

Education and Lifelong Learning Committee

Jane Davidson AM

Minister for Education and Lifelong Learning

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ESTYN: REMIT FOR 2002-03.

I am writing to set out the Welsh Assembly Government's remit for Estyn in the 2002-03 financial year.

The recent paving document has established a challenging agenda for education and lifelong learning in Wales. If Wales is to become internationally renowned as a Learning Country, we need to raise standards, break down barriers to learning, lift our skills base and remove obstacles to effective teachings. The format used for the remit, therefore, has been recast to focus on the challenges identified in A Plan for Wales and the Learning Country to ensure that there is clarity in the inspection and advice required from Estyn to support the vision and strategic direction set by the Assembly. In particular, I will be looking to Estyn, in concert with others, to play a full role in the development of the evidence base needed to underpin action to raise standards and quality across the board.

The provision of the remit has been brought forward this year to provide a better fit with the schedule for the production of your Annual Plan. The format adopted looks to inform your planning for 2002-03 and beyond by providing guidance on priorities, key areas for action and the scheduling of survey work. I would hope that you find this helpful and that it provides an effective platform for your planning. It is clearly important that we have an agreed view of the detailed programme of work to be undertaken by Estyn to address the priorities identified in the remit and I look forward to receipt, in February, of your plan for the 2002-03 financial year.

I want to take this opportunity to thank you for the action taken to reinforce the message that all schools have a responsibility to promote racial equality. The events of 11 September have underlined the fact that racism of any kind cannot be tolerated. As confirmed in the remit, the Assembly is committed to taking steps to combat racial and religious prejudice and I will look to Estyn to continue to play its part in ensuring that learning providers are aware of their responsibilities in this area.

Finally, I congratulate you on the very good progress made in taking on board the new roles and responsibilities flowing from the Learning and Skills Act 2000. The establishment of an Education and Training Inspectorate for Wales is a landmark development. I have no doubt that learning providers have welcomed this development and your recent proposals for a common inspection framework. Both are further evidence of the determination to put in place an agenda for action and supporting arrangements that are responsive and, where appropriate, distinctive to needs in Wales.

Jane Davidson AM

Minister for Education and Lifelong Learning.

V10/01

THE REMIT FOR THE CHIEF INSPECTOR OF EDUCATION AND TRAINING IN WALES FOR THE FINANCIAL YEAR 2002- 03

Estyn is committed to raising standards and quality in education and training through inspection and advice in support of the vision and strategic direction set by the National Assembly. This document provides guidance on the National Assembly's priorities and key

objectives to inform the development of Estyn's corporate and operational planning. The guidance is divided into three sections.

- Statutory responsibilities of the Chief Inspector of Education and Training – **Section A.**
- Guidance on priorities to be addressed by Estyn in strategic planning – 2002-05 – **Section B**
- Guidance on advice and survey work required by the National Assembly in 2002-03 - **Section C.**
- Schedule for Survey Work – **Appendix 1**

Section A. - Statutory responsibilities of the Chief Inspector of Education and Training

The Chief Inspector of Education and Training has statutory responsibility for inspection of a wide range of education and training in Wales, as set out below. Meeting the statutory requirements in this area accounts for approximately 80% of inspection time.

Nursery Education - Section 122 of the School Standards and Framework Act 1998

Estyn will continue the cycle of inspections of non-maintained nursery settings in 2002-03.

Primary, Secondary and Special Schools and Pupil Referral Units – School Inspections Act 1996

Estyn will carry out inspections in about a sixth of all maintained schools and PRUs in 2002-03 to maintain the cycle of inspections.

Local Education Authorities - Sections 38-41 of Education Act 1997 and the Local Government Act 1999 – 'Best Value' inspections jointly with the Audit Commission.

Estyn will work with the Audit Commission to carry out Best Value inspections of all LEAs in 2002-03, unless a full inspection of a local Education Authority under Section 38 of the Education Act 1997 is deemed necessary. In such case, the Section 38 inspection will take priority.

Teacher Education and Training - Section 20 of Teaching and Higher Education Act 1998

Estyn will maintain the cycle of inspections of initial teacher training institutions and complete one thematic study in 2002-03.

Post 16 Education and Training - Learning and Skills Act 2000

Estyn will carry out inspections of ELWa-funded learning provision.

Estyn will carry out inspections of local authority youth services; which may include the effectiveness of local Young People's Partnerships established by means of the Direction under s 123 of the Learning & Skills Act 2000.

Estyn will carry out work in independent schools in 2002-03. This will include one day monitoring visits to:

- independent schools approved by the National Assembly for the admission of pupils with statements of special educational needs (SEN), apart from the schools being inspected in 2001-02 under Section 10 of the School Inspections Act 1996;
- all provisionally registered independent schools;
- 10 substantively registered independent schools

A report of each visit to be made to the National Assembly (Pupil Support Division) within 1 month; HMI shall mark up for possible full inspection any independent school where grounds for Notice of Complaint might be indicated. Estyn will continue to review the implications of the Waterhouse report for its work.

Careers Wales - under Section 35 of the Teaching and Higher Education Act 1998 as amended by the Learning and Skills Act 2000

Estyn will carry out full inspections of two Careers Wales companies and a thematic inspection of the impact of Careers Wales in the promotion of education business links.

Reports

All the above inspections will result in published reports which provide the basis for the independent, evidence-based advice given to the National Assembly to inform policy development in its drive to raise standards. The reports will also help to improve education and training in those organisations inspected by setting an agenda for action and to promote best practice more generally.

Ongoing work

The Chief Inspector's statutory duties include the requirement "to keep under review the system of inspection and the standard of inspections and reports". On-going work in 2002-03 will include:

- the recruitment, training and professional development of independent inspectors, Additional Inspectors for work-based training, further education and initial teacher training and peer assessors for further education;
- the development of peer assessment arrangements in other areas of inspection;
- monitoring of an adequate sample of inspections and reports and quality assurance procedures to evaluate performance and provide feedback to inspectors;
- developing inspection protocols and frameworks in consultation with providers, NAFW officials and relevant agencies;
- developing inspection activity in collaboration with a wide range of partners including; ACCAC (Qualifications, Curriculum and Assessment Authority for Wales), the Adult Learning Inspectorate, Audit Commission, the new Care Standards Inspectorate, Careers Wales, ELWa (National Council for Education and Training for Wales), the Employment Service, HM Inspectorate of Prisons, Ofsted, Sector Skills Councils, Social Services Inspectorate for Wales (SSIW), Youth Justice Board, Local Authorities, Schools, Colleges, private training providers, employers, and others
- providing advice and disseminating good practice across Wales to providers and all those with an interest in education and training.

Section B: Guidance on priorities to be addressed by Estyn in strategic planning – 2002-05.

This section provides guidance on key areas for attention by Estyn identified by the National Assembly. It is provided to inform strategic planning undertaken by Estyn for the period 2002-05 and, therefore, complements the statutory requirements. Guidance on this area will be rolled forward annually to inform subsequent planning rounds. It also provides background for the detailed work for 2002-03 set out in Section C.

Estyn aims to raise the standards and quality in education and training in Wales through inspection and advice. The Inspectorate's work supports the vision and strategic direction set out by the Assembly in **A Plan for Wales** and the paving document **The Learning Country** and the commitment in **betterwales.com** to:

- *realise sustainability;*

- *tackle social disadvantage* – especially in our most deprived communities;
- *promote equality opportunity* - including combating racism and other barriers to learning ; and
- *sustain an environment that celebrates diversity* – with genuine progress towards realising the benefits of bilingualism.

In the development of its strategies and plans the Assembly will expect Estyn to give particular attention to the following areas.

1. The provision of independent and sound advice that will support the development and implementation of proposals for education and lifelong learning set out in The Learning Country – with particular reference to:

- stronger foundations for early years learning;
- better transition between primary and secondary schools;
- transforming provision for 14-19 year olds;
- developing pathways for learning through the medium of Welsh;
- promoting greater access to lifelong learning;
- developing strategies to tackle the skills deficit;
- removal of barriers to learning; and
- stronger support for practitioners.

2. The delivery of high quality inspection of schools and related services to ensure they have addressed the National Assembly's proposals on learning and equality of opportunity contained in The Learning Country, and the recommendations of the National Assembly's Education Working Party Report on the Stephen Lawrence Inquiry, in particular

- the need to combat racism and the implementation of the Race Relations Act 2000 as they apply to the education and training sectors;
- the monitoring of the attainments of pupils from black and ethnic minority communities;
- that schools develop a whole school strategy to tackle racism;
- that Local Education Authorities monitor the patterns and frequency with which racist incidents occur at a school by school level and provide the Assembly with access to this information."

3. The delivery of high quality inspection of individual education and training providers and related services to maximise the opportunities presented by the Learning and Skills Act to establish a common approach to inspection of education and training. With particular reference to:

- consultation on the development of proposals setting out common principles and a common basis for all inspections – including co-ordination of inspection cycles, matching of Best Value inspections to the routine cycle of LEA inspections and advice on the conduct of area inspections;
- development of materials and implementation of a common framework by September 2004.

4. The provision of independent and sound advice that will support the development and implementation of proposals for better services for young people outlined in Extending Entitlement. With particular reference to:

- development of effective partnerships at the local level to manage and deliver services;
- meeting the need for impartial information and support in a manner that is shaped by young people themselves.

5. The development of the evidence base - in concert with others - to inform the formulation and evaluation of policy on education and lifelong learning. With particular reference to:

- production of a biennial compendium of best practice identified in the course of studies and inspections to encourage networks of practitioners to make use of it and to ensure that the excellence achieved in specific settings is celebrated publicly;
- publication of an annual report by the Chief Inspector for each academic year - to be made available to the First Minister by the end of February each year along with advice to the Education and Life-long Learning Committee on the key issues identified.

Section C: Guidance on advice and survey work required by the National Assembly in 2002-03.

This section identifies areas where the Assembly might wish to receive advice and areas where it wishes Estyn to undertake survey work in 2002-03. It is intended that this guidance be used to inform the production of Estyn's operational plan - as required under s 87 of the Learning and Skills Act, 2000. This plan should be made available to the Minister for Education and Lifelong Learning in advance to the commencement of the financial year.

- **Advice** can take a number of forms including comments on proposals, provision of position papers and contributions to working groups. It may lead, in some instances, to the production and publication of best practice and discussion papers.
- **Survey work** in most instances refers to additional and specialist thematic and other inspections that result in the publication of good practice guides. Such guides should be made widely available to relevant learning providers including, where appropriate, dissemination via the Internet. The lists below do not include survey work commissioned in the current year scheduled for completion in 2002-03.

1. Sound Foundations: Matters relating to Early Years and Key Stages 1-3.

Advice

- Development and implementation of the proposed foundation stage extending from age 3 to 7.
- Advice, in concert with SSIW and the Care Standards Inspectorate, on co-ordination of inspection arrangements for early years provision - including appropriate kitemarking and quality rating schemes.
- Operation in mainstream schools of the new statutory inclusion framework for children with SEN, including reviewing the way LEAs are performing their functions, under Sections 316 and 316A of the Education Act 1996 (as defined by Section 1 of the SEN and Disability Act 2001) with a view to production of situation report in 2003-4/2004-5
- Establishment of alternative entry points to Welsh medium and bilingual education.
- Homework in primary and secondary schools.
- Correlation between participation in the Healthy School Scheme and improvement in academic performance
- Use of school library resources (including ICT) in primary and secondary schools
- Implementation of Circular 3/99: Pupil Support and Social Inclusion including good practice in policies and re-integration following exclusions.
- Excellence in schools in the 21st century"
- Task group/working on narrowing the gap in school performance.
- Family learning.
- How arts and creative enterprise feature in extra curricular activities for young people.
- The use of support material data to help schools set and reach their targets.
- Provision for children educated otherwise than at school
- The impact of NOF funding for out-of-school learning.
- Standards in bi-lingual education.
- Support for the implementation of the recommendations of the PE and School Sport Task Force, including monitoring of the progress of pilot Curriculum Development Centres.

Survey Work.

- A good practice guidance, in concert with ACCAC, on language learning from KS1 to KS3 in order to establish principles and recommendations common to Welsh, English and foreign language learning - with appropriate links to the National Languages Strategy
- Best practice guides on effective strategies for management of transition from KS2 to KS3 and raising standards at KS3 – with particular reference to literacy, numeracy and

learning skills.

- A review of ICT provision in schools and its impact on raising standards across the curriculum - with reference to NGFL and "ICT for Learning" investment through the GEST Program.
- A survey of the quality of provision for the arts in Key Stage 2 and Key Stage 3.
- Impact of the Assembly's CAD/CAM initiative in secondary schools

2. **Lifelong Learning: Matters relating to education for 14-19 years olds and lifelong learning.**

Advice.

- The Welsh Baccalaureate including continuing representation on the Welsh

Baccalaureate Pilot Project Steering Group.

- The coherence of the current structure of vocational routes pre and post 16.
- The Qualifying for Success reforms commonly known as Curriculum 2000.
- Provision for bi-lingual education and training.
- Services for young people with particular reference to progressing the proposals set out in "Extending Entitlement" and the implementation of effective local Young People's Partnerships as set out in the Direction & Guidance which will come into force in September 2002.
- Evaluation of ongoing work to promote inclusion, raise standards and tackle poor attendance and behaviour, including;
- multi-agency approaches developing from the Youth Access Initiative and School-Youth Work Partnership Projects;
- impact of the GEST programme on schools attendance and behaviour – with particular reference to GEST activity 19A.
- The new Key Skills qualification including continuing representation on the Key

Skills Programme Cymru Steering Group ;

- The National Basic Skills Strategy for Wales.
- Co-operation between those members of CCETs who are open to inspection (both within and across CCET boundaries) with particular emphasis on identification of innovation and good practice, and on the added value from learning providers working increasingly in partnership;
- Outcomes resulting from information, advice and guidance for adults provided by Careers Wales
- Quality of assessment and completion of individual training plans;
- Quality and relevance of learning provision put in place in response to major

- employment events eg major redundancies and inward investment opportunities
- Use of key skills in the work-based training route.

Survey Work

- Best practice in use of flexibilities at KS4 to develop an alternative curriculum for 14-16 year olds.
- The quality and added value of work experience placements provided for young people aged 14-19.
- Effectiveness of remote access learning in meeting learner needs – to include use of the materials and support provided by Ufl and Wales Digital College.
- Impact of Careers Wales in the promotion of education business links.
- Best practice in promotion of learning – including learning to learn - through adult community education including partnership working with the voluntary sector provision and effective approaches to outreach.
- A survey of the mentoring support provided in work-based learning programmes (including MSDA) and the preparation of a best practice guide.
- Evaluation of the effectiveness and impact of Skillbuild provision as a progression route into Skillseekers, further education or employment.

3. **Progress and Practitioners: Matters related to initial and continuing professional development.**

Advice

- Impact of the National Professional Qualification for Headteachers on the quality of leadership and management in primary, secondary and special schools;
- Impact of the National Headship Development Programme and Professional Headship Induction Programme as preparation for Headship;
- Development of CPD in the light of the GTCW pilots
- Initial teacher training and continuing professional development in line with HEFCW and the Assembly's priorities, including use of information and communication technology (ICT) in initial teacher training courses.
- Strategies in ITT to tackle pupil underachievement

Survey Work.

- Excellence and innovation in Initial Teacher Training.
- The quality of training and support provided by LEAs to school governors.
- Best practice in para-professional and other support for teachers

- Initial preparation and continuing professional development of staff delivering work based training.

4. Other matters on which the National Assembly may wish to receive advice.

- Evaluation of grant applications, e.g. GEST, research, traveller education and youth work.
- Local education authority Education Strategic Plans.
- Recommendations for honours and nominations for appointment committees of Assembly Sponsored Public Bodies (ASPBs).
- Specific issues as they may arise: for example Assembly Questions, school closure or reorganisation proposals, school visits by Ministers or members of the Assembly Cabinet.

Appendix 1

Survey Work - Schedule

Sound Foundations: Matters relating to Early Years and Key Stages 1-3.

Survey Work.

- A good practice guidance, in concert with ACCAC, on language learning from KS1 to KS3 in order to establish principles and recommendations common to Welsh, English and foreign language learning - with appropriate links to the National Languages Strategy. **(To be completed in-year)**
- Best practice guides on effective strategies for management of transition from KS2 to KS3 and raising standards at KS3 – with particular reference to literacy, numeracy and learning skills. **(To be completed in-year)**
- A review of ICT provision in schools and its impact on raising standards across the curriculum - with reference to NGFL and "ICT for Learning" investment through the GEST Programme. **(To be completed in-year).**
- A survey of the quality of provision for the arts in Key Stage 2 and Key Stage 3. **(To be completed in-year).**
- Impact of the Assembly's CAD/CAM initiative in secondary schools **(Field work in year with the report potentially in 2003-04)**

Lifelong Learning: Matters relating to education for 14-19 years olds and lifelong learning.

Survey Work

- Best practice in use of flexibilities at KS4 to develop an alternative curriculum for 14-16 year olds. ***(To be completed in-year)***
- The quality and added value of work experience placements provided for young people aged 14-19. ***(To be completed in-year)***
- Effectiveness of remote access learning in meeting learner needs – to include use of the materials and support provided by Ufl and Wales Digital College ***(Field work in year with the report potentially in 2003-04)***
- Impact of Careers Wales in the promotion of education business links. ***(To be completed in-year)***
- Best practice in promotion of learning – including learning to learn - through adult community education including partnership working with the voluntary sector provision and effective approaches to outreach. ***(Field work in year with the report potentially in 2003-04)***
- A survey of the mentoring support provided in work-based learning programmes (including MSDA) and the preparation of a best practice guide. ***(To be completed in-year)***
- Evaluation of the effectiveness and impact of Skillbuild provision as a progression route into Skillseekers, further education or employment ***(Field work in year with the report potentially in 2003-04)***

Progress and Practitioners: Matters related to initial and continuing professional development.

Survey Work.

- Excellence and innovation in Initial Teacher Training. ***(Field work in year with the report potentially in 2003-04)***
- The quality of training and support provided by LEAs to school governors. ***(To be completed in-year)***
- Best practice in para-professional and other support for teachers ***(Field work in year with the report potentially in 2003-04)***
- Initial preparation and continuing professional development of staff delivering work based training. ***(Field work in year with the report potentially in 2003-04)***

