Estyn

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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 2006-2007

BUDDSODDWYR MEWN POBL
INVESTOR IN PEOPLE

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

2006-2007

Made by Her Majesty's Chief Inspector of Education and Training in Wales to Welsh Ministers under section 21 of the Education Act 2005 and section 86 of the Learning and Skills Act 2000, and published by Estyn on behalf of Welsh Assembly Government.

We welcome any comments on the issues raised in this report. You can send your observations to Estyn or email them to chief-inspector@estyn.gsi.gov.uk

This document has been translated by Trosol (English to Welsh).

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Foreword

This annual report covers the period from September 2006 to August 2007. It describes standards, the quality of education and training, and leadership and management in the sample of education providers we inspected (one-sixth of all providers) during that period in Wales. These providers are identified in alphabetical order in appendix 1 of this report.

Dr William Maxwell
Her Majesty's Chief Inspector of Education and Training in Wales

To make it as accessible as possible, and to avoid printing paper copies that may not be needed, this full report is available only on our website. We produced a summary document, 'Estyn's headlines', in paper form which was distributed on the day this annual report was launched.

In 2006-2007, in most areas of education and training in Wales, standards have kept improving, particularly when we look at them over the long term.

- ✓ Primary schools are doing well and have done better than the Welsh Assembly Government target for 2007, which said that there should be satisfactory standards in 98% of classes. The amount of good work in the sample of primary schools inspected this year has increased by three percentage points since last year and by 29 percentage points over the six-year period since 2000-2001, when most of these primary schools were last inspected.
- ✓ In the secondary schools we inspected this year, standards have improved by six percentage points since last year and the amount of good or better work has improved by 20 percentage points over the past six years.
- ✓ An increasing number of schools show excellence (grade 1) across all seven areas of their work that we inspect and grade (18 schools out of 301 inspected). The main reasons for excellence in these schools are better leadership and improvements in teaching.

Foreword

✓ In colleges of further education this year, standards are at least good in 90% of sessions we inspected. This is much better than the Welsh Assembly Government target of 80% of courses to be grade 1 or grade 2 by 2007. The proportion of sessions with outstanding work increased from 29% last year to 37% this year. More students are achieving key skills awards, especially at level 3 and in the wider key skills.

✓ Work-based learning has shown a marked improvement. Less than a quarter of providers we inspected had unsatisfactory standards overall (grade 4), compared with nearly half the providers last year.

So, the picture for 2006-2007 is mainly positive but, although standards have improved, the rate of improvement is slowing down in many sectors of education, as the following examples show.

- Standards of attainment at the end of key stages 1, 2 and 3 are levelling off. In key stage 1, the percentage of pupils reaching the expected level (level 2) has remained fairly constant for the last five years. In key stage 2, the percentage of pupils reaching the expected level (level 4) has remained the same since 2005. In key stage 3, over the last five years, there has been only a small rise in the percentage of pupils reaching the expected level (level 5) in mathematics and science, a slightly larger rise in English and a slight fall in Welsh.

- At the end of compulsory education at age 16, there has been no rise in any of the examination indicators since last year, with 54% of pupils gaining at least five A* to C and 86% of pupils gaining at least five A* to G at GCSE or equivalent. Standards of achievement in secondary schools we have inspected also appear to be levelling off after a period of steady increase since 1999. For example, in 2006-2007, the percentage of grade 1 and grade 2 lessons was above that for 2005-2006, but just below that for 2004-2005.

- Compared with other countries in the UK where the assessment system is similar, pupils in Wales have not done as well. For example, compared with pupils in England at key stages 3 and 4, the gap in attainment is increasing year on year. The proportion of 15-year-olds in Wales gaining at least five GCSE grades A* to C remains a few percentage points below the figure for England and significantly below the figure for Northern Ireland.

- The recent Programme for International Student Assessment (PISA) survey shows that 15-year-olds in Wales are not doing as well in reading, mathematics and science as pupils in any of the other UK countries. The results of the survey involving more than 50 countries placed Welsh pupils 27th for reading, 31st for mathematics and 20th for science.

- Standards and access to education and training for those involved in the youth justice system have not improved over the last two years. As a result, these young people do not have the formal opportunities to which they are entitled and do not catch up with missed schooling.

Foreword

Another emerging theme running through this report is that, underlying the overall improvements, there is an increasing inconsistency in standards in the work of providers. There is also inconsistency between providers within sectors.

- ✗ Despite an increase in the number of schools that are showing excellence in all aspects of their work, we identified 16 schools through inspections in 2006-2007 as causing concern (judged to need special measures or significant improvement). This is almost double the number we identified in 2005-2006.
- ✗ This year, almost one in 10 schools has no outstanding features, and quality or standards are only just good enough. Over the last two years (2005-2007), a third of the schools we inspected had few or no outstanding features.
- ✗ In further education and in work-based learning, there is still too wide a variation in standards between providers and in the proportion of learners who gain key skills awards.

There is also widely differing performance across Wales, as shown by the provider grades in appendix 1 and chart 19 on page 34 of this report. The quality of education services provided by the local authorities we inspected is also patchy and, overall, it is worse than last year. Two-thirds of these education services were judged to have uncertain prospects for improvement.

Most local authorities give effective support to schools identified in our inspections as causing concern. However, local authorities generally do not target support for underperforming schools at an early enough stage to prevent them from becoming a cause for concern.

If Wales is to deal effectively with the problems of the slowing rate of improvement and inconsistency, the way it provides education and training must continue to change fundamentally. A number of significant changes are beginning to happen in Wales and there are more planned. The Foundation Phase will be in place by 2011, a revised curriculum for seven-year-olds to 16-year-olds will be introduced into schools over a three-year period from September 2008, and the Welsh Baccalaureate is being rolled out in post-16 education from September 2007. The curriculum for seven-year-olds to 14-year-olds is being revised in September 2008 to have a stronger focus on the skills of thinking, communication, information and communications technology, and number. The continuing challenge is to make sure that the curriculums in primary and secondary schools build on the Foundation Phase.

We recently reported on how Foundation Phase schools and settings are doing. Practitioners across Wales nearly all support the aims and approach of the Foundation Phase. However, while there are many examples of good practice in schools and settings that are piloting the Foundation Phase, there is a significant minority of practitioners who, because of inexperience or too little training, are uncertain about how much they should plan and direct children's learning.

Foreword

Many of the recent Welsh Assembly Government initiatives encourage providers and other agencies to work in partnership and share provision to support learners and drive up standards. Partners are getting better at working together and at making links between education, health and crime agencies. Local authorities and their partners are starting to make joined-up arrangements for children and young people. However, leaders across education and training do not always plan together well at the most senior levels to make the best use of the total available resources for education and training in an area.

Colleges of further education are working hard to develop partnerships with other providers locally. These partnerships are beginning to improve arrangements with schools, especially for pupils aged 14 to 16 years. However, it is proving much harder to change the pattern of provision for students aged 16 and over, particularly those who need extra support to return to learning. Although providers have made a lot of progress in working together to increase the number of courses for learners aged 14 to 19 years, there are still not enough choices available. Across Wales, the work of these partnerships is limited by a number of factors. These factors include a reluctance to work together and the belief that work-related education is second rate.

Schools are rethinking the way they deal with young people to meet the changing challenges of society. Substance misuse, particularly alcohol abuse, is an ever increasing problem that affects young people of all ages. We found that education about substance misuse is more effective in primary schools than in secondary schools.

In the secondary schools we surveyed, education about substance misuse has had little effect on changing the attitudes and values of a significant minority who continue to smoke, or drink too much alcohol, or use illegal drugs. Substance abuse is a serious problem that can only be tackled with an effective co-ordinated approach from all agencies within local communities.

Teenage pregnancy rates in Wales are consistently higher than in England or in many western European countries. However, only a minority of schools plan and deliver education about sex and relationships to high standards. The majority of schools rely on one-off sessions, sometimes from the school nurse, that only provide basic facts and not a proper context for discussing important emotional and relationship aspects.

Most schools provide well overall for the general social, moral, spiritual and cultural development of their pupils. But specific arrangements to develop pupils' social responsibility and respect for others are well established in only a quarter of schools. In the best schools, school leaders have a clear sense of the values they want to encourage. They discuss these values with pupils and involve the school and the wider community in agreeing these values.

Foreword

The way that schools tackle the issue of pupil exclusions is also changing. Since we published our report on exclusion in June 2007, recent figures suggest that there has been a slight decrease in the number of both fixed and permanent exclusions. However, these may not be the true exclusion figures because, in some cases, headteachers and parents agree to unofficial exclusions. This type of exclusion is unlawful and is not in the long-term interests of pupils because it means that no provision is being made for their education. There are other ways for schools to deal with situations where exclusion is not appropriate. Where schools have pupil support centres and teams of specialist staff to support pupils who are in danger of being excluded, these centres are working well.

The quality of the workforce is an important factor in improving standards in learner achievement. Improving education in Wales will depend on all staff being trained to the best level possible. The new induction and early professional development programme helps teachers to settle into the teaching profession well. The programme gives new teachers time during their first teaching post to build on their initial training. National leadership programmes are also generally providing good support for those teachers wanting to become headteachers and for experienced headteachers, but training and support for middle managers are more limited.

Over the next two years, the Welsh Assembly Government is reducing the number of teacher training places. Wales is producing too many teachers and many newly qualified primary teachers in particular leave the profession because they cannot find a job in Wales.

Overall, many learners in Wales get what they need from their education, but there is a significant number who do not. These learners struggle to catch up in later life and may never get a second chance. Everyone involved in education must work together to overcome the inconsistency in provision that we describe in this report so that they can provide a world-class education system that gives all learners a fair chance to succeed, no matter where they live.

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Inspection grades

We have used the following five-point scale to represent all inspection judgements in this report (except for the inspections of local authority services).

Grade 1	Good with outstanding features
Grade 2	Good features and no important shortcomings
Grade 3	Good features outweigh shortcomings
Grade 4	Some good features, but shortcomings in important areas
Grade 5	Many important shortcomings

Explanation of words and phrases used to describe our evaluations

The words and phrases used in the left-hand column below are those that we use to describe our evaluations. The phrases in the right-hand column are the more precise explanations.

nearly all	with very few exceptions
most	90% or more
many	70% or more
a majority	over 60%
half or around half	close to 50%
a minority	below 40%
few	below 20%
very few	less than 10%

Section one

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Section one: Education and training in Wales – how fit for purpose?

Estyn is the office of Her Majesty's Inspectorate for Education and Training in Wales. We are independent of, but funded by, the National Assembly for Wales. Our inspection work plays a key part in raising standards and quality in education and training across Wales. (Pages 105-109 of the glossary show the providers we inspect.)

We provide advice on specific matters to the Welsh Assembly Government in response to an annual remit from the Minister for Children, Education, Lifelong Learning and Skills. Our advice provides evidence of the effect of the Welsh Assembly Government strategy and the priorities that they have included in 'The Learning Country: Vision into Action'. We base our advice on evidence from inspections. We have a unique and independent view of standards and quality across all aspects of education and training in Wales, and this contributes to the policies for education and lifelong learning introduced across Wales.

If you want to find out more about what we do and how we work, please have a look at our website at www.estyn.gov.uk.

When we carry out our inspections, our overall aim is to answer one question – how well do learners achieve? To do this, we look at the achievements of learners, the quality of education and training they receive, and the effectiveness and efficiency of leadership and management. Page 84 shows the full range of questions that form the basis of the common inspection framework. These are known as the seven key questions. Page x shows the scale of five grades we use to show our inspection judgements.

The charts in appendix 1 (pages 111-130) show the grades awarded for each key question in the 347 providers we inspected during 2006-2007. All of this information is already available in our published inspection reports which you can see on our website. These colour-coded grades are a summary of the information on which the whole of section 1 of this report is based. The following sections comment on our inspection findings across all sectors of education and training in Wales.

Performance at the end of the key stages: some comparisons

In national teacher assessments in key stage 1 in recent years, pupils in Wales have generally reached standards in science and writing that are similar to those in England, but standards remain slightly below those in England in mathematics and reading.

In key stage 2 teacher assessments in recent years, pupils in Wales have reached higher standards than pupils in England in mathematics, English and science. However, in 2007[1] the gaps in performance in science and mathematics have closed for the first time.

In key stages 1 and 2, comparisons between Wales and other countries in the UK are complicated by the fact that, in Wales, outcomes at the end of each key stage are measured by teacher assessments and there is no overall process in place to compare the accuracy and consistency of these assessments between different schools, groups of schools and local authorities.

In key stage 3, pupils in Wales have not done as well as those in England in English and mathematics. In science, pupils in Wales have reached higher standards than pupils in England since 2004. However, in 2007 pupils in England reached higher standards in science for the first time in recent years. In key stage 3, the gap in performance between the two countries is increasing.

The percentage of 15-year-olds in Wales gaining five or more GCSE grades A* to C or equivalent[2] remains a few percentage points below the figure for England. This indicator (five or more GCSE grades A* to C or equivalent) has increased faster in England than in Wales and the gap between the two countries continues to grow.

We also compared the percentage of 15-year-olds in Wales gaining five or more GCSE grades A* to C with Northern Ireland. The gap between the two countries remains almost constant with Northern Ireland being nine percentage points ahead of Wales.

Chart 1: The percentage of 15-year-olds gaining five or more GCSE grades A* to C or equivalent in Wales, England and Northern Ireland in 2002-2007[3]

	2002	2003	2004	2005	2006	2007[4]
Wales	50	51	51	52	54	54
England	52	53	54	56	59	62
Northern Ireland	59	59	60	61	63	Not available

[1] Data for 2007 is provisional for key stages 1, 2 and 3 in England.

[2] GCSE figures are shown before 2005 as a percentage of 15-year-olds in Wales and England. From 2005, figures for England are for pupils at the end of key stage 4. From 2007, figures for Wales are also for pupils at the end of key stage 4. From 2004, figures for England include a wider range of qualifications that can add to the five or more grades A* to C indicator in Wales. The indicator for Northern Ireland is similar to that in Wales.

[3] Figures from the Welsh Assembly Government Statistical Brief SB27/2007 'Assessment and Examination Performance in Wales: Comparison with England and its Regions'

[4] GCSE figures for 2007 for Wales and England are based on provisional data.

When we compare Wales and Northern Ireland, it is clear that Northern Ireland has many features that are significantly different from Wales. These differences include:

- a selective system of education (which involves choosing more able pupils for grammar school, with the rest going to non-selective or 'secondary modern' schools); and
- a larger proportion of faith schools.

Further detailed work would be needed to identify why there is such a large difference between GCSE results in Wales and Northern Ireland.

Several factors may have contributed to the differences in performance between Wales and England over recent years, which could include the following differences between the two countries:

- different levels of social and economic disadvantage;
- the proportions of independent and selective schools; and
- the way in which performance information is collected.

We found that the main factor is the different level of social and economic disadvantage. The effect of the other two factors appears to be fairly small.

The link between pupils' underachievement and their social and economic disadvantage is well recognised[5]. The proportion of pupils entitled to free school meals is commonly used as a measure of social and economic disadvantage. We used the average figures for free school meals for secondary maintained schools in Wales (14.6%) and England (13.1%) to estimate for the two countries how many pupils would achieve five or more GCSE grades A* to C. The results of this analysis show that the overall performance of maintained schools in Wales is similar to that of maintained schools in England, when disadvantage is taken into account. However, the rate of improvement in Wales has been slower than that in England over the last three years.

The recent Programme for International Student Assessment (PISA) survey shows that 15-year-olds in Wales are not doing as well in reading, mathematics and science as pupils in any of the other UK countries. The results of the survey, which involved more than 50 countries, placed Welsh pupils 27th for reading, 31st for mathematics and 20th for science.

Whole-school grades

In each of our inspections, we give a school an overall grade for standards of achievement (key question 1) and for the effectiveness of their teaching, training and assessment (key question 2).

[5] For example, refer to the Welsh Assembly Government Statistical Brief SB 20/2006.

Lesson grades

We grade each lesson and then work out the number of lessons awarded each of the grades in each subject and for all subjects combined. These figures are expressed as percentages so that they can be compared because we inspect different numbers of lessons in different subjects. This provides a national figure and allows us to compare how well Wales is doing in meeting the targets[6] set out in 'The Learning Country' and 'The Learning Country: Vision into Action'. The lesson grades are based on full and standard inspections. We do not grade standards in lessons in short inspections. This means that some of the best performing schools are not included in our overall percentage scores for lessons.

Even so, this year, in the lessons in the primary, secondary, special schools[7] and pupil referral units we inspected, 77% of lessons for all pupils achieved the top two grades (grades 1 and 2). This shows improvement from 2005 and 2006, when 72% (in 2005) and 73% (in 2006) achieved the top two grades. Once again, there was little work with important shortcomings (grade 4 or 5).

Standards in just under 98% of all lessons inspected were grade 3 or better. This is much the same as for the last two years. These figures are very close to the Welsh Assembly Government targets[8] for 2007 and 2010, which are for 98% of lessons in primary and secondary schools to be grade 3 or better. This year, primary schools have done better than the target, while secondary schools remain about two percentage points below the target.

Settings for children under five[9]

Standards

Standards of achievement for children under five in both schools and settings remain very similar to last year. Almost all children achieve at least adequate standards in all areas of learning with the majority of children achieving good and outstanding standards.

Standards in settings are generally improving, but still do not reach the standards achieved in schools.

In schools, standards in language, literacy and communication skills have improved from last year, but this area of learning remains the weakest. A small number of children do not gain enough confidence in speaking or early writing.

[6] The Learning Country: Vision into Action' contains revised targets from those published in 2001 in 'The Learning Country'. These targets are referred to as 'forward outcome indicators'.

[7] Special schools include independent and maintained special schools.

[8] Welsh Assembly Government targets do not mention special schools.

[9] Most children in Wales are continuing to work towards learning outcomes based on the 'Desirable Outcomes for Learning before Compulsory School Age'. The Foundation Phase is being piloted in 42 settings for children under five. This is made up of one school in each local authority and one funded non-maintained setting in each of 20 local authorities. From September 2007, early start schools and settings will also join the Foundation Phase pilot.

In settings, children's knowledge and understanding of mathematics continues to have important shortcomings. Children taught in these settings are not confident enough in using mathematics in their everyday play situations and find it difficult to name two-dimensional and three-dimensional shapes. In about a quarter of settings, there are important shortcomings in children's knowledge and understanding of the world. In other words, children in these settings are not confident in asking questions about why things happen and how things work.

In schools and settings, a majority of children develop a good understanding of health, hygiene and safety. Children generally wash their hands before making snacks. Most children know that eating fruit and drinking milk are good for them and understand the importance of physical exercise. However, too few children routinely wash their hands after playing outside.

The quality of education and training

Most practitioners provide a good range of exciting and stimulating experiences for children that successfully encourage good learning skills. However, in a small number of schools and settings, practitioners use teaching approaches that encourage children to rely too much on them for support. This stops children learning to make decisions and choices for themselves.

Almost all practitioners provide a welcoming and secure environment where children feel included and valued. They encourage children to share important news about themselves and their families. Children make snacks for others and take turns to act as 'class helper'.

In the majority of schools and settings, children develop respect and positive attitudes towards others. They learn about the culture and traditions of Wales and the wider world through a carefully-planned curriculum. However, in about a third of settings, practitioners do not know how best to develop children's skills in using Welsh, or are unsure of how to make children aware of Welsh culture and history.

While many practitioners plan, assess and record children's learning well, a few practitioners:

- ✗ do not plan work in enough detail to meet the needs of all children, particularly the more able;
- ✗ do not plan for continuity and progression in children's learning across all areas of learning;
- ✗ do not set out clear expectations for the children;
- ✗ do not identify clearly in their planning what they will assess; and
- ✗ do not use assessment enough to plan the next steps in children's learning.

Leadership and management

In the majority of schools and settings, early years provision is well led and managed. In these schools and settings, there are common values about learning, behaviour and relationships and a sense of purpose that lead to improvements. Teamwork is encouraged, and practitioners are appropriately qualified and well trained.

In settings, leaders and managers continue to develop their understanding of self-evaluation processes. In about one-fifth of settings, leaders and managers regularly consult parents, carers and staff, visit other settings with identified good practice and use staff meetings to question what they are doing. In a few settings, leaders and managers use assessments well to track children's progress. However, in a significant minority of settings, leaders and managers do not use self-evaluation information to help them decide what important improvements are needed.

In schools, almost all leaders and managers use a wide range of self-evaluation processes to look for ways to improve, but they do not always evaluate standards of achievement well enough. They do not identify trends in standards by comparing the performance of different groups of children, and they cannot identify where children have gaps in their learning.

Practitioners use resources well to support children's learning in almost all schools and the majority of settings. In about a quarter of settings and in a few schools, a lack of suitable outdoor facilities limits children's physical development. Almost all schools and settings make good use of what facilities they have.

Primary schools

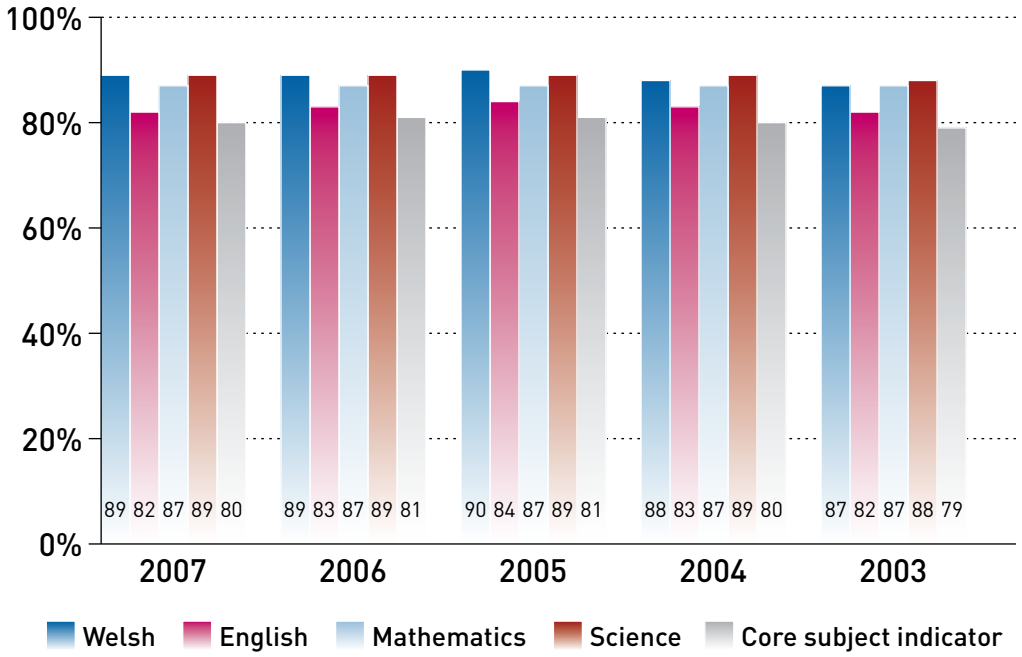
Standards

At key stage 1, the percentage of pupils reaching at least level 2 for the core subject indicator has varied very little since 2002, being consistently between 79% and 81%.

This year, the percentage of pupils reaching at least the expected level in teacher assessments at the end of key stage 1 for the core subject indicator is down by one percentage point compared with 2006. The results achieved this year are lower for English and the same for the other subjects compared with 2006. Since 2003, results remain much the same. Girls perform better than boys in all subjects, with the greatest difference being in English (9.7 percentage points) and the smallest difference in science (3.6 percentage points).

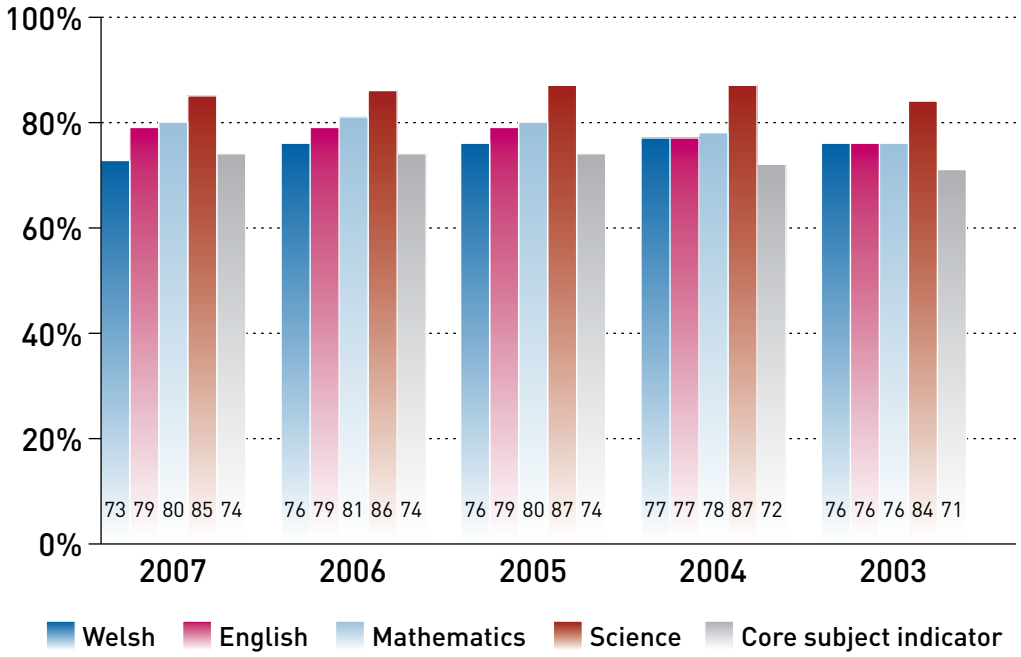
In key stage 2, the percentage of pupils reaching at least level 4 for the core subject indicator has remained the same since 2005.

Chart 2: The percentage of pupils at the end of key stage 1 who reach the expected level (level 2) or above in National Curriculum teacher assessments



(Figures are rounded to the nearest whole percentage.)

Chart 3: The percentage of pupils at the end of key stage 2 who reach the expected level (level 4) or above in National Curriculum teacher assessments



(Figures are rounded to the nearest whole percentage.)

In all core subjects except Welsh, the percentage of pupils reaching at least level 4 is the same or lower than in 2006, but higher than in 2003, by at least one percentage point for each subject. In Welsh, the percentage of pupils reaching at least level 4 is lower than in both 2006 and 2003 by three percentage points. Girls continue to perform better than boys in all subjects, with the greatest difference in Welsh (13.6 percentage points) and the smallest difference in mathematics (2.9 percentage points).

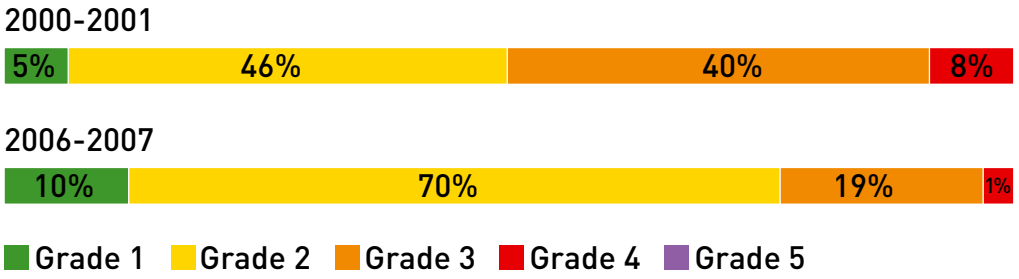
Improvements in the core subjects will depend significantly on improving the performance of boys.

Primary schools with most success in this area:

- ✓ involve all pupils in thinking and talking about their learning;
- ✓ provide reading materials and writing tasks that appeal to and motivate boys and girls;
- ✓ give individual pupils clear targets for improving their work; and
- ✓ encourage boys and girls to see the importance of working hard.

Over the last three years, primary schools have performed better than the target set for them by the Welsh Assembly Government for 2007, which was that standards of achievement as judged by inspections should be at least satisfactory in 98% of lessons overall. In the 244 nursery and primary schools we inspected this year, standards in 99% of lessons in key stage 1 and key stage 2 were satisfactory or better. This is up by three percentage points from last year. The amount of good or very good work has also increased to 80%, up by three percentage points compared with last year. There were very few lessons with shortcomings in important areas. Overall, standards pupils achieve are much the same as they were last year, but they have improved a lot over the last six years as shown in the following chart.

Chart 4: Standards in lessons in primary schools inspected in both 2000-2001 and in 2006-2007



(Figures are rounded to the nearest whole percentage.)

This year we inspected 93% of the same primary schools we inspected in 2000-2001. Six years ago, only 51% of lessons achieved the top two grades for standards. The amount of good work has now increased by 29 percentage points over the six-year period. During the same time, the percentage of lessons with the lowest two grades fell from 8% to a little over 1%. In 2000-2001, standards achieved by pupils aged eight (Year 3) were lowest and highest by pupils aged 11 (Year 6). In the schools we inspected this year, there is very little difference in pupil performance between the different year groups. Nearly all schools have taken effective steps to improve their weaker areas since our last inspection. Those weaker areas that have improved include design technology, information technology and religious education.

This year, pupils achieved their best work in information technology and history, closely followed by art, physical education and science. The least amount of good or very good work continues to be in Welsh as a second language at 70%. A significant minority of pupils do not make enough progress in Welsh as a second language by the time they leave primary school. Geography is still the subject with the highest proportion of lessons with important shortcomings.

In English, Welsh as a first language and mathematics, pupils achieve good or very good standards in around three-quarters of their work compared with just over half when we last inspected most of these schools. Writing continues to be the weakest area in English and Welsh, and using and applying skills is the weakest area in mathematics.

Charts 25 and 26 in appendix 2 show the grades for the subjects in primary schools inspected in 2006-2007 by each key stage.

The majority of pupils continue to develop good key skills. However, there are still a few shortcomings in lessons in about a third of the schools we inspected. Also, very few lessons (7%) achieved grade 1 for key skills. Pupils' bilingual skills continue to be the weakest area by far in schools where Welsh is taught as a second language.

Standards of behaviour continue to be good or very good in nine out of every 10 schools we inspected. Almost all learners behave well, have positive attitudes to their work and develop good personal and social skills.

Our inspectors judged attendance to have good features that outweigh some shortcomings in over four-fifths of the schools we inspected. During 2005-2006, pupils in primary schools were absent from school on average for 7.5% of the time. This reflects a rising trend of school absence over the last three years from 6.8% in 2003-2004 and 6.9% in 2004-2005. A few parents do not do enough to make sure that their children go to school regularly and on time. Also, more parents are taking their children on holidays during term time because of the great differences in prices between term time and school holidays. This makes it very difficult for primary schools to improve their attendance rates.

On every school inspection, inspectors consider whether schools are failing to give their pupils an acceptable standard of education and are causing concern. Schools with the most severe weaknesses are described as needing special measures. We monitor the progress of these schools each term and re-inspect them about a year after they have been placed in special measures.

During 2006-2007, inspectors identified two primary schools as being in need of special measures. We removed one other school from this category when we considered it had made enough improvement after one year.

Chart 5: The number of primary schools in need of special measures at the end of the school year

Primary schools	2000-2001	2005-2006	2006-2007
Special measures	3	1	2

Schools in special measures have a number of shortcomings in important areas, including low standards of pupil achievement, poor-quality educational provision and weak leadership and management. These schools are considered to need extra help to get themselves back on track. With good support from their local authority, schools usually do well enough for us to remove them from special measures after about two years. Over the past six years, there has been little change in the number of schools needing special measures.

In most of the schools in special measures or in need of significant improvement, governing bodies and the local authority have not made enough use of their powers to challenge and to step in when the school started to underperform. Often, governors do not fully understand the significance of the information they receive or, in a few cases, do not get information about how well their school is performing compared with similar schools.

Chart 6 shows that nine schools are in need of significant improvement and two schools still have serious weaknesses this year. There are nearly twice as many schools causing concern in these categories than last year. We monitor these schools each year and will place them in special measures if they fail to improve.

Chart 6: The number of primary schools with serious weaknesses or in need of significant improvement at the end of the school year

Primary schools	2000-2001	2005-2006	2006-2007
Serious weaknesses (see note 1 below)	No figures available	6	2
Significant improvement (see note 2 below)	Does not apply	Does not apply	9

(Note 1: The category of 'Serious weaknesses' was introduced in January 2003.)

(Note 2: The category of 'Significant improvement' replaced the category of 'Serious weaknesses' in September 2006.)

Poor standards and teaching, weak leadership, long-term staff absence and lack of progress in putting into practice the key issues identified in our last inspection are common weaknesses in nearly all of these schools.

Of the 15 schools we have identified as having serious weaknesses since 2003, over half of them improved the quality of education they provide for pupils by the time we re-inspected them about a year later. Around a quarter of schools make slower progress because they have longer-standing weaknesses, often linked to leadership and management, which take more time to put right. If we find at our re-inspection that these schools have made satisfactory progress, we will remove them from this category. Two of the schools closed in the year following their inspection.

The quality of education and training

Overall, the quality of teaching has outstanding features (grade 1) in 14% of the lessons we inspected this year in primary schools and is at least good (grade 2) in 66% of the lessons. This is four percentage points lower than last year and we also judged a little less teaching as outstanding. However, compared with six years ago – which is when the vast majority of these schools were last inspected – the amount of very good and good teaching in the same schools has improved significantly by 29 percentage points.

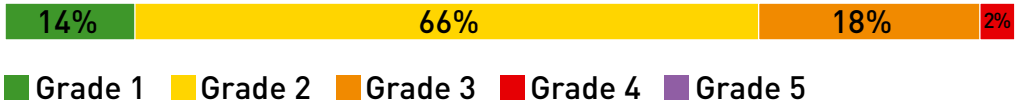
Chart 7 shows the improvement in the quality of teaching in lessons in the schools we inspected this year compared with when we inspected them six years ago in 2000-2001.

Chart 7: The quality of teaching in lessons in key stages 1 and 2 inspected in 2006-2007 and in 2000-2001

	Grade 1	Grade 2
2006-2007	14%	66%
2000-2001	5%	46%

The proportion of grades we awarded for teaching and assessment in all the lessons we inspected this year is shown in chart 8.

Chart 8: The quality of teaching and assessment in key stages 1 and 2 in 2006-2007 (shows the percentage of lessons graded)



The characteristics of good teaching include:

- ✓ high expectations for all pupils to achieve;
- ✓ work that is explained in a clear and interesting way to hold pupils' attention and deepen their understanding;
- ✓ plans that focus on the skills pupils learn in each year group; and
- ✓ a good range of opportunities for pupils to develop and to use their key skills and their problem-solving and decision-making skills across the curriculum.

In some instances, pupils provide brief evaluations each week on how well they have done, including a written response to teachers' marking and comments about their achievements. This kind of interaction between pupils and their teachers is outstanding and is a practice that we would like to see become more widespread.

In a fifth of schools, there are shortcomings in the overall quality of teaching and assessment. Assessment is still the weakest area of work. In these schools, teachers do not provide enough guidance to pupils when marking their work. Also, pupils do not have a good enough understanding of their strengths and weaknesses and how they could improve further.

Arrangements for pupils' personal and social development, including their spiritual, moral, social and cultural development, are good or better in most primary schools. The arrangements are outstanding in just over a third. In these schools, pupils demonstrate high levels of honesty, fairness and tolerance towards others. They also show appropriate respect for the beliefs, attitudes and cultural traditions of other people in society. Nearly nine out of 10 primary schools help pupils to gain new interests in sport and other activities.

Many schools have effective arrangements for teaching pupils about the importance of a balanced diet, good hygiene practices and plenty of exercise. Teachers also tell pupils about the harmful effects of smoking, drinking alcohol and taking drugs. There are good arrangements in most primary schools to teach pupils how to cope with the physical and emotional changes they may experience as they grow older. In the very few schools where there are outstanding features to this work, very good use is made of the expertise of a wide range of outside agencies. Pupils tend to listen more closely when people from these agencies work with them, such as police liaison and health promotion officers.

This year, 70% of primary schools have good arrangements for developing pupils' bilingual skills in Welsh and English and for teaching about the culture of Wales. However, this has yet to have any effect on standards. A small minority of schools develop pupils' skills and confidence in speaking, listening, reading and writing by using the Welsh language more and more in the life and work of the school.

The vast majority of primary schools have successful anti-bullying practices to help to deal with unacceptable forms of behaviour.

Preparing pupils for understanding the importance of the world of work is good or better in two-thirds of primary schools. However, even in schools that are doing well in this work, teachers do not have enough experience of working with a range of different employers.

Just over a fifth of pupils in primary schools are identified as having some form of special educational needs. This includes 2% of pupils who have a statement of special educational needs because of their complex learning difficulties. Eight out of 10 mainstream primary schools inspected this year do really well in providing care, support and guidance for pupils including those with special educational needs. In these schools, teachers and support staff plan well together the work for pupils with special educational needs. Together they monitor and evaluate progress against targets and set new ones when appropriate.

Nearly all schools have appropriate arrangements in place for child protection (identifying children who staff may suspect are the victims of abuse or neglect). In the very few examples where there are shortcomings, there is no regular training for all adults with access to children in a school to make sure they get the most up-to-date information on what to do if they suspect children are at risk.

Leadership and management

The quality of leadership and management in primary schools is good or better in just under three-quarters of the schools, including a fifth where it is outstanding. There is a close link between how well a school performs and the quality of its leadership and management. Appendix 1 shows how well each individual school inspected this year is doing in each local authority.

Seven out of every 10 schools we inspected produced good self-evaluation reports. However, a minority of schools are more effective in recognising their strengths and areas for improvement than they are in tackling them. This is especially so in schools that have weak leadership.

Most primary schools make effective use of the skills of their staff, learning resources and buildings.

The good features in these schools include:

- ✓ making good use of the skills of their classroom support staff, so that these staff have a clear understanding of the outcomes for learners and a full role in planning lessons and activities;
- ✓ training for all staff that links clearly to the school's and individual teachers' development plans;
- ✓ measuring the effectiveness of training and staff development processes through performance management;
- ✓ managing resources well so they link closely to the school's development plans;
- ✓ assessing how schools spend money to make sure they meet the needs and requirements of all pupils;
- ✓ making good use of funding opportunities from outside organisations to support staff training;
- ✓ making sure that time for planning, preparation and assessment is in place and used effectively; and
- ✓ making good use of indoor and outdoor space to improve pupils' attainment and behaviour.

Where there are shortcomings these include:

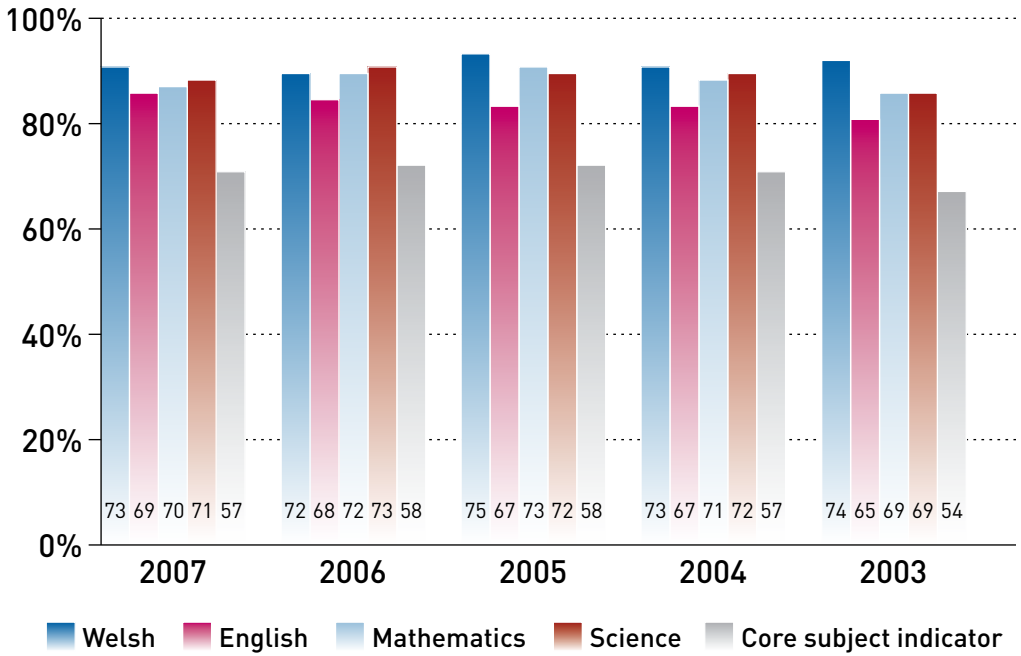
- ✗ failing to plan and monitor well enough how teachers use available resources;
- ✗ failing to link plans for using resources to school priorities for development;
- ✗ a lack of involvement of support staff in planning;
- ✗ training for staff that is not well thought out;
- ✗ failing to monitor or evaluate the effect of staff training on raising children's standards of achievement;
- ✗ a lack of challenge from school governing bodies about getting value for money; and
- ✗ school buildings that are in a poor state of repair and do not meet modern teaching and learning needs.

Secondary schools

Standards

Chart 9 shows the percentage of pupils who reach the expected level (level 5) or above in teacher assessments at the end of key stage 3. Compared with last year, there was a slight rise in the percentage of pupils attaining at least level 5 in English and Welsh, but a slight fall in mathematics and science. Over the last five years, there has been a small rise in the percentages in mathematics and science, a larger rise in English but a slight fall in Welsh.

Chart 9: The percentage of pupils at the end of key stage 3 who reach the expected level (level 5) or above in National Curriculum teacher assessments



(Figures are rounded to the nearest whole percentage.)

Chart 10 shows that girls do better than boys in all subjects. The smallest gap is in mathematics. The biggest gap is in Welsh and English, but this has reduced a little since last year. Also, the gap has narrowed since last year in all subjects except science.

Chart 10: Percentage difference between girls and boys in reaching the expected level (level 5) or above in National Curriculum teacher assessments at the end of key stage 3

	Percentage-point difference between girls and boys in 2006	Percentage-point difference between girls and boys in 2007
English	16.9	15.9
Welsh	17.9	16.6
Mathematics	3.0	2.2
Science	2.0	4.0
Core subject indicator	10.2	8.7

Those secondary schools that are improving the performance of boys do so by:

- ✓ using well-planned strategies to carry on developing and improving boys' literacy skills which are often not at the same standards as girls' literacy skills;
- ✓ regularly monitoring the progress of all pupils and giving them individual feedback and targets for improvement; and
- ✓ providing a good range of support and guidance, including out-of-school provision such as homework clubs and study courses.

Chart 11 shows that there has been no rise in any of the key indicators since last year. Following a rise in the percentage of pupils attaining five or more GCSE grades A* to C in 2006, the percentage has stayed the same for 2007. The gap between the percentage of pupils who attain the core subject indicator and the percentage who gain at least five or more grades A* to C at GCSE or equivalent remains the same. Too many pupils do not achieve higher-grade passes (A* to C) in the core subjects of English or Welsh, mathematics and science, which they have been studying for 11 years.

Chart 11: The percentage of 15-year-olds who gain at least five grades A* to C and A* to G at GCSE, and who reach the core subject indicator

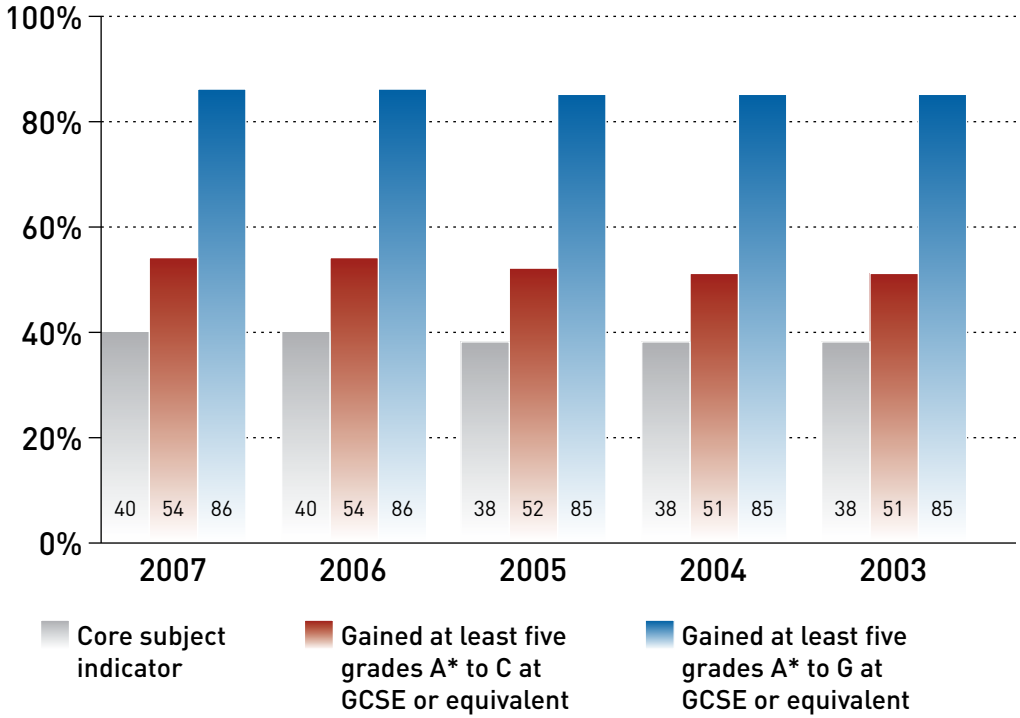


Chart 12 below shows that there has been a slight fall this year in the percentage of students gaining two or more grades A to C at A-level, but the percentage gaining two or more grades A to E is similar to recent years.

Chart 12: The percentage of students who gain at least two A-level grades A to C and A to E

	Gained at least two A-level grades A to C	Gained at least two A-level grades A to E
2007	67%	94%
2006	68%	94%
2005	68%	94%
2004	68%	95%
2003	68%	94%

In nearly two-thirds of the 43 schools we inspected this year, our inspectors judged overall standards as grade 2 (good features and no important shortcomings) or grade 1 (good with outstanding features). This is an improvement from last year.

Of the 43 schools that we inspected in 2006-2007, 34 of them were the same schools we inspected in 2000-2001. The grades awarded in the whole sample this year show a marked improvement in standards compared with the sample of schools we inspected six years ago.

Chart 13 shows that the amount of good or better work has improved by 20 percentage points. The main reasons for this improvement include better leadership and management, and a sharper focus on raising standards.

Chart 13: Standards in lessons in all secondary schools inspected in 2006-2007 and in 2000-2001

	Grade 1	Grade 2
2006-2007	13%	58%
2000-2001	6%	45%

Chart 14 shows the profile of the grades awarded for standards in lessons we inspected this year for all year groups combined, in key stages 3 and 4 and in the sixth form.

Chart 14: The standard that all pupils achieve in secondary schools (percentage of lessons)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
All pupils	13%	58%	25%	4%	0%
Key stage 3 pupils	10%	57%	28%	5%	0%
Key stage 4 pupils	14%	57%	24%	5%	0%
Sixth-form pupils	17%	66%	16%	1%	0%

The overall percentage of 71% of lessons awarded grade 1 or grade 2 is above the target of 65% set for 2007 by the Welsh Assembly Government. However, the figure of 96% of lessons awarded grade 3 or better is lower than the target of 98%.

Pupils in the lessons that achieve grade 1 or grade 2 demonstrate the skills and attitudes they need to succeed. They listen carefully to the teacher and each other, ask questions if they do not understand the work, and write well.

The most common shortcomings in other lessons are that too many pupils do not show enough interest in their work and demonstrate few of the skills that help them to learn. In particular, they do not understand their own strengths and weaknesses fully enough, or what they need to do to improve.

In English lessons, most pupils show good speaking and listening skills. In about a third of schools, pupils show outstanding listening skills. Most pupils read and write well, but few are outstanding. In Welsh, a majority of pupils show good skills in speaking, listening, reading and writing. In two out of 10 schools, pupils achieve outstanding standards in speaking and listening, but few do so in reading and writing. There are important shortcomings in Welsh literacy skills in about one-tenth of all schools. These are mainly English-medium schools.

A majority of pupils also have good skills in the application of number and in information and communications technology (ICT). Once again, standards are better in the sixth form, though very few pupils in any key stage have outstanding skills in either the application of number or ICT.

We inspected 246 subject departments this year. Standards are good or better in three-quarters of them, which is about the same as last year. However, the percentage of departments in which there are outstanding features in pupils' achievements has increased, from 10% last year to 16% this year. The number of departments with important shortcomings has fallen from about 5% to 3%.

Pupils achieved the highest standards in Welsh as a first language, religious education and information technology, where over 80% of the lessons were grade 1 or grade 2. The lowest proportions of grade 1 and grade 2 lessons were in science, mathematics, physical education, history, modern foreign languages and, in particular, Welsh as a second language. In Welsh as a second language, almost half the work had some important shortcomings, while nearly a fifth of lessons were grades 4 or 5. This is worse than last year and continues the low standards found in previous years in Welsh as a second language.

Overall, standards were not acceptable in three of the schools we inspected this year. Two of these schools needed special measures and the third needed significant improvement. In the two schools that needed special measures, there was little or no improvement since the schools were last inspected six years ago. Performance in GCSE examinations compared poorly with that for similar schools.

In both these schools, there were important shortcomings in leadership and management. In one of the schools, leaders had not dealt with the issues identified in the previous inspections and did not have a clear idea of the school's strengths and weaknesses. In the other school, leaders did not have a clear idea of where the school needed to improve and had an unrealistic view of the school's performance. In both schools, governors and the local authority did not do enough to make sure that pupils achieved high standards.

In the school that needed significant improvement, there was a wide variation in the standards achieved in different subjects. The grades awarded for standards were well below the target set by the Welsh Assembly Government. Some managers were providing high levels of leadership, but others were not as effective. Overall, the processes for self-evaluation were not as thorough as we would have liked to see.

During 2006-2007, pupils in secondary schools were absent from school for 9.4% of the time, as shown in chart 15 (and see the website at new.wales.gov.uk/topics/statistics/headlines/schools-2007/hdw200710311/?lang=en). The percentage of girls who were absent was higher than that for boys. The overall figure for absences is the lowest for the last eight years, but is still below the target set by the Welsh Assembly Government of 8% by 2007. The rate of improvement over the last few years has been slow and schools are unlikely to reach the Welsh Assembly Government target for some time. The percentage of pupils absent without the school's permission (unauthorised absence) has gradually increased and it is now the highest for eight years.

Chart 15: Unauthorised absences as a percentage of the total absences in secondary schools	
2006-2007	
Total absences	Unauthorised absences
9.4%	1.9%
2005-2006	
Total absences	Unauthorised absences
9.9%	1.7%
2004-2005	
Total absences	Unauthorised absences
9.5%	1.8%

These sets of figures mean that, on average, about 17,000 pupils were absent each day from secondary schools in Wales and, of these, about 3,500 pupils were absent without the school's permission.

Schools serving disadvantaged communities (as measured by the number of pupils entitled to free school meals) tend to have higher rates of pupil absence. There is a wide variation in the percentage of pupils who were absent in different parts of Wales. The highest percentage (11%) was in Anglesey and the lowest was in the Vale of Glamorgan (7.9%).

Overall, pupils behave well. However, a small number of pupils do not pay enough attention to their work and they often disrupt the work of others. In a minority of cases pupils are excluded from school. The most common causes of exclusions are ignoring school rules, and disruptive and sometimes violent behaviour. Since we published our report on exclusion in June 2007[10], recent figures[11] suggest that there has been a slight decrease in the number of both fixed and permanent exclusions. There were 20,121 fixed-term exclusions (for example, for one week) from schools in 2005-2006, which is a fall of one percentage point from 2004-2005. In 2005-2006, there were 451 permanent exclusions. This is a fall of three percentage points from 2004-2005.

The above figures are for official exclusions that are recorded by schools and local authorities. However, recent research by the Children's Commissioner for Wales shows that there are also unofficial exclusions[12], although the true figure for these is not known. Unofficial exclusions are unlawful and mean that pupils and their parents or carers do not have the protection of the official exclusion and appeals procedures that they are entitled to. Schools sometimes make unofficial exclusions with the parents' agreement but many parents often don't know that they do not have to co-operate with these arrangements.

[10] See 'Exclusion of pupils', section 3

[11] National Assembly for Wales Statistical Data Release 32/2007

[12] Report following investigation into unofficial school exclusions (Children's Commissioner for Wales: 2007). For more information, visit www.childcomwales.org.uk.

Schools sometimes make unofficial exclusions where:

- ✗ the school has not provided specialist support to meet a pupil's needs and this has led to the pupil behaving in a way that the school finds unacceptable;
- ✗ parents have not gone to meetings where specialist support for pupils is going to be planned, which results in the pupils not responding positively in class; or
- ✗ a pupil has committed an offence that is not serious enough for a fixed-term exclusion but the school decides to exclude the pupil as a punishment – for example, for ignoring the rules on school uniform.

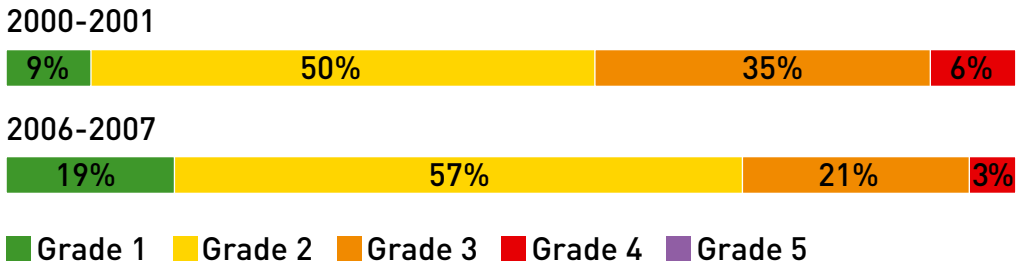
Often in cases such as those listed above, headteachers and teachers may decide to exclude pupils unofficially for a period as a punishment. This may be because the offence is minor and headteachers want to avoid going to the lengths of an official exclusion, which would appear on the pupil's record.

Unlawful arrangements are not in the long-term interests of any pupils and they place everyone involved at risk of possible legal action. There are other ways for schools to deal with situations where exclusion is not appropriate. For instance, a few schools have support centres for pupils where teams of specialist staff can help those pupils in danger of being excluded. These schemes are working well and have helped the schools to reduce the number of fixed-term and permanent exclusions.

The quality of education and training

Chart 16 shows the improvement in the quality of teaching in the whole sample of schools this year, compared with the sample we inspected six years ago. Of the 34 secondary schools that we also inspected in 2000-2001, 27 had a much higher percentage of lessons at grade 2 or better. Two had the same percentage, while five had a lower percentage.

Chart 16: The quality of teaching in lessons in all secondary schools inspected in 2000-2001 and in 2006-2007



The main reasons for this improvement are better self-evaluation and more sharing of good practice. The percentage of grade 1 and grade 2 lessons (76%) is below the target of 80% set by the Welsh Assembly Government for 2010. However, at the current rate of progress, schools are on track to meet the Welsh Assembly Government's target.

Many of the features of very good teaching are almost the same as we reported last year. In these schools, teaching:

- ✓ consistently extends all pupils in terms of what they can achieve;
- ✓ stimulates and involves all pupils in tasks that are well matched to their needs and abilities; and
- ✓ uses interactive whiteboards as a way of increasing pupils' involvement in lessons.

More and more teachers and learning-support assistants work closely together to support pupils with learning needs. Despite this improvement, teachers do not observe each other enough to learn from each other, challenge one another and spread good practice.

Assessment has outstanding features in 14% of the schools we inspected and is at least good in 66% of schools. In these schools, teachers give pupils a clear idea of how they are progressing. Pupils know what they have to do to improve and to get better results in teacher assessments and examinations. Their understanding improves when they assess their own and other pupils' work.

Most teachers also encourage pupils to think about different ways of solving problems and to explain their solutions. Good reports to parents provide detailed information, in plain language, about their children's progress in each subject.

More and more schools make good use of information on pupils' performance to:

- ✓ place pupils in the right groups depending on their ability, where appropriate;
- ✓ predict their future performance;
- ✓ set targets; and
- ✓ monitor how well they are doing.

However, there are some shortcomings in assessment in one-third of schools. Even in the schools where assessment is good overall, some teachers do not always follow best practice. Many schools do not do enough to make sure that all teachers follow a good school policy.

In three-quarters of schools, there are good features and no important shortcomings in the range of courses and learning experiences provided.

In all other schools, good features outweigh shortcomings. In four out of 10 schools, the outstanding features include:

- ✓ close links with local employers and the local community that provide worthwhile experiences for pupils of the outside world, for example in personal and social education, work-related education or work experience;
- ✓ effective partnerships with feeder primary schools to plan good continuity in lesson content and assessment;
- ✓ widespread and creative use of ICT to enrich pupils' learning experiences;
- ✓ the whole school focusing on sustainable development and global citizenship; and
- ✓ a wide range of extra-curricular activities, including educational visits, music, performing arts and sport, which contribute to pupils' personal, spiritual, moral, social and cultural development.

The introduction of Learning Pathways 14-19 means that learners should be able to choose from an increasing range of courses that better meet the needs and ambitions of all pupils. At present, very few schools are providing a wide enough range of options at either age 14 or 16. In particular, there are not enough options in vocational subjects, especially at level 2 and level 3.

It is unlikely that schools will be able to increase this range of options by working alone. To increase the options for their learners, individual schools need to work better with further-education colleges and other secondary schools or work-based learning providers.

English-medium schools are not doing enough to improve the way they develop pupils' bilingual skills. Improvements will depend on providing more time for courses in Welsh as a second language and increasing the use of Welsh outside lessons, for example in general conversation.

A few schools do not meet the legal requirements for daily collective worship.

Care, guidance and support continue to be very good in secondary schools, and there are outstanding features in nearly six out of 10 schools we inspected, which is similar to last year.

The schools with outstanding features:

- ✓ track, analyse and follow up pupils' performance and attendance effectively;
- ✓ make sure that all pupils have access to all areas of school life; and
- ✓ meet individual pupils' needs effectively by providing clear guidance for teachers through a detailed educational plan for each pupil.

About 17% of pupils in secondary schools have additional learning needs (ALNs). Most of these (85%) do not have a statement of special educational needs. Of all the pupils of secondary-school age in Wales who do have a statement of special educational needs, about 70% are educated in mainstream secondary schools. Nearly all schools provide good or very good support for pupils with additional learning needs. Where it is outstanding, pupils make very good progress from a low starting point when they enter the school. High-quality support for pupils with additional learning needs in these schools includes:

- ✓ well-organised links between the special educational needs co-ordinator (SENCO) and partner primary schools to identify as early as possible those students who will need extra support when they transfer to secondary school;
- ✓ clear communication between the additional learning needs department and other subject departments;
- ✓ policies within subject departments that contain appropriate advice on meeting the needs of pupils with additional learning needs; and
- ✓ a broad range of suitable courses for pupils with additional learning needs at key stage 4, including good links with local further-education colleges and appropriate vocational experiences.

In most schools, pupils have the opportunity, through school and year councils, to give their opinions on aspects of school life, but only in a very few schools do they have the chance to influence the school's future planning.

Schools generally have good systems to improve learners' attendance and behaviour. However, they do not work enough with parents and community organisations, for example the police and youth support services, to agree action that will further improve attendance and behaviour.

Leadership and management

Leadership and management are at least good in around four-fifths of the schools we inspected, a slight improvement compared with last year. Just over one-third of schools have outstanding features, compared with just over one-fifth last year. In two schools, there are shortcomings in important areas (grade 4).

In the schools with outstanding features, senior managers have high expectations and make the school's priorities and values clear to staff, pupils, parents and the community. They make staff and pupils feel valued, and take account of their opinions. They place a strong emphasis on improving standards and performance based on thorough and regular monitoring and self-evaluation. The great majority of middle managers lead subject departments and other teams very well.

Schools with shortcomings in leadership and management often lack a strong focus on learning and achievement, and the strengths listed above are much less apparent or lacking altogether.

Governing bodies carry out their responsibilities well in more than 80% of the schools we inspected. The best governing bodies are well informed and act as 'critical friends' – in other words, they ask challenging questions about performance, planning and financial management. They also contribute to self-evaluation through links with subject departments.

In a few schools, governors do not have a clear enough understanding of their role and are not well enough informed. In one or two of the schools we inspected, not all governors attend meetings regularly and, as a result, a small number of governors have to carry out an unfair proportion of the governing body's work.

The common inspection framework places increased importance on self-evaluation. Self-evaluation and improvement planning have improved steadily over the last three years. Most schools have set up wide-ranging systems that include regular evaluation of, and by, subject departments. They analyse information about pupils' performance carefully. They use the findings from self-evaluation to produce clear plans that show targets, responsibilities, costs, standards for measuring success and timescales. In about a quarter of schools, self-evaluation and improvement planning are outstandingly thorough and effective.

The main weakness in a minority of schools is that too many subject departments do not carry out self-evaluation or improvement planning thoroughly enough.

Most schools use available funds and resources well. Many schools benefit greatly from having a bursar or effective finance officer who can provide specialist advice, support and guidance on financial matters.

Overall, schools have enough well-qualified teachers and other staff and, in about a quarter of schools, there are very good programmes for further training and staff development. However, in a small number of schools there are not enough specialist teachers in some subjects, and some lessons are taught by teachers who are not qualified in the subject, particularly in Welsh as a second language, English and mathematics. In one or two cases, senior managers are not as effective as they should be because too much of their time is taken up by teaching or they do not have enough knowledge of areas of school leadership and management.

Good progress has been made in following the workload agreement and in remodelling the workforce (for example, employing more support staff to carry out tasks previously carried out by teachers), and the effect on teachers has been very positive.

However, in a small minority of schools, high teaching costs because of the large number of older staff mean significant demands on the budget. This can have a knock-on effect elsewhere such as less money to spend on other teaching resources, and larger teaching groups.

In a few schools, large classes are in danger of overloading teachers and they make teaching less effective. Also, it is taking a significant amount of time for senior teachers and headteachers to organise and manage the changes associated with workforce remodelling efficiently and effectively.

Nearly all subject departments have enough learning resources of the right quality, although a minority of schools do not have enough learning resources in design technology.

Most schools have made big improvements in the quality and amount of their equipment for ICT over the last few years. However, in about one-fifth of schools, many subject departments find it difficult to use the computers often enough because there are not enough ICT rooms. A few schools have dealt with this problem by providing far more IT rooms.

Schools generally have good staffing and learning resources, but their accommodation is often not as good as it should be. Our inspectors judged staffing and learning resources as grade 1 or grade 2 in 86% of schools this year, while only 56% of schools received these grades for their accommodation. In three schools, accommodation had shortcomings in important areas (grade 4).

Almost half of schools we inspected have some poor aspects of accommodation. These include:

- ✗ outdoor areas that are uneven or muddy, so that children get their clothes and shoes dirty and bring mud into the school in wet weather;
- ✗ outside areas that need redecorating and sometimes repairing;
- ✗ small teaching areas for some subjects or unsuitable laboratories, technology rooms or sports facilities;
- ✗ buildings that are not accessible for some people with physical disabilities; and
- ✗ toilet and washing facilities without soap, toilet paper or locks on cubicles. Also, many toilets are not checked by staff during the day and there are often not enough toilets for the number of pupils in the school. If pupils are not happy with the school toilets, they are more likely not to drink or eat enough during the day so that they will not need to use them.

A few schools have greatly improved their facilities by taking the time to get grants or sponsorship, for example from the Sports Council for Wales or the local college of further education. They also save money by involving staff, parents and pupils in redecorating classrooms.

A few schools also have new or refurbished centres for performing arts and vocational courses, and excellent sports facilities, sometimes with a swimming pool or all-weather areas. These are often available for members of the community to use too.

Special schools (including independent special schools)

Standards

This year we carried out full inspections (see 'The common inspection framework' on page 84) in seven maintained and four independent special schools and we re-inspected two maintained special schools with serious weaknesses. In six of these schools, the majority of pupils have severe and profound learning difficulties, including autism. Seven of the schools cater mainly for pupils with serious social, emotional and behavioural difficulties.

There were yearly monitoring and registration inspections in a further 25 independent special schools. Of these, 12 are new schools that cater for looked-after children who live in children's homes. The other 13 are well-established independent schools for pupils with a wide range of special educational needs.

Standards are good in all six of the special schools for pupils with severe and profound learning difficulties inspected this year. In three of these schools, there are outstanding features in the progress that pupils make in learning to communicate better, either through speech or in other ways. These pupils become more and more able to take a fuller part in family and community life.

In the seven special schools for pupils with social, emotional and behavioural difficulties inspected this year, most pupils make good progress in reading, writing, mathematics, and ICT. However, in these schools, pupils' work does not often have outstanding features. In two-fifths of lessons, important shortcomings in pupils' behaviour, attendance and punctuality still hold back their progress in learning.

In three of the maintained special schools inspected this year, pupils with behavioural difficulties do not achieve well enough. One of these schools needs special measures and one is in need of significant improvement. One other special school has improved since last year and no longer has serious weaknesses.

Seven of the nine maintained special schools inspected this year were last inspected six years ago. There are now twice as many lessons where work is outstanding and only half the number where work has some shortcomings. Standards have improved more quickly over the past six years in schools for pupils with learning difficulties than in schools for pupils with behavioural difficulties.

Chart 17: The standards that pupils achieve in lessons in maintained special schools inspected in 2006-2007 and in 2000-2001

	Grade 1	Grade 2
2006-2007	20%	63%
2000-2001	10%	51%

The quality of education and training

The quality of teaching and assessment in most special schools is good. It is outstanding in around a quarter of all lessons for pupils with learning difficulties. There are many good features in lessons for pupils with behavioural difficulties, but also some shortcomings.

Over the past six years, the percentage of lessons where teaching has outstanding features has increased, and there are now fewer lessons where teaching has shortcomings.

In the three best schools, teachers, teaching assistants and therapists work closely together to assess and meet the individual personal, social, learning and medical needs of a wide range of pupils. In three schools where there are shortcomings, teachers do not plan work to match pupils' abilities and interests, and they do not always manage pupils' behaviour well enough.

Chart 18: The quality of teaching in lessons in maintained special schools inspected in 2006-2007 and in 2000-2001

	Grade 1	Grade 2
2006-2007	25%	64%
2000-2001	16%	57%

Most special schools provide pupils with a good range of courses and other opportunities that help to develop their interests and to prepare them for adult life. There are outstanding features in the learning opportunities in around half of the special schools inspected this year. A few schools still do not teach enough Welsh, modern foreign languages and religious education.

Most special schools provide good care, guidance and support for pupils, with outstanding features in around half of schools inspected this year. A few schools do not carry out the necessary checks of staff with the Criminal Records Bureau.

Leadership and management

In all schools for pupils with learning difficulties we inspected this year, the quality of leadership and management is good. There are outstanding features in two-thirds of these schools.

In the three best schools, leaders and managers work very closely with parents, mainstream schools and other partners to give pupils more opportunities to take a full part in the life and work of the local community.

Over the past six years, leaders and managers have improved the quality of teaching and learning by:

- ✓ checking more regularly that teaching is of good quality and that learners are making the best possible progress;
- ✓ encouraging staff to gain new knowledge and skills, for example in assessment and behaviour management;
- ✓ using the skills of teaching assistants more effectively to support pupils' learning;
- ✓ providing better ICT equipment and other learning resources; and
- ✓ improving the standard of accommodation.

There are many good features of leadership and management in schools for pupils with behavioural difficulties, but most have some shortcomings as well. In the three schools that are performing best, leaders and managers make sure that teaching and non-teaching staff work very closely together to raise standards by providing pupils with good learning opportunities before and after the school day.

There are important shortcomings in leadership and management in three maintained special schools this year.

In these schools, headteachers and governors:

- ✗ do not provide the school with strong leadership and a clear sense of purpose;
- ✗ do not work in partnership with local authority school-improvement teams to identify and to put right important weaknesses in teaching and learning;
- ✗ do not make sure that all members of staff have the skills and support to teach pupils with challenging behaviour; and
- ✗ do not make sure that the school teaches everything that it has to do by law.

Around half of the 12 newest independent special schools are starting to provide good-quality education for looked-after children and pupils with special educational needs. In the rest, proprietors and senior staff are not doing enough to meet the Independent School Standards by improving assessment and teaching, by extending pupils' learning opportunities and by planning to improve access for disabled pupils.

Pupil referral units

Standards

In six out of the seven pupil referral units inspected this year, almost all pupils make good or very good progress in their learning and key skills. Most pupils improve their attendance, behaviour and how they get on with other people. They become keener to learn and more aware of the rights and needs of others, and they gain useful qualifications. This good progress gives them a new sense of pride in themselves. Many pupils leave their units ready to get and keep a job or move on to further training.

Where a few pupils do not progress as well as they should, it is often because the pupil referral units do not offer wide enough curriculum opportunities. There are not enough opportunities in Welsh, modern foreign languages, creative and practical work and science. In three units, pupils do not receive enough teaching time. In a few pupil referral units, a small number of pupils do not behave well and do not work in all their lessons. Pupils with very challenging behaviour do not always have their particular needs met and often stay too long in one unit rather than moving on to provision that more closely meets their needs. This has a negative effect on their progress.

The quality of education and training

Teaching is good in four out of seven units we inspected, and in a further two there are outstanding features. In all seven units, teachers:

- ✓ use assessment carefully to make sure that they match the work to pupils' abilities, individual needs and interests;
- ✓ teach basic and key skills well;
- ✓ relate well to their pupils and expect them to behave well and work hard;
- ✓ introduce pupils to a wide range of activities which widen their experiences and help them to gain confidence;
- ✓ give pupils good support and guidance;
- ✓ help them deal with the issues in their personal lives that may be stopping them from making progress; and
- ✓ arrange for pupils, where necessary, to receive specialist help.

In the few units where there are shortcomings, teachers:

- ✗ use too many worksheets that pupils find too easy; and
- ✗ do not have the knowledge they need to teach science, Welsh, music or modern foreign languages.

Leadership and management

In five out of the seven units we inspected, leadership and management are good with outstanding features. In all but one unit, the local authority has set out clearly what it expects the unit to achieve and a management committee checks how well the unit is working. We have removed one unit from special measures as it is now working well.

All unit managers regularly look at teaching and learning to check how well staff and pupils are working. They make good use of these checks to help staff improve their work. Most managers make sure they ask everyone involved with the unit how well it is working. One unit does not record its findings or ask learners, parents or carers for their views.

Almost all units work closely with partners such as schools, colleges, careers companies and social services. This joint working means that unit staff can share information about pupils so that they get the support they need to have the best chance of returning to their school or moving into further learning. However, one unit does not work closely enough with partners to help pupils who have the most severe difficulties.

Staff are generally well qualified and work well together. They receive appropriate training to deal with pupils' behaviour. Local authorities generally provide enough good-quality resources and buildings. However, none of the units has an appropriately fitted and equipped room where pupils can study science, and this limits their learning.

The work of local authorities

School improvement

This year, although overall standards in schools have improved, outcomes from inspections show that there are twice as many schools causing concern this year (2006-2007) compared with last year (2005-2006). During 2006-2007, inspectors identified two primary schools, two secondary schools and one special school as being in need of special measures. Also, there are now 16 schools in need of significant improvement or still in serious weaknesses.

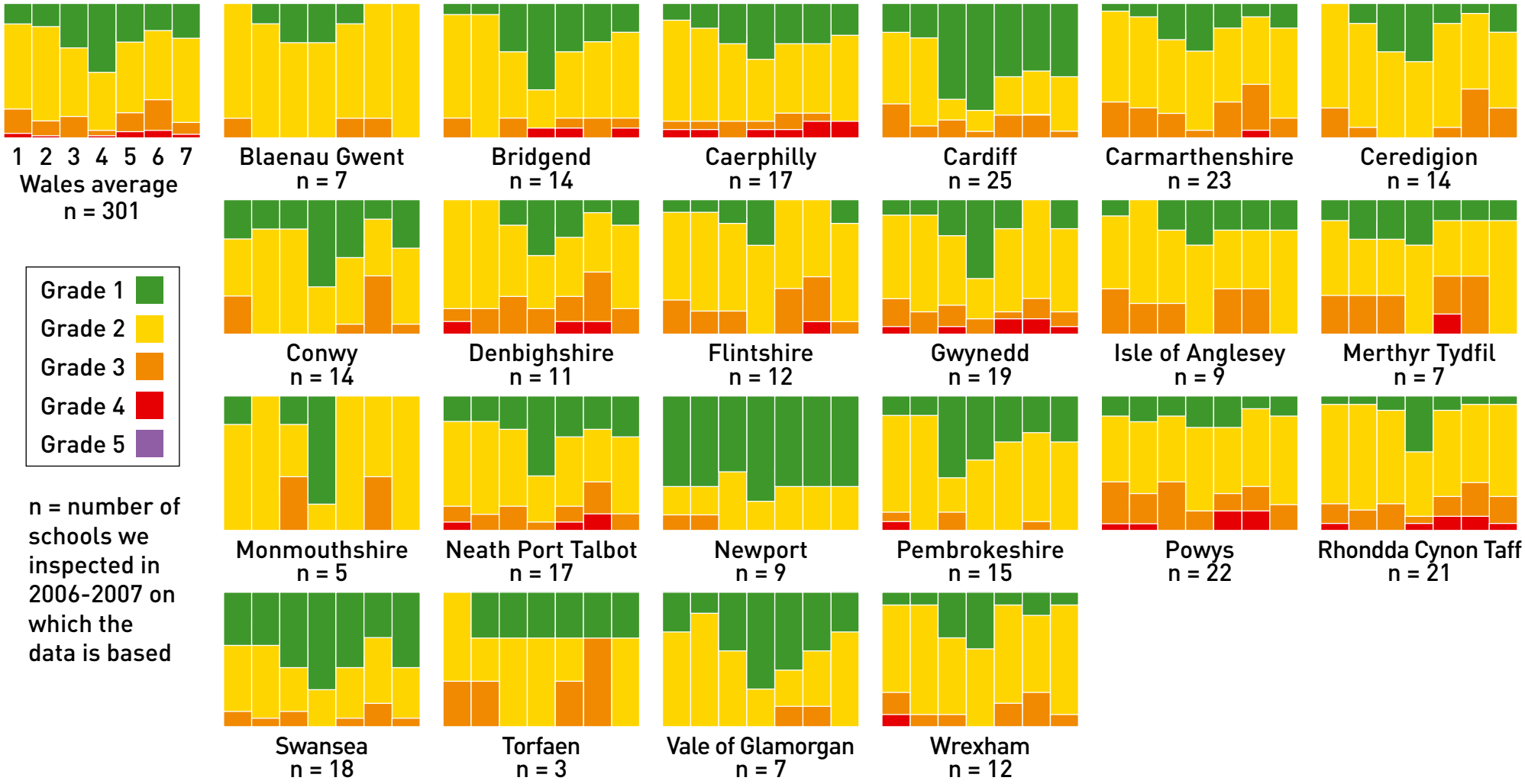
Across Wales, there is much inconsistency in the work of schools. Our charts in appendix 1 list the outcomes of our school inspections. We have based the whole of section one of this report on the total of these colour-coded grades. In 2006-2007, 32 of the 301 schools we inspected (just over 10%) had a lot of outstanding work. Of these 32 schools, 23 (around 70%) were schools we inspected in 2000-2001 and almost all were producing some excellent work then. Even so, their work has improved further in the six-year period.

In 2006-2007, almost one in 10 schools is not doing well enough. In almost all of these schools, we judged some aspects of work to be grade 4 (some good features, but shortcomings in important areas). Of the 29 schools we inspected in 2006-2007, 23 were last inspected in 2000-2001.

Around three-quarters of those 23 schools are now in a worse position than they were six years ago, with only a few of them doing better. The performance of this 10% of schools raises important questions about leadership in these schools and about the support that local authorities have provided. It is not good enough that these schools still have important shortcomings after six years.

The thumbnail charts that follow show the pattern of grades awarded in 2006-2007 to the schools we inspected in each local authority. The colours reflect the inspection grades for each of seven key questions on which our inspections are based. Green represents the best work (grade 1), yellow represents good work (grade 2), orange represents work where the good features outweigh the shortcomings (grade 3) and red represents work that has shortcomings in important areas (grade 4). Outcomes for the seven key questions are shown in vertical columns in each thumbnail chart going from left to right. The first thumbnail chart shows the proportion of inspection grades awarded to schools for each key question across Wales.

Chart 19: The proportion of inspection grades awarded to schools for each key question in each local authority in 2006-2007

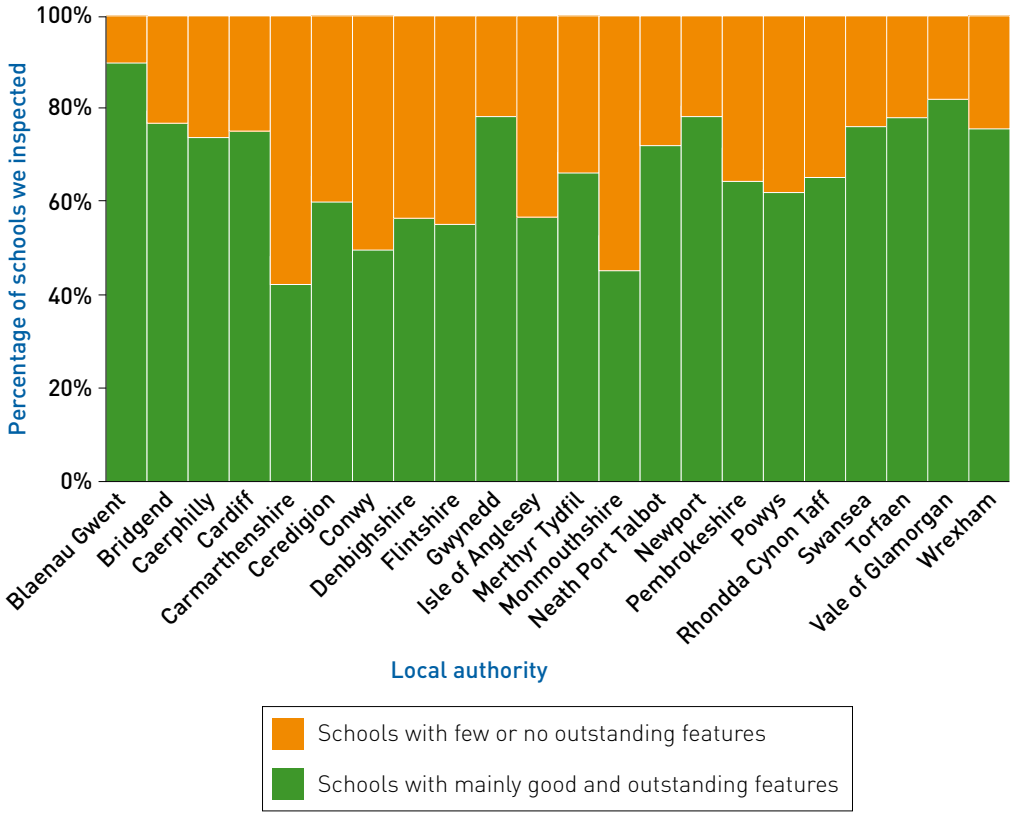


The thumbnail charts show the variation in the work of schools across Wales and by local authority.

- ✓ Across Wales, the work in the majority of schools is good or better.
- ✓ The work in all schools for all key questions in 10 local authorities is satisfactory or better.
- ✓ Leadership and management (key question 5) in all schools in 14 of the local authorities is satisfactory or better.
- ✗ There is not enough excellence in the work of schools across all local authorities in teaching and educational standards in particular.
- ✗ Three local authorities have schools whose work has important shortcomings in at least five of the seven key questions.

This wide variation in the work of schools in different local authorities is clear from the following chart, which illustrates the outcomes of school inspections over the last two years (2005-2007). This shows the distribution of schools with few or no outstanding features (orange) and those with mainly good and outstanding features (green). A third of the schools we inspected in this two-year period had few or no outstanding features and some important shortcomings. This means that learners in those schools do not always achieve as well as they could.

Chart 20: Schools inspection data 2005-2007



Appendix 3 shows the attainment of pupils at the end of the key stages in each of the local authorities across Wales. The charts show the inconsistency in the performance of schools in the different local authorities and, between some local authorities, there is an unacceptable variation in standards.

Most local authorities give effective support to schools we have identified in inspections as causing concern. However, local authorities generally:

- ✗ do not have robust or effective enough policies for monitoring, challenging and getting involved with schools at an early enough stage to prevent them from failing or becoming a cause for serious concern;
- ✗ are not successful in working with these schools on agreed ways to raise pupil performance;
- ✗ do not make enough use of benchmark or value-added data to compare schools' performance with other similar schools;
- ✗ do not target specific areas for improvement well enough; and
- ✗ do not use all the options available to them in their legal duty to make sure schools improve, such as appointing more governors or issuing warning notices to underperforming schools.

Across local authorities there is a lack of training for existing headteachers and middle managers on school improvement, and this is partly why schools do not perform as well as they could.

The very best local authorities provide effective support to schools that:

- ✓ is based on a clear strategy for school improvement which is well understood by its schools;
- ✓ is well planned and targeted at those schools that need it most;
- ✓ is based on an analysis of a wide range of performance information with particular emphasis on self-evaluation, setting targets and improving standards;
- ✓ includes a range of activities to broaden opportunities for learning; and
- ✓ includes well-organised and wide-ranging help and information for governors so that they can challenge school performance.

Local authority inspections

Wales Audit Office inspectors join our inspections of local authority education services. We also worked with the Wales Audit Office and representatives of the local authorities in the joint planning of local authority inspections.

This year, we inspected education services in nine local authorities. We focused on one or more major services in each of these local authorities and strategic management (see the next section) in each inspection. We inspected:

- six school-improvement services;
- two services that support children with additional learning needs and promote social inclusion;
- four services that support access and school reorganisation; and
- two support services.[13]

We judged how good each service was and how likely it was to improve. Appendix 4 contains charts that summarise our judgements about the services we inspected.

The quality of services inspected is much worse than last year and is the worst outcome since 2001-2002. We found that one-third of services were poor and two-thirds of the services we inspected were unlikely to improve. The following section explains the main reasons for this year's poor profile.

[13] Support services include human resources, financial administration support and support for ICT.

Strategic management

In the services we inspected, strategic management is good in only one local authority. There are weaknesses in important areas of strategic management in the other eight.

In the one local authority with effective strategic management of education services, this was the result of:

- ✓ elected members having and communicating a clear vision and priorities;
- ✓ strategic planning priorities receiving appropriate resources;
- ✓ education plans having clear aims and challenging targets that link well with other council plans;
- ✓ effective communication, partnership and consultation with schools on strategy and policy; and
- ✓ a clear strategy and high-quality planning for integrating (joining up) education and children's services.

Local authorities in general spent a lot of time this year getting ready to develop and deliver Children and Young People's Plans.

Around a half of local authorities:

✗ are not clear about how best to provide effective services for children and young people; and

✗ have not been able to agree with other council services and partners, such as social services and the community health service, either their common priorities or the best way to work together.

In the smallest local authorities we inspected, senior officers have very high workloads and too many operational responsibilities. This limits their ability to focus on key strategic priorities and also increases the risk of failing to maintain the current rate of progress. Around a third of local authorities are finding it more and more difficult to find staff with appropriate experience to take on leadership roles.

Generally, the strategic leadership of school reorganisation across Wales is weak. Only about a third of local authorities in Wales have clear plans as to how they want to modernise their schools, and are acting on these plans, including removing unfilled school places and improving buildings or closing schools. This means that the problem of unfilled places and poorly maintained school buildings is getting worse because many local authorities are not doing enough to tackle the issue.

Arrangements to assess performance have shortcomings in many local authorities across Wales. Overall, they do not monitor or evaluate the effect of education services enough. Elected members do not challenge the performance of services, officers and schools actively enough.

Access and school organisation

In many of the local authorities we inspected this year:

✓ procedures for admissions are clear, fair and well understood by schools, governing bodies and parents; and

✓ provision for home-to-school transport is of generally good quality.

All access services inspected this year, however, had important shortcomings. These include:

✗ very slow progress in dealing with the issue of unfilled places and closing schools that have too few pupils; and

✗ the age, nature and condition of many school buildings, especially in primary schools, which limits the range of educational facilities that schools can provide.

Local authorities serving rural areas have been particularly slow in tackling the issue of surplus schools and unfilled places. These local authorities need to consider how they can provide good-quality education close to where pupils live and also to find ways of reducing unfilled places.

The cost of education provision in these rural authorities is higher than is necessary because they are currently maintaining a large number of small schools that are expensive to run. One rural local authority has estimated that not tackling the issue of unfilled places in schools is costing it over £5 million every year. This is not an efficient use of public money.

A few local authorities in built-up areas have had to abandon ambitious modernisation programmes due to poor consultation and communication with schools and the public, and elected members not supporting their own council's plans.

Planning for Welsh-medium education in some areas of south-east Wales is poor. There is a large increase in the number of unfilled places in English-medium schools, but there are not enough places in Welsh-medium schools. When Welsh-medium schools are full, one local authority has a policy of offering places in starter classes in English-medium schools. This is weak strategic planning and is not what parents want or pupils need.

Additional learning needs

In the two additional learning needs services we inspected this year, the good features include:

- ✓ most children and young people with special educational needs receiving good provision and achieving good standards in learning and behaviour in mainstream and special schools;
- ✓ effective support provided for pupils with severe and complex needs and disabilities; and
- ✓ good advice and guidance provided to schools with pupils who have English as an additional language (EAL).

However, in the two local authorities inspected, there is no overall strategy for the services that deliver inclusion programmes. As a result:

- ✗ staff in these services do not work together well enough to raise standards for all children and young people;
- ✗ staff do not have a clear picture of the wider outcomes for pupils with additional learning needs; and
- ✗ the local authorities do not know what is working well so they cannot link the cost of particular types of provision to meeting learners' needs and achieving good outcomes.

Overall, local authorities do not provide well enough for pupils with special educational needs (SEN) who have social, emotional and behavioural difficulties, and mainstream schools do not identify the needs of these pupils early or consistently enough. As a result, these pupils do not achieve as well as they could.

Most local authorities:

- ✗ do not monitor the quality of provision well enough for those pupils educated in other authorities or in independent special schools;
- ✗ do not know if the provision meets pupils' needs; and
- ✗ do not know if they are getting value for money as this provision usually costs a lot.

In general, local authorities are not good at helping special schools and units to improve standards. In these schools and units, local authorities:

- ✗ do not pick up issues of poor performance early enough, usually because school-improvement officers do not know enough about special education;
- ✗ do not work closely enough with other officers working with additional learning needs or behaviour issues; and
- ✗ do not know whether their special schools and units are achieving good standards.

Independent schools

Standards

This year we carried out nine full inspections of independent schools. These schools ranged in types from small, faith-based day schools to large boarding schools. In seven of these schools, standards are good with no important shortcomings (grade 2). In one small school, good features outweigh shortcomings (grade 3) and in one school there were some good features but shortcomings in important areas (grade 4).

In many independent schools, pupils achieve good standards in key skills and make good progress in learning. They display very good listening and good communication skills. However, in about half of the schools we inspected, pupils do not develop their ICT skills well enough across the curriculum.

In those schools that enter pupils for public examinations, pupils attain very good results in public examinations when compared with national averages. In two of these schools, results compare very well with the highest-attaining schools in Wales.

In many of the schools we inspected, pupils display very well-developed personal, social and learning skills. In these schools, pupils' behaviour is extremely good and in the majority of schools pupils are well motivated, hard-working and show high levels of concentration.

The quality of education and training

The quality of teaching is good with no important shortcomings in the majority of independent schools we inspected this year.

In most schools, there are outstanding features in a few lessons. This is usually because teachers:

✓ match work very closely to pupils' learning needs; and

✓ provide lessons at a brisk pace using a variety of imaginative teaching approaches.

In most schools, there is a high level of mutual respect and trust between teachers and pupils that helps to create a purposeful learning environment.

In a minority of lessons, there are shortcomings because:

✗ the pace of the teaching is too slow;

✗ the lesson content does not challenge pupils enough; and

✗ the learning activities do not meet the needs of all pupils in a class.

Around half of the schools we inspected do not assess pupils' additional learning needs well enough or co-ordinate support for them effectively. This means that, in many of these schools, pupils with additional learning needs do not make enough progress.

In most independent schools, the curriculum is suitably broad and balanced, and contributes well to achieving the school's aims. Three of the nine schools we inspected promote pupils' personal development extremely well, especially their spiritual and moral development.

Most schools give good support to new pupils. However, in around half of the schools, there are shortcomings where schools do not fully meet the regulatory requirements that relate to pupils' welfare, health and safety. Many of these schools need to improve security arrangements for school buildings and grounds.

Leadership and management

The quality of leadership and management in independent schools continues to vary too much. In one-third of the schools we inspected, leadership is good with no important shortcomings. However, in about two-thirds of schools, there are important shortcomings in leadership and management.

In the majority of schools, proprietors and headteachers set a clear direction by means of the school's stated aims and values. In these schools, the day-to-day running of the school is efficient and helps to make sure that pupils' learning experiences are generally of good quality. As a result, pupils make good progress in achieving their learning goals and in the development of their personal and social skills. However, in about half of the schools, management responsibilities are not clear enough and this leads to uncertainty among subject leaders about their roles in monitoring the work of pupils and other staff.

Proprietors in about one-third of schools are well informed about issues that affect their school's performance and meet their responsibilities well. However, a minority of schools do not meet about one-tenth or more of the regulatory requirements, including aspects relating to the welfare, health and safety of pupils. In these schools, proprietors need to do more to improve the quality of education and to meet fully their legal responsibilities for the welfare, health and safety of pupils.

A few schools have appropriate self-evaluation and development planning procedures. However, in around half of the schools, self-evaluation arrangements have only recently been introduced and are, as yet, not thorough enough. Curriculum leaders and managers do not always gather first-hand evidence of pupils' work or assess the quality of teaching and learning. As a result, development plans do not focus on raising standards and improving the quality of education.

In many schools, proprietors and headteachers manage resources carefully. They use these resources appropriately to improve the quality of accommodation and the learning environment and to achieve better outcomes for pupils. A minority of schools make good use of local sports centres so that pupils can experience a wide range of sporting activities. In a few schools, however, the lack of resources limits pupils' technological and physical learning experiences.

In these schools, pupils:

- ✗ do not develop their ICT skills well enough to record their work on computer or make presentations; and
- ✗ do not know what contributes to good performance in physical education lessons, which means that in these schools pupils make very limited progress in developing physical education skills and techniques that show a good level of body control.

Youth support services

Standards

This year we inspected four local authority areas and re-inspected two others. Overall, the standards achieved by young people working with youth support services has improved slightly since last year. The proportion of good or outstanding sessions (grade 2 and above) rose by five percentage points to 80%, although there is less outstanding work.

Chart 21: The percentage of provision where the standards of achievement, attainment and motivation of young people were awarded grades 1 to 5 in 2006-2007

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2006-2007	14%	66%	17%	2%	1%
2005-2006	20%	55%	19%	5%	1%

Most young people who take part in youth support services enjoy what they do and work hard. They have very positive, supportive and respectful relationships with adults and their classmates. As a result, most young people become more confident, better behaved and motivated, and their attendance in education improves. They also develop important skills for employment and learn how to make healthy lifestyle choices.

However, youth support services often do not formally recognise improved skills. Also, for a few young people, the work they do is not challenging enough and this means their learning and skills do not improve as well as they could.

Most young people who get involved in youth forums achieve well. They learn about local democracy, talk about important issues with managers and local council members, and take part in decision making. This work helps these young people to develop a good understanding of the issues facing others in the wider community.

The quality of education and training

Overall, the quality of work by youth support service staff continues to improve, with 94% of the work now having good features that outweigh shortcomings (grade 3) or better, compared with 91% last year.

As last year, 70% of the work was judged good or better (grade 2 and above). In the 30% of the work with shortcomings (grade 3 and below), just 6% is in important areas (grades 4 and 5). This is an improvement of three percentage points over last year. However, the amount of work judged to be outstanding has fallen by 11 percentage points since last year. This is because staff in the services we inspected do not plan consistently enough to help learners recognise their own progress.

Chart 22: The percentage of provision where the standards of training and assessment were awarded grades 1 to 5 in both 2005-2006 and 2006-2007

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2006-2007	10%	60%	24%	5%	1%
2005-2006	21%	49%	21%	7%	2%

Many Young People's Partnerships still do not know about all the services for young people in their area. These partnerships do not make sure all young people, particularly those aged over 19 years, have good access to support and services.

Every Young People's Partnership has to have a 'Keeping in Touch' strategy, to help youth support services work together effectively to support young people who are not in education, training or employment. 'Keeping in Touch' strategies are working well in only half of the partnerships inspected. This means young people who are not in education, training or employment do not get the support they need.

Support for looked-after children is improving, especially for those children most at risk of 'dropping out' of school.

Leadership and management

Each local authority is responsible for leading the co-ordination of local youth support services to make sure young people have good access to their 'entitlements'[14]. The local authorities have to do this by working in partnership with youth support service providers.

The quality of leadership and management in the partnerships inspected this year is the same as those we inspected last year. There are still important shortcomings in planning, quality assurance and managing resources. In the two weakest partnerships, the local authority does not give a clear lead to its other partners.

Most areas in Wales are changing the way they manage and co-ordinate the partnerships. These partnerships now include a group made up of senior officers, chief executives and elected members. This change has begun to improve co-ordination between all local partnerships, which have an interest in youth support services. It has also increased the attention senior managers and elected members give to services for children and young people.

Partnerships have a good understanding of how they can improve the quality of youth support services. However, they are slow at putting this into practice. In the provider self-assessment reports this year, only about a half of grades matched those awarded in the inspections.

All partnerships are good at evaluating the way they spend Cymorth grants. However, this grant evaluation does not give enough consideration to the difference these projects make to the lives of young people.

Most partnerships have still not fully audited the resources held by youth support services in their area. This means they do not know all the resources available for work with young people. This gets in the way of targeting resources at priority areas. One local authority youth service does not receive enough funding to provide a suitable service for young people.

[14] The Welsh Assembly Government's policy, 'Extending entitlement', defines 10 entitlements for young people aged 11 to 25. These entitlements help young people to get more involved in education, training, employment and citizenship activities.

Youth justice system

Standards

This year, we took part in inspections in three youth offending teams and three secure settings. Overall, standards for young people in the youth offending teams have not improved since last year and there are still concerns that learners do not receive full-time education or training or help with their basic skills.

As last year, we found very good examples of many learners who benefit from informal learning. Informal learning includes projects such as bicycle repairing, a drama course in the summer holidays and taking part in the Urdd. However, these young people do not have the formal opportunities to which they are entitled, which means they do not catch up with missed schooling.

In one youth offending team, learners do not have to wait too long to join a school, but they have poor access to post-16 training. In the other two youth offending teams, not all learners have their educational needs met. In one youth offending team, learners dropped out of training very quickly.

Learners in the three secure settings we inspected improve their basic and key skills and are proud of their achievements, often for the first time. However, these settings do not provide for more able learners through higher level courses as part of their curriculum.

This limits the progress a few learners make as they have to continue to work on lower level courses that do not challenge them and need very little effort to complete.

The quality of education and training

The shortcomings we raised last year still apply. Youth offending team staff do not receive enough training in educational matters to provide young people with the help they need. For example, they often do not have a good understanding of what schools can and cannot do when they want to exclude a pupil. They do not always ask for information from schools or fill in ASSET forms with enough detail about young people's past learning. They do not use individual learning plans enough to guide what and how young people learn.

In all youth offending teams and secure settings, staff use psychologists to assess young people. Young people from Wales in three youth offending teams and a secure setting in England do not all meet with Careers Wales advisers. Also, those in custody in England do not have the benefit of supervised use of CLIC Online (a free careers information and advice service for young people aged 11 to 25 years in Wales).

Youth offending team staff successfully give very good support in personal and social education sessions to local schools to help young people to stay away from crime.

Teachers in the three secure settings we inspected fully assess young people's needs in basic skills. However, they do not always share these assessments with other teachers or use them to set targets for young people. Two settings in England have improved young people's access to the Welsh language while the other setting, which is in Wales, does not offer Welsh.

Leadership and management

In two of the youth offending teams, the local authority and the youth offending team do not see education as a high enough priority for young people who offend. One youth offending team and its local authority have not yet set out arrangements for how they will work together and local authority officers do not attend management board meetings often enough. However, one youth offending team works very closely with its local authority and, as a result, young people who are out of school do not have to wait too long to return.

Youth offending teams generally work closely with their local youth service to provide activities for young people. All youth offending teams work well with secure settings to share information.

Although the Youth Justice Board have set targets for learners' attendance, they do not issue information about the attainment of this group of young people to inform those concerned as to how well this group is doing. There is not enough monitoring of the progress of these learners.

Colleges of further education

Standards

This year, we inspected five institutions that provide further education. In four, we inspected between a quarter and a half of their learning areas. We also inspected one learning area in a higher-education institution that provides further education. As well as this, we also re-inspected two learning areas in one college.

Overall, standards were good or very good in the further-education institutions we inspected this year. We judged learners' work to have good or outstanding features in 90% of the sessions we inspected. This is well above the Welsh Assembly Government's target of 80% of courses to be grade 1 or 2 by 2007. The quality of work had improved in the two learning areas we re-inspected this year.

The proportion of outstanding work was especially high this year across the 23 learning areas we inspected. Standards were good, with outstanding features in 10 of them. The proportion of sessions with outstanding work increased from 29% overall last year to 37% this year. This is well above the Welsh Assembly Government's target of 18%. In two colleges, the proportion of sessions with outstanding work was particularly high and ranged from 40% to 64% overall.

Learners generally progress very well from further education into higher education. In one college we inspected, over 90% of A-level learners and nearly 80% of vocational learners at level 3 went on to higher education.

In many cases, the development of learners' key skills is good. More and more learners are achieving key skills awards, especially at level 3 and in the wider key skills. However, the overall proportion of learners who attain key skills awards varies too much between learning areas and colleges.

The quality of education and training

In the five institutions we inspected this year, 83% of lessons have good or outstanding teaching and assessment, an improvement on last year (76%). The quality of teaching in about one in six lessons had some shortcomings, but these were nearly always outweighed by good features.

Many teachers plan courses and lessons well and use a good range of teaching approaches. Many set high expectations for learners, assess their progress regularly and effectively, and use ICT to improve the learning that takes place. The most common shortcomings involve teachers not capturing the learners' attention quickly enough in lessons or not adapting lessons and materials to meet the needs and abilities of all learners.

Most institutions provide an appropriate range of courses, but a few do not offer enough courses at levels 1 and 2, or bilingual courses. The provision for key skills has improved in many colleges and most teachers link key skills well to the courses they teach. However, the quality of teaching of key skills varies too much between learning areas.

Colleges generally plan their provision well to meet local and national priorities. Many have succeeded in developing strong partnerships with local schools to provide appropriate courses for 14- to 16-year-olds and a few have developed a common timetable. Links with employers are good in most cases. However, progress in developing the provision of courses with other partners is less extensive.

The quality of support, care and guidance has outstanding features in many of the institutions we inspected. The quality of induction, support for pupils with additional learning needs, careers advice, and individual and group guidance through tutorial and other programmes is often very good.

Leadership and management

In the institutions we inspected this year, leadership and management were generally of high quality. Leaders and managers establish a clear strategic direction for their institutions, and they communicate it well to staff. Leaders generally involve staff in making decisions and, in most cases, this has helped to make institutions more effective and efficient.

Leaders and managers have worked hard in recent years to develop local strategic partnerships with other providers of education and training, especially neighbouring further-education colleges and local schools. However, it is proving a challenge for leaders and managers to drive forward significant change in a similar way to post-16 provision in partnership with providers within and outside the further-education sector.

Strategic teams and working groups usually have clear terms of reference and get things done effectively. Managers in most colleges use targets sensibly to monitor performance and to drive forward improvement. However, in a few cases, the pace of change is too slow, meetings do not always lead to action, and targets are not challenging enough.

Governors often have a good grasp of the issues affecting their institution and are very supportive. In most cases, they challenge senior staff appropriately and help to set the strategic direction well. However, in one college, the governing body does not challenge senior managers effectively enough.

Colleges have strong self-evaluation systems that are well established in their planning cycles. They consult well with their learners and get regular feedback from them, usually through feedback questionnaires or by having learner course representatives on faculty committees that consider the quality of courses.

Systems for watching lecturers at work are well established in many colleges, but the lesson evaluations of these are often too generous. Most colleges analyse closely the value they add to learners' progress based on their starting level of achievement, but a few do not do this well enough.

The accommodation and learning resources in colleges are good. The quality of learning resource centres, ICT and industry-standard equipment are particular strengths. Colleges generally have enough suitably qualified staff. In mainly Welsh-medium areas, there are usually enough staff who can teach in Welsh or in both Welsh and English. Colleges are introducing the nationally-agreed framework for performance management and review. This is helping to achieve greater consistency in managing and reviewing the performance of staff between colleges. Overall, most colleges provide good value for money.

Work-based learning

Standards

Standards in work-based learning are much better this year than last year. Around 35% of providers achieved grade 1 (good with outstanding features), while another 35% achieved grade 2 (good features with no important shortcomings). This is much better than the 9% who achieved grade 1 and the 36% who achieved grade 2 last year.

Less than a quarter of providers we inspected had good features that outweigh shortcomings, compared with half the providers last year. Less than a quarter of providers we inspected had unsatisfactory standards overall (grade 4), compared with nearly half the providers last year.

We found an improvement in the standards learners achieve in individual learning areas. Nearly 70% are good or very good and, of these, 35% have outstanding features. This position compares very well with last year and shows a continuing upward trend. The best standards are in engineering, retail and customer services, and foundation for work.

The improved standards in work-based learning have resulted from:

- ✓ developing very good occupational skills to meet the needs of industry;
- ✓ completing key skills qualifications early in the learners' training programme;
- ✓ gaining other qualifications besides those needed for their full qualification frameworks;
- ✓ learners being well motivated, taking a pride in their work, attending work and training regularly, and completing their work on time;
- ✓ better recognition by the majority of providers of the need to improve the outcomes of learners; and
- ✓ improved support from the Department for Children, Education, Lifelong Learning and Skills (DCELLS).

We found 16% of work with shortcomings in important areas compared with 30% last year. There were shortcomings particularly in health, public services and care and business, administration and law.

Standards improved significantly in four of the five learning areas we re-inspected. They rose from grade 4 (some good features but shortcomings in important areas) to grade 2 (good features with no important shortcomings).

The quality of education and training

Training and assessment are much better than last year. Almost three-quarters of training and assessment sessions are good with outstanding features (grade 1) or have good features with no important shortcomings (grade 2), compared with 45% last year. This year, all the training we inspected had good features that outweighed shortcomings (grade 3) or better.

Most providers introduce learners effectively to their training programmes. A few providers identify at an early stage the best way learners gain knowledge and skills. Training assessors use this information well to help learners make the most of their training.

Almost all providers meet the needs of learners and employers very well. The majority of providers offer a wide range of training programmes and good opportunities for learners to make progress in the workplace.

These providers give learners very good support. Many training staff support learners out of normal working hours to fit in with their shift patterns at work and to make sure that they complete their individual learning programme.

Almost all providers have good links with local and national employers, Sector Skills Councils and awarding bodies. As a result, they are able to keep up to date with employers' changing needs. Good providers take a lead role in developing qualifications. Many managers and staff take an active role in local and national networks, such as the National Training Federation (Wales) and Dysg. This helps them to keep up to date and to share good practice with one another.

Most providers have a wide range of policies to support learners and to promote their welfare. These include policies on equal opportunities and protecting children and vulnerable adults (for example, adults with learning or other disabilities). However, not enough staff have had appropriate training in the protection of children and vulnerable adults.

Leadership and management

The quality of leadership and management is good or better in 64% of work-based learning providers we inspected. This is almost 20 percentage points better than last year. In six out of the 17 providers we inspected, leadership and management are outstanding (grade 1). We re-inspected leadership and management in three providers and all had improved their grade. However, one provider did not get the grade to meet the expected standard.

Improved leadership and management were the result of providers:

- ✓ having good plans and policies to deliver high-quality training for learners;
- ✓ taking account of Welsh National Assembly Government priorities;
- ✓ communicating company aims and values well to learners and staff;
- ✓ reviewing learners' performance and attainment regularly;
- ✓ tackling underperformance and setting challenging targets for improvement;
- ✓ having a clear and effective appraisal system for all staff;
- ✓ being aware of the need to invest in staff development to support existing and likely growth;
- ✓ using assessments of how well staff perform to support and develop professional practice;
- ✓ making good use of our peer-assessor programme to develop staff skills in evaluation; and
- ✓ having a strong commitment to improving quality and standards.

In about a quarter of providers, leadership and management have shortcomings in important areas. In these providers, managers do not spend enough time monitoring and improving the performance of staff and learners. Staff do not always have clear targets to work towards and they do not understand their roles and responsibilities well enough.

The quality and management of resources is good or very good in many providers. This is a significant improvement on last year. Most staff are well qualified and experienced in their learning areas. Many have extra qualifications, such as teaching qualifications, mentoring and coaching awards. The majority of staff take part in a wide range of training and development opportunities, such as learning how to recognise dyslexia in their pupils, and equality and diversity training (in other words, valuing pupils' differences and making sure they all get the same opportunities). Most providers have good accommodation for learners that meets the requirements of the Disability Discrimination Act.

Out of a total of 17 work-based learning providers we inspected, 12 offer good or very good value for money, three provide adequate value for money while two offer poor value for money.

Workstep

This year we inspected one Workstep provider.

For more information, see our report at
www.estyn.gov.uk/inspection_reports/Gweithdy_Mona_July_2007.pdf

The grades we awarded for the inspection are shown in appendix 1.

We also re-inspected leadership and management in another four providers. The following comments on leadership and management issues are based on the one full inspection and four re-inspections.

In the one Workstep provider we inspected this year, leadership and management have good features that outweigh shortcomings (grade 3). One important shortcoming is that managers do not evaluate and improve quality and standards well enough.

The four providers we re-inspected had all improved their grade for leadership and management to meet the required standard (grade 3). One of these providers had good features and no important shortcomings (grade 2).

Managers in all providers we inspected or re-inspected have business plans specifically for the Workstep programme. They have clear aims and objectives that have a strong focus on raising standards. However, providers do not place enough emphasis on reducing the financial grant for employees in supported employment.

All providers re-inspected have responded well to the recommendations from their last inspection. The majority of managers regularly review their progress towards the recommendations we made in their original inspection, update action plans and check targets.

The majority of senior managers in local-authority Workstep provision receive good support from elected members. There is a good match between the strategic priorities of the authority and the aims of the provider. Most managers and elected members meet regularly to review the performance of the Workstep programme. All managers keep elected members well informed about the progress of the employees. This has raised the profile of the Workstep provision within the local authorities.

All Workstep providers have enough experienced staff to deliver the programme. There are good opportunities for staff to update their professional qualifications. In general, staff have appraisals that set clear targets for their performance. The majority of managers monitor and review these targets well.

All providers we inspected have a good standard of accommodation, including workshop premises. Almost all employers' premises meet the standards outlined in the Disability Discrimination Act. All employers provide learners with appropriate aids and safety equipment to help them with their job roles.

Careers Wales

This year we inspected one careers company.

For more information, see our report at
new.wales.gov.uk/docrepos/40382/4038232/403829/4038291/403829/Careers_Wales_Gwent_final_E1.pdf?lang=en

The grades we awarded for the inspection are shown in appendix 1.

In the careers company we inspected this year, good features outweigh shortcomings in the standards that clients achieve. In many interviews with staff, clients make good or satisfactory progress in understanding which careers suit them best. However, the quality of service has shortcomings in important areas.

In the few interviews that are unsatisfactory, advisers:

- ✗ do not identify what the client hopes to gain from the interview;
- ✗ do not use information about the job market well enough to help clients understand their chances of making progress with their career plans; and
- ✗ do not promote the Welsh language where this is appropriate.

In a minority of group sessions, staff:

- ✗ do not explain the session's objectives; and
- ✗ do not provide materials or activities that meet the different needs of group members.

Leadership and management have good features that outweigh shortcomings. Leaders have a clear vision of how they want the company to progress. They work well within strategic partnerships with other organisations but operational managers do not make the best use of partnership agreements with schools and colleges. Leaders and managers communicate effectively with staff but a few line managers find it difficult to challenge staff about weaknesses in their performance.

Teacher-training courses

This year we inspected the teacher-training courses in one university.

For more information, see our report at
www.estyn.gov.uk/inspection_reports/University_of_Wales_Aberystwyth_June_2007.pdf

The grades we awarded for the inspection are shown in appendix 1.

Most trainees plan lessons well, and have a good knowledge of core subjects but their knowledge of religious education, art, design and technology and music is not good enough. Trainee primary school teachers do not make enough use of the learning objectives they set for lessons to measure how much pupils have learned, and they do not show pupils clearly enough how they can improve their work.

Many teachers in schools support trainees well, but they often focus too much on classroom management and do not talk to trainees enough about how to improve pupils' understanding of subjects.

Leaders and managers have a good understanding of the key issues in teacher training. In particular, they concentrate on achieving and maintaining excellence in the Welsh language and culture. Partnerships between the university and schools are good.

A committee of teachers from schools help to make judgements about what works well and which areas need to improve. However, managers do not make good enough use of the information to improve the courses.

Adult community-based learning

Standards

We inspected five learning areas this year:

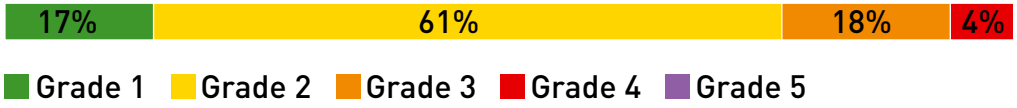
- adult basic education;
- English for speakers of other languages (ESOL);
- Welsh for adults;
- adult learning; and
- community development.

Many adults achieve good or very good standards in their work. The amount of work where standards are at least good was 78%. However, this is three percentage points lower than in the geographical areas we inspected last year.

The proportion of Welsh for adult learners who achieve good or very good standards is four percentage points higher than last year.

However, the amount of work in which there are shortcomings (grade 3 and below) was 13 percentage points higher this year for learners in adult basic education classes, seven percentage points higher for learners in community development classes and two percentage points higher for learners in adult learning classes.

Chart 23: Learners' achievements: the percentage of provision where the standards of learners' achievement and attainment in the learning area inspected were awarded grades 1 to 5 in 2006-2007



Learners in 55% of English for speakers of other languages (ESOL) classes achieve good standards in their work. However, a minority of ESOL learners do not make enough use of English in their class. The attendance of ESOL learners is poor and, as a result, many learners do not finish their course.

Many adult learners are well motivated, enthusiastic and help each other to learn. They also work well independently and use their new skills in their everyday lives.

However, as with last year, a few learners in most learning areas are not aware of their learning goals or the progress they are making. A very few learners do work that is repetitive or not challenging enough and so make slow progress.

The quality of education and training

There are shortcomings in the standards of teaching and assessment in 34% of the classes inspected this year. This is 10 percentage points worse than in the areas we inspected last year.

The quality of teaching and assessment was 25 percentage points lower than last year in adult basic education classes observed and nine percentage points lower in both adult learning and community development classes. Standards of teaching and assessment had shortcomings in 58% of ESOL classes.

This year's teaching and assessment standards are poorer because a minority of tutors make poor use of individual learning plans. They do not help learners set goals to improve their own work, especially in ESOL classes. Also, they do not assess learners' work often enough to help them to identify their progress. Language tutors do not provide enough opportunities for learners to develop and use spoken language skills.

Most providers this year work together better to plan and publicise the range of courses and classes they offer to learners. Providers have increased the number of men attending classes by 2% this year. However, there are generally not enough ESOL classes.

Most providers support learners well. They have increased the number of staff trained to provide guidance and advice. However, providers do not do enough together to plan for the support needs of adults in their area or to assess the effect of the measures they put in place.

Leadership and management

Leaders and managers from different providers are improving how they work and plan together. In all the areas we inspected they have formed sub-groups, reporting to the local Community Consortia for Education and Training (CCET), which concentrate on adult community-based learning. Better leadership helps these sub-groups to include local, regional and national priorities in their plans. However, in two areas the CCET has not given the sub-group enough direction. As a result, the sub-groups in these two areas have not formally agreed plans that set out their priorities and help them measure their progress. The community college we inspected this year works very well with a variety of organisations to deliver learning that meets national priorities such as youth worker training or the education of offenders.

Nearly all providers inspected this year have improved their systems to measure how well their staff perform. Most providers make good use of facts and figures on how many learners complete the courses and their levels of attainment, to assess their results. However, providers still do not share these statistics with each other well enough to use a comparison of their results to challenge themselves and to raise standards across the area.

Many providers inspected this year have improved the systems they use to assess the quality and standard of their work. They work well together, in three of the geographical areas, to carry out joint assessments of their provision. This helps them compare the quality of their own provision and find out more about the standard of the provision offered to learners in their area. However, not all providers produce plans that help them improve the weaknesses identified in their joint assessments. Many plans do not have measurable targets or enough detail to bring about improvements or to check progress.

Many providers work well together to train their staff. Most providers have good arrangements in place to train staff who do not have teaching qualifications. All providers work well together to provide good-quality venues close to where learners live. Many venues have a good standard of ICT equipment for learners to use.

Section two

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Section two: Partnership working

A summary

Since 1999, education providers have been working together in their local areas to plan and co-ordinate aspects of education through Community Consortia for Education and Training (CCETs), Young People's Partnerships, and 14-19 Learning Area Networks. These arrangements are now changing because of new legal requirements.

Providers of adult community-based learning have improved how they work with each other. In the four local authority areas we inspected this year, providers work well together to plan adult community-based learning. In three of the areas, this joint working has improved the planning and co-ordination of courses. It has also helped providers to jointly assess the quality of their courses. Providers in the other area do not make enough use of the available management information to identify the strengths and weaknesses of the courses they provide and to agree how they will improve.

Last year we reported that half the partnerships inspected were not very good at improving youth support services. This year, there are still significant shortcomings in the strategic planning and quality assurance of youth support services. In about half the local authority areas, partnership structures are becoming more effective as they prepare for the single Children and Young People's Plan. Partnerships have started to improve communication between service providers, such as the local authority, the police, and the health board. Partnerships have also improved the links between key local strategies, for example linking the priorities in the regeneration plan with the Crime and Disorder Strategy.

CCETs have reviewed their responsibilities and activities since the Welsh Assembly Government's announcement to reduce the number of partnerships operating at a local level. The effect of this review is unclear at present.

Network development plans for 14- to 19-year-olds

All 14-19 Learning Area Networks send their network development plans each year to the Welsh Assembly Government for approval and to receive funding. This year, many of these plans have improved as a result of better co-operation between schools, colleges and work-based learning companies.

The development plans offer learners a range of options that highlight school and college provision well, but work-based provision receives less attention.

The main weakness of the plans is the limited analysis of the range of options available to learners. Plans generally fail to identify gaps in provision or where the same courses are on offer. Many plans do not give details of the content of courses or refer to elements of the 14-19 Learning Pathway, such as the learning core or informal learning.

Many of the new vocational courses in the plans are at entry level or level 1. There are too few opportunities for learners to progress beyond these levels, and the courses alone are not likely to increase the job prospects for learners. Also, there are not enough Welsh-medium or bilingual courses and the take-up of the funding available to develop these courses is low, even in areas with many Welsh-speakers.

Area inspection

Area inspections concentrate on a particular aspect of education and training for young people who are aged 14 or over in an area in Wales. Among other things, the inspections look at the standards of provision in schools, further-education colleges and work-based learning providers. In most cases, the area is a local authority area.

In one small, local authority area this year, we carried out a survey of the quality of education and training for learners aged 14 to 19. In recent years, providers have made a lot of progress in working together to increase the number of courses available for learners. They have set up new provision for groups of less able pupils in key stage 4 and for a few learners aged 16 to 19. Providers have worked well with each other to identify all the courses available and to list them in one document that all 14- to 19-year-olds have access to. However, along with most other areas in Wales, there is still some way to go before the number of courses available is as high as it should be. Most learners can only take the courses that are available in their own school. This means that most learners have the same opportunity to follow courses which match their needs and interests. Also, there are a large number of small classes in school sixth forms. Schools do not work together enough to organise sixth form courses as economically as they could. The current pattern of provision for 14- to 19-year-olds in the area still fails to offer a full range of courses.

For more information, see our report at
www.estyn.gov.uk/inspection_reports/Area_inspection_of_provision_for_14_19_year_olds_in_Merthyr_Tydfil_May_2007.pdf

Section three

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Section three: Transforming delivery for learners

This section of the report describes some of the important issues in education and training in Wales that we inspected this year. The Welsh Assembly Government (the Assembly) asked us to look at many of these issues in detail as part of our work so that we could give the Assembly independent advice, based on the evidence presented in our report.

This advice helps to inform the Assembly about what they have achieved so far and what more they need to do in relation to their strategy for change, which is set out in 'The Learning Country: Vision into Action'. Most of this work led to published reports that you can see on our website at www.estyn.gov.uk.

In this section we have included full website addresses for published reports. We collect evidence for other parts of this section from the inspection reports of individual providers, which are also on our website.

Social justice

Disability equality in schools

Under the Disability Discrimination Act 1995, local authorities have a duty to make sure that schools have the resources they need to improve school buildings so that disabled pupils can enter, leave and move around them (for example, widen doorways and corridors, install ramps and so on). We carried out a survey of six local authorities to look at their provision for disabled learners.

In our sample of six local authorities, we found that elected members and local authority officers often do not work together well enough to plan ahead how they will share out resources.

The most effective local authorities work well with parents and other agencies, including local health boards, to make sure that disabled pupils receive appropriate support when they start school. A few local authorities have good arrangements with community health services to provide extra support in schools for pupils who have complex health needs. However, too many schools do not use an appropriate variety of teaching methods, including the use of information and communications technology (ICT), to support pupils' needs. Support staff often do not have enough specialist knowledge to help all disabled pupils.

Only a few of the local authorities have developed effective partnerships between mainstream schools and special schools so that that they can support each other to develop teaching and learning strategies to meet the needs of disabled pupils.

For more information, see our report at
www.estyn.gov.uk/publications/Disability_Discrimination_Act_Remit_Report_2007.pdf

Additional learning needs

There is no common system in place to help learning providers and local authorities to judge how well learners with additional learning needs are doing in relation to their ability, age and learning situation. This means it is not possible to properly compare the achievements of learners with similar needs across schools and local authorities.

Our report sets out proposals for a system to gather information on assessment across learning providers. This report includes examples of good practice in six authorities in relation to learners whose additional learning needs arise from their special educational needs (SEN) and disabilities.

Many special schools make good use of information about pupils' progress to help with day-to-day planning and in monitoring the progress of pupils with SEN. Mainstream schools and local authorities do not monitor and evaluate this progress well enough.

Local authorities do not know enough about the progress and achievements of those pupils with additional learning needs when they are educated other than at school, in schools maintained by other authorities, or in independent schools.

Learning providers and local authorities are not good at sharing important information about learners' work and progress when they move from one provider to another, for example from school to college or work-based learning. As a result, young people and adults with additional learning needs do not always develop well enough the important skills they need for adult life.

For more information, see our report at
www.estyn.gov.uk/publications/Evaluating_outcomes_for_children_and_young_people_with_additional_learning_needs_2007.pdf

Pupils educated outside schools

Local authorities have a duty to find out which pupils in their areas are not receiving an appropriate education either because they are not in school or because they being educated at somewhere other than at school. This duty applies to pupils of compulsory school age.

We carried out a survey of local authorities to find out how they monitor where pupils are being educated if they are not attending school, and how they monitor those children who are not in education at all.

The report identifies three main groups of pupils of compulsory school age who are educated outside school or who are missing out on their education altogether.

These groups are:

- pupils in local authority provision;
- pupils in non-local authority provision; and
- pupils who are 'missing from education'.

All local authorities have procedures to trace pupils who are 'missing from education'. Many local authorities have effective procedures which involve welfare officers actively searching for these pupils and checking school registers to make sure that all pupils are there. Where agencies share information well, it is less likely that pupils can go 'missing from education' because those not attending school are identified early. Our work shows that the different agencies who come across these pupils, such as social services, health and the police, do not share information enough with local authority staff.

For more information, see our report at
www.estyn.gov.uk/publications/Monitoring_the_Location_of_Pupils_May_2007.pdf

Exclusion of pupils

Many schools make good use of Welsh Assembly Government guidance to help improve pupils' behaviour and to reduce exclusions. These schools only exclude pupils when they have tried all other options. As a result, the number of permanent exclusions is low in many schools. However, between 1999-2000 and 2004-2005, fixed-term exclusions (such as for one month) have increased by nearly 150%.

Schools that are most successful at reducing exclusions:

- ✓ have a clear policy for acceptable behaviour of pupils that all staff support and follow;
- ✓ train staff well in managing pupils' behaviour;
- ✓ offer pupils a wider choice of curriculum to meet their needs; and
- ✓ use information such as assessment results to track pupils' progress and to identify any problems.

Some schools use effective alternatives to exclusion, for example 'internal seclusion'. This means keeping pupils inside the school, but away from other pupils, so that they can concentrate on suitable learning tasks to capture their interest and to match their needs. Also, a few schools have established 'time-out' rooms where disruptive pupils can 'cool down' out of the classroom.

For more information, see our report at
www.estyn.gov.uk/publications/Evaluation_of_the_implementation_by_schools_and_local_education_authorities_of_guidance_on_exclusion_June_2007.pdf

Careers companies and stereotyping

We reported this year on good practice in challenging stereotyping for girls and boys in five Careers Wales companies. For example, the number of boys leaving school and going into either work-based learning or employment continues to be higher than the number of girls, while more girls than boys continue in full-time education.

Four companies are good at helping clients to challenge their ideas and beliefs about what careers are open to them, depending on whether they are male or female. There are also examples of good practice in the fifth. Overall, clients become more aware of what this kind of stereotyping means and the possible effect it can have on their choice of career.

All companies make good use of resources to train staff and produce publications that challenge stereotyping. Four Careers Wales companies are looking for specific ways to raise awareness of these stereotyping issues with their partners.

Careers Wales companies do not work together enough to share and to make the most of the good practice in place. They do not have a clear strategy for challenging stereotyping across Wales.

For more information, see our report at
www.estyn.gov.uk/inspection_reports/Good_practice_in_how_Careers_Wales_companies_challenge_gender_stereotyping_April_2007.pdf

Issues for learners

Foundation Phase

A small number of schools and settings are taking part in a pilot study of the Foundation Phase in each local authority in Wales.

Almost all staff working with pupils in the pilot schools and settings are enthusiastic about the initiative and show high levels of commitment to its success. Overall, these staff have learnt new and effective ways of working.

All staff in the pilot schools and settings feel that children are more confident and happier, and concentrate for longer periods as a result of the Foundation Phase. However, they are not measuring enough the effect of these positive changes on children's standards of achievement.

In the majority of the pilot schools, extra staff support children's learning well. These staff have a good understanding of how and what the children are learning. In a few schools, the extra staff do not always get enough guidance on how to stretch and to challenge children's thinking. A few do not provide good models for children in their use of spoken language.

The quality of planning and assessment of the Foundation Phase varies greatly between schools and between settings. A significant minority of staff in schools and other settings are uncertain about how much they should plan and direct children's learning. They spend too much time observing and recording what children do rather than what they are learning.

In the best schools and settings, staff:

- ✓ plan and share ideas as a team;
- ✓ plan carefully across all areas of learning to make sure there is a good balance of activities, both indoors and outdoors;
- ✓ know what skills they want the children to learn and provide a variety of opportunities to develop those skills;
- ✓ plan time to respond to children's interests;
- ✓ provide good opportunities for children to play on their own and with others;
- ✓ plan time to watch children at play; and
- ✓ use assessment information to monitor children's progress regularly and to plan future steps in children's learning.

You can find details of Welsh Assembly Government's strategy for the Foundation Phase in 'Building the Foundation Phase Action Plan' on the Welsh Assembly Government website at new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/early-wales/foundation_phase/foundation_phase_documents/?lang=en

For more information, see our report at
www.estyn.gov.uk/publications/The_Foundation_Phase_Pilots_August_2007.pdf

Improving the learning and teaching of early reading skills

Effective early reading skills are the essential building blocks for learning language and literacy. Being a competent reader and enjoying reading are important for pupils' long-term educational success and personal fulfilment.

In many schools, pupils achieve good standards in their early reading skills. The most effective teachers concentrate on helping pupils to combine the skills of speaking, listening, reading and writing to reinforce the relationship between these aspects of the language. Teachers make sure that pupils are familiar with different strategies to help them read unfamiliar words, including recognising common words, sounding out letters (known as phonics) and understanding how language and stories work.

Pupils enjoy language play, sharing stories, songs and rhymes, handling books and learning to make sense of what they read.

Many educationalists have different views about the value of using phonics to teach reading. They also disagree about the merits of different types of phonic teaching methods. Phonics is an important reading skill, but not the only skill that pupils need to read successfully. There is no firm proof that one type of teaching instruction is more effective than another in teaching pupils to read.

Teaching phonics is most successful when schools:

✓ have structured programmes to teach reading;

✓ follow their programmes consistently; and

✓ choose exciting approaches to learning that motivate pupils.

A minority of schools teach phonics in a limited way. In these cases, the pace of teaching new phonic sounds is too slow. Many schools do not include phonics enough in their teaching of Welsh as a second language.

For more information, see our report at
www.estyn.gov.uk/publications/Improving_the_Learning_and_Teaching_of_Early_Reading_Skills_June_2007.pdf

'Values education'

Most schools provide well for the social, moral, spiritual and cultural development of their pupils. More and more schools use awards to credit pupils for their achievement on courses that promote social responsibility, such as personal and social education.

Many schools do not have a clear understanding of 'social responsibility' or 'values education', or how to apply it to everyday school life. Only a few teachers have had training to help them understand how the subjects they teach can develop and promote socially responsible behaviour.

Social responsibility and respect for others is well established in about a quarter of schools. In these schools, standards, attendance and the behaviour of learners often change for the better, and learners have a better understanding of their role in a democracy. In this quarter of schools, effective school leaders have a clear sense of the values they want to encourage. They consult pupils, and involve the school and wider community in considering these values. They recognise that pupils' social responsibility develops best when their classroom learning reflects the values that are present in all other aspects of school life.

For more information, see our report at
www.estyn.gov.uk/publications/Values_education_an_evaluation_of_provision_of_education_for_the_promotion_of_social_responsibility_and_respect_for_others_2007.pdf

Involving learners (three- to 11-year-olds)

All schools must now have a school council. This has made school leaders more aware of how important it is to involve young people in making decisions about their lives and the work they do. School councils are very effective in involving children and young people in making decisions about how their school is run. They help pupils to take responsibility for their actions and choices, and they make pupils feel their views are valued.

Three-quarters of primary schools are good at preparing learners to take part fully in the life and work of the school and the community, through the subjects they study and also through their involvement in extra-curricular activities (for example, a mini-enterprise project where children plan, make and sell greetings cards). In these schools, children and young people are made to feel secure and encouraged. Staff encourage even very young children to make decisions and choices about how and what they learn, by listening to them and valuing their opinions.

For more information, see our report at
www.estyn.gov.uk/publications/Remit_report_Decision_making.pdf

Education about substance misuse

In primary schools, we found that education about substance misuse is helping to delay the age at which most children start smoking and experimenting with other dangerous substances such as drugs or alcohol. However, in the secondary schools we surveyed, education about substance misuse has had little effect on changing the attitudes and values of a significant minority of pupils who continue to smoke, drink too much alcohol or use illegal drugs.

The Welsh Assembly's Circular 17/02 Substance Misuse: Children and Young People outlines ways in which schools can educate their pupils about the effects of substance misuse. However, it does not provide enough guidance for schools on how to develop an effective co-ordinated approach to substance abuse, especially involving local communities.

Most schools do not assess how effective their substance-misuse programmes are on pupils' attitudes, values and practices. There are often gaps in pupils' knowledge and understanding about important issues relating to the physical, emotional and mental-health consequences of taking illegal drugs or legal substances such as alcohol or tobacco. Pupils do not understand all of the links between substance misuse and violent behaviour, unsafe sex, and damage to an unborn child.

The Welsh Assembly Government funds most of its substance-misuse work in schools directly through its 'All Wales Police Liaison Core Programme'. However, the planning, teaching, monitoring and resourcing of these programmes in schools is often not well co-ordinated in each local authority. This makes the work less effective than it might be, for example in developing a fully-integrated, multi-agency approach to help prevent substance misuse by children, young people and vulnerable families.

For more information, see our report at
www.estyn.gov.uk/publications/Substance_Misuse_Children_and_Young_People_in_Welsh_Assembly_Government_June_2007.pdf

Guidance on sex and relationships

The teenage pregnancy rate in Wales is consistently higher than in Western Europe or England. To address this problem, schools in Wales and their wider communities need to do more to teach young people about the moral and emotional aspects of sex and relationships. Young people could then make more informed choices through, for example, having a better understanding of the responsibilities of caring for a baby or the possible consequences of contracting and passing on a sexually transmitted disease.

Only a minority of schools plan and deliver sex and relationships education to high standards. The majority of schools rely on individual sessions, sometimes from the school nurse, but these only provide basic facts about sex education. Only a few schools provide opportunities for learners to get involved in real discussions about moral and emotional issues. This is often due to embarrassment or a lack of confidence on the part of teachers. However, even in schools where there is best practice, teenagers often face pressure from their friends to have sex and take part in risky behaviour, which many find difficult to resist.

Local authorities do not take enough of a directional lead in co-ordinating the work of health professionals, and social and youth workers to make sure that all schools teach about sex and relationships consistently and effectively.

For more information, see our report at
www.estyn.gov.uk/publications/Sex_and_Relationships_Guidance_2007.pdf

Girls' involvement in physical education

There are many factors that influence girls' involvement in physical activities. These include their own feelings about physical education (PE), peer pressure (in other words, pressure from their friends), their parents' attitudes and how women's sports are covered in the media. However, schools have an important role in encouraging girls to take an active part in physical education.

The National Curriculum allows for a range of activities for girls, but many schools only offer team games such as hockey and netball that, in general, are less appealing to girls as they grow older. As a result, some girls try to avoid PE lessons, especially when they become teenagers, with most girls preferring more creative fitness activities such as yoga, dance or aerobics.

Many schools still have old-fashioned, open changing rooms. Many teenage girls often find these types of facilities embarrassing to use because of the lack of privacy.

Many girls are happier to take part in sport when they are dressed comfortably and they feel that the kit they wear is attractive and flattering. As a result, some schools have relaxed their rules about dress, while still meeting hygiene and safety requirements.

A few schools sensibly arrange key stage 4 PE lessons at the end of the day. This means that pupils can avoid sitting in lessons that follow PE feeling hot and uncomfortable, or with wet hair.

For more information, see our report at
www.estyn.gov.uk/publications/Girls_participation_in_phyisical_activity_in_schools_July_07.pdf

Welsh Baccalaureate Qualification

The number of learners completing the Welsh Baccalaureate Qualification increased from 493 in 2005 to 2,110 in 2007. This year, 18 centres are running a trial of the Foundation Diploma of the Welsh Baccalaureate Qualification, which is targeted at less able learners. In the first set of results at this level, 86% of learners completed the qualification and gained the award. In these centres, teaching is effective and learners' files are well organised and contain interesting studies about Wales, Europe and the rest of the world.

Chart 24: Attainment of learners in 2005, 2006 and 2007			
Welsh Baccalaureate Qualification	**2005** Percentage of learners who completed the course and gained the qualification	**2006** Percentage of learners who completed the course and gained the qualification	**2007** Percentage of learners who completed the course and gained the qualification
Advanced Diploma	77%	76%	82%
Intermediate Diploma	50%	64%	73%
Foundation Diploma	No figure available	No figure available	86%

In the Foundation and Intermediate Diploma, two-thirds of learners who complete the course and gain the qualification are female. There is little evidence to show why there is this difference between the sexes. In the Advanced Diploma, there is a more even distribution between the sexes, with about half of all males and females completing the course and gaining the qualification. Almost three in every 10 learners at intermediate level fail to complete the qualification.

There are many reasons why rates of attainment are low. They include the difficulty that learners have in meeting the requirements of key skills assessments and the decision by some learners to focus on their A-levels at the expense of the baccalaureate. In these cases, key skills are often not taught effectively and teachers do not always provide effective guidance on how learners can complete their individual investigations to the necessary standard.

For more information, see our report at
www.estyn.gov.uk/publications/Supplementary_Guidance_for_Inspecting_the_Welsh_Baccalaureate_Qualification_May_2007.pdf

Welsh and bilingual education

When making judgements on standards of bilingualism, we take into account the language normally used by the providers, such as schools and colleges, and the area they serve.

Provision for developing pupils' bilingual skills in schools is similar to last year. It is good in just over two-thirds of primary schools and in around half of all secondary schools. In an increasing number of English-medium primary schools, pupils have good opportunities to come into contact with the Welsh language in situations other than their Welsh language lessons.

However, most English-medium secondary schools still do not provide enough opportunities to use Welsh in this way. In too many of these secondary schools, far too few pupils choose to follow the full GCSE Welsh as a second language course (see the next section, 'GCSE short courses in Welsh as a second language').

The number of pupils who have all their lessons in Welsh is growing steadily. In primary schools, the percentage of pupils taught mainly in Welsh has increased slightly from 18.2% in 2002 to 20.3% in 2007. The percentage of pupils taught Welsh as a first language in secondary schools has increased from 14.4% in 2002 to 15.4% in 2007.

In some areas, local authorities have helped schools to successfully introduce Welsh as a teaching medium in traditionally English-medium primary schools. This improves access to Welsh-medium education and raises standards of bilingual education. In some areas, there are still too many pupils who switch from using Welsh as a first language to Welsh as a second language when they move to secondary school.

Around two-thirds of the special schools and pupil referral units we inspected have important shortcomings in their provision for developing pupils' bilingual skills. Independent schools do not have to teach Welsh, but a small minority of them make good provision for the language.

One of the further-education colleges we inspected this year has outstanding provision for developing students' bilingual skills. Also, the small number of other colleges we inspected are making good progress in developing bilingual or Welsh-medium provision.

Many colleges have improved the support they offer Welsh speakers. However, the overall uptake of assessment using Welsh is very small, even in areas where Welsh-speaking students form a large section of the learners.

Three out of the five adult and community-based learning providers we inspected are making good progress in extending their Welsh-medium provision. In contrast, very few learners in work-based learning providers complete qualifications in which they have had to use Welsh throughout. Learners do not have access to enough Welsh-medium courses in around 60% of these providers. This is also the case in the three youth support services we inspected. The limited Welsh-medium provision from these providers means that young people and adults learning Welsh miss out on valuable opportunities to use and to develop their language skills.

The teacher-training course we inspected this year has very good bilingual provision. Courses where tutors teach bilingually are helping all trainees to learn particular subject terms in both languages. The Careers Wales Company we inspected has good provision for Welsh-speaking clients. However, it has difficulty in arranging enough work-experience placements that offer the opportunity for their clients to use Welsh. In the Workstep programme we inspected, which provides job support for people with disabilities, employees communicate well in both Welsh and English.

Some providers are making good progress in developing Welsh or bilingual opportunities for learners as a result of working together. However, many learners in most parts of Wales still do not have enough opportunities when they leave school to continue their learning in Welsh or bilingually. Where courses are available, providers often do not do enough to show learners the benefits of choosing them.

For more information, see our reports at
www.estyn.gov.uk/publications/Bilingualism_in_Secondary_Schools_2007.pdf and www.estyn.gov.uk/publications/Supplementary_guidance_for_inspecting_bilingualism_in_special_schools_and_PRUs_2007.pdf

GCSE short courses in Welsh as a second language

Schools that teach Welsh as a second language can enter pupils for either the full GCSE course or the short course.

The number of pupils who follow the full GCSE course in Welsh as a second language has fallen from just over 12,000 in 2004 to about 9,500 in 2006. Over the same period, there has been a corresponding increase in those entered for the short course. In Carmarthenshire, Ceredigion, Gwynedd, Anglesey and Conwy, the vast majority of pupils who study Welsh as a second language to GCSE level now follow the full course.

However, the pattern varies in the rest of Wales. In south-east Wales, in particular, there has been a very big increase in the number of pupils following the short course. Even in areas where there are Welsh-speaking communities, only a small proportion of pupils in some schools follow the full GCSE course.

Only one pupil in every five of those entered for the short course sits the higher level examination. As a result, many pupils who are capable of gaining the higher grades gain no higher than a grade C.

Most schools that offer the short course do not give it enough teaching time and, in a few, it gets as little as half an hour a week. This results in pupils failing to reach the grades they are capable of, low levels of motivation and negative attitudes towards learning Welsh.

For more information, see our report at
www.estyn.gov.uk/publications/GCSE_Welsh_second_language_short_course_October_2007.pdf

RAISE – 'Raise attainment and individual standards in education'

In May 2006, the Welsh Assembly Government provided extra funding for schools to 'raise attainment and individual standards in education' (RAISE). Schools where more than 20% of pupils are entitled to free school meals get extra funding. We inspected a sample of projects and produced an interim report in July 2006 on the effect of the RAISE initiative.

Initially, schools did not have enough time to prepare their plans for spending the extra money and only a few schools set up new projects. Most schools used the funding to improve aspects of their existing literacy and numeracy provision for disadvantaged pupils. A few other schools have used the funding to try to improve pupils' attendance or to develop their thinking skills.

Most schools manage their RAISE projects well and have clear, set starting points from which they can judge the progress pupils make, especially in primary schools. These schools understand the link between disadvantage and underachievement. However, a few secondary schools have chosen pupils for the projects based simply on whether they underachieve in school rather than on whether their progress is held back by social and economic disadvantage.

Nearly all local authorities monitor the RAISE action plans of their schools. However, during the early stage of the initiative, many did not co-ordinate activities between schools or work closely enough with other local authorities to make the most of the action plans. Also, progress in setting up regional co-ordinators across Wales was slow.

Although it is too early to judge the full effect of the projects, most pupils are responding well to the extra opportunities they provide. However, many schools are not planning thoroughly enough how best to continue the benefits of the projects when the RAISE funding ends.

For more information, see our report at
www.estyn.gov.uk/publications/The_impact_of_RAISE_funding_an_interim_report_July_2007.pdf

CLIC Online – the Careers Wales Association's advice service

CLIC Online is a free information and advice service in Wales for young people between 11 and 25 years old. The Careers Wales Association manages the project and the Welsh Assembly Government funds it.

We reviewed the service at around the halfway stage of the four-year project. We found that the information service is relevant, useful and effective for the young people who use it. Three-quarters of young people we spoke to said that they had used CLIC Online. However, not enough people know about the service and young people do not have enough opportunities to contribute to the design and development of the service.

The CLIC Online website is written in a style appropriate for young people aged between 11 and 18, but it is not as suitable for those who are between 19 and 25 years old. It does not have enough targeted information for young people with learning difficulties or for those with eyesight or hearing difficulties.

The Careers Wales Association does not plan, monitor or assess the performance and progress of CLIC Online well. As a result, it cannot identify what future financial resources it will need to develop the service further.

For more information, see our report at
www.estyn.gov.uk/publications/Review_of_the_Management_and_Delivery_of_the_National_Information_and_Advice_Project_CLIC_Online_May_2007.pdf

Supporting practitioners

Aiming for Excellence

Aiming for Excellence is a Welsh Assembly Government programme to help secondary schools improve teaching and raise standards at key stage 3.

As a result of the programme, teaching at key stage 3 has improved in many schools and is now more interesting and varied. Pupils are making better progress and overall standards have improved because teachers are better able to:

- ✓ plan challenging work that builds on what pupils have already learned;
- ✓ help pupils to learn in the ways that suit them best as individuals;
- ✓ challenge pupils to think creatively and imaginatively;
- ✓ set practical tasks for which pupils need to think for themselves and work with others to solve problems;
- ✓ develop pupils' literacy, numeracy and ICT skills in all lessons; and
- ✓ explain clearly to pupils how they can improve their work.

However, less able pupils with poor basic skills make the least progress because they do not get the help they need, particularly to improve their writing. Most of these pupils are boys. Pupils with very high ability often do not do as well as they could because teachers do not give them work that is challenging enough. Again, most of these pupils are boys.

For more information, see our report at
www.estyn.gov.uk/publications/Aiming_for_Excellence_Programme_2007.pdf

The Physical Education and School Sport initiative

The Physical Education and School Sport (PESS) initiative was introduced by the Welsh Assembly Government in 2001. It has improved pupils' opportunities, experiences and standards in physical education across the country. It has also helped to improve pupils' behaviour and attitudes, and to develop pupils' wider skills.

Last year, around 10,000 teachers attended relevant training at PESS centres where the initiative has been introduced. Courses cover a range of issues relating to teaching physical education, including teaching pupils with special educational needs and using ICT in PE lessons.

The training is particularly effective in helping primary school teachers to develop the skills they need to teach physical education better. It has also helped teachers to plan appropriate activities for pupils across primary and secondary schools.

The initiative is particularly successful when school leaders make clear the advantages that physical education can have for pupils' health and how it can improve their academic and social lives. The initiative works best when schools get regular support and advice from specialist PE advisers.

For more information, see our report at
www.estyn.gov.uk/publications/Sport_Action_Plan_progress_03_07.pdf

Physical education and outdoor safety

Since our 2005 report on safety in physical education and outdoor activity, schools and local authorities have made good progress. They have improved how they manage health and safety in physical education, including school sports and outdoor activities.

All local authorities have agreed that schools should have access to advisers in outdoor education and several have already appointed appropriate specialist staff.

Advisers give helpful advice to teachers on organising new and unfamiliar activities, including those on water and up in the hills and mountains, and when organising overseas visits. However, five local authorities still do not have a suitable person available to provide this much-needed support to schools.

Most local authorities recommend, in our opinion appropriately, that schools buy a copy of the safe-practice guidance produced by the British Association of Advisers and Lecturers in Physical Education. However, smaller schools often rely on out-of-date versions of this guidance. Local authorities should make sure all schools have an up-to-date version of this guidance available.

Most local authorities arrange for schools to record risk assessments and to report any incidents immediately. However, schools do not share information about incidents with other schools often enough, even though this could help them to avoid similar accidents happening to them.

All local authorities issue schools with their own guidance on travelling abroad and most also provide guidance from the Welsh Assembly Government. Only about half of local authorities have offered in-service training to teachers who lead educational visits.

For more information, see our report at
www.estyn.gov.uk/publications/Health_and_Safety_in_school_sports_2007.pdf

The professional development of teachers

Welsh Assembly Government funding programmes

The General Teaching Council for Wales manages a large part of the funding for professional development activities for teachers on behalf of the Welsh Assembly Government.

The categories of funding on offer are appropriate for teachers' different learning needs. The funding gives teachers the chance to decide how they can improve their teaching and other work in school. This opportunity to choose their own professional development motivates most teachers and often gives them new energy and enthusiasm in the way they teach.

Overall, the fund has a good effect on schools. Many teachers link their projects well to their personal work objectives or to objectives in the school development plan. The effect of the projects on schools is greatest where senior staff help teachers to share the outcomes of their work and give them opportunities to lead developments.

While there has been improvement over time, the effect of these new ways of working as a result of development training varies a great deal. Too many teachers do not monitor and assess enough how effective new ways of teaching are in helping pupils to improve their standards of achievement.

More and more, headteachers encourage teachers to apply to the fund for development opportunities that they cannot provide through school budgets. In a few cases, teachers' applications are not successful and this means the teachers involved lose their motivation.

For more information, see our report at
www.estyn.gov.uk/publications/Impact_of_the_CPD_programme_Summer_2006_Spring_2007.pdf

Teachers' induction and early professional development

Overall, the induction and early professional development programme helps teachers settle into the teaching profession well. The programme gives them the time and help, in their first teaching post, to build on what they have learned during teacher training.

Many new teachers enjoy developing the way they teach and seeing their pupils make good progress. New teachers can decide how to use the money provided for their own development, and this provides powerful and effective motivation to improve their teaching skills and their pupils' learning.

As a result of the help and funding received in their early years of teaching, most teachers we interviewed want to stay in teaching as a long-term career. They generally have a good idea of other roles in teaching they may want to take on in future years.

However, for a few teachers, the programme does not help them to find job satisfaction or to encourage them to stay in teaching. These are mostly primary school teachers who do not have full-time jobs. They are often not able to get the help and guidance they need because they are not in a teaching post long enough in any one school to take part in all relevant activities.

For more information, see our report at
www.estyn.gov.uk/publications/Induction_and_EPD_Programme_September_2007.pdf

Information and communications technology in schools

Standards of achievement in information and communications technology (ICT) in both primary and secondary schools have improved in the last four years. However, primary schools have improved faster than secondary schools. Two-thirds now have good or very good standards in ICT compared with just over half of secondary schools.

Standards of achievement in ICT vary too much from school to school and even between classes in the same school. This is especially the case in many secondary schools where teachers do not build enough on pupils' experiences of ICT in primary school. There are wide variations in the development of pupils' ICT skills between subject departments within secondary schools. This leads to lower standards overall in ICT in secondary schools compared with primary schools. Some of the best work is in English, mathematics and design technology subjects.

The two-thirds of primary and just over half of secondary schools that make the greatest improvements in ICT have senior managers who:

- ✓ make sure that there is a clear focus on ICT to support teaching and learning across the curriculum;
- ✓ encourage teachers who use ICT skilfully and effectively in lessons to show other teachers how to improve their teaching by using ICT; and
- ✓ make sure pupils' ICT skills develop effectively and in stages between primary and secondary schools.

The Better Schools Fund provides resources for training teachers in ICT. Local authorities and primary schools generally make effective use of this funding. In the last five years, most primary and special schools have made good progress in making sure that their staff have the skills and confidence to teach ICT. However, only a minority of secondary schools have made similar progress.

To improve further, schools and local authorities should help expert teachers to work with the other teachers to achieve greater consistency in standards of achievement in ICT, between classes in the same schools and from school to school. To support this work, the Welsh Assembly Government needs to continue to fund ICT in schools through the Better Schools Fund and to provide guidelines on how to assess how ICT affects pupils' work.

For more information, see our report at
www.estyn.gov.uk/publications/Better_Schools_Fund_Provision_for_ICT_2007.pdf

Welsh and Welsh-medium training for teachers

WJEC receives funding from the Better Schools Fund to support Welsh and Welsh-medium training for teachers. It employs a professional development officer to:

- arrange training events for teachers;
- keep a register of approved trainers; and
- develop resources to support training.

The arrangements for managing the Welsh-medium in-service training programme are not as well developed as they are for the Welsh language programme.

The professional development officer works well with local authority staff to plan and to develop resources and training. Each local authority is given a set number of training sessions and this helps them to choose training that is relevant for their needs. However, the way that the allocation is worked out means that there is not always a suitable spread of Welsh-medium training.

WJEC asks local authorities to assess its training courses. However, it does not formally judge the effect that its training and training materials have on improving the standards that pupils achieve.

For more information, see our reports at
www.estyn.gov.uk/publications/WJEC_national_INSET_programmes_October_2007.pdf and
www.estyn.gov.uk/publications/cy_WJEC_national_INSET_programmes_October_2007.pdf

The professional development of leaders

National Professional Qualification for Headteachers

A new National Professional Qualification for Headteachers (NPQH) course started in Wales in January 2006. The trainers are well prepared with expert knowledge and good experience of leadership.

The new course links well with the Standards for Headteachers in Wales. This means that trainees focus on the skills and abilities they will need as headteachers. However, the course does not pay enough attention to the key issues that affect headteachers in Wales, for example, Iaith Pawb, community-focused schools and 14-19 Learning Pathways. The course also does not develop trainees' research skills well enough.

Most trainees cope well with the course. They share ideas effectively about how to lead primary and secondary schools. Trainees gain a good understanding of how schools are managed, but they do not always focus enough on how headteachers plan for the future or what leaders do in other education settings.

For more information, see our report at
www.estyn.gov.uk/publications/Review_of_the_revised_National_Professional_Qualification_for_Headship.pdf

The Consultant Leadership Programme for Headteachers

This programme is designed to help experienced headteachers develop their leadership skills.

Headteachers develop good coaching skills to help other senior teachers to improve schools, and headteachers use these skills well to develop teachers in their own schools. However, in many cases, the headteachers are not able to help senior teachers enough in other schools. This is because they often cannot afford the time away from their own schools, and because local authorities do not plan well enough how they could use the headteachers to help improve other schools.

Overall, the quality of the training materials is good, but there is not enough focus on Welsh issues or the Welsh language.

For more information, see our report at
www.estyn.gov.uk/publications/The_Consultant_Leadership_Pilot_Programme_for_Headteachers_in_Wales_May_2007.pdf

Leadership and strategic management in the further-education sector, work-based learning sector and adult community-based learning sector

There is a clear link between learner success and effective leadership and management and this is especially effective in further education and the adult community-based learning sector.

The most recent inspections show a lot of improvement in the quality of leadership and strategic management in work-based learning, with a third of work-based learning providers we inspected having very effective leadership and strategic management. However, there is a growing gap in achievement between those providers who have effective leaders and managers, and those who do not.

Leaders and managers are finding it difficult to take forward local strategic partnerships to bring about significant change in the post-16 education and training on offer. Many are reluctant to get involved with initiatives that might threaten aspects of their own provision. More could be done through better targeted funding of post-16 education and training to more accurately reflect the needs of local businesses and learners.

The most effective leaders and managers regularly and consistently analyse the progress of their organisations and the achievement of their learners. Confusion about national changes to data-management systems has hampered leaders and managers in their management of quality and planning.

Leaders and managers in further education now have well-structured professional development opportunities. These opportunities are often significantly less in the other sectors, particularly in private-sector training providers.

For more information, see our report at
www.estyn.gov.uk/publications/Leadership_and_strategic_management_in_the_further_education_May_2007.pdf

The National Voluntary Youth Organisations Grant

The National Voluntary Youth Organisations Grant has had a very positive effect on voluntary-sector youth work. The grant funds many of the well-established programmes available to young people and, as a result, young people have better educational opportunities which make a difference to their lives.

About half the organisations who receive the grant use it very well to support the administration of their own organisations and programmes, but a quarter are not clear about how best to spend their allocation.

A few organisations use the grant effectively to contribute to youth policy development, but many organisations receiving the grant do not always respond to and introduce national policy developments as well as they could. This is because they do not recognise the relationship between national youth policies and their own work.

Many of the organisations use the grant to fund effective programmes, such as award schemes and badges that recognise young people's achievements. However, organisations often do not have procedures in place to monitor the effect and quality of these programmes.

For more information, see our report at
www.estyn.gov.uk/publications/National_Voluntary_Youth_Organisations_2007.pdf

How well learners studying social-care courses achieve in further-education colleges and work-based learning

We inspected health, public services and care in seven work-based learning and seven further-education providers. All seven further-education colleges performed well. There are shortcomings in six of the work-based learning providers. The standards that learners achieve in two of these have shortcomings in significant areas.

Learners in further-education colleges are more successful in achieving their qualifications than those learners studying with work-based learning providers. A large number of work-based learners do not gain their qualification frameworks.

In all providers we inspected, the achievement, progress and skills development of learners still on their programmes were generally good. In many, they were often very good and sometimes outstanding.

All learners develop appropriate, and often very good, occupational and practical skills and perform well in the workplace.

For more information, see our report at
www.estyn.gov.uk/publications/Training_for_the_social_care_sector_in_work_based_learning_and_further_education_July_2007.pdf

What will learning look like?

Transforming schools

Across Wales, schools are at different stages in making the changes needed to bring them into the 21st century. While the overall quality of education has generally improved for learners, our discussion paper, 'Transforming schools', outlines why schools need to make more significant changes to make further progress. We highlight how schools need to respond to the many challenges and opportunities that exist in a rapidly changing and competitive world. Our discussion paper supports the Welsh Assembly Government's vision in 'The Learning Country' of a far-sighted, ambitious agenda for education and lifelong learning to rival the best in the world.

The report explores different aspects of school provision, and how schools can adapt to provide learning tailored to each individual's needs. We refer to changes needed in teaching and learning practices, the use of technology, the skills curriculum, staffing structures and school accommodation. We argue for the need to replace outdated and rigid organisational practices in schools, such as the daily and term schedules, with modern working practices that are in line with other public services.

Our report also highlights the growth of school-community provision across Wales, and the role of the range of partners who now contribute to all aspects of pupils' learning, health and well-being. We emphasise that leaders and managers of the future will need to be more ambitious and creative in the way they use the skills and resources of their staff and community partners as well as time, resources and accommodation. We consider that schools need greater flexibility in the way that they are organised, managed and staffed to be more responsive to learner and community needs.

We conclude that no one organisation or individual alone can tackle or solve the challenges facing schools, and that increased co-operation and continuing high expectations are needed if we are to see further progress in education and improvement for learners.

For more information, see our report at
www.estyn.gov.uk/publications/Transforming_Schools_A_Discussion_Paper_2007.pdf

School buildings and their effect on pupils' performance

Many local authorities in Wales have not decided how many schools they will need in the future at a time when pupil numbers are falling steadily due to a drop in the birth rate. Currently, local authorities have estimated that there is a backlog of repair and maintenance work of around £640 million in their schools. The cost of making their schools fit for modern education has not yet been estimated, but it will be significantly higher. Ageing school buildings that are in a poor state of repair do not meet modern teaching and learning needs. Inadequate buildings make improvements in standards of work more difficult to achieve.

In nearly all schools with new or refurbished buildings, we have seen improvements in the quality of teaching and standards of pupils' work. In some cases, the improvement in standards has been significant, particularly in a few schools in communities that have a high level of social and economic deprivation.

Improvements in the quality of buildings have a beneficial effect on staff morale and this often has a positive effect on pupil performance.

Most schools offer pupils more choices of subjects and out-of-classroom activities than in their previous buildings due to the extra space and better facilities. Also, the provision the school makes for activities before and after school significantly improves.

However, better buildings alone do not necessarily improve pupils' performance and teaching. Good leadership and management are also major influences on levels of improvement.

To make all school buildings fit for purpose, the Welsh Assembly Government should continue to provide local authorities with building improvement grants. Local authorities and schools should, in turn, make sure there is a clear link in their plans between the strategies for improving school buildings, reducing the number of empty school places and raising standards.

For more information, see our report at
www.estyn.gov.uk/publications/School_Buildings_2007.pdf

The common inspection framework

The common inspection framework for education and training in Wales centres on seven key questions that apply to the provider as a whole, as well as to any aspects of their work such as areas of learning, subjects, courses and programmes. The key questions are as follows.

Standards

1 How well do learners achieve?

The quality of education and training

2 How effective are teaching, training and assessment?

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

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

Leadership and management

5 How effective are leadership and strategic management?

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

7 How efficient are leaders and managers in using resources?

The scale of inspection

The inspection arrangements, introduced in September 2004, involve a different approach to inspection. These arrangements include the idea of levels of risk as the basis for selecting a particular type of inspection. There are clear conditions for identifying the scale of risk.

There are three types of inspections: full, standard and short. In all types of inspection, inspectors evaluate and report on all seven key questions of the common inspection framework. However, the type of inspection depends on the level of risk. High-risk providers receive a full inspection which includes evaluating all the education and training programmes they offer. In a standard inspection, inspectors evaluate and report on about half of the provision. In a short inspection, an even smaller sample of provision is inspected, including an evaluation of the planning, delivery and standards in key skills.

Glossary

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Glossary

14-19 Learning Networks	A strategic group of providers of education and training in a local area, set up as part of 'Learning Pathways 14-19' (see later in this glossary)
A-level	General Certificate of Education at advanced level
access	A local authority service dealing with: • the provision of an appropriate range and number of school places; • admissions to schools; • home-school transport; and • the management of the condition and suitability of all school buildings.
achievement	Inspectors judge achievement by how well learners are doing in relation to their ability and by the progress they make. (See also attainment.)
additional learning needs (ALN)	This term covers a very wide range of needs. We use the term ALN in relation to learners who have needs besides those of most of their classmates, for a number of different reasons, including learners who: • have special educational needs (SEN), as defined within the SEN Code of Practice for Wales (2002); • are disabled, as defined within the Disability Discrimination Act 1995; • have medical needs; • have emotional, social and behavioural difficulties; • are more able and talented than most of their classmates; and • are learning English as an additional language.

Glossary

adult community-based learning or adult learning	The range of courses and classes offered to adults in community venues including adult basic education, English for speakers of other languages (ESOL), Welsh for adults, and subjects such as information and communications technology, languages, arts and crafts, personal development and academic study
area inspection	In area inspections, we inspect the quality and availability of a specific type of education or training for 14- to 19-year-olds in a given area in Wales.
ASSET	Youth offending team workers use ASSET forms to record and assess each young person's needs at the beginning and at the end of every intervention (in other words, when a young person's behaviour is such that the adult in charge has to step in). These forms list all risk factors to do with offending behaviour. Workers score each section so that they can measure changes in young people's behaviour.
attainment	How well learners are doing as measured in national tests and in the qualifications or credits they gain (see also achievement)
autism	Pupils with autism have difficulties with social relationships, social communication and imaginative thinking. Pupils cover the full range of ability and some may have other learning difficulties or disabilities as well.
basic skills	The ability to speak, read and write in Welsh or English and to use mathematics at a level needed to function at work and in society.
benchmark data	This refers to the assessment information that schools use to compare their performance with that of other schools.
bilingualism or bilingual skills	The ability to speak, read and write in two languages

Glossary

CSSIW	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Assembly Government.
Children and Young People's Plans	Under current arrangements, local education authorities have to produce separate Children and Young People's Framework Plans, Children's Plans and Young People's Plans. These are to co-ordinate the education and training for children and young people from birth to the age of 24. From 2008 onwards, all these plans, including the Single Education Plan (see later in this glossary) will be merged into the first of the new combined plans under the Children Act. These new plans will be called Children and Young People's Plans.
collective worship	By law, schools must hold collective worship (assemblies) which must be wholly or mainly Christian in nature.
Community Consortia for Education and Training (CCET)	Local groups of education and training providers for learners over 16. Each consortium meets regularly to discuss and plan local provision.
compulsory school age	Compulsory school age covers the period when children have to receive a suitable education. It starts when a child reaches the age of five and they must start school in the term following their fifth birthday. It finishes on the last Friday in June in the school year in which the child reaches the age of 16.

Glossary

continuing professional development – funding categories administered by the General Teaching Council for Wales (GTCW)	• Professional Development Bursary – up to £600 (visits outside Europe – up to £1,000) – for a development activity of the teacher's choice, including within and outside the UK • Teacher Research Scholarship – up to £2,500 – to carry out research on an area relevant to the individual's classroom, school or department • Teacher Sabbatical – up to £5,000 – to allow a teacher to take an extended period of study or to develop skills in a different environment that they can pass on to their pupils • Professional Network – up to £8,000 – to allow a group of teachers to work together on a regular basis • The Group Bursary – up to £3,600 (between three and six teachers in one group) – to allow teachers to work together to develop the classroom practice of those teachers within the group
core subject indicator (CSI)	This indicator shows the percentage of pupils who attain the level expected of them in mathematics, science and either English or Welsh as a first language.
Crime and Disorder Strategy	The Crime and Disorder Act 1998 placed responsibilities on local authorities, the police, police authorities, health authorities and probation committees to co-operate in developing and putting into practice a strategy for tackling crime and disorder in their area.
Criminal Records Bureau	Attached to the Home Office, this agency was set up to help organisations make safer recruitment decisions. It provides access to information on criminal records.
Cymorth	Welsh Assembly Government funding for children and youth support services. It is aimed at children and young people who are from disadvantaged families. Children and Young People's Partnerships manage this funding.

Glossary

Department for Children, Education, Lifelong Learning and Skills (DCELLS)	DCELLS is part of the Welsh Assembly Government.
Department for Work and Pensions	Replaces Jobcentre Plus. This is the government organisation that deals with unemployed people and helps them find work.
desirable outcomes for children's learning	The desirable outcomes for children's learning set out six areas of learning and experience that aim to help children meet the legal requirements of the National Curriculum when they are five years old. The six areas are: • language, literacy and communication; • personal and social development; • mathematical development; • knowledge and understanding of the world; • physical development; and • creative development.
Dysg	A division within the Department for Children, Education, Lifelong Learning and Skills (DCELLS) which focuses on improving the quality of teaching and learning in the post-14 education and training sector
early professional development	A programme of professional development for teachers in their second and third years of teaching. These teachers receive funding from the Welsh Assembly Government to further develop their skills as teachers.

Glossary

early start schools	These are schools and settings that have been chosen to introduce the Foundation Phase a year earlier than other schools and settings in Wales.
early years	This refers to the education provided for young children, usually up to five years of age, before compulsory schooling begins.
education other than at school	Education that is provided for pupils who, for a variety of reasons, cannot go to school. Often, these are pupils whose social, emotional and behavioural needs have led to them being excluded from school. Other examples include pupils who are unable to go to school for health reasons. The educational provision outside the school setting includes: • registered pupil referral units (see later in this glossary); • education at home by the local authority home tuition service; • education and training provided by external agencies such as the youth offending team, voluntary agencies or work-based providers; and • pupil referral units that are not registered and so are not inspected.
education welfare officer	They work with schools, pupils and families to deal with issues of poor attendance.
elected members	These are councillors who have been elected by citizens of an area to represent them on the council of a local authority for a four-year term.
English as an additional language (EAL)	This refers to pupils whose first language is not English.

Glossary

English for speakers of other languages (ESOL)	Courses for adults whose first language is not English. They take these courses to improve their English-language skills.
exclusion	When a learner is told not to come to school either for a fixed term (for example, one week) or permanently
Extending entitlement	A central policy of the Welsh Assembly Government, which was published in 2001. It promotes an entitlement-based approach to providing support and services for all young people aged 11 to 25. There are 10 'entitlements' which the Welsh Assembly Government wants all young people to have. These include education, training and work experience which meets their needs.
Foundation Phase	A Welsh Assembly Government initiative covering the early years and key stage 1 (children aged between three and seven). From September 2004, 42 settings are testing this out. The initiative aims to provide a broad, balanced and varied curriculum in seven areas of learning to meet the different developmental needs of young children. The seven areas of learning are: • personal and social development and wellbeing; • language, literacy and communication; • mathematical development; • bilingual and multicultural understanding; • knowledge and understanding of the world; • physical development; and • creative development.

Glossary

General Certificate of Secondary Education (GCSE)	This qualification is gained by most young people aged 16.
global citizenship	Learning about how activities and events across the world affect our lives, and how our lives can affect other people
Iaith Pawb	The national action plan for a bilingual Wales launched by the Welsh Assembly Government in 2003. It contains over 60 action points to promote bilingualism.
inclusion	An ongoing process in education concerned with breaking down barriers to learning and increasing the involvement of all learners in local schools
independent school	A school that is not maintained by a local authority and, under section 172 of the Education Act 2002, includes any school providing full-time education for five or more pupils of compulsory school age or at least one pupil with a statement of special educational needs or who is 'looked after' (see 'looked-after children' later in this glossary)
Independent School Standards	A range of standards against which independent schools are judged. Schools must meet these standards before they can be registered, and continue to meet them as a condition of their ongoing registration. The standards are set out in the Education (Independent School Standards) Regulations 2003. There are seven standards and these are broken down into more than 100 regulations.
Keeping in Touch (KIT)	The Welsh Assembly Government has asked youth support services to be more co-ordinated in how they support young people who are not in education, employment or training. This is generally known as the 'Keeping in Touch' strategy, or KIT. This strategy is about helping organisations share information more effectively in order to help young people get into and remain in education, training or employment.

key skills (for pupils aged 16 and under)	The key skills are: • speaking; • listening; • reading; • writing; • using numbers (numeracy); and • using information and communications technology. The wider key skills for pupils aged 14 to 16 are: • problem-solving; • improving their own learning and performance; and • working with others.

key skills qualifications (for learners aged over 14)	The key skills are: • communication; • application of number; and • using information and communications technology. The wider key skills are: • problem solving; • improving learning and performance; and • working with others. These key skills are available from level 1 to level 4. As learners progress through the levels, they move from straightforward to more complicated tasks. They also have to show an increasing ability to use higher-level skills such as analysis, evaluation and justification.
key stages	The National Curriculum divides the period of compulsory education into the following four key stages: • key stage 1 for pupils aged five to seven; • key stage 2 for pupils aged seven to 11; • key stage 3 for pupils aged 11 to 14; and • key stage 4 for pupils aged 14 to 16.
learning area	In further education and work-based learning, subjects are grouped together into 'learning areas'. We award grades and write inspection reports under learning area headings.

Glossary

learning core	The learning core is one of the six parts of Learning Pathways 14-19. It is concerned with the skills, knowledge, understanding, values and experiences that all young people need to prepare them for life.
Learning Pathways 14-19	The National Assembly's strategies for developing and improving education and training opportunities for 14- to 19-year-olds referred to in 'The Learning Country' (2001) and 'Learning Country: Learning Pathways 14-19' (2002)
local authority	An authority or council responsible for providing a wide range of public services, including education for pupils of school age, in a particular area
looked-after children	Children who the local authority has legal parental responsibility for. The term is used to describe all children who are named in a care order, or who are provided with accommodation on a voluntary basis for more than 24 hours. Used to be called 'in care'.
maintained schools	Schools that a local authority have a duty to maintain, which include: • any county or voluntary school; • community schools and community special schools; • foundation schools and foundation special schools; and • any maintained special school not set up as a hospital
National Professional Qualification for Headteachers (NPQH)	A compulsory qualification for those who want to become headteachers

Glossary

National Training Federation (Wales)	A federation that represents the majority of work-based learning providers in Wales. Members of this organisation provide programmes to prepare learners for work. Most learners take part in apprenticeship programmes based in the workplace.
non-maintained settings	Private provision such as playgroups for children under five
peer assessor	This is someone who joins an inspection team and is currently working in the sector to be inspected. They are able to contribute their own experience of current working practices. Peer assessors need to meet certain conditions before they are chosen and complete a relevant training programme.
percentage point	Percentage point is the difference between two percentages. For example, an increase from 30% to 33% is an increase of three percentage points, not a 3% increase.
performance management	A system of compulsory appraisals for teachers which is designed to help schools to improve by supporting and improving the work of teachers
personal and social education	Personal and social education includes all that a school carries out to promote the personal and social development of its pupils. This includes all the planned learning experiences and opportunities that take place not only in the classroom but also in other areas of school experience which are features of the values and community life of the school.
planning, preparation and assessment time	The Department for Education and Skills (DfES) published 'Raising standards and tackling workload: a national agreement' in January 2003. As part of this agreement, from September 2005, all teachers have at least 10% guaranteed time available in the school day to plan, prepare and assess.
practitioner	This term includes teaching and non-teaching staff.

Glossary

profound learning difficulties	Pupils with profound learning difficulties have a serious learning difficulty, leading to significant delay in reaching developmental milestones. They also display significant motor (movement or mobility) difficulties, significant sensory (such as hearing or sight) difficulties or have complicated health-care needs.
proprietor	The term 'proprietor', as defined in the Education Act 1996, means the person or people responsible for managing the independent school and can include a sole proprietor, governing bodies, trustees or directors. The ways that independent schools are governed and owned varies a great deal. A proprietor or trust may own a school or the school may have a governing body that appoints a headteacher. Some schools have a combination of these.
provider	A general term used to describe any organisation or partnership that provides education and training, such as a school, college, work-based learning provider, youth-work provider, youth-support service provider, young people's partnership, local authority, voluntary organisation, careers company or higher-education institution
pupil referral unit (PRU)	Set up and maintained by a local authority for pupils of compulsory school age. Pupils usually go to pupil referral units because they have been excluded or are repeatedly off school, or because they might otherwise not receive a suitable education.
qualification framework	In work-based learning, to meet the requirements of the Sector Skills Council (see later in this glossary) for each learning sector. Learners must gain one or more key skills qualifications or technical certificates as well as a National Vocational Qualification to achieve a full qualification framework.
regeneration plan	A regeneration plan aims to promote the long-term development of the local economy though activities which support business growth and improve the skills of local residents.

Glossary

school council	A representative group of pupils elected by other pupils to discuss matters about their education and raise concerns with the senior managers and governors of their school. The Welsh Assembly Government wants all children and young people in Wales to enjoy their education and to feel that their school responds to their needs. Pupils should have the opportunity to let adults know their feelings and opinions about things that affect them. They should also be able to have a say about decisions and to play an active role in making their school a better place.
Sector Skills Council	A Sector Skills Council (SSC) is an employer-led independent organisation that covers specific occupational skills. Its role is to improve learning opportunities through modern apprenticeships and to reduce any shortages in skilled workers.
secure setting	These are places where young people, who have broken the law, serve their sentences after a court conviction. Secure settings are young offender institutions or secure children's homes. The prison service or social services run these facilities.
serious weaknesses	A school has serious weaknesses if, although it gives its pupils an acceptable standard of education, it has significant weaknesses in one or more areas of its activity. This category of schools has now been replaced by significant improvement (see later in this glossary).
settings	Funded by Welsh Assembly Government, through Early Years and Childcare Partnerships, to provide part-time education for three-year-olds to five-year-olds. Settings include playgroups, private day-care providers, independent nurseries and childminders.

Glossary

severe and profound learning difficulties	Pupils with severe learning difficulties have significant intellectual or cognitive difficulties. (Cognitive difficulties include conditions such as short-term or long-term memory problems, and finding it difficult to make decisions or to plan and organise even the simplest daily tasks. They may also have associated difficulties in mobility and co-ordination, communication and understanding, and learning self-help skills.)
significant improvement	A school needs to make significant improvement if it is performing significantly less well than it might in all the circumstances that it can reasonably be expected to perform.
Single Education Plan	Education services are covered by a series of plans, such as the Education Strategic Plan and Behaviour Support Plan. These have been replaced by a single plan that sets out intended outcomes for the education services provided by local authorities in line with policies set out by the Welsh Assembly Government.
social, emotional and behavioural difficulties	Pupils with these difficulties may display behaviour that is withdrawn, isolated, disruptive, hyperactive, inattentive, socially immature or challenging. Some of these pupils have associated difficulties in mental or physical health, communication and learning.
special educational needs	Children and young people have special educational needs if they have learning needs which call for special education to be made available for them.
special measures	A school is identified as needing special measures when: • it fails to give its pupils an acceptable standard of education; and • the people responsible for leading, managing or governing the school do not have the ability to make the necessary improvements in the school.

Glossary

strategic management	This refers to leaders and managers having a clear vision for the role of education which is reflected in clear forward planning.
sustainable development	This is about improving the quality of life without putting it at risk for the future, for example by reusing and recycling paper, cardboard and other materials.
therapists	This term includes people such as speech and language therapists, physiotherapists, occupational therapists and psychologists who assess, and provide support for, children and young people with special educational needs.
unfilled places	Places are left unfilled when there are fewer children in an area than there are school places available. Sometimes known as spare places.
value-added data	This is a measurement of the amount of improvement that a school has brought about in a pupil over time. It is the relative advantage that a school gives a pupil, after taking into account the pupil's ability.
values education	This is the development of pupils' sense of social responsibility and respect for others.
Welsh Baccalaureate Qualification (WBQ)	The Welsh Assembly Government introduced the Welsh Baccalaureate Qualification in 2003 as a three-year pilot for learners aged 16 and over. During the first three years, the pilot qualification was available only at level 2 and level 3. In September 2006, the level-2 pilot qualification became available to pupils in key stage 4 in schools. At the same time, a pilot level-1 qualification was introduced for learners aged 16 and under, and those over 16. In total, 10 schools and eight colleges are involved in the level-1 pilot project. In October 2006, after the level-2 and level-3 pilot projects had been successfully completed, the Minister for Education, Learning and Skills announced the roll-out of the WBQ from September 2007 onwards. This new qualification is now available in 76 centres across Wales.

Glossary

Welsh for adults	Welsh for adults is teaching for adults who want to learn Welsh. Usually, learners attend these part-time courses at least once a week. In many cases, beginners go to classes for at least four hours every week.
Welsh-medium education	A Welsh-medium school is a school that teaches more than half the subjects in Welsh.
WJEC	The examination body for Wales
work-based learning	Public-sector and private-sector work-based learning providers offer vocational training and assessment, mainly in the workplace.
workforce remodelling	In January 2003 the DfES (since replaced by the Department for Children, Schools and Families) published a document called 'Raising standards and tackling workload: a national agreement'. This included reform of the roles of support staff in schools so that teachers and pupils are better supported.
workload agreement	In January 2003 the DfES (since replaced by the Department for Children, Schools and Families) published a document called 'Raising standards and tackling workload: a national agreement'. This set out a seven-point plan designed to reduce the workload of teachers and to improve standards, known as the 'workload agreement'.
Workstep	A training programme funded by the Department for Work and Pensions (was Jobcentre Plus), which offers support to people with disabilities who face barriers to getting and keeping a job. It provides opportunities for these individuals to get jobs and supports them in work.
Y Cwricwlwm Cymreig	Part of the National Curriculum that helps pupils to develop and use their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales

young offenders' institution	A place where young people aged between 15 and 21, who have broken the law, serve their sentence after a court conviction. The Prison Service runs these facilities.
Young People's Partnership	They deliver youth support services to young people in Wales. The partnerships have to make sure that youth support services are provided across a local authority area and they have to consult young people about the services they need. The partnerships are co-ordinated by the local authority.
youth forum	A formal group of young people in a local authority area who regularly meet to discuss issues that matter to local young people. Providers of public services, such as education, leisure and health, in a particular area often consult the forum to find out young people's views on these services.
Youth Justice Board for England and Wales	A non-departmental public organisation set up in September 1998 to co-ordinate the youth justice system for England and Wales. Its aim is to prevent offending by children and young people by preventing crime and the fear of crime, identifying and dealing with young people who offend, and reducing offending.
youth offending team	Youth offending teams aim to prevent young people breaking the law or help them not to do so again. Local professionals work together in teams and provide young people with the services they need to help them overcome their difficulties. Youth offending team workers see young people regularly. They help young people to understand how their victims feel and to work out what led them into crime. The team workers also develop a support programme including counselling on drugs and alcohol and help with education, health and housing. Young people also receive help to manage their anger.

youth support services	Services that help young people, directly or indirectly, to: • take part effectively in education and training; • take advantage of opportunities for employment; and • take part effectively and responsibly in the life of their communities. These services are run by a range of providers such as local authorities (including the statutory youth service), health providers, and local and national voluntary organisations. They are funded from a wide variety of sources including funding from the local authority and national, European and voluntary sector finance.

Education and training providers in Wales

Provider	What they provide	Number in Wales	Number we inspected in 2006-2007
non-maintained providers	These include playgroups, childminders and private nurseries not funded by a local authority.	732	107
nursery schools – see note 1 below	Nursery schools cater for three-year-olds and four-year-olds and are funded by a local authority. They are sometimes attached to infant or primary schools.	29	9
primary schools – see note 1 below	These schools cater for children from four to 11 years (or three to 11 if they have a nursery). They may be split into stand-alone infant or junior schools.	1,513	235
secondary schools – see note 1 below	All secondary schools take pupils aged 11 to 16. Some also have sixth forms for pupils aged 16 to 18.	222	43
special schools – see note 1 below	Special schools offer education for pupils with special educational needs that a mainstream school cannot meet effectively from their own resources.	44	9 including 2 re-inspections

Note 1: these providers are maintained under the control of local authorities.

Provider	What they provide	Number in Wales	Number we inspected in 2006-2007
pupil referral units – see note 1 below	Pupil referral units are for pupils who have been excluded or have been repeatedly off school (without a valid reason, such as illness) or who might otherwise not receive a suitable education.	68	7
independent schools (including independent special schools)	Independent schools are privately run or funded and are not maintained by a local authority. There are two types of independent schools – mainstream and special. Parents of pupils at these schools usually have to pay fees.	67	13

Note 1: these providers are maintained under the control of local authorities.

youth support services and Young People's Partnerships	Youth support services are services that help young people to take part effectively in education, training and employment opportunities. Each local authority has a local Young People's Partnership which is a forum for co-ordinating how youth support services are planned and delivered.	22	6 including 2 re-inspections

Provider	What they provide	Number in Wales	Number we inspected in 2006-2007
youth justice system	When young people break the law or are in danger of doing so, they become part of the youth justice system. They are supervised by youth offending teams and serve their sentences in young offenders' institutions or local authority secure children's homes in the community. When young Welsh people receive custodial sentences, they often serve their sentences in English young offenders' institutions. Our inspectors join Ofsted (Office for Standards in Education) inspections of young offenders' institutions in England, where there are significant numbers of young Welsh people.	18 youth offending teams 1 young offenders' institution 1 local authority secure children's home	3 youth offending teams (Estyn joined teams led by HMI Probation) 2 young offenders' institutions based in England Estyn and CSSIW to inspect the local authority secure children's home in Wales
further-education colleges and institutions – see note 2 below	Further-education colleges and institutions are generally for people over the age of 16. They offer education and training in a wide range of subjects and levels.	25	5 with another 2 learning areas in one college for re-inspection
work-based learning – see note 2 below	Public-sector and private-sector work-based learning providers offer vocational training and assessment, mainly in the workplace.	94	17

Note 2: this includes re-inspections.

Provider	What they provide	Number in Wales	Number we inspected in 2006-2007
Workstep programmes	Workstep (funded by the UK Government) is a Department for Work and Pensions (was Jobcentre Plus) programme that offers job support for people with disabilities and opportunities to work in a commercial environment.	11	1
Careers Wales companies	Careers companies (funded by the Welsh Assembly Government) that provide an information, advice and guidance service for all ages. They also provide online advice at www.careerswales.com.	6	1
teacher-education and teacher-training institutions	People who want to become teachers must gain qualified teacher status. To do this, they must train on a course in a higher-education institution or a school.	7	1
adult community based learning	Adult community-based learning is educational provision for adults, which is delivered in community settings throughout Wales. Providers include local authorities, voluntary organisations, further-education colleges and institutions of higher education.	22	5

local authorities	Wales has 22 local authorities that are responsible for education and children's services. The Children Act 2004 gives local authorities lead responsibility for partnership arrangements in their area, with the aim of improving outcomes for children, young people and their families. Local authorities are responsible for providing: • early years education; • education in primary and secondary schools; • the youth service; • adult education (under a power, not a duty); and • other services related to children of school age.	22	9

Appendices

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Appendix 1: Outcomes of Estyn inspections 2006-2007

Local authority maintained schools

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and Primary	Aberbanc CP School, Ceredigion	2	2	2	2	2	2	1
Nursery and Primary	Abercraf Primary School, Powys	2	2	2	2	2	2	2
Nursery and Primary	Aberdare Town CIW Primary School, Rhondda Cynon Taff	2	2	2	2	2	2	2
Nursery and Primary	Abermorddu CP School, Flintshire	2	2	2	1	2	2	2
Nursery and Primary	Abermule Primary School, Powys	3	4	3	2	4	4	3
Nursery and Primary	Abernant CP School, Carmarthenshire	2	3	2	2	2	3	2
Secondary	Abertillery Comprehensive School, Blaenau Gwent	2	2	2	2	2	2	2
Nursery and Primary	Abertillery Primary School, Blaenau Gwent	2	2	1	1	1	2	2
Nursery and Primary	Albany Primary School, Cardiff	1	1	1	1	1	1	1
Nursery and Primary	All Saints' VA Primary, Wrexham	1	1	1	1	1	1	1
Nursery and Primary	Alltwen Primary School, Neath Port Talbot	2	2	1	2	1	2	1
Pupil Referral Unit	Alternative Education Service, Conwy	1	1	2	1	1	2	1
Secondary	Amman Valley School, Carmarthenshire	2	1	3	1	2	2	1
Secondary	Archbishop McGrath Catholic School, Bridgend	2	2	2	2	3	3	3
Nursery and Primary	Archdeacon Griffiths CIW Primary School, Powys	2	2	3	2	2	3	2
Secondary	Barry Comprehensive School, Vale of Glamorgan	2	2	1	1	1	1	2
Nursery and Primary	Bedlinog Community Primary School, Merthyr Tydfil	2	2	2	2	2	2	2

Appendix 1: Outcomes of Estyn inspections 2006-2007

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Secondary	Bedwas High School, Caerphilly	2	2	1	1	1	1	1
Nursery and Primary	Beguildy CIW Primary School, Powys	2	2	2	2	2	2	2
Nursery and Primary	Betws CP School, Carmarthenshire	3	2	2	2	3	3	3
Secondary	Bishopston Comprehensive School, Swansea	1	2	1	1	1	2	2
Nursery and Primary	Blaenllynfi Infants School, Bridgend	2	2	2	1	1	2	2
Nursery and Primary	Blaen-Y-Cwm C.P. School, Blaenau Gwent	3	2	2	2	3	3	2
Secondary	Blessed Edward Jones RC School, Denbighshire	4	3	3	3	4	4	3
Nursery and Primary	Bryn Deri Primary School, Cardiff	1	1	1	2	1	1	1
Nursery and Primary	Bryn Deva CP School, Flintshire	2	2	2	1	3	3	2
Nursery and Primary	Bryn Hedydd CP School, Denbighshire	2	2	2	1	1	1	1
Nursery and Primary	Bryn Primary School, Caerphilly	2	2	2	2	2	3	2
Nursery and Primary	Bryn Teg Primary, Carmarthenshire	2	2	2	1	2	2	2
Nursery and Primary	Bryncethin Primary School, Bridgend	2	2	2	1	2	2	2
Nursery and Primary	Brynhyfryd Infants School, Swansea	2	2	1	1	1	1	1
Nursery and Primary	Brynmenyn Primary School, Bridgend	2	2	2	2	2	1	2
Nursery and Primary	Brynteg County School, Wrexham	2	2	2	2	2	2	2
Nursery and Primary	Bryntirion Junior School, Bridgend	2	2	2	1	2	2	2
Nursery and Primary	Burry Port Infant School, Carmarthenshire	2	2	1	1	1	1	1

Appendix 1: Outcomes of Estyn inspections 2006-2007

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and Primary	Caerau Nursery School, Cardiff	2	2	1	1	1	1	1
Nursery and Primary	Caerau Nursery School, Maesteg, Bridgend	2	1	1	1	1	1	1
Nursery and Primary	Caersws CP School, Powys	3	2	2	2	3	2	2
Nursery and Primary	Capcoch Primary School, Rhondda Cynon Taff	2	3	3	2	3	3	3
Secondary	Cardiff High School, Cardiff	1	1	1	1	1	1	1
Secondary	Cathays High School, Cardiff	2	2	1	1	2	2	1
Nursery and Primary	Cilâ Primary School, Swansea	1	2	1	1	1	2	1
Nursery and Primary	Cilgerran Voluntary Controlled School, Pembrokeshire	2	2	1	1	1	1	1
Nursery and Primary	Clun Primary School, Neath Port Talbot	2	2	1	1	2	3	2
Nursery and Primary	Clwyd Community Primary School, Swansea	3	2	2	2	2	2	2
Nursery and Primary	Coedybryn School, Conwy	2	1	1	1	1	2	2
Nursery and Primary	Cogan Nursery School, Vale of Glamorgan	2	2	2	1	2	2	1
Nursery and Primary	Conwy Road Infants School, Conwy	2	2	2	1	2	1	2
Pupil Referral Unit	Conwy Secondary Pupil Referral Unit, Conwy	2	2	2	1	1	2	2
Nursery and Primary	Copperworks Infant & Nursery School, Carmarthenshire	2	2	1	1	1	2	2
Secondary	Crickhowell High School, Powys	1	1	1	2	1	3	2
Nursery and Primary	Crindau Primary School, Newport	1	1	1	1	1	1	1
Nursery and Primary	Cwm Primary School, Blaenau Gwent	2	2	2	2	2	2	2

Appendix 1: Outcomes of Estyn inspections 2006-2007

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and Primary	Cwmllynfell Traditional Welsh Primary School, Neath Port Talbot	2	1	2	1	2	2	1
Nursery and Primary	Cwmrhydyceirw Primary School, Swansea	1	1	1	1	1	1	1
Secondary	Cwmtawe Comprehensive School, Neath Port Talbot	1	1	2	1	1	1	1
Nursery and Primary	Cymmer Junior School, Rhondda Cynon Taff	2	2	2	2	2	2	2
Nursery and Primary	Dee Road Infants School, Flintshire	2	2	2	2	3	3	2
Nursery and Primary	Deri View Primary, Monmouthshire	2	2	3	1	2	2	2
Nursery and Primary	Dinas Powys Infants' School, Vale of Glamorgan	1	2	1	1	1	1	1
Nursery and Primary	Dunvant Primary, Swansea	2	2	3	2	2	3	2
Nursery and Primary	Durham Road Infant School, Newport	1	1	1	1	1	1	1
Nursery and Primary	Fairwater Primary School, Cardiff	2	2	1	1	1	1	1
Nursery and Primary	Fenton CP School, Pembrokeshire	2	1	1	1	1	1	1
Nursery and Primary	Ferryside VC Primary School, Carmarthenshire	2	2	2	2	2	3	2
Nursery and Primary	Fleur-de-Lis Primary School, Caerphilly	2	2	2	2	2	2	2
Nursery and Primary	Fochriw Primary School, Caerphilly	2	2	2	2	2	2	2
Nursery and Primary	Franksbridge CP School, Powys	2	2	2	2	2	2	2
Nursery and Primary	Gendros Primary School, Swansea	2	2	1	1	1	1	1
Nursery and Primary	Glyncoed Junior School, Cardiff	2	1	1	1	1	1	1

Appendix 1: Outcomes of Estyn inspections 2006-2007

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and Primary	Glyncorrwg Primary School, Neath Port Talbot	2	2	2	2	2	2	2
Nursery and Primary	Glyndyfrdwy Community School, Denbighshire	3	3	3	2	3	3	3
Nursery and Primary	Graig Infants School, Swansea	2	2	2	2	2	3	2
Nursery and Primary	Greenhill Primary School, Caerphilly	2	2	2	2	2	2	2
Special	Greenhill Special School, Cardiff	3	2	3	3	3	3	2
Nursery and Primary	Gwaelod-y-Garth Primary School, Cardiff	1	2	1	1	1	1	2
Nursery and Primary	Gwaunmeisgyn Primary School, Rhondda Cynon Taff	2	2	2	2	2	2	2
Nursery and Primary	Hafod Primary School, Rhondda Cynon Taff	2	2	2	1	2	2	1
Nursery and Primary	Hafod Y Wern Junior School, Wrexham	2	2	1	1	2	2	2
Nursery and Primary	Hay-On-Wye CP School, Powys	2	2	2	1	1	2	2
Nursery and Primary	Hayscastle Community Primary School, Pembrokeshire	2	2	1	1	2	2	2
Nursery and Primary	Hendre Infants School, Caerphilly	2	2	2	2	2	2	2
Nursery and Primary	Hendreforgan Primary School, Rhondda Cynon Taff	4	3	3	3	4	3	3
Nursery and Primary	Heol-y-Cyw Primary School, Bridgend	2	2	1	1	1	1	2
Nursery and Primary	Howey CIW School, Powys	3	2	3	2	2	2	2
Nursery and Primary	Hubberston CIW VC School, Pembrokeshire	2	2	1	1	2	2	2
Secondary	John Beddoes School, Powys	3	3	3	2	3	3	2
Pupil Referral Unit	Key Stage 3 PRU, Vale of Glamorgan	2	2	2	2	2	2	2

Appendix 1: Outcomes of Estyn inspections 2006-2007

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and Primary	Kimberley Nursery School, Newport	1	1	1	1	2	2	1
Nursery and Primary	Llancaeach Junior School, Caerphilly	2	2	2	1	2	2	2
Nursery and Primary	Llandinam CP School, Powys	3	3	2	2	3	2	3
Nursery and Primary	Llanedeyrn Primary School, Cardiff	2	2	1	1	2	2	1
Nursery and Primary	Llanfabon Infants School, Caerphilly	3	3	3	3	3	4	4
Nursery and Primary	Llanfoist CP School, Monmouthshire	2	2	1	1	2	2	2
Nursery and Primary	Llangedwyn Primary School, Powys	2	2	2	2	2	2	2
Nursery and Primary	Llangewydd Junior School, Bridgend	2	2	1	1	1	2	2
Nursery and Primary	Llangiwg Primary School, Neath Port Talbot	4	3	3	2	3	4	3
Nursery and Primary	Llanrhaeadr Ym Mochnant CP School, Powys	2	2	2	2	2	2	2
Secondary	Llanrumney High School, Cardiff	3	2	1	1	2	2	2
Secondary	Llantarnam School, Torfaen	3	3	2	2	3	3	2
Nursery and Primary	Llantysilio CIW Controlled School, Denbighshire	2	2	2	2	2	3	2
Nursery and Primary	Llanybydder CP School, Carmarthenshire	3	3	3	2	3	3	2
Nursery and Primary	Llechyfedach School, Carmarthenshire	2	2	2	2	3	2	2
Secondary	Lliswerry High School, Newport	3	3	2	2	2	2	2
Nursery and Primary	Lliswerry Infant School, Newport	1	1	1	1	1	1	1
Nursery and Primary	Lodge Hill Junior School, Caerleon, Newport	1	1	2	1	1	1	1

Appendix 1: Outcomes of Estyn inspections 2006-2007

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Secondary	Maesteg Comprehensive School, Bridgend	3	2	2	2	2	2	2
Nursery and Primary	Maesybryn Primary School, Rhondda Cynon Taff	2	2	2	1	2	3	2
Nursery and Primary	Maesyrhandir CP School, Powys	3	2	2	1	2	2	2
Nursery and Primary	Marlborough Infant School, Cardiff	3	3	2	2	3	3	2
Nursery and Primary	Melin Infant School, Neath Port Talbot	3	2	3	2	3	3	2
Pupil Referral Unit	Merthyr Tydfil Pupil Referral Unit	3	3	3	2	3	3	2
Nursery and Primary	Millbank Primary School, Cardiff	2	2	1	1	1	1	1
Nursery and Primary	Moorland Nursery School, Cardiff	2	2	1	1	2	2	1
Nursery and Primary	Moorland Primary School, Cardiff	2	2	2	1	1	1	1
Nursery and Primary	Mount Pleasant Primary School, Newport	2	2	2	2	2	2	2
Nursery and Primary	Mount Street Nursery and Infants School, Powys	2	1	1	1	1	2	1
Nursery and Primary	Mount Stuart Primary School, Cardiff	1	1	1	1	1	1	1
Special	North Wales Adolescent Unit, Cedar Court, Conwy	1	1	2	1	1	2	1
Nursery and Primary	Northop Hall CP School, Flintshire	1	1	1	2	2	3	1
Nursery and Primary	Oaklands Primary School, Rhondda Cynon Taff	3	2	3	4	4	4	4
Secondary	Ogmore School, Bridgend	3	2	3	1	2	2	2
Nursery and Primary	Orielton CP School, Pembrokeshire	2	2	2	2	2	3	2
Nursery and Primary	Osbaston CIW Primary, Monmouthshire	2	2	2	2	2	3	2

Appendix 1: Outcomes of Estyn inspections 2006-2007

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and Primary	Our Lady's RC Primary School, Rhondda Cynon Taff	2	2	2	1	2	2	2
Nursery and Primary	Oystermouth Primary School, Swansea	1	1	2	1	2	2	2
Nursery and Primary	Parc Lewis Primary School, Rhondda Cynon Taff	2	2	2	1	1	2	2
Secondary	Pembroke School Ysgol Penfro, Pembrokeshire	3	2	3	2	2	2	2
Nursery and Primary	Pengam Primary School, Caerphilly	2	2	2	2	2	2	2
Nursery and Primary	Pentip VA CIW Primary, Carmarthenshire	3	3	3	2	3	4	2
Nursery and Primary	Pentre CIW Controlled Primary School, Wrexham	2	2	2	2	2	2	2
Secondary	Pentrehafod School, Swansea	2	2	2	2	2	2	1
Nursery and Primary	Penycae Infants School, Wrexham	2	2	2	2	2	1	2
Nursery and Primary	Penygarn Junior School, Torfaen	2	1	1	1	1	1	1
Nursery and Primary	Peterston Super Ely CIW Primary, Vale of Glamorgan	1	1	1	1	1	2	2
Secondary	Pontllanfraith Comprehensive School, Caerphilly	4	4	3	4	4	4	4
Nursery and Primary	Pontycymer Nursery School, Bridgend	2	2	1	1	2	2	1
Nursery and Primary	Pontygof Primary School, Blaenau Gwent	2	1	1	1	2	2	2
Special	Portfield Special School, Pembrokeshire	1	2	1	1	1	1	2
Secondary	Porthcawl Comprehensive School, Bridgend	1	2	1	2	1	1	1
Nursery and Primary	Portmead Primary School, Swansea	3	3	3	2	3	3	3
Pupil Referral Unit	Primary and Transition Social Inclusion Service: Gyffin Education Centre, Conwy	1	2	2	1	1	2	2

Appendix 1: Outcomes of Estyn inspections 2006-2007

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and Primary	Puncheston CP School, Pembrokeshire	2	2	1	2	2	2	2
Nursery and Primary	Pwll CP School, Carmarthenshire	2	2	1	1	2	2	2
Pupil Referral Unit	Queens Hill PRU, Newport	2	2	2	1	1	1	2
Nursery and Primary	Rhigos Primary School, Rhondda Cynon Taff	2	2	2	2	2	2	2
Nursery and Primary	Rhos Street CP School, Denbighshire	2	2	3	3	2	3	2
Nursery and Primary	Rhosgoch CP School, Powys	2	3	3	3	2	3	2
Nursery and Primary	Rhostyllen CP School, Wrexham	2	2	2	2	2	2	2
Nursery and Primary	Risca Primary School, Caerphilly	2	2	2	1	2	1	2
Nursery and Primary	Robertstown Nursery School, Rhondda Cynon Taff	2	2	2	1	2	3	2
Nursery and Primary	Saltney Wood Memorial CP School, Flintshire	3	2	2	2	3	3	2
Nursery and Primary	Sealand CP School, Flintshire	2	2	3	2	2	2	2
Nursery and Primary	Springwood Primary School, Cardiff	3	3	3	2	3	3	3
Nursery and Primary	St Aloysius Primary School, Merthyr Tydfil	2	1	1	1	2	2	2
Nursery and Primary	St Anne's RC Primary, Wrexham	3	2	1	1	2	3	2
Nursery and Primary	St Anthony's RC Primary, Flintshire	2	2	2	2	2	2	1
Secondary	St Cenydd Community School, Caerphilly	2	1	1	1	1	1	1
Secondary	St Cyres Comprehensive School, Vale of Glamorgan	2	2	2	1	1	1	2
Nursery and Primary	St Francis' RC Voluntary Aided Primary School, Cardiff	2	1	2	1	2	1	2

Appendix 1: Outcomes of Estyn inspections 2006-2007

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Secondary	St Illtyd's Catholic High School, Cardiff	3	2	3	2	3	3	2
Nursery and Primary	St Illtyd's RC Primary School, Merthyr Tydfil	3	3	3	2	4	3	2
Secondary	St John Lloyd Catholic Comprehensive School, Carmarthenshire	2	2	2	2	2	2	2
Nursery and Primary	St Joseph's Catholic Infants School, Port Talbot, Neath Port Talbot	2	2	2	1	2	2	2
Secondary	St Joseph's Catholic School and Sixth Form, Port Talbot, Neath Port Talbot	2	2	2	1	2	1	2
Nursery and Primary	St Joseph's RC (A) School, Brecon, Powys	3	3	3	3	4	4	3
Secondary	St Joseph's RC High School, Newport	1	1	1	1	1	1	1
Nursery and Primary	St Joseph's Roman Catholic Junior School, Port Talbot, Neath Port Talbot	1	2	1	1	1	1	1
Nursery and Primary	St Joseph's Roman Catholic Primary School, Blaenau Gwent	2	2	2	2	2	2	2
Nursery and Primary	St Mary The Virgin CIW Primary School, Cardiff	2	2	1	1	1	2	2
Nursery and Primary	St Mary's Brynmawr CIW Voluntary Aided School, Blaenau Gwent	2	2	2	2	2	2	2
Nursery and Primary	St Mary's Catholic Primary School, Wrexham	2	2	1	1	2	2	2
Nursery and Primary	St Michael's CIW Primary School, Powys	1	1	2	1	1	1	1
Nursery and Primary	St Patrick's RC Primary School, Cardiff	2	2	1	1	2	2	2
Nursery and Primary	St Peter's RC Primary School, Cardiff	2	2	2	1	1	2	2

Appendix 1: Outcomes of Estyn inspections 2006-2007

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and Primary	St Phillip Evans RC Primary School, Cardiff	2	2	1	1	2	1	2
Nursery and Primary	St Teilo's VRC School, Pembrokeshire	2	2	2	1	2	2	2
Nursery and Primary	St Thomas Primary School, Swansea	1	1	1	1	1	1	1
Nursery and Primary	Sychdyn CP School, Flintshire	3	3	3	2	3	4	3
Nursery and Primary	Talley CP School, Carmarthenshire	3	3	3	3	3	3	3
Secondary	Tasker Milward VC School, Pembrokeshire	2	2	3	2	2	2	2
Nursery and Primary	Tenby Junior Community School, Pembrokeshire	2	2	1	2	1	2	1
Nursery and Primary	The Dell Primary School, Monmouthshire	1	2	2	1	2	3	2
Special	The Hollies Special School, Cardiff	2	1	1	1	1	2	1
Nursery and Primary	Ton Pentre Junior School, Rhondda Cynon Taff	3	3	3	2	3	4	3
Nursery and Primary	Tondu Primary School, Bridgend	2	2	2	1	2	2	2
Nursery and Primary	Trallwn Primary School, Swansea	2	2	2	1	2	2	1
Nursery and Primary	Trallwng Infants School, Rhondda Cynon Taff	2	2	2	1	2	2	2
Nursery and Primary	Tregŵyr Infants School, Swansea	2	1	1	1	1	2	1
Nursery and Primary	Tregŵyr Junior School, Swansea	1	1	1	1	1	2	2
Nursery and Primary	Treharris Nursery School, Merthyr Tydfil	2	2	2	2	3	3	2
Nursery and Primary	Trelewis Primary School, Merthyr Tydfil	1	1	1	1	1	1	1
Nursery and Primary	Treowen CP School, Powys	2	2	2	2	2	2	2

Appendix 1: Outcomes of Estyn inspections 2006-2007

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and Primary	Trinant Primary School, Caerphilly	2	2	2	1	1	2	2
Special	Trinity Fields School, Caerphilly	1	1	1	1	1	1	1
Nursery and Primary	Two Locks Nursery School, Torfaen	2	2	2	2	2	3	2
Nursery and Primary	Ty Isaf Infant School, Caerphilly	1	1	1	1	1	1	1
Nursery and Primary	Waun Wen Primary School, Swansea	2	1	1	1	1	1	1
Nursery and Primary	Waunarlwydd Primary School, Swansea	2	2	2	1	2	2	2
Nursery and Primary	Waunceirch Primary School, Neath Port Talbot	2	2	2	1	2	2	2
Nursery and Primary	Westwood Community Primary School, Flintshire	2	2	2	1	2	2	2
Nursery and Primary	Williamstown Primary School, Rhondda Cynon Taff	1	1	1	1	1	1	2
Secondary	Willows High School, Cardiff	3	2	1	1	1	2	1
Nursery and Primary	Wyesham Infant School, Monmouthshire	2	2	3	1	2	2	2
Nursery and Primary	Ynysboeth Infant School, Rhondda Cynon Taff	3	2	2	1	2	2	2
Nursery and Primary	Ynysboeth Junior School, Rhondda Cynon Taff	2	2	2	1	2	2	2
Nursery and Primary	Ynysmaerdy Primary School, Neath Port Talbot	2	2	2	1	2	1	1
Nursery and Primary	Ynysowen Primary School, Merthyr Tydfil	2	2	2	1	2	2	2
Nursery and Primary	Ysgol Babanod Aberteifi, Ceredigion	3	2	2	2	2	3	2
Nursery and Primary	Ysgol Babanod Glan y Mor, Conwy	2	2	1	1	2	3	1
Nursery and Primary	Ysgol Beca, Carmarthenshire	2	3	2	2	3	3	2

Appendix 1: Outcomes of Estyn inspections 2006-2007

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and Primary	Ysgol Bodafon, Conwy	2	2	2	1	2	3	2
Special	Ysgol Bryn Castell, Bridgend	2	2	3	4	4	3	4
Nursery and Primary	Ysgol Bryn Tabor, Wrexham	2	2	2	2	2	2	2
Nursery and Primary	Ysgol Brynaerau, Gwynedd	2	2	2	2	2	2	2
Secondary	Ysgol Brynrefail, Gwynedd	2	2	3	1	2	2	2
Special	Ysgol Cedewain, Powys	1	1	1	1	1	1	1
Secondary	Ysgol Clywedog, Wrexham	4	3	3	2	3	3	3
Nursery and Primary	Ysgol Corn Hir, Ynys Môn	1	2	1	1	1	1	1
Nursery and Primary	Ysgol Deganwy, Conwy	1	1	1	1	1	1	1
Secondary	Ysgol Dewi Sant, Pembrokeshire	1	1	1	1	1	1	1
Nursery and Primary	Ysgol Dolbadarn, Gwynedd	2	2	1	1	1	2	1
Nursery and Primary	Ysgol Dolgarrog, Conwy	3	2	2	2	2	3	2
Secondary	Ysgol Dyffryn Ogwen, Gwynedd	3	2	2	1	2	2	2
Nursery and Primary	Ysgol Dyffryn Trannon, Powys	4	3	3	3	4	4	3
Nursery and Primary	Ysgol Edmwnd Prys, Gwynedd	1	1	1	1	1	2	1
Nursery and Primary	Ysgol Efyrnwy Llanwddyn, Powys	2	2	2	2	2	2	2
Nursery and Primary	Ysgol Esgob Morgan, Denbighshire	2	2	2	2	3	3	2
Nursery and Primary	Ysgol Feithrin Rhydaman, Carmarthenshire	2	2	1	1	1	2	1

Appendix 1: Outcomes of Estyn inspections 2006-2007

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and Primary	Ysgol Ffordd Dyffryn, Conwy	3	2	2	1	2	3	2
Nursery and Primary	Ysgol GGD Glyn, Neath Port Talbot	3	3	3	3	4	4	3
Nursery and Primary	Ysgol Glanadda, Gwynedd	3	2	2	2	3	3	2
Nursery and Primary	Ysgol Glancegin, Gwynedd	4	3	4	2	4	4	4
Nursery and Primary	Ysgol Gruffydd Jones, Carmarthenshire	2	2	2	2	2	2	2
Secondary	Ysgol Gyfun Bryn Tawe, Swansea	1	1	1	1	1	1	1
Secondary	Ysgol Gyfun Dyffryn Teifi, Ceredigion	3	2	2	2	2	3	3
Secondary	Ysgol Gyfun Garth Olwg, Rhondda Cynon Taff	2	2	2	1	2	2	2
Secondary	Ysgol Gyfun Y Strade, Carmarthenshire	1	1	1	1	1	1	1
Secondary	Ysgol Gyfun Ystalyfera, Neath Port Talbot	1	1	1	1	1	2	2
Nursery and Primary	Ysgol Gymraeg Trelyn, Caerphilly	2	2	1	2	2	2	2
Nursery and Primary	Ysgol Gymraeg Y Gwernant, Denbighshire	2	2	2	2	2	2	2
Nursery and Primary	Ysgol Gymuned Moelfre, Ynys Môn	3	3	2	2	3	3	2
Nursery and Primary	Ysgol Gymuned Penisarwaun, Gwynedd	2	2	2	2	2	2	2
Nursery and Primary	Ysgol Gynradd Aberffraw, Ynys Môn	3	2	3	2	2	2	2
Nursery and Primary	Ysgol Gynradd Aberporth, Ceredigion	2	1	1	1	2	2	2
Nursery and Primary	Ysgol Gynradd Bethel, Gwynedd	2	1	1	1	1	2	1
Nursery and Primary	Ysgol Gynradd Bronant, Ceredigion	2	3	2	2	2	3	3

Appendix 1: Outcomes of Estyn inspections 2006-2007

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and Primary	Ysgol Gynradd Capel Dewi, Ceredigion	2	2	1	1	2	1	1
Nursery and Primary	Ysgol Gynradd Cemaes, Ynys Môn	3	3	3	2	3	3	2
Nursery and Primary	Ysgol Gynradd Chwilog, Gwynedd	3	3	3	3	4	4	3
Nursery and Primary	Ysgol Gynradd Clocaenog, Denbighshire	2	2	1	1	1	2	2
Nursery and Primary	Ysgol Gynradd Cwrtnewydd, Ceredigion	2	2	2	2	2	2	2
Nursery and Primary	Ysgol Gynradd Dolwyddelan, Conwy	2	2	2	2	2	2	2
Nursery and Primary	Ysgol Gynradd Glynarthen, Ceredigion	2	2	2	2	2	2	2
Nursery and Primary	Ysgol Gynradd Gymraeg Bodringallt, Rhondda Cynon Taff	2	2	2	2	2	2	3
Nursery and Primary	Ysgol Gynradd Gymraeg Castell Nedd, Neath Port Talbot	2	2	2	2	2	3	2
Nursery and Primary	Ysgol Gynradd Gymraeg Cwm Gwyddon, Caerphilly	2	2	2	2	3	2	2
Nursery and Primary	Ysgol Gynradd Gymraeg Rhos-Afan, Neath Port Talbot	2	2	2	2	1	2	2
Nursery and Primary	Ysgol Gynradd Gymraeg Ynyswen, Rhondda Cynon Taff	2	2	1	1	2	3	2
Nursery and Primary	Ysgol Gynradd Gymunedol Gymraeg Llantrisant, Rhondda Cynon Taff	2	2	2	2	3	3	2
Nursery and Primary	Ysgol Gynradd Hendy Gwyn Ar Daf, Carmarthenshire	2	2	2	2	2	2	2
Nursery and Primary	Ysgol Gynradd Llanarth, Ceredigion	3	2	2	2	3	3	2
Nursery and Primary	Ysgol Gynradd Llanbedrgoch, Ynys Môn	2	2	2	1	3	3	2
Nursery and Primary	Ysgol Gynradd Llandrygarn, Ynys Môn	2	2	2	2	2	2	2
Nursery and Primary	Ysgol Gynradd Llandudoch, Pembrokeshire	2	2	1	2	2	2	1

Appendix 1: Outcomes of Estyn inspections 2006-2007

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and Primary	Ysgol Gynradd Llanegryn, Gwynedd	3	3	3	3	2	3	2
Nursery and Primary	Ysgol Gynradd Llanfachraeth, Ynys Môn	2	2	2	2	2	2	2
Nursery and Primary	Ysgol Gynradd Llangeitho, Ceredigion	2	2	1	1	2	2	1
Nursery and Primary	Ysgol Gynradd Llansawel, Carmarthenshire	3	2	2	2	2	2	2
Nursery and Primary	Ysgol Gynradd Penllwyn, Ceredigion	2	2	2	2	2	3	2
Nursery and Primary	Ysgol Gynradd Ponthenri, Carmarthenshire	2	2	2	2	2	2	2
Nursery and Primary	Ysgol Gynradd Sirol Wdig, Pembrokeshire	4	2	2	2	2	2	2
Nursery and Primary	Ysgol Gynradd Trelogan, Flintshire	2	2	2	2	2	2	2
Nursery and Primary	Ysgol Gynradd Wirfoddol Llanddarog, Carmarthenshire	2	2	1	1	2	2	3
Nursery and Primary	Ysgol Gynradd Wirfoddol Llanllwni, Carmarthenshire	3	2	2	2	2	3	2
Nursery and Primary	Ysgol Hafodwenog, Carmarthenshire	2	2	2	2	2	3	2
Special	Ysgol Hendre Special School, Neath Port Talbot	2	2	2	1	2	3	2
Nursery and Primary	Ysgol Iau Aberteifi, Ceredigion	2	2	2	1	1	2	2
Nursery and Primary	Ysgol Ieuan Gwynedd, Gwynedd	2	2	2	1	2	2	2
Nursery and Primary	Ysgol Iolo Morganwg, Vale of Glamorgan	2	2	2	2	3	3	2
Nursery and Primary	Ysgol Llaingoch, Ynys Môn	2	2	2	2	1	1	2
Nursery and Primary	Ysgol Llangybi, Gwynedd	2	2	2	2	2	2	2
Nursery and Primary	Ysgol Llanychllwydog, Pembrokeshire	2	2	2	2	2	2	2

Appendix 1: Outcomes of Estyn inspections 2006-2007

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and Primary	Ysgol Llywelyn, Denbighshire	2	2	2	1	2	2	2
Secondary	Ysgol Maes Garmon, Flintshire	2	2	1	1	2	2	2
Nursery and Primary	Ysgol Nant y Coed, Conwy	3	2	2	2	2	3	2
Nursery and Primary	Ysgol Pen Y Bryn Foundation School, Conwy	2	2	1	2	1	2	1
Nursery and Primary	Ysgol Pentreuchaf, Gwynedd	2	2	2	1	2	2	3
Nursery and Primary	Ysgol Pont Y Gof, Gwynedd	2	2	1	1	2	2	2
Secondary	Ysgol Rhosnesni, Wrexham	3	2	2	2	3	3	2
Nursery and Primary	Ysgol Tanycastell, Gwynedd	2	2	2	2	2	3	2
Secondary	Ysgol Tryfan, Gwynedd	1	2	2	1	2	2	2
Secondary	Ysgol Uwchradd Glan Clwyd, Denbighshire	2	2	2	1	2	2	2
Secondary	Ysgol Uwchradd Tregaron, Ceredigion	2	2	1	1	2	2	3
Nursery and Primary	Ysgol Y Garnedd, Gwynedd	2	2	1	1	1	2	1
Nursery and Primary	Ysgol Y Llan, Whitford VP, Flintshire	3	3	2	2	2	2	2
Nursery and Primary	Ysgol Y Llys, Denbighshire	2	2	1	1	1	2	1
Nursery and Primary	Ysgol Y Plas, Conwy	3	2	2	2	3	3	3
Nursery and Primary	Ysgol y Tywyn, Ynys Môn	2	2	1	1	2	2	1
Nursery and Primary	Ysgol Y Wern, Wrexham	2	2	2	1	2	2	2
Nursery and Primary	Ysgol Yr Hendre, Gwynedd	2	2	2	1	2	2	2

Other providers

Provider type	Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Adult Community-Based Learning	Bridgend	2	2	3	2	3	3	3
Adult Community-Based Learning	Neath Port Talbot	2	3	1	2	2	1	2
Adult Community-Based Learning	Pembrokeshire	3	3	3	2	2	2	2
Adult Community-Based Learning	The Vale of Glamorgan	3	3	2	2	2	2	2
Adult Community-Based Learning	YMCA Cymru Community College	1	1	1	1	1	1	1
Further Education	Coleg Meirion-Dwyfor	2	2	3	1	3	3	2
Further Education	Gorseinon College	1	1	1	1	1	1	1
Further Education	Pembrokeshire College	2	2	1	1	1	2	1
Further Education	St David's Catholic College	1	2	2	1	2	1	2
Further Education	University of Wales Institute Cardiff	2	2	2	2	2	2	3
Independent and Independent Special	Agincourt School, Monmouthshire	2	2	2	2	2	3	1
Independent and Independent Special	Bridgend Christian School, Bridgend	3	3	3	4	3	4	3
Independent and Independent Special	Ffynone House School, Swansea	2	2	2	2	3	3	2
Independent and Independent Special	Headlands School, Vale of Glamorgan	3	3	2	2	2	2	2
Independent and Independent Special	Hillgrove School, Gwynedd	2	3	2	4	4	4	2

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Independent and Independent Special	Landsker Education, Pembrokeshire	2	2	2	1	2	3	2
Independent and Independent Special	Llandovery College, Carmarthenshire	2	2	2	3	3	4	2
Independent and Independent Special	Macintyre Care - Womaston School, Powys	2	2	2	2	2	2	2
Independent and Independent Special	Netherwood School, Pembrokeshire	2	3	2	4	4	4	2
Independent and Independent Special	Redhill Preparatory School, Pembrokeshire	2	2	2	2	2	2	2
Independent and Independent Special	Taibah School, Cardiff	4	4	3	4	4	4	4
Independent and Independent Special	Talocher School, Monmouthshire	2	3	3	2	3	3	3
Independent and Independent Special	Westbourne School, Vale of Glamorgan	2	2	2	2	2	3	2

Work-Based Learning	ACO Training	1	1	1	1	1	1	1
Work-Based Learning	ACT	1	1	1	1	1	2	1
Work-Based Learning	Bridgend College	1	2	1	1	1	2	1
Work-Based Learning	Coleg Glan Hafren	3	2	3	3	3	3	3
Work-Based Learning	Coleg Morgannwg	2	2	3	2	3	2	2
Work-Based Learning	Deeside College	1	1	1	1	1	1	1
Work-Based Learning	Focal Training Limited	4	3	3	4	4	4	4
Work-Based Learning	Icon Vocational Training	2	2	1	2	2	2	2
Work-Based Learning	Llanelli Rural Council	2	2	2	2	2	2	2
Work-Based Learning	North Wales Training	2	2	2	2	1	1	2

Appendix 1: Outcomes of Estyn inspections 2006-2007

Work-Based Learning	Professional and Technical Development	4	3	2	3	4	4	3
Work-Based Learning	Swansea ITEC	2	3	2	3	2	3	2
Work-Based Learning	Talk Training	4	3	3	4	4	3	3
Work-Based Learning	The Cad Centre (UK) Ltd	1	2	1	2	1	2	1
Work-Based Learning	University of Wales, Bangor	4	3	4	4	4	4	4
Work-Based Learning	Welsh College of Horticulture	2	2	2	2	2	3	2
Work-Based Learning	Wrexham ITEC	1	2	2	3	2	1	2
Youth Support Service	Caerphilly	2	3	3	2	4	5	4
Youth Support Service	Cardiff	2	2	2	2	3	3	2
Youth Support Service	Ceredigion	2	3	4	3	4	4	5
Youth Support Service	Merthyr Tydfil	3	3	3	3	3	3	3
Initial Teacher Training	University of Wales, Aberystwyth	3	3	3	3	3	4	3
Careers	Careers Wales Gwent	3	4	2	3	3	3	3
Workstep	Gweithdy Mona	2	3	3	3	3	4	3

Chart 25: In primary school inspections in 2006-2007, the number of lessons that achieved grades 1 to 5 for standards in the subjects in key stage 1						
Key stage 1						
Subject	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Total number of lessons inspected**
Art	13	70	16	0	0	99
Design and technology	9	58	20	1	0	88
English	20	143	33	3	0	199
Geography	9	69	13	1	0	92
History	9	72	11	0	0	92
Information technology	6	73	10	2	0	91
Mathematics	14	143	35	2	0	194
Music	8	74	22	0	0	104
Physical education	10	107	38	3	0	158
Religious education	10	54	16	1	0	81
Science	14	91	21	3	0	129
Welsh first language	7	52	13	1	0	73
Welsh second language	10	66	14	2	0	92
Totals	**139**	**1,072**	**262**	**19**	**0**	**1,492**
Percentages	**9%**	**72%**	**18%**	**1%**	**0%**	

Chart 26: In primary school inspections in 2006-2007, the number of lessons that achieved grades 1 to 5 for standards in the subjects in key stage 2

Key stage 2 (Percentages may not add up to 100% due to rounding up / rounding down)

Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total number of lessons inspected
Art	29	114	25	0	0	168
Design and technology	20	109	30	2	0	161
English	36	325	102	7	0	470
Geography	10	102	34	7	1	154
History	26	133	25	0	0	184
Information technology	30	125	26	0	0	181
Mathematics	30	272	82	13	0	397
Music	34	134	46	0	0	214
Physical education	27	189	35	3	0	254
Religious education	17	103	24	2	0	146
Science	29	196	48	1	0	274
Welsh first language	6	172	32	3	0	213
Welsh second language	12	103	63	2	0	180
Totals	**306**	**2,077**	**572**	**40**	**1**	**2,996**
Percentages	**10%**	**69%**	**19%**	**1%**	**0%**	

Chart 27: In secondary school inspections in 2006-2007, the number of lessons that achieved grades 1 to 5 for standards in the subjects in key stage 3

Key stage 3

Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total number of lessons inspected
Art	4	51	22	2	0	79
Business studies	0	0	0	0	0	0
Design and technology	15	57	32	0	0	104
Drama	9	10	8	0	0	27
English	19	97	43	3	0	162
Geography	20	75	30	6	0	131
History	9	41	34	4	0	88
Information technology	9	45	13	3	0	70
Mathematics	19	92	49	13	3	176
Modern foreign languages	1	58	32	2	0	93
Music	8	55	21	6	0	90
Physical education	3	33	20	4	0	60
Religious education (including religious studies)	9	45	7	1	0	62
Science	11	103	55	11	1	181
Welsh first language	7	37	10	0	0	54
Welsh second language	7	44	34	18	0	103
Totals	**150**	**843**	**410**	**73**	**4**	**1,480**
Percentages	**10%**	**57%**	**28%**	**5%**	**0%**	

Chart 28: In secondary school inspections in 2006-2007, the number of lessons that achieved grades 1 to 5 for standards in the subjects in key stage 4

Key stage 4 (Percentages may not add up to 100% due to rounding up/ rounding down)

Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total number of lessons inspected
Art	11	24	12	1	0	48
Business studies	2	8	4	0	0	14
Child development	2	5	1	0	0	8
Design and technology	13	47	20	1	0	81
Drama	6	8	0	0	0	14
Electronics	0	2	0	0	0	2
Engineering	0	1	0	0	0	1
English	16	72	33	2	0	123
Geography	13	46	14	0	0	73
Health and social care	2	3	1	0	0	6
History	12	25	9	1	1	48
Information technology	13	44	9	0	0	66
Mathematics	9	63	42	8	2	124
Media studies	0	2	0	0	0	2
Modern foreign languages	3	31	8	2	0	44
Music	6	28	7	5	0	46
Physical education	10	25	12	3	0	50
Religious education (including religious studies)	4	33	13	0	0	50
Science	13	88	52	5	0	158
Sociology	0	3	2	0	0	5
Welsh first language	12	23	4	0	0	39
Welsh second language	6	25	17	15	1	64
Totals	**153**	**606**	**260**	**43**	**4**	**1,066**
Percentages	**14%**	**57%**	**24%**	**4%**	**0%**	

Chart 29: In secondary school inspections in 2006-2007, the number of lessons that achieved grades 1 to 5 for standards in the subjects in sixth form

Sixth form

Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total number of lessons inspected
Art	6	6	0	1	0	13
Business studies	1	2	4	0	0	7
Child development	0	0	0	0	0	0
Design technology	6	19	2	0	0	27
Drama	0	1	1	0	0	2
Electronics	0	2	0	0	0	2
Engineering	0	0	0	0	0	0
English	8	23	9	0	0	40
Geography	5	27	5	0	0	37
Health and social care	0	0	0	0	0	0
History	11	14	3	0	0	28
Information technology	5	26	4	0	0	35
Mathematics	6	39	5	0	0	50
Media studies	0	0	0	0	0	0
Modern foreign languages	0	13	2	0	0	15
Music	2	13	7	0	0	22
Physical education	5	6	2	0	0	13
Religious education (including religious studies)	1	12	1	0	0	14
Science	6	52	18	1	0	77
Sociology	0	0	0	0	0	0
Welsh first language	9	18	3	0	0	30
Welsh second language	2	8	3	0	0	13
Totals	**73**	**281**	**69**	**2**	**0**	**425**
Percentages	**17%**	**66%**	**16%**	**0%**	**0%**	

Chart 30: In college of further education inspections in 2006-2007, the number of grades 1 to 5 achieved for standards in the 23 learning areas inspected						
Learning area	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Total number of learning areas inspected**
Health, public services and care	2	0	0	0	0	2
Science and mathematics	1	1	0	0	0	2
Engineering and manufacturing technologies	1	1	0	0	0	2
Construction, planning and the built environment	1	1	0	0	0	2
Information and communications technology	0	1	0	0	0	1
Social sciences	0	0	0	1	0	1
Languages, literature and culture	1	0	0	0	0	1
Independent living skills	1	0	0	0	0	1
Business, administration and law	1	0	0	0	0	1
Hair and beauty	0	1	0	0	0	1
Hospitality and catering	0	1	0	0	0	1
Leisure, travel and tourism	1	1	0	0	0	2
Performing arts	0	3	0	0	0	3
Art and design	1	2	0	0	0	3
Totals	**10**	**12**	**0**	**1**	**0**	**23**
Percentages	**43%**	**52%**	**0%**	**4%**	**0%**	

Chart 31: In re-inspections of colleges of further education in 2006-2007, the number of grades 1 to 5 for standards achieved in the 2 learning areas inspected						
Learning area	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Total number of learning areas inspected**
Applied science	0	0	1	0	0	1
Computing	0	1	0	0	0	1
Totals	**0**	**1**	**1**	**0**	**0**	**2**
Percentages	**0%**	**50%**	**50%**	**0%**	**0%**	

Chart 32: In work-based learning provider inspections in 2006-2007, the frequency of grades 1 to 5 achieved for standards in the 50 learning areas inspected						
Learning area	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Total number of learning areas inspected**
Health, public services and care	0	3	0	1	0	4
Engineering and manufacturing technologies	5	2	1	0	0	8
Agriculture	0	0	1	0	0	1
Construction, planning and the built environment	0	0	2	0	0	2
Information and communications technology	2	1	1	1	0	5
Hair and beauty	0	1	0	1	0	2
Hospitality and catering	1	2	0	0	0	3
Retail and commercial enterprise	3	1	2	1	0	7
Preparation for life and work	3	2	0	0	0	5
Education and training – classroom assistants	1	0	0	0	0	1
Leisure, travel and tourism	0	1	0	0	0	1
Business, administration and law	5	1	1	4	0	11
Totals	**20**	**14**	**8**	**8**	**0**	**50**
Percentages	**40%**	**28%**	**16%**	**16%**	**0**	

Chart 33: In re-inspections of work-based learning providers in 2006-2007, the number of grades 1 to 5 for standards achieved in the 5 learning areas inspected						
Learning area	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Total number of learning areas inspected**
Health, public services and care	0	1	0	0	0	1
Business, administration and law	0	2	0	0	0	2
Engineering and manufacturing technologies	0	0	1	0	0	1
Information and communications technology	0	1	0	0	0	1
Totals	**0**	**4**	**1**	**0**	**0**	**5**
Percentages	**0%**	**80%**	**20%**	**0%**	**0%**	

Chart 34: In adult and community-based learning provider inspections in 2006-2007, the number of lessons that achieved grades 1 to 5						
Learning area	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Total number of lessons inspected**
Adult basic education	3	32	15	0	0	50
English for speakers of other languages	2	15	6	7	1	31
Welsh for adults	17	39	14	6	0	76
Adult learning	30	128	27	3	1	189
Community development	20	53	16	0	0	89
Totals	**72**	**267**	**78**	**16**	**2**	**435**
Percentages	**17%**	**61%**	**18%**	**4%**	**0%**	

The charts show those authorities in which performance is better than the average for Wales (blue) or below average for Wales (red). The average figure for each key stage in Wales is shown in light blue.

Chart 35: Core subject indicator for key stage 1 (teacher assessment)

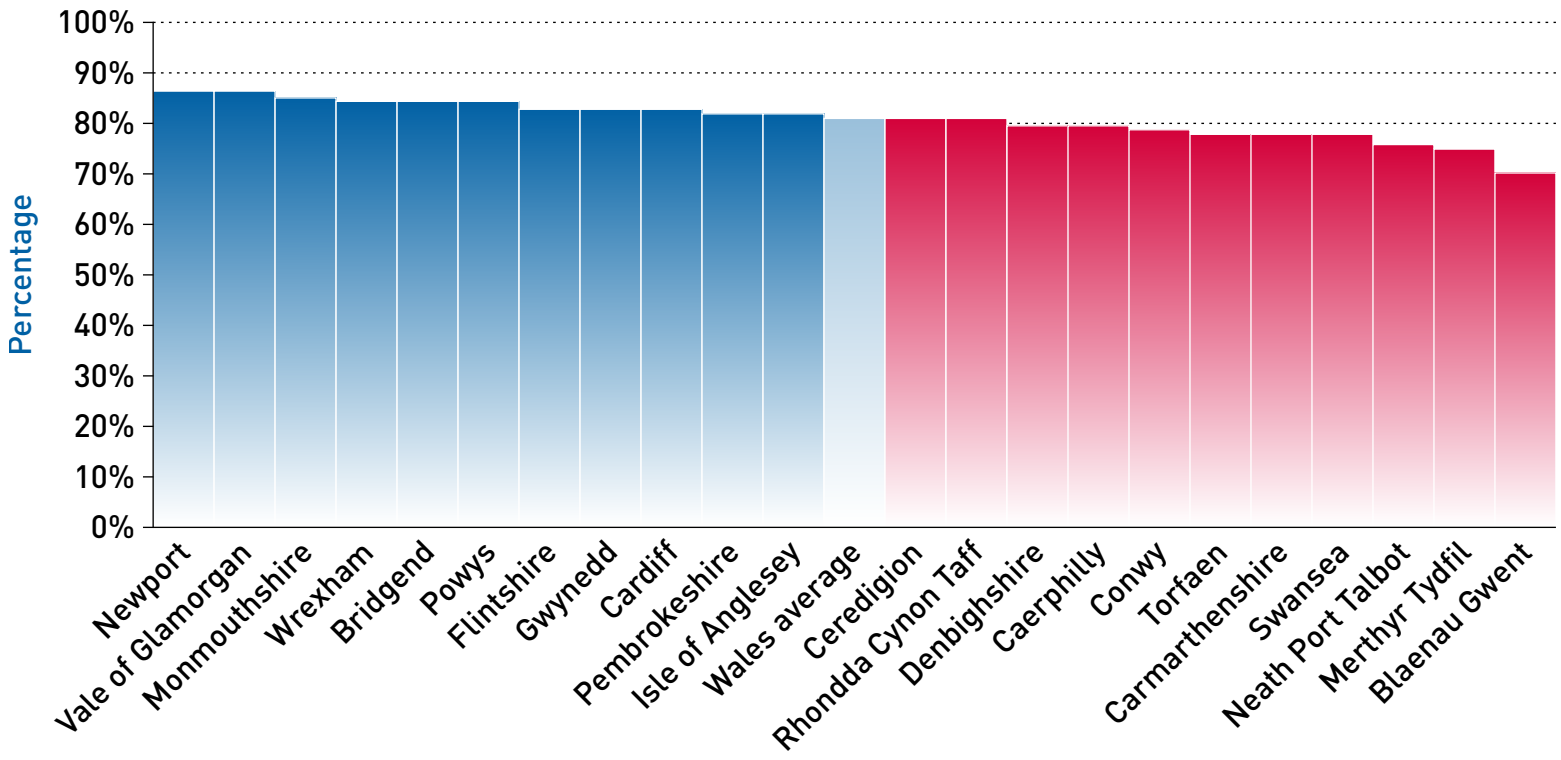


Chart 36: Core subject indicator for key stage 2 (teacher assessment)

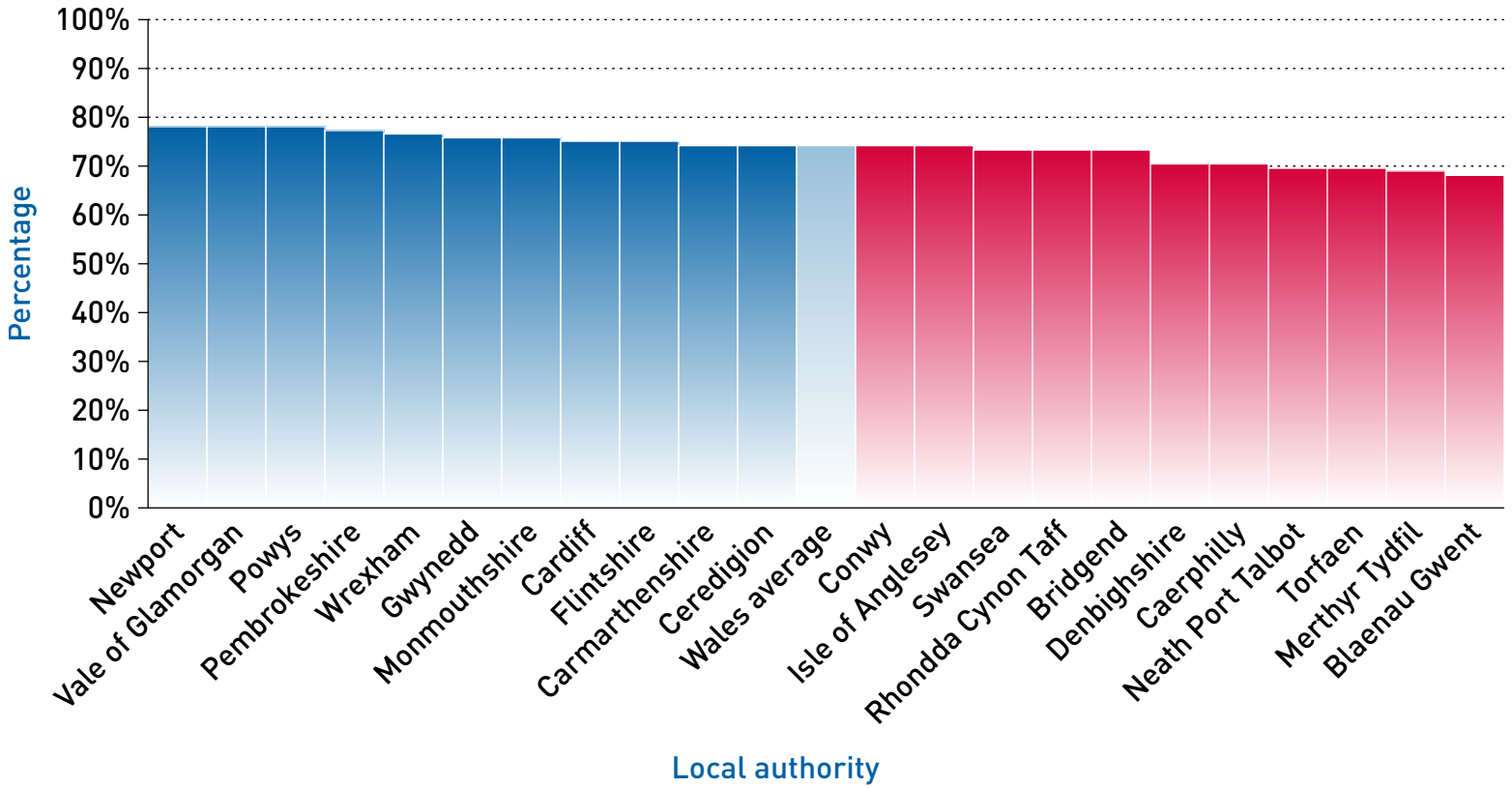


Chart 37: Core subject indicator for key stage 3 (teacher assessment)

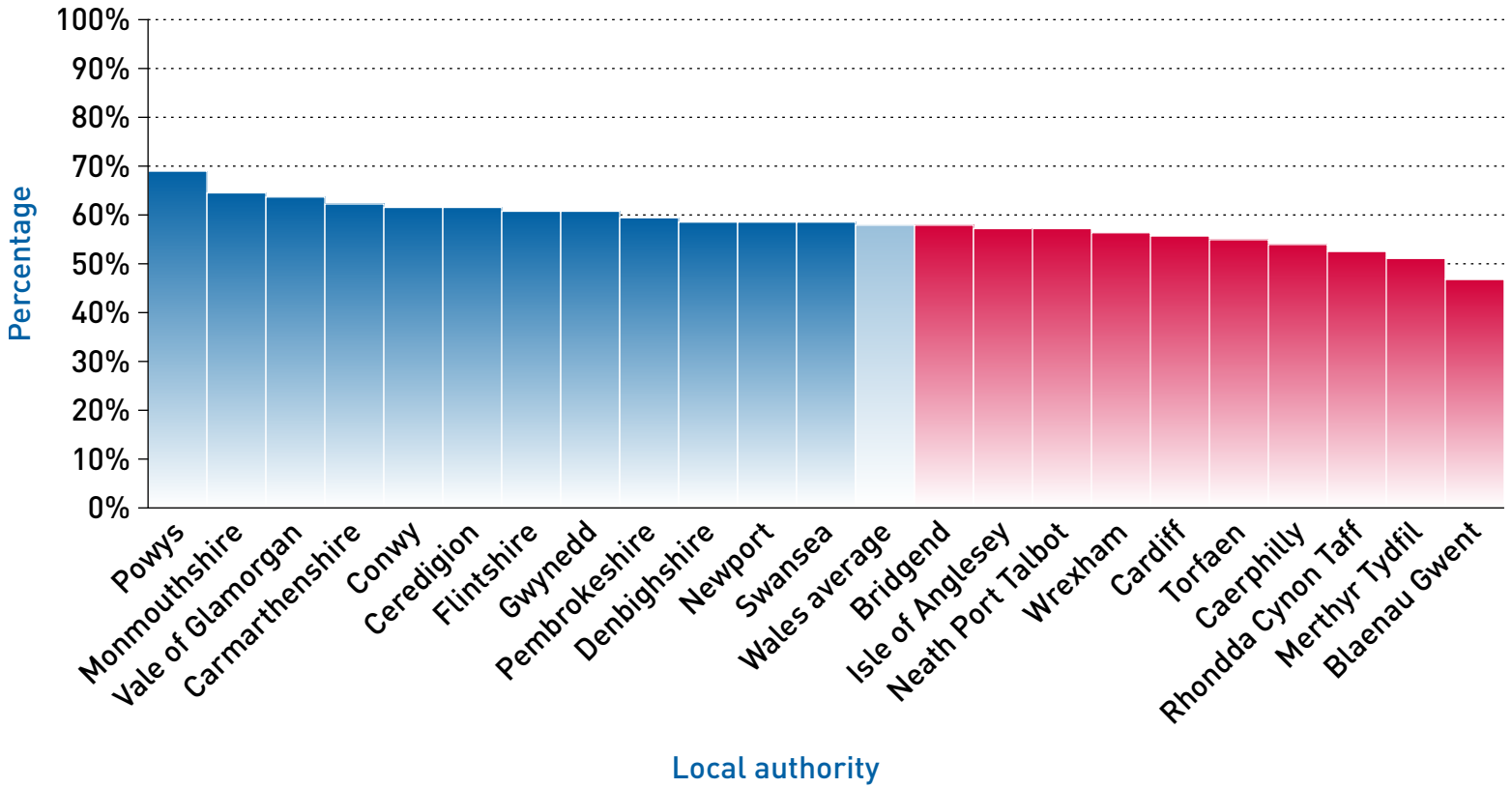
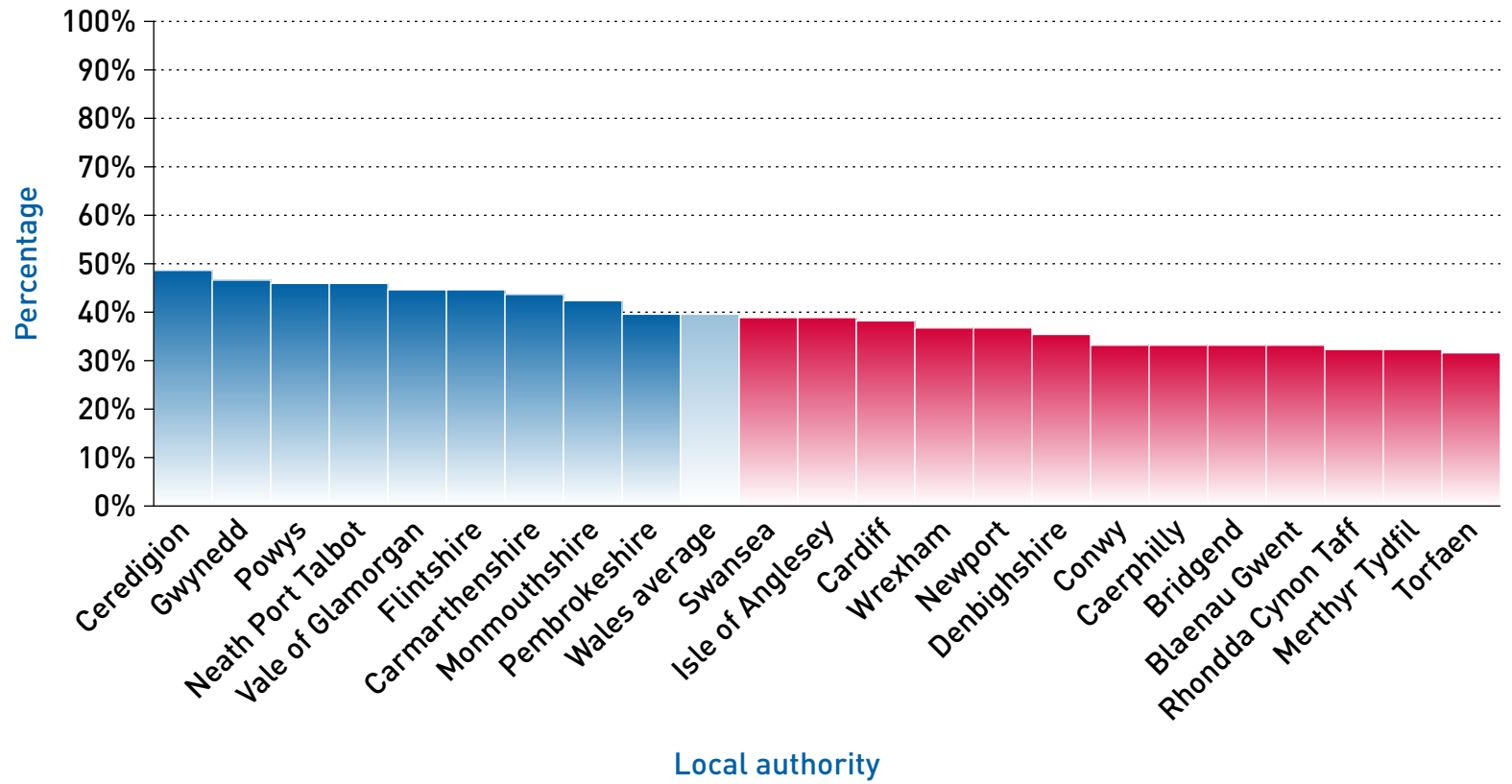


Chart 38: Core subject indicator for key stage 4 (teacher assessment)



The charts show our judgements about the local authority services we inspected in 2006-2007.

Chart 39: The quality of services provided by local authorities inspected in 2006-2007 [1] (see note below)

		How good is the service?				
		Excellent	Good	Fair	Poor	Total
Prospects for improvement	Excellent	0	2	0	0	**2**
	Promising	0	0	2	2	**4**
	Uncertain	0	4	3	1	**8**
	Poor	0	0	1	3	**4**
	Total	**0**	**6**	**6**	**6**	**18**

[1] This includes grades for strategic management in two local authorities where three or more services were inspected.

Chart 40: The quality of school improvement services provided by local authorities inspected in 2006-2007

		How good is the service?				
		Excellent	Good	Fair	Poor	Total
Prospects for improvement	Excellent	0	2	0	0	**2**
	Promising	0	0	0	0	**0**
	Uncertain	0	3	0	0	**3**
	Poor	0	0	0	1	**1**
	Total	**0**	**5**	**0**	**1**	**6**

Chart 41: The quality of local authority services that support additional learning needs inspected in 2006-2007

		How good is the service?				
		Excellent	Good	Fair	Poor	Total
Prospects for improvement	Excellent	0	0	0	0	**0**
	Promising	0	1	0	0	**1**
	Uncertain	0	0	0	0	**0**
	Poor	0	0	1	0	**1**
	Total	**0**	**1**	**1**	**0**	**2**

Chart 42: The quality of local authority services that support access and school reorganisation inspected in 2006-2007						
		How good is the service?				
		Excellent	Good	Fair	Poor	Total
Prospects for improvement	Excellent	0	0	0	0	**0**
	Promising	0	0	1	0	**1**
	Uncertain	0	1	2	0	**3**
	Poor	0	0	0	0	**0**
	Total	**0**	**1**	**3**	**0**	**4**

Chart 43: The quality of two support services provided by local authorities inspected in 2006-2007						
		How good is the service?				
		Excellent	Good	Fair	Poor	Total
Prospects for improvement	Excellent	0	0	0	1	**1**
	Promising	0	0	0	0	**0**
	Uncertain	0	1	0	0	**1**
	Poor	0	0	0	0	**0**
	Total	**0**	**1**	**0**	**1**	**2**