

## Section six: Inspection developments

This section of the report describes new developments in inspection and explains how we sometimes work with other inspectorates.

### Developing the common inspection framework

Over the last three years, we have been working on a new way of inspecting education and training providers in Wales. As a result, in September 2004, we started to use the same inspection framework to inspect most providers in Wales. The exceptions were local education authorities and non-maintained settings for children under five (nurseries and playgroups in the independent or voluntary sectors). In September 2002, we introduced the new framework and arrangements for further-education institutions and teacher-training colleges. The framework sets out how we assess the standards that learners achieve, the quality of education and training, and the provider's leadership and management. These inspections have some common features, including:

- paying even more attention than before to learners' experiences and achievements;
- using the providers' own evaluation of how well they are doing as the starting point for an inspection;
- having different types of inspection depending on how well the provider is performing;
- having a teacher, youth worker, careers adviser or trainer as a member of the inspection team; and
- inviting a member of the provider's staff to work with the inspection team.

For more information about our inspection arrangements, visit our website at [www.estyn.gov.uk](http://www.estyn.gov.uk) for details about the common inspection framework and inspection guidance (handbooks) for each sector. There is also extra guidance on topics such as listening to learners during inspection.

### Inspecting independent schools

As a condition of their registration with the Welsh Assembly Government, we inspect all independent schools. In the past, we made short inspection visits to independent schools. We did not publish the reports, but sent them to the Welsh Assembly Government instead. We also visit independent special schools every year in the same way.

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From September 2004, we started to inspect and report publicly on all independent schools. The Welsh Assembly Government has produced a handbook on new arrangements for registering independent schools. The handbook sets out standards that schools must meet before they are registered. Our inspection reports will say whether or not the schools meet these standards. We will inspect and publish reports on each school every six years.

Plans for these inspections are well under way. We have consulted widely on the inspection arrangements and have set up an inspection forum with representatives from independent schools. The common inspection framework will be the basis of our inspections. We have also published guidance to explain how we will use the framework to carry out inspections.

### Inspecting 'sustainable development'

The new common inspection framework gives attention to sustainable development. Inspectors will now assess and report on how well providers promote sustainable development.

Sustainable development is about improving the quality of life now without putting it at risk for the future. Over the last five years, education and training providers have paid more and more attention to sustainable development. Providers are gaining awards such as the Eco-schools or the Green Dragon award. However, there are still too many providers who do not give enough attention to sustainable development, even though it is one of the Welsh Assembly Government's main aims.

To reach this aim, the Welsh Assembly Government has recently produced a plan that will guide this work in education and training. Providers will need to make sure that they meet the aims in this plan. They also need to make sure that all learners understand the effects their actions have on the environment, on themselves and on other people, now and in the future.

### Inspecting non-maintained settings for children under five

We work alongside Care Standards Inspectorate in Wales (CSIW) to inspect settings for children under five that are not maintained by local education authorities, but are included in their plans for Early Years Development and Childcare Partnerships (explained in the glossary). These are nurseries, playgroups, day-care settings and childminders in the independent or voluntary sectors. These settings must register with the CSIW as providers of education for children under five. We inspect the education that these settings provide.

Currently, we have a different system for these inspections than for local-authority schools. In future, we intend to improve our inspection of settings for all children under five, whether in schools or elsewhere, by:

- using the same approach to all inspections for children under five; and
- working with CSIW to carry out inspections at the same time.

Overall, these changes will let us:

- get more accurate and detailed information about standards and provision;
- check that we do not inspect settings too often; and
- give a more rounded view of the provision for children across all settings in Wales.

### Inspecting local education authorities

In April 2002, the Welsh Assembly Government introduced the Wales Programme for Improvement (WPI) as the framework for improving local public services in Wales. This framework replaced the previous Best Value inspection framework. The WPI involves a more flexible approach from local authorities and those who inspect them.

At Estyn we are a member of the Wales Improvement Board, which includes representatives of local authorities in Wales and all those who inspect them. We work closely with other inspectorates in the system that the Audit Commission in Wales has set up. This system helps the inspectorates to co-ordinate their work within the WPI. In our inspections of local education authorities (LEAs) under section 38 of the Education Act 1997, we employ inspectors from the Audit Commission's LEA team, who have experience of inspecting local authorities in England and Wales.

This year, we carried out a review of our approach to inspecting local authorities. As part of the review, we asked local authorities, the Audit Commission and our other partners to give us their views on the best way forward. We then drew up proposals for a new approach to inspecting local authorities from April 2006. Under these proposals, we would base our inspection plans more closely than at present on a risk assessment of the work of each authority. We would also take into account the authority's own proposals on when and how their services should be inspected. We asked all our partners about these proposals in the autumn term 2004.

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### Inspecting the youth justice system

We work closely with other inspectorates to inspect education and training for young people who have broken the law or are in danger of doing so. Together, we inspect Youth Offending Teams, young offenders' institutions and the one local-authority secure children's home (see 'secure settings' in the glossary) in Wales. We also work with OFSTED (Office for Standards in Education) to inspect young-offender institutions in England where there are many young Welsh people.

Our partners in this work include:

- Social Services Inspectorate for Wales;
- OFSTED;
- the Adult Learning Inspectorate;
- HM Inspectorate of Probation;
- HM Inspectorate of Prisons;
- HM Inspectorate of Constabulary; and
- Healthcare Commission.

The range of inspectorates involved means that inspection teams benefit from a variety of expertise. The team can then judge a young person's experience overall. Inspectors can ask questions about all the areas that affect a young person's life, including social care, health and education. This approach gives a much clearer picture of standards and quality in the youth justice system.

### Monitoring the quality of school inspections and reports

Most school inspections are carried out by private or public-sector contractors. We monitor and assess the quality of inspections in non-maintained settings for children under five (nurseries and playgroups in the independent or voluntary sectors), and in primary, secondary and special schools. Our monitoring tells us about the quality of inspections and how well inspectors write reports.

We assess:

- 20% of inspections through short-notice visits; and
- all inspection reports.

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In 98% of the inspections we have monitored, the registered inspectors met our minimum quality standards. In a very small number of primary school inspections, the registered inspector did not meet these standards.

We read and assess every school inspection report. Of these, 96% met our minimum quality standards. Some of the reports that did not meet the minimum standards had not followed the correct format. Most of these were reports for nursery schools.

In just over half of school inspections last year, the inspection team's work was of the highest quality that we expect. However, only one in five of the inspection reports reached the same high quality.

We give inspectors and contractors feedback on our evaluations and use these findings to plan their training. Our programmes for monitoring, training and developing inspectors are central in our efforts to guarantee the highest possible quality on all inspections.

## Section six: Inspection developments

# Glossary

Achievement	Inspectors judge achievement by how well learners are doing in relation to their ability and the progress they make.
Area inspection	In area inspections, we inspect the quality and availability of a specific type of education or training in a given area in Wales.
Award Scheme Development Accreditation Network Awards (ASDAN)	These are education programmes that take learners' everyday experiences into account and encourage them to take responsibility for their own learning.
Attainment	Attainment means how well learners are doing, as measured in national tests and in the qualifications or credits they gain.
Basic skills	The ability to speak, read and write in Welsh or English and to use mathematics at a level necessary to function at work and in society.
Behaviour support teams	Behaviour support teams are groups of people who work together to help pupils improve their behaviour.
Children and Young People's Framework	This is a statutory body set up in each local authority to co-ordinate provision for children and young people from birth to the age of 25.
Community Consortia for Education and Training (CCET)	These are local groups of education and training providers for learners over 16. Each CCET meets regularly to discuss, plan and deliver local provision.
Core subject indicator	The core subject indicator is the percentage of pupils who attain the level expected of them in mathematics, science and either English or Welsh (as a first language).
Cwricwlwm Cymreig	The Cwricwlwm Cymreig is part of the National Curriculum that helps pupils to develop and apply knowledge and

	understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.
Desirable Outcomes for Children's Learning	<p>These are six areas of learning and experience that are intended to help children meet the statutory requirements of the National Curriculum when they are five years old. The areas are:</p> <ul style="list-style-type: none"><li>• language, literacy and communication;</li><li>• personal and social development;</li><li>• mathematical development;</li><li>• knowledge and understanding of the world;</li><li>• physical development; and</li><li>• creative development.</li></ul>
Early Years Development and Childcare Partnership (EYDCP)	This is a statutory body set up in each local authority to co-ordinate provision for children under five. This includes schools, playgroups and nurseries in the independent and voluntary sectors.
E-learning or on-line learning	Using electronic technology (such as computers) to support or deliver education or training.
Electronic whiteboard	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. A teacher or pupil can write on it using an electronic pen.
Foundation for work	A work-based training course for learners who leave school with few or no qualifications and who have not decided which training route to follow.
Foundation Phase	This is a Welsh Assembly Government initiative covering the early years and key stage 1 (children aged between three and seven). From September 2004, 41 settings are piloting it. It aims to provide a broad, balanced and rich curriculum under seven areas of learning to meet the different



developmental needs of young children.

The seven areas of learning are:

- personal and social development and well-being;
- language, literacy and communication;
- mathematical development;
- bilingual and multicultural understanding;
- knowledge and understanding of the world;
- physical development; and
- creative development.

GCSE

General Certificate of Secondary Education

GNVQ

General National Vocational Qualification

Integrated Early Years Centres

These centres are being developed through Early Years Development and Childcare Partnerships. They usually include a range of services, such as health visitor 'drop-in' services and family learning alongside nursery education.

Jobcentre Plus

Jobcentre Plus is the government organisation that deals with unemployed people and helps them find work.

Key skills (for pupils aged 16 and under)

The key skills are:

- speaking;
- listening;
- reading;
- writing;
- using numbers (numeracy); and
- using information and communications technology (ICT).

The wider key skills for pupils over 14 years old are:

- problem solving;
- improving own learning and performance; and
- working with others.

Key skills (for learners over 16)

The main key skills are:

- communication;
- application of number; and
- using information and communications technology (ICT).

	<p>The wider key skills are:</p> <ul style="list-style-type: none"><li>• problem solving;</li><li>• improving own learning and performance; and</li><li>• working with others.</li></ul>
Key stages	<p>Schools divide the period of compulsory education into the following four key stages.</p> <ul style="list-style-type: none"><li>• Key stage 1 for pupils aged five to seven.</li><li>• Key stage 2 for pupils aged seven to 11.</li><li>• Key stage 3 for pupils aged 11 to 14.</li><li>• Key stage 4 for pupils aged 14 to 16.</li></ul>
Looked-after children	<p>Looked-after is the term used to describe all children who are the subject of a care order, or who are provided with accommodation on a voluntary basis for more than 24 hours.</p>
Pacific Institute	<p>A worldwide organisation dedicated to teaching thinking skills that support the development of self-esteem and self-confidence so that individuals can achieve their full potential.</p>
Percentage point	<p>For example, an increase from 30% to 33% is a 3 percentage point increase, not a 3% increase (it is in fact a 10% increase).</p>
Programme area	<p>This is a group of courses in similar subjects.</p>
Prince's Trust	<p>A national charity offering a range of programmes for young people, particularly those from the most disadvantaged communities, to help them find work.</p>
Pupil referral unit (PRU)	<p>Pupil referral units are schools set up and maintained by a local education authority, for pupils of compulsory school age. Pupils usually attend PRUs because they have been excluded or repeatedly absent from their school, or because they might otherwise not receive suitable education.</p>

Qualification framework	In work-based training, to satisfy the requirements of the Skills Council for each sector of training, trainees must gain one or more key skills qualification or technical certificate as well as a National Vocational Qualification (NVQ) to achieve a full qualification framework.
School leadership modules	These have been developed to support staff who aim to be, or are, new or established members of the senior management team in schools, whether or not they want to apply for the National Professional Qualification for Headteachers.
Schools needing special measures or with serious weaknesses	<p>Special measures must be taken if a school is failing, or is likely to fail, to give its pupils an acceptable standard of education.</p> <p>A school has serious weaknesses if, although giving its pupils an acceptable standard of education, it has significant weaknesses in one or more areas of its activities.</p>
Secure settings	<p>Secure settings are those where young people are held in custody. These settings are:</p> <ul style="list-style-type: none"> <li>• local-authority secure children's homes;</li> <li>• secure training centres;</li> <li>• young offender institutions; and</li> <li>• juvenile or young offender units in a prison.</li> </ul>
Skillbuild	This is a training programme for young people, particularly those with learning needs or a disability who have not decided on the type of work they would like to do. It allows them to gain national qualifications.
Welsh Baccalaureate	This is a new qualification for learners over 16 in Wales. It combines existing qualifications, such as A levels (advanced-level study) with compulsory core studies.

## Glossary

Welsh language scheme	This explains how a public body allows Welsh speakers to receive public services in their own language.
Welsh-medium school	A Welsh-medium school is a school that teaches more than half the subjects in Welsh.
Youth Gateway	Youth Gateway is a programme run by careers companies to support young people as they move into the job market, training or further education.
Youth Offending Team (YOT)	Youth Offending Teams aim to prevent young people breaking the law or help them not to do so again.
Young People's Partnership (YPP)	A Young People's Partnership is a statutory partnership of providers of youth support services. These providers include the statutory, independent and voluntary sectors. The partnership has to make sure that youth support services are planned and provided across a local-authority area and has to consult young people about the services they need.
Youth support services (YSS)	Youth support services are those that help young people, directly or indirectly, to: <ul style="list-style-type: none"><li>• take part effectively in education and training;</li><li>• take advantage of opportunities for employment; and</li><li>• take part effectively and responsibly in the life of their communities.</li></ul>

## Appendix 1

The Welsh Assembly Government outcomes for learners (as described in the 'Learning Country' pages 61-65)

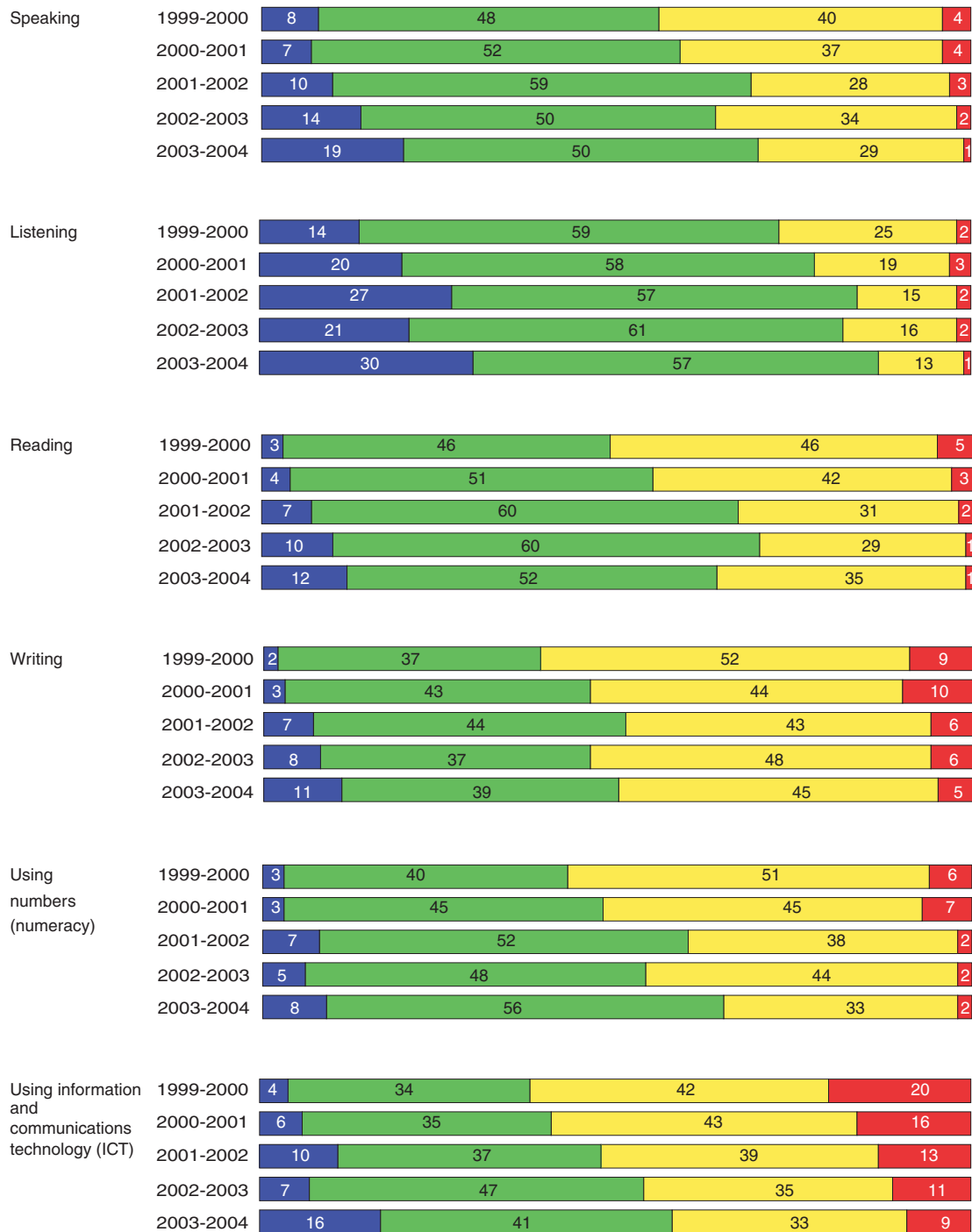
Learners	Standard	Outcomes
Classes for pupils of all ages	The standards of achievement are at least satisfactory in classes we inspected	95% or more of classes by 2002  98% of classes by 2007
	The standards of achievement are good or very good in classes we inspected	50% or more of classes by 2002  65% of classes by 2007
Key stage 2	Pupils attain at least level 4 in each of the separate subjects of English or Welsh, mathematics and science	70-80% of pupils by 2002  80-85% of pupils by 2004-2007
Key stage 3	Pupils attain at least level 5 in each of the separate subjects of English or Welsh, mathematics and science	70-80% of pupils by 2002  80-85% of pupils by 2004-2007
Key stage 4	Pupils attain GCSE grades A* to C or equivalent in each of the separate subjects of English or Welsh, mathematics and science	Should exceed the mid-point in the range of 40-60% of pupils by 2004
	Pupils gain at least five GCSE grades A* to C or equivalent (explained in the glossary)	54% of pupils by 2002  58% of pupils by 2004
	Pupils gain at least five GCSE grades A* to G or equivalent (explained in the glossary)	91% of pupils by 2002  95% of pupils by 2004

The Welsh Assembly Government outcomes for learners

Learners	Standard	Outcomes
	The number of pupils who leave full-time education without a recognised qualification	15% lower than 1999 by 2002 25% of classes than 1999 by 2004
	Schools with fewer than 25% of 15-year-old pupils who gain at least five GCSE grades A* to C or equivalent	None having less than 25% by 2002 None having less than 30% by 2004
Boys and girls	The difference between the performance of boys and girls	Reduce the difference by 50% by 2002 against the 1996 gap Reduce the difference by 55% by 2004 against the 1996 gap
Secondary school pupils	Reduction in absenteeism in secondary schools	Below 8% by 2004
Other learners	The number of further-education courses to reach the highest standard	15% to reach the grade 1 and 70% to reach grades 1 and 2 by 2003

**Appendix 2: The standards that pupils achieve in primary schools in key skills**

Percentage of classes

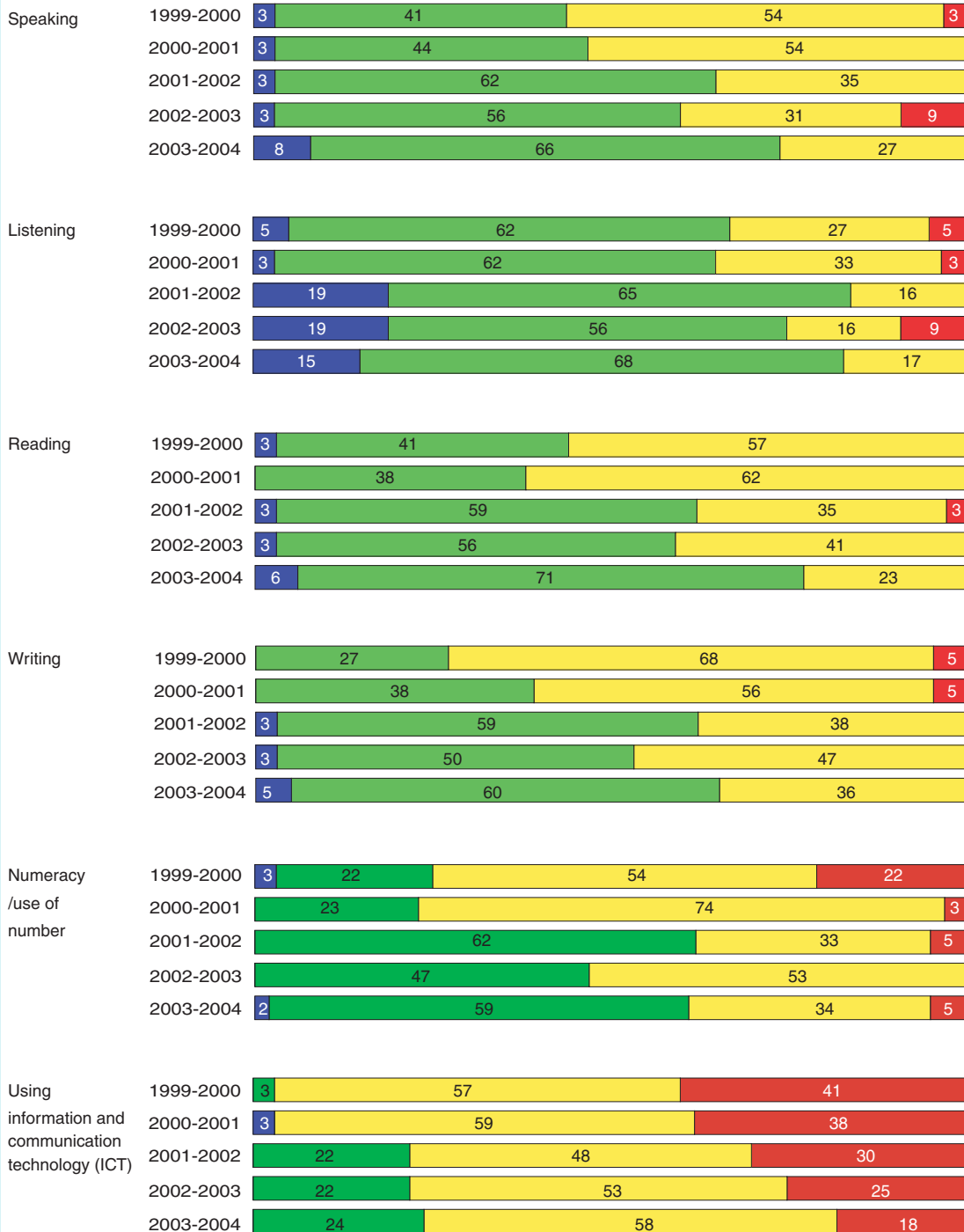


Very good ■ Good ■ Satisfactory ■ Unsatisfactory or poor ■

In charts where percentages have been rounded to the nearest whole number, they might not add up to 100.

**Appendix 3: The standards that pupils achieve in secondary schools in the key skills**

Percentage of classes



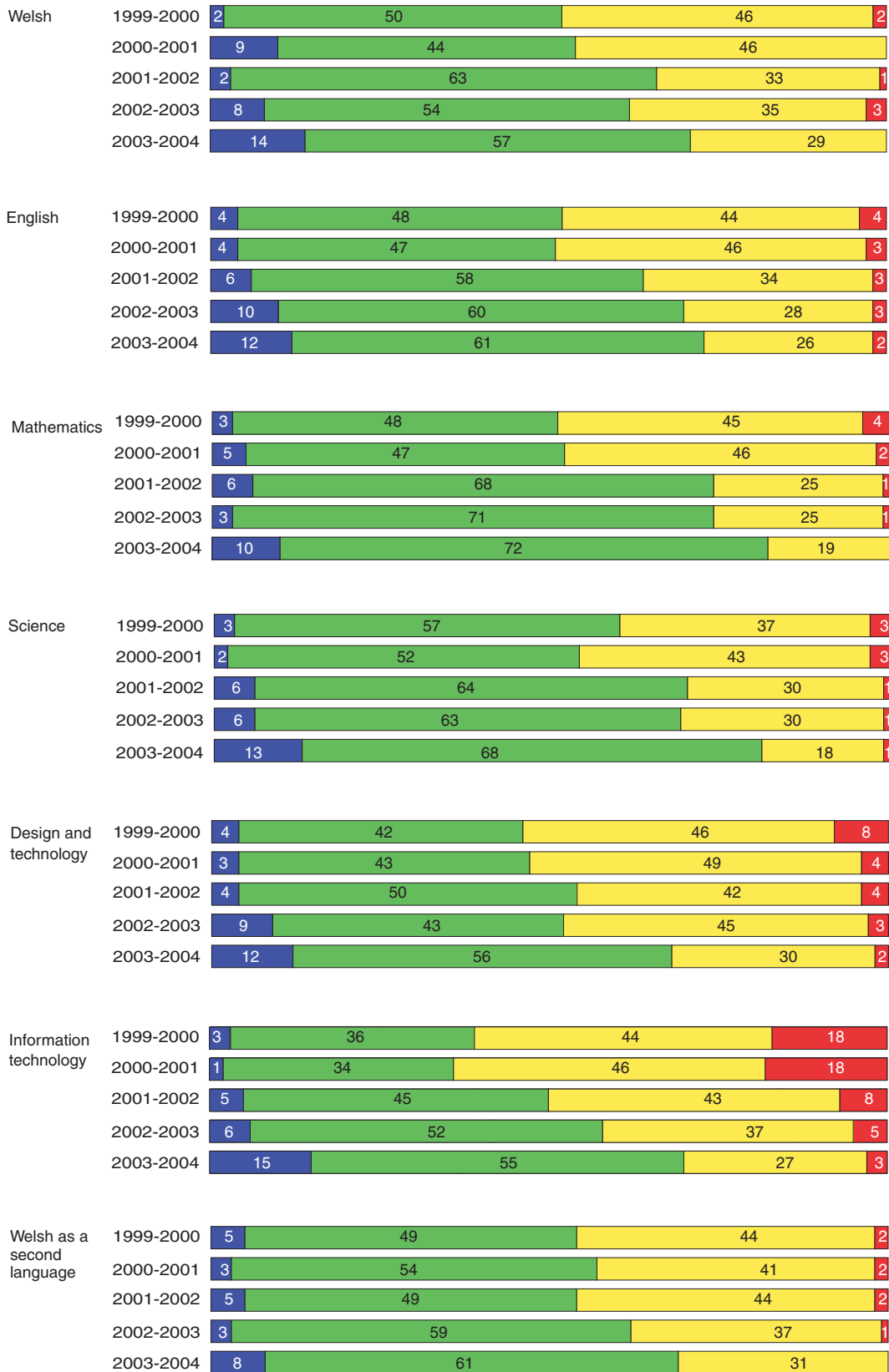
Very good (dark blue)    Good (green)    Satisfactory (yellow)    Unsatisfactory or poor (red)

In charts where percentages have been rounded to the nearest whole number, they might not add up to 100.



**Appendix 4: The standards that pupils in key stage 1 achieve in different subjects**

Percentage of classes

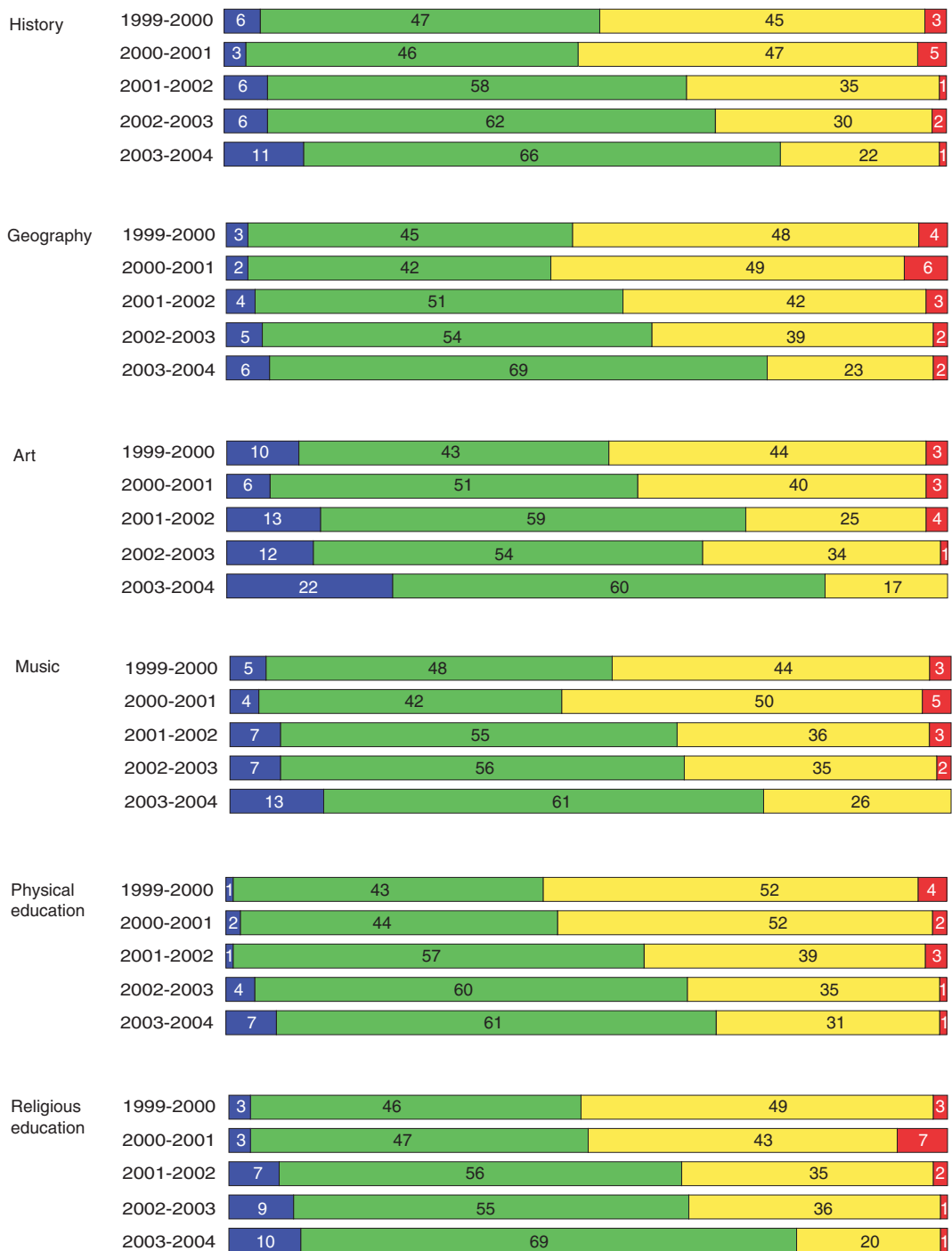


Very good (dark blue) Good (green) Satisfactory (yellow) Unsatisfactory or poor (red)

In charts where percentages have been rounded to the nearest whole number, they might not add up to 100.

**Appendix 4: The standards that pupils in key stage 1 achieve in different subjects**

Percentage of classes

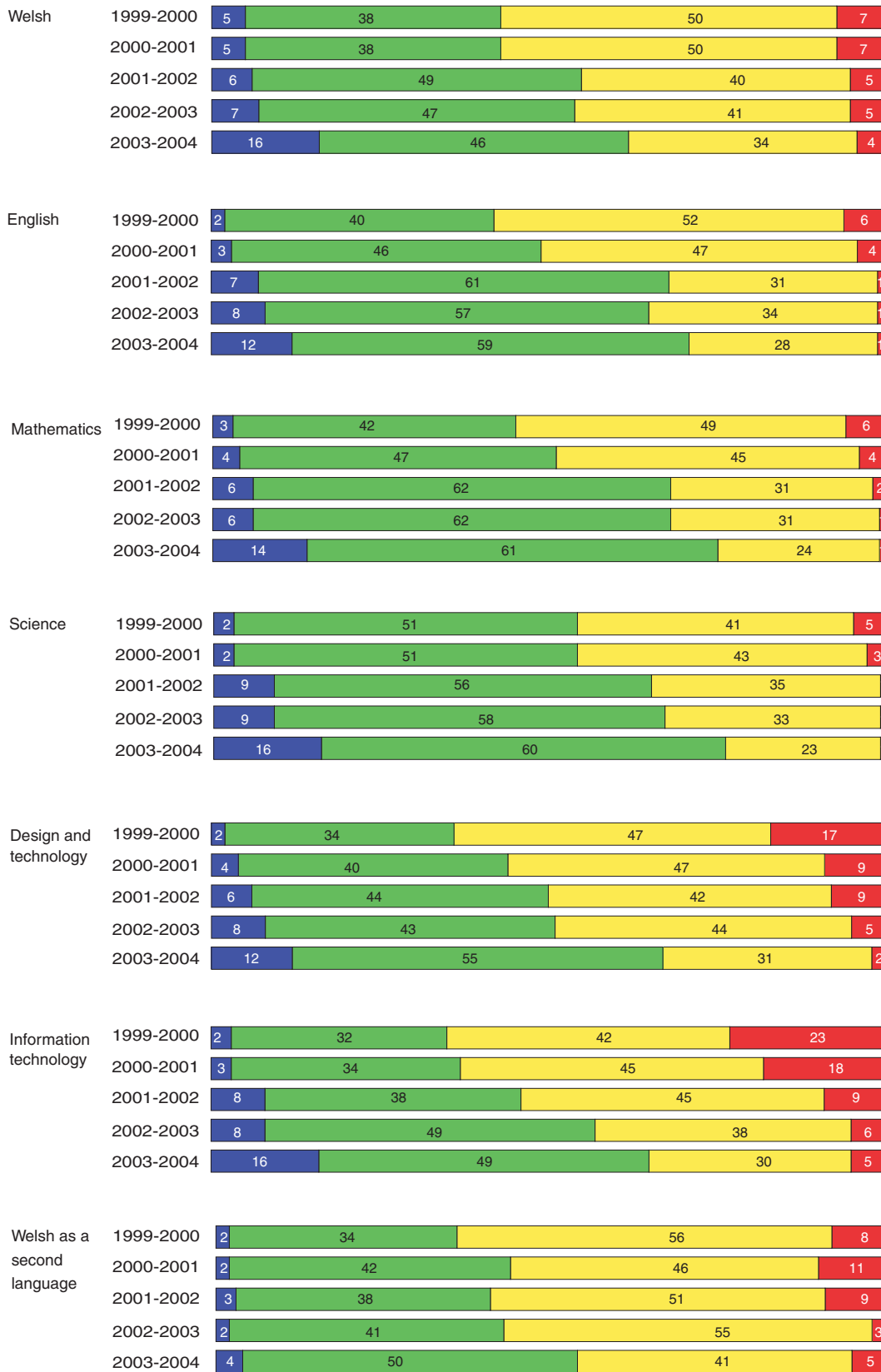


Very good (blue)    Good (green)    Satisfactory (yellow)    Unsatisfactory or poor (red)

In charts where percentages have been rounded to the nearest whole number, they might not add up to 100.

**Appendix 4: The standards that pupils in key stage 2 achieve in different subjects**

Percentage of classes

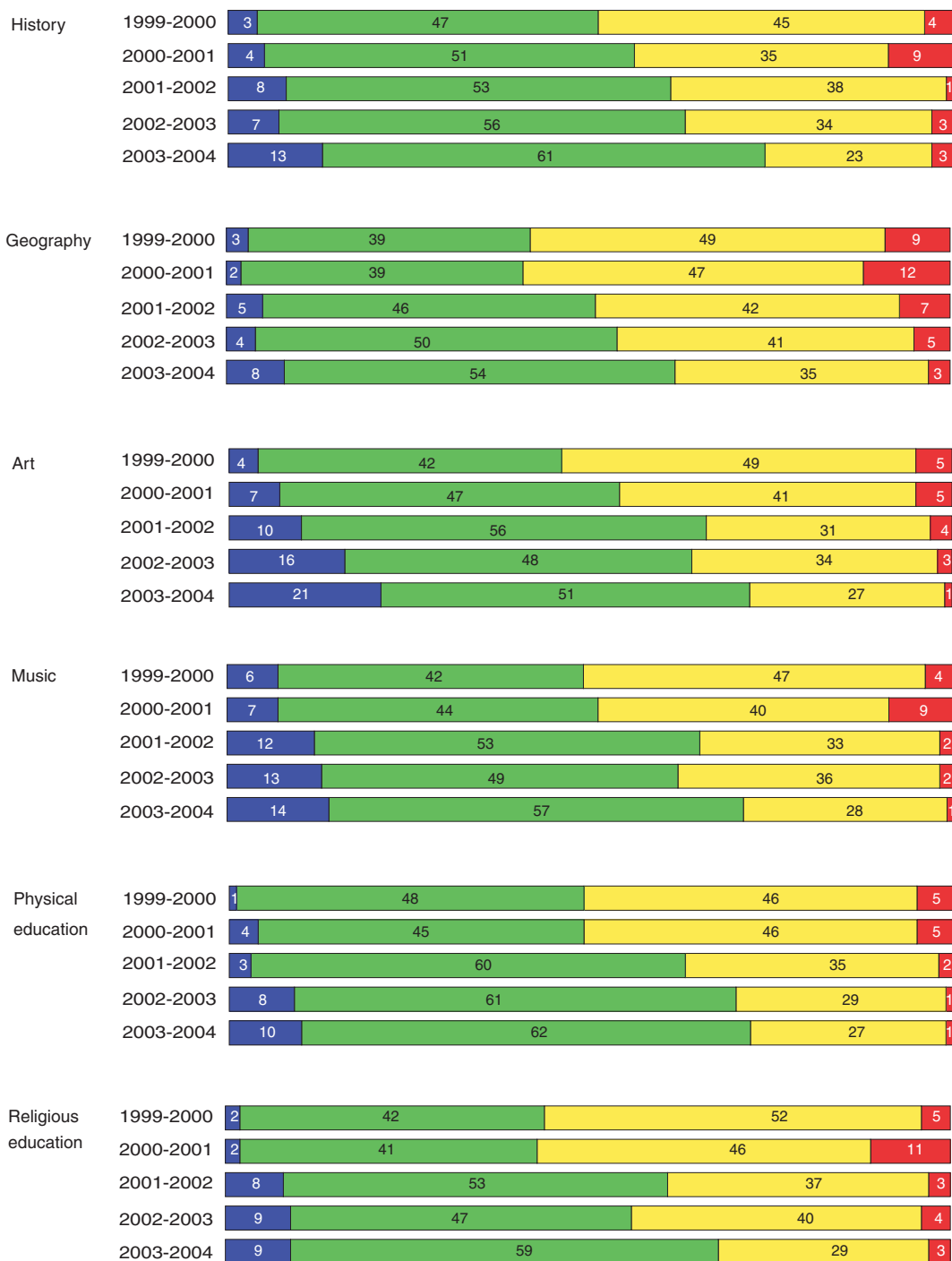


Very good ■ Good ■ Satisfactory ■ Unsatisfactory or poor ■

In charts where percentages have been rounded to the nearest whole number, they might not add up to 100.

**Appendix 4: The standards that pupils in key stage 2 achieve in different subjects**

Percentage of classes

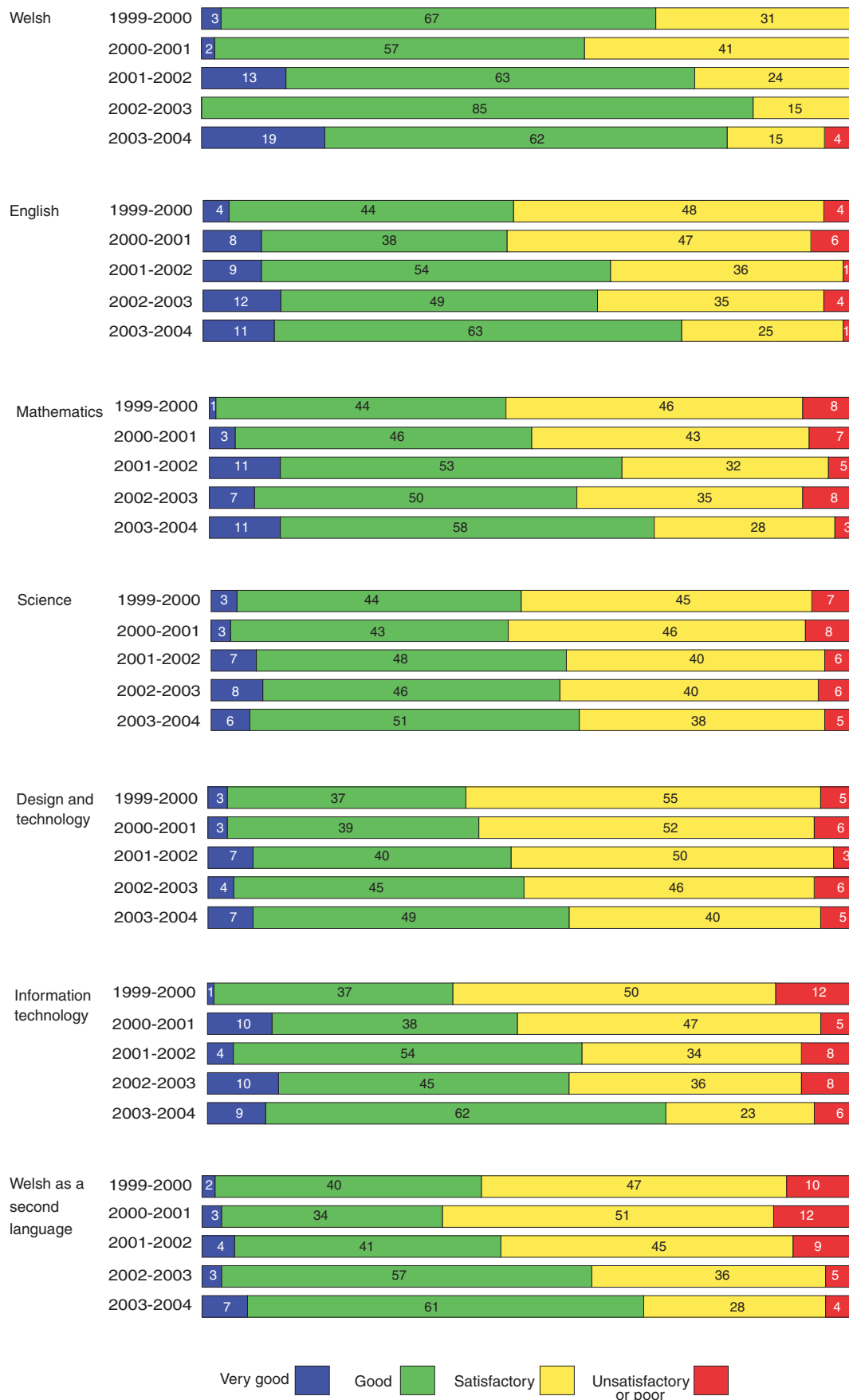


Very good ■ Good ■ Satisfactory ■ Unsatisfactory or poor ■

In charts where percentages have been rounded to the nearest whole number, they might not add up to 100.

**Appendix 4: The standards that pupils in key stage 3 achieve in different subjects**

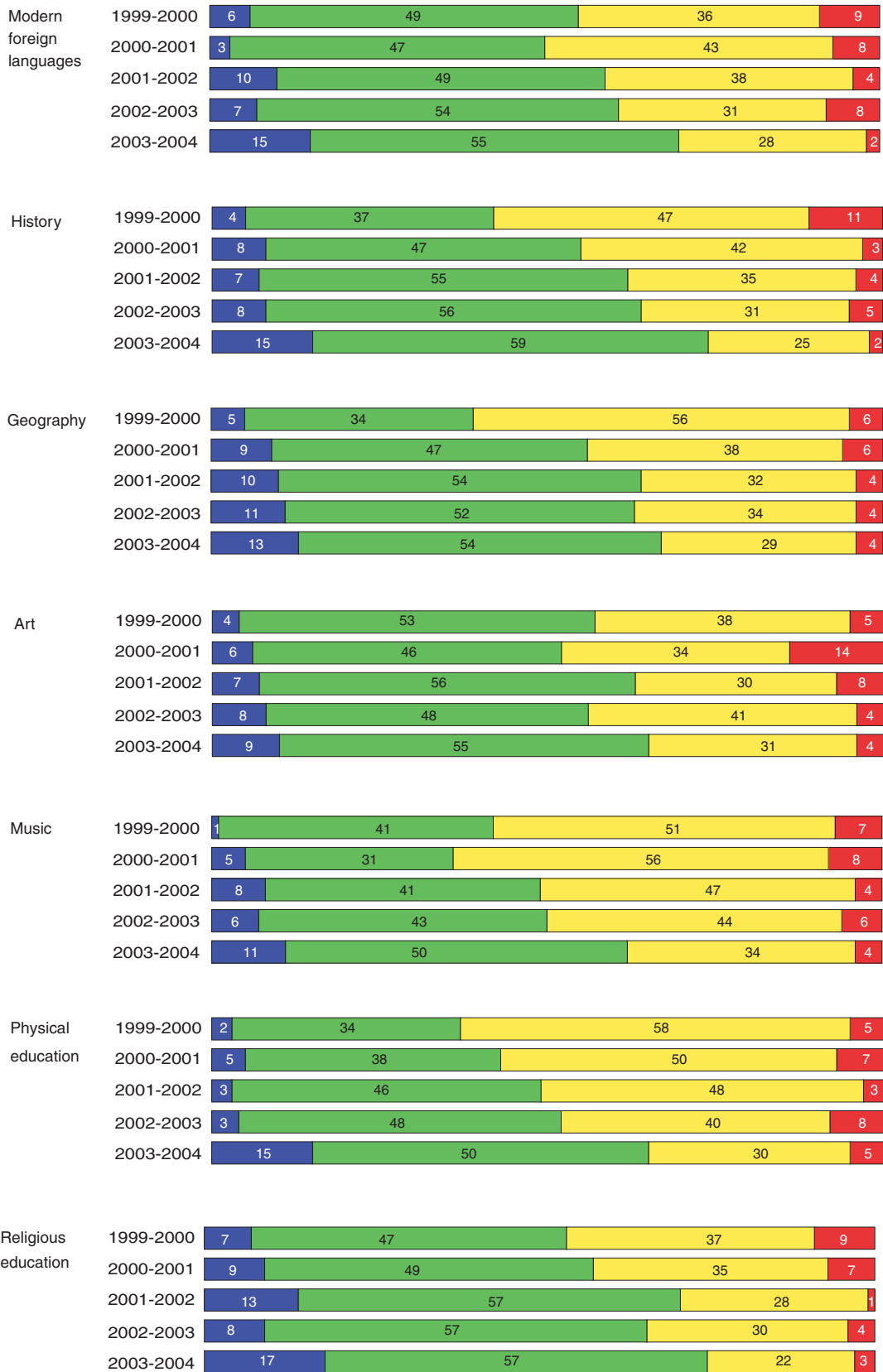
Percentage of classes



In charts where percentages have been rounded to the nearest whole number, they might not add up to 100.

**Appendix 4: The standards that pupils in key stage 3 achieve in different subjects**

Percentage of classes

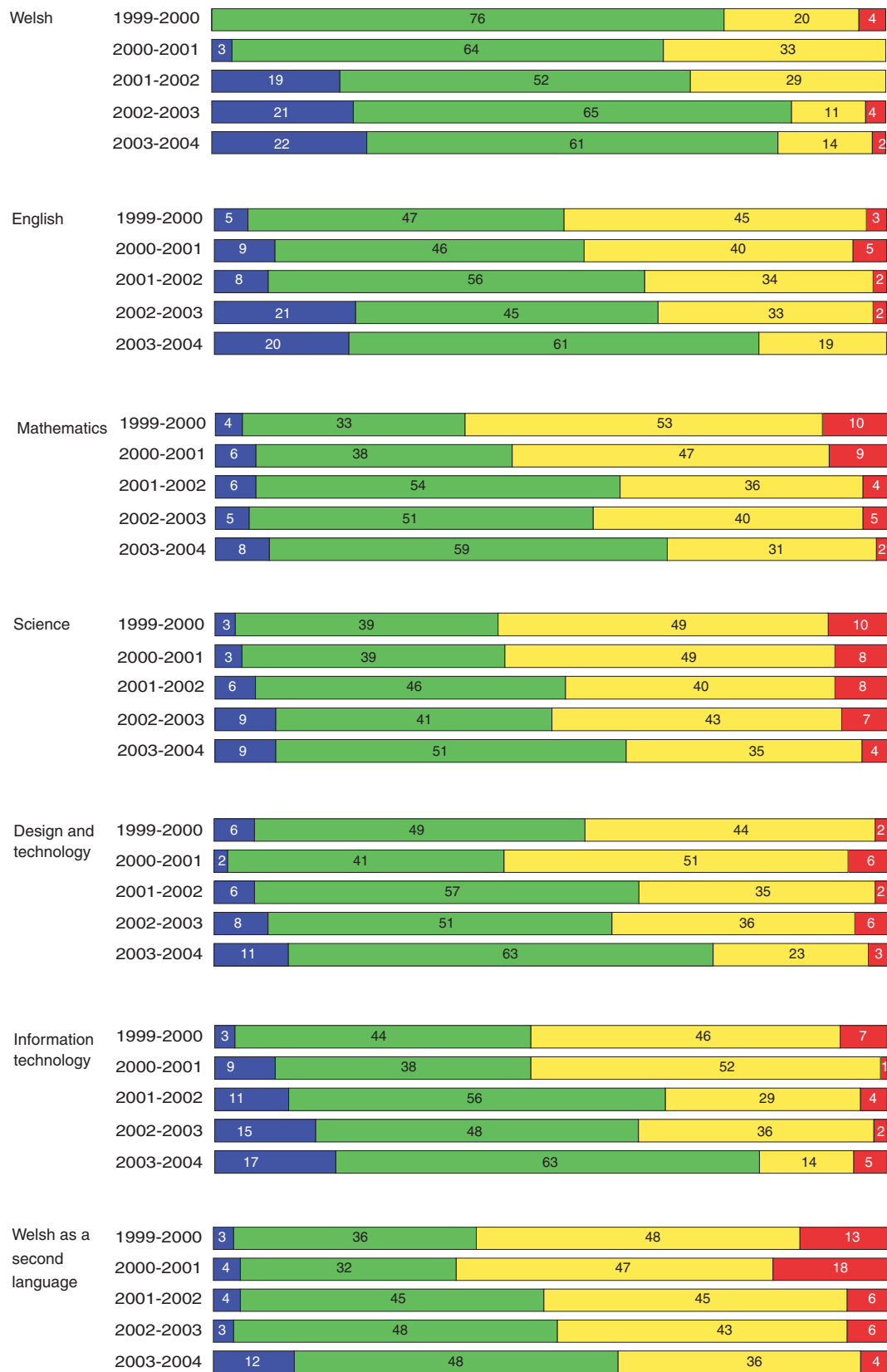


Very good ■ Good ■ Satisfactory ■ Unsatisfactory or poor ■

In charts where percentages have been rounded to the nearest whole number, they might not add up to 100.

**Appendix 4: The standards that pupils in key stage 4 achieve in different subjects**

Percentage of classes

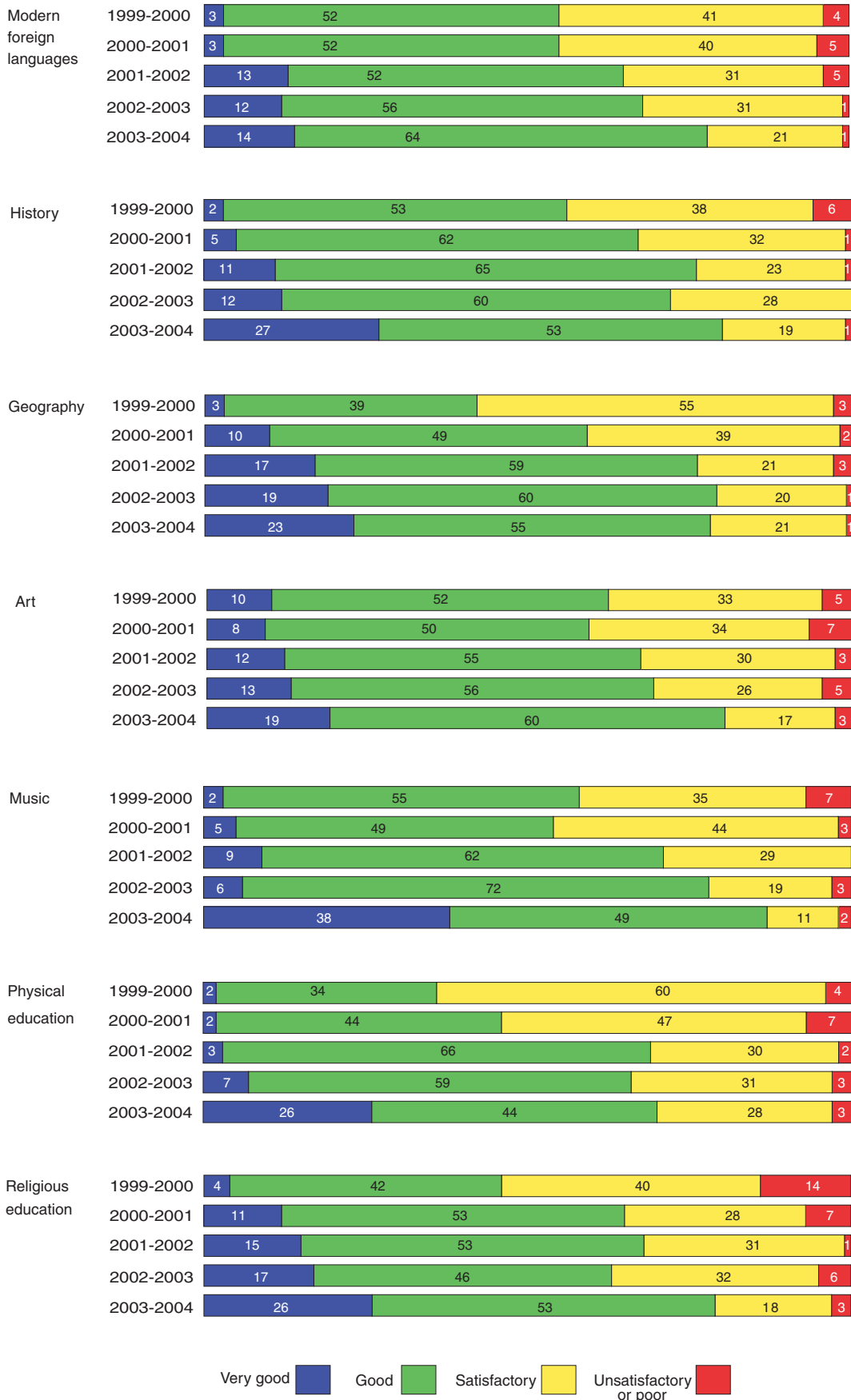


Very good ■ Good ■ Satisfactory ■ Unsatisfactory or poor ■

In charts where percentages have been rounded to the nearest whole number, they might not add up to 100.

**Appendix 4: The standards that pupils in key stage 4 achieve in different subjects**

Percentage of classes

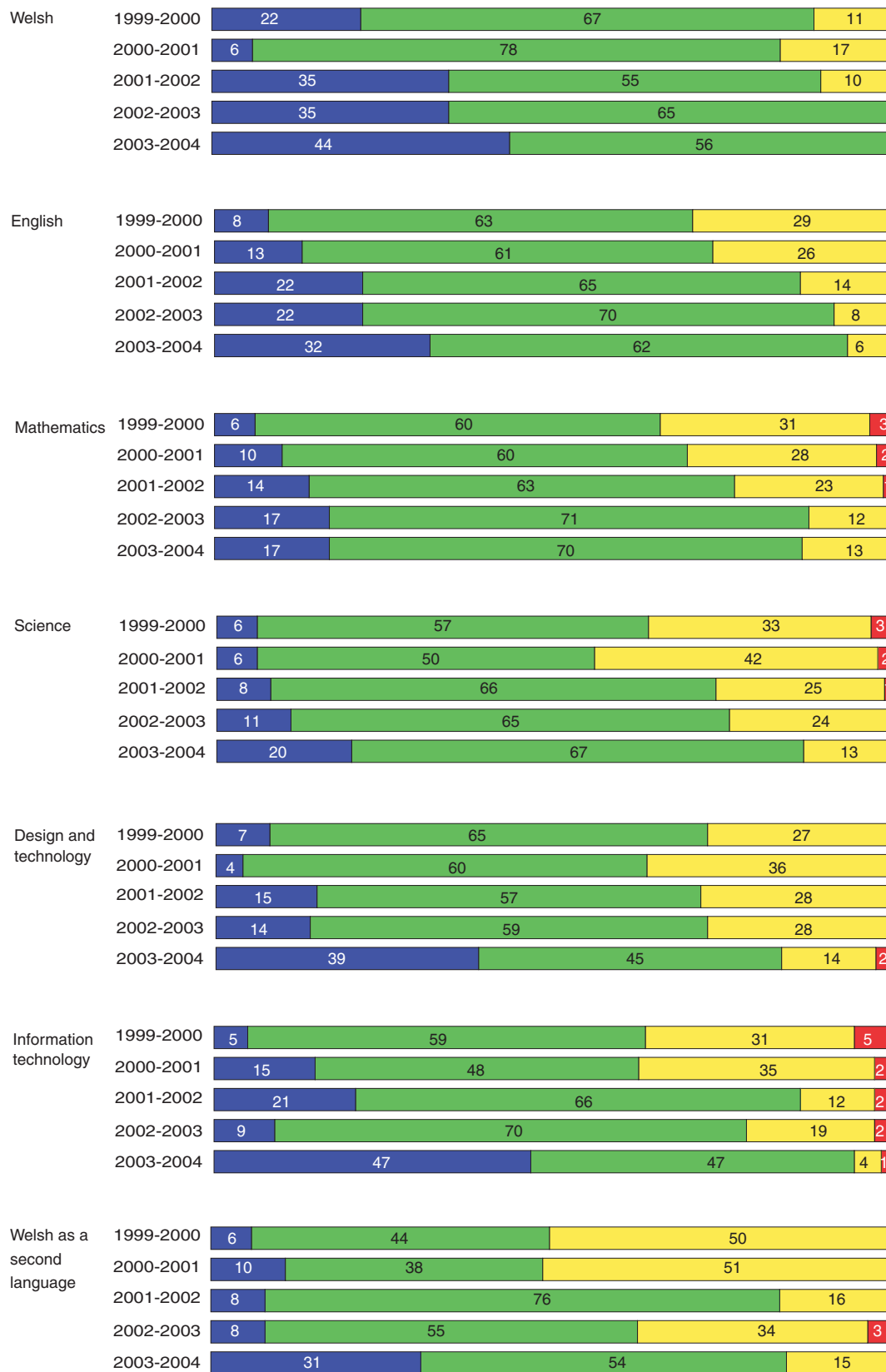


In charts where percentages have been rounded to the nearest whole number, they might not add up to 100.



**Appendix 4: The standards that pupils in the sixth form achieve in different subjects**

Percentage of classes

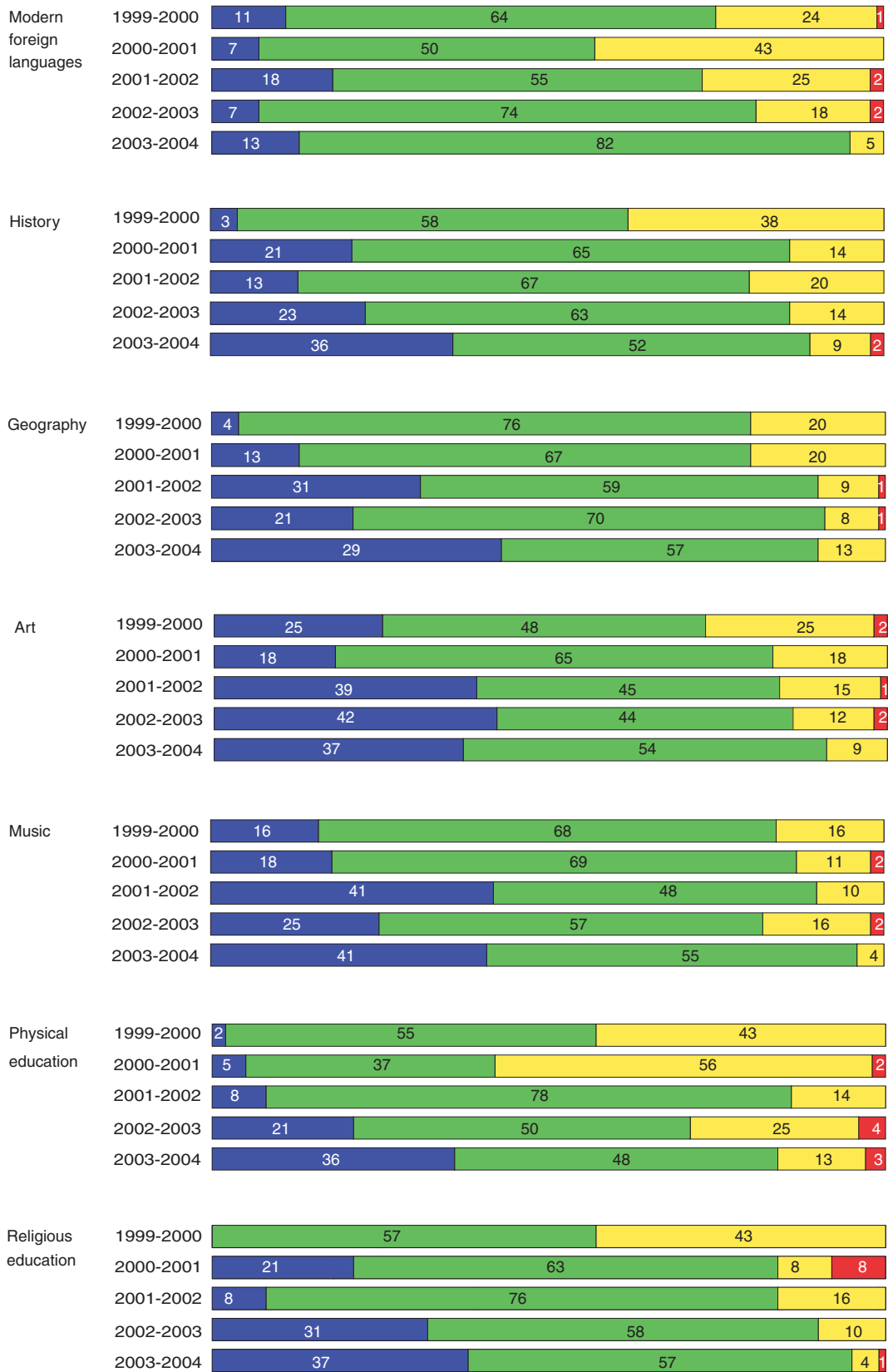


Very good ■ Good ■ Satisfactory ■ Unsatisfactory or poor ■

In charts where percentages have been rounded to the nearest whole number, they might not add up to 100.

**Appendix 4: The standards that pupils in the sixth form achieve in different subjects**

Percentage of classes



Very good ■ Good ■ Satisfactory ■ Unsatisfactory or poor ■

In charts where percentages have been rounded to the nearest whole number, they might not add up to 100.

## Appendix 5

Chart of the number of further-education colleges gaining each grade in the programme area inspected in the years 1999–2004

Programme area	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
<b>Access studies</b>						
2003-2004	0	0	0	0	0	0
2002-2003	0	1	1	0	0	2
2001-2002	0	3	1	0	0	4
2000-2001	0	3	0	0	0	3
1999-2000	0	1	0	0	0	1
<b>Art and design</b>						
2003-2004	0	1	0	0	0	1
2002-2003	0	1	1	1	0	3
2001-2002	2	4	1	0	0	7
2000-2001	2	5	1	0	0	8
1999-2000	0	2	0	0	0	2
<b>Performing arts</b>						
2003-2004	0	1	0	0	0	1
2002-2003	1	1	0	0	0	2
2001-2002	0	6	0	0	0	6
2000-2001	0	4	3	0	0	7
1999-2000	0	1	0	0	0	1
<b>Applied science</b>						
2003-2004	0	1	0	1	0	2
2002-2003	1	1	1	0	0	3
2001-2002	1	1	1	0	0	3
2000-2001	0	1	0	0	0	1
1999-2000	0	1	3	0	0	4
<b>Business and management</b>						
2003-2004	1	0	0	0	0	1
2002-2003	0	1	2	1	0	4
2001-2002	0	2	1	0	0	3
2000-2001	0	2	1	0	0	3
1999-2000	0	3	3	0	0	6
<b>Catering</b>						
2003-2004	0	0	0	0	0	0
2002-2003	1	1	1	0	0	3
2001-2002	0	2	4	0	0	6
2000-2001	0	1	1	0	0	2
1999-2000	0	2	2	0	0	4

Chart of the number of further-education colleges gaining each grade in the programme area inspected in the years 1999–2004

Programme area	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
<b>Caring and health</b>						
2003-2004	0	0	0	0	0	0
2002-2003	1	0	3	0	0	4
2001-2002	0	3	3	0	0	6
2000-2001	0	3	1	0	0	4
1999-2000	0	3	0	0	0	3
<b>Computing</b>						
2003-2004	1	0	1	0	0	2
2002-2003	0	1	1	1	0	3
2001-2002	0	0	1	0	0	1
2000-2001	0	2	1	0	0	3
1999-2000	0	2	5	0	0	7
<b>Construction</b>						
2003-2004	0	0	2	1	0	3
2002-2003	0	1	1	1	0	3
2001-2002	0	1	0	0	0	1
2000-2001	0	3	2	0	0	5
1999-2000	0	1	3	1	0	5
<b>Engineering</b>						
2003-2004	2	1	1	0	0	4
2002-2003	0	1	2	0	0	3
2001-2002	1	0	1	0	0	2
2000-2001	0	3	2	0	0	5
1999-2000	0	5	0	0	0	5
<b>General education</b>						
2003-2004	0	1	0	0	0	1
2002-2003	2	1	3	0	0	6
2001-2002	0	1	3	1	0	5
2000-2001	0	2	2	0	0	4
1999-2000	0	2	2	1	0	5
<b>Hairdressing and beauty</b>						
2003-2004	2	1	0	0	0	3
2002-2003	0	2	0	0	0	2
2001-2002	1	3	1	0	0	5
2000-2001	2	0	1	1	0	4
1999-2000	0	0	1	0	0	1

Chart of the number of further-education colleges gaining each grade in the programme area inspected in the years 1999–2004

Programme area	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
<b>Land-based studies (for example, agriculture)</b>						
2003-2004	0	1	0	0	0	1
2002-2003	0	1	0	0	0	1
2001-2002	2	2	0	0	0	4
2000-2001	0	2	0	0	0	2
1999-2000	0	2	0	0	0	2
<b>Secretarial and office technology</b>						
2003-2004	0	0	2	0	0	2
2002-2003	0	1	1	0	0	2
2001-2002	0	0	0	0	0	0
2000-2001	0	2	1	0	0	3
1999-2000	1	2	2	0	0	5
<b>Tourism and leisure</b>						
2003-2004	0	0	0	0	0	0
2002-2003	0	1	2	0	0	3
2001-2002	1	4	2	0	0	7
2000-2001	0	2	2	0	0	4
1999-2000	0	2	0	1	0	3
<b>Communication skills</b>						
2003-2004	0	0	0	0	0	0
2002-2003	0	0	0	0	0	0
2001-2002	0	0	0	0	0	0
2000-2001	0	1	0	0	0	1
1999-2000	0	0	0	0	0	0
<b>Independent living skills</b>						
2003-2004	1	2	1	0	0	4
2002-2003	1	1	0	0	0	2
2001-2002	1	4	0	0	0	5
2000-2001	1	2	1	0	0	4
1999-2000	0	4	0	0	0	4
<b>Adult basic education</b>						
2003-2004	0	0	1	0	0	1
2002-2003	0	3	0	0	0	3
2001-2002	0	3	3	0	0	6
2000-2001	0	0	0	0	0	0
1999-2000	0	0	0	0	0	0

Chart of the number of further-education colleges gaining each grade in the programme area inspected in the years 1999–2004

Programme area	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
<b>Welsh for adults</b>						
2003-2004	0	0	0	1	0	1
2002-2003	0	2	0	0	0	2
2001-2002	1	1	3	0	0	5
2000-2001	1	3	2	0	0	6
1999-2000	1	2	0	0	0	3
<b>Other general education</b>						
2003-2004	0	0	0	0	0	0
2002-2003	0	1	0	0	0	1
2001-2002	1	5	1	0	0	7
2000-2001	1	4	2	0	0	7
1999-2000	0	1	0	1	0	2
<b>Total</b>						
2003-2004	7	9	8	3	0	27
2002-2003	7	22	19	4	0	52
2001-2002	11	45	26	1	0	83
2000-2001	8	47	25	1	0	81
1999-2000	2	37	22	4	0	65

## Appendix 6

The number of training providers gaining each grade in the occupational areas inspected in the years 1999-2004

Occupational Areas	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
<b>Agriculture</b>						
2003-2004	0	0	0	1	0	1
2002-2003	0	1	0	0	0	1
2001-2002	1	1	0	0	0	2
2000-2001	0	1	3	0	0	4
1999-2000	0	2	0	1	0	3
<b>Construction</b>						
2003-2004	0	2	2	0	0	4
2002-2003	1	0	2	2	0	5
2001-2002	0	0	2	0	1	3
2000-2001	1	3	2	2	0	8
1999-2000	0	2	6	3	0	11
<b>Engineering</b>						
2003-2004	1	1	2	2	0	6
2002-2003	1	3	4	1	0	9
2001-2002	4	5	4	0	0	13
2000-2001	0	2	4	3	0	9
1999-2000	4	6	2	0	0	12
<b>Manufacturing</b>						
2003-2004	0	1	1	1	0	3
2002-2003	0	1	2	1	0	4
2001-2002	0	4	1	1	0	6
2000-2001	0	2	1	0	0	3
1999-2000	0	6	2	0	0	8
<b>Transportation</b>						
2003-2004	0	0	0	0	0	0
2002-2003	0	0	0	0	0	0
2001-2002	0	0	0	0	0	0
2000-2001	0	1	0	0	0	1
1999-2000	0	0	0	0	0	0
<b>Management &amp; professional</b>						
2003-2004	0	0	1	0	0	1
2002-2003	0	0	0	0	0	0
2001-2002	0	0	0	0	0	0
2000-2001	0	1	0	0	0	1
1999-2000	1	0	0	1	0	2

The number of training providers gaining each grade in the occupational areas inspected in the years 1999-2004

Occupational Areas	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
<b>Business administration</b>						
2003-2004	0	1	3	0	0	4
2002-2003	0	2	6	0	0	8
2001-2002	1	0	7	4	0	12
2000-2001	2	4	8	3	0	17
1999-2000	2	9	9	4	0	24
<b>Retailing &amp; customer care</b>						
2003-2004	0	0	1	0	0	1
2002-2003	0	1	2	1	0	4
2001-2002	0	2	2	0	0	4
2000-2001	2	2	2	0	0	6
1999-2000	2	4	6	1	0	13
<b>Leisure, sport &amp; travel</b>						
2003-2004	0	0	1	1	0	2
2002-2003	1	1	0	1	0	3
2001-2002	0	1	0	0	0	1
2000-2001	1	0	1	0	0	2
1999-2000	0	0	2	0	0	2
<b>Hospitality</b>						
2003-2004	0	1	1	1	0	3
2002-2003	0	0	1	2	0	3
2001-2002	0	0	2	0	0	2
2000-2001	0	0	1	1	0	2
1999-2000	0	0	3	2	0	5
<b>Hair &amp; beauty</b>						
2003-2004	0	1	3	0	0	4
2002-2003	1	0	1	1	0	3
2001-2002	0	1	1	0	0	2
2000-2001	0	1	2	1	0	4
1999-2000	0	1	7	0	0	8
<b>Health, care &amp; public services</b>						
2003-2004	0	1	3	1	0	5
2002-2003	0	1	2	2	2	7
2001-2002	0	1	1	2	0	4
2000-2001	1	1	3	4	0	9
1999-2000	0	4	8	2	0	14



The number of training providers gaining each grade in the occupational areas inspected in the years 1999-2004

Occupational areas	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
<b>Media and design</b>						
2003-2004	0	0	0	0	0	0
2002-2003	1	0	0	0	0	1
2001-2002	0	0	0	0	0	0
2000-2001	0	0	0	0	0	0
1999-2000	0	0	0	0	0	0
<b>Foundation for work</b>						
2003-2004	0	2	1	0	0	3
2002-2003	3	2	1	0	0	6
2001-2002	2	4	3	0	0	9
2000-2001	0	5	3	0	0	8
1999-2000	1	0	7	0	0	8
<b>All occupational areas</b>						
2003-2004	1	10	19	7	0	37
2002-2003	8	12	21	11	2	54
2001-2002	8	19	23	7	1	58
2000-2001	7	23	30	14	0	74
1999-2000	10	34	52	14	0	110

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