



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

# **Guidance on Area Inspections (including guidance on inspecting Learning Pathways 14-19 in local authority areas)**

## **September 2008**



**BUDDSODDWR MEWN POBL  
INVESTOR IN PEOPLE**



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

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

Estyn also:

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

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

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## Abbreviations

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

## Definition of terms used in this guidance

The terms **learner** and **provider** are used in the Common Inspection Framework. In this guidance the learner is the pupil, student and trainee and the provider is a school, college, training provider, youth services, voluntary organisation, and careers company.

## How to obtain Estyn publications

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

## **1 Introduction**

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

This guidance explains how inspectors will apply the Estyn Common Inspection Framework for education and training in Wales to area inspections.

The guidance is in two parts. The first part on conducting inspections applies to all area inspections. The second part on using inspection criteria is for area inspections that are concerned with Learning Pathways 14-19 in a single local authority area. At present and for the foreseeable future, Estyn's area inspections will concentrate on Learning Pathways 14-19.

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

Area inspections are carried out under section 83 of the Learning and Skills Act 2000 (the Act) as amended by Section 178, 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. This states that if asked to do so by the National Assembly, the Chief Inspector of Education and Training in Wales 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 may, without being asked to, conduct such an inspection.

If financial resources have been applied by the National Assembly or a local authority (LA) in respect of education or training which is being inspected under this section, the inspection may extend to considering the manner in which those resources have been applied and whether they have been applied in a way which provides value for money.

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.

A provider of education or training which is the subject of an area inspection must provide such information as the Chief Inspector may reasonably require in connection with the inspection.

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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.

The National Assembly and any LA within the area which is the subject of an area inspection must provide such information as the Chief Inspector may reasonably require in connection with the inspection.

The National Assembly may by regulations make further provision with respect to the obligation to provide information imposed by this section.

In completing an area inspection, the Chief Inspector must make a written report.

Section 84 of the Act empowers the National Assembly to direct an LA whose area is wholly or partly in the area covered by the report to prepare a written statement of the action it proposes to take in the light of an area inspection report published by the Chief Inspector. The statement must set out when the action proposed is to be taken. In preparing such a statement, the LA must consult with such persons as the National Assembly may direct. The action plan must be published within 50 days as prescribed under regulation 4 of the Inspection of Education and Training (Wales) Regulations 2001 and amended by the Inspection of Education and Training (Amendment) Regulations 2004. Estyn will evaluate the action plan and approve it if it clearly addresses the issues identified in the report and indicates how improvement is to be achieved. Estyn may also ask specific providers to prepare action plans in relation to matters that lie within their responsibility. The LA must copy action plans to the Welsh Assembly Government.

Section 85 of the Act provides for the National Assembly to direct the Chief Inspector to conduct all-Wales surveys or surveys of specified areas in Wales, on matters relating to policy concerned with post-16 education and training, or comparative studies outside Wales. The Chief Inspector also has a power to conduct such surveys without being directed to by the National Assembly.

In addition to any requests made by the Welsh Assembly Government, section 82 of the Act enables the Chief Inspector at the request of the Secretary of State or the Adult Learning Inspectorate in England to inspect and report on education and training provision provided in Wales in accordance with arrangements made under section 2 of The Employment and Training Act 1973. This will include education and training provision made under New Deal.

## **2 Conducting inspections**

### **2.1 Introduction**

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

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

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

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

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

In doing so, you should:

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

#### **You will evaluate the work of the provider(s) objectively**

In doing so, you should:

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

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

In doing so, you should:

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

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

In doing so, you should:

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

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

In doing so, you should:

- do nothing that might cause a learner to experience distress or anxiety;
- do nothing that calls into question your relationship with a learner;
- report any concerns about the well being of a learner to the appropriate authority; and
- refrain from intervening personally.

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

In doing so, you will:

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

### **2.3 Disclosure of information**

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

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

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

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

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

You should be aware that requests for disclosure of information under the Data Protection Act 1998 and Freedom of Information Act 2000 may be made for details contained in inspection evidence, letters and e-mails. Any comment you make may

become open to wider scrutiny if someone requests access to that information. You must therefore ensure that all information is documented in an objective manner and that all comments can be supported should they need to be disclosed.

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

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

### **What information can be requested?**

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

### **Retrieving the information**

As reporting inspector, you will need to maintain inspection documentation so that information can be retrieved easily. You will be required to comply with any request that Estyn may make for documentation within specified timescales.

### **Reminders**

You should:

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

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

Information Officer  
Estyn  
Anchor Court  
Keen Road  
Cardiff  
CF24 5JW

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

## **2.4 Area inspections**

Area inspections can focus on the provision for learners aged 14 and over within a specific local authority area, within a number of local authority areas, or within a part of a local authority. They can focus on all the provision in any area or on different aspects of it. They can also focus on the provision for any specific age group that is older than 14 years of age.

Area inspections take account not only of individual providers of education and training in the inspection area, but also the overall strategic planning, leadership, management and delivery at the area level. Inspectors will evaluate how effective the local strategy for education and training is in raising achievement levels, securing learner success and increasing learner participation.

Area inspections do not take the place of other Estyn inspections that occur as part of established inspection cycles, or of thematic or other survey work. Estyn will use evidence derived from these, where appropriate and available, to avoid overburdening providers wherever possible.

Providers within an area selected for inspection will normally receive between three to six months notice. This notice will be given to the providers, the Welsh Assembly Government and the local authority.

Inspectors will use the Common Inspection Framework, inspection guidance relevant to the sectors being inspected and any additional specific guidance, as appropriate. Where necessary, this will be supplemented by further guidance that is concerned with the specific topic being inspected.

## **2.5 The inspection team**

The composition and size of teams will depend on the nature and the scale of the work being inspected. The team will have a range of specialisms appropriate to the task.

### **Criminal Records Bureau (CRB) checks**

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

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

### **The reporting inspector**

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

As reporting inspector, you should:

- lead and manage the inspection;
- establish a climate in which the inspection is valued by all concerned;
- maintain effective links with providers or their representatives;
- plan the inspection, allocate responsibilities to the team and brief the team fully about the area and the topic for inspection;

- monitor the work of the team, chair meetings of the team, and ensure that team members collect and evaluate enough evidence;
- ensure that the team comes to sound corporate judgements;
- oversee oral feedback arrangements and the writing of the final report; and
- assure the quality of the inspection.

### **Peer assessors**

Area inspections will not have a peer assessor on the inspection team. This is because the inspection will draw on evidence from inspections of individual providers and these inspections had a peer assessor where available.

### **The nominee**

Before the inspection, the reporting inspector will ask the providers as a group to nominate a person, the nominee, who will liaise with the reporting inspector, and join the inspection team.

The nominee should:

- ensure that inspectors are fully informed about the context of the area and the topic being inspected;
- liaise with the reporting inspector about administrative aspects of the inspection;
- take part in team meetings, but take no active part in gradings;
- respond to team requests for additional information;
- help to resolve any problems that arise;
- be involved in collecting evidence, where appropriate and agreed; and
- hear emerging findings.

The role requires the nominee to exercise the objectivity appropriate to an external inspection process. The nominee will be required to respect the strict confidentiality of all inspection discussions. The role is not that of an advocate or defender of the area. The exact nature of the role will be agreed before each inspection. Once the role has been agreed, the reporting inspector, a senior representative of the area and the nominee must sign a statement of agreement. In Annex 1, you will find a protocol and guidance for the role of the nominee, including the statement of agreement.

If the providers in the area decide not to have a nominee, this should not prejudice the inspection. The fact that they do not have a nominee should have no impact on the judgements made by the inspection team.

## **2.6 Before the inspection**

The reporting inspector carries out the major activities that are undertaken before the inspection. **The rest of this section is about the work that the reporting inspector has to do during this part of the process.**

### **Initial preparation**

You should invite the providers to identify the nominee. Once identified, you should contact the nominee as soon as possible in order to explain the scope and format of the inspection. You will also need to set up any necessary arrangements for the inspection, for example:

- requesting and collecting evidence, including the self-evaluation report;
- arranging meetings before and during the inspection; and
- administrative matters, such as working spaces and domestic arrangements.

You should be prepared to accept any additional documents that the providers in the area wish to give you, for example, documents that support the self-evaluation report.

You will also need to request and collect evidence from the Welsh Assembly Government and Careers Wales.

### **Meetings before the inspection**

About six weeks before the inspection, the reporting inspector will:

- meet with representatives from all providers in the specified area to explain the inspection process; and
- meet with key personnel, such as the director of education, the principal of the further education college and the chief executive of the local authority, from the area being inspected.

### **Self-evaluation report and other reports**

One self-evaluation report for the 14-19 provision in the area is required for the inspection. Individual providers do not need to produce their own self-evaluation reports. About six weeks before the inspection, you will need to collect a copy of the self-evaluation report. It will be recommended to the network of providers that the self-evaluation report should be based on the reporting requirements that are set out for each Key Question below.

Estyn will also request any position papers derived from internal quality assurance arrangements from the Welsh Assembly Government, or the local authority, that sets out their own overview of the provision in the topics being inspected.

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

About six weeks before the inspection, you will need to start to plan and agree with the nominee a sample of visits for the inspection. In the period leading up to the inspection, you will liaise with the nominee to discuss any changes to the sample, to inform him or her of the inspection team and to pick-up collated outcome evidence for the specified area of education.

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

### **2.7 During the inspection**

#### **The reporting inspector**

As reporting inspector, you should:

- check that inspectors comply with the Common Inspection Framework and this guidance;
- ensure appropriate coverage of the provision;
- arrange for the effective collection, recording and evaluation of evidence;
- draw an emerging picture of the provision from the gathering evidence to inform team discussions and aid the securing of corporate judgements;
- identify problems early and resolve them effectively; and
- use the nominee or meet senior staff regularly to clarify inspection issues and resolve difficulties.

You should also:

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

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

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

- having regard to the advice on health and safety provided:

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

### **Team inspectors**

As a team inspector, you need to plan and use your time carefully and efficiently to achieve the coverage required. You should be sensitive to the impact of the inspection. All team members will need to contribute to the inspection of general aspects of the work as well as to their own sector.

### **Nominees**

As nominee, you should follow the guidance on the role of the nominee in Annex 1. You should undertake the aspects of the role that have been negotiated and agreed.

### **Inspection process**

The inspection activity takes place in three weeks. Weeks one and two are consecutive weeks. There is a gap of another week or so before week three. The pattern of activity in the three weeks is broadly as follows:

- the greater part of week one focuses mainly on assimilating and evaluating the documents and data from, for example, Estyn, the Welsh Assembly Government, Careers Wales, the local authority, the 14-19 Network and individual providers;
- the later part of week one and most of week two focus on interviews with key people and with a selection of learners in a range of providers; and
- the third week is for following up any remaining issues, coming to team evaluations on the findings and providing an oral feedback of the findings.

Discussion with learners is a key source of evidence of their achievement and attitudes. You should plan discussions so as to explore learners' views on the quality of provision and support, and the standards they are achieving.

## **Team meetings**

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

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

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

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

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

## **Grading**

You will use a five-point scale to record all inspection judgements. Grade definitions are:

- Grade 1** good with outstanding features
- Grade 2** good features and no important shortcomings
- Grade 3** good features outweigh shortcomings
- Grade 4** some good features, but shortcomings in important areas
- Grade 5** many important shortcomings

## **Giving feedback**

After visits to a provider where a meeting with learners takes place, you should give the provider a brief feedback about the learners' general views. Apart from this, there is no need for feedback at an individual provider level.

As reporting inspector, you should offer leaders of the network the opportunity to hear and discuss emerging findings throughout the inspection period. These discussions could involve the nominee if the network so wishes. These meetings are very useful in ensuring the smooth running of an inspection. They provide the network with the opportunity to enter into a dialogue with the inspectors and to offer further evidence if requested or seen to be necessary.

Towards the end of the third week of the inspection, the inspection team will provide an oral feedback on the findings to representatives of the providers in the area. It is important that the format and arrangements for oral reporting are fully understood. You should ensure that there is a clear understanding of who receives feedback, and when.

When reporting back at the end of an inspection you should ensure that providers understand that issues may be discussed and factual matters may be clarified, but judgements are not negotiable. There should always be consistency between the evaluations that are fed back and what will appear in the written report. You will need to remind providers that the judgements are confidential until the report is published and that they may change following Estyn's internal quality assurance procedures.

## **2.8 After the inspection**

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

### **Writing the inspection report**

The inspection report must be based, as far as practicable, on the Common Inspection Framework. As appropriate, it should take the following form for each type of inspection:

Context

Summary

Recommendations

Standards

1 How well do learners achieve?

The quality of education and training

2 How effective are teaching, training and assessment?

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

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

Leadership and management

5 How effective are leadership and strategic management?

6 How well do leaders and managers evaluate and improve quality and standards?

7 How efficient are leaders and managers in using resources?

Providers' response to the reports' findings

*General guidance*

The report should:

- be accurate;

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

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

Reports must be produced within 55 working days from the last day of the inspection or within 65 days where the report is to be translated into Welsh or English.

In area inspection reports there will be sections on the context of the area and inspection, a summary and a set of recommendations. These sections are common to all area inspections.

### *Guidance on writing specific sections of the report*

## **Context**

In the context you should provide a commentary on:

### **social and economic features**

This should comment on:

- population of the area, including size, composition, trends and language;
- qualifications of the population;
- socio-economic characteristics, including information from the Welsh Assembly Government's index of multiple deprivation; and
- employment patterns, including structure, size and location of enterprises.

### **pattern of provision**

This will depend on the topic being inspected, but all reports should describe the nature of the provision being inspected. This might include a commentary on:

- characteristics of the learners;
- range, types and sizes of providers;
- range and type of learning provided; and
- funding of the provision.

### **participation of 16-19 year olds in education and training**

You will need to comment on the pattern of participation post-16, including some indication of where learners receive their education and training.

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

## **Summary**

This section summarises the main issues arising from the report. It must be consistent with the text in the body of the report and the oral feedback.

The summary should focus on:

- standards achieved by 14-19 year olds in the area;

- the quality of education and training; and
- leadership and management, including value for money

In evaluating these, you will need to:

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

## Recommendations

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

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

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

### Guidance on reporting on the key questions

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

### Providers' response to the report findings

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

If the providers produce an inappropriate response, as reporting inspector you should raise the matter with them and try to come to an agreement on the wording. You should do this when the providers include inappropriate positive comments about the inspection, as well as when the comments are negative. If the providers refuse to address the issues you raise, you should contact the Managing HMI with responsibility for area inspections. You will find more information on this in Annex 2.

## **Providing a draft report for providers to check for factual accuracy**

As reporting inspector, you should give providers a late draft report, either electronically or in hard copy, to help with the checking of factual content. The providers have ten working days in which to consider the draft report and to produce their response. Reporting inspectors and providers should negotiate how the report will be checked for factual accuracy when the timing of this part of the inspection process falls within a holiday period. Even when this happens, deadlines do not change. Reporting inspectors should take account of comments offered and correct factual errors.

## **2.9 Assuring the quality of inspections**

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

- effective selection, training, briefing, support and deployment of inspectors;
- regular dialogue with providers during inspection and the active role of the nominee;
- criteria that comply with the Common Inspection Framework and guidance;
- careful review and analysis of evidence;
- comprehensive and unambiguous oral feedback;
- consistently clear, accurate and well-presented reports; and
- maintaining appropriate internal moderation and quality improvement activities, including occasionally monitoring inspections.

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

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

### 3 Using the inspection criteria (as applied to Learning Pathways 14-19)

**The guidance that follows is specific to the inspection of the provision for 14 to 19 year olds in each local authority area. Inspections will focus strongly on the implementation and effect of Learning Pathways 14-19 (LP14-19).<sup>2</sup>**

We set out below some additional guidance that will feature in area inspections. Though the context section will contain the same content for all area inspections, the detail for each of the key questions will vary depending on the topic being inspected. As Estyn's area inspections for the present and foreseeable future will concentrate on provision for 14 to 19 year olds in a single local authority area, this guidance sets out the additional matters that need to be evaluated and reported for that specific topic.

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

Most inspections focus and report on seven key questions, as far as practicable. These form the basis of the Common Inspection Framework. A detailed guidance handbook for each sector sets out how the Common Inspection Framework will apply to the sector concerned.

The rest of this section is based on the Common Inspection Framework.

As the area inspection will draw on existing inspection reports, some of the judgements in area inspections will be based on the existing guidance handbooks for the different sectors that Estyn inspects. You can find these on Estyn's website [www.estyn.gov.uk](http://www.estyn.gov.uk). The guidance that follows sets out the **reporting requirements** for area inspections of Learning Pathways 14-19. Under the heading **using the criteria**, it also provides some further guidance for inspecting Learning Pathways 14-19 that is additional to that in the sector guidance handbooks.

#### **Standards**

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

Inspectors should evaluate and report on the standards achieved by learners, including:

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

<sup>2</sup> Learning Pathways 14-19 Guidance II was published in April 2006 and is available on the Welsh Assembly Government's web site [www.wales.gov.uk](http://www.wales.gov.uk).

## The weighting for Key Question 1

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

## Reporting requirements

In area inspections, you will need to report on:

- learners' success in attaining agreed learning goals, including:
  - the overall performance of learners in each of the sectors in the area;
  - participation rates and their comparison with national rates;
  - the attainment of learners aged 16 compared with national averages and taking account of value-added and benchmark information;
  - the attainment of learners aged 19 compared with national averages and taking account of value-added information, if available;
- their progress in learning, including key skills and bilingual competence; and
- the development of their personal, social and learning skills, focusing on:
  - attendance; and
  - exclusions.

## Using the criteria

For this key question, you will draw mainly on performance information.

### *Further guidance*

Learning Pathways 14-19 should have an influence on the standards that learners achieve. Learning Pathways 14-19 is designed to raise standards by ensuring that learners follow appropriate courses that lead to the qualifications that meet their capabilities, interests and needs.

### *Questions to consider*

#### **Learners' success in attaining agreed learning goals**

- 1 What are the participation rates for learners across all sectors compared with national rates, including entry rates at KS4, completion rates for all learners and the proportion transferring between sectors or becoming NEETs<sup>3</sup>?

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<sup>3</sup> Learners not engaged in education, employment or training.

- 2 What percentage of 14-16 year old learners attains the level 1 and level 2 threshold and other key performance indicators compared with national averages, benchmark information and any other comparative data?
- 3 What percentage of 16-19 year old learners across the different sectors attains the relevant qualifications compared with national averages and any comparative data?
- 4 Is there any difference in the participation and performance of different groups of learners, particularly between boys and girls?
- 5 What proportion of learners in the different sectors gains the Welsh Baccalaureate Qualification and attains key skills qualifications at each level compared with national data?
- 6 What proportion of 14-16 year old learners leave full-time education without a qualification?
- 7 What proportion of learners gains non-formal qualifications and participate in informal experiences?

### **Progress in learning**

- 8 How does performance for 14-16 year old learners and for 16-19 year old learners compare with any value-added measures which are available?

### **Attendance and exclusions**

- 9 What are the rates of attendance of learners in the different sectors? Are these rates improving over time and how do they compare with national trends?
- 10 What are the rates of permanent and fixed-term exclusions for 14-16 year old learners over the last three years, including the number of days lost? Are these rates improving over time, and how do they compare with national trends?

<b>The quality of education and training</b>
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<b>Key Question 2: How effective are teaching, training and assessment?</b>
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**Area inspections will not report on Key Question 2 as they do not include any direct observation of teaching or training.**

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

Inspectors should evaluate and report on:

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

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

### **The weighting for Key Question 3**

In coming to an overall grade, you should give equal weight to judgements about the extent to which learning experiences meet learners' needs and interests and respond to the needs of employers and the wider community.

### **Reporting requirements**

In this section of the report, for Learning Pathways 14-19 you will need to report on the:

- overall quality of the provision;
- the quality of provision for Individual Learning Pathways and Wider Choice and Flexibility:
  - option menu and courses available to 14 to 16 year olds, including general and applied provision at all levels and in all domains;
  - option menu and courses available to 16 to 19 year olds, including general and applied provision at all levels and in all domains;
  - collaborative and cooperative provision; and
  - non-formal and informal provision; and
- the quality of provision for the Learning Core, including:
  - skills (key skills; Welsh-language skills; and other work-related skills);
  - knowledge and understanding (Wales, Europe and the World; personal, social, sustainability and health education; and careers education and guidance);
  - attitudes and values (respect for self, others and for diversity);
  - responsibility for personal and social development, sustainability and health; and
  - common experiences (work-focused experience; community participation; and cultural, sporting, aesthetic and creative activities).

## Using the criteria

In evaluating this key question, you must take account of the first three Key Elements of Learning Pathways 14-19. The elements are:

- Key Element 1: An Individual Learning Pathway;
- Key Element 2: Wider Choice and Flexibility; and
- Key Element 3: The Learning Core.

### *Further guidance*

You should comment on the quality of the option menu. This will include the impact of the 14-19 Network and providers' involvement in it. In doing this, you should consider how providers are working with partners to enable learners to access a full range of courses that are capable of meeting their interests and needs.

If providers are not developing Learning Pathways 14-19 and, in particular, they are not developing an option menu that enables learners to follow their individual learning pathways, then you should consider this to be a significant shortcoming and it should influence the overall grade you award for Key Question 3.

### *Questions to consider:*

#### **A Individual Learning Pathways and Wider Choice and Flexibility**

- 1 What is the quality of the option menu and courses available to 14-16 year old learners, including domains, levels, general and applied options, and progression routes?
- 2 What is the quality of the option menu and courses available to 16-19 year old learners, including domains, levels, general and applied options, and progression routes?
- 3 What is the quality and effectiveness of the collaborative and co-operative provision?
- 4 How effective is the provision for learners working through the medium of Welsh?
- 5 How good is the provision for non-formal and informal activities?
- 6 What impact does the young people's partnership have on provision, particularly in contributing to non-formal and informal opportunities?

## **B Learning Core provision**

- 7 How good is the provision for the skills aspect of the Learning Core (key skills, Welsh-language skills and other work-related skills)?
- 8 How good is the provision for the knowledge and understanding aspect of the Learning Core (Wales, Europe and the World, personal, social, sustainability and health education, and careers education and guidance)?
- 9 How good is the provision for the attitudes and values aspect of the Learning Core (respect for self, others and diversity, and responsibility for personal and social development, sustainability and health)?
- 10 How good is the provision for the common experiences aspect of the Learning Core (work-focused experience, community participation, and cultural, sporting, aesthetic and creative activities)?
- 11 How good is the engagement with employers, especially in relation to work-focused experience?

### **Listening to learners**

For Key Question 3, you will gain a great deal from talking to learners. Some possible questions to ask them:

- When you made your choices, did you get full information about courses in your own and other places?
- Were you able to take the courses that you wanted?
- How satisfied are you with the choices you have made?
- What is your overall satisfaction with the quality of the courses you are taking?
- Overall what are the good features and shortcomings about the range and quality of courses in your provider?

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

Inspectors should evaluate and report on:
◆ the quality of care, support and guidance to learners
◆ the quality of provision for additional learning needs
◆ the quality of provision for equal opportunities

## The weighting for Key Question 4

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

## Reporting requirements

In this section of the report, for Learning Pathways 14-19 you will need to report on the effectiveness of:

- learning coach support;
- access to personal support; and
- careers information, advice and guidance.

## Using the criteria

In evaluating this key question, you must take account of the second three elements of Learning Pathways 14-19:

- Key Element 4: Learning Coach Support;
- Key Element 5: Access to Personal Support; and
- Key Element 6: Careers Information, Advice and Guidance.

### *Further guidance*

#### *Questions to consider:*

### **A Learning Coaches**

- 1 How effective are the arrangements to ensure that all learners receive their basic entitlement to learning coach support?
- 2 How do the arrangements ensure that the learning coach support is impartial?
- 3 Has the network effectively planned the training and deployment of learning coaches?

### **B Access to Personal Support**

- 4 How effective is the support and/or access to support to meet the needs of individuals, especially in helping them to develop solutions to personal, social, emotional and physical problems?
- 5 What role is played by partners within the young people's partnerships?

## **C Careers Information, Advice and Guidance**

6 Is there high quality impartial information, advice and guidance?

### **Listening to learners**

For Key Question 4, you will gain a great deal from talking to learners. Some possible questions to ask them:

- What was the quality of guidance you received before starting your courses? Was it comprehensive and impartial?
- What is the quality of careers advice and guidance?
- What is the quality of guidance and support you are receiving during your courses?
- Are you aware of learning coach support in your provider? If you have worked with a learning coach, how successful has it been?
- While you have been with the provider, have you had any problems or difficulties and how well were these addressed?
- Overall, what are the good features and shortcomings about the support and guidance in your provider?

### **Leadership and management**

#### **Key Question 5: How effective are leadership and strategic management?**

Inspectors should evaluate and report on:

- ◆ **how well leaders and managers provide clear direction and promote high standards**

**In area inspections there will be no evaluation and reporting on the work of governors or other supervisory bodies.**

### **Reporting requirements**

In area inspections, you will need to report on how well leaders and managers provide clear direction and promote higher standards.

In this section of the report, for Learning Pathways 14-19 you will also need to report on the:

- overall quality of leadership and strategic management of 14-19 provision;
- work of the network and partnership working between providers;

- quality of leadership and management in the different sectors in relation to Learning Pathways 14-19; and
- contribution of the local authority and the young people's partnership.

## Using the criteria

The main focus in this key question should be on the leadership and management of the 14-19 provision in the area.

### *Further guidance*

There is a link between the standards achieved and the grade awarded for leadership and management. If leaders and managers are working effectively then this should be reflected in the standards achieved by learners. In coming to a judgement about how well leaders and managers provide clear direction and promote high standards, you will need to make sure that your judgement is linked to the grade you award for Key Question 1: How well do learners achieve? and the grade you award for Key Question 7: How efficient are leaders and managers in using resources?

In Key Question 5, you should comment on how well the network and providers set out their priorities and strategic direction. In particular, you will need to consider how well the network and providers look at Learning Pathways from the learners' point of view rather than simply looking at how Learning Pathways affects the providers themselves. This means that providers should look at how they can contribute to expanding learners' choice through their own provision or collaboration.

In this section, you should comment on how well the network is working. You should be able to evaluate the impact of the local network on the providers and on how well providers contribute to it.

### *Questions to consider*

- 1 Does the network have a clear vision for the future? Are there clear strategic priorities?
- 2 How well is the network managed? Is there an effective planning process?
- 3 Does the network have structures that help it to make progress?
- 4 How often does the network meet? Is there an effective management or monitoring group?
- 5 What is the quality of the Annual Network Development Plan and associated plans? Does it contain clearly planned SMART actions? Does it reflect local conditions and needs? Are there regular updates?
- 6 Has the network successfully engaged with and involved all sectors? Does the network convey its plans well and have all sectors signed up to developments?
- 7 How effectively does the network engage employers?

- 8 What is the quality of leadership and management within the different sectors in relation to Learning Pathways 14-19?
- 9 How well in practice do different sectors work together and with the network? Is there real collaboration?
- 10 How well in practice do partnerships work with the network?
- 11 Is there good support from the children and young people's partnership and the local authority? Does the local authority's children and young people's plan reflect and support network plans?

### **Key Question 6: How well do leaders and managers evaluate and improve quality and standards?**

Inspectors should evaluate and report on:

- ◆ **how effectively performance is monitored and evaluated**
- ◆ **the effectiveness of planning for improvement**

### **The weighting for Key Question 6**

In coming to an overall grade, you should give equal weighting to how effectively performance is monitored and evaluated, and the effectiveness of planning for improvement.

### **Reporting requirements**

In this section of the report, for Learning Pathways 14-19 you will need to report on the:

- overall quality of self-evaluation and improvement planning;
- self-evaluation of performance, provision and collaborative arrangements; and
- planning to improve performance, provision and collaboration.

### **Using the criteria**

The main focus in this key question should be on the self-evaluation and improvement planning of the 14-19 provision in the area.

#### *Further guidance*

You should look at how the current provision is evaluated in the light of the Learning Pathways 14-19 requirements, and the quality of planning over the short and long term.

#### *Questions to consider*

- 1 What is the quality of self-evaluation of the work of the network?
- 2 How well does each sector contribute to the network's self-evaluation?
- 3 How is collaborative provision monitored and evaluated?
- 4 How well does the network use common performance indicators?
- 5 How well is self-evaluation informed by first-hand evidence?
- 6 Are the views of learners and providers obtained in a useful way?
- 7 How do providers evaluate the quality of courses for their learners that are being delivered elsewhere?
- 8 What is the quality of improvement planning in the network, including the Annual Network Development Plan and other relevant plans?
- 9 Does the Annual Network Development Plan clearly analyse the range of provision and performance, and identify gaps, duplication and shortcomings? Is there good use of data here?
- 10 How good is the track record of the network in making improvements?

### **Key Question 7: How efficient are leaders and managers in using resources?**

Inspectors should evaluate and report on:

- ◆ **the adequacy, suitability and use made of staffing, learning resources and accommodation**
- ◆ **how efficiently resources are managed to achieve value for money**

### **The weighting for Key Question 7**

In coming to an overall grade, you should give the greatest weight to judgements about how efficiently resources are managed to achieve value for money.

### **Reporting requirements**

In this section of the report, for Learning Pathways 14-19 you will also need to report on:

- how efficient are leadership and management of 14-19 provision overall;
- how efficient leaders and managers are in different sectors in relation to Learning Pathways 14-19; and
- overall value for money achieved by the network and its providers.

## Using the criteria

The main focus in this key question should be on the efficient use of resources for the 14-19 provision in the area.

In coming to a judgement about how efficient leaders and managers are in using resources, you will need to make sure that your judgement is linked to the grade you award for Key Question 1: How well do learners achieve? and Key Question 5: How effective are leadership and strategic management?

### *Further guidance*

In all providers, but especially where teaching groups are small, you will need to consider whether the provider and the 14-19 Network are providing value for money. You should investigate whether small teaching groups are cost effective. You should also investigate whether there is unnecessary duplication of courses. You will need to consider the extent to which providers in the 14-19 Network work with each other in order to increase their cost effectiveness

A judgement of grade 4 or less for the key question is an indication that the current situation within the area is not a viable option for the future. A judgement of grade 3 indicates that the provision in its current form is acceptable, but it may not be in the future due to demographic pressures and changing economic circumstances. In effect, this may also mean that the current situation is also not a viable option.

### *Questions to consider*

- 1 Has the network ensured that the 14-19 provision is:
  - appropriately resourced;
  - suitably staffed; and
  - delivered in accommodation that is fit for purpose?
- 2 How effective are the arrangements for continuing professional development, including that for leaders and managers?
- 3 How well is technology used to increase learner choice and flexibility?
- 4 Have the network and providers deployed resources to ensure that every learner has access to their entitlement to the full range of general and vocational options?
- 5 Where provision is duplicated across the network, has consideration been given to the most cost effective method of delivery?
- 6 Are there gaps in provision? If so, have they been filled appropriately?
- 7 Does the network analyse the viability of curriculum provision?

- 8 Where there are small groups at post-16, has this:
- caused large teaching groups in key stages 3 and 4;
  - reduced the range of general and vocational options in key stage 4; or
  - adversely affected the availability of specialist teachers in key stage 3 or 4?
- 9 How well does the network evaluate the value for money from any transport it has arranged?
- 10 Has the network ensured that all providers review the curriculum they offer to ensure best value for money? Have providers pooled resources in any way?

## **Annex 1: Protocol and guidance for nominees**

### **Background**

Inspections will provide an opportunity to involve providers actively in the inspection process by enabling a nominee from the 14-19 Network to work with the inspection team. This will ensure greater involvement by the network and strengthen the partnership between the inspection team and providers in the network. It is not a requirement that the network has to put forward a nominee.

14-19 Networks are invited to select a nominee who will:

- ensure that inspectors are fully informed about the context of the area's work;
- contribute to meetings of the inspection team; and
- hear emerging findings of the team.

### **The nominee**

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

Before the inspection, the reporting inspector, in discussion with the network will establish:

- whether the network wishes to take up the invitation of having a nominee; and
- the exact nature of the nominee's role.

If the network decides not to identify a nominee, the reporting inspector will still need to establish a climate in which providers value the inspection, and maintain a good working relationship with the senior staff.

If the network decides not to take up the offer of having a nominee, this should not prejudice the inspection. The fact that a network does not have a nominee will have no impact on the judgements made by the inspection team.

The rest of this annex sets out the:

- role of the nominee;
- responsibilities of the nominee, the reporting inspector and the network; and
- activities to be undertaken in the different stages of the inspection.

## **Role of the nominee**

The role of the nominee is demanding and requires that person to exercise the objectivity essential to an external inspection process. The nominee will be required to respect the strict confidentiality of all inspection discussions. The role is not that of an advocate or defender of the network or its providers. The exact nature of the role of the nominee can vary, depending on the circumstances and wishes of the network. It must be agreed before each inspection. The statement of agreement (see below) must be signed by all parties before the inspection.

The scope of the nominee's role should be negotiated between the network and the reporting inspector.

In all cases, the nominee will need to:

- liaise before and after the inspection with the reporting inspector about administrative aspects of the inspection such as coverage, documents and meetings;
- respond to team requests for additional information during the inspection; and
- assist in resolving any problems that arise throughout the inspection process.

In addition, where the network and the reporting inspector have agreed this, the nominee may also:

- participate in team meetings where good features and shortcomings are being discussed, but he or she must take no part in deciding grades to be awarded;
- be involved in collecting evidence, where appropriate and agreed; and
- provide any additional evidence that is needed following the team meetings.

## **Responsibilities**

The nominee will:

- agree the exact role of the nominee with the network and the reporting inspector;
- be familiar with The Common Inspection Framework and Guidance on Area Inspections;
- be familiar with Estyn's guidance on the role of the nominee;
- have a thorough understanding of any self-evaluation reports and action plans;
- liaise with the reporting inspector about administrative aspects of the inspection such as coverage, documentation and meetings;

- ensure that inspectors are fully informed about the context of the network's work;
- be involved in collecting evidence, where appropriate and agreed;
- respond to team requests for additional information;
- respect the confidentiality of all information received during the course of the inspection;
- assist in resolving any problems that arise;
- contribute to meetings of the inspection team;
- avoid being defensive or an advocate for the network or providers; and
- hear emerging findings.

The reporting inspector will:

- agree with the network and the nominee his or her exact role;
- keep the nominee fully briefed about the conduct of the inspection;
- brief the inspection team about the role of the nominee;
- make sure that the nominee feels fully involved with the inspection team;
- plan the work of the nominee during the inspection period through negotiation with the network;
- ensure that the nominee is aware of the arrangements for team meetings; and
- ensure that the nominee takes no active part in the awarding of grades.

The network will:

- agree the exact role of the nominee with the nominee and with the reporting inspector;
- normally channel any issues, concerns and further evidence through the nominee to the inspection team;
- be sympathetic to the demands placed on the nominee;
- provide support for the nominee in undertaking his or her task;
- respect the confidentiality under which the nominee is working; and
- ensure that the nominee has played a key part in any self-evaluation procedures.

## Activities in the inspection process

Before the inspection:

<b>Nominee</b>	• Become familiar with the Framework and Guidance for inspections	
	• Become familiar with Estyn's guidance on the role of the nominee	
	• Become familiar with the inspection documentation	
	• Take part in the discussions with the reporting inspector in the pre-inspection visit	
	• Attend pre-inspection meetings	
	• Make administrative arrangements for the inspection	
	• Collate documentation, as appropriate, required for the inspection	
<b>Reporting inspector</b>	• Discuss the role of the nominee during the first contact with the network	
	• Ensure that the nominee is involved in discussions in the pre-inspection visit	
	• Brief the nominee fully in the same way as the other team members about the arrangements for the inspection	
	• Plan the work of the nominee during the inspection	
	• Ensure that the nominee receives all key inspection documents	
	• Fully brief the other team members about the role of the nominee	
<b>Network</b>	• Establish the role of the nominee during the first contact with the reporting inspector	
	• Ensure that the nominee is involved in discussions in the pre-inspection visit	
	• Clarify the role of the nominee with the reporting inspector and the nominee	
	• Ensure that the nominee attends the pre-inspection meetings	

During the inspection:

<b>Nominee</b>	<b>All nominees will:</b>	
	• liaise with the reporting inspector about administrative arrangements;	
	• respond to team requests for additional information;	
	• assist in resolving any problems that arise; and	
	• take no active part when gradings are being awarded.	
	<b>Where agreed, nominees may:</b>	
	• contribute to discussions about good features and shortcomings in team meetings;	
	• be proactive in providing additional evidence following team meetings;	
	• complete GEFs as appropriate; and	
	• where appropriate, ask the inspection team to clarify its judgements.	
<b>Reporting inspector</b>	• Monitor the work of the nominee and provide support as appropriate	
	• Ensure that the nominee is as fully involved in the inspection as possible	
	• Normally, channel requests for additional information and evidence through the nominee	
	• Ensure that the nominee takes no active part in the awarding of grades	
<b>Network</b>	• Use the nominee to liaise with the inspection team	
	• Normally, channel any issues or concerns through the nominee	

	<ul style="list-style-type: none"> <li>• Provide support for the nominee in undertaking their task</li> </ul>	
	<ul style="list-style-type: none"> <li>• Respect the confidentiality under which the nominee is working</li> </ul>	

After the inspection:

<b>Nominee</b>	<ul style="list-style-type: none"> <li>• Contribute to checking the factual accuracy of the draft of the report</li> </ul>	
	<ul style="list-style-type: none"> <li>• Play a full part in devising the action plan following the inspection</li> </ul>	
<b>Network</b>	<ul style="list-style-type: none"> <li>• Involve the nominee in checking the factual accuracy of the draft of the report</li> </ul>	
	<ul style="list-style-type: none"> <li>• Involve the nominee in devising the action plan</li> </ul>	

### Statement of agreement between the reporting inspector, school and nominee.

Agreed roles and responsibilities regarding the nominee (please tick where appropriate).

#### The nominee

<b>Before the inspection</b>		
<ul style="list-style-type: none"> <li>• Become familiar with the Framework and Guidance for inspections</li> </ul>		
<ul style="list-style-type: none"> <li>• Become familiar with Estyn's guidance on the role of the nominee</li> </ul>		
<ul style="list-style-type: none"> <li>• Become familiar with the inspection documentation</li> </ul>		
<ul style="list-style-type: none"> <li>• Take part in the discussions with the reporting inspector in the pre-inspection visit</li> </ul>		
<ul style="list-style-type: none"> <li>• Attend pre-inspection meetings</li> </ul>		
<ul style="list-style-type: none"> <li>• Make administrative arrangements for the inspection</li> </ul>		
<ul style="list-style-type: none"> <li>• Collate documentation, as appropriate, required for the inspection</li> </ul>		
<b>During the inspection</b>		
<ul style="list-style-type: none"> <li>• liaise with the reporting inspector about administrative arrangements</li> </ul>		
<ul style="list-style-type: none"> <li>• respond to team requests for additional information</li> </ul>		
<ul style="list-style-type: none"> <li>• assist in resolving any problems that arise</li> </ul>		
<ul style="list-style-type: none"> <li>• contribute to discussions about good features and shortcomings in team meetings, but take no active part when gradings are being awarded</li> </ul>		
<ul style="list-style-type: none"> <li>• be proactive in providing additional evidence following team meetings</li> </ul>		
<ul style="list-style-type: none"> <li>• complete GEFs as appropriate</li> </ul>		
<ul style="list-style-type: none"> <li>• where appropriate, ask the inspection team to clarify its judgements</li> </ul>		
<b>After the inspection</b>		
<ul style="list-style-type: none"> <li>• Contribute to checking the factual accuracy of the draft of report</li> </ul>		
<ul style="list-style-type: none"> <li>• Play a full part in devising the action plan following the inspection</li> </ul>		

#### The reporting inspector

<b>Before the inspection</b>		
<ul style="list-style-type: none"> <li>• Discuss the role of the nominee during the first contact with the network</li> </ul>		
<ul style="list-style-type: none"> <li>• Ensure that the nominee is involved in discussions in the pre-inspection visit</li> </ul>		
<ul style="list-style-type: none"> <li>• Brief the nominee fully in the same way as the other team members about the arrangements for the inspection</li> </ul>		
<ul style="list-style-type: none"> <li>• Plan the work of the nominee during the inspection</li> </ul>		
<ul style="list-style-type: none"> <li>• Ensure that the nominee receives all key inspection documents</li> </ul>		
<ul style="list-style-type: none"> <li>• Fully brief the other team members about the role of the nominee</li> </ul>		
<b>During the inspection</b>		
<ul style="list-style-type: none"> <li>• Monitor the work of the nominee and provide support as appropriate</li> </ul>		

• Ensure that the nominee is as fully involved in the inspection as possible	
• Normally, channel requests for additional information and evidence through the nominee	
• Ensure that the nominee takes no active part in the awarding of grades	

## The Network

<b>Before the inspection</b>	
• Establish the role of the nominee during the first contact with the reporting inspector	
• Ensure that the nominee is involved in discussions in the pre-inspection visit	
• Clarify the role of the nominee with the reporting inspector and the nominee	
• Ensure that the nominee attends the pre-inspection meetings	
<b>During the inspection</b>	
• Use the nominee to liaise with the inspection team	
• Normally, channel any issues or concerns through the nominee	
• Provide support for the nominee in undertaking their task	
• Respect the confidentiality under which the nominee is working	
<b>After the inspection</b>	
• Involve the nominee in checking the factual accuracy of the draft of the report	
• Involve the nominee in devising the action plan	

Name of nominee: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of reporting inspector: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of senior representative of the 14-19 Network: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Annex 2: Providers' response to the reports' findings**

### **Guidance**

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

The reporting inspector should:

- invite providers to make a written response to the inspection findings; and
- remind providers that the response is not the place for them to express a view about the quality of an inspection.

Providers should:

- provide a written response to the main inspection findings;
- use this response to give an early indication of how they intend to tackle the recommendations;
- make sure the response is brief and generally no more than one page;
- send the response to the reporting inspector within ten days of receiving the draft report; and
- understand that it is the reporting inspector's right not to include the written response in the inspection report where the circumstances warrant it.

### **Example of a providers' response**

'We welcome the findings of the report. The findings recognise that, in most respects, the network has made significant progress in implementing Learning Pathways 14-19. We are pleased that the inspectors found that the work of the key players in the network was of high quality. We appreciate that the inspection team identified that we have a clear view of our many strengths and of the areas that we need to improve.

After consulting with all partners in the network and the Welsh Assembly Government, we will put into place an action plan to address the recommendations in the report. We have already increase the number of vocational options in key stage 4 and introduced a more co-ordinated and cross-network approach to our work in community participation. We will also make sure that we incorporate the findings into our next Annual Network Development Plan.'

## **Annex 3: The contribution of youth support services to Learning Pathways 14-19**

### **What is a young people's partnership?**

*Extending Entitlement: supporting young people in Wales* (2002) required young people's partnerships to be established to oversee planning and delivery of youth support services. Youth support services are those services for young people aged between 11 and 25, which are provided, procured or facilitated by a local authority to 'encourage, enable or assist young persons (directly or indirectly) to:

- participate effectively in education or training;
- take advantage of opportunities for employment; or
- participate effectively and responsibly in the life of their communities.<sup>4</sup>

Under the Children Act 2004<sup>5</sup> this statutory responsibility for partnership planning for youth support services can be fulfilled through a young people's partnership, children and young people's partnership or a framework partnership. Partnerships are required to publish a Children and Young People's Plan (CYPP) by 30 September 2008. The CYPP should cover the authority's strategic priorities for 14-19 provision and refer to its 14-19 Annual Network Development Plan.

Estyn will complete the first cycle of inspections of youth support services in 2010.

### **How do youth support services contribute to Learning Pathways 14-19?**

Young people's partnerships (or equivalent partnership arrangements) have a key role in developing elements of Learning Pathways 14-19. In particular, 14-19 Networks need to work closely with young people's partnerships to:

- develop and maintain a prospectus of activities that includes learning, leisure and community participation opportunities in their area;
- identify or commission relevant activities that will become part of the non-formal and informal learning in a prospectus of activities; and
- develop a multi-agency personal support framework to enable young people to access a wide range of support inside and out of the learning setting.

In addition, youth workers may often be trained to provide learning coach support for young people.

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<sup>4</sup> *Extending Entitlement: Supporting young people in Wales* Report by the Policy Unit The National Assembly for Wales 2000, p83

<sup>5</sup> *Stronger Partnerships for Better Outcomes* Guidance (2006) Welsh Assembly Government Circular No: 35/2006