

Education and Lifelong Learning Committee**Jane Davidson AM**

Minister for Education and Lifelong Learning
Gweinidog dros Addysg a Dysgu Gydol-Oes

Our ref: SF/JD/1388/02

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30 January 2003

ESTYN: REMIT FOR 2003-04.

I am writing to set out the Welsh Assembly Government's remit for Estyn in the 2003-04 financial year.

The advice provided by Estyn on standards and quality of learning is a key driver in the action being taken to realise the programme for education and lifelong learning set out in The Learning Country. The format adopted is similar to that employed last year. In particular, it looks to ensure that there is clarity on the areas where advice and support is required so that there is a solid platform for Estyn to contribute to the evidence base that underpins the development and evaluation of policy. I would hope that you find this helpful and that the remit provides the detail needed to inform your planning

The one new element in the remit for 2003-04 lies in the commissioning of the first Area Inspection to be conducted in Wales. While such inspections can take a number of forms, the initial inspections will provide a valuable opportunity to take an in-depth look at how effectively the full range of learning opportunities come together to promote learning and progression in specific skill areas and occupational sectors. This will be an important tool that will inform the work of the National Council - ELWa in the promotion of skills and the direction of learning provision to meet economic needs.

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As underlined in your annual report, the overall quality of teaching and the standards achieved by pupils in primary and secondary schools continues to improve. However, it is clear that improvements being made in the primary sector are not always sustained in Key Stages 3 and 4. There is evidence that pupil attainment in the core subjects at the end of Key Stage 3 has reached a plateau. In addition, there is still much to be done to improve the number of pupils obtaining 5 GCSEs at grades A*-C. I, therefore, very much welcome the contribution made by Estyn to both Narrowing the Gap and the programme of work being taken forward with ACCAC and the Basic Skills Agency to address standards in Key Stage 3.

While this work provides a solid platform for improvement there is also a need to consider whether more can be done to make best use of inspection evidence to support under-performing schools. I know that you are already giving thought to this area, in concert with officials and, in particular, the need to identify key factors that inhibit pupils' progress at Key Stages 3 and 4. I would, therefore, welcome the development of a rolling programme of practical advice for under-performing schools on effective strategies for improving pupils' learning and achievement. Priority should be given, in the first instance, to support offered in concert with LEAs to those secondary schools where less than 25% of pupils obtain 5 GCSEs at grades A*-C.

Clearly you will need to set the remit alongside ongoing planning for mainstream inspection rounds and preparatory work for the introduction of the common inspection framework 2004. I look forward, therefore, to receipt of your Annual Plan and to working closely with Estyn in the coming year.

Jane Davidson AM
Minister for Education and Lifelong Learning
Gweinidog dros Addysg a Dysgu Gydol-Oes

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Education and Lifelong Learning Committee

THE REMIT FOR THE CHIEF INSPECTOR OF EDUCATION AND TRAINING IN WALES FOR THE FINANCIAL YEAR 2003- 04

This document provides guidance on the Welsh Assembly Government's priorities and key objectives to inform the development of Estyn's corporate and operational planning. The guidance is divided into two sections.

- Guidance on priorities to be addressed by Estyn in strategic planning and operational planning in the period 2003-06 – **Section 1**
- Statutory responsibilities of the Chief Inspector of Education and Training – **Section 2.**

SECTION 1.

Guidance on priorities to be addressed by Estyn in strategic planning and operational planning – 2003-06.

“Our aim is to raise standards and quality in education and training in Wales through inspection and advice, in support of the vision and strategic direction set out by the Welsh Assembly Government” Estyn's Annual Plan, 2002-03.

1.1 This section provides guidance on key areas for attention by Estyn identified by the Welsh Assembly Government. It is provided to inform strategic and operational planning undertaken by Estyn for the period 2003-06 and, therefore, complements the statutory requirements set out in section two. Guidance on this area will be rolled forward annually to inform subsequent planning rounds. In planning and delivery of the work set out in this section Estyn will need to consult, where appropriate, key partners including ACCAC and the National Council-ELWa.

1.2 The Inspectorate's work supports the strategic direction and objectives established by the Welsh Assembly Government in **Plan for Wales** and **A Winning Wales**. In particular, Plan for Wales underlines the Government's commitment to a programme based on:

- *sustainable development – acting now for the future;*
- *social inclusion – attacking poverty;*
- *equal opportunities – achieving equality in all we do.*

It is recognised that creating a sustainable, inclusive and equal Wales means giving people the skills they need to prosper in a modern, creative economy, ensuring that no-one is barred from employment due to a lack of basic skills and no section of society is, or feels they are, barred from learning; providing young people with the best start in life and greater say in building a sustainable future; and contributing to the knowledge base which must underpin a modern economy

1.3 Estyn has an important role in realising the programme in a Plan for Wales and the detailed objectives set out in the Assembly Government's paving

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document **The Learning Country**, and **The Skills and Employment Action Plan for Wales**. The Welsh Assembly Government will look to Estyn to provide independent and sound advice to support the development and implementation of its proposals for education and lifelong learning.

Sound Foundations – Early Years and Key Stages 1-3.

1.4 The Assembly Government is committed to providing every child with a flying start in life. In effect this means that there must be excellent schools and the highest possible expectations for all our children. In its **strategic planning for 2003-06** Estyn is asked to give specific attention to work that will support the drive to realise:

- stronger foundations for early years learning;
- better transition between primary and secondary schools;
- higher standards in Key Stage 3
- the development of pathways for learning through the medium of Welsh.

1.5 To support this the Assembly Government will look to Estyn to provide specific **advice in 2003-04** on the following matters:

- Development and Implementation of the Foundation Stage, age 3-7
- Inspection arrangements for early years provision.
- Provision for children educated otherwise than at school.
- Behaviour Management Training.
- LEA support for Out of School Hours Learning.
- Looked after children.
- English as an additional language (EAL).
- New statutory inclusion framework – operation in mainstream schools.
- Narrowing the Gap.
- Schools requiring special measures/with serious weakness.
- Community focussed schools (including use as community learning facilities).
- Bureaucratic Burdens.
- Primary school class size.
- Small primary schools.
- Target setting.
- Quality of teacher assessment and materials used to support assessment (since scrapping of KS1 testing).
- PE and School Sport.
- How arts and creative enterprise feature in extra curricular activities for young people.
- Modern Foreign Languages KS2 pilots.
- Establishment of alternative entry points to Welsh medium and bilingual education.
- Measuring pupil's competence in Welsh along a linguistic continuum.
- Innovation in the primary and early years sectors (Education Act 2002).
- Advice in use of ICT in learning to raise standards through a cross curricula approach in KS3.

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- Individual Pupil Data Advisory Group.

1.6. In addition Estyn is requested to undertake the following **surveys in 2003-04**:

- Best Practice Guide in development of SEN statements and delivery by schools of the action agreed.
- Improving standards of provision for Welsh second-language.
- Homework in secondary and primary schools.
- Key Stage 2-3 transition strategies.
- PE and Outdoor Activities.

Lifelong Learning: Learning for 14-19 year olds and lifelong learning.

1.7 The aim is for Wales to be a Learning Country in which learning is an everyday part of working and non- working life and where the needs of learners come first. In its **strategic planning for 2003-06** Estyn is asked to give specific attention to work that will support the drive to:

- transform provision for 14-19 year olds;
- take forward better services for young people
- remove barriers and promote greater access to learning;
- develop strategies to tackle the skills deficit;
- improve opportunities for learning through the medium of Welsh;
- strengthen links between business and learning.

1.8 To support this the Assembly Government will look to Estyn to provide specific **advice in 2003-04** on the following matters:

- Welsh Language – particularly in the context of Iaith Pawb.
- Welsh Baccalaureate.
- Key skills qualification.
- Careers Wales.
- Individual training plans.
- Use of Key Skills in the work-based training route.
- Coherence of current structure of vocational routes pre and post 16.
- Basic Skills.
- Future Skills Wales Partnership.
- Quality of vocational learning.
- Quality and relevance of learning provision put in place in response to major employment events – e.g. Major redundancies and inward investment opportunities.
- Youth service and young people's partnerships.

1.9. In addition Estyn is requested to undertake the following **surveys in 2003-04**:

- Modern Foreign Languages in Welsh-medium schools.
- Effectiveness of assessment interventions in sign posting and preparing 16-24 year olds for education and training.

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- The quality of “Welsh for adults” courses.
- Provision for learners with SEN in FE and transition planning arrangements from FE into training and/or employment.

Practice and Practitioners

1.10. A central feature of The Learning Country is the commitment to make Wales an outstanding place in which to teach as well as learn. In its **strategic planning for 2003-06** Estyn is asked to give specific attention to work that will support the drive to:

- attract high quality entrants to teaching;
- provide stronger support for practitioners.
- reduce bureaucratic burdens.

1.11 To support this the Assembly Government will look to Estyn to provide specific **advice in 2003-04** on the following matters:

- Teachers' workload.
- Continuing Professional Development.
- ITT.
- Impact of the NPQH as a qualification and preparation for headship.
- Impact of NHDP on quality of leadership and management in primary, secondary and special schools.
- Induction & Early professional Development.
- Development of middle management in schools.

1.12. In addition Estyn is requested to undertake the following **surveys in 2003-04**:

- Continuing Professional Development.
- Graduate Teacher Programme.

Other areas on which the Welsh Assembly Government may require advice.

1.13. **Under-performing schools.** While the overall quality of teaching and the standards achieved by pupils in primary and secondary schools continues to improve, it is clear that improvements being made in the primary sector are not always sustained in Key Stages 3 and 4. There is evidence that pupils' attainment at the end of Key Stage 3 has reached a plateau. In addition, there is still much to be done to improve the performance of pupils in external examination at the end of Key stage 4.

1.14. Estyn is already contributing to both Narrowing the Gap and the programme of work being taken forward with ACCAC and the Basic Skills Agency to address standards in Key Stage 3. While this work provides a solid platform for improvement, the Welsh Assembly Government will look to Estyn to:

- identify key factors that inhibit pupils' progress at key stages 3 and 4;

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- offer practical advice on the most effective strategies for improving all pupils' learning and achievement at those key stages;
- engage with LEAs about the way in which they challenge and support schools with low levels of attainment or achievement;
- identify and monitor the progress of schools that are under-performing.

1.15. As part of a rolling programme of work, in 2003-04, priority should be given to providing support and advice to those secondary schools where less than 25% of pupils obtain 5 GCSEs at grades A*-C, and those where other evidence suggests that the school is under-performing. In undertaking this work, Estyn should work with LEAs to evaluate the effectiveness of their work to challenge and support under-performing schools.

1.16 Estyn also provides both ad hoc advice and ongoing support for assessment of plans submitted by local authorities. In 2003-04 the Assembly Government will again require contributions and support in the following areas:

- Education Strategic Plans.
- GEST
- Voluntary Aided Schools Capital Programme.
- School Visits.
- School closure or reorganisation proposals.

Work commissioned as part of the 2002-03 remit to be completed in 2003-04

1.17. Six surveys commissioned in 2002-03 are scheduled for completion in 2003-04. These are the surveys on:

- CAD/CAM initiative
- Ufi
- Adult Community education
- Skillbuild
- Para-professionals and
- CPD for staff in work-based training

SECTION 2

Statutory responsibilities of the Chief Inspector of Education and Training

2.1. 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, as amended by the Education Act 2002

Estyn will continue the cycle of inspections of non-maintained nursery settings

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in 2003-04.

Primary, Secondary and Special Schools and Pupil Referral Units –
School Inspections Act 1996, as amended by the Education Act 2002

Estyn will carry out inspections in about a sixth of all maintained schools and PRUs in 2003-04 to maintain the cycle of inspections.

Local Education Authorities - Sections 38-41 of Education Act 1997, as amended by the Education Act 2002, and the Local Government Act 1999.

Estyn will continue to inspect local education authority services using powers provided at Section 38 of the Education Act 1997 and taking due account of the “Wales Programme for Improvement” - in particular, the outcomes of whole authority analyses and risk assessments.

Initial Teacher 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 2003-04.

Post 16 Education and Training - Learning and Skills Act 2000

Estyn will carry out inspections of National Council-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.

Independent Schools - School Inspections Act 1996, as amended by the Education Act 2002

Estyn will carry out work in independent schools in 2003-04. This will include short monitoring visits to:

- independent schools approved by Welsh Assembly Government for the admission of pupils with statements of special educational needs (SEN), apart from the schools being inspected in 2003-04 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 Welsh Assembly Government (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.

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Estyn will also put preparatory work in hand for the inspection of independent schools from 2004 to implement the new powers and duties set out in the Education Act, 2002;

Careers Wales - under Section 35 of the Teaching and Higher Education Act 1998.

Estyn will work with Careers Wales companies in 2003-04 on arrangements for implementation of the new Common Inspection Framework.

Estyn will also carry out a Careers Wales thematic inspection of the delivery of information, advice and guidance to Adults (formerly known as the Adult Guidance Initiative), focussing on quality of services provided; role of networks in delivery and whether impact measurement can be demonstrated/developed.

Area Inspections – under s65-67 of the Learning and Skills Act 2000, as amended by s178 of the Education Act 2002

Estyn will conduct one area inspection in 2003-04. The inspection will be of provision funded by the National Council - ELWa to provide opportunities for IT skills development in one or more of the National Council – ELWa regions. Details to be agreed in discussion with DfTE officials in Lifelong Learning Division and Training, Skills and Careers Policy Division.

Inspection Reports

2.2 All the above inspections will result in published reports which provide the basis for the independent, evidence-based advice given to Welsh Assembly Government 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

Common Inspection Framework

2.3 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 2003-04 will include the development of proposals setting out principles and a basis for the implementation, by 2004, of **The Common Inspection Framework for Education and Training in Wales**. In development and implementation of the framework Estyn will:

- ensure that inspection is of high quality and responsive to the needs of all learners;
- fully involve providers in the inspection process;
- relate inspection to the provider's self-assessment report;
- incorporate an element of peer evaluation in the inspection process;
- keep to the minimum any requirements for documentation and preparation;

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- focus inspection on priority areas of Welsh Assembly Government policy, including tackling social disadvantage, equality of opportunity and sustainable development;
- apply the principle of equality for both Welsh and English to all inspection work, providing bilingual services wherever appropriate;
- be constructive in identifying and supporting providers with serious shortcomings; and
- use the framework fairly and consistently across all sectors of education and training.

2.4 In developing inspection activity Estyn will work with a wide range of partners including; ACCAC (Qualifications, Curriculum and Assessment Authority for Wales), the Adult Learning Inspectorate, Audit Commission, the Care Standards Inspectorate, Careers Wales, the National Council -ELWa, Department of Work and Pensions , 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, Wales Youth Agency, Council for Welsh Voluntary Youth Services and others.

Learning and equality of opportunity

2.5. In the delivery of inspection of schools the Welsh Assembly Government will look to work with Estyn to address the proposals on learning and equality of opportunity contained in The Learning Country and the recommendations of the Assembly's Education Working Party Report on the Stephen Lawrence Inquiry. In particular, attention will need to be given to the need to combat racism and implement of the Race Relations Act 2000 as they apply to the education and training sectors through:

- monitoring of the attainments of pupils from black and ethnic minority communities;
- development of a whole school strategy to tackle racism;
- monitoring by Local Education Authorities of the patterns and frequency with which racist incidents occur at a school by school level and provide the Assembly with access to this information.

Compendium of best practice

2.6. In undertaking this work Estyn will make a key contribution to the development of the evidence base - in concert with others - to inform the formulation and evaluation of policy on education and lifelong learning. Much of this work will be made widely available through reports placed on both the Estyn (www.estyn.gov.uk) and the National Assembly websites (www.learning.wales.gov.uk). In addition, the annual report of the Chief Inspector will continue to provide a vital source of information on quality and standards of education and training in Wales. However, the Welsh Assembly Government will look to Estyn to add to this through the production of a **biennial compendium of best practice** identified in the course of studies and inspections. Estyn will encourage networks of practitioners to make use of it and to ensure that the excellence achieved in specific settings is celebrated publicly.

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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 position papers. In most cases advice will draw on expertise and information already held by Estyn drawn from the mainstream inspection rounds.

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.

**Department for Training and Education
Welsh Assembly Government
January 2003**