



Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

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## **Estyn's Gender Equality Scheme 2007 - 2010**

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## **Foreword**

Estyn's vision is detailed in our 2006-09 Corporate Plan. The work we are already undertaking in relation to equality contributes to supporting diversity and valuing differences as described in that plan. This Gender Equality Scheme sets out the framework within which Estyn can promote equality between men and women, and prevent unlawful discrimination and harassment against men and women, including against transsexual and transgender people, as users of our services and as our employees. The Scheme will help us to meet the requirements of the Equalities Act 2006 and to meet our duty of promoting equality for men and women. The Scheme formally states our intentions relating to equality between the genders both as a public sector employer and as a body with a duty to promote gender equality across the sectors we inspect.

Estyn has an ongoing commitment to mainstream equality throughout the whole of its business and promote equality of opportunity through access to first class education and training opportunities. These matters are evidenced by the way we undertake our inspections, by the way we manage our staff and by the way we implement our policies and procedures.

This Scheme will help us to make sure that learners in Wales and the people who carry out Estyn's work whether as employees, contracted inspectors, additional inspectors or peer assessors, are given the opportunity to succeed in that work regardless of their gender.

I intend that this Scheme will help Estyn further contribute effectively to the equalities agenda in Wales.

**May 2007**

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

## **Section 1: About Estyn**

1.1 Estyn is the Office of Her Majesty's Chief Inspector of Education and Training in Wales. It is independent of, but funded by, the National Assembly for Wales under Section 104 of the Government of Wales Act 1998. We are responsible for conducting statutory inspections and reporting on education and training providers in Wales. We also provide specific advice to the Welsh Assembly Government in response to an annual remit from the Minister for Education, Lifelong Learning and Skills. Our inspection and advice is based on independent evidence. We have a unique all-Wales perspective that contributes to the development and implementation of policy for education and lifelong learning.

1.2 Estyn is headed by Her Majesty's Chief Inspector. At 30 April 2007, we have 99 permanent staff in post. A number of inspectors are currently seconded into Estyn to increase our capacity. In addition to employed staff, we contract with organisations and independent inspectors to carry out some aspects of our work.

1.3 A summary of our inspection arrangements is at Annex A and a list of our statutory functions, policies and practices is at Annex B. Our website at [www.estyn.gov.uk](http://www.estyn.gov.uk) contains more information about our work.

### **Estyn's mission statement and vision**

#### **Mission Statement**

1.4 Our mission is: the achievement of excellence for all in education and training in Wales. The mission will be achieved by providing an independent, high quality inspection and advice service that will be distinctive to and meet the needs of Wales. Equality of opportunity, diversity, sustainable development and continuous improvement will be at the heart of what we seek to promote and achieve.

#### **Vision**

1.5 Our vision is that we will continue to operate as a responsive, forward-looking and outward-looking organisation that has a growing national profile in Wales. As a strategic player, we will have an increasing impact on policy making and the direction of education and training in Wales for the benefit of all learners. We will share our expertise and work closely with the Welsh Assembly Government, our other partners and stakeholders. We will consult widely. Excellence will be at the forefront of our business aspirations as well as in the expectations we have of those we inspect. We will be an organisation that enables its staff to flourish and give of their best through individual, team and organisational learning and continuous development.

1.6 Inherent in this vision is the principle of supporting diversity and valuing difference.

## **Estyn's aims and objectives**

### **Aim**

1.7 Our aim is to raise standards and quality in education and training in Wales through inspection and advice, in support of the vision and strategic direction expressed in 'The Learning Country', 'Making the Connections' and 'Delivering the Connections'.

### **Objectives**

1.8 Our objectives are:

- a. to deliver a high quality education and training inspection service in Wales that is proportionate to risk and supports the continuous improvement of education and training in Wales.
- b. to provide sound advice, based on independent inspection evidence, to inform the Welsh Assembly Government in the formulation and evaluation of strategy and policy.

## **How we already support equality**

### **Mainstreaming equality**

1.9 Estyn is mainstreaming equality and diversity both in-house and in the service that we provide for learners across Wales. This is particularly evidenced in our inspection work by the key questions in our Common Inspection Framework relating to equality issues and more generally in this Gender Equality Scheme.

### **Recruitment**

1.10 Our recruitment and selection policy and associated procedures are underpinned by the principles of:

- a. openness;
- b. fairness; and
- c. appointments based on merit.

1.11 We give due consideration to how and where we advertise vacancies, the composition of selection panels and the integrity of our procedures.

### **Monitoring equality**

1.12 We ask staff to provide equality information on our equal opportunities monitoring form during the recruitment process and on appointment. We will continue to monitor and analyse the information, investigate reasons for any differential outcomes, and take action to remedy them, where appropriate to ensure there is no discrimination between men and women.

## **Work-life balance**

1.13 In Estyn, we want to recruit and retain the best people and recognise the value in supporting all staff. We already have a range of measures in place to help staff ensure that they are able to achieve a good work-life balance, within the framework of business requirements. For example, many of our employees are able to take advantage of flexible working arrangements and work a wide range of working patterns regardless of whether they have children, other caring responsibilities or health issues. We also offer generous parental and other special leave arrangements.

1.14 Currently 12% of Estyn's permanent staff work part-time, with men accounting for a third of this figure.

## **Pay**

1.15 Since 2001 we have been working to ensure pay differentials are minimised by introducing an incremental system through fixed scale points to allow all staff to reach the maximum of their pay scale within 5 years, subject to satisfactory performance.

## **Training**

1.16 Estyn holds regular training events for nominees, peer assessors, additional inspectors and new team inspectors, as well as update training for school Registered Inspectors and team inspectors which includes training in equality matters.

1.17 We have provided equal opportunities training to all staff in the past and as part of our commitment to training and development and in relation to our General and Specific Duties, we will continue to review staff training needs and provide appropriate training.

1.18 In March and April 2007 we ran a programme of training on equality and diversity issues for all staff to ensure they are more aware of and have the necessary skills and knowledge to ensure that equality for all becomes part of our day to day activities. We will also review the way Impact Assessments are carried out. We are also looking to develop Equality Impact Assessment Guidance to help policy-makers and those designing/delivering services to ensure the consistent integration of equality considerations into our day-to-day business.

1.19 We take care to arrange times and locations that take into consideration the different working patterns of staff, and use venues that are fully accessible.

## **Section 2: Gender duties placed on Estyn**

### **The General Duty**

2.1. This Scheme describes how Estyn will comply with the General Duty placed upon public authorities by the Equality Act 2006 to promote gender equality. The Duty requires public bodies to be proactive in promoting equality for all people regardless of their gender; and, when carrying out their functions bodies are required (where relevant) to have due regard to the need to:

- a. eliminate unlawful sex discrimination and harassment; and
- b. promote equality of opportunity between men and women.

2.2. The Equal Opportunities Commission has indicated that 'due regard' means that the weight given to the need to promote gender equality is proportionate to its relevance to a particular function.

2.3. As part of the duty, Estyn is required to have due regard to the need to eliminate unlawful discrimination and harassment in employment for people who intend to undergo, are undergoing or have undergone gender reassignment. The implementation of The Equality Act (Sexual Orientation) Regulations 2007 on 30 April 2007 extended this legal protection to cover the provision of goods and services.

### **The Specific Duties**

2.4. At present, there are no specific duties in respect of public authorities in Wales. The Welsh Assembly Government will draft specific duties for public authorities in Wales, but the exact timetable for the implementation of these specific duties is not yet clear. The Equal Opportunities Commission envisages that the specific duties for public authorities in Wales will be in place by or soon after April 2008.

2.5. The Equalities Act 2006 imposed a number of specific statutory duties on public authorities in England. The duties, set out below, are intended to assist bodies to satisfy the General Duty, in particular by setting out what they should do to plan, deliver and evaluate action to eliminate discrimination and harassment and promote equality.

2.6. The Specific Duties require public authorities in England to:

- a. prepare and publish a Gender Equality Scheme detailing how they intend to meet the general and specific duties and setting out their gender equality objectives;
- b. in preparing a Scheme, public bodies should:
  - i. consult employees, service users and others (including trade unions);
  - ii. gather and use information on how their policies and practices affect gender equality in the workplace and in the delivery of services;
  - iii. consider the need to include objectives to address the causes of any gender pay gap;

- c. assess the impact of their current and proposed functions, policies and practices on gender equality;
- d. implement the actions set out in the Scheme within three years of the Scheme being published (unless it is unreasonable or impracticable to do so);
- e. review and revise the Scheme at least every three years; and
- f. report on progress annually.

2.7. In order to assist Estyn in meeting the General Duty, Estyn has decided to adopt these duties in the interim until such time as specific duties are defined and implemented in Wales.

|                                    |
|------------------------------------|
| <b>Statutory Codes of Practice</b> |
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2.8. The Sex Discrimination Act 1975, as amended by the Equality Act 2006 gave the Equal Opportunities Commission the power to issue codes of practice. In drafting this Scheme, Estyn has, where practicable taken into account the recommendations in the Equal Opportunities Commission's publication '[Gender Equality Duty: Code of Practice for England and Wales](#)'.

## **Section 3: Principles of Estyn's Gender Equality Scheme**

### **Context**

3.1 This is Estyn's first Gender Equality Scheme. It sets out the framework within which Estyn can promote equality between men and women, and prevent unlawful discrimination and harassment against men and women, including against transsexual and transgender people, as users of our services and as our employees, and other people who carry out Estyn's work e.g. contracted inspectors, additional inspectors or peer assessors. The Scheme will help us to meet the requirements of the Equality Act 2006 and to meet our duty of promoting equality for men and women.

3.2 Estyn will seek support and guidance from groups and organisations that promote equality including the Equal Opportunities Commission and Commission for Equality and Human Rights from October 2007.

3.3 Our Gender Equality Scheme (and the Action Plan at Annex C) has been developed in the context of the following principles and builds on the guidance and advice that has been issued by the Equal Opportunities Commission to date:

- a. Estyn commits itself to eliminating unlawful discrimination and harassment in all its functions and services, as well as being committed to taking positive action to promote diversity in our workplace;
- b. Estyn places a positive value on diversity and believes that differences in our workforce can add value and make us stronger, more flexible and ultimately more capable of delivering inspection and advice services that meet the needs of learners in Wales;
- c. Estyn will ensure that no user of the service, present or future employee or job applicant, receives less favourable treatment on grounds of his or her gender; and
- d. Estyn is committed to promoting equality of opportunity between men and women and positive attitudes towards people, regardless of their gender, both within its workforce, and in the wider community where possible, in order to help eliminate discrimination and harassment related to a person's gender.

3.4 The focus of the Action Plan is to further develop our inspection practice and advice work in relation to the General and Specific Duties, and to review our internal business functions, policies and practices to thread gender equality through all that we do. Following each review, we will consider how functions, policies and practices might be changed, if necessary, to meet the general duty.

### **Strategic aim of Estyn's Gender Equality Scheme**

3.5 The strategic aim of this Scheme is to mainstream the promotion of gender equality into every aspect of Estyn's work by identifying the key actions we need to take across all of the relevant functions, policies and practices by way of:

- a. involvement and consultation – raising confidence in services and improving policy development through effective consultation which engages our staff and those who use our services or who have an interest in our work. Our inspection arrangements put an emphasis on listening to learners; which

- means we will focus on the experiences of the users of our services including parents, governors, teachers, managers and especially learners;
- b. preparing our Scheme by:
    - i. monitoring and gathering evidence – ensuring that there is a sufficiently robust evidence base upon which we can continuously evaluate the impact of our work in relation to the promotion of gender equality;
    - ii. using the information gathered as part of the Action Plan and involvement to inform the development of future Gender Equality Schemes; and
    - iii. considering if there is a gender pay gap, and taking actions to address any causes.
  - c. impact assessment – operating a methodology which identifies the possible impact of our functions, policies and practices on men and women and involving male and female staff and service users in the identification of barriers and assessment of impact etc;
  - d. developing an action plan – indicating how we will proceed over a three year period towards fulfilling the general duty;
  - e. reviewing the Scheme at least every three years to ensure it is still relevant to Estyn’s business; and
  - f. reporting on progress in implementing the Scheme and against the action plan each year.

## **Involvement and consultation**

3.6 Estyn is committed to giving all those who have an interest in our work, regardless of their gender, every opportunity to:

- a. comment on how our services and employment practices are provided;
- b. assist in the identification and prioritisation of initiatives to promote gender equality; and
- c. contribute to the development and implementation of our Gender Equality Scheme and Action Plan.

3.7 Estyn recognises that the involvement of staff, our trade unions, stakeholders and organisations representing men or women is critical to the development and success of this Scheme and, therefore, their involvement will be an ongoing activity.

3.8 We have aimed to involve a our staff, trade unions, contractors and a wide range of stakeholders and organisations representing men or women as meaningfully as we could throughout the development of our Gender Equality Scheme by consulting widely with them. We have considered their views, and their feedback will influence the priorities for action developed to satisfy the duties placed on us and will assist with evaluation when the time comes to review and revise the Scheme.

3.9 Since 2005 and running through to 2008, separate forums representing maintained schools, independent schools, the post 16 sector and Local Education Authorities will work directly with Estyn to inform the future development of our inspection policies and practices.

3.10 We want to look at how we can improve the way we work with partners to provide a more community based inspection service that might better meet the needs of citizens in their local communities from 2010. In order to do this we will be carrying out a consultation project later in 2007 to help Estyn review the way it inspects education and training in

Wales and this will inform our thinking about what the Inspectorate should do in the future. We will consult citizens, stakeholders and partners in education and training, to find out what they require from inspection. The consultation will seek the views of a broad sample of Estyn's stakeholders and in particular, learners in all types of providers and partnerships inspected by Estyn. The consultation sample will reflect, as much as possible, the social, linguistic, ethnic and demographic make-up of Wales.

3.11 Estyn already works with a number of groups to build the requirements of the Sex Discrimination Act 1975 and the Equality Act 2006 into our training and practice. We will ensure that all staff, contractors and partners are aware of their individual and organisational responsibilities and are taking steps to carry them out and where applicable, additional training and guidance will be provided.

3.12 We welcome feedback on our approach and we recognise the need to be flexible in how and when we involve different groups and organisations.

## **Preparing our Scheme**

### **Monitoring and gathering evidence**

3.13 Estyn will utilise current information gathering mechanisms, adapting them as necessary and set up new monitoring systems where appropriate if there is limited information available. This will enable us to obtain and monitor the relevant information to determine the effect of our functions, policies and practices on men and women, and in particular the extent to which:

- a. they promote equality between male and female staff; and
- b. the services we provide and the functions we perform take into account the needs of men and women.

3.14 In 2007 we will introduce an annual monitoring questionnaire for all staff in an attempt to capture more detailed information on the diversity of our workforce. The data will be entirely dependent on staff voluntarily declaring this information.

3.15 We plan to extend the report we prepare annually on the ethnicity of:

- a. applicants (successful and unsuccessful) for jobs in Estyn;
- b. employees in post; and
- c. applicants for training opportunities

to include gender and disability (where the information is available) The results of such monitoring will be published annually on our website.

3.16 Due to the relatively small number of staff employed by Estyn and the need to ensure staff confidentiality it may not always be possible to publish in detail the results of our gender equality monitoring information. However, the information gathered will be used to develop fair and inclusive policies and employment practices.

## Using the information gathered to develop future Gender Equality Schemes

3.17 The information we gather during the implementation of our Action Plan relating to our statutory functions, policies and practices (listed at Annex B) will be analysed and evaluated to fully understand how it can be used to inform the development of policy and procedures and the development of future Gender Equality Schemes.

3.18 We will focus on:

- a. reviewing our functions, policies and practices to determine their relevance to the duty to promote gender equality and identify any changes necessary;
- b. continuing joint working with partners, agencies and stakeholders to gather information and data regarding our wider stakeholders;
- c. providing guidance training to Estyn's staff and those who carry out Estyn's work as contracted inspectors, additional inspector or peer assessors; and
- d. ensuring the views of men and women are taken account of when implementing the Scheme.

### Gender pay gap

3.19 Estyn is committed to ensuring equal pay and eliminating unjustified pay gaps for staff doing work of equal value by operating a pay system that is transparent and based on objective criteria. We want to reward fairly the skills, experience and potential of all our staff, to avoid unfair discrimination.

3.20 To achieve this we:

- a. use a systematic job evaluation scheme that incorporates the principles of equal pay;
- b. undertake regular equal pay audits, including the monitoring of allowances;
- c. provide guidance to managers involved in decisions about pay;
- d. consult with our trade unions on these matters; and
- e. will review and improve this approach as appropriate.

3.21 The most recent pay negotiations round and equality audit were completed in 2006. A one year settlement to 31 July 2007 was reached with our trade unions which guaranteed the system of incremental progression would continue. We plan to undertake a grading review in 2007 before entering into the next round of pay negotiations for the period starting 1 August 2007.

3.22 It is through this ongoing programme of audits and negotiations that we demonstrate our commitment to identifying and addressing issues which might directly or indirectly result in pay inequalities.

### Impact Assessment

3.23 An Equality Impact Assessment is a way of deciding whether an existing or proposed policy, procedure, practice or service does (or may) affect people differently, and if so, whether it affects them in an adverse way. We asked respondents to our consultation to look at Estyn's initial assessment of our functions, policies and practices relevance to the general duty and let us have their views on our assessment and comment on how they may

affect men and women in different ways. Responses and research were used to help us populate the matrix at Annex D.

3.24 Estyn will undertake a programme of impact assessment of our functions, policies and practices, or the likely impact of them, on equality for men and women who are employed by Estyn, are affected by our work or who appear to have an interest in the way we carry out our functions. Action will be taken where necessary, to address any adverse impact that has been identified as a result of assessment.

3.25 The aim is for assessments to be carried out on new policies and services, as they are developed; and over the next three years on all other existing policies and services with priority given to those which appear to have the greatest relevance to gender equality. The timetable for assessment of existing policies will be developed and reviewed as part of our action plan. Gender issues will be considered alongside other equality issues such as race and disability.

3.26 A summary of the results of the Equality Impact Assessments, Action Plans, and consultation exercises will be reported as part of the annual review of our Gender Equality Scheme.

### **Developing an Action Plan**

3.27 Estyn's Action Plan at Annex C lists those actions that we have identified that we will take to ensure we promote gender equality effectively during the first three years of our Scheme. It has been developed following the involvement of staff and stakeholders and provides a framework for integrating gender equality within the core business of Estyn through impact assessment, monitoring and implementation of key actions to make changes. All the actions are time-bound and have outcomes attached.

### **Reporting on and reviewing the Scheme**

3.28 Her Majesty's Chief Inspector of Education and Training in Wales retains overall responsibility for the Scheme. The Senior Management Team in Estyn has approved this Scheme and will receive regular progress reports against the Action Plan from Jenny Powell, Estyn's Equality and Diversity Officer who will manage the day-to-day running of the Scheme.

3.29 Progress reports will also be included in Estyn's Annual Board reports. The annual progress report will contain a summary of the steps Estyn has taken to fulfil its action plan, the results of the information-gathering we have undertaken and what we have done with the information gathered.

3.30 A formal review of Estyn's Gender Equality Scheme will take place in 2010 when a new agenda for action will be set, or sooner if legislative changes occur. As part of this process we will make sure that we involve stakeholders and staff.

### **Complaints**

3.31 Complaints about gender equality from members of the public will be dealt with through Estyn's Complaints procedure. Our complaints and appeals procedures are published on our website and a hard copy of the procedures can be obtained from the

Cardiff office on request. We take all complaints seriously and will not tolerate any form of discriminatory behaviour.

3.32 If you have a concern about any aspect of our work and you are unsure who to contact about it, please phone or send the complaint to Estyn's Complaints Officer at the address below.

3.33 We have in place internally, grievance procedures, disciplinary procedures, and 'whistle blowing' procedures. The latter provide protection for employees who want to report concerns about wrongdoing, illegal or unethical conduct in the workplace without fear of being victimised as a result.

#### **Further information**

3.34 Estyn's Gender Equality Scheme is a public document and will be made available to all who wish to see it in English and Welsh. We will also consider translating the Scheme into other languages and/or formats on request.

3.35 If you would like any additional information on Estyn or require further copies of this document please contact us at the address below. Alternatively, all of Estyn's Equality Schemes are available on our website: [www.estyn.gov.uk/about\\_estyn/about\\_estyn.asp](http://www.estyn.gov.uk/about_estyn/about_estyn.asp)

#### Contact Estyn:

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### Estyn's inspection arrangements

#### Early years settings in the non-maintained sector

The inspection of non-maintained nursery education by providers included in the local authorities' Early Years Development and Childcare Plans is governed by the Schools Standards and Framework Act 1998 and schedule 7 of the Education Act 2005. The Act requires the Chief Inspector to keep the Welsh Assembly Government informed about:

- the quality and standards of nursery education; and
- the spiritual, moral, social and cultural development of children for whom nursery education is provided.

Currently, these settings are inspected within a six-year cycle. We started inspecting in 1999, but the 6 year cycle was re-aligned in 2004 to come in line with schools' inspections. In undertaking the inspections, registered nursery education inspectors are required to comply with Estyn's Framework for the Inspection of Educational Provision for Children Before Compulsory School Age.

The Foundation Phase will be implemented for all under fives in September 2008. We are currently working on new inspection arrangements to inspect in this area. New areas to the Foundation Phase are well-being and cultural diversity which are added to personal and social development and a new learning area of Bilingualism.

Estyn is responsible for:

- training and accrediting Foundation phase inspectors;
- monitoring the quality of inspections and inspection reports; and
- corroborating judgements where the quality of educational provision is considered to be substantially below that required.

#### Primary schools

Estyn carries out inspections of maintained nursery schools and primary schools under Section 28 of the School Inspections Act 2005. No persons may conduct an inspection of any school in Wales unless (s)he is a member of the Inspectorate or is registered as an inspector in a register kept by the Chief Inspector.

All schools are inspected within a six-year cycle. The current cycle began in September 2004 and will end in July 2010. Inspections cover all aspects of a school's provision, apart from denominational education and the content of collective worship in those voluntary schools specified in Section 50 of the Act. The function of an inspection under Section 28 of the Act is to report on:

- the educational standards achieved in the school;

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

In undertaking these inspections, registered inspectors are required to comply with Estyn's Common Inspection Framework for Education and Training in Wales and the Guidance on the Inspection of Primary Schools.

On every inspection, inspectors must consider whether or not the school is failing or likely to fail to give its pupils an acceptable standard of education and therefore requires special measures. If the team decides that the school does not require special measures then they must consider whether it is in need of significant improvement.

HM Inspectors are responsible for the corroboration of Registered Inspectors' judgements that a primary school requires special measures. They advise the Chief Inspector and the Assembly on schools in this category and on the subsequent performance of schools while subject to special measures and those with serious weaknesses.

HM Inspectors monitor the quality of a sample of primary and nursery schools inspection reports as well as the performance of a sample of Registered Inspectors and team inspectors working on nursery and primary school inspections on behalf of the Chief Inspector.

## **Secondary schools**

Estyn carries out inspections of maintained secondary schools under Section 28 of the School Inspections Act 2005. This Act requires the Chief Inspector to maintain a register of independent inspectors (registered, team and lay inspectors) whom she considers appropriate to conduct these inspections. The Act specifies that these registered inspectors should work with teams of inspectors (including a lay inspector) who are fit and proper who have completed a course of training provided by the Chief Inspector. Under the Act, the Chief Inspector may also direct Her Majesty's Inspectors of Education and Training (HMI) to inspect schools, where necessary.

All schools are inspected within a six-year cycle. The current cycle began in September 2004 and will end in July 2010. These inspections cover all aspects of a school's provision, apart from denominational education and the content of collective worship in those voluntary schools specified in Section 50 of the Act. The function of an inspection under Section 28 of the Act is to report on:

- the educational standards achieved in the school;
- the quality of education provided by the school;

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

In undertaking these inspections, registered inspectors are required to comply with Estyn's Common Inspection Framework for Education and Training in Wales and the Guidance on the Inspection of Secondary Schools.

Schools can receive one of three types of inspection: full, standard or short. Estyn will determine the type of inspection on the basis of criteria designed to indicate the extent to which there is a risk that the school may not provide its pupils with a good quality education.

On every inspection, inspectors must consider whether or not the school is failing or likely to fail to give its pupils an acceptable standard of education and therefore requires special measures. If the team decides that the school does not require special measures then they must consider whether it is in need of significant improvement.

HM Inspectors are responsible for the corroboration of Registered Inspectors' judgement that a secondary school requires special measures. They advise the Chief Inspector and the Welsh Assembly Government on schools in this category while subject to special measures and those in need of significant improvement.

HM Inspectors monitor the quality of a sample of secondary schools inspection reports as well as the performance of a sample of Registered Inspectors and team inspectors working on secondary school inspections on behalf of the Chief Inspector.

### **Special schools**

Estyn carries out inspections of maintained special schools under Section 28 of the School Inspections Act 2005. The Act requires the Chief Inspector to maintain a register of independent inspectors (registered, team and lay inspectors) whom she considers appropriate to conduct these inspections. Under the Act, the Chief Inspector may also direct Her Majesty's Inspectors of Education and Training (HMI) to inspect schools, where necessary.

All schools are inspected within a six-year cycle. The current cycle began in September 2004 and will end in July 2010. These inspections cover all aspects of a school's provision, apart from denominational education and the content of collective worship in those voluntary schools specified in Section 50 of the Act. The function of an inspection under Section 28 of the Act is to report on:

- the educational standards achieved in the school;
- the quality of education provided by the school;

- the quality of leadership in and management of the school, including whether the financial resources made available to the school are managed efficiently; and
- the spiritual, moral, social and cultural development of pupils at the school.

In undertaking these inspections, registered inspectors are required to comply with Estyn's Common Inspection Framework for Education and Training in Wales and the Guidance on the Inspection of Special Schools and Pupil Referral Units.

HM Inspectors of Education and Training monitor the quality of Section 28 inspections on behalf of the Chief Inspector.

### **Pupil referral units**

Pupil referral units are established as schools under Section 19 of the Education Act 1996. As such, they are inspected under Section 28 of the Education Act 2005. The Act requires the Chief Inspector to maintain a register of independent inspectors (registered, team and lay inspectors) whom she considers appropriate to conduct these inspections. Under the Act, the Chief Inspector may also direct Her Majesty's Inspectors of Education and Training (HMI) to inspect schools, where necessary.

All units are inspected within a six-year cycle. The current cycle began in September 2004 and will end in July 2010. These inspections cover all aspects of a unit's provision. The function of an inspection under Section 24 of the Act is to report on:

- the educational standards achieved in the school;
- the quality of education provided by the school;
- the quality of leadership in and management of the school, including whether the financial resources made available to the school are managed efficiently; and
- the spiritual, moral, social and cultural development of pupils at the school.

In undertaking these inspections, registered inspectors are required to comply with Estyn's Common Inspection Framework for Education and Training in Wales and Guidance on the Inspection of Special Schools and Pupil Referral Units.

HM Inspectors of Education and Training monitor the quality of Section 28 inspections on behalf of the Chief Inspector.

### **Independent schools**

Estyn carries out inspections of independent schools, including those approved for the placement of pupils with special educational needs (SEN) under Section 163 of the Education Act 2002.

HMI, supplemented by sector experienced additional inspectors, will normally inspect these schools. However, the Act permits the Chief Inspector to ask a registered inspector to undertake an inspection on her behalf.

All schools are inspected within a six-year cycle. The current cycle began in September 2004 and will end in July 2010. These inspections cover all aspects of a school's provision. The function of an inspection under Section 163 of the Act is to report on the extent to which the school meets the independent school standards that are specified by the Wales Assembly Government.

Following consultation with the providers of independent education in Wales, the Chief Inspector has agreed that inspectors will conduct these inspection in accordance with Estyn's Common Inspection Framework for Education and Training in Wales and the Guidance on the Inspection of Independent Schools.

### **Further education**

Estyn carries out inspections of further education institutions funded by the National Assembly under the terms of the Learning and Skills Act 2000. All institutions are inspected within a six-year cycle. The current cycle began in 2004 and will end in July 2010.

Self-assessment is the starting point for all external inspections of further education institutions. Inspection teams comprise Her Majesty's Inspectors (HMI) and/or additional inspectors. All inspection teams include peer assessors from other institutions. The institution being inspected is invited to nominate a member of its staff to join the inspection team.

Further education institutions can receive one of three types of inspection: full, standard or short. Estyn will determine the type of inspection on the basis of criteria designed to indicate the extent to which there is a risk that the institution may not provide its learners with a good quality education

All inspections are conducted in accordance with Estyn's Common Inspection Framework for Education and Training in Wales and the Guidance on the Inspection of Further Education Providers

### **Youth support services**

Section 123 of the Learning and Skills Act 2000 gives the Welsh Assembly Government powers to direct local authorities in Wales to provide youth support services for all 11 to 25 year olds; to secure the provision from others and to participate in the provision of youth support services with others. The section goes on to define "youth support services".

The statutory basis for the inspection of these youth services in Wales is set out in Sections 127 and 128 of the Act. Section 127 provides for Her Majesty's Chief Inspector of Education and Training in Wales to advise the Welsh Assembly Government on youth support services and, when requested by the Assembly, to inspect and report on the provision of such services. Some inspections of these services may be carried out alongside Best Value inspections of local education authorities.

Each year Estyn inspects a sample of young people's partnerships and undertakes surveys of aspects of provision and issues which have policy priority. Further to these, Estyn also carries out regular monitoring to advise the Welsh Assembly Government on trends and

changes in the pattern of resourcing, management and organisation of local services. The purpose of inspection is also to give information to providers about the quality of the services to encourage them to build on their strengths and rectify weaknesses, to inform the public, and to disseminate information and publicise examples of good practice throughout Wales.

All inspections are conducted in accordance with Estyn's Common Inspection Framework for Education and Training in Wales and the Guidance on the Inspection of Youth Support Services.

### **Local education authority (LEA)**

In April 2006, Estyn introduced a revised inspection framework for undertaking Local Education Authority inspections under Section 38 of the Education Act 1997 and Section 51 of the Children Act 2004. As part of this approach, Estyn has agreed with each Council a programme for the inspection of all or most of the LEA's functions over a period of six years commencing in April 2006. The pattern of the inspection varies according to the LEA function(s) being inspected and the risk attached to the inspection. Her Majesty's Chief Inspector of Education and Training retains the right, where circumstances justify it, to make changes to the inspection programme.

LEA inspections are conducted by HMI. In response to the Children Act 2000 requiring inspectorates to work more closely together, HMI may be joined by inspectors from the Social Services Inspectorate for Wales (SSIW) and Health Inspectorate Wales (HIW). HMI may also be joined on inspections by additional inspectors authorised under paragraph 2 of Schedule 1 of the Schools Inspections Act 1996. HMI may, under Section 41 of the Education Act 1997, as amended by the Public Audit (Wales) Act 2004, request the Wales Audit Office to assist with any inspection under Section 38 of the Education Act 1997.

All inspections are conducted in accordance with Estyn's Local Authority Education Services: A framework for inspection under Section 38 of the Education Act 1997 and Section 51 of The Children Act 2004.

### **Teacher education and training**

Estyn carries out inspections of initial teacher training under the terms of the Teaching and Higher Education Act 1998. Under Section 20(1), the Chief Inspector may inspect and report on any initial or in-service training of teachers provided by a relevant institution in Wales. We inspect training that leads to the award of Qualified Teacher Status, including that provided by higher education institutions with their partner schools. The Higher Education Funding Council for Wales bases the accreditation of initial teacher training institutions on our inspection evidence. We are currently inspecting initial teacher training institutions and their partner schools as part of a five year cycle.

Inspection teams consist of Her Majesty's Inspectors and trained additional inspectors, who are experienced teacher trainers. We report on the standard of trainees' teaching, on the quality of the training and on management. The standard of trainees' teaching is the key measure of the quality of the training and of the effectiveness of leadership and management. Inspection criteria are based on the detailed statutory requirements for initial teacher training set out in Welsh Office Circular 13/98. This circular will be replaced by one setting out new standards for qualified teacher status in September 2007

## **Work-based learning providers**

Estyn carries out inspections of work-based learning providers funded by the Welsh Assembly Government through the Department of Education, Lifelong Learning and Skills. We carry these out under section 75 of the Learning and Skills Act 2000. There are around 120 work-based learning providers in Wales. The current six-year inspection cycle began in September 2004 and will end in 2010.

We inspect provision using Estyn's Common Inspection Framework for Education and Training in Wales. Work-based learning providers can receive one of three types of inspection: full, standard and short. Estyn will determine the type of inspection on the basis of criteria designed to indicate the extent to which there is a risk that the provider may not provide its learners with good quality training.

In all inspections, we award grades for the seven key questions of the Common Inspection Framework using a five point scale to summarise inspection judgements. We invite all providers to nominate a member of staff to work with the inspection team. Where a work-based learning provider has training provision in both England and Wales, we work in partnership with Ofsted and the report is published on our website and on the [Ofsted website](#).

## **Careers Wales companies**

Estyn carries out inspections of Careers Wales companies under sections 55 – 57 of the Education Act 2005. From April 2007, the reports will be published on the Estyn website, up to then they are published by the National Assembly for Wales. Under the current arrangements, Estyn inspects all Careers Wales companies during a six year cycle, and carries out thematic inspections at the request of the Welsh Assembly Government.

When we inspect a careers company we invite the company to nominate a member of staff to join the inspection team. In the inspection report, we award grades on a five point scale of 1-5, based on the balance between the service's good features and its shortcomings.

All inspections are conducted in accordance with Estyn's Common Inspection Framework for Education and Training in Wales and the Guidance on the Inspection of Careers Companies.

## **Jobcentre Plus**

Estyn carries out inspections of aspects of Jobcentre Plus under an arrangement with the sponsoring department, Jobcentre Plus (Wales). We inspect both individual providers and undertake thematic surveys as agreed with Jobcentre Plus. Many Jobcentre Plus Programme contractors also provide training and/or further education. In these cases, we inspect the Jobcentre Plus Programme when we inspect the education or training provided by that contractor.

We inspect provision using Estyn's Common Inspection Framework for Education and Training in Wales. In all inspections, we award grades for the seven key questions of the

Common Inspection Framework using a five point scale to summarise inspection judgements. At the end of the inspection, we issue inspection reports to Jobcentre Plus.

## **Adult Community-Based Learning**

Adult community-based learning is defined as educational provision for adults made by local authorities, voluntary organisations, including the WEAs and YMCA, further education colleges and higher education institutions; and funded by the local authority and/or the National Assembly.

Estyn's inspection of adult community-based learning is carried out under its statutory duties set out in Section 77 of the Learning and Skills Act 2000. The area-based inspections take into account the developing network of adult community-based learning provision available to learners in a travel to learn area, in most cases a single local authority or CCET area. The current inspection cycle began in 2004 and will end in July 2010.

## **Area Inspections**

Area inspections are carried out under section 83 of the Learning and Skills Act 2000 (the Act), as amended by Section 178 of the Education Act 2002 and the National Council for Education and Training Wales (Transfer of Functions to the National Assembly for Wales and Abolition) Order 2005. It also states that if asked to do so by the Welsh Assembly Government, the Chief Inspector must inspect

- (a) the quality and availability of a specified description of education or training, in a specified area in Wales, for persons who are aged 15<sup>1</sup> or over;
- (b) the standards achieved by those receiving that education or training; and
- (c) whether the financial resources made available to those providing that education and training are managed efficiently and used in a way which provides value for money.

The Chief Inspector for Wales may, without being asked to, conduct such an inspection.

The education or training that may be made the subject of an area inspection is any education or training within the remit of the Chief Inspector for Wales.

All inspections are conducted in accordance with Estyn's Common Inspection Framework for Education and Training in Wales supplemented by the relevant guidance relating to the sectors being inspected and any additional specific guidance as appropriate. This will be supplemented where necessary to take account of the particular issues related to the inspection.

Inspectors will evaluate how effective the local strategy for education and training is in raising achievement levels, securing learner success and increasing learner participation.

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<sup>1</sup> Section 83 (11) provides that 'persons who are aged 15' includes persons for whom education is being provided at a school who will attain that age in the current school year.

## **Working with others**

Estyn works closely with other inspectorates to inspect education and training. Our partners in this work include:

- Social Services Inspectorate for Wales;
- Ofsted;
- HM Inspectorate of Probation;
- HM Inspectorate of Prisons;
- Wales Audit Office
- The Audit Commission
- Care Standards Inspectorate
- HM Inspectorate of Constabulary; and
- Healthcare Commission.

**The range of inspectorates involved means that inspection teams benefit from a variety of expertise.**

|  |  |
|--|--|
| <b>Estyn's statutory functions, policies and practices</b> |  |
|--|--|

| <b>Functions and Statutory duties and their relevant Acts</b>   | <b>Policies and practices (current &amp; proposed)</b>   |
|---|--|
| Inspection of non-maintained nursery education by providers included in the local authorities' Early Years Development and Childcare Plans is governed by the Schools Standards and Framework Act 1998 and schedule 7 of the Education Act 2005 | <p>Inspection of providers using the Common Inspection Framework</p> <p>Monitoring quality of inspections</p> <p>Issue handbook of guidance on Inspection of non-maintained nursery education</p>                  |
| Inspection of maintained nursery schools and primary schools under Section 28 of the School Inspections Act 2005  | <p>Inspection of providers using the Common Inspection Framework</p> <p>Monitoring quality of inspections</p> <p>Issue of handbook of guidance on Inspection of maintained nursery schools and primary schools</p> |
| Inspection of maintained secondary schools under Section 28 of the School Inspections Act 2005  | <p>Inspection of providers using the Common Inspection Framework</p> <p>Monitoring quality of inspections</p> <p>Issue of handbook of guidance on Inspection of secondary schools</p>                              |
| Inspection of maintained special schools under Section 28 of the School Inspections Act 2005  | <p>Inspection of providers using the Common Inspection Framework</p> <p>Monitoring quality of inspections</p> <p>Issue of handbook of guidance on Inspection of Special Schools and Pupil Referral Units</p>       |
| Inspection of pupil referral units under Section 28 of the School Inspections Act 2005  | <p>Inspection of providers using the Common Inspection Framework</p> <p>Monitoring quality of inspections</p> <p>Issue of handbook of guidance on Inspection of Special Schools and Pupil Referral Units</p>       |
| Inspection of independent schools under Section 163 of the Education Act 2002   | <p>Inspection of providers using the Common Inspection Framework</p> <p>Monitoring quality of inspections</p> <p>Issue of handbook of guidance on Inspection of Independent Schools</p>                            |
| Monitoring visits to independent and independent special schools not included above   | Visit to monitor quality of provision  |

| <b>Functions and Statutory duties and their relevant Acts</b>  | <b>Policies and practices (current &amp; proposed)</b>   |
|--|--|
| <p>Advise Welsh Assembly Government on the provision of youth support services and inspect and report on such services on request by Welsh Assembly Government under Sections 127 and 128 of the Learning and Skills Act 2000.</p> <p>Youth support services are currently provided by Young People's Partnerships in line with Direction and Guidance given by Welsh Assembly Government.</p> | <p>Inspection of Young People's Partnerships using the Common Inspection Framework</p> <p>Advice to Welsh Assembly Government on provision</p> <p>Advice to providers</p> <p>Monitoring quality of inspections</p> <p>Issue of handbook of guidance on Inspection of Young People's Partnerships</p> |
| <p>Inspection of local education authorities under Section 38 of the Education Act 1997 and Section 51 of the Children Act 2004</p> <p>Contribute to Wales Programme for Improvement</p>   | <p>Inspection of LEAs</p> <p>Work with other inspectorates and regulators</p> <p>Monitoring quality of inspections</p>   |
| <p>Inspection of initial teacher training under the terms of the Teaching and Higher Education Act 1998</p>  | <p>Inspection of providers based on statutory requirements set out in Welsh Office Circular 13/98 and using the Common Inspection Framework</p> <p>Issue of handbook of guidance on inspection of Initial Teacher Training</p> <p>Monitoring quality of inspections</p>                              |
| <p>Inspection of work-based learning providers, further education and adult community-based learning funded by the Welsh Assembly Government through the Department of Education, Lifelong Learning and Skills under section 75 of the Learning and Skills Act 2000.</p>   | <p>Inspection of providers using the Common Inspection Framework</p> <p>Issue of handbook of guidance for inspectors on its application to each of these areas of work.</p> <p>Monitoring quality of inspections</p>   |
| <p>Inspection of Careers Wales companies on behalf of the Welsh Assembly Government under sections 55 – 57 of the Education Act 2005</p>   | <p>Inspection of providers using the Common Inspection Framework</p> <p>Issue of handbook of guidance on inspection of Careers Wales companies</p> <p>Monitoring quality of inspections</p>  |
| <p>Inspection of aspects of Jobcentre Plus under an arrangement with the sponsoring department, Jobcentre Plus (Wales)</p>   | <p>Inspection of providers using the Common Inspection Framework</p> <p>Issue of handbook of guidance for inspectors on its application to this area of work.</p> <p>Monitoring quality of inspections</p>   |

| <b>Functions and Statutory duties and their relevant Acts</b>  | <b>Policies and practices (current &amp; proposed)</b>  |
|--|---|
| Training of Inspectors   | Training of peer assessor, additional inspectors, registered inspectors, associate assessors, lay inspectors and team inspectors.   |
| Annual remit from Welsh Assembly Government  | Advice to Welsh Assembly Government in any particular year  |
| Ongoing remit to provide advice on applications for section 347 consent for placement of individual pupils with statements in independent schools that don't have SEN approval | Advice to Welsh Assembly Government   |
| Production of in-year papers and presentations to committees at the request of AMs   | Production of in-year papers<br>Presentations to committees   |
| Discharge of business  | Memoranda of understanding  |
| Employment issues  | <p>Staff appraisal procedure</p> <p>Grievance procedure</p> <p>Disciplinary procedure</p> <p>Whistle blowing policy</p> <p>Induction procedure</p> <p>Flexible working policy</p> <p>Equal opportunities policy</p> <p>Health and safety policy</p> <p>Probation policy</p> <p>Recruitment and selection procedures</p> <p>Training and development strategy</p> <p>Internal performance management system</p> <p>Occupational health policy</p> <p>Absence management policy</p> <p>Contract of employment</p> <p>Retirement policy</p> <p>Internet Policy</p> <p>E-mail policy</p> <p>Pay policy</p> <p>Travel &amp; Subsistence policy</p> |

| Functions and Statutory duties and their relevant Acts | Policies and practices (current & proposed)  |
|--|--|
| Corporate issues                                       | <p>ICT strategy</p> <p>Communications strategy</p> <p>Feedback and complaints procedure</p> <p>Chief Inspector's annual report</p> <p>Corporate Plan</p> <p>Annual board report</p> <p>Procurement procedure</p> <p>Financial procedures</p> <p>Accommodation services</p> <p>Sustainable development policy</p> <p>Environmental policy</p> <p>Audit strategy</p> <p>Records retention policy and schedule</p> <p>Publication scheme</p> <p>CRB policy (non Estyn employees)</p> <p>Data protection and freedom of information policy</p> <p>Welsh language scheme</p> <p>Child protection policy</p> <p>Vulnerable adults policy</p> <p>Translation policy</p> |

**Gender Equality Scheme Action Plan:  
30 April 2007 – 31 March 2010**

| <b>YEAR ONE: April 2007 – March 2008</b> |  |   |                                   |  |                 |
|--|--|---|-----------------------------------|--|-----------------|
| <b>Ref.</b>                              | <b>Action</b>  | <b>Responsibility</b>   | <b>Timescale</b>                  | <b>Success Criteria</b>  | <b>Progress</b> |
| 1.01                                     | Assess Welsh Assembly Government remit 2007-08 for relevance to General Duty and ensure gender equality is considered in the work/advice   | Inspection Directorates   | April 2007                        | Relevant remit work identified and Estyn's Equality and Diversity Officer consulted before submission of work  |                 |
| 1.02                                     | Organise a programme of legislation and diversity awareness training for staff in 2007   | Human Resources Team  | By 30 April 2007                  | Training provided to all staff. Improved awareness of equality and diversity in Estyn  |                 |
| 1.03                                     | Preliminary review of Estyn's functions, policies and practices to assess relevance to general duty and prioritise for action  | Equality and Diversity Officer  | May 2007 (following consultation) | Preliminary review completed and action minuted  |                 |
| 1.04                                     | Establish equality monitoring system for staff (to include gender)   | Human Resources   | By 31 July 2007                   | Equality monitoring system implemented which includes gender. Improved collection of data to enable Estyn to report on progress and identify areas for improvement |                 |
| 1.05                                     | Include progress of gender equality scheme in annual board report  | Human Resources Team  | By 31 July 2007                   | Progress of gender equality scheme included in annual board report   |                 |
| 1.06                                     | Consider how information relating to gender equality issues in education and training in Wales can be collected for inclusion in future HMCI Annual reports                        | Inspection Directorates   | By 31 August 2007                 | Plans to collect gender information to inform HMCI annual report completed   |                 |
| 1.07                                     | Review and impact assess current and draft frameworks for inspection, inspection guidance, handbooks and documentation as it refers to general duties and identify owners of tasks | Inspection Directorates   | August 2007                       | Review completed and action minuted  |                 |
| 1.08                                     | Develop timetable for reviewing and impact assessment of employment and corporate issues as they refer to the general duties and identify owners of tasks                          | Human Resources, Corporate Services and Planning, Finance and Facilities Branches | August 2007                       | Timetable for review completed and action minuted  |                 |

**Gender Equality Scheme Action Plan:  
30 April 2007 – 31 March 2010**

**YEAR ONE: April 2007 – March 2008**

| <b>Ref.</b> | <b>Action</b>  | <b>Responsibility</b>                           | <b>Timescale</b>  | <b>Success Criteria</b>   | <b>Progress</b> |
|-------------|--|---|---|---|-----------------|
| 1.09        | Estyn 2010 Consultation Project - Consult with a broad sample of stakeholders to assist review of the way Estyn inspects education and training in Wales from 2010       | Estyn 2010 Consultation Project Management Team | August 2007   | Consultation completed and evidence used to inform review   |                 |
| 1.10        | Undertake grading review   | Head of Branch: Human Resources                 | By 1 August 2007  | Grading review completed and action minuted   |                 |
| 1.11        | Conduct an equality audit ahead of the next round of pay negotiations for the period starting 1 August 2007  | Head of Branch: Human Resources                 | By 1 August 2007  | Equal pay review completed and action minuted   |                 |
| 1.12        | Undertake equality monitoring survey for 2007/08 staff and publish results anonymously   | Human Resources                                 | Survey Completed by 30 September 2007. Results published in 2007/08 monitoring statistics | Equality monitoring survey completed  |                 |
| 1.13        | Review representation of gender on Estyn's inspection/consultation fora.   | Inspection Directorates                         | September 2007  | Review undertaken and action taken (where possible) to redress any gender imbalance   |                 |
| 1.14        | Review training of peer assessor, additional inspectors, registered inspectors, associate assessors, lay inspectors and team inspectors, with regard to the general duty | Inspection Directorates                         | November 2007   | Review completed and action minuted   |                 |
| 1.15        | Develop guidance on impact assessment for policy makers and those responsible for service delivery and provide training in using the guidance for appropriate staff      | Human Resources                                 | November 2007   | Guidance available to policy makers and those responsible for service delivery. Policy makers and those responsible for service delivery are able to conduct effective impact assessments |                 |

**Gender Equality Scheme Action Plan:  
30 April 2007 – 31 March 2010**

**YEAR ONE: April 2007 – March 2008**

| <b>Ref.</b> | <b>Action</b>   | <b>Responsibility</b>                    | <b>Timescale</b>   | <b>Success Criteria</b>  | <b>Progress</b> |
|-------------|---|--|--|--|-----------------|
| 1.16        | Consider equality monitoring: in future stakeholder surveys; when reviewing complaints; and of additional, registered and team inspectors.  | Equality and Diversity Officer           | November 2007  | Ability to identify any areas of under-representation in our service delivery, ensure we are engaging a cross-section of stakeholders and monitor the diversity of our contracted inspectors.                |                 |
| 1.17        | Include progress of gender equality scheme as it relates to staff in Corporate Plan   | Human Resources Team                     | By 31 March 2008   | Progress of gender equality scheme included in Corporate Plan  |                 |
| 1.18        | Review obligations under the Equality Act 2006 and consider whether it is appropriate to combine Estyn's Race, Disability and Gender equality schemes into a single equality scheme | Human Resources                          | By March 2008  | Decision made to create a single equality scheme or to continue with three separate schemes  |                 |
| 1.19        | Review gender equality scheme against Specific Duties implemented for Wales by the Welsh Assembly Government  | Equality and Diversity Officer           | By March 2008 (if duties have been implemented by this date) | Gender equality scheme complies with requirements of the Specific Duties in Wales  |                 |
| 1.20        | Impact assess functions, policies and practices in accordance with timetable (1.08) and implement recommendations from impact assessment reports                                    | Owner of task as identified in timetable | April 2007 to March 2010                                     | All new and proposed functions, policies and practices are impact assessed for gender equality and adhere to legal requirements. Ensure procedures do not impact adversely on our customers and stakeholders |                 |
| 1.21        | Review gender equality scheme Action Plan quarterly to monitor and report progress  | Equality and Diversity Officer           | Quarterly from April 2007 to March 2010                      | Ensure actions are ongoing and completed to deadlines and Action Plan updated  |                 |
| 1.22        | Produce annual report on progress of gender equality scheme   | Equality and Diversity Officer           | Begin 31 March 2008 to be published in May 2008              | Annual report on progress towards equality of opportunity for men and women published  |                 |

**Gender Equality Scheme Action Plan:  
30 April 2007 – 31 March 2010**

| <b>YEAR TWO: April 2008 – March 2009</b> |  |   |                      |   |                 |
|--|--|---|----------------------|---|-----------------|
| <b>Ref.</b>                              | <b>Action</b>  | <b>Responsibility</b>   | <b>Timescale</b>     | <b>Success Criteria</b>   | <b>Progress</b> |
| 2.01                                     | Assess Welsh Assembly Government remit 2008-09 for relevance to General Duty and ensure gender equality is considered in the work/advice               | Inspection Directorates   | April 2008           | Relevant remit work identified and Estyn's Equality and Diversity Officer consulted before submission of work |                 |
| 2.02                                     | Review timetable for reviewing and impact assessment of employment and corporate issues as they refer to the general duties and review owners of tasks | Human Resources, Corporate Services and Planning, Finance and Facilities Branches | April 2008           | Review of timetable completed and timetable updated if applicable and action minuted                          |                 |
| 2.03                                     | Publish results of equality monitoring survey 2007/08 for staff anonymously  | Human Resources   | By 31 July 2008      | Equality monitoring survey results published  |                 |
| 2.04                                     | Include progress of gender equality scheme in annual board report  | Equality and Diversity officer  | By 31 July 2008      | Progress of gender equality scheme included in annual board report  |                 |
| 2.05                                     | Include gender equality issues in education and training in HMCI Annual report 2007-08   | Inspection Directorates   | By 31 August 2008    | Gender equality issues in education and training in Wales highlighted in HMCI Annual Report                   |                 |
| 2.06                                     | Review results of 2007/08 equality monitoring survey for staff, recruitment and training and look to identify strengths and areas for improvement      | Human Resources   | By 30 September 2008 | Review completed and action minuted   |                 |
| 2.07                                     | Review assessment & scoring of functions, policies and practices of relevance to the general duty  | Equality and Diversity Officer  | October 2008         | Review completed and action minuted   |                 |
| 2.08                                     | Undertake 2008/09 equality monitoring survey for staff   | Human Resources   | By 31 March 2009     | Equality monitoring survey completed  |                 |
| 2.09                                     | Include progress of gender equality scheme as it relates to staff in Corporate Plan  | Human Resources Team  | By 31 March 2009     | Progress of gender equality scheme included in Corporate Plan   |                 |
| 2.10                                     | Estyn 2010 Project – ensure GES requirements are considered in design of new inspection system   | Inspection Directorates   | Ongoing              | New inspection system incorporates GES requirements   |                 |

**Gender Equality Scheme Action Plan:  
30 April 2007 – 31 March 2010**

**YEAR TWO: April 2008 – March 2009**

| <b>Ref.</b> | <b>Action</b>   | <b>Responsibility</b>                 | <b>Timescale</b>                                | <b>Success Criteria</b>   | <b>Progress</b> |
|-------------|---|---------------------------------------|---|---|-----------------|
| 2.11        | Impact assess both existing and new functions, policies and practices in according to timetable (2.02) and implement recommendations from impact assessment reports | Owner of task identified in timetable | April 2007 to March 2010                        | All functions, policies and practices assessed for impact on gender equality and adhere to the requirements of legislation. Ensure procedures do not impact adversely on our customers and stakeholders |                 |
| 2.12        | Implement recommendations from impact assessment reports  | Owner of task identified in timetable | April 2007 to March 2010                        | Ensure procedures do not impact adversely on our customers and stakeholders   |                 |
| 2.13        | Review gender equality scheme Action Plan quarterly to monitor and report progress  | Equality and Diversity Officer        | Quarterly from April 2007 to March 2010         | Ensure actions are ongoing and completed to deadlines and Action Plan updated   |                 |
| 2.14        | Produce annual report on progress of gender equality scheme   | Equality and Diversity Officer        | Begin 31 March 2009 to be published in May 2009 | Annual report on progress towards equality of opportunity for men and women published   |                 |

**Gender Equality Scheme Action Plan:  
30 April 2007 – 31 March 2010**

| <b>YEAR THREE: April 2009 – March 2010</b> |   |   |                      |   |                 |
|--|---|---|----------------------|---|-----------------|
| <b>Ref.</b>                                | <b>Action</b>   | <b>Responsibility</b>   | <b>Timescale</b>     | <b>Success Criteria</b>   | <b>Progress</b> |
| 3.01                                       | Assess Welsh Assembly Government remit 2009-10 for relevance to General Duty and ensure gender equality is considered in the work/advice  | Inspection Directorates   | April 2009           | Relevant remit work identified and Estyn's Equalities Officer consulted before submission of work |                 |
| 3.02                                       | Review and impact assess new inspection system to ensure current and draft frameworks for inspection, inspection guidance, handbooks and documentation as it refers to general and specific duties and review owners of tasks | Inspection Directorates   | April 2009           | Review of new system completed and timetable updated if applicable and action minuted             |                 |
| 3.03                                       | Review timetable for reviewing and impact assessment of employment and corporate issues as they refer to the general and specific duties and review owners of tasks   | Human Resources, Corporate Services and Planning, Finance and Facilities Branches | April 2009           | Review of timetable completed and timetable updated if applicable and action minuted              |                 |
| 3.04                                       | Publish results of 2008/09 equality monitoring survey for staff anonymously   | Human Resources   | By 31 July 2009      | Equality monitoring survey undertaken and results published anonymously                           |                 |
| 3.05                                       | Include progress of gender equality scheme in annual board report   | Equality and Diversity Officer  | By 31 July 2009      | Progress of gender equality scheme included in annual board report                                |                 |
| 3.06                                       | Include gender equality issues in education and training in HMCI Annual report 2008-09  | Inspection Directorates   | By 31 August 2009    | Gender equality issues in education and training in Wales highlighted in HMCI Annual Report       |                 |
| 3.07                                       | Review results of 2008/09 equality monitoring survey for staff, recruitment and training and look to identify strengths and areas for improvement   | Human Resources   | By 30 September 2009 | Review completed and action minuted.  |                 |
| 3.08                                       | Undertake 2009/10 equality monitoring survey for staff, recruitment and training and look to identify strengths and areas for improvement   | Human Resources   | By 31 March 2010     | Equality monitoring survey completed  |                 |
| 3.09                                       | Include progress of gender equality scheme as it relates to staff in Corporate Plan   | Human Resources Team  | By 31 March 2010     | Progress of gender equality scheme included in Corporate Plan                                     |                 |

**Gender Equality Scheme Action Plan:  
30 April 2007 – 31 March 2010**

**YEAR THREE: April 2009 – March 2010**

| <b>Ref.</b> | <b>Action</b>   | <b>Responsibility</b>                    | <b>Timescale</b>                        | <b>Success Criteria</b>  | <b>Progress</b> |
|-------------|---|--|---|--|-----------------|
| 3.10        | Impact assess functions, policies and practices in according to timetable (3.03) and implement recommendations from impact assessment reports | Owner of task as identified in timetable | April 2007 to March 2010                | All new and proposed functions, policies and practices are impact assessed for gender equality and adhere to legal requirements. Ensure procedures do not impact adversely on our customers and stakeholders |                 |
| 3.11        | Review gender equality scheme Action Plan quarterly to monitor and report progress  | Equality and Diversity Officer           | Quarterly from April 2007 to March 2010 | Ensure actions are ongoing and completed to deadlines and Action Plan updated.   |                 |
| 3.12        | Formal review of gender equality scheme   | Equality and Diversity Officer           | By 31 March 2010                        | Formal review of scheme completed in consultation with staff, and stakeholders. New scheme and priorities set for next three years.  |                 |

**Assessment of functions, policies and practices for their relevance to the general duty**

The Gender Equality General Duty asks Estyn to pay due regard to:

1. eliminating unlawful discrimination and harassment; and
2. promoting equality of opportunity between men and women.

Paying due regard means that the weight given to gender equality should be proportionate to its relevance to a particular function.

Following consultation with staff, contractors and groups representing men and women, the degree of relevance for each of Estyn's functions, policies or practices to the General Duty has been scored as follows:

- 0 = No relevance – Low priority
- 1 = A little relevance (1 aspects) – Low priority
- 2 = Some relevance (1 or 2 aspects) – Moderate priority
- 3 = A lot of relevance (2 aspects) – High priority

The results of the assessment below will be used to develop the timetable for reviewing and impact assessment of employment and corporate issues as detailed under action 1.08 in Year One of our action plan.

| Function, policy or practice           | Questions to ask in assessing the relevance of functions and policies            |   |   |  |
|--|--|---|---|--|
|  | Relevant aspects of the General Duty (e.g. 1, 2)<br>Refer to key above for codes | Is there evidence to suggest that men and women are differently affected in this area?<br><br>Yes / No (give reasons if applicable) | Degree of relevance to General Duty:<br><br>0. None<br>1. A little<br>2. Some<br>3. A lot | Priority:<br><br>High<br>Moderate<br>Low |
| <b>Inspection</b>                      |  |   |   |  |
| Schools (all)                          | 1, 2   | No  | 3   | HIGH                                     |
| Youth support services                 | 1, 2   | No  | 3   | HIGH                                     |
| Local education authorities            | 1, 2   | No  | 3   | HIGH                                     |
| Initial teacher training               | 1, 2   | No  | 3   | HIGH                                     |
| Work based learning                    | 1, 2   | No  | 3   | HIGH                                     |
| Further education                      | 1, 2   | No  | 3   | HIGH                                     |
| Adult community based learning         | 1, 2   | No  | 3   | HIGH                                     |
| Careers                                | 1, 2   | No  | 3   | HIGH                                     |
| Jobcentre plus                         | 1, 2   | No  | 3   | HIGH                                     |
| Training of inspectors                 | 1, 2   | No  | 3   | HIGH                                     |
| Advice to Welsh Assembly Government    | 1, 2   | NB Would depend on the nature of the advice requested   | 3   | HIGH                                     |
| Memoranda of understanding             | 1, 2   | No  | 1   | MODERATE                                 |
| <b>Employment Issues</b>               |  |   |   |  |
| Internal performance management system | 1, 2   | No  | 3   | HIGH                                     |
| Grievance procedure                    | 1, 2   | No  | 3   | HIGH                                     |
| Disciplinary procedure                 | 1, 2   | No  | 3   | HIGH                                     |
| Whistle blowing policy                 | 1  | No  | 1   | MODERATE                                 |
| Induction procedure                    | 1, 2   | No  | 1   | MODERATE                                 |

| Function, policy or practice         | Questions to ask in assessing the relevance of functions and policies            |   |   |  |
|--------------------------------------|--|---|---|--|
|                                      | Relevant aspects of the General Duty (e.g. 1, 2)<br>Refer to key above for codes | Is there evidence to suggest that men and women are differently affected in this area?<br><br>Yes / No (give reasons if applicable) | Degree of relevance to General Duty:<br><br>0. None<br>1. A little<br>2. Some<br>3. A lot | Priority:<br><br>High<br>Moderate<br>Low |
| Flexible working policy              | 1, 2   | No  | 3   | HIGH                                     |
| Equal Opportunities policy           | 1, 2   | No  | 3   | HIGH                                     |
| Health and safety policy             | None   | No  | 0   | LOW                                      |
| Probation policy                     | None   | No  | 0   | LOW                                      |
| Recruitment and selection procedures | 1, 2   | No  | 3   | HIGH                                     |
| Training and development strategy    | 1, 2   | No  | 3   | HIGH                                     |
| Occupational health policy           | None   | No  | 0   | LOW                                      |
| Absence management policy            | 1  | No  | 1   | MODERATE                                 |
| Contract of employment               | None   | No  | 0   | LOW                                      |
| Retirement policy                    | None   | No  | 0   | LOW                                      |
| Internet policy                      | None   | No  | 0   | LOW                                      |
| E-mail policy                        | None   | No  | 0   | LOW                                      |
| Pay policy                           | 1, 2   | No  | 3   | HIGH                                     |
| Travel & subsistence policy          | None   | No  | 0   | LOW                                      |
| <b>Corporate issues</b>              |  |   |   |  |
| ICT strategy                         | None   | No  | 0   | LOW                                      |
| Communications strategy              | 1, 2   | No  | 3   | HIGH                                     |
| Feedback & complaints procedure      | 1, 2   | No  | 2   | MODERATE                                 |
| Chief Inspector's annual report      | 1, 2   | No  | 3   | HIGH                                     |

| Function, policy or practice                      | Questions to ask in assessing the relevance of functions and policies            |   |   |  |
|---|--|---|---|--|
|   | Relevant aspects of the General Duty (e.g. 1, 2)<br>Refer to key above for codes | Is there evidence to suggest that men and women are differently affected in this area?<br><br>Yes / No (give reasons if applicable) | Degree of relevance to General Duty:<br><br>0. None<br>1. A little<br>2. Some<br>3. A lot | Priority:<br><br>High<br>Moderate<br>Low |
| Corporate plan                                    | 1, 2   | No  | 3   | HIGH                                     |
| Annual board report                               | 1, 2   | No  | 3   | HIGH                                     |
| Procurement procedures                            | 1, 2   | No  | 2   | MODERATE                                 |
| Financial procedures                              | None   | No  | 0   | LOW                                      |
| Accommodation services                            | None   | No  | 0   | LOW                                      |
| Sustainable development policy                    | None   | No  | 0   | LOW                                      |
| Environmental policy                              | None   | No  | 0   | LOW                                      |
| Audit strategy                                    | None   | No  | 0   | LOW                                      |
| Records retention policy and schedule             | None   | No  | 0   | LOW                                      |
| Publication scheme                                | None   | No  | 0   | LOW                                      |
| Estyn's CRB Policy (non Estyn employees)          | None   | No  | 0   | LOW                                      |
| Data protection and freedom of information policy | 1  | No  | 1   | MODERATE                                 |
| Welsh language scheme                             | None   | No  | 0   | LOW                                      |
| Child protection policy                           | 1  | No  | 1   | MODERATE                                 |
| Vulnerable adults policy                          | 1  | No  | 1   | MODERATE                                 |
| Translation policy                                | None   | No  | 0   | LOW                                      |
| <b>Developing policy</b>                          |  |   |   |  |
| Publishing plans                                  | None   | No  | 0   | LOW                                      |
| Policy documents                                  | 1, 2   | No  | 3   | HIGH                                     |

| Function, policy or practice                | Questions to ask in assessing the relevance of functions and policies            |   |   |  |
|---|--|---|---|--|
|   | Relevant aspects of the General Duty (e.g. 1, 2)<br>Refer to key above for codes | Is there evidence to suggest that men and women are differently affected in this area?<br><br>Yes / No (give reasons if applicable) | Degree of relevance to General Duty:<br><br>0. None<br>1. A little<br>2. Some<br>3. A lot | Priority:<br><br>High<br>Moderate<br>Low |
| Annual reports                              | 1, 2   | No  | 3   | HIGH                                     |
| Consultation practice                       | 1, 2   | No  | 3   | HIGH                                     |
| <b>Publishing reports</b>                   |  |   |   |  |
| On our website                              | None   | No  | 0   | LOW                                      |
| <b>Communication, Media &amp; Marketing</b> |  |   |   |  |
| Publicity                                   | 1, 2   | No  | 3   | HIGH                                     |
| Press notices                               | 1, 2   | No  | 3   | HIGH                                     |
| <b>Managing events</b>                      |  |   |   |  |
| In our Cardiff / Mold offices               | 1, 2   | No  | 2   | MODERATE                                 |
| Externally                                  | 1, 2   | No  | 2   | MODERATE                                 |