

2001

2002

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



**Estyn**

Arolygiaeth Ei Mawrhydi Dros Addysg  
A Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
For Education and Training in Wales

## **Estyn**

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

2001-2002

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## Introduction

This annual report describes the quality of education and training in Wales and the standards that learners have achieved from September 2001 to August 2002.

Overall, the picture is a bright one. The quality of education and training is, in almost every way, better than it was last year. In most respects, learners have achieved higher standards. Schools have now hit the 2002 targets the Welsh Assembly Government set for the quality of work in the classroom. Managers, teachers and learners should be proud of what they have achieved.

The overall improvement in national standards of education and training across Wales has been brought about because of the many small improvements that are being made every day throughout the country. Finding out what lies behind all these improvements will help us to know where to direct our energy and resources if we are to see further improvements in the future. Two things have had the biggest effect in raising standards this year.

- The first of these two things is self-evaluation by managers, teachers and learners. Good self-evaluation starts with those who work in any type of education or training making a critical assessment of the quality of their work. Honest and objective self-evaluation provides the basis for better planning and is strengthened by monitoring how well the plan is being achieved. A few years ago, self-evaluation was often seen as a task for a few senior managers. However, in recent years, more and more senior managers have shown strong leadership in convincing all members of staff that their own work will be more effective if they evaluate what they are doing and plan how they can do it better. By now, self-evaluation is rightly a part of the work of almost every manager and teacher. We can see the influence of self-evaluation in many of the developments that this report highlights. In the same way, the improvements that are still needed will take place only when managers and teachers clearly identify weaknesses and plan how they will overcome them.
- The second thing that has played a part in many of the improvements we are seeing is the drive to get as many people as possible to become learners in Wales – educational inclusion.

Educational inclusion means many different things, including:

- equal opportunities for every learner;
- an entitlement for learners with special educational needs to take as full a part as possible in all aspects of learning;
- the opportunity for learners to learn in Welsh or English for all or part of their work;
- a richer process of learning that draws on the many different backgrounds that teachers and learners from all sections of Welsh society bring to education and training;
- a useful curriculum that is appropriate to the interests of every learner;
- support for learners who are at risk of losing interest in education and training;
- opportunities for every learner to gain the basic skills of speaking, reading, writing and using number;
- opportunities for every learner to improve their key skills in communication, using number, using information and communications technology (ICT), working effectively with others, solving problems and improving the quality of their own learning;
- places of learning that provide an accessible, welcoming and stimulating environment, where learners feel safe and know they will not be bullied;
- everyone turning up for classes unless they have a good reason not to be there; and
- everyone behaving well so that it is possible for all teachers and learners to concentrate on their work.

The economic growth of Wales depends heavily on all learners being able to fulfil their potential and achieve higher-level skills. Managers, teachers and others who work for providers of education and training are becoming more aware of the barriers that prevent some learners from getting involved and are taking steps to overcome these. Writing their race-equality policies and action plans allows people to see how the

education and training they provide might not be equally relevant or accessible to learners from all backgrounds.

In the following paragraphs, I set out some of the good aspects of education and training and some of the best practice that we have seen this year. I also point out some of the continuing challenges.

- ◆ Most of the local education authorities (LEAs) continue to review their services thoroughly. Over two-thirds of the services are either good or excellent and have good prospects for improvement. The authorities are using information from their own work with schools, and from our school-inspection reports, to pinpoint areas of weakness, challenge schools to improve, and help them to do so. They have information that compares their own authority with others. They are using this information more effectively to show those areas where they might be doing better. However, a few local authorities do not provide a totally effective service. These few authorities are not well led and do not have enough members of staff to do the work that is needed. In some cases, the education services are not well supported by senior officers in other departments or by council members. Managers are not all evaluating services and dealing with the weaknesses as well as they need to.
- ◆ LEAs are reducing the number of school places they have as part of their continuing review of the cost of their services. Some authorities have closed small schools or put one head teacher in charge of two or more small schools. Others have used new building projects to reorganise the way secondary schooling is provided in some of the larger towns in Wales. As LEAs plan to reorganise their school provision, some are taking good account of the demand for education provided in Welsh. However, some other LEAs are making changes too slowly to meet the needs of pupils, both now and in the future.
- ◆ Schools are doing more to assess the quality of their own work. Heads and governors manage and lead well in over three-quarters of primary, secondary and special schools. They are looking more closely at the quality of teaching and learning and have brought about big improvements over the last year. Subject leaders in primary schools and heads of department in secondary schools are doing more than in the past to assess the quality of work in their own subjects. Schools

generally use information about pupils' achievements well. Many of them compare their test and examination results with similar schools and set themselves challenging targets for improvement.

- ◆ Further-education institutions are also doing more to assess their own performance. However, the picture is more mixed than it is in schools. The quality of leadership and management is good or very good in only about half the institutions. In the best cases, institutions use information on students' performance well and set targets for improvement. They have detailed development plans that give members of staff a clear picture of the aims they are working towards, and they have good management structures that help them work effectively to achieve their goals.
- ◆ The quality of planning and management in the youth service has improved and the service is more responsive to the needs of young people. Outreach projects are helping young people to take up training courses or find jobs.
- ◆ The quality of management of work-based training has not improved. It is poor in about half of the providers. Generally, work-based training and New Deal providers have not set up effective systems for self-evaluation.
- ◆ Overall, learners are achieving higher standards than ever before. In key stage 1 and key stage 2, at least 70% of pupils achieved the levels expected for pupils of their age in National Curriculum assessments. These standards meet the target set by the Welsh Assembly Government. However, in key stage 3 while over 70% of pupils achieved the level expected of 14-year-olds in Welsh, only just over 60% achieved those levels in English, mathematics or science. Science is the only subject where the percentage has risen much in the last four years. While the achievements of pupils starting key stage 3 have been rising, the achievements of pupils finishing the key stage have stayed much the same. Over the next few years, pupils who are finishing key stage 3 will have spent more and more of their time in primary schools that were using improved methods of teaching reading, writing and number work. It is important that secondary schools build on the higher levels of achievement of these pupils so that standards can rise in key stage 3.



- ◆ In key stage 4, while the results of pupils completing their courses and taking examinations have improved, the overall percentage of pupils who gain five or more GCSE grades A\* to C and A\* to G has not increased. The percentage of pupils who gain a grade C or better in three core subjects (English or Welsh, mathematics and science) is still much lower than the target set by the Welsh Assembly Government. Girls still do much better than boys in English and Welsh and achieve better results than boys overall.

Increasing the number of young people who succeed in school is a major challenge for all concerned. Some schools have been successful in motivating pupils who are at risk of dropping out of education. Some, for example, have introduced practical courses that include time spent in the workplace. Others have used ICT imaginatively to help keep pupils interested. However, most secondary schools still find it hard to keep pupils' attendance at a satisfactory level, especially in Years 10 and 11. If attendance is to get a lot better, schools will need to look hard at the experiences they provide and the way they organise learning. To reach the young people who fail to attend regularly and who achieve little success in examinations, schools need to raise pupils' self-esteem. They need to enlist the help of other partners to support learners and their families. Above all, they need to convince young people and their parents that the learning provided at school is of value in itself, and that it can lead to good opportunities for training and worthwhile employment.

- ◆ There are still far too many pupils who leave school at 16 with very few or no qualifications. Around 8% of young people leave school with no more than one GCSE qualification at grade G, or its equivalent. Most jobs in Wales today require far higher qualifications.
- ◆ In further-education institutions, standards have improved in most subject areas but have slipped back in a few. Most students on part-time courses gain the qualification they are aiming for. However, many full-time students do not complete their courses. Adult learners generally achieve well. On work-based training courses, standards have improved a little, but there is too much variation from one occupational area to another.
- ◆ Schools have had very little success in improving the achievements of boys to match those of girls. In both key stages 1 and 2, girls perform

much better than boys in English and Welsh and the differences are even greater in key stage 3. A few schools have managed to reduce the difference, but in only very few cases have boys caught up with the girls. In the most successful schools, every department plans speaking, reading or writing activities to make them at least as interesting and challenging for boys as they are for girls. Often, the boys respond well and their standards rise. However, the girls respond just as well and keep their lead over the boys.

- ◆ The reading, writing and number skills of many learners of all ages are good. However, there are still a small number of learners of all ages whose skills are too low. Pupils who do not master these skills at an early age find it hard to make good progress with schoolwork and tend to lose interest. One project that has helped to improve learners' skills is the family literacy and numeracy programme that runs in all LEA areas. Last year, over 12,000 adults and children took part. Secondary schools are also doing more to help pupils improve their skills. Things that have been successful include opportunities to read with another pupil and homework clubs, before or after school, where pupils can discuss their work with helpers. In the best cases, every teacher takes responsibility for teaching speaking, reading and writing skills (whatever is necessary) as part of every lesson.
- ◆ Learners' ability to use information and communications technology (ICT) is generally getting better but is still too low. Most teachers have been on training courses during the year and their skills have improved. However, many of them still do not know enough about how to use ICT effectively in their teaching. When pupils start secondary school, many of the tasks for which they use ICT are easier than those they carried out in primary school. Teacher training colleges do a lot to show trainee teachers how to plan lessons where pupils can use ICT well. However, too many of the schools where the students do part of their training do not follow up on the good start made in colleges. The schools do not give the students much opportunity to use ICT and the students do not gain the skills or the confidence they need.
- ◆ In further-education institutions, students in a few subjects achieve very good standards in key skills. However, students' key skills overall are too weak and they have not improved much since 'Curriculum 2000' was introduced. A few teachers plan tasks in which students need to use several key skills at appropriate levels of challenge.

However, most planning is not as good as this. After a few weeks of their courses, many students stop going to key-skills classes. Only a few providers of work-based training make good arrangements to help trainees improve their key skills. Many trainees do not complete their key-skills qualifications.

- ◆ The quality of planning to meet the needs of learners with special educational needs (SEN) continues to improve. Schools are beginning to use the new Code of Practice. Many SEN co-ordinators write educational plans for individual pupils that set clear targets for their work over the coming few weeks. More teachers are following the guidance given in the plans and their pupils are making faster progress.
- ◆ Local education authorities (LEAs) are doing more to include pupils with special educational needs in mainstream schools. Several LEAs are taking more care to give statements of special educational needs only to pupils who really need them. As a result, LEAs have given new statements to fewer pupils and reduced the time it takes to prepare statements and provide the support these pupils need.
- ◆ In schools generally, far more lessons than last year were taught well. Overall, primary and secondary schools have reached the target set by the Welsh Assembly Government that teaching should be good or very good in 50% of lessons and satisfactory or better in over 95%. Many schools have taken on these targets for themselves. About three-quarters of them met both targets, but about one school in 20 missed them by a long way.
- ◆ Managers in schools are giving more thought to planning a curriculum that is suitable for all learners, including those who are the most able and gifted. A few schools are trying to give more challenge to their pupils who are achieving most. Many others are finding ways to make the curriculum more relevant for pupils who are starting to lose interest in school. However, head teachers are concerned that the qualifications that pupils may take instead of GCSEs are not always included as part of the overall success rates of the school.
- ◆ The quality of the work of careers companies is higher than last year. In particular, they generally work well with young people who seem to be losing interest in schoolwork or who do not seem to want to get a job. 'Youth Gateway' plays an effective role in this work.

- ◆ Further-education institutions generally respond well to the communities they serve. They are offering more courses to meet the needs of students who enrol with low levels of achievement. They are also developing a more flexible and attractive curriculum for students aged 16 to 19. This is encouraging more students to continue their education and training when they leave school. There are still too few courses for students who want to learn in Welsh. It will be difficult to make progress in this matter without clear, long-term plans for schools and colleges to work together to offer courses taught in Welsh or in both English and Welsh.
  
- ◆ Many primary schools are changing their curriculum to give more emphasis to personal and social education. They give pupils the chance to discuss issues in small groups. There are some aspects of personal and social education that many teachers have not taught formally before. They often need more help in how to approach matters of:
  - health and sex education;
  - racial equality; and
  - what it is to be a good citizen.

Only a few secondary schools have a co-ordinated plan for teaching all aspects of personal and social development across different subjects and through general school activities. In the best cases, schools give pupils the chance to discuss moral and social issues in many different lessons.

- ◆ The quality of the buildings in which learning takes place is, overall, better than it was last year. About 60% of primary schools have good buildings. Almost all secondary schools have seen big improvements in some of their buildings in the last few years. The buildings in further-education institutions are generally of a good or very-good standard. Most work-based training takes place in very good accommodation. Even with these undoubted improvements, more spending is needed to bring all accommodation up to the best standards. Many nurseries and playgroups for children under five do not have enough space for outdoor play and have rooms that limit what the children can do. About 10% of primary schools have poor accommodation and about 20% of secondary schools have important

problems in some of their buildings. Most youth work takes place in buildings that are in a poor state of repair. A lot of the 'outreach' work of further-education institutions takes place in buildings that do not have the same quality of facilities as those on the main sites.

- ◆ The quality of learning resources is getting better. This year, all schools have started to use electronic whiteboards (see note 1 below). It will take time for teachers to make the best use of these, but they are helping to make lessons more interesting and improve the pace of learning. The boards make it easy for the teacher to recap on a lesson in the last five or ten minutes. This is helping pupils to learn more effectively.
- ◆ Teachers are doing more to help pupils to become effective members of society. More lessons draw on everyday life and schools are setting up more links with local services, businesses and industries, and with religious and other groups. There are also more out-of-school activities for pupils. All these things are helping pupils to understand society and to take their place in it.
- ◆ Schools continue to work hard to encourage pupils to come to school regularly. The most effective strategies are to reward pupils and classes who attend well and to contact parents on the first day a pupil stays away. However, there is very little work by local education authorities (LEAs) or schools that has successfully involved a lot of parents and given them the chance to share their hopes and concerns about their children. Pupils not in school run a high risk of getting into some form of trouble. There is a close link between the number of days pupils take off school, even when their absence is explained by their parents, and the chances of them getting involved in crime.
- ◆ Classroom assistants and youth workers are playing a bigger part in schools. Their work, particularly with those who are finding schoolwork difficult, is helping more pupils to gain confidence and make good progress in their learning. Behaviour support plans are working well to improve the behaviour of pupils who are likely to disrupt the work of other pupils.

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1 An electronic whiteboard is like a large computer screen that all the class can see. It is sensitive to touch, and allows the teacher to operate all the controls of a computer. It can be used to display anything that a computer screen can show, including pictures and video clips. A teacher or pupil can write on it using an electronic pen.

Over the next few years, education and training are likely to change a great deal. It will be a challenge for providers to manage these changes to make sure that all learners benefit from them as much as possible. The good work of many providers over the past year gives confidence that they can effectively manage the many changes to come.

Information and communications technology (ICT) has the potential to change the way that teaching and learning take place. Electronic whiteboards that are now in all schools, and hand-held computers that will soon follow them, will change the way teachers and learners think about a lesson and how learning can continue after the lesson is over. ICT will make it far easier to put together a curriculum to suit individual learners. Learning at home or in a local learning centre will make the idea of a school day far more flexible. In future, the school day might include, perhaps, a core of activities in the morning, enrichment work (such as music or sports clubs, community work or business enterprise) in the afternoon, and learning continuing into the evening. As ICT does more and more to bring the real world into the classroom, the things learners study and the way they learn will change.

The frameworks for aspects of personal and social education and work-related education can enliven, extend and add relevance to much of the work that pupils do in school. To be effective, these aspects will need to form the background for all teaching and learning. The world of work already features strongly in the learning in some primary schools that have forged productive links with local businesses and employers. Good planning for these aspects of the curriculum will help to prepare pupils for the opportunities, responsibilities and experiences of life in a modern, confident and competitive Wales.

Quality and standards in education and training in Wales are improving. Providers are doing the following things to form a basis on which to make further improvement:

- getting their staff to think how they can continuously improve services and respond to the needs of learners and other customers;

- starting to make sure that leadership at all levels is focused on promoting equal opportunities, diversity and sustainability (see note 2 below) in the initiatives they introduce; and
- gaining the commitment of all members of staff to regularly evaluate their work as a basis for improvement.

Over the coming year, providers will need to refresh their ideas of what they can offer their learners. Many providers have become confident in evaluating the quality of their provision. They now need to take a broader view of their work that goes beyond what is easily measured, such as examination results. Matters such as attitudes towards learning and how satisfied learners, teachers, parents, employers and the local community are with the quality of their service, should also inform their judgements. With a firm knowledge of the quality of their work and a vision of how it could be better, leaders and managers will have a firm basis for driving forward further improvements over the coming year.

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2 Sustainability is about improving the quality of life now without damaging the planet for the future.





# Contents

Section one: Performance	1
<b>Wales and the world</b>	1
National Curriculum assessment results in key stages 1 and 2	2
National Curriculum and examination results in key stages 3 and 4	4
<b>The achievement of learners</b>	8
Settings for the under-fives	8
Key skills	9
Primary schools	10
Progress from key stage 1 to key stage 2	11
Key skills	12
Secondary schools	13
Key skills	17
Moving from key stage 2 to key stage 3	19
Raising standards in key stage 3	19
Special schools	20
Key skills	20
Further-education institutions	21
Key skills	22
Youth work	23
Adult and community education	23
Work-based training	24
Key skills	24
New deal programmes	25
Teacher training courses	25
The performance of local education authorities (LEAs)	26
The performance of pupils in different local education authorities (LEAs)	28
Section two: Leadership	30
<b>The quality of leadership and management</b>	30
Settings for the under-fives	30
Primary schools	30
Secondary schools	31
Special schools	32
Further-education institutions	32
Youth work	34
Adult and community education	34

Work-based training	34
New Deal programmes	35
Teacher training courses	35
Local education authorities (LEAs)	36
Issues relating to small primary schools	38
Careers companies	39
<b>Managing resources</b>	39
Settings for the under-fives	39
Primary schools	40
Secondary schools	41
Special schools	42
Further-education institutions	43
Youth work	43
Adult and community education	44
Work-based training	45
New Deal programmes	46
Teacher training courses	46
<b>Section three: Processes</b>	48
<b>The effectiveness of teaching, training and assessment</b>	48
Settings for the under-fives	48
Primary schools	49
Secondary schools	50
Special schools	52
Further-education institutions	53
Youth work	54
Adult and community education	55
Work-based training	55
New Deal programmes	56
Teacher training courses	57
<b>The quality of learning experiences</b>	57
Settings for the under-fives	57
Primary schools	58
Secondary schools	59
A broader curriculum for learners	60
Special schools	60
Pupil referral units	61
Further-education institutions	62
'Curriculum 2000' and students over 16	62
Meeting the needs of industry	63

Community Consortia for Education and Training (CCETs)	63
The quality of training in occupational areas	65
Youth work	66
Adult and community education	66
Work-based training	67
New Deal programmes	67
Teacher training courses	67
The careers companies	68
Work-related education	68
<b>Other curriculum issues</b>	69
Welsh language and bilingualism	69
Cwricwlwm Cymreig (the parts of the curriculum that reflect the life and culture of Wales)	71
The effect of the New Opportunities Fund training for information and communications technology (ICT)	72
The effect of the Physical Education and School Sport Task Force	72
Out-of-School-Learning	73
<b>The quality of provisions for learners' spiritual, moral, social and cultural development</b>	73
Settings for the under-fives	73
Primary schools	74
Secondary schools	74
Special schools	75
The quality of personal and social development in schools	75
Further-education institutions	77
Equal opportunities and respect for people's differences	77
<b>The quality of care, guidance and support for learners</b>	78
Settings for the under-fives	78
Primary schools	79
Secondary schools	79
Special schools	80
Further-education institutions	80
Youth work	81
Adult and community education	81
Work-based training	81
New Deal programmes	82
Teacher training courses	82
Different cultures and involving everyone in society	82
Attendance issues	83
Behaviour	84

## Contents

Young people who do not see the value of school	85
Accepting pupils back to school after they have been excluded	86
Helping young people who find school difficult	86
Respect for people's differences	86
The quality of provisions for learners with special educational needs (SEN)	87
The Special Education Needs and Disability Bill	89
Provision for pupils with special educational needs in the six local education authorities (LEAs) in North Wales	89
LEAs and asylum seekers	90
The Basic Skills Strategy for Wales	90
The effect of the grants for education support and training (GEST) programme	91
Recruiting teachers and encouraging them to stay	91
The effect of the National Headship Development Programme	92
The achievement of learners from ethnic minority backgrounds	92
English as an additional language	93
Provision for looked-after children	93
Sustainable development	93

## Appendices

Commentary	97
1: Standards of achievement in schools	99
2: Standards of achievement in further-education establishments	104
3: Standards of achievement in work-based training	106

## Section one - Performance

### Wales and the world

In 2001, the Organisation for Economic Co-operation and Development (OECD) published the results of a study (see note 3 below) of the performance of 15-year-old pupils. The study compared how pupils from a wide range of countries performed in reading, mathematics and science. In each of the main areas of performance, the United Kingdom was in the top third of the OECD countries taking part. The findings of the study can give useful information on differences in pupils' performance. For example, pupils in the United Kingdom performed well overall in reading tasks where they have to relate texts to their experience, knowledge and ideas. In contrast, some other high-performing countries performed better in tasks focusing on finding pieces of information in texts and on drawing meaning and inferences from texts.

Pupils in Wales were not included in the United Kingdom sample of pupils that took part in the OECD study. However, comparisons of the achievements of pupils in England and Wales noted below suggest that Welsh pupils might have gained broadly similar results to English pupils in the international study. While schools in Wales can be proud of their pupils' achievements, it would be helpful to them, in working on areas for improvement, to identify aspects in which pupils in some other countries achieve higher standards.

Over recent years, pupils in key stages 1 and 2 in Wales have achieved standards in English, mathematics and science that are broadly similar to those achieved by pupils in England. In English and mathematics in key stage 3, a lower percentage of pupils in Wales than in England has achieved the expected level in recent years. However, in science the percentage of pupils achieving the expected level in 2002 in Wales was better than in England for the first time for several years.

The standards pupils in Wales achieve compared with the standards pupils in other countries achieve

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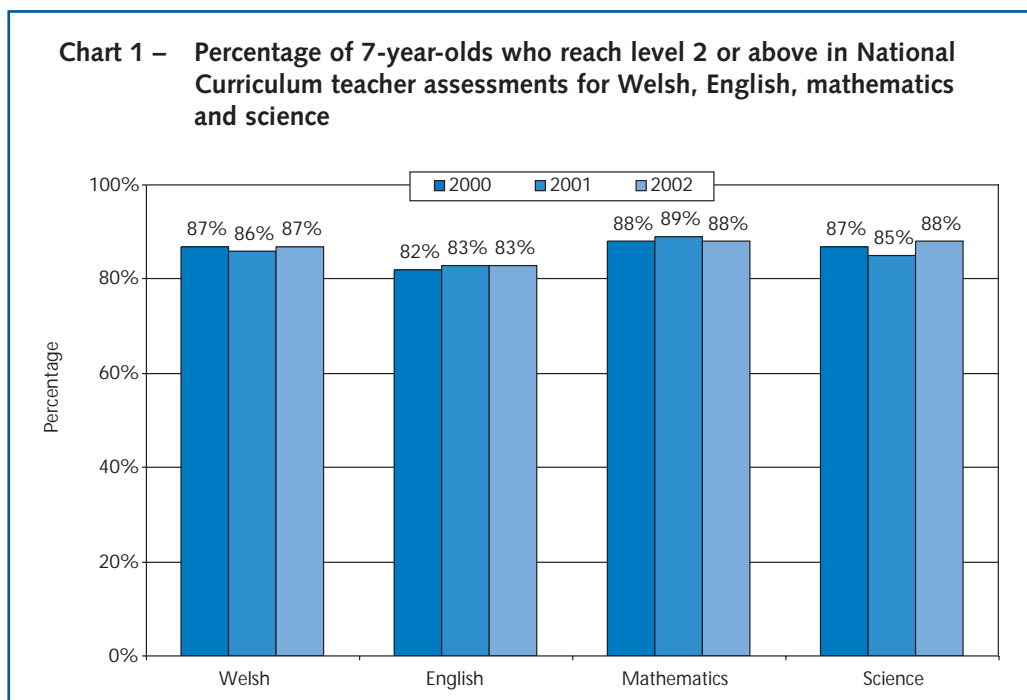
3 Programme for International Student Assessment 2000 (PISA 2000). Similar studies will be carried out every three years.

The percentage of 15-year-olds in Wales gaining five or more GCSE grades A\* to C, or their equivalent, has matched that of England for several years. It has stayed below the percentage in Northern Ireland by several percentage points. A lower percentage of pupils in Wales than in England (see note 4 below) gained five or more grades A\* to G, or their equivalent, while a higher proportion of pupils in Wales left school without a GCSE or GNVQ qualification. Schools in Wales are not all maintaining older pupils' interest in the school curriculum to the same extent.

In 2001, only three of the nine regions of England (see note 5 below) had a higher percentage of pupils than Wales gaining five or more GCSE grades A\* to C or their equivalent (see note 6 below). In contrast, the percentage of pupils achieving five or more grades A\* to G, or their equivalent, was higher in all the regions of England than in Wales. These figures again show that schools in Wales could do more to motivate the pupils who are achieving least.

It would be useful if pupils in Wales could take part in future international studies, so that everyone can have a clear picture of how pupils in Wales perform compared to those in other countries.

### National Curriculum assessment results in key stages 1 and 2



4 The figures are about 85% of pupils in Wales and about 89% of pupils in England.

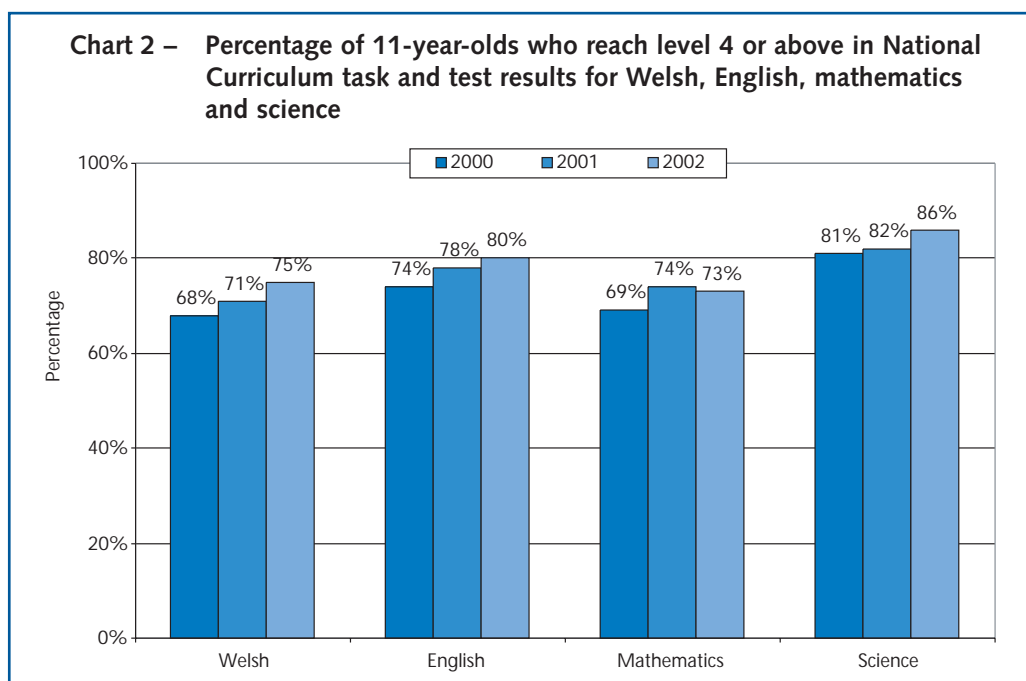
5 Regions of England used are English Government Office Regions – East Midlands, East of England, London, North East, North West, South East, South West, West Midlands and Yorkshire & The Humber.

6 The three regions were the South East, South West and the East of England.

In key stage 1, the results of the teacher assessments in Welsh, English and mathematics are much the same as last year. Over 80% of pupils reached at least level 2 (the level expected of them) in all four core subjects. This reflects good work by teachers in schools throughout Wales and means that most pupils have a strong foundation on which to build.

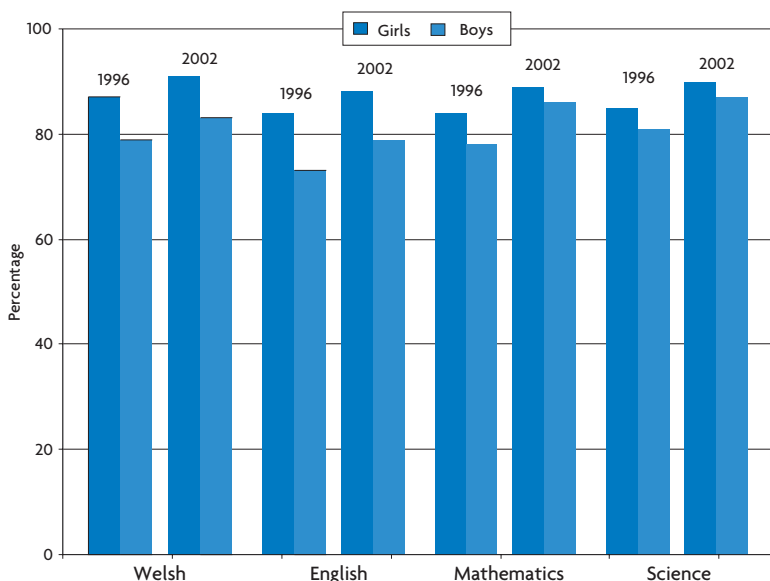
In key stage 2, pupils once more improved their attainment in Welsh, English and science (see note 7 below). However, their attainment in mathematics has stayed roughly the same. In each of these four subjects, over 70% of pupils achieved level 4 (the level expected of them). This achievement matches the target set by the Welsh Assembly Government. The percentage of pupils who achieve level 4 in each of their three core subjects is 68% – just outside the target range.

In both key stages 1 and 2, girls perform much better than boys in English and Welsh and slightly better in mathematics and science. The charts show that most of the differences have not changed much since 1996. The target, to halve the differences, set by the Welsh Assembly Government for schools has been met only in mathematics. Schools still face a big challenge to improve boys' skills in speaking, reading and writing, whether in English or in Welsh.

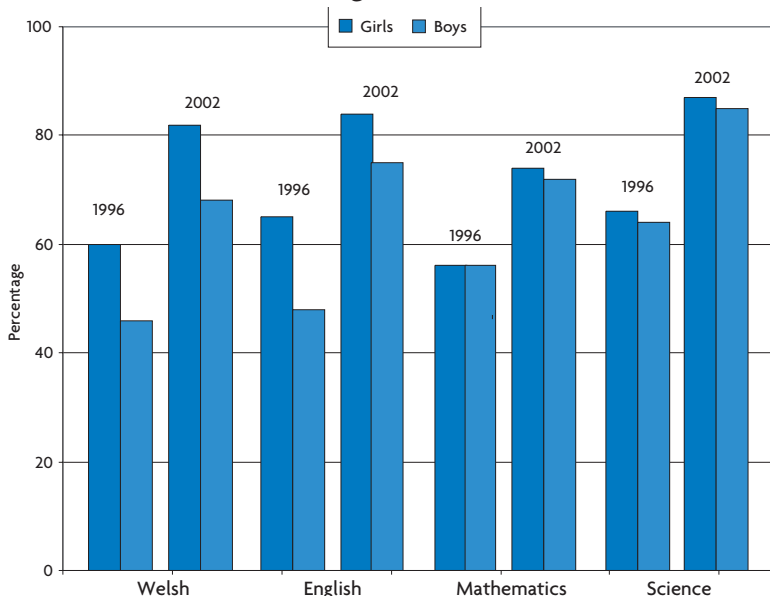


7 Our inspectors judge pupils' 'attainment' and their 'achievement'. 'Attainment' means how well learners are doing, as measured in national tests and examinations. 'Achievement' means how learners are doing compared to the best they can do.

**Chart 3 – Comparisons of the percentages of 7-year-old girls and boys who reach level 2 or above in National Curriculum teacher assessments for Welsh, English, mathematics and science**



**Chart 4 – Comparisons of the percentages of 11-year-old girls and boys who reach level 4 or above in National Curriculum task and test results for Welsh, English, mathematics and science**

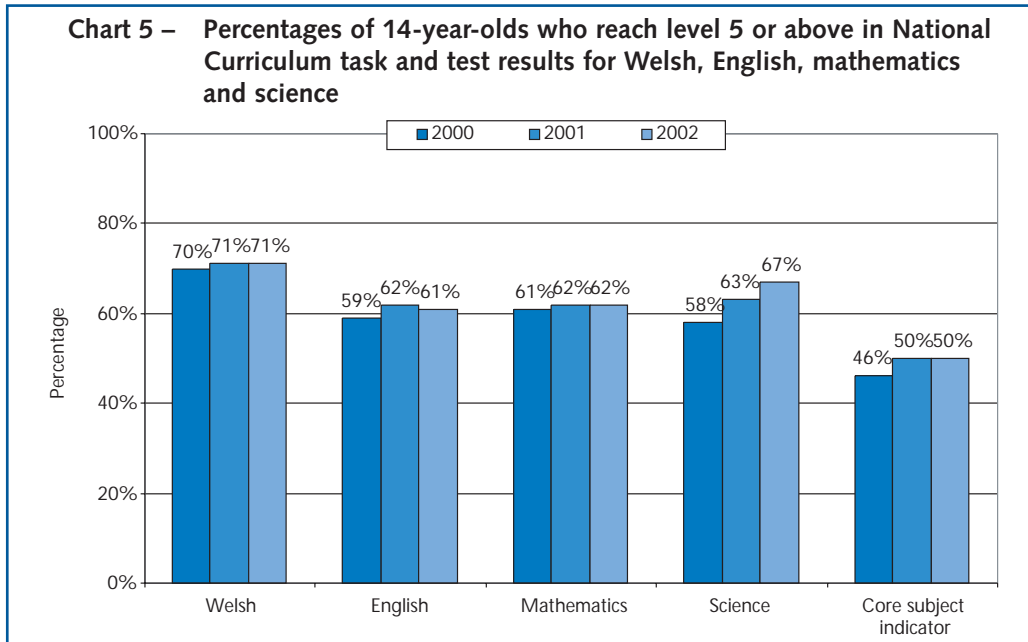


**National Curriculum and examination results in key stages 3 and 4**

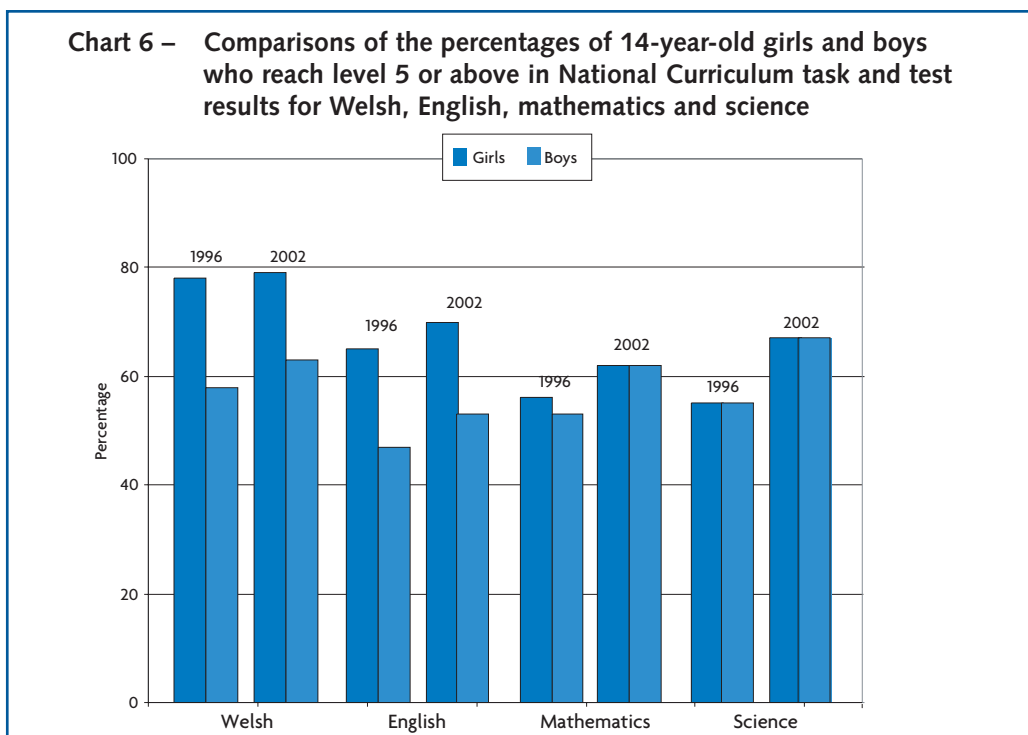
In key stage 3, the national target is that between 70% and 80% of pupils should achieve level 5 in the key-stage tests. Only in Welsh have schools reached this target. The percentages of pupils who reach level 5 in English, Welsh and mathematics are almost the same as last year. Indeed, pupils' standards in these subjects (as shown by the tests) have stayed much the same for the last four years. However, over the same period, year after year, pupils have started key stage 3 with higher standards of achievement.



This means the lack of improvement in key stage 3 is quite worrying. Over the next few years, pupils reaching the end of key stage 3 will have been influenced more and more by the 'literacy' and 'numeracy' frameworks introduced in primary schools. It is important that secondary schools build on these pupils' greater skills to make sure that standards in key stage 3 start to rise in all subjects.



Boys and girls did equally well in mathematics and science this year. However, there was no overall improvement in boys' standards in English and Welsh. Schools have a lot to do to improve boys' language skills, particularly in writing.



Able pupils and those with special educational needs generally progress well. Pupils of average and below-average ability often do not do as well as we might expect. Many teachers do not have high-enough expectations of what these pupils can achieve.

In key stage 4, although examination results in individual subjects continue to rise, there is no significant improvement in the overall percentage of pupils who gain GCSE grades. The percentage of pupils who gain a grade from A\* to C in each of the three core subjects (English or Welsh, mathematics and science) stays at 37%. This figure is well below the target of 50% that the Welsh Assembly Government has set. The percentage of pupils who achieve five grades A\* to G stays at 85%. This is also some way below the target of 91%.

The percentage of lessons that pupils miss because they are absent from school is just over 10%. This is only a small improvement on the figures over the last few years. On average, every day, about 17,000 pupils are absent from secondary schools in Wales. Over 40% of secondary schools regularly have more than one in ten pupils absent. In the worst cases, on a typical day, up to 24% of pupils might be absent. In some local education authorities (LEAs), well over half the secondary schools have levels of absence that are unsatisfactory. These high levels of absence make examination results much worse than they might be. They prevent many pupils gaining five grades in the range A\* to G. The schools where pupils achieve the least are nearly always the schools that have poor attendance records. We see high levels of pupil absence in some schools in almost every part of Wales. There are only two LEAs where the average attendance across each of the authority's schools is over 90%.

The percentage of pupils who gain at least five examination passes at grades A\* to C has stayed at 50%. This is close to, but below, the target of 54%. This is partly because far fewer pupils achieve a grade C or better in mathematics than in their language examination (English or Welsh). Mathematical skills are essential in many occupations and help pupils gain a firmer understanding of many of the subjects they study. The percentage of pupils who achieve grade C or better in science is about 3 percentage points higher than for mathematics but still much lower than the percentage who reach this standard in either English or Welsh. Over the next few years, secondary schools will need to do more, throughout key stages 3 and 4, to help pupils reach higher standards in mathematics and science.

ACCAC is beginning to survey the National Curriculum arrangements in Wales. That survey will consider how well the curriculum and assessment arrangements are helping schools to meet the challenges for the 21st century that are set out in *The Learning Country*. We need to ask whether all subjects can do more to prepare pupils for their life in society and to give them a firm basis for study beyond GCSE level. In reviewing the curriculum, some of the questions we need to ask about mathematics and science are whether pupils should:

- have a greater choice of more relevant topics to study;
- do more investigation and fieldwork; and
- use information and communications technology (ICT) better to make their work more interesting and challenging.

The Welsh Assembly Government set a target for 2002 that the gap between boys and girls should be cut to a half of what it was in 1996. This gap has changed very little since 1996. Girls still do much better than boys in English and Welsh, but much the same as boys in mathematics and science. The percentage of girls who achieve five or more GCSE grades A\* to C is about 10 percentage points higher than for boys. Schools still need to explore ways of motivating boys more effectively.

In 2001 (the last year for which figures are available), 1122 16-year-olds left full-time education with no recognised qualification. This meets the Welsh Assembly government target for 2002. Even so, too many pupils leave school with no qualifications. This is often because these pupils have not found their work interesting or relevant. Schools need to do a lot of work to change this situation if they are to meet the target for 2004 and reduce the 1999 figure by a further 25%. This means reducing the number of pupils leaving without qualifications to below 1000.

The number of schools where fewer than a quarter of pupils gain five GCSE grades A\* to C rose from seven last year to 11 this year. The Welsh Assembly Government target is that there should be no schools in this category by 2002. As last year, there are big differences in pupils' examination results from one school to another. The schools with the poorest results are nearly all in areas that have social and economic problems. In these schools, the percentage of pupils who have special educational needs is also usually higher than average. Several schools work

successfully to overcome these disadvantages. As a result, pupils achieve better results than those who go to other schools in similar areas. However, despite their hard work, many schools that use strategies that have worked well in the past are now finding it hard to make further gains.

One area in which schools need more help is pupils' attendance. Many of the schools that have worked hard to improve attendance have difficulty in keeping up an improvement from year to year. If examination results are to improve further, schools, parents and people from other agencies and services must understand the bad effects that absence has on pupils and schools and work together to tackle the problem.

All schools have to contribute to raising standards if national targets are to be met. Some schools whose performance is near the middle of the range can also do better. They may be satisfied with results that look quite good but, in fact, hide underachievement by a large number of pupils. These schools often do not do as much as they could to challenge and support the pupils who are achieving at, or slightly below, the average level.

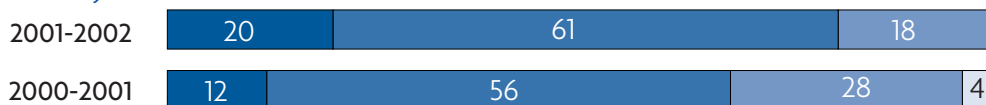
## The achievements of learners

### Settings for the under-fives

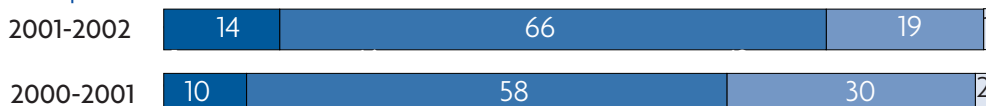
**Chart 7 - The standard achieved by children under 5 years old in nursery and reception classes**

*Percentage of classes*

Nursery classes



Reception classes



Very good  Good  Satisfactory  Unsatisfactory 

Standards that the under-fives achieve in nurseries, nursery and reception classes and playgroups

In local-authority schools, pupils achieve good or very good standards in the six areas of learning (see note 8 below) in around 80% of nursery and reception classes. There are shortcomings in about 20% of classes. In general, work is of a higher standard in nursery classes than in reception classes. The areas of learning with the least amount of good work are language, literacy and communication, and physical development.

In other settings, standards continue to improve, particularly in mathematical development. There is less progress in physical and creative development. Standards in knowledge and understanding of the world have stayed the same and children's personal and social development is still a strong feature. There are shortcomings in the development of children's language, literacy and communication skills. Nurseries and playgroups should do more to structure their activities to build on the communication skills that children learn before they start at school.

### Key skills

Children talk about activities and ask appropriate questions. They recognise sounds and letters and most children use role-play to experiment with early writing. Most children can count and use mathematical terms correctly to describe and compare objects. Where there are weaknesses, children spend too long sitting and listening to others rather than taking part actively. In most settings, children successfully use computers but in a few settings children do not learn enough skills because they use the computers just to play games.

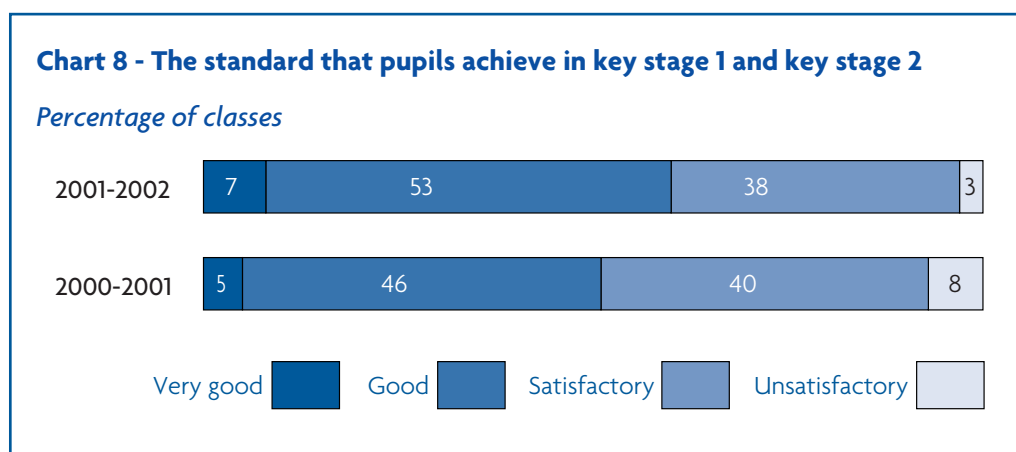
Key skills of the under-fives

8 The six areas of learning are:

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

## Primary schools

The standards that pupils in primary schools achieve



Standards in primary schools have improved more in the last year than in any of the four previous years. Pupils now achieve good or very good standards in 60% of classes. This is much better than the target of 50% of classes set by the Welsh Assembly Government. It is 10 percentage points higher than last year and twice as high as five years ago. Unsatisfactory standards have fallen from 8% of classes last year, to just under 4% this year. This also meets the target of the Welsh Assembly Government that standards should be satisfactory or better in at least 95% of classes. The largest amount of good work is in Year 2 and Year 6. However, standards in all year groups have improved. Standards in nearly all subjects have risen. They have improved the most in English, mathematics, science and physical education. In these subjects:

- ✓ teachers' subject knowledge and teaching techniques have improved;
- ✓ teachers have set clearer learning outcomes for all pupils; and
- ✓ teachers have done a lot to boost pupils' skills in reading, writing and using number.

Across both key stages, standards in design technology and information technology are still lower than those in other subjects. This is also true for Welsh as a second language at key stage 2. Pupils need to:

- gain a more thorough knowledge of these subjects and spend more time improving their skills;
- become more confident to work without their teacher's help and to take decisions for themselves; and
- use information and communications technology (ICT) purposefully, and to do things better than they could without it.

Despite the improvements in performance this year, there are still large differences between one primary school and another in the standards that pupils achieve. In schools at one end of the range, pupils achieve good or very good standards in 90% of lessons. At the other end, the figure is under 10% of lessons. There are fewer schools than last year where standards are unsatisfactory in over 20% of lessons. However, there are still too many schools where 10% of lessons are unsatisfactory. To close the gap, schools with lower standards should:

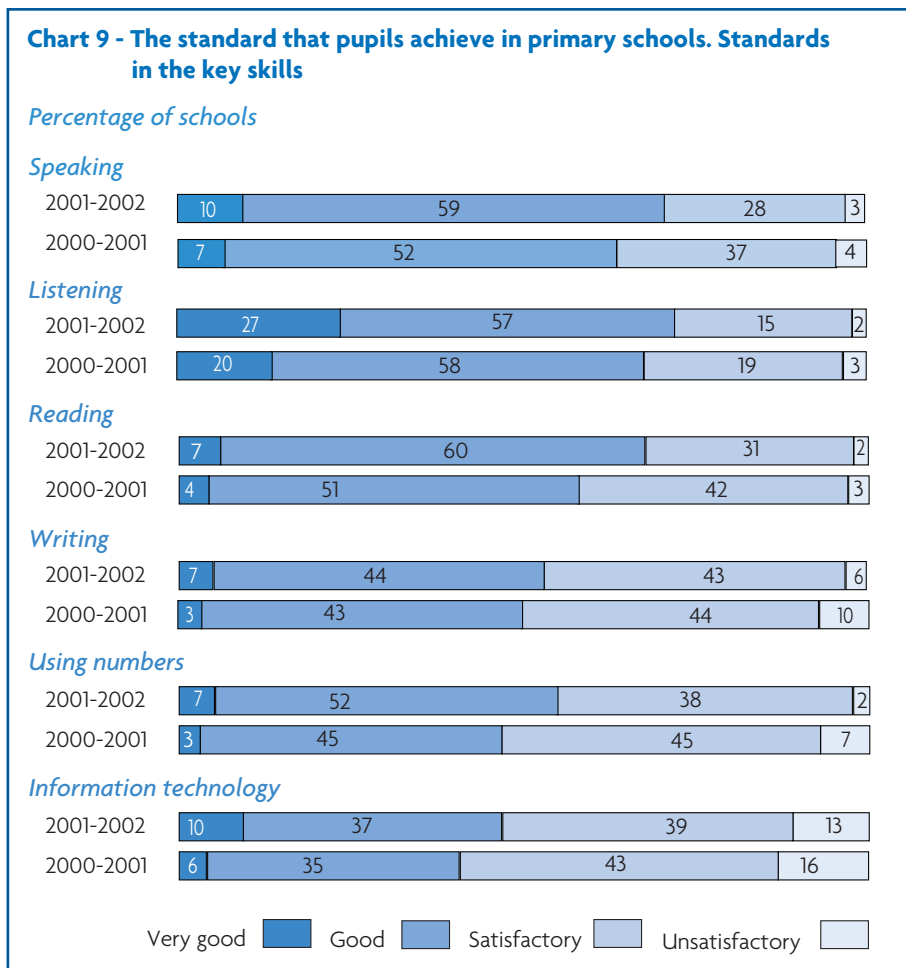
- set themselves more challenging targets, based on the achievement of higher-performing schools that serve a similar community to their own;
- improve the quality of teaching;
- improve their self-evaluation so they know their strengths and weaknesses better; and
- act more positively on the findings of inspections and the results of self-evaluation.

### Progress from key stage 1 to key stage 2

Evidence from inspections over the last five years shows that many pupils do not make enough progress from key stage 1 to key stage 2. The main reason is that teaching, assessment and planning the curriculum do not build enough on what pupils have done before. There is not enough joint working between the teachers within school, or between one school and another.

This year, more schools have succeeded in helping pupils to keep up their rate of progress when they move into key stage 2. Good teaching and effective leadership are the main reasons for this. More teachers know about the work pupils have done in other classes and they build well on what pupils have achieved in key stage 1.

### Key skills

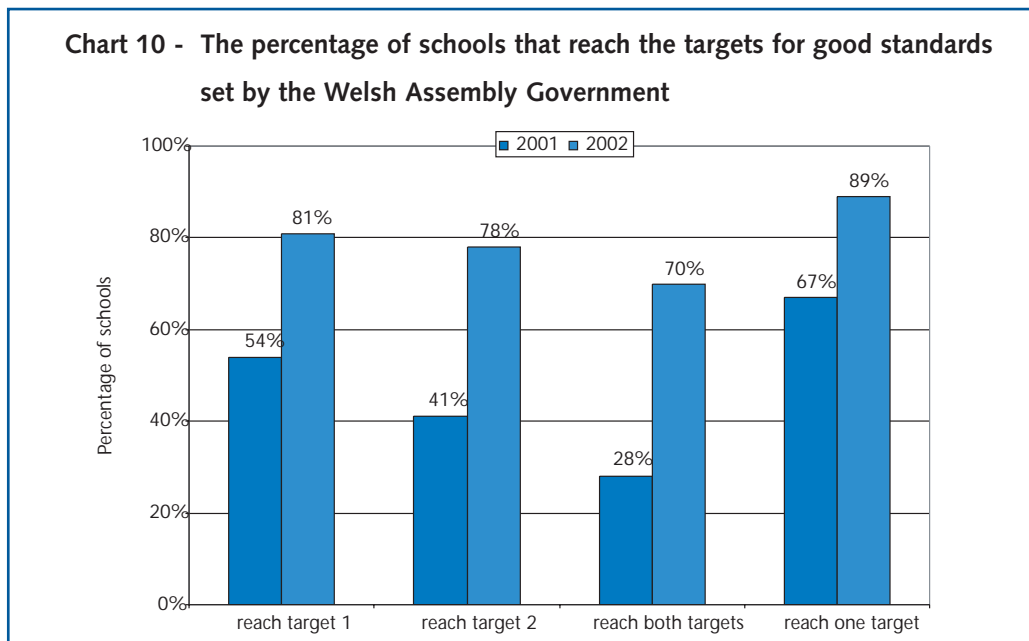


In key stages 1 and 2, standards in reading, speaking and using number have improved a lot. Standards in listening, writing and using information and communications technology (ICT) have also improved, but not as much. Most pupils pay attention to and take an interest in their work. Pupils speak clearly and confidently in many lessons, responding well to questions and instructions. Most pupils read accurately and enthusiastically, using a number of different sources well to improve their knowledge and understanding. About half the pupils achieve good standards in writing, but others do not make enough progress because the work is repetitive and not wide-ranging enough. Significantly, more pupils are achieving well in number work, because they are using this skill in many subjects. While standards in ICT have improved, there are shortcomings in over half the work. This is because pupils are not doing enough work in ICT and because the work generally lacks variety and challenge.



## Secondary schools

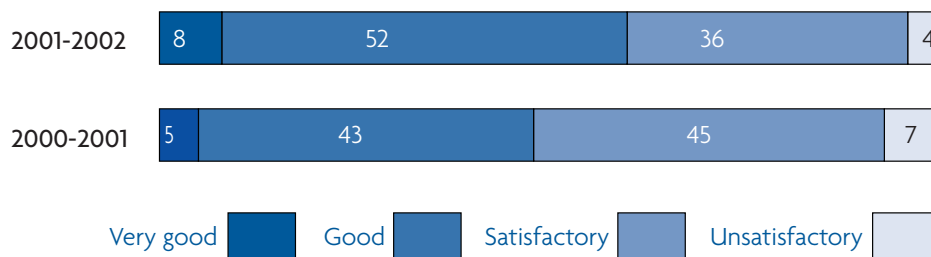
Standards of achievement were higher again this year in the classes we inspected. There is a big increase in the percentage of classes where standards are good or very good and standards are now unsatisfactory in very few classes. For the first time, the schools we inspected have, overall, reached both targets set by the Welsh Assembly Government for raising the standards of achievement in Wales. In these schools, work was satisfactory in over 95% of classes. The schools we inspected last year met the Assembly's target of good work in over 50% of classes and this year's schools improved a lot on this target. Schools that have the smallest amount of good work did better than the schools that were in a similar position last year. About 70% of schools achieved both the Assembly's targets and only 10% of them did not achieve at least one of them. This is very much better than last year.



There are still big differences from one school to another in the standards pupils achieve. The percentage of classes where pupils achieve good or very good standards ranges from over 70% in some schools to below 40% in others. The most successful schools have no classes where standards are unsatisfactory. However, in some schools, there is unsatisfactory work in nearly one out of every seven classes. There are often big differences between schools that serve very similar communities.

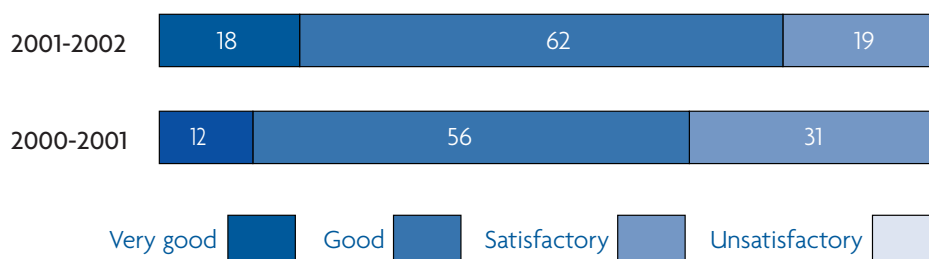
**Chart 11 - The standard that pupils achieve in key stage 3 and key stage 4**

*Percentage of classes*



**Chart 12 - The standard that students achieve in sixth forms in schools**

*Percentage of classes*



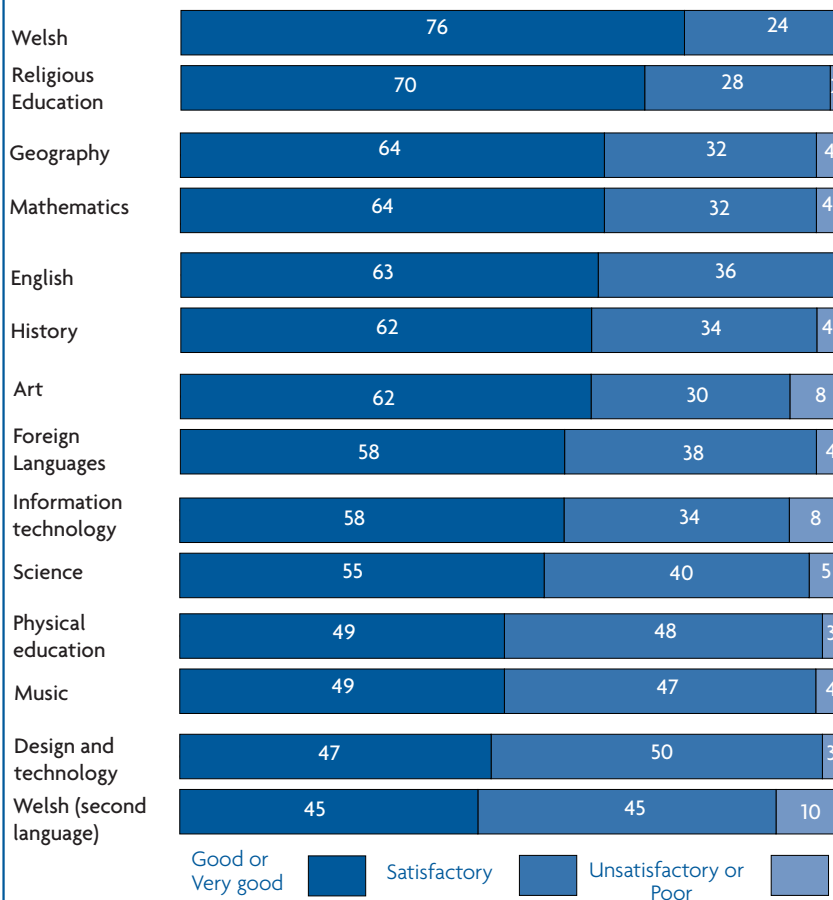
Standards are a little better in key stage 4 than in key stage 3. Standards are higher still in the sixth form, where they are good or very good in four lessons out of every five. Important reasons for these higher standards in the sixth form are that:

- ✓ most classes have teachers who are specialists in the subject; and
- ✓ students are studying subjects in which they have a special interest.

In some schools, there are big differences in the standards reported by inspectors in different subjects in both key stages 3 and 4.

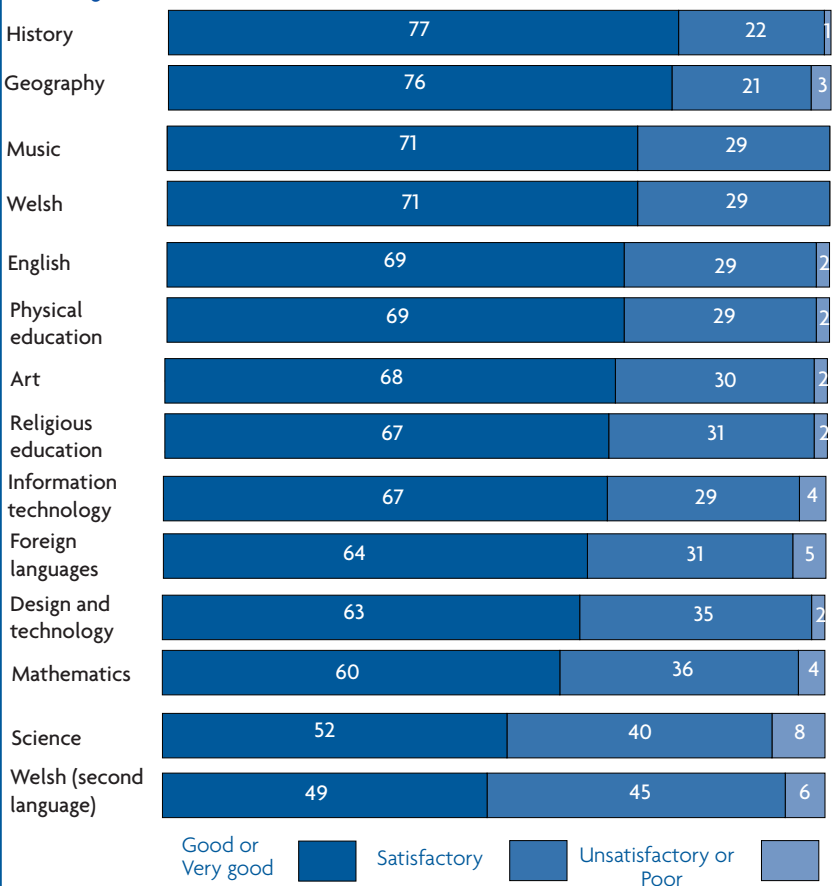
**Chart 13 - The standards that pupils in key stage 3 achieve in different subjects**

*Percentage of classes*



**Chart 14 - The standards that pupils in key stage 4 achieve in different subjects**

*Percentage of classes*



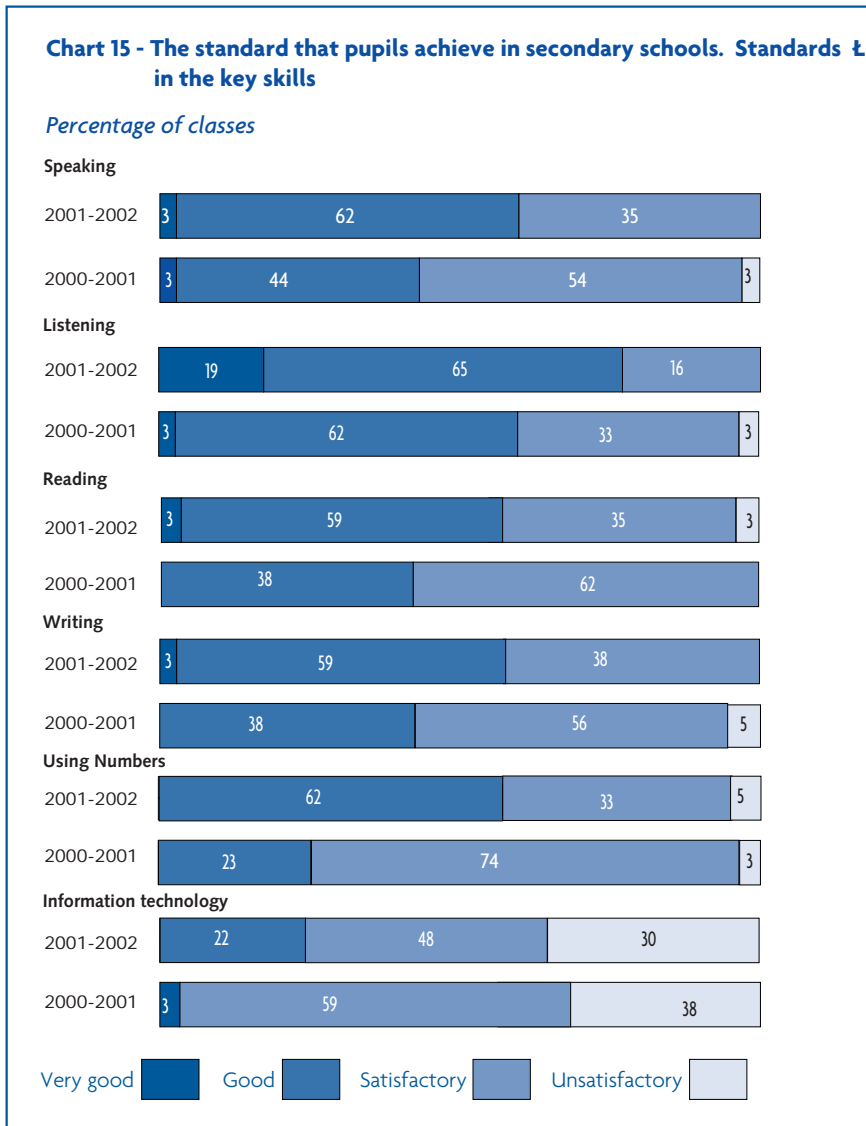
- In key stage 3, standards in physical education and design and technology are good in only a few schools. However, there is much less unsatisfactory work in these subjects this year.
- There is still more unsatisfactory work in Welsh as a second language than in any other subject, particularly in key stage 3. Too often, the teacher is not a specialist and lacks the knowledge of the subject and the teaching techniques that a specialist would have.
- Across both key stages, the percentage of classes where work is unsatisfactory is higher in information technology and science than in most other subjects. In information technology, the weakest element is often pupils' work on controlling electronic systems and robots. Teachers do not plan for pupils to have enough good experiences of this type of work. In science, teachers' planning for using ICT is weak and most pupils do not use it effectively to help their work. Poor accommodation (classrooms, facilities and so on) in a few schools also has a bad effect on pupils' achievement in science.

Less able pupils often make slow progress because:

- ✗ their work does not build on what they already know and understand;
- ✗ the work does not hold their attention;
- ✗ teachers do not help them enough with words and phrases that cause them difficulty;
- ✗ teachers do not insist that pupils complete their work and present it well; or
- ✗ they do not have extra help in the classroom from learning support assistants.

The most able pupils and those with special educational needs generally achieve higher standards, in relation to their ability, than other groups of pupils. However, in some schools, the most able pupils do not make good progress because teachers do not challenge them enough.

## Key skills



The key skills of pupils in secondary schools

Standards of speaking, listening, reading and writing have improved a lot this year. Many schools have appointed coordinators who help teachers to develop pupils' skills. The standard of pupils' work is improving because, in a range of subjects, more teachers:

- ✓ teach pupils about spelling and punctuation and help them to express themselves clearly in an appropriate style;
- ✓ show pupils how to organise and structure their writing;
- ✓ provide opportunities for pupils to edit and improve their own writing;
- ✓ help pupils read more effectively;
- ✓ encourage pupils to find information for themselves;
- ✓ create more opportunities for pupils to speak in class and to listen carefully to other pupils; and
- ✓ use drama and role-play more to help pupils practise their language skills.

Schools need to do more to help pupils of all abilities to use a richer variety of words so that they can express ideas more clearly. Girls' writing is better than boys'. Many boys still lack confidence when they need to speak or read aloud.

Standards of numeracy (using number) have improved. Some secondary schools have appointed co-ordinators to help all departments to teach pupils how to use mathematical ideas. As a result, pupils are gaining number skills in more subjects, such as science, design technology, art, physical education, geography, information technology and business studies. Pupils are better at:

- ✓ making quick mental calculations;
- ✓ explaining their mathematical reasoning;
- ✓ using mathematical terms;
- ✓ making generalisations; and
- ✓ using their mathematical skills in everyday life.

Standards in using information and communications technology (ICT) have improved, but they are still too low. There are some good examples of pupils:

- ✓ using word processors, databases and desk-top publishing software to develop ideas and present them clearly;
- ✓ searching the Internet and compact disks to find information that can extend their learning; and
- ✓ taking photographs with a digital camera and using the edited pictures in a multimedia presentation.

In the sixth form, most schools either teach lessons on key skills or link each student with a tutor who directs their personal study. Many students use their skills well in their studies and draw on that work to build 'portfolios' that show the skills they have mastered. However, other students take little interest in key-skills qualifications, particularly when they hear that some universities and employers take little notice of them.

### Moving from key stage 2 to key stage 3

Local education authorities (LEAs) have done a lot to help primary schools plan work to raise pupils' standards in reading, writing and using number. This work has helped raise pupils' standards in key stage 2.

A few secondary schools are working with their primary schools to make sure that pupils make progress in their key skills in Year 7, rather than work at the same level or even slip back. However, too few teachers in secondary schools know what key skills pupils can already use well, when those pupils arrive from primary school. As a result, a lot of their work is not demanding enough.

More secondary schools are giving special attention to pupils with average to low levels of attainment (see note 9 below). Some schools have appointed teachers with experience in primary schools to teach small groups of pupils the reading, writing and number skills they need to cope with work in key stage 3. These projects are helping pupils to improve the standard of their work.

### Raising standards in key stage 3

Over the past year, many schools have made a big effort to raise the standards that pupils achieve in key stage 3. Overall, in the 37 secondary schools we inspected this year, pupils achieved good or very good standards in 58% of classes in key stage 3. This is an increase from 48% last year. Standards improved in all subjects, but the greatest improvements were in English, Welsh (first language) and mathematics. These improvements reflect the work that many schools have done to raise standards in reading, writing and number work. Even so, in two-thirds of the schools, standards in key stage 3 are still lower than in key stage 4.

Many schools and LEAs are focusing their attention on key stage 3, and they are right to do so. They are using extra funds from the Welsh Assembly Government to make sure that work in Year 7 offers pupils a greater challenge than when they were in primary school. Many of these projects have made teaching and learning in key stage 3 classes more lively, but they have not always helped pupils to make faster progress.

What local education authorities (LEAs) and schools do to help pupils when they move from primary to secondary school

The work schools are doing to help pupils reach higher standards in key stage 3

9 We explain the word 'attainment' in a footnote on page 3

## Special schools

Most pupils in the eight schools we inspected this year achieve high standards. Over a third of the work is very good, especially in the early years and in sixth forms. Pupils achieve good or very good standards in art, physical education, science and history.

Standards in English and mathematics are satisfactory or better in all key stages, but are highest in key stage 1. Standards in Welsh as a second language are much better than in the schools we inspected last year. They are good or very good in four-fifths of classes and there is no unsatisfactory work. Although standards in information technology are better than they were last year, 20% of the work is still unsatisfactory in key stages 3 and 4. This is because:

- ✘ some teachers set work that is too easy for their pupils;
- ✘ some teachers do not have enough confidence to use ICT in the classroom; and
- ✘ some schools have only recently had enough up-to-date ICT equipment.

## Key skills

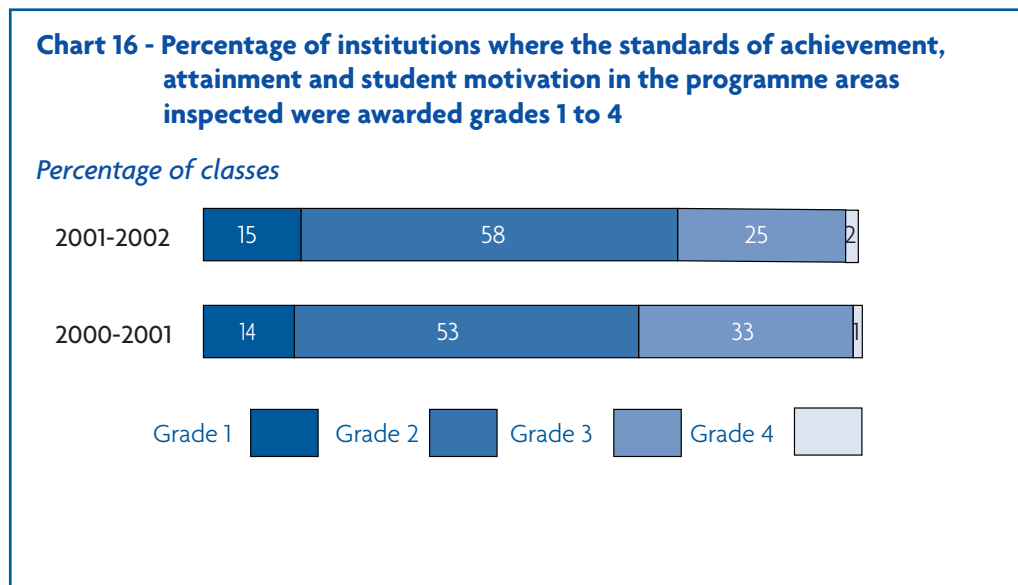
Pupils achieve good or very good standards in most key skills. In several of these schools, many pupils make good progress in speaking and listening because they can use symbols, signs and electronic devices to understand and express ideas.

Pupils read and write well. The standard of their writing is much better this year than it was last year. Pupils also achieve good standards in number work.

In over half of all classes, pupils use information and communications technology (ICT) very well. However, a few pupils of secondary-school age do not achieve satisfactory standards in ICT. This is because they do not have enough opportunities to use and develop their skills.



## Further-education institutions



- Grade 1: Good with some outstanding features  
 Grade 2: Good features with no important shortcomings  
 Grade 3: Good features outweigh shortcomings  
 Grade 4: Important shortcomings outweigh good features  
 Grade 5: Many important shortcomings

Overall, standards in further-education institutions are a little better than last year.

The levels of attainment (see note 10 below) of students on full-time courses in applied science, general education and access studies have improved a great deal. Their attainment has also improved on part-time courses in caring and health, construction, hairdressing and beauty therapy, and engineering. Institutions have kept standards high in independent living skills and other general education. These good results reflect effective work by managers, teachers and students.

Standards of achievement are high in Welsh for adults and adult basic education. However, still not enough students gain the qualifications for which they enrol. Standards are generally too low on full-time courses in computing, construction and engineering. Standards on full-time courses in art and design and travel and leisure have fallen.

10 We explain the word 'attainment' in a footnote on page 3

Most students on part-time courses finish their programme of study and gain qualifications. However, the percentage of full-time students who complete their courses and gain qualifications is not as high. This reflects the weaker commitment of a small percentage of students to their courses. Institutions should do more to identify these students at an early stage and provide more support for them.

Institutions are getting better at collecting and analysing information on what students do after they have gained their qualifications. However, a few institutions still do not gather enough information that would be useful to them in judging how well their courses prepare students for further study or employment.

The National Council gives institutions information about the numbers of students in Wales who complete their courses and gain qualifications. Institutions are getting better at using this information to set themselves targets. However, very few of them measure the value that they add to students' learning, taking account of the qualifications students have already gained before they start a course.

### Key skills

In most institutions, students in a few subjects achieve very good standards in key skills. However, in general, students' skills have shown little improvement since Curriculum 2000 was introduced. Standards are most often good when students gain key skills as part of their work for their main subject. In the best practice, teachers design projects for students in which they have to use many different key skills. The best projects give students opportunities to solve problems, to work with others and to reflect on their own learning. Students generally enjoy projects of this kind and achieve good standards. However, in most institutions, work on key skills is not planned so well in many subjects.

Students often do not go to key-skills classes regularly and only a few gain qualifications in all three core key skills (see note 11 below). In most institutions, students achieve better results in communication than in application of number or use of information and communications technology (ICT). Institutions often do not do enough to show students how highly some employers value key skills.

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11 The core key skills are:

- communication;
- application of number; and
- use of information and communications technology.

## Youth work

Young people generally achieve well in a number of different youth-work settings. They learn best when they plan, lead and take part in stimulating and enterprising activities, such as outdoor adventure programmes. In these situations, they:

- ✓ feel better about themselves;
- ✓ become more independent; and
- ✓ begin to mature as responsible citizens.

In many youth-work settings, young people get better at using information and communication technology (ICT) and gain other skills through a range of practical work. In projects that are run in schools or colleges, their attendance and attitudes to learning improve and they learn to communicate better.

Many young people achieve a lot through the Duke of Edinburgh Award Scheme. A few of the young people go on to train as youth workers.

In a few centres, the young people do not achieve much because the activities do not challenge them enough.

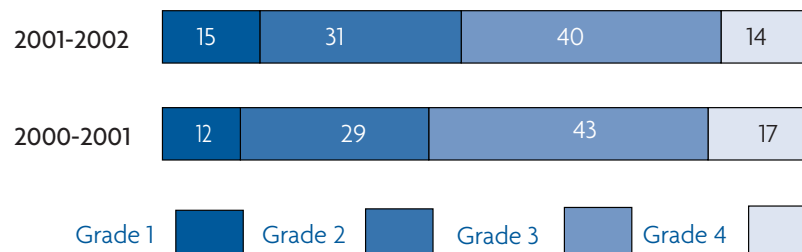
## Adult and community education

The adult learning that we report on in this report is mainly the learning that is provided by local education authorities working in partnership with colleges. In these cases, most learners' achievements are good, and in a few cases they are outstanding. Most learners are well motivated and enthusiastic. They often do extra study in their own time. Their written and practical work is good. They make particularly good progress in computer studies and art. Their files generally have a clear structure and are well presented. As a result of their success, learners often grow in confidence and self-esteem. Most gain the qualifications they hope to achieve. Overall, their attainment (see note 12 below) compares well with that of learners in other settings.

12 We explain the word 'attainment' in a footnote on page 3

## Work-based training

**Chart 17 - Percentage of training programmes where the standards that trainees achieve were awarded grades 1 to 4**



- Grade 1: Good with some outstanding features
- Grade 2: Good features with no important shortcomings
- Grade 3: Good features outweigh shortcomings
- Grade 4: Important shortcomings outweigh good features
- Grade 5: Many important shortcomings

Standards of achievement have improved a little since last year, but they are still poor in 14% of the training we inspected. There is still a big difference in standards from one occupational area to another. Trainees often reach high standards in engineering and foundation for work but their standards are often poor in health, care and public services, business administration, construction and, at times, in manufacturing. Most trainees work well, but their lack of basic skills slows their progress. Training providers do not give trainees credit for single units of work, so those who leave a programme before the end have nothing to show for their time in training. Only small numbers of trainees gain the key skills they need for a full qualification. Many trainees do not finish their training programme. We inspect training programmes again if we find that quality and standards are too low. Standards were still poor in almost half the programmes we inspected again.

### Key skills

To complete a 'training framework' in the way that the skills council for each sector of training expects, most trainees have to gain one or more key skills qualifications along with their vocational qualification. There has been an increase in the numbers of trainees who complete these key skills qualifications, but there are still too many who do not. Many providers

have found it difficult to prepare trainees to sit the key skills tests and to set up arrangements to assess key skills. Only a few providers make good arrangements for their trainees to actually achieve these key skills.

### New Deal programmes

The focus of New Deal programmes is on clients gaining work. The percentage of clients who go into a job varies from one programme to another. The subsidised employment option is the most successful, as it was last year. The full-time education and training option is the least successful. However, changes to the structure of the course have resulted in more clients going into employment. Many clients now enter employment directly from the 'Gateway to Work' scheme. On the whole, few clients achieve everything set out in their own training plans. However, many gain some qualifications, for example a licence to show that they can operate forklift trucks competently.

### Teacher training courses

This year we did not fully inspect any particular initial teacher training providers. Instead, we carried out a survey of how well trainees use information and communications technology (ICT), as we had highlighted this area as a weakness last year.

Most students who are training to become teachers in secondary schools are confident in using computers. However, many of them find it hard to use their ICT skills to help pupils learn. They use computers well to make teaching resources and are keen to try out new technology, such as electronic whiteboards (see note 13 below). Students plan interesting and worthwhile tasks for pupils to use ICT, but many of them find it difficult to judge the time pupils need for their work, such as using the Internet. Most students do not realise that they can use ICT to improve pupils' reading and writing or to help pupils who have special educational needs. They do not know how to use ICT effectively if there are only a few computers in the room. Few know the National Curriculum for information technology enough to judge the level of skill they should expect of pupils. Many of the students still have these weaknesses during their first year as qualified teachers.

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13 An electronic whiteboard is like a large computer screen that all the class can see. It is sensitive to touch, and allows the teacher to operate all the controls of a computer. It can be used to display anything that a computer screen can show, including pictures and video clips, and the teacher can write on it using an electronic pen.

The standards that clients on New Deal programmes achieve

The standards that students on teacher training courses achieve in using ICT

These weaknesses are much the same as we reported last year. It is still a big challenge for teacher training institutions and their partner schools to make the best use of the technology that is now available (or that will be in a year or so).

### The performance of local education authorities

We, with the help of the Audit Commission, have carried out inspections of education services in 17 local authorities since April 2001. In all, we inspected 41 educational service areas. In each case, we looked at the authorities' Best Value reviews of their own services.

As well as judging the quality of each service, we judged its prospects for improvement. This chart summarises our judgements of the services we inspected from April 2001 to July 2002.

**Chart 18 – The quality of the services provided by local education authorities**

		How good is the service?				Total
		Poor	Fair	Good	Excellent	
What are the prospects of improvement?	Excellent		1	2	1	4
	Promising	1	7	13	4	25
	Uncertain	1	5	6		12
	Poor					
	Total	2	13	21	5	41

This is a positive picture. Overall, education services have had higher scores than other local authority services in Best Value inspections. However, the scope of the reviews was often too limited to give a broad enough picture of the work the authority has carried out.

We inspected a wide range of services that local education authorities (LEAs) had reviewed. Very few of the reviews by different LEAs had the same focus. School improvement and provision for pupils with special educational needs were the most common areas they reviewed. We inspected services for pupils with special educational needs in seven LEAs. We inspected school-improvement services in four other LEAs.

Four special educational needs services were good or excellent. In these services:

- ✓ the LEA provides good training and advice for teachers about special educational needs;
- ✓ LEA plans are helping schools to manage their own provision for special educational needs;
- ✓ specialist units have good resources and suitably qualified staff; and
- ✓ the LEA consults schools well and its policies take account of their views.

The main weaknesses in the other three special educational needs services are:

- ✗ poor communication of the LEAs' plans for developing the service and the financial effects these plans will have;
- ✗ ineffective monitoring and evaluation of the services; and
- ✗ long delays in providing support for pupils with special educational needs.

The quality of school-improvement services was good in two LEAs and excellent in the other two. In key stages 1 and 2, in particular, the services:

- ✓ used information about pupils' performance effectively to identify schools that are performing less well than others that serve similar communities;
- ✓ made suitable arrangements to support these schools; and
- ✓ helped raise the levels of pupils' achievements.

Prospects for improvement are promising in 25 service areas and excellent in another four. In the best of these:

- ✓ the Best Value review was thorough and challenged the way the service was delivered;
- ✓ the improvement plan includes ambitious and measurable targets, and clearly sets out actions, responsibilities and timescales;
- ✓ the LEA has a strong track record of managing change; and
- ✓ members of the council and LEA officers are committed to improving the service.

The other 12 services have uncertain prospects of improving. The main weaknesses are that:

- ✗ the Best Value review did not rigorously challenge the need for the service;
- ✗ the improvement plan is not clear or detailed enough;
- ✗ the service does not use information enough to help judge the quality and cost-effectiveness of its work; and
- ✗ the LEA has been slow to tackle weaknesses highlighted in earlier inspection reports.

### The performance of pupils in different local education authorities (LEAs)

This section compares the performance of pupils in different LEAs in national assessments and examinations over the period 1997 to 2001.

In almost all LEAs, there has been a clear pattern of improvement over recent years in the 'core subject indicator' (the percentage of pupils who achieve the level expected for their age in all three of the core subjects) in all four key stages (see note 14 below). However, the amount of improvement differs a lot between LEAs in every key stage. For example:



- in key stage 2, one LEA achieved an improvement of 19 percentage points in the core subject indicator, compared with 7 points in another LEA; and
- in key stage 4, one LEA achieved an improvement in the core subject indicator that was 13 percentage points higher than in another LEA, where performance levels dropped.

LEAs do not all do enough to compare their performance with other similar LEAs or to plan how they can help pupils in their own LEA to achieve higher standards.

In 2001, there were large gaps between the lowest and highest ranking LEAs in relation to the core subject indicator in each key stage. These gaps ranged from 14 percentage points in one key stage to 20 percentage points in another. Last year's lower-performing LEAs have made a clear improvement in their results in key stage 3 and an even bigger improvement in key stage 2. However, even with these gains, these LEAs have improved their position only a little in relation to other LEAs.

The overall performance of LEAs has improved over the last four years, but the gap between the lowest- and highest-performing LEAs in relation to the percentage of pupils who gain five or more GCSE grades A\* to C or equivalent has not reduced much over this time. The gap in performance has stayed at around 25 percentage points. Even when we take account of figures for free school meals, the gap in performance between LEAs is greater than might be expected, particularly in key stage 4.

## Section two - Leadership

### The quality of leadership and management

#### Settings for the under-fives

Many of the schools maintained by local authorities, that have classes for children under five, are good at evaluating their work and planning improvements. This evaluation now focuses much more strongly on children's achievement and progress than it has done in the past. Nurseries and playgroups that are not maintained by local education authorities have improved their planning. However, some of the plans are not thorough enough, mainly in settings where:

- there are not enough trained members of staff; and
- there has been too little management training for leaders.

#### Primary schools

The quality of leadership and management continues to improve. Leadership is good in three-quarters of schools. In these schools head teachers and governors provide clear direction for the work of teachers and pupils.

The quality of schools' self-evaluation has improved over the last three years. Planning for improvement is also better. However, 40% of schools do not do enough to monitor the standards pupils achieve or to review the quality of teaching.

The work of curriculum leaders continues to improve, but is only a little better than last year. The leaders carry out their roles well in only about a half of schools. In the best cases they:

- ✓ know their subjects well;
- ✓ provide help and guidance to colleagues;
- ✓ monitor pupils' progress and standards;
- ✓ have a clear overview of strengths and weaknesses in their subjects; and
- ✓ set targets for improvement.

Most schools manage their budgets efficiently. They link their spending to the priorities they identify in their school development plans. In these schools, the head teachers consult teachers and governors regularly.

Governors support schools well in most financial matters but, in many schools, they do not know enough about the curriculum or the standards that pupils achieve.

### Secondary schools

The quality of leadership and management continues to improve. It is good or very good in 80% of schools we inspected. Key features of these schools are:

- ✓ the head teacher has a clear vision; and
- ✓ staff and governors are committed to work together to improve the standards that pupils achieve.

Schools are getting better at managing their budgets. More schools have decided on their most important developments and they plan their spending to support them. Governing bodies know more about how well their schools are doing. More governors have links with subject departments and give them support as a 'critical friend'. Managers do far more to find out how well their school is doing and are getting better information to plan improvements. Subject departments are doing more to compare their work with other departments in the same school and in other schools. However, many heads of departments do not know enough about what is happening in other teachers' classrooms. When they visit teachers' classes, they tend to concentrate on the quality of teaching rather than on what pupils actually achieve.

More schools are analysing their pupils' test and examination results and comparing them with other schools, both in the same district and across the whole of Wales. They are also looking at how well they are doing compared with other schools that serve similar communities. This helps them set realistic targets for improving the standards that pupils achieve.

## Special schools

The quality of leadership and management is good or very good in most of the eight schools we inspected. Most head teachers and governors are clear about the aims, values and priorities of their schools. Their good financial planning makes sure that they give value for money. Almost all subject leaders and heads of department are effective and many of them are very good at their work.

Most head teachers have good ways of measuring how well their school is doing. Many senior managers now visit classrooms regularly to check on the quality of teaching and learning. As a result, teachers are planning lessons so that pupils learn more effectively. However, few school development plans use the information they get from their evaluation to set targets for pupils' achievement.

## Further-education institutions

The quality of leadership and management is good or very good in about half the further-education institutions we inspected this year. The other institutions generally have good features that outweigh the weaknesses. However, a few have important weaknesses. These are the main weaknesses:

- ✘ Governing bodies or corporate boards do not pay enough attention to the curriculum or to the standards that students achieve.
- ✘ Self-evaluation is weak because managers and course leaders do not get enough information on the outcomes of their courses.
- ✘ Managers do not do enough to monitor and evaluate the effect of changes they introduce that affect all departments in the institution.

Most institutions have helpful mission statements. Governors review these regularly to make sure that the institution continues to serve its students, its staff and its local community well. Most development plans are detailed and cover all the main aspects of the institution's work. These plans generally take good account of the situation in which the institution finds itself and the needs of the local community. However, a few of the plans do not show which of the institution's aims have the highest priority. As a result, there is sometimes a lack of clear direction when the plans are implemented.

Most colleges have changed their management structure in a way that has helped them to become more efficient. They generally now have fewer levels of management. In most cases, the change has helped senior and middle managers understand more about each other's work. However, in a few institutions, the principal has line management responsibility for too many members of staff and cannot effectively oversee all the matters for which they are responsible.

The appraisal of principals and senior managers is generally effective. About half the institutions also have good appraisal schemes for middle managers. However, in the others, senior managers do not use appraisals well to manage the performance of their staff.

Many institutions have changed their systems so that they focus more closely on quality and standards. However, a few do not evaluate initiatives well enough. Annual reviews of courses or of the work of subject departments are good in about half the colleges. In the others, managers do not study the reviews closely enough to see what the reviews can tell them, or use them effectively to set themselves targets for improvement. In many institutions, the action plans they write after they have carried out a review do not have enough detail. As a result, the plans fail to show managers and teachers how they can bring about the improvement that is needed.

Many governing bodies have reorganised themselves well. Most of them now pay closer attention to the curriculum and have found ways of checking on the quality of education and training in the institution they serve. However, only a few of them look carefully at how the institution compares with others.

About half the institutions we inspected this year have had financial difficulties. In these institutions, managers have had to control costs and find ways to become more efficient. All institutions are making good progress and are becoming more financially secure. Some are doing this by merging with other institutions.

## Youth work

The quality of the management of youth services is good in most cases but is unsatisfactory in a few. There are too many differences between one area of Wales and another – and from one part of a service to another within the same area. Where the service is not managed so well, managers generally do not know enough about how well the work is going. This makes it hard for them to plan improvements and to encourage more young people to join in. Some project leaders do a good job in managing a local centre, but part-time workers do not always have enough support.

Officers from local education authorities are starting to work more closely with their partners to plan youth services. Most services now have a manager whose task is to monitor quality. Together with the youth workers on their team, these managers are beginning to judge how well the service is doing. In reaching their judgements, most youth workers ask the young people how the service could be better.

## Adult and community education

Local education authorities work well in partnership with colleges to provide adult learning in their areas. However, managers in some of these services spend too much time trying to attract funds to run courses. This means that they spend too little time actually managing the service. Community Consortia for Education and Training (CCETs) have found gaps in the range of courses on offer in their area to meet the needs of local people in terms of their age range, previous experience of learning and social grouping.

## Work-based training

The quality of leadership and management has not improved over the past year. In nearly half of the training programmes we inspected, the systems designed to monitor and improve the quality of the training are poor. Programme planning is also poor in nearly a quarter of the training. Generally, managers do not watch their trainers at work often enough and do not know how well their trainers do their jobs. They do not find out what one trainer does well or help other trainers to copy the good example. They do not find out what is poor about the training they provide or advise their trainers how they could make it better. Managers who have a responsibility to lead the training do not do enough to improve the training that is already running.

On the 4% of training programmes where leadership and management are very good, managers work hard to make sure the quality of their training programmes continue to improve.

### New Deal programmes

The quality of leadership and management of New Deal programmes is poor in many providers. Most have set up useful partnerships with other organisations. These links improve the range and quality of the training they can offer. Few providers have rigorous-enough systems to monitor and improve the quality of their New Deal programmes. Even where providers manage the programme alongside other work-based training, the systems designed to monitor and improve the quality of the training are often poor. A few providers – mainly those who run the smaller courses – do not have a self-assessment process.

### Teacher training courses

The quality of course management is good. Managers are keen to give their students good training. Nearly all college tutors and the teachers who work with the students in the schools are strongly committed to their training work. They are steadily improving the quality of their courses and their support for the trainees.

Course leaders evaluate their courses regularly. A few of the evaluations are good. However, most do not pay enough attention to the quality of trainees' teaching. In a few colleges, tutors watch each other teaching, but colleges rarely use this as a way to improve what they do. However, colleges have action plans to help them improve. These plans are generally of a good standard but it is not always clear which parts of the plan managers consider to be most important.

Colleges do not work together enough to develop shared procedures. Even within the same college, different courses often have different ways of working. This range approach makes it difficult for schools that have trainees from more than one college or course.

The quality of leadership and management of New Deal programmes

The quality of leadership and management of teacher training courses

### Local education authorities (LEAs)

LEAs have set out, in their Education Strategic Plans (ESPs) for 2002 to 2005, the action they plan to take to improve schools and raise the standards that pupils achieve. Overall, the quality of their plans has improved. Most of them:

- ✓ benefit from a thorough consultation with the LEA's schools;
- ✓ include clear aims and set out a rigorous approach to improving schools;
- ✓ include challenging targets for the performance of schools in examinations and key-stage tests; and
- ✓ show how the LEA identifies schools that are not performing well enough and how it will provide extra support for them.

In weaker plans, LEAs do not:

- ✗ provide all the information needed;
- ✗ say enough about how they will fund proposals;
- ✗ show how proposals result from a thorough analysis of the strengths and weaknesses of schools;
- ✗ include suitable numerical targets; or
- ✗ show how they plan to evaluate progress in the action they have planned.

ESPs for the period 2002 to 2005 do not need to include strategies that promote racial equality. Even so, there are few plans or policies that give enough attention to how LEAs will try to improve the achievements of pupils from ethnic-minority backgrounds or of children looked after by the local authority.

Almost all LEAs have done a lot in recent years to help schools set targets designed to raise pupils' achievements. They have given schools a range of information and analyses of pupils' performance in tests and examinations. However, many LEAs still need to make sure that schools have enough information to compare their performance with similar schools and to track



the progress of pupils from one key stage to another. In the best cases (about a quarter of LEAs), the well-presented analyses allow schools to:

- ✓ evaluate their performance over several years, and compare it with other schools;
- ✓ identify individuals or groups of pupils who are achieving less than they should;
- ✓ identify subjects in which many pupils are achieving low standards;
- ✓ predict pupils' performance and set targets for them in their examinations; and
- ✓ compare pupils' actual performance with predictions based on their achievements in earlier key stages.

Many schools, especially primary schools, do not use these comparisons enough when they set their targets.

LEAs have made good progress in identifying schools that are not performing as well as they should. More LEAs are now, effectively, turning their attention to key stage 3. However, they are not yet doing enough to raise standards in weaker departments in secondary schools. LEAs have not had much of an effect in helping schools to improve the performance of boys in relation to girls.

LEA officers and advisers play a central role in improving schools. Schools greatly value their support. Schools also appreciate their willingness to respond, at short notice, to requests for help. Useful initiatives in a growing number of LEAs include:

- ✓ helping teachers to observe and learn from each other;
- ✓ improving continuity in pupils' learning between key stages 2 and 3; and
- ✓ helping schools to develop effective ways to evaluate what they provide.

A number of LEAs still do not do enough to measure the effect of their services on the quality of provision and on the standards that pupils achieve.

In order to help schools to make more improvements, LEAs need to help them:

- analyse information that compares their school with others and use it to set themselves targets;
- make better use of information on pupils' performance at the end of key stage 2, as pupils enter secondary schools;
- identify and support subject departments in secondary schools that are not performing as well as they should, particularly in key stage 3; and
- improve the performance of boys and bring it closer to that of girls.

#### Issues relating to small primary schools

Some 225 primary schools in Wales (14%) have 50 pupils or less, and 41 of these (2.5%) have fewer than 25 pupils. Local education authorities (LEAs), especially those with many country areas, face difficult decisions about whether to close some schools. Overall, the standards that pupils in small schools achieve are usually much the same as in larger schools. However, small schools are expensive. The costs of staffing, buildings and resources are all much higher, for each pupil, than in a larger school. Many small schools also have more places than they need. Local communities are generally keen to keep their schools open. However, in small schools:

- it can be difficult for as few as two teachers to plan and teach every part of the National Curriculum;
- head teachers generally work almost full time in the classroom and have little time for their management work;
- there is some poor accommodation for physical education and sports; and
- it is difficult to buy many of the learning resources that pupils in larger schools would use regularly.

LEAs generally support their small schools well and often recognise their value to the local community. In several parts of Wales, LEAs are looking for ways to reduce the cost of a small school and make sure that the staff includes teachers able to teach all parts of the curriculum. In some places, LEAs cluster two or three schools together, with one head teacher and board of governors. The schools in the cluster share their learning resources and take teachers or pupils to another school in the cluster for some of their lessons.

### Careers companies

This year we inspected two careers companies. The standard of leadership and management was good in both of them and better than in the companies we inspected last year. In one, there are outstanding features, with the chief executive giving clear and energetic leadership. The boards of directors play an important part. Managers generally support and develop their staff well. Members of staff are aware of the companies' missions and aims and are committed to them. They know the companies' goals and what they need to do to achieve them. Corporate and business plans are useful and well-written documents. Companies are starting to use information well to compare services with those in other Careers Wales areas. They use client questionnaires and evaluations effectively and ask for the opinions of members of staff. They use the information they gain from self-assessment reviews, external assessments and inspections well. They work well with their partners to develop and improve their services.

### Managing resources

#### Settings for the under-fives

Settings for children under five years of age (nurseries, nursery and reception classes, playgroups and so on) usually have few members of staff. However, the number of members of staff, compared with the number of children, is normally much higher than in settings for older learners. This is appropriate. Volunteers and trainees help qualified members of staff. They give the children extra support and help them to make faster progress. In many settings, there are no men to provide a male role model for the children. Staff members have a good knowledge of the six areas of learning (see note 15 below).

15 The six areas of learning are:

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

The quality of leadership and management of careers companies

Managing resources in nurseries, nursery and reception classes and playgroups

About half the settings have their own premises while others share theirs with different organisations. In these settings, members of staff have to set out and put away equipment each day. In many schools, the accommodation for nursery, reception and key stage 1 pupils limits the sorts of things they can do.

In almost half the settings, there are no indoor or outdoor spaces where children can experiment with movement and develop their physical skills. A few purpose-built, outdoor areas offer interesting environments. In other settings, they have only small enclosed areas.

Most settings have enough resources and children play and explore in exciting environments. Role-play areas are a good feature of most settings. However, many settings do not have enough spaces that give children opportunities for physical activities, particularly outdoors. Many children do not have opportunities to learn skills such as balancing, climbing, throwing and catching. Indoors, children are often not active enough, sitting at tables too much, filling in worksheets and using small tabletop equipment.

### Primary schools

Most primary schools have enough teachers and other members of staff. They usually have clear job descriptions and have regular training to update their knowledge and skills. More and more schools use the outcomes of self-evaluation to identify training needs. There is a good level of teamwork in most schools. In a few schools, it can be difficult to appoint a regular supply teacher to cover for a long illness. Also, some schools in country areas find it difficult to recruit a head teacher.

In about 60% of schools, the buildings provide an attractive and stimulating place to learn. However, about 10% of the schools we inspected this year have weaknesses including:

- ✗ problems with the condition of buildings, both inside and out;
- ✗ not enough space for pupils to work, to meet as a whole school or to have physical education lessons;
- ✗ not enough indoor and outdoor spaces for play activities for children under five; and
- ✗ poor access for pupils with physical disabilities in a few schools.

About two-thirds of primary schools have enough good-quality resources. Many schools have improved their information and communications technology (ICT) equipment, but about a third still do not have enough. Also, about a quarter of schools do not have enough modern story or reference books.

Teachers often use resources well, including those they make themselves, to promote interesting learning and good standards. However, some teachers still use poorly-planned worksheets too much and this does not build on or extend pupils' knowledge and skills.

### Secondary schools

A lot of teachers' training now links closely with the priorities for development that managers highlight in school development plans. The quality of training is usually good, but few schools do enough to measure how much it improves the standard of pupils' work. The support and training for almost all new teachers are good. However, there is very little training for heads of department to develop their management and leadership skills. Some schools use non-teaching staff and learning support assistants well but there is not enough technical support for teachers, particularly in design technology and information and communications technology (ICT). This means that teachers have less time for planning, teaching and marking.

Most schools have better accommodation than they did a few years ago, especially for drama, physical education and ICT. Attractive displays make many schools interesting places to learn. However, in one school in five, unsatisfactory accommodation has a bad effect on standards and the quality of education in some subjects. Important problems, in many of these schools, are:

- ✗ classrooms that are too small for effective teaching and learning;
- ✗ temporary classrooms that let in rain and wind;
- ✗ cramped space and poor soundproofing in music rooms;
- ✗ not enough indoor or outdoor facilities for physical education;
- ✗ outdated laboratories and workshops in science and design technology;

- ✗ a lack of covered walkways between classrooms and buildings; and
- ✗ unsatisfactory toilets.

The number and quality of learning resources in schools have improved a lot this year. There are still some shortages in music, art and religious education. Most subjects use resources well. More departments now prepare good learning materials of their own, particularly where there are not enough books. More pupils use computers at times but few do so effectively in all subjects. Electronic whiteboards (see note 16 below) are improving teaching and learning in some classrooms. In half the schools, there are not enough books in the library for research or reading for pleasure.

### Special schools

In all the special schools we inspected, the teachers and learning support assistants have suitable qualifications and experience. All schools have enough teachers and most have enough support assistants.

Teachers and learning support assistants attend training courses that help them to improve their work. Schools are starting to monitor the performance of their members of staff.

Most pupils work in classrooms of good quality. In most schools, they also have pleasant places where they can play. However, problems with the buildings and grounds of several special schools still limit the work that pupils are able to do. These problems include:

- ✗ classrooms and school halls that are too small;
- ✗ not enough indoor and outdoor play areas; and
- ✗ not enough specialist teaching areas for science, design technology and physical education.

Most schools have a good range of books and equipment that help pupils to learn well. They have good equipment for information and communications technology (ICT) and use it well to help pupils who have problems with communication. However, in a few schools, pupils do not have enough opportunity to use computers in all subjects or during their leisure time.

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16 There is an explanation of electronic whiteboards in the footnote on page 25.

## Further-education institutions

Most teachers and support staff are experienced and well qualified, although not enough are qualified to teach bilingually (using both English and Welsh in the same session). In most cases, teachers work together in well-motivated teams. Most institutions offer teachers the training they need, but only a few do enough to update teachers' experience of work in industry. More and more institutions have systems where teachers assess one another's work. However, many do not do enough to give teachers the chance to learn about something that another teacher does particularly well and then to use it in their own teaching.

The standard of general accommodation ranges from acceptable to very good. Nearly every institution has some good or outstanding accommodation. In the best examples, specialist accommodation meets industrial and commercial standards. In many cases, the accommodation is acceptable, but does not help students to learn as effectively as they could, and the quality of some 'outreach' sites, often based some way from the main buildings, is poor. Access for students with difficulties moving around continues to improve on main sites, but progress is slower in the outreach centres.

Most institutions have good learning resource centres. The quality of information and communications technology (ICT) equipment in the centres is usually good, but it is often difficult for part-time students to use it effectively. Many institutions do not do enough to monitor how students use the learning resource centres. More and more institutions have improved how they manage resources. Many of them relate the budget a course receives to the number of students on the course, which has helped course leaders to make sure that teachers and students have all the equipment they need.

## Youth work

Most youth services have enough members of staff. However, in general, they are not qualified to a high enough level, but many are receiving training to improve their skills. In many cases, workers who are expert in some area of the work visit clubs to pass on their skills and give information.

Workers have detailed job descriptions and most understand what they have to do. All local authorities are finding it hard to recruit workers, particularly men. There are not enough volunteers.

The quality of buildings used by youth services varies widely. Many are in a poor state of repair. However, they are often in good positions that make it easy for local young people to reach them. In premises that they share with other agencies, there is often little space to store equipment or display young people's work or photographs. It is still difficult for people in wheelchairs to get into many of the centres.

Managers do the best they can with their buildings. Staff members assess risks well and are aware of health and safety issues.

Youth services manage their money well. They now have more funding but still do not have enough resources. Most do not manage or evaluate the use of equipment well.

The amount and quality of equipment varies widely. Most places can get hold of specialist resources, but, in a few clubs, there is a lack of computers and materials to interest young people.

### Adult and community education

Most teachers are well qualified and experienced. However in a few services not enough tutors have teaching qualifications. They are well motivated and sometimes work well beyond the hours for which they are paid. Most of them have clear job descriptions and understand their responsibilities. There are generally good opportunities for staff development but a few part-time teachers cannot take part in these. In a few parts of Wales, it is difficult to attract enough teachers.

There is good accommodation in most adult learning centres. A few of the buildings used for teaching in the community are attractive and well equipped. Most of the buildings are only satisfactory, and a few are poor. In the worst cases, they do not have enough heating or lighting, are poorly furnished and have little equipment. Disabled learners in wheelchairs sometimes have difficulty reaching some parts of building.



Teaching resources are generally good. In a few cases, they are outstanding. However, classes taught in the community often do not have access to important resources. Many of the buildings do not have computers, so learners do not have access to the Internet. In addition, teachers often use worksheets too much.

### Work-based training

Most providers have experienced and well-qualified trainers. Their work is reviewed every year and they have the chance to update their training skills in line with the demands of the training work they do. Managers are doing more to make sure their trainers can help trainees improve their key skills. However, there are many new assessors who do not have enough skills or who do not understand enough about how trainees learn.

Most training takes place on employers' premises. The accommodation is usually high quality and training rooms generally have attractive displays. However, a few providers have premises that are poor quality. The main weaknesses are work spaces that are:

- ✗ not clean and tidy;
- ✗ dangerous for the trainers and the trainees; and
- ✗ difficult for trainees who have problems moving around to get into easily and safely.

The quality of learning resources for trainees has improved since last year. Most of the training providers have a wide range of resources that support a good variety of learning activities. Many give their trainees good access to ICT, but they still do not use the Internet or information on computer disks enough. There is still not enough written material for trainees, such as:

- ✗ textbooks;
- ✗ general reference materials; or
- ✗ trade-and-industry journals that are published each month.

## New Deal programmes

Many of the trainers who work on New Deal programmes are also involved with work-based training. Most of them have good qualifications and a wide range of experience, and they work well together to make an effective team of trainers. They have clear job descriptions and understand their responsibilities. They have enough opportunities to take part in training to update their skills.

As well as New Deal programmes, most providers offer the Gateway to Work programme, induction courses and off-the-job training courses. When they offer this wide variety of training, they usually have good accommodation. However, a few providers run their courses in accommodation that is cramped.

Clients are generally able to use good resources. Many providers work with other organisations and this widens the variety of specialist equipment that clients can use. This is a good strategy. Providers that offer other types of training can also share resources.

## Teacher training courses

Colleges are finding it more and more difficult to recruit full-time tutors, as fewer school teachers are applying for these posts. It is also hard for school teachers to work in colleges for a year. This is because governors are reluctant to release them. As a result, there are too many part-time teachers in some colleges. Other colleges are short of tutors who can develop trainees' skills in using both English and Welsh in the one lesson.

Most tutors are well qualified. They use their teaching and research experience to enrich the training they offer and they take part in courses that give them new skills. Almost all tutors use information and communications technology (ICT) well. In schools, teachers have recently taken part in ICT training, but the support they give trainees in this area still varies too much. The support is usually best in schools where teachers in all subjects use ICT regularly with their pupils.

Most colleges have a good range of teaching resources. Many are getting modern equipment such as projectors that can show computer displays on a large screen. However, not every college has this equipment and they cannot show their trainees how to use them, even though they are regularly used in almost every school. A few colleges loan computers to trainees who do not have their own.

ICT resources are improving in schools, but still vary too much. At times, trainees have to teach with poor resources. More and more of the communication between colleges and schools takes place using e-mail. However, not all teachers have their own e-mail addresses, so messages do not always reach the right people.

## Section three – Processes

### The effectiveness of teaching, training and assessment

#### Settings for the under-fives

In settings (nurseries, nursery and reception classes and playgroups) in both the maintained and non-maintained sectors, the quality of **teaching** is good or very good in around 80% of classes. We see the best teaching when:

- ✓ teachers develop children’s understanding in all six areas of learning;
- ✓ teachers have a sound understanding of all the things that children should learn to do;
- ✓ teachers expect children to progress quickly and achieve a lot;
- ✓ children take part in play and practical activities that take account of their own ideas and interests; and
- ✓ work challenges, motivates and helps children to develop curiosity and independence.

There are shortcomings in the teaching in about 20% of all classes. In these classes, it is often the activities for pupils’ physical and creative development that are not challenging enough. In over a third of settings in the non-maintained sector, teachers do not plan thoroughly enough and do not think enough about what the children should achieve by the end of each activity.

In the maintained sector, nursery and reception teachers work closely together, as do those in reception and key stage 1. They keep similar records and this helps to make pupils’ learning a continuous process as they move through the early years. However, **assessment** procedures are sometimes too formal, relying too much on ticks in boxes and not giving enough weight to teachers’ insights into children’s development.

Where assessment in the non-maintained sector is good, teachers carefully observe and record children’s achievements and skills. They use the records to plan future activities and learning. Although assessment has improved this year, members of staff in about 40% of settings still find it difficult to keep records that are useful to them and easy to keep up to date.

## Primary schools

The quality of **teaching** in primary schools has improved more in the last year than in any one of the four previous years. Teaching is now good or better in 60% of lessons. The quality has improved because, among other things, teachers:

- ✓ have a better knowledge of the subjects they are teaching;
- ✓ have higher expectations of what pupils can achieve;
- ✓ do more to set tasks that are suitable for different groups of pupils;  
and
- ✓ use a wider range of teaching methods that match the learning goals they have planned.

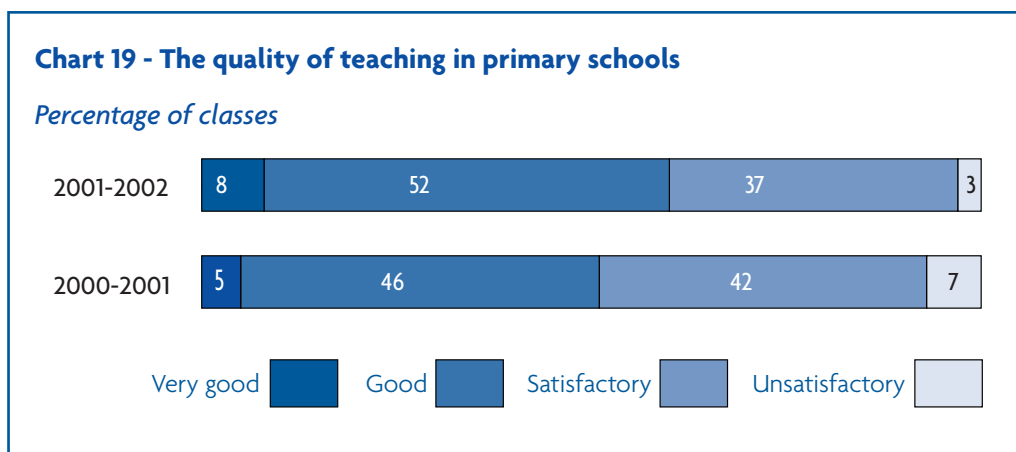
The greatest improvements have been in English, mathematics, music, physical education and religious education. In the lessons with outstanding features, teachers:

- ✓ make sure that lessons start and end well;
- ✓ move the learning on at a lively pace;
- ✓ expect a lot of their pupils;
- ✓ tell pupils what they expect them to achieve; and
- ✓ give pupils the chance to develop enquiring approaches to learning.

In schools where the teaching is mainly satisfactory rather than good, improvements are needed to:

- make sure the work is challenging enough;
- set pupils work that builds on the understanding and skills they have already achieved; and
- find ways to help pupils to be more independent.

Only 3% of all lessons overall are now unsatisfactory. This is much better than the Welsh Assembly Government's target of 5% of lessons.

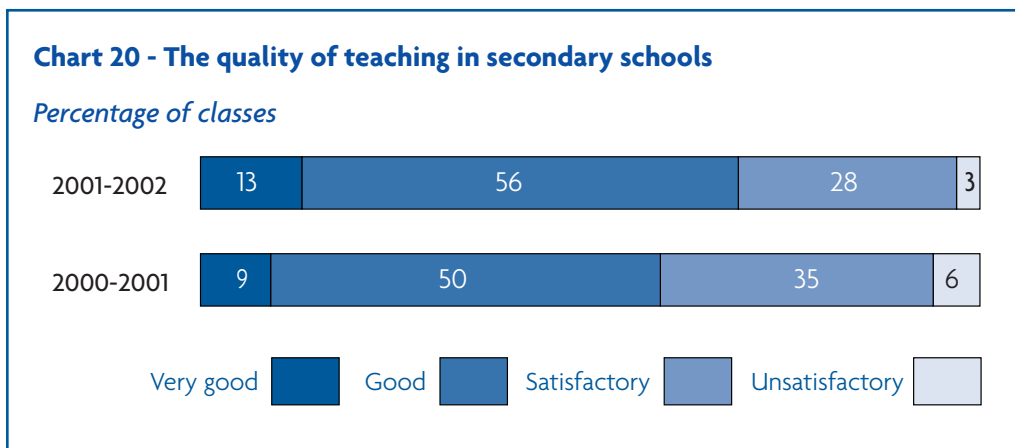


The quality of **assessment, recording and reporting** has improved again this year. However, there are still weaknesses in the way that nearly half of all primary schools use information about pupils' progress to bring about higher standards.

Teachers' assessments are more accurate and consistent because they monitor pupils' work more regularly. More schools carefully analyse the information they have on pupils' performance in the key-stage tests. In the best cases, they use their analysis to show the strengths and weaknesses in teaching and learning and to set challenging targets for themselves and their pupils.

Almost three-quarters of schools write helpful and informative reports to parents. In the best cases, reports include details of pupils' achievements, set targets for pupils and suggest what they can do to improve.

**Secondary schools**



The quality of teaching has improved a lot this year. There are many more good or very good lessons. The most effective learning takes place in lessons where the teachers:

- ✓ build effectively on earlier work;
- ✓ set clear aims that all pupils understand;
- ✓ use a number of different teaching methods, including questions and discussion;
- ✓ plan for the different needs of pupils;
- ✓ expect a lot of pupils;
- ✓ use good-quality teaching aids; and
- ✓ remind pupils, at the end of every lesson, what they should have learned.

In many subjects, teachers have started to use electronic whiteboards (see note 17 below). When teachers use these well, pupils become more involved in lessons and learn more effectively. More and more schools are working to improve pupils' thinking skills. In the best lessons, teachers encourage pupils to:

- ✓ express their ideas;
- ✓ come up with different answers to open-ended questions; and
- ✓ ask questions about information and ideas.

The percentage of lessons where teaching is unsatisfactory is much better than the Welsh Assembly Government's target (no more than 5%).

The quality of **assessment, recording and reporting** has also improved a lot this year. The percentage of schools in which it is good or very good has increased from 42% to 65%. Teachers are using information about pupils much more to help them plan classwork and to set targets for pupils' achievement. More schools now use information from primary schools to make sure that the work they set for pupils in Year 7 is moving their knowledge and understanding on from what they achieved in Year 6. However, teachers still do not know enough about what levels pupils are at

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17 We explain what electronic whiteboards are in the footnote on page 25.

in terms of key skills when they start secondary school. As a result, the work is too hard for some pupils while some others do not have enough of a challenge. The quality of reports to parents continues to improve, but is still unsatisfactory in 10% of schools. The weaker reports tend simply to describe the experiences that pupils have had and do not tell parents enough about what pupils can do to improve their performance in each subject.

### Special schools

The quality of **teaching** in special schools was much better this year. It was good or very good in almost all lessons and was well above the targets set by the Welsh Assembly Government.

In the good and very good lessons, teachers:

- ✓ are effective in directing the work of classroom assistants;
- ✓ plan work that challenges all pupils;
- ✓ organise the classroom well; and
- ✓ expect pupils to work hard and to behave themselves.

In lessons where the teaching is satisfactory rather than good, teachers need to:

- improve their own subject knowledge;
- set tasks that challenge pupils more;
- use more varied and interesting teaching methods; and
- make sure the lesson moves at a brisk pace.

The quality of **assessment, recording and reporting** was good or very good in over 80% of the schools we inspected this year.



Schools have good assessment policies with clear aims. They assess pupils' progress well and most of them use the information very well to plan work for individual pupils. They regularly talk to pupils about the quality of their work. A few teachers encourage pupils to assess their own work. This helps them to take on more responsibility for their learning. More teachers should help pupils, particularly those who are older and more able, to assess their own work.

### Further-education institutions

The quality of **teaching** is usually satisfactory or better. In the good sessions, teachers plan lessons well and have clear aims. These sessions have good pace and a strong sense of purpose and direction. A wide range of strategies helps to support students' learning. In the few teaching sessions where teachers and students use both English and Welsh, teachers often use effective techniques to reinforce students' learning. Teachers provide a good level of support to less confident students and those who have learning difficulties. In the best sessions, teachers:

- ✓ ask challenging questions to stimulate students' thinking;
- ✓ use their own research and experience to make sessions more interesting and relevant;
- ✓ draw on students' practical work to inform class discussions; and
- ✓ suggest how students can draw on their work outside class to help them to do their assignments.

In sessions where there are shortcomings, teachers have not planned effectively and they use only a limited range of teaching approaches. Students do not join in discussions or make sure that they learn the facts and understand the ideas that the teacher has presented. The sessions often go forward very slowly and many students lose interest.

In a few subjects, teachers plan work that encourages students to use their key skills. However, not enough teachers think about key skills when they plan their lessons. Generally, students use ICT effectively and more and more use the Internet and the institution's own computer network purposefully.

Teachers generally **assess** students thoroughly and follow the requirements of the different courses. Teachers use the initial assessment of students well to help them develop their plans. In most cases, they talk clearly and constructively with students about their work. However, in many classes, written comments on students' work are too general to give them a clear idea of how to improve. Teachers do not always use students' experiences in the workplace enough when assessing their skills.

### Youth work

The quality of most youth work is very good. The young people get on very well with the workers, and this makes them want to keep involved with the projects. Workers who present specific activities or work in specialist projects often do the best work. In the best cases, youth workers:

- ✓ pass on their enthusiasm and commitment;
- ✓ provide safe places where young people feel confident; and
- ✓ use a number of different tactics and activities to help young people develop their skills, knowledge and talents.

However, in a few centres, the workers do not involve the young people enough in planning, managing or leading activities. In the worst cases, they do not help the young people to mature or challenge prejudice in themselves or others.

Many of the young people in youth groups are at risk of becoming excluded from society. Youth workers know a lot about the issues facing these young people and the projects generally meet their needs and give them good support. There are also often good partnerships with other agencies that provide useful services. In projects based in schools, the youth workers do a lot to help the young people to improve their attitudes and learning.

Youth workers, particularly those in school and special projects, are starting to assess young people's work. More young people are now achieving a number of awards and credits that recognise the work in informal youth-work settings. Many of these young people have not gained any qualifications at school. However, workers in youth clubs do not know how to make these assessments and their managers do not provide enough training to help them. As a result, young people miss chances to have their work, and the progress they have made, recognised.

### Adult and community education

Most of the **teaching** in adult education is good and in a few cases it is outstanding. Tutors plan courses and individual lessons well and adapt them to the needs of individual learners. However, on a few courses, tutors' plans are not detailed enough to be effective. Generally, teaching is varied and interesting and tutors have good relationships with the learners. They support the learners well and encourage them to work on their own and in groups. However, in a few lessons, the work is not suitable for those who have returned to education after a long break.

Most **assessment** procedures are good. They meet the requirements of the organisations that award qualifications. Tutors generally give sensitive assessments that help to build up learners' confidence. Learners often monitor their own progress and this helps to raise their self-esteem. Tutors' written and spoken comments are generally helpful, but, on a few courses, tutors do not show learners clearly enough how they can improve. On a few courses, tutors use photography well to record learners' progress.

### Work-based training

The quality of **training** has improved significantly since last year. About two-thirds of it is good or very good. It is poor in only 2% of the providers we inspected. However, it is still poor in 7% of the providers we re-inspected because the first inspection found that the training was unsatisfactory.

The main improvements are that trainees:

- ✓ have work-based experience that is matched to their individual needs;
- ✓ are more involved in planning their own training;
- ✓ are better motivated through a wide range of practical challenges in the workplace; and
- ✓ have more complicated jobs to do as their skills improve.

The main weakness of the training is that trainees do not have enough chances to develop their key skills. Some work-based supervisors still do not know how to help trainees improve their key skills.

The quality of **assessment** is much the same as last year. On good-quality training programmes there is a thorough initial assessment. Trainers carry out detailed assessment of trainees' skills. Trainees help to plan the assessments and they know what progress they are making.

When the assessment is poorer quality, the main weaknesses are that trainers:

- ✘ do not give trainees enough clear advice on how to prepare for their assessment;
- ✘ do not do enough to show trainees how they can improve their performance; and
- ✘ miss good opportunities to assess trainees in the workplace.

### New Deal programmes

Much of the **training** for New Deal takes place in the workplace, alongside other work-based training. When this is the case, the experiences of clients in the New Deal programme are much the same as those on other work-based trainees. About two-thirds of it is good or very good. In a few providers, the training received by those in the New Deal programme is not as effective as that for other trainees. This is often because it does not meet the specific needs of those on the New Deal programme. When companies provide the New Deal training separately, it is often good quality. The greatest weakness is that much of the training does not help the clients to improve their basic skills. However, clients do make good progress when providers teach them basic skills as part of their occupational training.

Providers carry out much of the New Deal **assessment** in the workplace, with that of other work-based trainees. Often the same assessor does both. This assessment is usually at least adequate and is often good. In the best cases, trainers assess clients' basic and key skills as part of the assessment of their occupational skills. Off-the-job assessment is usually less effective. This is because many clients fail to see the purpose.

## Teacher training courses

Colleges train students well in how to use information and communications technology (ICT). Tutors explain how pupils in secondary school might learn better when they use ICT. They show trainees how to plan lessons that use ICT and how best to use it in the classroom, particularly in their specialist subject. Many tutors use ICT well in training sessions. There is effective support for trainees who have low levels of skills in ICT.

The quality of training in ICT that secondary schools provide varies too much from school to school. Trainees benefit from watching teachers who use computers well in their teaching. They also value teaching alongside them. However, colleges cannot find enough schools where trainees will have these experiences. The best training takes place when colleges and schools work closely together. In these cases, tutors arrange for trainees to visit schools to see good practice.

Colleges have good systems for assessing trainees' work. However, grading systems vary from one college to another and even between courses in the same college. On a few courses, tutors set trainees clear targets and track how well they meet them. However, other colleges do not use assessment well to improve trainees' learning. School teachers do not always link the targets they set trainees to the standards for qualified teacher status. Career-entry profiles describe trainees' strengths well, but do not point out the areas they need to work on. As a result, schools find it hard to set newly-qualified teachers clear targets.

## The quality of learning experiences

### Settings for the under-fives

In 80% of maintained settings (nurseries, nursery and reception classes), children experience a broad and balanced curriculum. Teachers' planning makes sure that the work becomes gradually more challenging and the experiences set good foundations for children's future development. In the best cases:

- ✓ a good range of activities motivates and challenges children; and
- ✓ members of staff judge carefully when to intervene to help improve the children's language and understanding.

The quality of learning experiences in nurseries, nursery and reception classes and playgroups

The effectiveness of training and assessment on teacher training courses

In a few settings, children do not develop independence and there are not enough outdoor facilities to help them with their physical skills. In classes where four-year-olds learn alongside older pupils, not enough of their learning is in the context of good quality, well planned play. Many settings have good links with playgroups and use their local environment well to extend children's learning.

In over 60% of non-maintained settings, children experience a broad range of activities that promote the six areas of learning (see note 18 below). Members of staff plan themes that take account of children's interests and provide a rich, stimulating curriculum. Most settings make sure that children have a good variety of language and cultural experiences. Where there are weaknesses, teachers' planning does not provide for the individual needs of children or for progression in their work. A quarter of settings have unsatisfactory partnerships with parents and carers.

Plans for the new foundation phase of education are likely to set out a very broad range of experiences that the under-fives should have. It will be important for all settings to plan how they will provide a rich curriculum that will help children to be successful learners throughout their school years. A new foundation phase also needs to give a renewed emphasis to children's personal, social, creative and physical development and to foster their personal and social skills.

### Primary schools

Most primary schools continue to provide a broad and balanced curriculum, well matched to pupils' age and ability. Getting rid of tests for pupils at seven years of age means that teachers of those pupils do not need to prepare them for the tests in English and mathematics and can spend more time teaching the programmes of study for all subjects. However, some teachers in Year 6 continue to concentrate too much on activities in English, mathematics and science that focus too narrowly on questions similar to those in the national tests. This often leaves too little time for other subjects and for practical and problem-solving activities.

The quality of planning, including schemes of work, has improved this year and is good or better in 40% of schools. However, nearly a quarter of schools still have weaknesses in their planning. In particular, in 40% of schools where there are fewer than 30 pupils, teachers' planning is unsatisfactory. Plans are not always detailed enough because there are only one or two teachers to plan the work for all subjects.

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18 We have listed the six areas of learning in the footnote on page 39.

Most primary schools plan a balanced homework programme to reinforce the work done in lessons. They also encourage pupils to take part in lunchtime activities or after-school clubs.

Evidence, mainly from countries overseas, suggests that pupils learn more effectively if, during their early years, they have plenty of opportunity for purposeful play. Now that there are no National Curriculum tests for seven-year-olds, schools will need to change their plans for the work of younger pupils to make sure it gives them a firm foundation for the rest of their education. Schools will have an important part to play in shaping the curriculum for the new foundation phase of education.

### Secondary schools

All schools teach all the subjects of the National Curriculum. They provide 25 hours of teaching each week and a good programme of extra activities. A few schools do not teach enough religious education in some year groups and rather more do not give enough time for physical education.

A small number of schools have changed from a 25-period week to a 30-period week to be able to offer some of their pupils a broader choice of courses. In many schools, pupils can choose to take extra subjects or receive extra support in sessions during lunchtimes, after school or in the holidays.

About a third of schools have changed their curriculum to make it more challenging for the most able pupils. Often, this means that these pupils can study an extra modern foreign language. However, as a result, they often miss religious education, Welsh or physical education lessons. Even so, the number of schools that offer pupils a second foreign language continues to fall.

In about half the schools, homework usefully adds to pupils' learning. The other schools do not manage homework well. The quantity and usefulness of the work vary too much from subject to subject.

A few schools have started to work more closely with colleges of further education. This gives sixth-form students a wider choice of courses and allows them to work in groups with at least four or five other students.

### A broader curriculum for learners

Almost all secondary schools are trying to provide more interesting courses for the small minority of 14 to 19 year-old pupils who are not motivated by the usual school subjects. The aim is to encourage these pupils to stay in education and go on to train for work. To do this, schools are developing broader educational opportunities with partners such as providers of further education, employers, careers companies, the youth service and training companies. This broader provision often includes a mixture of vocational courses and, in some cases, longer periods of work experience alongside courses in English, Welsh and mathematics.

In most schools, pupils who follow this other curriculum also cover most of the National Curriculum. However, some schools have difficulty in fitting in all these subjects. This is a particular problem where pupils have longer periods of work experience as well as vocational courses.

Most schools give careful advice to pupils and their parents about the options available in key stage 4. In many cases, pupils can take courses that will make it possible for them to go on to vocational courses in the sixth-form or in further-education institutions or into training and employment.

Providers of further education offer vocational courses at 'foundation level'. These allow young people to sample vocational courses, continue in education and enter the world of work. In the best cases, young people improve their key skills and receive good support and encouragement to continue with their courses.

### Special schools

In most schools, pupils follow the full National Curriculum. Within this curriculum, all schools offer pupils good opportunities to learn key skills. However, a few pupils still do not have the chance to learn Welsh as a second language.

Special schools arrange residential activities, local visits and work experience for many pupils. Pupils enjoy these activities and develop confidence by taking part.



Schools are particularly good at making the curriculum suitable for pupils with the most challenging educational needs. Teachers plan the work in all subjects so that these pupils can make progress. Pupils have good opportunities to learn to communicate and to do as much as possible for themselves.

### Pupil referral units

Pupil referral units vary in the scope and quality of the provision they make. Many of the units do a lot to help pupils to improve their behaviour and to value themselves more. They develop skills and attitudes that will help them return to school or go on to further training. However, few make much progress in their school work because of the limited teaching that they have.

Pupils make the best progress and are more likely to return to mainstream education or training when the unit:

- ✓ shares assessments of pupils' progress with their schools or colleges;
- ✓ uses the specialist facilities in a nearby school or college;
- ✓ offers a broad curriculum that includes topics that deal with the sort of work pupils hope to do when they leave school; and
- ✓ organises work experience.

Few pupil referral units can offer a broad curriculum on their own. This is because they do not have:

- ✗ the specialist rooms to teach many of the subjects;
- ✗ enough learning resources; or
- ✗ teachers with the specialist knowledge they would need to teach at key stage 3 and key stage 4.

This lack of facilities does little to give pupils who are losing interest in education the new enthusiasm they need.

Some units take pupils with statements of special educational needs for emotional and behavioural difficulties. The units do not normally have the resources to cater for these needs. This sort of pupil would benefit more from specialist support in a mainstream or special school.

## Further-education institutions

Most institutions meet the needs of students and the community well, but some do not use information about the local job market enough when planning the courses they offer. They have generally increased their provision and now offer a very wide range of courses at convenient times during the day. They are providing more courses at entry and foundation level, but, in a few institutions, students with low achievement still do not have enough choice of courses.

Most institutions have responded well to the priorities of the Welsh Assembly Government. They have worked hard to become more flexible and to offer more off-site provision, but a few have not yet done enough. Most institutions are in the early stages of developing courses that students can follow away from the college, by using information and communications technology (ICT). Many institutions have also made it easier for students to take their courses through the partnerships they have set up with a range of agencies and schools.

All full-time students follow key-skills courses, but these do not always link effectively with the subjects they study. Too many students do not actually go to key skills sessions.

Overall, further-education institutions are beginning to plan more systematically for Y Cwricwlwm Cymreig (the parts of the curriculum that reflect the life and culture of Wales). A few have detailed plans to extend the range and number of courses that they teach in Welsh and to provide suitable resources. However, most courses do not do enough to reflect the Welsh context in which the students learn.

### 'Curriculum 2000' and students over 16

The aims of the 'Curriculum 2000' initiative are to:

- encourage young people to study a broader range of subjects;
- help them to study a mixture of academic and vocational courses; and
- develop students' key skills to support their future learning and employment.

Although some of the benefits may not be seen for some time, it is already clear that several parts of the aims are not being achieved. Many students now study an additional Advanced Supplementary (AS) subject, but most do so in an area that is similar to the other subjects they have chosen. This means that most students are not learning the ideas and skills of another area of study. Few students study a mixture of academic and vocational courses.

Generally, students in the first year of their two-year course are learning at a greater pace than those who took the old course. Demanding deadlines for completing work limit the opportunities that students have to consider broader issues that are not directly on the syllabus. Most of the students show little enthusiasm for work that is designed to develop their key skills and many stop going to key skills sessions when they have a lot of work to do for their main courses. Much of the work in key-skills sessions does not directly support students' work on their main courses. Rather more students in school than in further-education institutions complete the work for their key skills and gain the qualifications. However, overall, only a small percentage of students gain these qualifications.

### Meeting the needs of industry

Almost all further-education institutions have continued to develop good links with industry, especially in engineering. The links are now more wide-ranging than in the past. There are more courses to fit the particular needs of local firms, and more work done with these firms. Much of this development stems from using the National Council's 'knowledge exploitation fund'. This fund has also allowed institutions to appoint 'champions' during the year to take the work forward.

### Community Consortia for Education and Training (CCETs)

CCETs have only recently had a part to play in education and training for learners over 16. The rate at which their work is developing varies widely from one part of Wales to another. The education and training organisations and agencies which make up each CCET have all appointed senior members of staff to represent them. The partners who make up the CCETs are committed to the Welsh Assembly Government's agenda for change, but are sometimes not sure of their role in driving it forward.

How well  
further-education  
institutions are  
meeting the needs  
of industry

The work of CCETs

Some CCETs have made more progress in their planning than others and, in these cases, there are some good examples of the partners working together well. This work often builds on partnerships put in place before the CCETs existed. The examples include setting shared timetables in two or more schools or colleges, so that students can put together a course that is not offered by any single school or college. So far, collaborative activities are mainly limited to specific projects funded by the National Council. There is generally goodwill to work together between the partners in each CCET. Their plans for education and training in their local areas are taking shape slowly.

There are several things that affect the ability of the CCETs to bring about change. These include:

- uncertainty about funding education and training in the future; and
- the voluntary status of their work.

CCETs are reluctant to plan local education and training when they do not know how it will be funded. Because they are voluntary groups, this undermines the influence they have to bring about the changes they want to see.

The major partners in the CCET, particularly the local education authorities and the further-education institutions, use their own resources to support the work of the CCET. Other members, including the representatives of schools, employers and voluntary organisations, cannot provide the same level of resources. This can leave some members of a CCET feeling that they are not equal partners and that their voice is not being heard enough. When a CCET proposes a change, it is difficult for the partners to think only of the benefits the change will bring to local learners rather than how it will affect themselves.

Generally, CCETs still have to develop ways to drive forward changes and create new structures that will offer learners wider opportunities in education and training than they have at present.

## The quality of training in occupational areas

This year we have looked in detail at two important areas of training.

### 1 Engineering

#### 2 Health, care and public services

### 1 Engineering

The engineering industry has changed a lot over recent years. Education and training has kept pace with these changes in an attempt to meet the skills employers need. There are many examples of successful partnerships between institutions of further education, training providers and employers that have identified these needs and have provided a range of relevant training programmes. The quality of work-based training in engineering is generally good and learners are encouraged and supported to complete their training programmes successfully. Features of the best training programmes include:

- ✓ frequent opportunities for trainees to experience a range of different workplaces; and
- ✓ good support for trainees, both in the workplace and in college.

Trainees who can gain experience with several employers often:

- ✓ master many different skills; and
- ✓ are more confident when working with others.

### 2 Health, care and public services

In most companies, the quality of **training, learning and assessment** is satisfactory or good. However, the standards achieved by learners are unsatisfactory in more than a quarter of the provision we inspected. This is particularly worrying because much of the work involves caring for elderly people and others who are in a weak position because they are not able to look after themselves. Most learners who finish their training have good practical skills, but about one-third leave their programmes with no qualifications at all. Most training and assessment takes place through individual coaching in the workplace and there are not enough chances for learners to come together to discuss different ways of working. Many learners have quite low levels of key skills.

## Youth work

Most youth workers use the Youth Work Curriculum Statement for Wales to guide their work. As a result, most providers offer a wide range of interesting experiences for young people. Managers and youth workers are beginning to think more critically about the types of activity that will meet the needs of their young people. Providers are starting to put the policies of 'Extending Entitlement' into place (see note 19 below). Most youth services and individual clubs also ask the young people what they want the youth service to provide. In a few clubs, youth workers provide a very limited range of activities that do not help young people to think about their roles in society. In school and college projects, learning activities are generally well suited to the needs of individuals. However, workers do not always do enough to help the young people improve their key skills.

Youth services have made good links with other community organisations. Workers encourage the young people to discuss local issues, to take part in community projects and to use their skills so that they become valued members of the community.

Some youth workers work with young people on the streets. The workers befriend them in the places they meet them. When they have gained the young people's trust, they can help them to find a place to stay, look for a job or enrol for more training. There is not enough of this work.

## Adult and community education

The number of adults in education has not increased since 1996. There are not always enough of the right courses available locally for people. Managers of adult education services do not always gather enough information about what people want to study or make best use of the information they have to plan courses. Since the Community Consortia for Education and Training (CCETs) have been set up, this situation has begun to improve. In some of the poorest areas of Wales, there are not enough classes in places that are convenient for people. In a few centres, there is not enough childcare to help learners to join the courses they want to take.

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19 'Extending Entitlement: Supporting Young People in Wales'. A report by the Policy Unit, the National Assembly for Wales, September 2000.

## Work-based training

Providers consult local employers to make sure they are offering courses that the employers need. They also ask their trainees how they could change the courses to make them more useful. However, they do not pay enough attention to percentages of trainees who complete each course or gain the qualification they are aiming for. They encourage trainees to complete National Vocational Qualifications (NVQs), but do not do enough to help them complete their full training programme.

Many providers do not give trainees enough opportunities to improve their key skills. Many providers do not have policies or plans to provide this training. Few providers find out if training in English and Welsh would be useful, even in parts of Wales where people use Welsh regularly in the workplace.

## New Deal programmes

Most providers design courses that closely match the needs and interests of their clients. When they interview clients, the providers take care to find out if they need training in basic skills and where they want to work. However, because clients lose their state benefits if they do not go on a New Deal programme, many are reluctant to take part and have little interest in their training. Most of the courses available on New Deal are similar to those of other work-based training. However, one good exception is the Environmental Task Force. It gives clients the opportunity to make a useful contribution to a project designed to benefit the wider community.

## Teacher training courses

College tutors are steadily improving the content of their courses. They now take more time to explain to trainees how to use information and communications technology (ICT) with pupils and how to assess pupils' progress effectively. In most subjects, they also show trainees how they can put work in a local Welsh context (Y Cwricwlwm Cymreig) and how this can help their pupils to learn better. A few colleges are starting to teach about sustainable development (see note 20 below). However, most of them do not show trainees how they can help reduce the number of pupils who underachieve or who lose interest in schoolwork. In the core subjects of English, Welsh, mathematics and science, tutors check trainees' subject

20 Sustainable development is about improving the quality of life now without damaging the planet for the future.

knowledge thoroughly. They give trainees useful study packs and extra training to update their knowledge. Few tutors in the other subjects do this enough. Most colleges organise training sessions for trainees who want to teach in Welsh, but, in a few cases, there is too little for it to be effective. Most trainees on primary courses who do not speak Welsh take up the chance to learn Welsh and to teach Welsh as a second language. On the best courses, tutors arrange for trainees to see a range of excellent teachers at work.

### The careers companies

This year we inspected two careers companies. Standards of service are better than in the companies we inspected last year.

Companies produce useful information about careers and the job market. However, advisers do not always use this information as well as they might to help clients make decisions. The quality of advice and guidance advisers give is good or very good. Most career action plans are also good or very good. The best of them:

- ✓ have a balanced focus on what the client needs to do next and on the longer-term progression that they will need to make towards their chosen career; and
- ✓ give advice that the client thoroughly understands.

Companies support well those who are looking for work or training, especially those with special or severe difficulties.

The quality of companies' work with young people who seem to be losing interest in schoolwork and in getting a job is satisfactory or good. 'Youth Gateway' plays an important and effective role in this work.

### Work-related education

The standards in work-related education are good or very good in about half of the primary schools, and satisfactory in the rest. Many pupils learn a lot about the work people do by visiting workplaces and listening to visitors from local services, businesses or industries who come to talk to them. Some pupils also learn about making and selling things in small-business projects.



In key stage 3, standards in work-related education are good or very good in only about 30% of schools and are unsatisfactory in about 15% of schools. Pupils achieve the best standards when they learn about work through a wide range of activities, such as running a small enterprise or spending a day with a local business or industry.

Just under half the schools meet all the recommendations in the ACCAC framework for work-related education, but more and more schools are starting to act on the recommendations.

In key stage 4, standards are good or very good in about 40% of schools but unsatisfactory in about 10% of schools. All schools provide work experience of a good or very good quality for pupils. In the best instances, the experience adds to pupils' work in the subjects they study at school.

In the sixth form, standards are mainly satisfactory but unsatisfactory in about 25% of schools. Many schools have reduced the time they give to work-related education because of the extra time needed for AS courses in Year 12.

Not enough teachers are spending time in industry. There are hardly any schools this year that use industrial experience well to update teachers' skills and knowledge.

## Other curriculum issues

### Welsh language and bilingualism

Young children aged three to five often get a good foundation in Welsh in schools, nurseries and playgroups where a lot of the teaching is in Welsh. However, in schools where nearly all the teaching is in English, the quality of children's early experiences of Welsh varies a lot from school to school and is sometimes far too limited. In playgroups where the main language is English, many children do not have as good a start in Welsh as they could. This is because there is not enough guidance for nursery leaders on how to develop Welsh as a second or additional language.

In primary schools where a lot of the teaching is in Welsh, more teachers are planning carefully how to develop pupils' ability in Welsh and English in different subjects. However, in some schools, pupils in Years 5 and 6 do not learn the Welsh words special to science and mathematics or use Welsh to discuss these subjects.

The 'athrawon bro' (service of specialist teachers and advisors for Welsh) and Welsh-language centres continue to make an important contribution to learning Welsh in primary schools. Some local education authorities (LEAs) do not use the 'athrawon bro' as well as they might because the service does not give enough priority to schools that need the most support. 'Athrawon bro' could do more to help share the good practice, found in some schools, of extending the use of Welsh by teaching other subjects in Welsh.

In some parts of Wales, large numbers of pupils who have been taught in Welsh in primary schools change to being taught in English when they go to secondary school. This often happens even when their ability to use Welsh would make it possible for them to use the language for their studies in the secondary school. Many of these pupils also change to learning Welsh as a second language in secondary school, even though they can speak and write Welsh well enough to be able to carry on studying Welsh as a first language.

More of the secondary schools where a lot of the teaching is in Welsh are now considering different ways of developing pupils' language skills in Welsh and English across other subjects. Over recent years, the numbers of pupils taking their GCSE examinations in Welsh have increased greatly. The Welsh Assembly Government's statistics for 2001 show that pupils who take their examinations in Welsh at GCSE achieve a higher percentage of A\* to C grades than those who take them in English (see note 21 below).

There are excellent examples of secondary schools where most of the teaching is in English which are improving pupils' ability in Welsh by teaching other subjects in Welsh. However, generally, few of these schools are doing enough to raise pupils' standards in Welsh as a second language.

In some secondary schools where most of the teaching is in Welsh, there are too few opportunities for sixth-form students to continue with their education in Welsh. This is often because low numbers make it uneconomical to run a course. Generally, schools do not do enough to explore other options, such as teaching bilingually (using both Welsh and English in the one lesson), working with other schools and colleges, or using new technology for distance-learning.

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21 Sixty-seven percent of examination papers written in Welsh were awarded grades A\* to C. The figure for examination papers written in English was 59%.

In further education and work-based training, progress is still slow in extending the amount of Welsh or bilingual provision. This is despite a large increase in the number of students who have received their secondary education in Welsh. In further education, less than 2% of students have their work assessed in Welsh. In traditional Welsh-speaking areas, some further-education institutions provide a good range of courses in Welsh, or teach bilingually, using both English and Welsh in the one lesson. However, bilingual teaching is still not as common a feature as it could be in these areas.

In work-based training, many trainees are in workplaces where Welsh is the day-to-day language. In these cases, most trainers are happy to talk informally or hold interviews or reviews in Welsh. However, few are confident to train or assess in Welsh. There are also not enough training materials written in Welsh.

### **Cwricwlwm Cymreig (the parts of the curriculum that reflect the life and culture of Wales)**

Schools vary a lot in the attention they give to the Cwricwlwm Cymreig. In the best cases, there are whole-school plans that make sure that the Cwricwlwm Cymreig is an important part of school life and that it plays an important part in every subject. In a few schools, the Cwricwlwm Cymreig is part of a wider policy on European awareness.

Among the examples of good practice noted this year are:

- ✓ annual eisteddfodau;
- ✓ Welsh used naturally, both inside and outside the classrooms;
- ✓ signs and displays in Welsh and English;
- ✓ English lessons that deal with Welsh literature or where pupils design a travel brochure for places in Wales;
- ✓ science lessons where pupils study a steelworks in Wales or investigate the work of Welsh scientists;
- ✓ business studies lessons that use local businesses and where pupils study economic data for Wales;

- ✓ history, geography and religious education lessons based on Welsh people, places and events; and
- ✓ design and technology lessons that use local food and recipes, or art lessons where pupils study the work of Welsh artists and designers.

In a few schools, there is not enough that is obviously and clearly Welsh about the curriculum or that shows that the school is in Wales.

### **The effect of the New Opportunities Fund training for ICT**

Primary and secondary teachers' confidence in using information and communications technology (ICT) has increased, as a result of the training provided through the New Opportunities Fund (NOF). Most teachers now use ICT more in their teaching and administration. However, there are still many teachers who do not have the skills they need to use ICT effectively in their teaching. The main problems are that:

- ✗ teachers do not know enough about how ICT can help teaching and learning;
- ✗ teachers' lesson plans do not show clearly what they expect pupils to achieve; and
- ✗ teachers are not able to use ICT regularly enough because of technical difficulties and lack of up-to-date resources.

### **The effect of the Physical Education and School Sport Task Force**

There has been good progress in carrying out the Task Force's recommendations. A steering group has appointed people to important posts for:

- initial teacher training;
- continuing professional development; and
- physical education and sport development centres.

Five pilot development centres are already at work. They are based on good partnerships between primary and secondary schools, local leisure centres and colleges of higher education. Although they are at an early stage, the pilot centres have all begun to share valuable information about the opportunities for physical education and sport that they can offer young people, both in school and out of school hours.

### **Out-of-school learning**

More schools now enrich pupils' learning through out-of-school activities. These activities take place before school starts, at lunchtimes or after school. A small number of secondary schools offer summer literacy and numeracy courses for pupils who will be starting in Year 7 in September. These are valuable experiences for those who take part. Out-of-school activities which are not paid for by schools, such as arts and sports clubs or farming and rural science projects, have a positive effect on pupils. Pupils' attitude to school improves and they learn new skills. Out-of-school clubs and activities help pupils achieve high standards in the performing arts and sport. Pupils also learn a lot by taking part independently, often with the support of their families, in a wide range of challenging activities such as the arts, sport, and community work. However, too few schools are aware of what pupils learn by taking part in these activities.

### **The quality of provision for learners' spiritual, moral, social and cultural development**

#### **Settings for the under-fives**

In settings for the under-fives (nurseries, nursery and reception classes and playgroups), personal and social development continues to be a strong feature. Children share and play with each other well. They learn what is right and wrong through seeing good role models and hearing adults praise good behaviour. Children listen and watch, and develop a sense of wonder at both the natural and man-made world. Role-play and other activities help children to develop knowledge of their own and other cultures.

These aspects of pupils' development will be central to the new foundation phase of education.

Pupils' spiritual, moral, social and cultural development in nurseries, nursery and reception classes and playgroups

## Primary schools

Most schools are happy and secure places and the spiritual, moral, social and cultural development of pupils continues to be good. Pupils and staff have good relationships and pupils' behaviour in class is generally good. However, at times the unsatisfactory behaviour of a very small number of pupils disrupts work or activities in the playground.

Teachers encourage pupils to take part in discussion and to debate topical issues. They also help pupils to form and express opinions and feelings and encourage them to have a responsible role within their local community. Nearly all pupils respond well to this encouragement.

Many schools develop a strong Welsh cultural identity. They encourage pupils to exchange information with pupils in other countries by letter and using the Internet. Pupils discuss other people's beliefs and traditions and celebrate their festivals. Collective worship gives pupils the chance to think about some of life's big questions and how different religions have tried to answer them. However, there are a few schools where pupils gain only a limited knowledge of other cultures.

## Secondary schools

Schools still do much to help pupils develop morally, socially and culturally. Pupils have a clear understanding of right and wrong and respect other people. Many schools encourage sixth-form students to serve the school community, for example, by helping younger pupils to master basic skills of reading and using number. Similarly, in most schools, pupils and students work for the wider community by supporting charities and organising fund-raising events. Sixth-form students in some schools have also taken a lead in organising 'fun days' for the local community. Teachers are looking for better ways to listen and respond to pupils' views. This year, more schools are encouraging pupils to play a bigger part in making decisions about the school, and pupils now run school and year councils in many schools.

These councils are most effective when:

- ✓ pupils are able to see, when they raise issues, that they have some effect; and
- ✓ pupils across the school are kept informed of the discussions and of the decisions that are made.

In most schools, pupils develop a good awareness of Welsh culture, but, overall, there is not enough emphasis on European and multicultural issues. Many teachers take pupils on cultural visits.

Spiritually, pupils do not develop so well because they do not have enough opportunity to reflect on issues raised in lessons or assemblies. When schools organise collective worship in class groups, it often has little spiritual value or, in some classes, does not take place at all. In over two-thirds of the schools, some pupils do not have collective worship every day. One school believes that collective worship, based on the current legislation, does not encourage all pupils to get involved or promote respect for all faiths. This school no longer organises collective worship. By doing this, it is breaking the law.

### Special schools

Special schools encourage pupils to have positive values, including honesty, care for others and respect for the natural and man-made world. Teachers and support staff are excellent role models and encourage good behaviour and self-discipline. There are good relationships in all the schools we inspected this year. In many classes, pupils learn to respect and support each other well through group work. In many schools, daily collective worship is interesting and meaningful. Some schools do not give pupils enough opportunities to learn about Welsh culture and heritage or the many different cultures within Welsh society.

### The quality of personal and social development in schools

The quality of pupils' personal and social education is at least satisfactory in almost all primary and secondary schools. Most primary schools encourage pupils to put into practice the attitudes and values they develop in lessons. Teachers and pupils discuss personal and social issues in small groups, often during English or Welsh lessons. Many of them need more training to help them teach about health and sex and how to show pupils what it is to be a good citizen. They also need more guidance on how to approach issues of race and how to promote racial equality.

Pupils' spiritual, moral, social and cultural development in special schools

Pupils' personal and social development in primary and secondary schools

A few secondary schools have a co-ordinated plan for teaching personal and social development, but most schools have not developed their plans enough. In the best cases, schools give pupils the chance to discuss moral and social issues in many subjects. More schools now teach personal and social education in short tutor-group lessons which last about 20 minutes. This approach does not allow pupils enough time to discuss and reflect on issues. Only a small number of secondary schools plan their sixth-form programme for personal and social education in a way that builds on what pupils did in key stage 4.

Pupils learn that a healthy diet and lifestyle are good for them through subjects such as science, food technology and physical education. Many schools are part of the Welsh Network of Healthy Schools. Most school meals services encourage pupils to eat healthy food. However, the competition from less healthy but attractive options and snacks means that healthy-eating schemes are not always successful. Many pupils know what a healthy lifestyle is but too few act on what they learn in school. Although more young people take part in activities out of school hours, most pupils still choose not to take regular exercise.

Schools are honest and sensitive in the way they teach pupils about sex. Pupils:

- gain a good understanding of how their bodies work;
- learn about relationships between people; and
- gain respect for themselves and others.

Many schools use the specialist expertise of visiting health professionals well. Most schools make sure that parents are aware of what they teach in sex-education lessons and how they teach it. The topics that pupils study include sexuality, the dangers of unprotected sex and sexually-transmitted diseases. Even so, some pupils do not act on what they learn. The percentage of teenage girls who become pregnant in parts of Wales is higher than in any other part of western Europe.

Pupils have a good knowledge of the harmful effects of misusing tobacco, alcohol, and other legal and illegal drugs. Almost all pupils learn about drugs as part of personal and social education lessons. In many schools, pupils look, in other lessons, at the social effect drugs can have. This tends to be mainly in English, Welsh and drama. Schools use a wide range of



teaching resources well.

A few primary and secondary schools have set up close links with their police schools-liaison officers, health professionals or experts from specialist drugs education teams. By doing this, the schools aim to increase pupils' understanding of substance misuse and to provide advice. In many schools, there is scope to use these partners more.

A number of schools have set up 'School Watch' groups to find ways to help reduce crime in school and the local community. Some schools also give boys and girls training in self-defence. Liaison officers from the police visit schools regularly. They help pupils learn good social behaviour.

### Further-education institutions

Most institutions provide good opportunities for students to develop personal and social skills. They provide a wide range of extra activities for full-time students, sometimes linked directly to their courses, but also including sporting, cultural and leisure activities and visits to events in the United Kingdom and overseas. Students who take part in these activities gain confidence and self-esteem. Many institutions have increased the range of these extra activities, but only a few full-time students take part. More mature, part-time students are often highly motivated, and their self-confidence grows a great deal while following courses.

Through tutorial programmes, most full-time students develop a good awareness of moral and social issues. Most students show a good level of respect for each other. Many teachers explore moral, social and cultural issues sensitively during the course of their teaching. Most institutions have effective links with local religious groups and a few have chaplains who work regularly in the institutions.

### Equal opportunities and respect for people's differences

Most providers take a lot of care to make sure that members of staff and students have the same chance to use all the institutions' resources and to be able to take part in all the courses they offer. They have clear, detailed policies to back up this work, but some of them do not do enough to make sure that every part of the policy is working well.

The personal and social development of students in further-education institutions

Providers are less clear about how they can be sure that all members of their staff and their learners respect and value all people equally. They plan to include learners from different cultures, faith groups and racial backgrounds, but the plans are sometimes weak because the provider does not know enough about the needs of some groups. By law, providers must now promote racial equality and must have a policy that shows how they will do this. They must monitor how well the policy is working and have an action plan that shows how they plan to make it work better. However, there are many providers, often those who have few learners from ethnic minority communities, who do not give learners enough opportunities to talk about racial issues.

In most schools, teachers in some subjects teach pupils about the traditions, customs and beliefs of people from other cultures. In primary schools, there are often school policies and plans to do this. In secondary schools, a few subject departments often do good work, but the policy and plans for the whole school are weak. Many schools do not make it easy for pupils with a range of disabilities to use their buildings and take part in their courses. As a result, these pupils often cannot go to schools with other pupils in their neighbourhood.

Youth services generally do a lot to help young people value each other. However, there are groups of young people who feel that the service offers them less than some other groups.

Further-education institutions and training providers have good policies to promote equal opportunities but they do not all monitor them closely to make sure they are working effectively. Generally, all members of staff and students know the rights that the policy gives them and understand the responsibilities it places on them. Institutions are starting to collect information and are using it to set themselves targets to include people more effectively.

### **The quality of care, guidance and support for learners**

#### **Settings for the under-fives**

Members of staff in nurseries, nursery and reception classes and playgroups know children well and build good relationships with them. They give a high priority to personal and social development and, from this, children learn to be independent, but to ask for help when they need it. Many

parents and carers see staff every day and can discuss their child's achievements and progress informally. Also, they receive a written report.

Members of staff take special care to make sure children are safe. They develop routines that children can get used to. Within these routines, children can learn to work and play safely yet also learn to make their own decisions.

Members of staff place a high priority on meeting children's needs. They work well with other professionals and outside agencies. This helps them to diagnose children's problems or needs at an early stage and to target support and guidance effectively.

### Primary schools

Schools continue to give high priority to the care, welfare and protection of pupils. Child-protection procedures are good or better in over four-fifths of primary schools and satisfactory in almost all of the others. In most schools, the quality of relationships between teachers and pupils and between pupils and others is good. Teachers look for ways to give pupils responsibility so that they can develop initiative, self-confidence and self-esteem. Almost all schools have effective policies and procedures in place to make sure they protect the well being, health and safety of pupils. Pupils and parents feel secure that schools deal quickly and fairly with problems such as bullying. Since May 2002, all schools must have a policy for racial equality and must write an action plan. The policy and action plan should help schools to celebrate their links with ethnic-minority communities and to respond effectively to the needs of pupils from those communities. Most schools have at least satisfactory procedures for monitoring the progress and achievement of all pupils and for reporting on this to parents.

### Secondary schools

The quality of support and guidance for pupils is good or very good in almost all schools. Teachers and pupils have good relationships and most pupils feel valued and supported. In many schools, class teachers and form tutors work hard with pupils to monitor their progress. They often agree challenging yet achievable targets that do much to raise standards. However, teachers sometimes miss opportunities to do this during registration periods. Many pupils assess their own progress and draw up

Care, guidance and support for pupils in primary schools

Care, guidance and support for pupils in secondary schools

personal action plans and learning programmes. More and more schools have policies for involving all pupils fully in school life. They have found ways to keep the interest of pupils who might have become excluded from school. Most schools work with careers companies and local businesses to offer well-planned careers guidance. Several schools have gained quality awards for this work.

### Special schools

Teachers in special schools care for and protect their pupils very well. Pupils feel safe and grow in self-respect. Some special schools have good arrangements for pupils to learn in mainstream schools for some of the time. However, not all schools provide this opportunity. Most schools have good child-protection procedures and close links with other agencies that give specialist support. Teachers and careers staff provide good careers education to prepare pupils for work. Schools also have effective health and safety policies. Some teachers set aside regular time for class meetings when pupils can express their thoughts and listen to others. This is a useful practice, but not enough teachers carry it out.

### Further-education institutions

Further-education institutions often give students good support and guidance. In many cases, the provision has outstanding features. However, colleges often do not measure enough the effect their support services have.

Most institutions give students clear guidance about the courses that would be best for them. Generally, they adapt the information well for different groups of students. However, in a few cases, the information they give is too complicated. Not enough of it is available in Welsh.

Most institutions offer a good range of support services at suitable times. However, these are usually available only on their main sites, and students in outreach centres often find it difficult to use the services.

Nearly all institutions provide workshops to help students improve their basic skills. However, teachers do not always know whether their students go to these courses regularly or how much progress they are making. More teachers are providing extra help with basic skills. As a result, students' motivation and achievement have improved.

Students can talk to course tutors about their work. They find the discussions helpful, but teachers do not always set them clear targets to help them improve.

### Youth work

Youth workers support young people well. They provide safe places where young people feel comfortable. They keep to the clear guidance they have on child protection. Although young people often get good informal help, it is often not easy for them to get specialist advice or counselling. Youth services do not work closely enough with the careers companies and youth offending teams, so the support for young people is not as good as it might be.

School and college projects do a lot to help young people to learn and to cope with the problems they face in life.

### Adult and community education

Most adult learners have good support in their learning. On many courses, they sign an agreement setting out what they and their teachers are expected to do. These sort of agreements help to make sure that the provider offers support they need to help them do as well as possible on their course. However, these learning agreements are not always offered to learners. Providers who work with further-education institutions give learners extra support through the institution's student services. This support includes guidance on learning, personal counselling and careers advice. This level of support is not often available on courses provided in community settings. The two main weaknesses in the support offered to learners are that:

- ✗ not enough of it is offered in Welsh; and
- ✗ there is not enough help to improve learners' basic skills.

### Work-based training

Trainees receive good personal support and guidance. This starts during their induction, when most employers find out about trainees' previous experience and test their ability in basic skills. However, the information they get is not always accurate and they do not always use it well to work out the most suitable training plans for trainees. There are regular reviews

Care, guidance and support for young people taking part in youth work

Care, guidance and support in adult and community education

Care, guidance and support on work-based training programmes

of trainees' progress and good support to help trainees overcome any difficulties that the reviews show up. However, the reviews do not involve work-based supervisors or employers enough. Some trainers do not set trainees suitable short-term goals.

### New Deal programmes

In most providers, clients on New Deal programmes benefit from the same good personal support and guidance given to trainees on work-based learning schemes. However, some clients, particularly those on the Environmental Task Force, have poor basic skills as well as a wide range of personal, social and behavioural problems. Often, these clients are not willing to recognise the extent of their problems. Few providers are able to offer the wide range of care and support that these clients need.

### Teacher training courses

Tutors take good care of the trainee teachers on their courses. They provide good academic and personal guidance during tutorial sessions. When trainees fail to complete the course, it is very rarely because they have not been given enough support. Trainees most often need advice when they are working in school. In the best cases, they can get in touch with their tutor easily and quickly by using e-mail. Two weaknesses in the support that many colleges offer are that there is not enough:

- ✗ support for trainees who are nervous about teaching in Welsh; or
- ✗ guidance for people from ethnic-minority groups who may want to train to be teachers.

### Different cultures and involving everyone in society

The Welsh Assembly Government aims to help everyone to have the chance to learn, before they start school, through their school years and for the rest of their lives. Most teachers try hard to remove the obstacles that get in the way of learners taking part in education and training. However, some of these obstacles will always be difficult to overcome. To give some learners the help they need, teachers need to work with other people, such as social workers and youth workers. The following sections are about how teachers are helping learners to overcome difficulties and take part in learning. Successful strategies include:

Care, guidance and support on New Deal programmes

Care, guidance and support on teacher training courses

The issues of diversity and social inclusion

- ✓ focusing on the positive aspects of learners' work and behaviour;
- ✓ involving parents and carers;
- ✓ getting teachers, social workers and youth workers to discuss learners' needs;
- ✓ developing a plan and working as a team to support learners;
- ✓ helping learners to talk about their needs; and
- ✓ providing extra help for learners when they need it.

### Attendance issues

Poor attendance is still a problem in many schools. There is a close link between the number of days pupils take off school, even when their absence is explained by their parents, and the chances of them getting involved in crime.

Pupils' rates of attendance in primary schools are at least satisfactory in 95% of the schools we inspected and they are good or very good in 40% of them. Many primary schools set targets to improve attendance. Most work hard to keep up good attendance rates. More and more pupils miss school to take holidays with their parents or carers, sometimes for longer than 10 days. Some of these pupils find it hard to catch up with their work when they come back to school.

About a quarter of the secondary schools we inspected this year reached the Welsh Assembly Government's 2004 target of 92% attendance. Many schools are just below this figure, but about a fifth are well below. Pupils' attendance has improved in most schools since their last inspection. Many schools with low attendance figures work hard to improve them, but the gains are often small. Most schools now contact parents on the first morning that a pupil is absent and give rewards to individuals or classes of pupils for good attendance. More and more schools use computers to record and monitor attendance, but a number of schools do not use them effectively. Educational social workers give good support. Schemes where youth workers work with small groups of pupils have also improved attendance. However, a few schools still do not do enough to improve pupils' attendance.

In **further-education institutions**, full-time students usually go to classes in their main subjects, but too many do not turn up to classes in key skills. In general, part-time students go more regularly than full-time students. A few institutions have introduced schemes to encourage students to attend more regularly. In one scheme, the institution tells employers, parents and tutors when students are late or not in a class. As a result of this scheme, students now attend classes more regularly. However, only a few subjects use schemes like this. Institutions often know that students' timekeeping and attendance are poor in a number of subjects, but do not do enough to copy the things that other subjects do to make them better.

### Behaviour

Pupils behave well in most **primary schools**. Most pupils enjoy very good relationships with their teachers and fellow pupils. In more and more schools, pupils work with their teachers to make the rules. Almost all pupils respond well when teachers:

- ✓ expect a lot of them:
- ✓ have a simple set of rules; and
- ✓ make sure that everyone follows the rules.

In a small number of schools, a few pupils do not behave well. This has a bad effect on their own progress and on that of the other pupils. Most schools do a lot to prevent pupils from bullying and to reduce other types of poor behaviour.

Standards of behaviour are generally good in 80% of **secondary schools**, and satisfactory in almost all the rest. All the same, in a few classes, some pupils do not concentrate well enough and so make too little progress in their lessons. These tend to be pupils who are attaining at average to below-average levels. Most schools have found good ways to improve pupils' behaviour. They reward good behaviour and have suitable ways to deal with pupils who break the rules. In the best cases, schools try to find out what causes pupils to behave badly. The schools may then give some groups of pupils special support or draw up a special programme of work for them. These approaches are helping pupils to gain more from school and improve their behaviour.



Most schools try hard not to exclude pupils permanently. Yet, at some time, almost every school has to exclude one or two pupils for a few days. Generally, they exclude them only for very bad behaviour and schools work closely with parents and carers to help the pupils change their behaviour when they return. Some schools have set up 'inclusion units' where teachers can send difficult pupils. There, they can keep up with their work and they have special support to help them learn more self-discipline and return to the main class. Almost all schools do a lot to reduce the amount of bullying and help pupils to have the confidence to tell a teacher if they are bullied. In some schools, older pupils act as counsellors who help pupils talk through what has happened to them. Although some pupils still bully others, nearly all pupils feel safe in school.

### **Young people who do not see the value of school**

Youth-work projects often have a positive effect on young people who do not see the value of school. Many of the young people move on from the projects to courses in further-education institutions. Some others look for training or for work. Youth work also helps young people to play more positive roles in their communities. Youth workers and managers are beginning to keep better records, so that they can measure young people's progress and see if the projects are making a difference.

The Welsh Assembly Government has asked local authorities to set up Young People's Partnerships. These are partnerships of all those who organise the support services for young people in an area. They ask young people what activities, information and support they need. They co-ordinate a wide range of support so that all young people can easily get the help they need, when they want it. Most local authorities are managing to make it less daunting for young people to take part in education and training.

### Accepting pupils back to school after they have been excluded

Many schools do a lot to help pupils back into school life, after they have been excluded. In the best cases, schools arrange meetings between senior staff, parents or carers and the pupil. They sign agreements that describe the behaviour expected of the pupil and the support the school will give.

This support often includes:

- ✓ using other agencies to work with the pupil on problems outside school;
- ✓ helping with personal difficulties as well as academic matters;
- ✓ guaranteeing that all teachers will welcome the pupil back into tutor groups and classes;
- ✓ changing the pupil's timetable so they avoid having to work with staff or pupils they have had difficulties with in the past; and
- ✓ offering a different programme of study with experiences linked to work they may do in the future or that they are already doing part time.

### Helping young people who find school difficult

There are about 3500 young people in touch with the Youth Access Initiative. Other similar services support an even larger number of young people. These services work together well. They work with schools and colleges to provide a flexible range of services and approaches to learning. This keeps more young people involved in education. Teachers and youth workers help young people by making the work suit individual needs. They approach the work in practical ways. They give young people lots of extra help with literacy and numeracy. Young people also get very good support to help them face their difficulties and overcome them. Many young people benefit from the combination of school, college, work experience and individual support from adults.

### Respect for people's differences

The law says that providers of education and training must promote racial equality. They must have a policy that shows how they will do this. They must check how well the policy is working and plan to make it work better.

However, many providers, especially those that have few learners from ethnic-minority communities, do not do enough to prepare students to live in a multicultural society.

Schools and colleges are not always clear about how they can be sure that all staff and learners value everyone equally. They plan to include all different groups. However, the plans are sometimes weak and managers do not always know enough about the needs of some groups.

Nearly all providers take a lot of care to make sure that all students have the same chance to use all resources and are able to take part in all the courses. They have clear, detailed policies to back up this work, but some do not do enough to make sure that every part of the policy is working well.

In primary schools, teachers introduce pupils to the traditions, customs and beliefs of people from other cultures. In secondary schools, teachers in only a few subjects do this well.

Colleges and training providers have good policies to help everyone use their services. Generally, staff and students know their rights and responsibilities.

Youth services do a lot to help young people value one another. However, the services do not always give young people with disabilities and other special needs the chance to join in activities with everyone else.

### **The quality of provision for learners with special educational needs (SEN)**

About four-fifths of **primary and secondary schools** give good or very good support for pupils with SEN. Generally, schools have made good progress in using the new Code of Practice for SEN. In almost all schools, pupils with special educational needs are able to take the full range of National Curriculum subjects as well as other learning opportunities. Most of the special needs co-ordinators work well with other members of staff to write individual plans for pupils that describe the type of work they should be doing. They also help subject teachers to adapt classwork to the needs of individual pupils. However, teachers sometimes find it difficult to provide work that is suitable for the wide range of needs of the pupils in some classes. Learning support assistants give good support to pupils, both in and out of class. However, at times, schools do not plan how to use these assistants in the best way. Schools keep parents well informed of their

children's progress and work well with a range of different agencies to give pupils extra help.

The teaching of independent living skills in **further-education institutions** is generally good and sometimes outstanding. Students can choose from a wide range of courses. Teachers match work well to students' needs, interests and abilities. Teachers and learning support assistants use suitable methods to help involve all students in lessons. They encourage the pupils to communicate using sign language, pictures, movement and touch, as well as spoken language. They use assessment well to plan work and set targets. However, teachers do not always use information and communications technology (ICT) or other communication systems enough to help students learn. Most students gain awards and go on to further studies but a few do not make good progress because their attendance is poor. Many more students are joining classes where they study alongside those without special needs. This allows them to be taught by teachers who are specialists in their subjects. The students become more independent and make good progress. Further-education institutions sometimes work with young people who have not been successful in school but are still under the school leaving age. These young people benefit from high levels of support, tailor-made courses and the chance of a new start in a more adult setting. However, in many of these cases:

- ✗ teachers do not have enough training to deal with poor behaviour;
- ✗ teachers do not have enough information about the students; or
- ✗ there are no suitable arrangements for child protection.

**Youth services** do not always make sure that they include young people with special needs in their planning and monitoring.

Most **work-based training** providers place trainees on suitable programmes and help them to improve their skills of reading, writing and using number. They also help trainees to build up files that contain the evidence they need for qualifications. However, some providers do not identify the trainees' needs accurately or do not use the information well when they plan the training.

## The Special Education Needs and Disability Bill

The SEN and Disability Bill 2001 sets out clearly the duties for schools and local education authorities to make sure that learners are able to go to the school they choose.

Schools and local education authorities are beginning to plan for disabled learners in order to make sure that they have access to:

- buildings and outdoor facilities; and
- the full range of subjects and other activities, such as out-of-hours learning.

In many local education authorities and schools, this planning has only just begun. More and more schools are starting to provide better access for pupils with a range of disabilities. Institutions of further education and initial teacher training have also started to make it easier for students with disabilities to use their buildings and take part in their courses. However, many adult and youth settings are not in suitable buildings. Also, in many primary schools, it is difficult for pupils with physical difficulties to move around the school.

### Provision for pupils with special educational needs in the six local education authorities (LEAs) in North Wales

This year, we carried out a study of provision for pupils with special educational needs in North Wales.

Most LEAs in North Wales have a policy to give new statements of special educational needs to fewer pupils. The policy is likely to speed up the process of assessment and the pupils who are most in need of a statement are likely to get one more quickly. Last year, across the whole of Wales, there was a fall in the number of pupils who have statements.

Each of the LEAs in the north has its own policy on placing pupils with SEN in mainstream classes. However, the authorities need to do more to assess:

- how many places there need to be in special schools or units for pupils who would benefit from being there; and
- how the number of places will change over the next few years.

The LEAs do not have a joint plan for how they can best work together to provide for pupils with certain kinds of special needs.

### LEAs and asylum seekers

In 2001, the Welsh Assembly Government provided grants to help LEAs educate asylum seekers. Cardiff LEA received most of this grant and the rest was divided between the other LEAs in Wales. Most asylum seekers speak English as an additional language (EAL). As a result, LEAs have used grant money mainly to employ specialist support teachers and bilingual assistants.

Where there are large numbers of asylum seekers, they settle well into their local schools or colleges. However, LEAs need more resources to meet the demand created by the growing number of these learners, especially in areas where there are only a few of them.

We have inspected services for pupils with EAL, who include asylum seekers, in two LEAs. One service was good quality and the other was fair quality. Overall, those who use the services were very satisfied. Teachers of EAL and bilingual assistants show high levels of commitment to their work. Almost all LEAs need to collect and analyse more information on the progress of ethnic-minority pupils and the effect the work of the EAL service has.

### The Basic Skills Strategy for Wales

The Basic Skills Strategy for Wales is a three-year project, managed by the Basic Skills Agency. The aim is to support and strengthen work to improve the standards of reading, writing and numeracy of children and adults across the whole of Wales.

All education authorities have received grants to help them raise standards in basic skills in schools and are increasingly including this area in their plans. More and more parents are introducing books to babies and toddlers and going on short courses to help them to support their children's schoolwork. Teachers are also having training to help them carry out the strategy.

Family literacy and numeracy programmes in all authorities are generally working well. Last year, these involved just over 12,000 adults and children. Parents and children often improve their skills in reading, writing and using number as a result. Many parents take a new interest in education and look for suitable courses in the area. Some colleges do not provide enough courses to meet the needs of these people.

There are new qualifications and a new basic-skills curriculum for adults linked to the strategy. Members of staff in colleges and training organisations are taking part in training to prepare for the new curriculum. More and more employers are introducing basic-skills courses for their employees.

There is a large increase in the number of schools, training organisations and institutions of further education that are applying for and achieving the Basic Skills Agency's Quality Mark.

### **The effect of the grants for education support and training (GEST) programme**

Local education authorities (LEAs) use these grants well. With few exceptions, the LEAs provide effective support and training related to the main priorities of the Welsh Assembly Government. Most LEAs evaluate the previous year's activities carefully. This helps them to build on their achievements. The LEAs make bids for the funding every year. Although they receive similar funding from year to year in most priority areas, the uncertainty makes it difficult for LEAs to make long-term plans. Where they receive funding for a limited period only, they do not always have ways of sustaining developments that have been successful. More and more, LEAs use their analyses of schools' performance to target support and training where the needs are greatest. In some LEAs, schemes to tackle poor attendance and behaviour are starting to achieve good results.

### **Recruiting teachers and encouraging them to stay**

Primary schools usually find it easy to appoint teachers but they cannot always find supply teachers when they need them. Colleges recruit enough students to train as primary teachers. They are discussing with the Welsh Assembly Government how best to reduce the targets for the number of trainee primary teachers they should try to recruit. This will mean the number of trainees matches the number of new teachers needed in Wales.

There is still concern about the shortage of secondary-school teachers. In some parts of Wales, there are problems recruiting teachers of Welsh and those who can teach other subjects in Welsh. In some schools, teachers have to teach a few classes in a subject where they have limited knowledge and are not always aware of the most effective ways of teaching. Generally, specialist teachers give them good support.

Colleges that train secondary-school teachers still cannot get enough trainees in certain subjects. They continue to work hard to attract them. These colleges offer a number of different courses that provide different ways of becoming a teacher. However, numbers on these courses are small.

Colleges have few trainees from ethnic-minority groups. The recruitment of trainees who can teach in Welsh has not increased fast enough to meet school's needs. There continues to be a shortage of male recruits on primary teacher training courses.

### **The effect of the National Headship Development Programme**

Teachers benefit from gaining the National Professional Qualification for Headship in the following ways:

- it can improve their career prospects;
- the demanding coursework helps them become more confident as managers;
- they become better at leading and at dealing with educational issues;
- they are well prepared to build on their training;
- as new head teachers, they quickly get to grips with the demands of their first post.

Head teachers also gain from the Leadership Programme For Serving Head Teachers. It gives them a chance to focus on the practical areas of leadership. It helps them to think about their own leadership style and compare it with other styles.

### **The achievement of learners from ethnic-minority backgrounds**

The Assembly's ethnic-minority achievement grant has helped many schools provide good support for pupils from ethnic-minority communities. Several schools and LEAs keep records of these pupils' progress. However, they could use this information better. In too many schools, teachers are not as aware as they need to be of pupils who do not meet their full potential. The Welsh Assembly Government has provided funding to carry out research into the achievement of ethnic-minority pupils in Wales. We need far more information about this if all pupils are to build on their achievements, make further progress and play a full part in Welsh society.



### English as an additional language

The number of pupils who speak English as an additional language continues to grow. This is partly because there are more asylum seekers in parts of Wales. Pupils with English as an additional language generally make good progress and achieve at least satisfactory standards in all subjects. Local authorities are now using a shared system to assess the needs of these pupils, in order to know how much money they need to spend on the service. However, there are not enough qualified people who can teach English as an additional language. There are now some courses in Wales, but they do not have enough places for all who want to learn the necessary skills.

### Provision for looked-after children

Different departments within local authorities are beginning to look together at all aspects of these children's development. Schools are also beginning to share information with other organisations, to help the pupils get the most suitable education.

Local authorities are developing plans to improve the quality of life for looked-after children but their standards of achievement are still too low. Schools are beginning to look at the standards these children are achieving, track their progress more carefully and work more closely with other agencies who offer support. However, not all schools have yet chosen a teacher to monitor this progress.

### Sustainable development

Schools are giving more attention than in the past to sustainable development. Sustainable development is about improving the quality of life now without damaging the planet for the future. Pupils learn about how people live and work as well as about the environment. They study how people in different parts of the world link together and depend on each other. Pupils can also learn that what they do in school and in their lives out of school has an effect on the environment and on other people.

There are many examples of good work in all types of schools around Wales. Schools that have a clear understanding of sustainable development produce the best work. They have good policies to guide their work in lessons and the general life of the school. These schools make the most of the help that is available from a number of organisations interested in this topic. Many schools are looking at the ways they use energy and materials, including recycling waste. Also, more and more schools are starting to do work on the quality of life of people across the world. With the Welsh Assembly Government and ACCAC, we have recently published a booklet on sustainable development and global citizenship. This describes many examples of good practice and should help schools to make further progress on this important topic.

## Appendices



## Commentary

### Standards of achievement in schools

On the next five pages, we show the standards that pupils in primary and secondary school achieved this year in the subjects of the National Curriculum and in religious education. We also show last year's figures. Inspectors judge these standards in each class in the sample of schools we inspect each year.

This year, in every key stage and in the sixth form, standards are higher than last year in almost every subject. Typically, the amount of good or very good work in each subject has increased by about 10 percentage points (for example, from 50% to 60% of classes).





In primary schools, there has been a big increase in the amount of good or very good work in English and mathematics. This improvement shows that the extra attention that primary schools and local education authorities have given to these subjects has been effective. Standards in science in and art remain high. In secondary schools, some of the highest standards are found in Welsh (first language), history, geography and religious education.

Taking all key stages and the sixth form together, the smallest amount of good or very good work is found in Welsh as a second language and in design and technology. In primary schools, there is less good or very good work in information technology than in most other subjects. In information technology, pupils' standards have improved about as much as they have in other subjects. However, improvements in design and technology in key stages 1, 2 and 3 have been lower than in most other subjects. In primary schools, the amount of good or very good work in Welsh as a second language is less than it was last year.

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

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

Key for Appendix 1:

Very good  Good  Satisfactory  Unsatisfactory or poor 

### Standards of achievement in further education institutions

The inspection of programme areas in institutions of further education during the year 2001 to 2002 has shown a spread of grades that is very much the same as last year. Two-thirds of all the grades we awarded this year are at the higher levels (grade 1 and 2), just as they were last year. Of the programme areas that gained these higher grades, a slightly higher percentage gained grade 1, which we award when the programme areas have some outstanding features.

- Grade 1: Good with some outstanding features
- Grade 2: Good features with no important shortcomings
- Grade 3: Good features outweigh shortcomings
- Grade 4: Important shortcomings outweigh good features
- Grade 5: Many important shortcomings

### Standards of achievement in work-based training

The standards attained by trainees in the providers we inspected this year are better than in the providers we inspected last year. The percentage of providers where trainees' standards are outstanding or good has improved from 41% to 47%. The standards attained by trainees in 14% of providers are unsatisfactory. This is a small improvement on last year.

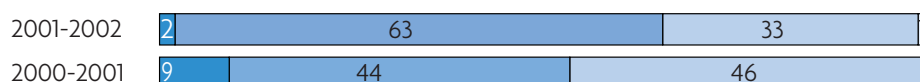
- Grade 1: Good with some outstanding features
- Grade 2: Good features with no important shortcomings
- Grade 3: Good features outweigh shortcomings
- Grade 4: Important shortcomings outweigh good features
- Grade 5: Many important shortcomings

## Appendix 1

### The standards that pupils achieve in key stage 1

#### Percentage of classes

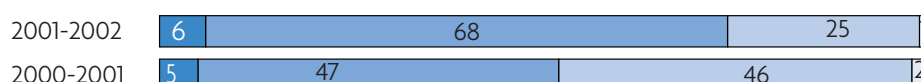
##### Welsh



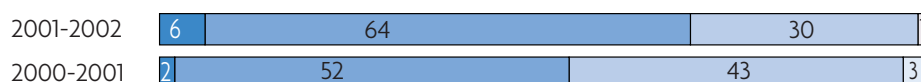
##### English



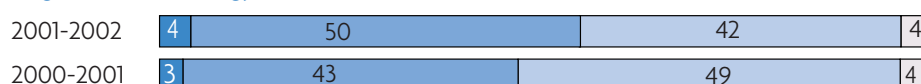
##### Mathematics



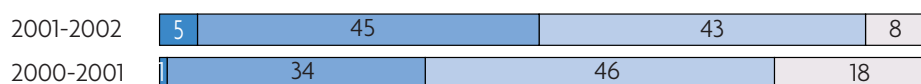
##### Science



##### Design and technology



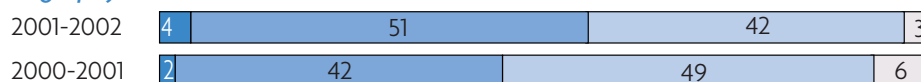
##### Information technology



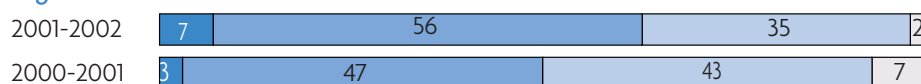
##### History



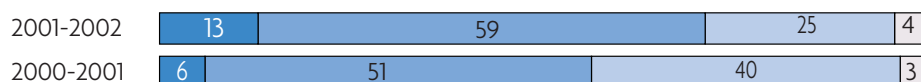
##### Geography



##### Religious education



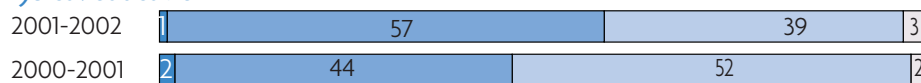
##### Art



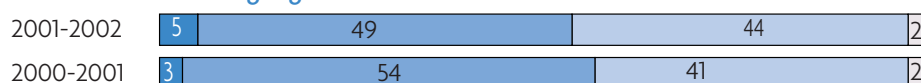
##### Music



##### Physical education



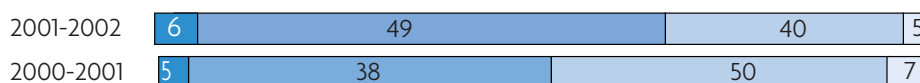
##### Welsh as a second language



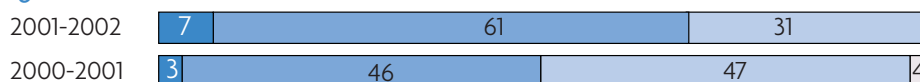
**The standards that pupils achieve in key stage 2**

**Percentage of classes**

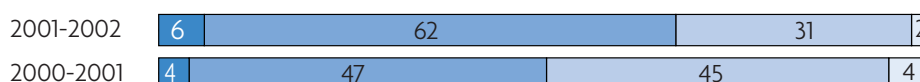
*Welsh*



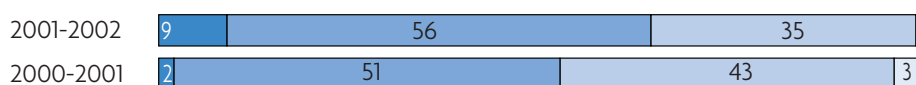
*English*



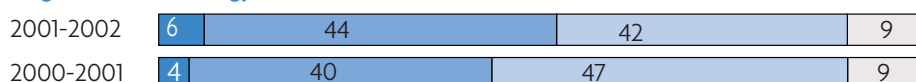
*Mathematics*



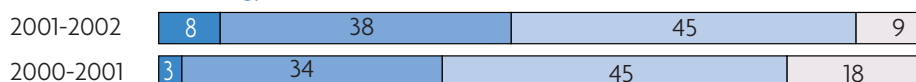
*Science*



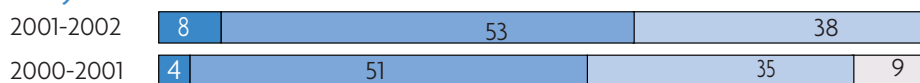
*Design and technology*



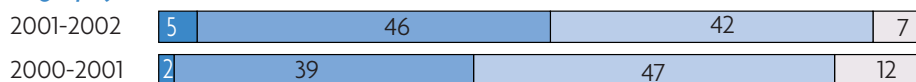
*Information technology*



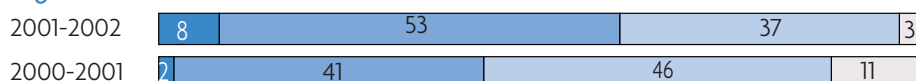
*History*



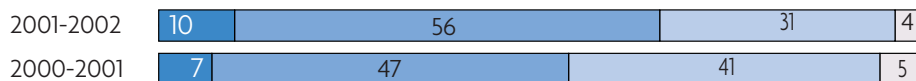
*Geography*



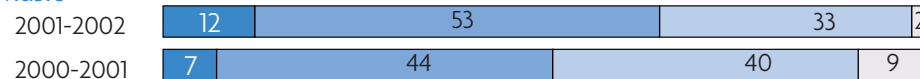
*Religious education*



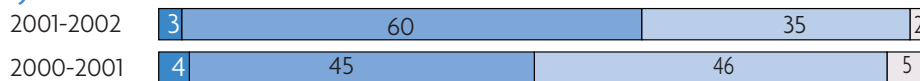
*Art*



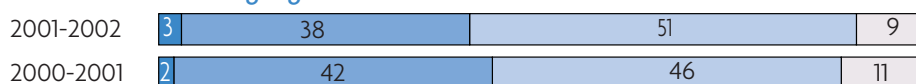
*Music*



*Physical education*



*Welsh as a second language*

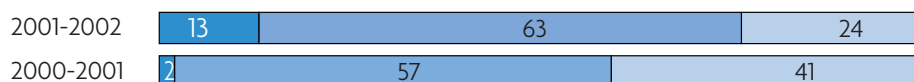




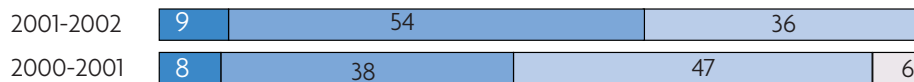
**The standards that pupils achieve in key stage 3**

**Percentage of classes**

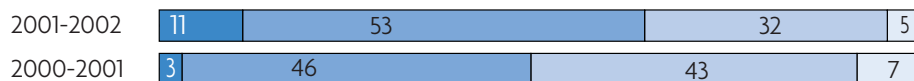
*Welsh*



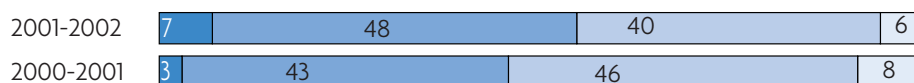
*English*



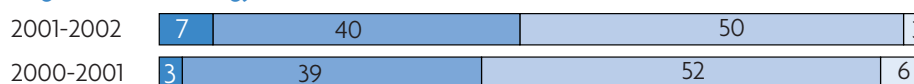
*Mathematics*



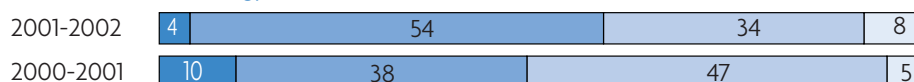
*Science*



*Design and technology*



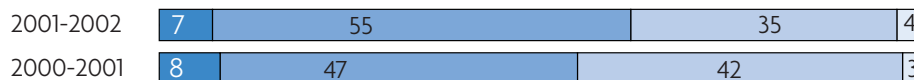
*Information technology*



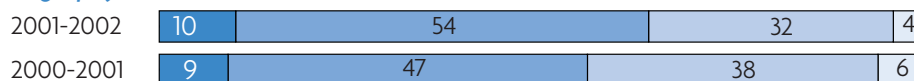
*Modern foreign language*



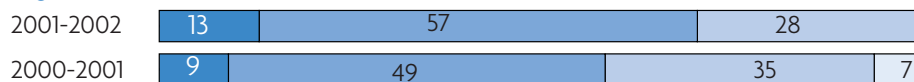
*History*



*Geography*



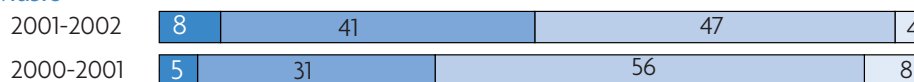
*Religious education*



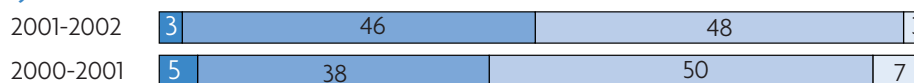
*Art*



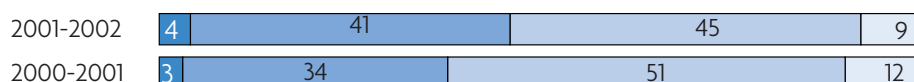
*Music*



*Physical education*



*Welsh as a second language*



**The standards that pupils achieve in key stage 4**

**Percentage of classes**

*Welsh*

2001-2002	19	52	29
2000-2001	3	64	33

*English*

2001-2002	8	56	34	2
2000-2001	9	46	40	5

*Mathematics*

2001-2002	6	54	36	4
2000-2001	6	38	47	9

*Science*

2001-2002	6	46	40	8
2000-2001	3	39	49	8

*Design and technology*

2001-2002	6	57	35	2
2000-2001	2	41	51	6

*Information technology*

2001-2002	11	56	29	4
2000-2001	9	38	52	1

*Modern foreign language*

2001-2002	13	52	31	5
2000-2001	3	52	40	5

*History*

2001-2002	11	65	23	1
2000-2001	5	62	32	1

*Geography*

2001-2002	17	59	21	3
2000-2001	10	49	39	2

*Religious education*

2001-2002	15	53	31	1
2000-2001	11	53	28	7

*Art*

2001-2002	12	55	30	3
2000-2001	8	50	34	7

*Music*

2001-2002	9	62	29	
2000-2001	5	49	44	3

*Physical education*

2001-2002	3	66	30	2
2000-2001	2	44	47	7

*Welsh as a second language*

2001-2002	4	45	45	6
2000-2001	4	32	47	18

**The standards that students achieve in the sixth form**

**Percentage of classes**

*Welsh*

2001-2002	35	55	10
2000-2001	6	78	17

*English*

2001-2002	22	65	14
2000-2001	13	61	26

*Mathematics*

2001-2002	14	63	23
2000-2001	10	60	28

*Science*

2001-2002	8	66	25
2000-2001	6	50	42

*Design and technology*

2001-2002	15	57	28
2000-2001	4	60	36

*Information technology*

2001-2002	21	66	12
2000-2001	15	48	35

*Modern foreign language*

2001-2002	18	55	25
2000-2001	7	50	43

*History*

2001-2002	13	67	20
2000-2001	21	65	14

*Geography*

2001-2002	31	59	9
2000-2001	13	67	20

*Religious education*

2001-2002	8	76	16
2000-2001	21	63	8

*Art*

2001-2002	39	45	15
2000-2001	18	65	18

*Music*

2001-2002	41	48	10
2000-2001	18	69	11

*Physical education*

2001-2002	8	78	14
2000-2001	5	37	56

*Welsh as a second language*

2001-2002	13	50	33
2000-2001	10	38	51

## Appendix 2

## Number of FE colleges gaining each grade in the programme area inspected in years 2000-2001 - 2001-2002

Programme Area	Grade 1	Grade 2	Grade 3	Grade 4	Total
<b>Access studies</b>					
2001-2002	0	3	1	0	4
2000-2001	0	3	0	0	3
<b>Art and design</b>					
2001-2002	2	4	1	0	7
2000-2001	2	5	1	0	8
<b>Performing arts</b>					
2001-2002	0	6	0	0	6
2000-2001	0	4	3	0	7
<b>Applied science</b>					
2001-2002	1	1	1	0	3
2000-2001	1	0	0	0	1
<b>Business and management</b>					
2001-2002	0	2	1	0	3
2000-2001	0	2	1	0	3
<b>Catering</b>					
2001-2002	0	2	4	0	6
2000-2001	0	1	1	0	2
<b>Caring and health</b>					
2001-2002	0	3	3	0	6
2000-2001	0	3	1	0	4
<b>Computing</b>					
2001-2002	0	0	1	0	1
2000-2001	0	2	1	0	3
<b>Construction</b>					
2001-2002	0	1	0	0	1
2000-2001	0	3	2	0	5
<b>Engineering</b>					
2001-2002	1	0	1	0	2
2000-2001	0	3	2	0	5
<b>General education</b>					
2001-2002	0	1	3	1	5
2000-2001	0	2	2	0	4
<b>Hairdressing and beauty</b>					
2001-2002	1	3	1	0	5
2000-2001	2	0	1	1	4
<b>Land based studies (e.g. agriculture)</b>					
2001-2002	2	2	0	0	4
2000-2001	0	2	0	0	2
<b>Tourism and leisure</b>					
2001-2002	1	4	2	0	7
2000-2001	0	2	2	0	4

Programme Area	Grade 1	Grade 2	Grade 3	Grade 4	Total
<b>Independent living skills</b>					
2001-2002	1	4	0	0	5
2000-2001	1	2	1	0	4
<b>Adult basic education and English as an additional language</b>					
2001-2002	0	3	3	0	6
2000-2001	1	2	2	0	5
<b>Welsh for adults</b>					
2001-2002	1	1	3	0	5
2000-2001	1	3	2	0	6
<b>Other general education</b>					
2001-2002	1	5	1	0	7
2000-2001	1	4	2	0	7
<b>Totals</b>					
<b>2001-2002</b>	<b>11</b>	<b>45</b>	<b>26</b>	<b>1</b>	<b>83</b>
<b>2000-2001</b>	<b>8</b>	<b>44</b>	<b>24</b>	<b>1</b>	<b>77</b>

**Number of training providers gaining each grade in the programme area inspected in the years 2000-20001 - 2001-2002**

Occupational Area	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
<b>Agriculture</b>						
2001-2002	1	1	0	0	0	2
2000-2001	0	2	3	0	0	5
<b>Business Administration</b>						
2001-2002	1	0	7	4	0	12
2000-2001	2	5	8	3	0	18
<b>Construction</b>						
2001-2002	0	0	2	0	1	3
2000-2001	1	4	3	2	0	10
<b>Engineering</b>						
2001-2002	4	5	4	0	0	13
2000-2001	0	4	5	3	0	12
<b>Foundation for Work</b>						
2001-2002	2	4	3	0	0	9
2000-2001	0	4	3	0	0	7
<b>Hair and Beauty</b>						
2001-2002	0	1	1	0	0	2
2000-2001	0	1	2	1	0	4
<b>Health, Care and Public Services</b>						
2001-2002	0	1	1	2	0	4
2000-2001	1	1	3	4	0	9
<b>Hospitality</b>						
2001-2002	0	0	2	0	0	2
2000-2001	0	0	2	1	0	3
<b>Leisure, Sport and Travel</b>						
2001-2002	0	1	0	0	0	1
2000-2001	1	0	1	0	0	2
<b>Manufacturing</b>						
2001-2002	0	4	1	1	0	6
2000-2001	0	2	1	0	0	3
<b>Retailing and Customer Service</b>						
2001-2002	0	2	2	0	0	4
2000-2001	2	2	2	0	0	6
<b>Totals</b>						
<b>2001-2002</b>	<b>8</b>	<b>19</b>	<b>23</b>	<b>7</b>	<b>1</b>	<b>58</b>
<b>2000-2001</b>	<b>7</b>	<b>25</b>	<b>33</b>	<b>14</b>	<b>0</b>	<b>79</b>