable standard of education, it is important that you and your team consider if there is room for **significant improvement**. The guiding principle must be whether the school is performing significantly less well than it might in all circumstances be expected to perform.

**You must give particular consideration to identifying the school as needing significant improvement in the following circumstances:**

- when between 5% and 10% of the overall total of lesson evaluation form (LEF) grades for standards are judged to be grade 4 and/or 5;
- when one foundation subject in any key stage is judged to be grade 4 or lower;
- when between 5% and 10% of the overall total of lesson evaluation form (LEF) grades for teaching are judged to be grade 4 and/or 5; and
- when grade 4 or lower is awarded to one or two key questions.

However, you should be aware that some schools in this category may have good features which outweigh shortcomings (grade 3) as the overall judgements for all or most key questions, yet still be in need of significant improvement.

At all times, you should remember that the main emphasis in school inspections is on the standards pupils achieve. The issues identified above should be discussed as a

matter of importance in team meetings. The starting point of these discussions would be that these circumstances signal important shortcomings in the standards pupils achieve, the quality of education provided by the school and/or leadership and efficiency. Your discussions should take account of any mitigating factors to ensure the validity and reliability of judgements before coming to a decision that a school is in need of significant improvement.

In all circumstances, it is vital that you judge the work of the school in the context in which it is currently operating. Inspectors **should not** be unduly influenced by:

- recently prepared plans for improvement that have yet to be implemented; and
- the recent appointment of staff, such as a new headteacher.

This is because, in both cases, the effect or impact of improvements will not have taken place and you must judge outcomes rather than intentions.

You may also find it helpful to use the questions on pages 3-5 of this Guidance to judge whether a school is in need of significant improvement.

### **Procedures to be followed if the school is in need of significant improvement**

If the school is judged to be in need of significant improvement, you should take the following steps:

- telephone and inform managing HMI (Special Independent and Special Education (029 20 446446) before the school is told of the judgement;
- tell the headteacher at the end of the inspection that the team has reached the judgement that the school is in need of significant improvement;
- use Form 2 to write to HMCI and confirm the judgement already given by telephone that the school is in need of significant improvement; and
- send the draft report and the draft summary to HMCI within **three** weeks of the end of the inspection.

HMCI or HMI acting on his behalf will scrutinise the report to see if he agrees with the judgement. Normally, HMCI will not undertake a visit to corroborate the judgement of the Registered Inspector that the school is in need of significant improvement. However, you should ensure that all the evidence collected during the process of the inspection is available for scrutiny by HMCI. HMCI has the power to call for any information he requires and it is probable that HMCI will require some information additional to that contained in the report.

HMCI has a duty to notify the Minister for Education and Lifelong Learning and the LA that the school is in need of significant improvement.

### **Reports and summaries for a school in need of significant improvement**

If HMCI **agrees** with your judgement, you should include in the written report on the school and in the summary report for parents, the words *'In accordance with the Education Act 2005, I am of the opinion, and HMCI agrees, that this school is in need of significant improvement'*.

If HMCI **does not agree** with your opinion, the reasons will be explained and you will be given the opportunity to discuss HMCI's decision. There are then three options open to you:

### **Option 1**

Amend the report and summary by removing the opinion that the school is in need of significant improvement.

### **Option 2**

Issue the report and summary without amendment. You must use the following wording in the report:

*'In accordance with the Education Act 2005, I am of the opinion, but HMCI disagrees, that this school is in need of significant improvement';*

or

### **Option 3**

Submit a further draft to HMCI including the opinion that the school is in need of significant improvement. HMCI may consider the report again. If HMCI still disagrees then the report is issued with the statement confirming HMCI's disagreement.

Once the report has been published, the procedures described in NAFW Circular 38/2006 Schools Requiring Special Measures Or Found To Have Significant Improvement following inspection will be implemented. In outline, these state that:

- the school is placed on a list of schools in need of significant improvement;
- the school works with the LA to address the weaknesses; and
- about 12 months after the publication of the report, Estyn will undertake an inspection visit to the school and make one of the following decisions:
  - if enough progress has been made, the school can be removed from the list of schools in need of significant improvement; or
  - one further visit is necessary as the school is making adequate progress; or
  - if the school has not made enough progress and does not give any indication that it has the capacity to do so, then consideration will be given to placing the school in special measures.



## FORM 1: SCHOOLS REQUIRING SPECIAL MEASURES

HMCI  
Estyn  
Anchor Court  
Keen Road  
Cardiff  
CF24 5JW

Inspection number .....  
Date of inspection ...../...../.....  
School name .....  
[LA .....]\*  
Name of Registered Inspector .....  
Date when report and summary are due ...../...../.....

I am of the opinion that special measures are required in relation to this school, since it is (not providing) (likely that it will not provide) its pupils with an acceptable standard of education and the persons responsible for leading, managing, or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The reasons for this opinion are:

- 1
- 2
- 3
- 4

(etcetera)

I will send you drafts of the report and the summary by ...../...../.....

I confirm that I have reported back in these terms to the senior management of the school and to the governors [and that the LA has also been made aware of this opinion]\*.

Yours sincerely

Registered Inspector  
[\*insert where appropriate]

NOTE: This form should be returned to HMCI (Estyn) within 10 working days after the start of the inspection.

## FORM 2: SCHOOLS IN NEED OF SIGNIFICANT IMPROVEMENT

HMCI  
Estyn  
Anchor Court  
Keen Road  
Cardiff  
CF24 5JW

Inspection number .....  
Date of inspection ...../...../.....  
School name .....  
[LA .....]\*  
Name of Registered Inspector .....  
Date when report and summary are due ...../...../.....

I am of the opinion that this school is in need of significant improvement. The reasons for this opinion are:

1

2

3

4

(etcetera)

I will send you drafts of the report and the summary by ...../...../.....

I confirm that I have reported back in these terms to the senior management of the school and to the governors [and that the LA has also been made aware of this opinion]\*.

Yours sincerely

Registered Inspector  
[\*insert where appropriate]

NOTE: This form should be returned to HMCI (Estyn) within 10 working days after the start of the inspection.

## Annex 3: Protocol and guidance for nominees

### Background

Inspections will provide an opportunity to involve schools actively in the inspection process by enabling a nominee from the school to work with the inspection team. This will ensure greater involvement by the school and strengthen the partnership between the inspection team and school staff. It will also enable schools to gain a better insight into the inspection process as well as provide valuable opportunities for professional development. However, it is not a requirement that the school has to put forward a nominee.

Schools are invited to select a nominee who will:

- ensure that inspectors are fully informed about the context of the school's work;
- contribute to meetings of the inspection team; and
- hear emerging findings of the team.

### The nominee

The nominee will be a sufficiently senior member of staff to act as a link between the school and the inspection team. In many ways, the nominee will fulfil a number of the tasks that have usually been carried out by the headteacher. However, the nominee allows the school to become more involved in the inspection than was the case in the past.

Before the inspection, the registered inspector, in discussion with the school, will establish:

- whether the school wishes to take up the invitation of having a nominee; and
- the exact nature of the nominee's role.

If the school decides not to identify a nominee, the registered inspector will still need to establish a climate in which the school values the inspection and maintains a good working relationship with the senior staff.

If the school decides not to take up the offer of having a nominee, this should not prejudice the inspection. The fact that a school does not have a nominee will have no impact on the judgements made by the inspection team.

In order to act as a nominee on an inspection, the member of staff **must normally** have attended the one-day Estyn training course, in the term before their inspection. This ensures that they are aware of the confidentiality issues that may arise during an inspection and how they are expected to react to these. School staff already trained as peer assessors or team inspectors, and who are intending to take on the role of the nominee in inspection, still need to attend nominee training.

Registered inspectors should ask nominees to show their certificate as proof that training has been undertaken. No-one may normally undertake the role of the nominee unless they are in possession of this certificate.

The rest of this annex sets out the:

- role of the nominee;
- responsibilities of the nominee, the registered inspector and the school; and
- the activities to be undertaken in the different stages of the inspection.

### **Role of the nominee**

The role of the nominee is demanding and requires that person to exercise the objectivity essential to an external inspection process. The nominee will be required to respect the strict confidentiality of all inspection discussions. The role is not that of an advocate or defender of the school. Where it is possible, the school should avoid the use of the headteacher as a nominee. However, it is recognised that this may not be possible in all primary schools. The exact nature of the role of the nominee can vary, depending on the circumstances and wishes of the school. It must be agreed before each inspection. The statement of agreement (see below) must be signed by all parties before the inspection. It should later be stored along with other inspection evidence.

The scope of the nominee's role should be negotiated between the school and the registered inspector. The broader the role, the greater the time commitment required from the nominee. A broader role may also present a greater risk of potential conflict of interest for the nominee and the school should consider this in deciding whom to nominate.

In all cases, the nominee will need to:

- liaise before and after the inspection with the reporting inspector about administrative aspects of the inspection such as coverage, documents and meetings;
- respond to team requests for additional information during the inspection; and
- assist in resolving any problems that arise throughout the inspection process.

In addition, where the school and the registered inspector have agreed this, the nominee may also:

- participate in team meetings where good features and shortcomings are being discussed, but he or she must take no part in deciding grades to be awarded;
- be involved in collecting evidence, where appropriate and agreed, for example in undertaking observations of lessons or through examining pupils' work; and
- provide any additional evidence that is needed following the team meetings or scrutiny of pupils' work.

## **Responsibilities**

The nominee will:

- agree the exact role of the nominee with the school and the inspection team;
- attend the one day Estyn training course;
- be familiar with The Common Inspection Framework and Guidance on the Inspection of Special Schools and PRUs;
- be familiar with Estyn's guidance on the role of the nominee;
- have a thorough understanding of the school's self-evaluation report and action plan;
- receive a copy of the PIC at the same time as the rest of the inspection team;
- liaise with the reporting inspector about administrative aspects of the inspection such as coverage, documentation and meetings;
- ensure that inspectors are fully informed about the context of the school's work;
- be involved in collecting evidence, where appropriate and agreed;
- respond to team requests for additional information;
- respect the confidentiality of all information received during the course of the inspection;
- assist in resolving any problems that arise;
- contribute to meetings of the inspection team;
- avoid being defensive or an advocate for the school; and
- hear emerging findings.

The registered inspector will:

- agree with the school and nominee his or her exact role;
- ask to see the nominee's certificate as proof of attending the Estyn 1 day training course;
- keep the nominee fully briefed about the conduct of the inspection;
- brief the inspection team about the role of the nominee;
- brief the Governing Body about the role of the nominee;
- make sure that the nominee feels fully involved with the inspection team;
- plan the work of the nominee during the inspection week through negotiation with the school;
- provide the nominee with a copy of the PIC;
- ensure that the nominee is aware of the arrangements for team meetings and for the scrutiny of pupils' work; and
- ensure that the nominee takes no active part in the awarding of grades.

The school will:

- agree the exact role of the nominee with the nominee and with the registered inspector;
- normally channel any issues, concerns and further evidence through the nominee to the inspection team;
- be sympathetic to the demands placed on the nominee;
- provide support for the nominee in undertaking his or her task;

- respect the confidentiality under which the nominee is working; and
- ensure that the nominee has played a key part in the school's self-evaluation procedures.

## Activities in the inspection process

### Before the inspection

<b>Nominee</b>	<ul style="list-style-type: none"> <li>• Become familiar with the Framework and Guidance for inspections</li> <li>• Attend the one-day Estyn training course, in the term before their inspection</li> <li>• Become familiar with Estyn's guidance on the role of the nominee</li> <li>• Play a key role in the school's self-evaluation procedures</li> <li>• Become familiar with the inspection documentation</li> <li>• Take part in the discussions with the registered inspector in the pre-inspection visit</li> <li>• Attend the governors' and staff meeting held before the inspection</li> <li>• Attend the pre-inspection team meeting and receive a copy of the PIC</li> <li>• Make administrative arrangements for the inspection</li> <li>• Collate school documentation required for the inspection</li> </ul>
<b>Registered Inspector</b>	<ul style="list-style-type: none"> <li>• Discuss the role of the nominee during the first contact with the school</li> <li>• Ask to see the nominee's certificate as proof of attending the one-day Estyn training course</li> <li>• Brief the Governing Body about the role of the nominee</li> <li>• Ensure that the nominee is involved in discussions in the pre-inspection visit</li> <li>• Brief the nominee fully in the same way as the other team members about the arrangements for the inspection week</li> <li>• Plan the work of the nominee during the inspection week</li> <li>• Ensure that the nominee receives all key inspection documents</li> <li>• Fully brief the other team members about the role of the nominee</li> <li>• Invite the nominee to attend the pre-inspection team meeting and ensure that the nominee receives a copy of the PIC</li> </ul>
<b>School</b>	<ul style="list-style-type: none"> <li>• Establish the role of the nominee during the first contact with the registered inspector</li> <li>• Ensure that the nominee is involved in discussions in the pre-inspection visit</li> <li>• Clarify the role of the nominee with the registered inspector and the nominee</li> <li>• Ensure the nominee is present at the governors' meeting before the inspection</li> <li>• Ensure that the nominee attends the pre-inspection team meeting</li> </ul>

### During the inspection

<b>Nominee</b>	<p>All nominees will:</p> <ul style="list-style-type: none"> <li>• liaise with the registered inspector about administrative arrangements;</li> <li>• respond to team requests for additional information;</li> <li>• assist in resolving any problems that arise; and</li> <li>• take no active part when gradings are being awarded.</li> </ul> <p>Where agreed, nominees may:</p> <ul style="list-style-type: none"> <li>• contribute to discussions about good features and shortcomings in team meetings;</li> <li>• examine samples of pupils' work;</li> <li>• undertake classroom observations;</li> <li>• be proactive in providing additional evidence following team meetings or the</li> </ul>
----------------	--

	scrutiny of pupils' work; • complete LEFs and GEFs as appropriate; • provide a brief oral feedback to teachers after observing their lessons; and • where appropriate, ask the inspection team to clarify its judgements.
<b>Registered Inspector</b>	• Monitor the work of the nominee and provide support as appropriate • Ensure that the nominee is as fully involved in the inspection as possible • Normally, channel requests for additional information and evidence through the nominee • Ensure that the nominee takes no active part in the awarding of grades
<b>School</b>	• Use the nominee to liaise with the inspection team • Normally, channel any issues or concerns through the nominee • Provide support for the nominee in undertaking their task • Respect the confidentiality under which the nominee is working

After the inspection

<b>Nominee</b>	• Attend the meetings held after the inspection with the governors • Contribute to the preparation of the school's response to the inspection • Contribute to checking the factual accuracy of the draft of report • Play a full part in devising the action plan following the inspection
<b>School</b>	• Ensure that the nominee attends the meeting with the governors • Involve the nominee in preparing the school's response to the report • Involve the nominee in checking the factual accuracy of the draft of the report • Involve the nominee in devising the action plan

### The nominee in smaller schools

In smaller schools, there may be less scope for the nominee to be fully involved in the ways described above. The nominee is likely to have a full-time or part-time responsibility for teaching a class. However, nominees from smaller schools are encouraged, whenever circumstances allow, to take as full a role as possible in the inspection process without employing temporary or supply staff to cover their normal teaching duties.

The following guidance is provided to ensure that the contribution of the nominee, within a small school or PRU, is maximised during the inspection. The nominee should:

- be a member of the senior management team for example, the deputy headteacher, but could be the headteacher in a smaller school;
- meet on a daily basis with the headteacher during the week of the inspection if the nominee is not the headteacher;
- inform all members of staff of the documentary evidence that is likely to be required during the inspection;
- arrange to look at pupils' work with a member of the inspection team outside classroom hours;
- attend inspection team meetings at the end of the school day; and
- where appropriate, ask the inspection team to clarify judgements.

## Statement of agreement between the registered inspector, school and nominee

Agreed roles and responsibilities regarding the nominee (please tick where appropriate).

<b>Before the inspection</b>	
• Become familiar with the Framework and Guidance for inspections	
• Become familiar with Estyn's guidance on the role of the nominee	
• Play a key role in the school's self-evaluation procedures	
• Become familiar with the inspection documentation	
• Take part in the discussions with the registered inspector in the pre-inspection visit	
• Attend the governors' and staff meeting held before the inspection	
• Attend the pre-inspection team meeting	
• Make administrative arrangements for the inspection	
• Collate school documentation required for the inspection	
• Attend the pre-inspection team meeting and receive a copy of the PIC	
<b>During the inspection</b>	
• Liaise with the registered inspector about administrative arrangements	
• respond to team requests for additional information	
• assist in resolving any problems that arise	
• contribute to discussions about good features and shortcomings in team meetings, but take no active part when gradings are being awarded	
• examine samples of pupils' work	
• undertake classroom observations	
• be proactive in providing additional evidence following team meetings or the scrutiny of pupils' work	
• complete LEFs and GEFs as appropriate	
• provide a brief oral feedback to teachers after observing their lessons	
• where appropriate, ask the inspection team to clarify its judgements	
<b>After the inspection</b>	
• Attend the meetings held after the inspection with the governors	
• Contribute to the preparation of the school's response to the inspection	
• Contribute to checking the factual accuracy of the draft of report	
• Play a full part in devising the action plan following the inspection	

## The registered inspector

<b>Before the inspection</b>	
• Discuss the role of the nominee during the first contact with the school	
• Brief the Governing Body about the role of the nominee	
• Ensure that the nominee is involved in discussions in the pre-inspection visit	
• Brief the nominee fully in the same way as the other team members about the arrangements for the inspection week	
• Plan the work of the nominee during the inspection week	
• Ensure that the nominee receives all key inspection documents	
• Fully brief the other team members about the role of the nominee	
• Invite the nominee to attend the pre-inspection team meeting and receive a copy of the PIC	



During the inspection	
• Monitor the work of the nominee and provide support as appropriate	
• Ensure that the nominee is as fully involved in the inspection as possible	
• Normally, channel requests for additional information and evidence through the nominee	
• Ensure that the nominee takes no active part in the awarding of grades	

## The school

Before the inspection	
• Establish the role of the nominee during the first contact with the registered inspector	
• Ensure that the nominee is involved in discussions in the pre-inspection visit	
• Clarify the role of the nominee with the registered inspector and the nominee	
• Ensure the nominee is present at the governors' meeting before the inspection	
• Ensure that the nominee attends the pre-inspection team meeting	
During the inspection	
• Use the nominee to liaise with the inspection team	
• Normally, channel any issues or concerns through the nominee	
• Provide support for the nominee in undertaking their task	
• Respect the confidentiality under which the nominee is working	
After the inspection	
• Ensure that the nominee attends the meeting with the governors	
• Involve the nominee in preparing the school's response to the report	
• Involve the nominee in checking the factual accuracy of the draft of the report	
• Involve the nominee in devising the action plan	

Name of nominee: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of registered inspector: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of headteacher: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Annex 4: Protocol and guidance for peer assessors**

### **General principles**

The peer assessor will bring the perspective of a current practitioner to an inspection in the same way in which the lay inspector brings the perspective of someone who is not involved in education. The aim is for each inspection team to have a peer assessor. The peer assessor is a full member of the team, but is additional to the team set out in the contract. The peer assessor will complete only those duties that can be completed during the on-site period of the inspection.

The peer assessor will visit a sample of classes in the same way as other team members and will be able to contribute to the team's judgements on all subjects inspected.

The schools at which peer assessors work will nominate them for selection. Estyn will train them and place their names on a database. In addition, any current practitioner who is a trained Estyn team or registered inspector will be qualified to be a peer assessor. After training, a peer assessor will be assigned to each school inspection ensuring that there is no personal or professional conflict of interest.

Peer assessors will be employed in schools in Wales. They will be experienced teachers and may include either senior or middle managers, such as key stage co-ordinators, heads of department, or heads of year. They will be effective teachers with at least five years' experience and they will be up-to-date with relevant Foundation Phase, National Curriculum or examining/ awarding body requirements.

The essential attributes of peer assessors include:

- honesty, integrity and propriety;
- the ability to form sound judgements and to explain and defend these where necessary;
- good oral communication;
- well-developed writing skills;
- the ability to gather thoughts logically;
- the ability to work as a member of a team; and
- willingness and capability to work flexibly.

Estyn and the school's governing body will sign a memorandum of understanding that will ensure that the prospective peer assessor attends the training course and, if successful, is able to participate in an inspection.

The participation of peer assessors in inspection:

- contributes to the expertise of inspection teams and enhances school's ownership that schools have for the inspection process;
- promotes schools' understanding of inspection;
- enables the sharing of good practice;

- helps to develop the skills schools need to carry out their own self-evaluation effectively; and
- enables individuals to gain a better insight into the inspection process as well as providing valuable opportunities for their own professional development.

### **Role of the peer assessor**

The peer assessor is to act as a full member of the inspection team. Peer assessors focus on teaching and learning across the school by:

- observing lessons and other activities;
- listening to learners;
- scrutinising samples of pupils' work;
- engaging in discussions with staff and others; and
- examining documents.

### **Peer assessor's responsibilities**

The peer assessor will:

- have a working knowledge of the Common Inspection Framework for Education and Training in Wales and the relevant Guidance for the Inspection of Schools;
- act in accordance with the code of conduct described in the 'How will inspectors behave' section of the Framework;
- be familiar with this protocol and guidance on the role of the peer assessor;
- have an understanding of the school's self-evaluation report and any associated plan;
- liaise with the registered inspector about administrative aspects of the inspection such as coverage of classes, documentation and meetings;
- complete inspection documentation including lesson evaluation forms and general evaluation forms;
- contribute to meetings of the inspection team;
- contribute to corporate judgements;
- where possible, attend any meeting held during the inspection week at which the feedback is given to the school on whole school aspects; and
- respect the confidentiality of all information received during the course of the inspection.

The peer assessor will not:

- attend pre-inspection meetings with parents, governors and the team;
- attend any meetings held after the inspection week;
- produce a pre-inspection commentary;
- write a section of the report; or
- take the lead for a key question or subject.

## Registered inspector's responsibilities

The registered inspector will:

- agree with the peer assessor the specific role of the peer assessor in the inspection;
- ensure that the peer assessor receives all relevant documentation in good time;
- ensure that the peer assessor is deployed as a full member of the team;
- brief the inspection team about the involvement and role of the peer assessor;
- brief the governing body about the role of the peer assessor;
- plan the work of the peer assessor during the inspection week;
- ensure that the peer assessor is aware of the arrangements for team meetings and for other activities, such as the scrutiny of pupils' work;
- assure the quality of the work of the peer assessor; and
- provide feedback on the performance of the peer assessor.

The registered inspector will not require the peer assessor to:

- attend any pre-inspection meetings;
- attend any meetings held after the inspection week;
- produce a pre-inspection commentary;
- write a section of the report; or
- take the lead for any subject or aspect.

## Activities in the inspection process

Before the inspection

<b>The peer assessor</b>	<ul style="list-style-type: none"><li>• becomes familiar with the Framework and the relevant Guidance for the Inspection of Schools (through training);</li><li>• becomes familiar with this protocol and guidance on the role of the peer assessor(through training);</li><li>• receives the school's self-evaluation report; and</li><li>• receives the pre-inspection commentary.</li></ul>
<b>The registered inspector</b>	<ul style="list-style-type: none"><li>• briefs the school and governing body about the role of the peer assessor;</li><li>• fully briefs the peer assessor about the arrangements for the inspection;</li><li>• plans the work of the peer assessor during the inspection;</li><li>• ensures that the peer assessor receives necessary inspection documents; and</li><li>• fully briefs the other team members about the role of the peer assessor.</li></ul>

During the inspection

<b>The peer assessor</b>	<ul style="list-style-type: none"><li>• early in the inspection, becomes familiar with the pre-inspection commentary and other key documents;</li><li>• works under the direction of the registered inspector;</li><li>• participates in team meetings;</li><li>• contributes to corporate judgements;</li><li>• examines pupils' work;</li><li>• undertakes observations of classes and other learning activities;</li><li>• listens to learners;</li><li>• completes lesson evaluation forms and general evaluation forms as appropriate;</li></ul>
--------------------------	---

	<ul style="list-style-type: none"> <li>• provides a brief oral feedback to teachers after observing their classes;</li> <li>• attends any feedback meetings on whole-school aspects held during the inspection week and, where appropriate, assists in providing feedback in relation to their specialist subject.</li> </ul>
<b>The registered inspector</b>	<ul style="list-style-type: none"> <li>• ensure that the peer assessor has enough time, early in the inspection, to become familiar with the pre-inspection commentary;</li> <li>• monitors the work of the peer assessor and provide support as appropriate;</li> <li>• ensures that the peer assessor is fully involved in the inspection; and</li> <li>• ensures that the peer assessor contributes to the corporate judgements.</li> </ul>

At the end of the inspection

<b>The peer assessor</b>	<ul style="list-style-type: none"> <li>• ensures that the registered inspector receives all relevant written documentation; and</li> <li>• returns all school and inspection documentation.</li> </ul>
<b>The registered inspector</b>	<ul style="list-style-type: none"> <li>• provides feedback to the peer assessor about the quality of his/her work during the inspection.</li> </ul>

The registered inspector's feedback to peer assessors should be concerned with obtaining evidence, making judgements, communication and conduct.

### Deployment of the peer assessor

Peer assessors:

- should be given the opportunity to become familiar with the pre-inspection evidence and commentary at the start of the inspection. The registered inspector should not plan any class visits for the peer assessor during this time;
- will be deployed in schools that serve the same age range of pupils as their own school;
- will also be deployed in schools that have the same language characteristics;
- where possible, will be deployed in schools of similar size, type of location and other characteristics to their own school; and
- will be deployed in a school where there is no personal or professional conflict of interest.

### Training

Peer assessors will need to complete successfully a two-day training course before they can take part in inspection. The objectives of the course are to enable the prospective peer assessor to understand the process of inspection, the principles upon which the process is based and the criteria for making judgements. After training, they are eligible to be selected for inspection of a school as long as there is no personal or professional conflict of interest. Estyn will make every effort to involve peer assessors in an inspection, but can give no guarantee of this. Peer assessors and their schools will complete a memorandum of understanding that specifies the period in which the peer assessor will be trained and deployed. Estyn will monitor the performance of peer assessors.

## **Annex 5: Guidance on the school's response to the report's findings**

Schools are invited to submit a written response to the inspection findings for inclusion in the report. The response will be published by agreement with the registered inspector.

The registered inspector should invite the school to make a written response to the inspection findings. The school should be reminded that the response is not the place for schools to express a view about the quality or the process of an inspection. They can do this by completing a questionnaire at the end of the inspection and returning it to Estyn. However, if it so wishes, a school can provide a sentence or two acknowledging the work of the inspection team. For example, "The school wishes to acknowledge the thorough, professional and courteous approach of the inspection team".

If a school does not wish to submit a written response to an inspection, the Rgl should include a statement to this effect in the report, where the response would normally appear.

The school should:

- make sure its response is brief and generally no more than one page;
- use its response to give an early indication of how staff and governors intend to tackle the recommendations;
- send the response to the registered inspector within five days of receiving the draft report; and
- understand that it is the registered inspector's right not to include the written response in the inspection report where the circumstances warrant it.

### **Example of a school's response**

The inspection findings recognise that, in most respects, we have maintained high standards since our last inspection and improved standards in subjects such as .....and ..... We are pleased that the inspectors found that pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are outstanding features. In addition, the care and support systems we have in place and that underpin our curricular provision are recognised as appropriate and effective. The skill and dedication of teachers and the care and talent of support staff are duly acknowledged. Most importantly, the inspection report makes clear the elements that make our school what it is. In particular, the report confirms that we are achieving our aim to make our school a happy and secure place in which pupils grow in confidence and independence.

An action plan will be put in place to address the recommendations in the report. Improving our curriculum planning for pupils' key skills, making wider use of benchmark data to compare ourselves with similar schools and tightening up some school procedures are aspects that we believe we can confidently address.

Where it is possible to do so, staff and governors will address the recommendations before the end of the school year. Raising pupils' standards of achievement in ..... will be a major priority for us. We will make sure that this subject is included in our school development plan. In addition, we will provide more opportunities for staff to improve their knowledge and skills in ..... so that they can help pupils achieve higher standards in this subject. Pleasingly, inspectors identified many elements and procedures in the school that will help us address some shortcomings by sharing good practice more widely.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

## Annex 6: Guidance on completing the evidence base

The evidence base for the inspection is a summary of the evidence gathered before or during the inspection. **The registered inspector is responsible for all aspects of the evidence base.**

### Completing Athene profiles

#### The school profile

The school profile draws together the corporate judgements of the team about all aspects of the school covered in the inspection framework. There is a table in which you enter the number of lessons achieving a particular grade. You must make sure that this is completed correctly. For example in the table below, there are 3 lessons that achieve grade 2 in Year 8:

Number of lessons achieving grade					
	1	2	3	4	5
Year 7	2	4	2		
Year 8	1	3	3	1	

You have to enter a grade for the whole school and for each relevant key stage for each statement under **Key Questions 1, 2, 3 and 7**. If the school does not include a particular key stage, for example in junior schools without key stage 1, you will be able to enter 'not applicable' for the whole column for that key stage throughout the whole school profile. When completing the profile, you will need to enter the grades separately against each statement for each relevant key stage; they will not default to the whole school grade.

For **Key Questions 4, 5, and 6**, you will be required to enter a grade for the whole school and each relevant key stage for the key questions, and for the main statements (in bold) under each key question. For the remainder of the statements in these key questions, you will need to give grades only for the whole school and, where appropriate, for under-fives. Grades for the whole school need to be completed for personal and social education.

#### The subject profiles

Subject profiles should be completed for all subjects. On each inspection, templates are set up in advance to reflect only those subjects that are to be inspected. You will not receive templates for subjects that you are not going to inspect.



The table containing the grades achieved in each lesson must be completed in the same way as the table in the school profile as in the example below

Number of lessons achieving grade					
	1	2	3	4	5
Year 7	1	2			
Year 8	1	1	1	1	

You must also enter the overall grade for the standards achieved in each subject inspected by each year group. **You should base this judgement on the combined evidence in LEFs and GEFs.** There should be one entry for each year group as in the example below.

Year group	Grade
1	2
2	3
3	2
4	2
5	3
6	2
7	2
8	3
9	3

The next part of the subject profile consists of a list of the evaluation criteria from the Common Inspection Framework. These are the bullet points on the left-hand side of the table for each of the seven key questions. You should complete a grade for each statement for the whole school and for each relevant key stage. If the school does not include a particular key stage, for example in a school with no key stage 1, you will be able to enter 'not applicable' for the whole column for key stage 1.

The final part of the profile is a list of key skills. You should record grades of 1 to 5 for each of these entries. There are also specific profiles for each NC subject and religious education. The inspector co-ordinating the inspection of vocational subjects should complete a separate profile for vocational courses.

For special schools with **early years provision**, you should click on Foundation Phase heading in the drop down list and complete one subject profile for the whole of the early years provision in the school.

## Bilingualism

The rows numbered 8.1 to 8.10 and row 8.13 in both the school and subject profiles relate to the standards achieved in bilingual skills. In order to complete rows 8.1 to 8.10, standards in communication skills should be assessed against what it is reasonable to expect in relation to bilingualism in different categories of schools. In English medium schools, your grades for 8.1 to 8.5 in the school profile will probably be based on evidence obtained in Welsh lessons and from talking to pupils and

scrutinising pupils' written work. Increasingly, in these schools, you may come across evidence of bilingual communication skills in subjects across the curriculum.

### **Important points to remember when completing profiles**

The inspection team should give careful consideration to the guidance in inspection handbooks about the weight that should be placed on the different criteria for each key question, when coming to a judgement on the grade for the key question as a whole.

Teams should complete one subject profile for each subject inspected. You should not use one subject profile for more than one subject. This means that there should be:

- at least 12 completed subject profiles for a full inspection.

For each subject profile, you must:

- grade each of the seven key questions in relation to the subject; and
- complete the relevant subject specific matters section (that is complete the history subject specific section in the history subject profile, the science subject specific section in the science subject profile, and so on).

At the bottom of the first page of the subject profile, you should give the overall grade for standards achieved in each year group and each key stage, based on the evidence contained in both lesson evaluation forms and general evaluation forms.

### **Verifying the profiles**

This downloading of the profiles and submission of completed profiles will be the responsibility of contractors and registered inspectors. However, all inspectors have an important part to play in ensuring that the submission of completed profiles goes smoothly.

On submission, the profiles are checked electronically to see if any cells that you should have completed have been left blank. If this is the case, our system will not accept the profiles for loading onto the inspection database until you have completed the relevant cells. Therefore, it is essential that inspectors who contribute to school and subject profiles check carefully that they have completed the profiles correctly before they submit them via the Internet.

HMI will continue to quality monitor completed profiles to ensure that grades awarded match the grades and text in the inspection report.

### **Submitting and retaining evidence**

You should send to Estyn the evidence required in the prescribed electronic format. Estyn will collate the information on an all-Wales basis.

You should keep other evidence for 12 months from the date of issue of the report. Estyn may call on this evidence at any time during that period and, in this event, you must make the information available within 10 working days.

<b>Evidence to be sent to Estyn</b>	<b>Evidence to be retained for 12months</b>
<ul style="list-style-type: none"><li>• The school profile; and</li><li>• The subject profiles.</li></ul>	<ul style="list-style-type: none"><li>• School Information Form;</li><li>• Lesson Evaluation Forms;</li><li>• General Evaluation Forms;</li><li>• all pre-inspection commentaries;</li><li>• records of meetings with parents and the appropriate authority;</li><li>• responses to parents' questionnaires;</li><li>• the school self-evaluation report; and</li><li>• any other evidence relating to the inspection.</li></ul>

## **Annex 7: Guidance on the use of examination and NC assessment data to inform the grade awarded for Key Question 1**

There are no national benchmarks to compare the attainment, in relation to National Curriculum targets and external examinations, of pupils with SEN with that of pupils with similar needs in similar schools. You should take account of attainment data in the context of the setting. The guidance in Key Question 1 section 1.5 directs you to focus primarily on pupils' progress and achievement. This approach is appropriate when judging learning outcomes for pupils with SEN.

In some special schools, such as those catering for pupils with emotional and behavioural difficulties, it may be appropriate for you to compare the attainment of pupils to national comparative data. In these cases, where appropriate, you should take note of the guidance provided below.

### **1 Attainment data available to Registered Inspectors**

Estyn provides a summary of national comparative data on key stages 1, 2 and 3 teacher assessment results for use by inspection teams. This summary includes information on boys, girls and all pupils at each level in the core subjects of Welsh, English, mathematics and science.

Benchmark figures are also available for key stages 1, 2 and 3 assessment results. These are not provided to registered inspectors by Estyn but are available from the National Pupil Database. The part of the database that is accessible by the public can be found at:

<http://www.npd-wales.gov.uk/index.cfm?task=individual>

The following attainment data sets, where appropriate, are also provided by Estyn for use by inspection teams:

- WED tables and analyses from WJEC for the school (most recent 2 years):
  - Full **subject results** for GCSE, AS, A level
  - **WJEC value added** model KS3 → GCSE, where relevant
  - **WJEC value added** model GCSE → A level
  - **WJEC ipsative analysis** for GCSE
- Summary of all Wales subject results for common GCSE, AS and A level subjects (annually)

In addition, the lead inspector should obtain a copy of the most recent form RE2 from the school.

### **2 General principles**

In most circumstances, there should be a close relationship between the school's overall performance in examinations and the overall grade awarded for Key Question 1.

It should be assumed that there will be a close relationship between the standards pupils reach in lessons and the school's previous examination performance. Where this is not the case, this should be investigated during the inspection and explained in the inspection report.

It is important to look at the complete picture and to avoid basing conclusions on individual indicators. Data trends over two or three years carry more weight than 'one-off' values. Similarly, it is important to consider the picture given by the whole range of analyses available to you. You should not base your evaluation on one particular analysis.

It is also important to take account of small pupil numbers that may affect the reliability of the data.

You should give more weight to those analyses that present comparisons with similar schools, where available, that show progress made by pupils in terms of the value added to their learning across the school.

**Some possible explanations for discrepancies** between performance data and pupils' standards in lessons include:

- there is clear evidence that the particular cohort(s) to which outcomes relate had a very different percentage of pupils of above or below average ability than normally;
- there is a large imbalance of boys and girls in the relevant cohort(s); and
- there is clear evidence of low attainment by pupils on entry and good added value (or vice-versa).

If these or similar factors appear to be significant then the inspection team should consider them fully and reach an agreement on how they should influence the grade awarded and how they are expressed in the report.

A discrepancy between performance data and pupils' overall standards in lessons could also occur because team inspectors are not being rigorous enough in evaluating standards in lessons. Prior to inspection, lead inspectors, or team inspectors responsible for Key Question 1, should form an initial hypothesis about overall standards based on the evidence provided by examination outcomes and include this in the pre-inspection commentary (PIC). Lead inspectors should look carefully for apparent contradictions between examination data and the outcomes of inspectors' lesson evaluations in the early part of the inspection. The inspection team should investigate and, if necessary, explain clearly the reasons for any apparent contradictions.

There should normally be a similar close relationship between the grade awarded for Key Question 1 and key stage 1, 2 and 3 NC assessments, where relevant, as well as sixth form examination outcomes. However, reliably moderated teacher assessment at key stages 1, 2 and 3 may be available in the core subjects only, restricting the range of NC assessments that can be used. Sixth form outcomes may be skewed by the school's policy on examination entries or for student entry into the sixth form or because very small numbers of students who take post-16 examinations. However, most of these factors will not generally affect value-added measures.

You should avoid 'cherry picking' data for inclusion as a good feature. The criteria used for the listing of good features and shortcomings in relation to examination results must be balanced and objective. Generally, good features and shortcomings should refer to a wide range of indicators or trends in key indicators over time.

### **3 Data analyses – specific guidance**

#### **(a) WJEC value-added analyses**

You should read carefully the guidance that accompanies these analyses. These analyses are most useful for considering the performance of pupils in particular subjects and the relative performance of the school in one subject compared with another. However, they also provide useful evidence for the school's overall performance. For example, the 'bubble graphs' may show consistent achievement across subjects that is above or below the achievement of pupils with similar prior attainment across the local authorities or all Wales. The 'bubble graphs' may also show consistent high or low achievement across subjects by groups of able or lower ability pupils.

The ipsative GCSE analysis substitutes pupils' performance in their other GCSE subjects for prior attainment.

#### **(b) Form RE2**

WAG has published a set of pilot indicators based on external examination results for summer 2007. The pilot indicator set consists of the following new indicators published alongside the existing RE2 indicator set:

- Percentage of 15 year olds who achieve the Level 1 threshold
- Percentage of 15 year olds who achieve the Level 2 threshold
- Percentage of 15 year olds who achieve the Level 2 threshold including a GCSE pass in English or Welsh and mathematics
- Percentage of 17 year olds who achieve the Level 3 threshold
- Average wider points score for 17 year olds

#### **(c) Other analyses of performance provided by the school**

Examples of analyses that are widely used by independent schools include NFER, CATS, PIPS, ALIS, Yellis and Midyis. Some of these analyses can provide valuable information about key skills, basic skills and cognitive ability based on data that is not subject-based.

There should be a relationship between the information in analyses such as these and the data provided by Estyn prior to inspection. Other analyses provided by schools should not take precedence over the data provided by Estyn. If the data sets appear to give conflicting messages, the inspection team should investigate the reasons for this and consider their significance. Where the school has carried out its own data analysis, inspectors should satisfy themselves of its validity and consider the outcomes alongside the other analyses that are available. Any comment in the inspection report on data analyses undertaken by the school should note that the comment refers to unverified data provided by the school.

## **4 Data analyses and inspecting subjects**

Subject inspectors should compare results with national and, where available, local authority averages. Wherever possible, they should use any benchmark figures that enable the school's performance to be compared with that of similar schools.

WJEC value-added and ipsative analyses provide a useful means of comparing the performance of one subject in the school against another. In a very high achieving school, pupils' attainment may still be high in the subject which has the worst results compared with other subjects in the school. Conversely, in low performing schools, pupils' attainment may still be low in the subject which has the best results when compared with other subjects.

In most circumstances, there should be a close relationship between performance in subject examinations or NC assessments, particularly when compared with similar schools, and the overall grade awarded for the relevant key stages in the subject. It should be assumed that there will be a close relationship between the standards pupils reach in the lessons in a subject and examination performance. Where this is not the case, this should be investigated during the inspection and explained in the subject report.

Some possible explanations include:

- there is clear evidence of recent substantial change in attainment since the last examinations brought about by, for example a new head of department or teachers appointed within the last 18 months;
- there is clear evidence that pupils following a particular subject option in key stage 4 are not representative of the whole ability range in the school (this will only affect raw attainment, not ipsative or value-added measures);
- the group numbers in key stage 4 or the sixth form are very small; and
- the subject group in key stage 4 or the sixth form shows marked imbalance in the number of boys or girls (this will only affect raw attainment, not ipsative or value-added measures).

Prior to inspection, inspectors can form initial hypotheses about overall standards in individual subjects based on the evidence provided by examination outcomes. Lead inspectors must look carefully for apparent contradictions between examination data and the lesson grades awarded by subject inspectors in the early part of the inspection. Lead inspectors should require subject inspectors to clearly explain the reasons for any apparent contradictions.