Estyn

Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

The Annual Report of
Her Majesty's Chief Inspector
of Education and Training in Wales
2007-2008

BUDDSODDWYR MEWN POBL
INVESTOR IN PEOPLE

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Foreword

I am pleased to present my second Annual Report as Her Majesty's Chief Inspector of Education and Training in Wales.

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

The report is designed to present an overview of the progress being made across almost all sectors of education and training in Wales. It draws primarily on the evidence of the inspections we have undertaken over the course of the academic year just past, combined, where appropriate, with other key data on performance outcomes. It also looks beyond a single year in some cases, to put the picture we built up last year into the wider context of some longer term trends that we have seen developing over a number of years.

There is some change in the structure of the report, compared to the report I published last year.

It includes, as in previous years, reviews of the work of all the sectors we inspect, sector by sector. It reflects key messages from the wide range of education and training provision inspected by Estyn. The final section, also as in previous years, is a summary of the thematic survey work that we have completed this year in response to our annual 'remit letter' from the Minister for Children, Education, Lifelong Learning and Skills.

It shows the topics we have researched, summarises the main findings and indicates how the Assembly government have responded to our advice.

The most significant change is in the first section. In this section, the report sets out key challenges for the education and training system in Wales. These are cross-cutting challenges which apply broadly across phases and sectors. I believe that meeting these challenges successfully will be key to achieving the ambitious aspirations for education and training in Wales set out by the Welsh Assembly Government in *The Learning Country and One Wales*. The challenges are by no means all unique to Wales but I believe they are ones which have particular relevance to the current performance of our education system, and which we have to address with determination and focus if we are to ensure that our system can compete with the best systems in the world.

The report celebrates success. Throughout the whole report I aim to highlight areas of good practice and make clear the improvements inspectors are seeing across Wales. I am pleased to say that there are many such positive messages to record.

Overall, we see that standards of achievement across all sectors are at least good and, where we can make the comparison, we see that providers which we also inspected six years ago have improved.

We see some significant improvements in the coherence of the system for the learner. For example, the good support and guidance offered to school pupils is helping them to make the transition between primary and secondary school more easily.

In special schools, we see a high quality of learning and teaching with 92% of lessons in maintained special schools being rated as good or better.

In the post-16 sectors we have also seen some real strengths. This year for example, we report continued improvement in leadership and management amongst work-based learning providers with clear evidence of a positive pay-off for learners. We have also seen strengths in leadership in the further education sector, with leadership and management being good or very good in all of the providers of further education that we inspected this year.

I am very clear that the long-term development of robust and systematic arrangements for self-evaluation is essential to ensuring that providers can sustain continuous improvement. It is encouraging therefore to see that, in maintained schools, we find that most leaders and managers are now found to know the strengths and weaknesses of their institutions well. Providers of further education now generally have well embedded systems to assure and monitor the quality of teaching and standards.

However, there are also weaknesses in key aspects of education and training that require further work to bring about improvement. As I indicated above, we have highlighted a small number of key challenges in section 1. These relate to issues such as breaking the cycle of social disadvantage and underachievement, stretching more able pupils, improving bilingualism, strengthening partnership working, and further building the capacity of providers to drive their own continuous improvement.

Local authorities have a key role to play in working with their strategic partners and schools to make sure that learners gain access to the services they need. This year we found some examples of local authorities that have made very strong progress. In these authorities, we found that the high quality leadership of senior officers and members enable councils to make difficult decisions, such as those necessary to reduce unfilled school places. However, it remains the case that many local authorities remain slow to challenge weak leadership and management in schools and to make sure that service areas work well enough together so that all children and young people get the support and education they need.

In the schools sector, some schools are falling far short of the expectations that their pupils have the right to expect, as indicated by the number of schools being placed into the formal categories of requiring significant improvement and special measures. This year, although the numbers are small, there has been a slight increase in the number of schools placed in the category of significant improvement. The number of schools identified as needing special measures was the same as last year, but the number needing significant improvement increased from 11 last year to 16. The cause of this increase is at least partly due to a high proportion of weak provision identified in inspections of pupil referral units. This year, we have identified three pupil referral units in need of significant improvement.

Throughout our work, Estyn's inspectors take care to listen to what learners tell us about the quality of education and training. For example, school pupils on Learning Pathways 14-19 regularly tell us that they enjoy learning in college and vocational settings. We also frequently see how pupil participation is having a positive effect on school life and has led to improvements in teaching in those schools where listening to pupils is given priority. In youth support services, learners tell us that they enjoy getting involved in decisions that affect services they receive, although too often adults do not follow up or take action on commitments made.

In conclusion, I hope this Annual Report has a positive impact in both informing the development of policy and in encouraging the spread of effective practice, whilst also serving its prime purpose of providing a clear account of the performance of the education and training system in Wales.

Looking forward, I am committed to increasing Estyn's impact in driving improvement for learners through maximising our effectiveness across all the core purposes of inspection.

With a view to improving our impact and effectiveness, Estyn is already:

• working with other inspectorates, regulators and audit bodies to review how we inspect services to children and young people;

• working with the Welsh Assembly Government to maximise positive synergies between inspection and the the Assembly's School Effectiveness Framework and Quality and Effectiveness Framework; and

• making sure our education and training workforce has the skills to respond to the current policy climate.
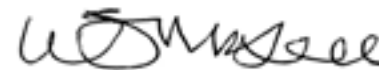
From 2010 we will be changing the way we inspect all sectors. We are already engaged in a broad process of public consultation about these changes.

We will certainly continue to focus on direct observation of the standards of teaching and learning and we will make inspection more proportionate to the need for intervention and support. We aim to involve current practitioners more strongly in the inspection process and build more directly on providers' assessments of their own performance. We will continue to take account of what learners and parents think about the education and training they receive.

I would encourage you to help us improve our inspections by contributing directly to the consultation.

In the meantime, I hope you find this report interesting and helpful.

Do not hesitate to contact me on chief-inspector@estyn.gsi.gov.uk if you have any comments on this report.

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

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About Estyn

1   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. The purpose of Estyn is to inspect quality and standards in education and training in Wales.

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

3   Please see appendix 1 for further information on the providers noted above.

4   Our inspection work is aimed directly at raising standards and quality in education and training across Wales. In a number of sectors, we work with other regulators and inspectorates to inspect provision. We work in partnership with Ofsted to inspect the three special colleges in Wales and work-based learning provision which operates both in Wales and England. Our inspectors liaise with CSSIW to inspect residential schools and the local authority secure children's homes. We also take part in inspections, led by HMI Probation, of youth offending teams (YOTs) in Wales and we join HMI Prisons and Ofsted to inspect institutions for young offenders in England that have significant numbers of Welsh young people. In addition, we include inspectors from the Wales Audit Office when we inspect local authority education services.

5   For the first time this year, Estyn has the lead in Wales for inspecting learning for offenders. We have inspected the learning in three Welsh prisons and all four probation areas.

6   We also 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's strategies, policies and initiatives on the education and training of learners.

7   We make public good practice based on inspection evidence. This year we held three major conferences on Learning Pathways 14-19, literacy and inclusion. 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.

8   If you want to find out more about what we do and how we work, please follow this link: www.estyn.gov.uk

9   When we inspect we use our Common Inspection Framework for education and training in Wales (except for the inspections of local authority education services). There are seven key questions organised under the following headings.

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?

10   When we carry out our inspections, we use the following scale of grades to show our inspection judgements (except for the inspections of local authority education 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

11 In local authority education services, we use the following grades to show our inspection judgements in relation to two questions:

How good is the local authority's performance?	
Grade 1	Good with outstanding features
Grade 2	Good features and no important shortcomings
Grade 3	Good features outweigh shortcomings
Grade 4	Shortcomings in important areas

Will the local authority's performance improve?	
Grade 1	Improvement prospects are good, with significant improvements already in place
Grade 2	Improvement prospects are good, with no major barriers
Grade 3	Some good prospects, but barriers in important areas
Grade 4	Many important barriers to improvement

12 The charts in appendix 2a show the grades awarded for each key question in the 474 providers we inspected and re-inspected during 2007-2008. All of this information is already available in our published inspection reports which you can see on our website.

This inspection cycle

13 This inspection cycle began in 2004-2005. It is a six-year cycle and will end in August 2010.

Explanation of words and phrases used to describe our evaluations

14 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%

15 Figures in charts are rounded to the nearest whole percentage. Totals may therefore not be equal to 100%.

Section 1: Key challenges in improving education and training in Wales

16   The Welsh Assembly Government has a clear commitment to delivering high standards of education and training in order to ensure that the citizens of Wales can realise their full potential. In One Wales, the Welsh Assembly Government sets out a vision of a prosperous and confident Wales where learning is a lifelong process and where it is the right of every citizen to access the learning and training they need.

17   In 2001, 'The Learning Country' set out an ambitious agenda for transforming education and training in Wales. Its successor document in 2006, Vision into Action, reaffirms this ambition and the key role of lifelong learning. It includes measures that aim to reduce poverty and disadvantage and to give Wales the workforce it needs for the 21st century. Since the publication of these documents, the Welsh Assembly Government has focused on putting in place a range of key strategies and guidance for providers to make sure that all learners in Wales can contribute effectively to life in Wales. Key strategies and policies include:

• Stronger Partnerships – Better Outcomes;

• Extending Entitlement;

• Inclusion and pupil support;

• The School Effectiveness Framework;

• The Quality and Effectiveness Framework for post-16 learning;

• Iaith Pawb;

• Skills that Work for Wales;

• Learning Pathways 14-19; and

• Framework for Children's Learning: 3-7 year olds in Wales.

18   This represents a broad and challenging policy agenda which aims to achieve a step change in the quality of education and training experienced by learners in Wales and a substantial improvement in the outcomes they achieve. This year in particular, the Welsh Assembly Government published the School Effectiveness Framework and announced its intention to develop a parallel Quality and Effectiveness Framework for post-16 learning. It is too early to judge the impact of these, but providers are beginning to take account of these frameworks in their planning.

19   In this section, we highlight some of the key challenges that we believe need to be addressed successfully if this vision for the transformation of Welsh education and training is to be achieved. We draw on some key themes emerging from our analysis of the performance of education and training providers in 2007-2008 and an analysis of evidence from our inspection and remit work across all sectors. It seeks to present a coherent, integrated view across all sectors that we inspect. Later sections of the report also comment in more specific terms on the progress made by providers of education and training and their partners towards some of the challenges set out by the Welsh Assembly Government.

Ensuring that vulnerable and disadvantaged learners can reach their potential

20   There is a well-established and persistent link between poverty and low educational attainment. Overall, pupils from poorer families are far more likely to attain at lower levels than other pupils.   As a result, it is often harder for these pupils to gain high-skilled employment or to progress to further or higher education. Children from unskilled backgrounds are five times less likely to go on to further and higher education than those from affluent backgrounds.[1] Young people from disadvantaged backgrounds also make up a disproportionately high percentage of young people who are not in education, training or employment (NEET).

21   Many factors combine to maintain this persistent negative association between social disadvantage and educational attainment. Children may live in overcrowded and inadequate housing. Their parents may have had limited involvement in education themselves and children may have limited expectations as a result of their lack of positive role models. Girls from poor households have an increased likelihood of teenage pregnancy and boys from similar households are more likely to offend. These children may struggle to access resources, activities and opportunities inside and outside school.

22   The proportion of pupils entitled to free school meals provides one useful proxy indicator for social disadvantage since eligibility for free school meals is directly based on low household income. In 2006-2007, 17.4% of pupils (67,559) of statutory school age were entitled to free school meals.

23   In all key stages, the cohort of pupils entitled to free school meals performs significantly worse than the rest of the pupil population against a range of performance indicators.

24   For example, in 2007, 27% of free-school-meals pupils in their last year of compulsory education (Year 11) gained five or more GCSEs at grades A* to C.   This compares to 56% of non-free-school-meal pupils.   Only 16% of the free school-meal cohort gained the core subject indicator at the end of Year 11 compared to 41% of those not entitled to free school meals.

[1] 'Tackling Child Poverty in Wales: A good practice guide for schools', End Child Poverty Cymru
     and Children in Wales, 2006

Chart 1: Proportion of 16 year olds failing to obtain 5+ GCSEs and the school level data on free schools meals

Although the gaps narrowed during the late 1990s,
GCSE results are still strongly linked with deprivation

Source: NPI calculations using school-level data on free school meals
and GCSE results, National Assembly for Wales; updated Jan 2008
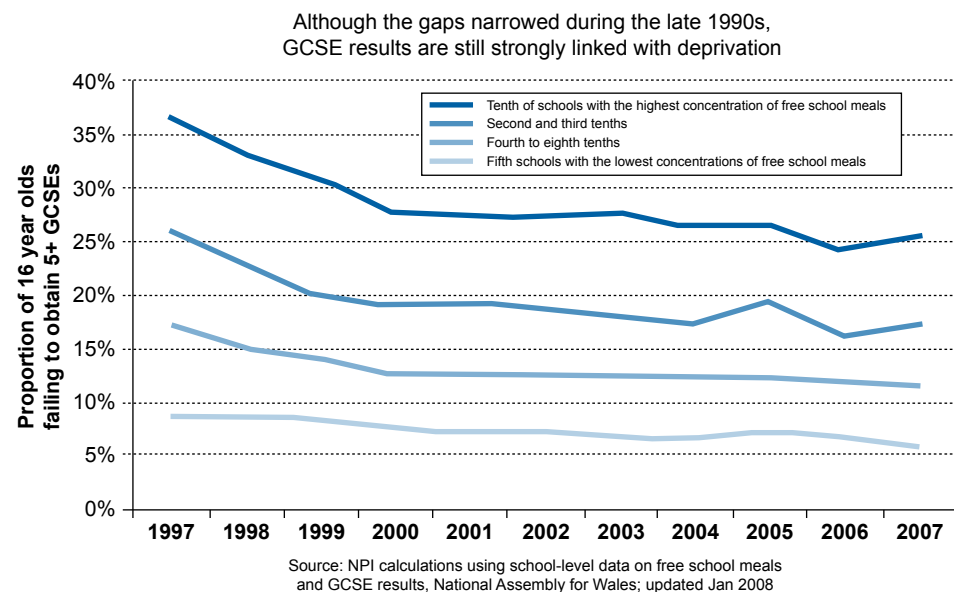
25   In trying to close this gap, it is vital that poverty or social disadvantage should never result in lowered expectations or the passive acceptance by educators that any individual child or young person is destined to underachieve.   While the link is strong, we know that children from relatively poor backgrounds can and do achieve at the highest level and schools serving disadvantaged neighbourhoods can also outperform schools with relatively affluent catchment areas.

26   To raise standards and equity further in Wales, it is vital that all providers learn from the most successful practice in promoting educational success amongst socially disadvantaged learners, and close the gap with the achievements of those from more advantaged backgrounds.

27   This year, in evaluating the Welsh Assembly Government's RAISE initiative, we saw some effective practice which has clear benefits for the targeted pupils from socio-economically disadvantaged households. In many cases, the targeted pupils improved the quality of their work and their behaviour and attitude during their involvement in RAISE activities.

28   However, we also found that schools involved in the project were often not paying enough attention to tracking how well their socially disadvantaged pupils were performing compared to the rest of the cohort. They tended rather to focus their RAISE activities only on a sub-set of pupils who had conspicuously low levels of educational performance. As a result of this focus on pupils with very low attainment, the RAISE groups contained far more boys than girls, even though roughly the same proportion of girls and boys are eligible for free school meals. Schools often do not focus on boosting the attainment of girls eligible for free school meals if they are already performing at least to a moderate level, although that may represent considerable underachievement for the individuals concerned.

29   There is a need therefore for schools and local authorities to get better at identifying and intervening to support socially disadvantaged learners of all abilities who may be underachieving, and at making better use of performance data and other information on pupils' backgrounds available to them. It is time for schools to recognise learners from socially disadvantaged backgrounds as a vulnerable group, who are much more likely to underachieve compared to others, and to focus their attention on this group far more than they have done in the past.

Ensuring that providers work together to counter disadvantage

30   It is also important to recognise, of course, that schools cannot solve all of the problems of social disadvantage on their own. They need to act with other local support agencies working with children, families and communities. Too often, we find that RAISE schools work in isolation from each other. In most cases, we find that RAISE schools do not engage actively enough with other local authority services, agencies and professionals to influence and improve the home environment. Our inspections of youth support services also find that services to help these children and young people are not co-ordinated well. Providers often do not work together strategically to plan service delivery. We often find that schools and local authority education departments have a relatively narrow view of multi-agency working. In particular, they tend not to have effective partnership arrangements in place with community health and social services.

31   Many of our inspections, for example inspections of youth support services, pupil referral units and provision for young offenders, also show that learners from poor backgrounds often do not take full advantage of their entitlement to education. This is because of the socio-economic factors we outlined earlier. Despite good work in specific initiatives and projects, these learners often remain largely unsupported.   In this way, learners from low-income households, looked-after children, travellers, young parents and young offenders fall through the gaps in education and training provision.

32   Community-focused services and facilities in schools have expanded the availability of out-of-school-hours learning in many areas across Wales, but, because the initiative is aimed at building on existing good practice, its impact is patchy. The community-focused schools initiative did not target schools with high levels of deprivation in the communities that they serve. As a result, it has not had as strong an impact on reducing the link between socio-economic disadvantage and low educational attainment as it might have done.

33   The Welsh Assembly Government has now placed a statutory duty on local authorities and their partners to draw up Children and Young People's Plans (CYPPs) with the aim of bringing into one over-arching, strategic framework all community strategies, local development plans and health, social care and wellbeing strategies that affect young people aged 0 to 25.

34   Collaborating across traditional institutional boundaries to improve the range, quality and appropriateness of provision remains one of the key factors in improving the engagement of young people. For example, half the young people who are not currently in education, employment or training (NEET) (about 6,000 young people) have usually engaged with education, training or employment at some point. 'Delivering Skills that Work for Wales' notes that "it is the sustainability of the employment, education or training options for those young people that we need to improve both nationally and locally".

35   The curriculum in secondary schools is changing slowly as a result of the initiatives flowing from Learning Pathways 14-19. Learners are getting more access to vocational opportunities either in their own school, in a local further education college or with a work-based learning provider. These initiatives are taking too much time to establish fully in many local authorities. But they are important if young people are to receive a curriculum that fully meets their needs and helps to tackle the issues of disaffection and disengagement that often motivate them to leave or avoid education and training opportunities.

Ensuring that more pupils reach the highest standards of achievement

36   It is clear that poverty and other adverse factors can have a negative impact on achievement and lead to significant numbers of pupils only achieving at very low levels. However, there are also less conspicuous forms of underachievement where children who seem to be achieving at least moderately well are not always achieving to their full potential.

37   There is growing inspection and statistical evidence that the Welsh education system has a specific problem to address with regard to this more hidden form of underachievement. This problem results in too few Welsh pupils achieving the highest standards of achievement as they progress through the school system.

38   A good illustration of the issue comes from a range of analyses of attainment data that focuses on the percentage of pupils who achieve standards that are higher than expected for pupils of the same age[2].

39   The PISA 2006 national report[3] on the achievement of 15 year olds indicates that the proportion of students in Wales shown to be at the highest levels of achievement was below the average for Organisation for Economic Co-operation and Development (OECD) countries in reading and mathematics.

40   In national curriculum teacher assessments in Wales at the end of key stage 2, pupils are expected to achieve level 4 or above, with more able pupils achieving level 5.

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[2]   The majority of children are expected to achieve level 4 at the end of key stage 2 but it is important to remember that different children will achieve at different rates. For some children, performance below the expected level may be a huge achievement whilst others might be expected to achieve significantly above the expected level.

[3]   Programme for International Student Assessment (PISA) 'Achievement of 15-year-olds in Wales: Pisa 2006 National Report'

Chart 2: The percentage of pupils at the end of key stage 2 achieving level 5 or above in the core subjects in 2005 and 2008

	Level 5 or above (%)		
	2005	**2008**	**Difference**
English	31.4	28.5	**-2.9**
Welsh	25.8	23.6	**-2.2**
Mathematics	31.6	30.0	**-1.6**
Science	34.3	31.7	**-2.6**

41 Since the beginning of this inspection cycle in 2005, the percentage of pupils achieving level 5 at the end of key stage 2 has decreased in all of the core subjects.

42 At the end of key stage 3, pupils are expected to achieve level 5 or above, with more able pupils achieving level 6 or above.

Chart 3: The percentage of pupils at the end of key stage 3 achieving level 6 or above in the core subjects in 2005 and 2008

	Level 6 or above (%)		
	2005	**2008**	**Difference**
English	31.8	32.4	**0.6**
Welsh	39.8	35.1	**-4.7**
Mathematics	48.2	43.6	**-4.6**
Science	38.7	38.1	**-0.6**

43 The percentage of pupils achieving level 6 or above has increased slightly in English and decreased slightly in science. However, it has decreased significantly in Welsh and mathematics by nearly five percentage points.

44 A comparison of the percentage of pupils in key stage 3 achieving one level or more above the expected level in Wales and England in 2008[4] shows that a lower percentage of more able pupils in Wales achieves the higher levels in English, mathematics and science than their counterparts in England.

Chart 4: The percentage of pupils achieving level 6 or above in teacher assessments at the end of key stage 3 in Wales and England
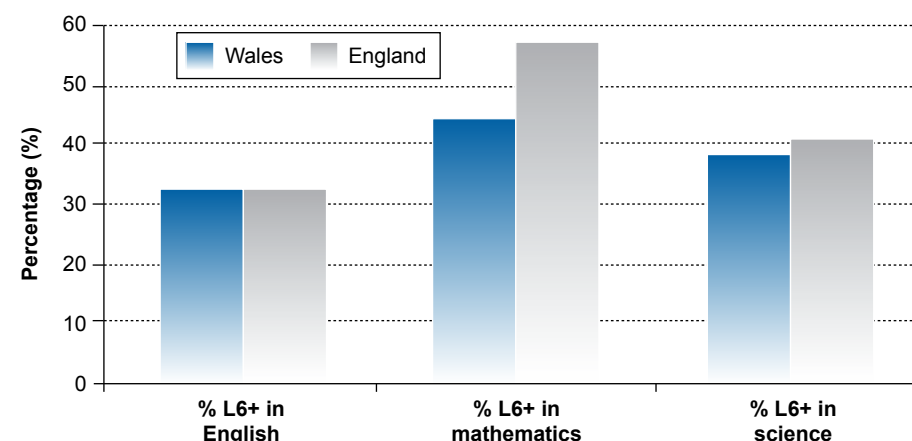
[4] Figures for England are end of key stage 3 test levels. Figures for Wales are end of key stage 3 teacher assessment levels.

45 When we look at attainment in formal examinations, we know that GCSE and A level attainment in Wales has increased overall. Between 2004 and 2007, the percentage of GCSE entries achieving Grades A* to C has increased from 60% to 65% and the percentage of A level grades achieving grades A to C has risen from 74% to 76%. However, over the same period, the proportion of entries gaining the highest grades (A*/A for GCSE and A for A level) has increased by only one percentage point to 19% for GCSE and has reduced by one percentage point to 24% for A level.

46 When looking specifically at how local authorities are developing strategies to enrich the learning experiences of more able and talented learners, we found that only half the local authorities inspected this year have good or very good strategies in place. In the best examples, a few local authorities have links with colleges to extend the provision available in order to offer more subjects that are not part of the national curriculum, such as law, economics and psychology.

47 A few authorities have no initiatives to make sure that more able and talented pupils can develop their abilities fully. This needs to be addressed as a matter of priority.

48 At a national level, the Welsh Assembly Government set out quality standards[5] in a recent circular to improve the way providers meet the needs of more able and talented pupils. It is too early to judge the impact of these quality standards, but we will continue to monitor and to report on progress on this important issue.

[5] Meeting the Challenge: Quality Standards in Education for More Able and Talented Pupils' – Welsh Assembly Government Circular No: 006/2008; date of issue: May 2008

Ensuring we meet the needs of bilingual learners

49 There are opportunities and challenges in developing an education and training system fit for a bilingual nation. This continues to be an area which needs a strong focus in order to drive forward improvement.

50 In inspections, we find that around two-thirds of primary schools, special schools and pupil referral units make good provision for developing pupils' bilingualism in Welsh and English. Provision is good in only around half of secondary schools. In other sectors of education and training, provision for developing learners' bilingualism is less developed.

51 Standards in bilingualism are good in just over half of all schools we inspected this year, but they have fallen over the last two years. Pupils continue to achieve lower standards in bilingualism than they achieve in other key skills in those primary schools where Welsh is taught as a second language.

52 Across the country as a whole, most pupils in Welsh-medium education in key stage 2 carry on their education in Welsh in key stage 3. However, in a few local authorities, too many pupils receiving primary education through the medium of Welsh do not continue with a Welsh-medium education in secondary school.

53   In English-medium primary and secondary schools, there are also many weaknesses in provision for Welsh. In particular, there are too few opportunities for learners to use Welsh in other subjects, in extra-curricular activities and in informal situations. The most common shortcoming in many primary schools is that pupils do not make enough progress in Welsh as they move from key stage 1 to key stage 2.

54   In secondary schools, the weak performance of Welsh second language continues from previous years, and it is worse now than it was in the past. We reported last year that almost half the work had some important shortcomings. This year, two-thirds of pupils' work in Welsh second language has important shortcomings. Teaching in Welsh second language is much worse than in other subjects.

55   Eighty-four per cent of secondary pupils in Wales study Welsh as a second language, but the number of pupils studying the full GCSE course in Welsh second language continues to fall. Many pupils are not doing as well as they could in Welsh second language at key stage 4 because they do not receive enough teaching time and the quality of teaching is poor overall. Too many pupils fail to attain a recognised qualification in Welsh second language at the end of key stage 4. Only 76% of those studying Welsh as a second language registered for examination in 2007. Most local authorities are not doing enough to help schools to set targets and to develop strategies to improve the provision for Welsh second language at key stage 4.

56   Since the beginning of the inspection cycle in 2004-2005, there has been an increase in the percentage of pupils learning Welsh as a first language. In 2007-2008, 15.7% of pupils in maintained secondary school studied Welsh as a first language. The overall 2007-2008 GCSE Welsh first language examination pass rate remained high, with nearly all pupils passing and almost three-quarters of pupils achieving a grade A*-C.

57   There are some real structural constraints on the expansion of Welsh provision. It is difficult for schools and other providers to increase Welsh-medium provision because they do not have enough teachers who are able to teach in Welsh. This is especially the case on courses for 16-19 year old learners. Against this background, it is disappointing that 1,113 staff do not teach through the medium of Welsh although they are competent to do so.[6] In addition, many trainees who follow their initial teacher training course in Welsh do not go on to teach in Welsh. The 'sabbatical scheme' is helping to improve this situation. However, only small numbers of further education and work-based learning providers have taken part in this scheme.

58   In terms of post-16 provision, there are problems with the availability of Welsh-medium provision in many parts of Wales.

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[6] Pupil Level Annual School Census January 2008. This data includes maintained primary and secondary schools.

59   Two further education providers we inspected this year are making very good progress in introducing opportunities for students to learn in Welsh. This includes helping local Welsh-medium schools to introduce Welsh-medium vocational courses. However, overall, the number of courses in the further education sector where students are able to learn through the medium of Welsh or bilingually continues to be small.   Only a minority of the work-based learning providers offer opportunities for Welsh-medium training. Welsh-speaking learners in provision for offenders continue to have very limited opportunities in Welsh.

60   There is a similar pattern among adult community-based learning and youth support services. Adult community-based learning providers we inspected over the last two years are making slow progress in extending what they offer through the medium of Welsh. Three-quarters of youth support services providers are not doing enough to offer activities that help young people to use and to improve their skills in Welsh.

61   Local partnerships, such as those co-ordinating services to children and young people, have a key role to play in helping providers to work together to extend provision in Welsh.   However, many of these partnerships are not doing enough to identify gaps in the availability of Welsh-medium provision across the areas they serve.   As a result, they are not in a position to set targets and to plan together to address issues like the shortage of bilingual staff. There is no strategy at a national level to support setting clear local targets for extending education and training in Welsh and monitoring progress against them.

Ensuring that effective approaches to self-evaluation and improvement are in place across all sectors

62   There are increasing expectations on providers across all sectors to have effective self-evaluation and improvement plans in place. In some sectors this is a direct result of the Welsh Assembly Government's strategy of 'tri-level reform' in which providers, local authorities and the Welsh Assembly Government itself have strong and complementary roles in driving forward improvements in quality and standards.

63   Estyn has promoted the development of self-evaluation approaches across all sectors over many years. Our inspections now find that most sectors in education and training in Wales have established well-developed self-evaluation processes, often drawing on Estyn's Common Inspection Framework.

64   In maintained schools, most school leaders know the strengths and weaknesses of their institutions well. Managers generally have systematic procedures for monitoring overall pupil performance against national indicators, such as the overall percentage that attain the core subject indicator, and they use self-evaluation outcomes to set priorities in the school development plan. Regular lesson observation contributes strongly to effective self-evaluation systems and, in the best practice, leaders and managers analyse data on outcomes carefully to identify underperformance.

65   There are still clear areas for improvement, however, even amongst the better providers. We still find, for example, that managers often do not make enough use of data on the performance of key groups of learners who may be underachieving, such as minority ethnic groups and learners from disadvantaged backgrounds.

66   Self-evaluation is weaker in some other types of schools and pre-school settings. In most independent special schools and non-maintained settings for under-fives, managers do not use enough first-hand evidence to identify areas for improvement. Many independent schools have some useful informal processes that enable leaders and managers to identify key priorities for improvement, but they often do not have comprehensive or rigorous enough self-evaluation arrangements in place. In pupil referral units, there is often not enough rigour in finding out what needs to improve and in setting targets for improvement.

67   The careers company we inspected this year is a valuable example of where good outcomes reflect excellent systems for managing and assuring quality, including a comprehensive and rigorous approach to self-assessment.

68   Similarly, providers of further education focus well on improving standards and quality and have very good systems for monitoring and improving quality and standards. Many benchmark performance within regional consortia. Nearly all staff are involved in regular college self-assessment and contribute well to the process.   They use their self-assessment reports to identify shortcomings and to take appropriate action to improve quality and standards.

69   The quality of self-evaluation in work-based learning has improved greatly in recent years. The majority of providers now use a wide range of evidence to develop robust and informative self-assessment reports and action plans. However, a few providers still find it difficult to assess their own work critically and evaluatively. It is a similar picture in Department for Work and Pensions provision. Most staff evaluate standards appropriately and are committed to a culture of continuous improvement. However, many of the quality assurance procedures focus narrowly on issues relating to compliance and do not take a wide enough view of how to improve standards and quality.

70   Self-evaluation within partnerships is a particular challenge. Where partners work together, for example in 14-19 Networks and in Children and Young People's Partnerships, we find that partners often have difficulties making joint judgements and assessments of their own progress as a group. For example, there are important shortcomings in the quality assurance of youth support services. Self-assessment reports are too descriptive and providers do not use self-evaluation or data on how well learners achieve to bring about improvement. Partners do not use each other's expertise in self-evaluation to help identify areas for development in collaborative ways. Probation providers also have immature self-assessment processes. Often, these providers measure attendance only, rather than the outcomes achieved by the learners.

71   In all settings, the views of learners should be a key source of evidence to inform self-evaluation and improvement across all sectors. This needs substantial further development in some sectors. Colleges and maintained schools tend to use the views of learners relatively well to contribute to self-evaluation. However, other sectors are less systematic in the way they ask learners to feed their views into quality assurance processes.

Improving the availability and use of performance data

72   A key factor that has a strong influence on the quality of internal self-evaluation and improvement processes is the availability and use of data on learning outcomes. This also has a strong bearing on the scope and need for external monitoring of performance.

73   There are many examples of the effective use of performance data by providers in most sectors, but there are also general shortcomings in the way providers use data and in the range of data available.

74   Overall, schools use performance data well to identify their strengths and weaknesses across cohorts of pupils as a whole, particularly in the secondary sector. However, as mentioned earlier in this section, there is a need for schools to use targeted analyses of data more effectively to monitor improvements for specific groups of learners, such as minority ethnic learners, socially disadvantaged learners and those at risk of becoming NEET. There is also scope for using data better when judging the success of action plans.

Managers often rely too heavily on anecdotal evidence to evaluate whether or not changes are proving positive for learners. For example, in the case of healthy living initiatives, we find that most schools monitor whether planned actions are carried out, but only a few have robust systems in place for evaluating the impact of their work in creating real changes in pupils' behaviours and health.

75   Staff need to use learner assessment data more consistently to guide planning for improvement and to help learners to understand where they need to work better. There are shortcomings in assessment in a third of secondary schools. In these cases, learners generally do not know how to improve their own work because they do not get enough feedback on what they need to do to improve. Where pupils engage rigorously in peer assessment guided by teachers, their performance improves. This is clearly an important area for development in schools, but it also affects a few providers in other sectors. Half of settings for the under-fives, for example, have shortcomings in the way staff assess children's progress and identify their next steps.

76   The lack of reliable and robust data on learner attainment is also an issue that needs attention in a few sectors, particularly in the primary sector. At present, teacher assessments at key stages 1 and 2 are not consistent enough across Wales. On the positive side, most schools and local authorities have procedures in place to help teachers to be consistent when they assess pupils' work in different subjects. Many primary school teachers meet their partner secondary schools to discuss and to agree the national curriculum levels they award to pupils' work. As this is a statutory

requirement from September 2008, this should further support and strengthen teacher assessment. However, in order to ensure robust comparability across local authorities or at a national level, there is a need for a stronger system of moderation to make sure that teachers' judgements are consistent across clusters of schools, authority areas and the whole of Wales.

77   The use of data to support effective transition into 14-19 pathways is another area that needs significant further development. While all Careers Wales companies produce information of good quality about the local labour market and pupil destinations, not all schools or 14-19 Networks use this information to inform their planning. A few schools and networks do this well and the understanding gained has helped a few local authorities to support progress in their schools, for example by intervening to support specific groups of learners. One school in particular has used destination data well to shape their post-14 curriculum so that pupils receive training to meet local labour market trends. However, most schools could make more of this data.

78   Effective use of data should inform partnership planning at the highest strategic levels. In the few most effective local partnerships, good leaders and managers use data to identify areas in need of attention and to prioritise how best to use their resources to bring about improvements for learners. More need to do this. Our analysis of draft Children and Young People's Plans show that only about a third of local authorities have used a comprehensive analysis of available data to guide their plans and priorities.

Other partnerships, such as those co-ordinating adult community-based learning, also often do not use data effectively to help them to judge the effectiveness of the provision in their area.

79   In some sectors, the lack of any robust data to monitor the progress of learners or to compare the performance of providers with each other is a clear barrier to progress.

80   In youth support services and in the statutory youth service, there has been little progress in drawing together national or local data on outcomes for learners. It is not surprising, therefore, that these sectors do not make the best use of data to guide and to target improvement where it is most needed.

81   The availability of robust data on post-16 outcomes has been a significant problem area in recent times. The Lifelong Learning Wales Record data is beginning to improve its usefulness as a tool for monitoring standards and quality in further education and in adult education. This should provide a basis for more effective use of data to evaluate and to benchmark performance across the sector.

Developing skills for partnership working

82   The final issue raised in this section relates directly to the challenge of developing partnership working across providers. It is likely that this will be an increasingly important feature of provision in the years ahead. For partnership working to be effective, new ways of working are necessary and new skills required among staff.

83 Taking this into account, the continuing development of education professionals is an important aspect for providers to address in their Children and Young People's Plans. However, several plans have either not included any targets for staff development or have given only passing attention to this important aspect. Generally, providers are better at planning for staff development that meets their own organisational needs than working in partnership to meet broader needs in their locality that derive from a coherent analysis of skills gaps and requirements.

84 At the level of the individual provider, most have good processes to support staff development and to establish appropriate training. For example, many trainers in work-based learning are now better at helping learners improve their key skills as a result of focused training, and teachers in primary schools are more effective in teaching physical education due to the support they have received from the Physical Education and School Sport initiative (PESS). Similarly, local authority education services and school managers generally use the Better Schools Fund (BSF) well to provide targeted support for teachers to help improve classroom and curriculum skills.

85 This year, we have seen increased commitment to collaboration at a strategic level. The work of Local Service Boards' pilot schemes and the impetus of the new Children and Young People's Plans have led to a few local authorities and their partners making clear changes to the way they work. However, many leaders and managers need to develop new leadership skills and attitudes for partnership working and they need to understand more about the benefits of collaboration, pooled funding and joint ownership of outcomes for learners.

Section 2: Education and training
Progress in improving quality in each of the sectors we inspect

Education for children under five in non-maintained settings and schools

86   This year we inspected 96 of the 772 non-maintained settings and schools in Wales.

Standards

Chart 5: The distribution of grades awarded for standards achieved by children under five in non-maintained settings[7] 2007-2008

10%	74%	15%	1%

■ Grade 1   ■ Grade 2   ■ Grade 3   ■ Grade 4   ■ Grade 5
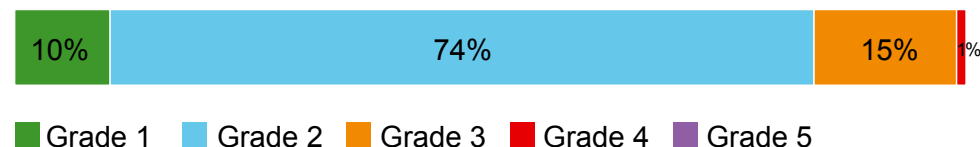
87   Nearly all children in schools and non-maintained settings (settings) continue to achieve at least adequate standards in all areas of learning with many children achieving good standards. There is some variation in quality between schools and settings. Provision in schools is generally stronger overall.

88   The amount of good work seen in schools and settings has increased from last year although fewer children achieve outstanding standards. The percentage of children achieving good standards improved by 10 percentage points while the percentage of children achieving outstanding standards fell by six percentage points.

89   Most children in schools and many children in settings make good progress in improving their language skills. Children listen attentively to suitable stories, enjoy learning rhymes and songs, and gain confidence in learning to read.

90   In a very few schools and a minority of settings, there are shortcomings in children's use of Welsh across all areas of learning. For instance, children do not know many counting rhymes and songs in Welsh.

91   In schools, most children use mathematics well in their day-to-day activities and make good use of their number skills to solve problems. Children's standards in mathematics and knowledge and understanding of the world have improved from last year, but these remain the weakest areas of learning. A few children do not count, sort and match objects accurately enough. They do not understand how to use money in their play and are reluctant to find things out for themselves.

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[7]   The standards achieved by learners under five in schools are included in the chart on page 19.

92   In settings, many children make good progress in developing their creative and physical skills. These children move confidently in large spaces, show good control when using pencils and small tools, and try out paint, crayons and collage in creative ways to make pictures and objects.

93   Nearly all children in both schools and settings continue to achieve high standards in their personal and social development.

The quality of education and training

94   In many schools and settings, staff talk a lot to children and are good at asking questions that make them think carefully about what they are doing.

95   In the many schools and settings where staff succeed in helping children learn effectively, they:

• have high expectations of what children can do;

• provide a secure but challenging environment that encourages children's independence;

• make good use of assessment and planning to support and extend the development of children's skills, particularly speaking and listening skills;

• provide plenty of relevant, first-hand experiences for children; and

• use resources, including outdoor resources, creatively.

96   In approximately one-third of settings, staff planning has shortcomings. This is mainly because staff do not always show clearly enough what they want the children to learn from planned activities.

97   In around half of settings, there are shortcomings in how staff assess children's progress or use assessment to identify their next steps in learning.

Leadership and management

98   In many schools and settings, the quality of leadership and management for under-fives is good. Leaders and managers generally base any decisions on sound values and principles and have a strong commitment to team working.

99   In most schools, self-evaluation is often well established. The best leaders and managers know what they need to do to improve standards and quality.

100   In a minority of settings, leaders and managers do not use self-evaluation to identify ways to improve. While leaders and managers are trained to plan for developments such as the Foundation Phase, other staff do not have enough opportunities to develop new skills through training. In addition, in a very few settings, leaders and managers do not check staff work often enough.

101 Most schools and settings use their space and equipment well to promote children's learning. In a very few schools and in about one-third of settings, outdoor resources are not used properly to develop children's skills. For instance, children have few opportunities to use the outdoors to find things out for themselves or to practise their physical skills.

102 To read more about the schools and settings we inspected this year, follow this link.

Primary schools

103 This year, we inspected 255 of the 1,509 primary schools in Wales.

Standards

Chart 6: The distribution of inspection grades awarded for standards that pupils achieve in nursery and primary schools (percentage of lessons) 2007-2008

12%	72%	15%	1%

■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4 ■ Grade 5
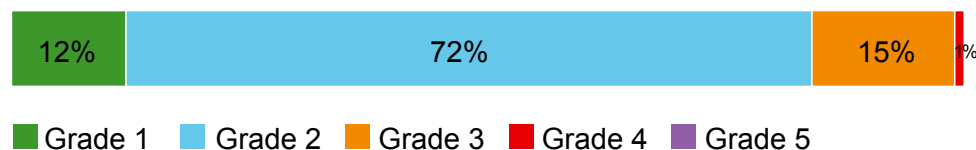
104 Over the last three years, primary schools have performed better than the target set for them by the Welsh Assembly Government for 2010. The target aims for the quality of learning, as judged by inspections, to be at least satisfactory in 98% of classes overall. In the nursery and primary schools we inspected this year, standards in 99% of lessons in key stage 1 and key stage 2 were satisfactory or better. The amount of good or very good work increased to 84%, up by four percentage points compared with last year.

105 This year, the majority of primary schools we inspected are the same primary schools we inspected in 2001-2002. Six years ago, only 60% of lessons achieved the top two grades for standards. The amount of good work has increased by 24 percentage points over the six-year period. During the same period, the percentage of lessons with the lowest two grades fell from 3% to a little over 1%. In 2001-2002, the percentage of lessons in which pupils were achieving good standards was lower for those aged 7-8 than for those aged 10-11. In the schools we inspected this year, there is very little difference in pupil performance between the different year groups.

106 Overall, pupils clearly achieve better standards in every subject than they did six years ago.

107   This year, pupils achieve the highest standards in information technology and design technology, closely followed by history. The least amount of good or very good work continues to be in Welsh as a second language where good features outweigh shortcomings in over a third of the work seen. Pupils achieve better standards in English and mathematics than in Welsh as a first language. In Welsh as a first language, there are shortcomings in over a quarter of the work seen.

108   Six years ago, pupils' achievements were relatively weak in design technology, information technology, geography and religious education, but standards in these subjects have now improved greatly. However, the work provided in most schools still does not challenge the most able and talented pupils enough. The tasks set often fail to develop the key skills and knowledge of these pupils to enable them to reach their full potential.

109   Charts 54 and 55 in appendix 2b show the grades for the subjects in primary schools inspected in 2007-2008 by each key stage.

110   The majority of pupils continue to develop good key skills. However, there are shortcomings in standards in over a third of the schools we inspected. In schools where Welsh second language is taught, pupils continue to achieve lower standards in bilingualism than in other key skills. Standards in bilingualism are good in just over half of the schools we inspected this year.

111   Standards in bilingualism are lower than standards of Welsh as a second language. Around half of pupils make very limited progress in developing bilingual skills, especially speaking.

112   To read more about bilingualism, follow this link.

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

114   Attendance is below 90% in just under half the schools we inspected. The average pupil is absent for 7% of half day sessions per year. This includes authorised and unauthorised sessions, and late attendance. This is a small decrease in school absence from 2005-2006 and is about the same as the figures for 2006-2007. More parents are taking their children on holidays during term time, and minority ethnic families in particular are taking extended family holidays. Persistent absences are due to the poor attendance of children from a few families, who do not do enough to make sure that their children go to school regularly and on time. Pupils' attendance is much worse in schools in areas of social and economic disadvantage. In schools with the highest proportions of pupils entitled to free school meals, absenteeism was 9% in 2007, but it was only just over 5% in the schools with the lowest proportions of pupils entitled to free school meals.

115 At key stage 1, the percentage of pupils who reach at least level 2 for the core subject indicator has remained between 80% and 81% since 2004. 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 80.7%, a very slight increase compared with 2007. The results in individual subjects attained this year are very similar to those in 2007. Girls perform better than boys in all subjects, with the greatest difference in English (9.7 percentage points) and the smallest difference in science (3.6 percentage points).

116 At key stage 2, 75.5% of pupils reached at least level 4 for the core subject indicator. This is four and a half percentage points better than in 2004 and represents an increase of one and a half percentage points from 2007. The biggest improvement by far was in Welsh as a first language where there was over a four percentage point rise in the number of pupils who reached level 4 compared to 2007. Girls continue to perform better than boys in all subjects, with the greatest difference in English and Welsh first language (over 10 percentage points) and the smallest difference in science and mathematics (less than four percentage points).

117 Charts 7 and 8 illustrate the levels attained by all pupils in core subjects at the end of key stages 1 and 2.

Chart 7: Levels attained by pupils at the end of key stage 1

	Core subject indictator	Welsh	English	Mathematics	Science
2004	80.1	87.9	82.8	87.0	88.5
2005	80.9	89.5	83.8	87.3	89.4
2006	80.6	88.6	83.1	87.2	89.4
2007	80.1	88.5	82.2	86.9	89.4
2008	80.7	88.5	82.4	86.8	89.7
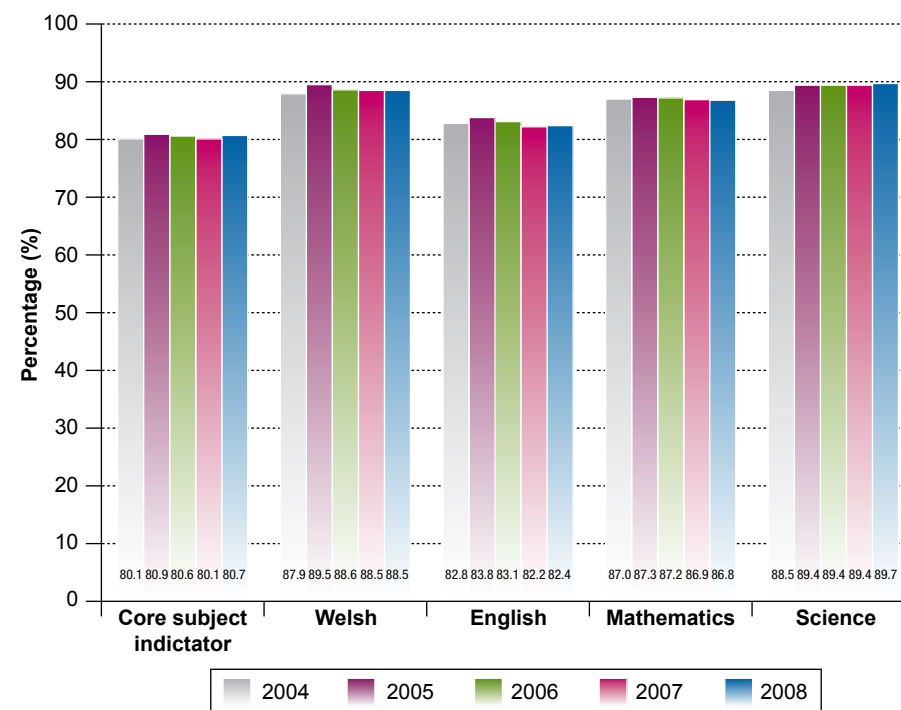
Chart 8: Levels attained by pupils at the end of key stage 2

	2004	2005	2006	2007	2008
Core subject indictator	71.9	74.3	74.2	74.1	75.5
Welsh	76.7	76.3	75.5	72.8	77.0
English	76.6	79.3	78.6	78.6	79.8
Mathematics	77.8	79.9	81.0	80.4	81.3
Science	86.5	86.6	85.6	84.9	85.6

118 On every school inspection, inspectors consider whether schools are failing to give their pupils an acceptable standard of education. Until this year, there was little change over the previous six years in the number of schools needing special measures. However, this year, the number of schools increased from two to six. During the course of the year, one of these schools was closed by the local authority and another was removed from the category. This means that at the end of this academic year, only four primary schools remain in special measures.

119 In schools judged as needing significant improvement, pupils are not reaching their potential, but are achieving better than in almost all schools in special measures. There are often important shortcomings in leadership and management in these schools. Inspection shows that staff in these schools are not evaluating their performance well enough. As a result, they have not recognised their weaknesses and fail to plan well for improvement. At the end of the year, there were 11 schools in need of significant improvement.

120 To read more about schools causing concern, follow this link.

The quality of education and training

121 This year, the overall quality of teaching and assessment is good or very good in 83% of primary schools. In 16% of the lessons inspected, there were outstanding features, which is a small increase on last year (two percentage points). Over the last six years, the amount of good and very good teaching and assessment has improved by over 26 percentage points, as shown in chart 9.

Chart 9: The percentage of very good and good grades awarded for teaching and assessment in 2001-2002 and 2007-2008

Good | Very good
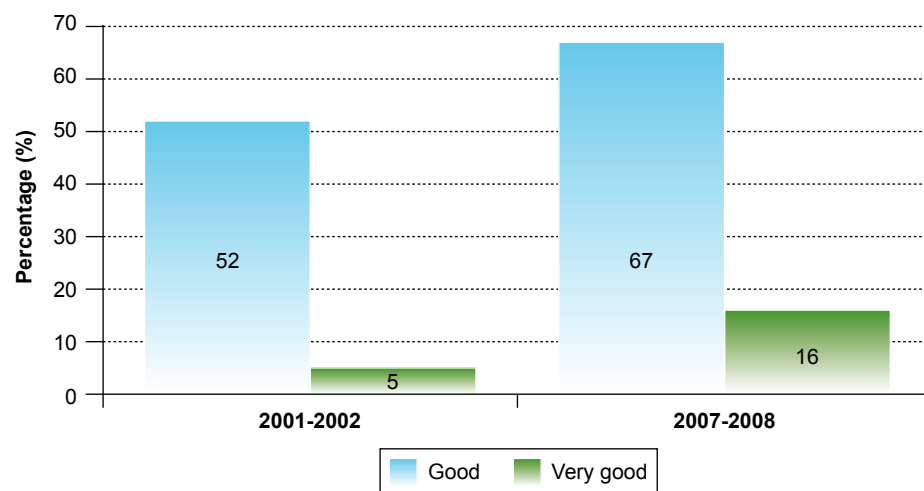
Chart 10: The distribution of inspection grades awarded for teaching and assessment in the lessons inspected 2007-2008

| 16% | 67% | 15% | 1% |

Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5
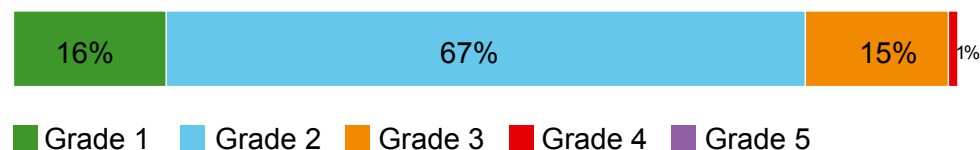
122 The characteristics of good and outstanding teaching identified in most schools include:

✓ high expectations of pupil achievement through consistent setting of challenging work;

✓ effective use of questioning to challenge pupils' thinking;

✓ strong and positive working relationships between teachers, pupils and learning support staff;

✓ varied use of a wide range of stimulating resources, including interactive whiteboards;

✓ thorough subject knowledge and thoughtful lesson planning; and

✓ effective use of teacher and peer assessment to improve performance.

123 There are shortcomings in the overall quality of teaching and assessment in around a sixth of schools. These include:

✗ a lack of pace and challenge in lessons and tasks which consequently fail to extend the thinking of more able pupils;

✗ sessions that rely too heavily on teacher-led activities rather than independent learning;

✗ lesson objectives that are not clearly focused; and

✗ no regular review of learning in plenary sessions.

124 Of the teaching inspected this year in key stage 1 and key stage 2, most subjects achieved about the same proportion of good and very good teaching as last year. Teaching in design technology and information technology is most effective. However, teaching of Welsh as a second language is weaker than in any other subject.

Chart 11: The distribution of inspection grades awarded for bilingual teaching 2005-2006, 2006-2007, 2007-2008
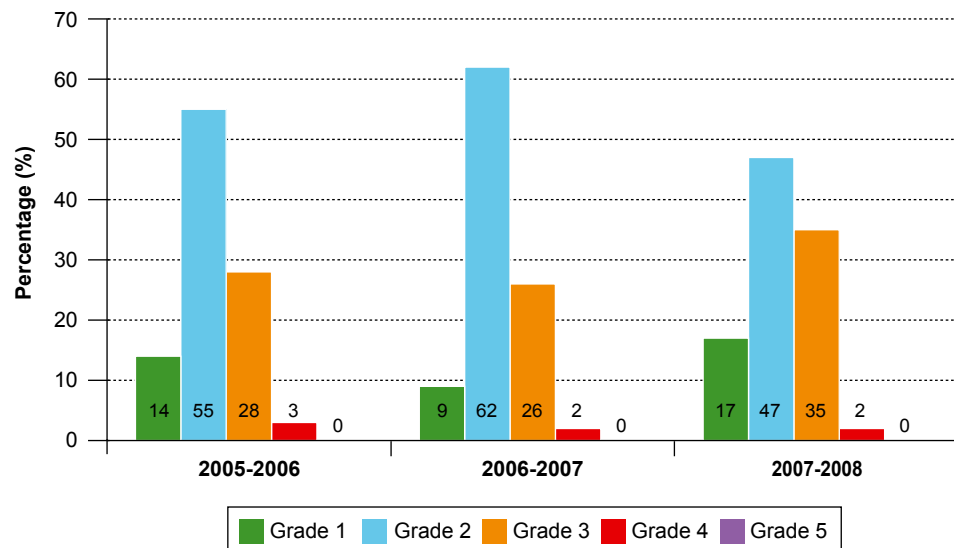
125 The amount of good and very good bilingual teaching across the curriculum has fallen during the past two years. This has a clear impact on the standards pupils achieve. Where inspectors find good or very good standards in bilingualism, they usually stem from well-planned teaching that develops pupils' speaking, reading and writing in a stimulating environment. The best teachers do not translate words and phrases into English immediately. Instead, they encourage pupils to think about, understand and speak Welsh confidently on their own. In those schools where there are important shortcomings, teachers often lack the expertise and enthusiasm to extend pupils' confidence.

126 Assessment continues to gain lower grades in inspections than teaching. However, where assessment is rated highly, effective teachers check pupils' work against national curriculum standards and compare their judgements with those in other neighbouring schools to make sure assessments are consistent and accurate. They also encourage pupils to check for themselves how well they are doing and to set their own targets for improvement. Effective teachers also analyse test results and teacher assessments of pupils' previous progress to improve their planning.

127 Most schools provide a curriculum that meets the requirements of the national curriculum and includes a range of interesting learning experiences which promote the development of pupils' key skills effectively. The wide range of activities they provide, both within and outside school hours, promotes pupils' personal development, understanding of global citizenship and sustainability, and their understanding of the world of work. These schools make good use of members of the local community and other visitors to enhance pupils' learning. In addition, their school councils make decisions that have a positive impact on many aspects of school life, including recycling and healthy eating.

128 In the few schools with shortcomings in curriculum planning, staff do not plan full coverage of the national curriculum and key skills systematically. In a few schools in key stage 2, the weekly teaching time does not meet the minimum set out in the teaching guidelines from the Welsh Assembly Government.

129 Nearly all the schools inspected this year have clear and effective strategies to deal with bad behaviour, including bullying. Successful schools reward good behaviour actively and recognise pupils' achievements regularly in order to encourage good and often very good behaviour.

130 Most schools take great pride in the way they promote the safety and wellbeing of their pupils and have clear procedures for looking after them. In these schools, all staff are aware of the school's policies and follow them carefully.

Leadership and management

131 The quality of leadership and management in primary schools is good or better in just under three-quarters of the schools. This is a similar picture to last year. The quality of leadership and management is an outstanding feature in almost a fifth of primary schools. In schools where leadership and management are good or better:

✓ all staff fully understand and share the school's values, aims and objectives;

✓ teachers with subject and whole school responsibilities are very effective in their roles and are often in charge of several areas;

✓ performance management systems have realistic and challenging targets;

✓ staff development is a high priority, with in-service education and training firmly linked to priorities in the school development plan;

✓ members of the governing body carry out their responsibilities effectively; and

✓ financial planning is carefully monitored and matched to the school's targets and priorities.

132 In the very few schools where the quality of leadership and management has important shortcomings:

✗ not all teachers and support staff fully understand what they should do to secure improvement;

✗ school development plans have too many targets and areas for development and it is unclear how these can be achieved;

✗ initiatives are attempted, but not successfully implemented and they have little impact on raising standards; and

✗ senior managers make little impact on improving standards and quality.

133 The quality of self-evaluation is about the same as last year. In almost seven out of 10 schools, leaders know what the school does well and are clear about the areas that need to improve.

134 In schools with effective approaches, self-evaluation reports are often concise, comprehensive and clear. They record strengths and areas where improvements are needed and identify the evidence that supports the judgements made. In addition, leaders and managers use self-evaluation outcomes to set priorities in the school development plan.

135 Many primary schools improve their teaching and learning through good use of resources. They make good or very good use of staff skills, learning resources, and the space available inside and outside the school. In most schools, staff have detailed job descriptions that clearly outline their roles and responsibilities. There are effective systems for managing the performance of staff and for identifying staff training needs. These systems link well to priorities in the school development plan and individual staff development needs. In these schools, all staff receive regular, well-planned professional development that has a positive impact on teaching and learning. Staff often use their specialist skills well to teach different age groups and to raise standards in their subjects.

136 In most primary schools, systems for ensuring that teachers have time for preparation, planning and assessment (PPA) are now well established. Teachers use this time effectively. In many schools, support staff are becoming increasingly skilled at covering PPA sessions. Under the careful direction of teachers, they deliver aspects of the curriculum where they have areas of expertise.

137 In the few schools with shortcomings, schools do not monitor how far their spending improves pupils' learning and they do not use the time of teachers and support staff efficiently enough. Training opportunities are limited and performance management systems are not well developed. In a very few schools, resources, especially books, are old and of poor quality.

138 Overall, most schools provide good or outstanding value for money. In these schools, leaders and managers, including the governing body, link their spending decisions to priorities in the school development plan and they monitor and review spending rigorously to achieve value for money.

139 To read more about the schools we inspected this year, follow this link.

Secondary schools

140   This year, we inspected 35 of the 224 maintained secondary schools in Wales.

Standards

141   Charts 12 to 15 below show the grade profiles for lessons we inspected this year.

Chart 12: The distribution of inspection grades awarded for standards that pupils achieve in secondary schools (percentage of lessons) 2007-2008

10%	60%	27%	3%

■ Grade 1   ■ Grade 2   ■ Grade 3   ■ Grade 4   ■ Grade 5
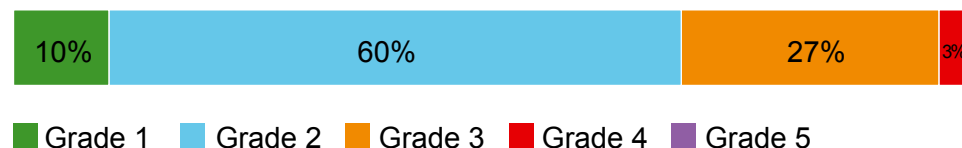
Chart 13: The distribution of inspection grades awarded for standards that pupils achieve in key stage 3 (percentage of lessons)

8%	60%	28%	4%

■ Grade 1   ■ Grade 2   ■ Grade 3   ■ Grade 4   ■ Grade 5
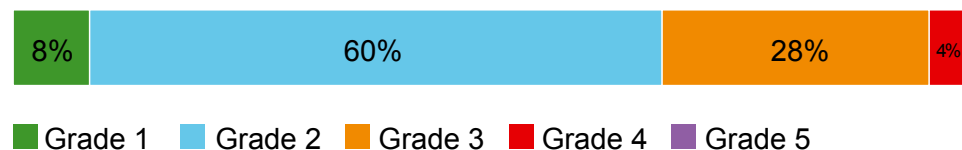
Chart 14: The distribution of inspection grades awarded for standards that pupils achieve in key stage 4 (percentage of lessons)

11%	56%	30%	4%

■ Grade 1   ■ Grade 2   ■ Grade 3   ■ Grade 4   ■ Grade 5

Chart 15: The distribution of inspection grades awarded for standards that pupils achieve in school sixth forms (percentage of lessons)

16%	67%	15%	1%

■ Grade 1   ■ Grade 2   ■ Grade 3   ■ Grade 4   ■ Grade 5
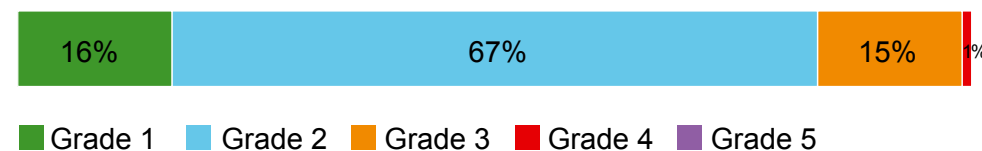
142   The proportion of lessons with more good features than shortcomings is 97%. This is just below the target of 98% set by the Welsh Assembly Government for 2010. There is little difference in the standards between key stage 3 and key stage 4, but standards are much better in the sixth form.

143   Pupils who achieve outstanding standards make very good progress when compared to their previous attainment. They behave very well, have positive attitudes to learning and work hard to increase their knowledge and understanding. In the sixth form, pupils who do best show high skills of personal research that includes a careful and critical analysis of information.

144   Where standards are poorer, this often stems from pupils not having the skills needed to improve their own performance. Often, they do not know enough about what they do well or badly, and what they need to do to improve.

145   We inspected 213 subject departments this year. Standards are good or better in around three-quarters of them, which is about the same as we reported in the last two years. The proportion of departments with important shortcomings has continued to fall and is now at 2%.

146   In English, pupils' reading is often better than their writing. In key stage 3, just over a quarter of writing has important shortcomings. However, in the sixth form, students' reading and writing are much better than in key stages 3 and 4. Nearly all students in the sixth form read and write well.

147   In Welsh, pupils' reading and writing are not as good as in English. In particular, in both key stage 3 and key stage 4, writing in Welsh has important shortcomings in nearly half of schools inspected.

148   As in previous years, pupils achieve the highest standards in Welsh first language and religious education. The subjects with the lowest proportions of grades 1 and 2 are also much the same as in previous years. These subjects are modern foreign languages, science and, especially, Welsh second language. The weak performance of Welsh second language continues from previous years and has deteriorated this year. Two-thirds of the work in Welsh second language has important shortcomings.

Chart 16: The distribution of inspection grades awarded for the standards of pupils' bilingual skills

14%	40%	34%	9%	3%

■ Grade 1   ■ Grade 2   ■ Grade 3   ■ Grade 4   ■ Grade 5

149   Pupils' bilingual competence is only good or better in just over half the schools. There are important shortcomings in the remaining schools, including one in eight schools where bilingual competence is poor.

150 Pupils' numeracy skills are good in many schools, but there are important shortcomings in about a fifth of schools. Pupils' ICT skills have improved a lot over recent years. ICT skills are now better than numeracy skills and are good or better in nine out of 10 schools. Pupils in almost all secondary schools have very good skills in working with others and good skills in solving problems. However, their skills in improving their own learning and performance are good or better in only two-thirds of schools.

151 Chart 17 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 has been a rise in the percentage of pupils attaining at least level 5 in mathematics and science. However, this followed a fall in both subjects in 2007, and the percentage for 2008 is just above that for 2006. There was a slight increase in the percentage in English and a slight fall in Welsh. In both English and Welsh, performance in speaking, listening and reading is better than in writing. The percentage for the core subject indicator has now reached the target set by the Welsh Assembly Government for 2007. It is five percentage points below the target set for 2010.

Chart 17: The percentage of 14 year olds who reach the expected level (level 5) or above in national curriculum teacher assessments at the end of key stage 3
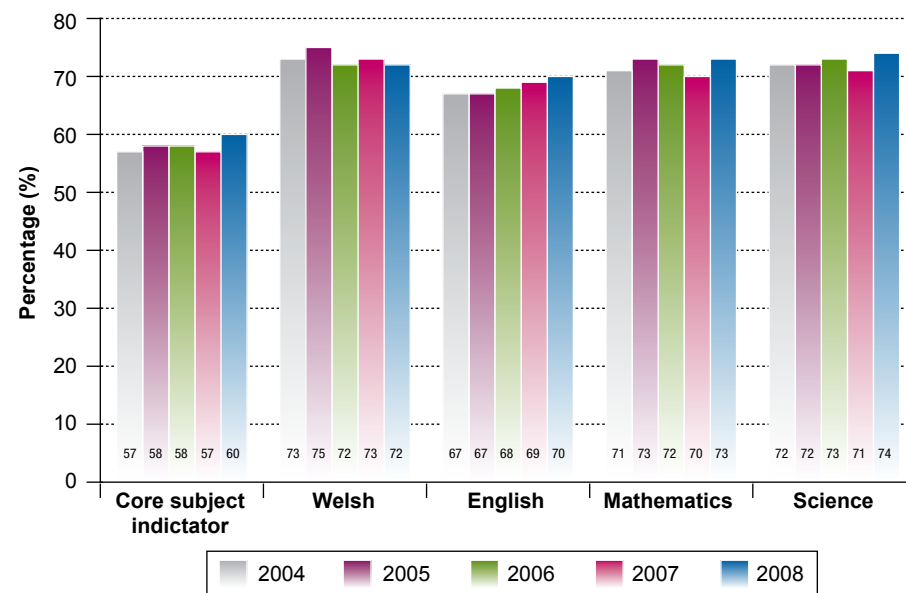
152 In our inspections, we give an overall grade for how well learners achieve in a particular school. In about three-quarters of schools, standards are either good or better. In 6% of schools, standards have important shortcomings. Compared with last year, the overall distribution of grades is broadly similar, although the proportion of work graded as outstanding is lower. This variation over one year does not necessarily represent a lowering of standards, as the sample is small and changes each year.

Chart 18: The distribution of inspection grades awarded for standards in lessons in secondary schools inspected in both 2007-2008 and in 2001-2002
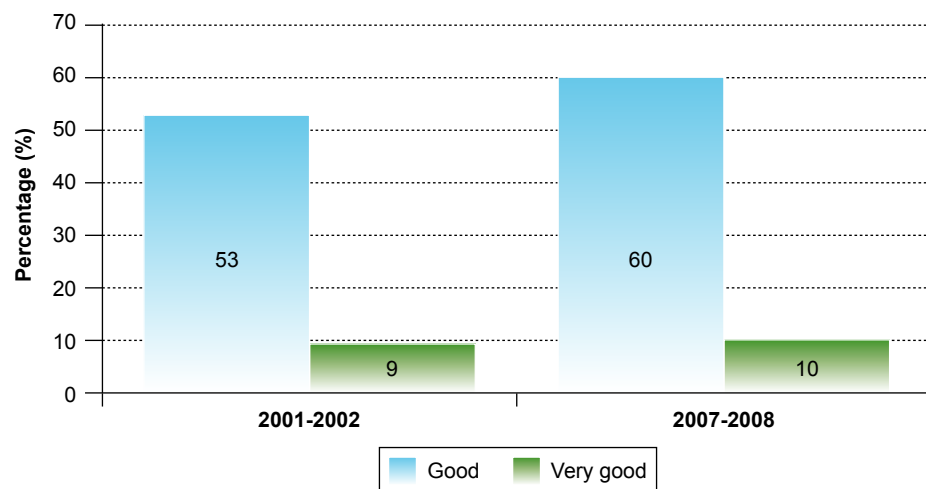
153 Of the 35 secondary schools that we inspected in 2007-2008, we inspected 30 in 2001-2002. The table above compares the grades we awarded in these 30 schools in 2001-2002 and 2007-2008. The grades awarded show some improvement in the percentage of good lessons while the percentage of outstanding lessons is almost the same.

154 Chart 19 shows that, once again, girls perform better than boys in all subjects. The gap is greatest in English and in Welsh. The smallest gap is in mathematics. The gaps in English and Welsh are much greater than at the end of key stages 1 and 2. For mathematics and science the gaps are much the same as those at the end of key stages 1 and 2.

Chart 19: Percentage difference between girls and boys reaching the expected level (level 5) or above in national curriculum teacher assessments at the end of key stage 3
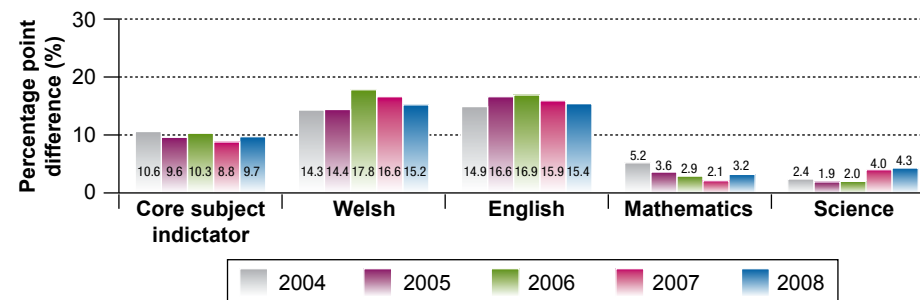
Examination results in secondary schools

External examination results at key stage 4 and in the sixth form

Chart 20: The percentage of 16 year olds who achieve the level 2 threshold, the level 1 threshold and no qualification			
	Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Achieved level 2 threshold	Achieved level 1 threshold	Achieved no entry level qualification or GCSE equivalent qualification
2008	46%	58%	87%	2.5%
2007	44%	55%	86%	3.9%
2006	-	54%	86%	3.9%
2005	-	52%	85%	4.3%
2004	-	51%	85%	-

155 This year, there was an increase of three percentage points in the number of pupils who achieved the level 2 threshold.

156 The level 2 threshold is an indicator that is similar to and replaces five or more GCSE passes at grade A* to C, but it includes a wider range of vocational courses. The figures for these two indicators have been nearly the same in the past, but they may differ if many learners gain vocational qualifications in future.

157 In 2008, 46% of pupils achieved the level 2 threshold including a GCSE pass in English or Welsh first language, and mathematics. This is a slight rise on 2007. However, this still means that too few pupils achieve this level of qualification in the key subjects of English or Welsh, and mathematics.

158 Most schools work hard to reduce absenteeism and their efforts are proving increasingly successful. There was a significant reduction in overall absenteeism in secondary schools in 2007-2008. The percentage of half-day sessions missed was 9.1%, compared with 9.4 % in the previous year. Overall absenteeism has reduced a lot since the start of the decade, when it was over 10%.

159 Despite this improvement, levels of absence from secondary schools are still too high across Wales. They are much worse than in England, where absence in secondary schools in 2006-2007 was 7.9%. The difference in levels of absence between local authorities in Wales is wide. The highest local authority rate was 10.1%, while the lowest was 7.5%.

160 There is a strong link between the proportion of pupils entitled to free school meals and the rate of absenteeism in a school. In the group of schools with below 10% of pupils entitled to free school meals, overall absenteeism was 7.5%. In schools with over 30% of pupils entitled to free school meals, it was 12.7%. Girls are absent more often than boys. Schools in some areas often struggle to overcome pupils' and parents' negative attitudes about attending school.

161 Chart 21 shows the latest available figures for the number of exclusions from schools in Wales during 2006-2007. Nearly nine in 10 permanent exclusions are from secondary schools.

Chart 21: The total number of exclusions from schools in Wales

	Permanent exclusions	Fixed-term exclusions
2006-2007	291	20,031
2005-2006	438	20,140
2004-2005	465	20,242
2003-2004	420	16,530

162 The number of permanent exclusions fell sharply by a third compared with the previous years. This fall was largely due to pupils transferring to another school before they become permanently excluded. This process helps to keep these pupils in mainstream education. Boys still make up about three-quarters of the total. Nearly nine in 10 of the permanent exclusions are from secondary schools.

163 The number of permanent exclusions varies considerably across Wales. For example, there were no permanent exclusions in Rhondda Cynon Taff last year, but 56 in Cardiff. There is also a great variation in the changes from the previous year. For example, five local authorities showed a sharp decrease from the previous year, while in another six local authorities the number of permanent exclusions went up. The number of fixed-term exclusions went down slightly in 2006-2007 compared to the previous two years, but it is still well above the figure for the years to 2003-2004.

164 At the start of 2007-2008, three secondary schools needed special measures as a result of inspections in previous years. During the year, these schools improved enough to no longer require special measures. In all three cases, the key factors in improvements were better management of the school and well-targeted support from the local authority.

165 During 2007-2008, inspectors identified another five secondary schools that needed significant improvement. In all five schools, pupils were not achieving as well as they could. Also, in two of the schools, attendance and behaviour were not good enough and were key reasons why standards were too low. In another school, there were important weaknesses in the work of senior and middle managers and in the quality of self-evaluation.

166 To read more about schools causing concern, follow this link.

The quality of education and training

Chart 22: The distribution of inspection grades awarded for the quality of teaching in secondary schools (percentage of lessons) 2007-2008

17%	58%	22%	4%

■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4 ■ Grade 5
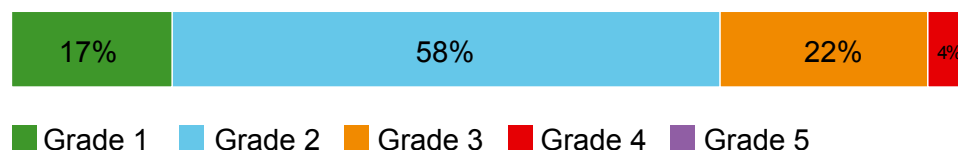
167 There has been an overall improvement in teaching in the schools we inspected this year compared to when we last inspected them six years ago (2001-2002).

168 This year, inspectors assessed the quality of teaching overall as good or better in more than eight out of 10 schools. There was little significant difference between key stage 3 and key stage 4. However, teaching is much better in the sixth form where its overall quality is never less than good. The percentage of schools with outstanding teaching is similar to key stages 3 and 4.

169 Overall, the quality of teaching has remained at the same level for the last five years. About 75% of lessons are good or better in 2007-2008. This is still below the target of 80% set by the Welsh Assembly Government for 2010.

170 An outstanding feature in more than half of the schools inspected is the way that teachers establish good working relationships with pupils that foster learning. Other common outstanding or good features include:

✓ teachers' knowledge and enthusiasm for their subject;

✓ lesson planning that takes into account how pupils learn;

✓ lively activities that encourage a brisk start;

✓ use of a wide range of resources to present lessons in a stimulating way; and

✓ the use of questions to encourage pupils to think more deeply and to respond at length.

171 The quality of teaching is best in Welsh first language. It is weaker in mathematics, music and science than in other subjects. Teaching is significantly worse in Welsh second language and reflects the weak standards in Welsh second language reported earlier. The unsatisfactory arrangements for teaching Welsh second language in key stage 4 continue a trend highlighted in last year's Annual Report.

172 Assessment is at least good in two-thirds of the schools inspected, but there are shortcomings in the remainder. In the schools where it is good, teachers mark work in detail and indicate clearly what pupils are doing well and how they can improve their work. Pupils have a clear understanding of national curriculum levels and examination grade descriptors. They assess aspects of their own and their peers' work with increasing frequency. Reports to parents are generally helpful, but a minority of schools do not provide enough information about how pupils can improve their performance in each subject.

173 Effective schools use information about pupils' past performance to set internal targets for examinations, class work and assignments during the year. Teachers monitor the grades awarded in subjects against these targets, and intervene if pupils do not achieve as well as they could.

174 The most important shortcomings in assessment occur when teachers do not make assessment criteria clear to pupils or do not provide helpful feedback when marking pupils' work.

175 This year, three-quarters of the schools inspected have a broad, balanced and coherent curriculum that enables pupils and students to study courses of their choice. In the remaining schools, the good features in their curriculum outweigh shortcomings.

176 In the best three-quarters of schools, common good features include:

✔ a thorough personal and social education programme;

✔ a wide-ranging programme of extra-curricular activities that are accessible to all pupils; and

✔ a carefully constructed programme of work-related and careers education and guidance, including enterprise experience.

177 In a growing minority of schools, there is an increasing range of appropriate learning pathways for learners in key stage 4. These include a good range of vocational courses. In addition, these schools often have strong links with other education and training providers which helps them to provide appropriate courses and experiences for their learners.

178 To read more about Learning Pathways 14-19, follow this link.

179 Many schools develop and monitor pupils' key skills well, but there are shortcomings in a minority where pupils do not get enough opportunities to develop ICT skills in all subjects.

180 Significant shortcomings in the curriculum offered by a quarter of schools include:

✗ limited provision for personal and social education;

✗ a failure to meet statutory requirements for a daily act of collective worship for all learners;

✗ weak provision for more able and talented learners; and

✗ poor promotion of bilingualism and the Cwricwlwm Cymreig.

181 The quality of care and support for learners continues to be a good feature in almost all schools. In just over half the schools inspected, the provision of care and support is outstanding.

182 The most significant outstanding features relate to:

✔ links with primary schools, and the induction and transition arrangements for new pupils;

✔ strategies to monitor attendance, behaviour and performance;

✔ the identification and assessment of pupils with additional learning needs;

✔ the support for pupils with additional learning needs, including the provision of learning support assistants; and

✔ the promotion of equal opportunities.

183 Many schools have effective partnerships with other agencies, for example to help to improve attendance, behaviour and pupils' appreciation of diversity.

184 Very few schools have important shortcomings in their care and guidance. In these very few schools, the most significant shortcomings include:

✗ too few learning support assistants to meet the needs of all the pupils with additional learning needs;

✗ limited access for pupils in wheelchairs or with restricted mobility; and

✗ too few opportunities for learners to develop their decision-making skills through the school council.

Leadership and management

185 The quality of leadership and strategic management are outstanding features in just over 20% of the schools inspected this year. In a further 40% of schools, there are good features and no important shortcomings.

186 In the best-managed schools, there is usually outstanding leadership by the headteacher. The headteacher leads by example, motivating staff and pupils to achieve high standards. These schools have a sense of common purpose, good relationships, and shared values in terms of learning and behaviour. Their heads usually receive strong support from both senior and middle managers. Senior managers are effective organisers, maintain good conditions for learning, and are visible around the school. Pastoral and academic managers work well with their teams to promote effective teaching and learning.

187 Successful schools base effective improvement planning on good self-evaluation that focuses consistently on standards, teaching and learning. They have detailed procedures for monitoring pupils' performance and setting targets. They use funds appropriately and monitor their spending carefully. There are close links between development plans and financial planning.

188 In well-managed schools, senior and middle managers undertake rigorous monitoring and review, including detailed and honest analysis of examination performance using value-added measures and comparisons with other schools. Regular lesson observation contributes strongly to school improvement and to identifying training needs. There are systematic mechanisms for gaining the views of pupils and parents. Leaders and managers use school councils well to canvass pupils' views.

189 To read more about school councils, follow this link.

190 In just under 40% of schools inspected, there are important shortcomings in management. The good features outweigh the shortcomings in all but one school. The most common shortcomings noted this year are:

✗ a lack of common purpose and poor communication with staff;

✗ not enough detailed planning, for example when addressing key issues since the previous inspection;

✗ a weak focus on standards by senior managers and subject departments; and

✗ inconsistent standards of departmental leadership.

191 In many of these schools, the outcomes of self-evaluation do not drive forward priorities for improvement. Plans are often ineffective and difficult to monitor because they lack measurable outcomes and timescales. Lesson observation is often badly organised, and comments on lessons tend to be descriptive rather than evaluative, with too little focus on standards.

192 Governors meet their responsibilities well in over three-quarters of schools. There are outstanding features in one in seven schools. The best governing bodies know their schools very well. They are closely involved in strategic planning, monitoring and evaluation, and they receive reports from heads of department. In a few schools, they have developed links with individual departments and attend department meetings.

193 There are shortcomings in the work of governing bodies in about a quarter of schools. In these schools, the governors do not always ask enough challenging questions about school performance and poor departments. They do not ensure that the school meets legal requirements, such as providing Welsh second language and religious education for all pupils in key stage 4.

194 Inspectors found that schools inspected this year are generally well staffed. Support staff often work effectively with teachers to provide learning resources and to help pupils in the classroom. Three-quarters of schools have effective systems for the professional development of teaching and non-teaching staff. They monitor the outcome and effect of training courses carefully. Good features of staff development include shadowing of senior colleagues and, in a few schools, middle managers joining the senior management team for set periods. There are shortcomings, including limited staff development and training, in around a quarter of schools.

195 Learning resources are generally adequate. Most schools have invested extensively in ICT and have good facilities. However, in a quarter of schools, pupils do not have enough access to computers.

196 There are shortcomings in accommodation in just over half the schools inspected this year. We reported similar figures last year. These shortcomings arise where pupils have to work in temporary classrooms of poor quality or in permanent classrooms where lack of space limits pupils' learning experiences.

197 Overall, the adequacy and management of resources to achieve value for money are good or better in three-quarters of schools, including a third of schools where there are outstanding features. There are some shortcomings in a quarter of schools.

198 To read more about the schools we inspected this year, follow this link.

Special schools (including independent special schools and colleges)

199 This year, seven maintained and three independent special schools received a full inspection. We also carried out annual monitoring inspections of a further 13 independent special schools and one special college. There are 44 maintained special schools and 28 independent special schools[8] in Wales.

200 All independent special schools provide residential accommodation for pupils either at the school or in a linked children's home. Almost all pupils in these schools are looked-after children.

Standards

Chart 23: The distribution of inspection grades for standards that pupils achieve in special schools (including independent special schools) (percentage of lessons) 2007-2008

Grade 1	Grade 2	Grade 3
27%	65%	8%

■ Grade 1   ■ Grade 2   ■ Grade 3   ■ Grade 4   ■ Grade 5
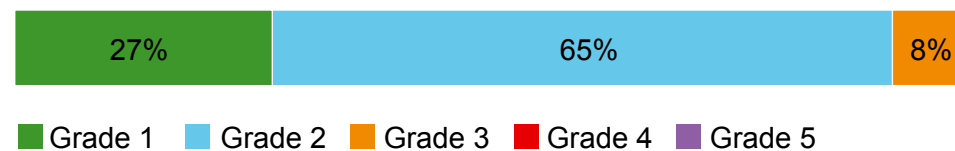
201 Overall, the standards that pupils achieve in the maintained special schools we inspected this year have improved since we inspected them six years ago. This year, standards are good or better in 92% of lessons. In 2002, they were good or better in only 78% of lessons.

202 The standards pupils achieve are at least good in almost all the special schools we inspected. In the majority of schools, there are some outstanding features in standards. These include the rapid progress made by pupils with a range of complex learning and behavioural difficulties, especially in developing their key skills. These pupils respond very well in lessons, and they concentrate and try hard. They make very good progress in developing personal and social skills, especially in communication.

[8] With a further three going through registration

203 In the majority of schools, pupils' behaviour is very good. On annual visits, we identify good improvements in pupils' behaviour over time, often from a poor start.

204 In nearly all the schools inspected, we judged attendance as good after taking account of pupils' serious medical or emotional circumstances. In almost all schools, attendance is improving. However, in all the schools inspected, it is below the targets set for mainstream schools by the Welsh Assembly Government.

205 In a few schools that educate pupils with social, emotional and behavioural difficulties, pupils' progress is limited. These pupils often have a poor previous record of school attendance and achievement. The few schools with shortcomings do not make their expectations of work and behaviour clear enough to pupils or create good learning opportunities. They do not do enough to improve pupils' attendance, punctuality and behaviour.

The quality of education and training

Chart 24: The distribution of inspection grades awarded for the quality of teaching in special schools (including independent specials schools) (percentage of lessons) 2007-2008

| 30% | 62% | 7% |

■ Grade 1　■ Grade 2　■ Grade 3　■ Grade 4　■ Grade 5

206 There are outstanding features in teaching in the majority of special schools we inspected. These include:

✓ highly effective, well-planned lessons;

✓ very well managed classes and high expectations of pupils' work and behaviour;

✓ thorough assessment of pupils that teachers use effectively to set suitable learning targets; and

✓ regular celebration of pupils' achievements that boosts their self-esteem and confidence.

207 Teaching is at least good in almost all special schools. All maintained special schools teach a full range of national curriculum subjects appropriate for pupils' needs. There are good opportunities for pupils to extend their learning through links with mainstream schools and colleges.

208 Special schools assess pupils' individual learning needs very well and design individual programmes based on that assessment. They track their pupils' progress regularly in order to carry out annual reviews of their pupils' statements of special education needs and to set new learning targets.

209 All independent special schools are improving opportunities for pupils to follow courses that lead to qualifications. Almost all special schools have good links with their local communities and offer pupils appropriate opportunities for work experience.

210 In most schools, pupils benefit from the close teamwork of teaching and support staff and good links between staff and visiting specialists.

211 In the very few special schools where there are shortcomings, it is because the expectations of pupils' levels of achievement are not high enough. Lessons do not always hold pupils' attention and staff do not manage poor behaviour well.

Leadership and management

212 In many of the special schools we inspected, there is outstanding leadership and management with very few shortcomings. Leaders and managers in these schools have clear aims and make careful plans to help the schools improve. They are effective in making sure that teaching and care staff plan and work together as a team. As a result, there are good links between home and school provision and day to-day routines are efficient. Leaders and managers check regularly that teaching is of good quality and make sure that staff receive suitable training.

213 Nearly all schools make good progress in addressing issues identified in previous inspections.

214 Almost all maintained special schools have outstanding systems of self-evaluation. In these schools, leaders and managers use assessment data very well to monitor pupils' progress and to agree appropriate individual targets.

215 In most independent special schools, self-evaluation is less developed than in the maintained sector. Systems to review staff and to monitor lessons are at an early stage and managers do not use enough first-hand evidence to help them to improve their schools. As a result, the quality of teaching varies too much and the priorities for school improvement are not clear enough.

216 Many independent special schools meet almost all of the Independent School Standards (Wales) Regulations 2003 and address promptly any issues identified during inspection. In a very few independent special schools, arrangements for the security of the premises and the supervision of pupils are not good enough.

217 There are very good, well-established arrangements in almost all maintained special schools to manage the performance of staff. Staff know and understand their responsibilities, and individual staff targets link effectively to plans to improve the schools.

218 In independent special schools, systems to manage staff performance are at an earlier stage of development, but the majority are monitoring staff and providing appropriate training opportunities to improve their performance.

219 There are shortcomings in leadership and management in a few special schools, often where there are not enough staff or where there are too many staff changes in a short period of time. These schools do not monitor their work well enough or give staff enough opportunities to attend training and to extend their expertise.

220 Almost all special schools provide suitable accommodation, but the quality of learning resources varies too much. A few very small independent special schools limit pupils' learning opportunities because they do not provide enough books or ICT equipment.

221 Last year, we identified one maintained special school that needed to make significant improvement. We re-inspected the school this year, but it has not improved enough and now requires special measures.

222 To read more about schools causing concern, follow this link.

223 All maintained special schools provide at least good value for money in their use of resources. There are shortcomings in the provision of learning resources in the independent special schools inspected, where priorities for staff training and resources for subjects are not identified well enough.

224 To read more about the special schools we inspected this year, follow this link.

Pupil referral units

225 This year we inspected seven out of over 63 registered pupil referral units.

226 The Welsh Assembly Government requires all local authority centres for children who are not able to attend a mainstream or special school to register as pupil referral units (PRUs).[9] However, not all of this provision is registered and Estyn cannot inspect non-registered units.

Standards

Chart 25: The distribution of grades awarded for standards that pupils achieve in pupil referral units (percentage of lessons)

11%	73%	15%	1%

■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4 ■ Grade 5
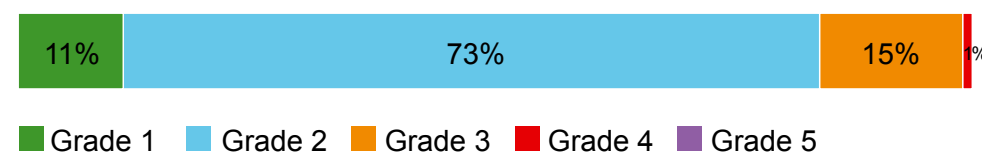
227 Pupils in 84% of lessons inspected achieve standards that are good or better. Only a very few lessons have important shortcomings.

228 In four of the seven pupil referral units we inspected this year, pupils make good or very good progress in their learning. They become keener to learn and to attend more regularly. Pupils learn to follow instructions and to work well with others. As a result, they gain self-confidence and are willing to tackle new tasks. This improved attitude allows them to develop the skills they need to make a success of going back to their schools, or to move into further education or work. Many pupils improve their basic and key skills and gain useful qualifications.

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[9] Inclusion and Pupil Support Guidance Circular Social Inclusion National Assembly for Wales Circular No: 47/2006, November 2006

229　In the other three units, pupils often do not make enough progress because of poor attendance. Many receive only part-time placements at the units and are unoccupied for the rest of the week. They do not get the full-time support that they need to develop the necessary routines to prepare them to get and to keep a job or to move on to further study. Pupils do not benefit from the wide range of curriculum experiences that might hold their interest, such as work experience and educational visits. More able pupils do not all have the chance to study for higher level qualifications.

230　A few pupils at key stage 2 and at key stage 3 make a successful return to school. Pupils at key stage 4 rarely return to school, but there are a few good links with local colleges and work-based learning companies that provide opportunities for pupils to move back into mainstream education and training.

The quality of education and training

Chart 26: The distribution of grades awarded for quality of teaching, training and assessment in pupil referral units (percentage of lessons)

14%	72%	14%

■ Grade 1　■ Grade 2　■ Grade 3　■ Grade 4　■ Grade 5
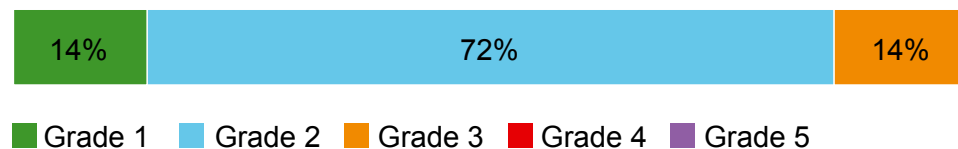
231　In all the units inspected, teachers get on well with their pupils and give them good personal support. Teaching is good or very good in five out of the seven units we inspected, and in 86% of the lessons. These teachers plan their lessons well to meet pupils' needs and interests and they monitor their progress well. They expect pupils to work hard and to behave well. They assess pupils' additional learning needs carefully and give them the extra help they need. Where pupils do not behave well, teachers help them to understand their feelings and how to deal with their anger. In the two units where teaching needs to improve, teachers' planning is not good enough. Plans do not focus enough on what pupils should achieve during their lessons, especially in relation to key skills. Teachers do not develop pupils' skills in Welsh or modern foreign language enough.

Leadership and management

232　In three of the seven units we inspected, leadership and management are good or very good. In these units, staff work very well together and agree aims. They understand exactly what they have to do to achieve the best outcomes for their pupils. These units make good use of data to work out where they have to make improvements. Their local authorities give the units very good support and the management committees have a good understanding of the day-to-day work of the units. However, not all committees know enough about teaching and learning to help the units improve.

233 Three units inspected this year are causing concern and need significant improvement. Their local authorities do not make sure that all pupils receive their full entitlement to education and training. These units have too narrow a curriculum, unsuitable buildings, too few hours of teaching, especially for key stage 4 pupils, and a lack of support for pupils who have additional needs. In the four units where there are shortcomings, there is not enough rigour in finding out what needs to improve and in setting targets for improvement. The targets are often too vague. Where there are management committees, they are not involved enough in planning the future work of the unit, in budget decisions or in making sure that teaching and learning are of high quality. One unit does not have a management committee. Three out of four of these units have not yet made the improvements recommended in their last inspection.

234 To read more about schools causing concern, follow this link.

235 To read more about the units we inspected this year, follow this link.

Local authorities' management of education functions

236 This year, we inspected education services in eight local authorities (LAs). We focused on one or more major services in each of these local authorities. We inspected 26 services across the eight authorities.

237 We inspected:
- seven services that support additional learning needs;
- eight services that promote social inclusion and wellbeing;
- five services that support access and school reorganisation; and
- six school improvement services and support services.

238 Where we inspected three or more services, we also looked at strategic management. We inspected strategic management in six local authorities.

239 We judged how good each service was and what its prospects were for improvement. The judgements and grading we use are on page 3.

240 Overall, the services inspected this year had a better grade profile than those inspected last year. However, there were important shortcomings in 12 out of the 26 services inspected. Strategic management had important shortcomings in two local authorities.

241 In addition to our inspections of local authority education services, we have further information on the performance of local authorities through inspections in other sectors.

242 We found that in about a third of local authorities, there are improving features in education partnership work, such as Children and Young People's Partnerships and 14-19 Networks. Education services are more effective at filling gaps in services when they work well with social and health services. Where good joint working takes place, services for vulnerable children and young people improve. Members of partnerships, including the voluntary sector, are putting agreed strategies in place to help collaboration and to avoid duplication of services to support learners. This involves clarifying the roles of all partners and setting realistic timescales for the actions needed for improvement.

243 Clear protocols are in place to improve the way local authorities, colleges and Careers Wales work together, for example in developing 'Keeping in Touch' strategies where partner agencies share information about young people to support them more effectively.

244 However, in those authorities with important shortcomings in strategic-level partnership work, the shortcomings included:

✗ social services and health professionals not contributing consistently to a joined-up approach to the education and care of young people;

✗ limited impact of the Children and Young People's Partnerships in promoting better co-ordination of services;

✗ not sharing data about adult learners, or children and young people between different service providers to identify trends and the support required; and

✗ not enough leadership and direction from local authorities to youth offending teams or not enough contribution to YOT management boards at a high enough level.

245 Local authorities are inconsistent in the quality and use of strategic plans and performance management systems in relation to their adult community-based learning services, work-based learning provision, youth offending teams and youth support services. As a result, senior managers and staff do not know the strengths and areas to develop as well as they should. This hinders the delivery of high quality support and training for learners.

Local authority education services strategic management

Chart 27: Grades awarded to local authority services for strategic management

Will the local authority's performance improve?

	Grade 4	Grade 3	Grade 2	Grade 1
Grade 1				3, 4
Grade 2		5	2, 6	
Grade 3		1		
Grade 4				

How good is the local authority's performance?

1 – Cardiff   2 – Neath Port Talbot   3 – Newport
4 – Pembrokeshire   5 – Torfaen   6 – Wrexham
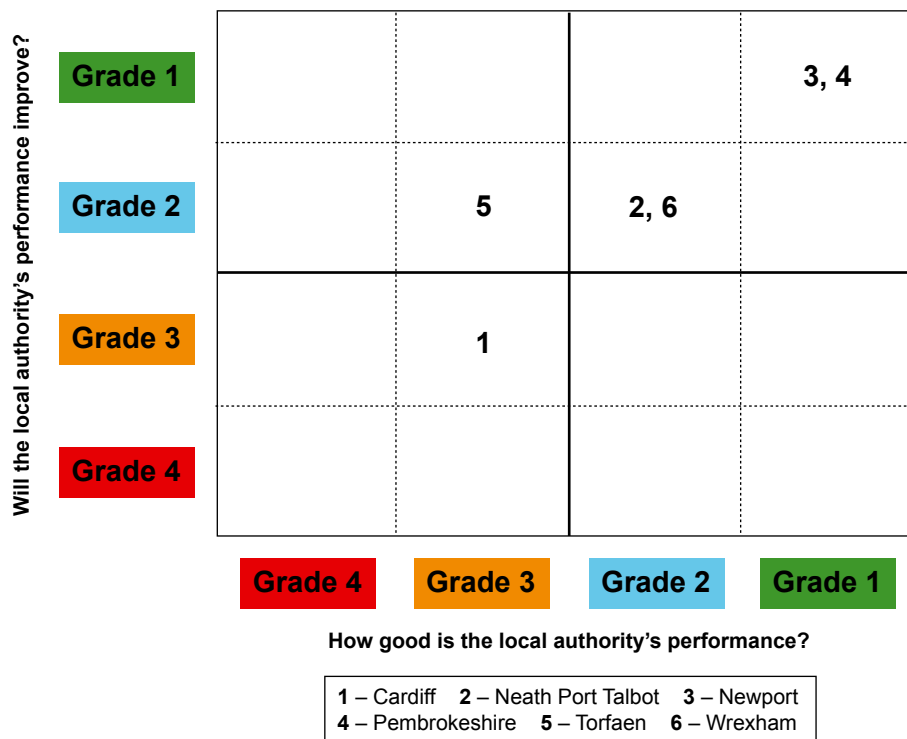
246 This year we found strategic management to be excellent in two of the six authorities inspected. In these authorities, senior officers and members provide high quality leadership and direction. Members are willing to take difficult, but necessary, decisions, such as reducing unfilled places in schools.

247 In the good authorities, plans have clear objectives and targets to guide service planning. Officers manage service budgets well and the budget-setting process allows the best use of resources.

248 Performance management systems are effective. They make good use of management information to inform senior officers and members of how well education services are doing. As a result, officers and members know clearly which aspects need to improve.

249 The weakest service areas inspected are school organisation and inclusion. These service areas continue to perform less well because too many elected members are not prepared to make the necessary difficult decisions to reduce the number of unfilled places and surplus schools in their authority. In addition, too many local authorities' planned provision for those who receive education other than at school has important shortcomings. Overall, too many pupils, including young offenders, do not receive full and appropriate educational provision.[10] Full-time means supervised education or other activity equivalent to that offered by mainstream schools.

[10] Local authorities do not always provide the recommended 25 hours per week for key stages 3 and 4.

School improvement

Chart 28: Grades awarded to local authority services for school improvement

Will the local authority's performance improve?

Grade 1			4	3
Grade 2			1, 2, 6	
Grade 3		5		
Grade 4				

| Grade 4 | Grade 3 | Grade 2 | Grade 1 |

How good is the local authority's performance?

1 – Cardiff **2** – Neath Port Talbot **3** – Newport
4 – Pembrokeshire **5** – Torfaen **6** – Wrexham
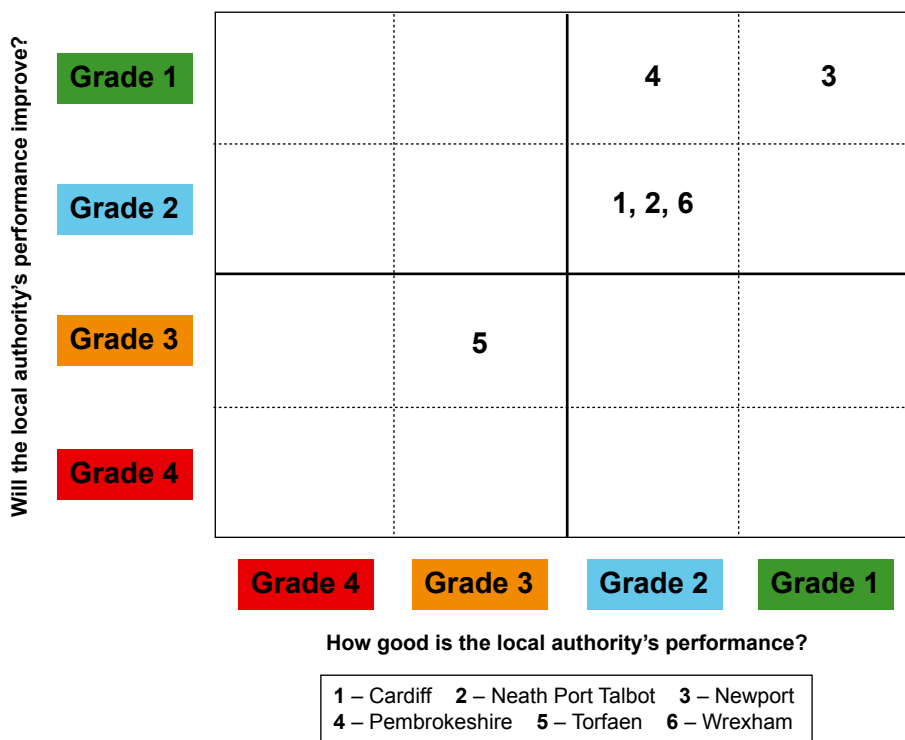
250   In the six services inspected this year, only one had important shortcomings.

251   Two services showed outstanding features. These include:

✓ successful school improvement programmes that have led to a measurable improvement of standards in schools;

✓ a culture of self-improvement among schools and a commitment to seeking ways to improve and to respond to challenge; and

✓ good use of data by local authority officers to target, challenge and intervene in schools experiencing difficulties.

Access and school organisation

Chart 29: Grades awarded to local authority services for access and school organisation

Will the local authority's performance improve?

	Grade 4	Grade 3	Grade 2	Grade 1
Grade 1				4
Grade 2		1		
Grade 3		2, 5	3	
Grade 4				

How good is the local authority's performance?

1 – Cardiff   **2** – Neath Port Talbot   **3** – Newport
4 – Pembrokeshire   **5** – Wrexham
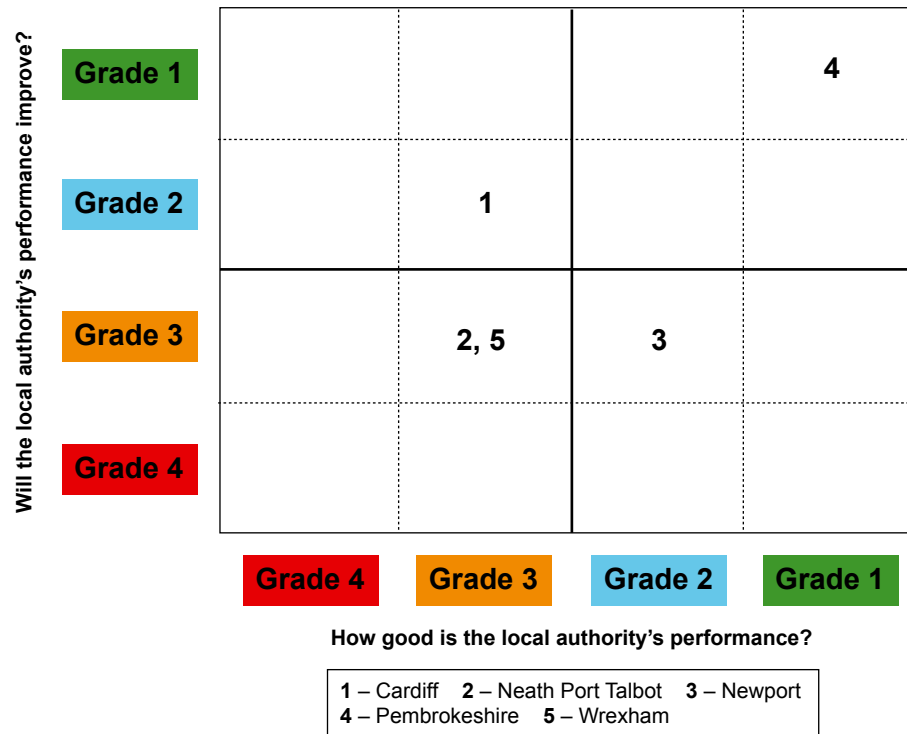
252 The shortcomings we found this year are the same as those we reported last year.

253 However, across Wales, local authorities in general − especially those serving rural areas − continue to be too slow in addressing the challenge of unfilled places in schools. As a result, local authorities maintain too many schools that are costly to run. Planning for Welsh-medium education, especially at secondary school level, continues to be weak in south-east Wales.

254 For the first time in this inspection cycle, we found outstanding features in this area of work in one local authority. In the one authority with outstanding features, officers and elected members make very difficult decisions about the closure and amalgamation of schools in the best interest of learners. They use up-to-date information on the condition, sufficiency and suitability of school buildings and use new ways to increase and to reinvest available money.

Additional learning needs (ALN)

Chart 30: Grades awarded to local authority services that support additional learning needs

Will the local authority's performance improve?

	Grade 4	Grade 3	Grade 2	Grade 1
Grade 1			2, 7	3, 5
Grade 2		1, 4	6	
Grade 3				
Grade 4				

How good is the local authority's performance?

1 – Cardiff 2 – Ceredigion 3 – Neath Port Talbot
4 – Newport 5 – Pembrokeshire 6 – Torfaen 7 – Wrexham
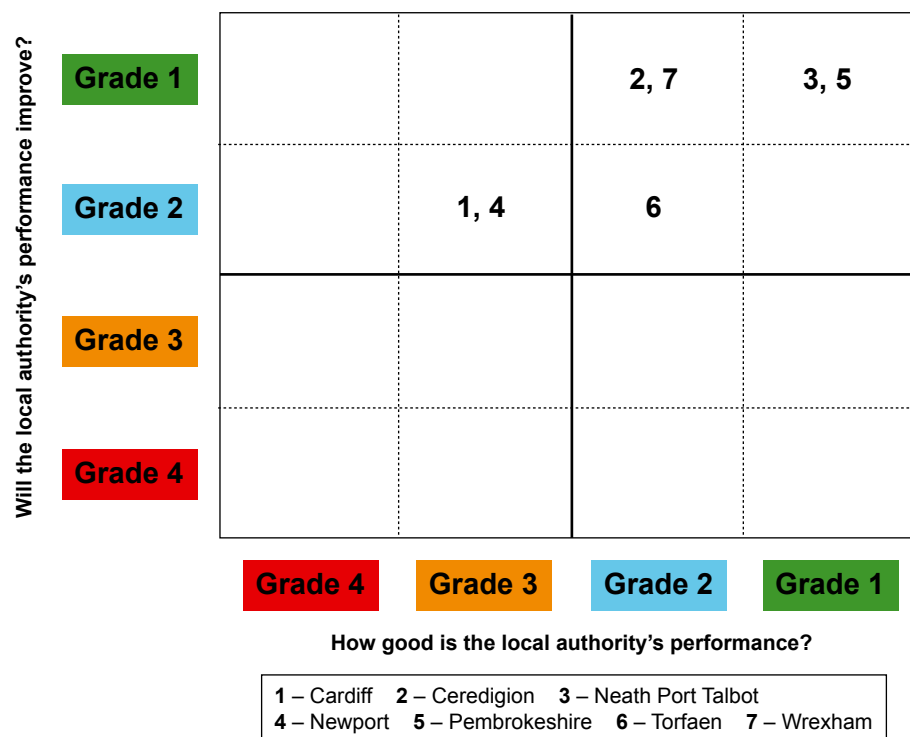
255 In this year's inspections of provision for pupils with additional learning needs (ALN), we found outstanding features. In two inspections, the outstanding features that have driven improvement include:

✔ schools with guaranteed levels of funding for three-year periods to meet the additional learning needs of pupils;

✔ a big reduction in the number of statements, which means that educational psychologists spend more time working with staff, pupils and parents;

✔ advice and support of high quality that is readily available to schools, parents and pupils; and

✔ more effective monitoring of outcomes for pupils by the authority, service heads and schools.

256 As a result, the quality of provision and outcomes for pupils with ALN has improved overall. This is because these local authorities have given schools the resources, skills and flexibility to enable them to meet the learning needs of individual pupils more fully.

257 The important shortcomings identified in ALN services this year include:

✗ lack of early support and professional advice for pupils and their families from educational psychology services;

✗ weak arrangements for early intervention, with too many children waiting too long before their needs are recognised; and

✗ inadequate use of data by service managers to target services where they are most needed.

Promoting social inclusion and wellbeing

Chart 31: Grades awarded to local authority services for promoting social inclusion and wellbeing

Will the local authority's performance improve?

	Grade 4	Grade 3	Grade 2	Grade 1
Grade 1				
Grade 2		2, 3, 4, 5	6, 7, 8	
Grade 3	1			
Grade 4				

How good is the local authority's performance?

1 – Cardiff   2 – Ceredigion   3 – Gwynedd   4 – Neath Port Talbot
5 – Newport   6 – Pembrokeshire   7 – Torfaen   8 – Wrexham
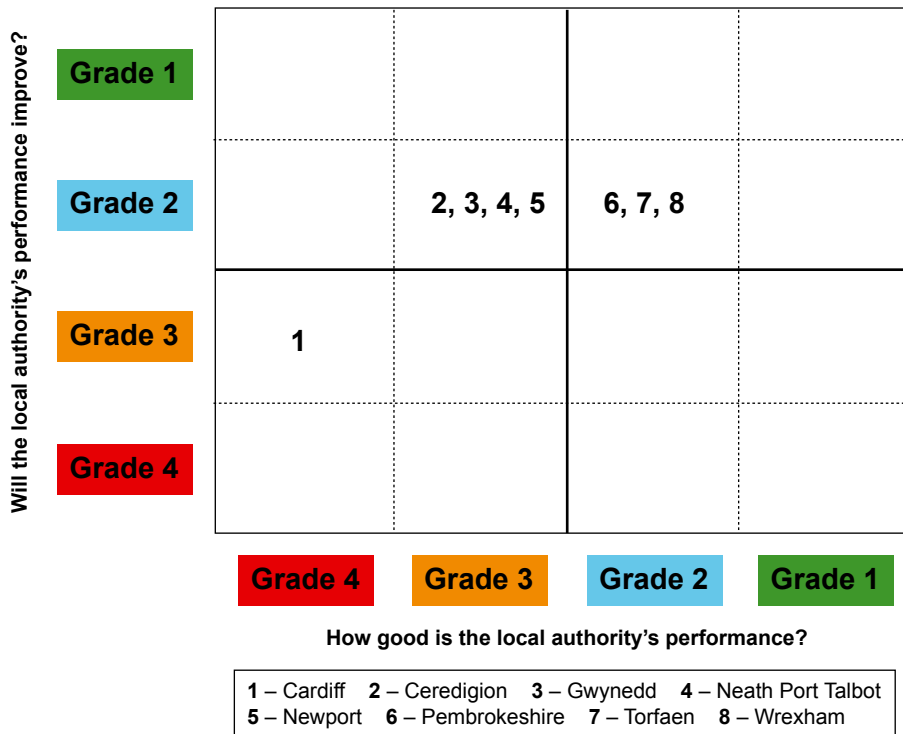
258   This was the weakest service area we inspected this year. None of the authorities we inspected had outstanding provision in this field.

259   Five of the eight services inspected had important shortcomings. These services do not work together well enough to raise standards for all children and young people. Also, their strategies for improving attendance and behaviour have limited impact. As a result, rates of attendance, and fixed and permanent exclusions, are not improving quickly enough. This is especially true in a few secondary schools.

260   Overall, too many children and young people who receive education other than at school, including young offenders, do not receive enough hours of suitable education.

261   In the three good services, the features contributing to improvement include:

• a wide variety of targeted and well co-ordinated support to help all pupils achieve good outcomes and remain in school;

• a strong and targeted focus on preventative work with children and young people to support their wellbeing;

• the effective co-ordination of vocational programmes so as to provide young people aged 14-16 with a good range of learning opportunities; and

• strong partnership work between local authorities, schools and other partners in order to address poor attendance.

262   To read more about the local authorities we inspected this year, follow this link.

Performance of schools across all local authorities

263   The thumbnail charts that follow show the inspection grades awarded for schools in each local authority between 2005 and 2008.

Chart 32: The distribution of inspection grades awarded to schools for each key question in each local authority 2005-2008

KQ1: How well do learners achieve?

KQ2: How effective are teaching, training and assessment?

KQ3: How well do the learning experiences meet the needs and interests of learners and the wider community?

KQ4: How well are learners cared for, guided and supported?

KQ5: How effective are leadership and strategic management?

KQ6: How well do leaders and managers evaluate and improve quality and standards?

KQ7: How efficient are leaders and managers in using resources?

n = number of schools inspected 2005-2008 in each local authority

■ Grade 1   ■ Grade 2   ■ Grade 3   ■ Grade 4   ■ Grade 5

The thumbnail charts show the grades awarded to half the schools of Wales in inspections between 2005 and 2008.
They are organised by local authority into bar charts indicating the distribution of grades awarded to the seven key questions.

264 Across Wales, the majority of schools in all local authorities give good or outstanding care, support and guidance to pupils. Generally, schools in large urban areas such as Newport, Wrexham, Swansea, Cardiff and the Vale of Glamorgan have the highest proportion of outstanding features in all areas of school inspections so far in the cycle. This includes leadership and management, curriculum provision, teaching and learning.

265 Schools in Carmarthenshire, Denbighshire, Monmouthshire and Powys have the highest proportion of important shortcomings in all areas of school inspections. There is also a high proportion of schools with important shortcomings in the way they evaluate and improve quality and standards in Conwy, Ynys Môn and Rhondda Cynon Taff. This detracts from the schools' ability to improve the quality of teaching and pupils' learning.

Schools causing concern

266 On every maintained school inspection, inspectors consider whether schools are failing to give their pupils an acceptable standard of education. Inspectors must consider whether the school needs special measures or significant improvement. These are defined as 'schools causing concern'.

267 In the last three years, inspectors have identified 46 schools as causing concern (that is, in one of the above categories or in the previous category of serious weaknesses). This is 5% of the total number of schools inspected.

268 At the beginning of this school year, 20 schools remained on the list of schools causing concern from previous years. During the year, inspectors identified a further 21 schools as causing concern. We also removed 16 schools from the list. See chart 33 below.

Chart 33: The number of school placed in a category 2007-2008					
Placed in a category	**2007-2008**				
	Primary	Secondary	Special	PRU	Total
Special measures	4	0	1	0	5
Significant improvement	8	5	0	3	16
Total	12	5	1	3	**21**

269 The number of schools identified as needing special measures was the same as last year, but the number needing significant improvement increased from 11 last year to 16 this year.

270 In schools needing special measures, the most important shortcomings are in leadership and management and in how well pupils achieve. There are many important shortcomings in their capacity to judge how well they are doing and to plan how to improve. During 2007-2008, inspectors awarded grade 4 or 5 in at least three key questions in nearly all schools placed in special measures.

271 All the schools needing significant improvement are performing significantly less well than might be expected. Over half had important shortcomings in one or more key questions. Pupils in these schools achieve better than in schools in special measures, but, even so, there are important shortcomings in standards and in leadership and management. These schools also tend not to know themselves well or plan effectively for improvement. Teachers do not expect enough from their pupils and do not track pupils' progress well enough. These schools do not always address the main issues from their previous inspection report. Governors are not sufficiently involved in setting the strategic direction of the school, specifically challenging the school's management to address poor performance.

272 When inspectors identify a school as needing special measures or significant improvement, the governing body and the local authority must send action plans to Estyn. These plans must address the recommendations and findings in the inspection report. Estyn inspectors then visit the school to monitor its progress. They visit schools requiring special measures every term and those requiring significant improvement after a year.

273 In 2007-2008, Estyn inspectors monitored 20 schools. Nine schools were in special measures and 11 in significant improvement or serious weaknesses. Chart 34 shows the number of schools that had made enough progress for us to remove them from the list. No schools now remain in the previous category of serious weaknesses. One school closed while it was in the category of special measures.

Chart 34: Schools removed from category 2007-2008

Removed from category	2007-2008				
	Primary	Secondary	Special	PRU	Total
Special measures	2	3	0	0	5
Significant improvement	9	1	1	0	11
Total	11	4	1	0	**16**

274 Schools removed from the list of schools causing concern had made progress in several aspects of their provision. They had successfully raised standards, improved attendance and behaviour, introduced more effective approaches to managing behaviour and attendance, and improved teaching and learning.

275 In 2007-2008, inspectors found that two schools previously in serious weaknesses or significant improvement had not made enough progress. These schools had not addressed shortcomings in their leadership and management. As a result, inspectors identified both schools as requiring special measures. We have since removed one school from this category.

276 During the last three years, only two local authorities have not had a school listed as causing concern. The majority of local authorities have only had one or two schools listed, but three authorities have had four or more.

277 Most schools removed from the list of schools causing concern have received good support from local authority officers to help them improve. However, local authority education services do not always intervene quickly enough or use their full powers of intervention in schools that are underperforming to prevent the schools from becoming a cause for concern.

278 These local authorities do not:

✗ share data on performance with their schools effectively enough to help identify areas of low performance;

✗ address weak leadership and management in schools; or

✗ challenge schools that have poor attendance and high exclusions robustly enough.

279 Not all local authorities produce detailed action plans showing how they intend to support under-performing schools to improve. The action plans are not always effective in explaining how the school improvement service will work with other services, such as additional learning needs and inclusion services, to address issues raised in the schools' inspection reports. As a result, poor leadership and management are not addressed quickly enough and these schools remain a cause for concern for too long.

GCSE comparisons

280 GCSE results in Wales have improved every year and have shown an overall increase of over eight percentage points in the last 10 years. Although GCSE results have improved in every local authority, the rate of improvement varies.

Chart 35: The percentage of pupils achieving five or more GCSE grades A*-C or equivalent[11] in 2007
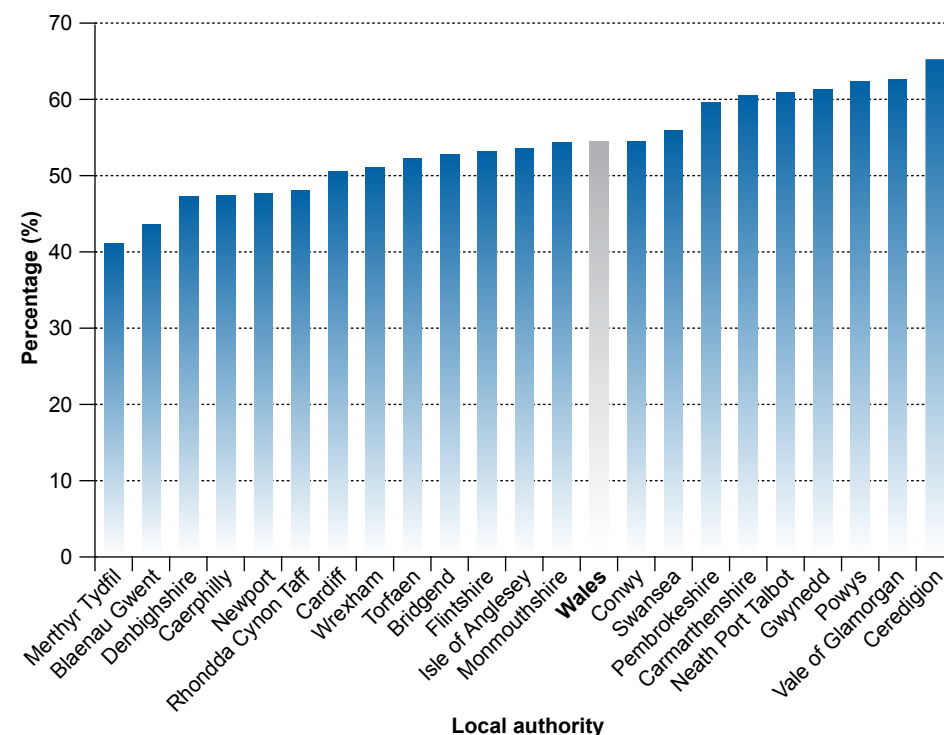
11 Up until 2007, the percentage of pupils gaining five or more GCSE grades A*-C or equivalent was the headline indicator for GCSE achievement. From 2007, the headline indicator is the level 2 threshold. For the purpose of this comparison, the percentage of pupils gaining five or more GCSE grades A*-C has been used throughout. Figures for 2008 are not yet available.

Chart 36: The percentage increase in the proportion of pupils achieving five or more GCSE grades A*-C or equivalent in the last ten years[12]

281 GCSE results in most local authorities have improved by between five and 10 percentage points over the last 10 years. However, the authority showing the greatest improvement (Neath Port Talbot) has improved by over five times that of the slowest improving authority.

282 The rate of improvement between the authorities varies greatly, irrespective of their starting point 10 years ago. For example, both Denbighshire and Neath Port Talbot had the same percentage of pupils achieving five or more GCSEs at grades A*-C 10 years ago, but Neath Port Talbot has increased its percentage by over 15 points.

283 The highest-achieving local authorities 10 years ago, according to the percentage of pupils achieving five or more GCSEs at grades A*-C, were Ceredigion, Powys, Vale of Glamorgan, Carmarthenshire and Gwynedd. These have all improved at a rate similar to the average for Wales. They remain the highest-achieving authorities, although they have now been joined by Neath Port Talbot.

[12] From 1998 to 2007 inclusive

Youth support services

284 This year we inspected youth support services in four local authority areas. We also undertook one re-inspection.

Standards

Chart 37: The distribution of grades awarded for standards that young people achieve in youth support services (percentage of sessions observed) 2007-2008

14%	63%	22%	1%

■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4 ■ Grade 5
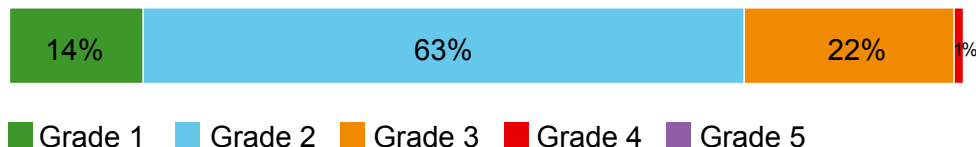
285 Overall, the standards achieved by young people working with youth support services have continued to improve. The proportion of sessions judged this year to be grade 3 or better rose to 99%, up two percentage points compared to last year.

286 Young people involved with youth support services are well motivated and participate actively in sessions. Most of these young people develop and improve their personal, social and key skills well. Their behaviour is good, and they develop supportive and respectful relationships with their peers and with adults. They enjoy what they do and work hard.

287 Young people offer leadership by using their own skills to help others to learn and to develop. They contribute well to the planning of services in their area. They talk about important issues with managers and local council members and take part in decision-making.

288 However, overall, too few young people get involved with youth support services. Children and Young People's Partnerships do not know accurately how many young people use these services, how well they achieve, the skills they gain or their rate of progress. Without clear management information about young people and why they choose to use these services or not, partnerships are not able to make services more attractive, relevant or accessible to young people.

The quality of education and training

Chart 38: The quality of work with young people and assessment in youth support services (percentage of sessions observed)

11%	55%	29%	5%

■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4 ■ Grade 5

289 Overall, the quality of work by staff in youth support services continues to improve. Ninety-five per cent of the work is now good or better compared to 88% at the beginning of the cycle in 2004-2005.

290 Most staff in youth support services have good working relationships with young people. They use what they know about the young people they work with to plan well and to ensure sessions challenge and stretch young people. However, a minority of staff deliver poorly-planned sessions. These staff do not focus their work on young people's needs or challenge young people to extend their learning.

291 Children and Young People's Partnerships know more about the youth support services in their area than they have in previous years. They now use this knowledge better to improve the co-ordination, range and distribution of services. However, it is still difficult for young people to find out clearly what is available to them. Also, young people with disabilities, those who live in rural areas, or need Community Adolescent Mental Health Services (CAMHS) services, and those aged over 19 years still do not have good access to all their entitlements.

292 Partnerships do not plan strategically to help young people to develop their basic skills or to use their Welsh language skills. It is only in a very few youth support services settings that young people are encouraged to use their bilingual skills.

293 All youth support services inspected have adequate arrangements for the safeguarding of children, young people and vulnerable adults. However, in two of the four areas inspected, there are still instances when new workers begin their employment before Criminal Records Bureau (CRB) checks have cleared.

Leadership and management

294 The quality of leadership and management in the partnerships inspected this year has improved slightly, but there are still important shortcomings in overall planning, quality assurance and the management of resources.

295 Senior managers and elected members are strongly committed to improving services for young people through partnership working. There are now clearer links between important local strategic plans, which helps to improve planning for youth support services. However, partnerships are still not very good at making sure all providers play their full part towards achieving joint targets.

296 Quality assurance is not robust enough. Self-assessment reports are too descriptive and lack detailed evaluation. Partnerships do not use them effectively enough to drive improvement. They do not gather enough data about the young people who make use of youth support services, or why many young people choose not to make use of them. They also do not evaluate the difference services make to the young people who use them.

297 Communication within the voluntary sector is improving. Most local councils for voluntary services now brief their representatives fully before partnership meetings. They also have effective ways to communicate with voluntary organisations the important issues discussed by the partnerships.

298 Partnerships are making good progress in developing their role as purchasers of services, including the withdrawal of some previously funded work when it is not relevant to identified priorities.

299 The majority of partners have well-qualified and experienced staff. Many good training opportunities take place jointly between youth support services. However, there is no overall workforce development planning for workers in youth support services across the partnerships, despite the requirements in Children and Young People's Plans.

300 Many youth support services are good or very good at bringing different funding streams together to add to their resources and to develop joint projects.

301 In three of the five local authority areas inspected, the local authority youth services receive generous funding through the Welsh Assembly Government Standard Spending Assessment (SSA). However, the other two local authority youth services receive much less. This means these local authority youth services have to rely too much on external funding to deliver core services, and this leaves important services vulnerable to closure once the funding ends.

302 Of the four partnerships inspected, three provide satisfactory value for money, and one provides poor value for money.

303 To read more about the youth support services we inspected this year, follow this link.

Youth justice system

304 This year we took part in four inspections of youth offending teams and one follow-up inspection of a secure setting. There are 18 youth offending teams in Wales.

Standards

305 Young people in these settings have often missed a great deal of their education and do not behave, read or write well. They find it difficult to work with others. However, they continue to have very limited access to full-time education with teachers who can meet their needs. This is the case in all the youth offending teams inspected and there has been no improvement since last year. Many young people have to wait for placements in education and then do not receive the recommended 25 hours. Young people whose first language is Welsh do not all have their language and cultural requirements met.

306 In spite of this, within the youth offending teams and the secure setting, young people take part in and enjoy a wide range of challenging interventions designed to improve how they work with others and to divert them from crime. These include the Duke of Edinburgh's award scheme, a project on how to be safe on the street, and working with a theatre group on substance misuse. Young people over 16 generally get good support from Careers Wales and have good access to further training.

The quality of education and training

307 In all youth offending teams and the secure setting inspected this year, staff do not assess and record young people's education and training needs carefully enough. Very few staff use individual education plans to guide and to monitor how well they meet young people's educational needs. Staff do not all give young people with statements of special educational needs enough support.

308 Staff in the secure setting inspected assess young people's basic skills well and give them good feedback, but they do not use these results to plan their lessons well enough to make sure that the work is at the right level for everyone. In all but one youth offending team inspected this year, staff do not have good enough access to assessment and support from the local authority for young people with poor basic skills. One youth offending team provides a part-time basic skills tutor in order to make up for this lack of provision by the local authority. This is working well. However, this is not how youth offending teams were set up to work. Their role is

to work with other agencies to gain the best services for their young people, using local authority and other resources to which the young people are entitled.

Leadership and management

309 The poor provision of education for young people who serve their sentences in the community remains a matter of concern. The percentage of young offenders in Wales in full-time education, training or employment is 65%. This is well below the Youth Justice Board's target for 90% of young offenders to be in full-time education, training or employment. The performance across Wales' 18 youth offending teams ranges from 41% to nearly 80% of learners in full time education, training or employment. The local authorities achieving the higher targets work closely with partners and provide a range of individual education packages designed to address particular needs and learning styles. In addition, the YOT management board has good representation from education at a senior level. However, the data that is collected by YOTs continues to focus on their attendance rather than how well they do when they are there. As a result, we do not know how well each young person or this group of young people is doing.

310 In all youth offending teams inspected this year, very few young people receive the recommended hours of education that local authorities are supposed to provide. In one youth offending team, as many as a third of the young people under 16 receive less than 15 hours a week. One youth offending team is working more closely

with local authority officers in order to access more education for young people. Youth offending team management committees are not always well informed and do not do enough to meet the educational needs of young people. They do not always make plans that set out what steps they will take to meet these needs. Managers of youth offending teams do not always link youth justice plans to local authority plans carefully.

311 To read more about the youth offending teams inspected this year, follow this link.

Adult community-based learning

312 This year, there were five inspections of adult community-based learning and one re-inspection. There is a total of 25 providers in Wales[13].

Standards

Chart 39: The distribution of grades awarded for standards that learners achieve in adult community-based learning (percentage of sessions observed) 2007-2008

13%	69%	16%	3%

■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4 ■ Grade 5

313 Standards in adult community-based learning continue to improve. Many adults achieve good or very good standards in their work. The amount of work where standards are at least good is 82%. This is four percentage points higher than in the geographical areas inspected last year and is slightly better than the year before; only 3% of work inspected this year is unsatisfactory.

314 However, the proportion of Welsh for adults learners who achieve good or very good standards is four percentage points lower than in the geographical areas inspected last year.

315 Most learners gain new knowledge and a range of skills. These include parenting, citizenship, business skills, and the wider key skills of working with others and problem solving. Many learners on community development courses use their new skills to gain employment or to help in other aspects of their lives.

316 The features that contribute to good standards achieved this year across all learning areas include:

✓ most learners are motivated and enthusiastic, and show respect for each other's backgrounds and culture;

✓ most learners listen attentively and contribute effectively to group discussions; and

✓ many learners organise their own learning outside of taught sessions and demonstrate good independent learning skills.

[13] Please see appendix 1 for details

317   However, attainment and completion rates vary too much in Welsh for adults and in Adult Basic Education (ABE) and English for speakers of other languages (ESOL). Providers do not always collect or analyse data on the performance of learners. This means there is a lack of reliable data across Wales and, as a result, tutors and managers are not able to focus on making improvements where required.

318   This year's inspections continue to identify shortcomings in assessment with a minority of learners unaware how well they are progressing and what they need to do to improve. Many learners do not make the best use of their individual learning plans (ILPs) to record their progress.

The quality of education and training

Chart 40: The distribution of grades awarded for the quality of teaching and assessment in adult community-based learning (percentage of sessions observed) 2007-2008

13%	61%	21%	5%	1%

■ Grade 1   ■ Grade 2   ■ Grade 3   ■ Grade 4   ■ Grade 5

319   Seventy-four per cent of the sessions inspected have good or outstanding features in teaching and assessment. The percentage of sessions with shortcomings this year was 26%, an improvement of eight percentage points compared to last year, but lower than at the beginning of the cycle.

320   The three-year trend in all learning areas in adult community-based learning is downwards overall. Standards of attainment vary too much between learning areas and between geographical areas. This is because standards of teaching are not consistent enough and managers do not do enough to monitor and to improve standards.

321   The quality of teaching and assessment was better than last year in all learning areas except Welsh for adults, which showed a two percentage point decrease.

322   Although there has been some improvement on last year in the use of individual learning plans, the use of assessment and ILPs to help learners to make progress varies too much.

323   There are concerns about the provision of bilingual and Welsh-medium learning. This is because most of the providers inspected this year have not undertaken enough research into the learning needs of Welsh speakers. None of the providers visited have enough tutors who can deliver courses through the medium of Welsh or bilingually. This means there are gaps in provision. One provider has improved the use of Welsh across a range of targeted bilingual programmes. However, most tutors in most providers do not use the Welsh language enough in class. This means that providers do not always meet the learning needs of Welsh-speaking learners.
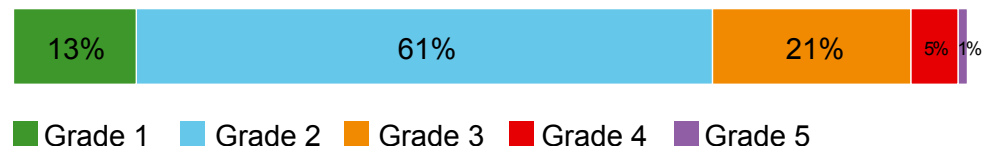
324 Many community-focused schools we visited work well with their communities to improve the range of learning opportunities for all through, for example, family fun days and holiday learning schemes.

325 Many tutors use an appropriate range of teaching strategies and resources to engage learners. However, providers do not always plan learner support well enough and, in a few classes, learners do not get enough support from tutors and managers. In a few cases, tutors are not aware of policies that exist to help learners with additional learning needs. Tutors and managers do not always identify learning needs well enough at initial assessment. This means that many learners with additional learning needs do not get access to the help and support they need, for example the services provided by Careers Wales. A few learners have not had help with the provision of adapted equipment.

Leadership and management

326 For the first time, all the adult learning networks inspected this year produced a single, comprehensive self-assessment report. This has helped leaders and managers from different providers to continue to make improvements in the way they plan and work together. However, learning networks do not always consider and use the strengths of all providers in their area. Learning networks in all areas take good account of local, regional and national priorities in their course provision. These partnerships have begun to contribute well to the social inclusion agenda. In the best cases, managers make good links with Communities First and regeneration programmes. Providers in these areas successfully attract new learners, many of whom have not engaged in learning for some time. However, many individual providers need to do more to communicate strategic priorities to staff at all levels.

327 Most providers work well together to arrange staff development activities. However, providers do not always have robust enough systems in place to identify or to meet the training needs of their staff. Many tutors do not use ICT well enough to make learning interesting for their learners. Most tutors do not focus sufficiently on the development of learners' basic skills into their teaching.

328 Half of the local authorities in the areas inspected this year do not review strategic planning for adult community-based learning or co-ordinate their role in their local learning network well enough. As a result, learning networks are not able to use the local authority's facilities and resources enough.

329 Providers do not use data systematically or well enough to help them to set targets for improvement or identify the need for and plan future provision. In addition, providers still do not share data about enrolments and completions with other providers within their network. This means that providers do not always know the local need for adult basic education.

330 A quarter of adults in Wales have either low or very low literacy skills.[14] This is higher than in England (16%) and in Europe (10%). The lack of basic skills varies across areas of Wales. The Valleys areas of Blaenau Gwent, Merthyr Tydfil, Caerphilly, Torfaen and Neath Port Talbot have the highest proportions of people with low levels of literacy and / or numeracy. Here four out of every 10 adults cannot read or write properly and one in four has a reading age of 11 or below. This means that these parents may not be as able to support their children with their learning, contributing to a cycle of underachievement. Fifty per cent of the working-age population of Wales lack basic numeracy skills.

331 Most individual providers have their own quality assurance procedures and most produce a quality development plan. However, providers do not use these systems and plans effectively enough to contribute to joint quality assurance procedures and to raise standards.

332 Many providers work well together to share resources and to avoid duplication, but a minority of providers do not identify or use all the resources available to them for adult community-based learning. In two of the areas we inspected, there are not enough trained teachers to meet the increasing need for ESOL provision. There continues to be too few staff who can work bilingually or through the medium of Welsh.

333 The majority of adult community-based providers inspected this year provide only satisfactory value for money.

334 To read more about the adult community-based providers we inspected this year, follow this link.

Further education

335 This year we inspected four colleges and one higher education institution that provides further education. There are 25 providers of further education in Wales.

Standards

Chart 41: The distribution of grades awarded for standards that learners achieve in further education (percentage of sessions observed)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
22%	58%	17%	2%	1%

■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4 ■ Grade 5
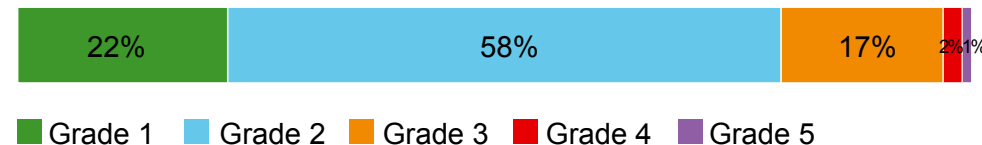
336 We inspected about half the learning areas in the four colleges and the only further education learning area in the higher education institution. For the first year in the current inspection cycle, we did not have to re-inspect any provider based on weaknesses identified in the previous year's inspections.

337 Standards have improved in all the providers since we last inspected them. Overall, standards are good or very good in 84% of sessions inspected. This is a slightly lower proportion than last year, but still above the 80% target set by the Welsh Assembly Government for 2007.

338 Standards are good or very good in nearly all the learning areas inspected. Standards are good with outstanding features in 10 of the 29 learning areas. In one college, the proportion of learning areas with outstanding work is very high and five of the six learning areas inspected have outstanding features.

339 Hairdressing and beauty therapy has outstanding features in three of the colleges we inspected. Learners gain very good practical skills and work very well as teams in commercial salons of high quality.

340 In the colleges inspected, many learners achieve well on the Welsh Baccalaureate qualification at the advanced level. Learners in one college perform well at all levels. However, in the rest of the colleges inspected, learners perform less well overall at the intermediate and foundation levels, mainly because too many learners fail to achieve their main qualification.

341 Learners in all the colleges inspected make good progress in getting key skills. They do this particularly well when they develop the skills through a relevant vocational area. However, the proportion of learners who gain key skills awards varies too much between learning areas.

342 The majority of learners show high levels of motivation and many develop the ability to work independently. However, in a few cases, especially on A level courses, learners' independent learning skills are not good enough. In these cases, learners do not do enough research or reading beyond the requirements of the examination. Most learners attend regularly and punctually.

The quality of education and training

Chart 42: The quality of teaching and assessment in further education (percentage of sessions observed)

21%	54%	22%	4%

■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4 ■ Grade 5
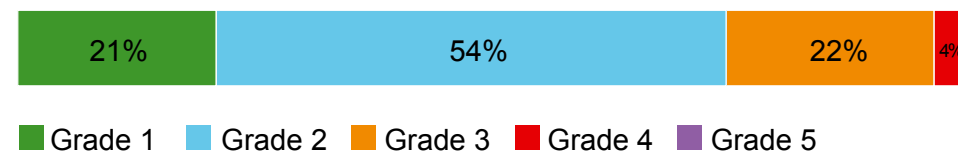
343 Teaching, training and assessment are good or very good in all the providers inspected. Most teachers use a wide variety of methods to engage learners' interest. In most classes, teachers use their industrial and vocational experience very well to stimulate and to challenge learners. Many teachers use ICT well to add interest to lessons. However, in a few cases, teachers do not organise lessons with enough variety to meet learners' needs or different ways of learning. Most teachers mark work carefully and give learners clear guidance on what they need to do to improve the standard of their work.

344 All providers inspected this year have outstanding aspects of provision. They all take very good account of government policies on widening participation. They plan the curriculum very effectively. Most of the colleges inspected have extended the range of courses that they offer at levels 1 and 2. The providers inspected often have outstanding links with industry. Most of the colleges inspected offer the Welsh Baccalaureate qualification to an increasing number of

learners at all levels of the diploma. In most colleges, the provision of key skills has improved a lot.

345 More than half the colleges inspected have effective partnerships with secondary schools. All the colleges have worked well to extend the range of vocational options for school pupils at key stage 4. All colleges inspected have increased the range of Welsh language and bilingual provision. They often have good links with local Welsh-medium schools and provide bilingual courses in childcare and a few other vocational areas.

346 The quality of care, guidance and support has outstanding features in two of the providers inspected and is good in the others. The outstanding features include the support for literacy and numeracy given to learners on vocational courses. Most institutions have good arrangements for promoting the wellbeing of young people and vulnerable adults. Learners in most providers have good individual learning plans, which include appropriate and challenging targets for them to work towards.

Leadership and management

347 Managers in the providers inspected focus on improving standards and quality well. In two colleges, managers improved standards and quality in outstanding ways. They have high expectations of learners and create a culture of high achievement.

348 In the providers inspected, managers communicate very well with staff. Senior management teams provide effective leadership, and managers make clear decisions and carry them out consistently. Most of the providers have effective strategic partnerships with other providers and play a leading role in the local 14-19 learning networks. Managers match college priorities very closely to national priorities for 14-19 initiatives and the development of high-level skills in the workforce.

349 To read more about Learning Pathways 14-19, follow this link.

350 Governors in all providers inspected carry out their roles effectively. Many are highly skilled and provide successful direction and support for college managers. Governors hold managers to account appropriately for any shortcomings in performance.

351 All providers inspected have very good systems for monitoring and improving quality and standards. Nearly all staff understand their role in college self-assessment and contribute well to it. Functional areas of providers, such as human resources and finance, produce evaluative reviews of their performance and have good plans for making improvements. All the providers inspected produce detailed and evaluative self-assessment reports.

352 Staff have effective systems for setting and monitoring targets for how well learners complete and attain qualifications. In most cases, they use the intranet well to share accurate data on course performance. All providers inspected are taking action to address shortcomings identified in their self-assessment reports.

353 Managers are very good at gathering the views of learners, staff and employers about the quality of provision. They use questionnaires, surveys and focus groups well. They manage the performance of staff well by observing teaching and learning systematically. In a few providers, the feedback to staff after lesson observations is unduly positive and lacks detail. In these cases, it does not help to identify outstanding practice or to help teachers to improve their work.

354 Providers employ enough suitably qualified and experienced staff to deliver their courses. Many staff have good industrial and commercial experience and most maintain good links with industry. The quality of accommodation overall is generally good or satisfactory, but many colleges have a few specific areas of unsatisfactory accommodation. All the institutions inspected provide good value for money.

355 To read more about the providers inspected this year, follow this link.

Work-based learning

356 During the year, we inspected 16 providers of work-based learning and re-inspected two. There are currently 91 providers in Wales.

Standards

Chart 43: The distribution of grades awarded for standards that learners achieve in work-based learning (percentage of sessions observed) 2007-2008

34%	51%	15%

■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4 ■ Grade 5

357 Learners achieved good or better standards in 85% of sessions observed.

358 Thirty-eight per cent of providers achieved grade 1 (good with outstanding features) compared with 9% in 2005-2006 and 35% last year. These figures show a clear trend of improvement. More providers achieved a grade 2 than last year (from 35% to 50%).

359 In the six learning areas inspected, across the 16 providers, all are at least satisfactory or better. All learning areas perform well with no significant differences between them. There is a trend of overall improvement in relation to the grades awarded for Key Questions 3 to 7, but too many providers still received only satisfactory grades.

360 The standards that learners achieve in individual learning areas show considerable improvement this year. Around 81% of learning areas, compared with 68% last year, are good or good with outstanding features. Of these, 44% have outstanding features. Health, public services and care is not performing as well as the other areas, but standards are improving steadily.

361 In the majority of providers, learners:

✓ develop good occupational skills in the workplace;

✓ are well motivated and attend training regularly;

✓ complete all their key skills qualifications early in their training programme;

✓ produce good portfolios of evidence; and

✓ receive good training and regular on-the-job assessment from employers.

The quality of education and training

Chart 44: The quality of training and assessment in work-based learning (percentage of sessions observed)

36%	56%	6%

■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4 ■ Grade 5

362 The quality of training and assessment has also shown further improvement this year with 94% of sessions observed having either good or outstanding features. This compares with 71% last year.

363 Key features in most of the teaching, learning and assessment observed include:

✓ good teaching skills and vocational knowledge of training staff;

✓ a wide range of regular and appropriate assessment opportunities for learners;

✓ constructive feedback to learners on their performance by training staff; and

✓ good support for learners in the workplace.

364 Almost all providers offer a wide range of appropriate training programmes, within the specific learning areas they offer, that meet the needs of learners and employers well. Most providers have established good networks of employers that provide good on-the-job training opportunities for learners.

365 Many providers ensure they identify and meet the various support needs of learners. Training staff in the majority of providers support learners outside normal working hours to meet learners' irregular patterns of work.

366 There are better links between local and national employers, Sector Skills Councils and awarding bodies than last year. Providers use these links well to keep up-to-date with the changing needs of industry. The majority of providers work well together which

enables them to share good practice and to improve the service to learners. Most providers have good links with external agencies who offer additional support for learners, for example, in relation to homelessness, drug and alcohol misuse, and careers advice and guidance.

367 Over half the providers inspected are involved in local 14-19 Networks, often playing active roles or taking the lead in piloting local initiatives. Providers work closely together and, in many cases, with the National Training Federation for Wales to help to broaden the 14-19 curriculum and to engage disadvantaged learners. A few 14-19 Networks do not pay enough attention to work-based learning and fail to involve work-based learning providers sufficiently. However, this is improving slowly, due in part to the efforts of the National Training Federation for Wales.

368 Most providers have suitable policies to support the wellbeing of learners. Many providers have effective procedures for the safeguarding of young people and vulnerable adults. The opportunities for staff to learn more about the safeguarding of young people and vulnerable adults is improving, but more training opportunities are required.

369 Many providers promote equal opportunities and meet the differing needs of learners well. A small minority of providers offer opportunities for learning through the medium of Welsh. However, in many providers, there are too few opportunities to use the Welsh language or to learn about the culture of Wales.

Leadership and management

370 There has been significant improvement in the quality of leadership and management this year. Seventy-six per cent of providers had good or outstanding leadership and management compared with 64% last year. In these providers, managers make good use of information about learner performance to set appropriate targets and to monitor the performance of learners and staff. In two providers (12%), leadership and management has shortcomings in important areas. This compares with 24% last year and 46% in 2005-2006 and shows a striking trend of improvement (see chart 45).

Chart 45: Percentage of providers with shortcomings in important areas in leadership and management in work-based learning
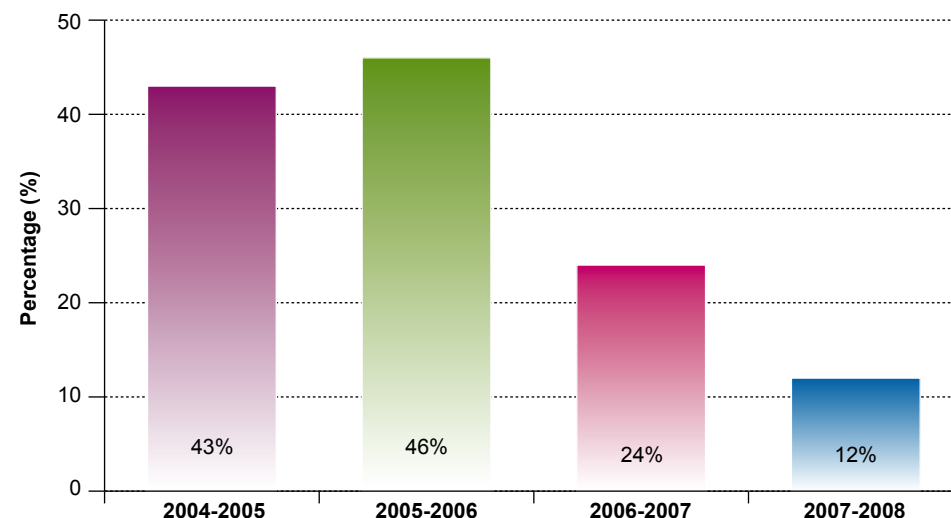
371 The management of quality was good or better in over half the providers inspected. This is similar to last year. The majority of providers identify their strengths and weaknesses accurately and use this information well to develop robust and informative self-assessment reports and action plans.

372 The quality and management of resources has improved slightly from last year. Staff are generally well qualified and experienced in their learning areas. Many providers have a good range of accommodation and learning resources. Most providers have suitable staff development programmes and staff take part in a wide range of training programmes to improve their performance and to gain additional qualifications. Of the 16 providers inspected this year, 12 provided good or very good value for money and four satisfactory value for money. This is an improvement on last year.

373 We carried out two re-inspections this year. In one provider, we re-inspected leadership and management. In the other, we re-inspected leadership and management and two learning areas, Business, Administration and Law and Retailing and Commercial Enterprise. In both providers, the directors and managers now lead the organisations with a strong focus on improving attainment of full qualifications frameworks and give clear direction in many important aspects of the business.   In both cases, the providers have addressed the action plans from their previous inspections well and made the required improvements.

374 To read more about the providers we inspected this year, follow this link.

Department for Work and Pensions

375 This year we inspected eight providers that deliver New Deal Prime Contract, Programme Centre and Employment Zone provision funded by the Department for Work and Pensions.   We also re-inspected two providers for their leadership and management only. There are 39 providers in Wales.

Standards

376 Overall, standards in all providers inspected are good. Sixty-seven per cent of providers inspected are good with outstanding features or have no important shortcomings. The other 33% are satisfactory (grade 3).

377 In Employment Zone provision, standards are very good. Almost all clients who start a job sustain long-term or short-term employment. Job outcomes continue to improve in the New Deal Prime Contract and Programme Centre provision, but remain below the targets set by Department for Work and Pensions.

378 Overall, many clients gain additional qualifications in areas such as food hygiene, first aid and basic skills. This helps clients to improve their chances of gaining a job and to remove some of their barriers to work. Almost all clients have an individual learning plan that includes personal targets and records their specific training needs well. However, in a few cases, training staff do not always record clients' targets and actions for job applications clearly enough.

379 Most clients form an effective partnership with training staff. Clients feel valued and this increases their motivation to find and to keep a job.

The quality of education and training

380 The quality of training, advice, guidance and support to enable clients to gain employment or to enter education or training in the Department for Work and Pensions providers inspected is good, and in a few cases very good. Almost all job search sessions are effective and help clients understand the importance of curriculum vitae, job applications and interview techniques. Providers plan and deliver off-the-job training sessions well to meet the needs of their clients.

381 Overall, providers generally meet the needs of learners well. In the best cases, this includes appropriate individual programmes of support. All providers work with a wide range of local and national employers to give clients the most suitable work experience. They make good use of partnership working to help disadvantaged clients return to work.

382 All providers give clients a high level of care, guidance and support. They make clients aware of the support services available and work with them to make sure they use the services they need, such as housing or drug misuse. A few providers run workshops for clients on how to deal with money matters, healthy eating and cooking on a budget.

Leadership and management

383 Overall, leadership and management are good or better in all providers inspected this year. We re-inspected leadership and management at two Workstep providers. One provider made the required improvements. The other provider did not improve enough and no longer holds a Workstep contract.

384 All providers have a clear mission statement with strategic aims and objectives that take account of Department of Work and Pensions and Welsh Assembly Government national and local priorities. Providers communicate their vision and core values well to all staff, clients and stakeholders. Communication in almost all providers is good. Managers and staff hold regular meetings to discuss contract performance and issues relating to clients.

385 Overall, providers monitor and evaluate quality and standards within their provision appropriately. Almost all their managers and staff are strongly committed to developing a culture of continuous improvement. While most providers' self assessment reports are of a good standard, many providers do not involve all staff in the process. Most providers identify good features and areas for improvement well, but many of the quality assurance procedures focus too narrowly on compliance issues only and not enough on standards, teaching and learning.

386 Staff are generally well qualified, including with suitable commercial experience, to deliver the DWP programmes. Most providers have good staff performance management systems in place that set appropriate targets for staff. Many staff have regular opportunities to update their professional knowledge and skills.

387 Providers' premises offer clients good access to provision, often in convenient town centre locations. Learning resources for clients are of a good quality. Many providers have made considerable investment in upgrading and improving ICT equipment for clients.

388 To read more about the providers we inspected this year, follow this link.

Adult offender learning

389 We inspected education and learning in two prisons this year and undertook one re-inspection. In addition, we inspected all four of the probation areas.

Standards

390 In custody, most learners achieve well. In many learning areas, attainment is good and it is very good in a few. For many of these learners, who start with low levels of confidence and poor experiences of learning, this is outstanding achievement. In vocational training and in prison workshops, learners develop good practical skills that improve their confidence and may help them to find work.

391 In probation areas, many learners achieve well. A few make good progress and achieve useful basic skills and vocational qualifications while undertaking unpaid work. This helps to motivate them and to improve their chances of getting and keeping a job.

392 Almost all learners show high levels of respect for each other and for their tutors. They are proud of their achievements and enjoy talking about them. Learners in unpaid work sessions feel good about putting something back into the community. They learn to work with others in teams and to improve their communication skills.

393 Learners on basic skills programmes that take place in the community do not make as much progress as they could because they do not attend often enough. In custody, learners' punctuality is not always good enough.

The quality of education and training

394 Much of the teaching in prisons is good, but it varies too much in probation settings. In the best sessions, tutors plan well and produce interesting teaching materials. Overall, most tutors use learners' individual learning plans well.

395 In prisons and probation settings, tutors offer a range of appropriate qualifications which help offenders to get and to keep a job. However, in two prisons, there are not enough education and work opportunities for learners and there are long waiting lists to join classes. Often, as offenders move from prison to prison, they lose their place on the waiting list.

396 In nearly all prisons, there are not enough basic skills classes to meet learners' needs. Many learners do not have good enough access to the prison library. In addition, there are only limited places available in education and training.

397 In all settings, managers and tutors do not promote the Welsh language and culture well enough.

398 Offender learners in Wales do not have good enough access to information, advice and guidance services of high quality.

399 Most learners in prison and probation settings receive a useful introduction to their learning programmes. These explain clearly their rights and responsibilities. Overall, prison and probation staff, and learners, pay very good attention to diversity and equality of opportunity issues as part of education.

Leadership and management

400 The quality of leadership and management is generally good. In both prison and probation settings, managers have clear aims and there are good links to national and local priorities. Nearly all managers exceed their targets for learners' achievement of basic and work skills awards, and for getting learners into jobs which they keep. However, the focus on meeting targets means providers do not always meet individual learning needs.

401 Many managers use partnerships with other providers to improve the quality and range of learning opportunities. However, those responsible for managing education and training are often not specialists in education and training. Managers therefore do not always monitor these opportunities well enough.

402 Most prisons have strategies in place to improve quality and standards, including good self-assessment arrangements. They are less well developed in probation areas. However, all providers often measure attendance rather than outcomes achieved by the learners. In both prisons and probation areas, managers take good account of learners' views.

403 Many staff are well qualified and experienced. There is a very good focus on the training and development of staff to meet the learners' needs.

404 Arrangements for offenders to continue their learning between their time in custody and their return to the community are not good enough. In basic skills classes in the community, probation staff do not refer offenders regularly enough and offenders do not attend well enough. This means that classroom resources are underused at times. Overall, resources for offender learning in prisons and probation give adequate value for money.

405 To read more about the providers we inspected this year, follow this link.

Careers Wales companies

406 This year we inspected Careers Wales North West, one of the six Careers Wales companies.

Standards

407 Most clients make good or very good progress in careers advice and guidance activities. By taking part in interviews and/or group work, they know more about career and learning opportunities. They are more focused and realistic about career choices. They improve their career planning skills considerably.

408 Many clients learn to use the Careers Wales website to find out information. Nearly all young clients who take part in work-related education activities improve their understanding of what skills employers want. Young clients who are unemployed know about vacancies. They develop skills that help them to get on in the workplace. Nearly all adult clients are clearer about their career aims. Most make good progress into new employment, education or training.

The quality of education and training

Chart 46: The distribution of grades awarded for the quality of advice guidance and group work in Careers Wales Companies (percentage of sessions observed) 2007-2008

16%	68%	12%	4%

■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4 ■ Grade 5
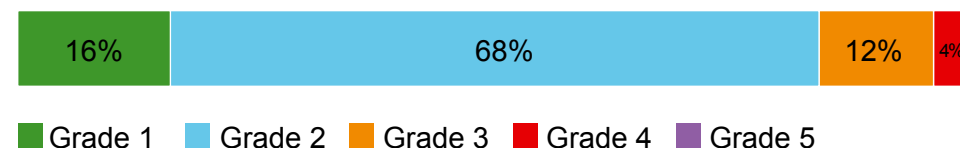
409 In Careers Wales North West, many interviews with clients are excellent or good. Most group work sessions are excellent or good. The company promotes bilingualism strongly. Staff ensure that clients have services in their chosen language. They offer a range of very good services to clients who are not in education, employment or training. They have excellent links with employers. The company works with a wide range of local partners to support clients. Staff provide outstanding care and support for all clients. This includes those with learning difficulties and the most vulnerable, such as those clients who are not in education, employment or training. The company's promotion of equality of opportunity is outstanding.

Leadership and management

410   The quality of leadership and management is outstanding in Careers Wales North West. Managers develop all staff to be leaders. Board members have a good range of expertise and experience. Managers have very productive relationships with staff and unions.

411   Managers set high expectations for both staff and clients. The company's services respond very well to local needs. Managers play an influential role within strategic partnerships across the company area. Managers have developed good systems for managing and assuring quality. They use these well to raise standards. Self-assessment is comprehensive and rigorous. All staff and key partners take part in this process. The company makes very efficient use of all of its resources to improve service quality and outcomes for clients. By working well with local partners, across four local authority areas, the company is able to pool funding and resources. It offers outstanding value for money.

412   To read the full report, follow this link: http://www.estyn.gov.uk/ inspection_reports/Careers_Wales_North_West_Sept_Oct_2007.pdf

Independent schools (not including independent special schools)

413   This year we inspected nine of the 37 independent schools in Wales.

Standards

Chart 47: The distribution of grades awarded for standards that pupils achieve in independent schools (percentage of lessons observed) 2007-2008

Grade 1	Grade 2	Grade 3	Grade 4
14%	68%	17%	1%

■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4 ■ Grade 5
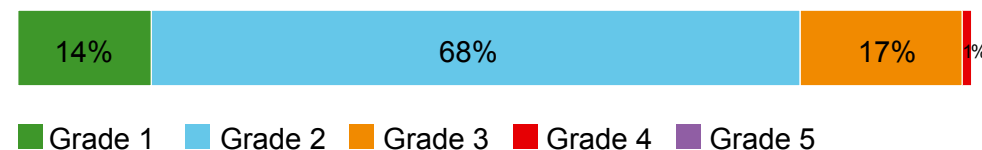
Chart 48: The distribution of grades awarded for standards that pupils achieve in independent schools, key stages 1 and 2 (percentage of lessons observed) 2007-2008

Grade 1	Grade 2	Grade 3	Grade 4
11%	68%	19%	1%

■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4 ■ Grade 5
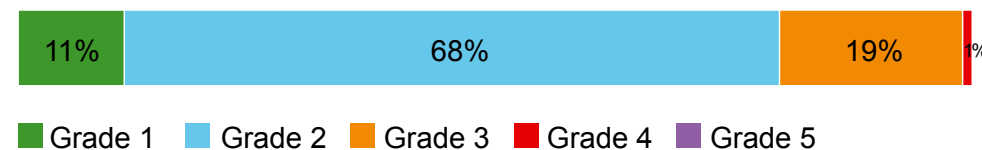
Chart 49: The distribution of grades awarded for standards that pupils achieve in independent schools, key stages 3 and 4 (percentage of lessons observed) 2007-2008

14%	65%	21%	1%

■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4 ■ Grade 5
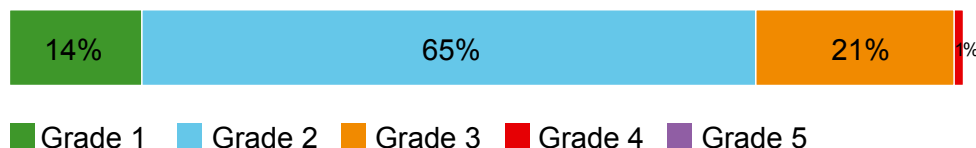
Chart 50: The distribution of grades awarded for standards that pupils achieve in independent schools, sixth forms (percentage of lessons observed) 2007-2008

21%	72%	8%

■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4 ■ Grade 5
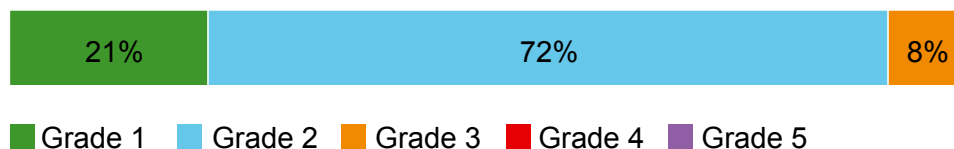
414   In six of the nine independent schools we inspected this year, overall standards are good or better. There are outstanding features in the standards pupils in key stage 4 achieve in half of the senior schools inspected and that sixth form students achieve in the majority of schools with post-16 provision.

415   In most schools, pupils achieve good standards in key skills. In about a quarter of schools, there are outstanding features in relation to key skills. However, in about one-third of schools, pupils do not have a clear enough understanding of how well they are doing and what they need to do to improve, and they do not develop their independent learning skills enough.

416   In senior schools, public examination results compare well with national averages. In half of these schools, pupils achieve excellent results that are in line with the highest-attaining schools in Wales.

417   In almost all schools, pupils are well motivated, behave responsibly and show respect for others. In the majority of schools, there are outstanding features in pupils' personal, social and learning skills. Pupils show high levels of interest, application, concentration, and the ability to work with others. In three-quarters of schools, pupils' attendance and punctuality are good. In one school, younger pupils in key stages 1 and 2 have lower attendance rates. In another school, about half of the pupils arrive late in the morning and attendance levels are too low. This is in part because a small number of pupils have long periods of absence to accompany their families on extended visits away from home.

The quality of education and training

418 The quality of teaching and assessment is good or better in three-quarters of the lessons inspected.

Chart 51: The distribution of grades awarded for the quality of teaching, learning and assessment in independent schools (percentage of lessons) 2007-2008

11%	60%	24%	15%

■ Grade 1　■ Grade 2　■ Grade 3　■ Grade 4　■ Grade 5

419 The outstanding features of teaching are:

✓ the high expectations of pupils of all abilities that encourage excellence; and

✓ skilful questioning that requires pupils to think carefully about their work and offer extended answers.

420 However, in about a quarter of lessons, where there are shortcomings in teaching, the pace is too slow and planning does not meet pupils' needs. In the majority of schools, there are shortcomings in the extent to which teachers provide pupils with enough information on how to improve and involve them in planning their own progress and improvement.

421 Most schools provide good learning experiences which meet pupils' needs and interests well and which successfully promote pupils' personal, moral, social and cultural development. In most schools, there are very good extra-curricular programmes that extend pupils' knowledge, promote positive attitudes to active lifestyles, and help pupils to develop self-confidence and social skills.

422 However, in around half of the schools, pupils do not have enough opportunities to develop and to apply their ICT skills across the curriculum.

423 Many schools have effective procedures to ensure all pupils are well cared for, guided and supported. However, a minority of schools do not assess pupils' additional learning needs well enough or co-ordinate support for them effectively.

Leadership and management

424 In one-third of the schools we inspected, leadership and management are good or better. In many schools, proprietors and headteachers set a clear direction and establish well-understood values, aims and objectives. In these schools, there is a common sense of purpose that motivates teaching staff well and promotes good behaviour and positive attitudes to learning by pupils.

425 Leaders and managers in a few schools set staff and teams appropriate targets which relate to raising standards. They have well-structured procedures for appraisal and annual reviews. However, in the majority of schools, leaders and managers do not set sufficiently challenging targets or manage and improve the performance of individual staff and teams well enough. In a minority of schools, there is a lack of clarity about the strategic roles and responsibilities of subject leaders.

426 A few of the schools we inspected this year meet all the Independent School Standards (Wales) Regulations 2003. The others meet almost all of these regulatory requirements. We also revisited eight schools inspected in 2006-2007 that failed to comply with all of the regulatory requirements. Half of these schools now comply fully with these requirements, but the others still failed to meet a small number of specific regulations.

427 A few schools have effective self-evaluation arrangements. In these schools, leaders and managers know their school's strengths and weaknesses very well. Many schools inspected have good informal processes that enable leaders and managers to identify many key priorities, but they do not have comprehensive or rigorous enough self-evaluation arrangements. As a result, development plans are not robust enough to bring about improvements in the quality of education and to raise standards.

428 In many schools, proprietors and headteachers allocate resources effectively to ensure there are enough well-qualified and experienced staff, appropriate resources and suitable accommodation to support learning. A majority of schools make good use of off-site facilities and the local environment to enhance pupils' learning experiences. However, in almost half of the schools, limited access to ICT equipment restricts opportunities for pupils to develop these skills across the curriculum.

429 To read more about the inspections we did this year, follow this link.

Initial teacher training

430 This year we inspected one initial teacher training provider, Trinity College, Carmarthen. There are eight providers of initial teacher training in Wales.

Standards

Chart 52: The standards that learners achieve in initial teacher training (percentage of lessons observed)

Grade 1	Grade 2	Grade 3	Grade 4
21%	46%	31%	2%

■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4 ■ Grade 5
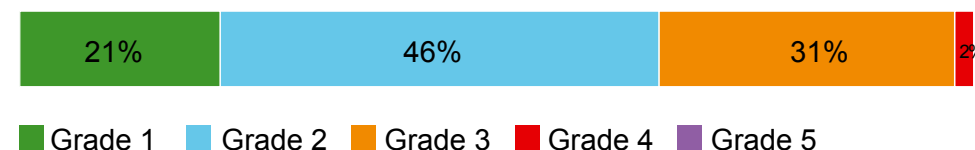
431 Trainees' teaching is good or very good in 67% of lessons. This is 12 percentage points above the average of 55% for trainees seen during the last cycle of initial teacher training inspections (1996-2002). Trainees' standards on the PGCE secondary religious knowledge are good with outstanding features.

432 Most primary and secondary trainees have good subject knowledge. Most trainees plan lessons well. Many trainees have a good knowledge of the Cwricwlwm Cymreig. However, in a few cases, secondary trainees miss chances to use the Cwricwlwm Cymreig in lessons. Most trainees use a good range of ICT in their teaching and to record progress in pupils' learning. Most trainees have good standards of literacy and numeracy. Most trainees mark pupils' work regularly and assess pupils' work well. However, trainees do not always explain clearly enough to pupils what they can do to improve their work.

The quality of education and training

Chart 53: The quality of teaching, training and assessment (percentage of lessons observed)

| 11% | 56% | 29% | 5% |

■ Grade 1　■ Grade 2　■ Grade 3　■ Grade 4　■ Grade 5

433 The quality of education and training is very good. University tutors have very good subject knowledge. On the primary and secondary courses, tutors use ICT very creatively to present lectures. On the secondary PGCE course, tutors use questions very well to help trainees discuss key issues. On the secondary PGCE course, tutors are very skilled in helping trainees to explain difficult ideas in religious education.

434 The overall quality of assessment is good and often outstanding. Tutors mark trainees' work carefully. The targets tutors set trainees help them to improve their work with pupils very well.

435 Many school mentors draw skilfully on their own teaching to help trainees find new ways of teaching. In most cases, mentors know trainees' strengths and weaknesses well. Mentors' judgements are usually fair and based on evidence. However, a few judgements are too generous.

Leadership and management

436 The leadership and management of initial teacher training is good with outstanding features. Senior managers provide tutors with a very clear sense of direction that links to national priorities for initial teacher training.

437 Leadership roles are clear and middle managers have an effective role in monitoring and improving the provision. A member of the college governing body regularly attends faculty meetings. This helps senior managers to make well-informed decisions about initial teacher training. Trainees who are course representatives

regularly attend faculty and course committees. Senior managers and the student union provide training for trainees for the role. As a result, the trainees make effective contributions to discussions and decision-making. Leaders and managers have made very significant improvements to partnership arrangements with schools since the last inspection. University tutors and school mentors work very well together. They solve problems quickly and effectively.

438 To read the full report, follow this link: http://www.estyn.gov.uk/ inspection_reports/initial_teacher_training_at_trinity_college_ carmarthen_nov_07_june_08.pdf

Section 3: Education and training – fitness for purpose?
Survey findings for the year

439 This section of the report draws together the findings of the remit reports we published this year. We draw attention to key issues of policy interest and highlight good practice. We also set out ways that providers can work together in order to ensure education and training is 'fit for purpose' for learners in the early 21st century.

440 Every year, the Welsh Assembly Government and Estyn agree which specific education and training issues we will look at in detail. We carry out this survey work separately from our inspections of providers. We then give the Welsh Assembly Government our independent advice based on the findings of our work.

441 The paragraphs that follow give the main points from the advice we produced this year. If you want to read the full reports, please follow the links provided.

442 We present the reports directly to Ministers and provide recommendations for the Welsh Assembly Government. Reports also contain recommendations for providers and local authorities. In the full reports, you will also find examples of good and excellent practice as well as recommendations on how to improve. This helps leaders, managers and practitioners to improve the work they do for the benefit of learners in Wales.

443 This year we looked at how providers work with different groups of learners, and how well providers act in response to Welsh Assembly Government priorities as outlined in The Learning Country: Vision into Action.

The Welsh Assembly Government has already started to take action based on our advice.   We will draw your attention to areas of work where this has happened.

Best practice in the reading and writing skills of pupils in key stages 2 and 3

444 Standards of reading and writing have improved in key stages 2 and 3 over the past ten years, particularly in key stage 2. Since 2004, the rate of improvement in both key stages has slowed. Most pupils attain higher standards in reading than writing. The gap between standards in reading and writing, evident in key stage 1, increases significantly in key stages 2 and 3. Girls attain higher standards than boys in both Welsh and English. Over the past 10 years, the gap between the performance of boys and girls has grown. The gap is widest in writing standards.

445 Pupils' learning of reading and writing is most successful when schools:

✓ plan common schemes of work that span key stages 2 and 3;

✓ take account of the inter-relationship between oral work, reading and writing;

✓ focus on improving pupils' writing as well as reading;

✓ respond to the particular learning needs and interests of boys; and

✓ use the whole curriculum to contribute to the development of pupils' communication skills.

446 Too many schools do not give enough attention to improving the quality and accuracy of pupils' writing.

Read the full report at

http://www.estyn.gov.uk/publications/best_practice_in_the_reading_and_writing_of_pupils_aged_7_to_14_years.pdf

Closing the gap between boys' and girls' attainment in schools

447 In the last twenty years, the gap between the results boys and girls attain in school has widened. There are many reasons for this, but the most important is that fewer boys than girls develop the language skills to achieve well in school. As a result, a significant minority of boys develop a sense of failure and frustration. This increases as boys get older. Schools that get good results from both boys and girls teach in ways that appeal to both. This sometimes includes teaching boys and girls differently. These schools successfully improve boys' literacy skills. They make skilled use of ICT as part of specific strategies. This helps to make many boys more confident and motivated. However, too many schools use too limited a range of approaches to cater for the differences between girls and boys of the same age in relation to how mature, confident and capable they are as learners.

Read the full report at

http://www.estyn.gov.uk/publications/Gender_Gap_Report_March_2008.pdf

Meeting the learning needs of children and young people who offend

448 Overall, local authorities do not do enough to ensure that youth offending teams in Wales secure full-time education, training or employment (ETE) for children and young people in the youth justice system. Local authorities do not always provide sufficient leadership and management to YOTs or contribute to the YOT management board at a high enough level.

449 Between April 2006 and March 2007, only 59% of young offenders in Wales were in full-time education, training or employment. This falls short of the target of 90% set by the Youth Justice Board for YOTs. Many YOT boards do not have plans to improve this level of performance.

450 Most local authority education services do not ensure that they offer these learners the recommended 25 hours of learning per week. In the main, schools are reluctant to offer places to children and young people who have offended, been excluded and/or who have been in custody.

451 The Welsh Assembly Government needs to collect data on the attainment and achievements of children and young people supervised by YOTs and to make sure that local authorities fulfil the requirements of the All Wales Youth Offending Strategy.

> **Read the full report at**
> http://www.estyn.gov.uk/publications/meeting_the_learning_needs_of_children_and_young_people_who_offend.pdf

Education in children's homes

452 The quality of education provided for pupils living in children's homes across Wales varies too much. Too often, these learners do not receive enough education appropriate to their needs. These young people with poor records of school attendance live in small privately-operated children's homes. These young people may receive education at home provided by one teacher or, in a few cases, receive no education at all.

453 Since the introduction of the Independent School Standards (Wales) Regulations 2003, 20 small private children's homes have registered their education provision as independent schools.

454 In the most effective of these schools, teachers have appropriate experience and clear expectations. They work well with care staff to plan and to deliver suitable tasks for learners. However, too often, teachers spend too little time with pupils and care staff do not always know how to help young people with follow-up activities. In these schools, learners often lose interest and behave badly.

455 Placing authorities from across the UK often neglect their role as corporate parents. They are slow to provide schools with learners' records and do not monitor learners' progress well enough. They do not always make sure that a school can meet a learner's special educational needs.

> **Read the full report at**
> http://www.estyn.gov.uk/publications/Education_In_Childrens_Homes.pdf

Joining in – meeting the needs of learners with moderate learning difficulties in resource bases attached to mainstream schools

456 Most local authorities plan well to meet the needs of individual pupils who attend resource bases. They assess the pupils' needs carefully and monitor their progress. However, most local authorities do not collect and analyse data about how well these pupils achieve and attain. As a result, local authorities are unaware of whether or not resource bases provide good services for pupils and provide value for money.

457 Very few local authorities have clear criteria for taking pupils into resource bases and for helping them to move on. Access for pupils to resource bases is inconsistent across Wales.

458 Pupils in these resource bases often have a wide range of needs and many need help to learn to manage their behaviour. Many pupils who attend resource bases have good opportunities to join classes with their peers and are fully involved in school activities. However, a few staff are reluctant to include these pupils in their classes and staff do not all receive good enough support to manage pupils' behaviour well.

Read the full report at
http://www.estyn.gov.uk/publications/joining_in.pdf

English for speakers of other languages (ESOL): the impact of increased demand

459 For most providers the demand for ESOL is outstripping supply, with waiting lists introduced in some areas. The recent rapid increase of people in Wales who want to attend ESOL classes has affected the learning experience of all ESOL learners. Almost half of all inspections highlight shortcomings. There are not enough ESOL teachers trained to a high enough level. In the majority of inspections, attendance and completion rates are only poor to adequate. However, at 70%, attainment rates for ESOL in Wales are still well above the 50% target attainment level. Providers do not do enough to improve attendance, completion and attainment rates so that more learners achieve full accreditation.

460 All ESOL providers have delivered ESOL in the workplace. Learners' experience is varied but all are very positive about the benefits of being able to learn English at work and in a familiar environment. Employees who attend classes at work are better informed and their performance improves.

461 The Welsh Assembly Government needs to review the funding arrangements for ESOL urgently so that providers are better able to plan for and respond to increases in demand.

Read the full report at
http://www.estyn.gov.uk/publications/english_for_speakers_of_other_languages.pdf

The use of performance data in local authorities and schools

462 One of the roles of a local authority is to challenge and to support schools to improve the quality of teaching and learning. All local authorities use data on pupils' achievements and progress, inspection outcomes and other evidence to evaluate school performance. However, a few local authorities do not analyse this data well enough to accurately identify and to support schools in need of improvement.

463 The Welsh Assembly Government provides a wide range of data to help schools compare their performance with that of other schools across Wales. However, the data arrives too late for schools to set performance targets at the start of the academic year.

> We recommended that the Welsh Assembly Government provide schools and local authorities with nationally prepared data earlier in the autumn term. The Welsh Assembly Government collated the teacher assessments at key stages 1, 2 and 3 and provided benchmark data earlier than previously.

464 Most local authorities and schools do not know how well pupils in specific groups perform in comparison with their peers, such as those with different ethnic backgrounds, those who are looked-after by the local authority, those who are young carers or who have special educational needs.

465 Most local authorities target additional resources to help schools that perform poorly to improve, but the criteria used for this targeting are not always clear. Nearly all local authorities work well with schools identified by Estyn as causing concern. Governors and elected members do not receive enough information to understand which schools perform poorly and why, or how the local authority is responding in order to make improvements.

Read the full report at
http://www.estyn.gov.uk/publications/Performance_Data_Report.pdf

Young people, participation and school councils

466 Overall, secondary schools meet the terms of the Schools Council (Wales) Regulations 2005. Almost all schools had a school council before the introduction of the regulations. The regulations formalised existing practice and raised the status of school councils and, in most schools, this has had a positive effect on pupils' decision-making. However, only a minority of secondary schools comply fully with the regulations about associate pupil governors. This requires school councils to have the opportunity to nominate representatives onto the school's governing body.

467 In only a few schools is the impact of the school council significant. In these schools, pupils are involved in interviews to appoint senior staff and have a say in decisions about budget allocation and school policies. In a minority of schools, the school council has brought about more pupil-led activities. In these schools, the approach to pupil participation has had a positive effect on school life. For example, feedback from pupils has lead to improvements in teaching because teachers have listened and changed the way they teach.

Read the full report at
http://www.estyn.gov.uk/publications/Having_your_say_young_people_participation_and_school_councils.pdf

Education for sustainable development and global citizenship in adult community-based and youth work settings

468 Many adult community-based learning and youth work providers are developing learners' understanding of sustainable development and global citizenship (ESDGC). However, they do not have a clear and consistent understanding of the definition or the purpose of ESDGC.

469 A few providers understand fully the links between sustainable development and global citizenship. They plan their programmes and policies well to reflect this link. Generally, youth work providers deliver a better range and quality of ESDGC to learners than adult community-based learning providers.

470 Higher education providers do not do enough to make sure that courses offered to adult community-based tutors and youth work staff include training in the delivery of ESDGC.

471 The Welsh Assembly Government has not done enough through its ESDGC steering group to make good quality information and resources available to adult community-based learning and youth work staff.

Read the full report at

http://www.estyn.gov.uk/publications/education_for_sustainable_development_august_2008.pdf

Progress in implementing the Physical Education and School Sport Action Plan

472 Standards in physical education have improved in almost all schools involved with the PESS initiative. Primary schools in newer development centres have benefited from the experience of earlier centres and have made good progress very quickly.

473 Pupils are also developing their key skills better because teachers plan learning activities that encourage them to be independent learners and to adopt roles as leaders. Pupils also talk about and evaluate the quality of their own work and that of others. The initiative has helped pupils to gain a greater awareness of the importance of regular physical activity, personal health and wellbeing. In addition, PESS has contributed to significant improvements in pupils' attitudes and behaviour.

474 This initiative has had a considerable impact on the quality of teaching and learning across partnership schools. Large numbers of teachers have benefited from the extensive training and the very good teaching resources that The Sports Council for Wales provides in association with local authorities and initial teacher training institutions.

Read the full report at

http://www.estyn.gov.uk/publications/progress_in_implementing_pess_action_plan_en.pdf

Effective strategies for learners to achieve key skills within qualification frameworks

475 In successive years, the Chief Inspector's Annual Reports have highlighted that not enough work-based learners attained the key skills that they needed to gain the full qualification framework for a Foundation Modern Apprenticeship (FMA) or a Modern Apprenticeship (MA).

476 Estyn identified the strategies that managers and staff were using to address this issue and to identify good practice. Inspectors talked to learners and employers to find out how well they understood key skills requirements and how providers developed and assessed these during learning programmes.

477 At the same time that inspectors were undertaking the survey, all work-based learning providers took part in a wide range of well-planned training events and conferences run by Dysg. These helped to improve providers' understanding and expertise in key skills and enabled them to put into place many effective strategies that have now significantly improved the delivery and attainment of key skills within qualification frameworks.

478 Providers have worked hard to improve learners' and employers' understanding of the value of key skills to themselves and the companies in which they work. They have also worked closely with employers to identify further opportunities for learners to develop and collect key skills evidence in their day-to-day work.

Read the full report at

http://www.estyn.gov.uk/publications/effective_strategies_for_learners_to_achieve_key_skills_within_qualification_frameworks.pdf

Food and fitness – how well schools encourage and support children and young people to be healthy and active

479 School leaders are committed to learners' health and wellbeing and schools generally teach how important it is to eat a good diet and to be physically active. However, learners' experience of food and fitness in school is not always consistent.

480 All schools have improved the range of healthy food and drinks on offer in recent years. Almost all now offer healthy breakfasts, snacks and lunches.   Even so, most schools also sell snacks, such as crisps and sugared soft drinks, that are of little nutritional value. Schools could do more to encourage pupils to eat a healthy school meal by making sure, for example, that food is freshly prepared, queues are not too long and the dining arrangements allow learners to eat in comfort. Many schools do not have enough facilities to teach pupils how to cook and to prepare food for themselves. In a quarter of primary schools and in half of secondary schools, toilets are in an unsatisfactory condition.

481   Most schools encourage pupils to be active during break times and at after-school clubs. However, six out of 10 schools do not provide the recommended minimum of two hours a week of physical education.

Read the full report at

http://www.estyn.gov.uk/publications/food_and_fitness_in_schools.pdf

Merging the boundaries in adult community-based learning

482   Providers of adult community-based learning have improved the way they work together across single provider boundaries. In about half the adult community-based learning providers inspected this year, the standard of leadership and management was good or better. In these cases, providers and senior managers work well together to plan and deliver services.

483   Nevertheless, most providers do not plan well enough at an area level. Partnerships do not take enough account of the adult community-based learning activities delivered by institutions of higher education or by voluntary organisations.

484   Most providers rarely share statistics with partners or work with them to collate statistics at an area level. This hinders their ability to make improvements in the provision for learners in their area. Nationally-agreed benchmarks are not available to enable all providers to compare their performance in a systematic and formal way.

We recommended that the Welsh Assembly Government develop a national strategy for adult community-based learning to assist providers with their planning and to improve the funding arrangements. DCELLS have now published (September 2008) a draft adult community learning policy for consultation. This will provide a strategic framework for the planning, funding and delivery of this area of provision.

Read the full report at

http://www.estyn.gov.uk/publications/merging_the_boundaries_in_adult_community_based_learning.pdf

Impact of the Better Schools Fund on curriculum development

485   Local authorities and schools organise a broad range of curriculum development activities that address the priorities of the Better Schools Fund (BSF). This includes staff training, conferences and developing resources.

486   Schools and local authorities combine the BSF well with 14-19 Learning Pathways funding, RAISE funding and the transition grant. However, the systems for joint funding, the broad range of national priorities and the limited evaluation of BSF activities mean that local authorities and the Welsh Assembly Government do not know the impact of the BSF on specific national priorities for curriculum development.

487 In addition, most local authorities do not target curriculum support at those schools and learners who need it most. Most applications from local authorities for the BSF contain too little analysis of the needs of learners and schools, and do not identify key priorities or their expected impact on improved outcomes for learners. The Welsh Assembly Government does not address these shortcomings through the application process.

Read the full report at
http://www.estyn.gov.uk/publications/impact_of_the_better_schools_fund_on_curriculum_development.pdf

Bridging the gap – transition planning

488 In 2006, the Welsh Assembly Government introduced a requirement that secondary schools and their feeder primary schools draw up transition plans jointly to ease the move of pupils from primary to secondary school. Many schools have worked together for some time to help pupils to change schools confidently.

489 All schools are now working on joint schemes of work that span key stages 2 and 3. Primary and secondary teachers are also sharing teaching techniques to make learning more interesting. This work is helping to accelerate pupils' progress when they move to secondary school. However, very few secondary schools offer a more integrated approach to the curriculum that builds on the way that pupils learn in the primary school.

490 Most schools exchange assessment information and track pupils' progress better than before. Primary and secondary teachers are beginning to assess pupils' work together. However, transition plans do not use this information well enough to plan for the needs of particular groups of learners. In Year 7, some less able pupils do not receive the support they need and more able pupils are given work that is not challenging enough.

491 Transition plans have made links between schools stronger. However, most transition plans are not specific enough about how schools will measure the impact of planned improvements on the standards that pupils achieve.

Read the full report at
http://www.estyn.gov.uk/publications/impact_of_transition_plans.pdf

The impact of RAISE ('Raise attainment and individual standards in education')

492 Nationally, there is a large gap between the performance of pupils who qualify for free-school-meals and other pupils. Pupils entitled to free school meals are far more likely to have poor levels of attainment and examination results. Schools and local authorities are aware of this gap in attainment and have used RAISE funding in trying to tackle it.

493 Learners taking part in RAISE activities in primary, secondary and special schools are making good progress in their work in two-thirds of the schools visited in our survey. In many schools, the behaviour and attitude of many pupils have also improved.

494 However, there continues to be far too much variation in the rate of improvement of free-school-meal learners in different local authorities and schools   For example, the rate at which free-school-meal learners attain A*-C grades at GCSE is improving in many local authorities, but it has stalled or even reversed over the last three years in about a third of authorities.

495 Many schools are more comfortable addressing learners' low educational performance than their socio-economic disadvantage. Learners who qualify for free school meals and who already make moderate or good progress, especially girls, do not benefit enough from RAISE funding to improve their performance even further.

496 Many schools do not analyse the performance of their free-school-meal learners enough. There should be a national target to improve the performance of these learners to bring it closer to what other learners achieve.

Read the full report at
http://www.estyn.gov.uk/publications/the_impact_of_raise.pdf

Provision of community-focused services and facilities by schools

497 Schools and local authorities do not always target the Community-focused schools grant to improve services and activities for the most disadvantaged learners.

498 The main benefit of the grant to local communities is improved access to school premises and resources, especially for physical exercise and ICT.   Relationships between schools and their local communities have also improved because of the initiative.

499 In distributing their share of the grant, few local authorities have prioritised schools in their most disadvantaged areas. However, they have usually targeted their efforts to establish integrated service centres in these communities. Very few local authorities have linked their community-focused schools strategies to their school re-organisation plans.

500 Many local authority education departments have a relatively narrow view of multi-agency working. Most do not have effective partnership arrangements with community health and social services. Most local authorities are not monitoring and evaluating their progress in establishing effective community-focused schools. As a result, they cannot set targets for improvement or plan more effectively.

Read the full report at
http://www.estyn.gov.uk/publications/provision_of_community_
focused_services_and_facilities_by_schools.pdf

501 This year we undertook six remit activities linked to Learning Pathways 14-19. We reviewed the extent to which the policy has:
- increased choice and flexibility for 14-19 learners;
- secured Welsh-medium and bilingual provision for 14-19 learners;
- enhanced science education for 14-19 learners;
- supported the expansion of the Welsh Baccalaureate qualification;
- enabled Careers Wales to support Learning Pathways; and
- made a difference in a specific geographical area through an area inspection of 14-19 provision.

Choice and flexibility for 14-19 learners

502 Direct competition between providers of education for 16-19 year olds is still too common. With a few exceptions, collaboration does not have an impact on mainstream study patterns. However, there are a small, but increasing, number of well-developed collaborative arrangements.

503 More courses are available to 14 to 19 year old learners as schools and colleges work together to provide new vocational courses. Even so, most learners cannot choose from the full range of courses available. Their opportunities still depend too much on what is on offer only in the provider that they attend.

504 Leaders do not always have a clear vision of how they can widen choice and flexibility of study for learners in their institutions. Many need to develop new collaborative leadership skills.

505 It is difficult for local 14-19 Networks to plan together while the funding and governance arrangements focus on individual providers. Greater choice for learners is unlikely without a rationalisation of provision or better partnership working. At present, Networks do not have strong quality assurance systems to judge the effectiveness of the provision in their area.

We recommended that the Welsh Assembly Government put legislation in place to direct providers to collaborate. The proposed Learning and Skills (Wales) Measure is in progress at time of writing.

Area inspection

506 Area inspections look at particular aspects 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 provision in schools, further education colleges and work-based learning providers. In most cases, the area is a local authority area.

507 In one local authority area this year, we inspected the quality of education and training for learners aged 14 to 19. At key stage 4, learners in the area do not perform as well as they should. At 18, learners' performance is good in the further education college and mainly good in work-based learning providers. However, many of those learners who are in schools do not perform as well as they can. Over the last two years, there has been an increase in the percentage of young people not in education, employment or training.

508 The leadership and management of the group of providers in the area are good. The key strategic managers have a clear vision about future developments and work well together. By working with each other, they have increased the number of courses available to learners. However, learners' choices depend too much on which provider they go to.

509 The provision in schools offers adequate value for money, but there are inefficiencies in the sixth form provision. The provision post-16 offers good value for money in the further education sector and adequate value for money in the work-based learning sector.

Welsh-medium and bilingual provision for 14-19 learners

510 Schools are working together better to offer more Welsh-medium choices for learners. However, the number of Welsh-medium courses on offer in different areas varies too much. The offer is limited even among authorities where many learners speak Welsh fluently.

511 About 17% of sixth form learning is in Welsh or bilingual. In contrast, only 2% of learning in further education and work-based training is in Welsh or bilingual. Overall, learners in many parts of Wales do not have enough opportunities to continue their learning in Welsh after leaving school.

512 One of the reasons for the limited choice of Welsh-medium courses is the shortage of assessors, teachers and lecturers who can work in Welsh. The range of Welsh-medium resources available, while improving, is also a barrier.

513 More providers are teaching classes where some learners follow a course in Welsh alongside others learning in English. However, teaching bilingually in this way is difficult and there is too much variation in quality.

514 In general, further education colleges, training providers, schools and 14-19 Networks are not working together enough to increase the choice of courses offered in Welsh.

Supporting Learning Pathways 14-19 – Careers Wales

515 The six Careers Wales companies contribute well to strategic partnerships with other organisations to enhance the local planning of 14-19 Learning Pathways. All of these companies support local Learning Networks well to address local priorities and to help learners to make informed career decisions. They make a good contribution to extending the provision and enhancing the quality of work-focused education.

516 The careers companies work very well with the Careers Wales Association to develop the Careers Wales website so that learners can search for 14 plus options, 16 plus options and work experience placements.

517 Overall, Careers Wales supports the development of learning coaches well. However, the role of learning coaches is not yet consistent or advanced enough across Wales. Partners' staff and learners are not clear enough about overlaps between the roles of learning coaches and those of careers advisers.

Science education for 14-19 learners

518 Standards are lower in science than in almost all other subjects in secondary school inspections. This contrasts with primary schools, where standards in science are among the best.

519 Teaching in science is also generally worse than in other subjects. A shortage of specialist physics teachers means that teachers with a biology background may teach many learners physics. This does not always motivate learners to progress further in physical science. Few science teachers who are not physics specialists have received training to improve their physics knowledge or teaching skills.

520 New GCSE science and additional science courses introduced in September 2006 cater better for learners from a wider range of abilities than previous courses. These new courses help to develop key skills, environmental awareness and scientific literacy.

521 The range of courses in science for post-16 learners in schools and further education colleges in Wales remains too narrow. 14-19 Networks do not do enough to encourage greater partnerships between providers in order to offer a wider range of choices for learners of all abilities and interests.

The Welsh Baccalaureate at key stage 4

522 Twenty-one schools are introducing the Welsh Baccalaureate at key stage 4 as part of a Welsh Assembly Government pilot. The schools that teach the Welsh Baccalaureate to all learners in key stage 4 find it more straightforward to plan and to deliver than the schools that teach it only to selected groups. Many schools see the Welsh Baccalaureate as a means to meet other curricular requirements, such as delivering the 14-19 Learning core, rather than an additional burden.

523 Most learners achieve generally good standards and make good progress in developing the key skills of communication, application of number and ICT. The co-ordination and organisation of the key skills component are vital to the successful delivery of the Welsh Baccalaureate. Schools that plan well for this component tend to be successful.

Read the full report at

http://www.estyn.gov.uk/publications/Learning_Pathways_Report.pdf

http://www.estyn.gov.uk/inspection_reports/Wrexham_nov_2007.pdf

http://www.estyn.gov.uk/publications/welsh_medium_and_bilingual_
provision_for_14_19_learners_en.pdf

http://www.estyn.gov.uk/publications/supporting_learning_pathways.pdf

http://www.estyn.gov.uk/publications/science_education_for_14_19_
learners_may_2008.pdf

http://www.estyn.gov.uk/publications/the_welsh_baccalaureate_in_
key_stage_4.pdf

Glossary

14-19 Learning Pathways	The National Assembly's strategies for developing and improving education and training opportunities for 14-19 year olds referred to in 'Learning Country' (2001) and 'Learning Country: Learning Pathways 14-19' (2002)
14-19 Learning core	The learning core of 14-19 includes: • key skills; • Welsh language skills; • work-related skills; • Wales, Europe and world; • personal, social, sustainability and health matters; • careers matters; • attitudes and values; • work-focused experience; • community participation opportunities; and • cultural / sporting / aesthetic / creative experiences.
14-19 Network	A strategic group of providers of education and training in a local area, set up as part of 'Learning Pathways 14-19' (see above)
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

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.
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
adult learning networks	Local networks which co-ordinate learning for adults
attainment	How well learners are doing as measured in national tests and in the qualifications or credits they gain
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
Better Schools Fund (BSF)	Better Schools Fund provides targeted grant support for local authorities to help them to be innovative, share good practice and develop new initiatives to improve teaching, learning and the breadth of the curriculum.

bilingualism	The ability to speak, read and write in two languages. In Wales bilingualism relates to Welsh and English, as the official languages of Wales. When we inspect bilingualism, we look at learners' achievement in Welsh and English and the extent to which providers promote and develop learners' bilingual skills. For further information, please refer to our guidance for each sector.
CSSIW	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Assembly Government.
Careers Wales Association	An umbrella organisation for Careers Wales companies
Children and Young People's Plans	Local education authorities have to produce a Children and Young People's Plan. These are to co-ordinate the education and training for children and young people from birth to the age of 25.
community-focused schools	Community-focused schools provide a range of services and activities, often beyond the school day, to help meet the needs of its pupils, their families and the wider community.
core subject indicator	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.
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.
custody	A prison where offenders are serving sentences. It may be a public or private sector prison.
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

Department for Work and Pensions	Replaces Jobcentre Plus. This is the government organisation that deals with unemployed people and helps them find work.
Dysg	Until recently, Dysg was a division within the Department for Children, Lifelong Learning and Skills (DCELLS), which focuses on improving the quality of teaching and learning in the post-14 education and training sector. Dysg has now merged with the new Learning and Teaching Strategies Branch within the Learning and Professional Development Division of DCELLS.
Education for sustainable development and global citizenship	ESDGC enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and together, both locally and globally, that will improve the quality of life now without damaging the planet for the future.
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.
educational psychologists	Professionals who help children and young people who are experiencing problems in an educational setting to enhance their learning
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.

Employment Zone	A new approach to reducing long term unemployment through a work first model of delivering employment services to the unemployed
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, 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, including education, training and work experience.
Foundation Modern Apprenticeships	Employed learners can receive training to NVQ level 2. They also need to complete key skills and technical certificates.
Framework for children's learning 3-7 year olds in Wales – 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 development needs of young children. The statutory Areas of Learning in the Foundation Phase are: • personal and social development, wellbeing and cultural diversity; • language, literacy and communication skills; • mathematical development; • Welsh language development; • knowledge and understanding of the world; • physical development; and • creative development.

General Certificate of Secondary Education (GCSE)	This qualification is gained by most young people aged 16.
HMI Prisons	Her Majesty's Inspectorate for Prisons
HMI Probation	Her Majesty's Inspectorate for Probation Services
Iaith Pawb	The national action plan for a bilingual Wales launched by the Welsh Assembly Government in 2003
ICT	Information and communications technology
inclusion	An ongoing process in education concerned with breaking down barriers to learning and increasing the involvement of all learners in local schools
Inclusion and Pupil Support	Inclusion and Pupil Support provides guidance for the inclusion and support of learners of compulsory school age (although some elements will apply to all learners). It provides advice and sets out responsibilities for maintaining high levels of attendance and positive behaviour in schools and the need to support pupils with additional needs to ensure they receive suitable education and avoid becoming disengaged from education. It also covers education provided outside the school setting.
Independent School Standards (Wales) Regulations 2003	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.
individual learning plan	A plan which contains the results of initial and diagnostic assessment, long-term aims, measurable goals for the learning programme, other personal or social goals, targets, dates for review of progress, space to record achievement against the learning goals and targets, and qualifications or units of accreditation

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	Key skills are the skills are commonly needed for success in a range of activities in education, training, work and life in general.
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	This means something different in different sectors. In further education and work-based learning, subjects are grouped together into recognised 'learning areas'. We award grades and write inspection reports under these learning area headings. Offender learning and adult community-based learning also use the term learning areas to group different subjects. In prisons there are three learning areas: literacy, language and numeracy; employability and vocational training; and personal and social development.
learning coaches	Learning coaches provide learners with an opportunity to discuss learning and progress on a regular basis. They help learners develop learning skills, make best use of and develop their learning styles and maximise their development.
Learning Country: Vision into Action	A Welsh Assembly Government document outlining the vision for education

Lifelong Learning Wales Record	Data on learners across Wales is gathered via the Lifelong Learning Wales Record (LLWR), which has been developed to be the unified way in which learning providers must submit data electronically for funding, monitoring and analysis.
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 whom 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'.
Modern Apprenticeship	These give employed learners training to National Vocational Qualification level 3 or higher. The learners also need to complete key skills and technical certificates.
national curriculum	The national curriculum is a framework used by all maintained schools to ensure that teaching and learning is consistent.
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.
National Vocational Qualification	A National Vocational Qualification is a work-related qualification that reflects the skills and knowledge needed to do a job effectively. These qualifications are organised into five levels based on the knowledge and skills needed for a particular job.
NEET	Young people aged 16 and over – Not in education, employment or training
Non-maintained settings	Private provision such as playgroups for children under five

Ofsted	Office for Standards in Education, Children's Services and Skills
One Wales	One Wales sets out a progressive agenda for the government in Wales. It is an agreement between the Labour and Plaid Cymru Groups in the National Assembly, dated 2007.
Organisation for Economic Co-operation and Development (OECD)	OECD brings together the governments of countries committed to democracy and the market economy from around the world to: • support sustainable economic growth; • boost employment; • raise living standards; • maintain financial stability; • assist other countries' economic development; and • contribute to growth in world trade.
performance data	Performance data means data on the outcomes achieved by individual pupils, classes, year groups and schools. Performance data includes data on performance in different national curriculum subjects as well as comparative data which helps a school to compare its performance with other schools.
Physical Education and School Sport initiative	The Physical Education and School Sport (PESS) initiative was introduced by the Welsh Assembly Government in 2001. Since the initiative began in 2001, the Sports Council for Wales has supported all local authorities in establishing 161 PESS partnerships across Wales. It is planning, with local authorities and PESS co-ordinators, to roll out the initiative to all schools in Wales by 2009.
preparation, planning and assessment (PPA)	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.

Prime Contract	An organisation contracted by DWP to directly provide a substantial proportion of provision, sub-contract a proportion of provision, and manage and monitor the performance and quality of the sub-contractors and their own provision
prison workshops	Where an offender is employed on waged work which the prison is contracted to supply to external organisations and/or the Prison Service. This may or may not include training or qualifications.
probation	The probation service is a law enforcement agency which supervises offenders in the community.
programme centre	Individually tailored job search support to customers with particular emphasis on soft skills development
Programme for International Student Assessment – PISA	The Programme for International Student Assessment (PISA) is a triennial world-wide test of 15 year old schoolchildren's scholastic performance, the implementation of which is co-ordinated by the Organisation for Economic Co-operation and Development (OECD). The aim of the PISA study is to test and compare schoolchildren's performance across the world, with a view to improving educational methods and outcomes.
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, local authority, voluntary organisation, careers company or higher education institution
pupil referral unit (PRU)	Set up and maintained by the 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, a qualification framework is the National Vocational Qualification, specified key skills and technical certificates that the occupational sector requires. In work-based learning, to meet the requirements of the Sector Skills Council for each learning sector. Learners must gain one or more key skills qualifications or technical certificates as well as a National Qualification to achieve a full qualification framework.
Quality and Effectiveness Framework	The Welsh Assembly Government has announced its intention to develop a parallel framework to the School Effectiveness Framework for post-16 learning.
RAISE	The RAISE programme, (Raising Attainment and Individual Standards in Education in Wales), targets disadvantaged pupils and seeks to raise their levels of performance. Funding is targeted at schools where 20% or more of those pupils are eligible for free school meals (excluding schools with fewer than 50 pupils) and for learning support for looked-after children.
sabbatical scheme	The 'sabbatical scheme' is an initiative aiming to help increase the number of Welsh-speaking teachers and lecturers who teach through the medium of Welsh.
Safeguarding Children and Vulnerable Adults	Statutory duty placed on education and training providers to keep children and vulnerable adults safe under section 11 of the Children Act 2004
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.

School Effectiveness Framework	The School Effectiveness Framework has been developed by the Welsh Assembly Government in collaboration with key stakeholders. It sets out the vision and an implementation schedule for putting School Effectiveness based on tri-level reform into action.
Sector Skills Councils	A Sector Skills Council is an employer-led independent organisation that covers specific occupational skills. Its role is to improve learning opportunities through Foundation Modern Apprenticeships and Modern Apprenticeships and to reduce any shortages in skilled workers.
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).
Skills that Work for Wales	Skills That Work for Wales is a skills and employment strategy bringing together a Welsh response to the Leitch Review of Skills in the UK and a preliminary response to the independent Review of the Mission and Purpose of Further Education in the context of The Learning Country: Vision into Action, chaired by Sir Adrian Webb.
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.
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.
SSA	The Welsh Assembly Government distributes its annual Revenue Support Grant to each Council through a formula called the Standard Spending Assessment or SSA. The SSA is the amount which the Welsh Assembly Government assesses is required to provide, in relative terms, a standard level of service in the area. Each local authority has a nominal element within its SSA for the local authority youth service.
strategic management	This refers to leaders and managers having a clear vision for the role of education which is reflected in clear forward planning.
Stronger Partnerships – Better Outcomes	Stronger Partnerships for Better Outcomes is statutory guidance under sections 25(8), 26(5), and 27(4) of the Children Act 2004. These provisions place a duty of local co-operation on local authorities in Wales and a range of partners to improve the wellbeing of children and young people in each local authority area. They require local authorities to appoint a lead director and to designate a lead member for children and young people.
Threshold	Indicators showing threshold equivalencies were published (as provisional indicators) for the first time in 2007 and are now the headline indicators of performance in secondary schools. Thresholds represent a volume, or 'size', of qualifications at a specific level on the National Qualifications Framework (NQF). Three thresholds have been established: Level 1 – a volume of qualifications at Level 1 equivalent to the volume of 5 GCSEs at grades D-G; Level 2 – a volume of qualifications at Level 2 equivalent to the volume of 5 GCSEs at grades A*-C; and Level 3 – a volume of qualifications at Level 3 equivalent to the volume of 2 A levels at grades A-E.

transition grant	The Welsh Assembly Government has made additional funding of £5 million available to local authorities (LAs) in 2006-2009 through the key stages 2-3 transition grant. The transition grant supports innovative and exemplar projects that focus on key elements of transition plans.
Tri-level reform	Tri-level reform is the whole of the education community (schools, local authorities and the Assembly Government) working collaboratively and in alignment. The Framework describes the key characteristics required to build on existing good practice and improve children's and young people's learning and wellbeing throughout Wales, and each partner's contribution to securing that.
unfilled places	Places are left unfilled when there are fewer children in an area than there are school places available. Sometimes known as spare or wasted places.
unpaid work	Unpaid work used to be called community service and is a community-based punishment of the court.
value for money	How effectively and efficiently resources are deployed
vocational area	Vocational areas are those activities and experiences that lead to understandings of and/or skills relevant to a range of (voluntary and paid) work environments.
vocational training	Where learners are engaged in activities which provide an environment for developing employment related skills and achieving qualifications
Wales Audit Office	Under the direction of the Auditor General for Wales, the WAO provides Wales with a comprehensive audit and inspection service across a wide range of public services.

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 all 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 were 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 a roll-out of the WBQ from September 2007 onwards. This new qualification is now available in 76 centres across Wales.
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 school	A Welsh-medium school is a school that teaches more than half the subjects in Welsh.
work-based learning	Public-sector and private-sector work-based learning providers offer vocational training and assessment, mainly in the workplace.
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.
young offenders	Young people aged under 17 who have broken the law

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.

Appendix 1: Education and training in Wales

Provider	What they provide	How we inspect	Number in Wales	Number we inspected or re-inspected in 2007-2008
non-maintained providers	These include playgroups, and private day nurseries eligible to receive funding from EYDCPs (Early Years Development and Children's Partnerships) or CYPPs for providing education places for 3 year olds.	Almost all settings are inspected by independent Foundation Phase inspectors. Settings are not currently inspected using the Common Inspection Framework. Standards are inspected using the Framework for Children's Learning for 3 to 7 year olds in Wales (from September 2008). There are seven areas of learning that make up standards in English-medium settings and six areas in Welsh-medium and bilingual settings. Welsh-medium and bilingual settings do not have to teach Welsh language development.	772	96
Nursery schools – Note 1	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.	Maintained nurseries are inspected by independent Foundation Phase inspectors and are inspected using the Common Inspection Framework. Standards are inspected using the Framework for Children's Learning for 3 to 7 year olds in Wales (from September 2008).	28	5

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

Provider	What they provide	How we inspect	Number in Wales	Number we inspected or re-inspected in 2007-2008
Primary schools – Note 1	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.	In the primary sector, Estyn inspects a sample of primary, infant and junior schools and also nursery schools maintained by the local authority. These inspections are carried out by approved independent inspection contractors. Estyn trains, assesses and monitors these independent inspectors to ensure that all inspections meet Estyn's quality standards.	1,509	255
Secondary schools – Note 1	All secondary schools take pupils aged 11 to 16. Some also have sixth forms for pupils aged 16 to 18.	We inspect a sample of secondary schools each year. These inspections are carried out by approved independent inspection contractors who arrange for teams of independent inspectors led by a registered inspector to carry out the inspection. Estyn trains, assesses and monitors these independent inspectors to ensure that all inspections meet Estyn's quality standards.	222	35

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

Provider	What they provide	How we inspect	Number in Wales	Number we inspected or re-inspected in 2007-2008
Special schools – Note 1	Special schools offer education for pupils with special educational needs that a mainstream school cannot meet effectively from their own resources.	We inspect a sample of special schools each year. These inspections are carried out by approved independent inspection contractors who arrange for teams of independent inspectors led by a registered inspector to carry out the inspection. Estyn trains, assesses and monitors these independent inspectors to ensure that all inspections meet Estyn's quality standards.	44	7
Pupil referral units – Note 1	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.	We inspect a sample of pupil referral units each year. These inspections are carried out by approved independent inspection contractors who arrange for teams of independent inspectors led by a registered inspector to carry out the inspection. Estyn trains, assesses and monitors these independent inspectors to ensure that all inspections meet Estyn's quality standards.	60 + (Not all are registered with WAG)	7

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

Provider	What they provide	How we inspect	Number in Wales	Number we inspected or re-inspected in 2007-2008
Independent schools – Note 2	Independent schools are privately run or funded and are not maintained by a local authority. Parents of pupils at these schools usually have to pay fees.	This is the first cycle of inspection for all independent mainstream schools in Wales under section 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards Regulations. Inspections are undertaken by HMI together with additional inspectors who have been trained by Estyn.	65	12

Note 2: Independent special schools are privately run or funded for pupils with special educational needs

Provider	What they provide	How we inspect	Number in Wales	Number we inspected or re-inspected in 2007-2008
Youth support services – Note 3	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 Children and Young People's Partnership which co-ordinates how youth support services are planned and delivered.	We inspect all youth support services in a local authority area during a 6 year cycle. Estyn carries out inspections of youth support services in accordance with the requirements of the Learning and Skills Act 2000. From September 2008, the Children and Young People's Plan is the mechanism by which all services for children and young people are planned in partnership between all providers. The local authority has the lead responsibility for the development of the Children and Young People's Plan. Inspections are undertaken by HMI together with additional inspectors and peer assessors who have been trained by Estyn.	22	5

Note 3: This includes re-inspections

Provider	What they provide	How we inspect	Number in Wales	Number we inspected or re-inspected in 2007-2008
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.	We inspect education within the youth justice system in partnership with other inspectorates. Inspections are undertaken by HMI together with additional inspectors and peer assessors who have been trained by Estyn.	18 Youth Offending Teams in Wales One local authority secure children's home and one Young Offenders' Institution	4 1

Provider	What they provide	How we inspect	Number in Wales	Number we inspected or re-inspected in 2007-2008
Further education colleges and institutions	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.	We inspect the further education sector by visiting a sample of institutions each year. As well as evaluating all key questions, we also inspect a proportion of learning areas in each provider. The number of learning areas inspected depends on the inspection outcomes achieved by the provider during the last inspection cycle. Inspections are undertaken by HMI together with additional inspectors and peer assessors who have been trained by Estyn.	25	5
Work-based learning – Note 3	Public-sector and private-sector work-based learning providers offer vocational training and assessment, mainly in the workplace.	We inspect all providers of WBL during a six year cycle. Inspection involves visits to work-placements as well as off the job training to observe learners and to discuss their training with both provider and employer staff. Inspections are undertaken by HMI together with additional inspectors and peer assessors who have been trained by Estyn.	91	16

Note 3: This includes re-inspections

Provider	What they provide	How we inspect	Number in Wales	Number we inspected or re-inspected in 2007-2008
Department for Work and Pensions	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. In addition to Workstep programmes, the Department for Work and Pensions funds a range of provision to help people who are unemployed to get back into work. This provision includes New Deal Prime Contract, Programme Centres, and Employment Zones.	We undertake inspection of DWP funded training programmes in Wales through an agreement with the DWP. Inspection is structured to meet the type of programme being delivered but in each case includes a focus on the clients' experience and outcomes from the DWP programme accessed.	39	10
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	We inspect careers companies in Wales through an agreement with the Welsh Assembly Government in a six year cycle of inspection which normally involves one company per year. The process focuses on the quality of advice and guidance delivered by each company. Inspections are undertaken by HMI together with additional inspectors and peer assessors who have been trained by Estyn.	6	1

Provider	What they provide	How we inspect	Number in Wales	Number we inspected or re-inspected in 2007-2008
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.	Teams of HMI and peer assessors inspect initial teacher training providers by judging the quality of the teaching and the courses they offer and by observing how trainee teachers teach during their teaching placements. They also assess the quality of the mentoring support provided by the institution and the school.	8	1[15]
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.	Adult community-based learning is inspected on a 'travel to learn' basis and is usually a local authority area. Inspections are undertaken by HMI together with additional inspectors and peer assessors who have been trained by Estyn. The inspection takes into account the developing network of adult community-based learning provision in the area.	25	5

[15] In addition, we undertook one re-inspection and one validation visit.

Provider	What they provide	How we inspect	Number in Wales	Number we inspected or re-inspected in 2007-2008
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.	Estyn carries out inspections of local authority education services under Section 38 of the Education Act 1997. The Audit Commission collaborates with Estyn on these inspections in accordance with Section 41 of the Education Act 1997. Inspections are undertaken by HMI together with additional inspectors and peer assessors who have been trained by Estyn. We inspect Access, Inclusion, additional learning needs and strategic management.	22	8 + ongoing visits to Denbighshire

Appendix 2: Outcome of Estyn inspections 2007-2008;
a: Grades awarded to each provider inspected this year

Local authority maintained schools   * Inspection reports published in English only

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Blaenau Gwent									
Nursery and primary	*	Bryngwyn Primary	2	2	2	2	3	3	2
Nursery and primary	*	Coed-y-Garn Primary School	2	2	1	1	2	2	2
Nursery and primary	*	Georgetown C.P. School	1	2	1	1	1	1	1
Nursery and primary	*	Roseheyworth Millennium School	2	2	2	2	2	2	2
Secondary	*	Brynmawr School	2	2	3	2	3	3	1
Secondary	*	Ebbw Vale Comprehensive School	2	2	3	2	2	2	2
Pupil Referral Unit	*	Proteus Project	3	4	3	3	3	4	3
Bridgend									
Nursery and primary	*	Afon-Y-Felin Primary School	2	2	2	2	3	2	2
Nursery and primary	*	Blaengarw Primary School	2	1	2	1	1	1	1
Nursery and primary	*	Cefn Cribwr Primary School	2	2	3	1	2	2	2
Nursery and primary	*	Corneli Primary School	2	2	2	1	2	2	2
Nursery and primary	*	Coychurch (Llangrallo) Primary School	2	2	2	2	2	2	2
Nursery and primary	*	Croesty Primary School	2	2	2	2	2	2	2
Nursery and primary	*	Nantymoel Primary School	2	2	2	1	2	2	2
Nursery and primary	*	Sarn Nursery School	3	3	2	2	3	3	3

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and primary	*	St Mary's and St Patrick's Catholic Primary School	3	3	2	2	3	4	3
Nursery and primary	*	Tremains Junior School	1	2	1	1	1	2	1
Nursery and primary	*	West Park Primary School	2	2	2	2	2	2	2
Special	*	Heronsbridge School	1	1	1	1	1	1	1
Caerphilly									
Nursery and primary	*	Aberbargoed Primary School	3	3	3	2	3	3	3
Nursery and primary	*	Abertysswg Primary School	2	2	2	2	2	2	2
Nursery and primary	*	Bedwas Infant School	2	2	2	1	2	2	2
Nursery and primary	*	Cefn Fforest Primary School	3	2	3	2	3	3	3
Nursery and primary	*	Crumlin High Level Primary School	2	3	3	2	3	2	3
Nursery and primary	*	Markham Primary School	2	2	1	1	2	2	2
Nursery and primary	*	Pontllanfraith Primary School	2	2	2	2	2	3	2
Nursery and primary	*	Rhiw Sir Dafydd Primary	2	2	2	2	2	3	2
Nursery and primary	*	Rhydri Primary School	1	2	1	2	1	1	2
Nursery and primary		Ysgol Gynradd Gymraeg Caerffili	1	1	1	1	1	1	1
Nursery and primary		Ysgol Ifor Bach	2	2	2	2	1	1	1
Nursery and primary		Ysgol y Lawnt	3	2	2	2	2	3	2
Secondary	*	Risca Community Comprehensive School	3	2	2	1	2	2	2
Secondary	*	St Martin's School	2	2	2	2	2	2	2

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Cardiff									
Nursery and primary	*	Allensbank Primary School	2	2	2	1	2	2	2
Nursery and primary	*	Coryton Primary School	2	2	2	2	2	1	2
Nursery and primary	*	Cwrt-Yr-Ala Junior School	1	1	1	1	1	1	1
Nursery and primary	*	Eglwys Wen Primary School	2	2	2	2	2	2	2
Nursery and primary	*	Gladstone Primary	2	2	2	1	2	2	2
Nursery and primary	*	Herbert Thompson Primary	1	1	1	1	1	1	1
Nursery and primary	*	Holy Family R.C. Primary School	2	2	2	2	3	2	3
Nursery and primary	*	Llandaff City C.I.W. Primary School	3	3	3	2	2	2	2
Nursery and primary	*	Llanishen Fach Primary School	2	2	1	1	2	1	1
Nursery and primary	*	Rumney Junior School	1	1	1	1	1	1	1
Nursery and primary	*	St Bernadette's R.C. Primary School	1	1	1	1	1	1	1
Nursery and primary	*	St David's C.I.W. Primary School	2	2	2	1	2	2	2
Nursery and primary	*	Thornhill Primary School	1	1	2	1	1	2	1
Nursery and primary	*	Tremorfa Nursery School	1	1	1	1	1	1	1
Nursery and primary	*	Trowbridge Infant School	2	2	2	2	2	2	2
Nursery and primary	*	Willowbrook Primary School	2	2	2	2	3	2	3
Secondary	*	St Teilo's C.I.W. High School	2	2	1	1	2	2	2
Special	*	Meadowbank Special School	1	1	2	1	1	1	1
Special	*	The Court Special School	2	2	2	1	1	1	1

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Carmarthenshire									
Nursery and primary		Ammanford Infants School	2	1	1	1	2	2	2
Nursery and primary		Halfway C.P. School	2	2	2	2	2	2	3
Nursery and primary		Laugharne V.C.P. School	3	2	2	3	2	2	2
Nursery and primary		Llandybie C.P. School	2	2	2	2	2	2	2
Nursery and primary		Llanmiloe C.P. School	3	3	3	3	3	3	3
Nursery and primary		Llannon Primary School	2	2	2	3	2	2	2
Nursery and primary		Model C.I.W. School	2	2	1	1	2	1	1
Nursery and primary		Mynyddygarreg Primary School	2	2	3	2	2	3	2
Nursery and primary		Nantgaredig Primary School	2	1	1	1	1	1	1
Nursery and primary		Old Road Primary School	3	3	3	3	3	4	3
Nursery and primary		Richmond Park Primary School	3	2	2	2	2	2	2
Nursery and primary		Tremoilet V.C.P.	3	2	3	2	3	3	2
Nursery and primary		Tumble Primary School	2	2	3	2	2	2	2
Nursery and primary		Ysgol Gymraeg Gwenllian	2	2	3	2	2	2	2
Nursery and primary		Ysgol Gynradd Brynsaron	2	2	2	2	2	2	2
Nursery and primary		Ysgol Gynradd Gorslas	2	2	1	2	2	2	2
Nursery and primary		Ysgol Rhys Prichard	2	2	2	2	3	3	2
Nursery and primary		Ysgol y Castell	2	2	1	1	2	2	2
Nursery and primary		Ysgol y Ddwylan	1	2	1	1	1	1	2

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Secondary		Queen Elizabeth High School	2	2	2	1	2	3	2
Secondary		Ysgol Gyfun Dyffryn Taf	1	2	2	1	2	2	1
Ceredigion									
Nursery and primary		Capel Seion Primary School	2	2	3	2	3	2	2
Nursery and primary		Cilcennin C.P. School	3	3	2	2	3	3	2
Nursery and primary		Ffynnonbedr Primary School	2	2	1	1	2	3	1
Nursery and primary		Mynach C.P. School	2	3	3	2	3	3	2
Nursery and primary		St Padarn's R.C.P. School	2	2	2	2	2	2	2
Nursery and primary		Ysgol Craig Yr Wylfa	2	2	2	2	3	3	2
Nursery and primary		Ysgol Gynradd Beulah	2	2	2	1	2	2	2
Nursery and primary		Ysgol Gynradd Dihewyd	2	1	1	1	1	2	2
Nursery and primary		Ysgol Gynradd Llangwyryfon	2	2	2	3	2	2	2
Nursery and primary		Ysgol Gynradd Llechryd	2	2	2	2	2	2	2
Nursery and primary		Ysgol Llwyn-Yr-Eos	2	2	2	1	2	2	2
Nursery and primary		Ysgol Penlôn	2	2	2	2	2	2	2
Nursery and primary		Ysgol y Castell Caerwedros	2	2	2	2	2	2	2
Nursery and primary		Ysgol y Dderi	2	1	1	1	1	1	1
Secondary		Penglais Comprehensive School	2	2	1	1	2	1	1

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Conwy									
Nursery and primary		Ysgol Babanod Llanfairfechan	3	3	2	2	2	2	2
Nursery and primary		Ysgol Capel Garmon	2	2	2	2	3	3	2
Nursery and primary		Ysgol Eglwysbach	2	2	2	2	2	2	2
Nursery and primary		Ysgol Glanwydden	2	2	2	2	2	2	2
Nursery and primary		Ysgol Maelgwn	2	2	2	2	2	3	2
Nursery and primary		Ysgol Pant-Y-Rhedyn	2	2	2	2	2	3	2
Nursery and primary	*	Ysgol T. Gwynn Jones	2	2	2	2	2	2	2
Nursery and primary	*	Ysgol Trefriw	2	2	3	2	2	2	2
Nursery and primary	*	Ysgol Y Foryd	1	2	1	1	1	1	1
Nursery and primary		Ysgol Yr Wyddfid	4	3	4	3	4	5	4
Secondary		Ysgol Dyffryn Conwy	2	2	2	1	3	3	2
Secondary		Ysgol Emrys ap Iwan	3	3	3	2	3	3	3
Denbighshire									
Nursery and primary		Bodnant Infants School	2	2	1	1	2	2	2
Nursery and primary		Bodnant Junior School	3	2	2	2	3	3	2
Nursery and primary		Borthyn V.C. Primary School	3	3	2	2	3	3	3
Nursery and primary		Ysgol Bro Famau	2	2	2	2	2	2	2
Nursery and primary		Ysgol Caer Drewyn	2	2	2	2	2	2	2
Nursery and primary		Ysgol Cefn Meiriadog	2	2	2	2	2	2	2

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and primary		Ysgol Penmorfa	2	2	2	2	2	2	2
Nursery and primary		Ysgol Trefnant	2	2	2	2	3	4	2
Nursery and primary		Ysgol y Castell	3	3	2	2	3	3	3
Flintshire									
Nursery and primary	*	Brynford C.P. School	2	2	2	2	2	2	2
Nursery and primary	*	Custom House Lane Junior School	2	2	1	1	1	1	1
Nursery and primary	*	Nercwys Primary School	2	2	2	2	2	3	2
Nursery and primary	*	Rector Drew V.A. Junior School	3	3	2	2	3	3	2
Nursery and primary	*	Saltney Ferry C.P. School	3	3	2	2	3	3	3
Nursery and primary	*	Sandycroft C.P. School	2	2	2	1	2	2	2
Nursery and primary	*	St David's R.C. School	3	3	3	2	3	3	2
Nursery and primary	*	Ysgol Bro Carmel	2	2	2	2	2	2	2
Nursery and primary	*	Ysgol Bryn Coch C.P.	1	1	1	1	1	1	1
Nursery and primary		Ysgol Derwenfa	2	2	2	2	2	2	2
Nursery and primary	*	Ysgol Glan Aber C.P.	3	2	2	2	3	3	2
Nursery and primary	*	Ysgol Gronant	3	2	2	2	2	2	2
Nursery and primary	*	Ysgol Maes Edwin	2	2	2	2	2	3	2
Secondary	*	Castell Alun High School	1	1	1	1	1	1	1

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Gwynedd									
Nursery and primary		Ysgol Beuno Sant, Y Bala	2	2	2	2	2	2	2
Nursery and primary		Ysgol Brithdir	1	2	1	2	1	2	2
Nursery and primary		Ysgol Bro Lleu	2	2	2	1	1	2	2
Nursery and primary		Ysgol Bronyfoel	2	2	2	2	2	2	2
Nursery and primary		Ysgol Crud y Werin	2	2	2	2	2	3	2
Nursery and primary		Ysgol Dyffryn Dulas	2	2	2	2	2	2	2
Nursery and primary		Ysgol Gwaun Gynfi	2	2	2	1	1	2	1
Nursery and primary		Ysgol Gynradd Bryncrug	2	2	2	2	2	2	2
Nursery and primary		Ysgol Gynradd Edern	1	1	2	2	2	2	1
Nursery and primary		Ysgol Gynradd Talsarnau	2	2	2	2	2	2	2
Nursery and primary		Ysgol Gynradd y Ganllwyd	2	2	2	1	2	2	1
Nursery and primary		Ysgol Gynradd y Groeslon	2	2	2	2	1	1	1
Nursery and primary		Ysgol Gynradd y Parc	2	2	2	2	2	2	2
Nursery and primary		Ysgol Llanbedrog	2	2	2	2	2	2	2
Nursery and primary		Ysgol Rhostryfan	2	2	2	2	2	3	2
Nursery and primary		Ysgol Tregarth	2	2	2	1	2	2	2
Nursery and primary		Ysgol y Friog	3	2	2	2	3	3	3
Nursery and primary		Ysgol y Gorlan	1	1	1	1	1	1	1
Secondary		Ysgol Botwnnog	2	2	1	1	2	2	2

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Secondary		Ysgol Y Berwyn	3	3	2	2	4	4	3
Secondary		Ysgol Y Moelwyn	2	2	1	1	1	1	1
Special		Ysgol Pendalar	1	1	1	1	2	3	2
Pupil Referral Unit		Canolfan Brynffynnon	2	2	2	1	2	3	2
Merthyr Tydfil									
Nursery and primary		Abercanaid Community School	1	1	1	1	1	2	1
Nursery and primary		Gellifaelog Primary School	2	2	2	1	1	2	1
Nursery and primary		Pantysgallog Primary School	2	2	2	2	2	3	2
Nursery and primary		St Mary's R.C. VA Primary School	2	2	2	2	2	2	2
Secondary		Afon Taf High School	3	3	3	2	3	3	3
Secondary		Bishop Hedley High School	2	2	1	2	2	2	1
Monmouthshire									
Nursery and primary	*	Gilwern Junior and Infant School	2	3	2	2	2	2	2
Nursery and primary	*	Llandogo C.P. School	2	2	2	1	1	2	1
Nursery and primary	*	Llanover Primary School	3	3	2	2	2	2	2
Nursery and primary	*	St Mary's Junior School and Special Needs Unit	2	2	2	2	2	2	2
Nursery and primary	*	St Mary's R.C. Primary School	2	2	2	2	2	2	2
Nursery and primary	*	Thornwell Primary School	2	3	2	2	2	3	2
Secondary	*	Caldicot Comprehensive School	2	2	1	1	1	1	2

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Neath Port Talbot									
Nursery and primary		Abergwynfi Infant School	4	4	3	3	3	3	3
Nursery and primary		Bryn Primary School	2	2	2	1	2	2	1
Nursery and primary		Coedffranc Primary School	3	2	2	2	2	2	2
Nursery and primary		Croeserw Primary School	2	2	2	1	2	1	2
Nursery and primary		Crynallt Infant School	2	2	2	2	2	2	2
Nursery and primary		Duffryn Afan Primary School	3	3	3	3	4	4	3
Nursery and primary		Neath Abbey Infant School	2	3	2	2	2	2	2
Nursery and primary		Tonmawr Primary School	3	2	1	2	2	2	2
Nursery and primary		Y.G.G. Blaendulais	2	2	1	2	1	1	2
Nursery and primary		Ynysfach Primary School	2	2	2	2	2	2	2
Nursery and primary		Ysgol Gymraeg Pontardawe	2	1	1	1	2	2	1
Secondary		Dyffryn School	1	2	2	2	2	2	1
Pupil Referral Unit		Bryncoch Tuition Centre	3	2	4	2	3	3	4
Pupil Referral Unit		Tŷ Afan Primary Centre	2	2	3	1	3	3	3
Pupil Referral Unit		Tŷ Afan Secondary Centre	3	3	3	2	3	3	3
Newport									
Nursery and primary	*	Brynglas Primary School	2	2	2	1	1	2	2
Nursery and primary	*	Eveswell Primary School	1	1	1	1	1	1	1
Nursery and primary	*	Glasllwch Community Primary School	1	1	1	1	1	1	1

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and primary	*	High Cross Primary School	2	2	1	2	2	2	2
Nursery and primary	*	Langstone Primary School	1	1	1	1	1	1	1
Nursery and primary	*	Malpas C.I.W. Junior School	1	1	1	1	1	1	1
Nursery and primary	*	Malpas Park Primary School	1	1	2	2	1	1	1
Nursery and primary	*	Milton Infants School	1	1	1	1	1	1	1
Nursery and primary	*	Rogerstone Primary School	1	1	1	1	1	1	1
Nursery and primary	*	St Julian's Junior School	1	1	1	1	1	2	1
Secondary	*	Bettws High School	4	3	3	3	3	3	3
Secondary	*	Duffryn High School	3	3	3	2	3	3	3
Pembrokeshire									
Nursery and primary	*	Hakin C.P. Infant and Nursery School	2	2	1	1	2	2	1
Nursery and primary		Holy Name V.R.C. School	2	1	1	1	1	2	1
Nursery and primary	*	Pennar Community School	2	2	2	1	2	2	2
Nursery and primary	*	Sageston Community Primary School	2	2	1	2	1	2	1
Nursery and primary	*	St Florence VC School	2	2	2	1	2	2	2
Nursery and primary		Tenby V.C. Infants School	2	3	2	1	2	2	2
Nursery and primary	*	The Meads C.P. Infant & Nursery School	1	1	2	1	1	1	1
Nursery and primary		Ysgol Bro Ingli	2	2	1	1	2	2	2
Nursery and primary		Ysgol Gynradd Eglwyswrw	2	2	1	1	2	2	2
Secondary		Greenhill School	2	2	1	2	2	2	1

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Powys									
Nursery and primary	*	Berriew C.P. School	2	2	2	2	2	2	2
Nursery and primary	*	Bronllys C.P. School	3	3	3	2	3	4	3
Nursery and primary	*	Crickhowell C.P. School	2	2	2	1	2	2	2
Nursery and primary	*	Ffynnon Gynydd Church in Wales Primary School	2	2	2	2	2	2	2
Nursery and primary	*	Forden C.I.W. School	3	2	2	1	2	3	2
Nursery and primary	*	Glasbury C.I.W.(A) School	3	3	3	2	3	3	2
Nursery and primary	*	Irfon Valley C.P. School	2	2	2	2	2	2	2
Nursery and primary	*	Knighton C.I.W. School	2	2	2	1	2	1	1
Nursery and primary	*	Llanbedr C.I.W. (Aided)	2	2	2	2	2	2	2
Nursery and primary		Llandrindod Wells C.I.W. School	3	3	2	2	3	3	3
Nursery and primary	*	Llanelwedd C.I.W. School	4	3	3	3	4	5	3
Nursery and primary	*	Llanidloes C.P. School	3	2	2	2	2	3	2
Nursery and primary	*	Llansantffraid C.I.W.A.	2	2	2	2	2	2	2
Nursery and primary	*	Radnor Valley C.P.	2	2	1	2	2	2	2
Nursery and primary	*	Rhayader Church in Wales School	3	2	2	2	3	3	3
Nursery and primary	*	Trefnanney C.P. School	2	2	2	2	2	2	2
Nursery and primary	*	Ysgol Cynlais C.P. School	2	2	1	1	2	2	2
Nursery and primary		Ysgol Gymraeg Ynysgedwyn	2	2	1	2	2	1	2
Secondary		Caereinion High School	2	2	2	2	3	3	2

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Secondary	*	Gwernyfed High School	2	2	2	2	2	2	2
Secondary		Ysgol Bro Ddyfi	3	2	3	2	3	3	3
Rhondda Cynon Taff									
Nursery and primary	*	Abercynon Infants School	2	2	1	2	2	3	2
Nursery and primary	*	Aberllechau Primary School	3	3	3	3	4	3	4
Nursery and primary	*	Caradog Primary School	2	3	2	2	2	2	2
Nursery and primary	*	Carnetown Primary School	2	1	1	1	2	2	2
Nursery and primary	*	Cilfynydd Primary School	3	3	3	2	3	3	3
Nursery and primary	*	Cwmbach Infants School	2	2	2	2	2	2	2
Nursery and primary	*	Darren lâs Primary School	2	2	2	2	2	2	2
Nursery and primary	*	Glantaf Infant School	2	2	2	2	2	3	2
Nursery and primary	*	Llanharan Primary School	2	2	2	2	2	2	2
Nursery and primary	*	Llanilltud Faerdref Primary School	2	2	1	1	1	2	2
Nursery and primary	*	Llwydcoed Primary	2	3	3	3	2	3	2
Nursery and primary	*	Miskin Primary School	2	2	2	2	2	3	2
Nursery and primary	*	Penygawsi Primary School	2	1	2	2	1	1	2
Nursery and primary	*	Porth Junior Mixed School	3	3	3	3	3	3	3
Nursery and primary	*	Rhydyfelin Nursery School	1	1	1	1	2	2	1
Nursery and primary	*	Tonypandy Primary School	2	2	2	2	2	2	2
Nursery and primary	*	Ynyscynon Nursery School	2	2	1	1	2	2	1

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and primary		Ysgol G.G. Bronllwyn	1	1	1	1	1	1	2
Nursery and primary		Ysgol Heol-y-Celyn	3	2	2	2	3	3	2
Nursery and primary	*	Ysgol yr Eos	2	2	2	2	2	2	2
Secondary	*	Hawthorn High School	1	2	3	1	2	2	2
Secondary		Ysgol Gyfun Cymer Rhondda	3	2	2	1	3	3	2
Pupil Referral Unit		Tai Educational Centre	1	1	2	1	1	2	1
Pupil Referral Unit		Ty Gwyn Education Centres	2	2	4	2	2	3	2
Swansea									
Nursery and primary	*	Cadle Primary School	1	1	1	1	1	1	1
Nursery and primary	*	Christchurch (C.I.W.) VA Primary School	2	2	2	1	2	2	2
Nursery and primary	*	Cwmbwrla Primary School	2	2	2	1	1	2	1
Nursery and primary	*	Gwyrosydd Primary School	3	2	2	2	2	3	2
Nursery and primary	*	Llangyfelach Primary School	3	3	4	2	3	3	3
Nursery and primary	*	Mayals Primary School	2	2	2	2	2	3	2
Nursery and primary	*	Newton Primary School	2	2	2	2	2	2	2
Nursery and primary	*	Parkland Primary School	2	2	3	1	2	2	2
Nursery and primary	*	Penclawdd Primary School	2	1	1	2	2	2	1
Nursery and primary	*	Pentrepoeth Junior School	2	2	2	1	2	2	2
Nursery and primary	*	Pontlliw Primary School	2	2	1	1	1	2	1
Nursery and primary	*	St Joseph's Cathedral Junior School	1	1	1	1	1	1	1

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and primary	*	St Joseph's Catholic Primary School	1	1	1	1	1	2	2
Nursery and primary	*	Talycopa Primary School	2	2	3	2	2	3	2
Nursery and primary	*	Ynystawe Primary School	1	1	1	1	1	1	1
Secondary	*	Birchgrove Comprehensive School	2	1	1	1	1	1	1
Secondary	*	Penyrheol Comprehensive School	2	2	2	2	2	2	1
Special	*	Penybryn Senior Special School	1	1	1	1	1	1	1
Torfaen									
Nursery and primary	*	Brookfield Primary School	2	2	1	1	2	2	2
Nursery and primary	*	Croesyceiliog North Road Infant School	1	2	2	2	1	2	2
Nursery and primary	*	George Street Primary School	3	2	2	1	2	1	2
Nursery and primary	*	Griffithstown Primary	3	3	2	2	3	3	3
Nursery and primary	*	Llanyrafon Primary School	2	2	1	1	1	1	1
Nursery and primary	*	New Inn Primary School	2	2	2	2	2	2	2
Nursery and primary	*	Our Lady of the Angels RC VA School	2	2	1	1	2	2	2
Nursery and primary	*	St David's Junior and Infant School	1	1	1	1	1	1	2
Nursery and primary	*	Victoria Primary School	2	3	3	2	2	3	2
Nursery and primary	*	Woodlands Community Primary School	2	2	2	2	2	2	2
Secondary		Ysgol Gyfun Gwynllyw	2	2	2	2	3	3	3
Special	*	Crownbridge Special Day School	1	1	1	1	1	1	1

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Vale of Glamorgan									
Nursery and primary	*	Barry Island Primary	1	1	1	1	1	1	1
Nursery and primary	*	Bute Cottage Nursery School	1	1	1	1	1	1	1
Nursery and primary	*	Eagleswell Primary	3	2	2	4	4	4	3
Nursery and primary	*	Holton Primary School	3	2	2	2	2	3	2
Nursery and primary	*	Llancarfan C.P. School	1	1	1	1	1	1	1
Nursery and primary	*	Llanfair County Primary School	1	1	1	1	1	2	1
Nursery and primary	*	Pendoylan C.I.W. VA Primary	1	1	1	1	1	2	2
Nursery and primary	*	St Helen's R.C. Infant and Nursery School	2	2	2	1	2	2	2
Nursery and primary	*	Sully Primary School	1	1	1	1	1	2	2
Nursery and primary	*	Wick Marcross C.I.W. Primary School	1	1	1	1	1	1	1
Nursery and primary		Ysgol Sant Curig	2	2	2	2	2	3	2
Secondary	*	Cowbridge Comprehensive School	1	1	1	1	1	1	1
Wrexham									
Nursery and primary		Acton Park Infants School	1	1	1	1	1	1	1
Nursery and primary		Acton Park Junior School	2	2	1	1	2	1	1
Nursery and primary		Bwlchgwyn C.P. School	2	2	2	2	2	2	2
Nursery and primary		Chirk Infants School	1	1	1	1	1	1	1
Nursery and primary	*	Froncysyllte C.P. School	2	2	2	2	2	3	2
Nursery and primary		Holt Community Primary School	1	1	2	1	1	2	2

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Nursery and primary		Johnstown Infants School	2	2	2	2	2	2	2
Nursery and primary		Johnstown Junior School	2	2	2	1	2	2	2
Nursery and primary		Minera Aided Primary School	2	2	2	2	3	3	2
Nursery and primary		St Chad's Church in Wales Aided Primary School, Hanmer	2	2	1	1	2	1	1
Nursery and primary		St Mary's C.I.W. Aided School	1	1	1	1	1	1	1
Nursery and primary		Ysgol Sant Dunawd	1	1	1	1	1	1	1
Secondary		Darland High School	4	3	3	3	3	3	3
Secondary		St Joseph's Catholic and Anglican Secondary School	1	1	1	1	1	1	1
Secondary		The Maelor School	2	1	2	1	2	2	1
Secondary		Ysgol Morgan Llwyd	2	2	2	1	1	2	2
Special	*	St Christopher's School	2	2	1	1	1	1	1
Ynys Môn									
Nursery and primary		Beaumaris Primary School	2	2	2	2	3	3	2
Nursery and primary		Ysgol Ffrwd Win	2	2	2	2	2	3	2
Nursery and primary		Ysgol Goronwy Owen	2	2	2	2	2	2	2
Nursery and primary		Ysgol Gymuned Llanfechell	1	1	1	1	1	1	1
Nursery and primary		Ysgol Gynradd Caergeiliog	2	2	2	2	2	2	2
Nursery and primary		Ysgol Gynradd Esceifiog	2	1	1	1	1	1	1
Nursery and primary		Ysgol Llangaffo	2	2	2	2	3	3	2
Nursery and primary		Ysgol Santes Fair, St Mary's R.C. Primary School	2	2	2	2	2	2	2
Secondary		Ysgol Gyfun Llangefni	2	2	2	1	1	2	2

Non-maintained nursery settings

* Inspection reports published in English only

LLC = Language, literacy and communication skills	CD = Creative development	A = Quality of assessment
P&S = Personal and social development	WLD = Welsh language development	R = Quality of relationships
MD = Mathematical development	SMSC = Spiritual, moral, social and cultural development	W = Contribution to children's wellbeing
K&U = Knowledge and understanding of the world	P = Quality of planning	L&M = Quality of leadership and management
PD = Physical development	T = Quality of teaching	

	Name of setting	LLC	P&S	MD	K&U	PD	CD	WLD	SMSC	P	T	A	R	W	L&M
	Blaenau Gwent														
*	Brynmawr Pre-school Playgroup	2	2	2	2	3	3		2	2	3	2	2	2	2
	Bridgend														
*	Bees Knees Day Nursery	2	3	2	2	2	2		2	2	2	2	2	2	2
*	Bridgend College Day Nursery	2	1	2	2	1	2		2	2	2	2	1	2	3
*	Bright Beginning Nursery	2	2	2	2	2	2		2	2	2	3	3	2	3
*	Bryntirion Playgroup	-	-	-	-	-	-		2	2	3	2	2	3	3
*	Coity Higher Community Council Playgroup	2	2	2	3	3	3		3	2	2	3	2	2	3
	Cylch Meithrin Cynwyd Sant	3	3	2	2	2	2		2	3	2	3	2	2	3
*	Fingers and Thumbs day Care Centre	2	2	2	1	2	2		2	2	2	2	2	2	2
*	Old School House Day Nursey	2	2	2	2	2	2		2	2	2	2	1	2	2
*	St Clare's Nursery	1	1	2	2	2	2		1	1	2	1	2	2	1

	Name of setting	LLC	P&S	MD	K&U	PD	CD	WLD	SMSC	P	T	A	R	W	L&M
	Caerphilly														
	Cylch Meithrin Coed Duon	2	2	2	2	2	2		2	2	2	2	1	3	2
	Cardiff														
	Cylch Meithrin Nant Lleucu	3	2	2	2	2	2		2	3	2	3	2	2	3
	Cylch Meithrin Pentrebaen	3	2	2	2	2	2		2	3	2	3	2	2	2
	Carmarthenshire														
	Clych Meithrin Penbre	2	2	2	3	2	3		2	2	2	3	2	2	2
*	Moosehall Playgroup	2	2	2	1	2	2		2	2	2	2	1	2	2
*	Serendipity Nursery	2	2	3	3	2	2		2	2	2	3	2	2	2
	Y Cam Cynta' Peniel	1	1	1	1	2	2		1	2	2	2	1	1	1
	Ysgol Feithrin Tycroes	4	4	4	4	4	4		4	4	4	5	3	3	4
	Ceredigion														
	Cylch Meithrin Glan-y-Môr	2	2	3	2	3	2		2	2	3	3	2	2	2
	Cylch Meithrin Pontgarreg	2	1	2	2	3	2		1	2	2	3	2	1	2
	Cylch Meithrin Tregaron	2	2	2	2	1	2		2	2	2	2	2	2	2
	Cylch Meithrin Ynys y Plant	2	2	2	2	2	2		2	2	1	2	2	2	2
	Conwy														
	Cylch Meithrin Bae Penrhyn	2	2	2	2	2	2		3	2	2	3	2	2	2
	Cylch Meithrin Cerrigydrudion	2	2	2	2	2	2		2	2	2	3	2	2	2
*	First Steps Day Nursery	-	-	-	-	-	-		2	2	2	3	2	2	3

	Name of setting	LLC	P&S	MD	K&U	PD	CD	WLD	SMSC	P	T	A	R	W	L&M
*	Towyn Under 5s Playgroup	2	2	2	2	2	2		2	2	2	2	2	2	3
	Twtlol Pentrefoelas	2	2	1	2	2	2		3	2	2	3	2	2	2
*	Upper Colwyn Bay Playgroup	2	2	2	2	3	2		2	3	2	3	2	2	3
	Denbighshire														
*	Bodnant Playgroup Plus	2	2	1	3	2	2	2	2	3	2	3	2	2	2
	Cylch Meithrin Aberclwyd	3	3	3	2	3	2		2	3	3	3	3	2	3
*	Ffrith Playmates Playgroup	2	2	3	3	2	2		3	3	3	3	3	3	3
*	Giggles Playgroup	2	2	2	2	2	2		2	2	2	2	2	2	2
*	Hiraddug Playgroup	3	2	3	2	2	3		2	3	2	3	2	2	2
	Little Acorns	2	2	2	3	2	2		2	3	2	3	3	1	2
*	Llangollen Pre-school Playgroup	2	2	3	2	3	3		3	2	2	3	2	2	2
*	Meliden Playgroup	2	2	2	2	2	3		2	2	2	2	2	2	2
	Flintshire														
*	Oak Tree Playgroup	2	2	2	2	2	2		2	2	2	2	3	2	3
*	Pen-y-Fordd and Pen-y-Mynydd Playgroup	2	2	2	2	2	2		2	2	2	2	3	2	2
*	Playmates Playgroup	2	2	3	3	1	3		3	2	2	3	2	2	2
*	Rhes y Cae Playgroup	-	-	-	-	-	-		2	2	2	2	2	2	2
*	Rocking Horse Day Nursery	2	2	2	2	2	2		2	2	2	2	2	2	2
*	Saltney U5s Playgroup	3	2	3	3	2	2		3	3	2	2	2	2	3

	Name of setting	LLC	P&S	MD	K&U	PD	CD	WLD	SMSC	P	T	A	R	W	L&M
*	St David's Playgroup	2	2	2	2	2	2		2	3	3	3	2	2	2
*	St Winefride's Playgroup	2	2	2	1	2	2		2	2	1	2	2	2	2
	Gwynedd														
	Cylch Meithrin Bethel	2	1	2	2	2	2		2	3	2	3	2	2	2
	Cylch Meithrin Blaenau Ffestiniog	2	3	2	2	3	2		3	3	2	2	3	2	3
	Cylch Meithrin Bontnewydd	2	1	2	1	2	2		1	2	1	2	2	2	2
	Cylch Meithrin Brynaerau Clynnog Fawr	-	-	-	-	-	-		2	2	2	3	2	3	3
	Cylch Meithrin Bryncrug	3	2	2	1	2	2		2	2	2	2	2	2	2
	Cylch Meithrin Cefnfaes Bethesda	2	3	2	3	2	2		2	3	3	3	3	2	2
	Cylch Meithrin Coedmawr	3	2	3	2	2	2		2	2	2	3	3	2	3
	Cylch Meithrin Deiniolen	2	2	2	3	2	2		2	2	2	3	3	2	2
	Cylch Meithrin Garndolbenmaen	2	1	2	2	2	2		2	2	2	2	1	2	2
	Cylch Meithrin Gerlan	2	2	2	2	2	2		2	2	2	3	3	2	2
	Cylch Meithrin Llanbedr	3	2	2	2	2	2		2	2	2	3	2	2	2
	Cylch Meithrin Llanengan	3	2	2	3	3	2		2	3	2	3	3	2	3
	Cylch Meithrin Llanystumdwy	-	-	-	-	-	-		2	2	1	2	1	2	2
	Cylch Meithrin Pentreuchaf	2	2	2	2	2	2		2	2	2	3	2	2	3

	Name of setting	LLC	P&S	MD	K&U	PD	CD	WLD	SMSC	P	T	A	R	W	L&M
	Monmouthshire														
*	Abacus Day Nursery	2	1	2	1	2	1		2	2	1	2	2	2	1
*	Hall Park Under 5s Nursery	2	2	2	2	2	2		2	2	2	2	2	2	2
*	Mathern Day Nursery	2	1	2	2	2	2		2	2	2	2	2	2	2
*	Puddle Ducks Nursery	2	1	2	1	1	1		2	1	2	1	1	2	1
*	Shirenewton Playgroup	2	2	2	2	2	2		2	2	2	2	2	2	2
*	Tiny Beginnings Day Nursery	1	1	2	2	2	2		2	1	1	2	1	1	1
	Newport														
*	Bassaleg Pre-school	2	1	2	2	2	2		2	1	2	1	2	2	1
*	Buzzy Bees Private Nursery School	1	1	1	1	2	1		2	1	2	2	2	2	2
	Pembrokeshire														
	Bright Buds Playgroup	2	2	3	3	2	3		2	3	3	3	2	2	3
	Goodwick and District Playgroup	2	3	2	3	3	2		3	3	3	2	3	2	3
*	Jumping Beans Day Nursery	2	2	2	1	2	2		2	2	2	2	2	1	1
*	New Hedges Day Nursery	2	2	3	2	2	3		2	2	2	2	2	2	2
	Powys														
*	Bumble Bees at Bronington Playgroup	2	2	2	2	2	2		3	3	2	3	2	2	3
	Meifod Playgroup	2	1	2	2	2	2		2	2	2	2	2	2	2
*	Rainbow Kindergarten	3	2	4	3	2	3		3	4	3	4	2	3	3

	Name of setting	LLC	P&S	MD	K&U	PD	CD	WLD	SMSC	P	T	A	R	W	L&M
*	Rhayader Under 5s Playgroup	2	2	3	3	2	3		2	3	3	3	2	2	3
*	Sennybridge Playgroup	2	1	2	1	2	1		1	2	1	2	2	1	2
*	Silverlane Playgroup	2	2	2	2	3	2		2	3	3	3	2	1	2
*	Tanyfron Nursery	2	2	3	2	2	2		2	3	2	3	2	3	3
	Rhondda Cynon Taff														
	Cylch Meithrin Cwmparc	2	2	2	2	2	2		2	2	2	3	2	2	2
	Torfaen														
	Cylch Meithrin Pontypŵl	2	1	2	1	2	2		2	1	2	2	1	2	1
*	Jack & Jill's Pre-school Playgroup	1	2	2	2	2	2	2	2	2	1	2	2	2	2
*	Osbourne Lodge Day Nursery	3	2	2	2	2	3		2	2	3	3	2	2	2
	Vale of Glamorgan														
	St Bride's Major Playgroup	2	2	2	2	2	2		2	3	2	2	2	2	3
*	St Donat's Nursery	2	1	2	1	1	2		2	2	1	2	1	2	2
	Wrexham														
*	Abbeyfield Day Nursery	2	2	2	2	2	2		2	3	2	3	3	2	3
*	Garden Village Playgroup	2	2	2	2	2	2		2	2	2	2	2	2	2
*	Overton Pre-school Playgroup	2	2	3	2	2	2		2	2	2	2	2	2	2
*	Park Pre-school Day Nursery	-	-	-	-	-	-		2	2	1	2	1	1	1
*	Redbrook Day Nursery	2	2	2	2	2	2		2	2	2	2	2	2	2
*	Ysgol Deiniol Playgroup Plus	2	1	2	2	1	1	3	2	1	1	3	2	2	2

Name of setting	LLC	P&S	MD	K&U	PD	CD	WLD	SMSC	P	T	A	R	W	L&M
Ynys Môn														
Cylch Meithrin Benllech	3	2	2	2	2	2		2	3	2	2	2	2	2
Cylch Meithrin Bodwrog	2	2	2	2	2	2		2	3	2	2	2	2	2
Cylch Meithrin Llanfairpwll	1	1	2	1	2	2		2	1	2	2	2	2	1
St Mary's Playgroup	3	2	3	3	3	2		3	3	3	3	3	2	3

Independent and independent special schools   * Inspection reports published in English only

Provider type	Local authority		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Independent and Independent special	Bridgend		St John's School, Porthcawl	2	2	2	3	3	3	2
Independent and Independent special	Cardiff	*	Cardiff Muslim Primary School	3	3	3	2	3	3	3
Independent and Independent special	Carmarthenshire	*	Nant-y-Cwm School, Llanycefn	3	3	2	3	3	4	3
Independent and Independent special	Carmarthenshire	*	St Michael's School, Llanelli	1	2	2	3	3	3	2
Independent and Independent special	Conwy	*	Rydal Penrhos and Lyndon Prepatory School	2	2	1	2	2	3	1
Independent and Independent special	Denbighshire		Branas School, Llandrillo	1	1	1	2	1	1	2
Independent and Independent special	Denbighshire		Ruthin School	3	3	2	2	3	3	2
Independent and Independent special	Gwynedd	*	St Gerard's School Trust, Bangor	2	2	2	2	3	3	2
Independent and Independent special	Monmouthshire	*	Monmouth School	1	2	1	1	1	2	1
Independent and Independent special	Pembrokeshire	*	St David's Alternative Support Centre Education Unit	2	2	3	1	2	2	3
Independent and Independent special	Wrexham	*	Riverside School, Bersham	3	3	3	1	3	3	3
Independent and Independent special	Ynys Môn	*	Treffos School, Llansadwrn	2	2	2	1	2	2	2

Other providers   * Inspection reports published in English only

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Adult community-based learning		Cardiff	2	3	3	3	3	3	3
Adult community-based learning		Carmarthenshire	3	2	2	2	2	3	2
Adult community-based learning		Flintshire	2	2	2	2	2	2	2
Adult community-based learning		Powys	3	3	3	3	3	3	3
Adult community-based learning		Workers Education Association (South Wales)	2	2	1	3	2	3	3
Adult community-based learning – re-inspection		Ceredigion (re-inspection)					2		
Area (14-19)		Wrexham	3	2	3	2	3	3	3
Careers Wales		Careers Wales North West	2	1	1	1	1	1	1
DWP – Employment Zones		Heads of the Valleys and Caerphilly - Working Links	2	2	2	2	2	3	2
DWP – Employment Zones		North West Wales - Working Links	2	2	2	2	2	3	2
DWP – Prime Contract		Action for Employment (A4e) Work Ltd - NE and Powys	3	3	2	2	3	3	3
DWP – Prime Contract	*	Dash Training	3	3	2	2	3	3	3

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
DWP – Prime Contract		Hyffordiant Ceredigion Training	2	2	1	2	2	2	2
DWP – Prime Contract	*	Swansea College	1	2	1	2	1	2	2
DWP Programme Centres		Action for Employment (A4e) Work Ltd - NE and Powys	3	3	2	2	3	3	3
DWP Programme Centres		Hyffordiant Ceredigion Training	2	2	1	2	2	2	2
DWP – Re-inspections Workstep		Pembrokesire County Council					2		
DWP – Re-inspections Workstep		Powys County Council					5		
Further education		Barry College	2	2	1	2	2	2	2
Further education		Coleg Glan Hafren	2	2	1	1	2	2	2
Further education		Deeside College	1	1	1	1	1	1	1
Further education		Neath Port Talbot College	2	2	1	2	1	1	2
Further education		Swansea Metropolitan University	1	1	2	2	1	2	2
HM Custodial Services		HM Prison, Cardiff	1	2	2	2	3		
HM Custodial Services		HM Prison Parc	2	2	4	2	2		

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Teacher education and training		Trinity College, Carmarthen	2	1	2	1	1	1	2
Teacher education and training – re-inspection		Aberystwyth University						2	
Work-based learning		A4e Wales	3	2	3	3	3	3	3
Work-based learning		Acorn Learning Solutions Ltd	2	2	2	2	1	1	2
Work-based learning		Aspiration Training (Wales) Ltd	2	2	2	2	2	2	2
Work-based learning		Coleg Llandrillo Cymru	1	1	1	1	1	1	1
Work-based learning		Coleg Menai	1	1	1	1	1	1	1
Work-based learning		ConstructionSkills	2	2	1	2	2	3	2
Work-based learning		Focus On Training	1	1	2	1	1	1	1
Work-based learning		Hyfforddiant Môn Training	3	2	2	3	4	4	3
Work-based learning		Jobforce Wales	1	1	1	2	2	2	2
Work-based learning		Learn-Kit	2	1	1	1	1	1	1
Work-based learning		Mid and North Wales Training Group Limited	2	2	2	2	2	3	2
Work-based learning		Newport and District GTA	2	2	2	3	4	4	3
Work-based learning		The People Business Wales	2	3	3	3	3	3	3
Work-based learning		TSW Training Ltd	2	2	2	2	2	2	2

Provider type		Provider	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Work-based learning		United World College of the Atlantic Ltd	1	2	2	1	2	3	2
Work-based learning		Yale College	1	1	1	1	1	1	1
Work-based learning re-inspection		Professional and Technical Development	2				2		
Work-based learning re-inspection		Talk Training	2				2		
Youth support services		Gwynedd	3	3	3	3	4	4	3
Youth support services		Neath Port Talbot	2	3	3	3	2	3	3
Youth support services		Vale of Glamorgan	3	2	3	3	3	4	3
Youth support services		Wrexham	3	3	3	3	4	4	4
Youth support services – re-inspection		Ceredigion (re-inspection)			2		2		

Local authorities   **Judgement 1** - How good is the local authority's performance?   **Judgement 2** - Will the local authority's performance improve?

Provider	Service/s inspected	Judgement 1	Judgement 2
Cardiff	Access	3	2
Cardiff	Additional learning needs	3	2
Cardiff	School improvement	2	2
Cardiff	Social inclusion	4	3
Cardiff	Strategic management	3	3
Cardiff	Support services	2	2
Ceredigion	Additional learning needs	2	1
Ceredigion	Social inclusion	3	2
Gwynedd	Social inclusion	3	2
Gwynedd	Youth service	3	3
Neath Port Talbot	Access	3	3
Neath Port Talbot	Additional learning needs	1	1
Neath Port Talbot	School improvement	2	2
Neath Port Talbot	Social inclusion	3	2
Neath Port Talbot	Strategic management	2	2
Neath Port Talbot	Support services	2	2
Newport	Access	2	3
Newport	Additional learning needs	3	2
Newport	School improvement	1	1

Provider	Service/s inspected	Judgement 1	Judgement 2
Newport	Social inclusion	3	2
Newport	Strategic management	1	1
Newport	Support services	2	2
Pembrokeshire	Access	1	1
Pembrokeshire	Additional learning needs	1	1
Pembrokeshire	School improvement	2	1
Pembrokeshire	Social inclusion	2	2
Pembrokeshire	Strategic management	1	1
Pembrokeshire	Support services	2	1
Torfaen	Additional learning needs	2	2
Torfaen	School improvement	3	3
Torfaen	Social inclusion	2	2
Torfaen	Strategic management	3	2
Torfaen	Support services	2	2
Wrexham	Access	3	3
Wrexham	Additional learning needs	2	1
Wrexham	School improvement	2	2
Wrexham	Social inclusion	2	2
Wrexham	Strategic management	2	2
Wrexham	Support services	3	3

Youth Offending Team inspections – Led by HMI Probation	
Autumn term 2007	
July 2007	Pembrokeshire YOT
October 2007	Bridgend YOT
March 2008	Gwynedd/Ynys Môn YOT
YOT re-inspection Powys September 2007	

Offender Management inspections – Led by HMI Probation	
Summer term 2008	
April 2008	South Wales
April 2008	North Wales
May 2008	Gwent
July 2008	Dyfed Powys
(There are the 4 Wales police authority regions)	

Prison inspections – Led by HMI Prisons	
Spring term 2008	
January 2008	Cardiff prison (full)
May 2007	Swansea prison (short)
July 2008	Parc prison, Bridgend (full)

b: Grades awarded to each lesson observed, per subject or learning area

Chart 54: The distribution of grades and 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	21	94	8	1	0	124
Design technology	13	72	5	2	0	92
English	19	178	39	3	0	239
Geography	16	78	18	0	0	112
History	7	78	11	2	0	98
Information technology	6	63	12	1	0	82
Mathematics	13	163	30	2	0	208
Music	13	101	20	1	0	135
Physical education	14	144	19	0	0	177
Religious education	6	61	12	0	0	79
Science	10	110	18	1	0	139
Welsh first language	1	35	6	1	0	43
Welsh second language	9	93	30	1	0	133
Totals	**148**	**1,270**	**228**	**15**	**0**	**1,661**
Percentages	**9%**	**76%**	**14%**	**1%**	**0%**	

Chart 55: The distribution of grades and the number of lessons that achieved grades 1 to 5 for standards in the subjects in key stage 2						
Key stage 2						
Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total number of lessons inspected
Art	32	126	30	2	0	190
Design technology	37	94	20	1	0	152
English	52	395	79	8	0	534
Geography	34	151	31	3	0	219
History	34	158	28	2	0	222
Information technology	39	146	17	0	0	202
Mathematics	52	319	71	3	0	445
Music	35	163	41	4	0	243
Physical education	36	206	44	4	1	291
Religious education	17	102	28	7	0	154
Science	46	168	44	5	0	263
Welsh first language	4	50	22	0	0	76
Welsh second language	15	137	83	9	0	244
Totals	**433**	**2,215**	**538**	**48**	**1**	**3,235**
Percentages	**13%**	**68%**	**17%**	**1%**	**0%**	

Chart 56: The distribution of grades and 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	3	46	20	1	0	70
Business studies	0	0	0	0	0	0
Design and technology	6	72	17	2	0	97
Drama	2	3	3	0	0	8
English	10	63	32	3	0	108
Geography	10	48	19	1	0	78
History	6	34	18	2	0	60
Information technology	6	23	10	0	0	39
Mathematics	3	49	45	6	0	103
Modern foreign languages	9	62	24	6	1	102
Music	4	30	28	2	0	64
Physical education	1	50	18	2	0	71
Religious education (including religious studies)	12	48	13	0	0	73
Science	10	84	40	7	0	141
Welsh first language	3	25	0	0	0	28
Welsh second language	4	32	18	9	2	65
Totals	**89**	**669**	**305**	**41**	**3**	**1,107**
Percentages	**8%**	**60%**	**28%**	**4%**	**0%**	

Chart 57: The distribution of grades and the number of lessons that achieved grades 1 to 5 for standards in the subjects in key stage 4						
Key stage 4						
Subject	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total number of lessons inspected
Art	4	37	25	0	0	66
Business studies	0	8	5	1	0	14
Child development	0	0	7	0	0	7
Design technology	6	53	11	0	0	70
Drama	3	2	7	0	0	12
Economics	0	0	0	0	0	0
English	11	39	21	4	0	75
Geography	8	23	12	0	0	43
Health and social care	0	5	3	0	0	8
History	10	21	11	1	0	43
Home economics	0	1	0	0	0	1
Information technology	6	29	8	1	0	44
Mathematics	5	37	31	8	0	81
Media studies	0	0	3	0	0	3
Modern foreign languages	11	32	9	1	0	53
Music	4	9	10	1	0	24
Physical education	1	46	15	3	0	65
Psychology	0	1	1	0	0	2
Religious education (including religious studies)	9	33	9	0	0	51
Science	4	66	45	8	0	123
Sociology	0	3	1	0	0	4
Welsh first language	5	11	1	1	0	18
Welsh second language	3	22	16	5	1	47
Totals	**90**	**478**	**251**	**34**	**1**	**854**
Percentages	**11%**	**56%**	**29%**	**4%**	**0%**	

Chart 58: The distribution of grades and 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	8	15	1	0	0	24
Business studies	0	3	1	0	0	4
Child development	0	2	0	0	0	2
Design technology	2	15	3	0	0	20
Drama	2	7	1	0	0	10
Economics	2	1	0	0	0	3
English	4	24	5	0	0	33
Geography	6	13	2	0	0	21
Health and social care	0	5	1	0	0	6
History	6	18	1	2	0	27
Home economics	0	0	0	0	0	0
Information technology	4	8	4	0	0	16
Mathematics	0	27	7	0	0	34
Media studies	0	2	4	0	0	6
Modern foreign languages	6	15	4	0	0	25
Music	2	12	9	0	0	23
Physical education	0	18	3	0	0	21
Psychology	0	6	1	0	0	7
Religious education (including religious studies)	6	19	1	0	0	26
Science	3	46	16	0	0	65
Sociology	2	3	0	0	0	5
Welsh first language	6	8	0	0	0	14
Welsh second language	1	8	4	0	0	13
Totals	**60**	**275**	**68**	**2**	**0**	**405**
Percentages	**15%**	**68%**	**17%**	**0%**	**0%**	

Chart 59: The distribution of grades awarded for learning areas in the 34 learning areas inspected in work-based learning						
Learning area	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total number of learning areas inspected
Health, public services and care	3	2	2	0	0	7
Engineering and manufacturing technologies	3	4	1	0	0	8
Agriculture	0	0	0	0	0	0
Construction, planning and the built environment	3	2	1	0	0	6
Information and communications technology	0	0	0	0	0	0
Hair and beauty	0	0	0	0	0	0
Hospitality and catering	0	0	0	0	0	0
Retail and commercial enterprise	2	3	0	0	0	5
Preparation for life and work	1	2	0	0	0	3
Leisure, travel and tourism	0	0	0	0	0	0
Business, administration and law	2	2	1	0	0	5
Totals	**14**	**15**	**5**	**0**	**0**	**34**
Percentages	**41%**	**44%**	**15%**	**0%**	**0%**	

Chart 60: The distribution of grades awarded for learning areas in the re-inspections of work-based learning providers						
Learning area	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total number of learning areas inspected
Health, public services and care	0	0	0	0	0	0
Business, administration and law	0	2	0	0	0	2
Engineering and manufacturing technologies	0	0	0	0	0	0
Retail and commercial enterprise	0	1	0	0	0	1
Totals	**0**	**3**	**0**	**0**	**0**	**3**
Percentages	**0%**	**100%**	**0%**	**0%**	**0%**	

Chart 61: The distribution of grades awarded and number of observations in each learning area in providers of further education						
Grades awarded from observations in the 29 learning areas inspected						
Learning area	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Number of observations
01. Health, public services and care	24	42	18	0	0	84
02. Science and mathematics	0	40	5	0	0	45
04. Engineering and manufacturing technologies	21	28	3	3	0	55
05. Construction, planning and the built environment	4	36	7	0	0	47
06. Information and communications technology	6	22	10	0	0	38
7b. Hair and beauty thepary	28	31	4	0	0	63
7c. Hospitality and catering	9	18	1	0	0	28
8. Leisure, travel and tourism	6	17	6	0	0	29
9b. Performing arts	2	10	1	0	0	13
9c. Art and design	5	4	0	0	0	9
10. History, philosophy and theology	1	2	5	0	0	8
11. Social sciences	2	9	2	0	1	14
12b. Languages, literature and culture	4	17	4	1	0	26
14a. Independent living skills	5	25	6	2	0	38
15. Business, administration and law	12	34	12	0	0	58
Total number of observations by grade	**129**	**335**	**84**	**6**	**1**	**555**
% observations	**23.2**	**60.4**	**15.1**	**1.1**	**0**	

Chart 62: The distribution of grades awarded in each learning area in adult and community-based learning						
Learning area	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total number of learning areas inspected
Adult basic education	13	47	3	2	0	65
English for speakers of other languages	2	26	15	5	0	48
Welsh for adults	9	53	24	3	0	89
Adult learning	21	110	19	2	0	152
Community development	10	57	6	0	0	73
Totals	**55**	**293**	**67**	**12**	**0**	**427**
Percentages	**13%**	**69%**	**16%**	**3%**	**0%**	