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

Publication Section
Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

All Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2017: 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 document/publication specified
<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Inspector's foreword</td>
<td>1</td>
</tr>
<tr>
<td>Strategic overview</td>
<td>4</td>
</tr>
<tr>
<td><strong>Strategic objective one: Provide public accountability to service users</strong> on the quality and standards of education and training in Wales</td>
<td>6</td>
</tr>
<tr>
<td>Why we inspect</td>
<td>7</td>
</tr>
<tr>
<td>New inspection arrangements</td>
<td>7</td>
</tr>
<tr>
<td>Core inspections</td>
<td>11</td>
</tr>
<tr>
<td>How we will ensure quality</td>
<td>11</td>
</tr>
<tr>
<td>Follow-up inspections</td>
<td>12</td>
</tr>
<tr>
<td><strong>Strategic objective two: Inform the development of national policy by the Welsh Government</strong></td>
<td>14</td>
</tr>
<tr>
<td>Why we provide advice</td>
<td>15</td>
</tr>
<tr>
<td>Legal basis for providing advice</td>
<td>15</td>
</tr>
<tr>
<td>HMCI's Annual Report</td>
<td>16</td>
</tr>
<tr>
<td>Thematic surveys/reports</td>
<td>16</td>
</tr>
<tr>
<td>Involvement in 'Successful Futures' Curriculum Reform</td>
<td>17</td>
</tr>
<tr>
<td>Meetings with Welsh Government Ministers and officials</td>
<td>18</td>
</tr>
<tr>
<td>Written and oral advice evidence to National Assembly for Wales committees</td>
<td>18</td>
</tr>
<tr>
<td>Advice to Welsh Government working groups and panels</td>
<td>18</td>
</tr>
<tr>
<td>Responses to Welsh Government consultations</td>
<td>18</td>
</tr>
<tr>
<td>Advice and support to Welsh Government on other areas</td>
<td>19</td>
</tr>
<tr>
<td><strong>Strategic objective three: Build capacity for improvement of the education and training system in Wales</strong></td>
<td>20</td>
</tr>
<tr>
<td>How we aim to build capacity</td>
<td>21</td>
</tr>
<tr>
<td>Peer inspectors, challenge advisers and lay inspectors</td>
<td>22</td>
</tr>
<tr>
<td>Link inspectors</td>
<td>22</td>
</tr>
<tr>
<td>Disseminating case studies</td>
<td>23</td>
</tr>
<tr>
<td>Our website</td>
<td>23</td>
</tr>
<tr>
<td><strong>Delivery principle one: Continue to develop Estyn as a 'best value' organisation and 'exemplary employer'</strong></td>
<td>24</td>
</tr>
<tr>
<td>Governance and leadership</td>
<td>25</td>
</tr>
<tr>
<td>Staff engagement</td>
<td>26</td>
</tr>
</tbody>
</table>
Delivery principle two: Continue to work collaboratively with other inspectorates and stakeholders to support improvement

Joint working with Inspection Wales bodies
Other areas of joint working with inspectorates in the UK and wider afield
Joint working with stakeholders

Appendix: How Estyn is working to achieve the vision for Wales set out in the wellbeing goals
In 2017-2018, we will move into the first year of our new inspection arrangements. These developments are informed by our own findings on the Welsh education system and by wider research findings such as OECD reports. We have rationalised our inspection framework so that it focuses on what is most important and have fine-tuned our inspection methodology to maximise the time inspectors have to work directly with learners and staff. We have consulted twice with professionals and the general public to give us feedback on our proposals, and our pilot inspections have also provided useful feedback. Both providers and inspectors welcome the greater attention to be given to listening to learners and teachers during the pilot inspections. A programme of training in the summer term 2017 will prepare all our inspectors for the new arrangements. The roll-out of the new arrangements will commence in September 2017.

We will continue to be fully involved in advising the Welsh Government on its plans for education reform, including designing a new curriculum and establishing new professional learning opportunities for teachers and others. A National Academy for Educational Leadership is being established in Wales and I am pleased to be on the shadow board in an observer capacity. Estyn’s advice work is well regarded by a range of stakeholders and increasingly seen as an essential part of supporting these key developments. Estyn’s advice is independent and based on first-hand, direct evidence of the impact of policy on the learner. We will continue to examine how well policy intentions work in practice.
During 2017-2018, Estyn will be producing a series of thematic surveys and other advice in response to the Cabinet Secretary’s annual remit letter. For two of our thematic surveys, we will also disseminate our findings through a best practice conference and by developing resources for schools and providers to share among the regional consortia.

Through our inspection and thematic work, we will continue to identify practice that is interesting, innovative and worthy of emulation wherever a provider might be on its improvement journey. We will publish and promote these case studies on our website.

We will also hold regular sector-specific stakeholder fora throughout the year in most of the sectors that we inspect. In spring 2018, we will hold our annual National Stakeholder Event. This will be an opportunity for me to share the outcomes of my annual report with stakeholders and discuss issues relevant to inspecting education and training in Wales. This year, we will have the opportunity to meet with stakeholders, parents and learners at the Royal Welsh Show and the Urdd Eisteddfod. Last year was the first time we had a stand at the Royal Welsh Show and we welcomed the opportunity to meet with a wide range of people to gather their views about our work.

In taking forward our strategic objectives, we will continually develop Estyn as a ‘best value’ organisation and ‘exemplary employer’ through maintaining and operating robust governance arrangements, developing staff and leadership capacity, supporting succession planning, supporting a fair and inclusive work environment and maintaining high levels of staff engagement. The Cabinet Office People Survey shows high levels of engagement by our staff and also identifies areas we need to address. We take the outcomes of the latest survey very seriously and in 2017-2018 we will explore the results of the next survey closely to develop actions that help us work together to build a skilled, knowledgeable and motivated workforce.

During the year, we will continue to work with the Wales Audit Office (WAO), the Care and Social Services Inspectorate Wales (CSSIW), and the Healthcare Inspectorate Wales (HIW) through Inspection Wales. We will aim to co-ordinate our inspection activities, to avoid duplication and ensure that key risks and concerns are examined. This year, we will also contribute fully to the Inspection Wales joint national thematic review on services for young people in Wales, which is the first national thematic review involving joint working between all four Welsh inspection and audit bodies.

The Well-being of Future Generations (Wales) Act 2015 places a duty on certain Welsh public bodies to carry out sustainable development working to achieve seven wellbeing goals. Although this duty does not apply to Estyn, we have built most components into our strategic objectives and delivery principles. The appendix to this plan sets out the contributions we make to the wellbeing goals and ways of working.
Looking forward, this plan outlines our strategic direction that I believe will help us deliver our mission to achieve excellence for all learners in Wales and our vision to be recognised through the expertise of our staff as an authoritative voice on education and training in Wales. I hope you find it interesting and informative.

Meilyr Rowlands
Her Majesty's Chief Inspector of Education and Training in Wales (HMCI)
**Strategic overview**

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

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

---

1. Our ‘leadership statement’ on page 26 sets out the expected behaviours and the approach to leadership that we expect from all our staff.
2. *The Civil Service Code* sets out the Civil Service values, standards of behaviour, and rights and responsibilities.
The about us section on our website further explains the work we do in regard to inspections of providers of education and training, provision of advice and guidance, building capacity and spreading best practice, and partnership working with other inspectorates.
Strategic objective one

Provide public accountability to service users on the quality and standards of education and training in Wales
Strategic objective one

Estyn’s first strategic objective is to ‘provide public accountability on the quality and standards of education and training provision in Wales’.

Why we inspect

Primary legislation and associated regulations set out what Her Majesty’s Chief Inspector of Education and Training in Wales (HMCI) may or must inspect and report on, how often providers must be inspected, and details for publishing inspection reports.

The main primary legislation governing inspection of education and training in Wales is:

- Education Act 2005 (non-maintained settings, maintained schools and PRUs)
- Education Act 2002 (independent schools)
- Learning and Skills Act 2000 (post-16 providers)
- Education Act 1997 (local authorities)
- Education Act 1994 (teacher training)

Legislation provides more detailed requirements for some sectors, particularly maintained schools, including provision for additional inspectors and Registered Inspectors, and for placing providers in categories of concern, such as special measures or significant improvement. From September 2016, all maintained school must be inspected within a seven year period. This period was extended from six to seven years to enable Estyn to support curriculum development.

Estyn’s inspections are grounded in first-hand, observed evidence. Inspectors observe teaching and learning, scrutinise learners’ work, question learners about their studies, interview practitioners and hold meetings with parents and carers. Inspection findings are based on the professional judgement of experienced inspectors who have been practitioners.

A common inspection framework (CIF) applies to all the sectors that Estyn inspects, other than local authorities and non-maintained nursery settings. The common inspection framework is designed so that inspections meet the statutory requirements set out in legislation. Inspection guidance on carrying out inspections and making judgements is available on our website for each sector we inspect. Supplementary guidance for inspection is also available on our website. The current common inspection framework, inspection guidance and supplementary guidance will be used in our summer term inspections.

New inspection arrangements

Progress with new inspection arrangements for September 2017

Our guiding principles for the new inspection arrangements are set out in the diagram below:
The new inspection arrangements have also been developed with regard to the following:


During 2016-2017, we undertook a series of pilot inspections to test the suitability of the common inspection framework and approaches to inspection. This has enabled us to trial the new arrangements and to learn lessons to inform the developments...
further. We undertook pilot inspections in primary, secondary, special and independent schools, in a pupil referral unit (PRU) and in a work-based learning provider. We conducted a comprehensive evaluation of the pilots using feedback from inspectors and a range of staff, leaders and governors from the providers involved in the pilots.

As part of our pilot inspections of secondary schools we trialled enhanced inspection of sixth forms and we will fully roll out this new feature in September 2017, subject to the availability of new performance data, in line with recommendation R41 of the Review of Qualifications.

A second formal consultation with professionals and the general public was undertaken in November 2016. We used the feedback from the second consultation and the pilot inspections to update and develop appropriate core inspection guidance, supplementary guidance and follow-up guidance as well as guidance and information for providers, learners and parents. A programme of training from April 2017 will prepare all our inspectors for the new inspection arrangements.

Alongside the development of the new inspection arrangements we have also reviewed and updated the information systems we use to support our inspection work, particularly the Virtual Inspection Room and the Judgement Form systems.

### Draft Common Inspection Framework from September 2017

<table>
<thead>
<tr>
<th>Inspection Areas</th>
<th>Aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>01 Standards</strong></td>
<td>1.1 Standards and progress overall</td>
</tr>
<tr>
<td></td>
<td>1.2 Standards and progress of specific groups</td>
</tr>
<tr>
<td></td>
<td>1.3 Standards and progress in skills</td>
</tr>
<tr>
<td><strong>02 Wellbeing and attitudes to learning</strong></td>
<td>2.1 Wellbeing</td>
</tr>
<tr>
<td></td>
<td>2.2 Attitudes to learning</td>
</tr>
<tr>
<td><strong>03 Teaching and learning experiences</strong></td>
<td>3.1 Quality of teaching</td>
</tr>
<tr>
<td></td>
<td>3.2 The breadth, balance and appropriateness of the curriculum</td>
</tr>
<tr>
<td></td>
<td>3.3 Provision for skills</td>
</tr>
<tr>
<td><strong>04 Care, support and guidance</strong></td>
<td>4.1 Tracking, monitoring and the provision of learning support</td>
</tr>
<tr>
<td></td>
<td>4.2 Personal development</td>
</tr>
<tr>
<td></td>
<td>4.3 Safeguarding</td>
</tr>
<tr>
<td><strong>05 Leadership and management</strong></td>
<td>5.1 Quality and effectiveness of leaders and managers, including governing body</td>
</tr>
<tr>
<td></td>
<td>5.2 Self-evaluation processes and improvement planning</td>
</tr>
<tr>
<td></td>
<td>5.3 Professional learning</td>
</tr>
<tr>
<td></td>
<td>5.4 Use of resources</td>
</tr>
</tbody>
</table>
The new inspection arrangements will be effective from September 2017 for:

- primary schools
- secondary schools
- all-age schools
- special schools
- pupil referral units
- independent schools, independent special schools and independent specialist colleges
- work-based learning (WBL) providers

This year, we will consider how these arrangements will impact on current inspection arrangements for further education institutions, adult community learning (ACL) and initial teacher education and training.

We are also developing our new inspection arrangements in the local government education services sector during 2017. This includes consulting with our key stakeholders and developing our draft guidance in readiness for a pilot inspection in spring 2018. The new cycle for local government education services will start in the autumn term of 2018.

In addition to our cycle of inspections, we piloted improvement conferences in two local authorities in spring 2017. An improvement conference is chaired by Estyn and is a forum where key officers and elected members from the local authority, the Welsh Government, the WAO, the regional consortium and other relevant organisations meet to discuss and tackle issues causing concern in particular aspects of a local authority’s work. We will carry out at least one further improvement conference during the coming financial year.

In 2016 we inspected all four regional consortia. During the autumn term of 2017, we will be undertaking follow-up visits to the four consortia to monitor progress.

The Welsh for adults sector has undergone a major restructure during the last 18 months, with the establishment of the National Centre overseeing 11 Welsh for adults providers. We are developing a new inspection framework and revising our arrangements to take this restructuring into account. We have begun consulting with the centre and the Welsh for adults providers and this process will continue in the summer of 2017. We will pilot the arrangements in autumn 2017 and start the inspection cycle in spring 2018.

We will continue to develop and pilot joint inspection arrangements for non-maintained settings with CSSIW. In the meantime, current inspection arrangements continue for this sector.

We will work closely with HMI Prisons to develop updated guidance for inspecting education, skills and work activities in prisons based on our new common inspection framework. During summer 2017, we will consult on these arrangements jointly with HMI Prisons and publish our new guidance.
Core inspections

Our plan of inspections shows the initial number of core inspections planned for 2017-2018 and will be adjusted by changes that arise in year, for example school closures and amalgamations. Our website holds the latest update to the inspection plan.

Each core inspection will be led by a reporting inspector (RI). In most sectors we inspect, the RI will be one of Her Majesty’s Inspectors (HMI). In primary schools and non-maintained nursery provision, the RI will be either an HMI, a Registered Inspector or a Registered Nursery Inspector. Around half of all primary school inspections will be led by an HMI.

In nearly all sectors we inspect, we will continue to use peer inspectors on our inspection teams. These are current practitioners from other providers within the sector that we have trained to undertake inspection work with us. Providers can also choose a nominee from their own staff to liaise closely with the inspection team and to attend all meetings of the team when they discuss their findings. In school inspections, there will also be a lay inspector who provides an evaluation of aspects of the school from the perspective of someone with no professional background in education. We will train non-inspection members of Estyn’s staff to be lay inspectors. This will enable us to increase our lay inspector capacity in the short-term. We will also be considering different options and arrangements for deploying lay inspectors in the future. We will work with Governors Wales to explore how we can recruit more governors to be lay inspectors. Through involvement in inspection, governors will gain a broader understanding of their role in supporting schools to improve.

How we will ensure quality

Estyn has robust, wide-ranging systems to ensure the consistency, reliability, validity and accuracy of inspection outcomes. These systems will be particularly important during the first year of the new inspection arrangements. The four key systems for assuring the quality of inspections will continue:

- quality assurance of 10% of inspections (QAI)
- quality assurance of all inspection reports (QAR)
- inspector evaluation forms (IEF) to provide feedback to each additional inspector, peer inspector and lay inspector
- post-inspection questionnaires (PIQ) for the head of a provider to give feedback

Each element within the quality system feeds findings through to Estyn’s quality assurance database. We will use these evaluations to inform training and development priorities for inspectors. The quality assurance system is audited regularly. The findings of all quality assurance activities also influence the award of contracts for Registered Inspectors, additional inspectors and lay inspectors, and the deployment of peer inspectors.
Follow-up inspections

We stopped applying the follow-up category of local authority monitoring to maintained schools from September 2016 onwards. This is because our inspection evidence tells us that school improvement services across Wales are stronger than they were at the beginning of the 2010 inspection cycle and are better equipped to carry out their responsibility to monitor progress in these low-risk schools without the need for direction from Estyn to do so. However, we continue with the arrangement for non-maintained nursery settings in order to ensure that local authorities continue to provide appropriate support and challenge.

For schools currently in local authority monitoring and Estyn monitoring, there will be no change to the current arrangements.

From September 2017, we will introduce a more risk-based approach to follow-up. We will be undertaking desk-based reviews of all schools in Estyn monitoring. The term Estyn monitoring will be replaced by ‘Estyn review’ to denote the change in approach. The desk-based review will identify schools that are demonstrating sufficient progress to be removed from the follow-up category, and also schools that will require a visit to gauge progress.

During 2016-2017, we piloted a more risk-based approach to monitoring schools in follow-up categories. Specifically, in schools requiring significant improvement, we will arrange a visit to review the post-inspection action plan at an early stage following the inspection. This is similar to our present arrangements in schools requiring special measures. We are also piloting a more needs-led approach to our visits to schools in special measures. This would usually mean the inspectors agreeing on a series of visits over time to review progress against specific recommendations. The arrangements would be bespoke to each school and enable us to approach the follow-up work in a proportionate and helpful way. These pilot arrangements will be reviewed and evaluated at the end of summer 2017 before we finalise the approach from September 2017.

Our plan of follow-up inspection activity by HMI in 2017-2018 is based on numbers of providers inspected up to March 2017 identified as requiring follow-up activity.
### Annual Plan 2017-2018

#### Planned core and follow-up inspection activity

<table>
<thead>
<tr>
<th>Setting</th>
<th>Blue</th>
<th>Red</th>
<th>Green</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-maintained nursery settings</td>
<td>90</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Primary schools</td>
<td>196</td>
<td>15</td>
<td>56</td>
</tr>
<tr>
<td>Secondary schools</td>
<td>28</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td>All-age schools</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Special schools</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Pupil referral units</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Independent schools, independent special schools and independent specialist colleges</td>
<td>14</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Regional consortia</td>
<td>0</td>
<td>n/a</td>
<td>4</td>
</tr>
<tr>
<td>Local government education services (pilot inspections)</td>
<td>2</td>
<td>n/a</td>
<td>0</td>
</tr>
<tr>
<td>Local authority improvement conferences</td>
<td>1</td>
<td>n/a</td>
<td>0</td>
</tr>
<tr>
<td>Initial teacher education and training (ITET)</td>
<td>0</td>
<td>n/a</td>
<td>0</td>
</tr>
<tr>
<td>Further education institutions</td>
<td>3</td>
<td>n/a</td>
<td>0</td>
</tr>
<tr>
<td>Work-based learning (WBL) providers</td>
<td>3</td>
<td>n/a</td>
<td>3</td>
</tr>
<tr>
<td>Adult community learning (ACL)</td>
<td>0</td>
<td>n/a</td>
<td>2</td>
</tr>
<tr>
<td>Welsh for adults (Wfa)</td>
<td>1</td>
<td>n/a</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>348</td>
<td>46</td>
<td>104</td>
</tr>
</tbody>
</table>

a) and b) Based on providers identified as requiring follow-up activity as of March 2017. Some providers may be visited more than once and some may have a desk-based inspection.
Strategic objective two

Inform the development of national policy by the Welsh Government
Strategic objective two

Our second strategic objective is to ‘inform the development of national policy by the Welsh Government’.

Why we provide advice

Estyn has a unique role in informing national policy because our advice is independent and based on first-hand, observed evidence of the impact of policy on the learner. Inspectors observe teaching and learning, scrutinise learners’ work, question learners about their studies and hold meetings with front-line practitioners and leaders. We will continue to examine how well policy intentions actually work in practice. Advice from Estyn differs from that provided by academic researchers because it is the professional judgement of experienced inspectors who have been practitioners themselves and who have a first-hand knowledge of the schools and providers of Wales based on inspections.

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

The main forms that Estyn’s advice to the Welsh Government takes are:

- HMCI’s Annual Report
- thematic surveys/reports
- involvement in ‘Successful Futures’ education reform
- meetings with Welsh Government Ministers and officials
- written and oral evidence to National Assembly for Wales committees
- advice to Welsh Government working groups and panels
- responses to Welsh Government consultations
- advice and support to the Welsh Government on other areas

Legal basis for providing advice

According to the Education Act 2005 Section 20 (1) ‘The Chief Inspector has the general duty of keeping the Assembly informed about the quality of the education provided by schools in Wales, and (4) ‘The Chief Inspector may at any time give
advice to the Assembly on any matter connected with schools, or a particular school, in Wales.’ Under the Learning and Skills Act Section 78 (1) the Chief Inspector has similar powers to give advice to the Assembly on any matter relating to education or training for persons aged 16 or over where the provider is given financial support by the Welsh Government.

Every year, the Cabinet Secretary for Education writes a ‘remit’ letter to HMCI requesting specific thematic reports, Estyn’s membership of working groups, and other advice and support. The Cabinet Secretary has the right to do this under Education Act 2005 Section 20 (2).

**HMI’s Annual Report**

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

The Chief Inspector’s Annual Report summarises inspection findings from each sector inspected during the academic year. It also provides an overview of important themes about education and training based on our thematic reports and other forms of evidence. This report will be the final report based on our current inspection arrangements from 2016 to 2017.

The Chief Inspector appears before the National Assembly for Wales’s Children, Young People and Education Committee to answer questions about the Annual Report and the committee publishes a scrutiny report based upon it. Assembly Members debate the report in a plenary session in the Senedd.

The Chief Inspector will also deliver the main messages from the report at our National Stakeholder Event, which will follow the publication of the Annual Report.

During 2017-2018, we will review the way we present our annual report in light of our new inspection arrangements to ensure that it continues to be fit for purpose.

**Thematic surveys/reports**

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

In 2017-2018 we will continue to publish our thematic reports on Estyn’s website. We will also continue to use trained peer inspectors as part of the team of inspectors on visits to schools and providers to gather evidence for our thematic surveys. For two of our thematic surveys, we will also disseminate our findings through a best practice conference and by developing resources for schools and providers to share among the regional consortia.

The list of planned thematic survey work for 2017-2018 can be found on our website. You can also see Estyn’s remit letters by visiting the Welsh Government website at Raising school standards – The Estyn Remit – Remit letters.
During 2016-2017, Estyn piloted using an additional thematic focus on inspections. The additional thematic focus was not judged or reported on within the inspection report but provided evidence to inform our thematic surveys and our annual report. Estyn will continue to pilot this approach on a larger scale during 2017-2018.

Involvement in ‘Successful Futures’ and ‘Training tomorrow’s teachers’ education reform

During 2017-2018, we will continue to provide advice and support for the Welsh Government’s education reforms in response to the ‘Successful Futures’ report. This will involve providing advice and support for Welsh Government’s pioneer schools’ network programme and HMI representation on Welsh Government working groups for areas of learning and experience and other implementation groups for the Welsh Government’s curriculum reform project.

In particular, during 2017-2018, to support the curriculum reform work, we will:

- identify and share emerging interesting practice, through inspection and thematic work
- undertake thematic inspections in 2017-2018 that will focus on specific aspects of curriculum reform, including particular curriculum areas, leadership capacity, professional learning and the digital competence framework
- identify, through thematic work, good examples of change management linked to curriculum reform, such as:
  - adopting a different approach to planning
  - preparing staff to deliver a new curriculum
  - working collaboratively with other schools
  - involving learners in the planning process
- deliver a conference in the spring term 2018 to showcase emerging practice from our thematic report about how schools approach their planning for the new curriculum

Our wide range of thematic work to support curriculum reform is highlighted on the picture to the left.

We will also provide additional support to the Education Workforce Council in their new role in accrediting Initial Teacher Education and Training programmes.
Meetings with Welsh Government Ministers and officials

The Chief Inspector and Estyn’s strategic directors meet regularly with Welsh Government Ministers and officials to discuss education policy developments and current issues within each of the sectors of education and training in Wales. Estyn inspectors meet Welsh Government officials as part of the process of preparing thematic surveys, participate in consultations and working groups and provide advice based on first-hand evidence from inspections and professional knowledge of sectors and learning areas.

In 2017-2018, we will continue to meet regularly with Welsh Government Ministers and officials to provide advice and support about current issues in each of the education and training sectors we inspect.

Written and oral evidence to National Assembly for Wales committees

HMCI is periodically asked to present evidence to or attend National Assembly for Wales committees, such as the Children, Young People and Education Committee. These committees perform a scrutiny function for the National Assembly for Wales and as such are cross-party and independent of the Welsh Government.

Each year, HMCI attends a Children, Young People and Education Committee meeting to discuss the HMCI Annual Report. In addition, we have given oral and written evidence to the Children, Young People and Education Committee on gypsy travellers and minority ethnic learners.

In 2017-2018, we will continue to give evidence as requested by Welsh Government committees. Forthcoming topics will be to give evidence about the Professional Development of teachers and on the Additional Learning Needs and Education Tribunal (Wales) Bill to the Children, Young People and Education Committee and evidence for the scrutiny of regional education consortia to the Public Accounts Committee.

Advice to Welsh Government working groups and panels

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

The list of contributions to working groups 2017-2018 is available on Estyn’s website.

Responses to Welsh Government consultations

During 2017-2018, we will continue to respond to consultations and provide ad-hoc advice and support regarding matters of education and training. Based on figures from 2016-2017, we anticipate that we will respond to around 15 consultations. We will also continue to respond promptly to enquiries sent to our Enquiries mail box.
Advice and support to the Welsh Government on other areas

Estyn also provides ongoing advice and support in the following areas:

- School closure and reorganisation proposals. Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send school reorganisation consultation documents to Estyn. As consultee, we provide an opinion on the educational aspects of the proposal within the 42 day time period at the start of the formal consultation process. We will continue to undertake this work in 2017-2018.

- Placements for pupils with a statement of special educational needs where specific Welsh Minister consent is required under section 347(5)(b) of the Education Act 1996.

- Annual monitoring of independent schools that have been approved under section 347(1) of the Education Act 1996, to admit pupils with statements of special educational needs (SEN) generally and has pupils with SEN on roll; or an independent school that has registered to admit pupils with SEN under section 158 of the Education Act 2002 and has SEN pupils on roll.

- As part of the Minister’s annual remit letter, we monitor independent special schools, usually on an annual basis, to advise Welsh Ministers on whether the school continues to meet the Independent School Standards (Wales) Regulations. We also provide advice to Welsh Ministers when an independent school requests a material change to its registration status.

- Inspection and annual monitoring of all independent specialist colleges in Wales and provision of an inspector as part of a team on the inspections or annual monitoring visits of independent specialist colleges in England where 10 or more learners from Wales are funded to attend.

- Registration of section 163 independent schools.

- Pupil deprivation grant.

- Education improvement grant for schools.

- Development of qualifications and inspection arrangements for any proposed new initial teacher training and continuing professional development requirements for teachers, tutors and trainers in the lifelong learning sector.

- Schools causing concern.

- Follow up work in respect of local education authorities.

- Honours nominations.

- Background information for Ministerial visits to schools.

- Assembly questions.
Strategic objective three

Build capacity for improvement of the education and training system in Wales
**Strategic objective three**

To support our mission ‘...to achieve excellence for all learners in Wales..’ we have set ourselves a third strategic objective to **build capacity for improvement of the education and training system in Wales**.

**How we aim to build capacity**

Estyn is in a unique position to evaluate the quality of the education and training sector in Wales, based on first-hand evidence from inspection and remit work. We will use this evidence and knowledge to help providers to build their own capacity to improve. We support providers by developing the skills that their staff have through our training programmes, such as those for peer inspectors and challenge advisers. Although the prime function of these programmes is to train inspectors to help us deliver inspections, we have much evidence of the beneficial effects that Estyn-trained staff bring to their host providers, for example improved self-evaluation and quality management.

An important aspect of Estyn's role in supporting the drive for excellence in learning is sharing case studies exemplifying innovative or interesting practice based on our first-hand access to the front-line experience of education and training providers. There is a need to increase providers’ capacity to further improve, which we will support by promoting case studies more widely and more effectively, through improvements to our website.

To help improve capacity in the education system, we have increased our activity across a number of areas:

- **We continue with our programme of training for peer inspectors**, which brings staff from providers to join our inspection teams. This has the advantage of training staff with specialist knowledge and skills to work alongside Estyn’s inspectors on inspections, which is a benefit for Estyn as it widens our pool of inspection staff. Peer inspectors return back to the school or other provider with increased knowledge of the inspection process and the experiences of having visited and inspected other providers.

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

- **We will also be looking at the role of lay inspectors on inspection**, including considering the option of recruiting more governors to be lay inspectors. As well as increasing our lay inspector capacity, through involvement in inspection, governors will return back to their positions having gained a broader understanding of their role in supporting schools to improve.
- We have teams of link inspectors for local authorities, further education institutions and work-based training providers. These are in-house Estyn inspectors who visit providers on a regular basis to monitor, challenge and support their work. Over a period of time, the link inspector gains an in-depth understanding of the provider and is able to help the provider on its improvement journey.

- Estyn’s website is an important component of our communications so we look to continuously improve its functionality and ease of use.

Objective three offers many opportunities to support capacity across providers. However, the range of activities that can be offered is subject to our resource capacity.

**Peer inspectors, challenge advisers and lay inspectors**

In 2017-2018 there will be a significant training programme for peer inspectors, additional inspectors, lay inspectors and challenge advisers in preparation for the implementation of the new inspection arrangements that begin in September 2017. No new secondary peer inspectors will be trained this year. However, there will be training for new primary peer inspectors in the autumn term 2017. We will train a new cohort of peer inspectors in work-based learning and provide conversion training in preparation for a pilot further education college inspection following a mid-cycle review.

The peer inspector programme is valued highly by providers and peer inspectors will continue to be deployed on our inspections. Over the past two years we have also involved peer inspectors in thematic survey work and continue to review how we can involve a larger number of peer inspectors in our work. We have recently undertaken an evaluation and review of the contribution that being a peer inspector makes to personal and professional learning during 2016-2017. The findings will be disseminated this year.

During 2017-2018, we will continue to deploy challenge advisers on some primary and secondary inspections and follow-up visits.

We will be considering different arrangements for deploying lay inspectors in the future. We will work with Governors Wales to explore how we can recruit more governors to be lay inspectors. We will train non-inspection members of Estyn’s staff to be lay inspectors. This will enable us to increase our lay inspector capacity a little in the short-term.

**Link inspectors**

Our local authority link inspectors (LALIs) will work in pairs to monitor and challenge local authorities about the performance and progress of their schools and education services. This helps local authorities to understand better their strengths and areas they need to develop. LALIs will maintain a constructive working relationship with the authority and share best practice where relevant.
In addition, each regional consortium has a link co-ordinator. Each co-ordinator will be one of the LALIs working in the region. They will monitor and challenge the regional consortium about the quality of school improvement services and the impact on performance and progress of schools. They will maintain a constructive working relationship with the consortium and share best practice where relevant.

In 2017-2018, further education link inspectors and work-based learning link inspectors will work in pairs to review key aspects of education policy and practice in further education colleges and work-based learning providers through an annual link visit. They will maintain a constructive working relationship with their linked provider. Knowledge gained from the link visits will help to inform national policy, for example through providing advice and support to a range of working groups. Information from the link visits will also provide further evidence to support thematic surveys or the Chief Inspector’s Annual Report.

### Disseminating case studies

During 2017-2018, we will continue to identify practice that is interesting, innovative and worthy of emulation wherever this is seen through our inspection and thematic work. We will publish and promote these case studies on our website. In addition we are exploring more effective ways to share and communicate these case studies with a wider audience such as through enhanced use of social media. We will relax the link between excellent overall judgements and best practice under the new inspection arrangements, so that we can capture a more representative and proportionate range of interesting and innovative practice than our current approach allows.

### Our website

Our website will continue to be our main portal for all online communication, providing easy access to our inspection and thematic reports and information about who we are and what we do. Users can register for regular email updates and use ‘RSS feeds’ to keep up-to-date. We use other online channels such as social media and our Virtual Inspection Room to signpost stakeholders to the website to help them find the information they are looking for. We will continue to ensure all content is up-to-date as well as monitoring and reviewing areas for improvement, such as the site search and the information available about individual providers. We will also review how we promote and publish our best practice to ensure that case studies continue to be useful to education professionals.
Delivery principle one

Continue to develop Estyn as a ‘best value’ organisation and ‘exemplary employer’
Delivery principle one: Continue to develop Estyn as a 'best value' organisation and 'exemplary employer'

Having arrangements in place that support accountability and demonstrate good stewardship, with regard to a combination of economy, efficiency, effectiveness and affordability, will help secure continuous improvement in the way Estyn exercises its functions.

By providing the best possible workplace environment and culture, and through developing and engaging our staff to be productive people, we will make hard and busy days easier to deal with.

Governance and leadership

Our governance framework of boards, committees and groups, including our assurance framework in Annex 1 of that document, will help us to fulfil our strategic objectives as a well-run and efficient organisation, accountable to our staff, stakeholders and the general public. During 2017-2018, we will review the terms of reference for all groups to ensure clarity of roles, responsibilities and decision-making authority.

Non-executive directors serving on Estyn’s Strategy Board and Audit and Risk Assurance Committee (ARAC) will continue to provide challenge and support to the senior management team. To ensure continuity and prepare for transition of Strategy Board and ARAC roles, we will seek to appoint or re-appoint non-executive directors in good time during 2017-2018 as their terms come to an end.

Our established programme of internal audits will continue to focus on providing value-adding advice as well as providing assurance against our key activities and risk areas; the outcomes of reviews will be reported within the governance statement in our Annual Report and Accounts.

Estyn’s organisational structure supports a strategic focus on all three strands of our core purpose. We will continue to develop staff and leadership capacity and support succession planning.

During summer 2017, we will review the range of roles undertaken within our distributed leadership model and provide new opportunities for staff to take on responsibilities for roles such as:

- sector lead
- subject specialist
- link inspector for local authorities and post-16
- corporate lead, such as equality and diversity, and health and safety
- project lead, such as HMCI’s Annual Report and Estyn’s annual staff conference

Our Leadership Statement sets out the expected behaviours and the approach to leadership that we expect from all our staff. In 2017-2018 we will build on the earlier
work done to promote the Leadership Statement, which has supported the highly-positive scores reported through the Civil Service People Survey 2016 results, through our internal communication channels and during our corporate activities, such as those held at the end of each academic term. In alignment with the new Civil Service Performance Management Framework from April 2017, we will further embed the statement within our staff performance management processes.

In 2017-2018, we will run the Leadership Development Programme, deferred from the previous year, for our inspection and corporate services staff to strengthen leadership capability throughout the organisation. The modular programme will include insights into transformational leadership, performance management, communication, strategic thinking and project management, as well as supporting the development of skills such as influencing, persuasion and personal resilience.

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

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

Confident in our engagement

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

Empowering our teams to deliver

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

In addition to the leadership programme we will continue our comprehensive training programme for staff to address core organisational requirements and individual development needs, as set out in our annual Training and Development Plan. In December 2017 we will also hold a themed annual staff conference, which will include opportunities for staff to reflect upon the values and behaviours that underpin our business principles.

Staff engagement

In 2016, Estyn had the highest reported engagement score of all civil service organisations across the UK (98 in total) taking part in the annual Civil Service People Survey. We will not be complacent in having achieved high levels of staff engagement and will focus on areas of potential improvement. Our Employee Engagement Group will continue to develop, monitor and communicate progress on actions, which will help address any areas for improvement identified from survey
results. In 2017-2018, we will also seek re-accreditation under the Investors in People (IiP) standard with the focus of the review being to gain further insights into where we can develop our people and organisation.

We work in partnership with our trade unions through our strategic and operational forums and will continue to seek and value the effective contributions of the trade unions to the development of Estyn as a ‘best value’ organisation.

**Equality and staff welfare**

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

**Welsh language standards**

We will continue to develop and review our policies and procedures, including supporting Welsh language training for staff, in order to improve our Welsh language services and meet the requirements of the Welsh language standards. We will continue to strengthen our capacity to provide bilingual services by recruiting HMI and corporate staff with the necessary language skills. Our Welsh language scheme is published on our website.

**Sustainability**

Estyn has an established environmental management system in place and we will continue to use the annual ‘Green Dragon Standard’ accreditation process to identify any opportunities to improve our environmental management activities further and set these out in our Environmental Policy and Statement. Estyn’s inspection process continues to ensure that pupils’ understanding of sustainable development and global citizenship develops appropriately as they progress through their education.

**Performance indicators**

We have developed a set of key performance indicators, which support achievement of our strategic objectives and also reflect our delivery principles. Our performance targets for 2017-2018 reflect our ambition to achieve continuous improvement; performance targets and results for the year are published and updated on our website.

**Stakeholder engagement**

Our Stakeholder Engagement Strategy 2016-2019 outlines how we maintain our relationships with our key stakeholders and listen to their views and ideas so that we can use feedback and information to improve the way we communicate and deliver our objectives and delivery principles. We will continue to do this through our programme of inspector training, joint working with other organisations, national and
sector stakeholder fora and digital channels, proactively seeking views on our work and facilitating inclusive and broad conversation. This work is outlined in more detail under delivery principle two. At the end of every inspection we will provide an opportunity for the head of the provision to complete a post-inspection questionnaire and use the outcomes to quality assure our inspections and inform training and development within Estyn.

**Feedback and complaints**

Estyn’s feedback and complaints process outlines how we address and respond to feedback and complaints about inspection and other aspects of our work. Complaints are addressed fully and within specific timescales, as outlined to each complainant. All feedback, both positive and negative, is logged, reviewed during management meetings, and taken account of in future work and decision-making. Upheld complaints generate action plans, which address areas of concern appropriately and ensure that they are not repeated.

**Resources**

Estyn’s funding from the Welsh Government for 2017-2018 has been flat-lined at the previous year’s level. Our budget, as approved by the National Assembly, is £11.313 million (revenue expenditure) and £0.281 million (capital expenditure). To manage this ‘real terms’ reduction in Estyn’s revenue funding, budget holders will continuously monitor and report on costs. The capacity to deliver our planned programme of work within the financial and human resources available will also be reviewed regularly. Given the limited scope for further significant operational efficiencies, we may need to consider a reduction to our planned activities for the year and in reaching such decisions will discuss the implications and options with relevant stakeholders.
Staffing costs account for 75% of Estyn’s total budget.

**Allocation of budget to strategic objectives**

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

- **SO1**: Provide public accountability to service users on the quality and standards of education and training provision in Wales
  - £6.9m (60%)

- **SO2**: Inform the development of national policy by the Welsh Government
  - £4.1m (35%)

- **SO3**: Building capacity for improvement of the education and training system in Wales
  - £0.6m (5%)
Delivery principle two

Continue to work collaboratively with other inspectorates and stakeholders to support improvement
Delivery principle two: Continue to work collaboratively with other inspectorates and stakeholders to support improvement

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

Our stakeholders are central to helping us to achieve our mission of promoting excellence for all learners in Wales and stakeholder engagement is integral to our organisation. We cannot achieve our purpose alone. We will continue to work in partnership with our stakeholders to improve how we plan and deliver our inspection service and support improvement in those areas of mutual interest. By holding regular meetings between inspectors and key sector representatives we will gain a deeper understanding of the factors affecting education providers.

Joint working with Inspection Wales bodies

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

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

We will maintain our financial support for the role of the Inspection Wales Project Manager. We will also continue to develop approaches to information and knowledge sharing between Estyn and other IAR bodies to help ensure that intelligence is actively and promptly shared and used to support service improvement, inform policy making and strengthen public accountability.

We will co-ordinate our inspection activities, where appropriate, with those of the other IAR bodies so that they result in proportionate programmes of work that avoid duplication and ensure that key risks and concerns are examined. The four Inspection Wales partners are planning to take forward various pieces of work on the theme of youth services. Each organisation has a different role and remit in relation to the topic of youth and all are working together to deliver a series of linked reports or outputs. This work may also present an opportunity for a joint summary report drawing together common themes. This activity is the first national thematic review involving joint working between all four Inspection Wales partners.
We will ensure the effective co-ordination between Estyn and CSSIW of inspections of schools and colleges that have residential provision. We will continue to work with CSSIW in the development and delivery of a joint inspection framework for non-maintained nursery settings. We will put plans in place to deliver a second phase of pilot inspections, building upon the independent evaluation of phase one pilot inspections that was undertaken in 2016.

Here is a link to Inspection Wales. This blog features regular updates on the programme of joint working.

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

We will continue to:

- work with the Standing International Conference of Inspectorates (SICI) on the implementation of its new strategic plan, which was agreed at the General Assembly in Italy in October 2016; staff will have opportunities to attend SICI workshops where appropriate as well as to attend meetings of the home countries education inspectorates during the forthcoming year
- work closely with Education Scotland, ETI (Northern Ireland), Ofsted and the Inspectorate of Education, Ireland to share lessons learnt about approaches to inspection, as well as corporate developments
- contribute to the joint inspections of offending learning with Her Majesty’s Inspectorate of Prisons (HMI Prisons) and Her Majesty’s Inspectorate of Probation (HMI Probation)

### Joint working with stakeholders

We also regularly engage with stakeholders to bring about improvement in the education system. Some examples include:

- we will continue to deploy peer inspectors on inspection
- we will continue to invite providers to select a nominee on inspection
- we have piloted improvement conferences in two local authorities that bring together relevant organisations to discuss and tackle issues causing concern in particular aspects of a local authority’s work

In most of the sectors that we inspect, we will hold regular sector specific stakeholder fora throughout the year. A range of senior leaders from these sectors and other stakeholders will be approached or nominate themselves to attend sector specific events where they will be able to discuss all aspects of our work, including the latest inspection developments and specific projects such as our thematic inspection work.

We have the following stakeholder forums planned for 2017-2018:

- three in the non-maintained nursery settings sector
- one in the primary schools sector
- two in the secondary schools sector
- two in the all-age schools sector
- two in the independent schools sector
in the special schools and pupil referral unit sectors
- one in the further education institutions sector
- one in the work-based learning providers sector

In spring 2018, we will also hold our annual National Stakeholder Event. This will be an opportunity for stakeholders across all aspects of Estyn’s work to hear from HMCI about the annual report and discuss issues relevant to inspecting education and training in Wales. Additionally in 2017-2018, Estyn will have a stand at both the Urdd Eisteddfod and Royal Welsh Show.

We will continue to:

- work closely with the Welsh Government, the Higher Education Funding Council for Wales (HEFCW), the Education Workforce Council (EWC), and Qualifications Wales (QW) on issues of mutual interest such as qualifications, initial teacher training, standards for teachers and professional development
- work closely with the Quality Assurance Agency for Higher Education (QAA), where our areas of responsibility overlap, to share information and share causes for concern
- liaise with the Home Office over matters related to the educational oversight of providers wishing to become a Tier 4 sponsor

We regularly involve and collaborate with stakeholders to help us make improvements in our inspection processes. Some examples include:

- During 2015-2016, we sought feedback, through a public consultation, on our new inspection arrangements and then, in November 2016, we presented our proposals in a second formal consultation. The new inspection arrangements will be in place from September 2017.
- We are developing our new inspection arrangements in the local government education services sector during 2017, which includes consulting with our key stakeholders. The new cycle for local government education services will start in the autumn term of 2018.
- We have begun consulting with the National Centre overseeing 11 Welsh for adults providers and the Welsh for adults providers to help us develop a new inspection framework in this area. We will pilot the arrangements in autumn 2017 and start the inspection cycle in spring 2018.
## Appendix

### How Estyn is working to achieve the vision for Wales set out in the Welsh Government’s wellbeing goals

### Future Generations (Wales) Act 2015

#### Our common purpose – the seven wellbeing goals for Wales

<table>
<thead>
<tr>
<th>A Prosperous Wales (1)</th>
<th>A Resilient Wales (2)</th>
<th>A Healthier Wales (3)</th>
<th>A More Equal Wales (4)</th>
<th>A Wales of Cohesive Communities (5)</th>
<th>A Wales of Vibrant Culture and Thriving Welsh Language (6)</th>
<th>Globally Responsible Wales (7)</th>
</tr>
</thead>
</table>

#### HOW Sustainable Development Principle

<table>
<thead>
<tr>
<th>Long-term</th>
<th>Integration</th>
<th>Collaboration</th>
<th>Involvement</th>
<th>Prevention</th>
</tr>
</thead>
</table>

#### Our strategic objectives

1. **Provide public accountability to service users on the quality and standards of education and training in Wales**

2. **Inform the development of national policy by the Welsh Government**

3. **Build capacity for improvement of the education and training system in Wales**

#### Our delivery principles

1. **Continue to develop Estyn as a best value organisation and exemplary employer**

2. **Continue to work collaboratively with other inspectorates and stakeholders to support improvement**
Summary

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

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

The seven wellbeing goals

**A prosperous Wales** is dependent on a skilled and well-educated population in an economy that generates wealth and provides employment opportunities. Estyn’s core work is reporting on the quality and standards in education and training which has the aim of developing ambitious, capable learners, ready to learn throughout their lives. We also have a key role in informing and developing national policy, including education reform (Donaldson’s ‘Successful Futures’ report) and professional development for teachers. Estyn actively contributes to a number of Welsh Government working groups – these are set out in the Cabinet Secretary’s annual remit letter.

We also build capacity in the delivery of education and training through the publication of best practice case studies and hold ‘leadership and improvement’ conferences for providers. Some key best practice remits that aid the professional development of teachers are Best practice in leadership development in schools, Effective classroom observation in primary and secondary schools, Effective teaching and learning observations in further education colleges, and The impact of the Additional Training Graduate Programme (Teach First) in Wales. Estyn will be completing a number of thematic reviews in 2017-2018. The following will contribute to ‘a prosperous Wales’: ‘Best practice in schools and colleges in teaching the new GCSEs and Welsh Baccalaureate’; ‘Religious and moral education at key stage 2 and key stage 3’; ‘A levels in sixth forms and colleges’; and ‘Higher apprenticeships’.

**A healthier Wales** aims to maximise people’s physical and mental wellbeing. Wellbeing is a focus of our inspection framework. Inspectors are required to look at standards of learners’ wellbeing, including their attitudes to keeping healthy and safe, and the provision made by a provider. We have published supplementary guidance and best practice case studies in this area, for example, Helping young people to manage emotions and relationships, Action on bullying remit, Supplementary guidance for inspecting safeguarding in schools and PRUs, Supplementary guidance for inspecting safeguarding in non-maintained settings, Supplementary guidance for inspecting safeguarding in post-16 provision, Supplementary guidance – healthy living, and Supplementary guidance – inspecting care, support and guidance in further education. We also recognise that the health and wellbeing of employees make an essential contribution to business success and help individuals to live life to the full. We publish a Health and wellbeing policy and Policy and guidance for managing stress and wellbeing in the workplace.

All our activities aim to contribute to a more equal Wales where people can fulfil their potential. Our Strategic Equality Plan sets out Estyn’s commitment to ensuring equality and the ways in which this is achieved. We have also published a number of thematic reports and supplementary guidance in this area, for example, Breaking down barriers to apprenticeships, Pupil deprivation, Working together to tackle the impact of poverty on educational achievement, Twelve secondary school improvement journeys, Supplementary guidance – additional learning needs, Supplementary...
guidance – equality, human rights and English as an additional language, Supplementary guidance – inspecting the approaches taken by schools to reduce the impact of poverty on educational attainment and Education other than at school: a good practice survey. During 2017-2018 we will be delivering the following thematic reviews that will contribute to ‘A more equal Wales’: ‘Education and training opportunities for young offenders’; ‘Managed moves – how well are these used by local authorities and schools’; and ‘Local authority and school readiness to meet the demands of the new Additional Learning Needs (ALN) Bill’.

A Wales of cohesive communities aims to ensure attractive, safe and well-connected communities. Our inspection framework requires inspectors to consider how well a provider works with strategic partners including community groups. The focus is the impact of these partnerships on wellbeing and reducing the impact of poverty. Estyn has published case studies and thematic reports in this area, for example Encouraging pupils to become involved in their community and the wider world, Learner support services for pupils aged 14-16 and Learner support services in further education colleges for learners aged 16-19. We have also produced a recent thematic report School-to-school support and collaboration. In 2017-2018 we will be delivering a thematic review - ‘Communication with and information for parents of school pupils’ – which will contribute to ‘a Wales of cohesive communities’.

A Wales of vibrant culture and thriving Welsh language aims to promote and protect culture, heritage and the Welsh language, and encourages people to participate in the arts, and sport and recreation. A recent best practice study in this area is Best practice in teaching and learning in the creative arts at key stage 2. We continue to develop and review our policies and procedures and support Welsh language training for staff in order to improve our Welsh language services. Our Welsh Language Scheme demonstrates how we meet the requirements of the Welsh language standards. We have published a number of thematic reports and supplementary guidance in this area, for example, Linguistic progression and standards of Welsh in ten bilingual schools, Welsh in the Foundation Phase: Developing Welsh as a first language in primary schools and the non-maintained sector, Supplementary guidance for inspecting Welsh language in work based learning, Supplementary guidance – Welsh, and Promoting the Welsh language. During 2017-2018 we will be publishing a further thematic review in this area – ‘Welsh at key stage 2 and key stage 3: subject report’.

A resilient Wales maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change). Estyn has a focus on decarbonisation and sustainable consumption and production through the procurement of products and services. Estyn’s Environmental Policy and Statement sets out our environmental commitment and we are accredited with the Green Dragon Environmental Standard. In terms of our new inspection model, inspectors should evaluate the extent to which pupils take on responsibilities and play a part in the school and wider community. Inspectors should consider how well the school prepares pupils to become active citizens and to make decisions about the life and work of the school. They should consider pupils’ participation in decision-making at a school level, including the opportunities they have to influence what and how they learn, and the effectiveness of the school council and other pupil groups, for example the eco-committee. Inspectors should evaluate how well the school helps pupils to develop an understanding of their culture, the local community and the wider world. We published Supplementary guidance ESDGC (Education for Sustainable Development and Global Citizenship) in 2013 and an ESDGC: Progress report in 2014 as part of our national policy remit. Going green
Annual Plan 2017-2018

raises environmental awareness at nursery is a case study that looked at a nursery that had set up an eco-committee to make the nursery more eco-friendly.

A globally responsible Wales aims to make a positive contribution to global wellbeing when doing anything to improve the economic, social, environmental and cultural wellbeing of Wales. Estyn strives to contribute to globally responsibility and, as indicated above, inspectors should evaluate how well the school helps pupils to develop an understanding of their culture, the local community and the wider world. We worked with the Standing International Conference of Inspectorates (SICI) to host an international workshop in Cardiff in April 2016. Estyn staff have attended SICI workshops in Serbia, Finland and Norway and presented at the home countries education inspectorate meetings in Manchester and London. Our engagement with other inspectorates in SICI to build capacity in the inspection process and our discussions with the Organisation for Economic Co-operation and Development (OECD) support Estyn’s contribution towards Global wellbeing.

The five ways of working (the sustainable development principle)

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

We regularly involve and collaborate with staff and external partners. For example, during 2015-2016, we sought feedback, through a public consultation, on our inspection arrangements. A full report on responses to the first consultation can be found on the Estyn website https://www.estyn.gov.wales/document/report-response-consultation-how-estyn-inspects-education-and-training-wales. During 2016-2017, we used the feedback to develop, refine and pilot new inspection arrangements in light of the changes to the educational landscape in Wales. The series of pilot inspections in November 2016 were used to trial the new arrangements and to learn lessons to inform the developments further. We undertook pilot inspections in primary, secondary, special and independent schools, in a pupil referral unit (PRU) and in a work-based learning provider. We evaluated the pilots using feedback from inspectors and a range of staff, leaders and governors from the providers involved in the pilots. We presented our proposals in a second formal consultation in November 2016. We used the feedback from the second consultation and the pilot inspections to update and develop appropriate core inspection guidance, supplementary guidance and follow-up guidance as well as guidance and information for providers, learners and parents. A programme of training from April 2017 will prepare all our inspectors for the new inspection arrangements. The new inspection arrangements will be in place from September 2017.

The Welsh for Adults sector has undergone a major restructure during the last 18 months with the establishment of the National Centre overseeing 11 Welsh for Adults providers. We are developing a new inspection framework and revising our arrangements to take into account this restructuring. We began the consultation with the centre and the Welsh for Adults providers during the spring 2017 term and this process will continue in the summer of 2017. We will pilot the arrangements in autumn 2017 and start the inspection cycle in spring 2018. We will continue to pilot joint working arrangements for non-maintained settings with CSSIW.

During 2017-2018 we will be working on two thematic reviews that will contribute to our work on ‘collaboration’: ‘Improving teaching and building capacity: a good practice guide and toolkit for schools’ and ‘Initial teacher education and professional learning in schools’.
Estyn works to recognise and share providers’ experiences of preventative and innovative approaches. Our best practice case studies are examples of innovation. One particular example is the ‘Potential programme’ in North Wales, which uses an innovative approach including alternative curriculum activities to re-engage learners at risk of exclusion. Estyn’s best practice case study Engaging pupils to improve behaviour considers the effectiveness of this programme introduced at Rhyl High School in Denbighshire. Also, a recent thematic report addressed prevention – Effective practice in improving attendance in primary schools. Regarding inspection, we piloted our improvement conference approach in spring 2017 in three local authorities, this is a preventative approach which may be used alongside our formal inspection process from spring 2018 onwards. We are continuing to build our system of link inspectors in local authorities and post-16 education and training providers to share information and to challenge providers. We also have a more flexible approach to how we inspect in that we now inspect all schools within a seven year inspection period. We inspect a representative sample of schools each year but, where the evidence base indicates significant concerns about a provider, this may lead us to prioritise that provider for inspection.

We have long-term challenges to face such as increasing work demands and uncertainty over future funding levels; our risk management framework helps us to balance shorter-term and longer-term needs. Here is a link to our Risk management policy and guidelines.

During 2017-2018 we will be delivering a thematic review, ‘Preparing for the new curriculum: year 2’. This review is the second in a series of three reports on planning for the new curriculum. It will focus on specific aspects of curriculum reform, particularly leadership capacity, professional learning and the digital competence framework.

Integrated thinking helps us to work collaboratively within Estyn and with other inspectorates to support improvement – we undertake inspections and thematic survey work jointly with other inspectorates and regulatory bodies as appropriate, co-ordinating planning activities so that they result in proportionate programmes of work that avoid duplication and ensure that key risks and concerns are being examined. For example, in 2016, we inspected all four regional consortia for school improvement, working with the WAO. We also produced a joint thematic report with the WAO on this topic – Improving schools through regional education consortia. We have begun developing new inspection arrangements in the local government education services sector and this will continue during the summer term of 2017. We will consult with our key stakeholders and develop our guidance in readiness for a pilot inspection in late autumn 2017. The new cycle for local government education services will start in the spring term of 2018. Our impact assessments (equality and business, including environmental) ensure that we make the connections between issues and make decisions that have wider benefits. In 2017-2018 we will be delivering a thematic review that will contribute to our work in this area. The review ‘Services for young people in Wales’ will provide an overview of youth services in Wales. It will contribute to a joint evaluation by Inspection Wales (Estyn, HIW, the WAO and CSSIW).