

Foreword

Annual Report 2010-2011



Foreword

This annual report is presented to the Minister for Education and Skills, who will also be setting it before the National Assembly for Wales for debate.

This is my second annual report and it is the first annual report that reflects on the findings from the first year of the new inspection cycle that began in September 2010. The report is based mainly on evidence from the inspections we completed during the 2010-2011 academic year. The report also draws on several surveys that we undertook during the same year. Most of these surveys were completed in response to requests made in the annual Ministerial remit to Estyn.



Ann Keane
Her Majesty's Chief Inspector of Education and Training in Wales

The report is presented in a series of free-standing documents on our website.

In the main body of the report, I describe the progress being made across the education and training sectors in Wales. Another section summarises the main findings of our remit surveys. I also identify some of the insights gained from the inspection evidence we have gathered over the last academic year as well as issues that have been raised in pursuing some of the main lines of enquiry on inspections and in surveys HMI have undertaken. Finally, in a data report, I set out and comment on a series of charts to illustrate the outcomes of end-of-key-stage teacher assessments and external examination results.

The appendices to the annual report include charts that show the distribution of grades awarded in each sector we inspect as well as the grades awarded to all providers we have inspected.

This year, I have included appendices to the annual report that summarise responses to the learner and parent questionnaires that we circulate before inspections. The picture that emerges from their responses is largely positive. I also continue the practice of identifying case studies of best practice from the individual providers we inspected in 2010-2011. I hope that providers will take advantage of this showcasing to discuss and share the practice described with colleagues. I also hope that learners, parents and other readers find much that is useful and informative in these case studies as well as in the other sections of this report.

In this foreword I comment on some of the successes and challenges that have emerged from the inspection evidence we have gathered in 2010-2011. It is notable that several aspects of education and training have improved and a few individual providers have demonstrated sector-leading practice.

There are examples of excellence among the schools as well as among the other providers that Estyn inspects and these deserve to be used by others as exemplars. We describe these exemplars in the case studies section of the Estyn website.

The more general successes in the system include the roll-out of the **Foundation Phase** to all children aged three to seven years old. It is clear that the vast majority of children of this age enjoy engaging in the more exciting and varied activities being offered in the Foundation Phase and that this has resulted in improvements to their wellbeing, behaviour and physical development. Active learning approaches, in the classroom and the outdoors, help these children to become increasingly independent, confident and creative. They take part in play-based activities where they can ‘have a go’ and try things out without feeling pressure to get things right the first time. As a result they persevere with activities for longer and attempt new things more readily.

Many boys in particular benefit from the regular opportunities to run, jump, balance, climb, explore and experiment, which are common features of the Foundation Phase. In most schools, the Foundation Phase provides rich contexts and motivating opportunities for children to learn to read and write. However, in a minority of schools and settings, there is not enough direct teaching of reading and writing. It will not be until the next annual report that we can report on the full range of achievements of the national cohort that will by then have completed their four years in the Foundation Phase.

Wellbeing is a significant feature of the new inspection framework and the evidence overall suggests that standards of wellbeing in schools and in other providers are high. Learners’ wellbeing is good or better in nearly all non-maintained settings, schools and post-16 settings inspected.

We invite learners to comment on their experience of education in response to a questionnaire. Nearly all pupils who have responded, in both primary and secondary schools, say that they feel safe in school and that they know whom to talk to if they are worried or upset. Nearly all say that the school teaches them how to be healthy and most pupils say that they have lots of opportunities for exercise. Nearly all learners in post-16 settings say that they enjoy learning and feel safe and free from harassment in their learning or work placements. However, despite this generally positive picture, there has been little improvement in school attendance levels and bullying remains a concern for too many young people and their families.

While levels of wellbeing are generally good and the provision in the Foundation Phase is proving to be stimulating, there remains much to be done to improve education more generally in Wales. Examination and teacher-assessment results continue to improve year-on-year, but not as quickly as in other home countries, and key indicators, such as the level 2 threshold including English or Welsh and mathematics, are improving too slowly.

Performance in four-fifths of primary schools and two-thirds of secondary schools inspected is good. However, we identified around 25% of schools as needing follow-up visits by Estyn, including 5% that are causing serious concern. A further 20% gained largely 'good' inspection judgements, but have one or more important areas for improvement. We ask local authorities to report back to us in detail on the progress made by these schools.

We judged performance to be good overall in only two **local authorities** inspected this year. Five of the seven authorities inspected require follow-up. Three authorities were only adequate, one in need of significant improvement and one is in special measures.

Standards vary too much across the post-16 providers we inspected this year. Although standards were good in six of the eight work-based learning settings inspected, they ranged from excellent to unsatisfactory in the four further education institutions and from excellent to adequate in the three adult community learning providers.

We identified strengths in many aspects of provision in 2010-2011, but there are also several areas for development that require action if we are to improve standards. We focus more sharply on learners' **skills** in the current cycle of inspections, especially on literacy skills. Unless learners have appropriate levels of **literacy** they cannot read well enough to keep up in their lessons. Later on, they cannot progress to higher levels of education or training or make a full contribution to their community and the economy. In last year's annual report I said that, despite achieving some progress in improving literacy during the previous six years, Wales still has problems of low-level literacy. This is still the case.

In a survey that we undertook this year, we found that 20% of pupils enter secondary school with a reading age below nine years and six months, which is generally considered the level of functional literacy, and a further 20% have a reading age that is between six and 18 months below their age. In secondary school, these pupils do not always catch up. It is also a concern that only 17% are identified nationally, in teacher assessments of reading at the end of their primary school education, as not achieving the expected level. This figure seems too low.

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In most primary or secondary schools, standards of writing are lower than those of reading and pupils' writing skills are not well developed. Few write at length in subjects other than English or Welsh first language. In the best schools, there is a systematic approach to developing pupils' literacy skills across all areas of the curriculum but, more commonly, improving pupils' literacy is not central enough to the design of the school curriculum.

Cross-curriculum planning is weak in most schools. Teachers plan the curriculum on the basis of the requirements of National Curriculum subjects, without thinking enough about how subjects, such as history or science, can be a context for pupils to develop literacy or numeracy or information and communication technology skills. Most schools ask teachers to map where they cover aspects of literacy in lessons, but few plan in detail how to develop and reinforce skills across the whole curriculum. Only a few secondary schools start with a plan to develop skills and then apply that plan consistently to underpin all subjects. In these schools, teachers work together to agree how they will develop specific skills and reinforce them in subject and themed lessons across year groups.

Too often, as with literacy, neither learners' **numeracy** skills nor their ability to speak **Welsh second language** are well developed outside mathematics or Welsh lessons respectively. Only a minority of schools plan to develop numeracy systematically across the curriculum. As a result, pupils often do not apply the numeracy skills that they have acquired in mathematics lessons confidently in other areas of the curriculum. In many English-medium secondary schools, there are not enough opportunities for pupils to improve their ability to use Welsh other than in Welsh lessons, and there are too few extra-curricular opportunities for them to practise their Welsh.

Co-ordinating the delivery of skills systematically across different subjects requires leaders and managers to establish whole-school approaches to teaching and learning and a common understanding of how to improve skills. This is not happening methodically in most schools at present. In-school variation in standards and in the quality of **teaching and learning** is a common feature in most schools. Even where a school is judged 'good' overall, there are often individual lessons or departments where the quality of teaching or learning is poor.

While it is difficult to make a simple comparison between the grades awarded in the previous cycle and the judgements made in the current cycle of inspections, there has been a significant drop in the proportion of 'excellent' or 'outstanding' teaching being identified.

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In the last inspection cycle, lesson observations focused largely on teaching and learning in National Curriculum subjects. We now focus much less on subject content and more on how teachers adapt their material to meet the needs of all learners and how they improve learners' literacy and numeracy skills. We also expect teachers to plan lessons to remedy gaps in what pupils have understood.

Different groups of pupils need to have their distinctive learning needs treated differently. Once identified, these learners need specific and discrete support to help them to achieve their potential. However, we are finding that provision and delivery are generally not differentiated or targeted carefully enough to meet their needs. This is apparent in schemes of work and is characteristic of too many of the lessons we have observed. While the less able pupils are often well supported, not enough is done to design activities and tasks that will stretch other groups, notably the more able.

Managers do not always make sure that teachers develop and use the skills required to plan work that will meet the needs of different groups of pupils, particularly when teaching mixed-ability classes.

Too often, in schools and in post-16 institutions, teachers' marking does not help learners understand how well they are doing in enough detail to let them know how to improve their work. Although assessment policies seem sound, teachers do not always apply them consistently.

Many of the weaknesses I have identified above can be traced back to failures of **leadership**. There is a strong link between outcomes, provision, and leadership and management. Where leaders and managers are making sure that whole-school policies and procedures are being applied consistently, this reflects positively in the provision and in the standards pupils achieve. It is usually because there are some weaknesses in the work of leaders and managers that schools are found to need follow-up monitoring by Estyn.

The quality of leadership and management is a main driver for improvement. **Self-evaluation** is only fully effective where leaders and managers can identify priorities for improvement because they monitor provision and assess outcomes robustly. But few schools analyse data rigorously enough to identify gaps in the progress of specific underperforming groups such as looked-after children or those from minority-ethnic groups. Generally, providers do not use tracking systems well enough to identify the full range of underachievement.

In a third of primary schools and a fifth of secondary schools, there are shortcomings in the way that quality is monitored and improved. This is usually where senior managers:

- carry out lesson observations that focus too much on what the teacher is doing rather than on what pupils have learnt;
- do not scrutinise learners' work systematically;
- do not analyse data rigorously or use the findings well enough to plan for improvement;
- do not identify areas for development clearly and honestly in self-evaluation reports;
- do not take action to address identified shortcomings or set challenging targets; or
- do not offer support and training for teachers that are sharply tailored to meet their specific needs.

In many schools, **governors** provide effective support to the headteacher and are actively involved in setting the direction for their school. However, in around a quarter of primary and secondary schools, governors are not given the information they need or do not use it well enough to hold the school to account. In schools, if governors are to carry out their role effectively, they need to be able to compare how their school is performing against others in their family of schools, which face similar challenges. They also need to visit the school, be involved in its work and find out as much as they can about it. In schools where governors are armed with information, they can engage in robust and challenging dialogue.

Leaders and managers too need to address issues of **underperformance** more robustly and directly. Many primary and secondary schools have appropriate performance-management systems but not all schools make full use of them. In around a quarter of primary schools and a few secondary schools, senior managers do not tackle the underperformance of individual teachers. In some of the other sectors that we inspect, such as work-based learning, leaders and managers do not always analyse outcome data or take enough account of such data when assessing staff performance.

In many local authorities, a few schools have been allowed to underperform over a long period of time, mainly because authorities do not use the full range of their powers to improve schools quickly enough. In the majority of local authorities, officers do not evaluate the impact of new initiatives on learners' outcomes or give schools enough practical support. The stronger local authorities do give a sound school improvement service that targets underperformance and supports teachers well.

As part of our school inspection arrangements, we ask local authorities to provide a briefing to the inspection team on the school's work before inspection. These reviews do not always provide a robust analysis of the school's work and do not identify shortcomings clearly. This suggests that several local authorities do not know how well their schools are performing, although the stronger authorities know their schools well.

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More learners have progressed into **further education or training** in recent years. The further education sector has had varying degrees of success in working with local schools and other providers to increase the range of courses for learners, share resources and avoid duplication of provision. Progress towards achieving the requirements of the Learning and Skills (Wales) Measure has been excellent overall. However, there is still some inefficiency and duplication in the provision of courses in some areas. At the points when they choose options, and particularly at 16, learners do not always receive the highest-quality independent information, advice and guidance on the courses that are best for them.

Providers need to do more to attract learners into certain fields of study such as engineering, manufacturing technologies and business administration. They need to become more responsive to the needs of the local and wider economy, take more account of the labour market and improve links with employers across the full range of vocational areas in which they offer education and training.

To become more responsive to industry, providers need to improve their strategic planning. It is natural for providers to want to continue with the pattern of curriculum and courses they have established over time and this often meets most of the aspirations of the learners they enrol. However, providers do not always question whether they are adapting quickly enough to changing circumstances. For example, colleges do not monitor the enrolment rates of learners from deprived backgrounds – those who are in receipt of the education maintenance allowance – carefully enough to make sure that they are offering courses that will attract these young people.

In a survey of further education institutions that we undertook this year, we found that, on entry, around a fifth of learners were assessed at below level 1 in literacy while almost three-fifths were at level 1. Only around a quarter of learners were at level 2. Institutions offer a range of literacy support programmes. However, the majority of learners who need it do not take advantage of this support and, even when learners accept support, many further education institutions do not measure the impact of support programmes on the standards of learners' literacy.

A considerable proportion of schools and providers will get 'follow-up' inspections in 2011-2012. We visit those in special measures every term, and we will be monitoring the progress of the providers judged to require other Estyn follow-up activity about a year after their initial inspection. We will also liaise with local authorities after a year to review the progress of schools that gained largely 'good' inspection judgements in 2010-2011 but have one or more important areas for improvement. I look forward to reporting on the outcomes of this targeted and proportionate activity in next year's annual report.

In this foreword I have tried to highlight some strengths in those areas where we have seen real progress and to highlight some of the continuing challenges that face education and training in Wales. In doing this I hope that my annual report can contribute to a continuing national debate about how to go on improving standards in all sectors of education and training.



Ann Keane

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

Section 1: Insights and issues

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The new inspection arrangements introduced this year have brought some key aspects of education and training into sharper focus. In the sections below, I identify some of the insights gained from the inspection evidence we have gathered over the last academic year about these key aspects. I also identify the issues that have been raised in pursuing some of the main lines of enquiry on inspections and in surveys undertaken by HMI.

The following aspects are highlighted:

- wellbeing;
- strategies for improving literacy skills;
- learning Welsh as a second language;
- the standards achieved by specific groups of learners;
- the leadership provided by school governors;
- the progress made by providers since their last inspection;
- the views of learners and parents about schools and other providers; and
- challenges for post-16 education and training.

Wellbeing

The new common inspection framework gives more emphasis to the inspection of wellbeing and this year I am reporting on learners' wellbeing in more detail than previously. The evidence overall suggests that standards of wellbeing in our schools and in other providers are high. The judgements on pupils' wellbeing are that it is good or better in nearly all non-maintained settings and primary, secondary, special and independent schools inspected. Wellbeing is also good or better in almost all work-based and adult community learning settings and further education institutions inspected.

In their responses to the questionnaires that we invite learners to complete about their experience of education, nearly all pupils in both primary and secondary schools say that they feel safe in school and that they know whom to talk to if they are worried or upset. Nearly all primary and many secondary pupils say that the school teaches them how to be healthy, while most pupils state that they have lots of opportunities to get regular exercise. Nearly all learners in further education institutions and work-based and adult community learning settings say that they enjoy learning and feel safe and free from harassment in their learning or work placements.

In the Foundation Phase, children's enjoyment, wellbeing, behaviour and physical development generally improve as a result of using the outdoors. Boys, in particular, enjoy and benefit from the regular opportunities to run, jump, balance, climb, explore and experiment, which are common features of outdoor learning. Children's greater engagement in such learning activities impacts positively on their personal and social development, general behaviour and wellbeing. For example, children persevere with activities for longer periods and will attempt new things more

readily. Shy children often become more outgoing in such situations while children with behavioural difficulties generally settle better in class after undertaking outdoor tasks. It is overwhelmingly clear that the vast majority of children in the Foundation Phase enjoy coming to school.

Nearly all children in non-maintained settings and primary schools know what healthy food is and how it is important to exercise. Many join extra-curricular activities to keep fit. Most secondary pupils also understand how to be healthy and take part in a broad range of physical activities. Learners benefit from access to a range of professional support, guidance and counselling.

Nearly all children in non-maintained settings apply themselves well to learning activities, play co-operatively with other children and show a good understanding of rules and routines. In most primary schools, pupils behave well, demonstrate positive attitudes towards learning and are enthusiastic and well motivated. Behaviour and attitudes to learning are good or better in many secondary schools and very good in about a third of schools. Almost all pupils in special schools behave well and engage enthusiastically in learning. The numbers of permanent and fixed-term exclusions continue to fall, maintaining the steady pattern in recent years.

In nearly all primary schools, pupils show respect, care and concern for others. In the majority of schools, pupils participate well in community activities, for example as school councillors or as members of an eco-committee although, in a minority of schools, pupils play too small a role in making decisions about how and what they learn.

In many secondary schools, pupils develop their life and social skills well. They often take part in community activities and in making decisions about various aspects of school life, such as improving the environment, as part of the school council's work. In a few schools, where pupils' involvement in the life and work of the school is especially strong, they have a significant role in self-evaluation activities and in the process of developing school improvement plans. In a significant minority of schools, they have a say in what and how they learn.

The one indicator of wellbeing that remains disappointing is the level of attendance. Attendance rates have changed little in primary schools over the last six years. Although they are improving slowly in secondary schools, they remain below those in England.

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Strategies for improving literacy skills

In last year's annual report, I said that, despite achieving some progress in improving literacy in the previous six years, too many adults have low levels of basic literacy, and that typically 40% of pupils arrive at secondary schools with reading ages that are below their chronological age. Unless pupils have appropriate levels of literacy, they cannot read well enough to keep up in lessons. Later on, they cannot progress to higher levels of education or training or make a full contribution to their communities or as members of the workforce.

We know that developing the essential skills of literacy has a positive impact on standards in all subjects. That is why the best schools put so much effort into improving their pupils' reading and writing.

The main ways that these schools have done this are by:

- using creative play, drama and stories to enthuse pupils and help them to gain oracy skills;
- building on oracy skills to develop pupils' confidence in their story-telling abilities so that they can translate ideas and images into written stories;
- providing a range of exciting reading materials and writing opportunities that appeal to pupils and stimulate them to learn;
- teaching phonics regularly;
- implementing whole-school systems that will develop pupils' literacy progressively across all areas of the curriculum;
- planning frequent opportunities for pupils to apply their skills in a wide range of lessons and contexts; and
- making sure that teachers of all subjects use a consistent approach to assessing and tracking pupils' progress in literacy.

Most schools ask teachers to map where they cover aspects of literacy skills in lessons but, in practice, few start with a detailed plan for developing pupils' skills progressively across the curriculum. In one-in-five primary schools inspected, curriculum planning is only adequate and there are too few opportunities for pupils to apply skills, especially in writing, across the curriculum. In over a quarter of primary school inspection reports, inspectors say that literacy skills need to improve, particularly writing skills, and schools need to get better at planning for progression.

Similarly, only a few secondary schools start with a plan to develop skills and then apply that plan to underpin the curriculum. A quarter of secondary schools do not co-ordinate skills provision appropriately or monitor the consistency and impact of provision in lessons across the curriculum. In more than a third of secondary school inspection reports this year, there were recommendations to improve skills co-ordination across the curriculum and to plan for progression.

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Planning for literacy and numeracy across the curriculum

Too often, teachers plan the curriculum as separate subjects, without thinking enough about how subjects, such as history or geography, can be a context for pupils to develop literacy and numeracy skills. As a result, pupils do not apply their number, reading and extended writing skills often enough in the context of all subjects.

Only a few schools use a 'skills-based' approach to planning the whole curriculum. These schools plan activities that become more complex as pupils move through the school so as to develop their thinking, communication, information and communication technology and number skills progressively. Where schools plan a skills-based curriculum well, teachers work together to plan across all year groups and to target how they will develop specific skills in subject or themed lessons.

For more information about this please refer to our remit on the '[The Skills Framework at key stage 2.](#)'

Literacy from the early years through life

The Foundation Phase is generally having a positive effect on children's speaking, listening and reading. Children now have more and better opportunities to talk and more exciting things to talk about. However, a minority of children make slow progress in writing as they move through the Foundation Phase. In around a quarter of primary schools, the quality of children's writing in the Foundation Phase is not good enough. In a minority of schools, teachers are unsure about how much direct teaching should take place within the Foundation Phase. This means that there is sometimes not enough direct teaching of important reading and writing skills.

Many pupils in the majority of primary schools develop appropriate reading skills within the curriculum offered and can read in a variety of contexts. There is a minority of pupils in these schools whose reading ages are significantly below their chronological age. In a few schools, most pupils do not read with accuracy and do not understand what they read well enough.

Pupils' writing skills are not as well developed as their reading skills by the end of key stage 2, and the majority do not write at length or learn to improve their work through re-drafting. Few pupils write well or at length in subjects other than in English or Welsh first language. For example, older pupils do not write detailed accounts in history or make comprehensive notes on the science investigations they have carried out.

The end-of-key-stage 2 outcomes of teacher assessment in language are generally overgenerous. Even so, the outcomes show only small improvements in the percentages of pupils achieving the expected level 4 in reading and writing in English and Welsh first language in recent years. Standards in writing remain below those in reading. Girls continue to do better than boys in all measures, particularly in writing, although the gap has narrowed a little since last year.

In secondary schools, teacher assessments at key stage 3 suggest a worsening picture. Standards in writing remain below those in reading and about one-in-ten pupils who achieve expected levels in reading and writing at the end of key stage 2 do not make enough progress to achieve the expected level 5 by the end of key stage 3.

In about one-in-eight secondary schools, where standards are excellent, pupils use their literacy skills effectively. For example, they read and synthesise information well and present it in a variety of styles for different audiences. Many pupils, across most schools, read with understanding, extract, and interpret information well. However, in a few schools, a minority of pupils have limited reading skills and this limits their progress in all subjects. Often, in these schools, more able pupils do not have enough opportunities to study and analyse complex texts.

Teaching phonics systematically

Coed Eva Primary School in Cwmbran teaches phonics systematically to children in the Foundation Phase.

Children practise regularly to build on the progress they make through the programme. The pace of delivery ensures that children gain the skills they need to develop their reading quickly. The programme is characterised by the features described below:

- it is clear, systematic and progressive throughout the Foundation Phase;
- phonic sessions are held frequently and regularly;
- the coverage is brisk and avoids unnecessary repetition; and
- teachers motivate children by using interesting approaches, such as using the outdoor environment to search for words that begin with the same sound.

Because the approach is systematic, children build the phonic knowledge, understanding and skills that they need at the right stage. The programme has had a significant impact on the literacy standards of all pupils.

For more information about this please refer to our remit on '[Literacy and the Foundation Phase](#).'

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In many secondary schools, pupils are given good opportunities to write clearly for a range of different purposes and audiences and they can write detailed accounts of events in humanities subjects. However, in a quarter of secondary schools, standards of pupils' writing are not as good as other aspects of literacy. In these cases, pupils do not produce enough extended writing and make basic errors in spelling, punctuation and grammar.

Most local authorities have well-established initiatives to improve literacy. However, it is difficult to judge the impact of these initiatives on standards because officers do not track the progress learners make well enough.

Generally, further education institutions give learners a broad range of opportunities to develop and improve their literacy skills. Most learners make good progress in developing these skills. Most learners' written work is appropriate for their level of study. However, there is considerable variation in learners' attainment of essential skills qualifications in further education institutions. Learners' progress in gaining appropriate essential skills qualifications also varies considerably in work-based learning settings. Where provision is well planned, a significant minority of learners attain these skills at a level higher than required in their qualification framework. Too many providers do not give a high enough priority to developing learners' literacy skills.

Most adult learners in community learning settings have the literacy skills needed to succeed on their courses. However, there is too much variation in the extent to which learners undertaking adult basic education courses achieve their intended qualifications. There is not enough provision across Wales to support adults to improve their basic skills. Not enough adults with low levels of basic skills progress to level 2 qualifications. Moreover, providers of adult basic education do not plan well enough to attract young adult learners who have not achieved level 2 qualifications in English or mathematics while at school.

Reading ages

Last year's annual report suggested that there was a need to develop an all-Wales approach to assessing literacy skills. Recently, the Welsh Government has announced plans to introduce a national literacy framework and mandatory reading tests for pupils.

This year, we again undertook a survey of secondary schools to find out how schools test pupils' reading skills. About 50 schools responded and broadly confirmed last year's findings. Typically, 40% of pupils entering secondary schools have reading ages more than six months below their chronological age. Twenty per cent have a reading age below nine years and six months, which is generally considered to indicate the level of functional literacy. A further 20% have reading ages that are between six and 18 months below their actual age. These figures are higher than would be expected since in 2011 only about 17% of pupils did not achieve expected levels in reading in teacher assessments at the end of key stage 2. These teacher assessments do not include direct tests of reading ages.

Around two-thirds of the secondary schools that responded receive data on pupils' reading ages from partner primary schools. Many secondary schools find this information helpful. However, a minority of secondary schools do not receive reading age information at all from partner primary schools.

Nearly all secondary schools test pupils' reading ages on entry in Year 7, generally in the first month of pupils starting school. Schools use a wide range of different tests for this purpose. About half of schools carry out further reading tests, most commonly in Year 8 or Year 9. About two-fifths of the schools surveyed carry out reading tests each year throughout key stage 3. Many schools carry out further reading tests for specific groups of pupils who require additional support with their reading.

Literacy skills in further education

We undertook a similar survey of further education in Wales. We asked institutions to tell us how they assess learners' literacy skills when they enrol at college, what support the college offers and what impact this support has on learners' progress. Around half replied to the questionnaire. We found that nearly all learners in further education institutions undertake an initial assessment of skills.

In 2010-2011, around a fifth of learners were assessed at below level 1 in literacy while almost three-fifths were at level 1. Around a quarter of learners were at level 2. Institutions offer a range of literacy support programmes, including out-of-class support, one-to-one in-class support and small group in-class support. Less than a third of those learners offered out-of-class support attended these sessions for a full term and only about one-in-six learners continued beyond a term. Less than half of those learners offered in-class one-to-one support took up this option while around two-thirds of learners who were offered small-group in-class support accepted this support.

Many further education institutions do not measure the impact of their support programmes on the standards of learners' literacy.

Learning Welsh as a second language

This year, about half of pupils in English-medium primary schools achieved the expected level in Welsh second language by the end of key stage 2. Although this proportion is an improvement on last year, it remains lower than that for all other subjects. Many pupils make a good start to learning in Welsh in the Foundation Phase, but do not develop their Welsh language skills well enough in key stage 2. Teachers do not provide these pupils with enough opportunities to develop their knowledge and understanding of the language and do not have high enough expectations of what the pupils can achieve. This is mainly because many teachers are not confident enough and lack the knowledge to teach Welsh at an appropriately high level.

Similarly, in many English-medium secondary schools, there are not enough opportunities for pupils to improve their ability to use Welsh other than in Welsh lessons. In 2011, about two-thirds of key stage 3 pupils achieved the expected level 5 or above in Welsh second language. This maintains the steady improvement seen over the last five years, but standards in Welsh second language continue to be lower than those in all other subjects and the gap between the performance of boys and girls is also greater than for all other subjects.

Only around two-thirds of key stage 4 pupils gain a recognised qualification in Welsh first or second language. There has been a downward trend in the proportion of pupils entered for the full GCSE course in Welsh second language. In 2011, less than half of pupils taking a GCSE examination in Welsh second language entered for the full course.

There are still not enough Welsh-medium or bilingual courses to meet the needs of Welsh speakers post-16. In half the further education institutions inspected this year, learners are able to develop their Welsh language skills, for example through the Welsh Baccalaureate programme and in other classes and tutorials, but few complete their coursework or assignments in Welsh. In the other institutions inspected, Welsh provision is very limited. In work-based learning, improvement in Welsh-medium provision is also slow and only a few providers encourage learners to study or complete assessments in Welsh.

Even in Welsh-speaking areas, only a few Welsh-medium adult community learning courses are available. When given the opportunity, most adult Welsh-speaking learners make good progress.

In the Welsh for adults centre inspected this year there is a good variety of courses at all levels. Most Welsh for adults learners are enthusiastic, make good progress and often use Welsh socially.

The standards achieved by specific groups of learners

Different groups of learners have their own distinctive learning needs. Such groups include disadvantaged learners, more able and talented pupils, and older adult learners. Disadvantaged learners include learners entitled to free school meals, those from minority groups, such as looked-after children and gypsy and traveller children, and those identified as being in need of additional support. The new common inspection framework now explicitly requires inspectors to look at how providers identify and address these needs.

The support available to these groups of learners varies considerably among providers. Generally, providers do not use data or assessment systems well enough to identify the underachievement of groups of learners or track their progress. Once identified, these learners need specific and discrete support, as well as good teaching and learning, to help them achieve their potential. However, provision is generally not differentiated or targeted carefully enough to meet the needs of these learners.

Disadvantaged learners

The few schools that support disadvantaged learners well analyse data rigorously to identify where to target support and implement systematic, whole-school approaches to support these learners. These schools tailor the curriculum to meet the needs of all learners and raise the achievement of disadvantaged learners by providing a focus on giving pupils work in lessons that will improve specific skills. They also offer mentoring for individual pupils and extra help with basic skills and homework.

Only a few schools have a specific objective to target support at disadvantaged learners in the transition between key stage 2 and key stage 3. Full information about disadvantaged learners is still not being transferred systematically between primary and secondary schools. Generally, schools do not build on the links they have with other schools well enough to share and develop their strategies to tackle disadvantage.

Almost all work-based learning providers and further education institutions offer suitable programmes for learners from deprived areas to continue their education or training. Providers generally have information available that identifies the percentage of learners who reside in areas of deprivation. However, providers do not analyse their learner data well enough to know whether they attract a high enough proportion of learners from deprived areas. Learners generally receive good care, guidance and support. However, providers do not monitor the level or take-up of support for learners from deprived areas or analyse data on learners' completion and attainment rates well enough to show the impact of these guidance and support arrangements on learners' performance. Only a small number of providers compare the achievements of learners from deprived areas, or the achievements of learners in receipt of financial support, with the performance of other learners.

A whole-school approach to supporting disadvantaged learners

Bryngwyn School in Llanelli has adopted successful strategies to improve the attendance, attitude and the achievement of disadvantaged learners.

For more information about this, please refer to the [case study](#).

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“However, providers do not analyse their learner data well enough to know whether they attract a high enough proportion of learners from deprived areas.”

Gypsy and Traveller learners

Schools and local authorities face particular challenges in improving outcomes for Gypsy and Traveller pupils. The most important factors in improving Gypsy and Traveller pupils' outcomes are to do with improving their attendance and attitudes towards school. This is a significant challenge for the staff involved as it means changing established attitudes in the Gypsy and Traveller community as well as in the schools themselves.

Although in a few cases the actions of local authority staff are beginning to improve attendance rates, despite this support the overall attendance rates of secondary school age Gypsy and Traveller pupils are still too low.

Most schools do not adapt their approaches to meet the needs of Gypsy and Traveller pupils. Overall, few secondary schools have policies or practices that address their needs and few schools adapt the curriculum to raise all pupils' awareness of the traditions and values of Gypsy and Traveller families.

Effective strategies to support Gypsy and Traveller pupils

St. Joseph's Catholic and Anglican High School in Wrexham has developed effective strategies to support Gypsy and Traveller pupils that have helped reduce exclusion rates and increased participation in extracurricular activities.

For more information about this, please refer to the [case study](#).

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“This is a significant challenge for the staff involved as it means changing established attitudes in the Gypsy and Traveller community as well as in the schools themselves.”

More able and talented learners

Generally, primary schools do not identify more able and talented pupils adequately or offer enough challenge to stretch these pupils. Too few of these pupils achieve at above the expected levels at the end of key stage 1 and key stage 2. In the few primary schools with the best provision, thorough analysis of data and assessment outcomes helps to identify more able and talented pupils. In these schools, the pupils are identified and offered a range of additional provision, and teachers track their progress carefully. Where provision is good, there are consistent, whole-school approaches to learning and teaching. More relevant extra-curricular activities are available and there are strong links with secondary schools to smooth transition and ensure that suitable challenge and enrichment continue. Where schools promote individualised or personalised approaches to learning, the more able and talented benefit significantly, particularly from having control over how and what they learn.

Older learners

Adult community learning partnerships across Wales generally provide effective support for learners between 50 and 65 years old who are not in employment or are in groups that do not access learning outside their communities. Through community learning opportunities, many of these older people have developed their literacy, numeracy and information and communication technology skills and improved their employability.

However, older learners, particularly those who are over 65 years old and retired, do not have the same access to those education and skills development opportunities that could contribute to their continued health and wellbeing in the next phase of their lives. This is because the current emphasis on 'skills for employment' in what is offered has resulted in gaps in provision for older learners for whom this is not relevant. The curriculum offered to these older learners, including those who can pay for courses, is inflexible, does not meet their needs and does not promote lifelong learning positively.

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“Where schools promote individualised or personalised approaches to learning, the more able and talented benefit significantly, particularly from having control over how and what they learn.”

The leadership provided by school governors

In many schools, governors generally carry out their roles well in terms of supporting the school's work. However, in around a quarter of schools, while governors may be well informed about many aspects of school life, they generally have limited knowledge of the school's performance data or do not make comparisons with outcomes in similar schools, and rarely challenge or hold leaders to account.



In schools where leadership is judged to be only adequate, governors do not fulfil statutory requirements such as meeting their safeguarding responsibilities or producing suitable annual reports to parents. In unsatisfactory schools, governors are not well informed about the school's priorities or the performance of pupils.

If governors are to carry out their role effectively, they need information on certain key aspects of the school's work. School leaders and managers prepare reports for full governors meetings on at least a termly basis. Governing bodies also have sub-committees that focus on specific areas of governance, for example the school's budget, staffing and curriculum. However, in schools where leadership is weak, the information that governing bodies receive often makes it difficult for them to hold leaders to account. In too many cases, headteachers present school performance data and other contextual information in a way that hides the real issues. This results in a degree of complacency that is typical of many 'coasting' schools. As a result, governors are sometimes under an illusion about the school's performance and are therefore surprised when inspectors raise concerns.

In the best schools, governors have a clear vision based on the school's distinctive character and ethos. This helps them to play a strong role in shaping the school's future direction. In this strategic role, the governing body engages in robust and challenging dialogue about what future steps the school should take to provide high standards of pupil achievement and excellence for all.

At best, governors engage fully with the school and its community and also with the local authority. Governors have a presence in the school, are involved in aspects of its work and find out as much as they can about the school. Through visits to schools, governors are able to evaluate the school's work more effectively. When the focus is agreed in advance and the purpose is understood by all involved, these visits can be supportive and build up trust and respect between staff and the governing body. By engaging with the local authority and taking part in training, governors can learn more about their role and improve their skills.

Governors have an important role to play in school self-evaluation and planning for improvement. Governors should compare how their school is performing in comparison to schools in their family of schools and to schools facing similar challenges according to free-school-meals benchmarking. This information is made available to all schools and governors need to discuss the headline messages and ask the challenging questions to enable them to hold the school to account. Often, where a school is performing better than similar schools, it is because the school has a clear focus on raising standards and school leaders and governors have high expectations and are constantly looking for ways to improve.

Good practice in governance at Ysgol Emmanuel

Ysgol Emmanuel in Rhyl serves a socially and economically disadvantaged area and 49% of its pupils are entitled to free school meals. At the time of its inspection, there were 406 full-time pupils on roll and a further 61 children were attending the nursery on a part-time basis.

Governors at Ysgol Emmanuel have an in-depth knowledge of the performance of the school and rigorously hold it to account for the standards it achieves. Governors are directly involved in monitoring standards and provision across the school, for example through lesson observations and scrutiny of pupils' work.

Individual governors have responsibility for different aspects of the school's work, including specific curricular areas. For example, the governor responsible for literacy plays a full part in monitoring the standards of literacy at the school. This includes shadowing the literacy co-ordinator in reviewing how well pupils' literacy skills are being developed across the curriculum. As part of this work, the governor monitors samples of pupils' work, discusses aspects of their literacy work with groups of pupils and observes a sample of literacy lessons. Through these activities, the governor responsible for literacy gains greater awareness and understanding of provision and standards of literacy at the school, and is able to contribute fully to governors' discussions about the main findings of the review.

Similar processes apply to other governors with curriculum responsibilities.

Each term, the school holds an assessment week to monitor pupils' and class progress to meet projected targets. Governors' involvement in this work helps them to understand how well individual classes and groups of pupils are performing. Governors are able to challenge staff where there are discrepancies between targets and results and help identify suitable strategies to bring about improvement.

Over the last three years, pupils' skills have improved steadily. The school's performance places it in the top 25% when compared with similar schools, using free-school-meals benchmarks, for language, mathematics, science and the core subject indicator.

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“Governors are able to challenge staff where there are discrepancies between targets and results and help identify suitable strategies to bring about improvement.”

The progress made by providers since their last inspection

Most providers need to improve in some way following an inspection, although some will need to improve more than others. I summarise below some of the improvement journeys being undertaken by providers we inspected last year. They vary according to the position in which the school finds itself. Providers found to be unsatisfactory during inspection generally deploy different strategies from those providers that are attempting to progress from adequate to good. The improvement strategies are different again where already good providers want to become excellent. Even so, there are some common processes that apply to all providers. At the heart of any improvement process there is usually a clear focus on improving outcomes for learners, based on robust analysis of performance data and other evidence about the provider's work.

Irrespective of where the provider is on the improvement journey, it needs to:

- have clear and energetic leadership;
- set up whole-provider policies and systems and apply them universally;
- focus on improving standards for all learners as the main priority;
- concentrate on the quality of teaching and assessment as the key to improving standards;
- analyse performance data thoroughly to identify what, specifically, needs to improve;
- sustain a focus on improving literacy and numeracy;
- have high expectations and hold all staff to account for their areas of responsibility; and
- tailor learning experiences to meet the needs of specific groups of learners.

When a provider is unsatisfactory in a number of aspects of its work, it tends to adopt a largely directive and top-down approach in order to deal quickly with the most significant weaknesses. The aspects that are most likely to need urgent attention are:

- improving learner behaviour and attendance;
- raising levels of basic skills by using intervention strategies and making sure all staff see improving literacy and numeracy as their responsibility;
- allocating clear roles and responsibilities to all managers;
- setting up effective line-management systems for accountability;
- developing a culture of self-evaluation based on systematic analysis of performance data and session observations; and
- ensuring that performance-management arrangements focus on identifying and addressing underperformance.

In moving from adequate to good, providers usually introduce a more collaborative approach to improvement. This is likely to include using data to set targets for learners and tracking their progress carefully. Leadership roles are extended with more staff taking on responsibility for whole-school issues and working groups taking forward specific tasks or projects. Middle managers also take on a more significant role in carrying out lesson observations, which will focus increasingly on evaluating the quality of teaching and learning in dialogue with staff. Planning for improvement will include acting on staff and learners' views and responding constructively to their suggestions.

Excellent providers develop a collaborative, open and inclusive approach to moving from good to great. The approach is based on high expectations and features a high degree of consistency in the way all aspects of their work are carried out. There is greater emphasis on developing learners' higher-order skills, particularly thinking skills. The culture of observing sessions is fully embedded and concentrates on the impact of teaching and training on learners' achievements. Self-evaluation and reflective practice are well established. Many staff are actively engaged in collaborative activities within and beyond the provider that aim to improve teaching, training and learning. Learners play a significant role in improvement activities and contribute routinely to the preparation of improvement plans and policies.



“Many staff are actively engaged in collaborative activities within and beyond the provider that aim to improve teaching, training and learning.”

The views of learners and parents about schools and other providers

As part of our new inspection arrangements, we invite a sample of learners to complete questionnaires about their experience of education. For the first time this year, we have a national picture of learners' views about education, based on responses from about 16,500 primary pupils and 7,000 secondary pupils.

The picture is largely positive. In primary and secondary schools, about 95% of pupils feel safe in school and believe they are doing well.

A similar proportion of pupils indicate that teachers at their school help them to learn and make progress. More than 95% of primary school pupils say that they know whom to talk to if they are worried or upset, that they have lots of opportunities to get regular exercise, and that the school teaches them how to keep healthy.

However, around a third of secondary pupils and a quarter of primary pupils have concerns about the behaviour of other pupils. More than a third of secondary pupils feel that they do not have enough opportunities to influence the work that they do. Around a third of secondary pupils state that homework does not help them to understand and improve their work.

We also invite parents of school pupils to complete questionnaires and around 12,500 parents have responded in total (9,000 primary and 3,500 secondary). More than 85% of secondary school parents and 90% of primary school parents who returned questionnaires responded positively to all questions about the school's work. More than 95% of parents agree that their child likes school and was helped to settle in well when he/she started school. A similar proportion of parents are satisfied with their child's school, think that teaching is

good and that their child is making good progress. However, around 15% of parents of secondary pupils express concerns about pupils' behaviour and feel they are not kept well informed about their child's progress.

Learners in further education institutions, work-based settings and adult community learning are also positive about most aspects of their learning experiences. In these sectors, about 95% of learners state that they enjoy learning, were given good information by the provider when choosing their learning programmes, receive good personal support from tutors, trainers and assessors, and that staff help them to make good progress. A similar proportion of learners believe that taking part in their learning programmes has helped them to improve their life skills, while 97% say that their learning will help them to achieve their goals. Nearly all learners in work-based settings say that they have access to good-quality work placements and that employers support them well in their work placements. However, about one-in-six of learners in further education institutions and adult community learning do not believe that they have access to good-quality work placements or that employers support them well in their work placements.

Challenges for post-16 education and training

Meeting the needs of the economy

Generally, post-16 providers continue to provide learners with the technical and practical skills and professional training needed for employment and the economic regeneration of our communities.

There has been a steady improvement in learners' progression into further education or training over recent years and in inspection outcomes for work-based learning providers and further education institutions. However, providers need to do more to attract learners into engineering and manufacturing technologies, and onto construction and business administration courses. The quality of learners' outcomes on some courses in these areas also needs to improve further.

All providers need to find ways to become more responsive to the needs of their local economy. Providers can achieve this by giving more careful attention to labour market information and through improving their links with employers. Too often the links that further education institutions have with employers have been based on continuing historical relationships rather than on planning to meet new and emerging regional or national needs. They tend to be strong in a few learning areas such as engineering, caring and catering but underdeveloped or non-existent in relation to some other vocational learning areas.

Schools and post-16 providers share a major challenge in trying to provide relevant and useful work experience for their learners, particularly in a climate of financial restraint. At present they achieve this goal with variable degrees of success. Improved regional collaboration could lead to more efficient co-operation between individual providers in finding and managing work placements in order to prepare young people better for the world of work when they have completed their education and training.

To become more responsive to industry and to learners from the community, providers need to improve their strategic planning. It is natural for providers to want to continue with the pattern of curriculum and courses they have established over time and this often does match quite closely the aspirations of the learners they enrol. They do not question whether they are adapting quickly enough to changing circumstances and needs. For example, colleges do not monitor the enrolment of learners from deprived backgrounds – those who are in receipt of the education maintenance allowance – carefully enough to make sure that they are meeting the needs of all young people from the communities they serve.

Partnerships

Our inspections this year have looked at different types of partnership working. Some partnerships are working well, but others need to be strengthened.

The further education sector has been working with local schools and other providers, with varying degrees of success, to increase the range of courses for learners, to share resources and to avoid duplication of provision. But across post-16 sectors, learners do not always receive the highest-quality independent information, advice and guidance on what courses are the most suitable for them to follow.

Guidance is not always based on up-to-date labour market information either and this is vital if they are to follow appropriate learning routes leading to employment or further levels of study.

There are many good examples of partnership working at an operational level in adult community learning. However, there are still too many cases of poor planning at local authority level, which allow unnecessary duplication of courses. Too often, provision is planned to take advantage of the availability of funding streams rather than to reflect the needs of the area as a whole. Partnerships do not always involve the third sector, which plays an important role in the local delivery of education to vulnerable and marginalised groups.

Providers do not work together closely enough to share expertise and facilities, and especially to provide a coherent pattern of literacy support for learners. The South West Wales Regional Learning Partnership, which is developing provision of essential skills training on a regional basis, is a good example of how providers can plan more effectively to meet both the needs of individual learners and the requirements of the local economy.

Use of data

Across all post-16 sectors, the most significant driver for data collection is the National Planning and Funding System, which is currently under review. Providers do not collect or use data robustly enough to demonstrate that their strategies are having a positive impact on improving learners' skills. They do not track systematically the progress their learners make in literacy, numeracy and information and communication technology across the curriculum. Providers cannot always show how the analysis and interpretation of data have influenced their decisions about teaching, the curriculum and use of resources, or how their decisions – for instance, about the allocation of resources or investment in areas of learning – have led to better quality and outcomes.

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“Too often, provision is planned to take advantage of the availability of funding streams rather than to reflect the needs of the area as a whole.”

Section 2: Sector report

Annual Report 2010-2011



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Primary schools

In January 2011, there were 1,435 primary schools in Wales. This is 27 fewer than in January 2010 when there were 1,462 schools. There were 259,189 pupils in primary schools in January 2011, an increase from 257,445 in the previous year. This is the first increase in primary pupil numbers since 1998.

Performance and prospects

This year, we inspected 238 primary schools. Performance is good or better overall in four-fifths of these schools. It is excellent overall in 5% of primary schools. Performance is adequate in 19% and unsatisfactory in 2% of primary schools.

Judgements about current performance are based on the judgements made on the three key questions, outcomes, provision and leadership and management.

Prospects for improvement represent inspectors' confidence in the provider's ability to drive its own improvement in the future. Prospects for improvement are good or better in almost three-quarters of primary schools and excellent in 8%. Prospects are adequate in 22% and unsatisfactory in 3% of primary schools.

Around 23% of primary schools need follow-up visits by Estyn, including 5% that are causing serious concern. Four primary schools require special measures, eight need significant improvement and 43 require an Estyn monitoring visit. A further 21% gained largely 'good' inspection judgements, but have one or more important areas for improvement. We have asked local authorities to report back to us in detail on the progress made by these 51 schools.

In the schools requiring special measures:

- current performance and prospects for improvement are unsatisfactory;
- the proportion of pupils reaching the expected levels in end-of-key-stage assessments is well below that of similar schools;
- teachers do not provide enough challenge for pupils in lessons;
- leadership and strategic direction are weak and leaders do not challenge underperformance;
- self-evaluation and improvement planning lack rigour; and
- little progress has been made since the previous inspection.

In schools identified as needing significant improvement or Estyn monitoring, the most common shortcomings are as follows:

- standards, teaching and learning experiences are no better than adequate;
- leadership has significant shortcomings and governors rarely challenge performance; and
- prospects for improvement are either adequate or unsatisfactory due to poor leadership.

Many schools needing local authority monitoring have good standards and prospects for improvement. However, new self-evaluation and school improvement processes have yet to have an impact on outcomes.

Outcomes

Standards are generally good or better in about four-fifths of the primary schools inspected.

In many schools, there is a trend of steady improvement and most pupils make good progress and achieve well across most areas of the curriculum. Many attain the expected level in National Curriculum assessments at the end of key stage 2. In the majority of these schools, the proportion of pupils achieving the higher level at the end of the key stage 2 is consistently high.

In a very few schools, standards are excellent. In these schools, nearly all pupils make very good progress from the level of their attainment on entry and when compared to the progress made by pupils in

similar schools. In these excellent schools, pupils become confident working with little supervision from teachers. Pupils take part in thoughtful and constructive discussions and can read, write and use number skills well in different situations and subjects across the curriculum.

In around four-fifths of schools, most pupils make good progress in developing their speaking, listening, numeracy and information and communication technology skills. However, in around 30% of schools, standards of reading and writing remain a concern.

In many schools, pupils in the Foundation Phase make good progress in developing their speaking, listening, reading and

mathematical skills. Pupils become increasingly independent and use their thinking skills well. However, in the Foundation Phase, in nearly a quarter of schools inspected, pupils' written work is full of simple spelling and punctuation mistakes and they do not write enough at length. At key stage 1 and key stage 2, pupils' writing across the curriculum is also weak. By the end of key stage 2, many pupils do not develop higher-order reading skills such as skimming and scanning well enough and find it difficult to extract relevant information from a range of sources. In too many schools, pupils do not make enough progress in developing their reading and writing skills across the curriculum. In just over 30% of primary school inspection reports this year,

there were recommendations to improve standards in English or Welsh first language.

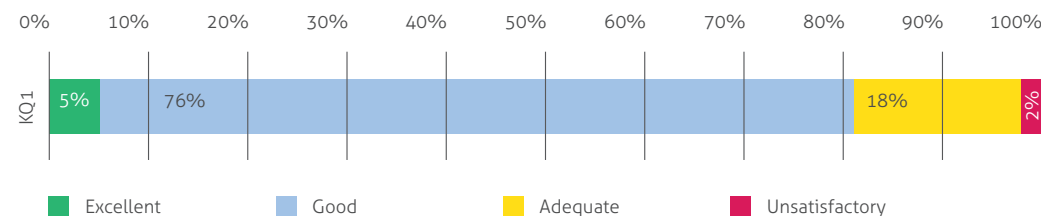
In around four-fifths of schools, pupils acquire good numeracy skills in their mathematics lessons. However, in only around two-fifths of schools can pupils apply these numeracy skills confidently in other areas of the curriculum. In a minority of schools, key stage 2 pupils' ability to think and learn independently is not strong enough.

Closing the gap

Ysgol Gymraeg Cwm Garw has used a combination of effective strategies to close the gap between girls' and boys' attainment.

For more information about this, please refer to the *case study*.

Figure 2.1: Percentages of judgements awarded for Key Question 1: How good are outcomes?



The standards achieved by pupils entitled to free school meals are adequate or better in many schools. Nevertheless, in around 30% of schools, this group of pupils still do not achieve as well as they should. The gap between their performance and that of other pupils remains too wide.

In many schools, pupils with additional learning needs make good progress in relation to their abilities.

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“In the majority of schools, pupils participate well in community activities, for example as school councillors or as members of an eco-committee.”

Overall, boys continue to achieve less well than girls, particularly in English, although there are some individual schools where this is not the case. In one-in-ten schools, boys are not achieving at the expected level for their age in English. Where boys do better, their schools tend to:

- offer targeted and varied support for literacy skills;
- emphasise competitive team activity in the curriculum;
- use customised information and communication technology curriculum software;
- have out-of-school-hours practical activities that develop oracy;
- use males as role models; and
- involve parents and carers systematically in learning activities such as reading.

In the majority of schools, pupils' Welsh second language standards are good. Their Welsh speaking, listening and reading skills are developing well. In the Foundation Phase, particularly, many pupils make good progress in using Welsh. However, at key stage 2, in a significant minority of schools, pupils do not continue to develop their Welsh skills well enough.

The quality of pupils' wellbeing is good or better in nearly all primary schools. Pupils feel safe and in most schools pupils behave well. Most pupils demonstrate positive attitudes towards learning and are enthusiastic and well motivated.

Nearly all pupils understand what they need to do to be healthy. They know about the importance of a balanced diet and regular exercise. Many attend a good range of extra-curricular activities to keep themselves fit.

Attendance rates – at 93% – have changed very little over the last six years. As in previous years, attendance is worse in areas of social and economic disadvantage. There is a clear link between high absence rate and low standards in the schools inspected this year.

In nearly all schools, pupils show respect, care and concern for others. In the majority of schools, pupils participate well in community activities, for example as school councillors or as members of an eco-committee. However, in about a third of schools, pupils play too small a role in making decisions, especially decisions about how and what they learn.

Improving pupils' wellbeing – get a Voice

The work of the VOICE Team at **Glan Usk Primary School**, Newport has improved pupils' wellbeing and standards in learning across the whole school.

For more information about this, please refer to the *case study*.

Provision

Provision overall is good or better in just over four-fifths of the schools inspected this year.

Learning experiences are good or better in about three-quarters of schools. In most of these schools, well-planned lessons build systematically on what pupils know and can do. Most of these schools meet the requirements of the National Curriculum and staff provide pupils with a good range of interesting learning experiences.

In language, mathematics and information and communication technology lessons, the majority of schools plan carefully to develop pupils' literacy, numeracy, and information and communication technology skills. In a few schools, there is a strong focus on

applying these skills in all learning experiences, but only a minority of schools plan systematically to develop reading, writing and thinking across all areas of the curriculum.

In around one-in-ten schools, teachers do not adapt the curriculum to meet the needs of the most and least able pupils. They do not set tasks that extend the most able and other tasks to support the less able. Generally, teachers are better at supporting the less able than they are at stretching the more able pupils.

In many schools, provision for speaking and reading Welsh second language is good in Welsh lessons. However, in key stage 2, provision for writing in Welsh and the use

of the language in other lessons is limited. Many schools develop pupils' awareness of environmental and global issues well.

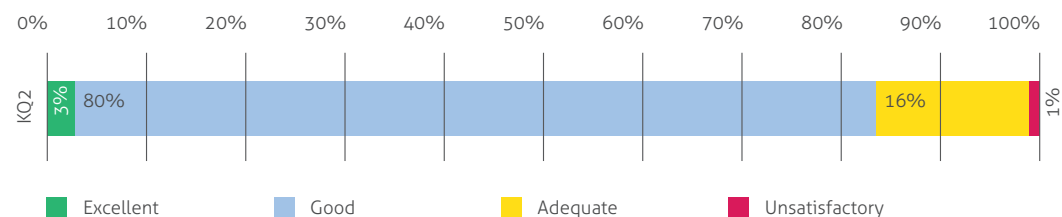
Many schools deliver the Foundation Phase curriculum through a carousel of activities that go on continuously. In the best practice, the activities have a clear purpose. The content and level of support match children's needs. However, where activities are poorly planned, children may look busy but they make little progress. They are repeating activities without extending their knowledge and understanding.

Teaching is consistently good or better overall in many schools. In the very few schools where teaching is consistently excellent, all staff have very high

expectations and use varied and innovative strategies to engage and challenge pupils. However, in around a fifth of schools, teaching is generally no better than adequate. In these schools, the pace of lessons is too slow and there is too much use of worksheets. As a result, there are too few opportunities for pupils to apply and develop skills independently. In around a fifth of schools, teachers do not challenge more able learners enough in classroom discussion.

In almost half of the schools inspected, some or many aspects of assessment are weak. Most schools have appropriate assessment policies, but teachers do not always apply them consistently. Teachers generally give pupils comments on the quality of their

Figure 2.2: Percentages of judgements awarded for Key Question 2: How good is provision?



work, but they do not always show pupils how to improve their work. In a few schools, pupils' work is not marked regularly enough. The majority of teachers use what they know from marking pupils' work to plan lessons. They increasingly involve pupils in assessing their own progress. The majority of teachers use tracking systems to record progress.

Many schools have good arrangements to assess pupils' work at the end of key stages. Schools liaise well with other local schools to organise joint arrangements. However, in around a quarter of schools, teachers' end-of-key-stage assessments are not accurate enough.

Care, support and guidance are strengths in nearly all schools. Schools have effective arrangements to support pupils' health and wellbeing. Nearly all schools promote pupils' social, moral, spiritual and cultural development successfully and most establish a strong culture of mutual respect and honesty.

Most schools have good procedures for helping pupils with additional learning needs and use specialist services well to support these pupils. A minority of schools do not monitor the progress of pupils on intervention programmes closely enough.

Nearly all schools have appropriate safeguarding policies and procedures. These schools promote equality and recognise and respect diversity. A very few schools have not adapted their local authority's generic safeguarding policies to meet their needs. In these cases, safeguarding policies do not cover all statutory requirements and not all staff are aware of the appropriate procedures for reporting concerns.

Most schools make good or better use of their accommodation and resources to support learning. A few schools make outstanding use of outside areas, such as local allotments, community facilities or woodlands, to enhance pupils' learning opportunities. The use of the outdoor environment has improved significantly

to help children learn in the Foundation Phase. However, around one-in-ten schools do not make enough use of the outdoors for play and independent learning in the Foundation Phase.

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“Nearly all schools promote pupils' social, moral, spiritual and cultural development successfully and most establish a strong culture of mutual respect and honesty.”

Leadership and management

Leadership is good or better overall in three-quarters of the schools inspected. In around one-in-ten, leadership is excellent. In these schools, leaders have high expectations and focus strongly on improving standards and quality.

Many schools have appropriate performance-management systems. However, in around a quarter of primary schools, senior managers do not address the underperformance of individual teachers well enough.

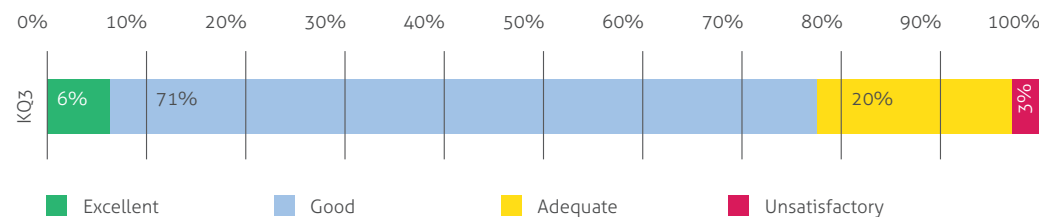
In many cases, school governors provide effective support to the headteacher and are actively involved in setting the direction for their school. They are well informed about improvement priorities and manage budgets appropriately. In more than a quarter of schools, some aspects of governors' work are weak. In these schools, governors generally know too little about the relative performance of their school and they do not challenge senior managers robustly enough.

About two-thirds of schools have good procedures to improve quality but there are shortcomings in nearly a third. Where there are shortcomings, senior managers do not take account of first-hand evidence from lesson observations and focus too much on provision and policies rather than on the standards that pupils actually achieve. Often, weaknesses identified in self-evaluation reports are not addressed in the school's improvement plan. For example, while senior managers may analyse performance data carefully, they do not use the findings to identify exactly what needs to improve. In the majority of these weaker schools, recommendations from previous inspection reports have not been addressed well.

In the very few schools where the focus on improvement is excellent, training and development are all about the impact on pupils. Many schools work in clusters and at local authority level to raise standards. However, in around a third of schools, arrangements to promote good practice are weak. There remains too much variation in standards of delivery within schools, from class to class.

Partnership working is good or better in almost all schools inspected this year. Nearly all schools have strong relationships with parents, carers and the local community, although their involvement with improving the learning of pupils is more variable. Most schools work with a wide range of agencies to support vulnerable pupils and those with additional learning needs. In a few schools, such partnerships have helped to improve attendance rates.

Figure 2.3: Percentages of judgements awarded for Key Question 3: How good are leadership and management?



Most schools use a good range of resources appropriately. Most schools have good professional development arrangements that link well to local and national priorities. However, in around a third of schools, the links between the school's improvement plan, performance-management arrangements and professional development opportunities are weak. In these schools, for example, whole-school training does not focus directly on priorities identified in school improvement plans.

This year, nearly a fifth of schools were judged to give no better than adequate value for money. In these schools:

- pupils do not make enough progress;
- funding is not directed at what needs to improve; or
- headteachers and governors do not monitor the impact of spending on outcomes carefully.

At the end of 2010-2011¹, 8% of primary schools had a deficit amounting to three million pounds. A further 18% of primary schools had reserves greater than 10% of their delegated schools expenditure, amounting to 17 million pounds.

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“However, in around a third of schools, the links between the school's improvement plan, performance-management arrangements and professional development opportunities are weak.”

¹ SDR 188/2011: Reserves held by schools in Wales at 31 March 2011 Welsh Government, 25 October 2011 <http://wales.gov.uk/topics/statistics/headlines/localgov2011/111025/?lang=en>

Secondary schools

In January 2011, there were 222 secondary schools in Wales. This is one fewer than in January 2010. There were 201,230 pupils in secondary schools in January 2011, a drop of 2,677 from January 2010.

Performance and prospects

This year, we inspected 31 secondary schools. Performance is good or better overall in 65% of these secondary schools. It is excellent overall in 13% of these schools. Performance is adequate in 32% and unsatisfactory in 3% of secondary schools.

Prospects for improvement are good or better in 84% of secondary schools and excellent in 23%. Prospects are adequate in 16% of secondary schools.

Around 23% of secondary schools need follow-up visits by Estyn. One of these schools needs significant improvement and another six require an Estyn monitoring visit. A further 19% gained largely 'good' inspection judgements, but have one or more important areas for improvement. We have asked local authorities to report back to us in detail on the progress made by these six schools.

In the schools in need of significant improvement or requiring an Estyn monitoring visit, standards and teaching are only adequate. In these schools, performance in external examinations in key stage 4 is lower than that in similar schools. In many of these schools:

- attendance is worse than that in similar schools;
- pupils make slower than expected progress in lessons and do not develop their skills enough, especially their literacy and thinking skills;
- there is a larger than expected gap between the performance of boys and girls;
- co-ordination of provision for skills is often poor;
- a minority of teachers do not have high enough expectations of pupils; and
- there are marked inconsistencies in assessment.

The schools in need of local authority monitoring have good prospects for improvement, even though standards are not yet as good as they could be. In these schools, there is a rising trend in performance.

Outcomes

Standards are good or better overall in about three-fifths of the secondary schools inspected. They are excellent in about one-in-eight schools.

In the schools with excellent standards, pupils achieve outstanding results in external examinations when compared with those in similar schools and measured against pupils' attainment on entry to the school. In these schools, the gap between the performance of boys and girls is smaller than in most schools. Also, in these schools, pupils make particularly good progress in lessons and develop and use their literacy and numeracy skills effectively.

In most schools, pupils make generally good progress in developing their knowledge and understanding. In schools where standards are adequate or unsatisfactory, performance in external examinations compared with that in similar schools is weak and there are shortcomings in pupils' literacy skills.

Pupils in most schools listen well in lessons and are responsive, although in about one-in-ten schools their responses are too brief and superficial. Many pupils can extract and interpret information well. Many pupils also write well for a wide variety of purposes and audiences and make suitable use of subject-specific vocabulary. However, in about a quarter of schools, standards in writing are not as good as in other aspects of literacy.

In these cases, pupils do not develop their extended writing skills enough and there are too many weaknesses in spelling, punctuation and grammar. Numeracy skills are weak in about a fifth of schools inspected because pupils do not apply the skills they learn in mathematics to other subjects.

Pupils with additional learning needs generally perform relatively well. In about a sixth of schools, pupils entitled to free school meals do not progress as well as they should. In about a third of schools, the gap in performance between boys and girls is significantly greater than national averages.

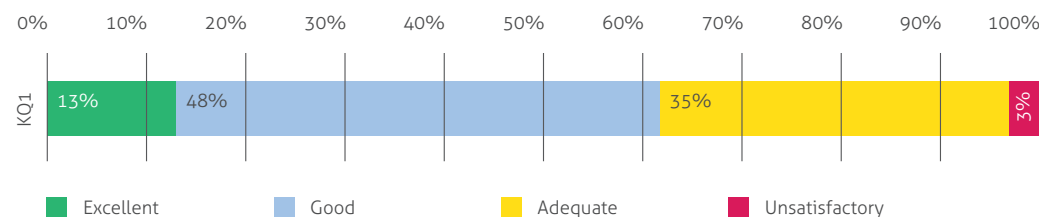
Improving pupils' literacy skills

Sandfields Comprehensive School

adopted a systematic whole-school approach to improve the reading ages of key stage 3 pupils. This work had a significant impact on pupils' literacy skills.

For more information about this, please refer to the *case study*.

Figure 2.4: Percentages of judgements awarded for Key Question 1: How good are outcomes?



Pupils make good or better progress in developing their Welsh language skills in many Welsh-medium schools, but in only a minority of English-medium schools. They make very good progress in Welsh second language in about one-in-ten schools. In the majority of English-medium schools, standards are no better than adequate and pupils do not use skills they have learned in their Welsh lessons enough elsewhere. In about a quarter of schools inspected, the proportion of pupils entered for a recognised qualification in Welsh second language in key stage 4 is much lower than the Wales average.

Most pupils feel safe in school, understand how to be healthy and take part in a broad range of physical activities. Behaviour and attitudes to learning are good or better in many schools and very good in about a third of schools. However, in just under a fifth of schools there is low-level disruption by a few pupils.

Attendance rates for secondary schools for 2010-2011 improved slightly compared with those of the previous year. Boys attend school more regularly than girls. Attendance rates continue to be lower than England. In 2009-2010, the most recent year for which comparative data is available, attendance rates in England were around two percentage points higher than in Wales.

In many schools, pupils develop their life and social skills well. They are appropriately involved in community activities and in making decisions about various aspects of school life, such as improving the environment as part of the school council's work. In a few schools, pupils' involvement in the life and work of the school is especially strong. In these schools, pupils have a significant role in self-evaluation activities and in the process of developing school improvement plans. However, in a few schools, pupils are not involved enough in making such decisions.

In the few schools where wellbeing is excellent, pupils' behaviour and attendance are particularly good and they work very hard. In the very few schools where wellbeing is no better than adequate, attendance is poor and there is too much disruptive behaviour by a small minority of pupils.

Provision

Provision is good or better overall in 87% of the schools inspected.

Learning experiences are good or better in about four-fifths of schools. At key stage 3, schools meet statutory requirements and most plan carefully for progression and continuity in subjects from key stage 2. Most schools already meet the new curriculum arrangements set out in the Learning and Skills (Wales) Measure and provide a wide range of suitable academic and vocational options in key stage 4.

The curriculum at key stage 3 now gives much greater attention to skills and in a few schools there are innovative arrangements to link subjects to develop pupils' thinking and learning skills better. In an eighth of schools, there are sound procedures for developing pupils' skills, which teachers apply consistently across the curriculum. However,

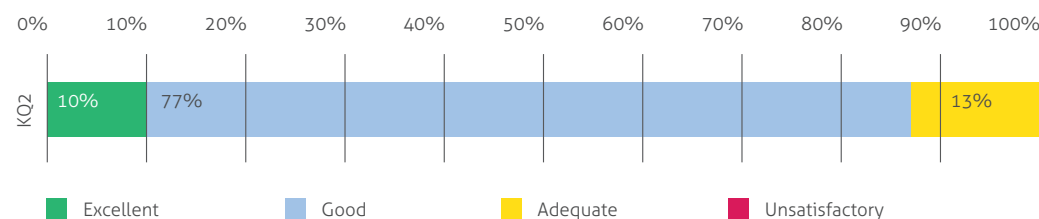
in a minority of schools, the co-ordination and monitoring of pupils' skills development across the curriculum are weak. In these cases, teachers might indicate in broad terms the skills that will feature in their lessons but have no clear strategies to strengthen these skills. In a few cases, the planned development of skills is confined to a minority of subjects.

In the majority of schools, there are not enough opportunities for pupils to practise and reinforce their Welsh-language skills outside Welsh lessons. In about half of schools, education for sustainable development and global citizenship is good, although very few have excellent provision that is embedded across the school.

Teaching is good or better overall in about two-thirds of schools. In the few schools with excellent teaching:

- consistent approaches to teaching are common across the school;
- classroom activities are challenging and motivating;
- teachers all have very high expectations of what pupils can achieve; and
- there is a strong focus on developing pupils' thinking skills through open-ended, probing and challenging questioning.

Figure 2.5: Percentages of judgements awarded for Key Question 2: How good is provision?



In a minority of schools where teaching is no better than adequate, there is too much variation in teaching methods and approaches. Teachers provide too little challenge and do not match work to pupils' needs and abilities.

In most schools, systems for tracking pupils' progress are generally good. In the few schools where marking is very good, there is a consistent practice across departments with teachers providing useful comments that help pupils to improve their work. However, in the majority of schools, the marking of pupils' work is too inconsistent. Where marking is inadequate, it does not help pupils understand how well they are doing or tell them how to improve their work. Nor is there action to follow up on whether pupils have learned from the assessment of their work.

In nearly all schools, care, support and guidance are good or better. In the third of schools that have generally excellent provision, it has a very positive impact on pupils' behaviour and attendance. In all schools, support for pupils with additional learning needs has strengths. Most schools make good use of specialist services such as the police, health,

psychological, counselling and social services to support more vulnerable pupils. In all schools, safeguarding policies and procedures are appropriate. The information and advice offered to pupils are generally comprehensive, although in a few schools advice on options for the next stage of their education is not always impartial enough to help pupils to make the best choices.

In nearly all schools, an inclusive ethos and arrangements to promote equal opportunities and to recognise and respect diversity are significant strengths. Learning resources are generally appropriate and meet pupils' needs and curriculum requirements, although in only a sixth of schools do pupils have regular access to a sufficient number of up-to-date computers.

In around half of schools, there are shortcomings in the quality of accommodation. These are most commonly in the fabric of buildings and they are often worse in physical education, science and sixth-form study areas. Nearly all schools use their accommodation well.

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“In the few schools where marking is very good, there is a consistent practice across departments with teachers providing useful comments that help pupils to improve their work.”

Leadership and management

Leadership is good or better overall in over four-fifths of schools. In one-in-six schools, leadership is excellent. These schools have:

- a clear strategic vision with a strong focus on outcomes;
- well-understood priorities based on a realistic analysis of first-hand evidence and performance data;
- a culture of collaboration, trust and accountability; and
- high expectations in all areas of work.

In most schools, staff know what their roles and responsibilities are, and leaders take direct action to improve standards, wellbeing and provision. In the few schools where leadership is only adequate, senior and middle managers do not pay enough attention to standards and teaching. In these schools, not all staff understand their roles well enough and managers do not tackle underperformance rigorously.

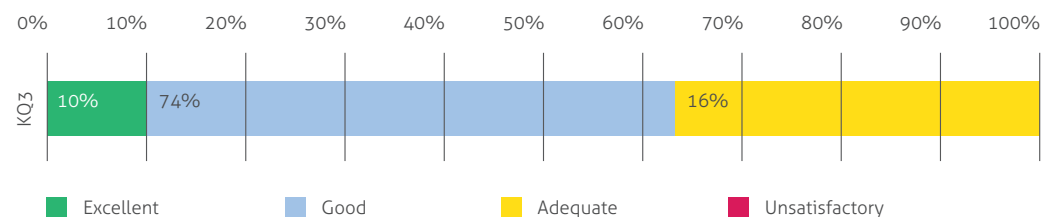
Governors provide suitable strategic direction and support in most schools and in about half they provide effective challenge. However, in a quarter of schools, governors do not use performance information well to hold the school to account.

Many schools take a systematic approach to self-evaluation and improvement planning. The majority of school improvement plans have challenging targets and identify intended outcomes. Most schools are developing in-school professional-development groups and working with clusters of schools to raise standards.

In schools where quality assurance is excellent, there has been a significant improvement in standards and provision. In these schools, departmental self-evaluation and planning for improvement show a high degree of consistency and involve pupils. In nearly a fifth of schools, where planning for improvement is only adequate:

- managers do not observe lessons enough;
- a minority of departments do not analyse data rigorously;
- self-evaluation does not identify areas for development clearly; and
- plans to improve do not address shortcomings or have challenging targets.

Figure 2.6: Percentages of judgements awarded for Key Question 3: How good are leadership and management?



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“In about a fifth of schools, a budget deficit is being brought under control. However, a very few schools inspected have a larger surplus than they need.”

One-in-ten schools have a very clear vision of their role in working with partners. Their partnership work results in improving standards and wellbeing, especially for more vulnerable learners, and in improving the numbers that stay on in full-time education and training. Work with primary schools is good or better in nearly all secondary schools. In over a quarter of instances, these partnerships are particularly good and have a strong impact on continuity in learning for pupils when they move from primary to secondary school. Work with partner secondary schools and colleges to provide the expected range of course choices for 14 to 19-year-olds is good or better in nearly all

schools. In just over a third, careful planning enables a pooling of resources, a common curriculum and effective quality assurance. However, in about a sixth of schools that have a sixth form, post-16 provision does not give good value for money because there are too many small classes to make them viable. Overall, partnerships with work-based learning providers are few. In about a quarter of schools where partnership-working is otherwise good, procedures to evaluate the impact of partnership-working are not rigorous or effective enough.

Most schools manage financial matters well. Detailed budget planning and monitoring arrangements are now in place. Most schools allocate resources appropriately to identified priorities. In about a fifth of schools, a budget deficit is being brought under control. However, a very few schools inspected have a larger surplus than they need.

At the end of 2010-2011², 25% of secondary schools had a deficit amounting to ten million pounds. A further 5% of secondary schools had reserves greater than 10% of their delegated schools expenditure, amounting to four million pounds.

² SDR 188/2011: Reserves held by schools in Wales at 31 March 2011 Welsh Government, 25 October 2011. <http://wales.gov.uk/topics/statistics/headlines/localgov2011/111025/?skip=1&lang=en>

Maintained special schools

A special school is attended by pupils who have special educational needs due to a range of learning disabilities or social, emotional and behavioural difficulties. Local authorities fund maintained special schools.

In January 2011, there were 43 maintained special schools in Wales. There were 4,181 pupils educated in special schools in January 2011, an increase from 4,117 in January 2010.

Performance and prospects

This year, we inspected eight maintained special schools in Wales. Performance is good overall in five of the eight schools inspected. It is excellent in two special schools. Performance is adequate in one special school.

Prospects for improvement are excellent in six special schools and good in one. Prospects are adequate in one special school. One of the eight schools inspected this year requires Estyn monitoring because it is only adequate in many aspects of its work.

Outcomes

Standards are good or better overall in seven of the eight schools inspected. In special schools for pupils who have the most complex learning disabilities, pupils achieve good or better standards and make good progress across the curriculum. Nearly all pupils in these schools achieve the learning targets set out in their individual education plans. Most pupils make progress in communication skills. Nearly all of these pupils also achieve good standards in information and communication technology, Welsh language and numeracy, and achieve qualifications at an appropriate level.

In one school for pupils with social, emotional and behavioural difficulties, most pupils make adequate progress in developing their skills, often from a very low starting point. However, a significant minority of pupils in this school do not learn to listen well and do not achieve well enough across all the subjects in the curriculum.

Pupils' wellbeing is at least good in all the schools inspected. In half of the schools, it is excellent. Nearly all pupils, including those with social, emotional and behavioural difficulties, attend regularly unless they have periods of absence due to medical conditions. Almost all behave well and engage enthusiastically in learning.

Most pupils contribute actively to school life through their involvement in school councils and during day-to-day school activities. This involvement increases pupils' confidence and independence. They make good progress in developing an awareness of sustainable development and global citizenship.

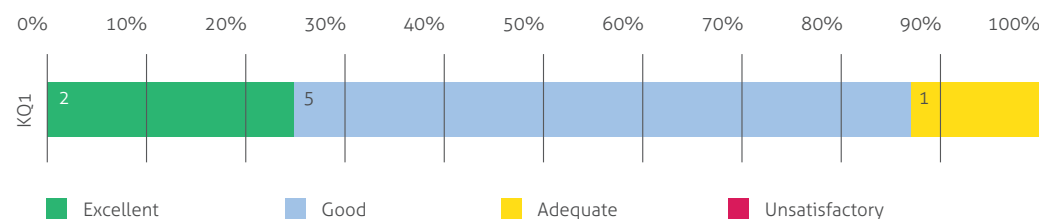
Nearly all pupils appreciate the value of exercise and healthy eating.

Improving pupils' literacy skills

Ysgol Ty Coch successfully adapted the Welsh Government's thinking skills and assessment for learning programme to improve the communication skills of pupils with severe learning and physical difficulties and pupils with autism.

For more information about this, please refer to the case study '[Strong focus on pupils' learning needs](#)'

Figure 2.7: Numbers of schools and judgements awarded for Key Question 1: How good are outcomes?



Provision

Provision is good overall in seven of the eight schools inspected.

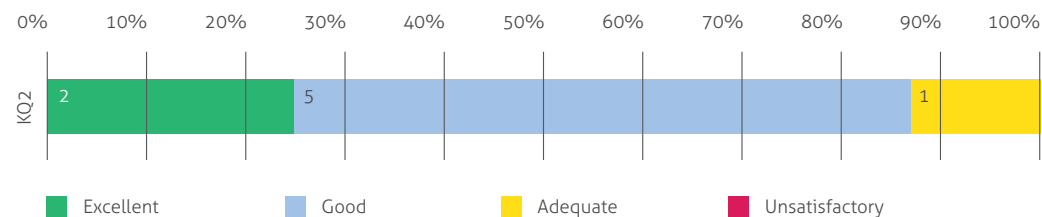
Most schools inspected provide a good range of learning experiences for their pupils within a broad and balanced curriculum. Almost all schools have made good progress in implementing 14-19 Learning Pathways. Pupils aged 14-19 choose from a wide range of options, including a good choice of vocational courses. Most schools collaborate well with other providers to meet the needs of all pupils effectively.

In most schools, teaching is at least good and, in two of the schools inspected, it is excellent. Teachers understand pupils' individual needs and use assessment outcomes carefully to plan work that matches pupils' abilities and interests very well.

However, in one school where teaching has shortcomings, teachers' expectations of what pupils can achieve are too low. In this school, pupils lose interest in tasks and do not achieve as well as they should. Assessment procedures are not used well to inform annual reviews and individual education plans or to lead to clear actions that help pupils make progress.

Provision for pupils' wellbeing is good or better in all of the schools inspected. In the majority of schools, it is excellent. Schools have good strategies to ensure that pupils feel safe and valued within a well-ordered and stimulating environment. Staff provide good care, support and guidance to pupils, which helps them to improve their behaviour and to overcome the difficulties that hold back their learning.

Figure 2.8: Numbers of schools and judgements awarded for Key Question 2: How good is provision?



Leadership and management

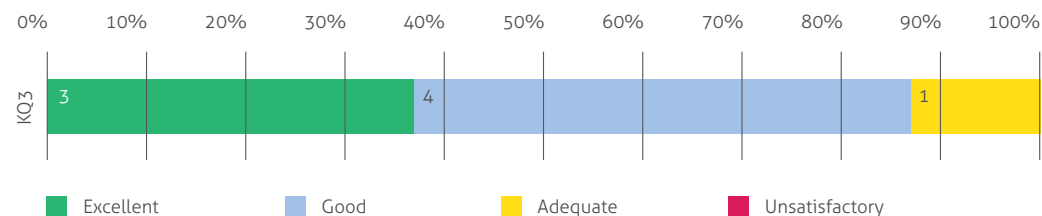
The quality of leadership and management is good or better in seven of the eight schools inspected this year. In three of the schools, leadership is excellent. In these schools, managers and governors use data well to measure pupils' progress. Improvement plans address priorities well. Managers give clear direction and make sure that everyone works effectively together. They check regularly that teaching is of good quality.

In a few schools, where leadership and management have shortcomings, managers and staff do not evaluate the school's work thoroughly. Self-evaluation does not focus on the quality of learning or the standards that pupils achieve. Governors do not challenge the school rigorously enough and leaders do not seek the views of all stakeholders.

Most schools have developed strong partnerships with other providers. They share the skills of their staff with mainstream schools and other special schools. Pupils have valuable opportunities to develop their skills in other settings such as schools, colleges and the local community. This helps them to gain a greater range of learning experiences and to find out about the world of work.

In most schools, leaders manage resources well. Staff are deployed effectively to support pupils' learning needs. Managers make sure that staff receive training in the most up-to-date practices in teaching, assessing and supporting pupils with very complex needs. In a few schools, managers do not deploy resources well enough and they do not know what training staff need.

Figure 2.9: Numbers of schools and judgements awarded for Key Question 3: How good are leadership and management?



Independent special schools

In January 2011, there were 32 registered independent special schools in Wales. These schools educate approximately 500 pupils in total. Many of them are very small schools that educate fewer than 15 pupils.

Estyn carries out annual monitoring inspections of all independent special schools as the pupils in these schools are particularly vulnerable.

During 2010-2011, four small registered independent special schools opened and two others closed. All of these schools provide education for pupils in linked children's homes.

Performance and prospects

This year, we inspected two independent special schools. Performance is adequate overall in one school we inspected and unsatisfactory in the other.

Prospects for improvement are adequate in one school and unsatisfactory in the other.

In all inspections of independent special schools, the inspection team makes a judgement on the extent to which the school complies with the Independent School Standards (Wales) Regulations 2003.

This year, one independent special school failed to meet a very few regulations relating to the suitability of premises and accommodation. The other school failed to comply with a significant number of regulations, including some that relate to the quality of education.

A further two independent special schools, which we visited as part of annual monitoring arrangements, had not taken enough account of Welsh Government guidance for safeguarding and for identifying risks when planning educational visits.

We shall revisit those schools that did not meet all of these regulations to make sure that they have made the necessary improvements to maintain registration.

Outcomes

In one of the two schools we inspected this year, standards are unsatisfactory and in the other they are adequate. In these schools, pupils do not achieve as well as they could. Their progress is not consistent and they attain few or no qualifications. In one of these schools, less able pupils do not improve their basic skills sufficiently and have poor information and communication technology skills.

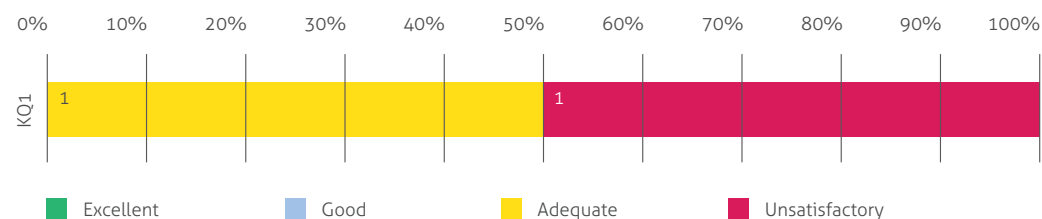
In a minority of the schools that we visited as part of our programme of annual monitoring, pupils are well motivated and attain appropriate qualifications in a range of subjects. In these schools, pupils make good progress in reading and writing. In a few schools, pupils develop valuable skills that prepare them well for independent living.

While pupils in most schools make progress in line with their abilities, the quality of their work is variable, often because they lack motivation to complete the tasks.

In a few independent special schools, attendance is good, and pupils are punctual to lessons and behave well. However, in a few other schools, pupils are not engaged enough and either misbehave in lessons or refuse to attend.

In almost all schools, pupils respond well and gain confidence when given opportunities to make suggestions about improving their school.

Figure 2.10: Numbers of schools and judgements awarded for Key Question 1: How good are outcomes?



Provision

Provision is adequate in one independent special school inspected this year and unsatisfactory in the other.

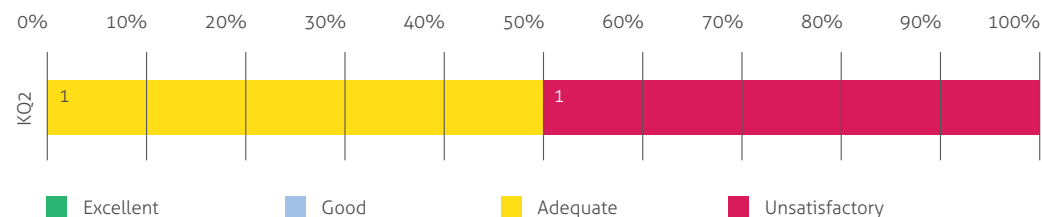
The majority of independent special schools visited as part of our programme of annual monitoring provide a broad curriculum and are steadily improving the opportunities for pupils to gain a range of appropriate qualifications. The two schools inspected this year do not provide their pupils with an appropriate curriculum. In one school, provision is unsatisfactory because pupils only spend about six hours each week with a teacher. This is not enough time for pupils to make good progress and to improve their skills. These schools do not provide pupils with opportunities or support to gain qualifications, for example at GCSE level.

In the schools inspected, teaching is no better than adequate. Assessment is weak and pupils' targets are too general to be useful. Teachers in these schools:

- do not identify pupils' individual learning needs precisely enough;
- do not challenge pupils adequately;
- do not plan carefully to develop pupils' skills in interesting contexts, particularly their skills in numeracy and information and communication technology; and
- do not use a wide enough range of strategies to support pupils to become independent learners.

One school provides a strong, inclusive and caring environment that encourages pupils to behave well. It ensures that pupils have appropriate resources and access to the support they need. In the other school, staff do not use appropriate strategies to challenge pupils' poor behaviour. In this school, resources are unsatisfactory and, in particular, pupils do not have enough access to information and communication technology.

Figure 2.11: Numbers of schools and judgements awarded for Key Question 2: How good is provision?



Leadership and management

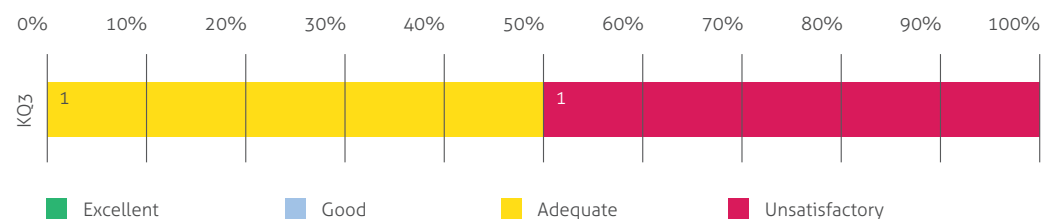
In one of the schools inspected, leadership is adequate and in the other it is unsatisfactory. In both schools, leaders and managers do not monitor teaching and learning well enough and there is not enough focus on improving standards.

In one school, while leaders and managers make some realistic judgements about standards and provision, they do not identify areas for improvement rigorously. Managers of the other school have a weak overview of provision. They have no clear strategy to identify the school's strengths or weaknesses and improvement planning is poor. This school does not provide value for money.

Both schools have links with local colleges and the careers service that benefit some individual pupils, but these links are not generally well developed. Partnership arrangements offer only limited opportunities for pupils to gain work experience.

Performance-management arrangements are weak in both schools. Neither school knows what staff need to do to improve their work. Professional development opportunities and arrangements to promote best practice are very limited.

Figure 2.12: Numbers of schools and judgements awarded for Key Question 3: How good are leadership and management?



Independent schools

In January 2011, there were 34 independent mainstream schools in Wales.

Performance and prospects

This year, we inspected six independent mainstream schools. These included one secondary, three primary and two all-age schools. Performance is excellent overall in one and good in three independent schools. Performance is adequate overall in two independent schools.

Prospects for improvement are excellent in two independent schools and good in one. Prospects are adequate in three independent schools.

Among the four schools judged good or better overall, there were schools that had shortcomings in one or more quality indicators.

In all inspections of independent schools, the inspection team makes a judgement on the extent to which the school complies with the Independent School Standards (Wales) Regulations 2003.

This year, three of the six independent schools inspected met all of these regulations. Where schools failed to meet a very few regulations, this was usually because they did not comply with regulations relating to the suitability of premises and accommodation. We shall revisit those schools that did not meet all of these regulations to make sure that they have made the necessary improvements to maintain registration.

Outcomes

Standards are good or better in four of the six schools inspected. In all schools, pupils generally make good progress in their studies across the curriculum and in acquiring new skills. In about half of schools, pupils acquire a thorough knowledge and understanding of the topics they study and are well prepared for future learning. In one school, pupils apply their skills very well in new contexts and use prior learning effectively to make thoughtful connections to other topics.

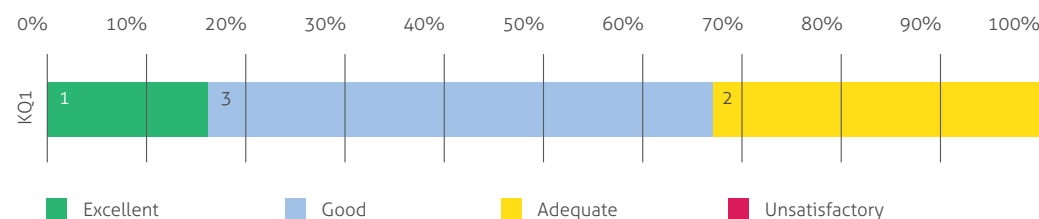
In all schools, pupils express their thoughts and opinions clearly using a good range of vocabulary. Most pupils read accurately, fluently, and with good understanding.

Standards of writing are more variable. In one school where standards are excellent, many pupils write in an increasingly sophisticated manner, for example to describe or analyse, or to argue a particular case. In many schools, pupils use imaginative vocabulary to describe their feelings and reactions. In a few schools, pupils' writing does not always reflect the high quality of their speaking and reading skills. This is because pupils do not develop well enough their ability to write at length, in different forms and for a range of purposes.

In five schools, pupils make good progress in developing their numeracy skills. In three of these schools, pupils apply these skills well in other contexts.

Pupils' wellbeing is good or better in all schools. Most pupils attend regularly, are well motivated and maintain good levels of concentration. Many pupils are mature and self-assured. Pupils generally make good progress in their personal, social and learning skills. In a minority of schools, pupils do not develop their problem-solving skills or ability to learn independently enough.

Figure 2.13: Numbers of schools and judgements awarded for Key Question 1: How good are outcomes?



Provision

Provision overall is good or better in two schools inspected. In the other four schools, provision is adequate. In these schools, there are shortcomings in pupils' learning experiences or teaching.

Learning experiences are good in two of the six schools. Independent schools generally provide good opportunities for pupils of all abilities to obtain relevant qualifications and progress to the next stage of education or into employment. In three of the schools, extra-curricular activities contribute particularly well to broadening and enriching pupils' experiences. However, in three schools there are not enough opportunities for pupils to use information and communication technology to support their learning. In two schools, work is not always matched well enough to pupils' learning needs.

Teaching is good in half the schools inspected. In these schools the most common features are:

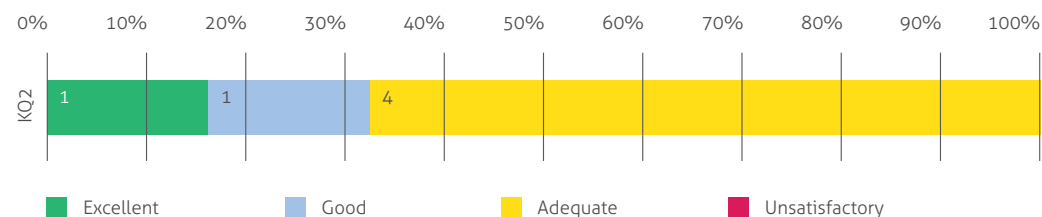
- high levels of mutual respect between teachers and pupils;
- the extensive subject knowledge of many teachers; and
- high expectations that motivate and challenge all pupils.

In schools where teaching has shortcomings, this is most commonly because:

- learning activities do not challenge pupils of all abilities appropriately;
- the slow pace of lessons restricts pupils' progress; and
- opportunities for pupils to develop independent-learning and decision-making skills are limited.

Many schools have effective care and support arrangements. They promote pupils' spiritual, moral, social and cultural development well. In one school, safeguarding arrangements were unsatisfactory.

Figure 2.14: Numbers of schools and judgements awarded for Key Question 2: How good is provision?



Leadership and management

Leadership and management overall are at least good in three of the schools inspected. In the other three schools, leadership and management are adequate.

Leadership is good or better in half of the schools inspected. In two schools, where leadership is excellent and has led to high and improving standards, leaders:

- promote an ethos and values that influence all areas of school life;
- give firm direction to all aspects of the school's work; and
- communicate high expectations and provide rigorous challenge and extensive support to all staff.

Where there are shortcomings in leadership, this is most commonly because:

- roles and responsibilities are not clearly defined; and
- performance-management is not rigorous enough.

In the majority of cases, proprietors provide effective oversight of the school's work, are well informed about the school's performance and offer clear direction and challenge. Self-evaluation and improvement planning are good in half of the schools inspected. Two schools carry out comprehensive and robust analyses of performance data and rigorous reviews of all aspects of their work.

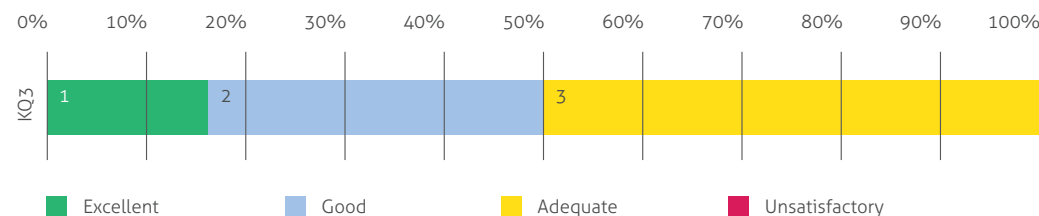
Leaders use the findings of these reviews to identify clear improvement priorities to which they allocate necessary resources.

In three schools, self-evaluation reviews do not identify strengths and areas for development accurately enough, mainly due to a lack of robust evidence about the quality of teaching and learning. Two schools have made only limited progress in improving provision and raising standards since the last inspection.

Many schools have established effective partnerships, for example with local business, sporting and cultural organisations, and these have a positive influence on pupil outcomes and wellbeing.

In many schools, proprietors and headteachers manage finances prudently and make efficient use of resources. Leaders ensure that funding is allocated appropriately to clearly identified priorities to improve provision and raise standards. In the majority of schools, there are good professional development arrangements that reflect whole-school and departmental priorities.

Figure 2.15: Numbers of schools and judgements awarded for Key Question 3: How good are leadership and management?



Independent specialist colleges

Independent specialist colleges provide education and training for learners aged 18-25 years with learning difficulties and disabilities. There are three independent specialist colleges in Wales. Estyn monitors each college annually. The report below draws on these monitoring visits as there was no formal inspection of any specialist college in 2010-2011.

Outcomes

Most learners enjoy their life at college. They learn to become more independent and make good progress, gaining a range of useful and appropriate qualifications such as ASDAN and Agored Cymru awards. Learners with complex needs develop their communication skills so that they can express themselves more effectively and have greater influence over their daily lives. More able learners improve their literacy and numeracy skills over time.

Many learners benefit from suitable opportunities to find out about the world of work. Learners regularly take part in decisions about college life. In one college, learners are involved in the recruitment of staff and comment on new policies.

All learners benefit from helpful advice about relationships, including sex education, and on how to keep themselves safe. They gain a better understanding of how they should behave in the community. Learners who do not manage their behaviour well gain more self-control and become calmer, and are involved in fewer incidents of poor behaviour. A few learners arrive late to sessions and occasionally a very few miss them altogether.

Provision

The curriculum in all three colleges is generally appropriate and provides learners with opportunities to work on vocational courses such as horticulture, farming and carpentry. Learning experiences help learners to improve their literacy and numeracy skills and to develop their independent living skills.

Most teaching in independent specialist colleges is good or better. Teachers plan their sessions carefully and provide interesting activities to engage learners and develop their skills. Most teachers manage behaviour well and challenge learners to do their best and achieve good results.

Teachers use assessment information well to make sure that the work they set is at the right level. They set suitable targets to help learners improve their skills and gain greater independence. Most teachers give learners good support in developing their communication skills. They adapt resources appropriately to make sure that all learners can take part fully in the sessions.

In a few cases, teachers do not set work that is challenging enough and give less able learners too much direction. Occasionally, because teachers do not use a suitable range of 'augmentative' communication such as signs and symbols that do not depend on using the spoken or written word, they do not ensure that all learners take part in their sessions.

Learners have access to a good range of therapies such as those for speech and language. They receive helpful individual support with particular personal issues. In all colleges, safeguarding policies and procedures are appropriate.

Learners receive good personal and social education and are encouraged to treat each other with respect. They experience a wide range of suitable work-experience placements. For those who need more support, the colleges provide useful in-house placements that involve helping in the college office or café or looking after the building and grounds.

All college accommodation is good. Classrooms are attractive and welcoming.

“

“Teachers plan their sessions carefully and provide interesting activities to engage learners and develop their skills.”

Leadership and management

Leaders and managers make sure that teachers and care staff work well together and share the same aspirations for learners. They observe lessons regularly to evaluate the quality of teaching and learning. However, in two colleges, leaders and managers do not always use the findings from lesson observations as a basis to challenge teachers to improve.

Leaders and managers generally use the findings of self-evaluation carefully to make improvements. They usually seek the views of parents and carers and of staff, but do not always use this information to plan improvements. The targets they set are not always specific enough to allow them to monitor subsequent progress effectively.

Specialist colleges use data adequately to identify strengths and weaknesses so they can plan to raise standards and improve provision. However, they do not keep track carefully enough of learners' destinations or how well they settle into their new settings. They do not follow the progress of these learners to find out if the college has prepared them well enough for life in the community.

Colleges work well with a wide range of partners, including social services and the health and voluntary services, to widen opportunities and support for learners. For example, learners at one college work well with students from the art department of the University of Glamorgan on a joint project that explores the creative talents of learners with autistic spectrum disorder.

The colleges manage resources efficiently.

“

“The targets they set are not always specific enough to allow them to monitor subsequent progress effectively.”

Pupil referral units

Local authorities have a statutory duty to register pupil referral units with the National Assembly for Wales. There are currently 41 registered pupil referral units in Wales.

Performance and prospects

This year we inspected two pupil referral units (PRUs). Performance is adequate overall in both PRUs.

Prospects for improvement are adequate in both PRUs.

Both PRUs inspected this year require follow-up activity. One PRU is in need of significant improvement. The other requires Estyn monitoring.

In one provider, teaching is unsatisfactory and in the other teaching is no better than adequate. In both providers, there are shortcomings in leadership and management, particularly in meeting pupils' additional learning needs, the use of data to track pupils' progress, and in the rigour of self-evaluation and improvement planning.

Outcomes

Outcomes are good overall in one of the PRUs we inspected this year and adequate in the other.

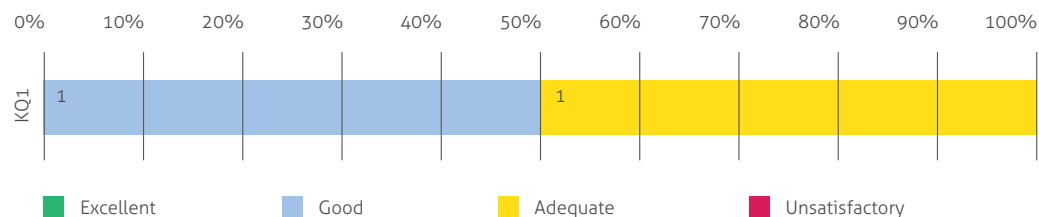
In these two PRUs, the majority of pupils achieve well. They gain a range of appropriate qualifications and improve their basic skills. Over time, they improve their attendance and behaviour and begin to learn to think about how they respond to and work with others.

However, a significant minority of pupils do not make enough progress, often due to poor attendance and persistent lateness in arriving at school and at lessons. A significant minority of pupils do not engage well in lessons, waste their time and distract others.

Generally, those who take up work experience enjoy it and gain useful skills that will help them in the world of work. However, despite having access to a range of useful work-experience placements, pupils in one PRU often do not attend the placements that have been set up for them.

Pupils understand the importance of healthy living and appreciate that exercise is good for them. They communicate well with staff to discuss and tackle important issues that worry them.

Figure 2.16: Numbers of pupil referral units and judgements awarded for Key Question 1: How good are outcomes?



Provision

Provision overall is adequate in both PRUs inspected this year.

Both PRUs provide the recommended 25 hours of full-time education, including outdoor pursuits. Both PRUs offer some good opportunities to learn about the language and culture of Wales. One PRU develops pupils' understanding of education for sustainable development and global citizenship appropriately.

Teachers manage behaviour well in most lessons. In the small proportion of classes where teaching is good, teachers set clear objectives, plan well, use a range of resources including information and communication technology, and match work to pupils' abilities.

Pupils receive useful advice and support to help them improve their wellbeing. Staff help pupils to recognise and value diversity. One PRU offers good sex education and access to therapies such as anger management. In both PRUs, safeguarding policies and procedures are appropriate.

However, in both PRUs there are shortcomings in provision that limit pupils' progress. Too much teaching is no better than adequate. Learning activities do not focus enough on improving pupils' literacy and numeracy skills. Staff:

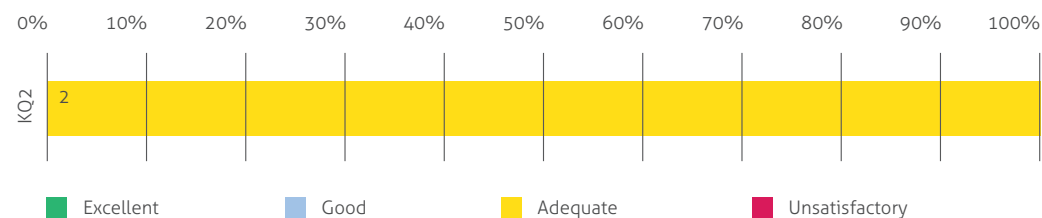
- do not consistently challenge poor behaviour or make enough use of sanctions;

- do not always set work that helps more able pupils develop their skills fully; and
- do not work well enough to meet pupils' additional learning needs.

Too many individual education plans do not include specific and measurable targets and teachers do not use the plans to set tailored work that would help pupils to make better progress.

In general, pupils do not have enough opportunities to take on responsibilities or make decisions about their work or about what and how they learn. One PRU has recently set up a school council but it is too early to judge the impact of its work.

Figure 2.17: Numbers of pupil referral units and judgements awarded for Key Question 2: How good is provision?



Leadership and management

Leadership and management overall are adequate in both PRUs inspected this year.

Both PRUs work well with a wide range of partners to try to support pupils' needs and improve the quality of provision. PRUs' management committees work closely with the 14-19 networks to offer a range of courses options for pupils.

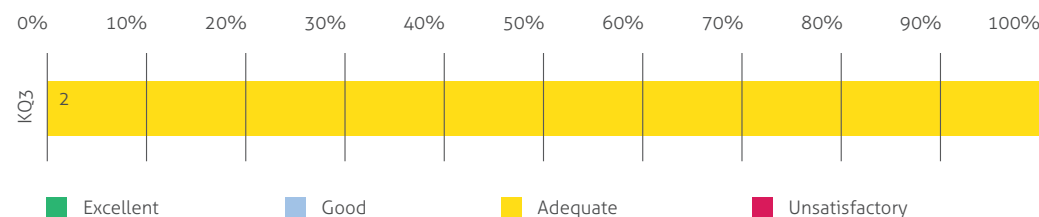
Both PRUs are beginning to use self-evaluation more appropriately to find what they need to do to improve provision and pupils' outcomes.

However, management committees:

- do not use data rigorously to track pupils' progress in the PRU or when they return to school;
- do not ensure that learning experiences address weaknesses in pupils' literacy and numeracy skills; and
- do not focus on supporting pupils' additional learning needs.

One local authority does not work closely with its PRUs and schools to help pupils go back to school and stay there. The management committee of the other PRU does not have wide representation from the community and has little influence on the local authority's decisions about the PRU. Staff are generally well qualified. Although managers regularly review how well staff are doing and provide useful training, this has not had enough impact on improving the quality of teaching.

Figure 2.18: Numbers of pupil referral units and judgements awarded for Key Question 3: How good are leadership and management?



Settings³ for children under five

There are approximately 737⁴ non-maintained settings providing education for children aged between three and five.

Performance and prospects

This year, we inspected 115 non-maintained settings⁵. Performance is good or better overall in 90% of these settings. It is excellent in 3% of settings. Performance is adequate in 10% of settings.

Prospects for improvement are good or better in 93% of non-maintained settings and excellent in 8%. Prospects are adequate in 6% and unsatisfactory in 1% of settings.

Around 8% of non-maintained settings need follow-up visits by Estyn. One setting requires focused improvement⁶, and another eight need an Estyn monitoring visit. A further 9% gained largely 'good' inspection judgements, but have one or more important areas for improvement. We ask local authorities to report back to us in detail on the progress made by these ten settings.

In nearly all settings requiring focused improvement or Estyn monitoring, standards, learning experiences and teaching are no better than adequate. Provision for developing skills, particularly early reading and writing skills, is not good enough to ensure that all children progress as well as they could. Planning and teaching do not provide enough challenge for many older and more able children. In almost all cases, leadership and quality improvement have shortcomings. In many cases, self-evaluation processes are too informal and do not focus enough on improving standards.

In many settings needing local authority monitoring, there are shortcomings in teaching and the curriculum. However, these settings generally have good prospects for improvement. This is the result of work with local authority advisory teachers to develop the skills of staff in improving provision and outcomes for children.

³ This term refers to providers of education for three-year-olds that are not maintained by a local authority.

⁴ The number of non-maintained settings registered with local partnerships to provide education fluctuates according to whether children aged three and over attend the setting and on arrangements to fund the provision locally.

⁵ In small settings where there are fewer than six children attending, inspectors report on provision and leadership only. This is to avoid identifying individual children in reports.

⁶ Settings placed in this level of follow-up activity are failing to provide an acceptable standard of education and leaders do not demonstrate the capacity to secure the necessary improvements.

Outcomes

In the settings inspected, most children achieve at least good standards across almost all areas of learning and make suitable progress in their learning from the time that they enter the setting.

In most settings, children listen well and respond enthusiastically to stories, rhymes and songs. Children talk eagerly about what they have done. Many show an interest in books, experiment enthusiastically with a range of tools to make marks and use appropriate counting skills. Generally, children's skills in information and communication technology are not as well developed as their other skills.

In a very few settings, children's standards are excellent. In these settings, nearly all children show high levels of independence and self-confidence, and persevere in their learning.

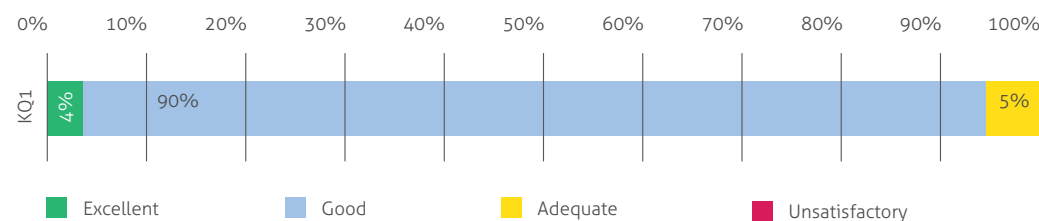
In about half of English-medium settings, children do not make enough progress in Welsh. Although many children respond appropriately to the use of Welsh during whole-group sessions they generally lack confidence in using Welsh spontaneously in their play.

Children's wellbeing is a strength in almost all settings. Nearly all children apply themselves well to learning activities, play co-operatively with other children and show a good understanding of rules and routines. Most children know the importance of eating healthily and can describe changes to their bodies when they are physically active.



“Generally, children's skills in information and communication technology are not as well developed as their other skills.”

Figure 2.19: Percentages of judgements awarded for Key Question 1: How good are outcomes?



Provision

Provision overall is good or better in around nine-in-ten settings inspected.

Many settings provide children with interesting learning experiences across almost all areas of learning. Planning covers all areas of learning at least adequately. Outdoor learning generally has a positive impact on children's physical development.

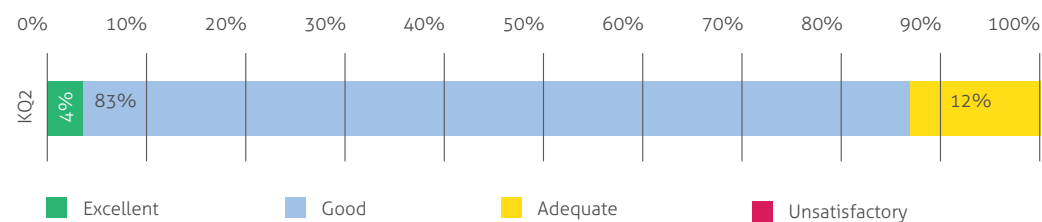
Many settings plan the development of children's communication, numeracy and information and communication technology skills well. However, in a quarter of settings, there are weaknesses in how practitioners develop children's early reading and writing, Welsh language and information and communication technology skills. In a minority of settings, planned activities fail to capture children's interest.

Many practitioners use a variety of teaching approaches and resources to encourage children's independence and problem-solving skills. However, a few practitioners do not provide children with enough opportunities to 'have a go' and learn from their mistakes. A few practitioners are also less secure about how young children learn and do not identify what children need to do to improve. Assessment is a weak feature of their provision.

Almost all settings provide good care, support and guidance, which contribute well to children's progress and wellbeing. Nearly all settings have appropriate policies and procedures for safeguarding and promote a caring and inclusive ethos.

Most settings provide an appropriate learning environment for children with exciting contexts for play-based learning. However, in one-in-five settings, the outdoor-learning environment is not used well enough or is badly resourced. In a very few settings, there is a lack of appropriate resources to promote awareness and respect for cultural diversity.

Figure 2.20: Percentages of judgements awarded for Key Question 2: How good is provision?



Leadership and management

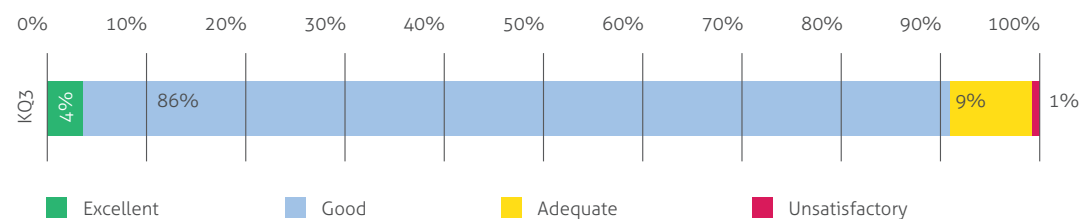
Leadership is good or better in most settings inspected. In the very few settings where leadership is excellent, leaders encourage staff to reflect on their own practice and to find better ways of doing things. In these settings, leaders regularly monitor practitioners' work and set relevant priorities for staff development and training when planning for the future. Where leadership is adequate, leaders do not give enough attention to improving children's standards and wellbeing, or to enhancing the quality of teaching. In a few settings, the management committee or proprietor does not monitor closely enough what happens in the setting day-to-day.

Many settings have appropriate procedures to check on and improve quality. Practitioners in these settings know how to use self-evaluation to inform planning. In a few settings, where practice is excellent, staff work together well to discuss and deliver improvements. However, in a few settings, self-evaluation arrangements are weak and do not inform improvement planning well enough.

Partnership working is good or better in most settings. Nearly all settings have strong relationships with parents and carers and make good use of community resources to broaden children's learning experiences. Most settings also work well with local authority support staff to improve their self-evaluation, curriculum planning and assessment arrangements.

Most settings inspected provide good value for money. They use their staff and resources well to help children to learn.

Figure 2.21: Percentages of judgements awarded for Key Question 3: How good are leadership and management?



Local authority education services for children and young people

Performance and prospects

This year we inspected education services for children and young people in seven of the 22 local authorities in Wales. Performance is good overall in two of the authorities we inspected. Performance is adequate in three and unsatisfactory in two authorities.

Prospects for improvement are good in two authorities. Prospects are adequate in three authorities and unsatisfactory in two. In total, five of the seven authorities inspected require follow-up activity. One authority requires special measures and one requires significant improvement. In both of these authorities, current performance and prospects for improvement are unsatisfactory. Estyn will carry out monitoring visits to three authorities where many aspects of their work are no better than adequate.

Outcomes

Standards are good in five of the seven authorities we inspected this year, adequate in one authority and unsatisfactory in another. There are no excellent standards.

In those authorities with good standards, schools perform well when compared with similar schools using a range of information that takes account of their context. These authorities have met or exceeded most of the Welsh Government benchmarks for performance based on entitlement to free school meals. In general, the gap in performance between boys and girls is smaller than the average across Wales and particular groups of pupils, including vulnerable learners and those with additional learning needs, attain better standards.

In those authorities where standards are adequate or unsatisfactory, too many of their schools are in the bottom 25% of schools in Wales when compared to similar schools elsewhere.

Learners make good progress to the next stage of their education, training or employment in only a minority of the authorities inspected. In the remainder, the percentage of learners who continue in full-time education at 16 is too low and too many are not in education, employment or training.

In a few authorities, there are good examples of learners who gain appropriate qualifications in local authority youth service settings or other informal settings. However, too many authorities do not collect or analyse data on these qualifications well enough to be able to compare outcomes with other providers.

In four of the seven authorities, where wellbeing is good:

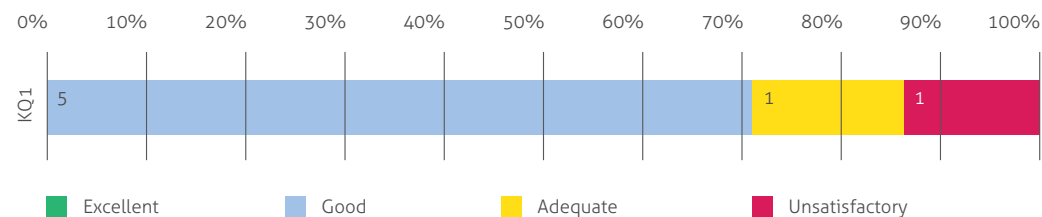
- learners' attendance in schools is improving and compares well to that in other authorities that have a similar social and economic background; and
- those children and young people who participate contribute well to the decisions that affect them, for example through conferences and youth councils.

In most authorities, learners have a good understanding of the importance of eating and living healthily. They take advantage of a wide range of physical activities in education, leisure and community settings, as shown for example by the numbers of pupils taking part in extra-curricular activities in secondary schools. Learners also benefit from good access to a range

of professional support, guidance and counselling.

In those authorities where there are areas for improvement in learners' wellbeing, these are usually because attendance and exclusion rates are not improving quickly enough. As a result, learners miss too many days from school and this reduces the likelihood of their gaining appropriate qualifications.

Figure 2.22: Numbers of local authorities and judgements awarded for Key Question 1: How good are outcomes?



Provision

Support for school improvement

School improvement services cover the authority's support, monitoring, challenge and intervention in its schools as well as raising standards in priority areas and improving leadership and management.

Support for school improvement is good in four local authorities, adequate in two and unsatisfactory in one.

Most authorities have clear criteria for supporting and challenging their schools and they share these criteria with their schools. As a result, many authorities have improved the rigour of their approach to schools, although in a few the degree of challenge varies too much between the primary and secondary sectors. Secondary schools sometimes receive less challenge. In many authorities, a few schools have been allowed to underperform over a long period of time, mainly because authorities

do not use the full range of their powers to improve schools quickly enough. As a result, learners' standards remain too low for too long.

Officers increasingly analyse performance data well and use it to improve their challenge to schools. They produce reviews of schools, based on data analysis and first-hand evidence from classroom visits. However, too often, officers do not target these reviews on underperforming schools. Neither do they evaluate rigorously the quality of leadership and management in the school or take enough account of the strengths of leadership and management when they identify the school's category of risk.

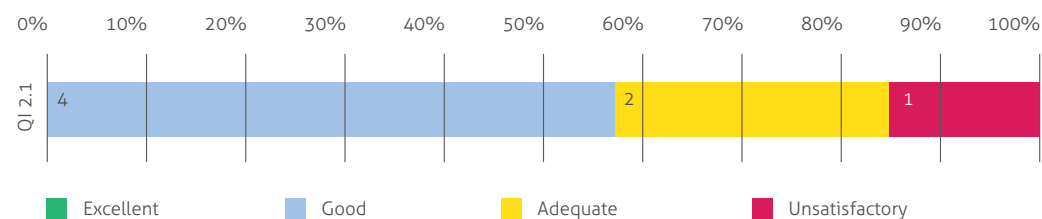
As part of our school inspection arrangements, before each school inspection, we ask local authorities to provide a written report to the inspection team on the school's work. Too often these reviews do not provide a robust enough analysis of the school's work and do not identify clearly shortcomings as well as strengths. This suggests that local authorities do not always have an accurate enough understanding of the performance of their schools.

Most of the authorities inspected have well-established initiatives to improve literacy, numeracy and information and communication technology as well as providing support for the Foundation Phase and 14-19 Learning Pathways. However,

it is difficult to judge the impact of these initiatives on improving standards of attainment because officers do not track the progress that learners make well enough.

Senior managers in local authorities do not generally monitor the work of school improvement officers rigorously enough to make sure they challenge all schools in a consistent way.

Figure 2.23: Numbers of judgements awarded in Key Question 2: How good is support for school improvement (quality indicator 2.1)?



Support for additional learning needs and educational inclusion

This service area includes meeting statutory obligations for learners with a range of additional learning needs and provision for these learners, including that which is provided by other agencies.

One of the seven additional learning needs (ALN) services we inspected is excellent and two are good. The remaining four services have important areas for improvement.

Nearly all the authorities inspected fail to collate and evaluate systematically data on the performance of pupils with additional learning needs. Too many authorities do not know whether learners are appropriately placed or whether they are receiving the additional support they need. Generally, the planning of out-of-county placements has

improved but authorities do not monitor the learning outcomes of pupils who are placed in out-of-county independent schools well.

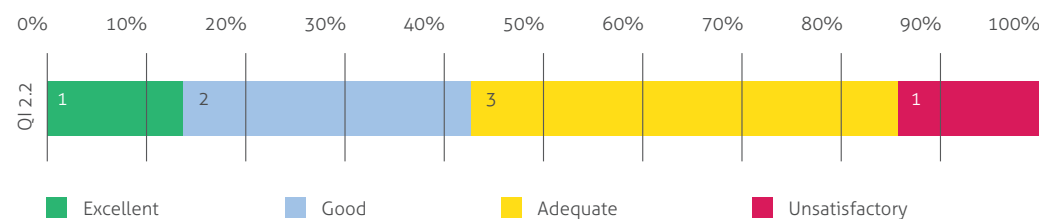
ALN and other school improvement services do not work coherently together to plan strategically, nor to deliver and monitor the impact of their services to ensure that they actually improve pupils' outcomes. Many authorities do not have clear enough procedures to know when and for how long they need to provide additional support to learners.

Most local authorities are working well to build the capacity of schools to meet all pupils' learning needs and this is beginning to reduce referrals for additional support. Nearly all local authorities have effective

partnerships involving a number of agencies to identify and support pupils with complex needs.

Nearly all authorities have made some progress in delegating additional learning needs funds to schools, but progress is too slow.

Figure 2.24: Numbers of judgements awarded in Key Question 2: How good is support for additional learning needs and educational inclusion (quality indicator 2.2)?



Promoting social inclusion and wellbeing

Promoting social inclusion and wellbeing includes services that promote good attendance, prevent pupils from being excluded from school, support vulnerable groups of learners and provide all young people with access to appropriate guidance and advice. It also includes arrangements to keep all learners safe.

Of the seven authorities inspected, one is excellent, one is good, four are adequate and one is unsatisfactory in relation to the quality of their social inclusion and wellbeing service.

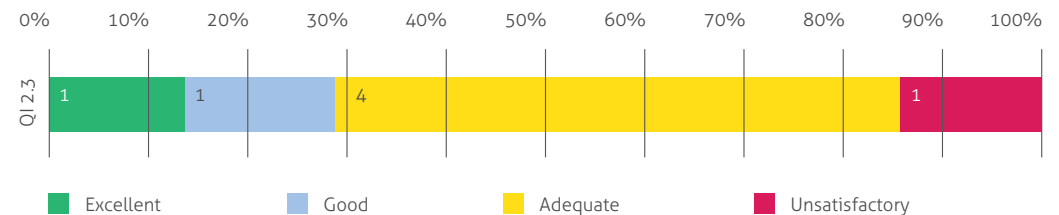
Generally, local authorities plan their inclusion services appropriately. They provide a range of support for vulnerable groups of young people and for those at risk of exclusion or poor attendance, or of

dropping out of education, employment and training. However, too often these arrangements have not had enough impact on improving learners' attendance and behaviour or on reducing the number of young people not in education, employment or training. Officers do not always use data to target initiatives effectively enough where they can have the most impact.

All local authorities work well with a range of partners and relevant agencies to meet the needs of children and young people who need support. Youth support services in many authorities have improved young people's access to professional support, guidance and counselling. However, most local authorities do not evaluate the impact of their provision consistently enough to know where it is most effective.

Most of the local authorities we inspected this year have clear safeguarding policies and procedures in place. Generally local authorities have effective systems to ensure that staff who have contact with children have had criminal record bureau checks. However, the way that local authorities monitor their safeguarding arrangements frequently lacks rigour and they do not make sure that all staff have received the appropriate level of training.

Figure 2.25: Numbers of judgements awarded in Key Question 2: How good is the promotion of social inclusion and wellbeing (quality indicator 2.3)?



Access and school places

This service area includes admissions to schools, planning school places and access to early years education and youth support services.

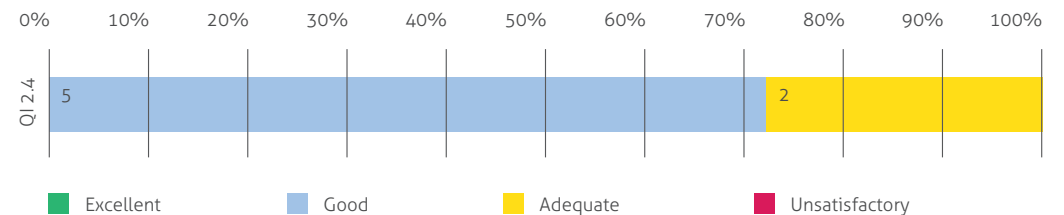
Of the seven authorities inspected, five are good and two adequate in relation to the quality of their access and school places service.

Many authorities have appropriate agreed strategies and associated plans to modernise their schools and reduce surplus places. They have made good progress in reorganising primary schools. However, around half of the authorities inspected have not made as much progress in reducing surplus capacity in their secondary schools.

Most of the local authorities we inspected have accurate and up-to-date information on the condition, capacity and suitability of their school buildings. Many use this data effectively to prioritise resources. However, a few authorities do not consult schools well enough before spending programmes are agreed.

All authorities provide an appropriate and sufficient range of early years provision. They monitor and evaluate its quality well and, in general, use the outcomes effectively to plan and deliver relevant training. All authorities provide young people with access to an appropriate range of youth support services. In half the authorities inspected this range of services is good.

Figure 2.26: Numbers of judgements awarded in Key Question 2: How good is provision for access and school places (quality indicator 2.4)?



Leadership and management

Leadership and management are good in just two of the local authorities inspected this year. In the remaining five there are important areas for improvement. In two authorities, leadership and management are unsatisfactory.

Where leadership is good, elected members and senior officers share a consistent and coherent vision for education services and are willing to take difficult decisions for the benefit of learners. There is good communication and engagement with all stakeholders. In these authorities, the scrutiny process is well organised and effectively supports improvement.

In other authorities, elected members do not put enough emphasis on improving learners' standards when they make their strategic decisions. Strategic plans do not always include all education services, particularly the wider youth support services.

In a few authorities, officers do not routinely share information with elected members. This means that elected members have difficulty in challenging the performance of services and in judging the extent to which they fulfil their safeguarding duties. In addition they do not hold local authority officers and school leaders to account well enough for poor or mediocre performance.

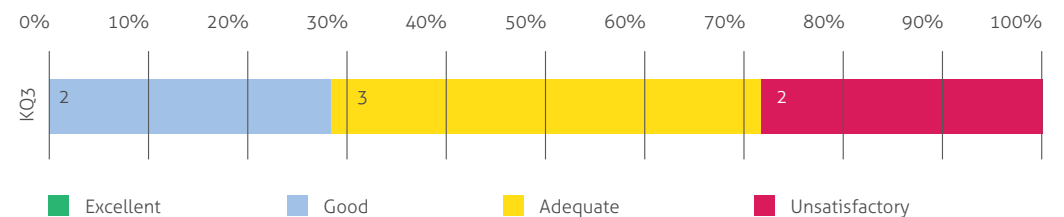
In a minority of local authorities, officers regularly evaluate their work. Officers and members have a realistic and detailed understanding of performance across the authority. However, in other authorities self-evaluation processes are not rigorous or consistent enough and are not embedded in the annual improvement cycle for all services. Officers do not evaluate the impact of support or initiatives on learners' outcomes consistently.

Most of the self-evaluation reports that local authorities gave us before inspection are detailed and draw on a wide range of evidence. The majority identify strengths

and areas for improvement. However, generally, these reports are not evaluative enough and present evidence without any accompanying analysis. A very few do not include the work of all services or of the Children and Young People's Partnership. As a result we cannot be sure that these authorities know themselves well enough to plan comprehensively how to improve.

Overall, we found that partnerships are effective in bringing people together across departments and sectors. In most authorities, partnerships such as the 14-19 Network and Children and Young People's Partnership help providers to extend the range of

Figure 2.27: Numbers of local authorities and judgements awarded for Key Question 3: How good are leadership and management?



opportunities available to young people. However, partnership working has not yet had enough impact on improving outcomes for learners.

Although all local authorities engage with their regional and local education consortia, only a very few can report clearly on the impact of this joint work on improving services or outcomes.

In most local authorities, elected members give education a high priority in the allocation of financial resources. Generally, local authorities have good systems for financial planning. However, in the majority of inspections this year we found that local authorities do not review thoroughly their use of resources to meet the needs of all learners and to achieve value for money well enough. In a few cases, they do not manage resources effectively in their work with the Children and Young People's Partnership.

Generally, local authorities do not work well enough to challenge schools with high reserves or deficit budgets. As a result, pupils in these schools do not gain the full benefit of the resources that are being provided for their education.

Schools requiring follow up activity

Figure 2.28: Schools requiring follow-up activity 2010-2011

Local authority	Total no. of inspections (a)	Excellent practice	Local authority monitoring	Estyn monitoring	Significant improvement	Special measures
Blaenau Gwent	4	0	1	2	0	0
Bridgend	16	1	3	0	1	0
Caerphilly	10	0	3	0	0	0
Cardiff	20	1	4	6	0	0
Carmarthenshire	17	0	8	3	0	0
Ceredigion	8	0	0	1	0	0
Conwy	11	0	2	1	1	0
Denbighshire	8	2	1	1	0	0
Flintshire	17	4	2	3	1	1
Gwynedd	23	1	7	6	0	0
Isle of Anglesey	8	0	2	1	0	0
Merthyr Tydfil	4	2	0	1	0	0
Monmouthshire	6	0	1	1	1	0
Neath Port Talbot	12	1	5	2	0	0
Newport	13	5	1	2	0	0
Pembrokeshire	8	2	0	2	0	0
Powys	19	1	2	3	2	2
Rhondda Cynon Taff	26	3	3	9	1	0
Swansea	20	6	4	3	0	0
Torfaen	8	1	4	1	2	0
Vale of Glamorgan	11	0	2	1	0	1
Wrexham	10	1	2	2	1	0
Wales	279	31	57	51	10	4

(a) Number of all maintained primary, secondary and special schools and pupil referral units inspected in 2010-2011

During all core inspections of maintained schools, the inspection team considers whether the school needs any follow-up activity.

There are five types of follow-up activity:

- 1 Excellent practice case study
- 2 Local authority monitoring
- 3 Estyn monitoring visit
- 4 Significant improvement
- 5 Special measures

The first follow-up activity involves action by the school to produce an excellent practice case study for dissemination by Estyn. The second involves a report to Estyn from the relevant local authority. The last three involve visits from Estyn inspectors. Apart from the excellent practice case study, follow-up activity involves increasing levels of intervention in proportion to need.

The last two follow-up activities are formal categories that apply to schools causing concern as defined by the Education Act 2005 and any associated circulars.

In September 2010, there were 13 schools on the list of schools causing concern. During the year, we removed nine schools from that list. These schools included three primary and three secondary schools needing significant improvement, and three primary schools that were in special measures.

In 2010-2011, inspectors identified ten schools in need of significant improvement and four that required special measures. This is around 5% of the total number of schools inspected.

“

“Apart from the excellent practice case study, follow-up activity involves increasing levels of intervention in proportion to need.”

Further education institutions (FEIs)

In January 2011, there were 22 institutions providing further education courses in Wales. Three of these were higher education institutions offering a small number of further education programmes. In 2009-2010⁷, there were 196,925 enrolments on further education programmes. Of these enrolments, 44,135 were full-time and 152,785 part-time. Overall, full-time enrolments increased by around 2.7% and part-time enrolments decreased by around 7.3% from enrolments in 2008-2009. The highest enrolment figures in 2009-2010 were for foundation for work, information and communication technology and health, public services and care learning areas. There was a significant increase in the number of learners enrolling in foundation for work but a drop in those enrolling for engineering and manufacturing technologies. The majority of learners are enrolled on courses at level 1 or 2. The number of learners aged 19 and under increased by 1.1% and those aged 20 and over fell by 6.4% compared to numbers in the previous year. Around 4.2% of learning activities were undertaken bilingually and around 0.5% through the medium of Welsh.

⁷SDR 68/2011 Further Education, Work-based Learning and Community Learning in Wales 2009/10, Welsh Government, 27 April 2011. <http://wales.gov.uk/topics/statistics/headlines/post16education2011/110427/?lang=en>

Performance and prospects

This year, we inspected four further education institutions. One is a faith-based sixth-form college, two are general further education colleges and one is a higher education institution delivering further education courses.

Performance is excellent overall in one institution and good in another. Performance is adequate in one institution and unsatisfactory in another.

Prospects for improvement are good or better overall in three of the four institutions inspected. In one institution, prospects are unsatisfactory.

One institution requires follow-up activity since current performance and prospects for improvement are unsatisfactory. Estyn will carry out a re-inspection of this institution.

Outcomes

Standards ranged from excellent to unsatisfactory in the four institutions inspected this year. In one college where standards are excellent, learners' success rates in completing and attaining qualifications are above or well above those in other colleges in Wales. In another college, standards are unsatisfactory because the rates at which learners complete and attain their qualifications are below those in other colleges in Wales and have declined over the last three years. In the other two institutions, where standards are good or adequate, learners' success rates have improved over the last three years.

In the colleges inspected, learners' success rates on the Welsh Baccalaureate Qualification are good or excellent. In two colleges, learners in receipt of the Educational Maintenance Allowance (EMA)

have an overall success rate above that achieved by those who do not receive the allowance at the college.

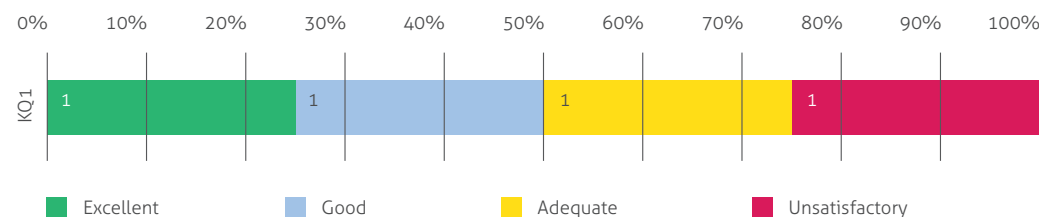
Generally, in all four institutions, learners make good progress in developing their oral and written work. Most learners speak clearly and confidently and use these skills well in whole class and group sessions. Most learners' written work is appropriate for their level of study. In one institution, learners do not always develop their oral skills well enough in all lessons.

In three institutions, learners' attainment of essential skills qualifications varies from adequate to excellent. In these institutions, many learners attain all six key skills as a result of their successful participation in the Welsh Baccalaureate Qualification. In one institution, learners do not have a formal essential skills programme.

All learners on vocational and academic programmes make good or adequate progress in developing the skills and knowledge that are relevant to their courses of study. The majority of learners show good oral and written skills and practical skills in their vocational work. Many learners develop good research skills and use online resources effectively to support and extend their learning.

Learners feel safe and nearly all enjoy their programmes. Nearly all learners participate actively in sessions and talk with enthusiasm about their learning experiences. They show a high level of care, respect and concern for each other. Attendance rates are good at three of the institutions and adequate at the fourth.

Figure 2.29: Numbers of FEIs and judgements awarded for Key Question 1: How good are outcomes?



Provision

Overall, provision for learners is good in three of the institutions inspected and adequate in the fourth. In one institution, learning experiences are excellent, with a broad and varied curriculum that meets learners' needs particularly well. In the two general further education colleges, there are good progression routes from entry level through to level 3. All institutions give learners good opportunities to develop and improve their literacy, numeracy, and information and communication skills. More able and talented learners in one institution receive a high level of challenge as they learn about and discuss a range of complex issues. In one institution, opportunities for learners to develop their oral skills in all lessons are not planned well enough. Three institutions have developed effective 14-19 partnerships that offer good learning opportunities to learners in their areas.

The quality of teaching is good in two institutions and adequate in the others. Where teaching is good, teachers have clear aims and objectives, and use a wide range of activities and good resources to engage learners. There is a good balance between teacher input and learner activity. Also, teachers prepare materials and sessions well to meet the needs of learners with a range of abilities. When teaching is adequate, the pace of sessions is too slow and teachers:

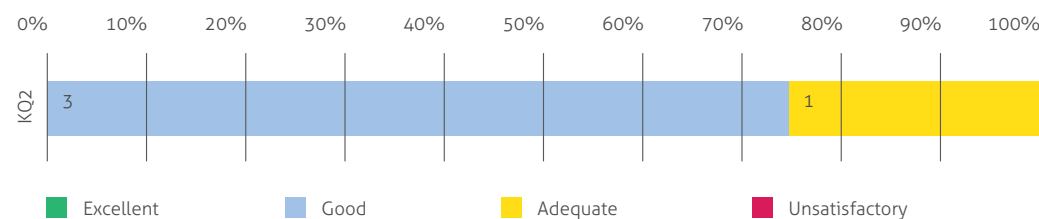
- do not cater well enough for the range of abilities in the class; and
- often miss opportunities to develop learners' literacy and numeracy skills alongside their vocational or academic knowledge.

Almost all teachers have good subject knowledge and assess learners' work carefully and often. Most give learners good oral feedback on their work. However, written feedback does not always contain enough detail to enable learners to know what they need to do to improve their work.

Three institutions have good or very good arrangements to care for, support and guide learners. Generally, learners are well informed about the support services available to them. Those with additional learning needs receive good or very good individual support.

All institutions have appropriate policies and procedures for safeguarding learners. They all have an inclusive environment and promote equality and diversity well. All institutions have attractive and pleasant communal areas. They have good or excellent teaching and training facilities that meet the needs of industry and the community. One college has worked very closely with the local energy industry to develop excellent engineering facilities.

Figure 2.30: Numbers of FEIs and judgements awarded for Key Question 2: How good is provision?



Leadership and management

Leadership and management are good or excellent in three of the institutions inspected. In these providers, senior management teams set clear strategic targets and communicate these well to all staff and partners. They have clear and effective procedures for improving the performance of staff. In these institutions, governors are well informed about their roles and responsibilities and give senior managers good support in setting strategic objectives and challenging them on progress towards their completion. These institutions meet national and local priorities well. In one institution, managers have not provided a strong enough focus on improving quality and standards.

Arrangements for monitoring and improving quality vary from excellent to unsatisfactory across the four institutions inspected. In

three colleges, staff and managers have effective self-evaluation and review processes. They know their strengths and areas for development well and have clear plans and targets for improving quality and standards. These colleges have effective classroom observation arrangements and use data well to monitor and improve learner outcomes. Where arrangements are unsatisfactory, managers have not brought about improvements in learner success rates and procedures for monitoring and tracking learners' progress are not robust enough.

Partnership working in three institutions is good or excellent. These institutions contribute effectively to their local 14-19 partnerships. They have good or excellent partnerships with local employers and Colegau Cymru. Two institutions have effective partnership arrangements with

other further education colleges to provide work-based learning in their areas.

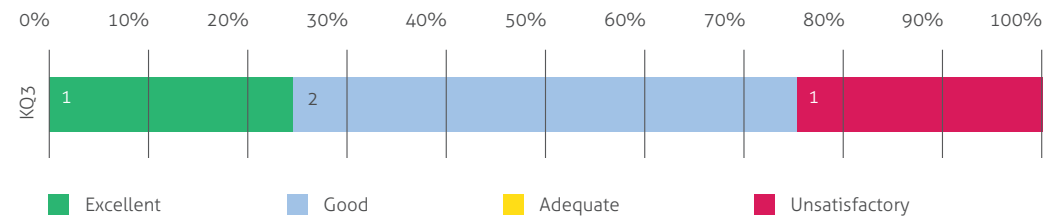
Resource management is good or excellent in three of the institutions we inspected this year. These institutions manage their finances very well and give good value for money. They use their finances well to provide good or excellent learning resources and to improve learner outcomes year-on-year. They have effective staff-development programmes and concentrate appropriately on improving standards and teaching, and delivering on national priorities such as improving learners' literacy and numeracy. In one institution, resource management is unsatisfactory. This institution does not use its resources well enough to improve learners' outcomes.

Working in partnership to improve facilities and resources

Pembrokeshire College is working with the energy and engineering sectors to deliver the highest quality education and training locally.

For more information about this, please refer to the case study '[Working in partnership with sectors to design and build new facilities.](#)'

Figure 2.31: Numbers of FEIs and judgements awarded for Key Question 3: How good are leadership and management?



Work-based learning

At the start of this inspection cycle there were 66 work-based learning providers. In 2009-2010⁸, there were 55,845 learners undertaking work-based learning programmes. Of these learners, 16,305 were undertaking modern apprenticeships, 20,075 foundation modern apprenticeships and 19,465 other training. Many learners are undertaking training at level 2 or 3.

Performance and prospects

This year, we inspected eight work-based learning providers. Performance is good overall in six providers and adequate in two.

Prospects for improvement are good in seven providers and adequate in one.

Some providers judged good overall have shortcomings in one or more quality indicators. In total, two work-based learning providers require follow-up activity as current performance is only adequate. Estyn will monitor the progress that these providers make in addressing inspection recommendations.

⁸SDR 68/2011 Further Education, Work-based Learning and Community Learning in Wales 2009/10, Welsh Government, 27 April 2011. <http://wales.gov.uk/topics/statistics/headlines/post16education2011/110427?lang=en>

Outcomes

Outcomes are good in six and adequate in two of the eight providers inspected this year.

Overall, learners' success rates in the eight providers inspected vary from good to adequate. In six providers, where outcomes are good, most learners are competent in practical aspects of their training and show secure theoretical knowledge. They successfully complete their training frameworks. Most learners make good progress in attaining National Vocational Qualifications (NVQs). Nationally, the highest framework success rates for all apprenticeships⁹ are in business, administration and law, and education and training. Outcomes are weakest in hair and beauty, construction, planning and the built environment, and agriculture, horticulture and animal care.

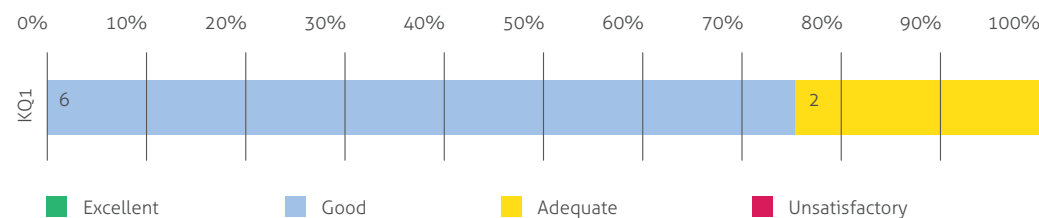
In two providers, where standards are adequate, learners make slower progress towards completing their training frameworks. The majority of learners demonstrate satisfactory practical competence and theoretical knowledge. A minority of learners do not have a clear understanding of what they need to do to complete their training frameworks.

Overall, learners' progress in gaining appropriate essential skills qualifications varies from adequate to good. Where standards are good, a significant minority of learners attain these skills at a level higher than required in their qualification framework. The majority of learners attain the wider essential skills qualifications. Where standards are no better than adequate, the majority of learners only attain these skills at the level that is required in their training framework.

The majority of learners communicate well with training staff, employers and peers.

Most learners enjoy their training experiences. They show respect for their trainers, employers and peers. Overall, learners' attendance both on and off-the-job is good.

Figure 2.32: Numbers of providers and judgements awarded for Key Question 1: How good are outcomes?



⁹SDR 75/2011 National Comparators for Further Education and Work-Based Learning 2009/2010, Welsh Government, 12 May 2011. <http://wales.gov.uk/topics/statistics/headlines/post16education2011/1105121?lang=en>

Provision

Overall, provision is good in seven of the providers inspected and adequate in one.

All providers deliver a relevant training programme and offer a suitable range and level of qualifications that meet the needs of learners and employers well. Overall, recruitment trends across occupational areas are similar to those of last year. However, the numbers of contracted and available training places are not always well matched to potential employment opportunities. This means that many providers often try to secure training opportunities with the same employer. Many providers give learners good opportunities to progress to the next level of training and to develop their skills. However, a minority of providers do not give a high enough priority to developing learners' literacy skills.

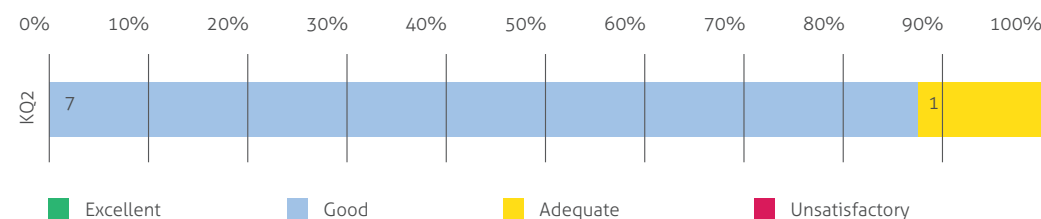
The quality of training and assessment is good in five of the providers inspected. In these providers, staff organise on and off-the-job training and assessment well. They have clear assessment strategies and track learners' progress systematically. During off-the-job activities, trainers use a good range of resources to engage learners. In three providers, where assessment is no better than adequate, assessors do not plan well or set learners suitably challenging targets for the completion of assessments or the collection of National Vocational Qualification (NVQ) portfolio evidence. Staff often fail to organise suitable assessment activities that would provide useful evidence of learners' progress in developing practical skills.

All providers inspected have good care, guidance and support arrangements. All providers have appropriate safeguarding policies and procedures.

The learning environment is good in six providers and adequate in two. All providers promote equality and respect for diversity well. Many learners work in workplaces that offer access to a wide range of resources. During off-the-job training, most learners also have access to a good range of resources. However, in two providers the accommodation and resources are not good enough, which limits the progress made by learners.

A minority of providers offer training through the medium of Welsh. Most providers do not do enough to encourage Welsh-speaking learners to undertake training and assessment in Welsh.

Figure 2.33: Numbers of providers and judgements awarded for Key Question 2: How good is provision?



Leadership and management

Leadership and management are good in five providers inspected this year and adequate in three. Where leadership is good, senior managers set clear strategic priorities and targets, which they monitor carefully to gauge how well these are achieved. Communication with staff and key partners is good. These providers have comprehensive and effective procedures for reviewing and improving the performance of staff. In three providers, managers do not take enough account of the rates at which learners complete their qualifications when assessing staff performance.

Arrangements for improving quality are good in five of the providers inspected. These providers have comprehensive and effective

self-evaluation systems. Managers and staff monitor outcomes and provision carefully to identify strengths and shortcomings and plan well to improve quality. They use data to set targets and improve learner outcomes.

Where quality improvement arrangements are no better than adequate, managers do not identify and implement ways of improving how well learners achieve their training frameworks.

Partnership working is excellent in one provider. It is good in the other seven providers inspected. Most providers have effective partnerships with a wide range of partners including local employers, further education colleges and other training providers. However, in the majority

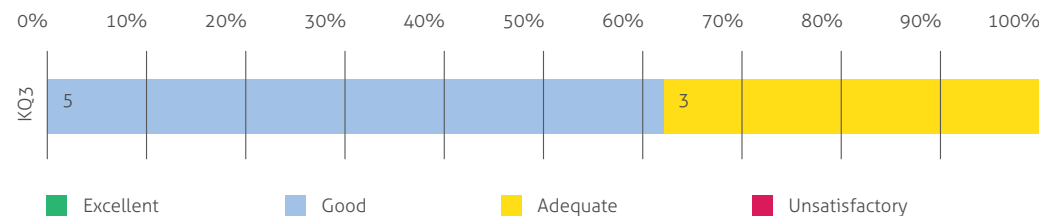
of cases, partnerships with schools are underdeveloped. This means that pupils in schools do not receive enough information about the range of vocational training available to them. Where partnership work is excellent, the provider works with partners to develop joint strategies and working practices, including joint projects that have a strong impact on learners' progress.

Resource management is good in six providers inspected. These providers make sure that learners have well-resourced workplaces. The majority of providers support staff well with appropriate professional development programmes that improve the quality of teaching, training and assessment. Two providers

do not use resources well enough to improve the suitability of the premises and quality of accommodation to bring about improvements in learners' outcomes.

Most providers manage their finances well and provide good value for money.

Figure 2.34: Numbers of providers and judgements awarded for Key Question 3: How good are leadership and management?



Adult community learning

There are 16 adult and community learning partnerships in Wales. These partnerships involve a range of providers within local authority areas that include further education colleges, the local authority, Welsh language centres, the Workers' Educational Association, the County Voluntary Council and local voluntary organisations.

Three further education institutions also provide adult community learning training. These are the Workers' Educational Association South Wales, Coleg Harlech Workers' Educational Association North Wales and the YMCA Community College Cymru.

This year we inspected Carmarthenshire and Rhondda Cynon Taff adult and community learning (ACL) partnerships and YMCA Community College Cymru. The range of courses available to adults differs between providers but includes courses in information and communication technology, art and design, adult basic education, Welsh for adults and personal development courses.

South West Wales Welsh for Adults Regional Centre

This year, we also inspected the **South West Wales Welsh for Adults Regional Centre**. This was established in Swansea University in May 2006 as one of six regional centres set up by the Welsh Government to lead the field. Performance and prospects for improvement in this centre are adequate.

For more information about this centre, please refer to the *full report*.

Performance and prospects

This year we inspected three providers. Performance is excellent in one provider and good in another. Performance is adequate in one provider.

Prospects for improvement are good or better in two providers. Prospects are adequate in another.

Both ACL partnerships require follow-up activity since either current performance or prospects for improvement are adequate. In both partnerships, quality improvement procedures are no better than adequate. Estyn will monitor the progress these partnerships make in addressing inspection recommendations.

Outcomes

Outcomes are good or better in two of the providers inspected. They are adequate in the other provider.

Overall, the standards that learners achieve vary too much among the three providers inspected.

Many learners taking youth work courses develop their basic and their communication skills well. However, in one ACL partnership, only around half of learners in adult basic education (ABE) and English for speakers of other languages (ESOL) develop their basic skills satisfactorily.

Overall, learners make good use of their individual learning plans to improve their

learning and skills. Nevertheless, a few learners do not understand how these plans can help them to set appropriate goals to improve their learning and review their progress.

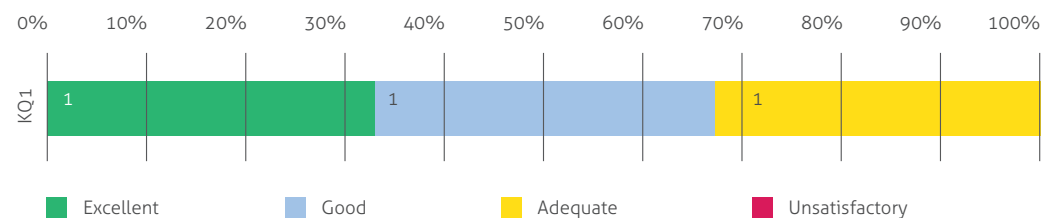
Nearly all learners are well motivated. They attend regularly and take part enthusiastically. Many develop a good understanding about healthy lifestyles through learning about issues such as healthy eating, drug misuse and mental health.

Many learners use their experiences usefully to get involved in work in their communities as volunteers. Older learners acquire new skills and benefit from working with their

peers. However, learners do not make enough use of independent careers guidance to help them to make decisions about their future plans.

Learners from a range of disadvantaged or vulnerable backgrounds achieve well. These learners, including offenders or learners undergoing drugs treatment programmes, often begin from a low starting point. However, they learn to improve their skills and move on to more demanding courses, or into employment.

Figure 2.35: Numbers of providers and judgements awarded for Key Question 1: How good are outcomes?



Provision

Provision is good or better in two of the providers we inspected this year. It is adequate in the other provider.

All providers deliver a wide range of programmes that meet the needs of many learners and communities well. In particular, providers work well in partnership to address a range of learning needs. However, the quality of provision varies too much between providers. In one ACL partnership, there is no clear strategy to improve basic skills in the community and not enough Welsh-medium or bilingual provision.

The quality of teaching is good or better in two of the providers we inspected this year. In these providers, tutors use their expertise well to plan a broad range of interesting and challenging activities. Generally, in all providers, tutors work well to respond to learners' interests and abilities. However, too many tutors do not use individual learning plans well enough to direct learning, or help learners to review their progress.

Generally, tutors care for and support learners well. However, not enough staff offer helpful guidance to learners about how they can use their skills and qualifications in their lives or careers.

Overall, providers have appropriate policies in place to protect vulnerable adults. However, too many tutors do not have a clear enough understanding about the circumstances that make adults vulnerable and are not clear enough about the procedures to follow in the event of any critical incidents.

The learning environment is good or better in all providers.

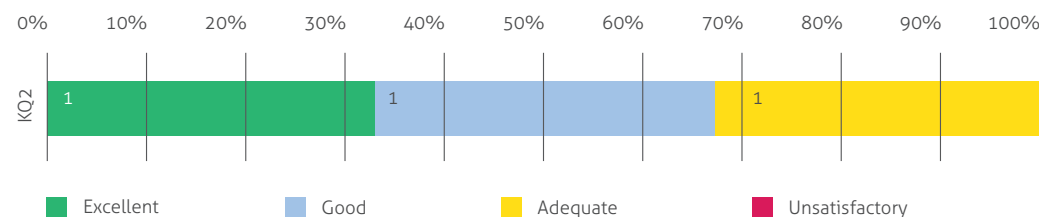
Effective partnership working to support vulnerable learners

YMCA Wales Community College

has been very successful in planning and delivering a range of high-quality skill-based, accredited courses for offender learners across Wales.

For more information about this, please refer to the case study '[Clear purpose and direction = success.](#)'

Figure 2.36: Numbers of providers and judgements awarded for Key Question 2: How good is provision?



Leadership and management

Leadership and management are excellent in one provider. They are adequate in the other two providers.

Overall, the quality of leadership and management varies too much. Only one ACL partnership carries out its strategic role well. In the other partnership, senior managers have not understood fully the value of a formal partnership. There is no partnership plan that sets out the priorities for adult learning. Generally, local service boards do not consider plans for adult-learning programmes well enough.

The college provider inspected has excellent systems for improving quality. It is self-critical and makes very good use of data to improve outcomes and provision. However, in the two partnerships inspected, arrangements for improving quality are no better than adequate. These partnerships do not do enough to improve outcomes and provision. They do not compare standards and provision with other partnerships or share good practice well enough.

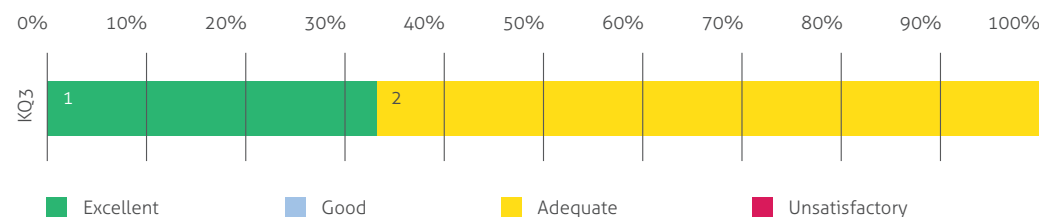
This year we found that many providers work well with their partners to plan and deliver an appropriate range of courses across the partnership. Local authorities and further education institutions give good support to other partners such as voluntary

sector organisations. The college works successfully with its partners to tackle national priorities for the training of youth workers and for offender learning.

The extent to which partnerships manage the resources available to them varies too much. The majority of staff have appropriate qualifications and experience for the courses they teach. All providers offer an appropriate range of training opportunities to their staff. However, in one ACL partnership, staff training does not have enough impact on raising standards and improving the quality of teaching. The teaching of too many tutors is only adequate and the standards achieved by learners have not improved enough.

Providers share resources well across their partnerships and make full use of the funding available for adult community learning. The college inspected makes good use of financial information to compare its costs with those of other providers.

Figure 2.37: Numbers of providers and judgements awarded for Key Question 3: How good are leadership and management?



Learning in the justice system

This year we worked with Her Majesty's Inspectorate of Prisons on a short inspection of the only unit for remanded and sentenced young people in Wales. We also took part in a full inspection of the largest prison for adults in Wales.

In addition, we carried out a joint review of the Youth Offending Services with the Care and Social Services Inspectorate Wales (CSSIW) and Healthcare Inspectorate Wales (HIW).

Outcomes

Outcomes are good in the young people's unit. Almost all young people achieve a relevant qualification and progress to a higher level course.

In the adult prison, the success rate is very good in occupational classes and in general educational classes.

Provision

The young people's unit offers an increasingly interesting and relevant range of courses. Young people spend more time than before out of their cells in purposeful activity.

In the adult prison, the range of education activities is good but there are too few activity places to enable all prisoners to get employment and education opportunities.

There is a very wide range in the number of hours of education that are received by children and young people in contact with youth offending teams who attend alternative educational provision rather than mainstream schools. A few receive only two hours per day and a few receive no education at all.

Leadership and management

In the young people's unit, managers liaise well with schools to enable young people to continue their studies while they are in custody.

In the adult prison, leadership and management of educational provision are satisfactory.

Overall, management boards have improved their leadership and management of youth offending services, but local authorities still do not monitor well enough the standards and wellbeing of these children and young people.

Section 3: Summaries of Estyn remit surveys

Annual Report 2010-2011



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Every year, the Welsh Government and Estyn agree a programme of education and training issues to look at in detail. We carry out survey work into these issues in addition to our inspection work. We present our findings and advice in reports sent directly to ministers and provide recommendations for the Welsh Government¹.

Reports also contain recommendations for providers and local authorities. In the full reports, you will also find examples of good and excellent practice as well as recommendations on how to improve. This helps leaders, managers and practitioners to improve the work they do.

¹ Subsequent to the publication of all remit reports, the Welsh Government publishes action plans to address the recommendations from each report.

Literacy and the Foundation Phase

The impact of the Foundation Phase on the wellbeing of children has been positive and, in the majority of schools, five to six-year-olds achieve well. In a minority of schools, this is not the case, often because leaders and practitioners do not understand the principles and practice of the Foundation Phase. Leaders and practitioners generally have not evaluated the Foundation Phase robustly enough to identify where it is working well and what needs to be improved. In a few schools, staff are not convinced about the educational value of the Foundation Phase or do not know enough about it to ensure that it is implemented effectively.

In the majority of schools where leaders and practitioners have implemented the Foundation Phase well, there is a focus on raising standards particularly in literacy. However, in a significant minority of schools, there is not enough direct teaching of reading, and appropriate opportunities for children to practise and use their reading skills are not always provided. While the Foundation Phase in nearly all schools provides rich contexts and motivating opportunities for writing, the range and quality of children's written work in many schools are often limited because writing tasks are formulaic and undemanding.

The wellbeing of many children benefits from the implementation of the Foundation Phase. Generally, the benefits are in children's increased motivation and enjoyment of learning. Active learning approaches and the use of the outdoor learning environment are helping boys to be more engaged in their learning.

The development of the outdoor learning environment is progressing well in the majority of schools. However, there is often not enough support from practitioners to maximise children's learning, particularly in reading and writing. In a minority of schools, there is limited or no outdoor provision.

Outdoor learning

The Foundation Phase places great importance on children using the outdoors to experiment, explore and take risks. Many schools and settings have invested a lot of time, energy and money in improving provision for outdoor learning to meet these aspirations.



The first cohort of children has not yet completed the Foundation Phase. This means that there is little data available currently that could be used to quantify the benefits of the Foundation Phase. The lack of data also makes it difficult to compare providers. This data will be available from summer 2012.

In two-thirds of the sessions observed as part of the survey, learning experiences in the outdoors were good or better. The provision for outdoor learning has been more successful in schools than in non-maintained settings.

Most schools and settings are making at least adequate use of the outdoors and children's learning generally benefits from this. In most cases, children's enjoyment, wellbeing, behaviour, knowledge and understanding of the world, and their physical development improve as a result of using the outdoors. However, the outdoors is not used enough to develop children's reading and writing, Welsh language, creativity, or their ability to use information and communication technology.

Practitioners tend to assess children's learning less often and less well outdoors than indoors. They do not track the progress children make in developing their skills outdoors well enough. With children spending more time outdoors, this means that important milestones in their development may be missed.

Senior leaders and managers have not always received enough training on the Foundation Phase to identify good practice, challenge less effective practice, or make cost-effective decisions on improving outdoor provision and facilities.

“

“Practitioners tend to assess children's learning less often and less well outdoors than indoors.”

Supporting more able and talented pupils in primary schools

Overall, too few pupils across Wales achieve above the levels expected for their age in teacher assessments at the end of key stage 1 and key stage 2.

Estyn evaluated the effectiveness of strategies that primary schools and local authorities use to support and challenge more able and talented pupils. We also evaluated the impact of Welsh Government guidance and training on these strategies.

Provision for more able and talented pupils varies considerably across Wales. A minority of primary schools do not identify these pupils effectively and do not provide appropriate support for them. Teachers in these schools do not have the expertise to provide an appropriately challenging curriculum to enable these pupils to achieve the highest standards possible.

In a few schools with the best provision, there is a whole-school approach to data analysis and assessment that identifies more able and talented pupils accurately. Parents understand the school's approach to providing additional support for all pupils, including the more able and talented. In these schools, all pupils are entitled and have equal access to relevant provision.

Transition between primary and secondary schools is a significant factor in the long-term success of more able and talented pupils. Where transition arrangements are weak, more able and talented pupils may become frustrated, develop negative attitudes to school and become disengaged from learning.

Very few schools and local authorities evaluate the impact of strategies for addressing the needs of more able and talented pupils. A few local authorities have not taken full advantage of the availability of Welsh Government training to improve provision for these pupils.

“

“Very few schools and local authorities evaluate the impact of strategies for addressing the needs of more able and talented pupils.”

Evaluation of the impact of the non-statutory Skills Framework at key stage 2

A very few schools have used the Skills Framework as a starting point for planning their new curriculum. This is mainly due to schools, in the first instances, concentrating on the statutory National Curriculum documents.

However, many schools track coverage of thinking, communication, number and information and communication technology (ICT) against the Skills Framework. In most schools, there is insufficient emphasis placed on teaching skills progressively and not enough use is made of the developmental phases within the strands of the Skills Framework. However, the Skills Framework itself does not offer enough guidance to teachers.

Thinking skills are becoming a central feature of many lessons at key stage 2. Teachers regularly ask a range of good questions to stimulate learners' thinking. Learners are encouraged to work things out for themselves and work collaboratively with their peers. Many schools have received effective training on implementing thinking skills.

Many key stage 2 learners have good opportunities to influence what they are learning and are engaged and enthusiastic learners. Through the introduction of a more skills-based curriculum, many learners are beginning to become aware of how to improve their own learning skills.



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“Teachers regularly ask a range of good questions to stimulate learners' thinking. Learners are encouraged to work things out for themselves and work collaboratively with their peers.”

Money Matters –The provision of financial education for 7 to 19-year-olds in primary and secondary schools in Wales

Nearly all learners have opportunities in school to develop their knowledge, skills and understanding of financial matters. Overall, learners have adequate financial knowledge, understanding and skills. The recent increased emphasis on financial education in schools, and in particular secondary schools, has led to an improvement in learners' knowledge and understanding of certain aspects of financial matters, such as of different types of credit cards.

Most schools, particularly secondary schools, provide financial education mainly through personal and social education lessons. However, these lessons are not enough on their own to make sure that learners have a good knowledge and understanding of financial matters or develop the skills to make sound financial decisions when they are older.

A minority of schools have carefully planned and mapped opportunities for financial education in particular subjects or through topics across the curriculum. These schools often have a co-ordinator with overall responsibility for this work and involve most staff in the delivery of financial education. However, the majority of schools do not plan opportunities well enough for learners to reinforce and apply their financial skills in different contexts across the curriculum. These schools do not make sure that there is continuity and progression in financial education learning experiences.

There is a lack of Welsh-language resources for financial education. A minority of resources have been translated into Welsh, but teachers do not always know how or where to access these resources. National financial institutions have produced resources such as interactive games that appeal to learners, but most of these are not available in Welsh.

Numeracy for 14 to 19-year-olds

GCSE results and international comparisons show that performance in numeracy in Wales is lower than in the other home nations and below the average for Organisation for Economic Co-operation and Development (OECD) countries. In Estyn inspections, standards of numeracy are judged as lower than communication in English or Welsh and information and communication technology.



The number of learners in schools, colleges and work-based learning providers who gain application of number qualifications has increased substantially over the last five years. However, too many of these learners gain qualifications at too low a level relative to their ability. By taking qualifications at too low a level, these learners do not improve their numeracy skills enough.

Only a minority of schools plan to develop numeracy systematically across the curriculum. Only a few schools track the progress of learners in numeracy, including those who previously received support for numeracy in key stage 3, well enough. Around a half of the schools surveyed do not provide specific support for key stage 4 learners with poor numeracy skills. Although schools assess pupils' numeracy skills, they do not share this information well enough with others when their learners attend courses at other providers.

Further education colleges and work-based learning providers assess the level of learners' numeracy skills at the start of courses. These providers generally use this information well to identify whether learners need specific support. As a result, many learners have suitably negotiated numeracy targets as part of their individual learning plans and benefit from a range of appropriate support strategies.

Area inspection report on the quality and standard of provision for 14 to 19-year-old learners in Flintshire

In our inspection of 14-19 provision in Flintshire, we judged that current performance is good and that there are good prospects for improvement.

Learners' attainment is good overall. At key stage 4, there has been a significant trend of improvement over the last three years in the performance of Flintshire secondary schools. Outcomes in Deeside College are consistently well above national comparators and expectations. Across work-based learning provision, the rates at which learners gain their full qualification frameworks and other qualifications compare well with national comparators and benchmark data.

Participation and attendance levels are high. A higher proportion of Year 11 pupils in Flintshire continue in full-time education than the Wales average. The proportion of Year 11 leavers not in education, employment or training has fallen and continues to be well below the Wales figure.

The 14-19 network has a shared vision and a clear focus on providing the best learning experiences for young people in Flintshire. It has a good track record in developing collaboration between providers and sectors. The Learning Core Centre located at Deeside College offers a high-quality environment for the delivery of collaborative courses.

There is a strong commitment to evaluating the quality of collaborative provision, and responsibilities for the quality assurance of all aspects of collaborative provision have been clearly defined. The network makes extensive use of learner voice to inform its quality assurance processes.

The current pattern of post-16 provision in schools is unsustainable. Around half of Flintshire secondary schools have too many small post-16 classes. In around a quarter of schools, as many as one-in-four post-16 classes have fewer than five learners. There is also unnecessary duplication of courses on offer in a few schools.

The education of Gypsy Traveller pupils

The most important factors in improving outcomes for Gypsy Traveller pupils are **improving attendance and attitudes towards school**. Although local authority traveller education staff often provide high-quality support to schools and the traveller community, **the attendance rates and attainment levels of Gypsy Traveller pupils remain low**. This is often because of the negative attitudes of many Gypsy Traveller parents to **formal secondary education**.

Few schools have policies or practices that specifically address the needs or views of these pupils and their parents. In most schools, the curriculum does not actively promote Gypsy Traveller culture.

Too few local authorities and schools use attendance, exclusions or attainment data to measure the impact of their support for Gypsy Traveller pupils. National data collected on Gypsy Traveller pupils is not always accurate and this can lead to inequalities in funding. Most local authorities use aspects of the Welsh Government's circular 'Moving Forward – Gypsy Traveller Education' to inform their policy and provision, but its overall impact has been limited.

In Estyn's report on 'The Education of Gypsy Traveller Learners' (2005), we made five recommendations. Only one of these has been addressed; the Welsh Government has established an All-Wales Co-ordinators group. This group meets regularly and provides a forum for sharing good practice in provision for these learners. However, its work has not yet impacted widely on the work of most secondary schools.

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“Most local authorities use aspects of the Welsh Government's circular 'Moving Forward – Gypsy Traveller Education' to inform their policy and provision, but its overall impact has been limited.”

Review of disability equality schemes and practice in schools and pupil referral units

Over the last three years, mainstream schools and pupil referral units (PRUs) have improved the way they promote disability equality and access. However, special schools are more effective in this work than both of these sectors.

Almost all schools and PRUs have a published accessibility plan and a disability equality scheme that includes an updated action plan, approved by their governing body.

Schools' schemes, action plans and practice vary considerably in scope and quality. The best action plans identify intended actions, include appropriate timelines and indicate those people with responsibility for implementing specific actions. However, the majority of schemes focus on learners with physical or visible disabilities, rather than the full range of disabilities. Most parents and learners are unaware of these plans and schemes. Schools and PRUs do not evaluate the impact of their schemes well enough.

In most schools and PRUs, better partnership working is improving outcomes for people with disabilities. Partnerships between special and mainstream schools widen the opportunities and improve support for learners with disabilities.

Most learners with disabilities and their parents are positive about the learners' educational and social progress. Most schools and PRUs make favourable adjustments and adaptations to the curriculum and the school environment that are appropriate to learners' individual needs.

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“Most learners with disabilities and their parents are positive about the learners' educational and social progress.”

Tackling poverty and disadvantage in schools

The few schools that support disadvantaged learners well have systematic, whole-school approaches. These schools make sure that the curriculum and teaching methods are flexible enough to suit all learners, including those who are disadvantaged. Staff also assess and track the progress of these learners carefully to spot improvement or deterioration. Individual support such as mentoring or help with basic skills and homework is provided for these learners.

The barriers to high achievement for disadvantaged learners are varied and complex. Boosting learners' self-confidence is often the key to improving behaviour, attendance and attitudes to learning. Improving these aspects are often the necessary first steps to raising educational attainment. Disadvantaged learners often suffer from poverty of aspiration and cultural opportunities. The best schools try to overcome these limitations by providing learners with extra-curricular and out-of-school-hours experiences that they would not get otherwise.

Schools cannot tackle the effects of poverty of aspiration and cultural disadvantage on their own. They need to work with the community and with other services. By offering parents and community groups access to facilities, family learning and social, health and police services, the most effective schools try to foster trust between schools, services and the local community. A culture of mutual respect and trust is needed before schools can successfully co-ordinate 'team around the child' support from various services for disadvantaged learners and their families.

School leaders generally have not received much training on working with the community or services in this way, or on using data to evaluate the impact of initiatives to tackle disadvantage. Schools do not share best practice or collaborate effectively with each other in this area. Most local authorities do not do enough to offer schools practical guidance on how to work with local communities and services, or how best to analyse outcome data for disadvantaged learners.

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“By offering parents and community groups access to facilities, family learning and social, health and police services, the most effective schools try to foster trust between schools, services and the local community.”

The impact of deprivation on learners' attainment in further education and work-based learning

Estyn evidence shows that there is a strong link between poverty and low educational attainment in schools. Pupils from poorer families are more likely to attain at lower levels than other pupils.

School leavers from deprived areas have good opportunities to continue their education and training through work-based learning and further education. The financial support that these learners receive is a major factor in helping them complete their education or training. There are a variety of means-tested grants and training allowances available for learners on further education or work-based learning programmes. The majority of learners interviewed felt that they would not be able to continue studying without this financial help.

Providers do not analyse their learner data well enough to make sure that they attract enough learners from deprived areas. Providers need to work more closely with schools to identify learners from deprived areas and make them more aware of the personal and financial support available to them when making career choices and before they decide on the best further education or training options available for them.

Further education colleges and work-based learning providers provide good care, support and guidance to learners from deprived areas. However, providers do not analyse data on learners' completion and attainment rates well enough to show that care, support and guidance have a positive impact on performance and that learners from deprived areas are achieving their potential. Only a small number of providers compare the achievements of learners from deprived areas, or the achievements of learners in receipt of financial support, with the performance of other learners.



The developing thinking skills and assessment for learning programme

The teaching and learning techniques that make up the ‘Developing thinking skills and assessment for learning’ programme are recognised as good practice. In a few of the schools visited, where teachers apply programme strategies consistently, pupils’ behaviour and attitude improve and their thinking and learning become more structured. These changes in teaching and learning do not necessarily lead to sustained or easily measurable progress in standards or skills. The evidence that the programme has improved standards in end-of-key-stage assessments or standardised tests is limited.

The programme’s techniques are essentially content-free, which leaves the challenge of embedding its approaches in the wider curriculum to teachers. The need to apply the programme’s techniques within an overall curriculum plan that is designed to develop pupils’ skills progressively has not generally been well understood. Consequently it has not had a clear impact on the teaching or learning of literacy.

In many of the primary schools visited, there have been improvements in pupils’ behaviour and attitude to learning. The interaction between pupils and adults has improved and pupils are more

willing to listen to the views of others. In particular, the confidence and engagement of lower-ability pupils have improved. Pupils generally are more enthusiastic about their work and have a greater sense of pride in it.

The programme has changed the classroom practice of many of the teachers involved. These teachers have become more confident and creative in using a wider range of teaching styles. This has been achieved more consistently in the primary schools than in the secondary schools visited.

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“In many of the primary schools visited, there have been improvements in pupils’ behaviour and attitude to learning.”

Skills for older workers and the impact of adult community learning on the wellbeing of older learners

There are 16 adult community learning (ACL) partnerships across Wales that support the delivery of lifelong learning. All of these partnerships work with older learners in community settings. Many of these older learners are keen to continue learning, especially in updating their information and communication technology skills.

All of the ACL partnerships do well, and in a few cases very well, working at the grassroots of communities with many learners who are not in work or employment or who are in groups that are hard to reach.

Many older people use their learning sessions well to develop their employability skills. However, there are other older learners who also need the opportunity to use education and skills development for another phase of their lives. With the emphasis for the delivery of learning in Wales currently stressing skills for employment, there are gaps in the delivery for many of the ACL learners who are retired and in isolated and vulnerable situations. This means that the curriculum offered currently to older learners, especially those over 70, is not always able to provide lifelong-learning opportunities that maintain and develop skills for continued wellbeing into older age.

A follow up survey of progress by stakeholders in addressing shortcomings in professional youth worker training in Wales

In 2011, Estyn looked at the progress key stakeholders had made in addressing the recommendations it had made in 2010 for improving youth and community worker qualification training. Estyn found that there have been some good initiatives that have begun to improve communication among stakeholders. However, there has been slow progress in setting a clear strategic vision for this important qualification training.

Not enough is known about the size, qualifications, skills levels and deficits, and the on-going training needs of the local authority and voluntary sector youth service workforce. There is therefore an urgent need to carry out an up-to-date 'all Wales' strategic analysis of this sector.

Communication between universities, local authority youth services and the Council for Wales Voluntary Youth Services (CWVYS) has improved. There has been an increase in consultations and stakeholder meetings. However, this increase has developed in an unplanned manner, rather than in response to a strategic analysis of what needs to be done, and how best to achieve it. As a consequence, the new demands on local authority officers and lecturers from higher education institutions for time to attend meetings are hard to manage.

Stakeholders have begun to improve the way they work together to ensure there are sufficient accessible and appropriate work placements for future youth and community workers. However, employers and universities remain concerned about the costs of placements, and their respective capacity to provide the support needed to make sure that placements provide suitable experiences.

Section 4: Annual Report data – Commentary on performance

Annual Report 2010-2011



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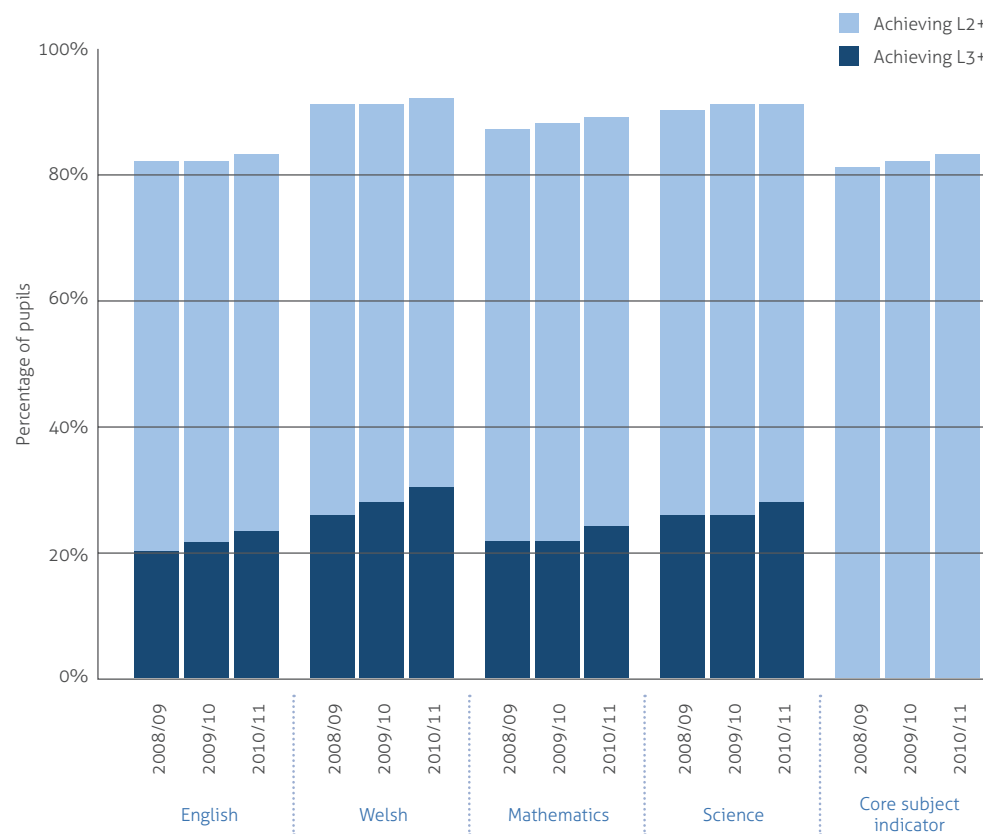
In this section of the annual report, we set out and comment on a series of charts to illustrate the outcomes of end-of-key-stage teacher assessments and external examination results.

The performance of pupils at key stages 1, 2 & 3¹

Figure 4.1: Key stage 1 – Percentage of pupils achieving the expected level (level 2) and the expected level plus one (level 3), 2008-2011

When assessed by their teacher in the core subjects (English or Welsh first language, mathematics and science), pupils are expected to achieve level 2 at the end of key stage 1 (when they are seven years old), level 4 at the end of key stage 2 (11 years old) and level 5 at the end of key stage 3 (14 years old).

In 2011, results were higher in each of these key stages and in all subjects than in previous years. The greatest improvement was for 14-year-olds, where the percentage who achieved the expected level in all the core subjects improved by over four percentage points.



¹ SDR 139/2011 National Curriculum Teacher Assessments of the Core Subjects, 2011, 16 August 2011, Welsh Government. <http://wales.gov.uk/topics/statistics/headlines/schools2011/110816/?lang=en>

In previous years, we have said that too few pupils achieve the higher levels in these key stages. The most able seven-year-olds are expected to achieve level 3, 11-year-olds level 5, and 14-year-olds level 6 or 7. In 2011, the percentage of pupils gaining these higher levels improved in all subjects. However, less than a quarter of seven-year-olds gained level 3 in English or mathematics in 2011 and less than a third of 11-year-olds gained level 5 in any subject. The proportion of 14-year-olds reaching level 7 in the core subjects remains small. Fewer than one-in-ten pupils reached this level in English and Welsh first language. The highest percentage is in mathematics where nearly one-in-five pupils gain level 7.

Figure 4.2: Key stage 2 – Percentage of pupils achieving the expected level (level 4) and the expected level plus one (level 5), 2008-2011

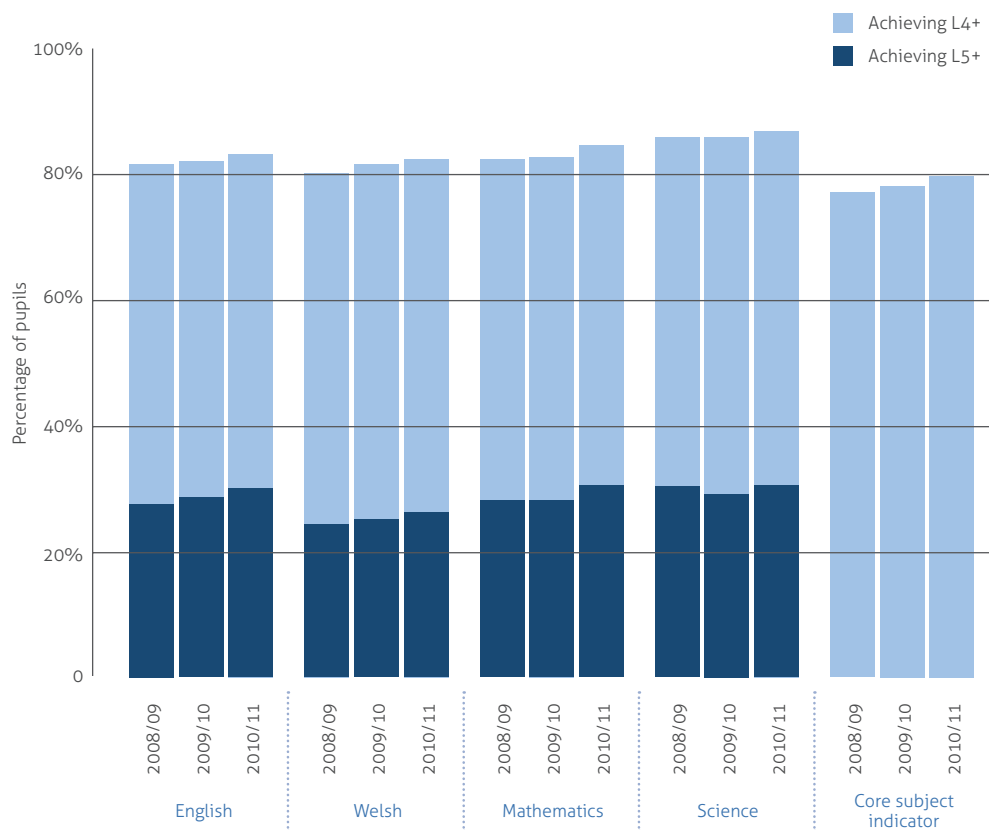
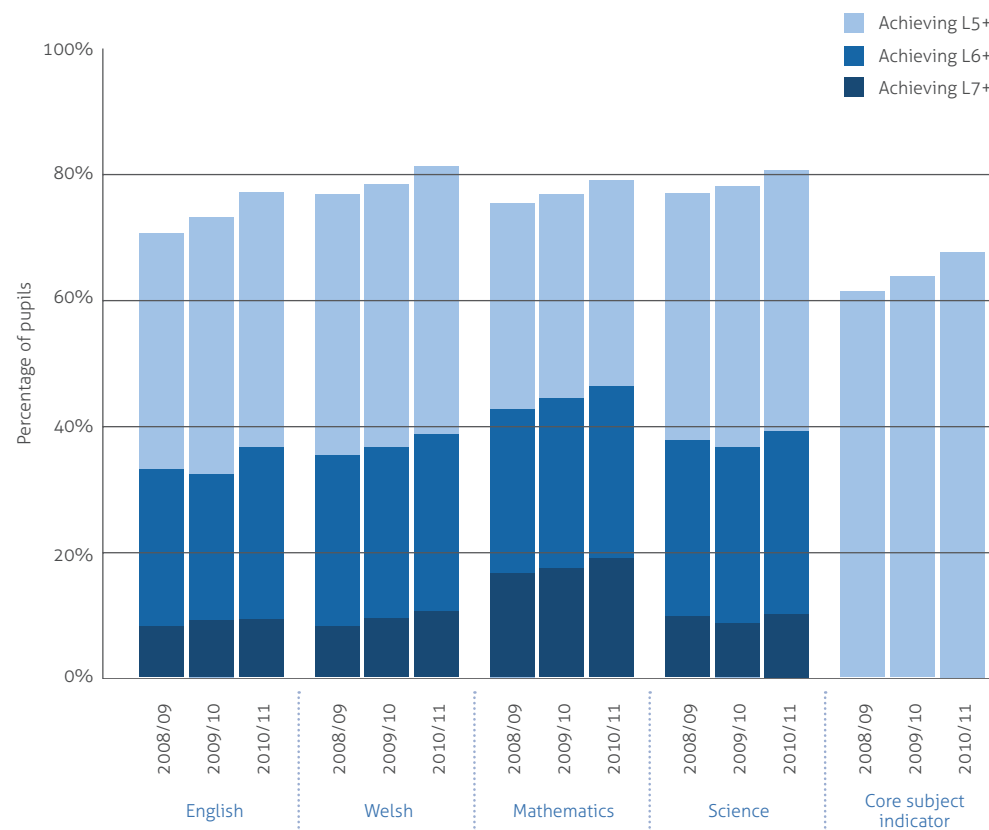


Figure 4.3: Key stage 3 – Percentage of pupils achieving the expected level (level 5), the expected level plus one (level 6) and the expected level plus two (level 7), 2008-2011



Examinations at key stage 4 and post-16²

At the end of key stage 4, 15-year-old pupils take external examinations. In 2011, two-thirds of these pupils gained the level 2 threshold³, an improvement of nearly four percentage points on the previous year. However, the percentage gaining the level 2 threshold and also a level 2 qualification in English or Welsh first language and mathematics has not improved at the same rate.

Figure 4.4: Examination results for 15-year-old pupils in Wales

	2008-2009	2009-2010	2010-2011
Percentage achieving the core subject indicator (CSI) (a)	46.0%	48.0%	48.7%
Percentage achieving the level 2 threshold	60.7%	63.8%	67.3%
Percentage achieving the level 2 threshold including a GCSE pass at grade C or above in English or Welsh first language and mathematics	47.2%	49.4%	50.1%
Average wider points score (b)	378.9	394.3	422.9
Capped average wider points score (c)	–	305.1	311.6
Percentage who left full time education without a recognised qualification	0.9%	0.8%	0.6%

Last year we expressed concern that the gap between these two indicators was widening. This year the difference has increased further. As a result, there remain too many learners who do not gain qualifications in these priority areas of English or Welsh first language and mathematics. Schools are not making enough progress in addressing this problem.

(a) The core subject indicator (CSI) relates to the expected performance in English or Welsh first language, mathematics and science in combination.

(b) Average wider points score comprises all qualifications approved for use in Wales.

(c) Capped average wider points score is calculated using the best eight results.

² SDR 221/2011 Examination Results in Wales, 2010/11, 30 November 2011, Welsh Government. <http://wales.gov.uk/topics/statistics/headlines/schools2011/111130/?lang=en&ts=4jses%3F>

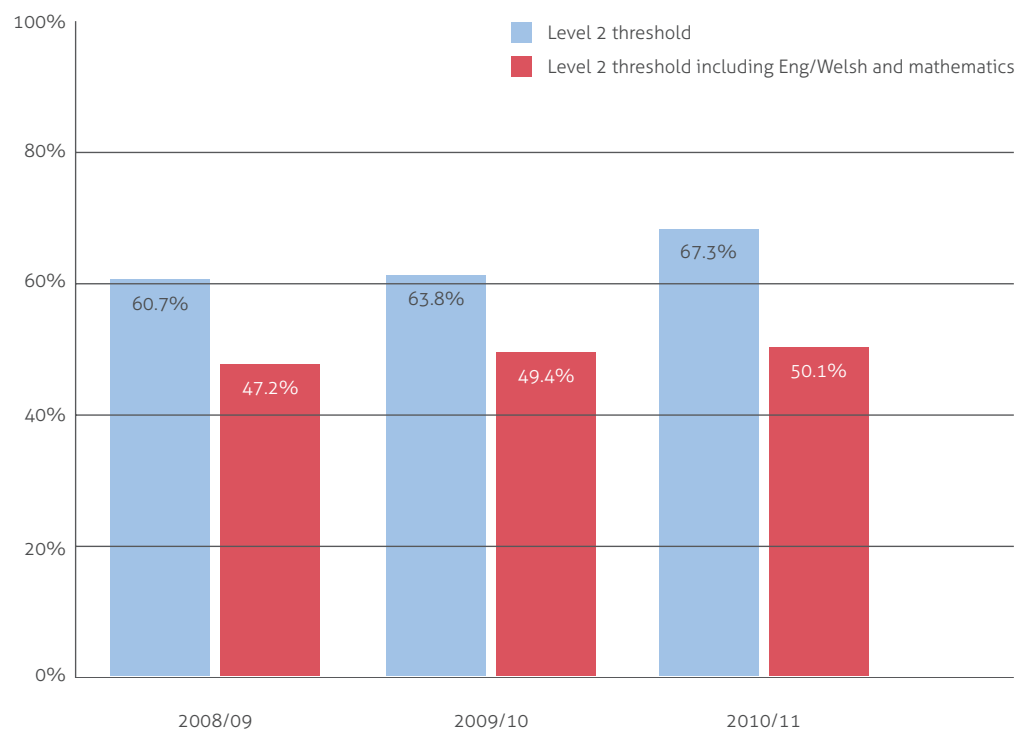
³ The level 2 threshold includes GCSE qualifications and a range of equivalent non-GCSE qualifications, including vocational qualifications, and represents a volume of qualifications at level 2 equivalent to the volume of five GCSEs at grades A*-C.

Fewer than 1% of the 15-year-olds in Wales did not gain a recognised qualification at the end of key stage 4. This proportion continues to fall.

Girls continue to do better than boys at all key stages. This year, the gap between girls and boys reaching the expected level in all core subjects was about eight percentage points for both seven and 11-year-olds. The gap increases for 14-year-olds where it was more than 10 percentage points in 2011.

At key stage 4, this gap has reduced slightly over the last three years. The smallest gap is in the percentage of learners gaining the level 1 threshold⁴. The largest difference is on the level 2 threshold because a larger proportion of girls gain the higher qualifications.

Figure 4.5: Percentage of learners gaining the level 2 threshold, 2008-2011



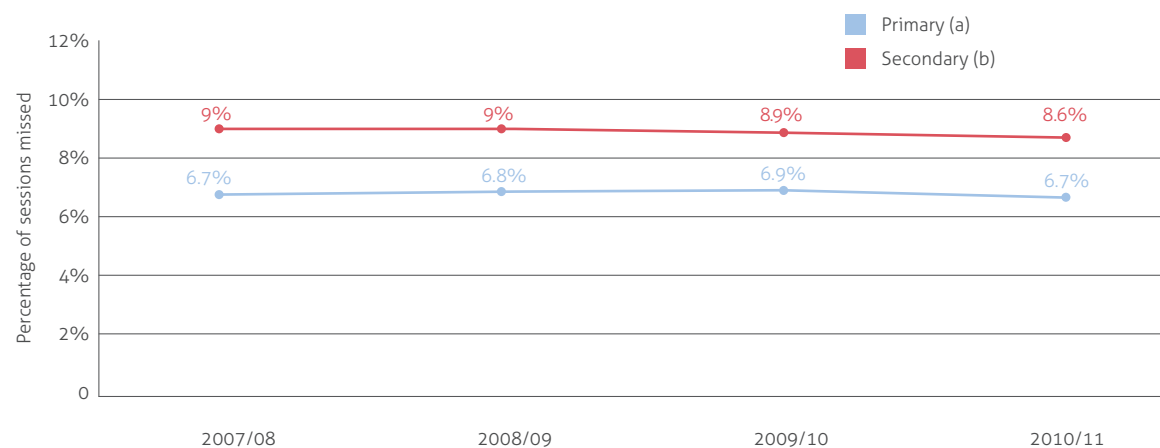
⁴ The level 1 threshold includes GCSE qualifications and a range of equivalent non-GCSE qualifications, including vocational qualifications, and represents a volume of qualifications at level 1 equivalent to the volume of five GCSEs at grades D-G.

Attendance and exclusions

In primary schools⁵, attendance rates at an all Wales level have been stable at around 93% since 2002-2003. In 2010-2011, there was a slight improvement of 0.2 percentage points in overall attendance in primary schools. Attendance rates improved in sixteen local authorities but fell in six authorities. The highest rate of attendance was in Monmouthshire while the lowest was in Rhondda Cynon Taff.

There has been a slight improvement of 0.3 percentage points in attendance rates at an all Wales level in secondary schools⁶ this year. This maintains the gradual improvement that has taken place since 2005-2006. Girls continue to have higher overall absence rates than boys, although the gap has narrowed slightly. Attendance rates this year improved in 17 local authorities but fell in four authorities. The highest rate of attendance was in Ceredigion while the lowest was in Blaenau Gwent. Attendance rates in England continue to be higher than those in Wales. In 2009-2010, the most recent year for which comparative data is available, attendance rates in England were around two percentage points higher than those of Wales.

Figure 4.6: Overall absenteeism in Wales by pupils of compulsory school age



(a) Primary absenteeism also includes data for special and independent schools where provided.

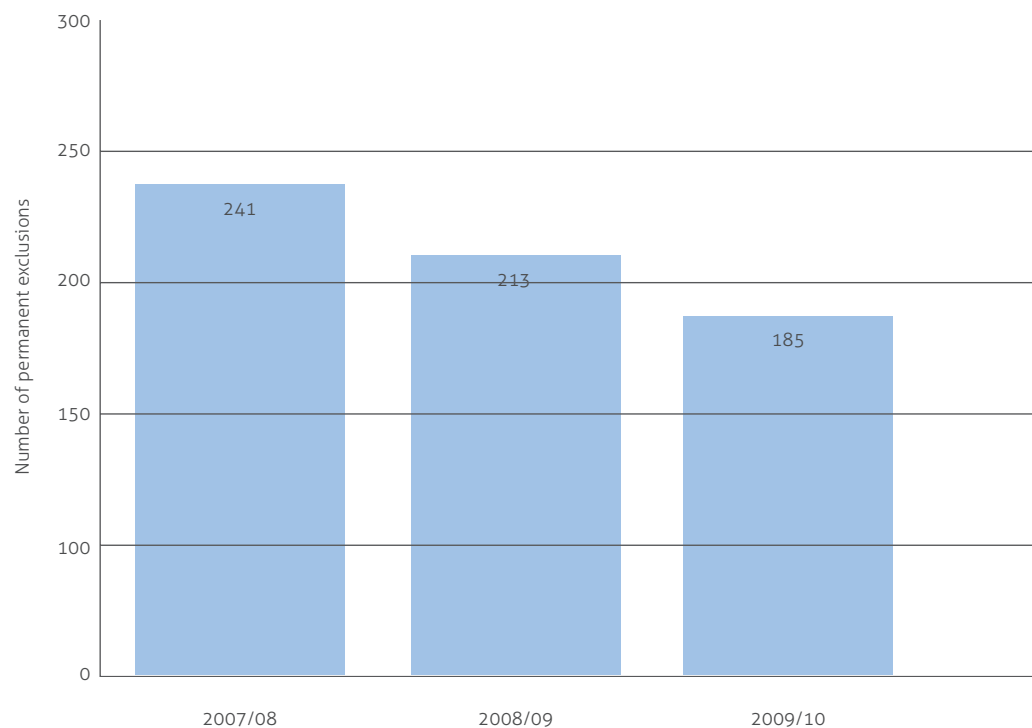
(b) Secondary absenteeism also includes data for special and independent schools where provided.

⁵ SDR 231/2011 Absenteeism from Primary Schools, 2010/2011, 14 December 2011, Welsh Government. <http://wales.gov.uk/topics/statistics/headlines/schools2011/111214/?lang=en>

⁶ SDR 156/2011 Absenteeism from Secondary Schools, 2010/2011, 6 September 2011, Welsh Government. <http://wales.gov.uk/topics/statistics/headlines/schools2011/1109061/?lang=en>

The number of permanent exclusions⁷ in Wales continues to fall, maintaining a steady decline in recent years after a large fall in 2006-2007. Boys account for 83% of permanent exclusions. There was an increase in permanent exclusions in just three local authorities. The rate of permanent exclusions in Wales was lower than in England but higher than in Scotland. A higher proportion of excluded pupils attend pupil referral units than in recent years. Almost one-in-five excluded pupils receive no provision.

Figure 4.7: Number of permanent exclusions from schools in Wales, 2007-2011



The total number of fixed-term exclusions has also fallen slightly from 19,034 in 2008-2009 to 18,278 in 2009-2010, maintaining a steady pattern since 2004-2005. The rate of fixed-term exclusions in Wales was lower than in both England and Scotland. Fixed-term exclusions of six days or more, and five days or fewer in secondary schools, fell to their lowest levels for more than six years.

(a) Including primary, secondary and special schools and PRUs

⁷ SDR 33/2011 (R) exclusions from Schools in Wales, 2009/2010, 11 March 2011, Welsh Government. <http://wales.gov.uk/topics/statistics/headlines/schools2011/110302/?lang=en>

Post-16 learners in schools

The percentage of learners aged 17 in schools who gained the level 3 threshold⁸ improved in 2011. The average wider points score also improved in 2011. Results on both these indicators were higher than they have been in recent years.

Figure 4.8: Examination results for post-16 learners in schools in Wales

	2008-2009	2009-2010	2010-2011
Percentage achieving the level 3 threshold	96.0%	94.9%	96.3%
Achieving wider points score	687.7	747.9	798.9

⁸ The level 3 threshold includes A level outcomes and the full range of approved level 3 qualifications and represents a volume of qualifications at level 3 equivalent to the volume of two levels at grades A-E.

Young people not in education, employment or training⁹

There was a slight fall in the percentage of 16 to 18-year-olds who are not in education, employment or training. The proportion is about three percentage points higher than in England. However, the percentage of young people aged 19-24 has increased for the third year running.

Figure 4.9: The percentage of young people not in education, employment or training, 2008-2010

Age	2008	2009	2010 (provisional)
16-18	12.4%	12.2%	11.0%
19-24	17.6%	22.0%	22.8%

⁹ SB 94/2011 Young People Not in Education, Employment or Training (NEET), (Year to 31 March 2011) 12 October 2011, Welsh Government. <http://cymru.gov.uk/topics/statistics/headlines/post16education2011/111012/?skip=1&lang=en>

Beyond compulsory education: skills, further education and lifelong learning¹⁰

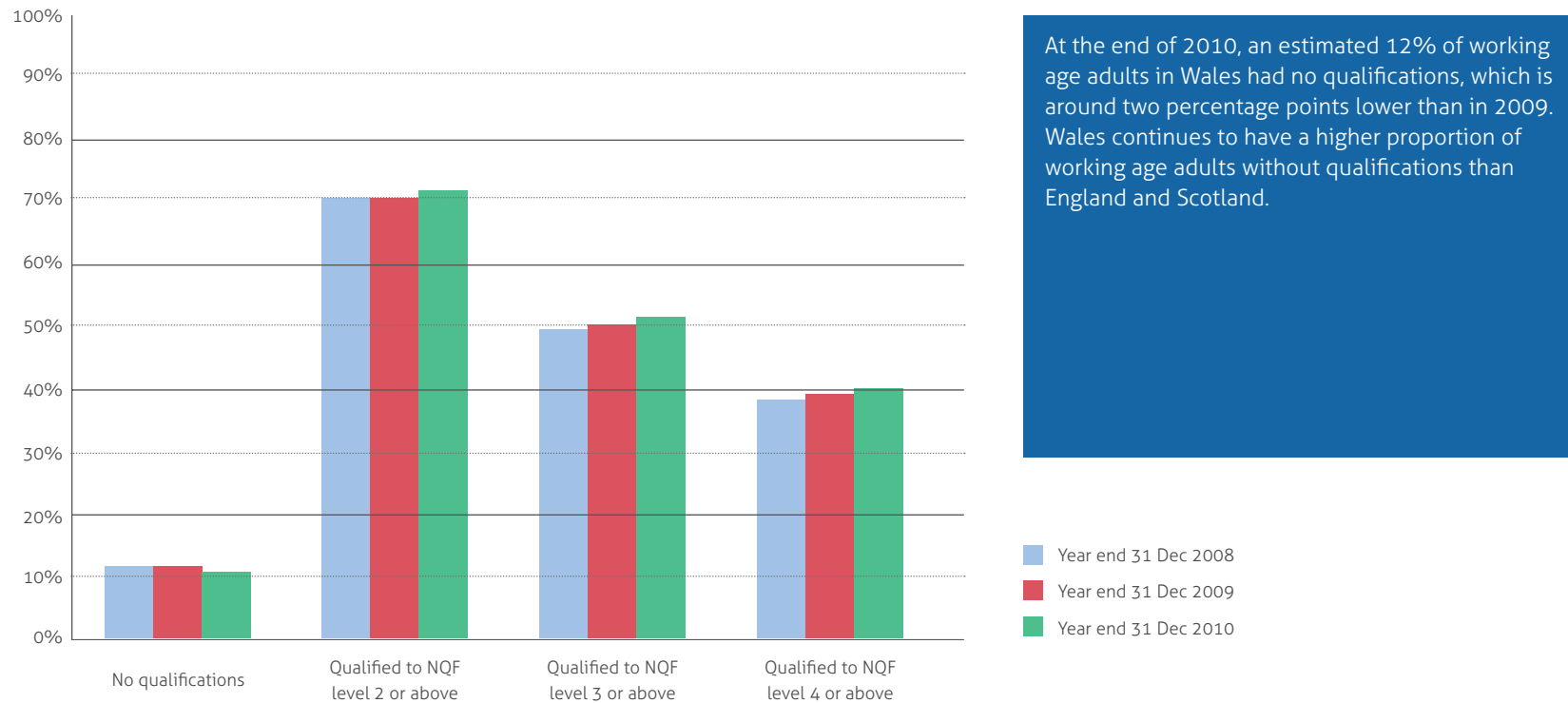
Overall qualification levels in Wales have increased in 2010, continuing the general increase seen over the past decade. There has been a two percentage point increase in the proportion of adults with level 2 or above and an increase of about one percentage point for level 3 or above and level 4 or above.

Figure 4.10: Qualification levels of working age adults (31 December 2010)

	No qualifications	Qualified to NQF level 2 or above	Qualified to NQF level 3 or above	Qualified to NQF level 4 or above
Wales	12.1%	72.5%	51.1%	30.6%
England	9.9%	73.5%	53.3%	33.5%
Scotland	11.6%	75.4%	56.8%	37.8%
Northern Ireland	18.5%	69.6%	49.1%	29.1%

¹⁰ SB 95/2011, The levels of Highest Qualification held by Working Age Adults in Wales, 2010, 20 October 2011, Welsh Government. <http://wales.gov.uk/topics/statistics/headlines/post16education2011/1110201/?skip=1&lang=en>

Figure 4.11: The levels of highest qualification held by working age adults in Wales, 2008-2010



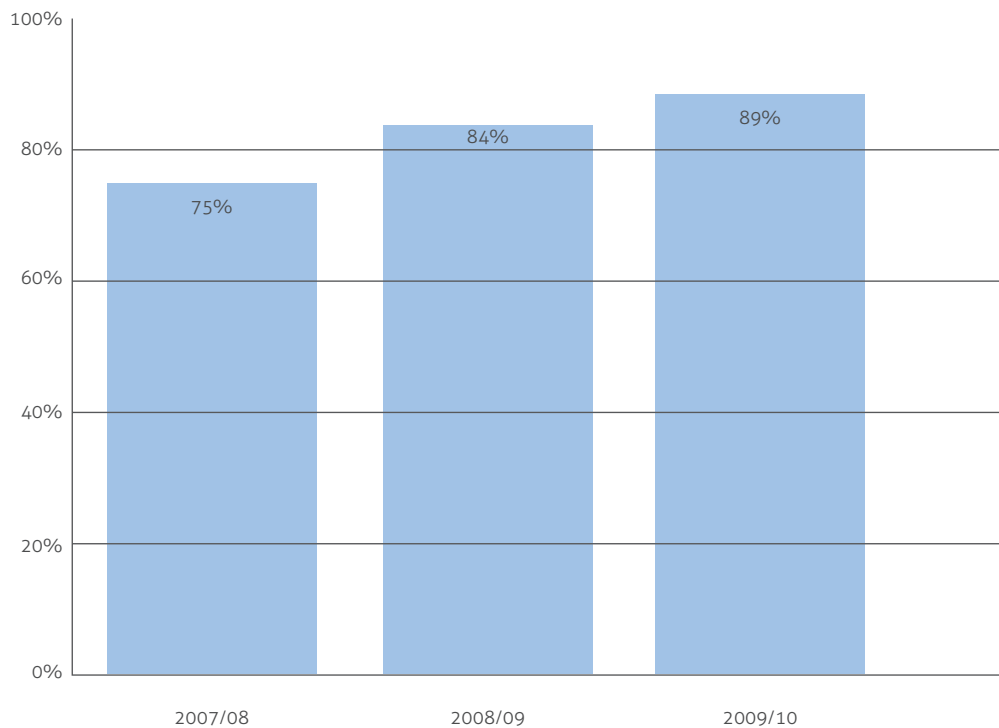
At the end of 2010, an estimated 12% of working age adults in Wales had no qualifications, which is around two percentage points lower than in 2009. Wales continues to have a higher proportion of working age adults without qualifications than England and Scotland.

Further education

Attainment rates¹¹ improved from 2008-2009 in nearly all learning areas and at all levels. Attainment rates in long courses ranged from 83% in science and mathematics and 84% in business, administration and law to 96% in independent living skills and 93% in hospitality and catering, and education and training.

The overall attainment rate for all long courses was 89%, an improvement of five percentage points from the previous year.

Figure 4.12: Attainment rates for long courses in further education institutes, 2007-2010



The overall success rate¹² for all courses at further education colleges for 2009-2010 was 81%. Success rates improved from 2008-2009 at all levels. For long courses, they were highest at level 1 and lowest at level 4. Success rates at level 4 improved by nine percentage points to 72% and by five percentage points at level 1 and at level 2.

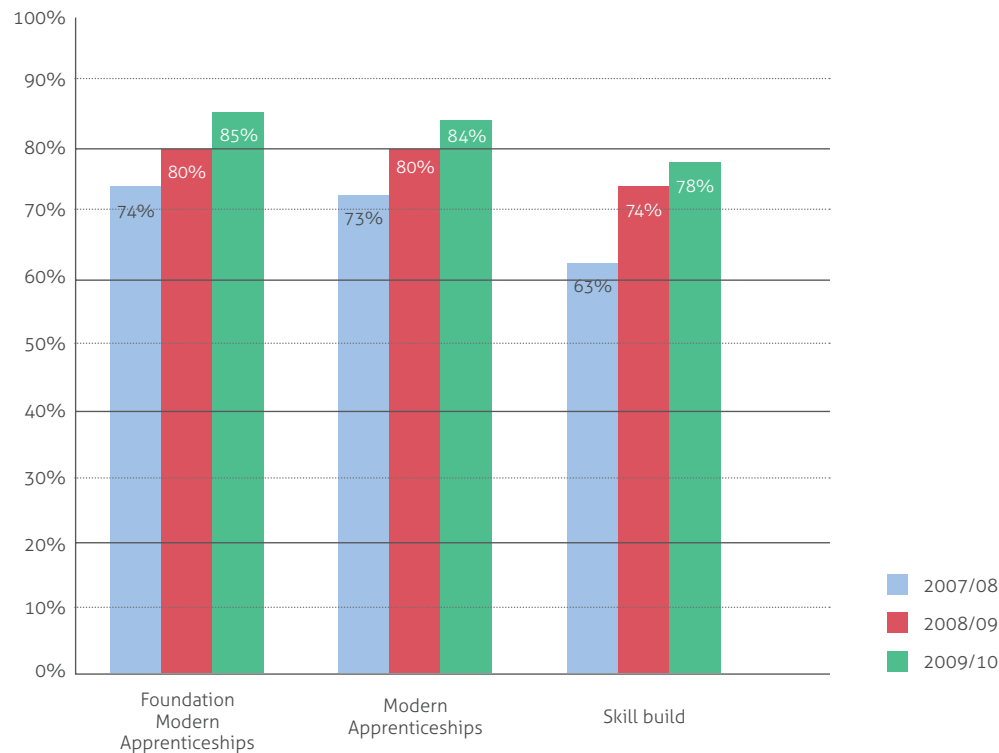
¹¹ SDR 75/2011 National Comparators for Further Education and Work-based Learning, 2009/10, 12 May 2011, Welsh Government. <http://wales.gov.uk/topics/statistics/headlines/post16education2011/1105121/?skip=1&lang=en>

¹² Success rates indicate the number of learners who achieve a qualification as a percentage of those who started the course.

Work-based learning

In 2009-2010, work-based learning activity success rates in all types of programme improved by between four and five percentage points compared with the previous year's rates. Of the Skill Build learners, about 37% began a new programme of learning, which is broadly similar to the previous year's percentage. A slightly higher percentage of learners (25%) entered new employment or changed employment than in 2008-2009. The percentage of learners who were seeking work or were unemployed remained at about 28%.

Figure 4.13: Learning activity success rates in work-based learning provision, 2007-2010



Work-based learning framework success rates in 2009-2010 for all sector subject areas were 81% in Foundation Modern Apprenticeship and 80% in Modern Apprenticeship. These figures are five and seven percentage points respectively higher than in the previous year.

Figure 4.14: Framework success rates for work-based learning provision, 2007-2010



The best performing subject areas were business, administration and law, and education and training, where 85% of learners attained their training framework and engineering and manufacturing technologies (83%). Construction, planning and the built environment and hair and beauty did not perform as well with around three-quarters of learners attaining their training framework in these areas.

About Estyn

Annual Report 2010-2011



Estyn is the office of Her Majesty's Inspectorate for Education and Training in Wales. We are independent of, but funded by, the National Assembly for Wales. The purpose of Estyn is to inspect quality and standards in education in Wales.

Estyn is responsible for inspecting:

- nursery schools and settings that are maintained by, or receive funding from, local authorities;
- primary schools;
- secondary schools;
- special schools;
- pupil referral units;
- independent schools;
- further education;
- adult community learning;
- local authority education services for children and young people;
- teacher education and training;
- work-based learning; and
- offender learning.

Our inspection work is aimed at raising standards and quality in education and training across Wales.

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

We also provide advice on specific matters to the Welsh Government in response to an annual remit from the Minister for Education. Our advice provides evidence of the effect of the Welsh Government's strategies, policies and initiatives on the education and training of learners.

We make public good practice based on inspection evidence. We have a unique and independent view of standards and quality across all aspects of education and training in Wales, and this contributes to the policies for education and training introduced across Wales.

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

The inspection cycle covered in this report

A new six-year cycle of inspections began in September 2010. When we inspect we use our Common Inspection Framework for education and training in Wales. This framework covers three key questions and ten quality indicators and they are organised as follows:

How good are outcomes?

- 1.1 Standards
- 1.2 Wellbeing

How good is provision?

- 2.1 Learning experiences
- 2.2 Teaching
- 2.3 Care, support and guidance
- 2.4 Learning environment

How good are leadership and management?

- 3.1 Leadership
- 3.2 Improving quality
- 3.3 Partnership working
- 3.4 Resource management

We also make two overall judgements about current performance and prospects for improvement.

We use the following four-point scale to show our inspection judgements.

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

In inspections of local authority education services for children and young people, we report on provision under four headings:

- 2.1 Support for school improvement
- 2.2 Support for additional learning needs and educational inclusion
- 2.3 Promoting social inclusion and wellbeing
- 2.4 Access and school places

Explanation of words and phrases used to describe our evaluations

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

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

Notes about the data used in this report

- 1 The data we show in charts or discuss within the text of report derives from Estyn's database of inspection grades. Data from other sources is referenced in the report, and is mainly derived from the Welsh Government's Statistical Directorate.
- 2 Figures in charts are rounded to the nearest whole percentage. Totals may therefore not be equal to 100%.

Inspection Outcomes Data

2010-2011

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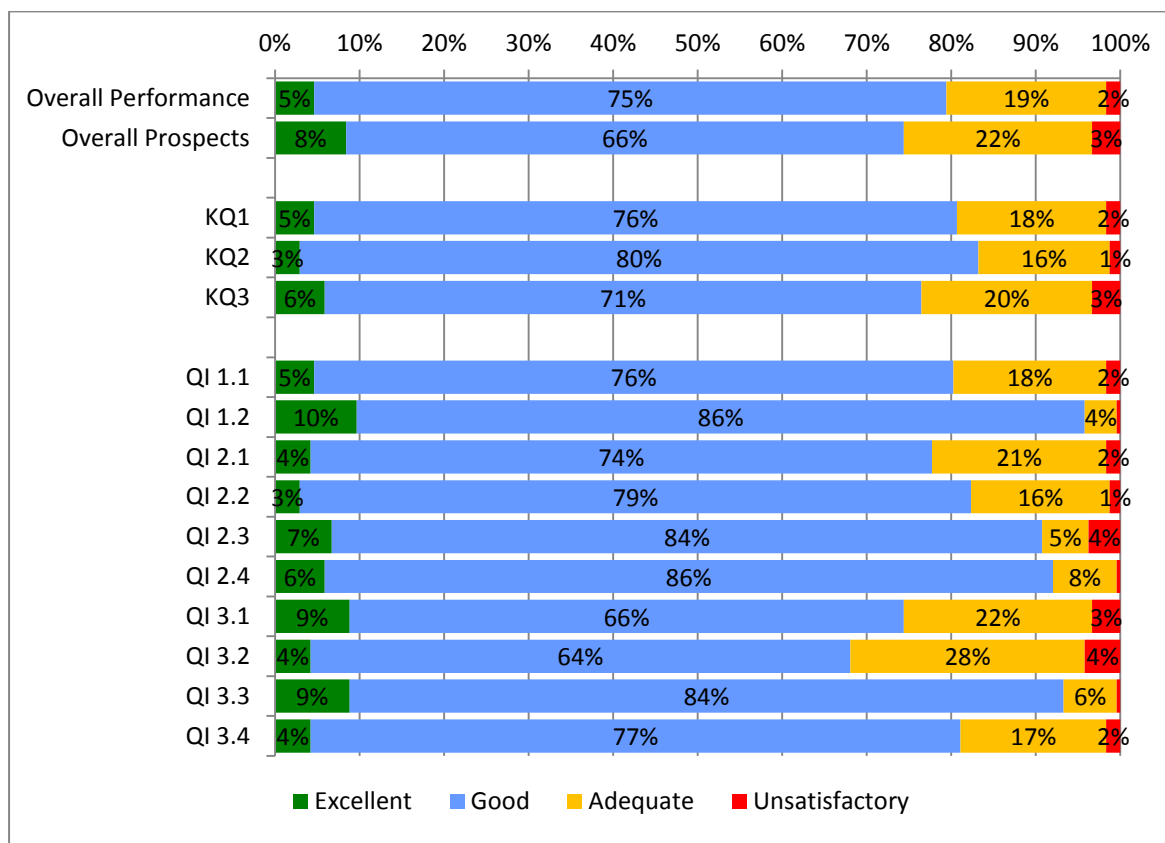
Inspection grades 2010-2011

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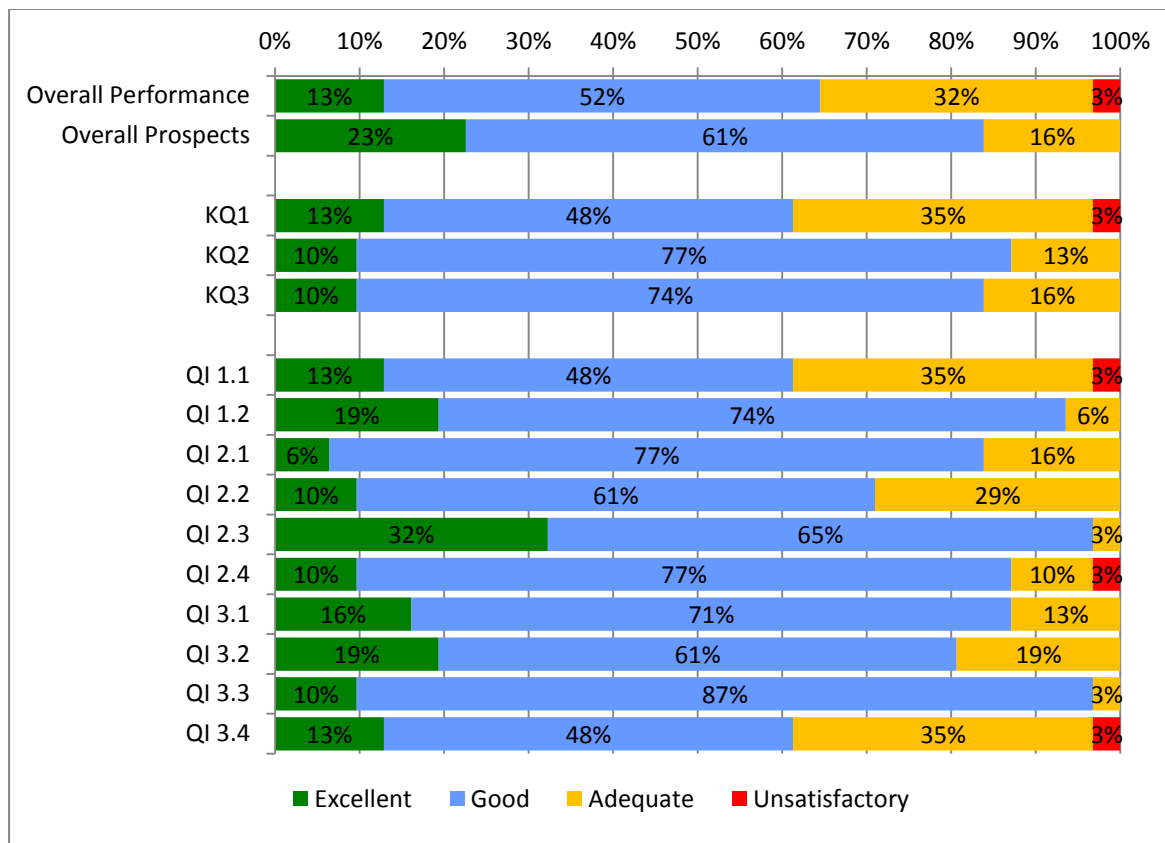
Performance of schools across all local authorities

The distribution of inspection grades awarded to schools for each key question in each local authority in 2010-2011	36
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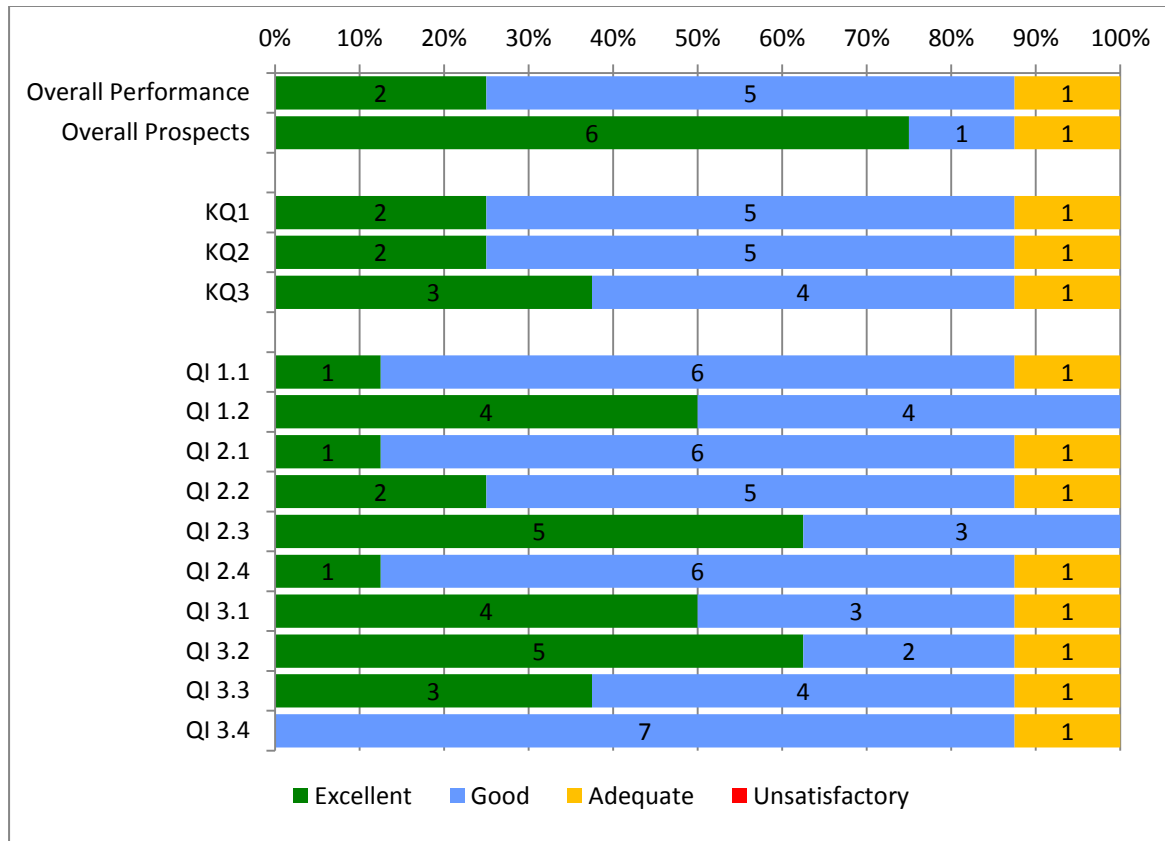
Distribution of grades awarded for primary schools 2010-2011 (percentage of schools – 238 inspections)



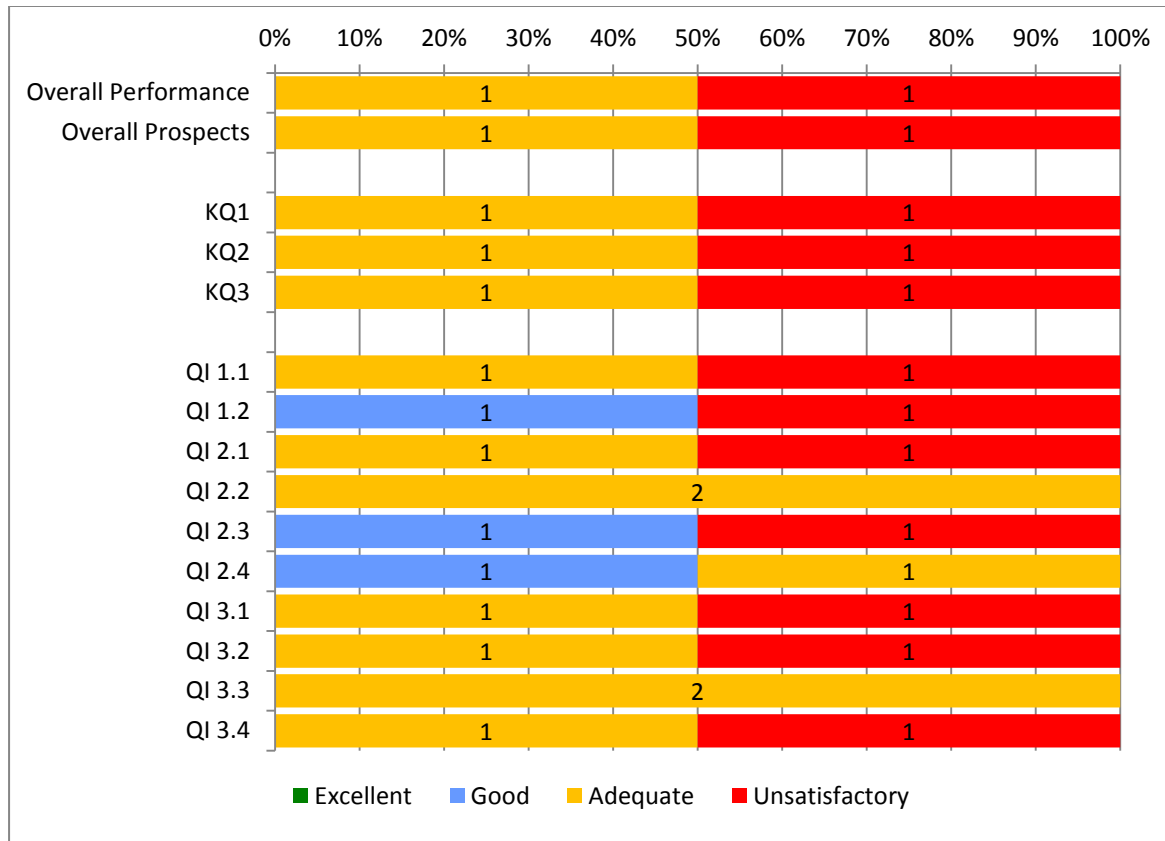
Distribution of grades awarded for secondary schools 2010-2011 (percentage of schools – 31 inspections)



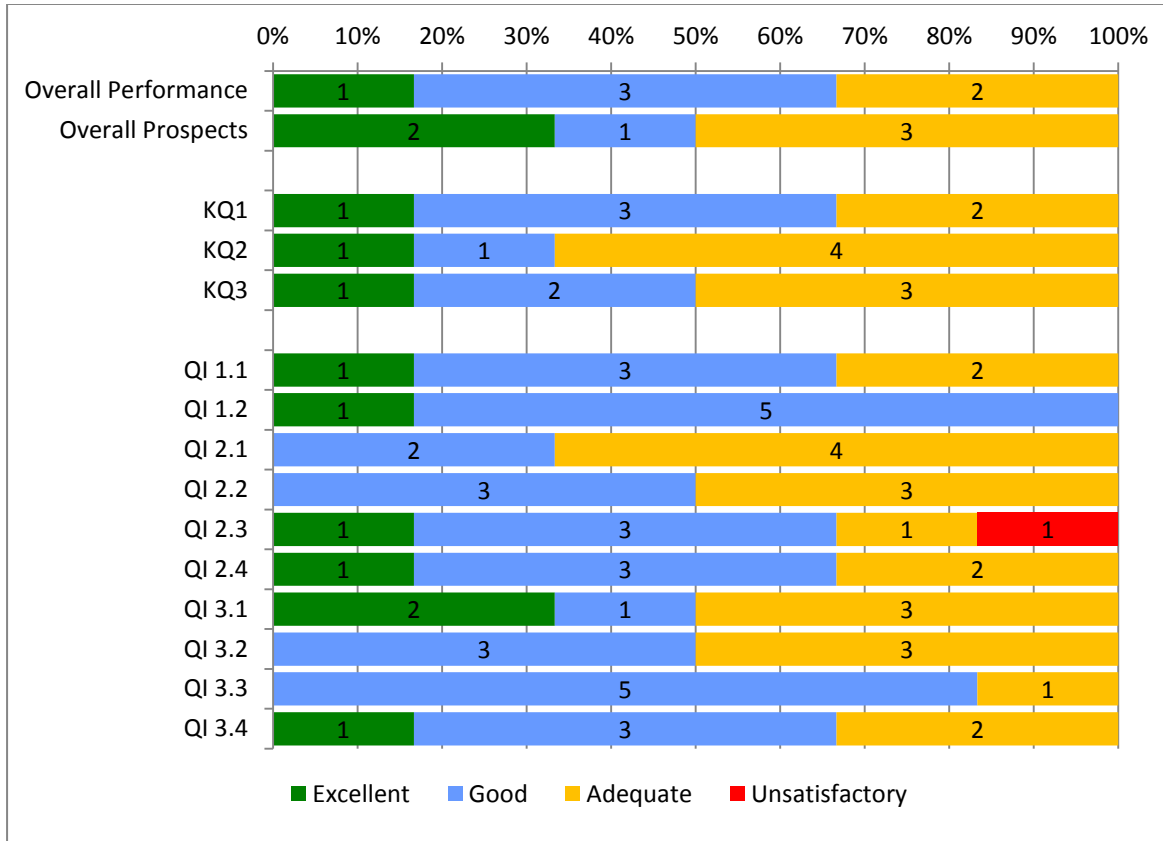
Distribution of grades awarded for maintained special schools 2010-2011 (number of schools)



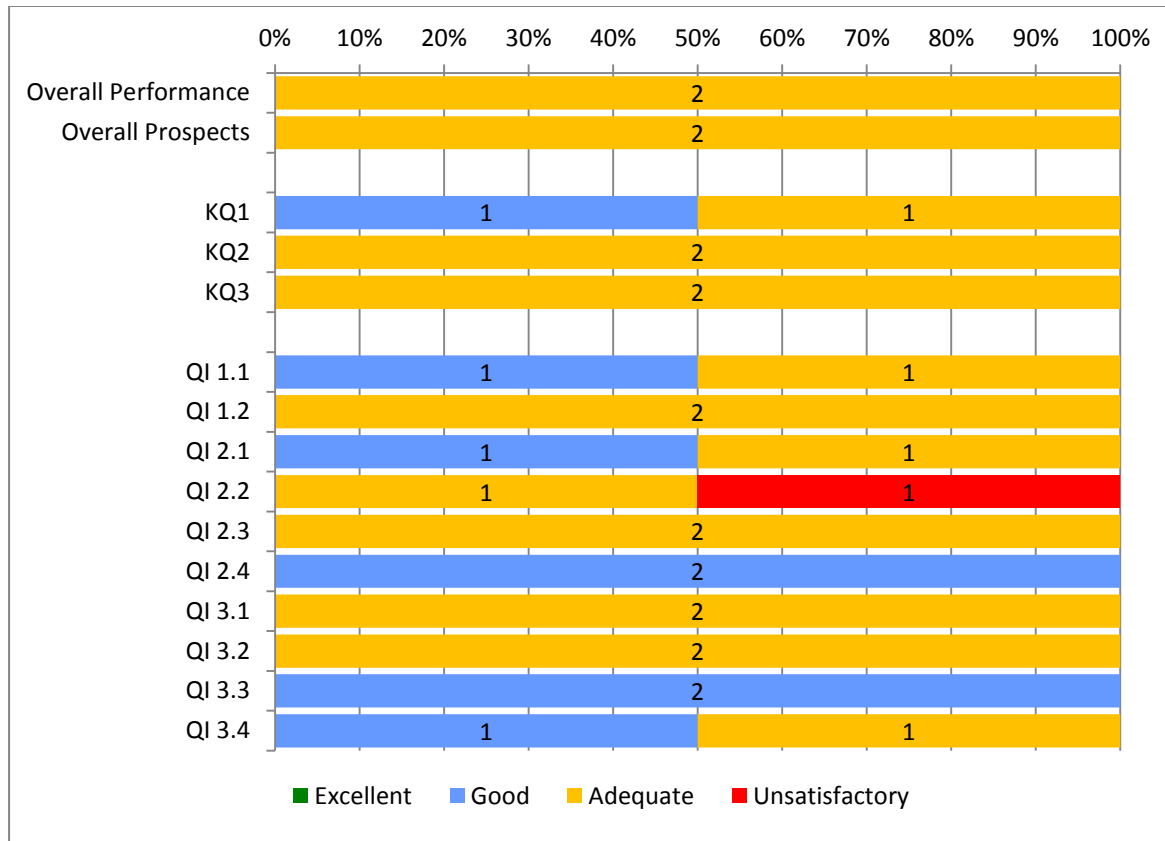
Distribution of grades awarded for independent special schools 2010-2011 (number of schools)



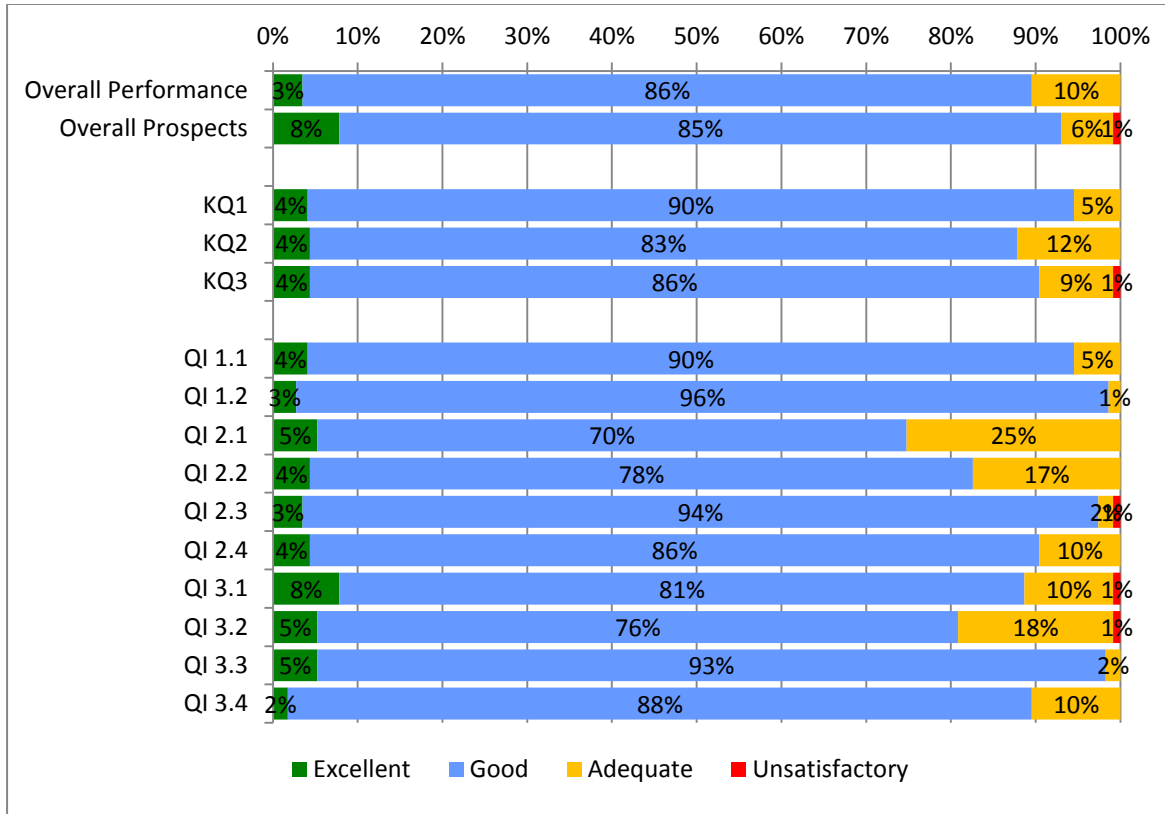
Distribution of grades awarded for independent schools 2010-2011 (number of schools)



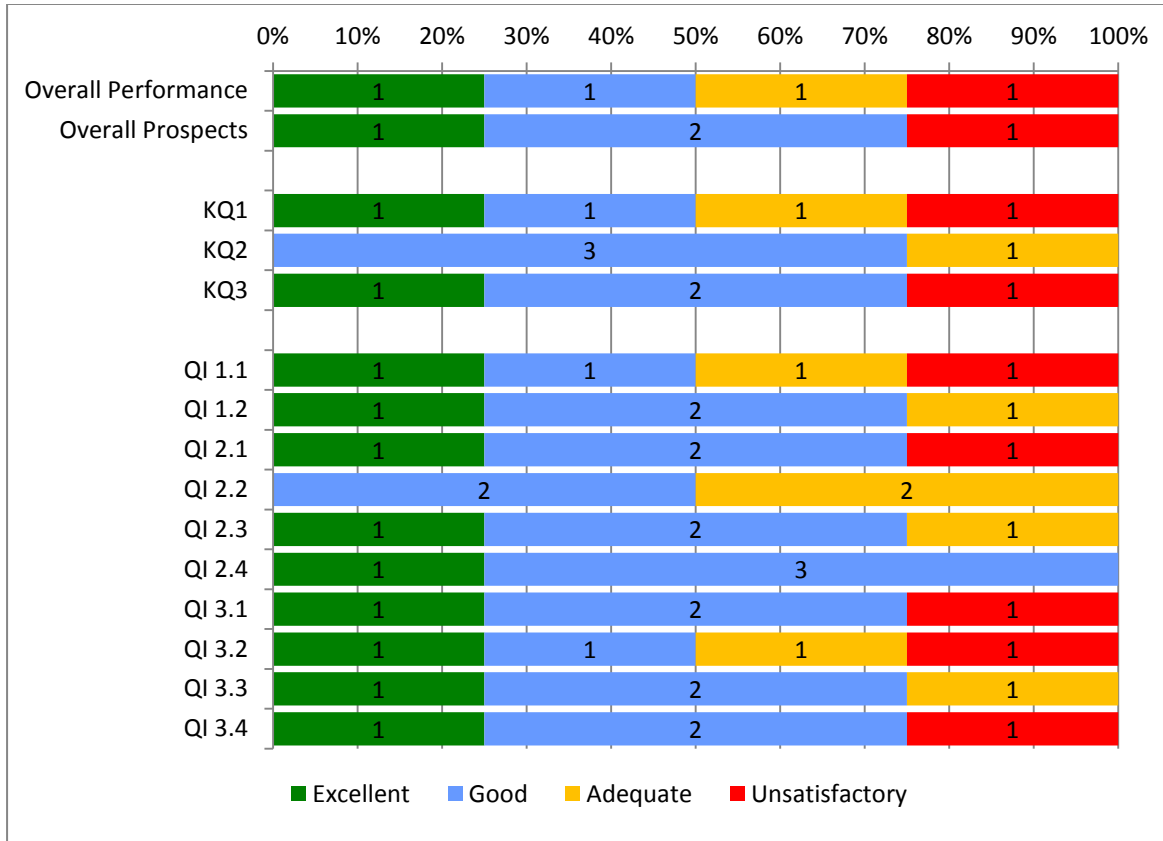
Distribution of grades awarded for pupil referral units 2010-2011 (number of schools)



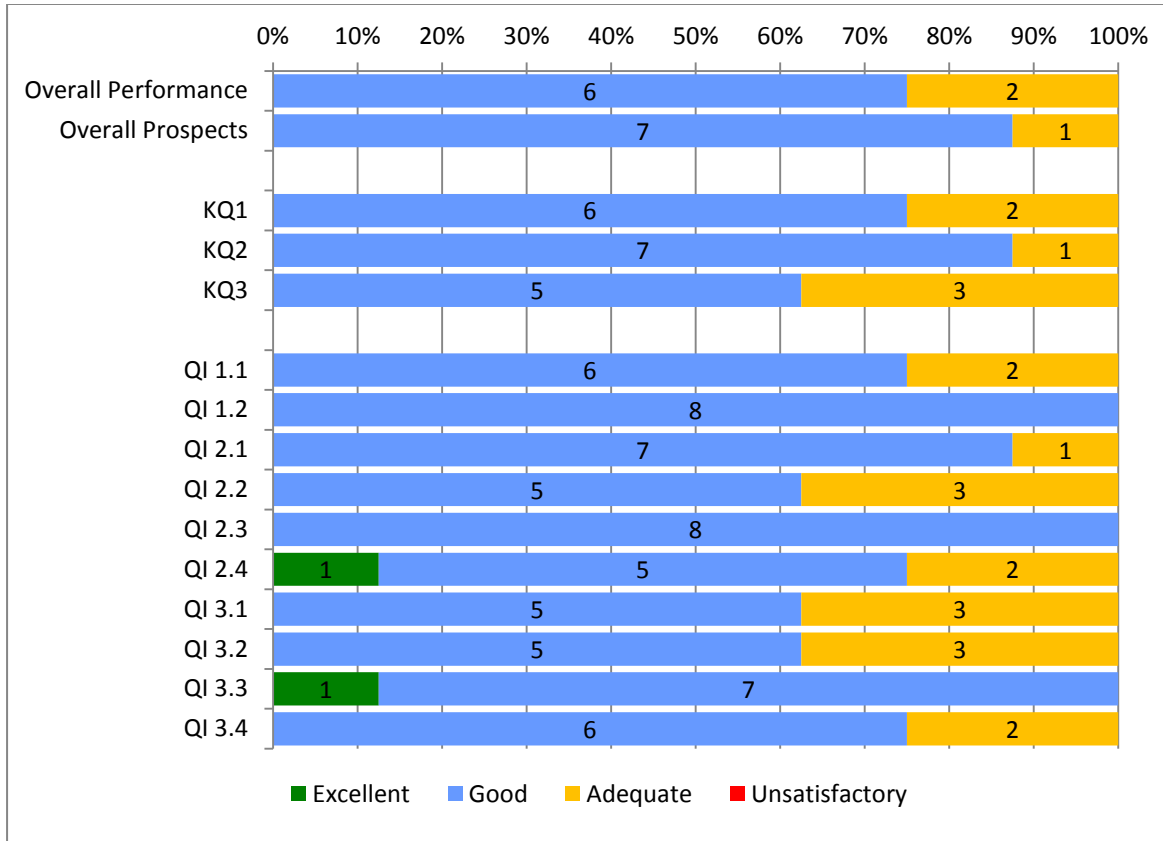
Distribution of grades awarded for non-maintained settings 2010-2011 (percentage of settings – 115 inspections)



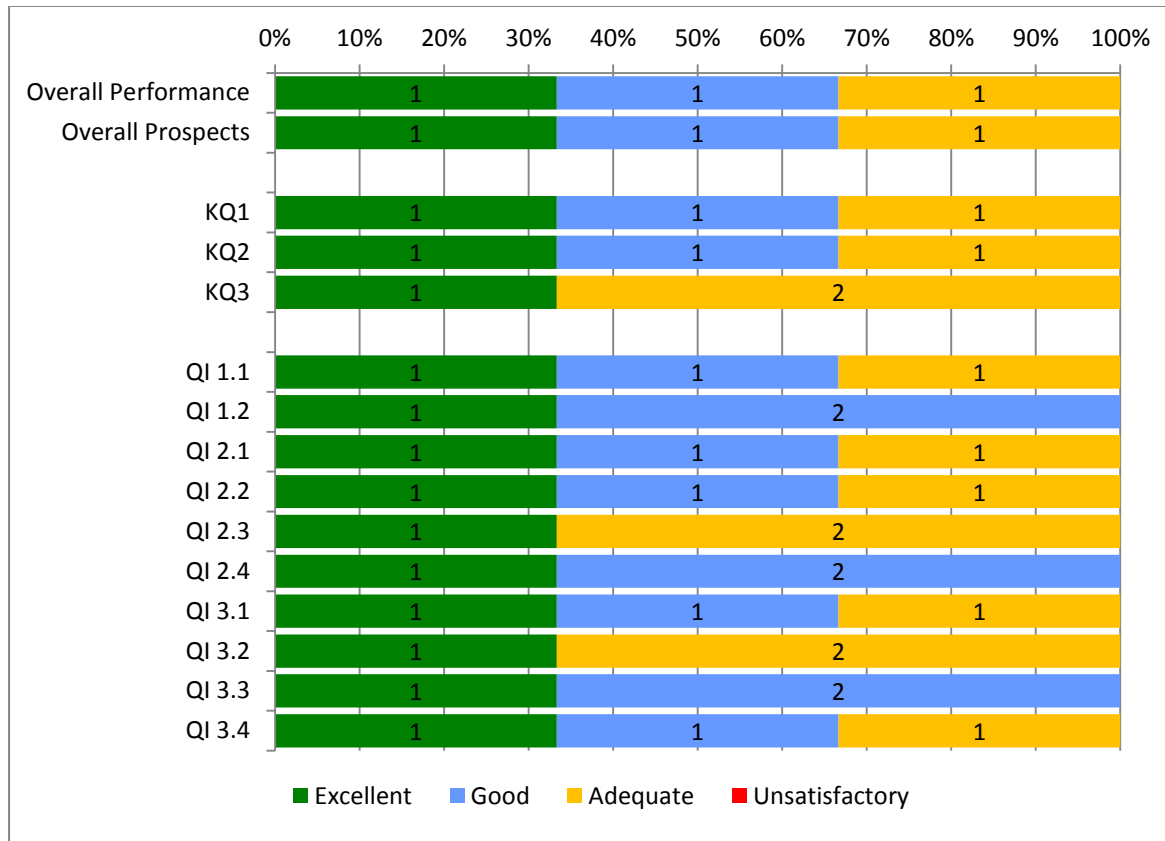
Distribution of grades awarded for further education institutions 2010-2011 (number of providers)



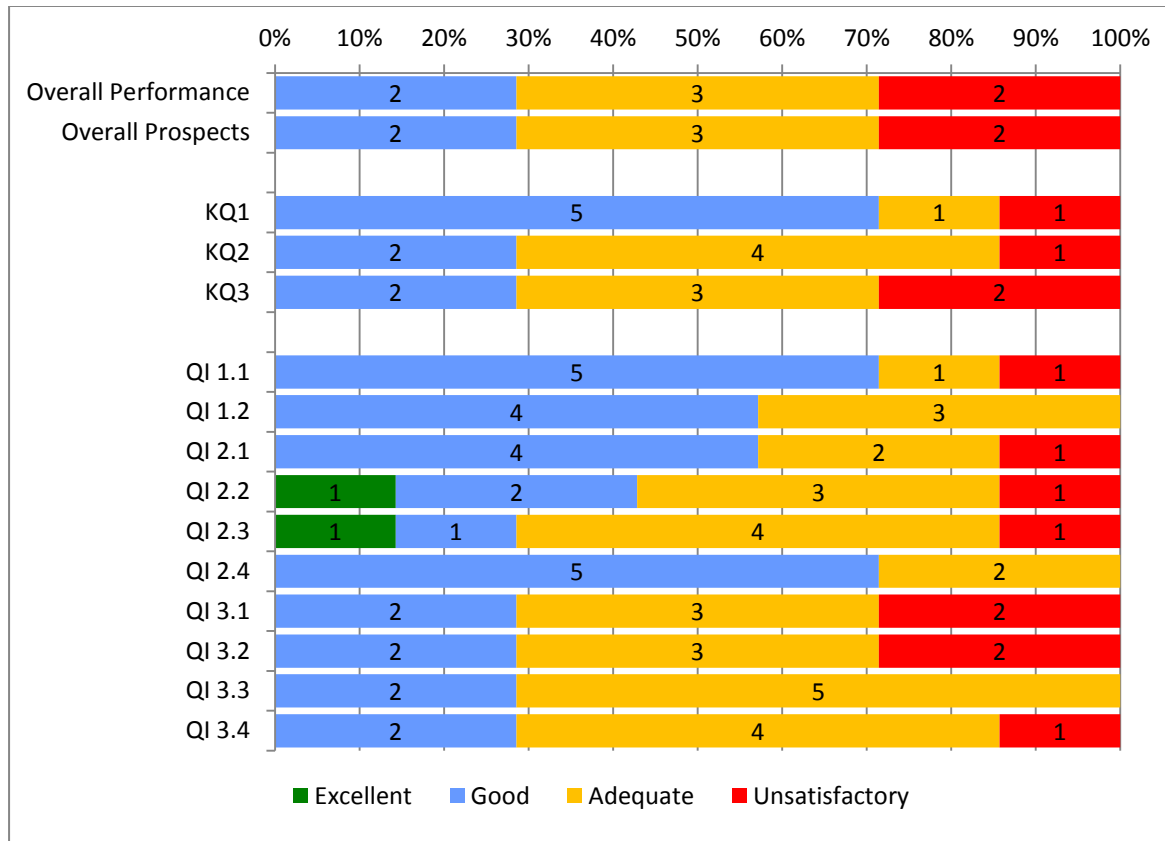
Distribution of grades awarded for work-based learning 2010-2011 (number of providers)



Distribution of grades awarded for adult community learning 2010-2011 (number of providers)



Distribution of grades awarded for local authorities 2010-2011 (number of authorities)



Outcomes of Estyn inspections 2010-2011

Local Authority maintained schools 2010-2011

* Inspection report published in English only

E Excellent	A Adequate
G Good	U Unsatisfactory

Provider type	Provider name	Overall performance	Overall prospects	Key Question 1	Key Question 2	Key Question 3	Quality Indicator 1.1	Quality Indicator 1.2	Quality Indicator 2.1	Quality Indicator 2.2	Quality Indicator 2.3	Quality Indicator 2.4	Quality Indicator 3.1	Quality Indicator 3.2	Quality Indicator 3.3	Quality Indicator 3.4
Blaenau Gwent																
Primary	* Glanhowy Primary School	G	G	A	G	G	A	G	G	G	G	G	G	G	G	A
Primary	* Glyncoed Primary School	G	A	G	G	A	G	G	G	G	G	A	A	G	G	
Primary	* Waunlwyd Primary School	A	A	A	G	A	A	G	G	G	A	A	A	G	A	
Primary	* Ystruth Primary	G	G	G	G	G	G	G	G	G	G	G	G	G	G	
Bridgend																
Primary	* Betws Primary School	G	G	G	G	G	G	G	A	G	G	A	G	E	G	
Primary	* Caerau Primary School	G	G	G	G	G	G	G	G	G	G	G	G	G	G	
Primary	* Coety Primary School	G	G	G	G	G	G	G	G	G	G	G	G	G	G	
Primary	* Litchard Primary School	G	G	G	G	G	G	G	G	G	G	G	G	G	G	
Primary	* Maes Yr Haul Primary School, Broadlands	G	G	G	G	G	G	G	A	G	G	G	G	G	G	
Primary	* Nantyffyllon Primary School	A	A	A	A	A	A	G	A	A	G	A	A	A	G	A

- Primary * [Newton Primary School](#)
- Primary [Ogmore Vale Primary School](#)
- Primary * [Pencoed Primary School](#)
- Primary * [Pen-y-Fai Church in Wales Primary](#)
- Primary * [Plasnewydd Primary School](#)
- Primary * [Tremains Primary School](#)
- Primary * [Tynyrheol Primary School](#)
- Primary [Ysgol Cynwyd Sant](#)
- Primary [Ysgol Gynradd Gymraeg Cwm Garw](#)
- Secondary [Bryntirion Comprehensive](#)

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G	G	G
G	G	G
G	G	G
G	G	G
E	G	E
G	G	G

G	G	G	G	G	G	G	G	G	G
A	G	G	G	G	G	A	G	G	A
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G	G	G	G	E	G	G	G	E	G
E	G	G	G	G	G	E	G	E	G
G	G	G	G	E	G	G	G	G	G

Caerphilly

- Primary * [Cwm Glas Infants School](#)
- Primary * [Cwrt Rawlin Primary School](#)
- Primary * [Hendre Junior School](#)
- Primary * [Nant Y Parc Primary School](#)
- Primary [Penalltau Welsh-Medium Primary School](#)
- Primary * [Penllwyn Primary](#)
- Primary * [Pentwynmawr Primary School](#)
- Primary * [Pontlottyn Primary School](#)
- Primary * [Tir-y-Berth Primary School](#)
- Primary * [Ty Sign Primary School](#)

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A	G	G

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A	G	G	G	A	G	G	G	G	G
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G	G	G	G	G	G	G	G	G	G
A	G	G	G	G	G	G	G	E	A

Cardiff

- Primary * [All Saints Church in Wales Primary School](#)
- Primary * [Baden Powell Primary](#)
- Primary * [Lansdowne Primary School](#)
- Primary * [Meadowlane Primary School](#)
- Primary * [Pentrebane Primary School](#)

G	E
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G	G	G
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G	G	G

G	G	E	G	E	G	E	E	G	G
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G	G	A	G	G	E	G	G	G	G
G	G	G	G	G	G	G	G	G	G

Primary * [Pentyrch Primary School](#)
 Primary * [Pen-y-Bryn Primary School](#)
 Primary * [Peter Lea Primary School](#)
 Primary * [Radyr Primary School](#)
 Primary * [Roath Park Primary School](#)
 Primary * [St Cadoc's Catholic Primary School](#)
 Primary * [Trelai Primary School](#)
 Primary [Ysgol Gymraeg Bro Eirwg](#)
 Primary [Ysgol Gymraeg Coed-y-Gof](#)
 Primary [Ysgol Gynradd Gymraeg Pwll Coch](#)
 Primary [Ysgol y Berllan Deg](#)
 Secondary [Cantonian High School](#)
 Secondary [Fitzalan High School](#)
 Secondary [Ysgol Gyfun Gymraeg Glantaf](#)
 Pupil referral unit [Bryn-y-Deryn](#)

A	A
A	A
G	A
G	A
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A	A

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G	A	A

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A	G	A	A	G	G	A	A	G	A
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G	G	G	G	G	G	G	G	G	G
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A	G	G	G	E	G	G	G	E	A
G	G	G	G	G	G	G	G	G	G
G	G	G	G	G	G	G	G	G	G
G	A	G	A	A	G	A	A	G	G

Carmarthenshire

Primary [Cae'r Felin Community School](#)
 Primary [Cwmifor Primary School](#)
 Primary [Dafen Primary School](#)
 Primary [Five Roads Primary School](#)
 Primary [Johnstown C.P. School](#)
 Primary [Llanedi Primary School](#)
 Primary [Llangennech Junior School](#)
 Primary [Llangunmor Primary School](#)
 Primary [Llanpumsaint Primary School](#)
 Primary [Llansadwrn Primary School](#)
 Primary [Meidrim Primary School](#)

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G	A
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G	E
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A	A
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G	G	A
G	G	G
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G	G	A
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G	G	G
A	A	A
G	G	G
G	G	G

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G	G	A	G	G	G	G	A	G	G

Primary	Saron Primary School	G G	G G G	G G G G G G A G G
Primary	Stebonheath CP School	G G	G G G	G G G G G G G G G
Primary	YG Cynwyl Elfed	G G	G G G	G G G A G G G G G
Primary	Ysgol Gymraeg Brynsierfel	G G	G G G	G G G G G G A G G
Primary	Ysgol y Fro	G G	G G G	G G G A G G G G G
Secondary	Ysgol Gyfun Pantycelyn	A G	A G G	A G G A G G E G G A

Ceredigion

Primary	Llanfihangel-y-Creuddyn Community Primary School	G G	G G G	G G G G G G G G G
Primary	Llanilar Primary School	G G	G G G	G E G G G G G G G
Primary	Ysgol Gymunedol Bro Siôn Cwilt	G G	G G G	G G E G G G G G G
Primary	Ysgol Gymunedol Pontsian	G G	G G G	G G G G G G G G G
Primary	Ysgol Gynradd Llandysul	G G	G G G	G G G G G G G G G
Primary	Ysgol Gynradd Penuwch	G A	G A A	G G G G A U A A G G
Primary	Ysgol Gynradd Rhydypennau	G G	G G G	G G G G G G G G G
Primary	Ysgol Gynradd Wirfoddol Myfenydd	G G	G G G	G G G G G G G G G

Conwy

Primary	* Penmaenrhos Infant School	G G	G G G	G G G G G G G G G
Primary	Ysgol Babanod Mochdre	G G	G G G	G G G G G G A G G
Primary	Ysgol Betws y Coed	A U	A A U	A A A A A G U U A A
Primary	Ysgol Craig y Don	G G	G G G	G E G G G G G G E G
Primary	Ysgol Cystennin	G G	G G G	G G G G G G G G G
Primary	* Ysgol Gynradd Cynfran	G G	G G G	G G G G G G G G G
Primary	* Ysgol Llandrillo yn Rhos	G A	G G G	G G G G G G G A G G
Primary	Ysgol Pencae	G G	G G G	G G G G G G G G G
Primary	Ysgol Porth y Felin	A A	A A A	A G A A G G A A G A
Secondary	Ysgol Y Creuddyn	G G	G G G	G G G G G G G G G

Special
Denbighshire

- Primary [Rhewl C.P. School](#)
- Primary * [Ysgol Bryn Clwyd](#)
- Primary [Ysgol Cyffylliog](#)
- Primary * [Ysgol Emmanuel](#)
- Primary * [Ysgol Melyd](#)
- Primary [Ysgol Pen Barras](#)
- Primary [Ysgol Twm o'r Nant](#)
- Secondary * [Prestatyn High School](#)

G	E
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G	G	G	G	G	G	G	G	E	G
G	G	G	G	G	G	G	G	G	G

Flintshire

- Primary * [Golftyn CP School](#)
- Primary * [Gwernymynydd County Primary School](#)
- Primary * [Mountain Lane C.P School](#)
- Primary * [Mynydd Isa Junior School](#)
- Primary * [St John the Baptist Voluntary Aided Primary School](#)
- Primary * [Ysgol Bryn Gwalia CP](#)
- Primary * [Ysgol Estyn Community Primary School](#)
- Primary [Ysgol Gwenffrwd](#)
- Primary [Ysgol Gymraeg Glanrafon](#)
- Primary [Ysgol Parc Y Llan](#)
- Primary * [Ysgol Y Fron Juniors](#)
- Primary * [Ysgol Yr Esgob](#)
- Secondary * [Connah's Quay High School](#)
- Secondary * [Elfed High School](#)
- Secondary * [John Summers High School](#)

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A	A	U
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U	U	U
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G	G	G

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G	G	G	A	G	G	G	A	G	G
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Secondary
Special
Gwynedd

* [St David's High School](#)
[Ysgol Pen Coch Special School](#)

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G	E

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G	E	G	E	E	E	G	E	G	G

Primary [Aberdyfi Primary School](#)
Primary [Beddgelert Primary School](#)
Primary [Carmel Primary School](#)
Primary [Llanbedr Primary School](#)
Primary [Llanllechid School](#)
Primary [Ysgol Babanod Coed Mawr](#)
Primary [Ysgol Bro Tegid](#)
Primary [Ysgol Cymerau](#)
Primary [Ysgol Gymuned Cwm y Glo](#)
Primary [Ysgol Gynradd Abersoch](#)
Primary [Ysgol Gynradd Maesincla](#)
Primary [Ysgol Gynradd Pennal](#)
Primary [Ysgol Gynradd Tanygrisiau](#)
Primary [Ysgol Llanllyfni](#)
Primary [Ysgol Maenofferen](#)
Primary [Ysgol Morfa Nefyn](#)
Primary [Ysgol Sarn Bach](#)
Primary [Ysgol Trefferthyr](#)
Primary [Ysgol Y Faenol](#)
Primary [Ysgol y Gelli](#)
Secondary [Ysgol y Gader](#)
Special [Hafod Lon](#)
Special [Ysgol Coed Menai](#)

G	A
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G	G
G	E
G	G
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A	A	A

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G	G	G	G	G	G	G	G	G	G
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G	G	G	G	G	G	G	A	G	G
A	E	G	G	G	G	G	A	G	G
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A	G	A	A	G	G	A	G	G	A
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E	G	G	E	G	G	G	G	G	G
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Merthyr Tydfil

Primary		Dowlais Primary School	<table border="1"><tr><td>G</td><td>G</td></tr><tr><td>A</td><td>G</td></tr></table>	G	G	A	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td></tr><tr><td>A</td><td>G</td><td>G</td></tr></table>	G	G	G	A	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td></tr><tr><td>A</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td></tr><tr><td>G</td><td>E</td><td>G</td><td>G</td><td>E</td><td>G</td><td>G</td><td>G</td><td>E</td><td>G</td></tr><tr><td>G</td><td>E</td><td>G</td><td>G</td><td>E</td><td>G</td><td>E</td><td>E</td><td>E</td><td>G</td></tr></table>	G	G	G	G	G	G	G	G	G	G	A	G	G	G	G	G	G	G	G	G	G	E	G	G	E	G	G	G	E	G	G	E	G	G	E	G	E	E	E	G
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Primary		Ysgol Gymraeg Rhyd-Y-Grug	<table border="1"><tr><td>A</td><td>G</td></tr></table>	A	G	<table border="1"><tr><td>A</td><td>G</td><td>G</td></tr></table>	A	G	G	<table border="1"><tr><td>A</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td></tr></table>	A	G	G	G	G	G	G	G	G	G																																			
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Primary		Ysgol Twynrodyn Community School	<table border="1"><tr><td>G</td><td>E</td></tr></table>	G	E	<table border="1"><tr><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	<table border="1"><tr><td>G</td><td>E</td><td>G</td><td>G</td><td>E</td><td>G</td><td>G</td><td>G</td><td>E</td><td>G</td></tr></table>	G	E	G	G	E	G	G	G	E	G																																			
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Special		Greenfield School	<table border="1"><tr><td>G</td><td>E</td></tr></table>	G	E	<table border="1"><tr><td>G</td><td>G</td><td>E</td></tr></table>	G	G	E	<table border="1"><tr><td>G</td><td>E</td><td>G</td><td>G</td><td>E</td><td>G</td><td>E</td><td>E</td><td>E</td><td>G</td></tr></table>	G	E	G	G	E	G	E	E	E	G																																			
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Primary	*	Durand Primary School	<table border="1"><tr><td>G</td><td>G</td></tr></table>	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	G	G	G	G	G	G	G																																			
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Primary	*	Overmonnow Primary School	<table border="1"><tr><td>G</td><td>G</td></tr></table>	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	G	G	G	G	G	G	G																																			
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Primary	*	Rogiet CP School	<table border="1"><tr><td>G</td><td>G</td></tr></table>	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>E</td><td>G</td><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	G	G	E	G	G	G	G																																			
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Primary	*	Usk Church in Wales Primary School	<table border="1"><tr><td>A</td><td>A</td></tr></table>	A	A	<table border="1"><tr><td>A</td><td>A</td><td>A</td></tr></table>	A	A	A	<table border="1"><tr><td>A</td><td>G</td><td>A</td><td>A</td><td>G</td><td>G</td><td>A</td><td>A</td><td>A</td><td>A</td></tr></table>	A	G	A	A	G	G	A	A	A	A																																			
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Primary		Ysgol Gymraeg y Ffin	<table border="1"><tr><td>G</td><td>G</td></tr></table>	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>A</td><td>G</td><td>G</td></tr></table>	G	G	G	G	G	G	G	A	G	G																																			
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Secondary	*	King Henry VIII Comprehensive School	<table border="1"><tr><td>A</td><td>G</td></tr></table>	A	G	<table border="1"><tr><td>A</td><td>G</td><td>G</td></tr></table>	A	G	G	<table border="1"><tr><td>A</td><td>G</td><td>G</td><td>A</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>A</td></tr></table>	A	G	G	A	G	G	G	G	G	A																																			
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Primary	*	Alderman Davies C.I.W School	<table border="1"><tr><td>G</td><td>G</td></tr></table>	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	G	G	G	G	G	G	G																																			
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Primary		Coed Hirwaun Primary School	<table border="1"><tr><td>G</td><td>G</td></tr></table>	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	G	G	G	G	G	G	G																																			
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Primary		Creunant Primary School	<table border="1"><tr><td>G</td><td>G</td></tr></table>	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>A</td><td>G</td><td>G</td></tr></table>	G	G	G	G	G	G	G	A	G	G																																			
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Primary		Llansawel Primary School	<table border="1"><tr><td>A</td><td>A</td></tr></table>	A	A	<table border="1"><tr><td>A</td><td>A</td><td>A</td></tr></table>	A	A	A	<table border="1"><tr><td>A</td><td>G</td><td>A</td><td>A</td><td>G</td><td>G</td><td>A</td><td>A</td><td>G</td><td>A</td></tr></table>	A	G	A	A	G	G	A	A	G	A																																			
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Primary	*	Melin Junior School	<table border="1"><tr><td>G</td><td>G</td></tr></table>	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	<table border="1"><tr><td>G</td><td>G</td><td>A</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td></tr></table>	G	G	A	G	G	G	G	G	G	G																																			
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Primary	*	Pen Afan Primary	<table border="1"><tr><td>A</td><td>G</td></tr></table>	A	G	<table border="1"><tr><td>A</td><td>G</td><td>G</td></tr></table>	A	G	G	<table border="1"><tr><td>A</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>E</td><td>A</td></tr></table>	A	G	G	G	G	G	G	G	E	A																																			
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Primary		Tyle'r Ynn Welsh-Medium Primary School	<table border="1"><tr><td>G</td><td>G</td></tr></table>	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	G	G	G	G	G	G	G																																			
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Primary		YGGD Cwmgors	<table border="1"><tr><td>A</td><td>A</td></tr></table>	A	A	<table border="1"><tr><td>A</td><td>A</td><td>A</td></tr></table>	A	A	A	<table border="1"><tr><td>A</td><td>G</td><td>G</td><td>G</td><td>U</td><td>G</td><td>A</td><td>A</td><td>G</td><td>A</td></tr></table>	A	G	G	G	U	G	A	A	G	A																																			
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Primary		YGGD Trebannws	<table border="1"><tr><td>A</td><td>A</td></tr></table>	A	A	<table border="1"><tr><td>A</td><td>A</td><td>A</td></tr></table>	A	A	A	<table border="1"><tr><td>A</td><td>G</td><td>A</td><td>A</td><td>G</td><td>G</td><td>A</td><td>A</td><td>G</td><td>A</td></tr></table>	A	G	A	A	G	G	A	A	G	A																																			
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Secondary		Cefn Saeson Comprehensive School	<table border="1"><tr><td>G</td><td>G</td></tr></table>	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	G	G	G	G	G	G	G																																			
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Secondary		Glan Afan Comprehensive School	<table border="1"><tr><td>A</td><td>G</td></tr></table>	A	G	<table border="1"><tr><td>A</td><td>G</td><td>G</td></tr></table>	A	G	G	<table border="1"><tr><td>A</td><td>E</td><td>G</td><td>G</td><td>E</td><td>A</td><td>G</td><td>G</td><td>G</td><td>A</td></tr></table>	A	E	G	G	E	A	G	G	G	A																																			
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Secondary	*	Sandfields Comprehensive School	<table border="1"><tr><td>E</td><td>E</td></tr></table>	E	E	<table border="1"><tr><td>E</td><td>E</td><td>E</td></tr></table>	E	E	E	<table border="1"><tr><td>E</td><td>E</td><td>G</td><td>E</td><td>E</td><td>E</td><td>E</td><td>E</td><td>E</td><td>E</td></tr></table>	E	E	G	E	E	E	E	E	E	E																																			
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Primary		Clytha Primary School	<table border="1"><tr><td>E</td><td>E</td></tr></table>	E	E	<table border="1"><tr><td>E</td><td>E</td><td>E</td></tr></table>	E	E	E	<table border="1"><tr><td>E</td><td>G</td><td>E</td><td>E</td><td>E</td><td>E</td><td>E</td><td>E</td><td>E</td><td>E</td></tr></table>	E	G	E	E	E	E	E	E	E	E																																			
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Primary	*	Duffryn Junior School	<table border="1"><tr><td>G</td><td>G</td></tr></table>	G	G	<table border="1"><tr><td>G</td><td>G</td><td>G</td></tr></table>	G	G	G	<table border="1"><tr><td>G</td><td>E</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td></tr></table>	G	E	G	G	G	G	G	G	G	G																																			
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Primary * [Glan Usk Primary School](#)
 Primary * [Marshfield Primary School](#)
 Primary * [Milton Junior School](#)
 Primary * [Ringland Primary School](#)
 Primary [St Andrew's Infant and Nursery School](#)
 Primary * [St Andrew's Junior School](#)
 Primary * [St Joseph's R.C. Primary School](#)
 Primary * [St Julian's Primary School](#)
 Primary * [St Michael's RC Primary School](#)
 Secondary * [Caerleon Comprehensive School](#)
 Secondary [Hartridge High School](#)

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Pembrokeshire

Primary * [Coastlands CP School](#)
 Primary [Golden Grove School](#)
 Primary [Johnston C.P. School](#)
 Primary * [Milford Haven Junior School](#)
 Primary * [Mount Airey Community Nursery and Infants School](#)
 Primary * [Roch C.P. School](#)
 Primary * [Saundersfoot Community Primary School](#)
 Secondary * [Milford Haven School](#)

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Powys

Primary * [Aberhafesp C.P. School](#)
 Primary [Builth Wells CP School](#)
 Primary * [Dolfor C.P. School](#)
 Primary * [Gungrog Church in Wales Infant and Nursery School](#)

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Primary	*	Ladywell Green Nursery and Infant School	A	A	A	A	A	A	A	A	A	A	G	A
Primary		Llanfair Caereinion CP School	G	G	G	G	G	G	G	G	G	G	G	G
Primary	*	Llangynidr Community Primary School	G	E	G	G	G	E	G	E	G	G	G	G
Primary	*	Mount Street Junior School	G	G	G	G	G	G	G	G	G	G	G	G
Primary	*	Newbridge-On-Wye Church in Wales School	G	G	G	G	G	G	A	G	G	G	G	G
Primary	*	Penygloddfa C.P. School	G	G	G	G	G	G	G	G	G	G	G	G
Primary	*	Presteigne C.P. School	G	G	G	G	G	G	G	G	G	G	G	G
Primary	*	Priory C I W School	A	A	A	A	A	A	G	A	A	U	G	A
Primary		Ysgol Dafydd Llwyd	G	G	G	G	G	G	G	G	G	G	G	G
Primary		Ysgol Dôlafon	G	G	G	G	G	G	G	G	G	G	G	G
Primary		Ysgol Gynradd Pontsenni	G	G	G	G	G	G	G	G	G	G	G	G
Primary		Ysgol Maesydre	U	U	U	A	U	U	A	U	U	A	U	U
Primary		Ysgol y Bannau	A	A	A	G	A	G	G	A	A	G	A	A
Secondary	*	Welshpool High School	G	G	G	G	G	G	G	G	G	G	G	G
Secondary		Ysgol Maesydderwen	A	G	A	G	G	G	G	G	G	G	G	A

Rhondda Cynon Taf

Primary	*	Aberdare Park Primary	G	G	G	G	G	G	A	G	G	G	G	G
Primary	*	Brynnau Primary School	G	G	G	G	G	G	G	E	G	G	E	G
Primary	*	Craig Yr Hesg Primary School	A	U	A	A	U	A	G	G	U	U	A	A
Primary	*	Cwmaman Infants School	G	G	G	G	G	G	G	G	G	G	G	G
Primary	*	Cwmbach Junior School	A	G	A	A	G	A	G	G	G	G	G	A
Primary	*	Darran Park Primary	G	G	G	G	G	G	G	G	G	G	G	G
Primary	*	Glynhafod Junior School	G	G	G	G	G	G	G	G	G	G	G	G
Primary	*	Gwauncelyn Primary School	G	G	G	G	G	G	G	G	G	G	G	G
Primary	*	Llwynypia Primary School	G	G	G	G	G	G	G	G	G	G	G	G
Primary	*	Penpych Community Primary School	A	A	A	G	A	G	G	G	A	A	G	A
Primary	*	Penrhiwceibr Primary School	G	A	G	A	G	G	G	G	A	G	G	G

- Primary * [Penrhys Community Primary](#)
- Primary * [Pentre Primary School](#)
- Primary [Penygraig Infants School](#)
- Primary * [Penyreglyn Community Primary School](#)
- Primary * [Perthcelyn Primary School](#)
- Primary * [Pontygwaith Primary School](#)
- Primary * [Porth Infant School](#)
- Primary * [Rhiwgarn Infant School](#)
- Primary * [Tonyrefail Primary School](#)
- Primary * [Trerobart Primary School](#)
- Primary * [Ynyswen Infant School](#)
- Primary [Ysgol Gymraeg Garth Olwg](#)
- Secondary * [Blaengwawr Comprehensive School](#)
- Secondary * [Ferndale Community School](#)
- Special * [Ysgol Tŷ Coch](#)

A	A
A	A
G	G
G	E
G	G
G	G
G	G
G	G
G	A
A	A
G	E
A	A
G	G
A	A
A	A
E	E

A	G	A
A	G	A
G	A	G
G	G	G
G	G	G
G	G	G
G	G	G
G	A	A
A	A	A
G	G	G
A	G	A
G	G	G
A	A	A
A	A	A
E	G	G

A	G	A	G	G	G	A	A	A	A
A	G	A	G	G	G	A	A	G	A
G	G	G	A	A	G	G	G	G	G
G	G	G	G	G	G	E	G	G	G
G	G	G	G	G	G	G	G	G	G
G	G	G	G	G	G	G	G	G	G
G	G	G	G	G	G	G	G	G	G
G	A	G	A	A	G	A	A	G	G
A	G	A	A	G	G	A	A	G	A
G	G	E	G	G	G	E	G	G	G
A	G	G	G	G	G	A	A	G	A
G	G	G	G	G	G	G	G	G	G
A	G	A	A	G	A	A	A	G	A
A	G	A	A	G	G	A	A	G	A
E	G	E	G	G	G	G	E	G	G

Swansea

- Primary * [Brynmill Primary School](#)
- Primary * [Clase Primary School](#)
- Primary * [Cwm Glas Primary School](#)
- Primary * [Hendrefoilan Primary School](#)
- Primary * [Knelston Primary School](#)
- Primary * [Manselton Primary School](#)
- Primary * [Pengelli Primary](#)
- Primary * [Pennard Primary School](#)
- Primary * [Pentrepoeth Infant School](#)
- Primary * [Pontarddulais Primary School](#)
- Primary * [St David's R.C. Primary School](#)

G	G
G	G
E	E
G	A
G	G
A	A
G	G
G	A
G	G
G	E
G	G

G	G	G
G	G	G
E	G	E
G	A	A
G	G	G
A	A	A
G	G	G
G	G	A
G	G	G
G	G	G
G	G	G

G	G	G	G	A	G	G	G	G	G
G	G	G	G	G	A	G	G	G	G
E	G	G	G	G	G	E	G	G	E
G	G	G	G	U	G	A	A	G	G
G	G	G	G	G	G	G	G	G	G
A	G	A	A	G	G	G	A	G	A
G	G	G	G	G	G	G	G	G	G
G	G	G	G	G	G	A	A	A	G
G	E	G	G	G	G	G	G	E	G
G	G	G	G	G	E	E	G	E	G
G	G	G	G	G	G	G	G	G	G

Primary	*	Terrace Road Community Primary School	G	G	G	G	G	G	G	G	G	G	G	G			
Primary		Ysgol Gynradd Gymraeg Gellionnen	G	G	G	G	G	G	G	G	G	G	G	G			
Primary		Ysgol Gynradd Gymraeg Llwynderw	G	A	G	G	A	G	G	G	A	A	G	G			
Primary		Ysgol Gynradd Gymraeg Tirdeunaw	G	E	G	E	E	G	E	E	E	E	E	G	E		
Secondary	*	Gowerton Comprehensive School	G	E	G	G	G	G	E	G	G	E	G	G	E		
Secondary	*	Morrison Comprehensive School	A	G	A	G	G	A	G	G	G	G	G	G	A		
Secondary	*	Olchfa School	E	E	E	E	E	E	E	E	E	E	E	G	E		
Secondary		Ysgol Gyfun Gŵyr	E	E	E	E	E	E	E	E	E	E	E	E	E		
Special	*	Ysgol Crug Glas	E	E	E	E	E	E	E	E	E	E	E	E	G		
Torfaen																	
Primary	*	Cwmffwrdoer Primary School	G	G	G	G	G	G	G	G	A	G	G	G	A	G	G
Primary	*	Garnteg Primary School	A	G	G	G	G	G	G	G	A	G	G	G	A	G	G
Primary	*	Llantarnam Community Primary School	G	G	G	G	G	G	G	A	G	G	G	G	A	G	G
Primary	*	Pontnewynydd Primary School	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Primary	*	Pontymoile Primary School	G	G	G	A	G	G	A	G	G	G	G	G	G	G	G
Secondary		Croesyceiliog School	A	G	A	G	G	A	G	G	A	G	G	G	G	G	A
Secondary	*	Fairwater High school	U	A	U	A	A	U	A	A	A	A	A	A	A	A	U
Pupil referral unit	*	Ty Glyn PRU	A	A	A	A	A	A	A	A	U	A	G	A	A	G	A
Vale of Glamorgan																	
Primary	*	All Saints Church in Wales Primary School	G	G	G	G	G	G	E	G	G	G	G	G	G	G	G
Primary	*	Cadoxton Primary School	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
Primary	*	Colcot Primary School	G	G	G	G	G	G	G	A	G	G	G	G	G	G	G
Primary	*	Fairfield Community Primary School	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
Primary	*	Gladstone Primary School	A	A	G	A	G	G	A	A	G	A	G	A	G	A	G
Primary	*	Jenner Park Primary	A	A	A	A	A	A	G	A	A	G	A	A	G	A	A
Primary	*	Oak Field Primary School	U	U	U	U	U	U	A	U	U	A	A	U	U	U	U
Primary	*	St Helen's RC Junior School	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G

Primary
Secondary
Special

- [Ysgol Sant Baruc](#)
- * [St Richard Gwyn Catholic High School](#)
- * [Ashgrove School](#)

G	G
G	G
G	E

G	G	G
G	G	G
G	G	G

G	G	G	G	G	G	G	G	G	G
G	G	G	G	E	G	G	G	G	G
G	G	G	G	G	G	E	G	G	G

Wrexham

- Primary * [Acton Park Primary School](#)
- Primary * [Garth Community Primary School](#)
- Primary [Pontfadog Primary School](#)
- Primary * [Rhosymedre Community Primary School](#)
- Primary [The Rofft School](#)
- Primary * [Wat's Dyke C.P. School](#)
- Primary * [Ysgol Acrefair](#)
- Primary [Ysgol Bodhyfryd](#)
- Primary [Ysgol Hooson](#)
- Secondary * [Ysgol Y Grango](#)

G	G
A	A
A	A
G	A
E	G
A	U
G	G
G	G
G	G
G	G

G	G	G
A	G	A
A	G	A
G	G	A
E	E	E
A	A	U
G	G	G
G	G	G
G	G	G
G	G	G

G	G	G	G	G	G	E	G	G	G
A	G	G	G	G	G	G	A	G	A
A	G	G	A	A	G	A	A	G	A
G	G	G	G	G	A	A	A	G	G
E	G	E	E	E	G	E	G	G	E
A	G	A	A	G	G	U	U	G	A
G	G	G	G	G	G	G	G	G	G
G	G	G	G	G	G	G	G	G	G
G	G	G	G	G	G	A	G	G	G
G	G	G	G	G	G	G	G	G	G

Ynys Môn

- Primary [Amlwch C P School](#)
- Primary [Cylch y Garn Community School](#)
- Primary [Ysgol Gymuned Bodorgan](#)
- Primary [Ysgol Gynradd Llandegfan](#)
- Primary [Ysgol Gynradd Talwrn](#)
- Primary [Ysgol Llanfairpwllgwyngyll](#)
- Primary [Ysgol Santes Gwenfaen](#)
- Primary [Ysgol y Graig](#)

G	G
G	G
A	A
G	G
G	G
G	G
G	G
G	G
G	G

G	G	G
G	G	G
G	A	A
G	G	G
G	G	G
G	G	G
G	G	G
G	G	G
G	G	G

G	G	G	G	G	G	G	G	G	G
G	G	A	G	G	G	G	G	G	G
G	G	A	A	G	G	A	A	G	G
G	G	G	G	G	G	G	G	G	G
G	G	G	G	G	A	A	G	E	G
G	E	G	G	G	E	G	A	E	G
G	G	G	G	G	G	G	G	G	G
G	E	G	G	E	E	G	G	E	G

Independent schools 2010-2011

* Inspection report published in English only

E Excellent
G Good

A Adequate
U Unsatisfactory

Provider name	Local authority	Overall performance	Overall prospects	Key Question 1	Key Question 2	Key Question 3	Quality Indicator 1.1	Quality Indicator 1.2	Quality Indicator 2.1	Quality Indicator 2.2	Quality Indicator 2.3	Quality Indicator 2.4	Quality Indicator 3.1	Quality Indicator 3.2	Quality Indicator 3.3	Quality Indicator 3.4

Independent schools

* Cardigan Christian School	Ceredigion	A	A	A	A	A	A	G	A	A	A	G	A	A	G	A
Llangattock School (known as Monmouth Montessori School with Monmouth Montessori Nursery)	Monmouthshire															
* Christ College, Brecon	Powys	E	E	E	E	E	E	E	G	G	E	E	E	G	G	E
* Ridgeway school	Powys	G	G	G	A	G	G	G	A	G	G	A	G	G	A	G
* Craig y Nos School	Swansea	G	A	G	A	A	G	G	A	A	G	G	A	A	G	G
* Oakleigh House	Swansea	G	E	G	G	G	G	G	G	G	G	E	G	G	G	G

Independent special schools

* Greenfields Adolescent Care	Monmouthshire	U	U	U	U	U	U	U	U	A	U	A	U	U	A	U
Amberleigh Residential Therapeutic School	Powys	A	A	A	A	A	A	G	A	A	G	G	A	A	A	A

Non-maintained nursery settings 2010-2011

In small settings where there are fewer than six children attending, inspectors report on provision and leadership only. This is to avoid identifying individual children in reports.

* Inspection report published in English only

E Excellent
G Good

A Adequate
U Unsatisfactory

<p>Provider name</p>

Overall performance	Overall prospects	Key Question 1	Key Question 2	Key Question 3	Quality Indicator 1.1	Quality Indicator 1.2	Quality Indicator 2.1	Quality Indicator 2.2	Quality Indicator 2.3	Quality Indicator 2.4	Quality Indicator 3.1	Quality Indicator 3.2	Quality Indicator 3.3	Quality Indicator 3.4
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Blaenau Gwent

* [Mrs Tiggywinkles](#)

G	G	G	G	G	G	G	G	G	E	G	G	G	G	G
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Bridgend

* [Bettws Day Nursery – Fast Track Childcare Solutions](#)

A	A	A	A	A	A	G	A	A	G	A	A	A	G	A
G	E	G	G	G	G	G	G	G	G	G	E	G	E	G

* [Village Playgroup](#)

Caerphilly

- [Cylch Meithrin Cwm Derwen](#)

G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
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- [Cylch Meithrin Rhymni](#)

A	A	-	A	A	-	-	A	A	G	A	A	A	G	A
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* [Little Acorns \(Caerphilly\)](#)

G	G	G	G	G	G	G	A	G	G	G	G	A	G	G
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* [Penrhiw Day Nursery](#)

G	E	G	G	G	G	G	G	G	G	G	E	E	G	G
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* [Sunnybank Day Nursery](#)

G	G	-	G	G	-	-	G	A	G	G	G	G	G	G
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Cardiff

* [Acorns ONS Nursery](#)

G	G	G	G	G	G	G	A	G	G	G	G	G	G	G
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[Cylch Meithrin Grangetown a'r Bae](#)

G	G
G	G

G	G	G
G	G	G

G	G	A	A	G	G	G	G	G	G
G	G	G	G	G	G	G	G	G	G

[St Aubins Nursery](#)

Carmarthenshire

[Cylch Meithrin Carwê](#)

G	G
G	G

-	G	G
-	G	G

-	-	G	G	G	G	G	G	G	G
-	-	G	G	G	G	G	G	G	G

[Cylch Meithrin Glan y Fferi](#)

G	G
G	G

G	G	G
-	G	G

G	G	G	G	G	G	G	G	G	G
-	-	G	G	G	G	G	G	G	G

[Cylch Meithrin Gorslas/Cefneithin](#)

G	G
G	G

-	G	G
-	G	G

-	-	G	A	G	G	G	A	G	G
-	-	G	A	G	G	G	A	G	G

[Cylch Meithrin Llangyndeyrn](#)

G	G
G	G

G	G	G
-	A	A

G	G	G	G	G	G	G	G	G	G
-	-	A	A	G	G	A	A	G	A

[Cylch Meithrin Meinciau/Gwynfryn](#)

A	A
G	G

G	G	G
G	G	G

G	G	G	A	G	G	G	G	G	G
G	G	G	A	G	G	G	G	G	G

[Cylch Meithrin Ponthenri](#)

[Cylch Meithrin Pontiets](#)

[Myrtle House Nursery](#)

Ceredigion

[Cylch Meithrin Gwennog](#)

G	G
G	G

-	G	G
-	G	G

-	-	G	G	G	G	G	G	G	G
-	-	G	G	G	G	G	G	G	G

[Cylch Meithrin Llanddewi Brefi](#)

G	G
A	A

G	G	G
A	A	A

G	G	A	G	G	G	G	A	G	G
A	G	A	A	G	A	A	A	G	A

[Cylch Meithrin Penllwyn](#)

[Cylch Meithrin Pontrhydfendigaid](#)

G	G
G	G

G	G	G
G	G	G

G	G	G	G	G	G	G	G	G	G
G	G	G	G	G	G	G	G	G	G

Conwy

* [Clebran Day Nursery](#)

G	G
A	G

-	G	G
-	A	A

-	-	G	G	G	G	G	G	G	G
-	-	A	A	G	G	A	A	G	G

[Cylch Meithrin Llanfairfechan](#)

G	G
G	G

-	G	G
G	G	A

-	-	G	G	G	G	G	A	G	G
-	-	G	G	G	G	G	A	G	G

[Cylch Meithrin Llanefydd](#)

[Cylch Meithrin Penmaenmawr](#)

G	G
G	G

-	G	G
-	G	G

G	G	G	A	G	G	A	A	G	G
-	-	G	G	G	G	G	A	G	G

* [Gofal Plant "ABC" Childcare](#)

* [Jumping Jacks day Nursery](#)

* [Kidzzone Day Nursery](#)

G	G
A	G

-	G	G
-	A	G

-	-	G	G	G	G	G	G	G	G
-	-	A	G	G	A	G	G	G	A

* [Little Angels Day Nursery](#)

* [Little Lambs Day Nursery](#)

G	G
G	G

-	G	G
-	A	G

-	-	E	G	G	G	G	G	G	G
-	-	G	G	A	A	G	G	G	A

- [Mochdre Play Group](#)
- Denbighshire**
- * [Borthyn Bunnies](#)
- [Bwthyn Bach Nursery](#)
- * [Clever Clogs Early Learning Day Nursery](#)
- [Cylch Meithrin Capel Seion](#)
- [Cylch Meithrin Corwen](#)
- [Cylch Meithrin Prion](#)
- [Cylch Meithrin Pwllglas](#)
- [Cylch Meithrin Rhuddlan](#)
- [Cylch Meithrin Rhuthun](#)
- [Cylch Meithrin Tremeirchion](#)
- * [Happy Days Day Nursery](#)
- * [Little Rascals Day Nursery](#)
- * [Llywelyn Day Nursery and Fun Club](#)
- * [Playdays Playgroup](#)
- * [Puddleducks Playgroup](#)
- [Sam's Learning Tree](#)
- * [Snuggles Day Nursery](#)
- * [St Asaph Community Playgroup](#)
- * [Ysgol Mair Playgroup](#)

G	G
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G	G	G
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G	G	G	G	G	G	G	G	G	G
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G	G
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-	G	G
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-	-	G	G	G	G	G	G	G	G
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G	G
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-	G	G
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-	-	A	G	G	G	G	G	G	G
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G	G
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G	G	G
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G	G	G	G	G	G	G	G	G	G
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G	G
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-	G	G
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-	-	G	G	G	G	G	G	G	G
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G	G
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-	G	G
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-	-	G	G	G	A	G	G	G	G
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G	G
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-	G	G
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-	-	G	G	G	G	G	G	G	G
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G	G
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G	G	G
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G	G	G	G	G	G	G	G	G	G
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G	G
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G	G	G
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G	G	G	G	G	G	G	G	G	G
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A	A
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-	A	A
---	---	---

-	-	A	A	G	G	A	A	G	A
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A	U
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A	A	U
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A	A	A	A	A	A	U	U	A	A
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G	G
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G	G	G
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G	G	A	G	G	G	G	G	G	G
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E	E
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E	E	E
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E	G	E	E	G	G	E	E	E	G
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G	G
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-	G	G
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-	-	A	G	G	G	A	G	G	G
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G	G
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G	G	G
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G	G	G	G	G	G	G	G	G	G
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G	G
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-	G	G
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-	-	A	G	G	G	G	G	G	G
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G	G
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G	G	G
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G	G	G	G	G	G	G	G	G	G
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Flintshire

- [Cylch Chwarae Treffynnon](#)
- [Cylch Meithrin Cymraeg Y Fflint](#)
- [Cylch Meithrin Terrig](#)
- [Cylch Meithrin yr Wyddgrug](#)
- * [Daisy Chains Day Nursery](#)

G	G
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G	G	G
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G	G	G	G	G	G	G	G	G	G
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G	G
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G	G	G
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G	G	G	G	G	G	G	G	G	G
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G	G
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-	G	G
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-	-	G	G	G	G	G	G	G	G
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G	G
---	---

G	G	G
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G	G	A	G	G	G	A	G	G	G
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G	G
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G	G	A
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G	G	G	G	G	G	A	A	G	G
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- * [Holywell Childcare](#)
- * [Kingfisher House Day Nursery](#)
- * [Little Stars Deeside Ltd](#)
- * [Rainbow Playgroup](#)
- * [Stepping Stones Day Nursery, Mold](#)
- * [Stepping Stones Day Nursery, Penymynydd](#)
- * [The Highway Day Nursery](#)
- * [The Wendy House Day Nursery](#)
- [Toy Box Nursery](#)
- * [Woodlands Imps Playgroup](#)

G	G
G	E
G	G
G	G
G	G
G	G
G	G
G	G
G	E
A	G

-	G	G
G	G	G
G	G	G
-	G	G
-	G	G
G	G	G
G	G	G
G	G	G
G	G	E
-	A	G

-	-	G	G	G	G	G	G	G	G
G	G	G	G	G	G	E	G	G	G
G	G	G	G	G	G	G	A	G	G
-	-	G	A	G	G	G	A	G	G
-	-	G	G	G	G	G	G	G	G
G	G	G	G	G	G	G	G	A	A
G	G	G	G	E	G	G	G	G	G
G	G	G	G	G	G	G	G	G	G
G	G	G	G	G	G	E	E	G	G
-	-	A	A	G	A	G	G	G	A

Merthyr Tydfil

- [Cylch Meithrin Pentre Bach](#)
- * [Little Rascals Playgroup](#)

G	G
G	G

G	G	G
G	E	G

G	G	G	G	G	G	G	G	G	G
G	G	E	E	G	E	E	G	G	G

Monmouthshire

- * [Ladybirds at Llanvihangel](#)
- * [Llandogo Early Years](#)
- * [Monmouth Montessori Nursery](#)

G	G
G	G
A	A

G	G	G
G	G	G
A	A	A

G	G	G	G	G	G	G	G	G	G
G	G	G	G	G	G	G	G	G	G
A	G	A	A	U	A	A	A	G	A

Newport

- [Caerleon Cherubs Play Group](#)
- * [Clytha Early Years Unit](#)
- * [Jack In The Box Playgroup, Highcross](#)
- * [Little Angels Playgroup](#)
- * [Rainbow Sunbeams Playgroup](#)
- * [Rhiwderin Village Meithrin](#)
- * [Sunflower Tots Playgroup](#)
- * [Upsa-Daisy Nursery](#)

G	G
E	E
G	G
G	G
G	G
G	G
G	G
G	G
G	G
G	G

G	G	G
E	E	E
G	G	G
G	G	G
G	G	G
G	G	G
G	G	G
G	G	G
-	G	G

G	G	G	G	G	G	G	G	G	G
E	E	G	E	E	G	E	E	E	E
G	G	G	G	G	G	G	G	G	G
G	G	G	A	G	G	G	G	G	G
G	G	A	G	G	G	G	G	G	G
G	G	G	G	G	G	G	G	G	G
G	G	G	G	G	G	G	G	G	G
-	-	G	G	G	G	G	G	G	G

Pembrokeshire

- [Cylch Meithrin Abergwaun](#)

G	G
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G	G	G
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G	G	A	A	G	G	G	A	G	G
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Powys

- [Bobl Bach y Bannau](#)

G	G
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G	G	G
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G	G	G	G	G	E	G	G	G	G
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- [Camau Bach Cedwyn Ynysgedwyn](#)

E	E
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E	E	E
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E	E	E	E	E	E	E	E	E	E
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* [Cefnlllys – Flying Start](#)

G	G
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G	G	G
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G	G	G	G	G	G	G	G	G	G
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- [Cylch Meithrin Llanbrynmair](#)

A	G
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-	A	G
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-	-	G	A	G	G	G	G	G	G
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* [Dôlafon Pre-school Group](#)

A	A
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-	A	A
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-	-	A	A	G	A	A	A	G	A
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* [Dolau Playschool](#)

G	G
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-	G	G
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-	-	A	G	G	G	G	G	G	G
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* [Glanrhyd Grasshoppers Playgroup](#)

G	G
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G	G	G
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G	G	G	G	G	G	G	G	G	G
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* [Glasbury Nursery](#)

G	G
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G	G	G
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G	G	G	G	G	G	G	G	G	G
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* [Guilsfield Pre-School Playgroup](#)

G	G
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G	G	G
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G	G	G	G	G	A	G	G	G	G
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* [Gungrog Happitots Playgroup](#)

G	G
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G	G	G
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G	G	A	G	G	G	G	A	G	G
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* [Irfon Valley Rainbow Tots Playgroup](#)

G	G
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-	G	G
---	---	---

-	-	G	G	G	G	G	G	G	G
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* [Knighton Threes Nursery](#)

G	G
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G	G	G
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G	G	G	G	G	G	G	G	G	G
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* [Little Learning Tree, Llandinam](#)

G	G
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G	G	G
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G	G	G	G	G	E	G	G	G	G
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* [Little Stars](#)

G	G
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G	G	G
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G	G	G	G	G	G	G	G	G	G
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* [Llansantffraid Ladybirds Nursery](#)

G	G
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G	G	G
---	---	---

G	G	G	G	G	G	G	G	G	G
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* [Llyswen Ladybirds](#)

G	G
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G	G	G
---	---	---

G	G	G	G	G	G	G	G	G	G
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* [Mes Bach/Little Acorns, Ysgol Dyffryn Trannon](#)

G	G
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G	G	G
---	---	---

G	G	G	G	G	G	G	G	G	G
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* [Penrhos Bizzy Bees](#)

G	G
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-	G	G
---	---	---

-	-	A	G	G	G	G	G	G	G
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Rhondda Cynon Taff

- [Cylch Meithrin Thomastown](#)

E	E
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-	E	E
---	---	---

-	-	E	E	G	E	E	E	E	G
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Torfaen

* [Belle Vue Day Nursery](#)

G	G
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G	G	G
---	---	---

G	G	G	G	G	G	G	G	G	G
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* [Two Counties Day Nursery](#)

G	G
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G	G	G
---	---	---

G	G	A	G	G	G	G	G	G	G
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Wrexham

* [Bradley Playgroup](#)

G	G
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G	G	G
---	---	---

G	G	E	G	G	G	G	G	G	G
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- * [Brambles Day Nursery](#)
- * [Caego and Berse Church Hall Day Nursery](#)
- [Cylch Meithrin Summerhill](#)
- * [Dragons Daycare, Tanyfron](#)
- * [Happy Days \(Coedpoeth Pre-school Playgroup\)](#)
- * [Holt Under 5s Playgroup](#)
- * [Ruabon Playgroup](#)
- * [Saplings Children's Nursery](#)
- * [Ysgol Heulfan Playgroup Plus](#)

Ynys Môn

- * [Amlwch Pre-School Playgroup](#)
- [Caergeiliog Playgroup](#)

G	G
G	G
G	G
G	G
G	G
G	G
G	G
G	G
G	E

G	G	G
G	G	G
G	A	G
-	G	G
G	G	G
-	G	G
G	G	G
G	G	G
G	G	G

G	G	G	G	G	G	G	G	G	G
G	G	G	G	G	G	G	G	G	G
G	G	A	A	G	G	G	A	G	G
-	-	G	G	G	G	G	G	G	G
G	G	A	G	G	G	G	A	G	G
-	-	G	G	G	G	G	G	G	G
G	G	A	G	G	G	G	G	G	G
G	G	G	G	G	G	G	G	G	G
G	G	G	G	G	G	G	G	E	G

G	G
G	G

-	G	G
G	G	G

-	-	G	G	G	G	G	G	G	G
G	G	G	G	G	G	G	G	G	G

Other Providers 2010-2011

* Inspection report published in English only

E Excellent
G Good

A Adequate
U Unsatisfactory

Provider type	Provider name	Overall performance	Overall prospects	Key Question 1	Key Question 2	Key Question 3	Quality Indicator 1.1	Quality Indicator 1.2	Quality Indicator 2.1	Quality Indicator 2.2	Quality Indicator 2.3	Quality Indicator 2.4	Quality Indicator 3.1	Quality Indicator 3.2	Quality Indicator 3.3	Quality Indicator 3.4
Adult community learning	- Carmarthenshire ACL Partnership	A	G	A	A	A	A	G	A	A	A	G	G	A	G	A
Adult community learning	- Rhondda Cynon Taff County Borough Council	G	A	G	G	A	G	G	G	G	A	G	A	A	G	G
Adult community learning	- YMCA Wales Community College	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Further education	- Coleg Morgannwg	A	G	A	G	G	A	G	G	A	G	G	G	A	G	G
Further education	- Pembrokeshire College	G	G	G	G	G	G	E	G	G	E	G	G	E	G	G
Further education	* St David's Catholic College	E	E	E	G	E	E	G	E	G	E	G	E	E	G	E
Further education	- University of Wales Newport	U	U	U	A	U	U	A	U	A	A	G	U	U	A	U
Work-based learning	- Blaenau Gwent County Borough Council	G	G	G	G	G	G	G	G	A	G	G	G	G	G	G
Work-based learning	- CITB-Construction Skills	G	G	G	G	G	G	G	G	G	E	G	G	E	G	G
Work-based learning	- ISA Training	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
Work-based learning	- ITEC Training Solutions Ltd	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
Work-based learning	* North Wales Training	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G

Work-based learning

[Pembrokeshire County Council](#)

A	A
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A	A	A
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A	G	A	A	G	A	A	A	G	A
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Work-based learning

- [Powys Training](#)

A	G
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A	G	A
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A	G	G	A	G	G	A	A	G	A
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Work-based learning

- [Tydfil Training Consortium Ltd](#)

G	G
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G	G	A
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G	G	G	G	G	A	A	A	G	G
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Welsh for adults

- [South West Wales Welsh for Adults Regional Centre](#)

A	A
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A	A	A
---	---	---

A	G	G	A	G	A	A	A	A	A
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Local authority education services for children and young people (LAESCYP) 2010-2011

* Inspection report published in English only

E Excellent
G Good

A Adequate
U Unsatisfactory

Provider name	Overall performance	Overall prospects	Key Question 1	Key Question 2	Key Question 3	Quality Indicator 1.1	Quality Indicator 1.2	Quality Indicator 2.1	Quality Indicator 2.2	Quality Indicator 2.3	Quality Indicator 2.4	Quality Indicator 3.1	Quality Indicator 3.2	Quality Indicator 3.3	Quality Indicator 3.4
	Blaenau Gwent County Borough Council	U	U	U	U	U	U	A	U	U	A	G	U	U	A
Cardiff Council	A	A	G	A	A	G	A	G	A	A	G	A	U	A	A
Conwy County Borough Council	G	G	G	G	G	G	G	G	G	E	G	G	G	G	G
Neath Port Talbot County Borough Council	G	G	G	G	G	G	G	G	E	G	G	G	G	G	G
Pembrokeshire County Council	U	U	A	A	U	A	A	A	G	U	G	U	A	A	A
Powys County Council	A	A	G	A	A	G	G	A	A	A	A	A	A	A	A
Wrexham County Borough Council	A	A	G	A	A	G	G	G	A	A	A	A	A	A	A

Key Question 2.1 - Support for school improvement

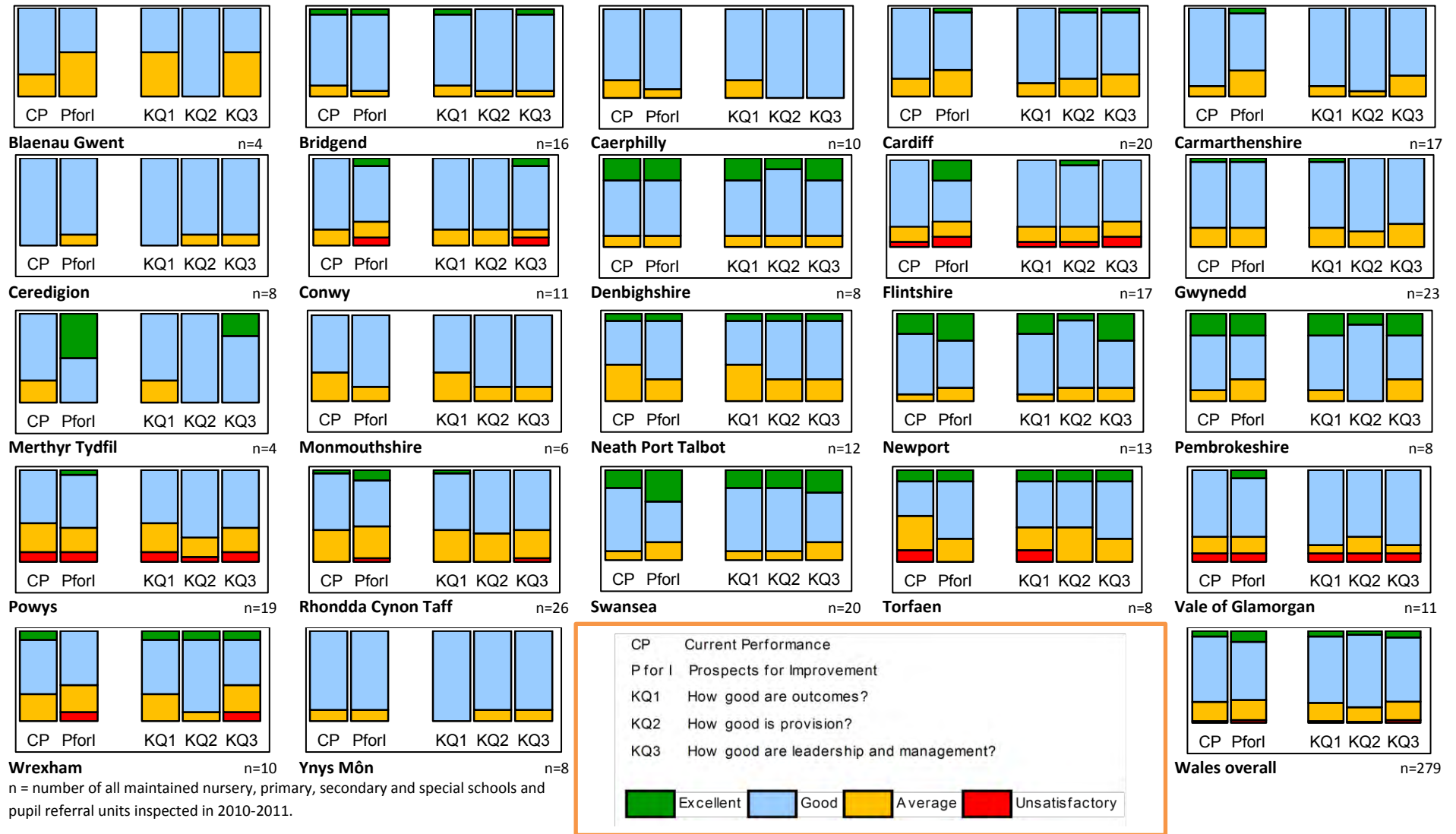
Key Question 2.2 - Support for additional learning needs and educational inclusion

Key Question 2.3 - Promoting social inclusion and wellbeing

Key Question 2.4 - Access and school places

Performance of schools across all local authorities

The distribution of inspection grades awarded to schools for each key question in each local authority in 2010-2011



Independent School/ Ysgolion annibynnol
Learner Questionnaire (Primary) / Arolwg Disgyblion (Cynradd)

All Pupils / Pob Disgybl

Number of responses/ Nifer o ymatebion

135



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

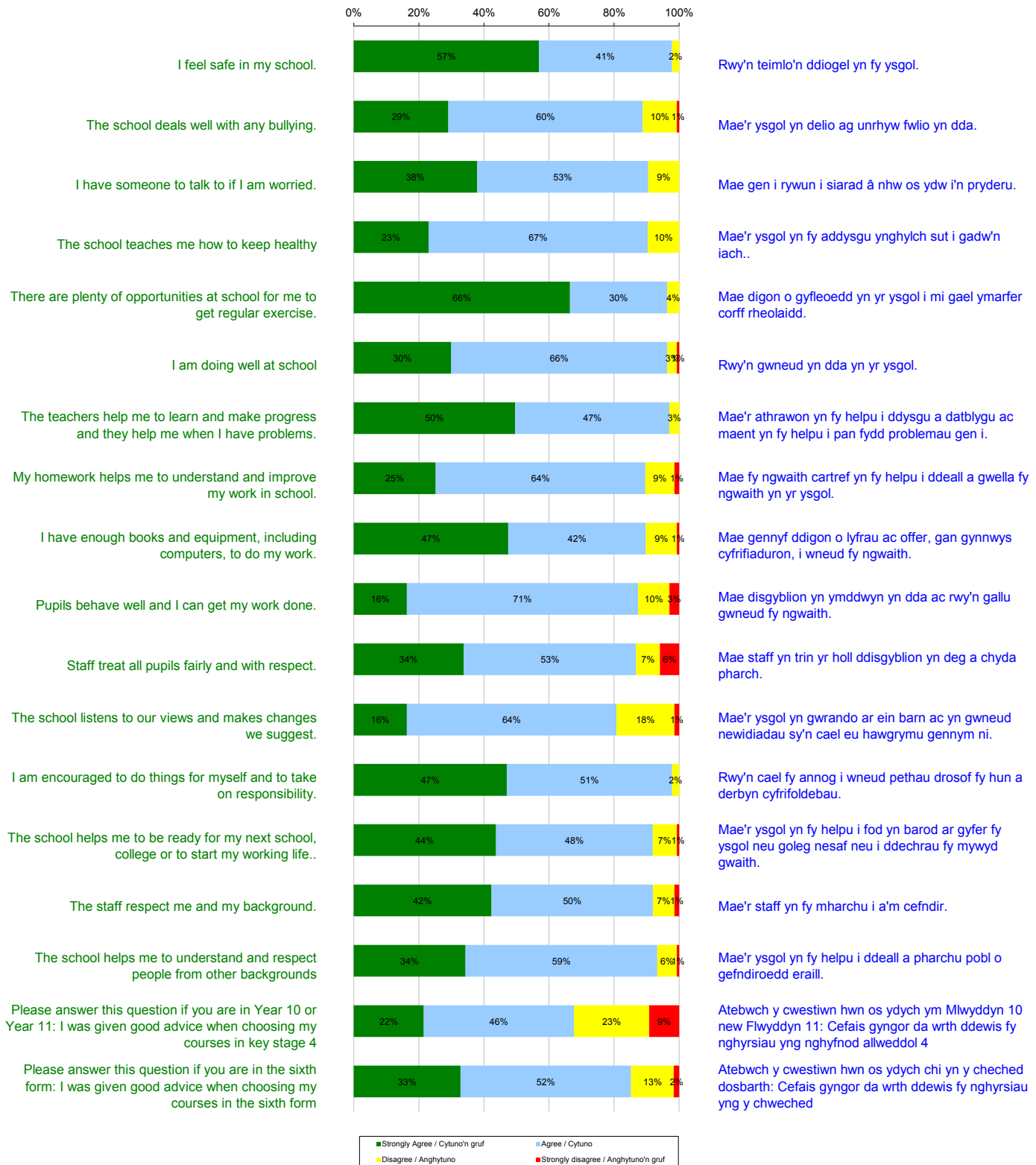
Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

Independent School/ Ysgolion annibynnol
Learner Questionnaire (Secondary) / Arolwg Disgyblion (Uwchradd)

All Pupils / Pob Disgybl

Number of responses/ Nifer o ymatebion

137



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

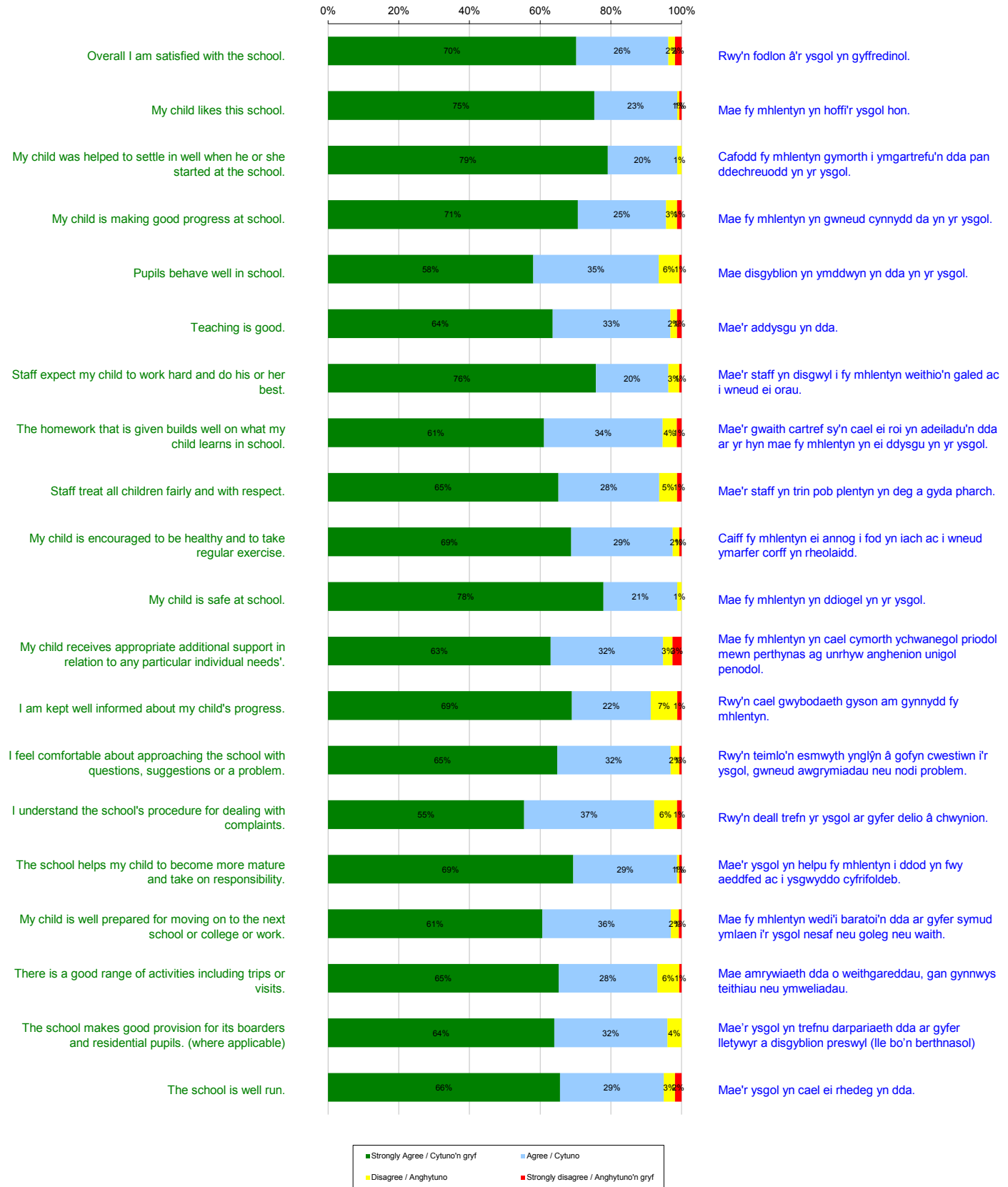
Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

Parent Questionnaire / Arolwg Rhieni

Independent School/ Ysgolion annibynnol

Number of responses/ Nifer o ymatebion

163



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

16,898



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

Primary/ Cynradd

Learner Questionnaire / Arolwg Disgyblion

KS2 Pupils / Disgyblion CA2

Number of responses/ Nifer o ymatebion

16,898



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

Primary/ Cynradd

Learner Questionnaire / Arolwg Disgyblion

Boys / Bechgyn

Number of responses/ Nifer o ymatebion

8,384



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

Primary/ Cynradd

Learner Questionnaire / Arolwg Disgyblion Girls / Merched

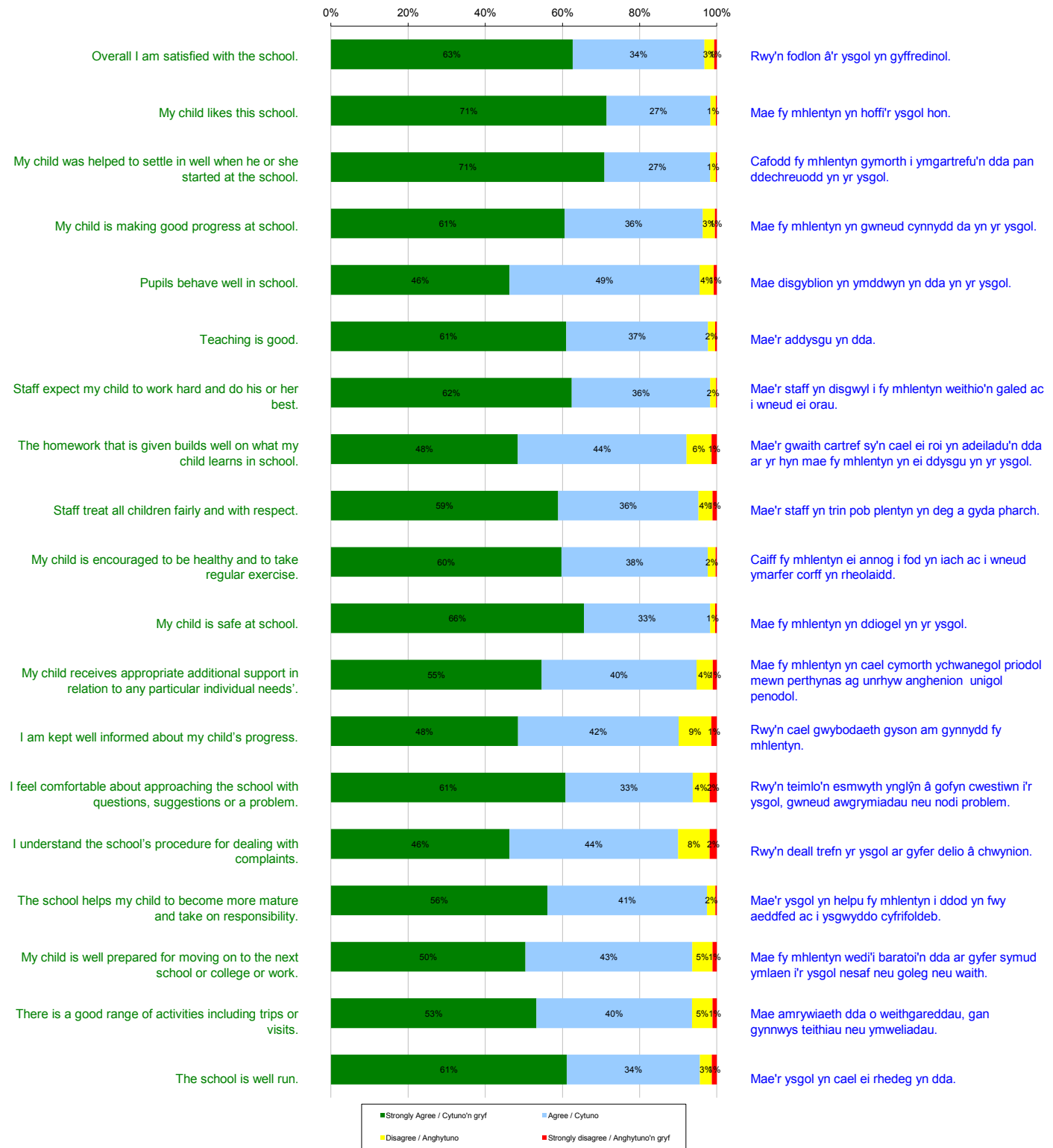
Number of responses/ Nifer o ymatebion

8,514



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

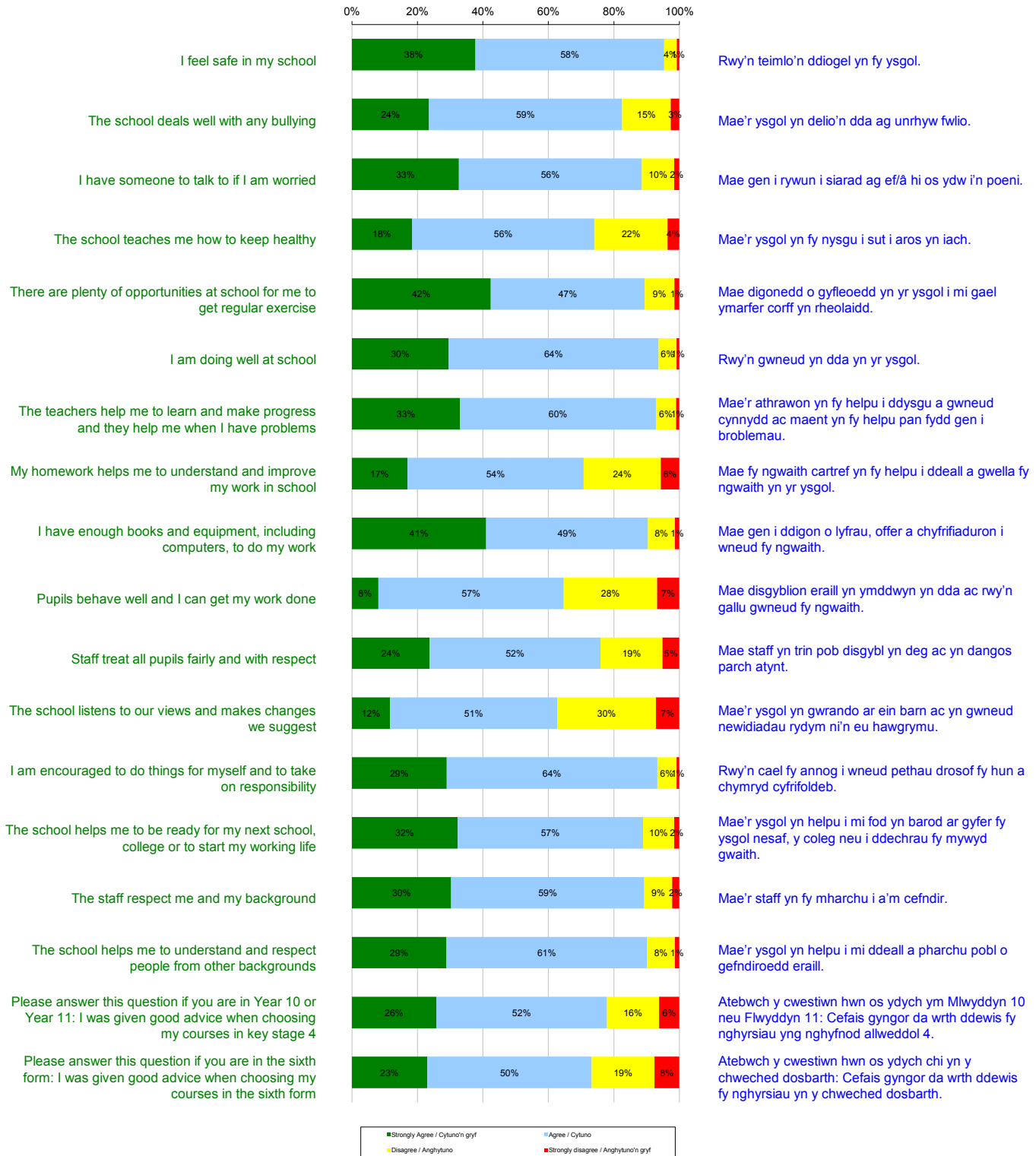
Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

Secondary/ Uwchradd
Learner Questionnaire / Arolwg Disgyblion

All Pupils / Pob Disgybl

Number of responses/ Nifer o ymatebion

7,130



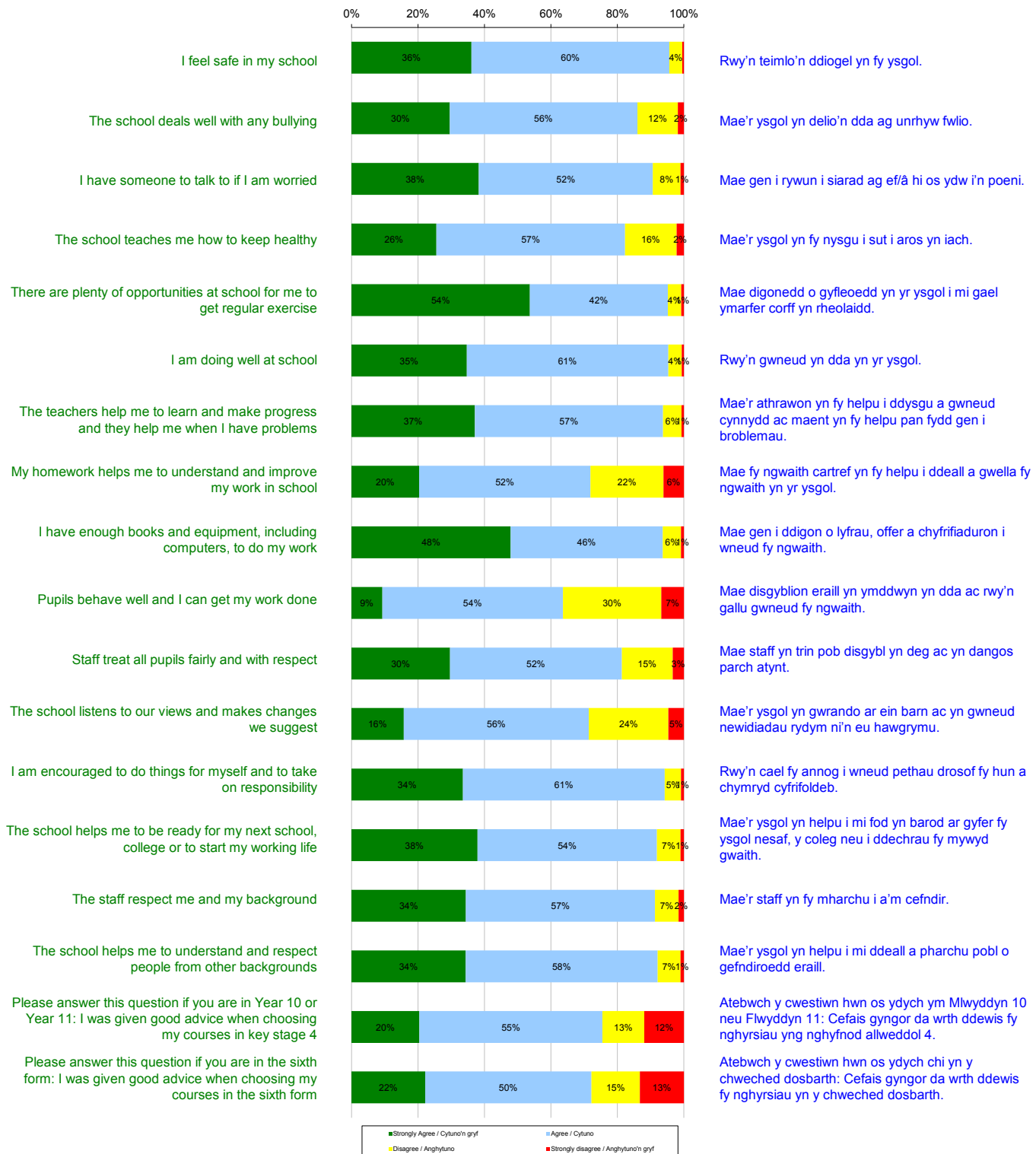
Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

Secondary/ Uwchradd
Learner Questionnaire / Arolwg Disgyblion
KS3 Pupils / Disgyblion CA3

Number of responses/ Nifer o ymatebion

3,705



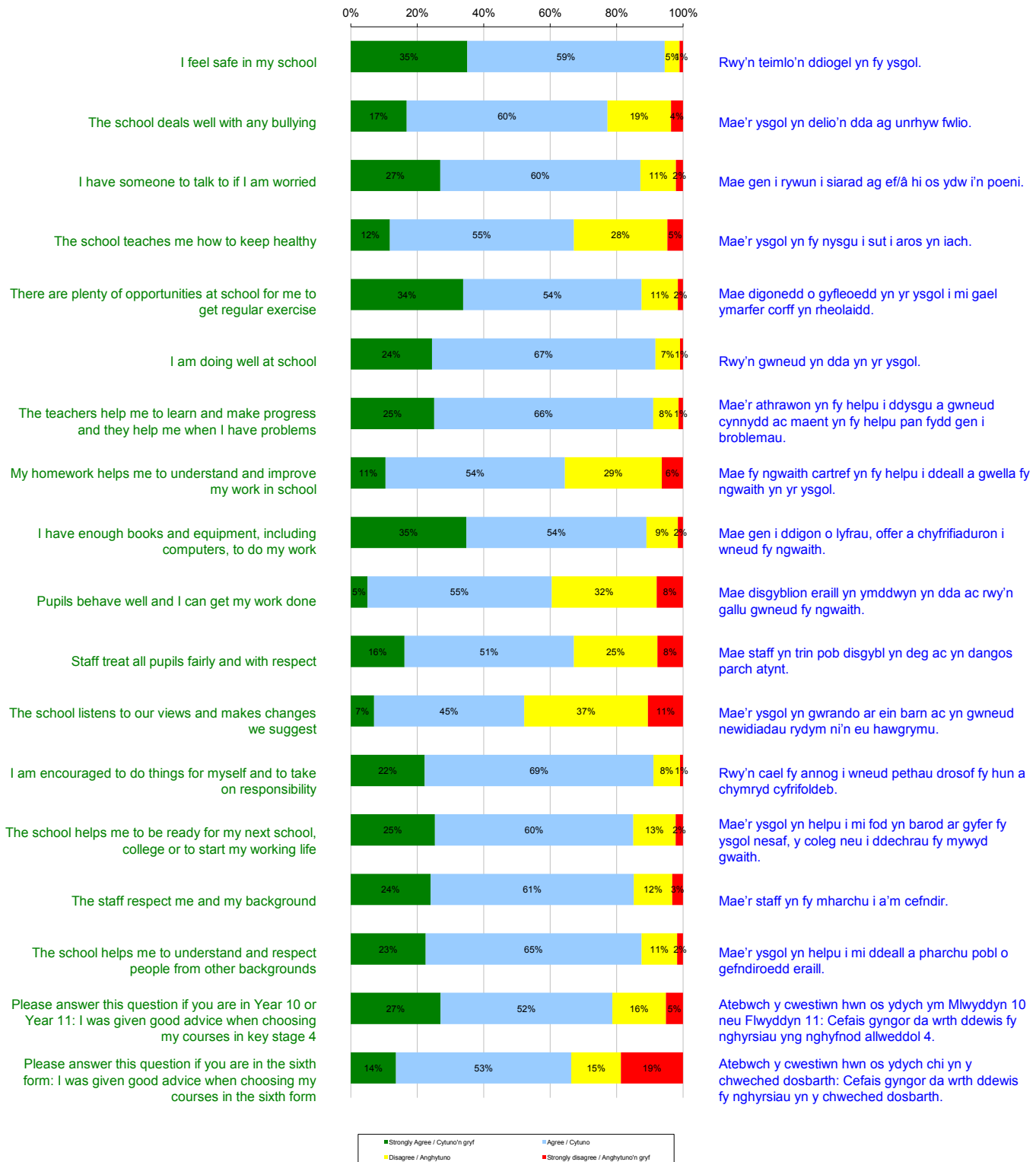
Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

Secondary/ Uwchradd
Learner Questionnaire / Arolwg Disgyblion
KS4 Pupils / Disgyblion CA4

Number of responses/ Nifer o ymatebion

2,331



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

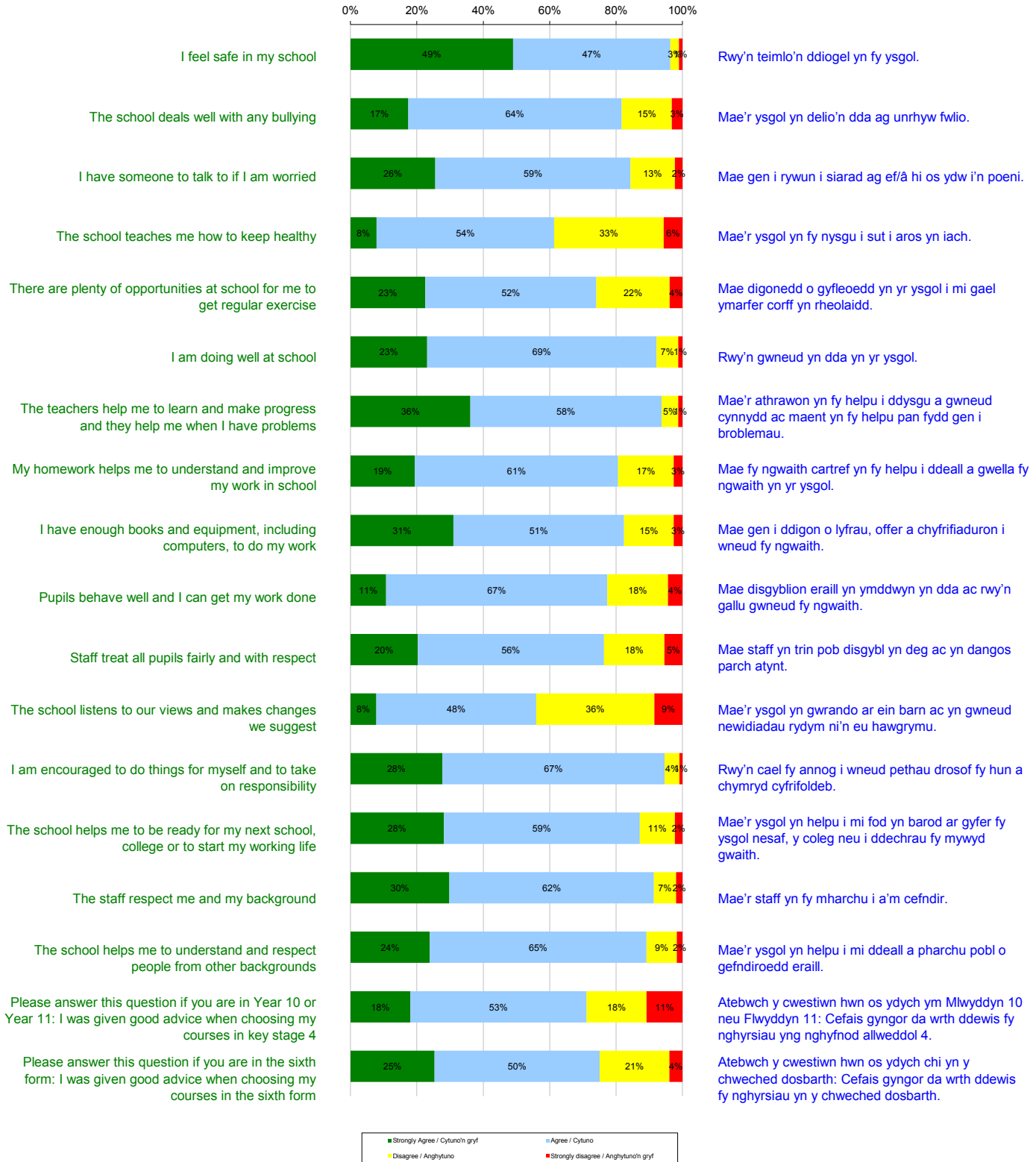
Secondary/ Uwchradd

Learner Questionnaire / Arolwg Disgyblion

Post 16 Pupils / Disgyblion ôl 16

Number of responses/ Nifer o ymatebion

1,094



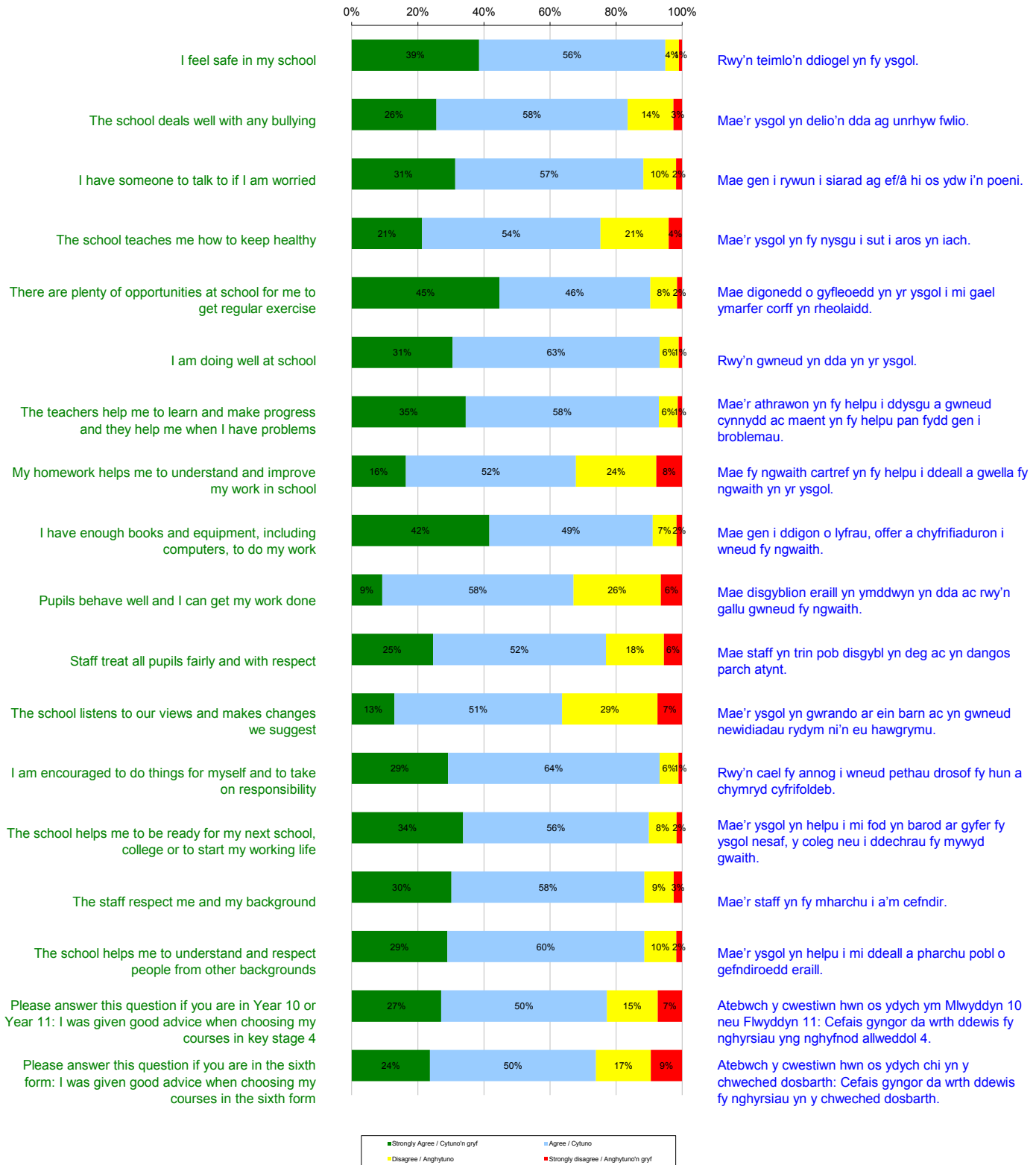
Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

Secondary/ Uwchradd
Learner Questionnaire / Arolwg Disgyblion
Males / Gwrywaidd

Number of responses/ Nifer o ymatebion

3,573



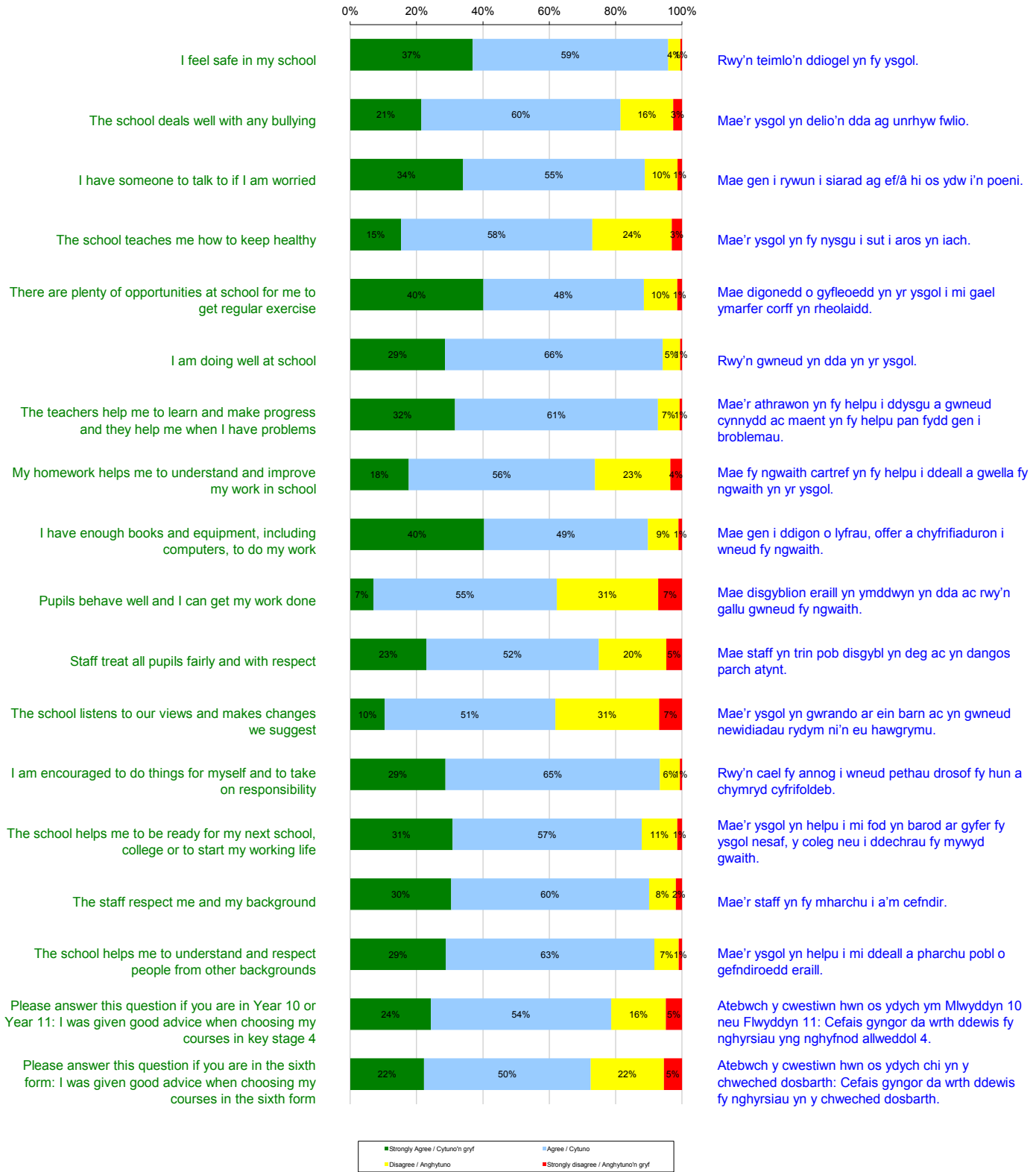
Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

Secondary/ Uwchradd
Learner Questionnaire / Arolwg Disgyblion
Females / Benywaidd

Number of responses/ Nifer o ymatebion

3,557



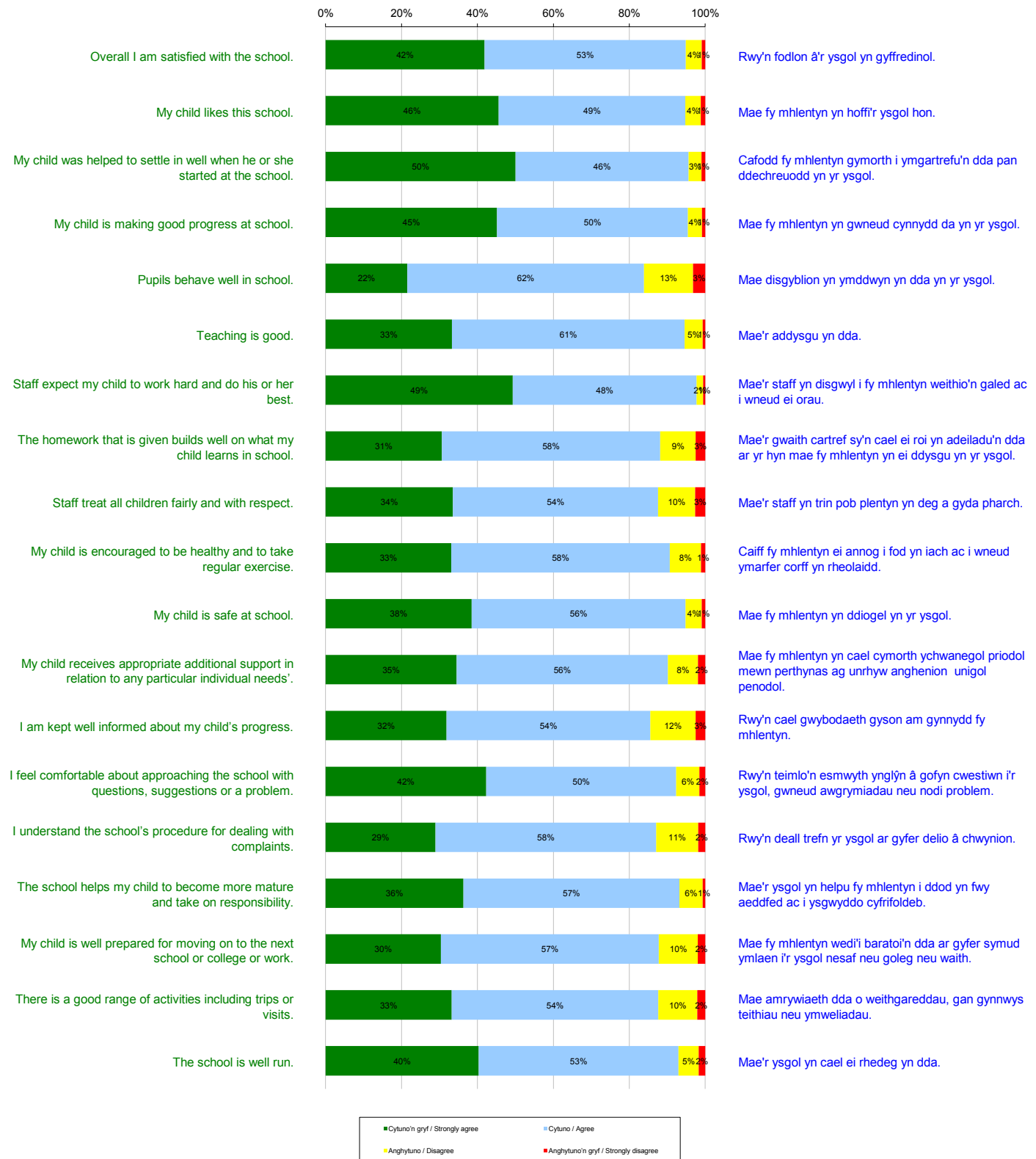
Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

Secondary/ Uwchradd
Parent Questionnaire / Arolwg Rhieni

Number of responses/ Nifer o ymatebion

3,306



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

Special/ Arbennig

Learner Questionnaire (Primary) / Arolwg Disgyblion (Cynradd)

All Pupils / Pob Disgybl

Number of responses/ Nifer o ymatebion

75



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

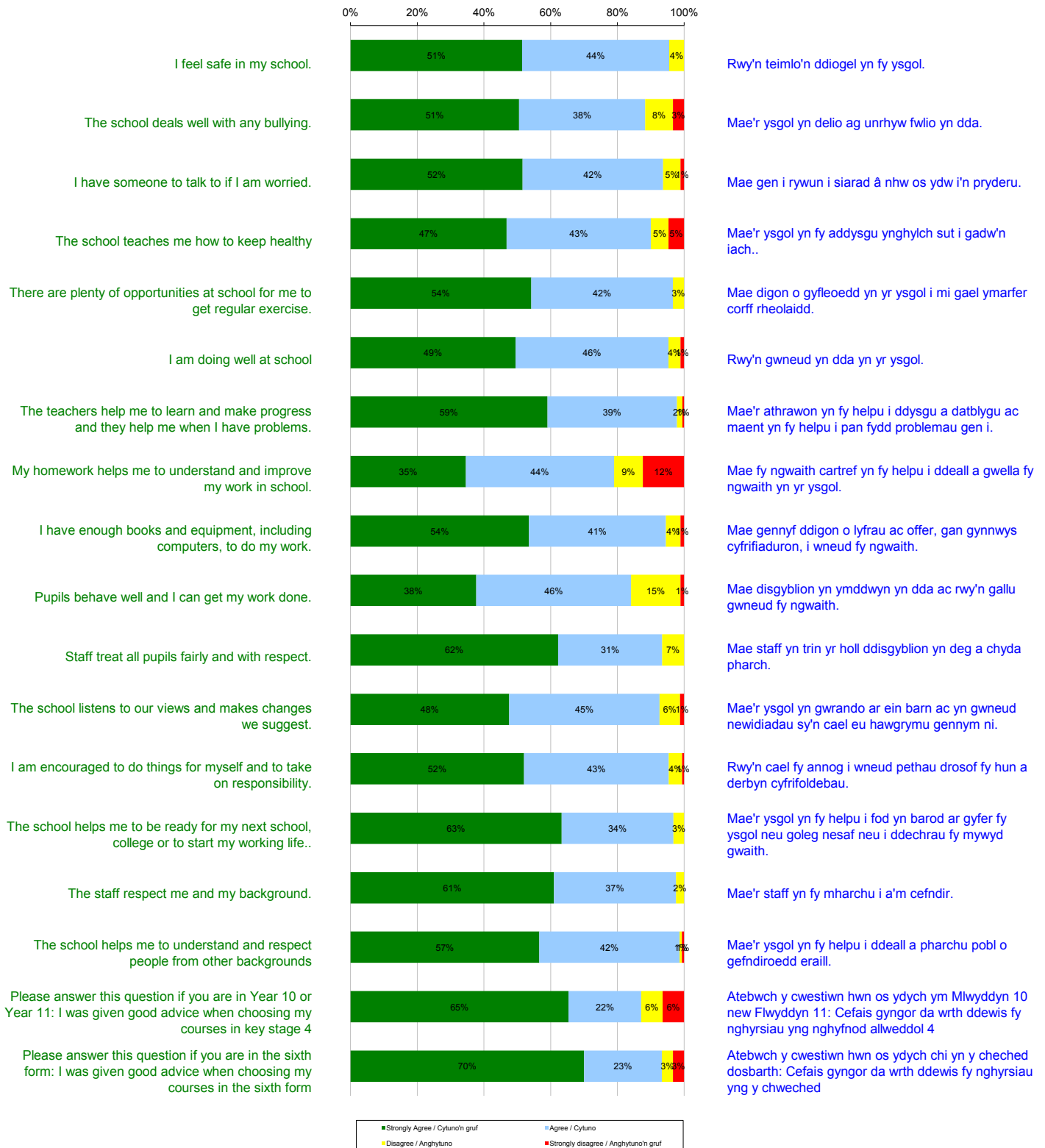
Special/ Arbennig

Learner Questionnaire (Secondary) / Arolwg Disgyblion (Uwchradd)

All Pupils / Pob Disgybl

Number of responses/ Nifer o ymatebion

210



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

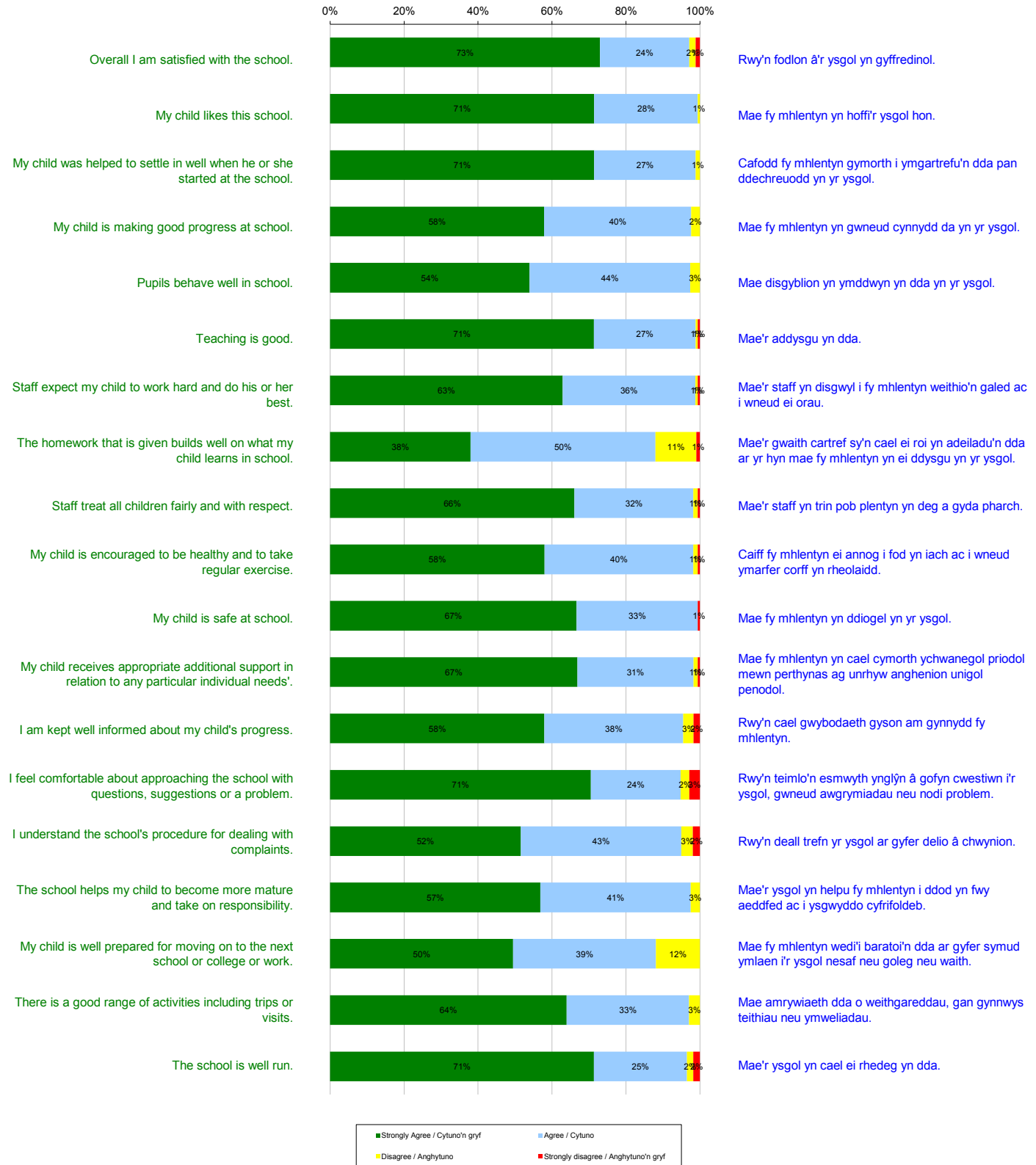
Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

Special/ Arbennig

Parent Questionnaire / Arolwg Rhieni

Number of responses/ Nifer o ymatebion

176



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

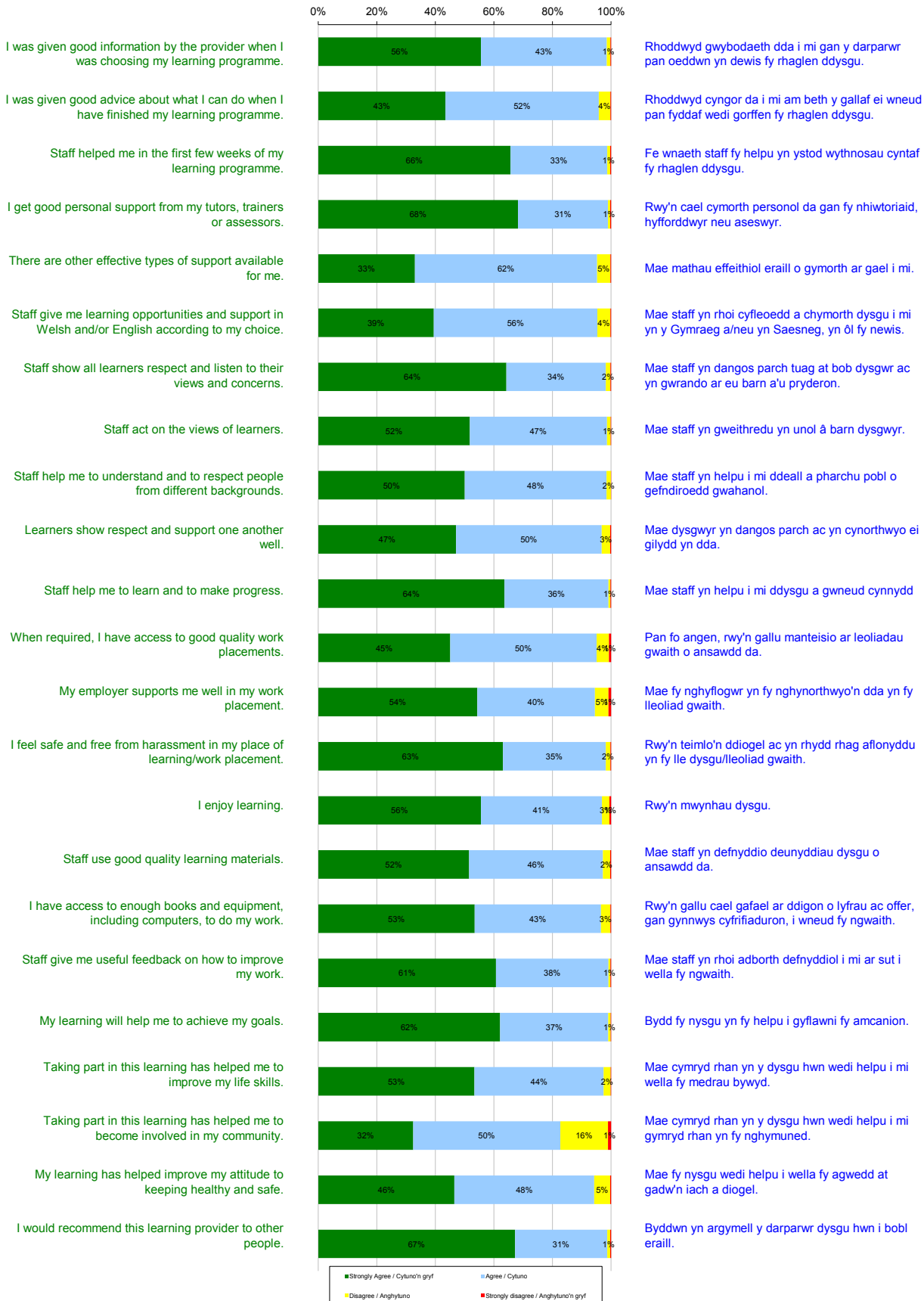
Work Based Learning/ Dysgu yn y gwaith

Learner Questionnaire / Holiadur Dysgwyr

All Learners / Pob Dysgwr

Number of responses/ Nifer o ymatebion

1,268



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

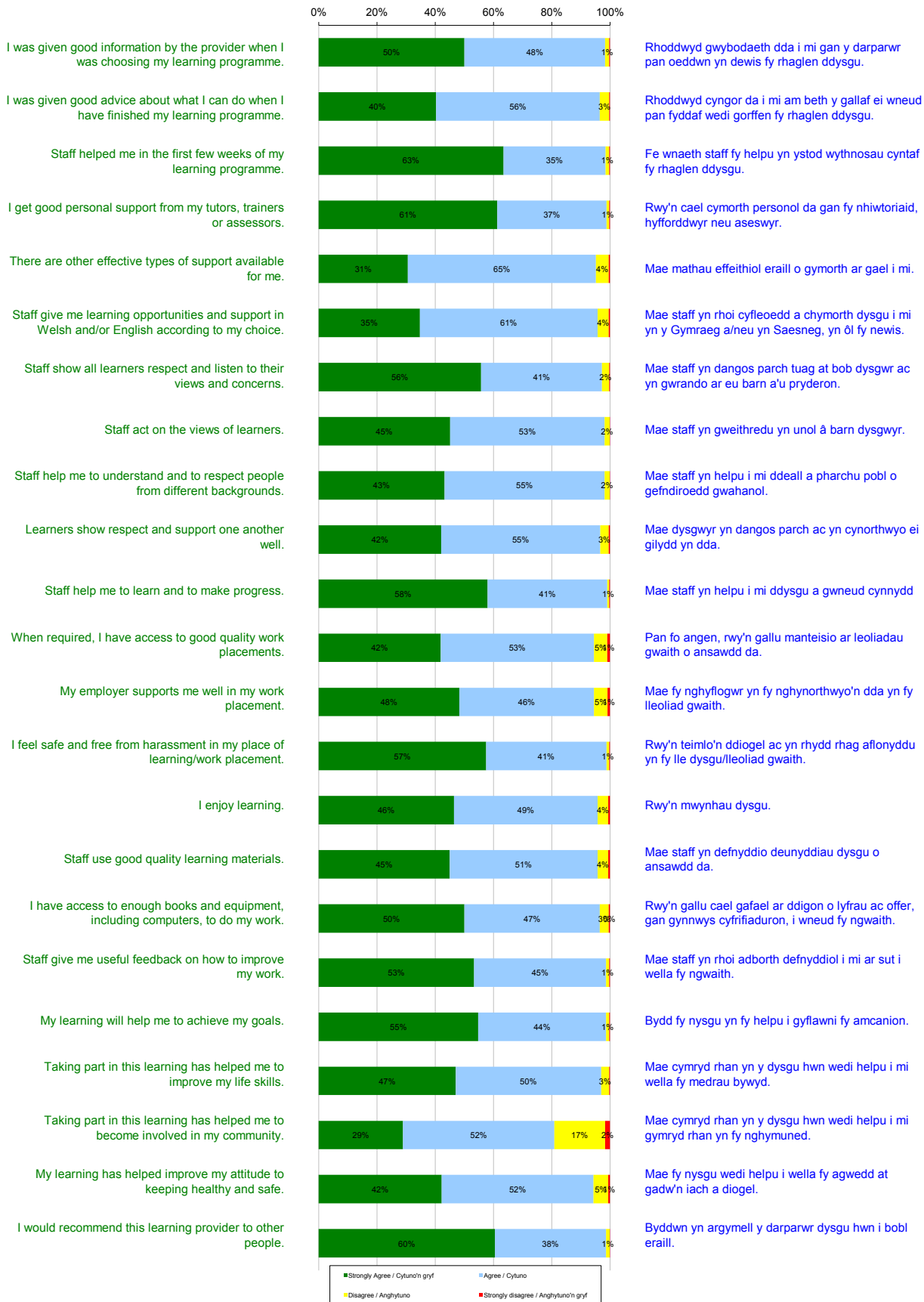
Work Based Learning/ Dysgu yn y gwaith

Learner Questionnaire / Holiadur Dysgwyr

Males / Gwrywaidd

Number of responses/ Nifer o ymatebion

660



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

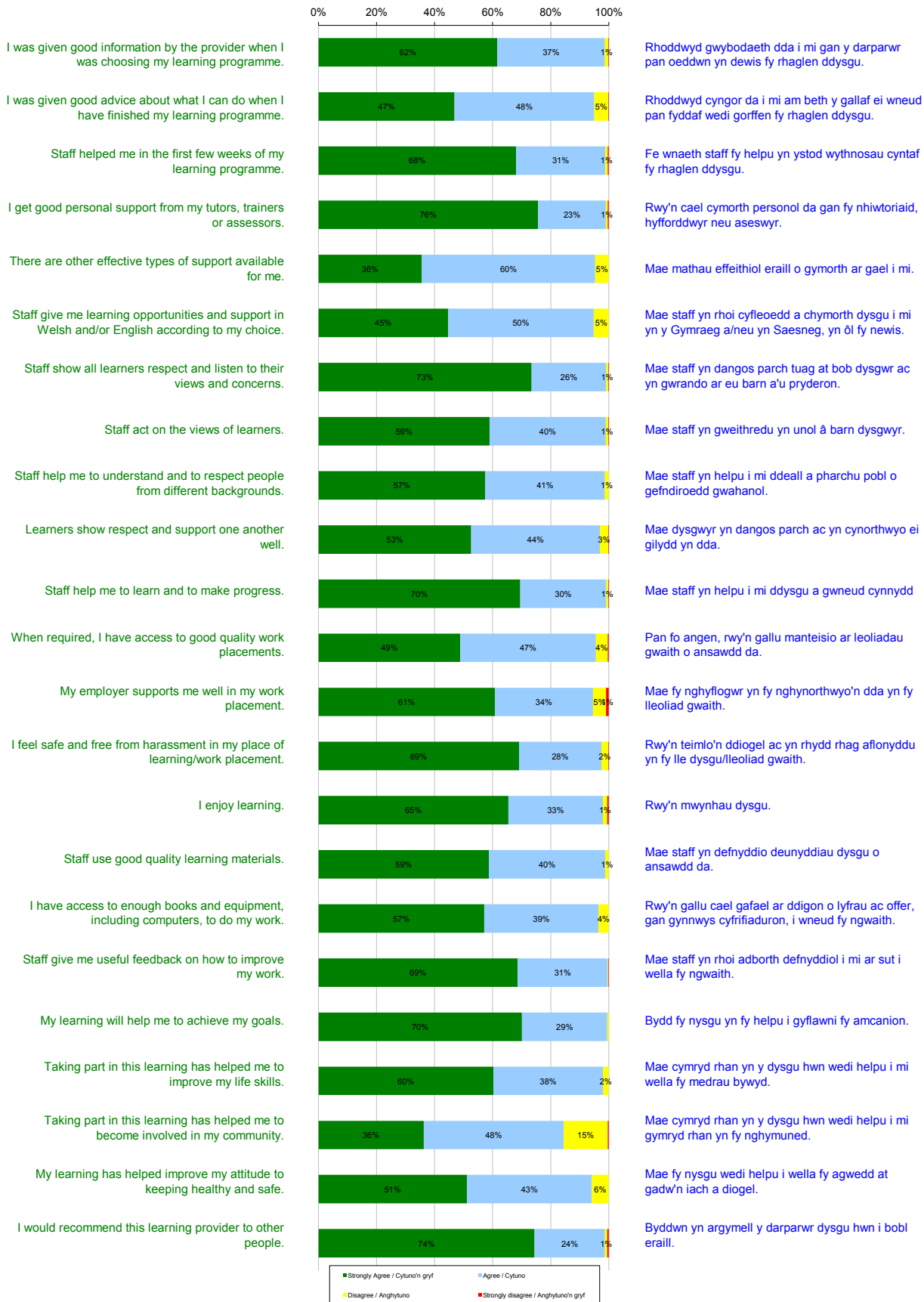
Work Based Learning/ Dysgu yn y gwaith

Learner Questionnaire / Holiadur Dysgwyr

Females / Benywaidd

Number of responses/ Nifer o ymatebion

608



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

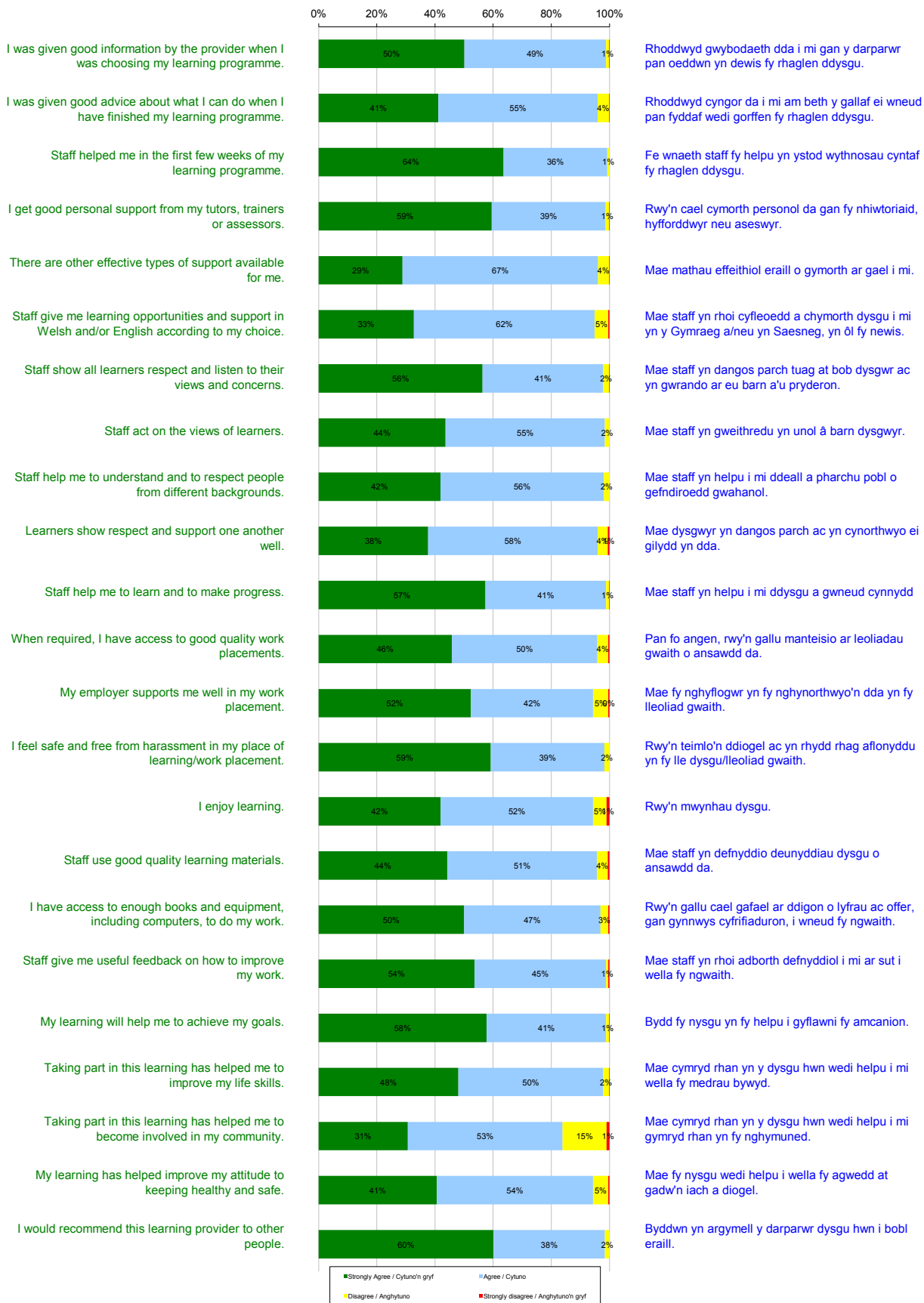
Work Based Learning/ Dysgu yn y gwaith

Learner Questionnaire / Holiadur Dysgwyr

Under 19

Number of responses/ Nifer o ymatebion

516



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

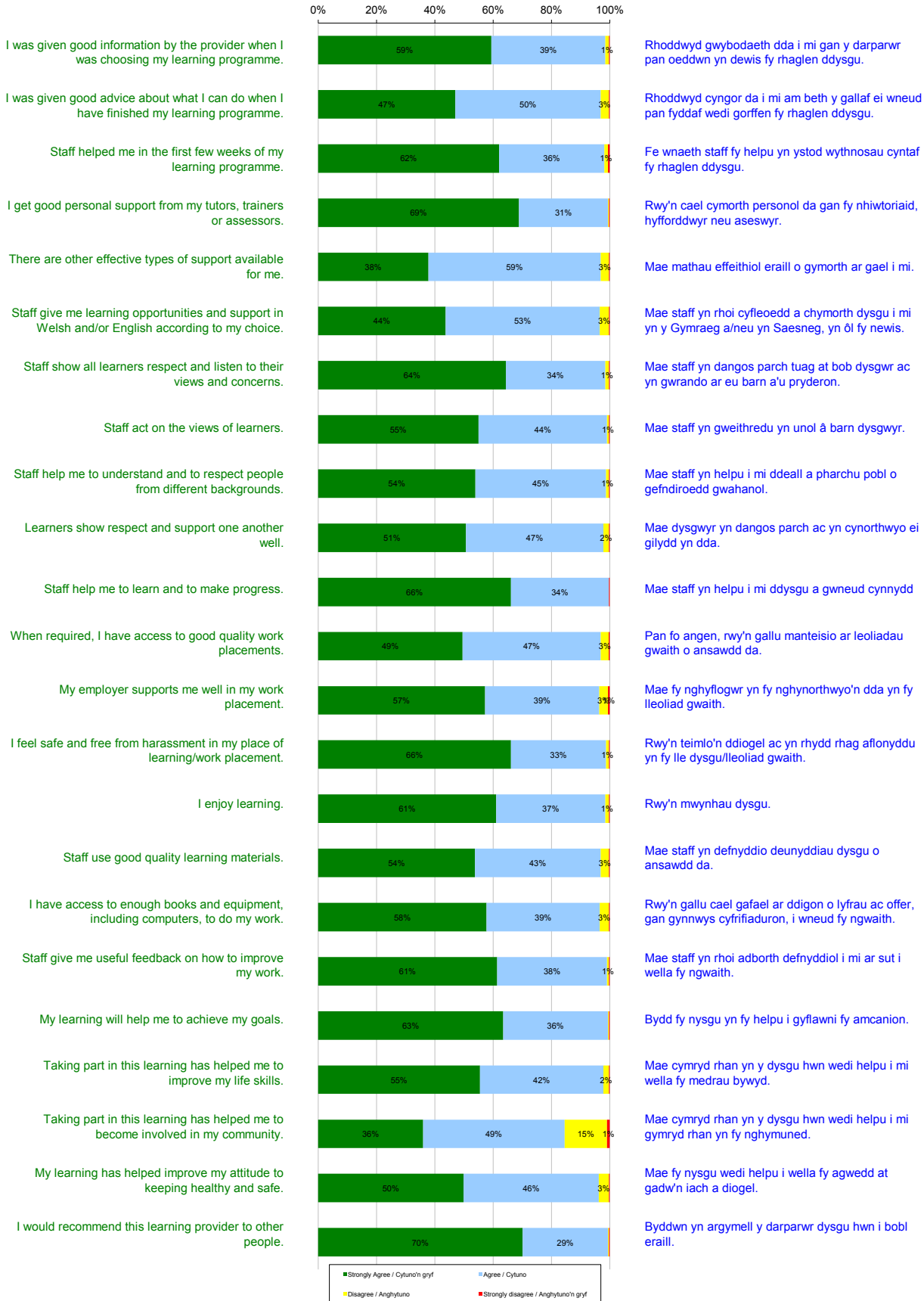
Work Based Learning/ Dysgu yn y gwaith

Learner Questionnaire / Holiadur Dysgwyr

19-25

Number of responses/ Nifer o ymatebion

321



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

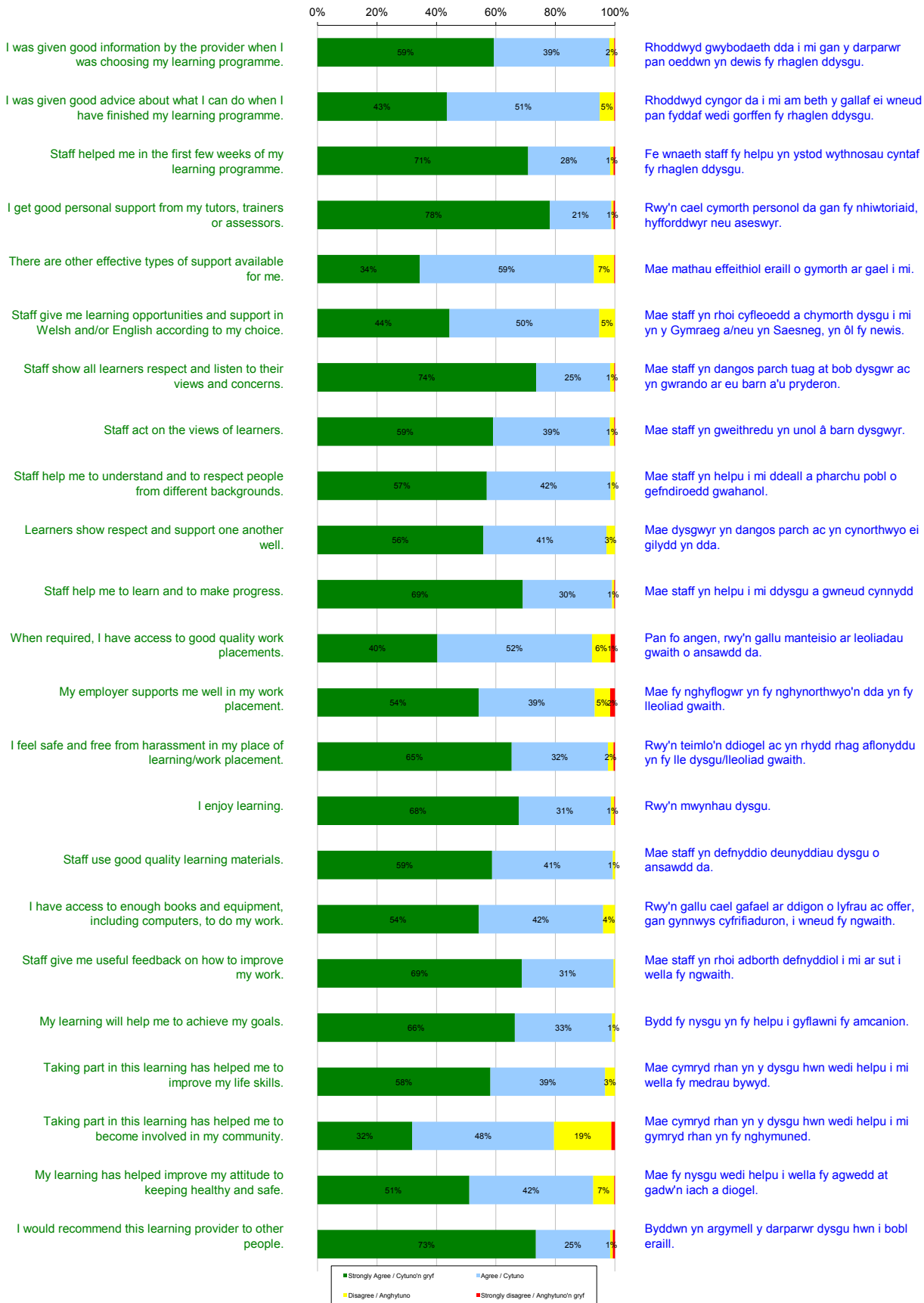
Work Based Learning/ Dysgu yn y gwaith

Learner Questionnaire / Holiadur Dysgwyr

25+

Number of responses/ Nifer o ymatebion

431



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

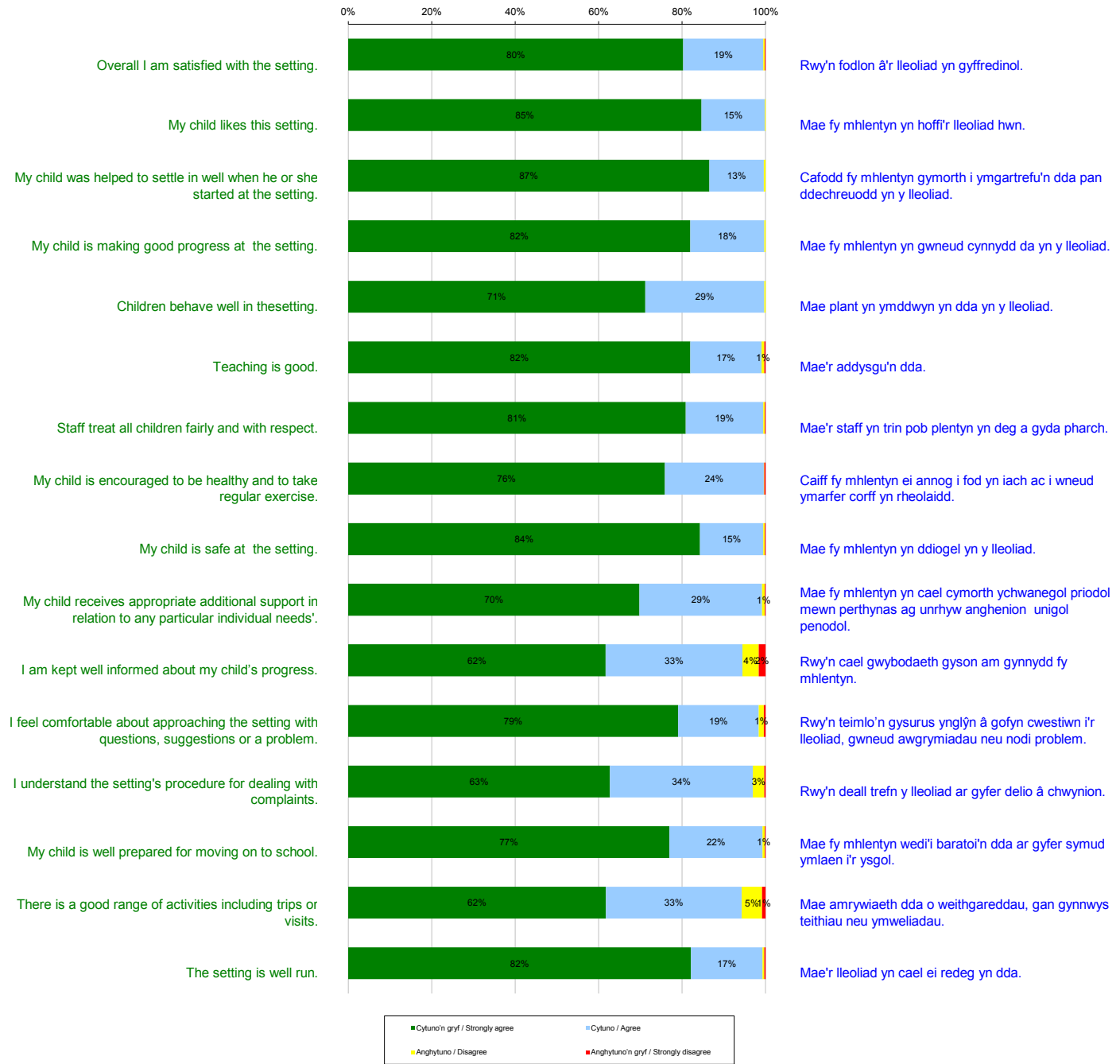
Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

Non-maintained nursery settings/ Lleoliadau meithrin nad ydyn nhw'n cael eu cynnal

Parent Questionnaire / Arolwg Rhieni

Number of responses/ Nifer o ymatebion

739



Please note that the number of responses per question may be slightly lower than the overall number of responses because not all respondents answered all questions.

Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Glossary of inspection terms

September 2011



The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities;
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community learning;
- ▲ youth and community work training;
- ▲ local authority education services for children and young people;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the Welsh Government and others; and
- ▲ makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Follow-up activity after a core inspection

Follow-up: what does it mean?

During an inspection, we consider whether the provider needs any follow-up activity. There are five types of follow-up activity for schools.

1. Excellent practice case study

If we judge that a provider has excellent practice in a particular area of its work, we invite them to write a case study. We may publish the case studies on our website so that others can share this good practice.

2. Local authority monitoring

If a school is generally good, but has a few areas where it needs to improve, we ask the local authority to monitor the school's progress in relation to the inspection recommendations. We discuss progress with the local authority every term. After a year, the local authority writes a report for us. We decide whether the school has improved enough to be removed from the list or if we need to monitor it ourselves.

3. Estyn monitoring visit

If an inspection team judges that a school has some important areas for improvement, a few inspectors return to the school for a day or two a year later. They judge whether the school has improved enough to be removed from the list or whether it needs to be identified as requiring significant improvement or special measures.

For **maintained schools**, the fourth and fifth types of follow-up activity are formal categories that apply to schools causing concern as defined by the Education Act 2005. The Minister for Education and Skills and Assembly officers will be informed when schools are placed in these categories and kept informed, following monitoring inspections by Estyn, of subsequent progress.

4. Significant improvement

If inspectors judge that a school is performing significantly less well than expected, we place it on the list of schools requiring significant improvement and we inform Welsh Government. A team of inspectors returns to the school for a few days a year later to find out how well the school has progressed. If progress is poor, the school may be placed into special measures.

5. Special measures

Very occasionally, inspectors find that a school is not providing an acceptable standard of education and its leaders are not good enough to help it to

improve. We identify these schools as requiring special measures and we inform the Welsh Government. We visit the school every term to monitor progress until we judge that it has improved enough to be taken out of this statutory category.

In **non- maintained settings** that are failing to provide an acceptable standard of education and leaders do not demonstrate the capacity to secure the necessary improvements, Estyn will carry out a focused-improvement monitoring visit.

In **post-16 settings**, in addition to identifying excellent practice, there are a further 3 types of follow-up activity:

- **Post-16 link inspector monitoring visit**

Where a small number of key questions or quality indicators are judged to be adequate, a post-16 link inspector will monitor these specific areas to ensure improvement is made.

- **Estyn team monitoring visit**

This type of follow up would take place when at least one of the overall judgements is adequate, but not causing concern to the extent that a re-inspection is required.

- **Re-inspection**

Normally, when at least one of the overall judgements for a provider is unsatisfactory, Estyn will carry out a re-inspection.

During **local authority inspections**, there are also five types of follow-up activity.

1. Excellent practice case study
2. Link inspector monitoring
3. Estyn monitoring visit
4. Significant improvement
5. Special measures

The last two follow-up activities are formal categories that apply to local authorities causing concern as defined in legislation and any associated circulars.

Glossary of inspection terms

A	
Access	<p>A local authority service dealing with:</p> <ul style="list-style-type: none"> • the provision of an appropriate range and number of school places; • admissions to schools; • home-school transport; and • the management of the condition and suitability of all school buildings.
Accredited programmes	<p>Structured courses for offenders that are designed to identify and reduce the factors related to their offending behaviour.</p>
Active learning	<p>This term relates to pupils being active and involved in their learning rather than as passive recipients of information and knowledge. It emphasises a first-hand experience that motivates, stimulates and supports pupils in the development of skills and concepts, including language acquisition.</p>
Active Young People (AYP)	<p>Dragon Sport, the PESS initiative and the 5x60 initiative operate under the 'Active Young People' initiative.</p>
achievement	<p>Inspectors judge achievement by how well learners are doing in relation to their ability and by the progress they make. (See also attainment.)</p>
additional learning needs (ALN)	<p>This term covers a very wide range of needs. We use the term ALN in relation to learners who have needs besides those of most of their classmates, for a number of different reasons, including learners who:</p> <ul style="list-style-type: none"> • have special educational needs (SEN), as defined within the SEN Code of Practice for Wales (2002); • are disabled, as defined within the Disability Discrimination Act 1995; • have medical needs; • have emotional, social and behavioural difficulties; • are more able and talented than most of their classmates; and • are learning English as an additional language.
ADEW	<p>The association of directors of education in Wales. Every local authority is represented on this body, which meets to discuss issues and agree responses and strategies.</p>

Adult basic education	Adult basic education is for learners who want to improve their basic literacy and numeracy skills. They can gain accreditation from pre-entry up to level 2.
Adult community learning	Adult community learning is lifelong learning classes for adults who learn in their local communities. These part-time classes cover adult basic education, English for speakers of other languages (ESOL), Welsh for adults, and subjects such as information and communication technology, languages, arts and crafts, personal development, alternative therapies and academic study. Increasingly these courses support people to develop skills to gain employment or meet the changing needs of the employment market.
adult community learning partnerships	Local partnerships, usually based on local authority areas, which co-ordinate learning for adults across a variety of providers including FE colleges and the voluntary sector.
Aiming for Excellence Programme	A Welsh Government initiative to improve transition and the levels of progress pupils make when they move from primary to secondary school.
Advanced Level (A level)	General Certificate of Education at Advanced Level.
Agored Cymru	A charitable trust and awarding organisation, which works in partnership to provide opportunities for learners, particularly those who have missed out on previous opportunities to acquire skills and qualifications through the award of credit-based courses and qualifications, which are flexible and responsive to the needs of individuals and communities in Wales.
ALIS	A Level Information System. A monitoring system produced by the University of Durham that uses GCSE data and alternative baseline tests as measures of ability, against which to measure. This enables ALIS to provide predictive data and value-added analyses specific to each student and each subject studied.
Appetite for Life	This is Welsh Government initiative designed to promote a balanced diet as part of a healthy lifestyle and to improve the nutritional standards of food and drink in schools.
area inspection	In area inspections, we inspect the quality and availability of a specific type of education or training for 14 to 19-year-olds in a given area in Wales.
Areas of Learning	These are the seven areas that make up the Foundation Phase curriculum in English-medium settings.

	<p>(Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity; • language, literacy and communications skills; • mathematical development; • Welsh language development; • knowledge and understanding of the world; • physical development; and • creative development.
ASDAN (Award Scheme Development and Accreditation Network)	The network's qualifications and awards are used by schools and colleges to provide opportunities for learners aged 14-19 to develop personal, social and active citizenship skills, work-related skills, key skills and wider key skills. The qualifications and awards are approved and funded by the Department for Education and Skills.
AS level (Advanced subsidiary level)	An exam taken between GCSE and A level.
Asset	A structured assessment tool, developed by the Youth Justice Board, looking at the young person's offence, personal circumstances, attitudes and beliefs which have contributed to their offending behaviour.
Asylum seeker	An asylum seeker has applied for leave to stay in the UK but has not yet been granted leave to stay by the Home Office.
attainment	How well learners are doing as measured in national tests and in the qualifications or credits they gain.
Augmentative and alternative communication (AAC)	This term describes the communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language. These individuals will use gestures, communications boards, pictures, symbols, drawings or a combination of all of these.
autism	Pupils with autism have difficulties with social relationships, social communication and imaginative thinking. Pupils cover the full range of ability and some may have other learning difficulties or disabilities as well. Autism is part of the range of Autistic Spectrum Disorders (ASD).

Autistic spectrum disorders (ASD)	The term Autistic Spectrum Disorders (ASD) is used to describe the group of pervasive developmental disorders characterised by difficulties in social interaction and communication and by a restricted range of repetitive behaviour and interests.
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B	
basic skills	The ability to speak, read and write in Welsh or English and to use mathematics at a level needed to function at work and in society.
Basic Skills Agency	The Basic Skills Agency (Wales), which has merged with the Welsh Government, implements the National Basic Skills Strategy for Wales.
Basic Skills Cymru	The Welsh Government strategy to help children and adults in Wales who have difficulties with basic literacy and numeracy through implementing 'Words Talk, Numbers Count'; the Basic Skills Strategy for Wales.
Basic Skills Quality Mark	The award by the Basic Skills Agency to schools and post-16 providers who provide evidence that they meet specifications in ten defined elements for teaching and developing basic skills.
BBC Skillswise	This is the BBC's adult literacy and numeracy website.
Beecham Report 2006	Sir Jeremy Beecham's Review of Local Service Delivery in Wales.
Behavioural difficulties	Disruptive and disturbing behaviour that can include hyperactivity and a lack of concentration.
benchmark data	This refers to the assessment information that schools use to compare their performance with that of other schools.
Better Schools Fund (BSF)	Better Schools Fund provides targeted grant support for local authorities to help them to be innovative, share good practice and develop new initiatives to improve teaching, learning and the breadth of the curriculum.
bilingualism	The ability to speak, read and write in two languages. In Wales, bilingualism relates to Welsh and English, as the official languages of Wales. When we inspect bilingualism, we look at learners' achievement in Welsh and English and the extent to which providers promote and develop learners' bilingual skills. For further information, please refer to our guidance for each sector.

Business and enterprise skills	These are the skills learners need to contribute to running a business effectively and to identify and put in place new business opportunities.
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C	
Canllaw Online Credu project	The Canllaw Online Credu project (Credu means to believe in Welsh) aims to bring education in computer equipment and ICT skills to all young people. This is done through improving existing programmes and locations where young people are already working.
Careers Wales Association	An umbrella organisation for Careers Wales companies.
CATs	CATs are the Cognitive Abilities Tests published by Granada Learning (GL) Assessment (formerly NFERNelson) and assess a pupil's ability for verbal, quantitative and non-verbal reasoning. They are designed to minimise the role of prior learning and can therefore provide an indication of potential.
Childcare Strategy for Wales	<p>The strategy is a result of the recommendations made in a report by the Childcare Working Group. It states that childcare can come from the state, private provision or voluntary commitment and suggests that these three areas should work to support each other. The three main aims of the strategy are to:</p> <ul style="list-style-type: none"> • make sure that childcare supports the developmental needs of children in Wales; • make sure that childcare is widely available and affordable; and • provide childcare so that parents can balance work, family and other commitments.
Children and Young People's Plans	Local education authorities have to produce a Children and Young People's Plan. These are to co-ordinate the education and training for children and young people from birth to the age of 25.
Clwb Dal i Fynd	A scheme which encourages pupils to keep fit by running.
Clywch Report	A report of the Examination of the Children's Commissioner for Wales into allegations of child sexual abuse in a school setting.

<p>Coaching and Mentoring Certificate and Diploma</p>	<p>The level 3 Certificate in Coaching and Mentoring is designed for key skills specialists with a minimum of one year's successful experience in delivering and assessing one or more key skills. The focus of the qualification is on using coaching as an improvement tool, helping key skills specialists to pass on their experience and expertise to others.</p> <p>The level 5 Diploma in Management Coaching and Mentoring is designed for experienced key skills co-ordinators and managers to actively support the growth and development of key skills within their organisation.</p>
<p>collective worship</p>	<p>By law, schools must hold a daily act of collective worship which must be wholly or mainly Christian in nature.</p>
<p>Common Investment Fund</p>	<p>A Welsh Government initiative to promote collaborative working, improvements in the learning infrastructure, the quality of the learning experience and the quality of the learning environment.</p>
<p>Communities First</p>	<p>Communities First is the Welsh Government's programme to improve the living conditions and prospects for people in the most disadvantaged communities across Wales.</p>
<p>Community development and learning</p>	<p>This learning covers courses and activities that help learners to gain knowledge and skills. They use what they learn to make positive contributions to the life of their communities.</p>
<p>community-focused schools</p>	<p>Community-focused schools provide a range of services and activities, often beyond the school day, to help meet the needs of its pupils, their families and the wider community.</p>
<p>Community Strategy</p>	<p>This is a plan that sets out how a council can improve the economic, social and environmental wellbeing of the people in its area. It identifies a number of issues and proposals for tackling them.</p>
<p>compulsory school age</p>	<p>Compulsory school age covers the period when children have to receive a suitable education. It starts when a child reaches the age of five and they must start school in the term following their fifth birthday. It finishes on the last Friday in June in the school year in which the child reaches the age of 16.</p>
<p>Convergence funding</p>	<p>This is funding from Europe which aims to encourage more regional and strategic partnerships between providers.</p>

Cooking Bus	A Cooking Bus is a mobile classroom that provides schools with practical cooking lessons for pupils, teacher training sessions, and sessions for parents of young children.
Core curriculum	The ESOL core curriculum sets out the national standards and levels for ESOL learners linked to the qualifications framework.
Core subjects	There are four core subjects in the National Curriculum. These are English, Welsh (first language), mathematics and science.
core subject indicator (CSI)	This indicator shows the percentage of pupils who attain the level expected of them in mathematics, science and either English or Welsh as a first language.
Corporate parent	A local authority is called the 'corporate parent' if they have been given the legal parental responsibility for a child as a result of being named in a care order.
County Voluntary Councils	County Voluntary Councils represent and promote the voluntary sector within their local authority area.
Credit Union	Credit Unions offer financial services to the community including loans, savings, current account, accounts and insurance.
Crime and Disorder Strategy	The Crime and Disorder Act 1998 placed responsibilities on local authorities, the police, police authorities, health authorities and probation committees to co-operate in developing and putting into practice a strategy for tackling crime and disorder in their area.
Criminal Records Bureau	Attached to the Home Office, this agency was set up to help organisations make safer recruitment decisions. It provides access to information on criminal records.
CSSIW	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
custody	A prison where offenders are serving sentences. It may be a public or private sector prison.
Cwricwlwm Cymreig	Part of the national curriculum that helps pupils to develop and use their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Also known as the Welsh dimension.

Cymorth	Welsh Government funding for children and youth support services. It is aimed at children and young people who are from disadvantaged families. Children and Young People's Partnerships manage this funding.
Cynnal	An organisation which provides school improvement services for the local authorities of Anglesey, Gwynedd and Conwy

D	
Demonstrating Success	(www.demonstratingsuccess.co.uk) – a new approach to measuring the progress and outcomes of children and young people in Wales. It is based on recognition that young people achieve far more through their involvement with programmes and policies than is currently measured.
Department for Education and Skills (DfES)	The Department for Education and Skills (DfES) is a directorate in the Welsh Government that provides leadership for education, skills and the Welsh language in Wales.
Department for Work and Pensions	Replaces Jobcentre Plus. This is the government organisation that deals with unemployed people and helps them find work.
Detached youth work	Detached youth work is free from the constraints of centre-based work. It aims to develop learning opportunities with those who are not using or failing to access other youth provision.
Disapplication	Removal or lifting of a programme of study, attainment target, assessment, or any other component of the National Curriculum, or any combination of these including entire subjects or the entire National Curriculum through relevant regulations.
Displaced people	A displaced person is a person who has had to move to another part of their country or to another country to seek safety.
Dragon Sport	Dragon Sport is managed by the Sports Council for Wales and funded by the National Lottery. It aims to encourage 7-11 year-olds to be more active by introducing them to a range of sports outside school physical education lessons. The programme provides pupils with opportunities to feed into and progress through sports development programmes in clubs and the community.

Duke of Edinburgh's Award	<p>A voluntary, non-competitive and flexible programme of cultural and adventurous activities for young people. The award has four sections with three levels of achievement:</p> <ul style="list-style-type: none"> • Bronze (for those aged 14 and over); • Silver (for those aged 15 and over); and • Gold (for those aged 16 and over).
Dysg	<p>Until recently, Dysg was a division within the Department for Children, Lifelong Learning and Skills (DCELLS), which focuses on improving the quality of teaching and learning in the post-14 education and training sector. Dysg has now merged with the new Learning and Teaching Strategies Branch within the Learning and Professional Development Division of DCELLS.</p>

E	
Early professional development	<p>A programme of professional development for teachers in their second and third years of teaching. These teachers receive funding from the Welsh Government via the GTCW to further develop their skills as teachers.</p>
Early Years Development and Childcare Partnership (EYDCP)	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnerships conditions of registration.</p>
Early years settings	<p>This is provision for children aged under five in a number of settings, often associated with health and social services alongside education providers.</p>
Eco-Schools	<p>A structured system for the environmental management of schools programme that covers matters such as litter, waste minimisation, transport, healthy living, energy, water, school grounds and global citizenship.</p>
Education for sustainable development and global citizenship	<p>ESDGC enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and together, both locally and globally, that will improve the quality of life now without damaging the planet for the future.</p>
Educational Maintenance Allowance (EMA)	<p>The Education Maintenance Allowance is a scheme providing young people who wish to continue in education after school leaving age with an incentive to earn awards through good attendance.</p>

education other than at school (EOTAS)	<p>Education that is provided for pupils who, for a variety of reasons, cannot go to school. Often, these are pupils whose social, emotional and behavioural needs have led to them being excluded from school. Other examples include pupils who are unable to go to school for health reasons. The educational provision outside the school setting includes:</p> <ul style="list-style-type: none"> • registered pupil referral units (see later in this glossary); • education at home by the local authority home tuition service; and • education and training provided by external agencies such as the youth offending team, voluntary agencies or work based providers.
Education welfare officer	Education welfare officers work with schools, pupils and families to deal with issues of poor attendance.
Educational psychologists	Professionals who help children and young people who are experiencing problems in an educational setting to enhance their learning.
e-learning	Using electronic technology (such as computers) to support or deliver education or training.
elected members	These are councillors who have been elected by citizens of an area to represent them on the council of a local authority for a four-year term.
Emotional intelligence	Emotional intelligence includes being self-aware, persistent, and showing empathy and motivation. These are qualities that people who relate well to others display.
End-of-key-stage assessments	The assessment of childrens' attainment at ages seven, 11 and 14 against National Curriculum assessment criteria and levels.
English as an additional language (EAL)	This refers to pupils whose first language is not English.
English for speakers of other languages (ESOL)	Courses for adults whose first language is not English. They take these courses to improve their English-language skills.
e-progress file	An internet or web-based version of a learner's record of achievement.

ESIS	The Education and School Improvement Service that serves Bridgend, Rhondda Cynon Taf, Caerphilly and Merthyr Tydfil local education authorities and their schools.
Essential Skills Wales	<p>Essential Skills Wales is the new suite of skills qualifications which replaced the Key Skills of Communication, Application of Number and ICT, and the Basic Skills of Adult Literacy, Adult Numeracy and Skills for Life ICT. This new suite of skills qualifications was implemented from the 1 September 2010.</p> <p>Essential Skills Wales (ESW) is a suite of skills currently consisting of three different skills qualifications. Qualifications are available from entry level 1 through to level 4 in:</p> <ol style="list-style-type: none"> 1. Communication; 2. Application of Number and; 3. Information Communication Technology.
ETE	Education, training and employment.
ETE Asset	This is the part of the Asset framework which looks at the education, training and employment needs of children and young people who offend. It is important to have all of this information available so that later on any YOT plans can be co-ordinated well alongside other ETE plans the child or young person might have.
European Social Fund	The European Social Fund (ESF) was set up to improve employment opportunities in the European Union and so help raise standards of living. It aims to help people fulfil their potential by giving them better skills and better job prospects.
Every Child Matters	An approach to the wellbeing of children and young people in England. Organisations providing services to children team up in new ways, share information and work together to protect children and young people from harm and help them achieve what they want in life. The Welsh approach is outlined in the document 'Children and Young People; Rights to Action'.
exclusion	When a learner is told not to come to school either for a fixed term (for example, for one week) or permanently.
Extending Entitlement	A central policy of the Welsh Government, published in 2001. It promotes an entitlement-based approach to providing support and services for all young people aged 11 to 25. There are 10 entitlements, including education, training and work experience.

F	
FFT	Fischer Family Trust provides analyses and data which help local authorities and schools to make more effective use of pupil performance data for self-evaluation and target-setting.
Families of schools	Families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent..
Flexible Learning	This may include open or distance learning, often self-directed and done at a time to suit the learners.
Flexible learning pathways	A menu of courses from different educational providers that allows a wider choice of options for learners aged 14 to 19.
Flying Start	Services that will deliver free, good-quality, part-time childcare for two-year-olds to help prepare them for school. They will also provide increased levels of support from health visitors and parenting programmes to give young children the best possible start in life. These programmes are being developed from January 2007.
Forest School	Forest School activities use trees, timber and the forest environment to enable children and young people to develop skills, confidence and self-esteem. Many activities are physically demanding.
Foundation Modern Apprenticeships	Employed learners can receive training to NVQ level 2. They also need to complete key skills and technical certificates.
Foundation Phase	<p>This is a Welsh Government initiative covering the early years and key stage 1 (children aged between three and seven). The initiative aims to provide a broad, balanced and varied curriculum in seven areas of learning to meet the different developmental needs of young children. The seven areas of learning are:</p> <ul style="list-style-type: none"> • personal and social development and wellbeing; • language, literacy and communication; • mathematical development; • bilingual and multicultural understanding;

	<ul style="list-style-type: none"> • knowledge and understanding of the world; • physical development; and • creative development.
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
Free School Meals (FSM)	The proportion of pupils entitled to free school meals is used as one of the main indicators as to levels of socio-economic disadvantage.
Funky Dragon	The Children and Young People's Parliament for Wales. It aims to give 0 to 25-year-olds the opportunity to have their voices heard on issues that affect them. Funky Dragon's main tasks are to make sure that the views of children and young people are heard, particularly by the Welsh Government and to support their involvement in decision-making at a national level.
Future Skills Wales	Future Skills Wales is the title given to a research programme that looks at the skills needed by the workforce in Wales. The project identifies the current skills needed and also identifies likely future skills needs.

G	
General Certificate of Secondary Education (GCSE)	This qualification is gained by most young people aged 16.
global citizenship	Learning about how activities and events across the world affect our lives, and how our lives can affect other people
Gross motor skills	This term refers to movement or motion and the ability required to control the large muscles of the body in activities such as walking, running or climbing.
GTCW	The General Teaching Council for Wales is the statutory self-regulating professional body for the teaching profession in Wales. It aims to contribute to improving standards of teaching and the quality of learning and to maintain and improve standards of professional conduct amongst teachers.

H	
Health-related exercise	Health-related exercise refers to the knowledge, understanding, skills and attitudes considered to be essential for the promotion of an active lifestyle. In the Wales Curriculum 2008, health-related exercise programmes have been replaced by health, fitness and wellbeing activities across all key stages to reflect an integrated, broader, practical emphasis within each programme of study. Health, fitness and wellbeing activities are non-competitive forms of exercise, such as jogging, circuit work, skipping, swimming and yoga, which are chosen for what they contribute to general health, fitness goals and feelings.
Health, Social Care and Wellbeing Strategy	From April 2003, local authorities and local health boards have been told by the Welsh Government to work together to develop and deliver a Health, Social Care and Wellbeing Strategy for their local area.
Healthy School	A healthy school is one which is following the Welsh Government's five year Food and Fitness Plan and Appetite for Life Action Plan. These plans outline actions to improve nutrition and physical activity amongst children and young people and help promote healthy living in school.
Hearing impairment (HI)	Impairment that can range from mild hearing loss to profoundly deaf.
HMI Prisons	Her Majesty's Inspectorate of Prisons
HMI Probation	Her Majesty's Inspectorate of Probation

I	
Iaith Pawb	The national action plan for a bilingual Wales launched by the Welsh Government in 2003.
IAG	Information, advice and guidance
ICT	Information and communications technology
Immersion education pilots	Delivering the curriculum in a second language to learners who share the same first language.
In the Zone	A playground package launched by The Sports Council for Wales. The project provides training for playground supervisors to help pupils become more active.

inclusion	An ongoing process in education concerned with breaking down barriers to learning and increasing the involvement of all learners in local schools.
Inclusion and Pupil Support	Inclusion and Pupil Support provides guidance for the inclusion and support of learners of compulsory school age (although some elements will apply to all learners). It provides advice and sets out responsibilities for maintaining high levels of attendance and positive behaviour in schools and the need to support pupils with additional needs to ensure they receive suitable education and avoid becoming disengaged from education. It also covers education provided outside the school setting.
Independent adviser	An expert who advises and supports the school's governing body when reviewing the headteacher's performance.
independent school	A school that is not maintained by a local authority and, under section 172 of the Education Act 2002, including any school providing full-time education for five or more pupils of compulsory school age or at least one pupil with a statement of special educational needs or who is 'looked after' (see 'looked-after children' later in this glossary).
Independent School Standards (Wales) Regulations 2003	A range of standards against which independent schools are judged. Schools must meet these standards before they can be registered, and continue to meet them as a condition of their ongoing registration. The standards are set out in the Education (Independent School Standards) Regulations 2003. There are seven standards and these are broken down into more than 100 regulations.
individual educational plan	A plan which contains measurable targets for pupils' learning, dates for review of progress and space to record achievement against the learning targets.
individual learning plan	A plan which contains the results of initial and diagnostic assessment, long-term aims, measurable goals for the learning programme, other personal or social goals, targets, dates for review of progress, space to record achievement against the learning goals and targets, and qualifications or units of accreditation.
INSTEP	A system of assessment and tracking the progress of pupils working at below level 1 of the National Curriculum that is based on National Curriculum P scales.
Integrated Children's System	The Integrated Children's System provides the basis for developing an electronic system for recording the

	interventions of social services and their partner agencies with children.
Internal verification	Internal verification or standardisation is the process whereby a centre ensures it operates consistently and to national standards in interpreting and assessing the key skills.
Interventions	A particular planned course of action by a professional and/or a specific service with the aim of improving learning or reducing reoffending, for example an offending behaviour or drug and alcohol course.

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

K	
Keeping in Touch (KIT)	The Welsh Government has asked youth support services to be more co-ordinated in how they support young people who are not in education, employment or training. This is generally known as the 'Keeping in Touch' strategy, or KIT. This strategy is about helping organisations share information more effectively in order to help young people get into and remain in education, training or employment.
key skills	Key skills are the skills that are commonly needed for success in a range of activities in education, training, work and life in general.
Key Skills Expert Panel	The Key Skills Support for Work Based Learning project has set up the Key Skills Expert Panel for Wales. Currently 17 work-based learning providers are represented on the Expert Panel. The panel represents the needs of work-based learning to the Welsh Government, thereby contributing to establishing policy and practice in Wales.
Key Skills Professional Development Certificate	This level 5 qualification develops critical awareness of the national key skills standards for teaching, learning and assessing key skills. The certificate has been modified for use in Wales and includes a specific unit in Key Skills and the Welsh Bacallaureate.

<p>key skills qualifications (for learners aged over 14)</p>	<p>The key skills are:</p> <ul style="list-style-type: none"> • communication; • application of number; and • using information and communications technology. <p>The wider key skills are:</p> <ul style="list-style-type: none"> • problem solving; • improving learning and performance; and • working with others. <p>These key skills are available from level 1 to level 4. As learners progress through the levels, they move from straightforward to more complicated tasks. They also have to show an increasing ability to use higher-level skills such as analysis, evaluation and justification.</p> <p>From September 2010, these have been replaced by Essential Skills Wales.</p>
<p>Key Skills Support Programme</p>	<p>There are two key skills programmes, the KSSPC for schools and colleges and KSWBL for work-based learning. Together these programmes provide support for key skills provision across Wales.</p>
<p>key stages</p>	<p>The national curriculum divides the period of compulsory education into the following four key stages:</p> <ul style="list-style-type: none"> • key stage 1 for pupils aged five to seven; • key stage 2 for pupils aged seven to 11; • key stage 3 for pupils aged 11 to 14; and • key stage 4 for pupils aged 14 to 16. <p>From September 2011, key stage 1 will be replaced by the Foundation Phase.</p>
<p>KIT</p>	<p>Keeping in Touch projects. The aim of these projects is to keep in touch with young people who have left school and are not planning to follow traditional learning pathways. The projects support them in remaining in education, training or employment.</p>

L	
Language and play	This is a programme designed for parents and their pre-school children. It is part of the Basic Skills Strategy.
Leadership Programme for Serving Headteachers	A training programme designed to improve the management skills of headteachers.
Learn Direct	Learn Direct is an organisation that provides flexible online training opportunities via a network of 2000 online learning centres in Wales, England and Northern Ireland.
learning area	This means something different in different sectors. In further education and work-based learning, subjects are grouped together into recognised 'learning areas'. We award grades and write inspection reports under these learning area headings. Offender learning and adult community-based learning also use the term learning areas to group different subjects. In prisons there are three learning areas; literacy, language and numeracy, employability and vocational training, and personal and social development.
learning core	The learning core is one of the six parts of Learning Pathways 14-19. It is concerned with the skills, knowledge, understanding, values and experiences that all young people need to prepare them for life.
learning coaches	Learning coaches provide learners with an opportunity to discuss learning and progress on a regular basis. They help learners develop learning skills, make best use of and develop their learning styles and maximise their development.
Learning Country: Vision into Action	A Welsh Government document outlining the vision for education.
Learning Pathways 14-19	The Welsh Government's strategies for developing and improving education and training opportunities for 14 to 19-year-olds referred to in 'The Learning Country' (2001) and 'Learning Country: Learning Pathways 14-19' (2002).
Life in the UK test	All those wishing to settle in the UK and gain British citizenship are required to take and pass this test.
Lifelong Learning Wales Record (LLWR)	Data on learners across Wales is gathered via the Lifelong Learning Wales Record (LLWR), which has been developed to be the unified way in which learning providers must submit data electronically for funding, monitoring and analysis.

Link adviser	A member of the local authority education team who has lead responsibility for liaison with specified schools.
Link-up	Pre-school provision, usually held on school premises for children before they join a nursery class. Link up groups allow children and parents time to familiarise themselves with school life and form a partnership with the school.
local authority	An authority or council responsible for providing a wide range of public services, including education for pupils of school age, in a particular area.
looked-after children	Children whom the local authority has legal parental responsibility for. The term is used to describe all children who are named in a care order, or who are provided with accommodation on a voluntary basis for more than 24 hours. Used to be called 'in care'.

M	
maintained schools	Schools that a local authority has a duty to maintain, which include: <ul style="list-style-type: none"> • any county or voluntary school; • community schools and community special schools; • foundation schools and foundation special schools; and • any maintained special school not set up as a hospital.
Makaton	This is a system of communication that uses a vocabulary of 'key word' manual signs and gestures to support speech, as well as graphic symbols to support the written word. It is used by and with people who have communication, language or learning difficulties.
Making the Connections	The policy for public service reform in Wales. It sets out the Welsh Government's vision for a prosperous, sustainable, bilingual, healthier and better-educated Wales.
Mathematics and play	This is a programme designed for parents and carers and their pre-school children. It is part of Basic Skills Cymru Strategy.
Maytas	A customisable MIS developed by the Tribal Group. It is designed for work-based learning but can be adapted to suit the needs of different providers.
Mentor	An adult who acts as an adviser or guide for the learner.

Mid-YIS	Middle Years Information System. ALIS, YELLIS and Mid-YIS are monitoring systems produced by the University of Durham. They use data from tests and questionnaires completed by students to provide an external comparative analysis of the data as well as data on pupil progress (value added).
MIND	The National Association for Mental Health in the United Kingdom
Minority ethnic achievement grant	The objective of MEAG is to improve educational opportunity for all minority ethnic learners for whom English or Welsh is an additional language, to offer asylum seeker pupils the special support they need and, broadly, to improve minority ethnic pupils' standards of achievement across the board.
Modern Apprenticeship	These give employed learners training to National Vocational Qualification level 3 or higher. The learners also need to complete key skills and technical certificates.
Monitoring inspections	Her Majesty's Inspectors in Estyn carry out monitoring visits each year to independent schools that cater for pupils with special educational needs. The purpose of these visits is to provide a report to the Welsh Government on the standards and quality of education and to identify important issues for improvement in these schools.
Mudiad Ysgolion Meithrin	This is the organisation for Welsh-medium nursery education. It aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.

N	
National Childminding Association (NCMA)	A national charity and membership organisation that represents registered child minders in England and Wales. The association provides access to services, training, information and a quality assurance scheme.
National Comparators	These are national averages derived from LLWR. The main national comparators are for enrolment, course completion and qualifications attained.
National Curriculum	The National Curriculum is a framework used by all maintained schools to ensure that teaching and learning are consistent.

National Day Nurseries Association	A national charity which aims to improve the development and education of children in their early years, by providing support services to members. The National Day Nurseries Association has a quality assurance scheme.
National Professional Qualification for Headteachers (NPQH)	A compulsory qualification for those who want to become headteachers.
National Standards for Headteachers	The National Standards for Headteachers in Wales is a framework that sets out the particular knowledge and skills, personal qualities, values and professional characteristics that headteachers need in order to carry out their role.
National Support Project for ESOL	A project funded by Basic Skills Cymru which aimed to strengthen the support available to adults and children from linguistic minority communities in response to the ESOL/EAL scoping study, EAL and ESOL in Wales, commissioned in October 2002.
National Training Federation (Wales)	A federation that represents the majority of work-based learning providers in Wales. Members of this organisation provide programmes to prepare learners for work. Most learners take part in apprenticeship programmes based in the workplace.
National Vocational Qualification (NVQ)	A National Vocational Qualification is a work-related qualification that reflects the skills and knowledge needed to do a job effectively. These qualifications are organised into five levels based on the knowledge and skills needed for a particular job.
National Youth Service Strategy for Wales	The Welsh strategy for youth services. It is a continuation of the policies and concerns outlined in 'Extending Entitlement'.
NEET	Young people aged 16 and over who are not in education, employment or training.
Non-accredited course	A course that does not lead to a formal qualification.
Non-core subjects	Non-core subjects of the NC are Welsh (second language), design technology, information technology, history, geography, art, music and physical education.
Non-maintained settings	Private provision such as playgroups and day nurseries for children under five.

NPD	The National Pupil Database holds pupil data made available through the Pupil Level Annual School Census (PLASC), National Curriculum Assessment data and external examination data.
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O	
Ofsted	Office for Standards in Education, Children's Services and Skills.
Offenders	The term 'offenders' is used to refer to those aged 18 years and older, whether held in custody, serving part of their sentence in the community or whilst under supervision in the community. Those held on remand are not offenders.
Offender Manager	An officer in a probation trust who takes responsibility for managing an offender through the period of time they are serving their sentence, whether in custody or the community.
OHMCI	Office of Her Majesty's Chief Inspector of Schools in Wales. The education inspectorate in Wales worked under this name from 1992 until the name was changed to Estyn in 1999.
One Wales	One Wales sets out a progressive agenda for the government in Wales. It is an agreement between the Labour and Plaid Cymru Groups in the National Assembly, dated 2007.
Open College Network	This accredits units and qualifications that are mainly for adults but are also available for young people.
Organisation for Economic Co-operation and Development (OECD)	<p>OECD brings together the governments of countries committed to democracy and the market economy from around the world to:</p> <ul style="list-style-type: none"> • support sustainable economic growth; • boost employment; • raise living standards; • maintain financial stability; • assist other countries' economic development; and • contribute to growth in world trade.

Outdoor learning	There is a strong emphasis on outdoor learning in the Foundation Phase. The outdoor learning environment should be an extension of the indoor learning environment. Generally, taking account of health and safety matters, children should be able to move freely between the indoors and outdoors.
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P	
P scales	The P scales are assessment criteria for progress below level one in the national curriculum programmes of study. These programmes are designed for pupils aged 5-16. They were developed to support target setting through the use of summative assessment to be used at the end of key stages and, for those pupils making more rapid progress, possibly once a year.
PECS	The Picture Exchange Communication System (PECS) is a form of augmentative and alternative communication. It is typically used as an aid in communication for children with autism and other special needs.
peer inspector	This is someone who joins an inspection team and is currently working in the sector to be inspected. They take responsibility for inspecting a quality indicator, aspect or key question. They are able to contribute their own experience of current working practices. Peer inspectors need to meet certain conditions before they are chosen and complete a relevant training and assessment programme.
percentage point	Percentage point is the difference between two percentages. For example, an increase from 30% to 33% is an increase of three percentage points, not a 3% increase.
performance data	Performance data means data on the outcomes achieved by individual pupils, classes, year groups and schools. Performance data includes data on performance in different national curriculum subjects as well as comparative data which helps a school to compare its performance with other schools.
performance management	A system of compulsory appraisals for teachers which is designed to help schools to improve by supporting and improving the work of teachers.

personal and social education	Personal and social education includes all that a school carries out to promote the personal and social development of its pupils. This includes all the planned learning experiences and opportunities that take place not only in the classroom but also in other areas of school experience which are features of the values and community life of the school.
Physical Education and School Sport initiative (PESS)	The Physical Education and School Sport (PESS) initiative was introduced by the Welsh Government in 2001. It has a number of strands, in particular to raise standards in physical education in the curriculum.
PESS co-ordinators	These are appointed by local authorities to manage the initiative working in partnership with the Sports Council for Wales in each local authority. A PESS co-ordinator's role is to establish development centres within the local authority and to support development centre managers in organising and implementation of their operational plans and disseminate good practice.
PESS partnerships	A PESS partnership will involve a cluster of schools, normally based on one secondary school and its main feeder primary schools.
Planning, preparation and assessment (PPA)	The Department for Education and Skills (DfES) published 'Raising standards and tackling workload: a national agreement' in January 2003. As part of this agreement, from September 2005, all teachers have at least 10% guaranteed time available in the school day to plan, prepare and assess.
PLASC	Pupil Level Annual School Census. PLASC data underpins the National Pupil Database.
practitioner	This term includes teaching and non-teaching staff.
Pre-school Playgroups Association (Wales)	The group represents members working with pre-school children. It offers support and training to members as well as operating a quality assurance scheme.
Prime Contract	An organisation contracted by DWP to provide directly a substantial proportion of provision, sub-contract a proportion of provision, manage and monitor the performance and quality of the sub-contractors and their own provision.
prison workshops	Where an offender is employed on waged work which the prison is contracted to supply to external organisations and/or the Prison Service. This may or may not include training or qualifications.

probation	The probation service is a law enforcement agency which supervises offenders in the community.
profound learning difficulties	Pupils with profound learning difficulties have a serious learning difficulty, leading to significant delay in reaching developmental milestones. They also display significant motor (movement or mobility) difficulties, significant sensory (such as hearing or sight) difficulties or have complicated health-care needs.
programme centre	Individually tailored job search support to customers with particular emphasis on soft skills development.
Programme for International Student Assessment – PISA	The Programme for International Student Assessment (PISA) is a triennial world-wide test of 15-year-old schoolchildren’s scholastic performance, the implementation of which is co-ordinated by the Organisation for Economic Co-operation and Development (OECD). The aim of the PISA study is to test and compare schoolchildren’s performance across the world, with a view to improving educational methods and outcomes.
proprietor	The term ‘proprietor’, as defined in the Education Act 1996, means the person or people responsible for managing the independent school and can include a sole proprietor, governing bodies, trustees or directors. The ways that independent schools are governed and owned varies a great deal. A proprietor or trust may own a school or the school may have a governing body that appoints a headteacher. Some schools have a combination of these.
provider	A general term used to describe any organisation or partnership that provides education and training, such as a school, college, work-based learning provider, youth work provider, youth support service provider, local authority, voluntary organisation, careers company or higher education institution.
PSE	Personal and Social Education (PSE) comprises all that a school undertakes to support and promote the personal and social development and wellbeing of its learners.
pupil referral unit (PRU)	Set up and maintained by the local authority for pupils of compulsory school age. Pupils usually go to pupil referral units because they have been excluded or are repeatedly off school, or because they might otherwise not receive a suitable education in a mainstream school.

Q	
qualification framework	In work-based learning, a qualification framework is the National Vocational Qualification, specified key skills and technical certificates that the occupational sector requires. In work-based learning, to meet the requirements of the Sector Skills Council for each learning sector. Learners must gain one or more key skills qualifications or technical certificates as well as a National Qualification to achieve a full qualification framework.
Quality and Effectiveness Framework	The Welsh Government's Quality and Effectiveness Framework supports continued improvements in the quality of post-16 learning and is aligned with Estyn's inspection framework.
Quality Improvement Fund	The Quality Improvement Fund (QIF) was a key element of the Welsh Government's strategy for driving up quality and promoting excellence in the delivery of post-16 learning across Wales. The fund was administered by the then ELWa.

R	
RAISE	The RAISE programme, (Raising Attainment and Individual Standards in Education in Wales), targets disadvantaged pupils and seeks to raise their levels of performance. Funding is targeted at schools where 20% or more of those pupils are eligible for free school meals (excluding schools with fewer than 50 pupils) and for learning support for looked-after children.
Refugee	A refugee has been given leave to remain in the UK indefinitely.
regeneration plan	A regeneration plan aims to promote the long-term development of the local economy through activities which support business growth and improve the skills of local residents.
Registration standards	Same as independent school standards
Resettlement	The processes which allow an offender to settle back into the community on completion of their sentence

Residential status	<p>In order for a learner to meet residency requirements, the following criteria apply:</p> <ul style="list-style-type: none"> • the learner is an EEA citizen or a citizen of Switzerland; or • the learner is an asylum seeker; or • the learner has refugee status; or • the learner is 'settled' in the UK and their passport shows they live in the UK without any immigration control. They also have to show that they are 'ordinarily' resident in the UK/EEA for three years before the ESOL course starts and that their main purpose for living in the UK is not for education.
ROTL	<p>Release on Temporary Licence. A specially selected number of offenders are able to leave prison during the day to attend college or work or attend interviews.</p>

S	
sabbatical scheme	<p>The 'sabbatical scheme' is an initiative aiming to help increase the number of Welsh-speaking teachers and lecturers who teach through the medium of Welsh.</p>
Safeguarding Children and Vulnerable Adults	<p>Statutory duty placed on education and training providers to keep children and vulnerable adults safe under section 11 of the Children Act 2004.</p>
School action	<p>When a class or subject teacher identifies that a pupil has special educational needs they provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies.</p>
School Action Plus	<p>When a class or subject teacher and the SENCO are provided with advice or support from outside specialists, so that alternative interventions additional or different strategies to those provided for the pupil through school action can be put in place. The SENCO usually takes the lead although day-to-day provision continues to be the responsibility of the class or subject teacher.</p>
school council	<p>A representative group of pupils elected by other pupils to discuss matters about their education and raise concerns with the senior managers and governors of their school. The Welsh Government wants all children and young people in Wales to enjoy their education and to feel that their school responds to their needs. Pupils should have</p>

	the opportunity to let adults know their feelings and opinions about things that affect them. They should also be able to have a say about decisions and to play an active role in making their school a better place.
School Effectiveness Framework	The School Effectiveness Framework has been developed by the Welsh Government in collaboration with key stakeholders. It sets out the vision and an implementation schedule for putting School Effectiveness based on tri-level reform into action.
SCOPE	Scope is a UK disability organisation whose focus is people with cerebral palsy.
Sector Skills Councils	A Sector Skills Council is an employer-led independent organisation that covers specific occupational skills. Its role is to improve learning opportunities through Foundation Modern Apprenticeships and Modern Apprenticeships and to reduce any shortages in skilled workers.
Secure estate	Facilities run by HM Prison Service, including prisons and youth offending institutions.
Secure setting	These are places where young people, who have broken the law, serve their sentences after a court conviction. Secure settings are young offender institutions or secure children's homes. The prison service or social services run these facilities.
Special Educational Needs (SEN)	Special educational needs are defined within the SEN Code of Practice for Wales (2002) and can include disability, learning difficulties or emotional, social and behavioural difficulties.
SENCO	Special educational needs co-ordinator co-ordinates the work of a school to support pupils with special educational needs.
Sentence plan	A plan which sets out a consistent, constructive and coherent approach to be undertaken during an offender's entire sentence, whether in custody or in the community and leading to a reduction in reoffending.
serious weaknesses	A school has serious weaknesses if, although it gives its pupils an acceptable standard of education, it has significant weaknesses in one or more areas of its activity. This category of schools has now been replaced by significant improvement (see below).

settings	Funded by the Welsh Government, through Early Years and Childcare Partnerships, to provide part-time education for three-year-olds to five-year-olds. Settings include playgroups, private day-care providers, independent nurseries and child minders.
severe and profound learning difficulties	Pupils with severe learning difficulties have significant intellectual or cognitive difficulties. (Cognitive difficulties include conditions such as short-term or long-term memory problems, and finding it difficult to make decisions or to plan and organise even the simplest daily tasks. They may also have associated difficulties in mobility and co-ordination, communication and understanding, and learning self-help skills.)
significant improvement	A school needs to make significant improvement if it is performing significantly less well than it might in all the circumstances that it can reasonably be expected to perform.
SIMS	A MIS designed specifically for schools to manage information needed to make the right decisions about pupils' learning.
Single Education Plan	Education services are covered by a series of plans, such as the Education Strategic Plan and Behaviour Support Plan. These have been replaced by a single plan that sets out intended outcomes for the education services provided by local authorities in line with policies set out by the Welsh Government.
Skill Build	These programmes give learners an opportunity to try different kinds of jobs to find out which one suits them best. The programmes also support learners to develop the skills they need to progress to further training or to work.
Skills for Life	This is a general term used to refer to the ESOL, literacy and numeracy curriculum in England, including qualifications. The term is now used in Wales and it particularly relates to the suite of ESOL qualifications offered by providers in Wales.
Skills that Work for Wales	Skills That Work for Wales is a skills and employment strategy bringing together a Welsh response to the Leitch Review of Skills in the UK and a preliminary response to the independent Review of the Mission and Purpose of Further Education in the context of The Learning Country: Vision into Action, chaired by Sir Adrian Webb.

'SMART' targets	This is an acronym used to describe good planning processes. SMART plans are those with clear targets, which are specific, measurable, achievable, resourced and time-limited.
social, emotional and behavioural difficulties	Pupils with these difficulties may display behaviour that is withdrawn, isolated, disruptive, hyperactive, inattentive, socially immature or challenging. Some of these pupils have associated difficulties in mental or physical health, communication and learning.
Soft skills	The cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that complement hard skills, which are the technical requirements of a job.
Speaking and writing frames	A teaching approach which enables pupils to work to a framework in order to sequence their ideas for work on topics so that they can develop more extended oral and written contributions.
Special Educational Needs Tribunal for Wales	This is an independent tribunal set up to hear and decide parents' appeals against the decisions of local education authorities about provision for children with special educational needs and disability discrimination in schools.
special measures	<p>A school is identified as needing special measures when:</p> <ul style="list-style-type: none"> • it fails to give its pupils an acceptable standard of education; and • the people responsible for leading, managing or governing the school do not have the ability to make the necessary improvements in the school.
Specified work	This enables pupils to continue their learning as they carry out activities under supervision. This is distinct from cover supervision work to cover teachers absent on sick leave where no active teaching takes place. Specified work in schools can include tasks set by teachers, extended tasks jointly planned by support staff and teachers and free-standing enrichment activities delivered by external specialist teachers or volunteers.
SSA	The Welsh Government distributes its annual Revenue Support Grant to each Council through a formula called the Standard Spending Assessment or SSA. The SSA is the amount which the Welsh Government assesses is required to provide, in relative terms, a standard level of service in the area. Each local authority has a nominal element within its SSA for the local authority youth service.

strategic management	This refers to leaders and managers having a clear vision for the role of education which is reflected in clear forward planning.
Strategy for Older People	This provides a structured basis for the Welsh Government and other public bodies in Wales to develop future policies and plans, which better reflect the needs of older people and recognise the changing nature of society and social circumstances.
Stronger Partnerships – Better Outcomes	Stronger Partnerships for Better Outcomes is statutory guidance under sections 25(8), 26(5), and 27(4) of the Children Act 2004. These provisions place a duty of local co-operation on local authorities in Wales and a range of partners to improve the wellbeing of children and young people in each local authority area. They require local authorities to appoint a lead director and to designate a lead member for children and young people.
Subsidy	Jobcentre Plus often pays a wage subsidy to employers who take on a client as an employee under the Workstep programme (see below). This is because many clients on the Workstep programme are not normally as productive as other employees or they may need special adaptations to the workplace. One of the aims of the programme is that clients develop the skills and confidence to move on to unsubsidised (or open) employment.
Sure Start	Sure Start is a Welsh Government programme which aims to deliver the best start in life for every child and brings together early education, childcare, health and family support.
sustainable development	This is about improving the quality of life without putting it at risk for the future, for example by reusing and recycling.
SSSP	This is the Summary of Secondary School Performance which contains summary examination information, specific to each school, compiled by the WJEC on behalf of the Welsh Government. By adding data from all the main examination boards in England and Wales each year, a cumulative record of achievement of each pupil in Wales is created. These pupil level results are then aggregated to school level to provide the information on the form.

T	
Technical certificate	A technical certificate is a written paper which focuses on the knowledge and understanding needed to complete the qualification framework for a foundation apprenticeship or a modern apprenticeship.
The Class Moves!	The Class Moves! is a programme of relaxation exercises for primary school children. The programme aims to encourage children to take part in physical exercises, with the objectives of, increasing motivation, improving concentration, raising physical awareness, encouraging sensory-motor development, and promoting self-care and injury prevention.
The third sector	The third sector is comprised of non-governmental organisations that are value driven and which principally reinvest their surpluses to further social, environmental or cultural objectives. It includes voluntary and community organisations, charities, social enterprises, co-operatives and mutuals. Housing associations are also included in the third sector.
therapists	This term includes people such as speech and language therapists, physiotherapists, occupational therapists and psychologists who assess, and provide support for, children and young people with additional learning needs.
Threshold	<p>Indicators showing threshold equivalencies were published (as provisional indicators) for the first time in 2007 and are now the headline indicators of performance in secondary schools. Thresholds represent a volume, or 'size', of qualifications at a specific level on the National Qualifications Framework (NQF). Three thresholds have been established:</p> <ul style="list-style-type: none"> • Level 1 – a volume of qualifications at Level 1 equivalent to the volume of five GCSEs at grades D-G; • Level 2 – a volume of qualifications at Level 2 equivalent to the volume of five GCSEs at grades A*-C; and • Level 3 – a volume of qualifications at Level 3 equivalent to the volume of two A levels at grades A-E.
Ti a Fi	Welsh-medium parent and toddler group
transition grant	The Welsh Government has made additional funding of £5 million available to local authorities (LAs) in 2006-2009 through the key stages 2-3 transition grant. The transition grant supports innovative and exemplar projects that focus on key elements of transition plans.

Tri-level reform	Tri-level reform is the whole of the education community (schools, local authorities and the Government) working collaboratively and in alignment. The Framework describes the key characteristics required to build on existing good practice and improve children's and young people's learning and wellbeing throughout Wales, and each partner's contribution to securing that.
unfilled places	Places are left unfilled when there are fewer children in an area than there are school places available. Sometimes known as spare or wasted places.

U	
UNICEF	The United Nations Children's Fund
unpaid work	Unpaid work used to be called community service and is a community-based punishment of the court. Offenders may be sentenced to perform unpaid work in the community for between 40 and 300 hours. Most unpaid work projects directly benefit the local community. Examples of unpaid work schemes include rejuvenating run-down areas for the public's leisure use, decorating village halls and youth clubs or assisting charities in delivering services to those in need. Twenty per cent of the hours can be used for basic skills and employment-related training.
UPN	A Unique Pupil Number is an identifier for use in the educational context during a child's school career only and subject to Data Protection restrictions.

V	
value-added data	This is a measurement of the amount of improvement that a school has brought about in a pupil over time. It is the relative advantage that a school gives a pupil, after taking into account the pupil's ability.
value for money	How effectively and efficiently resources are deployed.
values education	This is the development of pupils' sense of social responsibility and respect for others.
Visual impairment (VI)	Impairment that can range from mild visual loss to blindness.

vocational area	Vocational areas are those activities and experiences that lead to understandings of and/or skills relevant to a range of (voluntary and paid) work environments.
vocational courses	Courses which are based on an occupational area. They often include a high level of practical work and direct applications, such as work experience, to the occupations in question.
vocational training	Where learners are engaged in activities which provide an environment for developing employment related skills and achieving qualifications.

W	
Wake and shake	A routine of exercises to music
Wales Audit Office	Under the direction of the Auditor General for Wales, the WAO provides Wales with a comprehensive audit and inspection service across a wide range of public services.
Wales Curriculum 2008	<p>The Welsh Government intends that, from 2008, there should exist in Wales:</p> <ul style="list-style-type: none"> • a single coherent framework for curriculum, assessment and qualifications 3-19 which will help schools to raise standards of achievement and widen educational opportunity; and • a set of revised Subject Orders which are manageable and reflect whole curriculum characteristics and those of each key stage. <p>The agenda for the development of this revised curriculum and assessment framework for Wales is based on the Minister's acceptance of the key recommendations in ACCAC's 'Review of the school curriculum and assessment arrangements 5-16: A Report to the Welsh Assembly Government April 2004'.</p> <p>The aim of this review was to establish a curriculum for the twenty-first century that meets the needs of individual learners whilst taking account of the broader needs of Wales.</p> <p>To help achieve this, the revisions to the Orders support the Welsh Government's aim to ensure that the revised curriculum promotes an approach that is more learner-centered and skills-focused, builds on the</p>

	<p>Foundation Phase and links effectively with the 14-19 Learning Pathways programme, and continues to deliver a distinctive curriculum that is appropriate for Wales.</p> <p>Final versions of the Subject Orders are now available.</p>
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.
Welsh Baccalaureate Qualification (WBQ)	<p>The Welsh Government introduced the Welsh Baccalaureate Qualification in 2003 as a three-year pilot for learners aged 16 and over. During the first three years, the pilot qualification was available only at level 2 and level 3. In September 2006, the level 2 pilot qualification became available to all pupils in key stage 4 in schools. At the same time, a pilot level 1 qualification was introduced for learners aged 16 and under, and those over 16. In total, 10 schools and eight colleges were involved in the level 1 pilot project.</p> <p>In October 2006, after the level 2 and level 3 pilot projects had been successfully completed, the Minister for Education, Learning and Skills announced a roll-out of the WBQ from September 2007 onwards.</p>
Welsh for adults	Welsh for adults is teaching for adults who want to learn Welsh. Usually, learners attend these part-time courses at least once a week. In many cases, beginners go to classes for at least four hours every week.
Welsh-medium education	A Welsh-medium school is a school that teaches more than half the subjects in Welsh.
Welsh-medium school	A Welsh-medium school is a school that teaches more than half the subjects in Welsh.
Welsh network of healthy school schemes	The Welsh network of healthy school schemes (WNHSS) encourages the development of local healthy school schemes within a national framework. These local partnerships between health and education services encourage health-promoting schools in their area.
WJEC	The examination body for Wales
WNHSS	The Welsh Network of Healthy School Schemes (WNHSS) encourages the development of local healthy school schemes within a national framework. Each local authority works in partnership with local staff from the National Public Health Service to support schools to develop actions to address health issues.

Women's refuge	A women's refuge is a safe haven for women with or without children who have suffered domestic violence.
work-based learning	Public-sector and private-sector work-based learning providers offer vocational training and assessment, mainly in the workplace.
workforce remodelling	In January 2003 the DfES (since replaced by the Department for Children, Schools and Families) published a document called 'Raising standards and tackling workload: a national agreement'. This included reform of the roles of support staff in schools so that teachers and pupils are better supported.
workload agreement	In January 2003, the DfES (since replaced by the Department for Children, Schools and Families) published a document called 'Raising standards and tackling workload: a national agreement'. This set out a seven-point plan designed to reduce the workload of teachers and to improve standards, known as the 'workload agreement'.
Workstep	A training programme funded by the Department for Work and Pensions (was Jobcentre Plus), which offers support to people with disabilities who face barriers to getting and keeping a job. It provides opportunities for these individuals to get jobs and supports them in work.
Welsh dimension	Part of the national curriculum that helps pupils to develop and use their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Also known as y Cwricwlwm Cymreig

Y	
Y Cwricwlwm Cymreig	Part of the National Curriculum that helps pupils to develop and use their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Also known as the Welsh Dimension.
YELLIS	Year 11 Information System is a value-added monitoring system that provides a wide range of performance indicators and attitudinal measures for students in the last two years of compulsory schooling (ie aged 14-16). It is part of the family of information systems offered by the Centre for Evaluation and Monitoring (CEM) at Durham University.

young offenders	Young people aged under 17 who have broken the law
young offenders' institution	A place where young people aged between 15 and 21, who have broken the law, serve their sentence after a court conviction. The Prison Service runs these facilities.
Young People's Partnership	They deliver youth support services to young people in Wales. The partnerships have to make sure that youth support services are provided across a local authority area and they have to consult young people about the services they need. The partnerships are co-ordinated by the local authority.
youth forum	A formal group of young people in a local authority area who regularly meet to discuss issues that matter to local young people. Providers of public services, such as education, leisure and health, in a particular area often consult the forum to find out young people's views on these services.
Youth 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 Justice Board for England and Wales	A non-departmental public organisation set up in September 1998 to co-ordinate the youth justice system for England and Wales. Its aim is to prevent offending by children and young people by preventing crime and the fear of crime, identifying and dealing with young people who offend, and reducing offending.
Youth Justice System	<p>The Youth Justice System has three main parts.</p> <ul style="list-style-type: none"> • Youth Offending Teams (YOTs) which include police officers, the probation service, social services and people from other organisations. Their job is to deal with young offenders in the community, and help stop them committing crimes. • Youth Courts deal with all young people who have been charged with a crime. Sometimes in very serious cases a youth court might decide to send a young person for trial by a Crown Court, the same kind of court that deals with serious crimes committed by adults. • Custody. In some situations a court can give a young person a custodial sentence. This means that they have their freedom taken away and are kept in secure accommodation.

YOI	Young Offenders Institution; a place where young people aged between 15 and 21, who have broken the law, serve their sentence after a court conviction
youth offending team	Youth offending teams aim to prevent young people breaking the law or help them not to do so again. Local professionals work together in teams and provide young people with the services they need to help them overcome their difficulties. Youth offending team workers see young people regularly. They help young people to understand how their victims feel and to work out what led them into crime. The team workers also develop a support programme including counselling on drugs and alcohol and help with education, health and housing. Young people also receive help to manage their anger.
youth support services	<p>Services that help young people, directly or indirectly, to:</p> <ul style="list-style-type: none"> • take part effectively in education and training; • take advantage of opportunities for employment; and • take part effectively and responsibly in the life of their communities. <p>These services are run by a range of providers such as local authorities (including the statutory youth service), health providers, and local and national voluntary organisations. They are funded from a wide variety of sources including funding from the local authority and national, European and voluntary sector finance.</p>

Number	
5x60	The 5x60 programme is managed by the Sports Council for Wales and funded by the Welsh Government. It aims to encourage secondary school pupils to be more active.
14-19 learning core	<p>The learning core of 14-19 includes:</p> <ul style="list-style-type: none"> • key skills; • Welsh language skills; • work-related skills; • Wales, Europe and world; • personal, social, sustainability and health matters; • careers matters; • attitudes and values; • work-focused experience; • community participation opportunities; and • cultural/sporting/aesthetic/creative experiences.

Glossary of inspection terms
September 2011

14-19 Learning Networks	A strategic group of providers of education and training in a local area, set up as part of 'Learning Country: Learning Pathways 14-19'
14-19 Learning Pathways	The National Assembly's strategies for developing and improving education and training opportunities for 14-19 year olds referred to in 'Learning Country' (2001) and 'Learning Country: Learning Pathways 14-19' (2002).
14-19 Network	A strategic group of providers of education and training in a local area, set up as part of 'Learning Pathways 14-19' (see above).