



Arolygiaeth Ei Mawrhydi Dros Addysg
A Hyfforddiant yng Nghymru
Her Majesty's Inspectorate
For Education and Training in Wales

**The Annual Report
of Her Majesty's
Chief Inspector of
Education and Training
in Wales**

2000-2001



INVESTOR IN PEOPLE

Estyn

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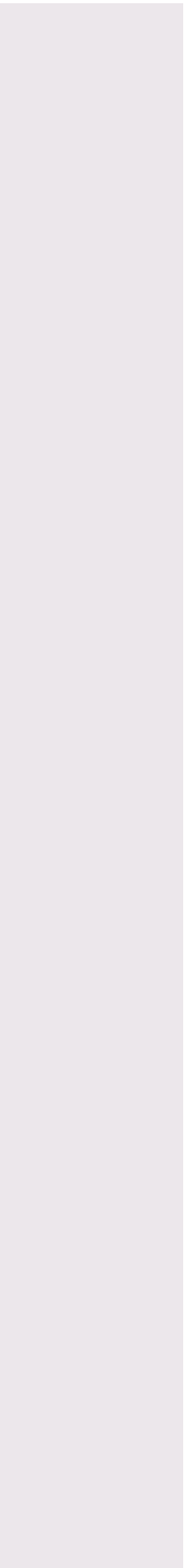
The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales

2000-2001

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by the First Minister under Section 5.(7)(a)
of the School Inspections Act 1996
and Section 86 of The Learning and Skills Act 2000*

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Introduction

This annual report covers the period from September 2000 to August 2001. This first year of a new decade is a time when we are seeing a revolution in information and communications technology (ICT). When we look back in 10 years' time, we may feel that the changes of the last 10 years of the 20th century seem small and slow



compared to those we will have seen in the first 10 years of the 21st century.

This report, as others before it, pays close attention to the arrangements that schools and other providers in Wales make for learners' personal and social development, and to recent developments that are designed to promote the social inclusion of everyone in Wales. Greater understanding of and respect for one another and an ability to celebrate the rich diversity of culture in Wales and throughout the world may be some of the most important benefits that our education and training can give us.

The National Assembly for Wales has recently published a consultation document called *The Learning Country* that sets out a 10-year strategy for education and lifelong learning. This annual report sets the baseline against which we can measure the progress of that programme. The report draws on the findings of inspectors who work in almost every aspect of education and training in Wales. It highlights many of the strengths in today's education and training system. It also points out the weaknesses that we must overcome if we are to have the high quality of education and training that we want in Wales.

The report describes the progress that is being made to achieve the National Assembly's ambition to make Wales a country of lifelong learning. For each aspect of education, the report describes the quality and standards inspectors have found in:

- settings for children under five;
- primary and secondary schools, including special schools and pupil-referral units;
- further education institutions;
- work-based training;
- New Deal programmes;
- initial teacher training institutions;
- youth work; and
- adult and community education.

The report also describes the quality of services that the careers companies provide.

The last section of the report looks at some of the work that is being done by local education authorities (LEAs), schools, colleges and others to improve the

quality of education and lifelong learning. The report comments on the success of projects that are designed to make sure that everyone takes part in education and lifelong learning and to provide equal opportunities for everyone.

You can read this report on the Internet at www.estyn.gov.uk. You can see the whole report on our website, as it is printed here, or in the separate sections listed on the previous page.

The report is based on evidence that we have collected after inspecting:

- 47 early-years settings in the non-maintained sector;
- 252 of the 1632 primary schools in Wales;
- 39 of the 229 secondary schools;
- 7 of the 45 special schools;
- 8 pupil-referral units;
- 18 of the 26 institutions of further education;
- 28 providers of work-based training;
- 32 New Deal programmes;
- initial teacher training courses in 2 higher education institutions and their partner schools;
- youth-work settings in 11 LEAs;
- adult and community education, as part of our inspection of further education institutions;
- 2 of the 7 careers companies;
- 6 of the 22 LEAs.

Once again, standards of education have risen this year. Standards are good or very good in about 50% of lessons in both primary and secondary schools. The overall attainment of pupils in nearly every core subject (English or Welsh, mathematics and science) and every key stage is better than last year. The percentage of pupils who achieved five GCSE qualifications, both at grades A* to C and at grades A* to G, is greater than last year. There are fewer schools where less than a quarter of pupils achieve five grades A* to C. In further education, although course outcomes are still too low, there has been a big increase in the percentage of grade-1 work (where the work is good with some outstanding features). Some of the young people who take part in youth-work projects achieve a great deal. Many people who thought they would never take part in further education or get a job have been successful in achieving their goals. Standards on adult and community courses are generally good. Many of the trainees on work-based training schemes learn quickly and are making a far more effective contribution in their workplace. Many clients on New Deal programmes are gaining qualifications that help them to get jobs. The quality of students on teacher training courses is still high.

These major successes are a tribute to those who work in education and training, whether as managers or teachers or in a supporting role, either in or out of the classroom. They are also a great credit to the work of the learners themselves.

This year, we have seen all sectors of education and training place greater emphasis on learners' key skills. This has been particularly so in secondary school sixth forms and in further education institutions. However, a lot of the work that students do for their key skills is separate from what they do for their examination courses. Schools and colleges need to bring together these two aspects of students' work.

Overall, the progress that learners of all ages are making in the key skills of reading, writing, numeracy and ICT is uneven. LEAs have given general training to teachers on how to improve pupils' key skills. They now need to target their support on:

- teachers who work with pupils in key stage 3; and
- teachers in schools where pupils have the lowest levels of skill.

In primary and secondary schools, pupils are showing progress in all key skills although there is still a long way to go. The schools that are doing the most to improve pupils' key skills are the ones that have good plans for improving pupils' reading, writing and numeracy that apply to the whole school. On the other hand, very few schools have good plans to teach pupils to use ICT confidently and effectively. As a result, there has been very little overall improvement in pupils' ICT skills.

In further education institutions, more students are reaching an overall satisfactory level of ability in the key skills. However, there are big differences between one institution and another, and between one student and another. In institutions where there are special courses to teach key skills, many students choose not to go to them. On two thirds of work-based training, trainees' standards in key skills are unsatisfactory. Many of the young people who take part in projects such as Youth Access do so because they find it difficult to cope with the demands of schoolwork and aspects of school life. Their ability in reading, writing and numeracy is limited. However, very few projects offer regular support to help young people improve their skills.

All LEAs continue to support Family Literacy and Numeracy programmes. These programmes have been successful in helping parents to improve their skills in reading, writing and dealing with numbers and to help their children improve their own skills.

Unless learners' ability in the key skills improves a great deal, Wales will not have the skilled workforce it needs to keep its place in the economy of Europe and the wider world. There is a continuing and urgent need for teachers and trainers to have more training in how to teach these skills.

The overall quality of teaching and training is much the same across all sectors of education and training. In broad terms, about 10% of it is very good, 50% of it is good, 35% of it is satisfactory and 5% of it is unsatisfactory or poor. These figures are a great improvement on the position a few years ago and there is a further improvement again this year. The sectors that do rather better than others are:

- further education institutions;
- school sixth forms;
- classes for the under-fives; and
- pupil referral units.

Schools generally provide pupils with a broad and balanced curriculum. There is often a good range of sporting and cultural activities outside school hours. Some primary schools concentrate too narrowly on the core subjects of English or Welsh, mathematics and science, especially in Year 5 and Year 6. They do this to boost pupils' performance in the key stage 2 tests but, as a result, they tend to teach only a limited curriculum in art, music, and design and technology.

More secondary schools are offering a broader curriculum in key stage 4 than in recent years. Many are now working with further education institutions, training providers and youth services to offer courses and other activities that appeal to the small number of pupils who show little interest in the usual curriculum. This broader curriculum is having some success in reducing the number of pupils who leave school with no qualifications.

The number and range of courses offered in further education institutions is growing. Courses in ICT are very popular. A few institutions work closely with local employers but most do not have strong enough links. In most areas of Wales, further education institutions still do not provide enough courses taught in Welsh. They are not keeping up with the growing number of pupils who are taught in Welsh at secondary school.

Careers companies produce a wide range of high-quality, bilingual information about careers and the job market. Careers advisers use information effectively to help clients make informed career choices. The companies plan partnership agreements with schools and colleges and offer a good programme of guidance activities.

Primary and secondary schools generally provide good opportunities for pupils' spiritual, moral, social and cultural development. The schools that do this best make sure that everyday life in the school reflects the values that pupils discuss in their lessons. In primary schools, pupils generally learn a lot about the traditional culture of Wales but often do not know enough about the diversity in our society. Many secondary schools do not do enough for pupils' spiritual development.

The challenge to leaders and managers is particularly great at times of rapid change. Many of the judgements about the quality of leadership and management in this report are that it is satisfactory, rather than good or very good.

About two thirds of all primary and secondary schools are well managed by senior members of staff and governors. A significant improvement this year, particularly in primary schools, is that more managers are linking their budgets more closely to the priorities they have highlighted in the school development plan. However, there is a growing difference between schools in the quality of

their self-evaluation. About 10% of schools now have very effective systems to assess how well they are doing. Compared with this excellent practice, the self-evaluation systems in many other schools are falling behind. Middle managers in schools are generally less effective than senior managers. In primary schools, only about a third of subject leaders are doing enough to make sure that pupils in every class are making good progress in their subject.

There are weaknesses in how most pupil-referral units are managed. LEAs need to identify more clearly the role of these units so that managers know what is expected of them.

Further education institutions are generally well managed and effective in monitoring the quality of their service. Their self-assessment reports are improving. However, recent changes in the management of several institutions have led to structures that are too complicated. In several cases, there are too many action plans and members of staff are not concentrating on important issues.

Generally, providers of work-based training have good management systems. Providers write self-assessment reports but some of these do not take account of the quality of the training or the standards that trainees achieve as much as they should. The management of New Deal programmes is generally satisfactory. However, in two thirds of the providers we inspected, the assessment of quality relies too much on informal arrangements.

The quality of the management of initial teacher training courses is at least satisfactory, but quality-assurance systems are not always effective. There are good relationships between colleges and their partner schools. Most schools regard the initial training of teachers as an important part of their work and they provide good placements.

The quality of the management of the local authority youth services we inspected is good. Youth Access Initiative projects are usually well managed locally but the general management of the service is poor. Managers of adult and community education courses generally identify the strengths and weaknesses of the courses, but have often not done enough to deal with the problems.

Each LEA has an Education Strategic Plan (ESP) that is generally effective in guiding how the LEA is managed. The authorities are defining targets more clearly and getting better at measuring the progress they have made. They now need to:

- target more of their support on schools where pupils are not making enough progress; and
- do more to support the National Assembly's agenda for social inclusion.

We inspected two careers companies this year. The quality of leadership and management is good in one company and satisfactory in the other. Both companies meet or do better than the targets agreed in their contract with the National Assembly.

In all aspects of education and training, the quality of staffing is generally good. Teachers are well qualified and experienced and keep up to date by going to in-service training courses. It is sometimes difficult for primary schools to find a supply teacher to cover for a teacher who is absent for several weeks. Some secondary schools find it hard to appoint a qualified teacher in one or two subjects, especially Welsh.

A lot of the accommodation for education and training is of good quality. This is particularly so in work-based training and on New Deal programmes. It is generally good in further education and initial teacher training but the quality of some specialist accommodation, such as laboratories and workshops, is unsatisfactory or poor. LEAs have put up new buildings and remodelled old ones, making much-needed improvements to schools. Some schools have improved their libraries by adding computer work-stations to give access to the Internet. Even though some schools have been improved, several secondary schools still have a few buildings that are in a poor state of repair. In primary schools, there is still a lot to do to bring the quality of accommodation in all schools up to the standard of the best. Most pupils in special schools work in satisfactory or good surroundings. However, there are problems in the buildings and grounds of several of these schools. Youth centres are generally in a poor state of repair. In some centres, the poor accommodation limits the services that the workers can provide. Half the pupil referral units we inspected do not have enough rooms and do not have the facilities to teach subjects such as science, technology, art, music and physical education properly.

The quality of learning resources has improved during the year. Many primary schools have bought extra books and equipment to support their reading, writing and numeracy strategies. In secondary and special schools, there are still shortages in some subjects, including modern foreign languages and religious education. Most youth centres do not have enough resources.

Many sectors of education have good ICT resources. This is particularly so for students who are over 16. Primary and secondary schools have more ICT equipment and better software, but there is still some way to go before pupils will be able to use a computer whenever they need one. In many Youth Access Initiative projects, a shortage of ICT equipment makes it difficult for workers to broaden the curriculum.

The focus of many recent developments in education and training has been to promote greater social inclusion for all young people in Wales.

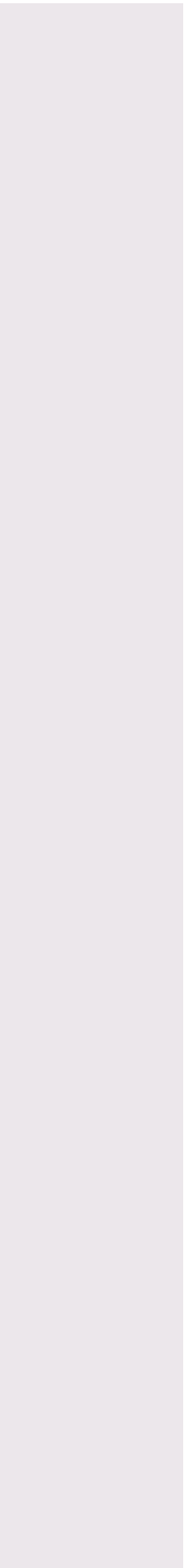
- ✓ Schools are developing a broader curriculum for some older pupils who show little interest in academic work.
- ✓ In some parts of Wales, youth-support agencies and voluntary groups are working with young people who may be starting to lose interest in education or who have already dropped out of education.
- ✓ LEAs and social services departments are working together more effectively to support the learning of looked-after children who are not receiving a full-time education.

- ✓ About half of the schools in Wales have taken some steps to provide a curriculum that is suitably challenging for gifted and talented pupils.
- ✓ Schools continue to look for ways to encourage pupils to come to school every day and to make sure that other agencies are working with the small number of pupils who go to school only occasionally or not at all.

It is too early to judge the overall success of this activity, although the early signs are positive. The young people who choose not to come to school or who are excluded because of their poor behaviour do not gain the skills that they need to be successful in later life. So they are not well prepared to take part in the economic and social life of our communities. The cost of this exclusion in economic terms is high and its cost in human and social terms is immeasurable. If young people are not involved in the education system by the time they are 16, they are nearly 10 times more likely than other young people to be unemployed by the time they are 25. They are far more likely than others to behave in antisocial ways and to become involved in crime.

Over the next 10 years, there will be many changes in education and training. Our expectations of the education and training system will continue to rise. The changes that we want to see in education and training in Wales will not happen automatically. We will need:

- leaders with vision;
- managers to plan and champion the changes;
- teachers and trainers who will put the changes into practice; and
- learners who can adapt to the changes and take advantage of them in both their work and personal lives.



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Section one

The standards that learners achieve

Many settings in the **non-maintained nurseries and playgroups** achieve good standards. The children develop personally and socially, and build good relationships with adults and other children. They settle quickly into the daily routines and learn to concentrate and persevere through play activities. Children make good progress in their language, literacy and communication skills and start to express ideas and ask questions. Mathematical and physical development are the areas where children make the slowest progress. Generally, they do not use numbers or handle money enough in their role-play activities. In many settings, their physical development suffers because of a lack of space and because they do not have enough large toys and equipment.

In **schools that are maintained by local education authorities**, standards in nursery classes are improving in all areas of learning. In reception classes, there has been an improvement in every area except pupils' language, literacy and communication skills.

Chart 1 - The standard achieved by children under 5 years old in nursery and reception classes

Percentage of classes

Nursery classes

| | | | | |
|-----------|-----|-----|-----|----|
| 2000-2001 | 12% | 56% | 28% | 4% |
| 1999-2000 | 10% | 49% | 36% | 5% |

Reception classes

| | | | | |
|-----------|-----|-----|-----|---|
| 2000-2001 | 10% | 58% | 30% | 2 |
| 1999-2000 | 8% | 56% | 34% | 2 |

Very good Good Satisfactory Unsatisfactory

Very good: many good features, some of them outstanding
 Good: good features and no major shortcomings
 Satisfactory: good features outweigh shortcomings
 Unsatisfactory: some satisfactory work, but shortcomings in important areas

In both nursery and reception classes, children show good personal and social development. They learn self-control and independence, and relate well to other children and adults. In most classes for the under-fives, children receive a good range of opportunities to use and to improve their key skills across the six areas of learning (see note 1 below). Large improvements in children's

1 The six areas of learning are:

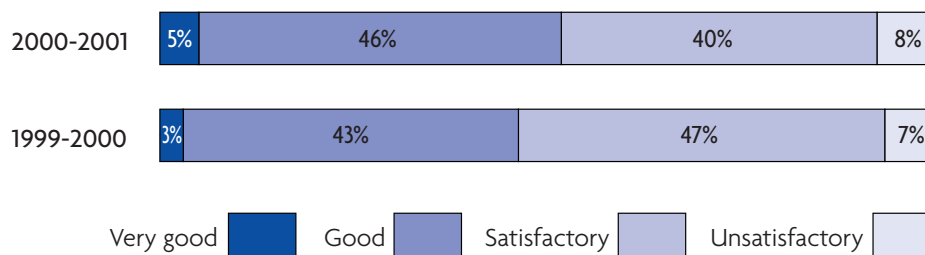
- language, literacy and communication skills;
- personal and social development;
- mathematical development;
- knowledge and understanding of the world;
- physical development; and
- creative development.

creative and mathematical development in nursery classes are not matched in reception classes. In nursery classes, children generally have better chances to make decisions and to express their own ideas, for example, when they paint or make music. In a few settings, limited space and play opportunities restrict children's physical development.

Primary Schools

Chart 2 - The standards that pupils achieve in key stage 1 and key stage 2

Percentage of classes



Standards in **primary schools** have continued to improve. In both key stages 1 and 2, more pupils are achieving good standards. This is the first year that pupils have achieved good or very good standards in over 50% of classes. Five years ago, the figure was only about 30%. At that time, pupils' standards were unsatisfactory in around 20% of classes. This figure is now much lower but, at 8%, it is still too high. It is twice as high in key stage 2 as it is in key stage 1. The largest amount of good work is found in Year 2 and Year 6, the last year in each key stage. Standards are lowest in Year 3. These figures reflect the quality of teaching in the different year groups. In key stage 1, there is more good or very good teaching in Year 2 than in Year 1. In key stage 2, the percentage of lessons where the teaching is good or very good is lowest in Year 3, higher in Year 4, and highest of all in Year 5 and Year 6.

Pupils achieve good or very good standards in 55% of mathematics and science classes. The figures for English, art and history are almost as good. In key stage 2, there have been big improvements in standards in English, mathematics, science and history. These standards have improved because of:

- ✓ the good quality of in-service training for teachers; and
- ✓ the increased emphasis on developing pupils' skills in reading, writing and numeracy.

The improvement in science suggests that pupils' higher levels of skill in reading, writing and numeracy are helping their work in other subjects. Pupils can only achieve good standards in science if they have good language skills to help them understand scientific ideas and good numeracy skills to analyse and interpret the measurements they take. As in previous years, the largest amounts of unsatisfactory work are in information technology. Across both key stages, standards in information technology are unsatisfactory in 18% of classes. In key stage 2, design and technology, geography and Welsh as a second language are the other subjects where standards are lowest. Inspection reports show that, in order to achieve higher standards in these subjects, pupils need to:

- gain a thorough understanding of the basic concepts in the subject;
- use their reading, writing and numeracy skills more often; and
- use information and communications technology for a clear purpose.

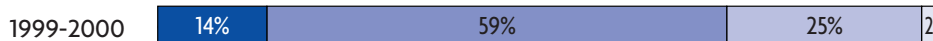
Chart 3 - The standards that pupils achieve in primary schools. Standards in the key skills

Percentage of schools

Speaking



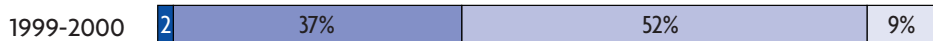
Listening



Reading



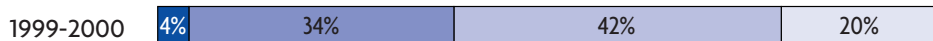
Writing



Using numbers



Information technology



Very good Good Satisfactory Unsatisfactory

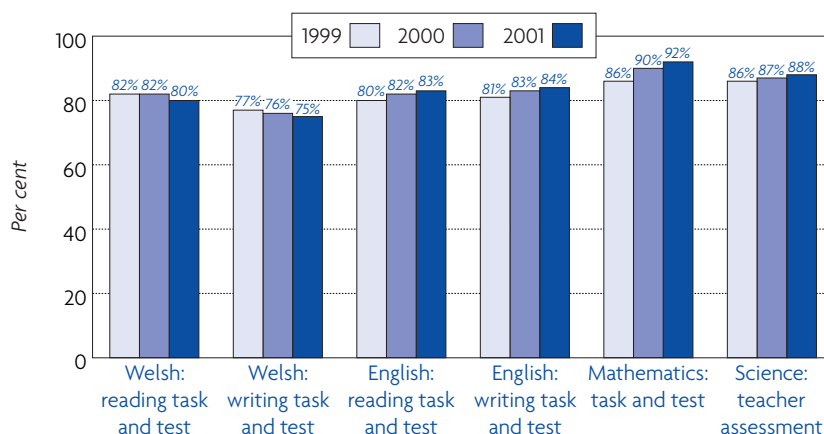
In key stages 1 and 2, standards in **reading and writing** across the curriculum, in both Welsh and English, continue to improve. Pupils speak clearly and explain their ideas well. In schools where standards of **speaking** are good, teachers encourage pupils to use speech to aid and extend their learning. For example, teachers encourage pupils to talk before they start a piece of writing. There is a higher percentage of schools this year where pupils achieve good or very good standards in **reading**. These pupils read a variety of sources accurately and with good understanding, and use books and other texts for research.

Standards of pupils' **writing** in all subjects have improved this year, but there are still some problems in aspects of the work. Too often, spelling and punctuation are weak and pupils find it difficult to make varied and interesting sentences. Many do not use a wide enough range of vocabulary. These weaknesses are similar to those we pointed out in the discussion paper 'Raising standards of writing in Primary Schools' that we published this year. A greater emphasis needs to be placed on improving the quality of pupils' writing, particularly as they move through the junior years.

Standards of achievement in **numeracy** have continued to improve. Pupils show an increasing mental agility in handling numbers and can interpret data that is presented in a variety of forms. The continued emphasis on spoken and mental work in teaching mathematics is having a positive effect on pupils' confidence and how they use numbers. However, pupils in too many classes in both key stages still lack confidence in number work, especially when they need to use their skills in contexts that are unfamiliar to them.

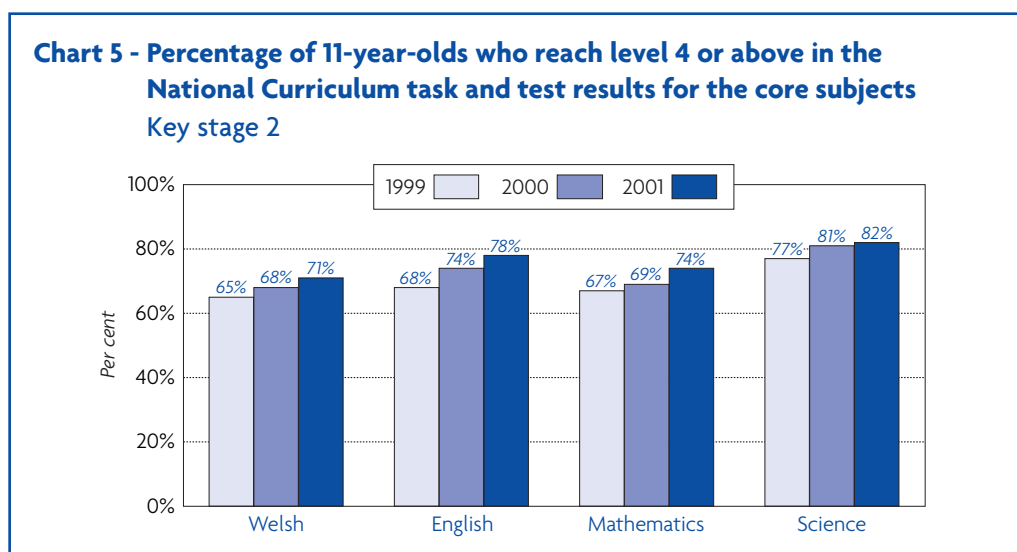
The standards pupils achieve in **information and communications technology** (ICT) also continue to improve. Pupils use ICT well to research information and present it using pictures and graphs, particularly in mathematics, science, history and geography. In more and more classes, pupils are learning to use the Internet and e-mail to find information to support their learning in a range of subjects. Despite good work in some classes, it is often the case that pupils do not make enough progress from year to year. This is mainly because teachers do not plan the work well enough. Teachers need to think carefully about the ICT skills that pupils will need for each activity. Some activities should give pupils the opportunity to practise a skill and take it to a higher level. Others should be designed to help pupils gain a new skill.

Chart 4 - Percentage of 7-year-olds who reach level 2 or above in the National Curriculum tasks, tests and teacher assessment results for the core subjects



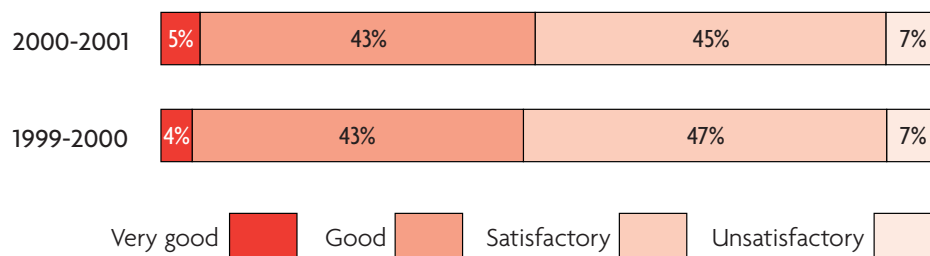
At the end of **key stage 1**, there is a small improvement in the performance of pupils in English and mathematics. In Welsh and science, the results are roughly the same as last year. 81% of pupils reached level 2 (the level that most pupils of this age should reach) in all three of the core subjects (the core subjects are English or Welsh, mathematics and science). The percentage of pupils who achieve this is called the 'core subject indicator'. Girls continue to

perform better than boys, particularly in English and Welsh. Although the performance of boys and girls has improved, the difference between the achievements of boys and girls has changed very little since the assessments were first made in 1996. 85% of girls reached the core subject indicator in 2000-2001, compared with 77% of boys.



There has, once again, been an improvement in pupils' performance in the tests in each core subject in **key stage 2**. 72% of girls reached level 4 in each of the core subjects. Only 63% of boys achieved this. (Level 4 is the level that most pupils aged 11 are expected to reach.) The biggest improvement this year has been in mathematics. One of the reasons for this is the extra training and support in mathematics that local education authorities have provided for schools. Girls continue to perform much better than boys in English and Welsh, and slightly better in mathematics and science. In English, the gap between girls and boys has closed by almost a half since 1996. Teachers have found ways to make the work in English more interesting for boys. They use a wider range of fiction and non-fiction books that are attractive to them. As more and more books for children are published in Welsh, teachers should do all they can to help boys make similar improvements in Welsh.

The standards that pupils in key stage 1 and key stage 2 achieve in each subject of the National Curriculum and in religious education are shown in appendix 2 on page 67.

Chart 6 - The standards that pupils achieve in key stage 3 and key stage 4*Percentage of lessons*

Pupils have maintained the steady progress they have made over the past six years. Schools have almost reached the targets for 2002, set by the National Assembly (you can see the targets in appendix 1 on page 65). Overall, in all the schools we inspected this year, pupils achieved good or very good standards in almost 50% of classes. Standards were unsatisfactory in just over 5% of classes. However, there are still very large differences between schools. At one end of the range, pupils in one school achieve good or very good standards in 80% of lessons. In a school at the other end of the range, the figure is only 20% of lessons. The amount of unsatisfactory work also varies a lot from school to school. In one school we inspected, there was only one lesson where standards were unsatisfactory. In another, standards in over 20% of classes were unsatisfactory.

It is not always helpful to compare the standards pupils achieve in different subjects. In key stage 4, for example, some subject departments teach every pupil while others only teach the pupils who have chosen the subject, usually because they like it and are doing well in it. However, it is possible to see some patterns in the figures.

- ✓ Standards are high in history, geography and religious education. Many teachers use topical or local issues to make these subjects interesting. Pupils respond well.
- ✓ Standards are high in drama in key stage 3. This subject gives pupils opportunities to express their own ideas and feelings. Teachers often use a large element of fun to make learning more effective. There might be advantages in looking for ways in which other subjects could take on more of these features.
- ✓ Standards are high in food and textiles. Teachers often interest pupils by showing them how topics link to their everyday lives. They keep up pupils' interest by focusing their minds on the quality of the finished product.
- ✓ Standards are high in Welsh (first language). Pupils who study Welsh generally enjoy the language. Teachers develop a pride in the culture that the language opens up for pupils.
- x Standards are low in mathematics, science, and design and technology. A number of pupils find it hard to do well in these subjects because of their lack of skills in numeracy.

- x Standards are low in physical education. Some pupils show little interest in this subject. Some avoid lessons by not bringing the clothes they need to wear. Standards are higher where teachers provide an interesting range of activities in which all pupils can achieve success at their own level.
- x Standards are low in Welsh as a second language. While many pupils who speak Welsh as a second language achieve good standards, others are not strongly motivated to learn Welsh.

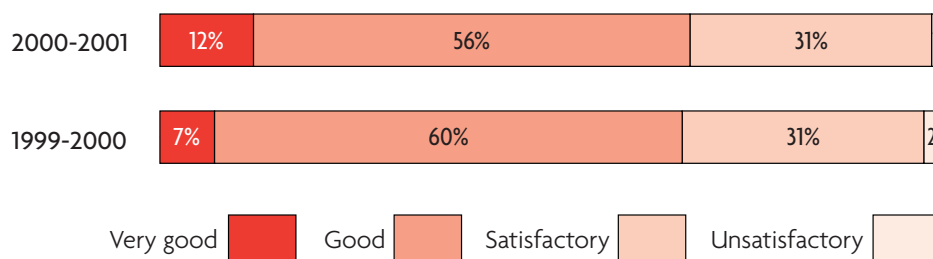
The standards that pupils in key stage 3 and key stage 4 achieve in each subject of the National Curriculum and in religious education are shown in appendix 2 on page 67.

Able pupils and those with special educational needs generally achieve higher standards than other pupils, relative to their starting points. Schools need to do more to help pupils of average and below-average ability to achieve more. About half the schools need to give more challenging work to gifted and talented pupils.

As in previous years, girls generally do better than boys. This is particularly true in English and Welsh. Many schools are working hard to boost the achievement of boys. In several of these, the gap between the achievements of boys and girls is getting smaller.

Chart 7 - The standards that students achieve in sixth forms in schools

Percentage of lessons



More schools are encouraging pupils of a broad range of abilities to continue their studies in the sixth form. Generally, students on both academic and vocational courses achieve high standards. Most of them are keen to gain places on further or higher education courses so they:

- ✓ work hard to achieve their goal;
- ✓ listen attentively in class and often ask questions;
- ✓ carry out practical tasks thoughtfully;
- ✓ do their homework assignments thoroughly and finish them on time; and
- ✓ build up well-organised files of notes and revise thoroughly for exams.

However, about one third of students achieve only satisfactory standards. This is often because teachers do not present the work in an easier way or show students how they can learn, step by step, to cope with work at a more advanced level. Students in Year 12 this year are studying a broader curriculum

than ever before. Despite the greater demands on them, most students make good progress. However, they do most of their work for their key skills qualifications through separate courses, rather than as part of their work in other subjects. They feel that the work is not relevant and that there are too many assignments. Generally, they are not making as much progress as they might in their key skills. Because of the extra work they are doing, fewer students are taking part in extra-curricular activities.

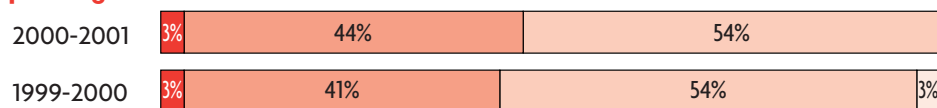
The standards that students achieve in a range of subjects are shown in appendix 2 on page 67.

Key skills in secondary schools

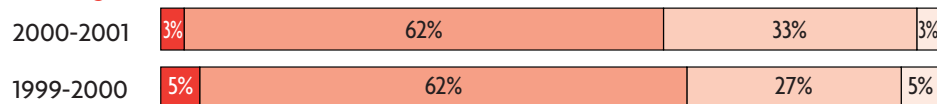
Chart 8 - The standards that pupils achieve in secondary schools. Standards in the key skills

Percentage of schools

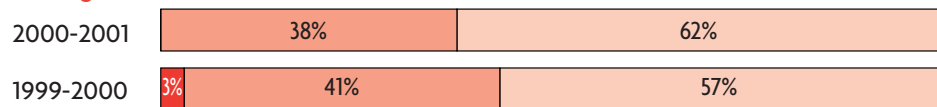
Speaking



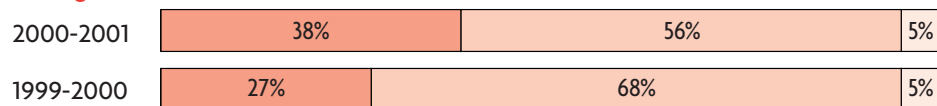
Listening



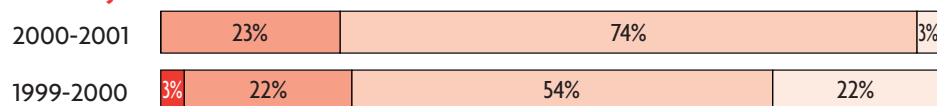
Reading



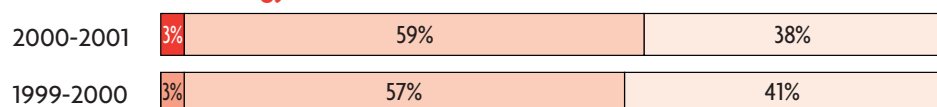
Writing



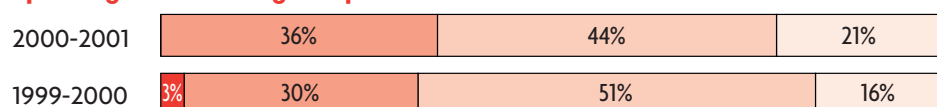
Numeracy



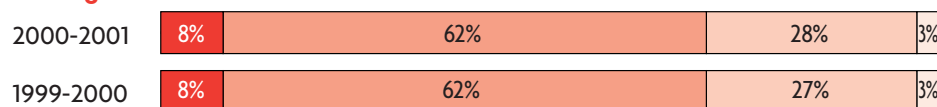
Information technology



Improving own learning and performance



Working with others



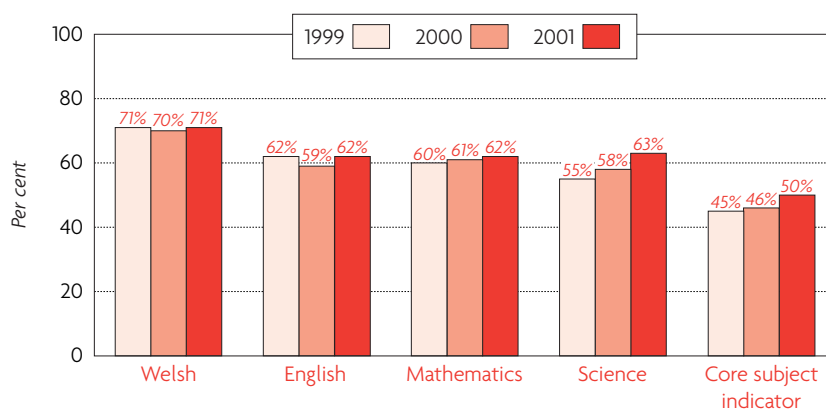
Very good Good Satisfactory Unsatisfactory

In general, standards in **speaking, listening and reading** are about the same as last year. However, many secondary schools are doing more to boost pupils' skills throughout key stage 3 and the standards of pupils' **writing** skills have improved in recent years. Teachers know the standards that pupils achieved in primary school and they set appropriate targets for them to reach by the end of Year 7. Most pupils can write reasonably fluently and more now use key words correctly in the various subjects they study. Many subject departments are using 'writing frames' (prompts that pupils use to organise their writing) and pupils are gaining a better understanding of different types of non-fictional writing. The writing frames help them organise their ideas, but many pupils still do not use enough different types of sentences. Their spelling and punctuation are often weak.

Like last year, standards of **numeracy** are good or very good in about a quarter of schools but there is much less unsatisfactory work this year. Standards are higher in key stage 4 and the sixth form than in key stage 3. More subject departments have clear strategies to improve pupils' numeracy skills but many departments still do not do enough. In the best cases, a co-ordinator helps all the departments that regularly use numeracy to plan the work together. In many schools, pupils use their skills in numeracy well, not only in mathematics but also in subjects such as geography and science.

Standards in using **information and communications technology** (ICT) across the curriculum have not improved much since last year. The amount of good work is similar to last year, but there is slightly less unsatisfactory work. Schools write whole-school policies for ICT to help subject departments build ICT activities into their schemes of work. However, there is not enough detailed planning and consultation between subject teachers and information technology teachers for pupils' skills to improve from year to year. English, Welsh, geography and history departments generally use ICT a lot, but this does not happen as often in other subjects.

Chart 9 - Percentage of 14-year-olds who reach level 5 or above in the National Curriculum task and test results for core subjects



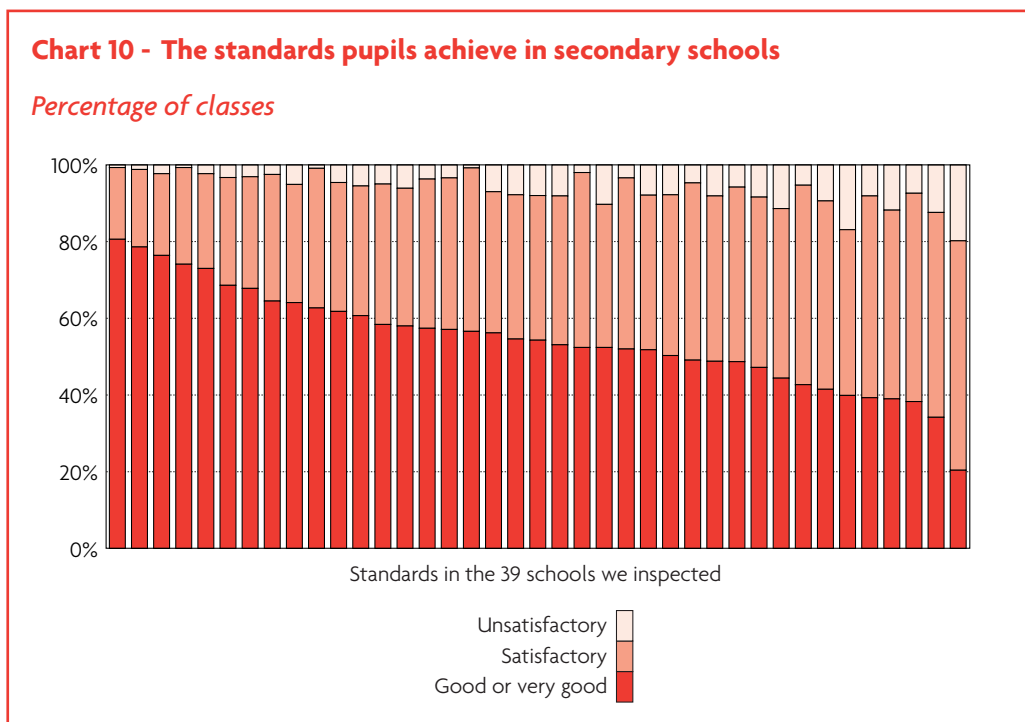
In the **key stage 3** tests for Welsh, schools have reached the National Assembly target for 2002. However, there is still a long way to go in the other three subjects. Pupils' achievement in science has improved a lot over the last two years. Improvement in English and mathematics has been slow. At the

present rate of progress, schools will miss the target for 2002 in English, mathematics and science. Girls perform much better than boys in English and Welsh. In mathematics and science, the difference in performance between girls and boys is much smaller, but it has grown over the last year.

In **key stage 4**, GCSE results improved again this year.

- ✓ The percentage of 15-year-olds who achieved five or more passes at grades A* to C in their GCSE examinations (or the equivalent in vocational qualifications) went up from 49% last year to 50%. This performance is getting closer to the National Assembly target of 54%. The percentage of pupils who achieved the core subject indicator rose from 36% to 37%. (The core subject indicator for key stage 4 is the percentage of pupils who gain at least grade C in GCSE examinations in all three core subjects. These are English or Welsh, mathematics and science.) It is unlikely that this figure will reach the target of 50% by next year.
- ✓ Of the 35,000 pupils in Year 11, there are about 1,100 who leave school without a recognised qualification. This figure has fallen by about 400 over the last five years.
- ✓ The number of schools where less than 25% of pupils achieve five passes at grades A* to C in GCSE exams has fallen again. There are now only seven schools where this is the case.

Schools have achieved a great deal over the past 10 years. However, the percentage of pupils who achieve good standards varies a lot from one school to another. We show this variation in the following chart.



The schools where pupils have the lowest examination results all serve areas that have major social and economic problems. These schools have a high number of pupils who need a lot of support to do well. In these

circumstances, many of the schools achieve remarkably good results. A growing number of schools are managing to do better than others with similar problems. Things that help these schools to succeed include:

- ✓ strong leadership by senior and middle managers;
- ✓ strategies to improve the quality of teaching and learning;
- ✓ policies to guide all aspects of school life that are consistently followed by all members of staff;
- ✓ purposeful links with parents and the local community;
- ✓ positive relationships between staff and pupils;
- ✓ effective use of teachers' expertise; and
- ✓ good use of the buildings and other resources.

Chart 11 - The standards that pupils achieve in special schools

Percentage of classes



The overall standards that pupils achieved in the **special schools** we inspected this year are much higher than last year. The percentage of classes where the work is good or very good has gone up from 40% to 60%. Inspectors found unsatisfactory work in only 2% of classes, compared with 7% last year. These figures meet the National Assembly targets for 2002. (We list these targets in appendix 1 on page 65.) In nine of the 12 schools we inspected, standards are generally good or have improved a great deal since their last inspection. There is high-quality work in the early years in over 90% of classes. In other classes, from Year 1 to Year 13, standards are very good in 30% of the work in physical education and in about 20% of the work in English, design and technology, religious education and science. These high standards are a result of:

- ✓ detailed and imaginative planning;
- ✓ teaching that is adapted to the needs of each pupil; and
- ✓ the effective work of learning support assistants.

As last year, the weakest standards are in information technology. Here, 33% of the work in key stages 3 and 4 is unsatisfactory, and there are problems in about 60% of the work. Pupils' standards of achievement in Welsh as a second language are also low. Standards are unsatisfactory in 20% of Welsh second language classes and there is no good or very good work.

Key skills in special schools

Most of the pupils in special schools have very low levels of achievement in key skills. However, in relation to their ability pupils have good skills in numeracy, particularly in the early years, key stage 1 and key stage 2. In these key stages, pupils use their key skills to help their learning in all subjects. However, standards are not as good in key stages 3 and 4 and the sixth form. Most pupils, across all key stages, are good at discussion. They wait their turn and listen well to their teachers and one another. Pupils' skills in reading and writing are usually at least satisfactory but few pupils learn to read or write as well as they might. Generally, pupils' use of information and communications technology (ICT) is satisfactory but, in key stage 3 and key stage 4, a third of the pupils do not make enough progress. On the whole, schools do not use ICT well to support pupils' learning. Pupils do not use it enough to present work or, in the case of pupils who do not speak, to help them communicate. Few schools have policies for teaching or monitoring key skills.

Pupil-referral units

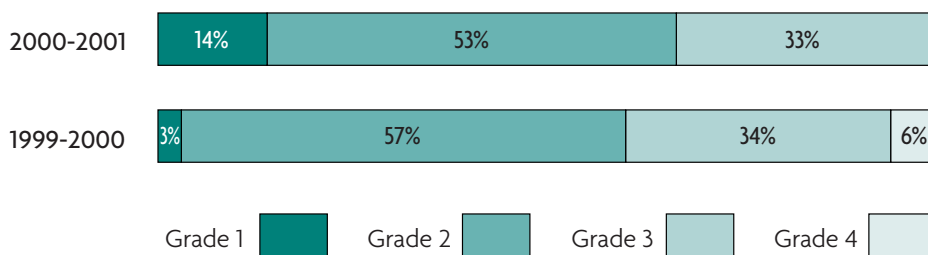
Most pupils in **pupil-referral units** make good progress and achieve at least satisfactory standards. Pupils achieve good standards where there are strong links with mainstream education and where they follow accredited courses. Pupils who follow Certificate of Educational Achievement courses do very well. However, the work is too easy for some of them and they would learn more by studying GCSE courses. Those who take GCSE examinations generally gain good grades. Standards in English and mathematics are satisfactory. In half the units, standards in some aspects of science are unsatisfactory. This is because either no teacher is qualified to teach all aspects of the course or the facilities for science work are unsatisfactory. In a similar number of units, the same is true for practical work in physical education, design technology, information and communications technology and the creative arts. In a small number of units, poor behaviour affects the progress that pupils make.

Key skills in pupil-referral units

Pupils achieve satisfactory standards in the key skills. The standards of reading are satisfactory in all units and some pupils read well. Writing skills are satisfactory, but teachers sometimes do not expect enough of their pupils. Too often, pupils fill in worksheets rather than write at greater length for a range of audiences and purposes. Standards of speaking and listening are satisfactory. Pupils develop their oral skills through role-play and group work. However, few speak at length or with others. Standards in numeracy are satisfactory overall but many pupils do not use or improve their mathematics skills in subjects across the curriculum. In over half the units, pupils' information and communications technology (ICT) skills are unsatisfactory. There are not enough computers or software to support pupils' learning or allow them to become very good at using ICT.

Chart 12 - Percentage of institutions where the standards of achievement, attainment and student motivation in the programme areas inspected were awarded grades 1 to 4

Percentage of institutions



- Grade 1: Good with some outstanding features
 Grade 2: Good features with no important shortcomings
 Grade 3: Good features outweigh shortcomings
 Grade 4: Important shortcomings outweigh good features

Most students in **further education** who stay on their courses make good progress in their studies and develop appropriate skills. However, the total number of students who get a qualification, compared with the number who start on a course, is still too low.

The highest rates of attainment are in applied science and secretarial and office studies. They are also high in art and design. The lowest rates are in computing and construction. Standards of attainment have risen for full-time students in applied science, catering and caring and health. They have dropped among full-time students in hairdressing and beauty, access studies and computing. These changes may reflect how well institutions cater for the wider range of students who now enrol. In the best cases, institutions:

- ✓ give effective guidance to help students choose the courses that are best for them;
- ✓ help students with their basic skills;
- ✓ teach at a level that is suitable for the students in each class; and
- ✓ support students well.

The highest rates of full-time students completing their studies are in independent living skills and secretarial and office technology. They are also high for part-time students in engineering, computing and catering. Completion rates have risen considerably in performing arts, construction and general education.

Few institutions have improved their overall rates of student completion and attainment. Institutions are better than they were last year at collecting information on what students do when they leave. All institutions can become more effective in the way that they collect and use this information.

Institutions receive figures from Education and Learning Wales (ELWa) on the average rates of attainment and completion of students on further education courses in Wales. Some of the institutions use this information well to set targets for improvement in their own performance. However, too many do not do this. Very few institutions are able to measure the value that they add to students' learning. They do not use information from assessment effectively to measure the progress students make.

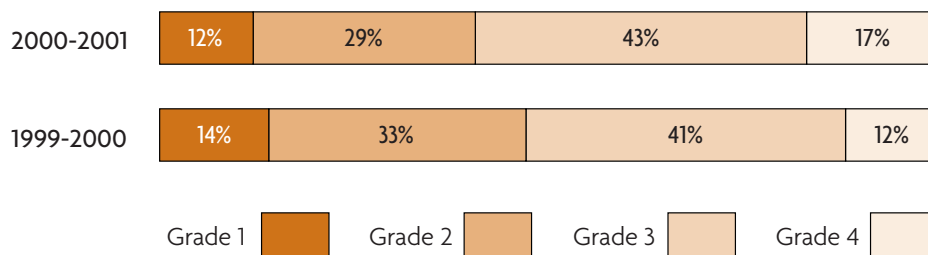
Work-related experience helps most students to improve their skills and understanding. Students can link theory and practice successfully when the work placement relates closely to their course.

Students who go to school or college regularly are often highly motivated. In many institutions, however, the attendance and timekeeping of students are poor in some areas. A few institutions recognise that they have problems and are trying hard to improve attendance. Teachers monitor attendance rates in classes and talk to students about their reasons for not coming to classes. Institutions are doing more to make sure that all teachers have the same high expectations of students' attendance. The overall grades achieved in programme areas in the institutions we inspected this year are set out in appendix 3 on page 73.

Work-based training

Chart 13 - Percentage of training programmes where standards achieved by trainees were awarded grades 1 to 4

Percentage of programmes



Where trainees on **work-based training** consistently reach high standards, they become more and more competent and contribute effectively in their workplace. They are highly motivated and are aware of how well they are progressing. In these cases, trainees go to sessions regularly and on time. Many take part in extra training courses that are offered by the training provider or their employer. They are actively involved in assessments and reviews. Trainees use the feedback from assessments to improve their work. They achieve the targets set for them in their reviews and, with the training staff, help to set new priorities for themselves and timescales to achieve them. Trainees organise their work well and achieve high standards of presentation. Most trainees complete their qualifications. Those who do not achieve full qualifications gain at least some accredited National Vocational Qualifications (NVQ) units. The main strengths are that:

- ✓ trainers assess trainees' work promptly and keep a record of their achievements;

- ✓ trainees know how they are progressing and are well motivated;
- ✓ trainees take the initiative to practise in areas where they know they are weak and to meet the targets agreed with training staff;
- ✓ trainees organise their work well, making it easy to monitor their training;
- ✓ trainees use information and communications technology to improve the presentation and quality of their work;
- ✓ trainees' answers to assessment questions show their thorough understanding of what is involved; and
- ✓ trainees turn up for sessions regularly and nearly all gain full qualifications or accredited units from their programmes.

Since last year, the percentage of training programmes where standards are unsatisfactory has increased slightly. A few programmes in hospitality and health care and public services are particularly poor. On these programmes, only about half the trainees gain full or part NVQ qualifications. On training programmes that are of poor quality, trainees often do not understand what they need to do to achieve the qualifications they are working towards. In many cases, the outcomes identified in their training plans do not take account of the good standards they are achieving in the workplace. The overall grades achieved in occupational areas in the work-based training we inspected this year are set out in appendix 4 on page 74.

In **further education**, where key skills are part of vocational courses, most students achieve satisfactory standards. Students in further education generally achieve higher standards where key skills are taught as part of their main courses and not in separate sessions. Where institutions offer separate sessions for key skills, many students do not go to them.

In **work-based training**, the standards trainees achieve in key skills are unsatisfactory in over two thirds of the training that is provided. Only 36% of modern apprentices and 31% of national trainees achieve the three main key skills.

The process of including key skills in training and learning programmes is generally unsatisfactory. Trainers often miss opportunities for trainees to develop their key skills. Many providers give more time to assessing trainees' key skills than developing them. Some trainers do not assess trainees' key skills until the end of their training programmes. This is too late.

Most students and trainees make satisfactory progress in oral communication. They can talk confidently about their work and make presentations to different audiences. The standard of their written work is generally satisfactory. They use information and communications technology (ICT) well to help them write assignments and present work.

Standards in using numbers are unsatisfactory in many areas of training and further education. Many students and trainees have difficulty with basic sums. They do not have enough opportunities to develop their numeracy skills in a vocational context, especially in care and agriculture programmes.

Opportunities for students and trainees to develop their ICT skills vary widely within and between training providers. Many trainees have no access to ICT in the workplace. Other trainees use ICT regularly in their everyday work. They quickly become confident. In engineering, for example, trainees use computer-aided design and manufacturing techniques. In business administration, trainees regularly use word processors, spreadsheets and data-handling software. Many students and trainees also make good use of ICT to type assignments and other materials.

Few students or trainees regularly use the Internet or CD-ROMs to support their training. Students who go to further education institutions have access to good ICT resources and support in learning centres, but very few students use these facilities.

Most students and trainees develop self-confidence through their further education and training programmes. More and more gain certification in the key skills of working with others and improving their own learning. In the best cases, this personal development results from well-planned community involvement. Some students make presentations in schools and further education institutions. Others develop these key skills by getting involved with the Prince's Trust and Education Business Partnerships.

The number of students and trainees who gain the key skill of problem-solving is low.

Providers need to promote students' and trainees' key skills by making sure that they:

- assess students' and trainees' ability in the key skills at the start of programmes;
- improve induction procedures to make sure that students and trainees understand what they have to do to gain key skills qualifications;
- teach the key skills at an appropriate level for each student or trainee;
- design exercises that show how key skills are relevant in the workplace;
- include key skill development and assessment in learning programmes and assignments;
- provide opportunities for students and trainees to go to learning workshops and learning resource centres that are designed to help them develop their key skills;
- make sure that all tutors who are involved in on-the-job or off-the-job training are aware of the key skills requirements; and
- set targets for students and trainees to complete key skills units.

The purpose of **New Deal programmes** is to support clients in finding work. Most clients meet or achieve more than their learning targets, and develop the skills, understanding and knowledge they need to get a job. On a few programmes, however, clients do not make satisfactory progress. This is the case for clients following the environmental task force option. Few clients gain full National Vocational Qualifications, but many successfully complete short qualifications that help them to get a job. These include first-aid certificates, specialist health and safety qualifications or a driving licence.

The clients are generally well motivated and most are very enthusiastic. While a few rely too much on their mentors and trainers, most are willing to work on their own. Most go to sessions regularly and on time. Many make very good progress in their social development, and almost everyone grows in confidence and self-esteem. A small number go on from the New Deal to other forms of training.

Many clients develop key skills effectively through their training. Almost all become much better at working with others. However, many programmes do not give accreditation for key skills. Clients on the New Deal for Musicians generally develop very good skills in information and communications technology.

On **initial teacher training** courses, the strengths and weaknesses of trainees' teaching are much the same as we have reported in previous years. On primary and secondary courses, trainees generally manage and organise classes well and use suitable teaching strategies. However, few of them use their assessment of pupils' work to help them plan their lessons or set targets for pupils. Their assessments of lessons do not focus enough on what pupils have learnt. Trainees have good information and communications technology skills, but few use these effectively to help pupils learn.

Trainees' teaching in primary schools is good or very good in 50% of lessons and satisfactory in 40% of lessons. The amount of unsatisfactory teaching has not reduced much over recent years. The amount of good teaching varies a lot between courses. Trainees teach reading and writing skills well. Their knowledge of the core subjects of English or Welsh, mathematics and science is often good, but many have gaps in their understanding of at least one of the foundation subjects, such as geography or design and technology. They do not always know how to help individual pupils make quicker progress.

Trainees' teaching in secondary schools is good or very good in 60% of lessons and satisfactory in 35%. Trainees have good knowledge of their specialist subjects and use it well in their teaching. They expect and normally get good behaviour from pupils. However, they do not plan carefully enough to teach pupils the full range of skills required by the National Curriculum.

The progress of young people who take part in **youth projects** varies widely. Some achieve a great deal. Those who take part in Youth Access Initiative projects generally increase their self-esteem. Many of the young people apply for education or training courses and start to think about the jobs that these could open up for them. Most of them learn to get on better with others. Young people who take part in Youth Work and Schools Partnership projects generally start to achieve higher standards in their schoolwork.

Young people's attendance at projects is generally very good. Workers do all that they can to encourage them and the young people respond by working harder and showing commitment.

Some young people move on to further education, training or jobs as a result of youth work activities. However, not enough is being done to discover where young people go when they leave the projects. This lack of information

Initial teacher
training
courses

Youth work

makes it difficult to assess how much progress the young people make and the overall success of the work.

A high percentage of the young people involved in youth work projects have not done very well at school. Very often, this is because their key skills are weak so they have not been able to cope with a lot of the work. Many youth projects help young people to improve their key skills. However, few projects offer a regular programme of support so the young people do not make as much progress as they should in reading, writing and numeracy and in other skills they will need in adult life.

Young people who go to **youth clubs and other youth services** enjoy their activities, but the extent of their progress and achievement varies widely. By going to youth clubs and taking part in local and national events, many young people develop personal and social skills and gain certificates that celebrate their achievements. However, some of the work is not challenging enough so the young people achieve less than they might.

We inspect **adult and community education** in several ways.

- The Further Education Funding Council for Wales funded most of the adult education that local authorities provided during 2000-2001. It funded further education institutions, which then passed the money on to some local authorities. We inspect this work when we inspect the colleges themselves. We report on this work in the sections of this report that deal with further education institutions.
- We also inspect adult education which, this year, was funded by local authorities. However, there was very little of this and we did not carry out any full inspection of the work. The report *Aspects of Lifelong Learning: adult education and youth services*, which we published in 1999, provides a detailed account of this work.
- We also carry out some inspection of adult education under Best Value inspection arrangements.

The changes resulting from the Learning and Skills Act 2000 will lead to changes in our inspection arrangements for adult education in the next few years.

Standards in adult and community education classes are generally good or very good. Most learners are well motivated and generally achieve their agreed learning targets. They gain confidence, increase their self-esteem and generally find that the courses improve their lives. Learners quickly gain new skills and knowledge. In particular, those who have no experience of information and communications technology (ICT) often become very good at using computers. Many gain qualifications for the first time in their lives. Learners often move on to higher-level courses, but a few stay on lower-level courses for too long. Some providers do not monitor completion rates so they cannot assess how effective courses are overall.

Section two

The quality of education and training in Wales

1 The quality of education, training and assessment

In **the non-maintained sector**, the quality of education is good in almost two thirds of the settings we inspected this year. In the other settings, there are some weaknesses but inspectors judged that these could be put right. The quality of teaching in almost three quarters of the settings is appropriate. Most of the members of staff have a good understanding of the desirable outcomes for children's learning and they set high expectations for children's progress and achievement. Some of the best work is done when:

- ✓ children are given chances to show initiative; and
- ✓ members of staff get involved in children's play activities to make them more fun and to give the children more challenge.

Settings in the non-maintained sector continue to have difficulties in assessing children's progress. Only about half of them have established appropriate arrangements. In these settings, members of staff assess children by watching their activities and keeping useful records of their progress. Parents are involved in the assessment and they are told about their children's achievements. In other settings, members of staff:

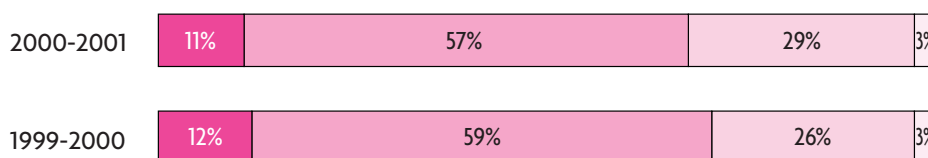
- x do not consider the desirable outcomes for children's learning enough when they make assessments; and
- x do not make enough use of their records to help them plan activities that meet children's individual needs.

In **schools maintained by local education authorities**, the amount of good or very good teaching is about the same as last year.

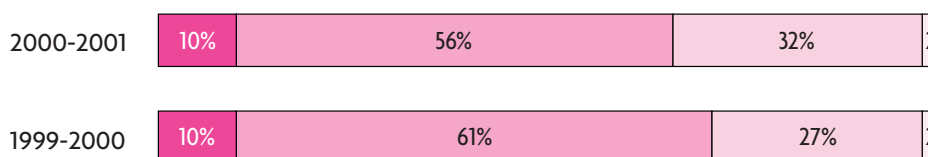
Chart 14 - The quality of teaching in nursery and reception classes maintained by local education authorities

Percentage of classes

Nursery classes



Reception classes



Very good Good Satisfactory Unsatisfactory

The under-fives

Very good: many good features, some of them outstanding
 Good: good features and no major shortcomings
 Satisfactory: good features outweigh shortcomings
 Unsatisfactory: some satisfactory work, but shortcomings in important areas

In these settings, teachers:

- ✓ plan a wide range of practical activities;
- ✓ challenge and motivate children; and
- ✓ help children to develop curiosity and independence.

In both nursery and reception classes, teachers promote children's personal and social development well.

Generally, classes for the under-fives that are maintained by local education authorities have good arrangements for assessing children. Every child is assessed when they start in the reception class. Throughout the year, teachers:

- ✓ assess children by watching them at work;
- ✓ keep useful records of their progress; and
- ✓ use the information well to plan work that meets the needs of each child.

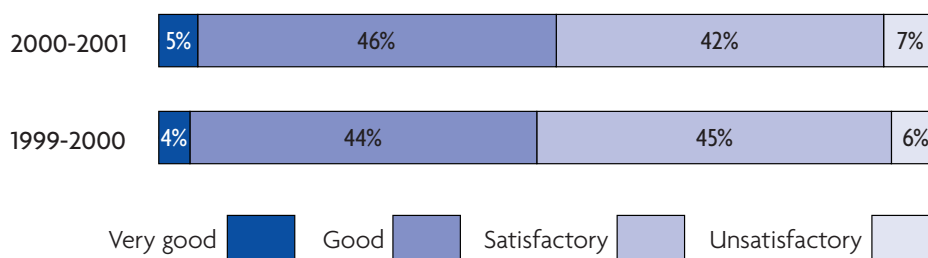
In about 10% of schools where the quality of assessment is unsatisfactory, the main problems are that:

- x teachers do not watch children carefully enough;
- x assessments do not consider the desirable outcomes for children's learning enough; and
- x written reports to parents do not refer to children's progress in the six areas of learning.

Primary schools

Chart 15 - The quality of teaching in key stages 1 and 2

Percentage of classes



For the fourth year running, there has been an increase in the amount of good or very good teaching in key stages 1 and 2. Overall, the quality of teaching in **primary schools** is now good or very good in over 50% of lessons. This figure is the target, set by the National Assembly, that schools are expected to achieve by 2002. However, the percentage of unsatisfactory teaching is still slightly above the target of 5% of lessons. Less than half of all schools have met both of these targets.

In schools where the overall quality of teaching is very good, the teachers:

- ✓ have a firm understanding of every curriculum subject;
- ✓ use a stimulating variety of teaching methods;
- ✓ have high expectations of how much pupils can achieve;
- ✓ set challenging work for pupils;
- ✓ make sure lessons run at a good pace; and
- ✓ regularly discuss the quality of teaching and learning with one another.

In a small number of schools, less than 20% of the teaching is good or very good. The main weaknesses are that:

- x lessons are either too difficult or not challenging enough for many pupils in the class;
- x the lessons are too slow;
- x whole-class sessions do not hold pupils' attention;
- x there are not enough opportunities for pupils to work effectively in pairs or groups; and
- x some teachers are not confident when teaching information technology, design and technology and geography.

The quality of **assessment**, recording and reporting has improved slightly this year. It is good in just over half the schools we inspected, but is unsatisfactory in 10%.

In key stages 1 and 2, most teachers put together portfolios of pupils' work. Many schools have also collected examples of graded work in each subject. These help them to assess pupils' work and to know what pupils must do to reach the next level.

More schools are helping pupils to assess their own progress. They are finding that pupils can do this very well, as long as they:

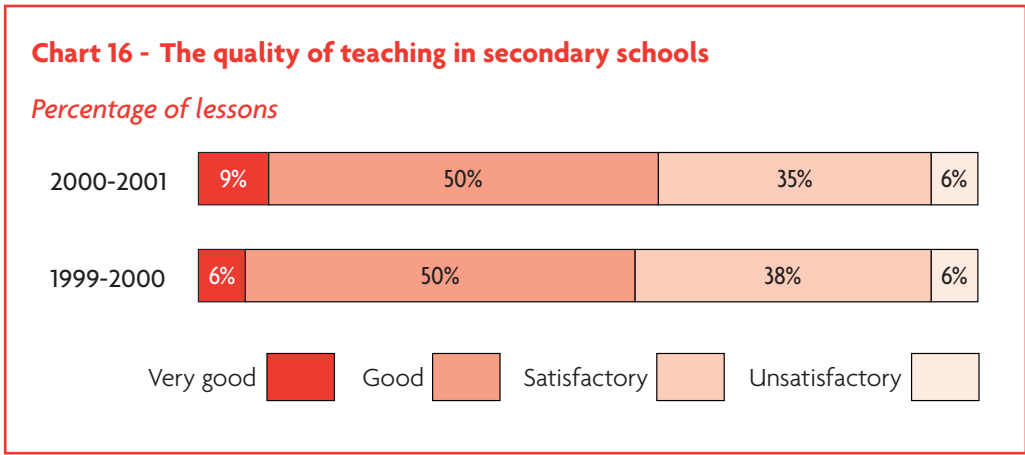
- explain in simple words the standards they expect pupils to achieve; and
- help pupils to learn the words and phrases they can use in making assessments.

Teachers assess pupils' work as they talk to them throughout the day. In marking pupils' written work, they write encouraging and positive comments. The main problem is that they do not always explain what pupils should do to improve.

The quality of record-keeping continues to improve. The records help teachers to adapt work to pupils' needs.

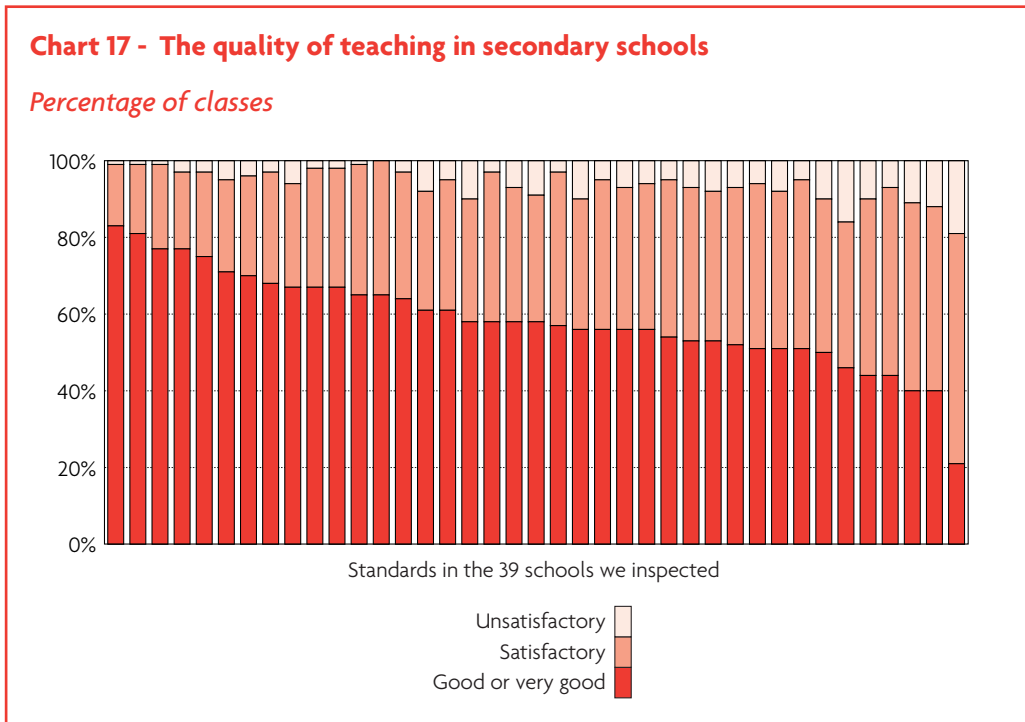
Many schools write detailed and useful reports for parents. They include judgements on pupils' achievement, effort and attitudes. They make a detailed statement about pupils' performance in the core subjects, but often do not give a clear judgement on how well pupils are doing in other subjects. Many reports fail to make clear to parents when pupils are falling behind the standards expected for children of their age. Most set out targets for improvement and the best reports explain clearly how parents can help their children to make progress.

Secondary Schools



The overall quality of teaching in secondary schools has improved again this year. There are far more lessons where it is very good. However, there are very large differences between schools.

The chart below shows the quality of teaching in the 39 schools we inspected this year.



This chart shows that:

- the percentage of good or very good lessons ranges from 83% in one school to 21% in another;
- in just under half the schools, a lot of the teaching is good or better, and very little is unsatisfactory;
- in one school there is no unsatisfactory teaching; and
- in one school in every five, teaching is unsatisfactory in at least 10% of lessons.

There is still a lot that schools can do to deal with weaknesses and improve the overall quality of pupils' education.

In the lessons with outstanding features, the teacher:

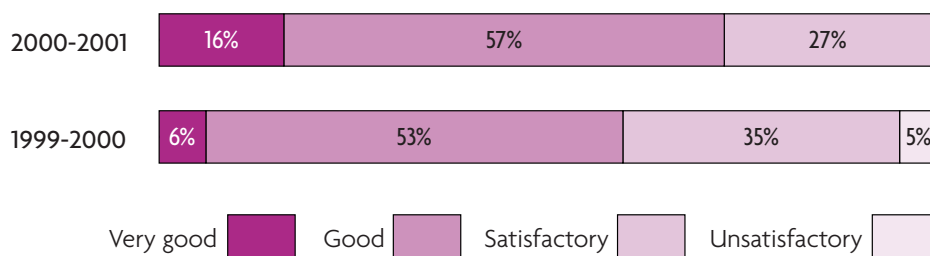
- ✓ carefully plans and structures the work so that each activity builds on the one before it;
- ✓ gives clear instructions at the start of the lesson so that pupils know what to do and what they will learn;
- ✓ checks that pupils achieve the aims of each activity;
- ✓ provides a number of varied learning activities to match pupils' needs;
- ✓ gives pupils opportunities to show initiative, think creatively and become better learners by assessing progress in their own work; and
- ✓ creates opportunities for pupils to use their key skills and to improve their knowledge and understanding of Y Cwricwlwm Cymreig (the Welsh dimension of the curriculum in Wales).

Limited, undemanding tasks and a lack of pace and urgency are common features of unsatisfactory lessons.

The number of schools with good or very good practice in **assessment** is increasing. Teachers are becoming more confident about using National Curriculum levels to assess pupils' work. Examples of graded work are helping teachers to be more accurate and consistent in their marking. More schools are now asking pupils to assess their own work because this helps them to understand what they need to do to make progress. The quality of reports for parents is improving but is good in less than one school in four. Reports for subjects tend to describe what pupils have done rather than how well they have done it and how much they understand. Schools make good use of test and examination results at key stage 3 and key stage 4 to set targets for individual pupils and the school as a whole. However, few secondary schools use the results of key stage 2 assessments so well and this leads to pupils in Year 7 repeating some of the work they did in Year 6. As a result, the standards they achieve in Year 7 are lower than they might be.

Chart 18 - The quality of teaching in special schools

Percentage of lessons



The quality of teaching in **special schools** is much better in the schools we inspected this year than in those we inspected last year. In a quarter of lessons, it is very good. Most good teaching is in classes for pupils under five years of age. Teachers plan thoroughly in these well-taught lessons, keeping an eye on what they want pupils to achieve. At its best, the teaching is very skillful with teachers helping pupils to understand ideas by talking about their

work, listening carefully to others and working together. They offer pupils many practical tasks and they break down the work into small steps. They adapt the work to suit individual pupils by making it easier or more challenging. Teachers and support assistants work well together and have good relationships with pupils. In about one third of lessons, the work is not interesting or challenging enough and teachers do not manage pupils' behaviour effectively.

Just over half of the small number of special schools we inspected do not have effective whole-school **assessment** systems. A few teachers are not familiar enough with the National Curriculum so cannot properly assess how well their pupils are doing. Many education plans for individual pupils are of poor quality and do not show teachers what they could do to help pupils reach their targets. Despite these weaknesses, there are teachers who thoroughly assess pupils' work and they use the National Curriculum to look at the full range of what pupils can do and set targets they should aim for. Pupils make better progress when they and their parents are involved in setting these targets.

Pupil-referral units

The quality of teaching in **pupil-referral units** is at least satisfactory in all lessons. It is good in two thirds of them, especially in English and mathematics. Day-to-day planning is usually good and classroom assistants give good support. The best teaching involves pupils in creative and practical activities that interest and challenge them. Outdoor education and Youth Access programmes, for example, motivate pupils.

In a few lessons, the quality of teaching is unsatisfactory. The main problems are that teachers:

- x do not give pupils enough opportunities to investigate things for themselves or to show imagination or creativity;
- x set too many tasks where pupils just fill in a worksheet; and
- x have poor long-term plans that do little to develop pupils' skills.

Provision for pupils with special educational needs is unsatisfactory in half the units. The main reason for this is that teachers do not do enough to assess pupils' achievement or monitor their progress.

In about half the units we inspected this year, teachers keep good records of pupils' progress and send this information back to the mainstream school when the pupils return. They carefully assess the work of pupils who sit public examinations in key stage 4. Overall, however, the quality of assessment is unsatisfactory and few units thoroughly assess what pupils can do when they arrive in the unit. Two thirds of the units do not have effective procedures to record what pupils achieve so they cannot plan effective work programmes for pupils. In half the units, the targets in pupils' individual education plans are too vague and do not help teachers to plan pupils' work or recognise the progress they are making. Generally, teachers' marking of pupils' work does not show what they need to do to improve.

The quality of teaching in **further education** institutions is generally satisfactory or better. In one session in six, it is good with outstanding features, but in just under 10% of sessions, there are weaknesses in the teaching. Most teachers plan sessions well and make the aims clear at the beginning of the class. They use a range of approaches, including direct teaching, discussion, group work, student presentations and individual research. This variety stimulates students' interest, improves their learning skills and helps them to learn in the way that they find most effective. Teachers draw on students' experiences and use the students' vocational areas to make the sessions relevant for students. In sessions where the teaching has outstanding features, teachers' expectations of students are high. For example, teachers may ask students to prepare a 10-minute presentation and tell other students that they must be prepared to question what the presenter says. In the sessions where there are weaknesses in the teaching, the work has no clear structure and students are not sure what their aims are. Generally, teachers provide good support for students who have extra learning needs. In the best cases, they adapt learning materials for students of different abilities.

Many good sessions involve carefully-planned work that helps students to develop several of their key skills. However, in almost half the sessions, teachers miss opportunities to provide this kind of work. There has been a significant increase in the use of information and communications technology in teaching and learning, but teachers and students still do not use computers well in nearly a fifth of the programme areas we inspected.

There is effective bilingual teaching in only a few institutions but there is evidence of some improvement this year. However, in most institutions, there are not enough bilingual courses available and institutions have not kept up with the expansion of bilingual education in linked secondary schools. Institutions do not have the resources that will be needed to increase bilingual education.

Teachers generally plan **assessment** well. They use it to adapt their teaching to the needs of their students and to meet the course requirements. Assessment tasks are appropriate. Most teachers explain carefully what they expect the students to do and set out the standards they will use to assess the work. In a few cases, this guidance is not detailed or clear enough. Many teachers encourage students to assess their own work.

Most teachers give regular, positive oral feedback. However, in nearly half the courses, the written feedback that teachers give does not tell students clearly enough what is good or poor about their work, or show them how to improve it. In a few cases, there is not enough evidence of marked work in student portfolios.

A few institutions offer bilingual assessment. In vocational programmes, teachers do not use opportunities for work-based assessment enough.

Work-based
training

The quality of training in 40% of **work-based training** programmes is consistently high. The courses are of good quality and trainers adapt the training to meet the needs of the trainees. Trainers use a wide range of activities and resources to keep the trainees' interest. The trainees are motivated by the good relationships between themselves, the trainers and the employers. Employers work closely with the trainers to provide good-quality induction for the trainees and to assess their progress. They also help to review the quality of the training. In some cases, trainers have arranged for trainees to gain specialist experience with another company.

We are concerned that the quality of training is poor in nearly 20% of programmes. These courses are not effective in giving the trainees the knowledge and skills they need, and they do not motivate or challenge the trainees. In these cases, trainers take little notice of trainees' individual training plans and the trainees are not involved in planning their own training. There are not enough opportunities for them to improve their key skills. In some cases, work-based supervisors do not know how to help trainees improve their key skills or to assess the progress they are making.

The quality of **assessment** is generally satisfactory. On good-quality training courses, trainers monitor trainees' progress closely through regular and thorough assessment. They offer helpful feedback and give good advice on how trainees can improve their performance. Trainers and trainees agree targets for the next section of the training.

On poor-quality training programmes, initial assessment is not effective. Trainers do not find out enough about trainees' experience or the skills they have gained. As a result, the training may be too hard or too easy for them. Many trainees are not aware of the progress they have made or what they need to do to complete their training programme. Trainers miss opportunities to assess trainees' ability in the workplace, and they do not record their training needs or the advice and guidance they give. Trainers do not encourage trainees to take part in planning their own work so they make poor progress towards their targets.

Most of the work on **New Deal** programmes is practical and clients are assessed in a number of ways. The assessment uses evidence from on-the-job activities, as well as off-the-job situations and tests. A lot of the assessment is for specialist industrial qualifications, and this is carried out effectively and to an appropriate standard. Where clients are following training that leads to a National Vocational Qualification, trainers carefully record their progress and most clients know how well they are doing. Generally, clients are well informed about the assessment they will complete, its purposes and the desired outcomes. In the best cases, clients decide when they are ready to have a formal assessment and trainers encourage them to set themselves demanding targets. On a few programmes, clients are not regularly assessed and their progress towards qualifications is too slow.

New Deal
programmes

Overall, the quality of education and training on **initial teacher training** courses is good.

College-based training is good in primary and secondary courses. Most sessions are consistently challenging and carefully planned. In the best examples, tutors encourage trainees to relate each aspect of training to what they have seen and done in school. More and more tutors work closely with schools and most of them use these experiences to improve their teaching. All courses highlight the importance of reading, writing, numeracy and information and communications technology (ICT). However, a few sessions lack variety and pace, and questioning is not always well structured or challenging. These sessions do not provide a good model of teaching for trainees.

School-based training is good on most courses. Many trainees work with effective and experienced teachers. However, the quality of training provided by school-based mentors varies, even within one school. Most schools help trainees understand how they can promote pupils' reading, writing and numeracy skills. Not enough schools have well-designed tutorial programmes to develop trainees' understanding of whole-school issues such as multi-cultural education or setting targets. On secondary courses, trainees don't get enough experience of teaching students who are over 16.

The overall quality of **assessment** is good. The assessment of trainees' college-based work is good, with most assignments being challenging, well planned and linked to teaching and learning in the classroom. With few exceptions, tutors mark assignments thoroughly and give trainees detailed and helpful feedback that highlights strengths and weaknesses in the work. Most tutors regularly monitor trainees' progress which gives trainees a model of how they should assess the work of the pupils they teach.

The assessment of trainees' teaching ability is most accurate when two teachers or a teacher and a college tutor assess trainees' progress together, but this joint assessment rarely takes place. Mentors set trainees targets for improvement and carefully monitor their progress. The frequency and quality of feedback given to trainees vary a lot between schools. Feedback does not always say enough about the standards that pupils achieve.

The quality of work with young people in **youth-work** settings is generally good and sometimes outstanding. Workers:

- ✓ show enthusiasm and commitment;
- ✓ successfully promote friendship, respect and trust between themselves and the young people;
- ✓ help young people to develop personally and socially; and
- ✓ often give sensitive advice and guidance in relaxed and informal settings.

Most youth workers use the youth-work curriculum statement for Wales to help them plan useful and enjoyable activities. The workers help young people to explore the issues that face them. They provide information and run imaginative projects to deal with young people's poor motivation and lack of

self-esteem. They create opportunities for them to take part in sport and outdoor activities and to use information and communications technology purposefully. They consult young people about the issues and services that affect them, and encourage them to take part in running youth centres and organising events.

In some cases, agencies work well together to provide services. When they do not have the resources a young person needs, they refer him or her to other agencies for specialist advice. The greatest weakness is that some of the work with young people who have disabilities is poorly planned and not challenging enough. For example, many of the activities are not appropriate for people of their age.

The quality of teaching in **adult and community education** is generally good. It is outstanding in a significant number of sessions. Tutors:

- ✓ plan most sessions well and explain the aims clearly;
- ✓ build good relationships with their students;
- ✓ run sessions at a good pace and provide the right level of challenge; and
- ✓ stimulate the students, often by using information and communications technology or sometimes by using fun and humour effectively.

In a few sessions, there is not enough variety in the work and teachers do not do enough to improve students' key skills.

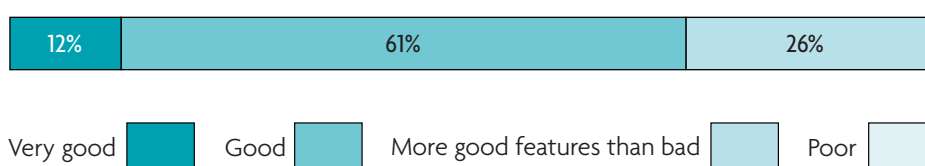
The quality of **monitoring and assessing** students' work is good. Tutors keep good records of students' achievements and mark their work in detail. The marking is encouraging and very helpful to the students because it shows them how they can do better. Some tutors encourage students to judge their own work, but not enough tutors use this approach.

2 The quality of services that the careers companies provide

Careers companies produce a wide range of high-quality bilingual information about careers and the job market. Careers advisers use information effectively to help clients make informed career choices. They also show them how to find and use this information for themselves in school and college libraries and careers centres. They are beginning to use the Internet to find information and to help clients.

Chart 19 - The quality of guidance interviews

Percentage of interviews



The advice and guidance that careers companies give are generally of good quality. Most guidance interviews are good and the rest are satisfactory. Most schools give the careers advisers the information about pupils that they ask for. This helps them to give the right advice. They have good relationships with their clients.

Chart 20 - The quality of career action plans

Percentage of career action plans



The companies thoroughly plan the partnership agreements they have with schools and colleges. They carefully match the services they provide to the needs of the institution and the clients. They offer a good programme of guidance activities, which pupils start in Year 8 or, in some cases, in Year 7. Pupils generally find the activities interesting and very useful.

The main problem is that companies do not always keep an accurate record of clients' qualifications. This sometimes makes the advice they give less useful than it might be. Most companies need to do more to make sure that they have accurate information about clients' achievements.

Almost all clients have at least one career action plan that sets out what they need to do to work towards the career they have chosen. The plans are usually drawn up in Year 11. Generally, these plans are of good quality but the main problems are that:

- x they describe the discussion with the client but do not say what advice was given or what was agreed;
- x they focus on what the clients will do next but do not discuss whether this is the best way for them to reach their long-term goal;
- x the information they contain is not relevant to clients' individual circumstances; and
- x the quality of the language is poor.

Companies generally work effectively to place clients in appropriate work or training. Careers centres clearly display vacancies that are in areas that are easy for people to travel to. Members of staff regularly talk to clients. However, only one company uses information and communications technology (ICT) effectively to make the job-search easier for its clients. Most companies work well with other agencies, training organisations and employers to support clients.

Careers companies run Youth Gateway on behalf of the National Assembly. Youth Gateway is a programme to support clients as they move into the job market, training or further education. Some careers companies prepare clients

well to make sure that they get the right support when they start. Youth Gateway advisers have developed a range of useful activities, including:

- ✓ team and confidence-building exercises;
- ✓ self-awareness sessions;
- ✓ careers and occupational research activities; and
- ✓ preparation for interviews.

The needs of clients are assessed throughout the programme, mainly through observation. However, the results of assessment are not always recorded systematically or in enough detail. Companies use different ways to follow up clients once they leave the programme. In the best cases, companies contact the clients regularly and continue to give them support. The companies need to develop better information and assessment systems so that they can measure the effect of the programme.

3 How well learning experiences meet the needs and interests of learners

The under-fives

Most settings in **the non-maintained sector** provide a balanced curriculum. They offer a good range of activities across the six areas of learning (see note 2 below). A few settings, however, do not give enough attention to the needs of individual children. Most settings make good use of the local environment and also invite visitors to talk to the children about life and work in their local community.

In 70% of settings in **schools maintained by local education authorities**, the curriculum is broad and balanced and helps children to achieve the desirable outcomes for their learning. Children take part in a wide range of interesting activities that help them to make progress in the six areas of learning. In some classes, there is not enough progression in the work and children spend too much time sitting at tables rather than learning through practical activities. In these classes, there are not enough role-play activities and teachers use too many written exercises.

Primary schools

Most primary schools provide a broad and balanced curriculum that is well matched to pupils' age and ability. However, a number of schools concentrate too much on the subjects of the core curriculum, especially in Year 5 and Year 6, to prepare pupils for the national tests. As a result, teachers neglect aspects of work in other subjects such as art, music, physical education and design and technology.

It is still quite common in primary schools to teach pupils several subjects by studying a single theme or topic. Teachers must plan very carefully if they are to teach four or five subjects in this way in line with the National Curriculum.

2 The six areas of learning are:

- language, literacy and communication skills;
- personal and social development;
- mathematical development;
- knowledge and understanding of the world;
- physical development; and
- creative development.

A growing number of schools are deciding that the extra work needed to plan a topic is not making pupils' learning more effective so fewer schools are using topic work, particularly in key stage 2. There is no evidence that topic work makes it either easier or harder for pupils to learn. The important things are the quality of the planning and the teaching. Pupils tend to achieve good standards in topic work when they:

- ✓ understand the main characteristics of each subject;
- ✓ understand the main ideas and gain the skills they need to study each subject; and
- ✓ know what they are expected to achieve in every lesson.

The quality of curriculum planning is good in a third of the schools we inspected. In these schools, schemes of work help teachers to plan challenging activities for pupils that lead them on from what they did in the previous class. In schools where the curriculum is poorly planned, the main problems are that teachers' plans do not:

- x show how pupils will learn the skills they need to make progress in each subject;
- x show how lessons will help pupils to improve their key skills; or
- x list the knowledge or understanding that pupils should have, particularly in the foundation subjects.

Many schools provide a wide variety of extra activities, including sport, drama, music and art. They arrange educational visits for pupils and invite speakers to talk to pupils about what they do for a living or other subjects of interest. Most schools set pupils homework but few of them set tasks that capture pupils' interest and help them make progress.

Every school teaches a broad and generally balanced range of subjects. Most provide 25 hours of teaching each week. They generally give enough time to each subject but in key stage 4 and the sixth form many of them do not make time to cover the agreed syllabus for religious education.

Many classes in Year 7 are made up of pupils with different abilities. In mathematics and English or Welsh, pupils are quite often put in sets according to their ability. This setting by ability extends to most subjects in Year 8 and Year 9. Quite often, the timetabling makes it necessary to arrange the sets for several subjects according to pupils' ability in one subject, usually English, and this can sometimes lead to pupils regularly being set work in one or two subjects that is too hard or too easy for them.

In key stage 4, pupils normally study the core subjects of the National Curriculum and three or four other subjects that they choose from groups of options. Teachers and careers advisers help pupils make a balanced choice. Pupils take part in physical education, including team games. They attend courses in personal and social education and generally in religious education. In many schools, courses in religious education are too limited.

Only about 40% of pupils in Wales study a foreign language in key stage 4. The percentage has fallen for several years. The number of students learning

languages at A Level has also fallen. Overall, the percentage of pupils in Wales who study a foreign language is lower than in any other European country.

A large number of schools have good links with local industry and businesses. However, fewer schools than last year have used the links to improve classroom work. In the best cases, pupils study a unit of work based on a real industrial or business situation. Pupils see the purpose of what they are doing and are often highly motivated. Generally, however, pupils do not know enough about many of the things that are important in the workplace. Schools work hard to give every pupil in key stage 4 a week of work experience. These placements help pupils gain confidence and make them aware of what will be expected of them at work. After the placement, many subjects base a section of work on what the pupils have done. This helps pupils to see how subjects are relevant in the wider world and how their reading, writing, numeracy and information and communications technology (ICT) skills are so important in the workplace. Only a few schools organise work placements for all pupils in the sixth form.

In more and more schools, pupils can study a mix of academic and vocational courses. Many schools also work with further education institutions to run vocational courses that appeal to a small number of pupils who show little interest in the usual school curriculum. These pupils may also take part in extended work experience. Some schools also work with private training providers or youth services to try to make sure that these young people gain as much as they can from their last years in school, and that they continue their education as they enter the workplace.

Sustainable development (development that meets both the present and future needs of communities and the environment) now has a clear place in the National Curriculum programmes of study for geography and in the framework for personal and social education. This has helped schools to raise pupils' awareness of the issue. Most pupils have a keen interest in environmental matters. In a small but growing number of schools, pupils are joining in activities that teach them to care for the environment. About one in nine schools are working to become 'Eco-schools'. This European project rewards schools for their environmental work and the number of schools that gained the award this year was double that of the year before. Generally, however, schools could do more to bring together the different parts of their environmental work.

Since the launch of the 'Welsh Network of Healthy Schools' scheme in the summer of 2001, local education authorities and health authorities have worked together to raise awareness of the importance of healthy living. Most schools do a lot to teach pupils about the benefits of a healthy lifestyle. Most pupils know what a healthy lifestyle is, but not enough act on what they learn in school. Despite the work on healthy and active lifestyles in schools, most pupils choose not to take regular exercise. Most school-meal services encourage pupils to eat healthy food by offering them a choice of nutritional low-fat meals. However, competition from less healthy options and easily-available snacks outside school mean that many of these schemes have limited success.

Many schools improve pupils' learning through a wide range of in-school and out-of-school activities. These include team games and other sports and pastimes, cultural activities and visits to theatres or local industries. More schools are providing out-of-hours learning activities, including revision classes. More school libraries now open early in the morning and into the evening. Many pupils take part in supervised homework clubs or can use the computers to help them with their work.

Most schools have good policies for the amount and type of homework that pupils should do. In many schools, a few teachers fail to follow the policy and do not set any work.

Both **primary** and **secondary** schools cater for a large number and wide range of pupils with special educational needs (SEN). SEN co-ordinators use the code of practice well to help assess individual need. They try to keep up to date with the extra paperwork involved, but do not always succeed. Often, they do not have enough time to spread their expertise across the school. Schools are well placed to take up the new code during the next school year.

The main issue for **primary** schools is how to plan and give the right sort of support for the wide range of needs in classes. Schools sometimes struggle with the balance between giving pupils more help with basic skills, such as reading and writing, and providing experiences across the full curriculum. Individual educational plans are getting better in quality. However, they do not link enough with teachers' routine assessment and planning. Some pupils have complicated needs that need more expert help than is available.

In the growing number of SEN units that are attached to primary schools, pupils are more likely to get expert help. However, pupils in the SEN units often do not have the chance to take part enough in the overall work and life of the school.

The main issue for **secondary** schools is how to create an approach to SEN across the whole school. SEN co-ordinators are starting to work more closely with departments. They usually work with staff in departments where the work is demanding of pupils' reading and writing skills. They plan how to alter the work to cater for the needs of all learners, and to make the best use of any extra support. In most schools, there are departments that do not effectively turn these plans into action.

In our recent report 'Aiming for excellence in provision for special educational needs', we listed the things that can make a big difference for pupils with SEN. Schools are more successful where:

- ✓ they find out what approaches work well and train their staff in how to use them;
- ✓ they make early, in-depth links with primary schools;
- ✓ all members of staff have high expectations of pupils with SEN and share the responsibility for their education; and
- ✓ senior managers provide strong leadership in making sure that SEN policies are turned into action.

So far, only a small number of schools have a long-term plan for improving SEN provision along these lines. However, more and more schools are giving special attention to boosting pupils' reading, writing and numeracy skills early in key stage 3. This should go a long way to helping pupils get fully involved in the curriculum.

Special schools

The curriculum continues to be of good quality, particularly for the under-fives, for pupils in key stage 4 and for students aged over 16. Pupils can gain vocational qualifications but there are not enough chances for them to follow GCSE courses. There is a lot of good work in personal and social education, where pupils can talk about the issues that face them. Teachers use links with the local community and with businesses and industry to help pupils learn about the world of work. Wherever possible, pupils take part in work experience. Most schools plan the curriculum well, but in several schools the curriculum for information and communications technology and physical education is too limited. For some pupils, the difficulties they have in speaking stop them taking a full part in the curriculum. Not many of these pupils have good enough computers or other equipment to help them communicate better. While some schools offer a full curriculum in Welsh as a second language, particularly in key stage 1 and key stage 2, others do not teach this subject well. Some pupils in key stage 3 do not learn a foreign language. More and more schools are giving pupils the chance to join lessons in mainstream schools but, generally, pupils do not have enough of these opportunities.

Pupil-referral units

The curriculum in all the units we inspected is at least satisfactory and is good in half of them. In all units, it is broadly in line with guidance issued by the National Assembly. In some units, work in several subjects, including science, design and technology, art and physical education is too limited. These weaknesses exist because these units do not have enough specialist teachers, accommodation or learning resources. Pupils from almost every unit take part of their courses in mainstream schools or further education colleges, take part in work experience or join in Youth Access programmes. Some units use these experiences better than others to improve the quality of pupils' work in the unit.

Further education institutions

Meeting the needs of learners: Institutions have made good progress in extending the range of their courses. However, few of them carry out enough market research about the needs of future learners when they plan their curriculum. Some institutions now provide weekend courses, but there are still not enough courses provided outside the normal academic year of 36 weeks. Most institutions provide a wide range of training in information and communications technology (ICT), which is very popular. The number and range of higher-education courses have also grown. However, not enough institutions provide opportunities for school leavers with low achievements. As a result, these students often have a very limited choice of courses. Institutions have generally responded well to Curriculum 2000 by providing a wide range of subjects.

Meeting the needs of the community: Many institutions are working hard to attract learners who have not done any formal learning after leaving school. Some are very good at this and have opened new learning centres near to where people live. Many use portable ICT equipment to take learning to local

communities. Courses in the community are successful and learners often move on to further study. Few institutions have formal procedures for consulting community groups about the sort of courses local people would like. In most areas of Wales, institutions do not provide enough Welsh and bilingual courses.

Meeting the needs of employers: A few departments in further education institutions work very closely with local employers. The best departments carefully identify the training needs of employees and work with the companies to combine training at work with training at the institution. Also, workplace assessment links closely with assessment at the institution and teachers give the employer regular and detailed reports on the progress of their employees. These institutions are also good at responding to any changing needs. However, most are not so good at working with employers because they do not do enough to find out what local employers need. These institutions rarely review the training they provide for local industries. In agriculture and engineering there are very good examples of formal and regular co-operation between institutions and employers. This is rare in other departments. Some institutions offer a wide range of courses where employers pay the full cost. This is most common in ICT.

Meeting the needs of students with special educational needs: The teaching of independent living skills in further education institutions is generally good or outstanding. The quality of courses has improved or has kept some outstanding features. Most institutions are starting to make learning available to everyone and the quality of teaching and learning is good or very good. There is good bilingual teaching on some courses. Generally, tutors plan well for individual needs and make good use of Individual Student Learning Agreements. However, teachers often give some more able students work that is too easy. Outside visits and work experience help students to become familiar with a variety of different situations. Teachers have high expectations of students and motivate them to improve their learning.

The design and content of primary and secondary courses in **initial teacher training** are good. All courses meet the official requirements. In both phases, trainees prepare for their wider role in school through well-designed educational study programmes. Teaching of Y Cwricwlwm Cymreig (the Welsh aspect of the curriculum in Wales) in colleges is good overall. However, most schools do not do enough to make trainees aware of how they might teach Y Cwricwlwm Cymreig to pupils.

Primary courses prepare trainees for teaching the desirable outcomes for children's learning and the requirements of the National Curriculum. In the limited time available for taster courses in the non-core subjects of the National Curriculum, it is not possible for trainees to gain a thorough knowledge and understanding of all these subjects. Most secondary courses prepare trainees well in subject knowledge and teaching methods.

Trainees assess their level of skill in information and communications technology. Tutors then do their best to help trainees to develop their skills even more. However, courses do not do enough to show trainees how they can use ICT in their teaching.

4 The spiritual, moral, social and cultural development of the under-fives and pupils in schools and referral units

The under-fives

In most settings for **the under-fives** in the non-maintained sector, children's spiritual, moral, social and cultural development is developed appropriately. Young children learn to:

- ✓ share things;
- ✓ take turns;
- ✓ co-operate with adults and other children;
- ✓ care for one another and for plants and animals; and
- ✓ become more aware of the need to respect the feelings and beliefs of others.

Where there are weaknesses, children are not given enough opportunities to respond to a wide enough range of cultural experiences.

Primary schools

Primary schools do a lot to help pupils develop their personal and social skills. For example, more and more schools give pupils regular opportunities to discuss personal and social issues. There are good relationships in nearly all schools. Pupils learn good social behaviour and self-discipline, and learn to value honesty, fair play and truthfulness. Most pupils respond positively. They act responsibly, treat each other and their environment with respect and work well together. Pupils gain an increasing understanding of the culture and heritage of Wales, but know less about other cultural traditions. The quality of spiritual development is good or better in over two thirds of schools. It is often supported by good collective worship. In the best practice, pupils get involved in worship. In the best cases, pupils reflect on spiritual and moral issues and explore their own beliefs.

Secondary schools

Secondary schools promote pupils' moral, social and cultural development well. The Framework and guidance for personal and social education, published by the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC), are helping schools to teach moral and social issues better. Most pupils develop positive attitudes towards school and society as a whole. Schools are doing more to deal openly with problems that pupils face, including issues to do with sex, drugs and alcohol. In the process, pupils become more aware of issues in their local communities and environment and more confident in offering their own views on moral and social questions. Pupils have more opportunities to be responsible for the daily running of their schools and more schools are setting up councils that are run by pupils. Some of these councils are allowed to make decisions about certain aspects of school life and to manage a budget. However, too many young people still do not find schools relevant to their own lives and interests. In most schools, activities outside lessons do a lot to broaden pupils' cultural horizons. A few schools use the Internet and video-conferencing to link pupils with young people in other parts of Wales and across the world. Not many schools provide for pupils' spiritual growth and understanding. In most schools,

worship adds to the sense of community, but assemblies only provide limited spiritual experiences. Schools need extra guidance and in-service training on:

- health and sex education;
- being a good citizen;
- issues concerning racial equality;
- how to develop pupils' spiritual awareness across the curriculum; and
- how to listen effectively to the problems and concerns of their pupils.

Most **pupil-referral units** are good at promoting pupils' social and moral development. However, their cultural and spiritual development is often neglected. Not many units pay enough attention to Y Cwricwlwm Cymreig (the Welsh dimension of the curriculum in Wales). They generally do too little to explore issues of racism with pupils or to make them aware of the cultural differences in society.

In Curriculum 2000, **Y Cwricwlwm Cymreig** (the Welsh dimension of the curriculum in Wales) is a required part of all National Curriculum subjects. As a result, pupils should have regular opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Standards in Y Cwricwlwm Cymreig continue to vary a great deal, both between and within schools. In a number of schools, pupils often take part in extra-curricular activities that improve their understanding of Wales and aspects of being Welsh. However, many schools do not do enough to promote Y Cwricwlwm Cymreig across all subjects.

In a small number of primary schools, Y Cwricwlwm Cymreig is good. Pupils deepen their understanding of Wales through educational visits and fieldwork, linked to their studies in several curriculum subjects. Also, many of the themes that schools use in their teaching provide pupils with stimulating Welsh contexts in which to develop their understanding and skills.

The proportion of secondary schools where standards of Y Cwricwlwm Cymreig are satisfactory or better is slightly higher this year than in the previous two years. In many history, geography and art classes, pupils have regular opportunities to use Welsh contexts. However, Y Cwricwlwm Cymreig is unsatisfactory or poor in about one in six of the secondary schools we inspected this year. Many science, mathematics and design and technology departments fail to reach satisfactory standards. In these subjects, there is not enough awareness of how Y Cwricwlwm Cymreig can provide contexts to improve pupils' work. There is less good-quality work in key stage 4 than in key stage 3 and the sixth form.

Generally, there is still a lot to be done to improve Y Cwricwlwm Cymreig. More attention needs to be given to whole-school planning and assessing the effect of Y Cwricwlwm Cymreig on the quality of pupils' learning.

**Pupil-referral
units**

**Y Cwricwlwm
Cymreig**

5 The quality of support and guidance for learners

Primary schools

All **primary schools** give high priority to the care, welfare and protection of their pupils. Class teachers know their pupils well and respond sensitively to their needs. They monitor and assess pupils' work, personal development and attendance. They hold regular discussions with parents about their children's progress. More and more teachers are encouraging pupils to set their own short-term targets as a way to improve their learning. Most schools have clear procedures for health and safety and child protection that are in line with requirements. They have set policies and make sure that all teachers and other members of staff understand them. Most schools do all they can to recognise, record and deal with instances of harassment, including sexist or racist behaviour and bullying. More schools now have policies to guide their practice and help them deal consistently with incidents. They now need to monitor how well their policies are working.

Secondary schools

Teachers in **secondary schools** generally have good relationships with pupils. Three out of four schools give pupils good support for their learning and personal development. Heads of department, heads of year and class teachers all carefully monitor the progress pupils make. In more and more schools, teachers and pupils are agreeing targets for pupils to improve their behaviour, attendance and the quality of their work. In the best cases, these targets are very helpful for pupils. Some of them, however, are too vague and it is difficult for pupils to know when they have achieved them. A few schools set targets for attendance that some pupils will not meet, even if their attendance improves a lot. For these pupils, the targets offer no incentive.

Four out of five schools offer pupils good advice about the subjects they should study for their examination courses. These schools also work well with careers companies and employers to help pupils plan the start of their careers.

Most schools have done a lot to deal with bullying. They make it easy for pupils to tell teachers about bullying, without fear of any comeback. Pupils also talk about bullying as part of their programme of personal and social education. They learn how to deal with it and how to help the school stamp it out. Most schools base their child-protection policies on guidance given by the local education authority. The policies work well in almost all schools. Inspectors continue to identify a range of minor health and safety issues.

More and more schools are dealing with the issue of racist behaviour in personal and social education and other lessons. Pupils who suffer because of racist behaviour are usually given good support. However, schools that have few pupils from ethnic-minority groups often do not pay enough attention to racial problems in Wales as a whole.

Special schools

Teachers in **special schools** know their pupils well. They provide a safe environment and do all they can to meet their personal and social needs. There are good child-protection procedures in all schools and good links with other agencies that provide specialist support for many pupils. Personal and social education lessons help pupils to grow in confidence and give them the chance to talk about a range of moral issues. Teachers and others provide

well-planned careers guidance and prepare pupils for the world of work. A few schools do not do enough to prepare students who are over 16 for life outside school.

The support and guidance for pupils in **pupil-referral units** are satisfactory in all the units we inspected and are good in half of them. Personal and social education is at least satisfactory and many units offer pupils good career guidance. An education welfare officer is linked to each unit. In half the units, pupils' attendance is good or is showing a big improvement. In the other half, it is unsatisfactory and shows little sign of getting better. Units have varying degrees of success in changing pupils' behaviour. The greatest success comes when every pupil has an individual behaviour plan and when teachers and pupils regularly discuss the plans and update them.

The support for pupils to return to mainstream schools varies a lot from one unit to another. The most effective support is where the pupils stay on the registers of their home schools and these schools work closely with the unit. Many pupils in key stage 2 return to mainstream schools. In key stage 3, the pupils have often been out of mainstream schooling for a long time. Links between secondary schools and units are generally too weak and, in many cases, there is not enough support available in the secondary school to allow a pupil to return. However, the Youth Access scheme and alternative education programmes in key stage 4 are helping more pupils to return to other types of education or training.

Most **further education institutions** give students good support and guidance. They provide information about the courses and offer students advice about the programmes that would be best for them. A few offer 'taster' sessions for students before they finalise their programme. They run induction courses to make students aware of all the services that the institution offers and what their teachers will expect of them. Many work with local schools to make it easy for students to adjust to life in further education. Most institutions assess students' ability in key skills when they start their courses. They provide extra courses to help students improve their skills, but many students who need this support choose not to attend. As a result, they do not learn as well as they might and the quality of their assignments is not as high as it could be. Institutions generally provide good support for students who have special learning needs. They are particularly good in helping these students to make the transfer from school. Generally, teachers know their students well and support them effectively, both in their academic work and in any personal matters that arise. Most institutions provide good careers guidance.

In **work-based training**, the good support and guidance given by training staff and employers help trainees to grow in confidence. Trainers and employees build up good relationships with trainees and, as a result, trainees develop good attitudes to work. This works best where placements are chosen to suit trainees' interests and needs as well as the requirements of the NVQ. Most trainees take part in a thorough induction. Providers make them aware of their rights and responsibilities and usually tell them about the extra support services they can use. Some providers offer special programmes in motivation,

**Pupil-referral
units**

**Further
education
institutions**

**Work-based
training**

communication and social skills for trainees who lack confidence or find it difficult to work in a team. These programmes help the trainees to become aware of their own strengths and weaknesses. Providers encourage trainees to attend regularly and start work on time. Some offer trainees extra responsibilities and many make them full team members, even though they are not employed. This challenge allows them to gain extra skills and show that they are committed to their future employer.

New Deal programmes

The quality of support and guidance for clients on **New Deal** programmes is generally good. Appropriate information and guidance are available to help clients choose a New Deal programme. Good-quality initial assessment and ongoing client monitoring help to reduce the drop-out rates from the programmes. In most cases, there are regular and supportive links with personal and professional mentors. These are very important for clients.

In general, there are suitable screening processes to identify individual client needs in the basic and key skills. Specialist support is available to people who need extra help. There are also effective links with outside agencies to deal with housing, financial, personal or drug-related issues.

Initial teacher training

Trainees on **initial teacher training** get good support. A few trainees are not suited to teaching and tutors rightly counsel them to leave in the early stages of their training. Nearly all who complete their course do so successfully.

Colleges produce useful written guidance for trainees. They clearly explain what they expect trainees to do and what support they provide. Trainees get a helpful induction into courses. There are programmes to identify and meet their individual needs. However, the support that schools offer is more varied. In the best practice, they provide more induction and guidance, and trainees work alongside experienced teachers.

College and school tutors form good relationships with trainees. Most courses have tutorials where trainees discuss their progress and complete career-entry profiles. These form a useful basis for further professional development.

Section three:

The quality of leadership and management

1 Strategic management and quality improvement

The quality of leadership and management in **primary schools** continues to improve. It is good or very good in just over two thirds of the schools we inspected this year. The biggest improvement is in the way that schools link their budget-setting to the priorities in the school development plan. More schools also assess the effects of spending, checking whether it has led to improvements in pupils' achievement. Headteachers employ members of the administrative staff more effectively, leaving themselves and their teachers free to give more attention to improving teaching and learning and to raising pupils' standards.

This year, there are slightly fewer schools with unsatisfactory or poor leadership and management. However, there are still some weaknesses in about a third of all schools. In these schools, headteachers and governors do not provide clear direction. They do not pay enough attention to the standards pupils achieve and do not focus on what needs to be improved.

Generally, governors are better informed and are doing more to lead and manage their schools. In the best cases, they play a leading role in planning and assessing developments. There is a continuing need for more training sessions for governors.

The gap between the **secondary schools** with the best and the least successful management is widening, particularly in the ways they assess how well they are doing. In well-managed schools, staff and governors are critical of their performance and are working to improve it. Inspectors note five important ways in which good schools are getting better at self-evaluation.

- ✓ All governors are linked with a department and support it in what it is trying to achieve.
- ✓ Managers analyse pupils' scores in tests and examinations to set targets to help each pupil achieve his or her best. As soon as any pupil falls below his or her target, teachers take action.
- ✓ Managers regularly monitor the work of the staff and pupils. Teachers and heads of department have to write action plans that show how they will improve.
- ✓ Teachers show pupils how to judge their own work and set targets for themselves.
- ✓ Managers listen to pupils and parents. Pupils have their own council to make their views known and parents can meet senior managers.

There are slightly more good school development plans than last year. The best of these focus on the quality of teaching and learning and the standards pupils achieve. They include clear goals and specific descriptions of how the school will achieve each of them.

Primary
schools

Secondary
schools

The effect of the National Headship Development Programme

Teachers who want to become headteachers can try to gain the National Professional Qualification for Headship (NPQH). Over the last four years, about 500 primary and secondary teachers have started this course. They work for two or three years to gain the qualification. By July 2001, about 175 teachers had successfully completed their course but many teachers found it very difficult to balance the heavy demands of the course with their continuing responsibilities in school. The National Assembly is going to introduce a revised course in January 2002.

The National Assembly launched the Leadership Programme for Serving Headteachers in January 2001. It gives headteachers a good chance to reflect on their leadership and management roles in school. Many headteachers have signed up for the course.

The management of **special schools** continues to improve but there are still some weaknesses.

Most headteachers are clear about how their schools should develop. They work closely with their staff and governors to agree aims and values, and spend as much time as possible dealing with their schools' educational priorities. Governors are supportive and play an important role in financial planning, based on the targets in the school development plan. However, headteachers and governors do not do enough to assess the effects of spending and to make sure they are getting value for money.

Senior managers monitor pupils' progress and are starting to monitor the quality of teaching. However, they do not spend enough time observing lessons to check on the quality of pupils' learning and the standards they achieve. Subject leaders are not clear enough about their monitoring roles and do not assess other teachers' work.

The quality of leadership and management is good in only one of the **pupil-referral units** we inspected this year. In the rest, the quality varies greatly but there are generally many problems. Day-to-day management and administration are usually good. However, half the units do not have a clear role in the local education authority's provision. It is not clear whether they offer short-term places so children can return to mainstream schools or a longer-term alternative education for those with greater needs. As a result, many units cater for a mix of children with varying ages, abilities, needs and length of stay. This makes it difficult for these units to set clear aims for themselves. In one unit, there is good planning and target setting, and managers monitor and assess the services provided. There are weaknesses in almost all the others, some of which are major.

Further education institutions generally have clear mission statements. Their institutional plans set out aims for all aspects of their work. Many have plans to increase their work in the community and to do more to meet the needs of disadvantaged groups. They are working to improve their students' achievements. They set targets for the number of students enrolling, staying

Special
schools

Pupil-referral
units

Further
education
institutions

on in further education and attaining qualifications. However, these targets do not always link with those set in curriculum areas and for individual courses.

Governors generally provide effective corporate management. They have a good grasp of financial and managerial issues. However, many governors do not have strong links with curriculum areas and do not do enough to review the institution's performance.

Generally, senior managers work well with middle managers to make sure all members of staff are aware of the institutional plan and understand how they can help to put it into practice. In the best examples, all members of staff can see the plan on the institution's intranet and update the entries when they complete the action points.

Management structures have changed a great deal over the year. In a few cases, these structures are too complicated and members of staff do not always understand their roles and responsibilities. In some cases, there are too many action plans running at the same time, which means that members of staff can lose sight of the important issues.

Institutions generally have effective systems for guaranteeing the quality of their service. Self-assessment reports by institutions are often very honest and most course leaders produce useful internal reviews and curriculum plans each year. These help senior managers to plan effectively.

Institutions have developed useful systems for managing information on students' attendance, attainment and completion. However, a few do not present this information in ways that are helpful to managers or other members of staff. Sometimes, institutions are satisfied by course outcomes that are close to national figures, when these figures are themselves too low. In these cases, course reviews are often not thorough enough and middle managers do not take enough notice of standards of performance. Institutions do not do enough to analyse longer-term trends or value-added information. Where the analysis of information is weak, the institutions' ability to identify effective courses and to support less effective ones is limited. It also means that they find it difficult to judge whether they offer good value for money. Most curriculum managers are becoming more aware of the costs of their courses.

Generally, providers of **work-based training** have good management systems. Most training programmes have clear aims and are well planned to meet the needs of trainees, employers and the awarding bodies (organisations that award academic and vocational qualifications).

Usually, on-the-job and off-the-job parts of the training fit together well. However, in a small number of programmes, the two are poorly co-ordinated. In the best instances, training advisers regularly visit and monitor the standard of off-the-job training as part of quality-control procedures. The employer knows what is involved in the training programme and helps to monitor and review it.

Training providers write self-assessment reports using our inspection framework. However, some of these reports do not include enough judgements about the quality of the training or the standards that trainees achieve. About two thirds of training providers have satisfactory or good quality-assurance procedures. The trainers regularly take part in self-assessment reviews. The action plans that stem from these reviews set a clear agenda for the provider. Many providers have put their plans into practice thoroughly and have improved the quality of their courses. The quality-assurance procedures of the other providers are weak and rely too much on informal systems.

New Deal programmes

Most providers on **New Deal** programmes manage quality to at least a satisfactory standard. In the best cases, trainers set challenging targets for clients. They invite clients and employers to comment on the quality of training and use their responses to improve the courses. In two thirds of the providers, the management of quality has weaknesses and relies too much on informal arrangements. However, reviews of clients' progress are generally thorough and well documented. Few providers collect or analyse information on the number of clients referred to them, how many start or complete the training, or whether clients find work.

Initial teacher training

The overall quality of management of **initial teacher training** courses is at least satisfactory. Tutors review courses and deal with any weaknesses they find. They write action plans that include targets for course improvement, but these targets are not always precise enough to be helpful. Quality-assurance systems fail to identify some weaknesses. The extent to which tutors monitor trainees' school experiences and try to improve them, for example, is often inconsistent. Quality-assurance systems may fail to make managers aware of the differences between the work of one tutor and another. Colleges are developing self-review systems that will include observation of teaching sessions in the college. External examiners generally provide useful comments on the quality of trainees' work. Course leaders act on the issues that are raised by external examiners but do not always deal with the general issues that apply to all courses.

There are good relationships between colleges and their partner schools. Most schools regard the initial training of teachers as an important part of their work and they provide good placements. Mentors (teachers who are responsible for supporting trainees in their school) and trainees generally work well together. In the best schools, trainees receive carefully-targeted training and support and schools encourage them to get involved in the whole life of the school. Not all mentors develop the role to its full potential and in these cases class teachers take on too much responsibility for training. Often they are not sure about partnership requirements. On a few courses, schools interpret partnership arrangements in different ways. Some schools do not provide enough time for mentors to fulfil their responsibilities effectively.

Generally, colleges provide appropriate training for mentors. In the best examples, they have well-established joint working and consultative arrangements with their partner schools. Visits by college tutors and moderators to schools are a valuable way of monitoring teaching. Meetings

with partner schools allow college tutors to discuss the findings of their monitoring with the partner schools. There is still a lot of variation in the support colleges provide for their partner schools. The quality of management of the partnership varies a lot between colleges and even between different courses in the one college.

The quality of management, including financial management, of the **local-authority youth services** we inspected this year is satisfactory. However, insecure year-by-year funding makes it difficult for managers to plan long-term strategies. Managers keep up to date with new schemes by meeting with other organisations. They often plan teaching with the voluntary sector and support other providers of youth work.

Youth Access Initiative projects are usually well managed locally, but strategic management of the service is poor. Managers do not link their action plans closely with those of other departments and organisations. There are procedures to refer young people to other agencies, but young people's access to different services varies considerably across Wales. In some places, other service providers have little chance to make their contributions.

Even though there has been some improvement in how youth-work projects are monitored and assessed, these are still generally poor. Managers do not collect enough information or use it well to plan improvements.

Managers of **adult and community education courses** talk with leaders of the local community and managers in industry to find out about local needs. However, the range of courses they provide does not always meet the needs they identify. When managers assess their own courses, they often highlight the same issues that we identify in our inspections. In many cases, however, they have not done enough to deal with the problems they have identified. In making these assessments, managers use information from full-time tutors, students and their local community, but do not do enough to involve part-time tutors.

Each **local education authority** has its own vision and values, and sets these out in its Education Strategic Plan (ESP). The vision and values are generally effective in guiding the management of the LEA. In a few cases, however, the LEAs' planning is not fully in line with the strategy of the wider authority. In these authorities, the LEAs' plans do not have the full commitment of the council's corporate managers and elected members.

ESPs identify suitable aims and give priority to improving schools and raising standards. Supporting plans provide useful updates of action that has already taken place and show how much progress the LEA has made in meeting its targets. LEAs are defining targets more clearly and getting better at measuring the progress they have made. Most plans still have some weaknesses, especially where:

- x there is not enough detail about how funding will be used to support the LEAs' aims;
- x the plans do not give enough attention to how under-performing schools will be identified and supported;

Youth work

Adult and community education

Local education authorities

- x they make little or no reference to the main aspects of the National Assembly's social-inclusion agenda;
- x arrangements for measuring progress and assessing success are not thorough enough; and
- x the plans do not identify the next steps to be taken when further action is needed.

A few LEAs are beginning to put in place more effective arrangements for assessing the effect of their services on schools and individual learners.

Careers companies

We inspected two **careers companies** this year. The quality of leadership and management is good in one company and satisfactory in the other. The board members play an active part in leading the companies. There is good use of extra funding to support the services to clients. Communication within companies is good and both companies use individual plans well to help their officers understand what the company expects them to do. All the officers take part in business planning and the companies hold regular meetings to check that they are making good progress in line with their plans. In one company, managers monitor the work well, but in the other they need to do more. Both companies meet or do better than the targets agreed in their contract with the National Assembly. Companies assess their own services and plan improvements. They meet with groups of clients to ask what they think of their services. However, they need to do more to compare their services with those of other organisations.

This year, the National Assembly introduced a common brand-name for all the careers companies. The new title is Careers Wales. All companies will now work to achieve common standards of quality.

2 Managing resources

Primary schools

Nearly all **primary schools** have enough suitably-qualified and experienced teachers. In a few schools where a member of staff has had a long-term illness, it has been difficult to find a suitably-qualified supply teacher who is willing to work full time for several months. A class may then have several teachers during a term, which can be very disruptive for the pupils' education. It also makes it difficult for the school to build a team of curriculum leaders or to meet the targets in their development plans. More schools are using teachers who have a particular expertise to teach their subject in several classes. This takes place mainly in Welsh as a second language, music and physical education. Some schools also have specialist teaching for English or Welsh and mathematics. As long as they are well managed, these arrangements are generally effective in raising pupils' standards, particularly in Year 5 and Year 6. Even though there are some examples of very good practice, there has been little development in the role of subject leaders. They continue to provide good support for curriculum planning and offer expert advice to colleagues, but only about a third do enough to promote good teaching and learning in their subjects in every class. Learning support assistants work in many classes. Recently, the National Assembly has given grants to LEAs to appoint assistants to help pupils with their reading, writing and numeracy work. LEAs train these assistants thoroughly and teachers

manage their work carefully. They are often very effective in raising pupils' standards in these key skills.

Schools thoroughly plan the in-service training of their staff. They use their budget well, selecting courses offered by LEAs and other providers who have served them well in the past. Many schools make good use of the training by asking teachers who go on courses to pass on what they have learned to other teachers. The most effective courses are those that are specially designed for a single school or group of local schools.

In about half the schools we inspected, the buildings provide an attractive and stimulating environment. Teachers and pupils work in pleasant surroundings that help pupils to achieve higher standards. However, the impact of surroundings on quality and standards has not improved this year to the same extent we have seen in recent years. Weaknesses include:

- x problems with the general state of buildings, both inside and out, often due to dampness in older buildings;
- x hard surfaces and grassed play areas that are in poor condition;
- x limited space in the hall for pupils to meet for assemblies or to have physical education lessons; and
- x a lack of space for play and physical activities in the areas used by children under five.

In nearly all schools, standards of cleanliness are high.

Nine out of 10 primary schools have enough suitable learning resources. They use them well to support their teaching of a broad curriculum. This improvement in resources has come about because schools have:

- ✓ carried out a regular audit of resources as part of a self-evaluation process;
- ✓ bought extra books and equipment to support their reading, writing and numeracy strategies; and
- ✓ used money from the New Opportunities Fund (NOF) and other sources to buy extra resources such as computers.

Where there are weaknesses, they are mainly in the range and quality of resources for physical education, information technology and religious education. In most schools, parents raise money to buy extra equipment.

Almost all **secondary schools** have enough teachers. They are generally well qualified and experienced in the subjects they teach. In most schools, there are a few lessons in two or three subjects where the teachers do not have qualifications in the subject. This mainly happens in religious education, Welsh as a second language and information and communications technology (ICT). A small number of schools find it difficult to appoint qualified teachers, mainly for modern foreign languages, Welsh and ICT.

The work of administrative staff, such as secretaries and bursars, is generally of a very good quality. Technicians provide valuable help in science, design and technology and ICT. In some schools, there are not enough technicians and

some teachers may have to spend a lot of time preparing equipment and materials. In many schools, there is not enough technical support in ICT so many teachers are reluctant to use ICT in their lessons in case the equipment breaks down and they cannot carry on with their lesson.

The quality of in-service training for teachers is generally good. School managers make sure that training meets the needs identified in the school development plan. Schools generally provide good-quality induction courses for new members of staff.

This year, there have been improvements in the accommodation in nearly all the schools we inspected. Local authorities have put up new buildings and remodelled old ones. We have also seen many smaller improvements, mainly in rooms for science, design and technology, art, music, physical education and drama. Several schools have improved their libraries to create attractive areas where pupils can work by themselves with easy access to books and computers. Generally, schools use their buildings well. They keep them clean and tidy and display pupils' work attractively. Some of the best facilities are those that local communities also use. Schools have dealt with nearly all the health and safety issues we raised in the inspection reports. Some have fitted security cameras and, as a result, there has been less vandalism. Despite these improvements, several schools still have a few buildings that are in a poor state of repair. In some of these buildings, rainwater seeps in and makes them unpleasant places to work.

In many schools, there is poor access for pupils who have physical disabilities. Generally, LEAs have selected one or two schools where they make sure that these pupils have easy access to every part of the building. If necessary, they arrange transport for disabled pupils to go to these schools. This selective improvement of school buildings is a sensible way for LEAs to use their resources, in the short term.

About a third of the libraries have good or very good resources and about a quarter have recently been refurbished. The better libraries have good information and communications technology and Internet resources. There is a librarian who works closely with subject departments and pupils can use the library well to support their learning. Pupils use the library throughout the day and often outside school hours. However, two out of five libraries are still unsatisfactory or poor. They do not have enough up-to-date, attractive books, and do not support pupil learning or encourage them to read for pleasure.

The quality and amount of learning resources in the schools we inspected this year are better than in those we inspected last year. However, in two thirds of them there are shortages in some subjects. The greatest shortages are in Welsh as a second language, modern foreign languages and religious education. The resources for information and communications technology (ICT) have improved a lot over the last few years but most schools still do not have enough up-to-date computers. The older computers they have will not run good modern software. This limits the amount of effective work that pupils can do with computers.

Teachers and learning support assistants in **special schools** have relevant qualifications and experience. There are usually useful programmes for introducing new teachers to the school and to the part they will play in it. However, many schools do not accurately identify the training programmes that teachers need to develop in their work or that support the priorities of the school development plan. The job descriptions of learning support assistants are too vague and, as a result, the assistants are not used as well as they might be.

Most pupils work in satisfactory or good surroundings. Their classrooms are attractive, brightly lit, clean and tidy and in a good state of repair. In several schools, pupils also have pleasant areas in which they can play and relax. However, there are problems in the buildings and grounds of several schools, including:

- x classrooms that do not have enough space;
- x not enough toilet facilities;
- x dangerous features in play areas; and
- x broken furniture, litter and graffiti.

The books and equipment in most schools are suitable for pupils' needs. However, in some schools there are not enough resources for Welsh, history and religious education. Schools are adding to their equipment for information and communications technology (ICT), but many do not use it well in all subjects. Several schools do not have enough software. Special tutoring programs in English and mathematics are helping pupils in some schools to improve their reading, writing and numeracy skills.

Two thirds of the **pupil-referral units** we inspected have enough teachers and special support assistants. In most units, teachers have clear roles, including subject leadership. Classroom assistants provide good support. In some units there are no teachers with qualifications or experience in practical subjects or for teaching pupils with difficult behaviour. In the units that do not have enough teachers, there is not enough time to make links with parents and other schools or to do administrative tasks. The training of members of staff is satisfactory or better in two thirds of units. However, there is not enough training in information and communications technology, special educational needs or the management of pupils' behaviour.

The quality and use of accommodation are good in one unit and poor in another, and there are problems in the rest. Half the units do not have enough rooms and do not have the facilities to teach subjects such as science, technology, art, music and physical education properly. In several cases, pupils travel to other schools or leisure centres for their lessons. This eases the problem but it is not convenient and it wastes time. Several units do not have rooms in which to counsel pupils, hold meetings or provide a base for the staff. There is often not enough space in classrooms and for pupils' recreation. The units are usually well maintained inside but much less so outside.

Most units do not have enough learning resources. They are usually short of books, maps, pictures, audio-visual aids and practical equipment. Where there are rooms for science or art, for example, they tend to lack proper equipment.

This limits the work that pupils can do and the progress they make. Most units generally make good use of their resources but few have plans to improve them. Only one unit has good information and communications technology equipment that compares well with that in mainstream schools for pupils of the same age. Another unit is collecting a good range of resources for personal and social education.

Further education institutions

Most teachers in **further education institutions** are well qualified and have relevant experience. Some teachers do not have enough opportunities to take up industrial placements. All institutions have induction programmes for new members of staff, but the quality of the programmes varies too much. Colleges usually have effective systems to review the training needs of their staff. Staff development plans are designed to meet the aims of individual teachers and of the institution. Institutions have generally kept teachers aware of the many recent changes and what is expected of them. Part-time teachers can rarely go on some of this training. Several institutions offer good training in Welsh for those who want to improve their bilingual teaching skills, but not enough teachers are confident enough to teach bilingually even though they are fluent in the language. On many courses, teachers work together as an effective team. This is less common in institutions where courses are taught on different sites or where there are many part-time teachers.

Most institutions have detailed plans for new building and improvements. Accommodation on main campuses ranges from satisfactory to very good. The quality is more uneven in outreach centres. Not all institutions monitor and assess the use of their accommodation effectively. In several institutions, access to buildings is poor for people who have physical disabilities. In over half the institutions we inspected, maintenance is poor in some parts of the buildings. The quality of specialist accommodation and facilities ranges from excellent to poor. A lot of workshop accommodation is poor and a few institutions do not have a student common room or facilities for sport. In some cases, libraries and staff workrooms are too small.

The quality of learning resources is generally good. More and more institutions are starting to use budgets based on their analysis of the needs of each programme. The quality of information and communications technology (ICT) resources is generally good. Access to ICT often varies too much between sites and curriculum areas. Institutions are at different stages in developing their intranets. Some give students on-line access to a wide range of learning materials. All institutions have learning resource centres, including libraries, and their resources are generally good. A few subject areas have only a small range of books. Occasionally, members of staff and students make poor use of some of the resources. Few institutions have effective systems to monitor and assess their use of ICT and other learning resources.

Work-based training

Most providers of **work-based training** have well-qualified trainers who have appropriate occupational knowledge and experience. In some providers, not enough supervisors are accredited as assessors. There are good induction programmes for new trainers and trainers often serve as mentors to their new colleagues. Most trainers have clear job descriptions and responsibilities. Training providers generally have appropriate appraisal and staff-development procedures. The appraisal generally identifies how trainers might update their

skills, for example by going on an industrial placement or learning how to help trainees to improve their key skills.

Nearly all training takes place on the job or in a college. Trainers make risk assessments for all the workplaces and closely monitor health and safety matters. The premises of training providers are generally good. Trainees work there occasionally during their induction and for some small group activities. Some providers have training rooms for information communications technology (ICT) and can teach skills that trainees would not learn in the workplace. Providers who are based in colleges have access to a wide range of facilities and resources. Trainees who have physical disabilities generally have good access to premises.

Trainees who go on courses in colleges usually have good resources. However, those who train on the job have very little suitable written material to help them gain a thorough understanding of the work they are doing. Many of the papers trainers give trainees are too difficult for them to understand and few providers assess the quality of the resources they provide.

Staffing for the **New Deal** is generally good. Most providers have enough trainers to deliver their New Deal contract. Trainers have clear job descriptions and know what is expected of them, and most trainers have appropriate industrial experience. They understand the demands and expectations of employers and some, especially those involved in specialist options such as the New Deal for Musicians, have excellent experience which they use effectively to meet the needs of their clients. Most assessors and trainers have suitable vocational qualifications and many have other qualifications in delivering training and carrying out assessment. Generally, trainers work well together and make effective links with workplace supervisors.

Accommodation for delivering the New Deal is generally at least adequate and is often good. In many cases, New Deal clients share accommodation with other trainees on work-based training schemes. A lot of the training and assessment takes place in the workplace and assessors check all health and safety matters before they use any premises. Specialist accommodation for off-the-job training is usually very good. Accommodation for trainees on the environmental task force can be poor, especially if it is only temporary.

Most providers use good learning resources. Generally, clients have access to everything they need for their training. In a few providers and work placements clients can use highly specialist resources, but a small number of providers are not well equipped. In these cases, clients may not be able to use resources, including computers, when they need them. This is especially the case for clients on the environmental task force and for those who are in industrial placements.

The overall quality of staffing on **initial teacher training** courses is good. Most tutors have appropriate qualifications and experience. Colleges use their tutors well and make good use of outside speakers. Tutors take part in a variety of in-service training courses. However, colleges rarely arrange for tutors who do something particularly well to share their expertise with their

**New Deal
programmes**

**Initial
teacher
training
courses**

colleagues. Those tutors who carry out research generally use it well in their teaching but, in some cases, tutors have very little time to carry out research.

The overall quality of accommodation is satisfactory. However, the quality of some specialist facilities, such as laboratories, is unsatisfactory or poor. This does not set a good model for teaching in schools. A few rooms are too small for large groups of trainees or for practical activities. In one college, there is poor access for trainees who have problems getting around. There are good-quality displays in primary departments, including good examples of work by trainees and pupils. On secondary courses, the quality of displays varies greatly between one department and another. Bilingual displays of trainees' work in several colleges help to raise their awareness of the bilingual context of Wales.

The quality of resources is good on primary courses and satisfactory on secondary. Trainees generally have enough resources in college and in school. There are not enough resources for the early years courses and some specialist resources are not available for a few subjects on secondary courses. Colleges provide trainees with enough Welsh resources and good access to ICT. Some schools also give trainees good access to ICT but in others, trainees rarely use computers. College libraries generally have suitable resources. In the best cases, study-support centres provide important help for trainees who have extra needs.

Youth work

Staffing levels in **youth-work** settings are generally adequate. The workers are usually well qualified and experienced, and show great skill in dealing with young people. They work well in teams and quickly build up networks of local people who are involved in similar work. Many of them are keen to have more training and managers encourage them to go on courses. However, in this rapidly-changing service, many of the courses available are not appropriate. Voluntary workers do not have enough access to staff development. Workers on some Youth Access projects are not aware of the overall strategy in their area and do not have opportunities to contribute to strategic planning.

Youth centres are generally in a very poor state of repair. Young people who have disabilities have difficulty getting into many of the centres. Poor facilities in some centres limit the services that the workers can provide for the young people. Centres based in shared buildings, such as schools, often have very limited space, and many of the facilities in the buildings may not be available to the young people. Despite these limitations, workers generally make the best possible use of the accommodation.

The quality of the accommodation for Youth Access projects varies greatly from one site to another. Workers often make imaginative use of what is available. When the projects share premises with other providers, there are often good partnerships and a sensible sharing of staff to get the best value for money. The accommodation for a few projects is unacceptably poor.

Most youth centres do not have enough resources. Their budgets are often too small to maintain and replace equipment. Workers often make very good use of the limited resources they have. Not all centres can give young people regular access to computers.

In Youth Access projects, information and communications technology (ICT) equipment is generally available, but the amount and quality vary. In many projects, the lack of equipment makes it difficult for workers to broaden the curriculum. However, in projects that have laptop computers, many of them are used for only a few simple tasks rather than in a planned way that would improve the ICT skills of the young people.

Most tutors in **adult and community education** are suitably qualified and experienced, and most of them are qualified teachers. While providers do their best to recruit and train tutors, many of the tutors do not stay in the job for long so it can sometimes be difficult for providers to meet local needs. Some tutors who teach in outreach centres do not have enough technical support.

Accommodation is often good for courses in colleges, but not so good in outreach centres. Some buildings that are used in the community are in poor condition, but tutors do their best to make the teaching areas attractive. Access for students with difficulties getting around is often poor in outreach and community buildings, but better on most college sites.

Courses that take place in colleges usually have good resources. Tutors in outreach centres are often short of resources, such as ICT equipment and access to the Internet, so many of them make their own resources.

Section four:

Excellence for all

1 Improvements in schools and lifelong learning

a The role of local education authorities (LEAs)

i The effect LEAs have on standards in reading, writing, numeracy and ICT

Most of the LEA reading, writing and numeracy schemes appropriately aim to develop the skills of pupils in primary schools. LEAs have put these schemes into practice successfully and many have resulted in major improvements in the quality of teaching and learning. Many LEAs still need to:

- do more to keep successful schemes going and spread good practice more widely; and
- give more attention to work in key stage 3 and to schools that are most in need of support.

A lot of the training to develop teachers' skills in information and communications technology (ICT) is supported by the New Opportunities Fund (NOF). Many teachers have not completed NOF-funded ICT training yet, but there is already evidence that it has led to:

- ✓ a higher profile for ICT in schools;
- ✓ an increase in teachers' confidence in using ICT; and
- ✓ more regular use of ICT in subject teaching.

The training has not yet had much influence on the standards and quality of pupils' work. Many schools and teachers do not have enough suitable resources to follow up the training effectively.

ii The effect of the GEST programme

LEAs use Grants for Education Support and Training (GEST) to fund their work relating to some of the major priorities of the National Assembly. LEAs manage the funds well. The training sessions they run are generally of good quality. In the best cases, LEAs plan the training programme by working closely with schools and carefully assess its influence on teaching and learning. More and more schemes are taking place in individual schools and groups of schools. These schemes aim to promote social inclusion and strengthen the links between primary and secondary schools. Some of the schemes involve teachers carrying out research about aspects of school management or of teaching and learning in their own classrooms.

iii Variations in the performance of LEAs

All LEAs have made school improvement a priority in their strategic plans. Most plans focus, in particular, on:

- raising pupils' standards of achievement;
- pupils with SEN; and
- pupils under five.

LEAs have introduced a range of projects to support school improvement and provide training for teachers and school managers. Most of the projects are having a beneficial effect, especially in primary schools. However, they rarely have enough effect on those subject departments in secondary schools that inspection reports identify as being in need of improvement.

Over the last few years, the level of pupils' achievement in national tests and examinations has differed a lot between one LEA and another. This is clear in the figures that show pupils' achievement in the 'core subject indicator' (the percentage of pupils who achieve the level expected for their age in all three of the core subjects - mathematics, science and English or Welsh). The indicator in each key stage shows that the gap between the LEAs that do best and those that do worst is still too wide. In key stage 1, 88% of pupils in one LEA achieved the core subject indicator while in another LEA, only 74% achieved it – a gap of 14 percentage points. In the other key stages, the gap is 20 percentage points or more. LEAs have not done enough to look at the performance of similar LEAs and set targets that reflect this.

In key stages 1 and 2, several of the lowest-performing LEAs are making good progress in improving overall levels of pupil achievement. In key stage 2, the pupils in the urban authorities in South Wales perform rather better than might be expected, taking account of the figures for free school meals. While most authorities in the South Wales valleys have consistently been among the lowest-performing LEAs, some have made good progress.

In key stage 3, the range of performance is the widest of all of the key stages. Many pupils do not keep up the progress they made in key stage 2. Over the last four years, only three LEAs have kept up or improved their position in relation to other LEAs. Again, urban authorities in the south tend to do better than expected. In four LEAs, pupils in all key stages achieve better results than might be expected of them. The most important thing that has led to this success has been the good leadership shown by the senior managers in schools. In most of these LEAs, officers:

- ✓ have high expectations of their schools;
- ✓ give clear and good advice; and
- ✓ target their support effectively.

In four other LEAs, pupils generally perform below expectations in all key stages.

LEAs should:

- challenge and support schools to try to match the achievements of the best-performing LEA in a similar area of Wales;
- look closely at the reasons for any variations in performance across key stages, especially where the LEA's position drops below that of others in similar areas;

- make sure that schools set challenging targets for improvement; and
- make sure that the schools and departments that need to improve make progress.

iv Best Value inspections of LEAs

Under the Local Government Act 1999, all authorities need to keep improving their services so that they are as economic, efficient and effective as possible. To achieve this, authorities have to review all their services over a five-year period. We and the Audit Commission are responsible for inspecting reviews of educational services.

In the summer term 2001, we inspected educational services that had been the subject of Best Value reviews in five LEAs. Some of the reviews focused on major LEA functions including school improvement and services for pupils who have special educational needs (SEN). The work in these areas was at least satisfactory and often good or very good. However, some Best Value reviews were too limited to lead to major improvements. Many of the reviews did not challenge either the need to provide the service or the arrangements the LEA makes to provide it.

b Family learning

The links between parents and schools are generally good. In many cases, schools enjoy good relationships with parents, and there are regular formal and informal meetings between parents and teachers. In many schools, parents help in the classroom, make resources, or help to organise school plays and concerts. Most schools encourage parents to work with their children at home, either reading together or doing other work. Many schools produce booklets to help parents work with their children and some organise after-school sessions to show them the sort of things they can do.

The results of the Family Literacy and Numeracy programmes are very positive. Early-years teachers can see an improvement in children's learning. This contributes to the general drive to improve standards in schools. Parents are more able to help with homework and sometimes offer to help in the school as a result. They will often go on to further study themselves. The Basic Skills Strategy for Wales aims to build on the success of Family Literacy and Numeracy programmes and is working with other age groups including pupils in secondary schools.

c Partnership between schools and further education institutions

Many schools and colleges are cautious about entering into partnerships with one another. They are keen that the local community should have the best educational facilities available, but anxious that any reorganisation might lead to them offering fewer courses, losing students and having to reduce the number of teachers in their own institution. However, a growing number of schools and colleges are starting to form stronger links. Some of them have worked together for a long time and, in these cases, managers from each

institution in the group meet regularly. They plan carefully how they can use their teachers and their buildings to provide a broad, relevant and attractive curriculum for students. They co-ordinate their timetables and make sure that there are good systems of assessment, support and guidance for their students, many of whom will study in at least two different places. They organise good transport links to make travel between the sites as simple as possible. In some of these groups, the college appoints a co-ordinator to manage the partnership. In other cases, it may be working groups of head teachers, further education managers and LEA officers who manage it. Either of these arrangements can work well.

Partners need to answer the following questions.

- How can we make sure that each partner provides equal quality for every student?
- How can we manage the partnership effectively, despite our different management structures?
- Can we make our timetables consistent to make it possible to timetable students' programmes sensibly?
- How much do we each contribute to the partnership in terms of staff time, use of accommodation and resources, and money?
- How do we co-ordinate arrangements that each partner makes for the assessment, discipline and pastoral care of students?
- How do we encourage students to take part in a broad range of extra-curricular activities?

Community Consortia for Education and Training (CCETs) are designed to promote this kind of partnership approach. Each CCET brings together representatives of education and training providers in a local area. Some CCETs have done a lot to build trust between the partners. In other cases, partnerships have only very recently been set up. Each CCET must identify local needs and plan how these can best be met. Agreement on this matter will be crucial to forming effective local partnerships and promoting the development of education and training in Wales.

d Recruiting and keeping teachers

There is concern about recruiting trainee teachers and teacher shortages, particularly in secondary schools.

Initial teacher training courses for primary school teachers recruit enough students. The main difficulty for primary schools is in appointing supply teachers when headteachers or class teachers are absent for several weeks.

In secondary schools, there are one or two unfilled teaching posts in about one third of schools. These vacancies are in a wide range of subjects, including:

- Welsh;
- English;
- mathematics;

- information technology;
- design and technology;
- geography;
- religious education;
- art; and
- music.

Welsh is the subject where there are by far the greatest number of unfilled posts. This is especially true in parts of Wales where few people speak Welsh. A few secondary schools where the teaching is in Welsh find it hard to appoint teachers in a range of subjects.

Initial teacher training institutions often do not meet their targets for the number of students they train to be secondary school teachers. However, some of the institutions have recently started to get nearer their targets. They are finding more ways to attract trainees. These include 'taster days' in schools, where people can come and sample the life of a teacher for a day. The institutions are also working together to put on new courses to attract students to train in the subjects where there are shortages.

e The curriculum for students aged from 16 to 19

This year, courses for students in Year 12 in school (the first year of the sixth form) or who are studying in a further education institution have been broader than in the past. Some schools and further education institutions have made it easier for students to follow both academic and vocational courses. Most students who have followed academic courses have studied four subjects in the first year of the course (called Advanced Subsidiary (AS) courses) rather than three, as in the past. They have also worked to improve their key skills in communication, using numbers and information and communications technology (ICT). Some have done this as part of their AS courses, while others have gone on special courses. Many have put together portfolios of their work and have sat national tests to gain qualifications in key skills.

The new arrangements have helped to broaden students' curriculum. More are studying a foreign language and many who might have studied only two A level subjects are studying three AS subjects. However, too few students have used their fourth choice to broaden their study by including a subject from a different area of the curriculum.

Teachers and students are finding that the new courses are taking up a lot more of their time. As a result, fewer students are involved in enterprise activities, voluntary work or gaining work experience, so they are losing some of their opportunities to develop the skills of problem-solving and working together that employers want.

2 Social inclusion

a What schools are doing to promote good attendance

The National Assembly has set a target to increase pupils' attendance rates at school to over 92% by the year 2002. A quarter of the secondary schools we inspected this year have reached this target. However, half of the schools still have attendance rates under 90%. Most schools have good systems to monitor and encourage attendance, and devote many resources to improving it. In schools where attendance is poor, some parents do not do enough to make sure their children go to school or get there on time. Schools find that the best ways to improve attendance include:

- ✓ phoning parents on the first morning when a pupil is absent;
- ✓ making sure that the curriculum is interesting and that the school is a pleasant place for pupils to come to;
- ✓ offering pupils rewards for good attendance;
- ✓ welcoming pupils when they return after an absence and helping them to catch up with their work; and
- ✓ closely monitoring the attendance of individual pupils.

b Violence in schools

Almost all pupils behave well. In many schools this is partly because of the training that the staff have had on managing behaviour. The greatest success has been where both teaching and non-teaching staff have received training and everyone has put into practice what they have learned. Children and Youth Partnerships and Youth Access programmes are helping to improve pupils' behaviour. Programmes such as these are starting to have a good effect on the attitude of pupils who have lost interest in school.

A small number of pupils, usually boys, occasionally behave violently. Most of these pupils are in secondary schools. Schools do not always record or respond to violence in a consistent way. Each year, there are a few physical assaults. Some of these assaults are deliberate and have been planned, and sometimes they are violent enough to cause serious injury. Very occasionally, there are physical assaults against teachers and the pupils who are responsible are nearly always excluded from school. A small number of schools carefully monitor whether violent assaults are racially motivated. This allows them to monitor whether their anti-racist policies are working effectively. All schools should follow this good practice.

c Youth disaffection: Getting young people involved

The National Assembly is funding several ways of working with young people who have lost interest in education and training. For many years, the local authority and voluntary youth sectors have worked with these groups. More recently, the Youth Access Initiative, the Youth Work and Schools Partnership

project and Youth Gateway have added to this work. Young people involved in the Youth Access Initiative do not always return to school, but workers help them to see the value of further education and training. Many of the young people move on to colleges and work-based training and pick up formal education where they left off. All these schemes rely on agencies working together. In some parts of Wales, education, health and social services are forming new or stronger partnerships. These services, the police and Youth Offending Teams are beginning to work together more effectively to help young people who offend. Through partnerships like these, professionals in all sectors are learning from each other. They are trying to find different ways to encourage young people to get involved in education or training. Schools and colleges are developing an alternative curriculum for young people who might lose interest in education. Many of these young people are learning new social skills and gaining self-confidence. By being involved in one of these schemes, they also gain qualifications that they would not otherwise have achieved.

Schools are now trying harder to keep all pupils involved in learning. Pupils often have problems that schools cannot deal with on their own. Teachers are starting to work better with other agencies. Some schools are using counsellors and family conferences to help cut down the number of young people who are excluded from school.

Schools are finding more ways to help pupils to enjoy school and keep up their interest in their work. They are also finding ways to support pupils who show signs of losing interest in education. These include:

- ✓ making sure the pupils can always do the work they are set;
- ✓ giving the pupils extra help with reading;
- ✓ praising the pupils for any improvements in their attendance and behaviour;
- ✓ arranging for the pupils to work with fewer teachers;
- ✓ employing a youth worker to support the pupils; and
- ✓ working closely with counsellors and other support services.

d Reintroducing pupils into education

One of the aims of the Youth Access Initiative is to reintroduce pupils into full-time education. Projects, particularly those that are not based in a school, rarely get pupils to go back to school. However, they are much more successful at helping young people take up college courses or work-based training. Many pupils in these projects improve their work, motivation, self-esteem and social skills, but often still have negative attitudes to school life. This is even the case when they have started to have good relationships with adults in authority.

Youth Access and Youth Work and Schools Partnership projects that are based in schools are more successful in changing young people's attitudes to school regimes, to teachers and to other pupils. Pupils can often successfully go back into some mainstream classes while still taking part in other project activities.

These types of project are also more successful in changing pupils' attitudes to school. The ways in which workers on Youth Access projects approach young people are often quite different from the ways that teachers deal with them. The new approaches are often effective and lead to improvements in pupils' behaviour and attitudes.

e Providing for looked-after children

Most looked-after children are making at least satisfactory progress. However, others, usually the ones with the greatest need, are not receiving full-time education. The teaching provided for them is generally unsatisfactory. They are under-achieving significantly and their prospects of success are poor. Local education authorities (LEAs) and social services departments (SSDs) have issued useful joint policies, but have only recently started to put them into practice and monitor their effects. It is sometimes unclear who has overall responsibility for a child. Some strategic plans do not give enough emphasis to educational matters.

LEAs and SSDs are working together more closely than before. However, they do not always share information effectively or understand enough about each department's priorities and ways of working. However, the quality of care planning is improving. SSDs are working more closely with parents, carers and schools, and with the children themselves. Generally, authorities have not carried out a detailed assessment of their educational services for looked-after children so they do not have a full or clear enough view of their own strengths and weaknesses in this area.

f Gifted and talented pupils

Gifted and talented pupils are those who have the ability to achieve significantly more than most other pupils of a similar age. They have high academic or creative ability in one or more subjects.

About half of schools cater for some of the needs of these pupils. For example, they:

- ✓ adapt classwork to make it more challenging for them;
- ✓ arrange for pupils to go to some more advanced classes in other schools or colleges for a part of each week; and
- ✓ provide artistic and creative activities during lunchtime or after school.

Other schools do not make many special arrangements for these pupils.

Many local education authorities are helping schools to work more effectively with these pupils. They:

- ✓ write guidance that describes good practice;
- ✓ help schools to set targets for the number of pupils aiming to achieve National Curriculum assessment levels above those expected for their age;

- ✓ set up 'Writers' Squads' for talented writers;
- ✓ set up clubs and computer networks for pupils doing well in mathematics; and
- ✓ encourage pupils with special abilities in music, drama, dance, gymnastics or team games to join master classes or regional and national clubs and organisations.

3 Equal opportunities in education and training in Wales

Providers are becoming more aware of the need to look again at all aspects of their planning, teaching and learning to make sure that they meet the needs of all learners. Many providers have made good progress in helping and encouraging more young people to be involved in education or training. However, there is still a lot of work to be done if all learners are to do as well as they can. Most providers have equal-opportunities policies but few monitor how well these policies are working. As a result, they are not aware of weaknesses and cannot do anything about them. Some providers keep information about the gender and ethnic background of teachers and learners, and most of them try hard to make sure that marketing and publicity materials encourage equal opportunities for all. However, they do not always do enough to enrol teachers and learners from minority groups, for example, by placing advertisements in magazines that target these groups, or by making sure their presentations in local schools do all they can to encourage students from minority groups to apply for courses.

Where there are a lot of students from minority ethnic groups, providers often have suitable facilities such as prayer rooms. There is also help for learners who need support to speak English as an additional language. In some other places, the facilities and support are not so good, generally because there are fewer of these students and providers are not so aware of the issues. Nobody has analysed the achievements of learners from minority ethnic groups in Wales as a whole. However, there is some evidence that the performance of learners varies too much between different minority ethnic groups.

There are some examples of providers that have successfully challenged teachers' and learners' expectations about the courses that male and female learners should choose. However, traditional patterns of recruitment have not changed much. Girls continue to do better than boys in public examinations at all levels. Schools are now more aware of this and many are taking steps to improve the performance of boys.

Most providers for young people over 16 now have disability statements which help them to be clear about what is available and try hard to help people in wheelchairs use all general and specialist facilities. In some places, the design of existing buildings makes this difficult. Many providers do not know enough about the new duties that they will have because of the Special Educational Needs and Disability Act 2001.

4 Welsh language and bilingualism

Welsh and bilingual schools are successful in developing pupils' ability to speak, read and write in Welsh and English. Pupils generally perform equally well in assessments in both Welsh and English.

Most Welsh and bilingual primary schools develop pupils' bilingualism by teaching in Welsh and English across the curriculum in key stage 2. In this way, pupils become more confident in both languages in a wide range of contexts. They make good progress in using the key words in each subject and they discuss ideas in both languages. Some secondary schools are developing effective ways to promote pupils' bilingualism across the curriculum. However, whole-school planning is often still not thorough enough to help pupils become equally confident in using key subject words in both languages.

Many pupils who have been taught in Welsh in primary school change to English for their secondary education. In some parts of Wales, however, LEAs are meeting their targets to increase the number of pupils who go to Welsh or bilingual secondary schools.

Some schools are finding it difficult to go on teaching subjects in Welsh in the sixth form because there are often too few students to make it economical to run a course in Welsh. Many schools need to do a lot more to copy the excellent bilingual teaching that is a common feature of classes in some other schools. In further education and work-based training, progress is slow in extending Welsh and bilingual work and in meeting the bilingual needs of employers. Overall, there are not enough opportunities for learners who have spoken Welsh in secondary school to continue with their education bilingually or in Welsh. In many subjects, there are no textbooks in Welsh. Few institutions have made up for this by writing their own teaching materials. Not enough awarding bodies (organisations that award academic and vocational qualifications) and national training organisations print their syllabuses and assessment materials bilingually. There are fewer opportunities for students to sit key skills tests in Welsh than in English.

5 Dual literacy

Dual literacy allows learners to benefit from their fluency in two languages. It includes the ability to speak, read and write easily in both languages and the ability to move confidently and smoothly between languages for different purposes.

In a few excellent examples, pupils make good progress in work where they need to transfer quickly between Welsh and English. In these schools, teachers take full advantage of this ability and set stimulating and challenging tasks where pupils need to use both languages. Work of this type promotes pupils' dual literacy and deepens their understanding of the subjects they are studying. However, there is not enough high-quality work of this sort. Not enough schools have policies to improve pupils' dual literacy throughout their years in school. Generally, the planning and teaching of dual literacy are at an early stage of development.

Few courses in further education and training are effective in promoting dual literacy, but there has been some improvement this year.

6 English as an additional language

More and more pupils in Wales speak English as an additional language. Overall, in all subjects, these pupils make good progress and achieve standards that are as good as those of other pupils of a similar age and ability. They make the best progress where teachers work closely with specialist support teachers. In schools where only one or two pupils speak English as an additional language, there is sometimes not enough support for them. There are no courses in Wales for teachers to gain qualifications in teaching pupils for whom English is an additional language. Local authorities do not have a common system for assessing the needs of these pupils. Few schools analyse the performance of minority ethnic groups and there is no system for collecting and analysing this information across Wales.

Schools make sure that all pupils are valued and that they play a full part in the life of the school. Members of minority ethnic communities take part in activities in some schools and a few of them are governors. Schools where there are many pupils from minority ethnic groups generally have clear and good policies on equal opportunities. In these schools, members of staff are generally well aware of the needs of all pupils and use the cultural variety to improve their teaching. Many schools are trying to develop a multi-cultural dimension in the curriculum. However, teachers need more training in how to achieve this. The document *Learning for All*, published by the Commission for Racial Equality, is a good basis for helping schools to improve what they are doing.

Appendix 1

Targets that the National Assembly has set for pupils' performance in 2002

| Age groups | Standard | 2002 target |
|--------------------------------|--|---|
| Classes for pupils of all ages | The standards of achievement and the quality of teaching are at least satisfactory in classes inspected by Estyn | 95% or more of classes |
| | The standards of achievement and the quality of teaching are good or very good in classes inspected by Estyn | 50% or more of classes |
| Key stage 2 | Pupils attain at least level 4 in the separate subjects of English, Welsh, mathematics and science. | 70-80% of pupils |
| Key stage 3 | Pupils attain at least level 5 in the separate subjects of English, Welsh, mathematics and science. | 70-80% of pupils |
| Key stage 4 | Pupils gain GCSE grades A* to C in each of English or Welsh, mathematics and science in combination (the core subject indicator) | 50% of pupils |
| | Pupils gain at least 5 GCSE grades A* to C or vocational equivalent | 54% of pupils |
| | Pupils gain at least 5 GCSE grades A* to G or vocational equivalent | 91% of pupils |
| | The number of pupils who leave full-time education without a recognised qualification | 15% lower than 1999 |
| Boys and girls | The difference between the achievements of boys and girls | Reduce the difference by 50% compared with 1996 |
| Maintained secondary schools | Schools with fewer than 25% of 15 year old pupils who gain at least 5 GCSE grades A* to C or equivalent | None |
| Absenteeism | The number of pupils who are absent from school | Below 8% of pupils |

Commentary

The percentage of classes in which pupils' standards of achievement and the quality of teaching are satisfactory or better is just below the 2002 target. The percentage of classes where standards and teaching are good or very good is just below the target in primary schools, but above it in secondary schools.

In key stage 2, schools have reached the 2002 target range in English, Welsh and mathematics. They have done better than the target range in science.

In key stage 3, schools have just reached the 2002 target range in Welsh. They have some way to go before they reach the range in English, mathematics and science.

In key stage 4, schools are moving slowly towards the 2002 targets. They have much to do to reach them. For the core subject indicator, there is a wide gap between schools' performance in 2001 and the target. The number of low performing schools at key stage 4 has reduced slightly.

Schools are making little progress in closing the gap between the performance of boys and girls in English and Welsh. The gap is much smaller in mathematics and science and schools are close to the 2002 targets for these subjects.

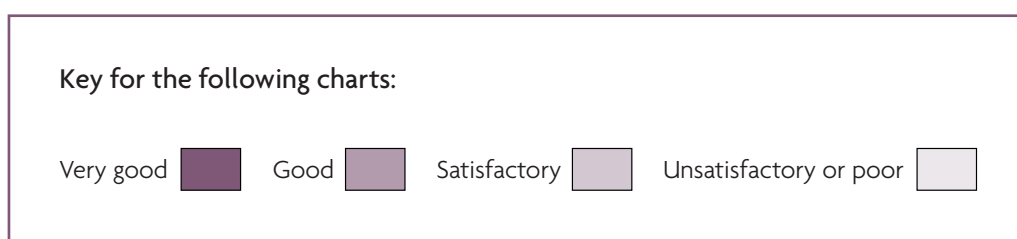
Appendix 2

Standards of Achievement in Schools

On the next five pages, we show the standards that pupils in primary and secondary schools achieved this year in the subjects of the National Curriculum and in religious education. We also show last year's figures. Inspectors judge these standards in each class in the sample of schools we inspect each year. Overall, standards are slightly higher than last year. Pupils in about 6% of classes achieve very good standards, compared with about 4% of classes last year. The amount of good work has also risen slightly. However, in each key stage, standards have risen in about half the subjects and fallen in the other half. There are also some contrasts between standards in the same subject in different key stages.

Last year, we published leaflets¹ that discussed the standards pupils achieve in each subject. Many of the issues we explored in those leaflets are still relevant.

We show the percentages of classes in which standards are judged to be:



- very good;
- good;
- satisfactory; and
- unsatisfactory or poor.

¹ Standards and quality in primary schools, 1999-2000; and Standards and quality in secondary schools, 1999-2000

The standards that pupils achieve in key stage 1

Percentage of classes

Welsh

| | | | |
|-----------|----|-----|-----|
| 2000-2001 | 9% | 44% | 46% |
| 1999-2000 | 2 | 50% | 46% |

English

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 4% | 47% | 46% | 3% |
| 1999-2000 | 4% | 48% | 44% | 4% |

Mathematics

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 5% | 47% | 46% | 2 |
| 1999-2000 | 3% | 48% | 45% | 4% |

Science

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 2 | 52% | 43% | 3% |
| 1999-2000 | 3% | 57% | 37% | 3% |

Design and technology

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 3% | 43% | 49% | 4% |
| 1999-2000 | 4% | 42% | 46% | 8% |

Information technology

| | | | | |
|-----------|----|-----|-----|-----|
| 2000-2001 | 1 | 34% | 46% | 18% |
| 1999-2000 | 3% | 36% | 44% | 18% |

History

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 3% | 46% | 47% | 5% |
| 1999-2000 | 4% | 47% | 45% | 3% |

Geography

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 2 | 42% | 49% | 6% |
| 1999-2000 | 3% | 45% | 48% | 4% |

Religious education

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 3% | 47% | 43% | 7% |
| 1999-2000 | 3% | 46% | 49% | 3% |

Art

| | | | | |
|-----------|-----|-----|-----|----|
| 2000-2001 | 6% | 51% | 40% | 3% |
| 1999-2000 | 10% | 43% | 44% | 3% |

Music

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 4% | 42% | 50% | 5% |
| 1999-2000 | 5% | 48% | 44% | 3% |

Physical education

| | | | | |
|-----------|---|-----|-----|----|
| 2000-2001 | 2 | 44% | 52% | 2 |
| 1999-2000 | 1 | 43% | 52% | 4% |

Welsh as a second language

| | | | | |
|-----------|----|-----|-----|---|
| 2000-2001 | 3% | 54% | 41% | 2 |
| 1999-2000 | 5% | 49% | 44% | 2 |

The standards that pupils achieve in key stage 2

Percentage of classes

Welsh

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 5% | 38% | 50% | 7% |
| 1999-2000 | 5% | 38% | 50% | 7% |

English

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 3% | 46% | 47% | 4% |
| 1999-2000 | 2% | 40% | 52% | 6% |

Mathematics

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 4% | 47% | 45% | 4% |
| 1999-2000 | 3% | 42% | 49% | 6% |

Science

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 2% | 51% | 43% | 3% |
| 1999-2000 | 2% | 51% | 41% | 5% |

Design and technology

| | | | | |
|-----------|----|-----|-----|-----|
| 2000-2001 | 4% | 40% | 47% | 9% |
| 1999-2000 | 2% | 34% | 47% | 17% |

Information technology

| | | | | |
|-----------|----|-----|-----|-----|
| 2000-2001 | 3% | 34% | 45% | 18% |
| 1999-2000 | 2% | 32% | 42% | 23% |

History

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 4% | 51% | 35% | 9% |
| 1999-2000 | 3% | 47% | 45% | 4% |

Geography

| | | | | |
|-----------|----|-----|-----|-----|
| 2000-2001 | 2% | 39% | 47% | 12% |
| 1999-2000 | 3% | 39% | 49% | 9% |

Religious education

| | | | | |
|-----------|----|-----|-----|-----|
| 2000-2001 | 2% | 41% | 46% | 11% |
| 1999-2000 | 2% | 42% | 52% | 5% |

Art

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 7% | 47% | 41% | 5% |
| 1999-2000 | 4% | 42% | 49% | 5% |

Music

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 7% | 44% | 40% | 9% |
| 1999-2000 | 6% | 42% | 47% | 4% |

Physical education

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 4% | 45% | 46% | 5% |
| 1999-2000 | 1% | 48% | 46% | 5% |

Welsh as a second language

| | | | | |
|-----------|----|-----|-----|-----|
| 2000-2001 | 2% | 42% | 46% | 11% |
| 1999-2000 | 2% | 34% | 56% | 8% |

The standards that pupils achieve in key stage 3

Percentage of classes

Welsh

| | | | |
|-----------|----|-----|-----|
| 2000-2001 | 2 | 57% | 41% |
| 1999-2000 | 3% | 67% | 31% |

English

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 8% | 38% | 47% | 6% |
| 1999-2000 | 4% | 44% | 48% | 4% |

Mathematics

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 3% | 46% | 43% | 7% |
| 1999-2000 | 1 | 44% | 46% | 8% |

Science

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 3% | 43% | 46% | 8% |
| 1999-2000 | 3% | 44% | 45% | 7% |

Design and technology

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 3% | 39% | 52% | 6% |
| 1999-2000 | 3% | 37% | 55% | 5% |

Information technology

| | | | | |
|-----------|-----|-----|-----|-----|
| 2000-2001 | 10% | 38% | 47% | 5% |
| 1999-2000 | 1 | 37% | 50% | 12% |

Modern foreign languages

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 3% | 47% | 43% | 8% |
| 1999-2000 | 6% | 49% | 36% | 9% |

History

| | | | | |
|-----------|----|-----|-----|-----|
| 2000-2001 | 8% | 47% | 42% | 3% |
| 1999-2000 | 4% | 37% | 47% | 11% |

Geography

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 9% | 47% | 38% | 6% |
| 1999-2000 | 5% | 34% | 56% | 6% |

Religious education

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 9% | 49% | 35% | 7% |
| 1999-2000 | 7% | 47% | 37% | 9% |

Art

| | | | | |
|-----------|----|-----|-----|-----|
| 2000-2001 | 6% | 46% | 34% | 14% |
| 1999-2000 | 4% | 53% | 38% | 5% |

Music

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 5% | 31% | 56% | 8% |
| 1999-2000 | 1 | 41% | 51% | 7% |

Physical education

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 5% | 38% | 50% | 7% |
| 1999-2000 | 2 | 34% | 58% | 5% |

Welsh as a second language

| | | | | |
|-----------|----|-----|-----|-----|
| 2000-2001 | 3% | 34% | 51% | 12% |
| 1999-2000 | 2 | 40% | 47% | 10% |

The standards that pupils achieve in key stage 4

Percentage of classes

Welsh

| | | | |
|-----------|----|-----|--------|
| 2000-2001 | 3% | 64% | 33% |
| 1999-2000 | | 76% | 20% 4% |

English

| | | | |
|-----------|----|-----|--------|
| 2000-2001 | 9% | 46% | 40% 5% |
| 1999-2000 | 5% | 47% | 45% 3% |

Mathematics

| | | | |
|-----------|----|-----|---------|
| 2000-2001 | 6% | 38% | 47% 9% |
| 1999-2000 | 4% | 33% | 53% 10% |

Science

| | | | |
|-----------|----|-----|---------|
| 2000-2001 | 3% | 39% | 49% 8% |
| 1999-2000 | 3% | 39% | 49% 10% |

Design and technology

| | | | |
|-----------|----|-----|--------|
| 2000-2001 | 2% | 41% | 51% 6% |
| 1999-2000 | 6% | 49% | 44% 2% |

Information technology

| | | | |
|-----------|----|-----|--------|
| 2000-2001 | 9% | 38% | 52% 1% |
| 1999-2000 | 3% | 44% | 46% 7% |

Modern foreign languages

| | | | |
|-----------|----|-----|--------|
| 2000-2001 | 3% | 52% | 40% 5% |
| 1999-2000 | 3% | 52% | 41% 4% |

History

| | | | |
|-----------|----|-----|--------|
| 2000-2001 | 5% | 62% | 32% 1% |
| 1999-2000 | 2% | 53% | 38% 6% |

Geography

| | | | |
|-----------|-----|-----|--------|
| 2000-2001 | 10% | 49% | 39% 2% |
| 1999-2000 | 3% | 39% | 55% 3% |

Religious education

| | | | |
|-----------|-----|-----|---------|
| 2000-2001 | 11% | 53% | 28% 7% |
| 1999-2000 | 4% | 42% | 40% 14% |

Art

| | | | |
|-----------|-----|-----|--------|
| 2000-2001 | 8% | 50% | 34% 7% |
| 1999-2000 | 10% | 52% | 33% 5% |

Music

| | | | |
|-----------|----|-----|--------|
| 2000-2001 | 5% | 49% | 44% 3% |
| 1999-2000 | 2% | 55% | 35% 7% |

Physical education

| | | | |
|-----------|----|-----|--------|
| 2000-2001 | 2% | 44% | 47% 7% |
| 1999-2000 | 2% | 34% | 60% 4% |

Welsh as a second language

| | | | |
|-----------|----|-----|---------|
| 2000-2001 | 4% | 32% | 47% 18% |
| 1999-2000 | 3% | 36% | 48% 13% |

The standards that students achieve in the sixth form

Percentage of classes

Welsh

| | | | |
|-----------|-----|-----|-----|
| 2000-2001 | 6% | 78% | 17% |
| 1999-2000 | 22% | 67% | 11% |

English

| | | | |
|-----------|-----|-----|-----|
| 2000-2001 | 13% | 61% | 26% |
| 1999-2000 | 8% | 63% | 29% |

Mathematics

| | | | | |
|-----------|-----|-----|-----|----|
| 2000-2001 | 10% | 60% | 28% | 2 |
| 1999-2000 | 6% | 60% | 31% | 3% |

Science

| | | | | |
|-----------|----|-----|-----|----|
| 2000-2001 | 6% | 50% | 42% | 2 |
| 1999-2000 | 6% | 57% | 33% | 3% |

Design and technology

| | | | |
|-----------|----|-----|-----|
| 2000-2001 | 4% | 60% | 36% |
| 1999-2000 | 7% | 65% | 27% |

Information technology

| | | | | |
|-----------|-----|-----|-----|----|
| 2000-2001 | 15% | 48% | 35% | 2 |
| 1999-2000 | 5% | 59% | 31% | 5% |

Modern foreign languages

| | | | | |
|-----------|-----|-----|-----|----|
| 2000-2001 | 7% | 50% | 43% | |
| 1999-2000 | 11% | 64% | 24% | 11 |

History

| | | | |
|-----------|-----|-----|-----|
| 2000-2001 | 21% | 65% | 14% |
| 1999-2000 | 3% | 58% | 38% |

Geography

| | | | |
|-----------|-----|-----|-----|
| 2000-2001 | 13% | 67% | 20% |
| 1999-2000 | 4% | 76% | 20% |

Religious education

| | | | | |
|-----------|-----|-----|-----|----|
| 2000-2001 | 21% | 63% | 8% | 8% |
| 1999-2000 | | 57% | 43% | |

Art

| | | | | |
|-----------|-----|-----|-----|---|
| 2000-2001 | 18% | 65% | 18% | |
| 1999-2000 | 25% | 48% | 25% | 2 |

Music

| | | | | |
|-----------|-----|-----|-----|---|
| 2000-2001 | 18% | 69% | 11% | 2 |
| 1999-2000 | 16% | 68% | 16% | |

Physical education

| | | | | |
|-----------|----|-----|-----|---|
| 2000-2001 | 5% | 37% | 56% | 2 |
| 1999-2000 | 2 | 55% | 43% | |

Welsh as a second language

| | | | |
|-----------|-----|-----|-----|
| 2000-2001 | 10% | 38% | 51% |
| 1999-2000 | 6% | 44% | 50% |

Appendix 3

| Number of FE colleges gaining each grade in the programme area inspected in 1999-2000 - 2000-2001 | | | | | |
|--|----------------|----------------|----------------|----------------|--------------|
| Programme area | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Total |
| Access studies | | | | | |
| 2000-2001 | 0 | 3 | 0 | 0 | 3 |
| 1999-2000 | 0 | 1 | 0 | 0 | 1 |
| Art and design | | | | | |
| 2000-2001 | 2 | 5 | 1 | 0 | 8 |
| 1999-2000 | 0 | 2 | 0 | 0 | 2 |
| Performing arts | | | | | |
| 2000-2001 | 0 | 4 | 3 | 0 | 7 |
| 1999-2000 | 0 | 1 | 0 | 0 | 1 |
| Applied science | | | | | |
| 2000-2001 | 0 | 1 | 0 | 0 | 1 |
| 1999-2000 | 0 | 1 | 3 | 0 | 4 |
| Business and management | | | | | |
| 2000-2001 | 0 | 2 | 1 | 0 | 3 |
| 1999-2000 | 0 | 3 | 3 | 0 | 6 |
| Catering | | | | | |
| 2000-2001 | 0 | 1 | 1 | 0 | 2 |
| 1999-2000 | 0 | 2 | 2 | 0 | 4 |
| Caring and health | | | | | |
| 2000-2001 | 0 | 3 | 1 | 0 | 4 |
| 1999-2000 | 0 | 3 | 0 | 0 | 3 |
| Computing | | | | | |
| 2000-2001 | 0 | 2 | 1 | 0 | 3 |
| 1999-2000 | 0 | 2 | 5 | 0 | 7 |
| Construction | | | | | |
| 2000-2001 | 0 | 3 | 2 | 0 | 5 |
| 1999-2000 | 0 | 1 | 3 | 1 | 5 |
| Engineering | | | | | |
| 2000-2001 | 0 | 3 | 2 | 0 | 5 |
| 1999-2000 | 0 | 5 | 0 | 0 | 5 |
| General education | | | | | |
| 2000-2001 | 0 | 2 | 2 | 0 | 4 |
| 1999-2000 | 0 | 2 | 2 | 1 | 5 |
| Hairdressing and beauty | | | | | |
| 2000-2001 | 2 | 0 | 1 | 1 | 4 |
| 1999-2000 | 0 | 0 | 1 | 0 | 1 |
| Land based studies (for example, agriculture) | | | | | |
| 2000-2001 | 0 | 2 | 0 | 0 | 2 |
| 1999-2000 | 0 | 2 | 0 | 0 | 2 |
| Secretarial and office technology | | | | | |
| 2000-2001 | 0 | 2 | 1 | 0 | 3 |
| 1999-2000 | 1 | 2 | 2 | 0 | 5 |
| Tourism and leisure | | | | | |
| 2000-2001 | 0 | 2 | 2 | 0 | 4 |
| 1999-2000 | 0 | 2 | 0 | 1 | 3 |
| Communication skills | | | | | |
| 2000-2001 | 0 | 1 | 0 | 0 | 1 |
| 1999-2000 | 0 | 0 | 0 | 0 | 0 |
| Independent living skills | | | | | |
| 2000-2001 | 1 | 2 | 1 | 0 | 4 |
| 1999-2000 | 0 | 4 | 0 | 0 | 4 |
| Adult basic education and English as an additional language | | | | | |
| 2000-2001 | 1 | 2 | 2 | 0 | 5 |
| 1999-2000 | 0 | 1 | 1 | 0 | 2 |
| Welsh for adults | | | | | |
| 2000-2001 | 1 | 3 | 2 | 0 | 6 |
| 1999-2000 | 1 | 2 | 0 | 0 | 3 |
| Other general education | | | | | |
| 2000-2001 | 1 | 4 | 2 | 0 | 7 |
| 1999-2000 | 0 | 1 | 0 | 1 | 2 |
| Totals | | | | | |
| 2000-2001 | 8 | 47 | 25 | 1 | 81 |
| 1999-2000 | 2 | 37 | 22 | 4 | 65 |

Appendix 4

| Number of training providers gaining each grade in the programme area inspected in 1999-2000 - 2000-2001 | | | | | |
|---|----------------|----------------|----------------|----------------|--------------|
| Occupational areas | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Total |
| Agriculture | | | | | |
| 2000-2001 | 0 | 2 | 3 | 0 | 5 |
| 1999-2000 | 0 | 1 | 0 | 1 | 2 |
| Construction | | | | | |
| 2000-2001 | 1 | 4 | 3 | 2 | 10 |
| 1999-2000 | 0 | 1 | 5 | 3 | 9 |
| Engineering | | | | | |
| 2000-2001 | 0 | 4 | 5 | 3 | 12 |
| 1999-2000 | 3 | 5 | 0 | 0 | 8 |
| Manufacturing | | | | | |
| 2000-2001 | 0 | 2 | 1 | 0 | 3 |
| 1999-2000 | 0 | 6 | 1 | 0 | 7 |
| Business administration | | | | | |
| 2000-2001 | 2 | 5 | 8 | 3 | 18 |
| 1999-2000 | 2 | 8 | 8 | 2 | 20 |
| Retailing and customer service | | | | | |
| 2000-2001 | 2 | 2 | 2 | 0 | 6 |
| 1999-2000 | 2 | 4 | 4 | 1 | 11 |
| Leisure, sport and travel | | | | | |
| 2000-2001 | 1 | 0 | 1 | 0 | 2 |
| 1999-2000 | 0 | 0 | 2 | 0 | 2 |
| Hospitality | | | | | |
| 2000-2001 | 0 | 0 | 2 | 1 | 3 |
| 1999-2000 | 0 | 0 | 2 | 2 | 4 |
| Hair and beauty | | | | | |
| 2000-2001 | 0 | 1 | 2 | 1 | 4 |
| 1999-2000 | 0 | 1 | 5 | 0 | 6 |
| Health, care and public services | | | | | |
| 2000-2001 | 1 | 1 | 3 | 4 | 9 |
| 1999-2000 | 0 | 3 | 7 | 1 | 11 |
| Foundation for work | | | | | |
| 2000-2001 | 0 | 4 | 3 | 0 | 7 |
| 1999-2000 | 1 | 3 | 7 | 0 | 11 |
| Post graduate studies | | | | | |
| 2000-2001 | 0 | 0 | 0 | 0 | 0 |
| 1999-2000 | 1 | 0 | 0 | 0 | 1 |
| Management & Professional | | | | | |
| 2000-2001 | 0 | 1 | 1 | 0 | 2 |
| 1999-2000 | 0 | 0 | 0 | 0 | 0 |
| Transport | | | | | |
| 2000-2001 | 0 | 1 | 0 | 0 | 1 |
| 1999-2000 | 0 | 0 | 0 | 0 | 0 |
| Totals | | | | | |
| 2000-2001 | 7 | 27 | 34 | 14 | 82 |
| 1999-2000 | 9 | 32 | 41 | 10 | 92 |