

The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2011-2012

Annual Report 2011-2012



Foreword

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My annual report this year draws on findings from the second year of the inspection cycle that began in September 2010.



Ann Keane

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

The report includes sections on:

- findings from inspections undertaken in 2011-2012;
- findings from the reports we write in response to the annual Ministerial remit letter to Estyn;
- the follow-up monitoring of providers that need to improve;
- progress on national priorities and in provision; and
- national performance data, including detailed data on inspection outcomes and from learner and parent questionnaire responses.

In this foreword, I want to highlight some of the main conclusions that can be drawn from the evidence that my inspectors have gathered and consider their implications.

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“There is more excellent work in secondary than in primary schools, but there is also more unsatisfactory work.”

Standards

In the schools we inspected this year, the proportion awarded good or excellent judgements is a little lower than it was last year. There is more excellent work in secondary than in primary schools, but there is also more unsatisfactory work (one in seven secondary schools is excellent and one in seven is unsatisfactory). Standards are good or better in most special schools and independent mainstream schools inspected this year. In other sectors, standards remain variable.

Standards of wellbeing are generally high across most sectors, although it is good or better in only half of the pupil referral units inspected. More generally, pupils are increasingly involved in making decisions about school life but in only a few schools does this include making decisions about what and how they learn. Attendance remains the weakest aspect of wellbeing for schools. Attendance is not good enough in over a third of secondary schools and it varies too much between primary schools in the most and least deprived areas.

The impact of 'follow-up' inspections



'Follow-up' is a new feature of our 2010-2016 inspection cycle and reflects a more proportionate approach to inspection. It means that we re-visit the schools and providers that need to improve to check on their progress. Just under half of the schools/providers we inspected last year were judged to require follow-up. What we found when we returned to the secondary schools in local authority or Estyn monitoring was that all of them had made enough progress not to require another visit. In the primary sector, 87% of schools no longer need further monitoring by Estyn. Schools that are placed in a category of being in need of significant improvement or requiring special measures usually take longer to come out of follow-up.

The schools that we removed from follow-up are the ones that have acted on our recommendations. They have introduced whole-school systems to deal with shortcomings and staff have agreed on how they will implement the systems in order to improve standards. Having a focus on how to strengthen teaching and learning to meet the specific needs of learners has been crucial to success. Typically, leaders and managers have adopted pupil tracking systems

to monitor performance and to set objectives. They have set new levels of expectation for self-evaluation and monitoring practices, using the scrutiny of learners' work and lesson observations to identify where performance is good and then sharing that good practice. Managers have made more confident use of performance management systems not only to support and challenge poor teachers but to raise everyone's performance. Teachers have been trained to co-ordinate the delivery of a curriculum to help all pupils to become more literate and numerate. Later on in this report, in the section on follow-up, case studies from Peter Lea Primary School, Ysgol Friars and Cylch Meithrin Penllwyn illustrate the kind of improvements that can make a big difference to standards. In post-16 sectors, as in schools, follow-up has led to improvements, particularly in adult community learning and Welsh for adults.

Local authority education services

Over the past two years a majority of local authorities have been found to need follow-up. Where areas for improvement are pronounced, a local authority is designated as being in a category “causing concern”. Around a quarter of the local authorities inspected so far have been placed in this category.

The shortcomings that inspectors identify in these local authorities causing concern are often symptoms of limited capacity and capability among officers as well as symptoms of failure in how well elected members challenge performance. The fact that many of the authorities that have been placed in categories are relatively small suggests that limited capacity is a significant factor.

Because of their size, small authorities cannot benefit from economies of scale. They have fewer officers to fulfil the full range of duties that they need to deliver.

A lack of depth in specialist expertise constrains the scope of advice and support. This means that officers will tend to deal at a more general and superficial level with the range of demands that they face. By comparison, in a larger authority, economies of scale enable a higher degree of specialisation, more distinct job roles and more focused expertise in the advice and support provided to schools. Economies of scale mean that more people can be employed to cover the range of responsibilities.

By comparison, the rationale for merging colleges of further education has in part emerged from projections illustrating the benefits of economies of scale. These benefits have subsequently been realised in several instances of merger, in all parts of Wales, and several of these mergers have been of larger with smaller institutions that struggled to cover the demands they faced alone.

However, further education and local authorities are not fully comparable. Colleges have stood alone since they became incorporated institutions around 20 years ago whereas local authority education services for children and young people co-exist with other services for children and young people in a local authority area. These services together share an infrastructure of corporate governance and control in the context of local democracy within a county or county borough council.

Merging services across local authorities is difficult because of the complex sets of interdependencies between statutory services within each authority. The Beecham report, in 2006, recommended collaboration between services and across local authorities and promised another whole-system review in 2011 if collaboration did not work. We now know that voluntary collaboration has not worked as well as it should have. The Thomas report of 2010

recommended a migration of school improvement services to regional consortia by September 2012 and this is currently in train. Although the school improvement service function is now to be organised regionally, it remains a statutory duty of the local authority and subject to local arrangements for commissioning, scrutiny and accountability.

Some authorities have services that are good and a few areas of provision that are excellent. We need to retain and extend these strengths across all authorities.

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“Local authorities are only now beginning to monitor regularly their schools’ use of behaviour management strategies, and how the schools report on them.”

Safeguarding

Local authorities play a key role in managing the safeguarding of children and young people. In the summer of 2011, we conducted a joint investigation with the social services inspectorate, CSSIW, of how well Pembrokeshire local authority safeguards children in its schools and other education services. We also undertook a joint survey of safeguarding and behaviour management in a wider selection of pupil referral units nationally. As a result of our published findings, local authorities, schools and pupil referral units across Wales have looked more closely at their own safeguarding practices. Increasingly, they have been developing and updating their policies and procedures for safe recruitment and child protection. There remain a few schools and local authorities where procedures are under-developed, arrangements for safe recruitment are not rigorously applied, key staff have not received recent training and a few are not aware of how to respond to a disclosure.

Local authorities are only now beginning to monitor regularly their schools’ use of behaviour management strategies, and how the schools report on them. Following our reports, the more pro-active local authorities have issued guidance about how to use ‘time out’ appropriately with pupils to de-escalate difficult situations.

Literacy, numeracy and closing the poverty gap

Introducing the national literacy and numeracy framework should help school leaders to raise standards by supporting teachers to focus more on literacy and numeracy. While a few schools have excellent skills provision, we need to achieve better standards of literacy in over half of all primary and secondary schools. Planning for progression in numeracy skills is at an early stage in many schools. Pupils often lack confidence in their basic number skills, such as division and working with fractions, and are reluctant to apply them to solve problems, particularly in the context of other subjects such as science and technology. Standards of writing are a concern across all sectors. While the Foundation Phase has been largely successful in developing children's confidence and independence through active learning approaches in the classroom and outdoors, children's writing shows too many errors in spelling, letter formation and punctuation. In other school sectors, teachers do not give pupils enough

opportunities to write independently, in different styles and for different purposes in lessons other than English or Welsh lessons.

Leaders need to make improving literacy and numeracy and closing the 'poverty gap' central to their planning. Teachers need to co-ordinate better their plans for developing pupils' skills across the school. In only a few secondary schools have well-established groups worked to strengthen literacy skills in subject schemes of work and only a few local authorities have worked with schools to promote good practice in developing literacy and numeracy skills. The national support programme for the literacy and numeracy framework has the potential to be influential in building capacity to plan teaching, learning and assessment. Leaders need to change the culture in schools in order to promote these priorities.

The results of national tests in reading and numeracy for all pupils aged 7 to 14 years, to be set from summer 2013, should provide

a more coherent set of data for schools to use to compare their reading and numeracy results with those from other schools. The results from the numeracy tests will provide the first national picture of pupils' numeracy abilities. This year, we asked local authorities to give us the data from the reading tests they set for pupils in the summer term 2012. It is not possible to summarise this information to give a fully coherent national picture of the reading abilities of pupils across Wales because different local authorities have used different tests at different stages. However, the information they provided suggests that there is an unacceptable degree of variability in pupils' reading scores between schools and between local authorities.

Schools with high proportions of pupils entitled to free schools meals tend not to perform as well as those with pupils from more advantaged backgrounds, but there are schools that are exceptions. Of the five secondary schools with excellent

performance inspected this year, three have about a quarter or more of their pupils entitled to free schools meals and these pupils perform well. This is because the schools concerned take a whole-school, strategic approach to tackling disadvantage. A common feature of these schools is strong leadership. Strong headteachers lead a structured, coherent and focused approach to closing the poverty gap by developing the expertise of staff, strengthening community links and engaging parental support. Most teachers say that engaging parents is a key factor in tackling the under-achievement of disadvantaged learners.

Building capacity



Issuing statutory new standards for literacy and numeracy and setting up a national testing system will focus attention in schools but teachers also need guidance, exemplification of standards and training on what is in effect a re-calibration of their curriculum if we are to see a step-change in outcomes. We need to build teachers' capacity to deliver the improvements that we want to see in national external assessments and in international tests like PISA. Teachers and other professionals need to be clear about how the curriculum and its delivery need to change and they need more support to make those changes.

Post-16 providers

Among some post-16 providers, attitudes to preparing young people for life and work vary to an unacceptable degree. Competition for learners and for funding sometimes means that the best interests of learners are overlooked. Some providers, including both schools and colleges, misguidedly retain learners in unsuitable provision or try to duplicate provision in schools that is better delivered in further education colleges or work-based learning providers.

Further education institutions are getting better at tackling the literacy and numeracy deficits of learners with additional learning needs but they have not addressed the need to plan courses that will challenge all learners to develop their literacy and numeracy skills in more practical contexts.

Some staff in the work-based learning sector recognise that their learners too need to be able to read and write well and carry out relevant numerical calculations. They are adapting their style of delivery so that learners can make more progress, often from a very low starting point. However, there is still resistance in the sector to preparing learners for more than the minimum basic skills requirements.

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“The Welsh Baccalaureate can provide a sound basis for a future qualification system in Wales if there is more rigour in the way it is delivered and assessed.”

Provision for 14 to 19-year-olds

The review of qualifications for 14 to 19-year-olds has identified the Welsh Baccalaureate as a central vehicle for the 14-19 curriculum. Estyn’s recent report on the Welsh Baccalaureate has shown that this qualification offers many benefits for learners, particularly in broadening their curriculum through studying the Welsh Baccalaureate core, improving their essential skills and gaining a better understanding of a range of topics, including enterprise, politics and current affairs, than they would otherwise have achieved. In particular, carrying out their individual investigations helps many students to develop some of the research and analytical skills needed for further education, higher education and employment. However, currently, the standards being achieved on the Welsh

Baccalaureate are too variable. As part of this qualification, students gain qualifications in skills such as communication and application of number, but they do not always study these at a level that is appropriate to them as individuals and methods of assessment are not robust. The Welsh Baccalaureate can provide a sound basis for a future qualification system in Wales if there is more rigour in the way it is delivered and assessed.

Comparing post-16 outcomes

While we have plenty of national data on attainment at 16, there is no comprehensive national system to capture data at 18 on completion, attainment and progression rates across sixth form, further education and work-based learning sectors. This means that we cannot compare the success rates of post-16 courses, such as the Welsh Baccalaureate, A-level and vocational courses, in sixth forms and further education institutions. This means that learners and parents cannot make fully informed choices about what and where best to study.

Leadership

While this annual report celebrates the good practice that exists, there is still much to be done to improve education and training in Wales. It is in the capacity and quality of leadership that the remedy lies. By that I mean the leadership offered not only by headteachers and principals and local authority chief executive officers but in the distributed leadership offered by teachers, learning support assistants, learning coaches and everyone involved in delivering and servicing education and training in Wales. Each one can offer leadership in their actions, their behaviours and their commitment.

Senior managers have to devote time to matters of corporate governance. They must manage budgets, maintain facilities and plan the deployment of resources. They also have to work within statutory and regulatory frameworks that require high standards of compliance. Nevertheless their core business is the delivery of education and training to pupils and other learners. Their main focus should be on how they are going to improve learner experiences and outcomes.

Providers whose performance in their core business improves have leaders who develop, alongside other staff, a vision for change. They underpin that vision using programme and people-management skills of a high order, with which they co-ordinate several different and often interdependent projects and initiatives to do with better delivery of learning.

There is room for improvement in both general and specific ways. Specifically, in schools, more headteachers need to address mediocre teaching performance robustly. Secondary school headteachers need to address shortcomings in the performance of middle and senior leaders. Governors need to develop more expertise and to be more challenging.

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System leaders

System leaders¹ in regional consortia are key to helping schools to improve and change their culture. Their success will be judged by how well they can analyse challenges, plan interventions and support, use existing good practice, and set clear expectations for action, and by how effectively the action leads to an improvement in learner outcomes.

While there is evidence that some progress is being made in regional consortia on identifying, training and using system leaders, progress is uneven and there has been too little coherence in the thinking that is going on across Wales as a whole.

We need:

- common criteria for the selection of system leaders;
- agreement about the knowledge, understanding and skills/competencies that system leaders need to demonstrate; and
- agreed monitoring arrangements for quality assurance purposes.

There is a need to work to an agreed framework for system leadership and we need joint training at national level that will offer a common starting point and context for more regional training by consortia to build capacity in the school sector, among headteachers, middle leaders and teachers.

The outcome of the training at national level would be to set consistent standards for the role of system leader and consistent expectations for the level of professionalism that the role requires.

¹ Definition provided in the Glossary of inspection terms 2012

Change

It is clear that local authorities, schools and other providers are entering a period of major change, to do with the curriculum, with qualifications and even with possible structural change. The challenge lies in how they seize the opportunities offered by change.

I hope that leaders will use the findings in this annual report to think about how they can manage change in their organisations to refresh the culture, focus on professional development and enhance self-evaluation. The many case studies that illustrate best practice are to be found throughout this report and it is possible to get in touch with the school or provider featured to find out more. There are also PowerPoint packages on the Estyn website that can be used to stimulate discussion among professionals and with governors and parents. They offer a context and a starting point for discussion and planning.

I hope that, if you are a professional in the sector, you will use this annual report and its associated resources to make further progress on your particular journey of improvement.



Ann Keane

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

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In the sections below, I focus on the three national priorities of literacy, numeracy and poverty and disadvantage and identify some of the evidence related these priorities from the inspections and relevant surveys that HMI have undertaken during 2011-2012.

This section also has a particular focus on the Foundation Phase, the Welsh Baccalaureate and 14-19 provision.

The following aspects are highlighted:

- Literacy and numeracy in schools
- Literacy and numeracy in post-16 providers
- Poverty and disadvantage in schools
- The Foundation Phase
- The Welsh Baccalaureate
- Provision for 14 to 19-year-olds

Literacy and numeracy in schools

Literacy

Inspectors make recommendations to develop pupils' literacy skills in over half of all primary and secondary inspection reports. This includes reports on some schools that have 'good' performance overall. Over a third of the recommendations in reports on schools with 'adequate' or 'unsatisfactory' judgements for current performance require staff to strengthen the provision for and progress in literacy for pupils of all abilities, and particularly to improve the quality of pupils' writing.

A focus on writing

Where provision to improve writing skills is most effective, schools:

- set a wide variety of extended writing tasks that take account of pupils' interests and the need to challenge groups of pupils;
- pay close attention to detailed marking of spelling and punctuation errors, using criteria agreed in a whole-school literacy strategy;
- provide pupils with detailed feedback on how to improve the quality of their written work, including clear advice on how to improve aspects of literacy; and
- follow up written feedback by giving pupils brief, targeted tasks so that they can practise the particular aspect of writing that needs developing.

However, standards of writing remain a concern across all school sectors. In the Foundation Phase, for instance, although a majority of pupils achieve well, a minority make basic spelling and punctuation errors or have poor letter formation. Similarly, in key stage 2 a minority of pupils have weak writing skills and do not transfer the grammar and spelling skills they have learnt in language sessions to their writing in other subjects without the teacher's support. These pupils make errors in spelling and punctuation which they repeat in future pieces of work. They cannot structure their written work independently or write at length for a range of purposes such as explaining how they carried out a science investigation.

In the 45% of secondary schools where standards are good or excellent, the writing of many is accurate, and only a few pupils make numerous errors in spelling and punctuation. A few of the more able pupils in the good schools do not make as much progress as they should, particularly in developing higher-order reading and writing skills. In the 40% of secondary schools where standards are only adequate, and the 14% of schools where standards are unsatisfactory, a significant minority do not read or write well enough. Their writing is often short, features a narrow range of styles and purposes, and contains too many errors in spelling, punctuation and grammar.

Pupils do not have enough opportunities to write at length for different purposes in subjects other than English / Welsh first language. Neither are they given enough opportunities to benefit from helpful marking practice to correct their work. In around a quarter of primary and secondary schools, teachers do not adapt work well enough to support pupils to develop their writing and higher-order reading skills, particularly in planning for more able pupils. There are too few opportunities for pupils to practise and improve their literacy and numeracy skills, to the appropriate level across a variety of subject areas.

In a few primary and secondary schools, the over-use of worksheets prevents pupils from generating independent written responses. In these cases, even the more able pupils do not write at length, or in a variety of forms and to different purposes. Also, pupils of average ability do not develop and apply their skills as quickly as they should because of an over-reliance on scaffolded answers, which limits opportunities to hone independent writing skills.

Only a few secondary schools have well-established links with their primary schools to plan a curriculum that suitably builds on skills when pupils transfer from key stage 2 to key stage 3. These schools also arrange joint training days for teachers to focus on jointly developing aspects of literacy, such as writing strategies or reading skills.

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Reading test data

In last year's annual report we undertook a small survey of secondary schools to find out how schools test pupils' reading skills.

This year, we have asked local authorities to give us the data from the assessments of the reading skills of pupils in their schools in the summer term 2012, prior to the Welsh Government's introduction of a national reading test in the summer term 2013.

All local authorities sent us the data we requested. In 15 authorities, most year groups were tested, from Year 2 or Year 3 to Year 8 or Year 9 in summer 2012. In seven authorities, fewer year groups were selected for testing, mainly focusing on pupils at the beginning or end of key stages Year 2 or Year 3, Year 6 and Year 7.

The information generated from the tests does not give us a coherent national picture because the data is not comparable. Different local authorities have used different reading tests and used them at different stages and it is therefore difficult to draw overall conclusions other than that it would have been useful if they had

been able to use the same tests. However, there are some aspects of commonality, in the timing of tests for instance. In most authorities all Year 6 pupils took reading tests in the summer term 2012.

The information we received on performance in reading suggests that there are unacceptable degrees of variability in pupils' reading level scores across local authorities. Pupils with standardised test reading scores of below 85 will struggle to access the curriculum without support. The percentage of Year 6 pupils with standardised test scores of below 85 ranges from 6% in one authority to 28% in another. The standardised nature of the tests means that the expectation is for 16% of pupils on average to have a score of below 85.

Around half of the local authorities gave us information from English reading tests broken down by gender and broken down by entitlement to free school meals. The gap between the relative performance levels of boys and girls for those with good or better reading ability varies across authorities, reflecting the difference in performance

between boys and girls across authorities in the key stage 2 English assessments. In the three local authorities that provided Welsh first language reading test information there is much greater variability between the relative performance levels of girls and boys than for English, and again this reflects the gender differences seen at key stage 2 Welsh.

The gap in performance levels in the reading tests between pupils entitled to free school meals and those pupils who are not entitled is much more marked, and the variability across authorities is greater.

Reading scores are transferred to secondary schools in a variety of ways across local authorities. In many authorities this information is transferred through their electronic management information systems in the summer term. In a few authorities, the primary and secondary school clusters make their own arrangements for the transfer of this information. There is also variation in how the information is used in secondary schools to support pupils, with most running supplementary tests of their own.

The information that we have received from local authorities on the outcomes of current reading tests in schools is not capable of being summarised to give a coherent single set of data on the reading abilities of pupils across Wales. From summer 2013, the Welsh Government will introduce national tests for reading and numeracy for every year group, from Year 2 to Year 9. This will make it easier to report on the national position and schools should be able to benchmark their reading and numeracy results with those from other similar schools.

Numeracy

Developing numeracy skills means giving pupils experience in the use of mathematics beyond the mathematics lesson. Planning for numeracy across all subject areas is at a relatively early stage in schools. Only a very few schools have a co-ordinated strategy in which the level of challenge within numeracy progressively increases throughout each key stage and where numeracy teaching techniques are shared among teachers of all subjects.

Around a quarter of primary school inspection reports recommend raising standards in mathematics or numeracy. In these schools, pupils often lack confidence in their basic number skills, such as division and working with fractions, and are reluctant to apply them to solve problems either in mathematics or in the context of other subjects like science and technology.

In the very few primary schools where provision for numeracy is excellent, there are well-planned and imaginative opportunities for pupils to apply and develop their skills across the curriculum. In these schools, numeracy skills are taught systematically and pupils are given opportunities to apply

their skills in meaningful contexts in other subjects at the correct level of challenge. However, in approximately a quarter of primary schools, planning for numeracy is at an early stage and has not improved standards. In these schools, tasks are not designed to be capable of meeting the needs of all pupils.

In the very few secondary schools where numeracy is given a high priority in school development planning, there is a co-ordinated and consistent approach to numeracy across the school. In these schools, teachers identify interesting and relevant opportunities for pupils to use and develop their skills such as a data analysis exercise in history where pupils compare casualty rates for a number of wars, or a measuring exercise in geography where pupils estimate the heights of trees by applying trigonometry.

However, in around half of secondary schools, planning for progression is weak and, while the majority of mathematics departments provide a suitable range of experiences for pupils to develop their numeracy skills, the numeracy techniques

used by pupils in other subjects are often too narrow and mainly involve simple graph work. As a result, pupils do not have enough planned opportunities to practise and extend techniques that they learn in mathematics lessons.

Many secondary schools use the Essential Skills Wales qualification 'Application of Number' to track pupils' progress in numeracy. However, gaining these qualifications does not necessarily mean that pupils are applying their numeracy skills consistently across the curriculum. In many schools, there is an imbalance between the time spent on completing the paperwork relating to Essential Skills Wales qualifications and the time spent on improving learners' actual skills and transferring these to support learning across the curriculum.

Also, where these qualifications are taken as part of the Advanced Welsh Baccalaureate in the sixth form, they are not always studied at a level that is appropriate to individual learners. Most students take 'Application of Number' qualifications at level 2 and only a few students attain the level 3 qualification.

This means that students do not have the opportunity to apply their numeracy skills at a high enough level. In contrast, many more students attain the equivalent level 3 qualification in Communication.

To raise standards in numeracy all schools need to:

- implement whole-school systems to develop pupils' numeracy progressively across all areas of the curriculum;
- plan frequent opportunities for pupils to apply their skills in a wide range of lessons and contexts;
- raise the confidence and skills of all teachers to develop numeracy skills through their subjects; and
- make sure that teachers of all subjects use a consistent approach to assessing and tracking pupils' progress in numeracy.

Training for literacy and numeracy

Our key stage 3 surveys on literacy and on the Skills Framework show that there is a need for whole-school training to co-ordinate planning for skills development. While most secondary schools have literacy as a priority in their improvement plans, few have well-established working groups to plan opportunities in schemes of work that will require pupils to strengthen literacy skills. A few local authorities have acted to help schools to promote good practice in developing numeracy and literacy skills.

Most primary schools provide good professional development for staff, particularly in improving pupils' literacy skills. However, in around a third of schools, senior managers do not monitor the impact of training regularly. Managers do not address inconsistencies in practice between classes in the same school, pupils make uneven progress and, in around a quarter of schools, pupils' standards are no better than adequate. Much of the literacy training in secondary schools in recent years has been for intervention programmes for low-achievers rather than whole-school training and development for most teaching

staff to adapt their practice to include literacy strategies for all pupils. In a majority of secondary schools, teachers' abilities to support and develop reading and writing in their subjects are too variable. Often this is because teachers in subjects other than English do not know enough about the kind of literacy strategies that they could usefully deploy.

The training of teachers to develop pupils' numeracy is less developed in both primary and secondary schools. Most schools are at a very early stage in their approach to developing numeracy skills across the curriculum. Very few departments for example work together to establish how they will teach the use of spreadsheets in information and communication technology and science or graph work in mathematics, history and geography. They do not plan a curriculum that progressively develops generic skills across all subjects. Therefore, in only a very few schools do pupils benefit from the combined effect of individual departments working purposefully towards the same goals.

Literacy and numeracy in post-16 providers

A majority of learners in further education institutions have appropriate opportunities to develop their literacy. Most have skills in literal comprehension at the level they need for their main course. They can locate information in a variety of texts and use skills such as highlighting well. However, many do not develop their skills in deduction and inference well enough. They are not competent at analysing texts independently. Most can write in a variety of styles, at a level that is suitable for their course of study. A minority develop their spelling in the context of their main course subject. However, too few learners develop efficient skills in précis, summarising and report writing.

A few further education institutions allow learners to take literacy and numeracy qualifications at a level that they have already achieved on entry. This means that some learners take Essential Skills Wales qualifications at a level that does not challenge them and does not build on their existing literacy and numeracy skills.

Many learners in work-based learning start their vocational programmes with very low literacy and numeracy skills. They do not always get enough support to develop their literacy and numeracy skills to a level that would help them to prosper in the workplace. Literacy and numeracy are too often overlooked by training organisations and in work-based learning. A minority of these providers do not see it as their job to develop learners' literacy and numeracy skills. They do not routinely assess learners' skills at the start of a course and do not plan well enough to improve the skills of their learners. Most learners on apprenticeship programmes achieve their Essential Skills Wales qualifications, but many

learners fail to improve the literacy and numeracy skills they need for their chosen trades, professions and careers. Learners are not achieving at the highest levels they are capable of and that would benefit them in their future careers. However, a few learners make good progress in developing a wide range of skills in reading, writing, oracy and numeracy as part of their programmes.

Most providers, both in further education institutions and work-based provision, place a higher priority on literacy rather than numeracy. Most providers in post-16 teach numeracy as a stand-alone subject. Too many do not teach numeracy in practical contexts. They plan teaching to meet the Essential Skills Wales qualification criteria without taking enough account of the numeracy skills the learner will need to support understanding in their main course of study. This means that learners are not always taught the specific numeracy skills that they need for their vocational studies.

A majority of learners in adult basic education classes make progress in developing their literacy and numeracy skills. They learn appropriate new skills and are able to give positive examples of how they transfer those skills to social, family and work settings, for example by using their literacy skills to provide administrative support for a local football club. However, a few adult basic education providers achieve high percentages of seeming success by allowing learners to take qualifications at a levels that are well below their ability. This means that a few learners are not challenged well enough, do not make the progress they should and leave adult basic education provision with a certificate that has limited use. For instance, a few learners who already have a pass at GCSE English leave adult basic education provision with an entry-level 2 literacy qualification.

Initial assessments of literacy and numeracy levels in further education institutions

Last year we carried out a survey of further education institutions to find out what information they collect on learners' literacy and numeracy skills at the start of their courses. Around half of institutions responded to our request for information. This year, we repeated parts of the survey and nearly all institutions replied.

We found that, again this year, nearly all learners undertook an initial assessment of literacy and numeracy at the start of their course. Further education institutions use three main assessment tools that provide learners with a literacy and numeracy skill level on a six point scale. All produce similar skill-level results.

Data this year shows a small improvement in the skill levels of learners on entry. Around a third of learners have literacy skills at level 2 and two thirds are at level 1 or below. Numeracy skill levels remain much lower than those in literacy. Around three quarters of learners have numeracy skills at level 1 or below.

The total number of learners with literacy and numeracy skills that are at or below level 1 remains too high. These learners are less likely to have the skills they need to apply literacy and numeracy independently in their work, learning or day-to-day lives. They are more likely to need support in tasks such as completing job application forms.

Their lack of independent skills may prevent them from securing jobs or succeeding in their chosen trades, professions or careers.

Further education institutions continue to offer a broad range of support programmes. In previous years the number of learners offered out-of-class support has been high and there have also been high proportions of learners who have dropped out of support before the end of the first term. This has meant that not all learners have received the support they need to improve their literacy and numeracy skills. This year's survey indicates that institutions are targetting their support more efficiently to learners who are identified as having significantly low literacy and numeracy skills or learning disabilities and difficulties. A minority of providers are offering support that is sometimes more acceptable to the individual learner, such as giving them peer 'buddies' to work with. Small group support, in class with a teaching assistant, remains another popular choice with learners. The data we collected shows that, this year, more of those who have been offered out-of-class support with specialist teachers take up the offer. The number remaining in out-of-class support for more than a term has improved this year to nearly double the number last year. This suggests that the learners being identified for this support are more suited to this type of provision. They are more motivated and find the support beneficial.

However, further education institutions do not measure the impact of their support programmes on the standards of learners' literacy and numeracy. They do not formally evaluate the effectiveness of the various support initiatives they offer.

Literacy and numeracy in initial teacher training

In our inspection of initial teacher training this year, we found that a few trainees provide very good language models to the pupils that they teach. They use precise terms in their teaching, and extend pupils' vocabulary. However, a minority of trainees do not have secure enough literacy skills. They make errors of punctuation and spelling in their written work and in the classroom, and a very few do not model oral language accurately.

Primary-sector training pays good attention to the development of trainees' literacy and numeracy skills and the important part they play in children's learning. However, the extent to which literacy, numeracy and information and communication technology are addressed in the secondary-sector training varies too much between subjects. There is particularly good provision to improve trainees' literacy on the post-graduate primary-sector programme and this is having a positive impact on trainees' skills. However, these approaches are less well developed across other programmes.

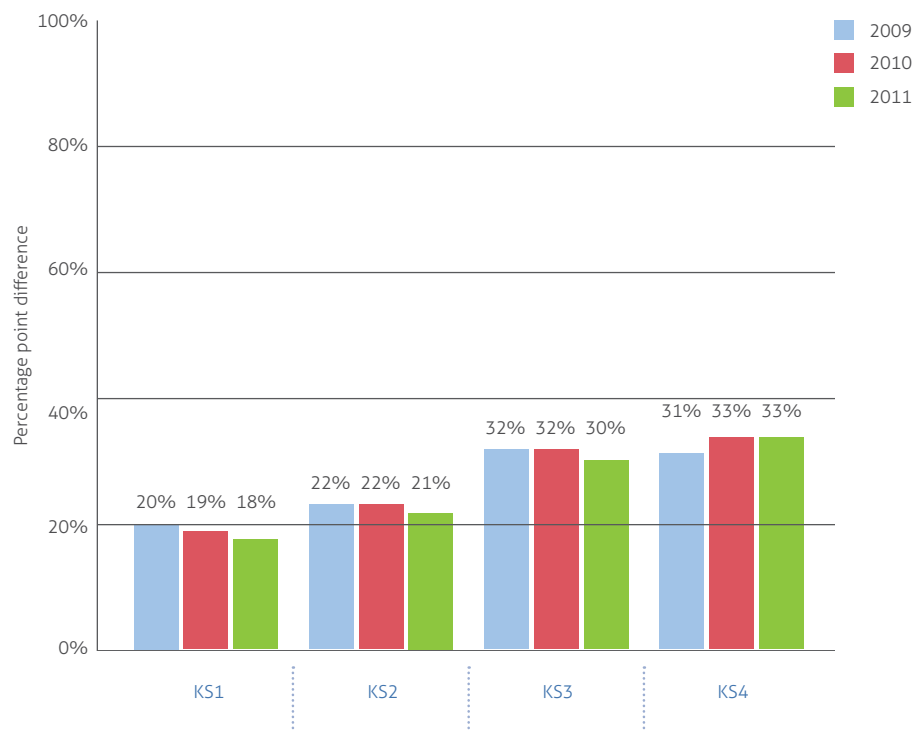
Poverty and disadvantage in schools

Poverty underlies many of the most serious challenges that face our society today. Children and young people who are trapped in poverty are vulnerable in many ways. They are more at risk of doing poorly in school. They are more likely to be absent, behave badly, be excluded and to be taught somewhere other than in a school. They may not have access to the same resources, such as a computer or a quiet place to work, that are available to their peers. Their parents may not be able to help them with their schoolwork because the parents themselves have a negative perception and experience of education. In adulthood, they are more likely to be low paid, be unemployed, and have poorer health. If schools do not tackle this early enough and with determination, disengagement from learning can become cyclical: underachievement can lead to poor attendance, behavioural difficulties or exclusion, which in turn results in poorer attainment and further disengagement. The impact of poverty is not, however, inevitable and this section describes how the most effective schools have broken this cycle of disadvantage.

Poverty and attainment

The statistical link between poverty and low educational attainment is well attested. In general, pupils from poorer families are more likely to attain at lower levels than other pupils. At all key stages in Wales, pupils who are entitled to free school meals¹ perform significantly less well than those not eligible for free school meals against a range of performance indicators. The gap between the performance of children from richer and poorer backgrounds widens during schooling. The performance of both free school meals (FSM) and non-free school meals (non-FSM) groups of pupils improves each year, but the gap between the two remains too wide. The gap widens further in secondary schools, as shown in Figure 1.1.

Figure 1.1: Gap in percentages of FSM and non-FSM pupils attaining the core subject indicator at each stage between 2009 and 2011



¹ Free school meals are provided to pupils in low income households, and levels provide a widely-used measure of poverty.

Poverty and attendance

The following table suggests that there is a relationship between the proportion of pupils entitled to free school meals and the rate of absenteeism. It shows that, in general, schools with a higher proportion of pupils entitled to free school meals have higher absenteeism rates.

Figure 1.2: Absenteeism by pupils of compulsory age in all maintained secondary schools, by proportion entitled to free school meals, 2011-2012² (a)

| Proportion entitled to free school meal | Percentage of school sessions missed | | Number of schools |
|---|--------------------------------------|-----------------------|-------------------|
| | All absences | Unauthorised absences | |
| 10% or less | 6.3 | 0.6 | 50 |
| 15% or less, but over 10% | 7.2 | 0.9 | 58 |
| 20% or less but over 15% | 8.0 | 1.1 | 34 |
| 30% or less but over 20% | 8.9 | 1.9 | 52 |
| over 30% | 10.7 | 3.6 | 27 |
| All maintained schools | 7.9 | 1.4 | 221 |

Source: Pupils' Attendance Record and PLASC, Welsh Government.

(a) Free-school-meal data is based on a three-year average.

² SDR159/2012 - Absenteeism from Secondary Schools, 2011/12, Welsh Government <http://wales.gov.uk/topics/statistics/headlines/schools2012/120925/?lang=en>

Poverty and education other than in school

There is also a link between poverty and behavioural difficulties. The table below shows that a disproportionate proportion of pupils entitled to free school meals are educated other than in schools (nearly two-thirds, compared to a fifth if they were represented proportionately).

Figure 1.3: Pupils whose main education is other than at school, by free school meal entitlement³

| Free school meal entitlement | 2009/10 (a) | | 2010/11 | | 2011/12 | |
|------------------------------|-------------|------------|--------------|------------|--------------|------------|
| | Number | Percentage | Number | Percentage | Number | Percentage |
| Entitled to FSM | 646 | 65% | 689 | 66% | 711 | 69% |
| Not entitled to FSM | 349 | 35% | 354 | 34% | 315 | 31% |
| Total | 995 | | 1,043 | | 1,026 | |

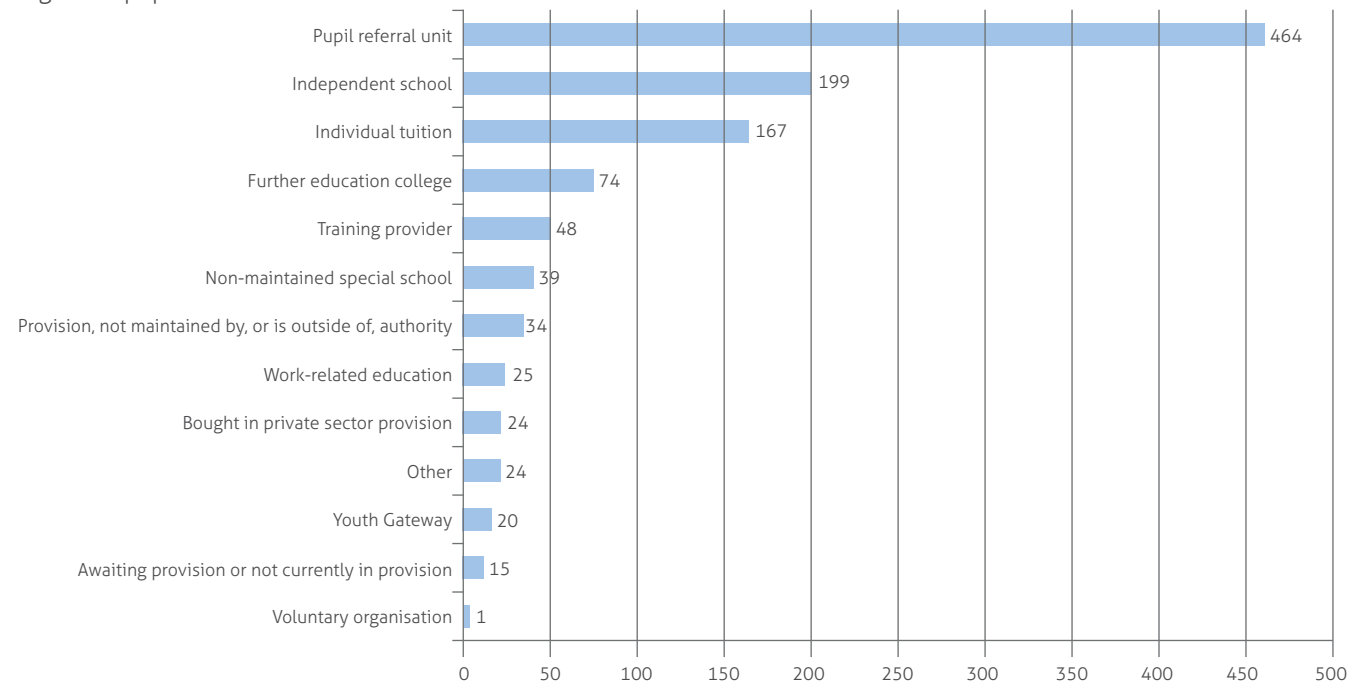
Source: Pupils' Attendance Record and PLASC, Welsh Government

(a) Two local authorities failed to provide data for 2009/10. All 22 local authorities provided data in the following years.

³ SDR 140/2012 - Pupils Educated other than at School, 2011/12, Welsh Government <http://wales.gov.uk/topics/statistics/headlines/schools2012/120829/?lang=en>

There are many reasons why pupils are not educated in school. In many cases, this is because they have been excluded from a school, often because of their behaviour. Figure 1.4 shows that, when pupils are taught other than in schools, the highest proportion (nearly 40%) of them are taught in a pupil referral unit.

Figure 1.4: Pupil enrolments of those taught other than at school, by educational provision, 2011-2012⁴ (all-Wales figures)



⁴ SDR 140/2012 - Pupils Educated other than at School, 2011/12, Welsh Government <http://wales.gov.uk/topics/statistics/headlines/schools2012/120829/?lang=en>

Pupil referral units (PRUs) should be used as short-stay centres that provide education for vulnerable and challenging pupils with the aim of re-integration into mainstream schools. However, the success of PRUs in re-integrating pupils or in offering a broad curriculum varies unacceptably, even between sites of the same PRU. Pupils on one site of a PRU we inspected recently only attend parttime and do not gain useful qualifications, while at the other site of the same PRU, pupils have a full-time programme and access to a varied curriculum, and gain appropriate qualifications.

In many PRUs, pupils do improve their reading, spelling and social skills and gain a range of suitable qualifications. Pupils learn to manage their behaviour and many, particularly at key stage 3, make a successful return to their school. In a minority of PRUs however, pupils do not develop their literacy and numeracy skills well enough, do not regularly contribute to decisions about the life and work of the PRUs and stay at the PRU for long periods.

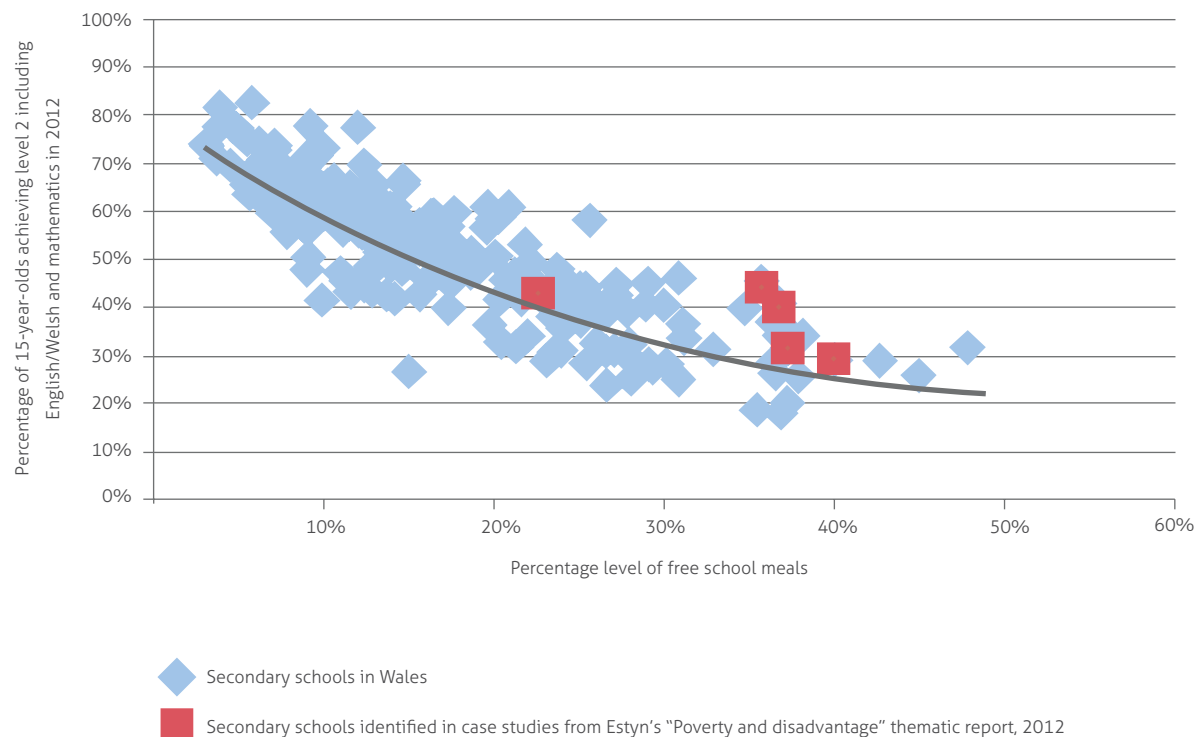
Teaching staff in PRUs do a difficult job with pupils whose behaviour can be challenging. Many do it well. PRUs generally have appropriate policies in place to help them in their work with vulnerable pupils. This year, we visited several PRUs to evaluate their behaviour management strategies, and how they apply restrictive physical intervention and restraint. Six of the seven PRUs visited have adopted suitable behaviour management policies. Staff in these PRUs are well trained and confident in using these techniques to defuse potentially confrontational situations.

In the best practice, PRU staff teach pupils how to manage their own behaviour and use agreed behaviour management plans and individual pupil risk-assessments to help them. However, in most cases, pupil-planning systems do not address the management of difficult behaviour with individual pupils well enough. Frequently they do not use individual pupil risk-assessments or off-site riskassessments well enough to safeguard pupils and staff adequately. PRUs do not do enough to monitor the impact of their daytoday practice on pupils' wellbeing and behaviour. Record-keeping is not always detailed enough to allow analysis that would help staff to evaluate how well their strategies and practices are working.

Breaking the cycle of poverty and disadvantage

Although Figure 1.5 shows a strong link between poverty and the performance of each secondary school in Wales at key stage 4 (in terms of attaining the level 2 threshold including English or Welsh first language and mathematics), it also shows that schools facing similar challenges perform very differently and some schools succeed despite facing challenging circumstances.

Figure 1.5: Percentage of 15-year-olds achieving the level 2 threshold including English / Welsh first language and mathematics in 2012



What do effective schools in challenging circumstances do?

We recently published a survey report ('Effective practice in tackling poverty and disadvantage in schools') that identified a number of best practice case studies from schools that have raised the achievement of disadvantaged learners in challenging circumstances. The performance of the secondary schools with case studies is indicated by the red squares in figure 1.5 above. The black line indicates what the 'expected' performance of a school would be taking into account disadvantage (the level of free school meals for the school). Schools above this line perform better than would be expected. These case study schools are performing well against the performance indicator of the level 2 threshold including English or Welsh first language and mathematics.

These schools not only do what all successful schools do to secure the achievement of learners, but they also create an outstandingly positive ethos that allows disadvantaged

learners to achieve well. These schools employ strategies specifically designed to combat the factors that disadvantage learners. The case studies describe some practical actions that the schools have undertaken.

In particular, effective schools in challenging circumstances take a whole-school, strategic approach to tackling disadvantage – they have a structured, coherent and focused approach to raising the achievement of disadvantaged learners.

They also develop the expertise of staff to meet the needs of disadvantaged learners – they have a culture of sharing best practice, provide opportunities for teachers to observe each other, and have performance management targets that are related to raising the achievement of disadvantaged learners.

| Practical actions | Case study links |
|--|---|
| Using data to track progress | Cwrt Sart Comprehensive School Llwynypia Primary School |
| Improving literacy and numeracy skills | Sandfields Comprehensive School Ysgol Melyd |
| Developing social and emotional skills | Ysgol Bryn Elian |
| Improving attendance and behaviour | Cefn Hengoed Comprehensive School |
| Tailoring the curriculum | Cwrt Sart Comprehensive School |
| Enriching extra-curricular activities | Ysgol Y Castell Primary School St Woolos Primary School |
| Listening to learners | Cwrt Sart Comprehensive School Cefn Hengoed Comprehensive School |
| Engaging parents and carers | Cathays High School Mount Stuart School |

Staff development

Lack of staff commitment to raising the achievement of disadvantaged learners is a key barrier to overcome in tackling issues of poverty and disadvantage. Staff training and development are needed to tackle this issue. Most successful schools invest significantly in developing the skills of leaders, teachers, support staff and governors to improve outcomes for disadvantaged learners.

Many of the successful schools have a strong culture of sharing good practice, both within and outside the school. These schools provide plenty of opportunities for teachers to observe one another and to share approaches to planning across the school. They have spent time on developing whole-school approaches in such areas as teaching literacy skills, promoting emotional wellbeing and raising boys' achievement. They have also identified training opportunities for staff to develop specialist skills, such as those in play therapy or anger management.

Nearly all of the successful schools use performance management to improve the standards and wellbeing of their disadvantaged learners. In these schools, all staff have specific and measurable improvement targets that relate to the school target of raising the achievement of disadvantaged learners. This makes all staff accountable for raising the achievement of disadvantaged learners.

Targeting disadvantage

The poverty gap has not closed appreciably over recent years, despite additional grant funding and initiatives such as RAISE⁵. Additional funding intended for supporting disadvantaged pupils is often used to raise achievement generally (boosting pupils' literacy skills for all those pupils below a certain skill level etc), rather than to tackle the specific needs of disadvantaged pupils (cultural, social, financial etc) and to focus on these particular issues for free school meals pupils. Many schools do not treat these grants as separate from other elements of their funding, but as an extension to normal funding streams. Hence the pupils who directly benefit from this additional funding are not always those from poorer backgrounds. This is often because many schools do not do enough to monitor the progress of pupils from poorer backgrounds, and there are no national benchmarks and national targets for outcomes for disadvantaged pupils.

⁵ The RAISE programme, ('Raising Attainment and Individual Standards in Education' in Wales), was a Welsh Government funded programme from 2006-2009 that provided an annual grant to schools with 20% or more pupils entitled to free school meals to target disadvantaged pupils and raise their levels of performance.

Community-focused schools

Nearly all schools see themselves as community-focused. However, schools do not have a common understanding of what it means to be community-focused. A few schools in disadvantaged areas have identified challenges in their local community and have strengthened community links to, for example, raise attendance rates, improve behaviour, and raise the level of parental support.

Although learners are offered a range of out-of-hours learning in many schools, only in the few best examples are these extra activities carefully designed to increase learners' confidence, motivation and self-esteem. Where schools have had the greatest impact on raising learners' achievement, staff plan out-of-hours learning to match the needs of learners and to complement the curriculum. Although most schools work with a range of agencies, school leaders do not co-ordinate multi-agency working systematically enough to ensure that disadvantaged learners are supported in the most effective and timely way. The few schools that engage most effectively in multi-agency working have established protocols and processes for this work, including setting up multi-agency panels.

Most schools identify engaging parents as the biggest challenge in tackling the under-achievement of disadvantaged learners. Many schools, especially primary schools, have a good awareness of the range of problems facing the families of their learners, and a few schools work with parents strategically to improve outcomes for disadvantaged learners. However, a significant minority of schools do not employ a broad enough range of strategies to engage parents.

[Links to Estyn reports on poverty and disadvantage](#)

For further information on previous reports on poverty and disadvantage or the use and impact of the RAISE funding in schools, please click on these links:

[Effective practice in tackling poverty and disadvantage in schools, 2012](#)

[The impact of family learning programmes on raising literacy and numeracy levels of children and adults, 2012](#)

[Tackling poverty and disadvantage in schools: working with the community and other services, 2011](#)

[Tackling child poverty and disadvantage in schools, 2010](#)

[The impact of RAISE 2008-2009: a report on the third year of the programme, 2009](#)

[The impact of RAISE funding, an interim report after 18 months, 2008](#)

[The impact of RAISE funding, an interim report, 2007](#)

The Foundation Phase

The Foundation Phase, for children between the ages of three and seven, has been introduced gradually into schools and settings since 2004. After the initial piloting, the new curriculum was rolled out to all children under five in September 2009. In 2010, it was extended for five to six-year-olds and, in the summer of 2012, the first full cohort reached the end of the Phase.

The Foundation Phase has many significant features. It has:

- more generous ratios of practitioners to children;
- more outdoor-learning opportunities;
- more practical investigation and exploration of the world around children so that they can see how things work and find ways to solve problems;
- more use of experiential learning to develop thinking, listening, speaking, reading and writing skills as well as numeracy skills; and
- more choices for children in hands-on learning, with customised and personalised intervention from practitioners.

The curriculum is built around seven⁶ main areas of learning, whose aim is to foster a child's personal, social, emotional, physical and intellectual wellbeing. Each area needs to be offered in a way that is appropriate to a child's ability, age and stage of development.

The initial findings from our inspections and surveys suggest that the Foundation Phase is a success in many respects. It is clear that the vast majority of younger children of this age enjoy the more creative and exciting activities that are now available, and that this has led to improvements to their wellbeing, behaviour and physical development. Active learning approaches, in the classroom and outdoors, are helping children to become increasingly independent and confident.

Right from the start, most practitioners (teachers and support staff) and parents have shown tremendous support for the new style of teaching and learning in the Foundation Phase. Early on, the new emphasis on outdoor learning led leaders and staff to audit their outdoor provision. In most cases, when practitioners did this they saw that they would need to create more opportunities in the outdoors if children were to have a range of authentic, first-hand experiences of the natural world and of exciting new areas for exploration. Over time, school and setting staff and sometimes

parents went to work to transform and extend the outdoor spaces available to them in order to make them into more dynamic, flexible and versatile learning areas. The best practitioners also talked to the children and to each other about what kinds of activities they were going to plan, to make as much use as they could of the possibilities presented. In one setting, staff planned a comprehensive 'Mathematics and Learning Outdoors' file that contained activities for weighing, sorting and comparing vegetables from a garden they had created. It contained detail about shape hunts and pattern hunts, using flowers and bark, and a series of practical problem-solving activities.

Since construction, these outdoor areas have been used to exploit and develop children's natural sense of curiosity and their desire to explore, using their senses. As a result, learning has become more fun for younger children and they show high levels of motivation and perseverance.

There has also been an increase in levels of parental and community involvement where parents have helped to clear and re-design sites and are involved in their continuing maintenance and in designing activities for the children.

⁶ Six areas of learning in Welsh-medium schools

Provision

In our best schools and settings, practitioners understand and apply the principles and pedagogy of the Foundation Phase while also having a strong focus on improving standards of literacy and numeracy. In the majority of schools, activities are well thought out and have a clear purpose, and the content and level of support match the children's need. The majority of schools and settings are getting the balance right, that is the balance between child-led and teacher-led activities, between structure and freedom of choice, following, early on in the pilot, some degree of over-dependence on child-led play and activity. For reinforcement, there is flexibility to cater to 'stage not age' in the delivery, and skills input is related to their relevance to activities.

Generally, many schools in Wales deliver the Foundation Phase through a carousel of activities that go on continuously. In the best schools and settings, there are clear strategies for adult support or intervention to extend learning. In only a small number of providers observed this year are activities poorly planned and there are situations where, although children may look busy, they are making little progress because they are often repeating the same activities without extending their knowledge and understanding. The proportion (a minority) of schools and settings where children are not making enough progress because of a lack of balance between child-led and practitioner-led activities is smaller this year than it was previously.

Assessment

There has not been in use a national baseline profile for teachers to assess children on entry to the Foundation Phase. This means that there has been considerable variation in how practitioners recognise and track achievement. The majority of practitioners record the progress of individual children carefully and use what they observe and record to plan further activities. However, sometimes records of progress merely describe what children do rather than identifying the skill levels achieved. Sometimes, because of uncertainty about what should be assessed, teachers take long stretches of class time to record detailed assessments of each child, leaving the delivery of the curriculum to learning support assistants during those periods.

Schools are developing assessment practices that involve the children more directly in 'assessment for learning', but this approach remains underdeveloped in many schools.

Practitioners tend to undertake less assessment of children's learning outdoors than indoors – this means that they do not always track how children are developing some of their skills.

Practitioners are using a variety of ways to record children's progress and use the information for planning. On the next page are some examples.

Using display boards

In a small primary school, two display boards are used to make sure that all practitioners play an active part in assessing children's learning. One board is labelled as the achievement board: "what can the child do?" while the second board includes what the child needs to develop and is labelled "I need to...". Practitioners use sticky labels to record children's development and the way forward and post these on the relevant boards. This information is collected daily and discussed by all practitioners in short meetings at the beginning of each day. Brief notes are made of the key points from these meetings and these inform practitioners' work during the day. Key milestones in children's progress are also noted during these meetings. The sticky notes are not kept but are instead sent home with the children.

Using sticky labels

Good use is made of information technology in a medium-sized primary school to support practitioners in recording children's progress. Learning intentions for activities that are adult-led are printed on sticky labels. As children achieve the learning intention, the label is placed in individual children's portfolios and dated. A record is made in an IT tracking system.

Using a learning wall

In one nursery class, children's learning is celebrated through use of a 'learning wall' display. The display shows pictures of children learning and these are labelled to show good learning behaviours such as good sharing, and good working together. Discussing the photographs with children can reinforce the learning by reminding them of what they did and can do.

Using skills ladders

Practitioners in one school have worked together to identify a set of skills for children from three to seven years of age that could be developed using more than one area of learning. For instance, practitioners have identified that the skills of 'exploring and experimenting with a variety of techniques' can be developed in the knowledge and understanding area of learning as well as in creative development. Practitioners then use the 'Range' sections of the 'Framework for Children's Learning for three to seven-year-olds in Wales' to identify relevant experiences that would develop appropriate skills.

Standards

The majority of children gain good age-appropriate skills in the Foundation Phase.

In the summer of 2012, the first cohort of seven-year-olds was assessed by their teachers against Foundation Phase outcomes instead of National Curriculum levels. In 2012, more than nine of ten pupils gained at least outcome 5 (the expected level) in the learning area of personal and social development, wellbeing and cultural diversity (PSDWBCD). Just over eight out of ten pupils gained this level in all three learning areas of PSDWBCD, language, literacy and communication skills in either English or Welsh first language and mathematical development.

Overall, standards in speaking and listening develop well in the Foundation Phase. Children make good use of role-play, both indoors and outdoors, and of 'hot seating' and technology, such as microphones and recording devices, to help to develop their speaking and listening skills. Many children are enthusiastic readers who like to talk about the books that they have read and enjoy listening to stories. These are the children who are successful in using a range of strategies to read unfamiliar words.

However, children's writing skills remain an area of concern. In the minority of schools with weaknesses in children's writing, too many seven-year-olds produce pieces of work that are over-reliant on practitioner support and/or are untidy because of simple punctuation, spelling and grammatical errors. This is particularly the case in writing that is done as part of cross-curricular work. Children often have weak handwriting skills.

Children's skills in mathematics sessions are generally good. Most children learn to count, sort and order numbers in line with their ability and many can quickly recall number facts to solve problems. However, children do not generally apply their numeracy skills well enough in other areas.

In most English-medium schools⁷, nearly all children enjoy learning Welsh and respond appropriately to questions, instructions and stories during whole-group sessions. However, most children generally lack confidence in using Welsh spontaneously in their play, with staff or with each other. Their Welsh reading and writing skills develop too slowly. This is often the case where there are no fluent Welsh-speaking practitioners in Foundation Phase classes and is more often the case in settings rather than schools.

⁷ An evaluation of Welsh language development in the Foundation Phase, January 2013

Leadership and management

Good leadership is critical to the effective implementation of the Foundation Phase. Strong and influential leadership and knowledgeable middle managers with team leadership skills, combined with good teamwork by practitioners who understand the Foundation Phase curriculum and a relentless drive to improve standards, are key ingredients in the success of the best practice, both in schools and settings.

Where leaders and managers understand the principles and practice of the Foundation Phase, they use their knowledge well to support and challenge teachers in their planning and practice. Their understanding of the Foundation Phase underpins their key strategic decisions. They make spending decisions based on the priorities that will have the most impact on children's learning. They plan well for improvement and identify success criteria in order to measure the impact of the actions they take on children's progress. They have whole-school policies that they make sure all practitioners understand and apply, for instance in relation to how they assess and record information about standards or teach phonics.

In a minority of schools, the roll out of the Foundation Phase has been less successful. Where this is the case, it is mainly because school leaders have not taken full responsibility for supporting it.

“

“Where leaders and managers understand the principles and practice of the Foundation Phase, they use their knowledge well to support and challenge teachers in their planning and practice.”

Transition from the Foundation Phase to key stage 2

In September 2012, the Foundation Phase cohort of seven-year-olds transferred into key stage 2. Many of these children had acquired the necessary skills to make progress in line with their age and ability in key stage 2. In the best practice, leaders and managers recognise that transition to a more formal way of working requires careful management and planning if it is to be successful. To achieve a successful transition, schools have changed their practice in one or more of the following ways:

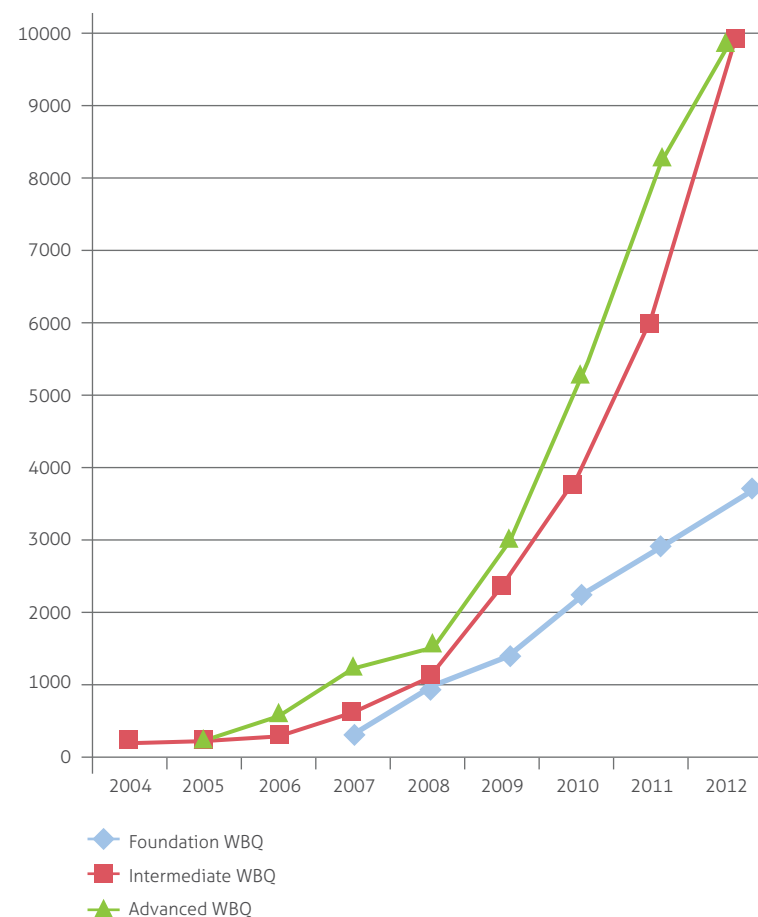
- using Foundation Phase teaching approaches in Year 3;
- arranging for all key stage 2 teachers to observe in the Foundation Phase classes;
- providing whole-school training on the Foundation Phase; and
- facilitating joint curriculum planning between end of Foundation Phase teachers and teachers working in the beginning of key stage 2.

The Welsh Baccaulaureate

Based in 166 schools, 30 further education institutions, five work-based learning providers, one pupil referral unit and one independent specialist college, entries for the Welsh Baccaulaureate Diploma in 2012 increased by 36% overall on the previous year's figure. The increase in entries from schools is significantly higher than the increase in further education, where an 8% increase in 2012 brought the total number of further education entries to over 7,000.⁸ The total number of entries from schools is over 16,000.

Figure 1.6 illustrates the growth in entries between 2004 and 2012 at the three levels of the Welsh Baccaulaureate Qualification, across all sectors.

Figure 1.6: Number of entries per level from 2004 to 2012⁹



^{8/9} Data and graphs given by the WJEC on the Welsh Baccaulaureate Qualification

Many schools offer the Welsh BaccaLaureate Qualification at key stage 4 and/or post16. At pre-16, the number of entries for the intermediate Welsh BaccaLaureate has increased in 2012 by 73% compared with 2011 figures, to 7,100.

In further education, the Welsh BaccaLaureate is offered at all colleges of further education although not on all college sites. In further education colleges, a minority of learners follow a large vocational qualification to meet the 'options' requirement of the advanced Welsh BaccaLaureate diploma. This accounts for over 20% of the candidates taking the advanced diploma. A few learners in colleges combine A levels with a vocational qualification for their Advanced Welsh BaccaLaureate diploma. However, 74% of learners in both schools and colleges take the advanced diploma with A-level options only.

Figure 1.7 illustrates the distribution of passes at different levels over the past three years for schools and colleges.

Figure 1.7: Results by type of centre

| WBQ results 2010-2012 (a) Source: WJEC | Schools | | | Colleges | | |
|---|----------------|-------------|-------------|-----------------|-------------|-------------|
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| Number of centres (b) | 87 | 136 | 166 | 27 | 29 | 30 |
| Foundation | | | | | | |
| Pre-16 | | | | | | |
| Entries | 490 | 913 | 1,748 | 36 | 0 | 0 |
| % achieving diploma | 82% | 86% | 76% | 94% | - | - |
| Post-16 | | | | | | |
| Entries | 12 | 249 | 101 | 1,810 | 1,741 | 1,641 |
| % achieving diploma | 83% | 88% | 60% | 89% | 83% | 81% |
| Intermediate | | | | | | |
| Pre-16 | | | | | | |
| Entries | 1,144 | 2,053 | 7,100 | 46 | 8 | 6 |
| % achieving diploma | 87% | 83% | 81% | 76% | 100% | 0% |
| Post-16 | | | | | | |
| Entries | 349 | 1,443 | 515 | 2,126 | 2,367 | 2,282 |
| % achieving diploma | 68% | 86% | 78% | 77% | 79% | 77% |
| Advanced | | | | | | |
| Post-16 | | | | | | |
| Entries | 3,481 | 5,782 | 6,876 | 1,919 | 2,534 | 3,116 |
| % achieving diploma | 90% | 93% | 89% | 81% | 87% | 87% |

(a) Results shown are for the summer each year.

(b) For some multisite colleges the results are shown separately for the various sites so the number of centres figure for colleges is inflated.

At foundation diploma level, schools have almost doubled the number of pre-16 entries since 2011, with just over three-quarters of pupils attaining this diploma. The success rate for the intermediate diploma at pre-16 remains similar to that of previous years, while the number of entries has increased three-fold to over 7,000 since 2011. At post-16 in schools, most entries are for the advanced diploma. The success rate for this diploma remains similar to that of previous years, at around 90%.

In further education, more post-16 learners are entered for the foundation and intermediate diplomas than in schools. The success rates for these diplomas are similar to those of previous years. There are far fewer entries for the advanced diploma in further education than in schools, although the success rates are similar.

The Welsh Baccalaureate offers many benefits to learners. Through studying the Welsh Baccalaureate core, the majority of learners improve their essential skills and they achieve a better understanding of a range of topics, including enterprise, politics and current affairs, than they would otherwise have achieved. In particular, carrying out their individual investigations helps many students to develop some of the research and analytical skills needed for further education, higher education and employment. Learners also develop their confidence and social skills by engaging in community participation and work experience.

Case study: Ysgol Y Preseli – Students’ knowledge, understanding and skills

Ysgol Y Preseli is an 11-18 mixed, designated Welsh-medium school in Crymch, Pembrokeshire. There are currently 967 pupils on roll. In 2011, 6.1% of pupils received free school meals, compared to the national average of 17.7%. The school was part of the Baccalaureate pilot scheme and has offered the qualification since 2004.

Action

Over the last six years, the school has refined its Welsh Baccalaureate programme. In 2009, it introduced the Welsh Baccalaureate qualification at key stage 4 and this meant that further work was needed to make sure that sixth-form pupils were developing their knowledge, understanding and skills and building on what they had learnt in Year 10 and Year 11. The school offers a wide range of activities; this includes visits to local and national events, presentations from guest speakers and well-established links with a local higher education institution. All staff are involved in some aspect of Welsh Baccalaureate delivery and receive regular high-quality training.

Outcomes

Nearly all students who are registered at the start of Year 12 achieve the Welsh Baccalaureate Qualification at advanced level. These figures are significantly higher than the average for schools across Wales. Most students have a very good understanding of current affairs, political issues and a wide range of other topics included in the Welsh Baccalaureate programme of study. Most students are very positive about their Welsh Baccalaureate experiences and the positive impact the programme has had on their preparation for higher education, further education or employment.

For more information, click on the link to the survey report on the Welsh Baccalaureate provision at level 3 in secondary schools.

However, in spite of the very high standards achieved by a minority of providers, the standards achieved on the Welsh BaccaLaureate vary a good deal between learners and between schools. Learners who attain the qualification also gain qualifications in a range of essential skills such as Communication and Application of Number, but these are not always studied at a level that is appropriate to them as individuals. In many schools, there is an imbalance between the time spent on completing the paperwork relating to essential skills qualifications and the time spent on improving learners' actual skills and transferring these to support learning across the curriculum.

Of all the components in the core, the lowest standards are in the 20-hour language module, which is generally not challenging enough to engage learners, especially the more able. However, the quality of teaching in the core is generally good in the majority of schools. In a minority of teaching sessions, learners are not challenged enough because teachers do not plan well enough to meet the needs of the full ability-range of learners.

The wide range of standards being achieved on the Welsh BaccaLaureate core suggests that grading the Welsh BaccaLaureate Qualification would provide a fairer reflection of the range of learner outcomes.

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“Learners who attain the qualification also gain qualifications in a range of essential skills such as Communication and Application of Number, but these are not always studied at a level that is appropriate to them as individuals.”

Provision for 14 to 19-year-olds

Working in partnership, providers generally offer a wide range of general and vocational courses at key stage 4. All schools have met the requirements of the Learning and Skills Measure (Wales) and there has been an improvement in outcomes. However, in a minority of schools, the expansion of courses has not led to an improvement in key outcomes, for example the number of learners leaving with five good qualifications, including English or Welsh and mathematics.

Over a five year period, the numbers staying on in education rose steadily from 77% in 2007 to 85% in 2011. The proportion of 16-year-olds continuing in education last year increased by two percentage points. For those continuing in education after 16, 55% stayed on in school sixth forms and 45% went on to colleges of further education. Going to college was a more popular route for male students compared to female students.

The percentage of 16-year-olds entering the labour market in 2011, either in employment or training in the workplace, increased slightly compared with 2010. A higher percentage of 16-year-olds entered government-supported training or work than the percentage of 17 or 18-year-olds.

14-16 provision

Most schools support Year 9 learners well to make option choices for key stage 4. Many learners feel that they are given good advice when choosing their GCSE and other options. In order to support Year 9 pupils during the options selection process, colleges offer taster sessions related to possible new learning pathways. However, there is not always enough provision of well-informed and impartial careers information and advice to learners based on labour market information. In a minority of schools, learners have to make their choices very early in the school year and this can have a negative impact on their learning. Having already decided to drop some subjects by the end of Year 9, this minority of learners make considerably less progress in those subjects for the remainder of the year.

A very few schools do not plan the timetable for general and vocational options and other enrichment activities well enough and a few pupils miss lessons in the core subjects to attend courses with other providers. In a very few schools,

the structure of the 14-19 curriculum also means that a few key stage 3 subjects are blocked together on the same day. If the teacher or pupils are absent, this can have a greater impact on their progress than would normally happen in another school.

Although partnerships between schools and with other providers are generally good, in a few schools, the number of learners opting to take up courses offered by other providers is very low. This is often because learners are reluctant to travel to other providers or because they do not know enough about the courses being offered by other providers.

Where curriculum provision is outstanding, schools are innovative and imaginative in the way in which they cater comprehensively for the different needs and aspirations of learners, whatever their ability or special interests. These arrangements enable learners across the ability range to make very good progress.

Relationships between schools and post-16 providers are generally well established, although partnerships are stronger at key stage 4, where providers are not in direct competition for students. Where 14-16 pupils study at more than one provider, co-operation between providers is usually good; there are joint arrangements for planning and quality-assurance; and information on attendance and tracking is shared.

Sixth forms

Schools with sixth forms offer a broad range of subjects although, in a minority of schools, the sixth form is not cost effective. Most of the schools where the sixth form is not cost effective are located in rural areas. This makes collaboration and partnership working more challenging because of the need to organise extra transport and Welsh-medium courses. Overall, class sizes still vary too much in sixth form provision. In order to meet the requirements of the Measure, a minority of schools offer some courses that are not economically viable. Once the school has made a commitment to run a class in Year 12, it has to continue with this in Year 13 even if there are fewer pupils in the class because retention has been poor. In some instances, schools enrol learners on courses that are inappropriate for them. As a result, they leave school during, or at the end of, Year 12.

Further education colleges

Some 16-year-old learners do not receive guidance that is independent enough when choosing courses. The significant number of learners who drop out of schools, having found that their initial choice of courses has been wrong for them, go on to enrol at further education colleges at 17.

Some further education colleges offer tertiary provision, in areas where 11-16 schools are the norm, and generally provide a very wide range of subject choices because of their size and the consequent economies of scale. Colleges also deliver specialist vocational education and training programmes and learners can benefit from a well-planned transition from school to a different learning environment, where there are industry-standard resources and specialist teaching staff.

Among some post-16 providers, attitudes to preparing young people for life and work vary to an unacceptable degree. Competition for learners and for funding

sometimes means that the needs of learners are overlooked. Some providers enrol learners at levels that are too low for them. Some providers in the past have given a priority to getting learners through as many qualifications as they can in order to maximise the drawdown of funding, without considering the real educational needs of individuals. This attitude towards maximising income and attainment rates at the expense of meeting learner and community needs is unacceptable. It means that a college can appear to succeed by generating high rates of attainment for its students while it is not actually enrolling the expected proportions of students from disadvantaged areas, and is not adding as much value as it should to students' previous levels of attainment.

Work-based learning

Work-based learning providers are less involved in 14-16 partnership working, but some have played a large role in providing extended opportunities for work experience for a very small minority of pupils who take an alternative route and do not attend mainstream education. This provision is sometimes attached to pupil referral units or organised directly by local authorities.

For those learners who at 16 do not go straight into employment, further education or training from school, the Welsh Government funds a number of specialist programmes – Traineeships and Steps to Employment – that aim to support people into work.

These 'employability' programmes are designed to engage people, address learning barriers and offer basic qualifications and work experience. The programmes cater for different client groups both under and over the age of 18, who are not in full-time education or employment.

The programmes have now been running for about a year. However, the number of clients who are eligible for the programme is significantly lower than initial data suggested and clients are not always effectively directed to the programme by referral agencies. Progression rates have improved slightly from the discontinued Skill Build programmes. The numbers of learners progressing into other training or employment are higher in the Traineeship programmes than in the Steps to Employment programmes, where progression remains unsatisfactory.

The majority of providers assess learners' barriers to learning effectively, but the quality and effectiveness of literacy and numeracy skills support vary widely. Many learners have complex and often multiple barriers to making progress. Providers often find out about these serious barriers, including mental health problems, offending behaviour or other personal problems,

when they have built up a relationship with learners over time. This knowledge often comes too late for the provider to address the issues and give learners effective support during the short period of the programme.

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“The majority of providers assess learners' barriers to learning effectively, but the quality and effectiveness of literacy and numeracy skills support vary widely.”

Data on outcomes

There is no national comparative data on outcomes for 16 to 19-year-olds who are in education and training. The only measures for performance for schools are the level 3 threshold (representing two A level passes or vocational equivalent) and the average wider points score. Further education colleges are not required to publish their level 3 results in the same way that schools are, which makes it difficult to compare the performance of schools and other post-16 providers. Similarly, schools with sixth forms are not required to publish the success rates of students who enter the sixth form at 16.

There does not yet exist a unified national system for Wales to capture and publish data on the completion, attainment and progression rates of learners on a consistent basis across school sixth form, further education and work-based learning sectors. This means that making judgements about the benefits of following the same programmes or courses in different providers is difficult. It means that parents and learners cannot make fully informed choices about where they should continue their studies post-16.

Section 2: Follow-up inspection activities

Annual Report 2011-2012



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As part of the new inspection arrangements that started in September 2010, we introduced three new types of 'follow-up' activity after inspection:

- best practice;
- Estyn monitoring; and
- local authority monitoring.

The two statutory categories into which providers may be placed continue to be used. They are:

- in need of significant improvement; and
- special measures.

In last year's Annual Report (2010-2011) we reported on how many providers fell into each of these new categories. This year, we can report on the outcome of the visits we made to these providers during 2011-2012. We also include case studies from schools and settings to show how our follow-up activities are helping providers to improve.

Inspectors ask providers with 'excellent' judgements to provide a best practice case study so that they can share their successful practice more widely. We place a selection of these case studies in the Best Practice section of our website.

However, we re-visit schools and settings whose areas for improvement require follow-up monitoring, either by Estyn or by their local authority, according to the extent of the challenges they face. Figure 2.1 illustrates the numbers of providers that we identified as needing follow-up activity in 2011-2012 and in 2010-2011.

Figure 2.1: Chart of the number of primary schools, secondary schools and settings identified as requiring follow-up activity during core inspection in 2011-2012 (2010-2011 figures in brackets)

| | Primary | Secondary | Settings |
|-------------------------------------|---------|-----------|----------|
| LA monitoring | 36 (51) | 3 (6) | 31 (10) |
| Estyn monitoring | 56 (43) | 16 (6) | 21 (7) |
| Significant improvement | 8 (8) | 5 (1) | - |
| Special measures | 6 (4) | 1 (0) | - |
| Focused improvement (settings only) | - | - | 0 (1) |

In this section of the Annual Report we report on the outcomes from monitoring visits undertaken in 2011-2012. Figure 2.2 shows how many providers were removed from follow-up.

Figure 2.2: Chart of the number of primary schools, secondary schools and settings removed from follow-up in 2011-2012 which were placed in follow-up in 2010-2011

| | Primary | Secondary | Settings |
|-------------------------------------|---------|-----------|----------|
| LA monitoring | 31 | 6 | 6 |
| Estyn monitoring | 33 | 6 | 5 |
| Significant improvement | 6 | 0 | - |
| Special measures | 0 | 0 | - |
| Focused improvement (settings only) | - | - | 1 |

In most cases, by the time that Estyn or the local authority make a follow-up visit, schools and settings have made good progress in relation to the recommendations in their reports and they are removed from the need for further follow-up. For example, of the 38 primary schools and six secondary schools that received an Estyn monitoring visit during this year, 33 primary schools and six secondary schools had improved significantly and no longer needed monitoring. The providers that have not come out of follow-up have either:

- been moved to another, more serious, level of follow-up as a result of local authority monitoring, Estyn monitoring or re-inspection;
- closed or amalgamated with another provider; or
- not yet been visited.

Primary schools

Primary schools that we have removed from follow-up have a clear focus on improving standards and provision for pupils. These schools have largely addressed all of the recommendations from their inspection reports. Senior leaders and the governing body have reviewed progress in addressing inspection recommendations regularly and have involved all staff in this process. Typically, these schools have strengthened leadership and management, especially the school's systems for quality assurance. As a result, there is now more consistency across the school in important areas such as teaching and assessment. There is also better additional support for pupils with weak literacy skills. In many instances, teachers have benefited from opportunities to observe good practice in their own and in other schools.

Case study: Coming out of Estyn monitoring

Peter Lea Primary School is situated in Fairwater on the outskirts of Cardiff. It has 284 pupils. About 37% of pupils are entitled to free school meals. This is much higher than the national average.

We placed the school in Estyn monitoring following the March 2011 inspection. As a result of the good progress the school had made in addressing the inspection recommendations, we removed the school from follow-up in summer 2012.

The standard of teaching has improved considerably. All teachers now use data to monitor pupils' progress and provide additional support where necessary. In 2012, there was a big improvement in the results in English writing to well above the family of schools average. The school has been particularly successful in reducing the gap between the performance of boys and girls in writing. This has closed the gap in assessment outcomes by around 36 percentage points. In English and in science, there has been a large increase in the number of pupils achieving at the higher levels, placing the school in the top 25% of schools with similar levels of free school meals.

The school was prompt in responding to the recommendations from the inspection, even before the inspection report was published. A key factor in the progress the school has made was to involve all staff and governors from the start of the process of improvements. This included linking a governor to each recommendation, which helped in carrying out regular reviews of progress.

The headteacher says that being in follow-up helped the school to see the need to give priority to key areas. This was especially the case in relation to standards and consistency in teaching and assessment. As a result, there is now a clearer focus when observing lessons on standards and pupils' progress so that staff can share a common understanding of expectations.

Case study: Coming out of significant improvement

Priory Church-in-Wales Primary School is in Brecon. It has 128 pupils. About 23% of pupils are entitled to free school meals. This is higher than the national average. About 5% of pupils speak Eastern European languages and no pupils come from Welsh-speaking homes.

The school was identified as requiring significant improvement following the inspection in October 2010. The overall judgements for both performance and prospects for improvement were only 'adequate' and the report identified five recommendations, including the need to improve pupils' behaviour and develop pupils' key skills of listening, writing, numeracy and information and communication technology across the curriculum.

When inspectors returned to monitor the school's progress just over a year later, it was judged to have improved significantly and was taken off the list of schools requiring significant improvement. Local authority advisers had worked closely with the school and provided plenty of support in important areas. There was a new discipline policy in place that staff, pupils and parents had contributed to and understood, and incidences of poor behaviour had decreased considerably. Improvements in the way teachers planned for pupils to develop and use their key skills in all subjects had raised standards in reading, writing and information and communication technology.

A few schools in follow-up have failed to make enough progress in addressing inspection recommendations. As a result, these schools will receive more intensive follow-up. In these schools, there has often not been enough improvement in self-evaluation and planning. As a result, teaching and assessment are of uneven quality, and pupils do not make the progress they should be making.

Best practice case study

Thirty primary schools were asked to provide us with case studies of best practice this year compared with 20 last year. This year, we included schools where we awarded an 'excellent' judgement for one or more quality indicators. The case studies we have published on our website cover a wide range of aspects, including best practice in leadership, provision for Welsh, supporting more able and talented pupils, and improving standards in literacy.

Local authority and Estyn monitoring

This year, we identified 48% of the primary schools for follow-up. This is a three percentage point increase on last year. The proportion of schools requiring Estyn monitoring has increased from 18% to 26%.

Recommendations in inspection reports of schools requiring Estyn monitoring often relate to improving pupils' achievements, especially in reading and writing. In these schools, there is also a need to improve the thoroughness of self-evaluation and the role of the governing body as a critical friend.

Schools requiring significant improvement or special measures

This year, we identified 7% of schools as requiring special measures or being in need of significant improvement because of serious concerns about leadership and standards. This is an increase of two percentage points on last year.

No schools that were placed in special measures either last year or this year have yet secured the necessary improvements to be removed from follow-up. Most schools are making steady progress in addressing inspection recommendations. However, they have not yet showed they have the ability

to identify and tackle well enough their continuing areas of under-performance. In some instances, schools in special measures find it difficult to make progress because of continuing instability or turnover in senior leadership posts at the school.

Secondary schools

All of the secondary schools placed in Estyn monitoring or local authority monitoring last year have addressed their inspection recommendations successfully by taking a systematic and well-planned approach to the identified weaknesses. Many of these schools have improved the standards achieved in key stage 4 through better use of performance data and careful tracking of pupils' progress throughout the key stage. Teachers have based targets for individual pupils on high expectations and they have arranged suitable mentoring and support for those likely to underachieve.

To improve the quality of teaching, schools have usually increased their use of lesson observations and have focused on particular weaknesses such as challenging the more able pupils or increasing the consistency of curriculum and lesson planning. The evaluation of these lessons has become more analytical and honest, although in a few cases there is still not enough focus on the progress pupils make. Teachers have used lesson observations as a means of sharing good practice on teaching methods and assessment.

In many of the schools that were monitored, there have been improvements in the provision for skills, especially in literacy. Staff have co-ordinated their approaches to the curriculum and introduced a sharper focus on aspects of literacy such as spelling and persuasive writing. In one school in particular, departments such as science, history and geography have reduced the use of worksheets and increased the opportunities for pupils to write at length in a range of different styles and different purposes.

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“Teachers have used lesson observations as a means of sharing good practice on teaching methods and assessment.”

Case study: Coming out of Estyn monitoring

Ysgol Friars is a bilingual 11-18 mixed comprehensive school situated in Bangor, Gwynedd. It has 1,328 pupils, including 235 in the sixth form. Over 14% of pupils are entitled to free school meals. This is lower than the national average. Approximately 4% of pupils come from Welsh-speaking homes and 13% of pupils learn English as an additional language.

We placed the school in Estyn monitoring following the September 2011 inspection. As a result of the good progress the school had made in addressing the inspection recommendations in a relatively short time, we removed the school from follow-up in the autumn term 2012.

The school's performance at both key stage 3 and key stage 4 has improved since the inspection.

Particularly good progress has been made in improving the co ordination and monitoring of literacy. There is a new literacy coordinator, a cross-department working group and a literacy action plan. The school has amended its marking policy to focus more sharply on aspects of literacy, and trained staff on how to teach literacy skills.

Similarly good progress has been made in improving the quality of teaching and marking. There has been an increase over the year in the amount of good or better lessons and lessons are now more challenging, varied and stimulating.

The key factor contributing to these improvements has been the rigour and consistency of the procedures for monitoring and evaluation. The school has a comprehensive self-evaluation system that focuses strongly on standards and the quality of teaching, and sets out clear expectations of leaders and staff. Evaluations are based on specific and well-understood criteria, and much work has been done to improve the consistency and accuracy of judgements.

The common methods of recording evaluations, including a well-designed lesson observation form, are detailed and clear, and the outcomes are entered in a sophisticated database. The database permits the close analysis of strengths and areas for improvement across the school within different aspects of teaching and learning. Instances of under-performance are robustly addressed. Leaders at all levels are held appropriately to account through well-structured and sharply-focused line management arrangements.

The headteacher says that being in follow-up has provided additional impetus to plans to restructure and refresh the school's middle management. This not only sharpened the focus on standards, leading to improvement in a number of key stage 4 indicators, but also facilitated better-distributed leadership, a step change in the quality of monitoring and the development of pupils' skills across the curriculum.

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This year, 54% of secondary schools needed a follow-up visit, which is an increase from last year.

Best practice case study

Eight schools were asked to provide a best practice case study last year. This year, once again eight schools were asked to provide a case study. Five out of the eight schools had a judgement of excellent both for their current performance and prospects for improvement, and the rest had a judgement of excellent for their prospects. This meant that these schools were judged excellent against at least three of the quality indicators and often against several of them. The case studies therefore were drawn from across the quality indicators, but focused on the key factors that had contributed to the positive overall judgements. These included best practice in partnership-working, professional development to support teaching, improving attendance, and pupils' skills development.

Local authority and Estyn monitoring

Last year, around 40% of secondary schools needed follow-up visits. Six required an Estyn monitoring visit and we asked the local authority to report on progress in a further six schools.

All schools that were monitored by the local authority or by Estyn have improved enough not to require further monitoring.

This year, 54% of secondary schools needed a follow-up visit, which is an increase from last year. Although the number of secondary schools to be monitored by the local authority fell from six to three, there was an increase from six to sixteen of those schools to be monitored by Estyn.

The schools to be monitored by the local authority have many good features and

usually good prospects for improvement. However, there are important areas for improvement in standards, especially at key stage 4, and often in a minority of the teaching sessions seen and in the marking of pupils' work.

Schools that need a monitoring visit by Estyn have more important areas for improvement in performance, but usually also have more shortcomings in their prospects for improvement. Often, self-evaluation reports do not identify important areas for improvement and improvement plans are not challenging enough. Attendance rates and skills are also areas of concern.

Schools requiring significant improvement or special measures

This year, the number of secondary schools in need of significant improvement increased from one to five. One school was placed in special measures. The school in need of significant improvement last year has made progress on addressing the recommendations in its inspection report, but many of the improvements are at an early stage and so Estyn will visit the school again to monitor progress.

Settings for children under five

In settings that have improved, leaders know what they need to do to improve and the quality of learning experiences is much better. Activities have a clearer purpose and are better suited to the age of the children.

Common approaches that have helped settings come out of Estyn or local authority monitoring include being given planning formats from the local authority, an overview of skills development, and extra support for observational assessment. Advisory teachers have worked through models of self-evaluation with the settings to agree strengths and areas for improvement and have helped with planning.

Case study: Coming out of Estyn monitoring

Cylch Meithrin Penllwyn is located in the village hall at Penllwyn, near Aberystwyth. Most of the children who attend the Cylch live in the local community and the surrounding areas. Around half of the children come from Welsh-speaking homes. The Cylch is registered to cater for 20 children between two and a half and four years of age. The Cylch is a member of the Ceredigion Early Years Development and Childcare Partnership. It is also a registered member of Mudiad Meithrin.

We placed the setting in Estyn monitoring following the March 2011 inspection.

By the time of their monitoring visit in summer 2012, practitioners felt they had made such significant progress that they welcomed inspectors into the setting to witness the changes they had made to the provision. After the initial inspection, they had 'taken on board' suggestions for improvement from the local authority; tried new ways of doing things; and put into practice many ideas from training, both external and in-house, which have improved children's standards.

The setting has developed a manageable system for self-evaluation. This was a key factor in the progress that practitioners made. Self-evaluation is now an integral part of the setting's work and practitioners are well aware of the setting's strengths and areas for development. A suitable action plan, agreed by the management committee, ensures that practitioners take action to maintain good practice and implement change.

Children have better opportunities to use their skills across all areas of learning. Most children made good progress, particularly in their literacy and numeracy skills. A new recording system gives a clear summary of each child's achievements and practitioners update profiles to reflect progress.

The lead practitioners were excited about the monitoring visit and viewed it as a positive experience. They said that being in follow-up had focused their minds about what needed improving, and that making the improvements had strengthened the setting and made it a better place.

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“This year, we invited 19 settings to provide a best practice case study. Many of these describe best practice in partnerships or leadership, with a very few case studies on best practice in planning and assessment.”

Best practice case study

Last year, we asked nine settings to provide us with case studies of best practice. This year, we invited 19 settings to provide a best practice case study. Many of these describe best practice in partnerships or leadership, with a very few case studies on best practice in planning and assessment.

Local authority and Estyn monitoring

This year, 21% of settings need local authority monitoring and 15% require an Estyn monitoring visit. Last year, 9% of settings were placed in local authority monitoring and 8% in Estyn monitoring. Of the settings placed in local authority monitoring, the majority have made good progress and have been removed from follow-up.

Of the settings placed in Estyn monitoring, all have made good progress and all but one have been removed from Estyn monitoring. In the setting remaining in Estyn monitoring there were uncertainties about leadership and we will make another visit.

The areas for improvement which led to follow-up are as follows:

- standards in Welsh language development and information and communication technology;
- learning experiences, particularly planning and provision for Welsh and information and communication technology and use of the outdoors;
- assessment;
- the role of the management committee/ proprietor through better monitoring and clearer focus on areas for improvement; and
- self-evaluation procedures and planning for improvement.

Settings requiring focused improvement

Focused improvement is applied where settings are causing concern and this requires termly monitoring by Estyn.

This year, one setting was identified as needing focused improvement, because there were weaknesses in the leader's understanding of suitable activities for young children and in the overall quality of provision. One setting was also placed in focused improvement from Estyn monitoring. The local authority has now withdrawn its funding for education places at this setting.

Only one setting needed focused improvement last year. This setting made good progress against the recommendations for improvement and was removed from follow-up in March 2012.

Follow-up in other sectors

Figures 2.3 and 2.4 show the number of providers in different categories of follow-up in 2011-2012 and in 2010-2011.

Figure 2.3: Chart showing the number of providers identified as requiring follow-up activity during core inspection in 2011-2012 (2010-2011 figures in brackets)

| | Special schools | Pupil referral units | Local authority education services for children and young people |
|-------------------------|-----------------|----------------------|--|
| Estyn monitoring | 0 (1) | 3 (1) | 3 (3) |
| Significant improvement | 0 (0) | 1 (0) | 1 (1) |
| Special measures | 0 (0) | 0 (0) | 1 (1) |

One special school and one pupil referral unit were removed from Estyn monitoring in 2011-2012.

Figure 2.4: Chart showing the number of providers identified as requiring follow-up activity during core inspection in 2011-2012 (2010-2011 figures in brackets)

| | Further education colleges | Work-based learning | Adult community learning partnerships | Initial teacher education | Welsh for adults |
|----------------------|----------------------------|---------------------|---------------------------------------|---------------------------|------------------|
| Estyn monitoring | 0 (0) | 1 (2) | 2 (2) | 1 (0) | 0 (1) |
| Re-inspection | 0 (1) | 1 (0) | 0 (0) | 0 (0) | 0 (0) |
| Link inspector visit | 1 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |

Maintained special schools

Three of the schools inspected this year are excellent overall and were asked to submit case studies for our website. The other three schools inspected need no follow-up.

One maintained special school, placed in Estyn monitoring last year, has made good progress against the inspection report recommendations and needs no further follow-up.

Independent special schools

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, two independent special schools have met all of the regulations. In the other two schools, there are weaknesses in the quality of education provided, mainly because teaching and planning are not good enough. We shall re-visit these two schools to make sure that they have made the necessary improvements to maintain their registered status.

Independent schools

This year we identified two schools as having excellent practice. We invited these schools to provide case studies that covered learning experiences, improving quality and strategic direction and the impact of leadership.

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, we carried out follow-up monitoring inspections in three schools that had not met all of these regulations in inspections last year. All of these schools have taken appropriate action and made good progress to comply with the regulations. Two of the schools now comply fully with the regulations. The other school meets almost all of the regulatory requirements.

Pupil referral units

One of the seven pupil referral units (PRUs) inspected this year has prepared an excellent practice case study on the effective support and guidance provided for young mothers-to-be.

Three PRUs inspected require Estyn monitoring and one is in need of significant improvement. In these PRUs, leaders and managers do not make sure that work with pupils is always of good quality and nor do they use data or information from pupils' schools to plan improvements.

Pupils do not all access full time education or have a wide enough curriculum or attend well. As a result, pupils do not make enough progress. The buildings in three of these PRUs are not fit for purpose.

We monitored one PRU last year. This PRU made good progress against the recommendations for improvement and was removed from follow-up.

Local authority education services for children and young people

This year, we invited two authorities to provide case studies of best practice in leadership and school improvement.

Five of the eight authorities inspected require further attention to help them improve. One authority requires special measures and another requires significant improvement. Standards are unsatisfactory in both of these authorities.

Estyn will also monitor progress against inspection recommendations in the other three authorities where many aspects of their work are no better than adequate.

Often, authorities that require follow-up visits have not responded to the recommendations of previous inspections and many learners or groups of learners do not achieve as well as they should. In addition, these authorities do not evaluate their work robustly and do not hold themselves or partners to account successfully.

Further education institutions

We have completed seven inspections of further education institutions using the new framework. This year, we asked two colleges to prepare best practice case studies.

One college with judgements of adequate for current performance and prospects for improvement will require follow-up activity and its progress will be monitored by the link inspector. Last year, one college required a re-inspection as judgements for current performance and prospects for improvement were unsatisfactory, but we have yet to re-inspect it.

Work-based learning

We have completed 12 inspections of work-based learning providers using the new framework to date.

This year, two work-based learning providers require follow-up activity.

Last year, we judged two work-based learning providers as having adequate current performance and requiring Estyn monitoring. They are yet to be re-visited.

Adult community learning

We have completed five adult community learning partnership inspections using the new framework and one institutional inspection.

We judged four of the partnerships as adequate or unsatisfactory in one or more of the two overall judgements. All four have adequate or unsatisfactory arrangements for improving quality. Three of these partnerships have adequate or unsatisfactory leadership. Three partnerships have learners that achieve adequate or unsatisfactory standards. As a result, Estyn will continue to monitor the progress of these four partnerships.

Initial teacher education and training

This year, we inspected one provider of initial teacher training, the South West Wales Centre of Teacher Education and Training. This is the first inspection of providers of initial teacher education and training for this current inspection cycle.

Standards are judged as adequate because a minority of trainees do not have secure enough literacy skills in English and in Welsh, and need to improve their skills of planning and reflection. We also recommended that the provider improves the consistency of training across all programmes and that middle leaders monitor standards and training to secure improvement promptly and efficiently.

We found leadership overall to be good, and prospects for improvement are judged to be good. However, because, standards and current performance are judged as adequate, progress against the recommendations in the inspection report will be monitored by Estyn.

Welsh for adults

We have completed two Welsh for adults inspections using the new framework. This year, we asked the provider we inspected to provide a case study of best practice as prospects for improvement and partnership-working were excellent.

Last year, we judged the Welsh for adults provider inspected to have adequate current performance and prospects for improvement. This year, we monitored this provider. The provider has made good progress against the recommendations for improvement and no longer needs any further follow-up activity.

Section 3: Sector report

Annual Report 2011-2012



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Primary schools

In January 2012, there were 1,412 primary schools in Wales. This is 23 fewer than in January 2011. There were 262,144 pupils in primary schools in January 2012, an increase from 259,189 in the previous year. This is the second consecutive annual rise in primary pupil numbers. This year, we inspected 218 primary schools.

Performance and prospects

Current performance is good or better in just under three-quarters of the schools inspected this year. This is six percentage points lower than last year. Performance is excellent in 3% of primary schools and adequate in just over a quarter. Current performance is unsatisfactory in one school.

Judgements on prospects for improvement represent the level of confidence that inspectors have in the ability of the school to drive its own improvement in the future. Prospects for improvement are excellent in 6% of primary schools. They are good or better in four-fifths of primary schools. This represents a five percentage point increase on the previous year. Prospects are adequate in 17% and unsatisfactory in 4% of primary schools.

In many schools where current performance is adequate but prospects for improvement are good, this is because a relatively new headteacher or leadership team are implementing appropriate initiatives to secure improvement.

Follow-up

The number of primary schools we asked to provide us with case studies of excellent practice has increased to 30 this year from 20 last year. This year, we included schools where we awarded an 'excellent' judgement for one or more quality indicators.

This year, we identified 48% of the primary schools we inspected for follow-up visits because of concerns about inspection outcomes. This is a three percentage point increase on last year. The proportion of schools requiring Estyn monitoring has increased from 18% to 26% this year.

This year, we identified 7% of the schools we inspected as schools causing concern¹ because of poor leadership and standards. This is an increase of two percentage points on last year.

Of the schools requiring Estyn monitoring last year, 77% have secured improvements and do not need any further follow-up. Sixty-one per cent of schools requiring local authority monitoring have also made improvements and have been removed from further follow-up.

None of the schools that were placed in special measures last year or this year has yet secured the necessary improvements to be removed from the category.

To read more about follow-up activities, please click on the title 'Follow-up'.

¹ Schools causing concern are those placed in categories where they require 'special measures' or are 'in need of significant improvement'.

Outcomes

Standards are good or better in just under three-quarters of schools. This year, in just over a quarter of the schools inspected, standards are only adequate. In many of these schools, pupils' rate of progress in different year groups varies too much. In just over a quarter of schools, staff do not have high enough expectations of what their pupils can achieve. As a result, pupils do not achieve as well as they could.

In a significant minority of primary schools, more able pupils do not make enough progress. Although most go on to achieve the expected level for their year group, too few of these pupils gain the higher levels in the assessments at the end of the Foundation Phase and key stage 2. Often this is because the tasks they are set do not challenge them

well enough or because teachers do not challenge and support them to make the progress they are capable of making.

In 2012, 83% of pupils achieved the expected level in English or Welsh, mathematics and science at the end of key stage 2. In many schools, pupils with additional learning needs and those with English as an additional language make good progress from their starting points.

In very few schools are standards excellent. In these schools, nearly all pupils make better than expected progress when compared to their attainment on entry to the school. In these very few schools, most pupils develop and apply their literacy, numeracy and thinking skills particularly

well and to a high standard across the curriculum.

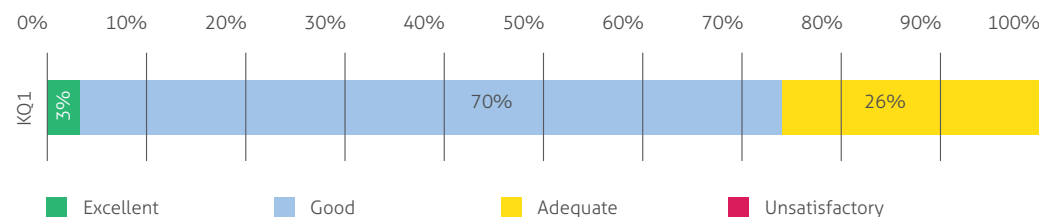
In over four-fifths of schools, most pupils in the Foundation Phase listen carefully and speak confidently with a growing vocabulary. Many pupils read appropriate texts with a good degree of accuracy and understanding and use their knowledge of phonics to work out unfamiliar words. In around four-fifths of schools, Foundation Phase pupils acquire good numeracy and information and communication technology skills. In over one-fifth of schools, pupils do not apply their numeracy skills well enough across all areas of learning.

At key stage 2, many pupils speak clearly and effectively in discussions and are able

to explain their thinking. In around four-fifths of schools, pupils acquire appropriate skills in English and mathematics lessons. However, in around two-fifths of schools, pupils do not solve problems, or use mathematical reasoning or higher-level information and communication skills well enough in other curriculum areas.

Tackling the link between disadvantage and poor performance remains an issue. Pupils' outcomes are good or better in around four-fifths of the primary schools inspected this year where less than 24% of its pupils are entitled to free school meals. This is only true for around half of schools that have more than 24% of pupils entitled to free school meals. In a few schools in the highest free-school-meal range (over 32%), pupils

Figure 3.1: Percentages of judgements awarded for Key Question 1: How good are outcomes?



make very good progress. In these schools, there is a clear link between how well the schools develop pupils' social, behavioural and life skills and how well they are helping pupils to make consistent progress in acquiring literacy, numeracy and information and communication technology skills.

This year, we reported that, in 40% of primary schools, standards in English or Welsh first language needed to improve. Pupils' standards in writing, in particular, remain a concern. In the Foundation Phase, a minority of pupils make basic spelling and punctuation errors or have poor letter formation. In over a quarter of schools, a significant minority of pupils in key stage 2 have weak writing skills and do not transfer the grammar and spelling skills they have learnt in language sessions to their writing in other subjects without the teacher's support. They are unable to structure their written work independently or write at length for a range of purposes, such as explaining how they carried out a science investigation.

In around four-fifths of schools, key stage 2 pupils use their reading skills appropriately in other areas of the curriculum. However, in one-fifth of schools, too many pupils read at a level below their chronological age and a minority do not make enough progress in learning to read with understanding.

There has been little change in pupils' standards in numeracy. In around four-fifths of schools pupils acquire appropriate skills in their mathematics lessons. However, in around two-fifths of schools, pupils' ability to solve problems and use their mathematical reasoning skills across the curriculum is limited.

In the majority of schools, pupils make a good start when learning to speak and listen in Welsh. In the Foundation Phase, most pupils make good progress during whole-group sessions and have a positive attitude towards speaking Welsh. Standards in key stage 2 are improving slowly but, in a significant minority of schools, pupils do not continue to develop their Welsh skills well enough. Often in these schools, teachers do not devote enough time to improving pupils' Welsh second language skills and many lack confidence in teaching Welsh, particularly to older key stage 2 pupils. Not even in one-in-ten schools do pupils make excellent progress in acquiring Welsh second language skills. In very few schools, nearly all pupils have a good understanding of their Welsh work across the curriculum. In these exceptional cases, pupils learn to use a wide range of sentence patterns accurately and effectively and, by the end of key stage 2, nearly all pupils read accurately and with expression.

The quality of pupils' wellbeing is good or better in most primary schools. Nearly all pupils feel safe in school and behaviour is generally good. Most pupils are attentive and enthusiastic. In the very few excellent schools, nearly all pupils are highly motivated and fully engaged in their learning.

There remains a large gap in attendance levels between schools in the lowest and highest areas of social deprivation. In many schools, there is a correlation between the percentage of pupils receiving free school meals, the level of absenteeism, and pupils' end-of-key-stage outcomes.

In nearly all schools, most pupils have a good understanding of the importance of maintaining a healthy lifestyle. Many take part regularly in physical activities and attend extra-curricular activities to keep fit.

In many schools, school councils work with the local community. They raise funds jointly for local charities and an increasing number work with community officers to improve the safety and cleanliness of the area around the school. However, in only a few schools do pupils play an important role in evaluating aspects of school life or in making decisions about how to improve standards and provision. In a few schools, pupils monitor

progress against agreed targets in the school development plan and evaluate the progress of their peers.

In nearly all schools, most pupils are considerate and respectful towards each other, staff and visitors. Many take responsibility for their own actions and are developing the skills that enable them to work productively with others.

Welsh language leads the way

Ysgol Comins Coch is leading the way in teaching Welsh as a second language. Pupils develop their skills through an intensive immersion programme and by undertaking activities through the medium of Welsh in other subjects.

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

Provision

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

Fewer than three-quarters of schools provide good or better learning experiences. In most schools, the curriculum is broad, balanced and relevant, and reflects the statutory requirements. In the Foundation Phase, although planning is generally appropriate, in a minority of schools six and seven-year-olds do not have enhanced and continuous provision. In key stage 2, in around two-fifths of schools, teachers do not adapt their planning well enough to meet the needs of all pupils. In a majority of these schools there is an over-reliance on the use of commercial schemes and too often all pupils, regardless of their ability, complete the same work.

Around three-quarters of schools plan appropriately to develop pupils' skills in English, mathematics and information and communication technology lessons. They provide useful opportunities for pupils to use their reading and information and communication technology skills across the curriculum. However, in around a quarter of schools, planning for pupils' skills development, particularly planning for more able pupils, remains weak. There are too few opportunities for pupils to use and develop their writing and numeracy skills to the appropriate level, both within English and mathematics lessons and across a variety of subject areas. A very few schools with excellent provision adopt an enquiry-based approach that helps pupils to apply skills independently in most aspects of their learning. In these schools, pupils and staff discuss the skills that need to be used

over the course of a topic and pupils make their own decisions about how the tasks will be organised and presented.

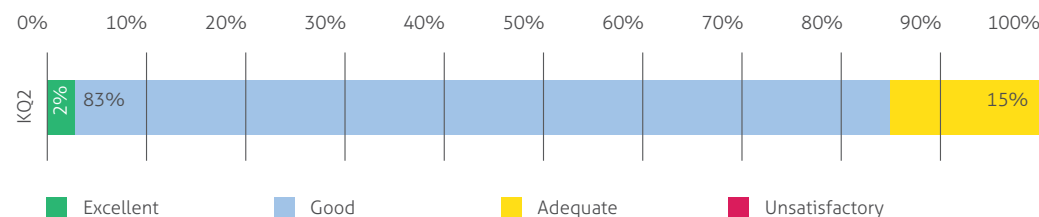
In most schools, provision for Welsh second language is good in the Foundation Phase. In key stage 2, provision is less well developed. Most schools place a good emphasis on developing pupils' understanding of the history and culture of Wales. However, in a minority of schools, Welsh second language experiences do not build well on pupils' prior learning and schools do not devote enough time to teaching Welsh second language.

Most schools develop pupils' awareness of environmental and global issues well. Pupils estimate their global footprint regularly and take part in fair trade activities. Most schools provide suitable opportunities for pupils

to learn about education for sustainable development and global citizenship in a range of subjects.

Teaching is good or better in around four-fifths of schools. By now, most teachers have a good understanding of the Foundation Phase approach and provide a good balance between adult-directed and child-initiated activities. In key stage 2, many teachers have good subject knowledge and share clear learning objectives with pupils. However, in a minority of these schools, teachers do not have high enough expectations of their pupils, particularly of what more able pupils can achieve in reading, writing and numeracy. In the very few schools where teaching is excellent, nearly all teachers ask probing questions that encourage pupils to think carefully and logically. Lessons proceed at a lively pace and staff have

Figure 3.2: Percentages of judgements awarded for Key Question 2: How good is provision?



high expectations of all pupils. In around one-fifth of schools, teaching is no better than adequate. In many of these schools, lessons lack pace and there is repeated use of worksheets that keep pupils occupied but fail to help them to apply their skills fully or to learn independently.

Around two-fifths of schools have shortcomings in how accurately they assess pupil progress and in the use they make of data from assessment. Standardisation, moderation and tracking procedures are appropriate in many schools. However, in a minority of schools, teachers' marking does not identify the next steps that pupils need to take and too few pupils are involved in assessing their own progress. Too many schools do not use assessment findings to identify targets for improvement consistently across the school or follow their agreed assessment policy. Nearly all schools have appropriate arrangements for reporting to parents and the majority do use the

outcomes of assessments to inform future planning.

Nearly all schools promote pupils' health and wellbeing effectively. Promoting pupils' social, moral, spiritual and cultural development is a strength in nearly all schools. In a few schools, provision for pupils' personal and social education is well developed across all areas of the curriculum and this helps pupils to acquire social and life skills.

Almost all schools apply their behaviour management policy consistently. Most have generally appropriate arrangements for improving pupil attendance, but in a few schools these strategies have limited impact.

Most schools have good procedures for identifying early on those pupils that need additional support. Many provide appropriate interventions that help these pupils to catch up with their peers. A minority of teachers do not help pupils to

consolidate the skills they have learned in intervention programmes in their whole-class teaching. Nearly all schools make appropriate referrals to specialist services to support vulnerable pupils and their families.

Nearly all schools have satisfactory policies and procedures for safeguarding pupils' wellbeing. In the few schools where procedures are underdeveloped, it is because staff have not generally received recent training and are not aware of how to respond to a disclosure.

Nearly all schools establish an inclusive ethos that underpins all areas of the school's work. As a result, they create a culture of mutual respect and honesty, where all pupils are valued and treated fairly, although heads and teachers have yet to take full account of pupils' views about their learning experiences. Most schools have good arrangements to help pupils to learn about diversity.

Most schools make good use of the resources and space available. Schools generally maintain their accommodation to a suitable standard and most create attractive, stimulating learning environments. In just over 5% of schools, the buildings are in a poor state of repair and toilet facilities are inadequate. A very few schools make outstanding use of outdoor areas and their local environment. However, a few schools still provide limited outdoor experiences and access for pupils in the Foundation Phase.

The great outdoors

Tavernspite Community Primary School, working with several strategic partners, has successfully piloted an 'Outdoor School' project to develop children's knowledge, pride, ownership and enjoyment of their local outdoor area.

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

Leadership and management

Leadership is good or better in just under four-fifths of the schools inspected this year. In the very few schools where leadership is excellent, the senior leadership team have established a strong culture of improvement. In these schools, all staff have a common understanding of how to maintain and improve standards and they act in concert to achieve the school's agreed priorities.

Many schools analyse data well and use it appropriately to set whole-school improvement targets. In around two-thirds of schools, there is a clear link between the school's priorities for improvement and the way that leaders manage the performance of staff.

In most schools, senior managers tackle the performance of individual teachers where it is clearly unsatisfactory. They put in place appropriate targets, training and support and they monitor progress regularly. However, in too many schools, headteachers do not address mediocre teaching

performance robustly enough or provide enough support or challenge for those teachers whose work is barely adequate.

Most governing bodies provide appropriate support for the headteacher and help to set the strategic direction for the school. Many know how well the school performs and understand comparisons with other similar schools. However, in three-in-ten schools, governors do not use this information to challenge the school about the standards it achieves. This year, there were more improvement recommendations for governors in Welsh-medium schools than in English-medium schools.

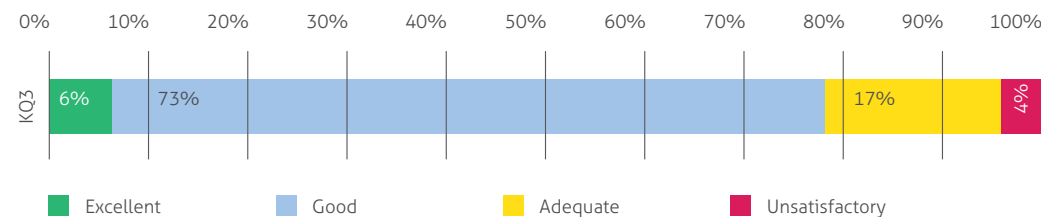
Around two-thirds of schools have good or better procedures to improve quality. These schools have effective and systematic self-evaluation processes that involve all staff, pupils, parents and governors. Senior managers use a wide range of relevant evidence, which includes scrutinising planning and pupils' work and observing lessons. In most

of these schools, the school improvement plan sets a clear direction for improvement and there is a good link with the areas for development identified in the self-evaluation report.

In the third of schools where self-evaluation is no better than adequate, senior managers do not focus enough on pupils' standards. In many of these schools, the self-evaluation report describes what the school does rather than evaluating how well pupils achieve or scrutinising the impact of the school's provision on learning. Many senior managers in these schools do not use the results of monitoring to set clear, measurable improvement targets. In a very few of these schools, recently appointed headteachers are introducing better procedures.

Most schools have good links with other local schools for specific projects. In the very few schools with excellent practice, all teachers work jointly with teachers from other

Figure 3.3: Percentages of judgements awarded for Key Question 3: How good are leadership and management?



schools to improve the quality of provision. In these schools, there is a well-established culture of internal and external collaboration and teachers share innovative practice.

Most schools work well with parents and the local community. In a few schools, partnerships with local businesses and national organisations make an excellent contribution to improving pupils' outcomes. Nearly all schools have well-established transition arrangements that help pupils as they move to the next stage of learning. Most schools are beginning to collaborate more with others in their cluster to standardise and moderate pupils' work and in their end-of-key-stage assessments.

Nearly all schools have appropriate systems to manage their finances and many link their spending well to priorities in the school improvement plan. Most schools use their resources well to improve standards and provision for pupils. However, in around a quarter of schools, senior managers do not monitor the impact of spending decisions on standards well enough.

Senior managers generally deploy staff appropriately to make use of their skills and expertise. Most schools provide good professional development opportunities for staff, particularly in the national priority of improving pupils' literacy skills. However, in around a third of schools, senior managers do not monitor the impact of training regularly. This means that managers do not address inconsistencies in practice between classes in the same school, pupils make uneven progress and, in around a quarter of schools, pupils' standards are no better than adequate.

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

- pupils' progress and standards are too variable;
- end-of-key-stage results compare poorly to those in other similar schools; or
- self-evaluation procedures do not focus well enough on the standards pupils achieve.

Welsh second language comes first

Plascrug C.P. School has a clear vision and commitment to bilingualism for both staff and pupils. As part of this strategy, particular emphasis is given to teachers' continuing professional development, with opportunities to attend training to improve their Welsh oracy skills through sabbatical courses, the local university and a school support group.

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

Secondary schools

In January 2012, the number of secondary schools in Wales was 221, a decrease of one school from January 2011. Since 2004, the number of pupils in secondary schools has been decreasing each year. In January 2012 the number was 198,015, a drop of 3,215 from January 2011. This year, we inspected 35 secondary schools.

Performance and prospects

Performance is good or better in 46% of schools, including excellent performance in 14%. The proportion of schools with excellent performance is much the same as it was last year, but the proportion of schools with good current performance is much lower. Last year, performance in nearly half the schools inspected was good, but this year it is good in only around a third of schools. Performance is only adequate in 40% of secondary schools and in 14% of schools it is unsatisfactory. This represents an increase from the previous year.

Prospects for improvement are excellent in 23% of schools. This proportion of excellent prospects is the same as it was last year but there is fall from 61% to 34%, this year, in the percentage of schools with good prospects. Prospects are only adequate in 40% of secondary schools.

The majority of the schools with excellent prospects also have current performance that is excellent. In these schools, leaders set very high expectations for all aspects of their schools' work and have established a culture of accountability. The remaining schools with excellent prospects only have a good judgement for performance because, although their performance is improving and above expectations, this has only been the case in more recent years and these schools are not yet showing sustained excellence.

Only a minority of schools with good prospects also have good current performance. The remaining majority of schools with good prospects only have adequate current performance because they either have a new headteacher, or improvements are recent or not to the level yet that warrants a judgement of good for performance.

Follow-up

This year, we asked eight schools to provide an excellent practice case study. Five out of the eight schools have a judgement of excellent for both their current performance and prospects for improvement, and the rest have a judgement of excellent for their prospects.

Last year, around 40% of secondary schools needed follow-up visits. Six required an Estyn monitoring visit and we asked the local authority to report on progress in a further six schools. All of the schools that were monitored by the local authority or by Estyn have improved to the extent that they no longer require further monitoring.

This year, 54% of secondary schools need a follow-up visit, which is an increase from last year. Although the number of secondary schools that will be monitored by the local authority has fallen from six to three, there has been a substantial increase from six to sixteen of those schools to be monitored by Estyn.

This year, the number of secondary schools in need of significant improvement has increased from one to five. One school is in special measures.

To read more about follow-up activities, please click on the title 'Follow-up'.

Outcomes

Standards are good or better overall in fewer than half of the schools inspected. They are excellent in around one-in-seven schools, but are unsatisfactory in the same proportion.

In schools where standards are excellent, most pupils make significant gains in their knowledge, understanding and skills in lessons and there are no significant differences in the performance of different groups of pupils such as boys and girls, pupils entitled to free school meals and pupils with additional learning needs. In particular in these schools, pupils have well-developed literacy skills that they use extremely effectively. Pupils make confident and thoughtful spoken responses in lessons that help to deepen their understanding.

Their reading is fluent and effective in extracting and analysing information. Many pupils produce coherent and well-organised pieces of extended writing that include mostly accurate spelling, punctuation and grammar. In these schools, there is outstanding performance in external examinations when compared with relative performance levels in other similar schools and particularly in the proportions gaining the level 2 threshold including English or Welsh first language and mathematics at key stage 4. Performance in these areas has been consistently high over a few years.

This year, there were fewer schools where standards were good overall compared with last year. In the schools with good standards, most pupils progress well in lessons.

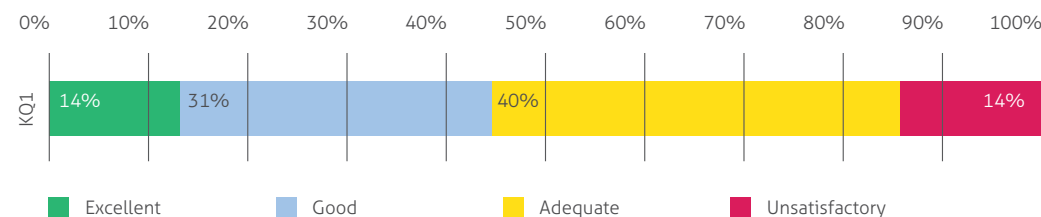
Many have a secure recall of their previous work and use this well to improve their understanding. Most pupils also speak clearly and listen attentively and many read well, using suitable strategies to extract information or respond appropriately to the text. Many write thoughtful pieces that identify key features and select suitable content to support their explanations and arguments. The writing of many is accurate, but a few pupils make too many errors in spelling and occasionally punctuation. A few of the more able pupils in these schools do not make as much progress as they should, particularly in developing higher-order reading and writing skills. Many pupils have suitable numeracy skills, which they apply well in a range of subjects such as science

A holistic approach to improving attendance

Ysgol Gymunedol Cefn Hengoed Community School has used a wide range of strategies and a multi-agency approach, which have significantly improved pupils' attendance.

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

Figure 3.4: Percentages of judgements awarded for Key Question 1: How good are outcomes?



and geography. In these schools, performance in external examinations at key stage 4 is generally improving, but it has yet to achieve a consistently high pattern over a number of years.

In schools where standards are judged as adequate, the majority of pupils make variable but fair progress in lessons. Although many pupils listen well and speak clearly in class, a significant minority do not read and write well enough. These pupils do not gain a secure understanding of what they have read. Their writing is often short, features a narrow range of styles and purposes, and contains too many errors in spelling, punctuation and grammar. Most pupils with additional learning needs make the progress expected, but in many of the schools with adequate standards pupils entitled to free school meals do not perform well. Also in many of these schools, pupils either have weak numeracy skills or do not apply them well across the curriculum. In a minority of schools with adequate standards, boys under-perform. Although performance in examinations is generally improving in these schools, it is still below what it should be, when compared with performance levels in similar schools.

Standards are unsatisfactory overall in about one-in-seven schools inspected. Their main shortcomings are the slow progress a significant minority of pupils make in lessons and pupils' weak literacy skills. Pupils' oral responses lack confidence and are often short and self-conscious. The reading, writing and numeracy of a minority of pupils are under-developed and these skills are not well used in

lessons across the curriculum. All of these schools perform at a rate that is well below that attained by similar schools in external examinations at key stage 4. There is also poor progress from previous key stages.

Standards in Welsh second language are good in a few schools and improving in a majority of them. They are particularly strong in those schools where standards are excellent overall. However, Welsh second language is an important area for improvement in around a fifth of schools.

Standards achieved on the Welsh Baccalaureate Qualification vary a good deal between pupils and between schools. For instance, standards in individual investigations can vary from a pass level to a very high level. Much of the variation in standards reflects the variation in the way in which the provision is designed and delivered in different schools. It also reflects the wide ability-range of pupils who study the Welsh Baccalaureate, at level 3 in particular.

Nearly all pupils feel safe and well supported in school, and most say that incidents of bullying are dealt with appropriately. Many pupils are aware of the importance of healthy living and participate in a range of physical activities. Most pupils also develop important life and social skills. These are often gained through undertaking activities in the local community, taking on responsibilities, for example when older pupils act as 'buddies' for younger pupils, and as volunteers. These activities are often undertaken as part of the work that pupils complete in Welsh Baccalaureate components.

Behaviour is good in most schools. Most pupils are courteous, get on well with each other and show positive attitudes to learning, school and each other. In schools where wellbeing is excellent overall, the high standards of behaviour and outstanding willingness to learn are particularly evident. In a minority of schools, even though behaviour overall is good, a few pupils either spend too much time off-task or engage in low-level disruption.

In most schools, pupils contribute to decisions about aspects of the school environment, healthy eating arrangements and the development of anti-bullying policies. Increasingly, pupils are having a stronger say in what and how they learn through regular surveys, focus groups and involvement in lesson observations through schemes such as 'Young Evaluators', although this pupil involvement is a prominent feature in only a minority of schools. In a quarter of schools, pupils have little influence over the development of key school policies and plans. In a very few schools, there are no associate pupil governors.

Attendance is good or very good in the majority of schools we inspected last year, but this is the weakest aspect of pupils' wellbeing. In just under a third of schools, attendance is not good enough. In the few schools that were judged to have only adequate wellbeing overall, poor attendance was the key area for improvement.

Provision

Provision is good or better overall in almost two-thirds of the schools inspected. This year, there were fewer schools where provision was good compared with the year before.

Learning experiences are good or better in just over two-thirds of schools. At key stage 3, all schools meet statutory requirements and, in many schools, the curriculum builds well on key stage 2 experiences through carefully planned transition arrangements. Most schools offer a broad range of general and vocational courses at key stage 4 and the sixth form. In a quarter of schools, an expanded range of courses has led to improvements in outcomes. However, in a few schools, timetabling constraints restrict pupils' option choices at key stage 4 and schools do not plan carefully enough for progression in subjects from key stage 2.

Four-fifths of schools inspected this year offer the Welsh Baccalaureate qualification in key stage 4 or in the sixth form. A third of schools inspected offer the Welsh Baccalaureate qualification in both key stage 4 and the sixth form. The Welsh Baccalaureate offers many benefits

to students. Through studying the Welsh Baccalaureate core, the majority of pupils improve their essential skills and they achieve an understanding of a range of topics, including enterprise, politics and current affairs, that they would not have studied otherwise. In particular, carrying out the individual investigation helps many pupils to develop some of the research and analytical skills needed for further education, higher education and employment. Pupils also develop their confidence and social skills by engaging in community participation and work experience.

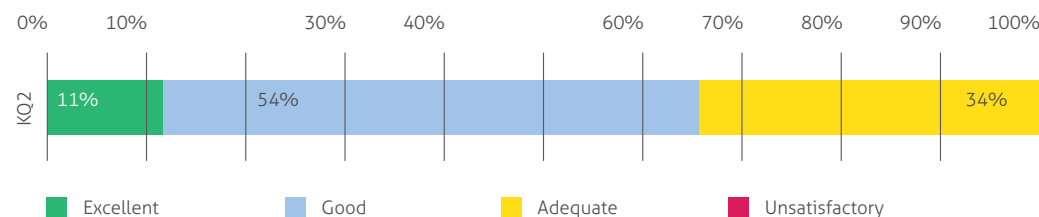
Over half of schools have good arrangements for developing skills. In a few schools, a consistent approach across all subjects in developing writing skills is having an impact in raising literacy standards. In almost a third of schools, there are shortcomings in the co-ordination and monitoring of pupils' literacy and numeracy skills. In around a quarter of schools, subject departments do not adapt work well enough to support pupils in developing their writing and higher-order reading skills. In a few schools, there are too few opportunities for pupils to practise and improve their

literacy and numeracy skills in subjects other than English/Welsh or mathematics.

In one-in-five schools, provision for Welsh language is a strong feature, with increasing numbers of pupils taking full course examinations. However, in a few English-medium schools, pupils do not have enough planned opportunities to use Welsh outside timetabled lessons. Education for sustainable development and global citizenship is good in the majority of schools. Around a quarter of schools arrange beneficial international links to develop pupils' understanding of global citizenship.

Teaching is good or better overall in fewer than half of the schools inspected. In the few schools where teaching is excellent, there is consistency in approaches and high expectations of what pupils can achieve. Teachers plan exciting and demanding tasks that challenge pupils' thinking and extend their understanding. They develop pupils' literacy and thinking skills well through probing questioning and effective group work. However, in over half the schools

Figure 3.5: Percentages of judgements awarded for Key Question 2: How good is provision?



inspected, a minority of teachers do not have high enough expectations, particularly of more able pupils, or set challenging activities that are matched to pupils' needs and abilities. In a few lessons, teachers do not manage low-level disruptive behaviour effectively.

Many schools have good systems for assessing and tracking pupils' progress. In a fifth of schools, the assessment system is too new to have made an impact on improving standards. In the majority of schools, pupils have frequent opportunities to assess their own and other pupils' work. However, in around half of schools, marking does not give clear guidance to pupils about how to improve their work. Teachers do not make sure that pupils review and respond to their marking, particularly to improve the accuracy of their written work.

Care, support and guidance are good or better in nine-out-of-ten schools. Most schools offer effective provision for pupils' wellbeing and personal development and offer useful information and advice. Many schools have strong partnerships with a wide range of specialist services to

support vulnerable pupils. Most schools have appropriate policies and procedures for safeguarding. Many schools support pupils with additional learning needs effectively. However, in a few schools, pupils with additional learning needs in mainstream classes do not receive the support they need.

Most schools are caring, inclusive communities where most pupils feel valued and where they generally have equal access to all areas of the curriculum. In a minority of schools, these aspects are significant strengths. Many schools make effective use of learning resources that meet pupils' needs and curriculum requirements.

Most buildings and grounds are well maintained, despite shortcomings in the quality of accommodation in over a third of schools. These shortcomings are most commonly in the exterior of the buildings, the poor condition of toilets, and in facilities for physical education. In a fifth of schools, provision for information and communication technology and sporting facilities are very good.

Pride in the Welsh language brings success

At **Treorchy Comprehensive School**, the whole-school approach to Welsh language development, high-quality provision and effective transition from primary to secondary school have helped pupils to develop their Welsh language skills particularly successfully.

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

Leadership and management

Overall, leaders and managers are doing a good or better job in almost three-fifths of the schools inspected. This year, there were fewer schools where leadership was good compared with last year. In a few schools, the overall judgement for the key question about leadership and management is lower than the judgement for the leadership quality indicator. This is often because a new headteacher or leadership team may have started to improve a few important areas such as behaviour and attendance, but standards and value for money are still only adequate and self-evaluation processes are not yet consistent. As a result, the overall judgement for the key question is lower.

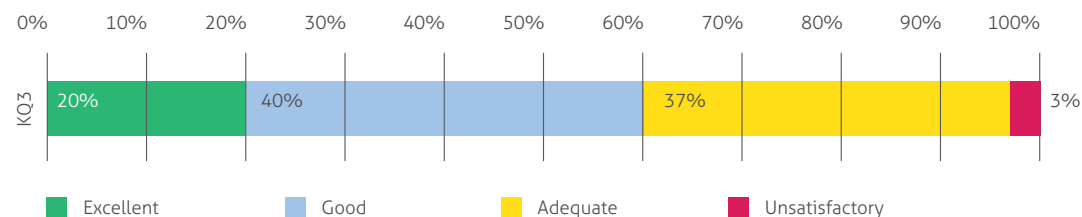
Leadership is good or better in three-quarters of schools. This year, the proportion of schools judged to have excellent leadership has increased and now accounts for just over a quarter of schools. Schools with excellent leadership have a very effective senior leadership team. They undertake their roles as line managers very well, have a clear focus on improving standards and teaching, and communicate effectively as a team and with other members of staff. During meetings with those they manage, they agree clear actions that focus on the most important areas for improvement. They analyse data rigorously to monitor performance and to target underperformance in order to improve

attainment, behaviour and attendance. In these schools, there is also consistency in the quality of middle leaders. Middle leaders are held fully to account for their areas of responsibility and work within a culture of trust and high expectations.

In many schools, leaders set a clear direction with a focus on improving standards and teaching. Roles and responsibilities are generally well defined. In a minority of schools where leadership is only adequate, there is inconsistency in middle leadership. In these schools, line-management arrangements are not robust and performance management targets lack focus and challenge.

In many schools, governors have a clear understanding of the school's strengths and areas for improvement. However, in a few schools, governors focus too much on discussing things that are already good in the school rather than challenging the headteacher about more difficult matters, especially those issues relating to leadership and performance. In these schools, although governors are familiar with the range of data available, they do not use it well enough to challenge school leaders and secure improvements. This proportion, at 17%, is lower than the 25% of schools last year where governors did not use performance information well to hold the school to account.

Figure 3.6: Percentages of judgements awarded for Key Question 3: How good are leadership and management?



Effective professional dialogue

At **Ysgol Bryngwyn School**, teachers from different departments work together in 'triads' (groups of three) to help each other improve the quality of their teaching.

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

In a few schools there are extremely rigorous arrangements for improving quality. There is a high degree of consistency in departmental self-evaluation. Reports are comprehensive, contain a thorough analysis of data, and are based on a wide range of evidence. These arrangements have enabled these schools to make significant progress since their last inspection.

Although, many schools gather first-hand evidence to inform self-evaluation, it is only in a minority of schools that evaluation processes are regular and systematic. In these schools, whole-school and many departmental self-evaluation reports are comprehensive and identify appropriate areas for improvement.

However, in the nearly-three-fifths of schools where improving quality was only adequate, leaders do not collect or make effective use of first-hand evidence and, during lesson observations, there is not a sharp enough focus on the impact of teaching on pupils' progress. As a result, self-evaluation reports and improvement plans do not give enough attention to all of the important areas that require improvement. In these schools, there is also too much inconsistency in the quality of whole-school and departmental improvement planning. The link between

self-evaluation and improvement planning is not clear enough and plans do not identify clear timescales and measurable outcomes.

Most schools provide worthwhile opportunities for staff to undertake professional development activities and, in many schools, these link appropriately to performance management targets. Many schools have made good progress in developing working groups that focus on national priorities, particularly literacy and improving the quality of teaching. However, in the majority of instances, it is too early to see the impact of this work on standards.

Most schools work effectively with partners to improve pupils' standards and wellbeing. In many schools, work with partner schools and colleges to develop 14-19 provision is good or better, offering more choices to pupils and enabling leaders to make more cost-effective use of resources. The majority of schools have effective quality-assurance arrangements to share attendance and tracking information routinely with other providers. This enables them to intervene when pupils are not making enough progress or to review courses when outcomes are poor. In most schools, partnerships with parents and primary schools are generally strong. However, in a few schools where

partnership working is only adequate, transition activities are not co-ordinated well enough with primary schools and links with parents are underdeveloped.

Most schools monitor spending closely and allocate resources appropriately to identified priorities. However, just over a quarter of schools have a deficit budget and around 14% of these have a significant deficit that has accumulated over the last few years. In nearly all schools, staff are deployed effectively, although, in a very few schools, too many teachers teach outside their areas of expertise and this has a negative impact on standards.

Overall, 46% of schools provide good or better value for money. However, in around half of schools, value for money is adequate at best. In these schools, standards do not compare well with those in similar schools, a minority of teachers do not meet the needs of pupils across the ability range well enough and self-evaluation and improvement planning do not focus on the important areas that require improvement.

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 2012, there were 43 maintained special schools in Wales. There were 4,254 pupils educated in special schools in January, an increase from 4,181 in January 2011.

Performance and prospects

This year, we inspected six maintained special schools. Performance is good overall in five of the schools and excellent in one. This is similar to last year, where the overall performance was good in five schools, excellent in two and adequate in one school. There were no schools, either last year or this year, where current performance is unsatisfactory. In the schools where current performance is good or better, the factors that contribute towards positive outcomes for pupils are the high expectations of staff, the good quality of care and support and the strong partnerships with other specialist services.

Prospects for improvement are good overall in five of the schools, and excellent in one. This a less positive pattern of judgements than last year, when six out of the eight schools inspected had excellent prospects for improvement. The factors that contribute towards the excellent prospects for improvement in one school are the very well-developed culture of self-evaluation and the highly effective use of detailed data to identify needs and assess pupils' progress.

Follow-up

Three of the schools inspected this year are excellent overall and submitted case studies for our website. The three other schools inspected need no follow-up.

One maintained special school, monitored by Estyn last year, has made good progress against the inspection report recommendations and needs no further follow-up.

To read more about follow-up activities, please click on the title 'Follow-up'.

Outcomes

Standards are good overall in five of the schools inspected. In one school, they are excellent.

Nearly all pupils achieve good standards in relation to their abilities and identified needs. Almost all gain appropriate qualifications at key stage 4 and post-16.

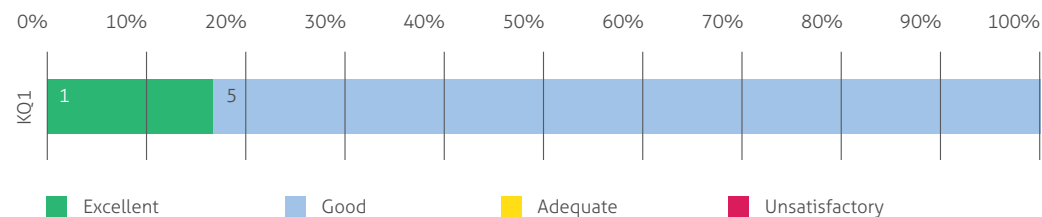
In all of the schools, pupils make good progress in developing their literacy and numeracy skills, and in applying these skills to different situations such as shopping and preparing meals. They express their opinions and interact well with their peers and with adults. Pupils with more complex needs use information and communication technology well to support their communication. The more able pupils make good use of information and communication technology to present their work and research the internet. Most pupils develop a good knowledge of basic Welsh vocabulary, in line with their ability and needs, and use it appropriately in the classroom and around the school.

Pupils' wellbeing is good or better in all of the schools inspected. Almost all pupils attend well, unless they have periods of absence due to medical conditions. Most pupils behave well. Those who have behavioural difficulties learn to improve their behaviour over time.

Most pupils feel safe in school, understand how to be healthy and take part in a range of physical activities.

In all of the schools inspected, pupils on the school council contribute to decisions about school life. This includes discussing issues such as hygiene and nutrition in the school café, and the recruitment of staff. In one school, pupils changed the lunchtime routine to avoid queuing, improve behaviour and make it run more smoothly.

Figure 3.7: Numbers of providers and judgements for Key Question 1: How good are outcomes?



Provision

Provision is good overall in five of the schools inspected. In one school, it is excellent.

All of the schools provide a broad and balanced curriculum that offers a range of learning experiences to meet the needs of the pupils. This includes participation in local community events and sensory experiences for those with the most complex needs. At key stage 4 and post 16, pupils follow appropriate learning pathways including ASDAN Awards and Agored Cymru modules, as well as work experience and volunteering opportunities in the community. Overall, schools plan appropriately for the development of pupils' literacy, numeracy and information and communication technology skills. In a minority of schools, a few staff do not always provide suitable opportunities for pupils to develop these skills across the curriculum.

Teaching is good in five of the schools inspected and excellent in one school. Almost all teachers make use of a wide range of teaching styles and resources, including information and communication technology. The majority of teachers plan work that is carefully matched to pupils' needs and abilities.

All schools make good use of assessment data to track pupil progress. In the majority of schools, pupils are involved in assessing the progress they have made against their individual targets and understand what they need to do to improve. Learning support assistants work well to support the learning, behaviour and wellbeing of pupils.

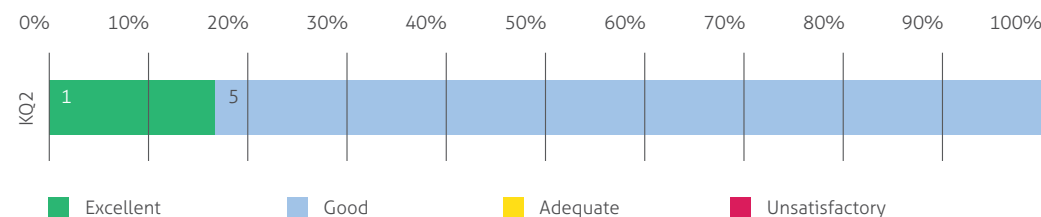
Care, support and guidance are excellent in four of the six schools inspected and good in two schools. Where provision is excellent, a wide range of external agencies and specialist services work closely with the school to give suitable support for all pupils. All of the schools have effective procedures for managing pupils' behaviour.

Technology plays a significant role in helping pupils to achieve their potential

Ty Gwyn Special School, Cardiff, has invested in new information and communication technology to help improve pupils' communication skills and break down barriers to learning.

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

Figure 3.8: Numbers of providers and judgements for Key Question 2: How good is provision?



Leadership and management

The quality of leadership and management is good in five of the schools inspected this year. In one school it is excellent. In all schools, the headteacher and other leaders have developed a clear vision for the school, which is shared by all staff. Governing bodies support the schools well but, in the majority of schools, they do not provide an appropriate level of challenge.

Self-evaluation processes are well established. Self-evaluation reports generally identify and prioritise areas for improvement, and are closely linked to detailed improvement plans. However, in half of the schools, self-evaluation reports are not evaluative enough.

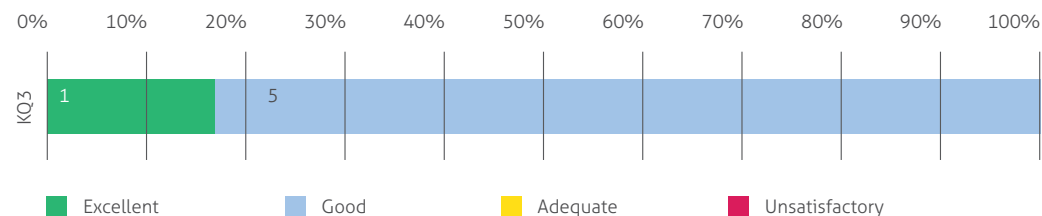
There are systems for managing performance in all of the schools. Teachers receive useful feedback from regular classroom observations, so that they understand what they need to do to improve.

All of the schools make effective use of data to identify the needs of individuals and groups of pupils, and to monitor their progress. This data is used well to inform school improvement and to improve pupil outcomes.

Partnership working is excellent in half of the schools inspected, and good in the other three. Most of the schools have worked closely with other special and mainstream schools to develop a wide range of initiatives. These include support and training for mainstream schools, the sharing of specialist facilities, extending curriculum opportunities for pupils with additional learning needs, and a peer mentoring programme.

Specialist staff are highly skilled and deployed effectively to support the individual learning needs of the pupils. In many of the schools, there is a wide range of resources, which are well matched to the interests and abilities of the pupils. All schools inspected provide good or better value for money. Where value for money was excellent, this was due to the very high quality of resources and the way in which staff use these to achieve excellent standards for pupils.

Figure 3.9: Numbers of providers and judgements for Key Question 3: How good are leadership and management?



Independent special schools

In January 2012, there were 32 registered independent special schools in Wales. These schools educate approximately 500 pupils in total. Many of them are very small and have fewer than 15 pupils on roll, mainly from linked children's homes. Estyn carries out annual monitoring inspections of all independent special schools as the pupils in these schools are particularly vulnerable.

During 2011-2012, three small registered independent schools opened and one other closed. In July 2012, seven schools that are linked to children's homes had no pupils as the resident children were educated in other local schools.

Performance and prospects

This year, we inspected four independent special schools. Performance is excellent in one school, where the staff have a very positive impact on the longer-term outcomes for pupils who have highly challenging behaviour. Performance is good in one school and adequate in the other two.

Prospects for improvement are good or better in the three schools where leaders and managers have a clear vision for their school that is shared by all staff. These schools use self-evaluation effectively and act appropriately to make improvements. In one school where prospects for improvement are only adequate, leaders do not focus enough on improving outcomes for pupils.

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.

Follow-up

This year, two independent special schools have met all of the regulations. In the other two schools, there are weaknesses in the quality of education provided, mainly because teaching and planning are not good enough. We shall revisit these two schools to make sure that they have made the necessary improvements to maintain their registered status.

To read more about follow-up activities, please click on the title 'Follow-up'.

Outcomes

In each of the four independent special schools we inspected this year, pupils gain a suitable range of accredited awards. In one school where standards are good, all Year 11 pupils achieved the Duke of Edinburgh bronze award and a range of GCSE and Essential Skills Wales qualifications. In the schools where we judged standards to be excellent, older and more able pupils gain ASDAN awards for a wide range of achievements in literacy, numeracy, social and life skills, physical skills and outdoor education.

In one of the schools inspected, pupils make excellent progress in relation to their prior attainment. All of these pupils make significant improvements in developing social and communication skills, and become more independent.

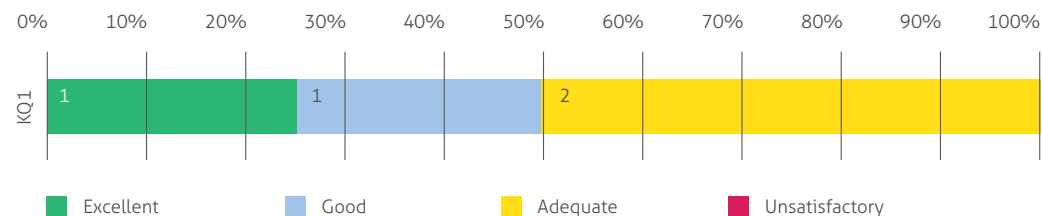
Standards are good in one school, where pupils develop reading, writing, numeracy and social skills well. However, in two schools, standards are only adequate, because pupils do not make enough progress. For example, more able pupils do not use capital letters or full stops appropriately or present their work well, and all pupils' information and communication skills are underdeveloped. In one school, pupils are allowed to misbehave and waste time in lessons and consequently they make little progress.

In two of the schools inspected, pupils have good opportunities to express their views. However, in the two other schools, where wellbeing is only adequate or unsatisfactory, pupils are not consulted enough about their life at school or issues that affect them such as bullying.

In a majority of independent special schools that we visited as part of our programme of annual monitoring, pupils make good progress in line with their abilities. In these schools, pupils' attendance and behaviour improve over time and are generally good.

Pupils' behaviour is poor in fewer schools than last year. This is partly because some schools no longer operate.

Figure 3.10: Numbers of schools and judgements for Key Question 1: How good are outcomes?



Provision

The quality of provision in the four independent special schools inspected this year varies considerably.

In one school, provision is excellent because teaching is outstanding. Planning is carefully linked to the very thorough assessment of individual pupils' learning needs and is exemplary. In this school, teachers manage pupils' behaviour very well and ensure that pupils are fully engaged in their learning. The school works effectively with a range of specialist services to support pupils' health and wellbeing. In addition, this school provides a wide range of appropriate options for work placements, for example in engineering, hairdressing and catering.

In the school where provision is good, the curriculum is broad, appropriate and well resourced to meet pupils' learning needs. Where provision is only adequate, the curriculum is more limited but still appropriate.

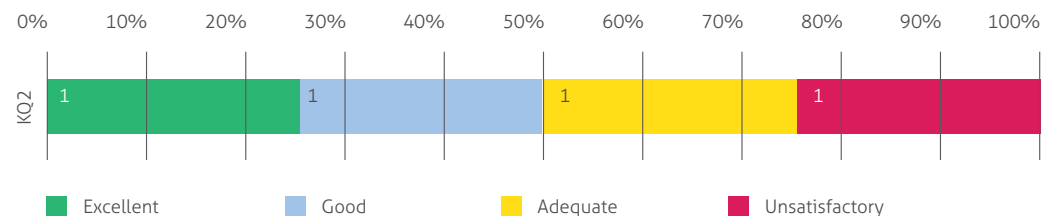
All schools make good use of outdoor learning, including rock-climbing and animal care. In the best cases, these activities make a significant contribution to pupils' confidence and wellbeing.

Provision is unsatisfactory in one school because teachers do not have high enough expectations of what pupils can achieve. Teachers also arrive late and give pupils breaks after completing a small task rather than keeping up the pace and providing another interesting activity. As a result, pupils do not maintain a good working routine.

All four schools have appropriate policies and procedures for safeguarding.

The majority of independent special schools visited as part of our programme of annual monitoring, which is separate from the formal inspection programme, provide pupils with a good range of opportunities for learning within a suitable environment. Overall, most pupils behave well and enjoy their education. However, too few schools use assessment well enough to plan a programme that is tailored to meet individual pupils' learning needs and raise the attainment of these vulnerable learners.

Figure 3.11: Numbers of schools and judgements for Key Question 2: How good is provision?



Leadership and management

In one of the independent special schools we inspected leadership is excellent, in another it is good, and in the other two it is only adequate.

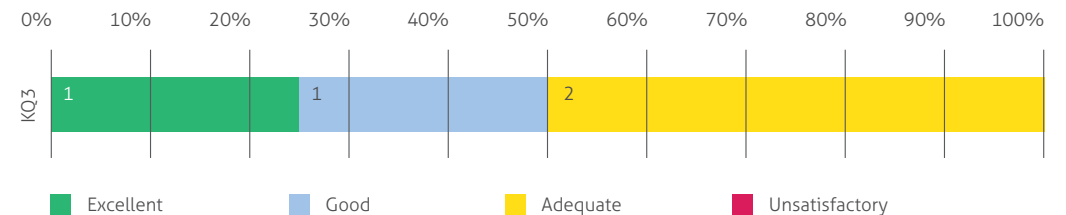
Where leadership is excellent, managers share a clear vision for the school. There is a culture where staff challenge the school, and each other, to raise standards. All staff feel valued, contribute to a rigorous system of self-evaluation and plan effectively to improve the school.

In one school where leadership and management are only adequate, there has been a recent change of proprietor and, although the school has clear plans for improvement, there has not yet been time for these to have an impact. In the other school with an adequate judgement, there is too little focus on improving the quality of teaching to raise standards.

Three schools have developed good partnerships. These include links with local businesses that provide work experience for pupils. These schools also have good links with local schools and colleges to offer more qualifications for pupils. However, one school does not plan well enough for the future of pupils leaving school.

In over half of the schools we visited as part of the programme of annual monitoring, self-evaluation continues to be at an early stage. These schools do not understand the process well enough. They do not identify appropriate areas for school improvement to raise standards. For example, very few of these schools have systems to manage the performance of staff or offer staff enough training to improve their skills.

Figure 3.12: Numbers of schools and judgements for Key Question 3: How good are leadership and management?



Independent schools

In January 2012, there were 34 independent mainstream schools in Wales.

This year, we inspected four independent mainstream schools. All of these are all age schools catering for pupils across the primary and secondary phases.

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. All of the schools inspected this year met all of these regulations.

Performance and prospects

Performance is excellent overall in three schools and good in the other. In the three schools where current performance is excellent, pupils are highly engaged and well motivated, and develop skills that equip them effectively for learning. Clear values and high expectations underpin all aspects of school life and contribute significantly to outstanding performance in external examinations at key stage 4 and post-16.

Prospects for improvement are excellent in three schools because of the high-quality strategic leadership, strong sense of purpose, high expectations and commitment to shared values and aims. Rigorous self-evaluation and improvement planning arrangements have led to consistently high standards and significant improvements in the quality of provision. Prospects for improvement are only adequate in one school because of shortcomings in leadership and improvement planning.

Follow-up

This year, we identified two schools as having excellent practice. We invited these schools to provide case studies that covered learning experiences, improving quality and strategic direction and the impact of leadership.

This year, we carried out follow-up monitoring inspections in three schools that had not met all of the Independent School Standards (Wales) regulations in inspections last year. All of these schools were found to have taken appropriate action and had made good progress to comply with the regulations. Two of the schools now comply fully with the regulations. The other school meets almost all of the regulatory requirements.

To read more about follow-up activities, please click on the title 'Follow-up'.

Outcomes

Standards are excellent in three of the schools inspected and good in one school.

In all of the schools, pupils make at least good progress in acquiring knowledge, understanding and skills across the curriculum. Many pupils can apply their knowledge effectively in new contexts to draw links, interpret new material and solve problems.

In three schools, pupils achieve very high standards by the time they leave school and attain outstanding results in external examinations. In many cases, pupils are particularly well prepared for future learning.

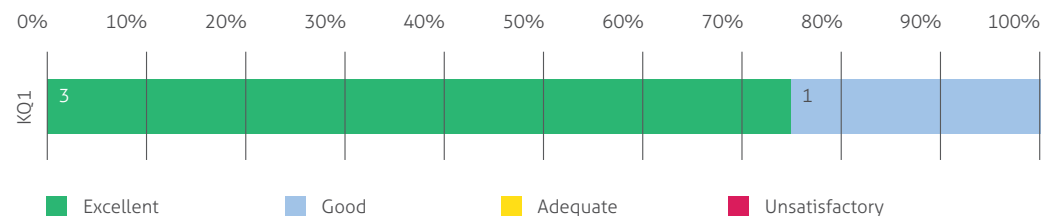
In all schools, many pupils contribute well to discussions in lessons and present their ideas in a confident, mature and often eloquent manner. By the end of key stage 2, most pupils read fluently and accurately. In three schools, pupils use these reading skills to particularly good effect to extract and interpret information and draw conclusions.

In all schools, pupils develop their independent writing skills well. They write increasingly effectively for a range of purposes and audiences. Generally, key stage 2 pupils write well, communicating lively ideas and using a range of interesting vocabulary. By the end of key stage 4, most pupils write extensively in a range of styles, using language appropriately and presenting complex ideas effectively. However, at key stage 2 in half of the schools inspected, a minority of pupils do not write at length well enough. In all key stages, a few pupils do not present their work well and make frequent spelling errors.

In three schools, pupils apply their numeracy skills securely, for example to calculate formulae and interpret charts and data. In these schools, pupils' critical thinking and problem-solving skills are highly developed and equip them well for learning as they progress through the school.

In all schools, most pupils attend regularly, support and show respect towards one another and are highly engaged in their learning. In all schools, pupils contribute to decision-making about aspects of school life. In a few cases, pupils have influenced decisions about curriculum arrangements but, more commonly, decisions are limited to things like the accommodation, environment and the range and quality of food served in the dining hall.

Figure 3.13: Numbers of schools and judgements for Key Question 1: How good are outcomes?



Provision

Provision overall is good in three schools inspected and excellent in one.

All schools provide a balanced and broad curriculum that meets the Independent School Standards (Wales) Regulations 2003. In all schools, the curriculum builds well on what pupils know and understand and ensures that many pupils are challenged by relevant activities that reinforce and extend their learning and are well prepared for the next stage of learning. In three schools, pupils have a very good choice of academic courses at GCSE level and A level. Generally, links between primary and senior sections of the schools inspected ensure continuity in pupils' learning experiences and contribute significantly to the high standards that pupils achieve. In one school, the planning of the curriculum from the infants to the juniors does not always build well enough on pupils' previous learning.

Generally, schools plan well to develop pupils' skills. In particular, schools provide wide-ranging opportunities for pupils to develop their speaking, reading and thinking skills. However, in two schools, opportunities for pupils to develop their literacy skills across the curriculum are not planned well enough.

In three schools, the very wide range of extra-curricular activities broadens and enriches pupils' learning experiences and contributes particularly well to their social and personal development.

Teaching is good or better in three of the schools inspected. In one school, where teaching was judged to be excellent, this is because of teachers' broad subject knowledge, the particularly high expectations of pupils and the rigorous level of challenge.

Where teaching is consistently good, the most common features are that:

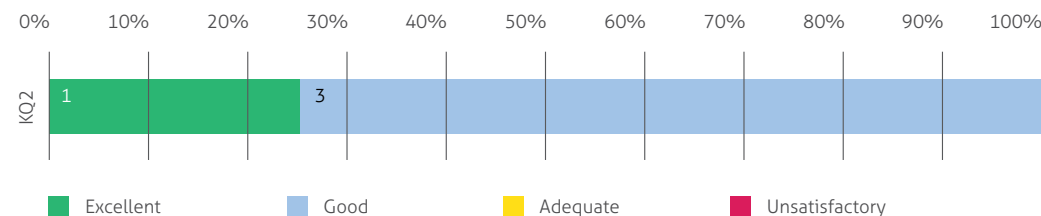
- teachers offer clear explanations and astute questioning that encourage pupils to reflect carefully on their work and extend their understanding;
- stimulating learning activities capture pupils' imagination and interest; and
- constructive feedback helps pupils to understand what they need to do to improve.

Where teaching has shortcomings, this is most commonly because teachers provide too little challenge and do not give pupils enough opportunities to work independently or in small groups, for example to carry out research and solve problems.

In all schools, teachers monitor pupils' progress carefully. In three schools, particularly in secondary sections, teachers analyse a range of assessment data to check that pupils are suitably challenged to improve and teachers provide appropriate intervention strategies where necessary.

All schools have effective care and support arrangements. They promote pupils' spiritual, moral, social and cultural development well.

Figure 3.14: Numbers of schools and judgements for Key Question 2: How good is provision?



Leadership and management

Leadership and management overall are excellent in three of the schools inspected and adequate in one school.

In two schools where leadership is excellent, leaders:

- establish a clear strategic vision for the school based on high expectations, a supportive environment and the pursuit of excellence;
- set out clear priorities and provide firm direction to all aspects of the school's work; and
- promote a strong sense of purpose and a collective commitment to shared values and aims.

Where leadership is only adequate, staff roles and responsibilities are not clearly defined and performance management arrangements do not have enough impact on improving provision and raising standards.

In all schools, proprietors help to set the strategic direction and provide effective oversight of the school's work. They are well informed about the school's performance and provide appropriate challenge.

Self-evaluation and improvement planning are good or better in three of the schools inspected. In these schools, there are rigorous self-evaluation arrangements, which

include detailed analyses of pupils' performance and the quality of learning. These arrangements lead to the identification of clear development priorities and have contributed to significant improvements in standards and provision.

Where quality improvement is less effective, this is because lesson observations lack rigour and managers do not analyse performance data robustly. As a result, the school does not identify areas for development clearly.

Three of the schools inspected have strong partnerships with local business, community, sporting and cultural organisations. These links contribute significantly to raising pupils' achievements and to their personal and cultural development.

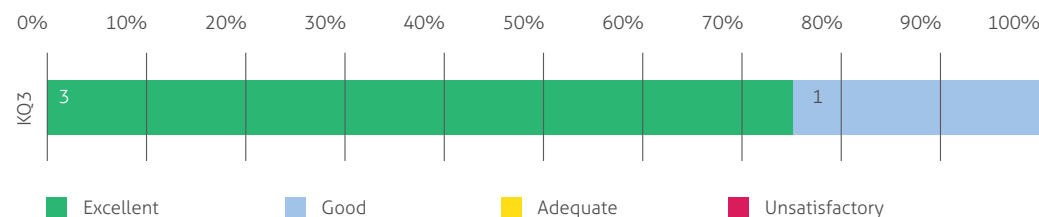
All schools manage financial matters carefully, planning prudently for future development. Three schools inspected make excellent use of resources, ensuring that funding is allocated to clearly identified priorities, and achieving excellent outcomes for pupils.

Ambition is the key to achievement

A mentoring programme for teachers at **The Cathedral School**, Cardiff, has helped to strengthen teaching practices and promote good practice throughout the school. In addition, using data more effectively to challenge pupils to achieve more aspirational grades at GCSE and tracking their progress carefully has raised pupils' ambitions and enabled pupils to understand their potential and to evaluate their progress more robustly.

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

Figure 3.15: Numbers of schools and judgements 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 with learning difficulties and disabilities. There were six independent specialist colleges in Wales in January 2012 compared to three in January 2011. Estyn carried out monitoring visits at two of the colleges this year. These monitoring visits provide the information for the report below as there was no full inspection of an independent specialist college in 2011-2012. Three of the six colleges have only recently been established, and have not yet received a monitoring visit or a full inspection.

Outcomes

In one college, outcomes are very good. A few learners move on to colleges of further education. Learners with complex needs develop the independent living skills that they need to move to other residential settings. Over time, learners develop their communication skills and more able learners improve their literacy and numeracy skills.

In the other college, learners are engaged and motivated. Where appropriate, they achieve qualifications in subjects such as woodwork, gardening, information and communication technology and cookery.

Learners in both colleges improve their behaviour over time. They learn to manage their anxieties, work in groups and stay on task throughout the college day. Through the student council, learners make decisions about college life. For example, in one college they have taken part in developing a respect policy for the college and drawing up plans for a peer mentoring system.

Provision

In one college, learners have access to a broad and balanced curriculum. They take part in a wide range of extra-curricular activities. A team enterprise scheme gives learners good opportunities to understand retail. In the other college, learners participate in a wide range of suitable activities. They learn useful social and life skills through practical sessions, such as cooking, shopping and working on the farm. In one college, learners have excellent access to information and communication technology. This college also makes good provision for first language Welsh learners, including conducting assessment in Welsh.

The quality of teaching is good in one college. Teachers produce lesson plans and activities that match learners' individual abilities and needs. Teachers, teaching assistants and residential staff work well together to make sure that all learners are engaged throughout the sessions. In the other college, staff plan sessions carefully to meet the individual needs of the learners. However, they do not always challenge more able learners enough and lesson plans are not always linked closely to individual learning plans.

In both colleges, learners receive effective support from a wide range of specialists, including speech and language therapists, and psychologists.

Leadership and management

In both colleges, a strong leadership team provides a clear vision for improvement, which focuses on the standards learners achieve.

In one college, the principal works effectively with organisations in the local and wider community to increase their understanding of learning disabilities. In the other college, trustees provide appropriate challenge and support to the college, to make necessary improvements.

Self-evaluation processes show that managers in both colleges understand what needs to be done to improve their college. The colleges make good use of data to inform improvement planning and this is starting to have a positive impact on teaching and learning. For example, in one college, managers keep careful records of where learners go after leaving the college. These leaders manage resources very well. In the other college, managers have recently introduced a performance management system whose use is helping to identify good practice and address underperformance.

Pupil referral units

Forty-one pupil referral units (PRUs) are currently registered in Wales. This year, we inspected seven PRUs.

Performance and prospects

In five PRUs, current performance is good or excellent and in two it is adequate. In the five PRUs where performance is good or excellent, standards of achievement are good or better, pupils make good progress in learning or wellbeing and teaching is of good quality. In the other two, the shortcomings include limited access to an appropriate curriculum, insufficient progress in developing skills and poor attendance and engagement.

Prospects for improvement are good in two PRUs and excellent in one. In three PRUs, prospects for improvement are only adequate and, in one, they are unsatisfactory. In these four PRUs, there are significant shortcomings in leadership and management. The shortcomings include a failure to address pupils' additional learning needs, a failure to use data to identify what needs to be improved, and a failure to monitor the quality of teaching and learning.

Follow-up

One of the seven PRUs inspected this year has prepared an excellent practice case study on the effective support and guidance provided for young mothers-to-be.

Three PRUs inspected require Estyn monitoring and one is in need of significant improvement. In these PRUs, leaders and managers do not make sure that work of pupils is always of good quality, and they do not use data or information from pupils' schools to plan improvements. Pupils do not all access full time education or have a broad curriculum or attend well. As a result, pupils do not make enough progress. The buildings in three of these PRUs are not fit for purpose.

We monitored one PRU last year. This PRU made good progress against the recommendations for improvement and was removed from follow-up.

To read more about follow-up activities, please click on the title 'Follow-up'.

Outcomes

In four of the PRUs inspected, standards and pupils' wellbeing are good and in one PRU they are excellent. In these PRUs, pupils make good or better progress relative to their previous achievements. In particular, they improve their reading, spelling and social skills and gain a range of suitable qualifications, including GCSEs, the majority at level 2. They take part in successful work placements. This helps many of them move to college or into training or employment. In the PRU with excellent standards, all post-16 pupils move to further education or employment, while also coping with the responsibilities of becoming mothers.

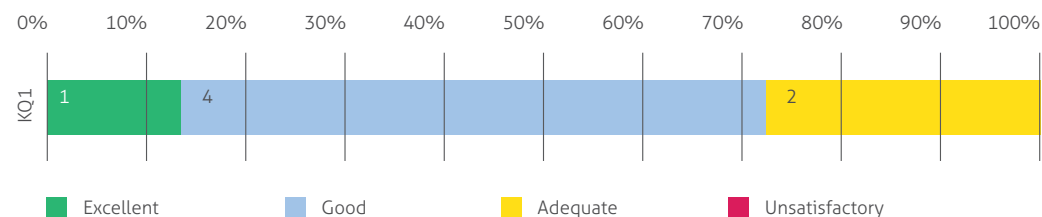
In all of the PRUs, pupils learn to manage their behaviour better. Many pupils, particularly at key stage 3, make a successful return to their school.

However, in two PRUs, standards and wellbeing are no better than adequate. In one of these PRUs, outcomes vary between the two sites. Pupils on one site can only attend part time and do not gain useful qualifications. At the other site, pupils have a full-time programme, access to a varied curriculum and appropriate qualifications. In both PRUs, pupils do not develop their literacy and numeracy skills well enough and do not regularly contribute to decisions about the life and work of the PRUs. A few pupils in one of these PRUs have very poor attendance. This affects the overall average attendance level for last year, which is only 77%. In the other PRU, pupils at the site that offers too few hours of education have poor attendance and do not engage well with the programme. They do not have a good enough understanding of healthy eating and the need for physical exercise.

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“In all of the PRUs, pupils learn to manage their behaviour better.”

Figure 3.16: Numbers of pupil referral units and judgements for Key Question 1: How good are outcomes?



Provision

In four PRUs, provision is good and in one it is excellent. These PRUs offer pupils a curriculum that generally matches their needs. Pupils have good opportunities to develop their Welsh language skills. Most teachers manage behaviour effectively and know their subjects well. They plan work carefully to match pupils' abilities and improve their literacy and numeracy skills. A few teachers do not plan well enough for these skills, particularly numeracy. They use too many worksheets, set too slow a pace for lessons, or have low expectations of what pupils can achieve.

In the two PRUs where provision is only adequate, pupils do not receive the recommended 25 hours of full time education. In one PRU, pupils have a narrow curriculum that does not include science, information and communication technology

or the chance to study for GCSEs. This limits pupils' progress. Teachers do not make enough use of information from pupils' schools or individual education plans to prepare their work. They do not focus on improving how pupils relate to others or how well they understand the importance of healthy living.

In six of the seven PRUs, care, support and guidance arrangements are good. Where they are good, the PRU works well with a wide range of agencies to give pupils the support that they need. The PRU identifies and supports pupils with additional learning needs well. All PRUs have appropriate policies and procedures for safeguarding.

Two PRUs have unacceptable toilet arrangements, such as staff and pupils or male and female pupils sharing with

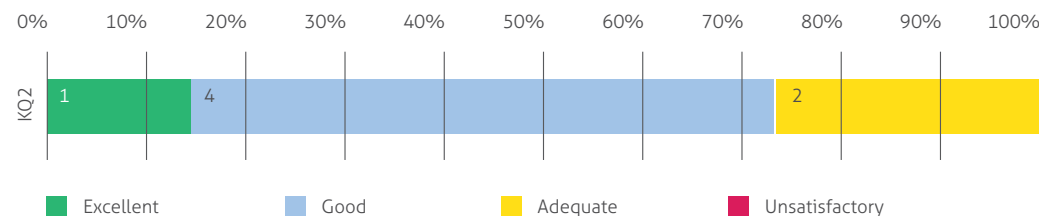
each other. Three PRUs have unsuitable buildings. Most of the PRUs make good use of their accommodation, and where this accommodation is limited they use a variety of off-site facilities to enhance provision.

Effective strategies to prevent and support teenage pregnancy

Cyfle Young Mothers Unit, in Wrexham, is helping to prepare young teenagers for early motherhood while supporting them with their education. It also runs a peer education programme for local secondary schools to help pupils to understand the implications and realities of early, unplanned parenthood.

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

Figure 3.17: Numbers of pupil referral units and judgements for Key Question 2: How good is provision?



Leadership and management

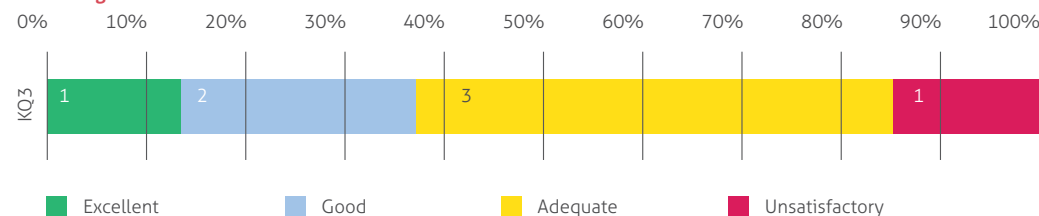
In the three PRUs where leadership and management are good or better, managers provide clear direction for all areas of work. They use data well to identify where they need to improve teaching, learning and attendance. Managers ask parents and carers, staff, pupils and members of the community for their views of the PRU's work. They use the results of these surveys to create detailed development plans that prioritise areas for improvement. They check staff performance carefully and set challenging targets to meet the needs of individual staff and the PRU as a whole. Management committees know these PRUs well and understand their strengths and what needs to improve. They challenge managers and staff and make sure that they all focus on improving outcomes for pupils.

In three PRUs, the quality of leadership and management is adequate and in one PRU it is unsatisfactory. In these PRUs, managers are poor at using data to identify where they need to improve and set challenging targets. Management committees do not have a wide enough range of members from outside the local authority. This makes it difficult to hold the PRU and the local authority to account. They do not focus enough on improving outcomes for pupils.

In three PRUs, managers do not regularly check how well staff are doing. They do not hold formal discussions or set and record targets for improvement. As a result, pupils do not all receive the same quality of provision and support.

All of the PRUs work well with a range of partners, and in particular with parents. As a result, many PRUs meet pupils' needs and widen their experiences. Staff generally benefit from working with staff in local schools to share and develop their expertise. Despite this good work, PRUs do not always work closely enough with their education and training partners, such as local secondary schools, to plan, share resources or make sure that pupils' work is of good quality.

Figure 3.18: Numbers of pupil referral units and judgements for Key Question 3: How good are leadership and management?



Settings for children under five

There are approximately 700 non-maintained settings providing education for children aged between three and five in Wales. These settings are not maintained by a local authority. 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. The number of settings providing education rose consistently between 2004 and 2009, reaching a peak of 780 settings in 2008-2009. Since 2010, the number of settings has declined by around 40 each year. This year, we inspected 146 non-maintained settings. In small settings where there are fewer than six three-year-olds attending, inspectors report on provision and leadership only. This is to avoid identifying individual children in reports.

Performance and prospects

Performance is good in 86% of non-maintained settings. It is adequate in 14% of settings. Where inspectors identify shortcomings in performance, they most often relate to shortcomings in learning and teaching, particularly curriculum planning and assessment.

Prospects for improvement are good or better in 91% of settings and excellent in 6%. Prospects are adequate in 9% of settings. Over the last two years, a setting's ability to identify its strengths and areas of improvement and to plan for improvement are key factors in determining how good or otherwise are its prospects for improvement.

Follow-up

This year, we invited 19 settings to provide an excellent practice case study.

This year, 21% of settings need local authority monitoring and 15% require an Estyn monitoring visit. Last year, 9% of settings were placed in local authority monitoring and 8% in Estyn monitoring. Of the settings placed in local authority monitoring, the majority have made good progress and have been removed from follow-up. Of the settings placed in Estyn monitoring, all have made good progress and all but one have been removed from Estyn monitoring.

To read more about follow-up activities, please click on the title 'Follow-up'.

Outcomes

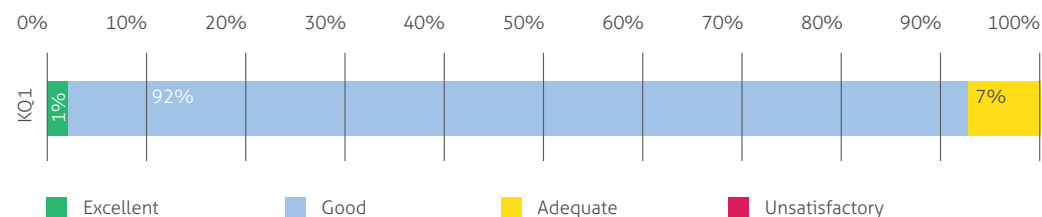
In the settings inspected, most children achieve well and make good progress in their early literacy and numeracy skills. Many children make appropriate and occasionally good progress in their information and communication technology skills.

In most settings, children listen attentively, speak clearly and enjoy listening to stories and sharing books with adults. Older and more mature children are beginning to understand the importance of writing, such as writing a list to visit the shop or sending an invitation to a party. In a few settings, children recognise their names on their tablemats at snack time or on wall displays. Many children use correct mathematical language during play activities and confidently use cash registers and mobile phones in role-play. Many also show good skills in controlling battery-operated toys or a computer mouse.

Last year, we reported concerns about children's standards in Welsh in English-medium settings. While standards have improved overall, in over a third of English-medium settings, children do not make enough progress in Welsh. Children generally lack confidence in using Welsh outside short, whole-group sessions, such as registration periods or end-of-session singing activities. They do not use Welsh in their play and learning without prompts from adults.

Nearly all children feel safe in their settings and enjoy the time that they spend there. As a result, they are becoming more confident, independent learners.

Figure 3.19: Percentages of judgements awarded for Key Question 1: How good are outcomes?



Provision

Provision is good in around nine-in-ten settings. Many settings provide a broad range of interesting and exciting activities that motivate almost all children to learn.

Curriculum planning is sound in many settings. Practitioners' planning is detailed and flexible enough to adapt as children's interests change. Practitioners identify skills clearly in planning documents and there is good coverage across all areas of learning. However, in nearly a quarter of settings, there are weaknesses in areas such as provision for Welsh language development (in English-medium settings), information and communication technology and the use of the outdoors. There is also a lack of continuity and progression in planning. As a result, practitioners do not always provide

enough challenge for more able children. Practitioners in Welsh-medium settings do not always focus well enough on extending the abilities of children with good Welsh first language skills.

This year, there are improvements in practitioners' understanding of how children learn and develop. Many practitioners also demonstrate a better understanding of how important it is that children learn through first-hand experiences and that they have focused teaching and intervention. In the few settings where there are weaknesses in teaching, practitioners do not use questioning well enough to encourage children to think for themselves and assessments are superficial.

The care, support and guidance provided by nearly all settings are of a good quality. Appropriate induction helps children to settle quickly on transition from home, eat healthily and take regular physical exercise. Practitioners encourage children to recycle their milk cartons and compost fruit.

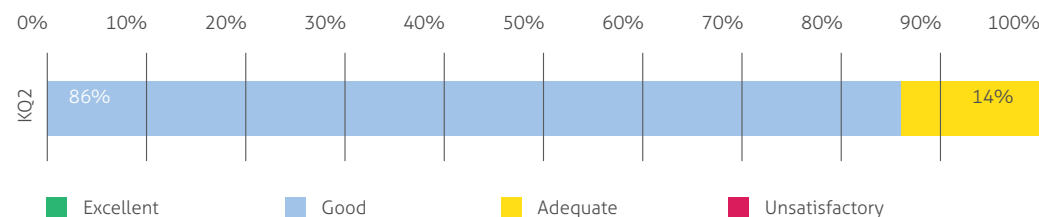
Most settings provide a warm, welcoming environment where children feel happy and secure. Resources are generally of a good quality and suitable for the age and interests of the children. A minority of settings struggle to fund information and communication technology resources and this hampers children's progress in this area.

A holistic approach to wellbeing

Cylch Meithrin Ynysybwl, in Rhondda Cynon Taf, supports children's wellbeing by using several different strategies, including involving parents and the community, and investing time to help children to articulate their emotions.

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

Figure 3.20: Percentages of judgements awarded for Key Question 2: How good is provision?



Leadership and management

Leadership is good or better overall in 89% of settings inspected. In the very few settings where leadership is excellent, practitioners have a clear sense of direction and purpose, and teamwork is prioritised and highly effective. Leaders have a strong focus on improving outcomes and a willingness to learn and try new ways of working. In the few settings where leadership is only adequate, the management committee, registered person or proprietor have little understanding of how well the setting is performing and do not focus enough on improving children's standards and wellbeing.

Despite this generally positive picture of leadership, the work of settings in improving quality is a relatively weak area. The picture this year is a slightly worsening one compared to last year. In over three-quarters of settings where practice is good or excellent, practitioners are well aware of the setting's strengths and areas for development and have detailed plans to bring about improvement. In almost a quarter of settings with adequate or unsatisfactory practice, self-evaluation processes are superficial and planning is weak. These settings do not evaluate children's progress robustly and improvement actions are not suitably prioritised or costed.

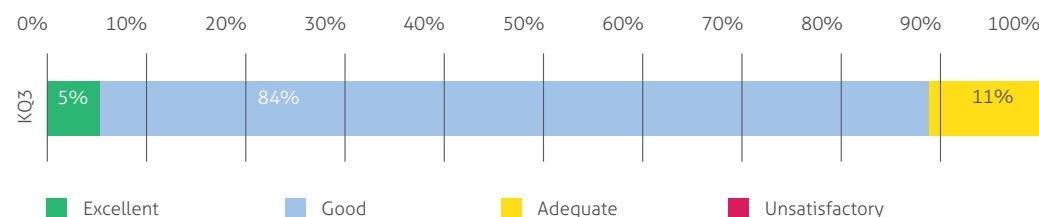
Partnership working is good or better in most settings. Relationships with parents and carers remain a significant strength with settings increasingly involving parents and carers in their children's learning. Settings are gradually developing better links with local primary schools to support continuity in learning and to share resources.

Leaders manage resources well in most settings. They use their staff appropriately to support children's learning and many practitioners are well trained to deliver the curriculum. In a significant minority of English-medium settings, practitioners are not confident in using Welsh with the children and are not well trained in using techniques to support children in learning Welsh.

Last year, we inspected 58 small settings with fewer than six three-year-olds on roll. Small settings are particularly good at creating a strong family ethos and most provide high levels of care. While the level of care is often enhanced by the small size of the setting, it can be a disadvantage. Having fewer practitioners means that there is more work to do and no-one to delegate it to. Difficulties are created in keeping up-to-date with initiatives through training if staff absences cannot be covered because there is a lack of resources to pay for training and cover.

Despite these difficulties, many small settings succeed in providing good learning experiences for children, use a range of effective teaching strategies and know what they need to do to improve. However, too many struggle to cope with the demands and expectations of providing a rounded education. Over a quarter of small settings have issues to address in relation to the learning experiences they provide and almost a third find self-evaluation difficult. One-in-five settings have shortcomings in the quality of teaching. Very few small settings are able to provide excellence in any aspect of their work.

Figure 3.21: 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 local authority education services for children and young people in eight of the 22 local authorities in Wales. Performance and prospects for improvement are good overall in only three of the authorities we inspected. In authorities judged as good, leadership is strong and performance management supports improvement planning. Performance is adequate in another three and unsatisfactory in two. Standards are unsatisfactory in both these authorities with too few schools performing well when compared with similar schools. Prospects are only adequate in four of these authorities and unsatisfactory in one. Authorities where prospects are no better than adequate have not responded well enough to the recommendations made in previous inspections and many learners or groups of learners in the schools maintained by these authorities do not achieve as well as they should. In addition, these authorities do not evaluate their work robustly and do not hold themselves or partners to account successfully.

Follow-up

This year, we invited two authorities to provide case studies of excellent practice in leadership and school improvement.

Five of the eight authorities inspected require further attention to help them improve. One authority requires special measures and another is in need of significant improvement. Standards are unsatisfactory in both of these authorities.

Estyn will also monitor progress against recommendations and more general progress to improve in the other three authorities where many aspects of their work are no better than adequate.

To read more about follow-up activities, please click on the title 'Follow-up'.

Outcomes

Standards are good in three authorities, adequate in three and unsatisfactory in two.

In the authorities with good standards:

- schools perform well when compared with other similar schools across Wales;
- the gap between the performance levels of boys and girls is small;
- progress between primary and secondary schools is good;
- pupils' reading scores improve as they move through school; and
- the number of pupils leaving school without a qualification is getting less.

In those authorities where standards are only adequate or unsatisfactory, too many of their schools are in the bottom 25% in comparison with other similar schools in Wales. In addition, these authorities do not perform well against the Welsh Government's benchmarks for performance using a range of information that takes account of their context, such as entitlement to free school meals.

In most authorities, pupils gain recognition for their achievements as a result of opportunities provided in schools and out-of-school settings. However, often the number of pupils is low.

The arrangements to promote the wellbeing of pupils are good in three authorities, adequate in four and unsatisfactory in one.

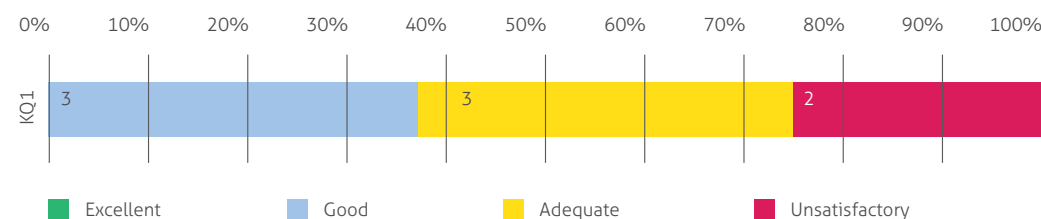
In the authorities where arrangements for wellbeing are good:

- pupils have responded well to professional support, guidance and counselling, which have improved their wellbeing and outcomes;
- pupils' attendance in schools compares well to that in other authorities that have a similar social and economic background; and
- engagement is better and fewer pupils are excluded from school.

In those authorities where wellbeing is only adequate or unsatisfactory, pupils miss too many days from school because attendance and fixed-term exclusion rates are not improving quickly enough.

The percentage of pupils leaving Year 11 who are not in education, training or employment (NEET) is decreasing in most authorities inspected last year. However, in a few authorities the numbers are not decreasing quickly enough.

Figure 3.22: Numbers of local authorities and judgements for Key Question 1: How good are outcomes?



Provision – Support for school improvement

School improvement services offer support, monitoring, challenge and intervention to schools in order to raise standards and improve leadership and management.

Support for school improvement is excellent in one local authority, good in one, adequate in four and unsatisfactory in one.

Authorities that are good or better have a detailed knowledge of their schools and provide rigorous challenge and effective intervention to target improvements in standards, provision and leadership. Where intervention is needed, the early action of the authority prompts swift improvement. Those authorities judged good or better have officers who hold leaders and managers in schools to account and challenge them robustly to fulfil their responsibilities.

Most authorities use a detailed analysis of performance data to identify underperformance. Officers also work to improve the skills and confidence of governors in evaluating mainstream attainment data and challenging school performance. However, officers do not collect or analyse data on young people's attainment of non-formal and informal qualifications well enough to be able to compare outcomes with those of other providers.

Many authorities do not improve the performance of their schools quickly or thoroughly enough. In authorities that are no better than adequate, the school improvement service does not identify all schools at risk of underperformance.

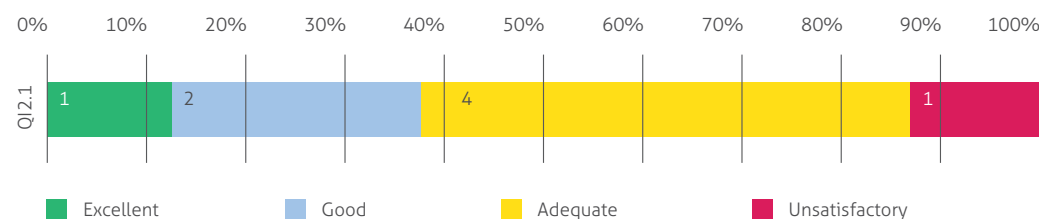
As a result, in a few authorities, officers are unaware of the issues identified during school inspections. Very few authorities have used their full powers to address significant underperformance quickly.

In most authorities, the work of school improvement officers varies in quality. The management of their performance too often lacks rigour. Senior managers and elected members do not hold their officers to account well enough.

In those authorities that are adequate or unsatisfactory, the end-of-key stage teacher assessments across schools are not standardised or moderated accurately enough to reflect pupils' achievements.

This year all authorities have been involved in arrangements to provide school improvement services through four regional consortia.

Figure 3.23: Numbers of judgements awarded in Key Question 2: How good is support for school improvement (quality indicator 2.1)?



Provision – 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 co-ordinating provision for these learners.

Six authorities have additional learning needs services that are good, and for two authorities those services are only adequate.

Most authorities are preparing well for the statutory reforms of special educational needs by developing alternative ways of providing and managing support. For example, each authority is piloting individual development plans to bring together the multi-agency planning and monitoring of support for each learner. Early indications suggest that this work is effective in supporting the achievements of learners.

Most authorities have criteria for offering and withdrawing additional support, which are clearly understood by schools and parents. In a few authorities, additional support is time-limited when necessary, which allows for support that is flexible and cost effective by prioritising resources to areas of greatest need. However, too many schools request additional support because they still lack the confidence to take responsibility for these pupils.

Many authorities are restructuring to improve joint working between their additional needs services, school improvement service and other partners. In the six authorities judged good, this developing joint work is helping services to make better use of their expertise to plan and monitor learners' outcomes and target resources at those learners with the greatest need. However, the two authorities that are

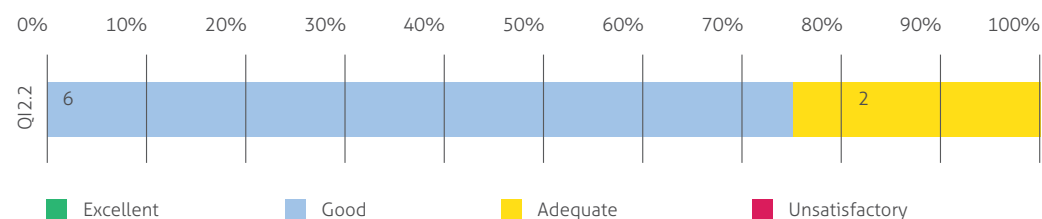
no better than adequate do not have a good strategic overview of the effectiveness and impact of their support services. They do not know how well all learners are progressing or whether the provision offers the best value for money.

In the few authorities in which training and support are effective, they successfully develop the capacity of schools to provide for pupils' needs without asking for further resources. A few specialist services, such as those for autism, dyslexia and speech and language, carefully monitor the effectiveness of their training and provision and clearly demonstrate how they improve outcomes for pupils. However, generally, systems for monitoring the impact of training are not well developed.

In the authorities judged good for additional learning needs support, the needs of

learners are identified at an early stage, thus allowing staff to plan how to help them to make a successful transfer between the different phases in their education.

Figure 3.24: Numbers of judgements awarded in Key Question 2: How good is support for additional learning needs and educational inclusion (quality indicator 2.2)?



Provision – 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. This provision also includes arrangements to keep all learners safe.

Of the eight authorities inspected, three are good and five are adequate in relation to the quality of their social inclusion and wellbeing service.

Overall, authorities have appropriate strategies and projects to promote the inclusion of vulnerable groups. However, the majority of authorities do not evaluate these initiatives effectively enough to bring about further improvements to benefit learners. Specifically, in half the authorities inspected, strategies to improve attendance have not yet had enough impact.

Attendance support is best when officers work closely with schools and a range of partners to share responsibility for

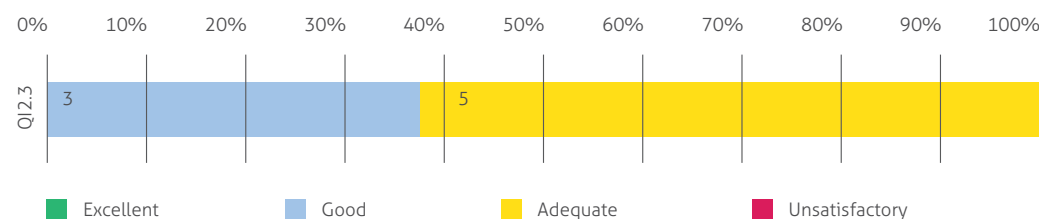
improving performance. In authorities judged to be good, effective co-operation between statutory and voluntary partners has led to the establishment of multi-agency and multi-disciplinary teams to focus on the needs of learners and their families. In a few cases, this has led to co-ordinated support and intervention designed to meet identified social and educational needs. This strategy has improved both attendance rates and standards for the pupils concerned in secondary schools but has yet to have a positive effect in primary schools.

Many authorities are strengthening the way they deliver behaviour management and support strategies. In the three authorities judged to be good, these arrangements help schools and staff from different agencies to work together to help families improve children's and young people's capacity to learn. These authorities focus their support for particular individuals' needs by helping families to set consistent boundaries and bedtimes or to understand why good attendance at school is important. Many authorities are

also improving the way they use data to plan services. In a minority of authorities there is more consistent reporting of exclusions, better preventative work with those at risk and reductions in requests for support when interventions have been ineffective.

Safeguarding arrangements are appropriate in most authorities inspected this year. There are suitable arrangements for carrying out criminal records bureau checks on new and existing staff and for providing training to staff. However, not all local authorities have gone far enough to ensure that partners delivering either shared or commissioned work have undertaken the proper checks on their staff. In a minority of local authorities, officers are slow to put appropriate procedures in place to safeguard learners or to follow up on allegations and identified issues. A few authorities have not completed CRB and reference checks. In these instances, procedures are unclear and key members of staff, governors and school leaders may not have received advanced training.

Figure 3.25: Numbers of judgements awarded in Key Question 2: How good is the promotion of social inclusion and wellbeing (quality indicator 2.3)?



Provision – 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 eight authorities inspected, three are good, four are adequate and one is unsatisfactory.

About half of authorities inspected are making good progress in reducing surplus school places. In the other authorities, surplus capacity remains high, there is limited agreement on action and progress is too slow. Strategies to modernise schools are delayed and hindered because of the lack of support from elected members. Even when planning has been undertaken to remove surplus places, there is rarely a full analysis of the benefits of the reduction.

Authorities judged to be good have the resources and finance in place to deliver agreed plans to make their schools fit for

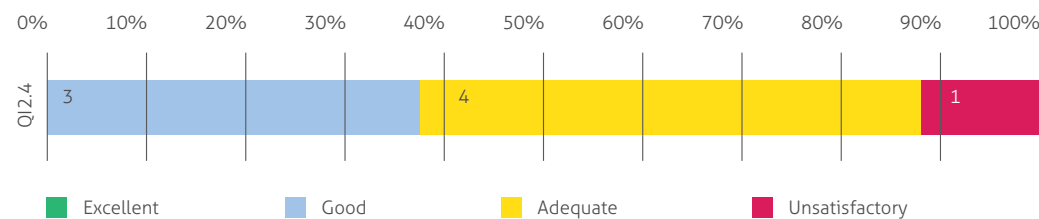
purpose. Other authorities' plans depend on whether substantial external funding is possible and some have no financial plans so the prospects of timely delivery are therefore uncertain.

Nearly all authorities provide sufficient early years and play provision that meets identified demand. A few authorities make good use of surplus places in primary schools to provide places for three to five-year-olds.

Most authorities inspected have an appropriate range of youth support services. However, the effective co-ordination of youth support services remains a challenge for most local authorities. Generally, partners meet to agree plans but fail to co-ordinate this work in practice. There are gaps and duplication in provision that mean poor value for money. In addition, most

authorities do not have a clear overview of the quality of the service that young people receive or the outcomes from them. As a result, it is not clear to what extent outcomes for children and young people are being improved as a result of the work of the youth service or youth support services. In a few local authorities, the local authority's youth service supports wider youth support services and quality assures their work well.

Figure 3.26: Numbers of judgements awarded in Key Question 2: How good is provision for access and school places (quality indicator 2.4)?



Leadership and management

Of the eight authorities inspected, leadership is good in three authorities, adequate in a further four and unsatisfactory in one authority.

Where leadership is good, the authorities work closely with strategic partners to deliver their vision for improved outcomes for learners. In these authorities, there are clear links between identified needs and strategic and operational planning, and a strong focus on outcomes. Officers are prepared to take difficult strategic decisions and build transparent and successful relationships with important partners and schools.

A minority of authorities graded good or excellent have taken appropriate steps towards rationalising planning as well as linking common strategic objectives with those of key partners. However, steps towards bringing all the authorities' priorities into a single coherent plan are slow in at least half the authorities. In about half the authorities, despite effective corporate and directorate planning, there is limited focus on improving outcomes for children and young people and a lack of clarity about what needs to be done to bring about the necessary improvements.

In the three authorities where improving quality is judged to be good, self-evaluation processes are comprehensive and well established, and accurately identify strengths and areas for improvement. Their performance management procedures are effective and used well to inform improvement planning. They have a culture of accountability and show good progress in implementing recommendations from previous inspections.

In the five authorities that are no better than adequate, self-evaluation is not used consistently across all services. The self-evaluation reports do not identify unsatisfactory progress and are not always supported by the rigorous analysis of data. Reports are often too descriptive and do not focus enough on the impact of services. It is because officers do not highlight these matters in their reports that elected members are not made fully aware of underperformance. As a result, elected members cannot provide appropriate challenge or hold officers to account in relation to school and service performance.

In the three authorities where partnership working is successful, strategic partners identify common needs and work towards common outcomes. The partners in these authorities agree priorities, plan effectively and hold each other to account well.

In the majority of authorities, officers do not evaluate the impact of partnerships on outcomes for children and young people. These authorities do not make best use of their resources and shared specialist knowledge/expertise to engage learners because they do not measure the impact of collaboration and its cost.

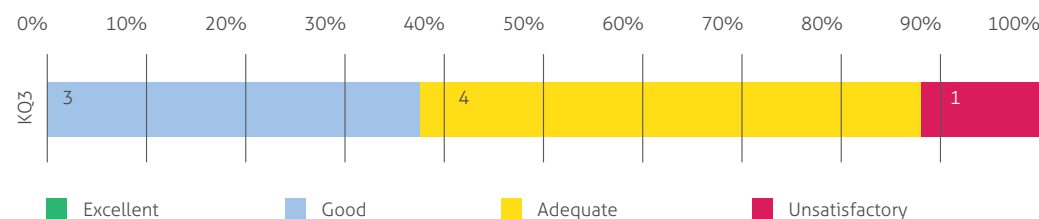
In the three authorities where leadership is good, resources are linked clearly with the council's priorities. Also, in these authorities, overall performance management is effective and financial management is strong. These authorities focus on improving

value for money and they have strategies in place to improve the cost effectiveness of their services to schools and those commissioned externally.

In the majority of local authorities, finance officers provide effective support for schools to make sure that deficits and surpluses are well managed. However, about a third of authorities have a long-term or rising incidence of significant deficits or surpluses in schools, which are not being addressed quickly enough.

About half of the authorities find it difficult to keep their spending on additional learning needs under control. None of the authorities inspected this year can report on the value for money provided by their strategic partnerships or whether or not collaboration is cost effective.

Figure 3.27: Numbers of local authorities and judgements for Key Question 3: How good are leadership and management?



Further education institutions

In April 2012, there were 20 institutions providing further education and training in Wales. This is two fewer than last year due to the mergers between Barry College and Coleg Glan Hafren and between Coleg Menai and Coleg Llandrillo.

In 2011-2012², there were 45,745 full-time learners at further education institutions, a slight decrease on the previous year. There were 117,655 part-time learners, a decrease of 5.2% on the previous year. A quarter of all learners at further education institutions were aged 19 and under, while 43% were under 25 years old, similar to the proportions in the previous year. There were similar numbers of males and females enrolling on full-time courses in 2010-2011. However, 55% of part-time enrolments in 2010-2011 were female.

As in previous years, the majority of learners enrol on courses at levels 1 or 2. These account for 60% of all enrolments. Around 10% of enrolments were at pre-entry or entry levels. As in previous years, the highest numbers of enrolments were in health, public services and care and in information and communication technology.

Performance and prospects

This year, we inspected three further education institutions. One institution, which was formed by the amalgamation of six smaller colleges, is among the largest colleges in Wales, and another is a recently merged college. The third college is currently in merger discussions with a neighbouring college.

Overall, performance and prospects for improvement are good in two of the institutions we inspected. Standards have shown an upward trend over the past three years at these two institutions, the quality of teaching is good and they provide good guidance and support for learners. Current performance and prospects for improvement are adequate in the other institution. This institution has not invested enough in raising standards achieved by learners or in improving the quality of teaching despite investing well in accommodation and resources.

Follow-up

This year, we asked two institutions to prepare excellent practice case studies. One institution with judgements of adequate for current performance and prospects for improvement will require follow-up activity and its progress will be monitored by the link inspector.

To read more about follow-up activities, please click on the title 'Follow-up'.

2 SDR203/2012 - Further Education, Work-based Learning and Community Learning, 2011/12 (provisional), Welsh Government <http://wales.gov.uk/topics/statistics/headlines/post16education2012/121127/?lang=en>

Outcomes

Standards achieved by learners are good in two institutions and adequate in the other. Where standards are good, learners' success rates at completing and attaining their qualifications are above those of other colleges in Wales and have shown a steady upward trend over the last three years. Learners at these two institutions attain at or near to their expected levels compared to predictions based on their previous GCSE attainment in schools. In the third institution, success rates have increased steadily over the past three years. However, although completion rates for courses are generally adequate, they are unsatisfactory in a few areas, including science and mathematics, and history, philosophy and theology. Attainment rates for the Welsh Baccalaureate Qualification are good overall at the three institutions.

Learners from deprived socio-economic backgrounds attain well at all three institutions, in particular those in receipt of the Educational Maintenance Allowance.

In all three institutions, learners make good or adequate progress in their classes. They participate well in class activities and display good oral skills. Most learners are aware of their weaknesses and demonstrate good progress in punctuation and spelling. Most learners use a good range of reading skills to extract information from texts and can summarise the main points and draw conclusions from their research.

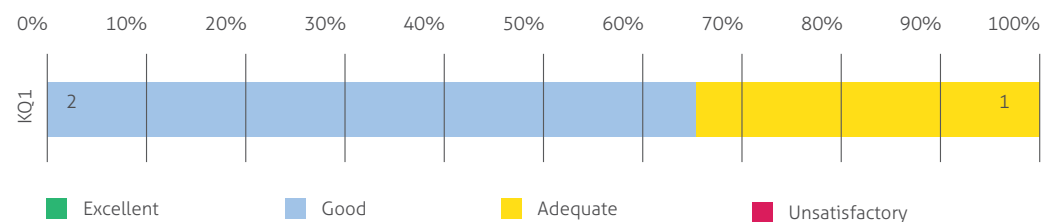
A small number of learners at each institution use Welsh well in their programmes, such as on the Welsh Baccalaureate and on care and customer care programmes.

Standards of wellbeing are good at all three institutions. Learners say that they feel safe and comfortable at college and are positive about the progress they are making. They participate well in a range of additional activities at college, including student councils, charity events and sport. In one institution, behaviour in class and around the college is very good. However, in one institution, the behaviour of a minority of learners in class sometimes prevents them and other learners from making progress with their studies.

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“Where standards are good, learners' success rates at completing and attaining their qualifications are above those of other colleges in Wales and have shown a steady upward trend over the last three years.”

Figure 3.28: Numbers of providers and judgements for Key Question 1: How good are outcomes?



Provision

Provision is good in two of the institutions inspected and adequate in the third. All three institutions provide a broad range of vocational and academic courses that meet the needs of learners, employers and the community well. All three institutions plan their curriculum carefully and have good progression routes for learners. All three deliver the Welsh Baccaulaureate Qualification and a wide range of A level subjects, mostly to students aged between 16 and 19 years.

Learners have an initial assessment to identify their levels of literacy and numeracy at all three institutions. Learners at lower ability levels have an additional diagnostic assessment to identify additional learning support needs. Teachers at one institution make good use of this information and develop strategies to help learners to improve their literacy skills. However, this is not applied consistently across the other two institutions. At two institutions, teachers integrate essential skills well into learners' programmes. One institution does not offer learners enough opportunities to take higher-level qualifications and this restricts their development of higher-level literacy skills. Although all three institutions promote the use of the Welsh language, provision is limited to Welsh in the workplace and a small number of units on care and customer care courses.

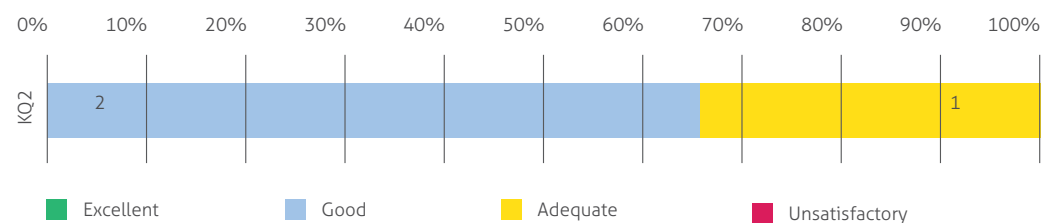
Learners at all three institutions have good opportunities to learn about sustainable development and global citizenship. At one institution, global diversity and citizenship are included in all tutorial programmes.

The quality of teaching is mostly good in two institutions and mostly adequate in the other. Where teaching is good, teachers plan their sessions effectively, use a wide range of teaching strategies to engage and maintain learners' interest and adapt activities well to match learners' abilities. Teachers deliver lessons at a good pace with appropriately timed activities and they challenge learners to achieve well. Where teaching is only adequate, teachers do not use a wide enough range of questioning techniques to check learners' understanding. Also, they do not manage learners' behaviour effectively enough.

All three institutions have good arrangements to care for, support and guide learners. Learners know what services are available to them and how to access them. These institutions promote the health and wellbeing of learners well.

All three institutions have appropriate policies and procedures for safeguarding. They provide attractive, pleasant and modern learning and social areas that are accessible to all learners. However, all three institutions have a small number of teaching areas that are in a poor condition and do not match the high standards of most of the rest of the accommodation. Most classrooms are well resourced and have appropriate information and communication technology equipment.

Figure 3.29: Numbers of providers and judgements for Key Question 2: How good is provision?



Leadership and management

Leadership and management are good in two of the institutions inspected. Principals and senior managers work well together to set and deliver clear strategic priorities. Communication between all managers and staff is good or very good at these two institutions. They work together to achieve the best possible outcomes in terms of standards and behaviour. In one institution, leaders and managers have not done enough to improve the quality of teaching and the standards achieved by learners. They do not make good use of national comparator data to benchmark their performance against that of other colleges in Wales.

Governors at one institution carry out their work efficiently and economically. They have rigorous arrangements for assessing their own effectiveness. At another college, governors have provided managers with

strong support and challenge during the merger process. At the third institution, governors provide managers with good support, but do not challenge performance enough.

Arrangements for improving quality are good at two institutions. In these institutions, annual self-assessment is an integral part of strategic planning. All staff contribute well to self-assessment through course and faculty reviews. These institutions use internal programme area reviews well to identify areas for improvement. Where arrangements are adequate, managers do not make enough use of data to compare their performance with that of other colleges in Wales.

Partnership working is variable in the three institutions. They develop some effective partnerships with local authorities, schools, employers and their communities. However, the rate of progress in transforming post-16 provision is still slow. This reflects on the slow progress being made in some partnerships.

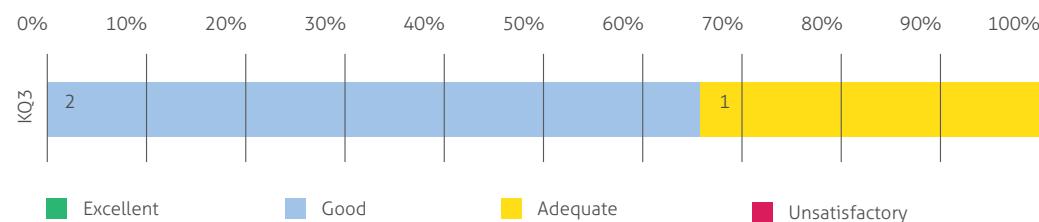
Resource management is good in two institutions and adequate in the third. They all manage their financial resources well to improve the learning environment and resources available for learners. However, one college has not put a high enough priority on using its resources to improve teaching and to raise standards.

College develops Welsh-African partnership

The developing partnership between **Gower College Swansea** and Madungu Primary School in Kenya has enhanced the educational, social and intellectual development of students at both institutions.

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

Figure 3.30: Numbers of providers and judgements for Key Question 3: How good are leadership and management?



Work-based learning

In 2011-2012, there were 53,355 learners undertaking work-based learning programmes. Of these learners, 15,570 were undertaking apprenticeships, 18,855 foundation apprenticeships, 2,835 skill build, 11,475 traineeships and steps to employment, and 4,440 other programmes.

Performance and prospects

This year, we inspected five work-based learning providers. Performance is good in three providers, adequate in one and unsatisfactory in one provider. Prospects for improvement are excellent in one provider, good in three and adequate in one provider.

In the providers judged to be good, learners complete their training at rates above national comparators. Senior managers set and monitor clear strategic targets for learners' standards and improvement. These providers have established a culture and history of continual improvement. However, in the provider where performance is unsatisfactory, learners complete their training at rates significantly below national comparators. Senior managers have not developed clear strategies and plans for improvement.

Follow-up

Two work-based learning providers require follow-up activity. One provider will be re-inspected and the second provider will have their progress reviewed by Estyn approximately 18 months after the date of their inspection.

To read more about follow-up activities, please click on the title 'Follow-up'.

Outcomes

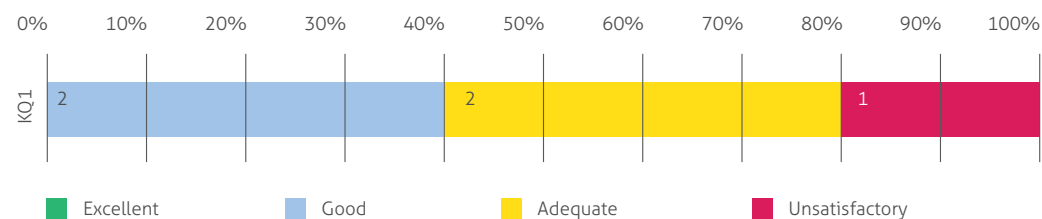
Inspectors judged standards to be good in two providers, adequate in two providers and unsatisfactory in one provider.

In the two providers where standards are good, learners complete their training within the given timescale and make good progress. They demonstrate clear practical competence and sound basic theoretical knowledge. The rates at which learners achieve their frameworks are above the average for the sector. Where standards are only adequate or unsatisfactory, learners make slow progress and the rates at which they achieve their frameworks are below the average for the sector. Too few learners develop higher-level practical skills and good theoretical knowledge.

Most learners do not develop or show improvement in their literacy or numeracy skills well enough during their training, or develop their writing skills effectively. Too few learners develop a clear understanding of the importance of sustainable development and global citizenship or of the language and culture of Wales.

Most learners improve their self-confidence and self-esteem during their training. Many learners enjoy their training and are valued members of their employers' staff. Overall, in most providers, attendance both on and off-the-job is good.

Figure 3.31: Numbers of providers and judgements for Key Question 1: How good are outcomes?



Provision

Three training providers deliver an appropriate range of learning areas and levels in programmes and offer learners good progression opportunities to the next level of training. However, programmes rarely meet learners' needs fully as they do not develop their literacy and numeracy skills well enough. Overall, providers do not do enough to develop learners' literacy skills. Trainers and assessors do not make good enough use of individual learning plans to help learners to understand how well they are progressing or to recognise what they need to do to improve their literacy skills. Too few learners benefit from constructive written feedback that will enable them to improve their future performance.

Assessors and trainers do not do enough to develop learners' numeracy skills. Numeracy tasks are not effectively integrated into training and assessment tasks or related to work or life skills. Assessors do not give learners clear verbal or written feedback on their performance and progress.

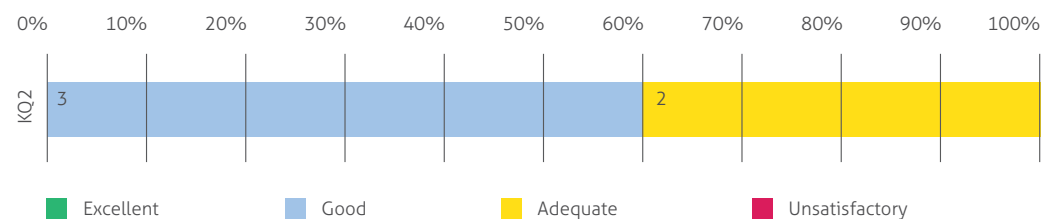
Overall, the quality of training, teaching and assessment is generally good in the main learning area in three of the providers inspected and it is only adequate in two. In the good sessions, activities are well structured to meet the needs of the learner. On-the-job assessments are well planned. Assessors keep detailed records of the progress made by their learners and set challenging targets for the completion of practical and written work. However, assessors and trainers do not consistently plan on and off-the-job assessment well enough. Assessors and trainers do not challenge all learners effectively to develop high standards in both practical skills and theory.

Most providers do not do enough to encourage Welsh-speaking learners to undertake training and assessment in Welsh. The majority of providers have not done enough to integrate the culture of Wales into training programmes.

Overall, providers have good care, guidance and support arrangements. All providers promote equality and respect for diversity well. All providers have appropriate safeguarding policies and procedures.

The learning environment is excellent in one provider, good in two providers and adequate in one provider. However, in one provider the accommodation and resources are unsatisfactory and this limits learners' progress. Many learners work in congenial workplaces and have access to a wide range of resources both on and off-the-job.

Figure 3.32: Numbers of providers and judgements for Key Question 2: How good is provision?



Leadership and management

Leadership and management vary widely in quality. In the providers judged to be good or better, senior managers set clear strategic priorities and targets for learners' standards and improvement. However, in the two providers where leadership was deemed to be adequate at best, leaders and managers do not promote robust self-assessment procedures that clearly identify shortcomings and actions for improvement.

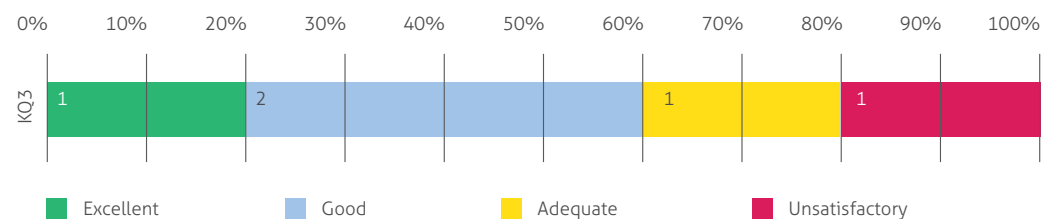
Overall, the quality of partnership working with sub-contractors and key partners is a cause for concern. The majority of lead providers and their sub-contractors do not always work well enough together to improve standards and the quality of training and assessment. They tend not to put the needs of the learner first.

The providers judged either good or excellent use a comprehensive range of quality assurance procedures and management information systems to monitor all aspects of their own and their sub-contractors' performance. However, the majority of lead providers do not have robust systems for evaluating and monitoring all aspects of their sub-contractors' performance. Where judgements are no better than adequate, senior managers have not developed clear strategies and procedures to make sure all learners get access to the best training. In these providers, good practice is not identified and shared across all sub-contractors. Communication between lead providers and sub-contractors is too variable. The good or better providers hold regular formal and informal meetings with sub-contractors. Clear records of meetings and action points are kept.

However, in one provider where partnership working is weak, not all sub-contractors are involved in regular meetings or communication. Outcomes across sub-contractors are inconsistent.

Resource management is excellent in one provider and good in two providers. It is adequate in one provider and unsatisfactory in another provider. In the two providers where resource management is good or better, managers make sure learners have access to the best resources on and off-the-job. The majority of providers support staff well with comprehensive professional development programmes. However, the two providers where value for money is no better than adequate do not use resources well enough to bring about improvements in learners' outcomes.

Figure 3.33: Numbers of providers and judgements 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.

Performance and prospects

This year we inspected three adult and community learning partnerships. Performance is good in one partnership because there is a good level of strategic planning and good arrangements in place for quality assurance and planning for improvement. As a result, learners achieve good standards. Performance is unsatisfactory in the other two partnerships. Partners have not planned well enough to provide guidance or direction to the management of adult learning and make sure that the provision meets the needs of the community.

Prospects for improvement are excellent in one partnership as partners work very well together to improve the standards achieved by learners and the quality of teaching and assessment. Prospects for improvement are adequate in the other two partnerships. The pace of improvement has

been slow in one and strategic plans have not been fully implemented in the other.

The range of courses available to adults differs between partnerships but always includes adult basic education, English for speakers of other languages (ESOL) and information and communication technology.

Follow-up

Two adult and community learning partnerships require follow-up activity since current performance is unsatisfactory.

Last year, two adult and community learning partnerships required follow-up activity. Learners achieve only adequate or unsatisfactory standards in three of the four partnerships that need follow-up. Three of these partnerships have only adequate or unsatisfactory leadership and all four have only adequate or unsatisfactory arrangements for improving quality.

To read more about follow-up activities, please click on the title 'Follow-up'.

Outcomes

This year, standards are good in one partnership, adequate in one and unsatisfactory in the third partnership inspected.

In one partnership, learners from different backgrounds and levels of ability achieve good standards in their work. Many learners with weak basic skills successfully improve their literacy and numeracy skills. Many learners achieve good standards in their classes and gain outcomes above or near to the national average.

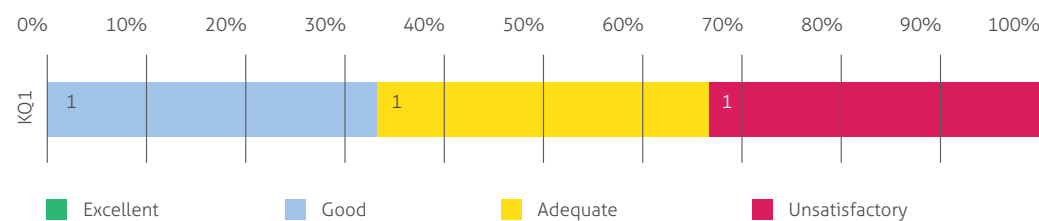
In the two partnerships where standards were only adequate or unsatisfactory, learners make slow progress, particularly in adult basic education and English for speakers of other languages classes. These learners often work at levels below their ability and are not challenged by their tutors, to make sure they progress quickly to higher levels of learning. These learners also do not use individual learning plans well enough to set specific targets to measure their progress. The rate at which learners achieve a successful outcome from their course is near to or below national averages. Too few learners progress from entry level to level 2 courses.

Most learners improve their wellbeing as a result of taking part in adult learning. They improve their self-confidence and feeling of self-worth and their ability to learn. Many learners make good use of their skills and knowledge subsequently in work, or voluntary and community organisations. The majority of learners develop positive attitudes to looking after their physical and mental health. Older learners make good use of the classes they attend to maintain social contact and increase their intellectual abilities.

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“Most learners improve their wellbeing as a result of taking part in adult learning. They improve their self-confidence and feeling of self-worth and their ability to learn.”

Figure 3.34: Numbers of partnerships and judgements for Key Question 1: How good are outcomes?



Provision

In general, the partnerships inspected this year are providing classes and courses that meet priorities for improving basic and employability skills satisfactorily. However, two of the partnerships do not research the needs of their communities well enough to plan the delivery of the provision. As a result, they do not know how well provision meets the needs of communities or learners. Overall, there is too little Welsh medium provision available for learners.

One partnership works well to combine basic skills with a wide range of courses, including information and communication technology and digital photography. However, this was not the case in the other two partnerships. In general adult learning classes, providers do not help learners to improve their literacy and numeracy skills well enough.

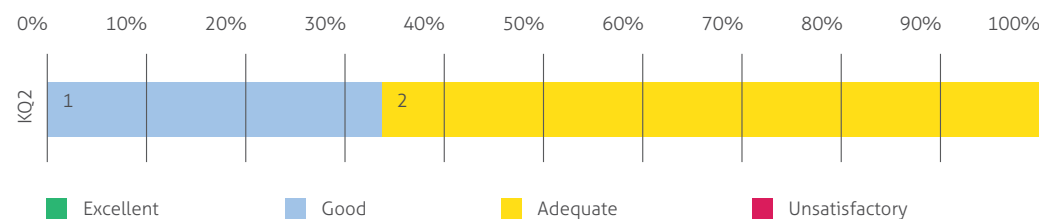
Overall, none of the partnerships does enough to help learners to set up independent classes or clubs. As a result, too many learners continue in the same class, often with the same tutor, year-on-year. This hinders partnerships in setting up new classes and recruiting learners in line with national policy requirements.

The quality of teaching is good or better in the majority of classes inspected. However, many tutors do not plan assessment well enough. They do not make good enough use of learning plans to help learners to understand how well they are progressing and to recognise what they need to do to improve.

Generally, partnerships do not work well enough together to address the national priorities for adult learning, for example to integrate literacy, numeracy and information and communication technology skills across all subject areas. They also do not put effective plans in place to deliver adult learning. In one partnership, most learners who have help with their additional learning needs achieve well in their class. However, in the other two partnerships, providers do not identify learners with additional learning needs early enough to put suitable support in place at the start of their course. This hinders the progress they make.

All partnerships work well to promote equality and diversity. Most tutors pay good attention to equality and the atmosphere in all sessions is welcoming and respectful. Nevertheless, partnerships do not do enough to integrate the Welsh dimension into course material and content.

Figure 3.35: Numbers of partnerships and judgements for Key Question 2: How good is provision?



Leadership and management

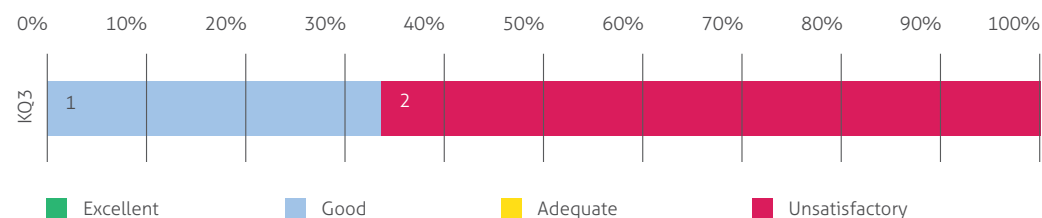
Generally, partnerships do not work well enough together to address the national priorities for adult learning, for example to integrate literacy and numeracy skills across all subject areas, and put effective plans in place for delivery. Only one partnership has good plans that set out clear aims and objectives. This partnership checks progress against these objectives well. The other two partnerships inspected do not have clear objectives and targets to help them to manage their work, or to measure and evaluate the quality and impact of their provision on learners.

One partnership has effective procedures for improving quality. Staff understand how well they are performing and where they need to improve. As a result, outcomes for learners have improved because of better teaching and assessment. Partners work very well

together to improve the standards achieved by learners. They have a shared plan and work well together towards common objectives. The other two partnerships inspected do not monitor and assess the quality of provision well enough.

Overall, adult learning tutors are appropriately qualified to teach their subjects. One partnership works well to co-ordinate staff development across all of its partners. The other two partnerships do not co-ordinate staff development well enough or measure the impact of staff training on learning. In general, adult learning partnerships do not help tutors to improve the professional aspects of their role well enough. This hinders the capacity of tutors to improve the quality of assessment and help learners to plan their learning, make good progress and improve their outcomes.

Figure 3.36: Numbers of partnerships and judgements for Key Question 3: How good are leadership and management?



Initial teacher education and training

There are three centres of initial teacher training in Wales. Each centre comprises initial teacher training provision in two partner universities. This year, we inspected one initial teacher training provider, the South West Wales Centre of Teacher Education. This centre of teacher education was launched formally in 2011. The South West Wales Centre of Teacher Education and Training comprises teacher education provision at the University of Wales Trinity Saint David and Swansea Metropolitan University working in partnership at a sub-regional level. This is the first of the re-configured teacher training partnerships to be inspected.

The inspection report can be downloaded here.

The other centres are the North and Mid Wales Centre of Teacher Education, at Bangor University and Aberystwyth University, and the South East Wales Centre of Initial Teacher Education and Training, based in Cardiff Metropolitan University and University of Wales Newport.

Estyn carries out monitoring visits to each of the centres. These visits, and the inspection of the South West Wales Centre of Teacher Education and Training, provide the information for the report below.

Outcomes

Nearly all trainees make good progress towards meeting the standards for qualified teacher status. Most understand the requirements of the National Curriculum programmes of study and the Foundation Phase framework, and have sound subject knowledge.

Trainees generally use a range of teaching strategies and sequence activities suitably to engage and motivate pupils. Many trainees plan their lessons in great detail, but a minority do not plan tasks to meet the needs of all pupils. Most trainees organise the classroom and manage pupils well, and they work effectively with teaching assistants.

Many trainees use a good range of assessment for learning techniques to help pupils and track their progress. However, in a minority of cases, trainees are not clear about the intended learning, do not assess pupils' progress, and do not reflect on the effectiveness of their teaching.

A majority of trainees have good personal literacy and communication skills, and plan to develop pupils' literacy skills through the subject they teach. A few trainees provide very good language models. However, the literacy skills of a minority of trainees are not secure enough. They make punctuation and spelling mistakes in their written work and in the classroom, and a very few do not speak correctly.

Most trainees have good information and communication technology skills, but a minority of trainees do not encourage their pupils to develop these skills in lessons.

Most trainees teaching in Welsh communicate effectively and develop pupils' language skills well. However, a few do not offer a good language model. They make grammatical mistakes or errors in mutation in written work. Many trainees have a sound understanding of Y Cwricwlwm Cymreig, but only a few plan for it in their school experiences.

Overall, trainees develop good professional characteristics and build positive working relationships with pupils and with school and university staff. In their university studies, most show high levels of motivation and interest. They have a good understanding of the standards for qualified teacher status. Many monitor their own progress against these standards and around half identify their strengths and weaknesses accurately.

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“Trainees generally use a range of teaching strategies and sequence activities suitably to engage and motivate pupils.”

Provision

Overall, training programmes provide trainees with a broad range of opportunities to demonstrate the standards for qualified teacher status. There is a focus on current issues and national priorities, such as developing pupils' literacy and numeracy, although training in these areas is generally better on primary programmes.

Universities regularly audit trainees' literacy, numeracy and ICT skills. This is particularly strong on primary programmes, but not as effective on secondary programmes.

Many tutors provide good role models for trainees and exemplify good classroom practice. However, in a few instances where training is weak, it is undemanding and does not match trainees' needs, and activities lack variety and pace. In a few cases, tutors do not have up-to-date knowledge of current school practice.

In the school-based part of the training, there are generally detailed systems to assess trainees' progress against the standards for qualified teacher status. However, in a minority of cases, mentors do not have a shared understanding of the standards and their assessments are too generous. Too many mentors do not monitor trainees' files carefully enough and in a few cases they do not identify trainees' errors in skills or subject knowledge.

Assessment of trainees' written work also varies too much between university tutors and in a few cases tutors do not identify trainees' errors. Too many assignments are marked too generously and the grades given do not reflect marking criteria.

Trainees have good access to support systems, which provide effective guidance, support and counselling.

Leadership and management

Senior university leaders have collaborated to reduce duplication in initial teacher training programmes and to deliver courses in Welsh. However, the pairs of partners in each centre arrangement are relatively new and most have not aligned their programme requirements or quality assurance procedures.

The centres have sound processes for gathering the views of trainees, school mentors and university tutors to inform self-evaluation. They have quality assurance systems in place, but there is limited analysis of university-based training. Many middle leaders do not improve quality by sharing and monitoring best practice effectively enough among colleagues. This means that trainees receive a variable training experience.

Generally, there are good opportunities for mentors to receive training to ensure they have effective skills and current knowledge of initial teacher training programmes. However, a few mentors do not attend mentor training and do not have opportunities to moderate their judgements with a member of the university staff. This leads to inconsistency in the assessment of trainees' performance.

Overall, tutors are well qualified and are deployed appropriately. However, a few tutors do not have sufficient knowledge of current school practice to prepare trainees in some aspects of the programme effectively.

Welsh for adults

There are six Welsh for adults regional centres in Wales. This year, we inspected the North Wales Centre, which covers an area from Ynys Môn in the west to Wrexham in the east. The centre works in partnership with eight providers across the whole of north Wales. All providers offer a wide range of Welsh courses, from beginners' course to advanced courses. The centre also offers a good range of Welsh in the workplace courses.

The inspection report can be downloaded [here](#).

The report below draws from inspection information and visits made during the year to other regional centres.

Outcomes

In the North Wales region, nearly all learners are making good progress in their lessons. They show high levels of motivation, work together well, persevere and have good independent learning skills. They watch Welsh television programmes and use the internet. Many keep in touch with one another in Welsh using electronic communication on the internet. They continue with their studies outside the classroom by attending day-schools, summer schools and two-day courses. Wherever possible, they use Welsh in their everyday lives and in their work.

However, learning is often overly driven by examination requirements that put too much emphasis on grammatical correctness and gaining a qualification rather than producing confident communicators. In the few good cases, learners develop the ability to communicate effectively by practising their skills in everyday situations. The North Wales centre works very effectively with a range of partners to arrange a good variety of extra-curricular experiences, and this has increased greatly over the last three years. As a result, an excellent range of learning opportunities is available.

The extra-curricular courses include Paned a Sgwrs (Cuppa and a Chat), Mynd am dro bach (Going for a little walk), Gweithdy Coginio (Cookery Workshop), and social evenings.

In the North Wales region, learners who are almost fluent improve their skills by attending chat and story classes, or through studying Welsh history and Welsh literature.

More generally however, learners in other regions do not develop an understanding of Welsh culture or the history of the Welsh language and there is a shortage of resources to support these aspects of learning the language.

Provision

Regional centres and their partners often work well together to plan a broad curriculum that often includes a good variety of formal and informal learning. The centres try to ensure that there is a suitable range of courses available within easy travelling distance for learners, such as beginners' level courses and courses on higher levels of proficiency, in most areas.

The tutors at the North Wales centre plan their work well. They use a wide range of effective learning activities, for example drilling new language, watching and listening, oral work in pairs, reading dialogues, comprehension and writing. They use a good range of teaching resources in their lessons, including flash cards, clothes, props and appropriate work sheets. All tutors make very good use of the Welsh language for teaching and communicating with learners at an appropriate level. They

introduce new vocabulary effectively and intervene well to help learners understand new language patterns. Most tutors present their lessons with enthusiasm and energy. However, this good practice is not as evident in the work of other centres, particularly at entry level, and there is little excellent teaching.

In general, most tutors make good use of homework tasks to improve learners' skills. Tutors offer detailed feedback to learners about their homework. They correct mistakes, orally and in writing. However, only a few tutors give advice on how to improve work further. In a few cases, tutors have a good understanding of the standards achieved by individual learners in formal assessments. However, in general, tutors do not use these assessments well enough to offer feedback to learners on their progress and help them to recognise their

achievements, or propose the next steps to improve their performance.

Many Welsh for adults centres have developed a range of innovative Welsh e-learning courses. These courses help learners to develop and practise their Welsh skills outside Welsh lessons. The South-West Wales centre has recently introduced a 'combi' course, where learners are given e-learning materials to study for three hours prior to attending a three hour weekly course at the centre. However, few tutors use DVDs or clips from Welsh television programmes in lessons to enhance learners' understanding and awareness of Wales. Only a few of the best tutors use audio and visual clips effectively to develop learners' viewing and listening skills and there is limited use of such technology as interactive white boards.

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“Many Welsh for adults centres have developed a range of innovative Welsh e-learning courses. These courses help learners to develop and practise their Welsh skills outside Welsh lessons.”

Leadership and management

Leadership and management at all levels are excellent in the North Wales centre. There are clear and robust structures to ensure continuous improvement. The centre is self-critical and makes very good use of data to improve results. The quality of leadership and management systems in other centres is more variable.

In general, Welsh for adults regional centres use a range of evidence well to analyse the differences between the performances of different groups of learners. For example, the North Wales centre analysed a range of performance data effectively. It found that men's performance had improved over the last three years and is now at the same level as the performance of women. Its analysis also found that there was no difference between the performance of learners over the age of 60 and that of other age groups across a range of courses. The centre also

studied how deprivation affects learners' progress and found that learners across all levels of deprivation succeed well. However, the progression routes taken by learners are not monitored well by most centres.

The North Wales centre has excellent systems for improving quality. It has a high quality self-evaluation system that listens to a wide range of stakeholders' opinions. It also has very good systems for monitoring and sharing best practice in learning and teaching. The majority of staff have appropriate qualifications and experience for the courses that they teach. All providers offer a good range of training opportunities to their staff. However, not all centres have such robust systems and monitoring of sessions often results in evaluation that is too generous.

The North Wales centre has established a strong relationship with its stakeholders and takes good advantage of the expertise of third party providers. The centre holds extensive consultation and includes partners' views when determining its strategic direction. It also works together with the Mid Wales centre on strategic planning, quality control, training and planning provision. However, not all centres have such effective partnership working.

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“In general, Welsh for adults regional centres use a range of evidence well to analyse the differences between the performances of different groups of learners.”

Learning in the justice sector

This year we inspected learning across the whole of the Wales Probation Trust. We inspected skills provision on probation premises and the learning that is available during community punishments like Community Payback (unpaid work). We also judged how well learning needs are met in accredited offending behaviour programmes.

Outcomes

Attainment rates are high across the Trust. Nearly all learners in skills classes attain literacy and numeracy certificates, because most take qualifications that are too easy for them. This affects their motivation and limits the progress they make with their learning.

Most learners on Community Payback complete useful qualifications, such as grass strimming, first aid and building site safety. However, as these qualifications are all at level 1, the majority of learners do not all take qualifications at the right level to suit their needs. In the majority of Community Payback placements, learners gain work-related experience in settings where there are clear rules. Learners improve their punctuality, team working and communication skills.

A few learners find and keep employment or a place within further education. A few move into paid employment after taking part in temporary job experience projects or carry on as volunteers in the charities where they serve their probation orders. However, overall, too few learners continue into paid employment or relevant education and training.

Provision

The Trust provides only an adequate range of learning and training activities. The focus of these activities is too narrow. They place too much emphasis on gaining accredited units through the completion of workbooks rather than offering a range of relevant learning activities.

The Trust successfully makes accredited units and qualifications available for the practical skills that learners develop on Community Payback, although the majority of these are only offered at level 1. There are good opportunities for learners to develop skills that may lead to employment, such as those gained on placements in charity shops, and in environmental projects. However, across the Trust these placements are not wide ranging enough, and opportunities for learners to gain employment are limited. The Trust does not use labour market information well enough when planning Community Payback placements.

Overall, probation officers do not always do enough to engage learners to improve their literacy and numeracy skills. They miss too many opportunities to develop these skills during other probation programmes.

In accredited offending behaviour programmes, staff adapt sessions well to meet the learning needs of participants. However, a minority of programmes have a high dropout rate. The Trust does not evaluate whether all participants understand the programmes well enough.

Leadership and management

Many probation staff understand the important role of learning and skills in reducing re-offending. However, the Trust's strategic plans do not say clearly enough what they will do to carry learning and skills forward.

Systems to monitor the quality and outcomes of learning and skills are poor. The Trust does not produce a self-assessment report or monitor the quality of the provision that it commissions.

The Trust has made good use of additional funding to develop learning and skills. However, the future funding of a number of programmes is uncertain. The Trust has not reviewed the impact of this. As a result, there are shortcomings in the planning of future provision.

There are good examples of staff receiving training to help them identify and address learning needs more effectively.

For example, many Community Payback staff complete basic teaching qualifications. Other staff attend training on supporting learners with specific learning needs. However, there has been no overall analysis of what training would help staff improve learning and skills outcomes for probation clients.

The Trust has developed good relationships with a number of partners. However, the Trust has not developed good strategic links with local employers or businesses that could improve employment outcomes for learners.

This year we also joined HMI Probation on inspections. These joint inspection reports can be downloaded here:

A report on offender management in Wales:

<http://www.justice.gov.uk/downloads/publications/inspectorate-reports/hmiprobation/adult-inspection-reports/omi2/wales-omi2.pdf>

Transitions: An inspection of the transitions arrangements from youth to adult services in the criminal justice system:

http://www.hmcpsi.gov.uk/cjji/inspections/inspection_no/576/

Section 4: Summaries of Estyn thematic reports

Annual Report 2011-2012



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Every year, the Minister for Education and Skills asks Estyn to offer advice on aspects of education and training. On the basis of evidence from inspections and survey work we present our findings and advice in reports. The reports are sent to the Minister and published on our website. The reports include recommendations for the Welsh Government as well as for providers and local authorities. In the full reports, there are also examples of good and excellent practice. This year, we have started to produce a series of reports that focus on standards and provision in curriculum subjects. These start with physical education in secondary schools and engineering in further education colleges and work-based learning providers.

Effective practice in tackling poverty and disadvantage in schools

Schools in challenging circumstances that raise the achievement of disadvantaged learners not only do what all successful schools do to secure the achievement of learners, but they also create an outstandingly positive ethos that allows disadvantaged learners to achieve well. These schools employ strategies specifically to combat the factors that disadvantage learners.

Effective schools in challenging circumstances:

- take a whole-school, strategic approach to tackling disadvantage – they have a structured, coherent and focused approach to raising the achievement of disadvantaged learners;
- use data to track the progress of disadvantaged learners – they gather information from a range of sources and use it to analyse the progress of groups of learners;
- focus on the development of disadvantaged learners' literacy and learning skills;
- develop the social and emotional skills of disadvantaged learners – they understand the relationship between wellbeing and standards and often restructure their pastoral care system to deal more directly with the specific needs of disadvantaged learners;
- improve the attendance, punctuality and behaviour of disadvantaged learners – they have suitable sanctions, but find that reward systems work particularly well;
- tailor the curriculum to the needs of disadvantaged learners – they have mentoring systems that guide learners through their programmes of study and help them to plan their own learning pathways;
- make great efforts to provide enriching experiences that more advantaged learners take for granted – they offer a varied menu of clubs, activities and cultural and educational trips;
- listen to disadvantaged learners and provide opportunities for them to play a full part in the school's life – they gather learners' views about teaching and learning, give learners a key role in school development, and involve learners directly to improve standards;
- engage the parents and carers of disadvantaged learners – they communicate and work face-to-face to help them and their children to overcome barriers to learning; and
- develop the expertise of staff to meet the needs of disadvantaged learners – they have a culture of sharing best practice, provide opportunities for teachers to observe each other, and have performance management targets that are related to raising the achievement of disadvantaged learners.

This good practice report looks in detail at these ten elements of effective schools and uses case studies to illustrate their impact on outcomes for learners from poorer families.

To view the full report, please click on this link.

The impact of family learning programmes on raising the literacy and numeracy levels of children and adults

Family learning providers encourage parents and carers to join mostly short-term family learning programmes. Family learning teachers use a good range of strategies to teach parents how they can help and support their children in school. As a result, most children in these families gain greater confidence and self-esteem.

The programmes improve the skills of adults well. Most adult learners on longer courses have good opportunities to gain qualifications. However, very few providers track and record the progress of adult learners well enough.

Methods for tracking the impact of these programmes on the standards children achieve in school are generally weak. In particular, providers have no strategies for measuring the long-term impact of the programmes on children.

Schools and family learning co-ordinators identify children who are under-achieving in school effectively. However, too many providers use the family programmes' grant guidelines as targets rather than setting their own targets for recruitment based on a survey of the children and adults who would benefit most from the provision.

The majority of local authorities do not plan family learning programmes in a way that would enable staff to share resources with other programmes such as 'Flying start'. Neither do they plan for participants from 'Flying start' to progress to family programmes when the children start school.

To view the full report, please click on this [link](#).

Welsh Language Development in the Foundation Phase

Many pupils make good progress in using Welsh as second language in the Foundation Phase. Achievement in Welsh language development is at least good in the majority of schools and in about half of non-maintained settings visited during this survey. Pupils' Welsh speaking, listening and reading skills are developing well in school, but their writing skills are less well developed.

The most effective schools and settings develop pupils' Welsh communication skills by improving confidence and attitudes to learning the language. They also use opportunities in the other six areas of learning of the Foundation Phase to introduce Welsh.

In schools and settings where progress is slow, there is a lack of clarity and understanding of the principles and practices of Welsh language development. Often practitioners do not devote enough time to delivering Welsh language development and do not adapt their classroom practice well enough to ensure that children have a range of appropriate opportunities to speak Welsh in all learning areas.

Most settings have very few fluent Welsh-speaking staff. Where there are gaps in the practitioners' knowledge of Welsh, there are shortcomings in their spoken Welsh, which results in pupils speaking or pronouncing words incorrectly. Where teachers and

practitioners receive regular training and support, they are more confident in teaching Welsh. However, there are variations in how much training teachers receive in local authorities and training opportunities for practitioners in settings are often very limited.

Very few local authorities offer specific training for headteachers and senior leaders on how to evaluate the effectiveness of new teaching and assessment approaches in developing children's learning in Welsh language development. This is an important gap in the Foundation Phase training programme.

To view the full report, please click on this link.

The Skills Framework at key stage 3: An evaluation of the impact of the non-statutory Skills framework for 3 to 19-year-olds in Wales at key stage 3

Only a few schools successfully plan the progressive development of pupils' communication, numeracy, thinking and information and communication technology skills across the curriculum.

The Skills Framework does not influence planning significantly in most secondary schools in Wales. This is partly because there is no statutory requirement for schools to use the Skills Framework. Its main impact has been to increase teachers' awareness of the importance of developing pupils' skills in thinking, communication, information and communication technology and numeracy.

Nearly all schools plan their curriculum by referring first to National Curriculum Subject Orders and then identifying opportunities for developing generic skills that arise according to the nature of the subject. Very few schools use the framework to help them organise and plan for progression from key stage 2 to key stage 3, or within key stage 3. To a large degree, this is because the framework does not describe progression in skills clearly enough as the descriptors of progress are too broad and have not been exemplified enough.

Schools use a variety of sources to help them plan for the development of skills in key stage 3. Many use Essential Skills Wales programmes of study to provide structure, progression and a focus for developing generic skills in key stage 3. Where pupils gain Essential Skills Wales qualifications, this improves their motivation.

In a minority of schools, teachers do not provide enough suitable opportunities for pupils to develop their extended writing skills. This is because teachers rely too much on worksheets that require only simple, short answers.

To view the full report, please click on this link.

Literacy in key stage 3

In most secondary schools, standards in oracy are higher than those in reading and writing and in National Curriculum teacher assessments performance in English is lower than in the other core subjects. Girls perform significantly better than boys at the expected and higher levels in English and Welsh.

More and more secondary schools provide opportunities for pupils to gain Essential Skills Wales communication qualifications. However, gaining these qualifications does not necessarily mean that pupils are applying these skills consistently across other subject areas.

A minority of schools surveyed have carried out an audit of pupils' literacy skills to see the extent to which subjects identify and provide opportunities for pupils to develop these skills. Where schools have offered effective training to teachers on literacy strategies, subject schemes of work highlight the precise literacy skills to be taught clearly and consistently.

Many schools have well-defined procedures for assessing pupils' reading abilities and arrangements to support those with weaker skills. However, only a minority of schools record the progress of these pupils at the end of key stage 3 or monitor the progress of more able readers well enough.

All schools surveyed have appointed literacy co-ordinators to be responsible for co-ordinating whole-school approaches and working groups that focus on improving pupils' literacy skills. However, the impact of these approaches is not yet evident.

While improving literacy is a priority in many school development plans, only a minority of schools focus on literacy in their monitoring and evaluation activities.

To view the full report, please click on this link.

Supporting more able and talented pupils in secondary schools

More able and talented pupils achieve less well in Wales than in England. Too few pupils achieve above the expected level for their age (level 5) in end-of-key stage 3 teacher assessments in the core subjects of English or Welsh, mathematics and science. At key stage 4, too few 16-year-old pupils achieve the higher A/A* grades in the core subjects. Overall, the majority of more able and talented pupils are not challenged to achieve the highest standards.

In the few secondary schools with the best provision, effective transition links with partner primary schools and thorough analysis of data and assessment outcomes help to identify more able and talented pupils. These pupils are well supported through a range of additional provision and their progress tracked and monitored very carefully across all key stages. There are consistent, whole-school teaching and learning approaches that challenge more able and talented pupils.

Effective communication with parents is a key factor in the few schools where more able pupils are successfully challenged to reach high standards. However, a significant minority of schools do not routinely inform parents that their children have been identified as more able and talented.

More able and talented pupils gain most in secondary schools that offer a very wide range of extra-curricular opportunities and a flexible approach to a curriculum that promotes individualised or personalised approaches to learning. They benefit from

mentoring sessions to support them in making option and career choices and having access to specialist teachers and tutors.

However, in the majority of secondary schools, more able and talented pupils are not challenged enough and do not always receive appropriate support. The identification, tracking and monitoring processes are not rigorous or robust. Staff receive little training in how to work effectively with more able and talented pupils.

Few local authorities use data to monitor specifically the progress of more able and talented pupils or promote best practice in this work between schools.

To view the full report, please click on this link.

The implementation of the Careers and the World of Work framework

Nearly all schools support pupils well to make subject choices in Year 9. 14-19 Learning Network consortia have improved the range of subject choices for pupils, but have increased the pressure for pupils to make option choices earlier. A minority of schools do not support Year 9 pupils early enough to be helpful. Provision and use of labour market information (LMI) to help pupils is limited and patchy. Overall, evaluation of how effectively pupils make planning decisions in Year 9 is not rigorous and Learning Network partnerships do not gather data systematically. In addition, school governors are not involved enough in the strategic planning of Careers and the World of Work.

Methods for delivering the Careers and the World of Work framework vary considerably across schools and there are large variations in the amount of lesson time that schools allocate to implementing this framework.

In most cases, the criteria schools use to judge how well they have supported pupils to make informed decisions are flawed and do not make the best use of available data. Neither do they take account of how well pupils' decisions enable them to succeed in sustaining their progression choices. The use of information and communication technology to support the tracking of pupils' achievement or to enable online assessment of knowledge is underdeveloped.

The extent to which schools involve others to deliver the Careers and the World of Work programme also varies too much. In over a quarter of schools, external partners deliver more than half of the key stage 4 programme. In nearly all schools, Careers Wales services make an important contribution to the programme. However, in a few schools recent reductions in Careers Wales services have put a strain on the schools' delivery of this framework.

Schools working towards the Careers Wales Mark are clearer about the services and support they need from partners. They work towards objectives that improve the quality of Careers and the World of Work programmes.

To view the full report, please click on this link.

Welsh Baccalaureate Qualification provision at level 3 in secondary schools

The Welsh Baccalaureate offers many benefits to students. Through studying the Welsh Baccalaureate core, the majority of students improve their essential skills and achieve an understanding of a range of topics, including enterprise, politics and current affairs, which they would not otherwise have studied.

However, the standards achieved on the Welsh Baccalaureate vary a good deal between students and between schools. Much of the variation in standards reflects differences in the way in which the provision is designed and delivered in different schools. It also reflects the wide ability range of students who take the level 3 core. The wide range of standards being achieved on the level 3 Welsh Baccalaureate core suggests that grading the Welsh Baccalaureate Qualification would provide a fairer reflection of the range of student outcomes.

There is also variability in the quality of provision. In many schools, there is an imbalance between the time spent on completing the paperwork relating to essential skills qualifications and the time spent on improving students' actual skills and transferring these to support learning across the curriculum. However, in the majority of

schools, the quality of teaching in the core is generally good. In a minority of teaching sessions, students are not challenged enough because teachers do not plan well enough to meet the needs of the full ability range of students.

Although many schools have well-established general self-evaluation processes, these quality assurance procedures do not give appropriate emphasis to the Welsh Baccalaureate. This means that school leaders do not know enough about the quality of teaching in the Welsh Baccalaureate programme or know how much progress students are making during lessons.

To view the full report, please click on this link.

How well are the All-Wales Core Data Sets used to inform self-evaluation and planning for improvement?

The use of the All-Wales Core Data Sets ('core data sets') has had a positive impact on self-evaluation and has enhanced co-operation between schools across Wales. Schools are increasingly liaising with higher-performing schools in their family to share best practice and discuss strategies to bring about improvement.

The majority of schools analyse the core data sets systematically to get a clearer picture of their performance. They identify the school's key strengths and areas where there is comparative underperformance. From this analysis, schools ask questions about why pupils do or do not make the expected progress and, where improvements need to be made, consider what can be done about it. In a minority of schools, this is not the case because leaders and practitioners do not analyse the data rigorously enough to identify what needs to be improved and do not challenge underperformance robustly.

The core data sets have helped many governing bodies to fulfil their role of holding school leaders to account. Where underperformance has been identified, schools use a range of strategies to bring about improvements and the impact of these strategies has generally been good. However,

a minority of governors are not fully aware of the information that the core data sets provide and make little contribution to their school's self-evaluation process.

In the few local authorities where the core data sets are used well, officers use the data rigorously to challenge the performance of schools and monitor progress towards improvement. However, across Wales there is too much variation in how systematically local authorities do this.

To view the full report, please click on this [link](#).

A survey of the arrangements for pupils' wellbeing and behaviour management in pupil referral units

Teaching and support staff in pupil referral units do a difficult job with pupils whose behaviour can be challenging. Generally, pupils feel valued and listened to by staff in the pupil referral units.

Most pupil referral units adopt behaviour management strategies, restrictive physical intervention and restraint methods that the British Institute for Learning Disabilities approve. However, where pupil referral units do not, this leaves pupils and staff vulnerable during an incident.

In the best practice, teachers help pupils to manage their own behaviour and use agreed behaviour management plans and individual pupil risk-assessments well. However, in most cases, plans and risk assessments do not address the management of an individual pupil's difficult behaviour well enough. Too many policies do not reflect clearly enough the day to day practice in the pupil referral unit, or provide enough helpful guidance for staff about the procedures they should follow.

All pupil referral units use some form of 'time out', as part of their behaviour management strategy. In most cases, pupil referral units do not use designated rooms for 'time out' that help pupils to regain control and manage their emotions in

an environment that is safe and comfortable. Too frequently, 'time out' follows on from restrictive physical intervention and restraint. In these cases, pupils interpret 'time out' as punishment rather than as an opportunity to regain composure and control.

Local authorities' line management and governance of pupil referral units are not robust enough. They do not do enough to hold teachers-in-charge to account for the day-to-day running of the pupil referral units. Reporting does not focus enough on the wellbeing of pupils or evaluate strategies for supporting pupils with challenging behaviour. This lack of evaluation and reporting makes it hard for elected members and senior education officers to carry out their responsibilities for safeguarding pupils.

To view the full report, please click on this link.

How do surplus places affect the resources available for expenditure on improving outcomes for pupils?

In local authorities that have a higher than necessary level of school places, financial resources are not being used in the most efficient or effective way to improve the quality of education for all learners. Between 2006 and 2011, the number of unfilled places increased by about a fifth. No local authority has achieved the Welsh Government's recommended level of no more than 10% surplus places across primary and secondary schools.

Currently, a wide range of strategies is being used across Wales to reduce surplus places. The priority of local authorities generally is to reorganise schools to improve standards. However, local authorities rarely track the impact on learner outcomes of the more efficient use of resources brought about by school reorganisation.

Various methods have been used over time to evaluate the cost of maintaining surplus places in schools in terms of misdirected financial resources. Those local authorities

that have calculated the cost of surplus places have found it useful in persuading school communities and decision-makers of the need to reduce their number. However, the lack of a national standardised method to calculate the cost of surplus places creates difficulties in maintaining informed discussion about the effectiveness of particular strategies or the impact on pupil outcomes.

To view the full report, please click on [this link](#).

The effectiveness of strategies for learner involvement in post-16 learning

Many providers have made good progress in setting up formal structures to enable learners to influence the provider's work. These structures include learner forums and panels, and representation on governing bodies or councils. In addition, providers have used learner surveys and questionnaires to help learners contribute to the shape of their learning experience. As a result, learners have been able to influence how their learning is delivered and the environment in which they learn.

Providers generally have suitable arrangements to include learners' views, through their curriculum planning processes, in order to improve the quality of provision. However, providers do not record, monitor and evaluate the impact of learner involvement activities on either qualification outcomes or learners' personal and social outcomes.

The National Union of Students offers learners in further education institutions useful opportunities to contribute to decision-making at a national level. However, learners in other post-16 sectors have few opportunities to influence decision-making at a national level. For example, learners in work-based learning companies

do not have the same access to unions as learners in further education institutions.

There are a number of adult learners' forums across Wales which, if combined, would provide a useful national network for consulting with adult learners about the nature and scope of adult learning. Such a network might help to support the Welsh Government's agenda for helping learners to strengthen local democracy, and to share their views on what is important to them and their communities and their aspirations for the future.

To view the full report, please [click on this link](#).

The effectiveness of Traineeship and Steps to Employment programmes

Providers are seeing far fewer clients than initially planned and most providers are not reaching their targets. Progression rates have improved slightly from the discontinued Skill Build programmes. The numbers of learners progressing into other training or employment are higher in the Traineeship programmes than in the Steps to employment programmes, where progression remains unsatisfactory. Many providers deliver training to clients in small groups. However, some clients have not been referred onto the right programmes.

The quality of the information that providers receive from Careers Wales and Job Centre plus, to help them match learners to appropriate programmes, is inconsistent. It relies too heavily on good personal relationships between provider and agency personnel. Many providers have improving or good links with Careers Wales and Job Centre Plus.

The majority of providers assess learners' barriers to learning effectively, but the quality and effectiveness of literacy and numeracy skills support vary widely. Many learners have complex and often multiple barriers to making progress. Providers often find out about these serious barriers, including mental health problems, offending behaviour or other personal problems, when they have built up a relationship with learners over time. This knowledge often

comes too late for the provider to address the issues and give learners effective support during the short period of the programme.

Providers engage well with partners and with representatives of the other providers in Wales, the National Training Federation for Wales (NTfW) and the DfES to discuss progress, issues and good practice. Providers generally maintain good links with the employers they work with. However, many employers do not have a full understanding of employability programmes.

To view the full report, please click on this link.

<http://www.estyn.gov.uk/english/docViewer/264946.5/initial-review-of-the-effectiveness-of-the-welsh-governments-traineeships-and-steps-to-employment-programmes-january-2013/?navmap=30,163>

Physical education in secondary schools

In ‘Creating an Active Wales’ (Welsh Government 2009) the Welsh Government identified well-delivered and appropriately designed physical education programmes, complemented by a range of school-based activities, as critical factors in helping children and young people to live active lives and become active adults.

Since 2001, the percentage of key stage 3 pupils attaining the expected level (level 5) or above in National Curriculum teacher assessments has increased steadily in physical education. In 2011, 73% of those pupils in Wales who were entered for a GCSE in physical education gained grades A*-C. This is two percentage points above the figure for the UK, and an improvement on 70% in 2010.

In many of the lessons observed for this survey, pupils made good progress in understanding key concepts, and in developing their subject-specific and wider skills, particularly their communication and thinking skills.

Teaching is good or better in about three-quarters of lessons observed. Where teaching is excellent, teachers have high expectations and plan learning activities that challenge and engage pupils and provide extensive opportunities for pupils to reflect on, evaluate and improve their work. In a minority of lessons, teachers do not plan well enough to make sure that pupils of all abilities make progress.

Generally, schools are putting more emphasis on creative and adventurous activities and health, fitness and wellbeing activities at key stage 3, and this has helped to engage girls more successfully. Most schools promote healthy lifestyles well. The ‘5x60’ initiative has been successful in complementing the more traditional, largely team-based extra-curricular programmes that most schools offered previously.

To view the full report, please click on this link.

A review of standards and the quality of provision for engineering in further education colleges and work-based learning providers

The rate at which engineering learners attain their qualifications is close to the average for all learning areas in further education and above average in work-based learning. The rate of improvement over recent years is similar to the improvement in all learning areas. There are many examples of good and sometimes excellent practice in further education colleges and work-based learning providers.

Links between schools, colleges and work-based learning are generally improving, but not all providers are able to attract enough school leavers with the right skills into engineering careers. Too often an engineering career is seen by schools as an option for the less able pupils. Female learners remain under-represented on engineering programmes.

The quality of teaching and learning is generally of good and sometimes excellent quality in the sessions observed. Learners study in good accommodation and mostly have enough materials and equipment.

The majority of engineering learners progress well onto programmes at a higher level, and gain apprenticeships or employment of an engineering or technical nature.

However, the proportion of engineering learners who leave programmes and whose destinations are unknown is too high.

The curriculum offered by providers mainly reflects a balance between the aspirations of learners and the needs of local and regional industry. In the majority of providers, learners are able to progress onto specialist higher education programmes through franchise arrangements with the university sector. However, many of these franchise arrangements are overly bureaucratic and restrictive.

Providers have extended their full-time programmes and often include the Welsh Baccalaureate Qualification. The pathway to apprenticeship programme is successful in

preparing learners for apprenticeships. Providers have started to offer engineering programmes that embrace a number of the newer technologies, such as photonics, composite materials and energy. However, the extent of this involvement is too small overall.

Engineering learners generally express a strong degree of satisfaction with their programme of study, particularly the practical sessions. They express lower levels of satisfaction with formal theory classes that include more advanced levels of mathematics, literacy and science.

To view the full report, please click on this link.

<http://www.estyn.gov.uk/english/docViewer/264891.9/a-review-of-standards-and-the-quality-of-provision-for-engineering-in-further-education-colleges-and-work-based-learning-providers-in-wales-january-2013/?navmap=30,163>

Section 5: Commentary on performance

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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.

Key to terminology used

| | |
|---|---|
| Core subjects | English or Welsh first language, mathematics and science |
| Key stage 1 | Until 2011, seven-year-olds were assessed against National Curriculum levels and were expected to attain level 2. |
| Foundation Phase | This has replaced key stage 1 for five to seven-year-olds. Children are assessed at seven years and are expected to attain outcome 5. |
| Key stage 2 | For seven to 11-year-olds. Pupils are assessed at 11 years and are expected to attain level 4. |
| Key stage 3 | For 11 to 14-year-olds. Pupils are assessed at 14 years and are expected to attain level 5. |
| Key stage 4 | For 14 to 16-year-olds |
| Level 2 threshold | This 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. |
| Level 2 threshold including English or Welsh first language and mathematics | This includes GCSE qualifications and a range of equivalent non-GCSE qualifications, including vocational qualifications. It represents a volume of qualifications at level 2 equivalent to the volume of five GCSEs at grades A*-C, but also includes GCSEs in English or Welsh first language and mathematics at grades A*-C. |
| Level 1 threshold | This 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. |
| Core subject indicator | This relates to the expected performance in English or Welsh first language, mathematics and science in combination. |
| Capped average wider points score | This score is calculated using the best eight results of all qualifications approved for use in Wales. |
| Level 3 threshold | This 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. |
| Wider points score | This score comprises all qualifications approved for use in Wales. |
| Success rates | These indicate the number of learners who achieve a qualification as a percentage of those who started the course. |

The performance of pupils the Foundation Phase¹

This year, for the first time, all seven-year-olds in Wales were assessed by their teachers against the Foundation Phase outcomes instead of National Curriculum levels. Pupils are expected to attain Foundation Phase outcome 5 by this age, with the most able reaching outcome 6 or higher. Because this was the first year of the Foundation Phase assessments there are no results for previous years.

Figure 5.1 shows the results for 2012.

PSD – Personal and social development, wellbeing and cultural diversity

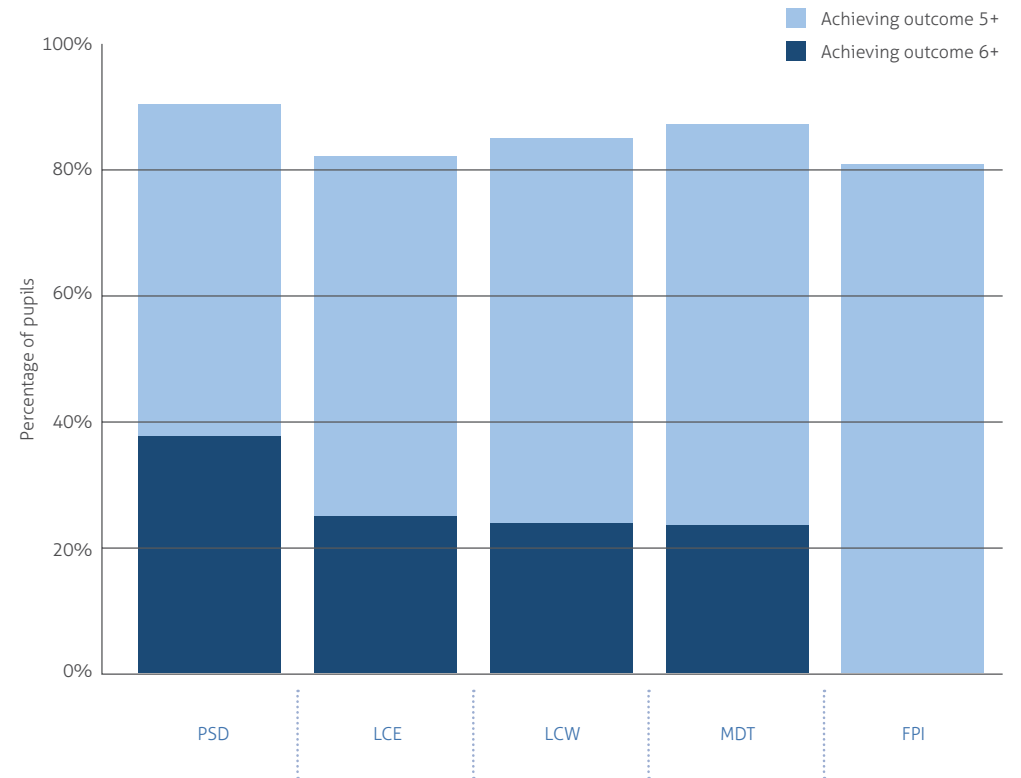
LCE – Language, literacy and communication skills – English

LCW – Language, literacy and communication skills – Welsh

MDT – Mathematical development

FPI – Foundation Phase indicator

Figure 5.1: Foundation Phase – percentage of pupils achieving the expected outcome (outcome 5) or the expected outcome plus one (outcome 6), 2012

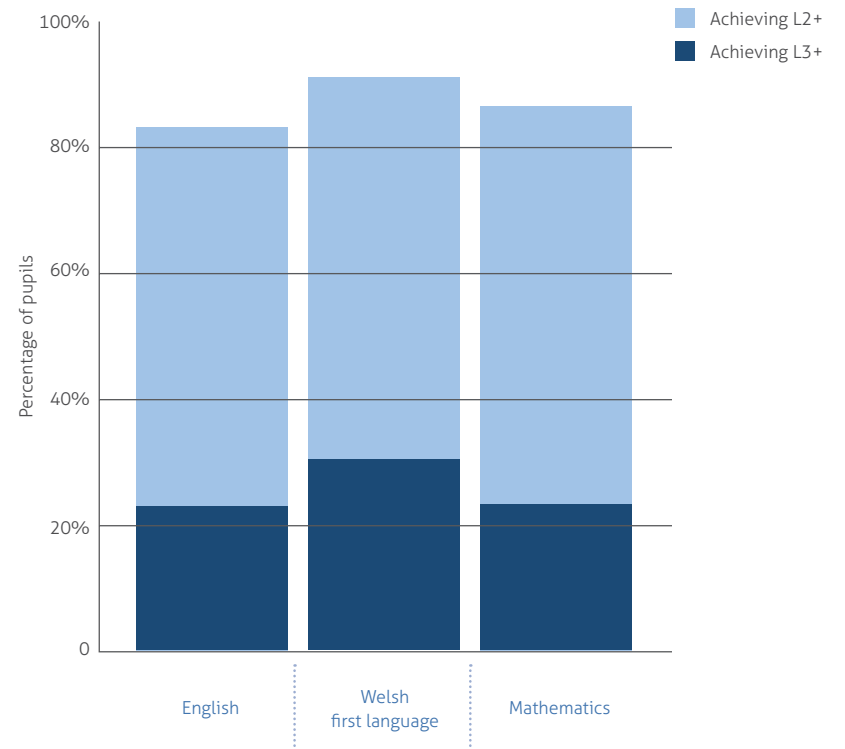


¹ SDR 129/2012 End of Foundation Phase Outcomes and National Curriculum Teacher Assessment of Core Subjects at Key Stages 2 and 3, 2012, Welsh Government <http://wales.gov.uk/topics/statistics/headlines/schools2012/1208141/?lang=en>

In 2012 more than nine of every ten pupils gained at least outcome 5 in the learning area of personal and social development, wellbeing and cultural diversity (PSDWCD). However, only just over eight out of ten pupils gained this level in all three learning areas of PSDWCD, language, literacy and communication skills in either English or Welsh first language and mathematical development.

In language, literacy and communication skills and in mathematical development only about a quarter of pupils gained the higher outcomes of 6 or above. However, in PSDWCD nearly four out of ten pupils gained the higher outcomes.

Figure 5.2: Key stage 1 – percentage of pupils achieving the expected National Curriculum level (level 2) and the expected level plus one (level 3), 2011



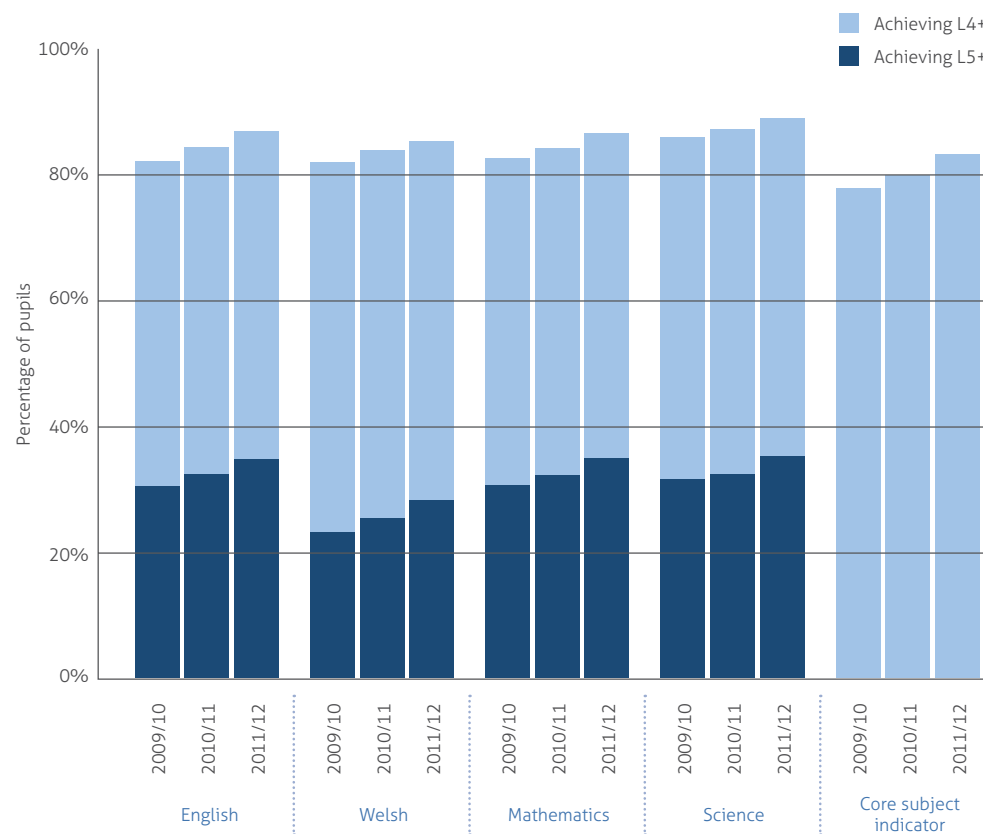
The performance of pupils key stage 2 and key stage 3²

When assessed by their teachers in the National Curriculum core subjects (English or Welsh first language, mathematics and science) pupils are expected to achieve level 4 by the end of key stage 2 when they are 11 years old and the most able are expected to reach level 5. Pupils at the end of key stage 3 when they are 14 years old are expected to reach at least level 5 with the most able reaching level 7 or above.

In key stage 2 in 2012, results improved in all subjects. The percentage of pupils who gain at least the expected level in all three core subjects (known as the core subject indicator, or the CSI) has improved by more than two and a half percentage points. This is the biggest improvement in recent years.

The percentage of pupils gaining the higher levels also improved in all subjects in key stage 2 in 2012. The biggest improvement was in English. About a third of all pupils now gain level 6 or above in English, mathematics and science. However, only just over a quarter of pupils reach this level in Welsh first language.

Figure 5.3: Key stage 2 – percentage of pupils achieving the expected level (level 4) and the expected level plus one (level 5), 2009-2012

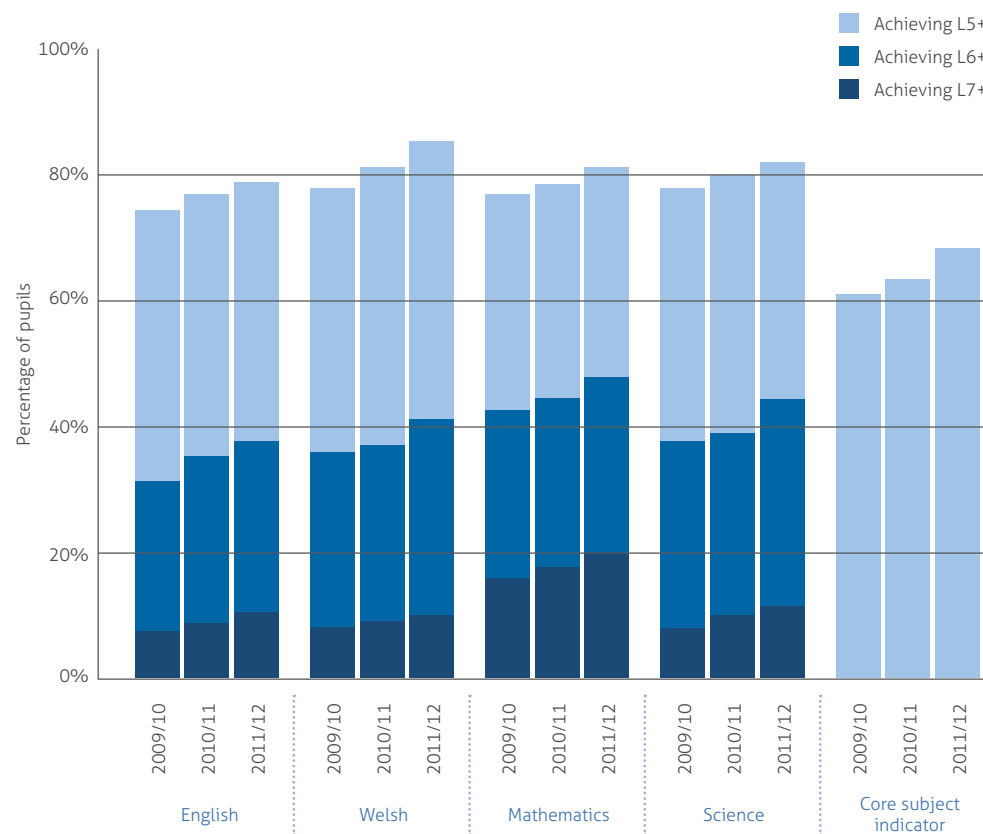


² SDR 129/2012 End of Foundation Phase Outcomes and National Curriculum Teacher Assessment of Core Subjects at Key Stages 2 and 3, 2012, Welsh Government <http://wales.gov.uk/topics/statistics/headlines/schools2012/1208141/?lang=en>

In key stage 3 in 2012, results improved in all subjects by three percentage points or more. The percentage of 14-year-olds gaining at least level 5 in all three core subjects improved by more than 4.5 percentage points. In this key stage again this is the biggest improvement in recent years.

The percentage gaining the higher levels also improved in key stage 3. The highest percentages gaining these levels is once again in mathematics where about half of all pupils gain at least level 6 and one in five gain level 7. The lowest percentages are in English where fewer than four in every ten pupils gain at least level 6 and only one in ten reach level 7.

Figure 5.4: Key stage 3 – percentage of pupils achieving the expected level (level 5) the expected level plus one (level 6) and expected level plus two (level 7), 2009-2012



Examinations at key stage 4³

Figure 5.5: Examination results for 15-year-olds in schools in Wales

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|--|-----------|-----------|-----------|-----------|
| Percentage achieving the level 2 threshold including English or Welsh first language and mathematics | 47.2% | 49.4% | 50.1% | 51.1% |
| Percentage achieving the level 2 threshold | 60.7% | 63.8% | 67.3% | 72.6% |
| Percentage points difference between these two indicators | 13.5 | 14.4 | 17.2 | 21.5 |

At the end of key stage 4, 15-year-old pupils take external examinations. In 2012, more than seven in ten of these pupils gained the level 2 threshold. However, the percentage gaining this threshold with a level 2 qualification in English or Welsh first language and in mathematics did not improve as fast as this. We have said in previous years that we are concerned about the widening gap between these results. In 2012 this gap has widened even further. Schools are not making enough progress in making sure that pupils gaining the level 2 threshold also gain qualifications in these key areas, which are national priorities for Wales.

Performance in mathematics is worse than that in the other core subjects (English, Welsh first language and science) and the gap compared with performance in England has grown wider over recent years.

³ SDR 212/2012 Examination Results in Wales, 2011/12, Welsh Government <http://wales.gov.uk/topics/statistics/headlines/schools2012/121206/?lang=en>

Figure 5.6: Examination results for 15-year-olds in schools in Wales (continued)

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|---|-----------|-----------|-----------|-----------|
| Percentage achieving the level 1 threshold | 88.2% | 89.7% | 90.3% | 91.8% |
| Percentage achieving the core subject indicator | 46.0% | 48.0% | 48.7% | 48.9% |
| Capped average wider points score | | 305.1 | 311.6 | 323.5 |
| Percentage who left full time education without a recognised qualification ⁴ | 0.9% | 0.8% | 0.6% | 0.4% |

Improvement on the other indicators varied in 2012. The capped points score and the percentage gaining the level 1 threshold improved at a slightly faster rate than the previous year. However, the percentage gaining the core subject indicator did not improve significantly. The percentage of learners leaving full-time education without a recognised qualification improved again in 2012 and is less than half of one per cent.

⁴ SDR 213/2012 Pupils Leaving Full-time Education with No Qualifications, 2011/12, Welsh Government <http://wales.gov.uk/topics/statistics/headlines/schools2012/121211/?lang=en>

Differences in performance between boys & girls

Figure 5.7: Performance of boys and girls across the Foundation Phase and key stages

| 2012 | Boys | Girls | Percentage points' difference |
|---|-------|-------|-------------------------------|
| Percentage gaining Foundation Phase indicator | 75.5% | 85.7% | 10.2 |
| Percentage gaining key stage 2 core subject indicator | 79.4% | 86.0% | 6.6 |
| Percentage gaining key stage 3 core subject indicator | 67.2% | 78.2% | 11 |
| Percentage gaining key stage 4 core subject indicator | 45.1% | 52.8% | 7.8 |

This year, again, girls continue to outperform boys at all key stages. For the core subject indicator the biggest difference is at key stage 3.

The biggest differences in the Foundation Phase are in the better outcomes for girls in language, literature and communication skills in English and in Welsh first language. However, boys perform better than girls in attaining the higher outcomes in mathematical development.

Boys' performance at level 4 or above improved more quickly than that of the girls in key stage 2 in 2012. As a result, the difference between the percentage of boys and girls who gained this level in all three core subjects is the smallest for five years. However, the difference in performance increased for those gaining the higher levels in all subjects except mathematics where boys continue to outperform girls slightly.

At key stage 3, the differences between boys and girls increased further in 2012 in all subjects at all levels except Welsh first language at level 5 or above. The largest differences continue to be in English and Welsh first language and the smallest in mathematics.

In recent years, the gap in performance between boys and girls has reduced steadily at key stage 4. However, in 2012 the difference has increased slightly for all the main indicators.

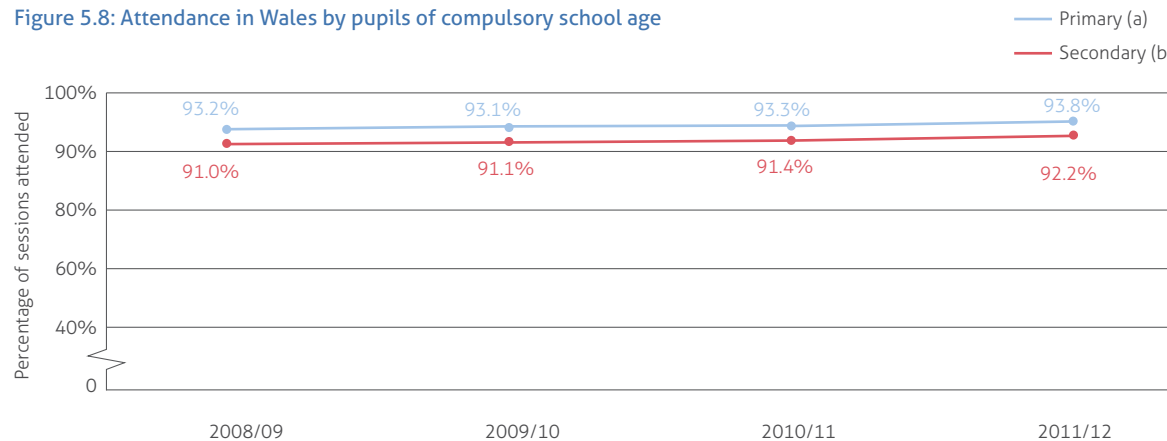
Attendance and exclusions

In primary schools⁵, attendance rates at an all-Wales level have been stable at around 93% since 2002-2003. In 2011-2012, there was an improvement of 0.5 percentage points in overall attendance in primary schools. Attendance rates improved in all twenty-two local authorities. The highest rate of attendance was in Ceredigion while the lowest was in Merthyr Tydfil.

There has been an improvement of 0.7 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 14 local authorities, remained the same as last year's rates in three authorities but fell in five authorities.

Illness accounted for more than 50% of recorded absence in primary and secondary schools.

Figure 5.8: Attendance in Wales by pupils of compulsory school age



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

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

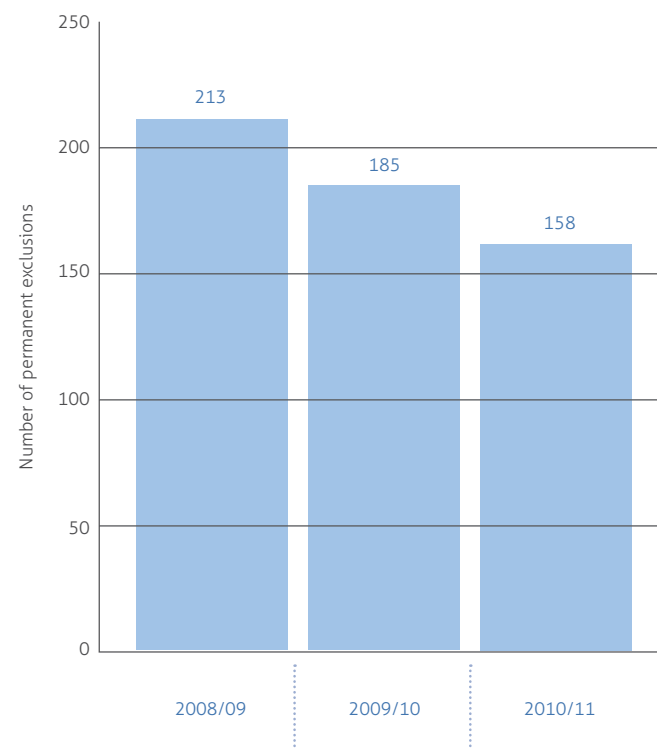
⁵ SDR 9/2013 Absenteeism from primary schools 2011-2012, Welsh Government <http://new.wales.gov.uk/topics/statistics/headlines/schools2013/absenteeism-primary-schools-2011-12/?jsessionid=9BED35A0AA7ADBFCE37D641B96786C63?lang=en>

⁶ SDR 159/2012 Absenteeism from secondary schools 2011-2012, Welsh Government <http://wales.gov.uk/topics/statistics/headlines/schools2012/120925/?lang=en>

The number of permanent exclusions⁷ in Wales continues to fall every year since its peak in 2004-2005. Boys account for 73% of permanent exclusions, which is a 10 percentage points decrease from last year. At 30%, more excluded pupils are given home tuition than any other education provision, whereas 15% of excluded pupils receive no provision. Assault or violence towards pupils and staff are the main reasons given for permanent exclusions. These reasons account for over 40% of permanent exclusions.

The total number of fixed-term exclusions of six days or more has fallen to its lowest level for the past ten years. However, the total number of fixed-term exclusions of five days or fewer has risen slightly from last year's figures. Defiance of rules is the most common reason given for fixed-term exclusions of five days or fewer, or six days or more.

Figure 5.9: Number of permanent exclusions from maintained primary, secondary and special schools and pupil referral units in Wales, 2008-2011



⁷ SDR 33/2012 Exclusions from schools in Wales, 2010-2011, Welsh Government <http://wales.gov.uk/topics/statistics/headlines/schools2012/120228/?lang=en>

Post-16 learners in schools

In 2012, the percentage of post-16 learners in schools who achieved the level 3 threshold was similar to that in 2011. The average wider points score attained by these learners declined.

Results for the average wider points score were lower than they have been in recent years.

Figure 5.10: Examination results for post-16 learners in schools in Wales

| | 2009-2010 | 2010-2011 | 2011-2012 |
|--|-----------|-----------|-----------|
| Percentage achieving the level 3 threshold | 94.9% | 96.3% | 96.9% |
| Wider points score | 747.9 | 798.9 | 772.9 |

Young people not in education, employment or training⁸

There was a rise of one percentage point since last year in the percentage of 16 to 18-year-olds who are not in education, employment or training. However, the percentage of young people aged 19 to 24 who are not in education, employment or training has fallen by nearly a percentage point.

Figure 5.11: The percentage of young people not in education, employment or training, 2009-2011

| Age | 2009 | 2010 | 2011 |
|-------|-------|-------|-------|
| 16-18 | 12.2% | 11.1% | 12.0% |
| 19-24 | 22.0% | 23.0% | 22.2% |

⁸ SB 95/2012 Young people not in education, employment or training (NEET) (Year to 30 June 2012), Welsh Government <http://wales.gov.uk/topics/statistics/headlines/post16education2012/121010/?lang=en>

Beyond compulsory education: skills, further education and lifelong learning⁹

Overall, qualification levels in Wales increased in 2011, continuing the general increase seen in recent years. In 2011, an estimated 11% of working age adults in Wales reported having no qualifications, compared with 12% the year before. In 2011, 74% of working age adults held qualifications at least up to level 2 compared with 72% in 2010. The proportion holding degree-level qualifications (level 4 or above) was 32% compared with 31% in 2010.

The proportion of working age adults with no qualifications who were in employment in 2011 was 41% compared with 50% in 2001. The change in employment rates between 2001 and 2011 is less for those with higher levels of qualification.

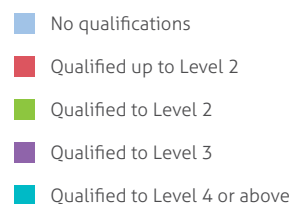


Figure 5.12: Level of highest qualification held by working age adults, 2002-2011



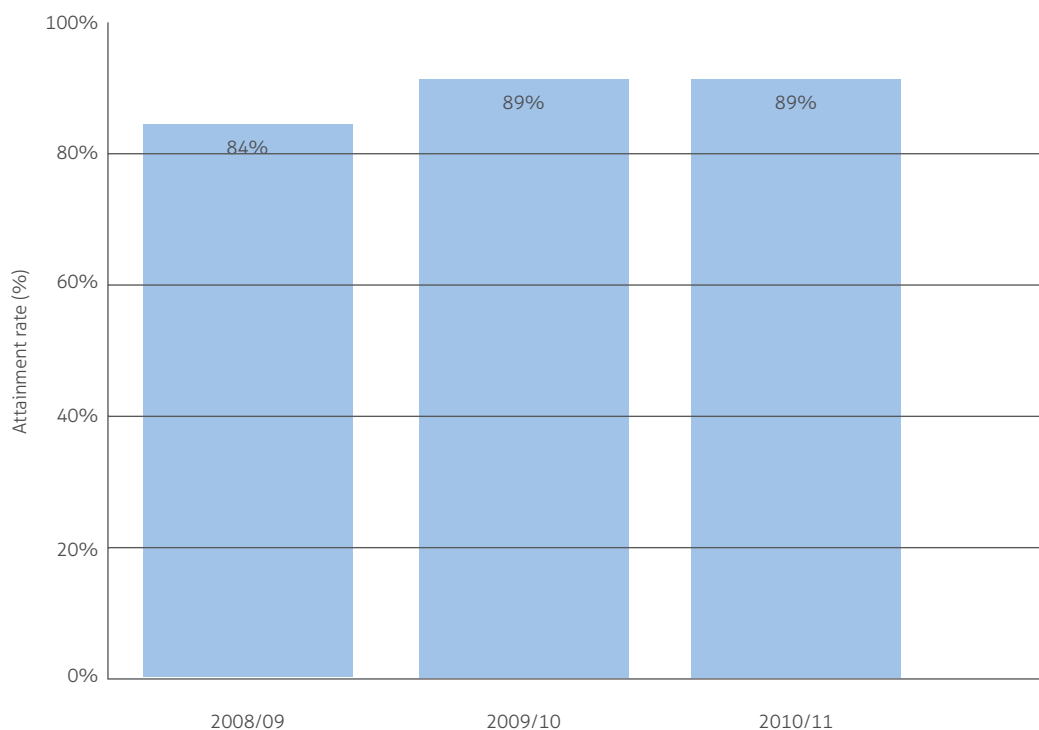
⁹ SB111/2012 The Levels of Highest Qualification held by Working Age Adults in Wales, 2011, Welsh Government <http://wales.gov.uk/topics/statistics/headlines/post16education2012/121121/?lang=en>

Further education¹⁰

Attainment rates improved very slightly from 2009-2010 in nearly all learning areas and at all levels. Attainment rates in long courses ranged from 84% in business, administration and law to 94% in hospitality and catering.

The overall attainment rate for all long courses was 89%, the same as in the previous year.

Figure 5.13: Attainment rates for long courses in further education institutions, 2008-2011



The overall success rate for all courses at further education colleges for 2010-2011 was 81%, the same rate as for the previous year. For long courses, success rates were highest at level 1 and lowest at level 3. At level 2, the success rate was 78%, the same as in the previous year. The success rates on long courses at levels 1 and 3 were 81% and 77% respectively, similar rates to the previous year – 81% and 76% respectively.

¹⁰ SDR56/2012 National Comparators for Further Education and Work-Based Learning: 2010/2011, Welsh Government: <http://new.wales.gov.uk/topics/statistics/headlines/post16education2012/120405/?lang=en>

Work-based learning¹¹

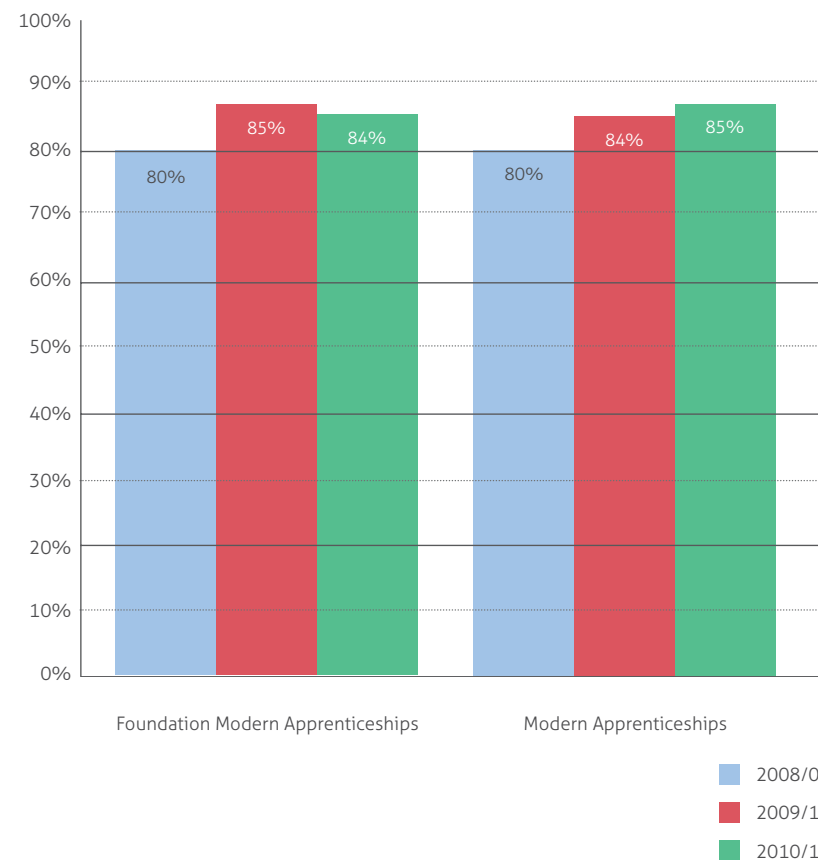
In 2010-2011, work-based learning activity success rates in all types of programmes were very similar overall to the previous year's rates. The success rates in Modern Apprenticeships improved from 84% to 85% while those in Foundation Modern Apprenticeships decreased from 85% to 84%.

Success rates in Skill Build programmes remain similar to those of the previous year. However, the number of Skill Build learners has dropped by around 80% on those of the previous year since the introduction of the new Traineeships and Steps to Employment programmes.

A lower percentage of learners (16%) entered new employment or changed employment than in 2009-2010. The percentage of learners who were seeking work or were unemployed remained at about 28%.

Work-based learning framework success rates in 2010-2011 for all subject areas were 81% in Foundation Modern Apprenticeships and 83% in Modern Apprenticeships. These figures are the same as in the previous year for Foundation Modern Apprenticeships and three percentage points higher for Modern Apprenticeships than in the previous year.

Figure 5.14: Learning activity success rates in work-based learning provision, 2008-2011



¹¹ SDR56/2012 National Comparators for Further Education and Work-Based Learning:2010/2011.Welsh Government <http://new.wales.gov.uk/topics/statistics/headlines/post16education2012/120405/?lang=en>

About HMCI's Annual Report

Annual Report 2011-2012



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;
- Welsh for adults;
- work-based learning; and
- learning in the justice sector.

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%.

Section 7: Inspection outcomes data

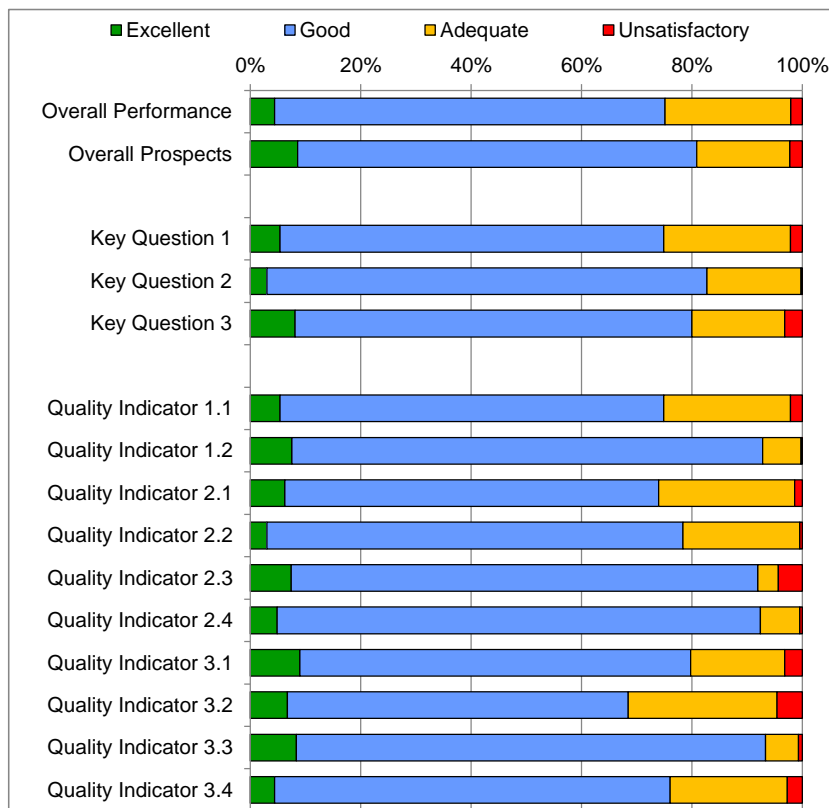
Annual Report 2011-2012



Distribution of inspection outcomes : All providers, 2011-12

Number of inspections: 434

| | Excellent | Good | Adequate | Unsatisfactory |
|------------------------------|-----------|------|----------|----------------|
| Overall Performance | 4% | 71% | 23% | 2% |
| Overall Prospects | 9% | 72% | 17% | 2% |
| Key Question 1 | 5% | 70% | 23% | 2% |
| Key Question 2 | 3% | 80% | 17% | 0% |
| Key Question 3 | 8% | 72% | 17% | 3% |
| Quality Indicator 1.1 | 5% | 70% | 23% | 2% |
| Quality Indicator 1.2 | 7% | 85% | 7% | 0% |
| Quality Indicator 2.1 | 6% | 68% | 25% | 1% |
| Quality Indicator 2.2 | 3% | 75% | 21% | 0% |
| Quality Indicator 2.3 | 7% | 85% | 4% | 4% |
| Quality Indicator 2.4 | 5% | 88% | 7% | 0% |
| Quality Indicator 3.1 | 9% | 71% | 17% | 3% |
| Quality Indicator 3.2 | 7% | 62% | 27% | 5% |
| Quality Indicator 3.3 | 8% | 85% | 6% | 1% |
| Quality Indicator 3.4 | 4% | 72% | 21% | 3% |

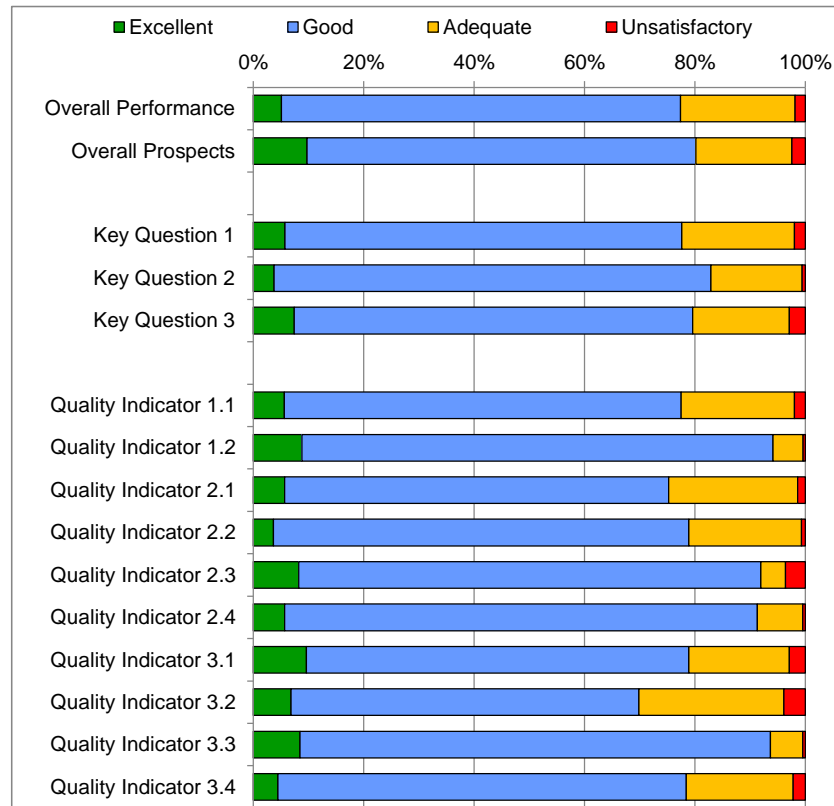


Inspection outcomes for local authority and education services for children and young people have not been included in the 'All providers' summary as the inspection framework is different for this sector. Please refer to the 'About Estyn' section of the Annual Report for more details.

Distribution of inspection outcomes : All providers, 2010-11 and 2011-12 combined

Number of inspections: 852

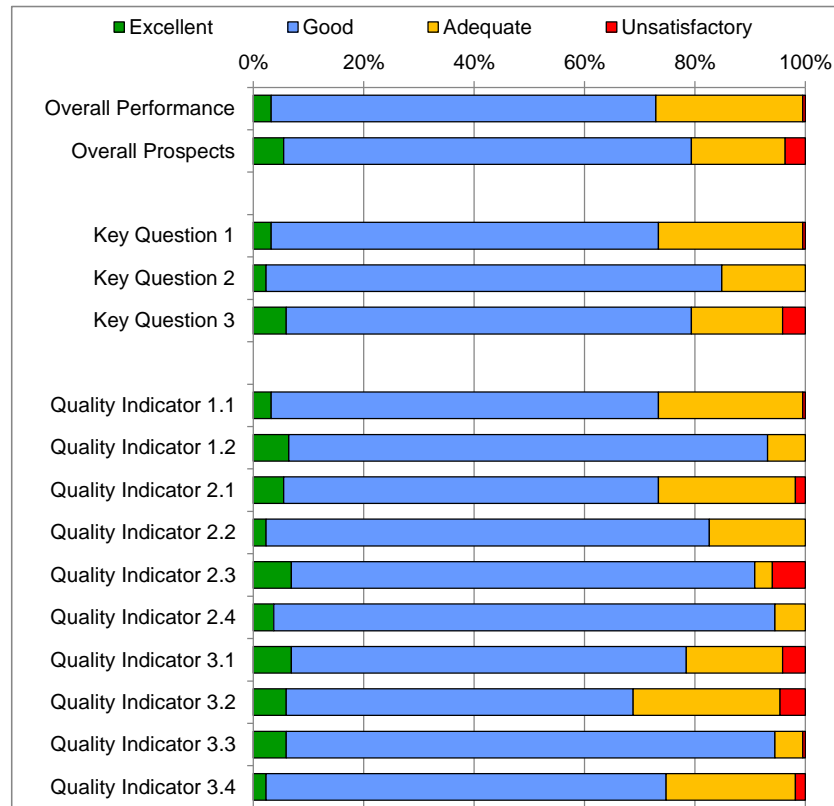
| | Excellent | Good | Adequate | Unsatisfactory |
|------------------------------|-----------|------|----------|----------------|
| Overall Performance | 5% | 72% | 21% | 2% |
| Overall Prospects | 10% | 70% | 17% | 2% |
| Key Question 1 | 6% | 72% | 20% | 2% |
| Key Question 2 | 4% | 79% | 17% | 1% |
| Key Question 3 | 7% | 72% | 17% | 3% |
| Quality Indicator 1.1 | 6% | 72% | 21% | 2% |
| Quality Indicator 1.2 | 9% | 85% | 5% | 0% |
| Quality Indicator 2.1 | 6% | 70% | 23% | 1% |
| Quality Indicator 2.2 | 4% | 75% | 20% | 1% |
| Quality Indicator 2.3 | 8% | 84% | 4% | 4% |
| Quality Indicator 2.4 | 6% | 86% | 8% | 0% |
| Quality Indicator 3.1 | 10% | 69% | 18% | 3% |
| Quality Indicator 3.2 | 7% | 63% | 26% | 4% |
| Quality Indicator 3.3 | 8% | 85% | 6% | 0% |
| Quality Indicator 3.4 | 4% | 74% | 19% | 2% |



Distribution of inspection outcomes : Primary schools, 2011-12

Number of inspections: 218

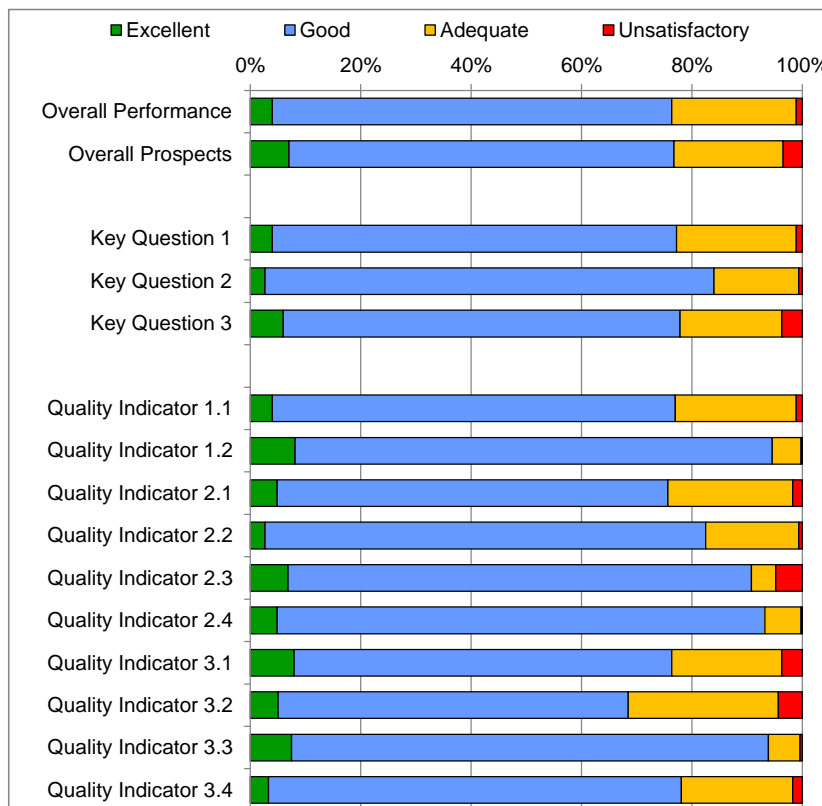
| | Excellent | Good | Adequate | Unsatisfactory |
|------------------------------|-----------|------|----------|----------------|
| Overall Performance | 3% | 70% | 27% | 0% |
| Overall Prospects | 6% | 74% | 17% | 4% |
| Key Question 1 | 3% | 70% | 26% | 0% |
| Key Question 2 | 2% | 83% | 15% | 0% |
| Key Question 3 | 6% | 73% | 17% | 4% |
| Quality Indicator 1.1 | 3% | 70% | 26% | 0% |
| Quality Indicator 1.2 | 6% | 87% | 7% | 0% |
| Quality Indicator 2.1 | 6% | 68% | 25% | 2% |
| Quality Indicator 2.2 | 2% | 80% | 17% | 0% |
| Quality Indicator 2.3 | 7% | 84% | 3% | 6% |
| Quality Indicator 2.4 | 4% | 91% | 6% | 0% |
| Quality Indicator 3.1 | 7% | 72% | 17% | 4% |
| Quality Indicator 3.2 | 6% | 63% | 27% | 5% |
| Quality Indicator 3.3 | 6% | 89% | 5% | 0% |
| Quality Indicator 3.4 | 2% | 72% | 23% | 2% |



Distribution of inspection outcomes : Primary schools, 2010-11 and 2011-12 combined

Number of inspections: 456

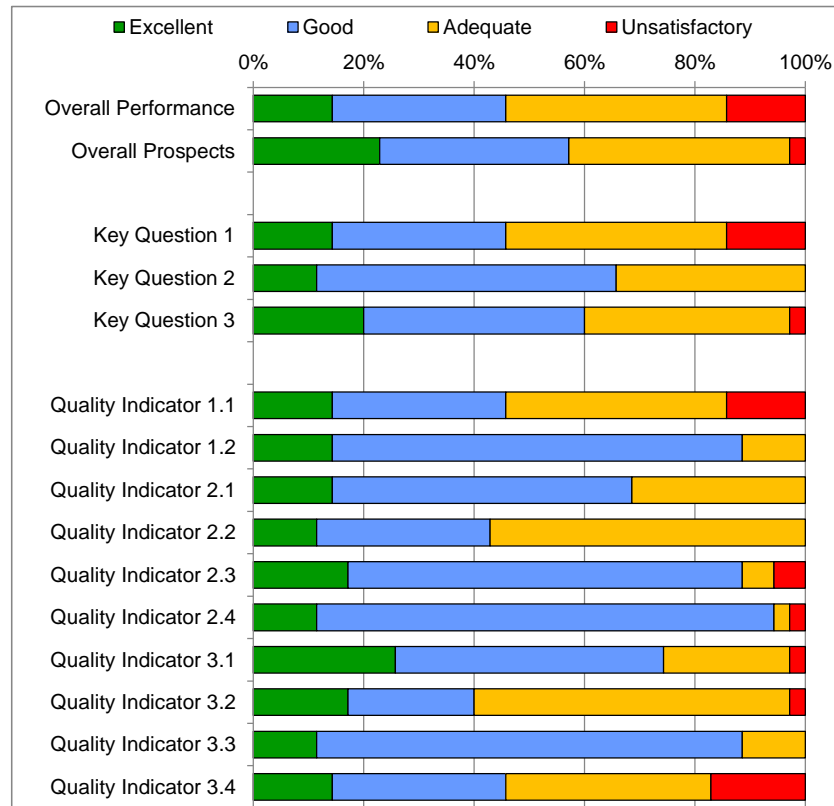
| | Excellent | Good | Adequate | Unsatisfactory |
|------------------------------|-----------|------|----------|----------------|
| Overall Performance | 4% | 72% | 23% | 1% |
| Overall Prospects | 7% | 70% | 20% | 4% |
| Key Question 1 | 4% | 73% | 22% | 1% |
| Key Question 2 | 3% | 81% | 15% | 1% |
| Key Question 3 | 6% | 72% | 18% | 4% |
| Quality Indicator 1.1 | 4% | 73% | 22% | 1% |
| Quality Indicator 1.2 | 8% | 86% | 5% | 0% |
| Quality Indicator 2.1 | 5% | 71% | 23% | 2% |
| Quality Indicator 2.2 | 3% | 80% | 17% | 1% |
| Quality Indicator 2.3 | 7% | 84% | 4% | 5% |
| Quality Indicator 2.4 | 5% | 88% | 7% | 0% |
| Quality Indicator 3.1 | 8% | 68% | 20% | 4% |
| Quality Indicator 3.2 | 5% | 63% | 27% | 4% |
| Quality Indicator 3.3 | 7% | 86% | 6% | 0% |
| Quality Indicator 3.4 | 3% | 75% | 20% | 2% |



Distribution of inspection outcomes : Secondary schools , 2011-12

Number of inspections: 35

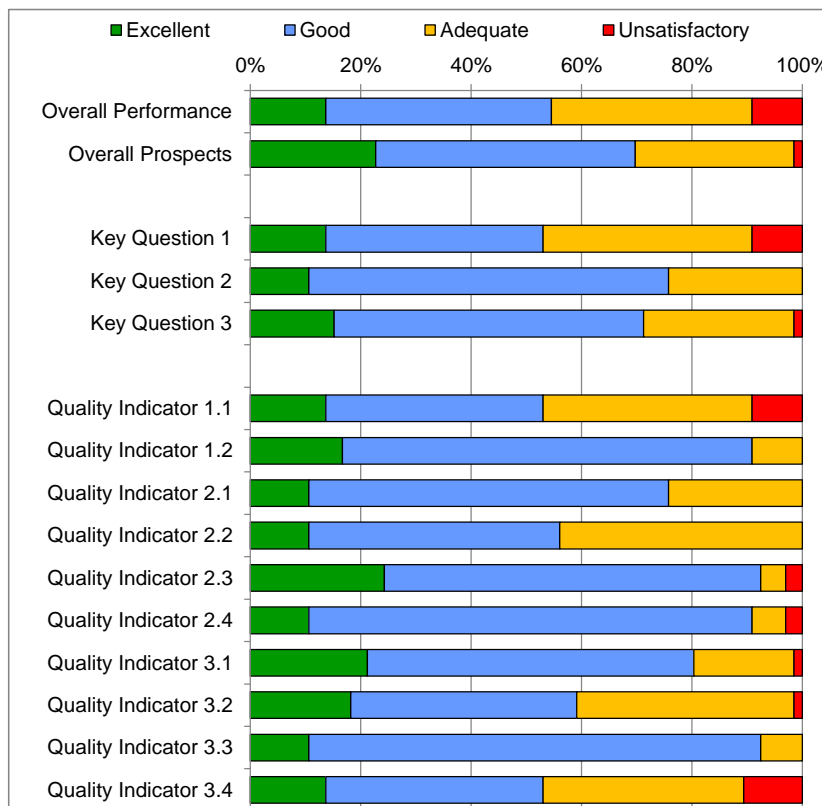
| | Excellent | Good | Adequate | Unsatisfactory |
|------------------------------|-----------|------|----------|----------------|
| Overall Performance | 14% | 31% | 40% | 14% |
| Overall Prospects | 23% | 34% | 40% | 3% |
| Key Question 1 | 14% | 31% | 40% | 14% |
| Key Question 2 | 11% | 54% | 34% | 0% |
| Key Question 3 | 20% | 40% | 37% | 3% |
| Quality Indicator 1.1 | 14% | 31% | 40% | 14% |
| Quality Indicator 1.2 | 14% | 74% | 11% | 0% |
| Quality Indicator 2.1 | 14% | 54% | 31% | 0% |
| Quality Indicator 2.2 | 11% | 31% | 57% | 0% |
| Quality Indicator 2.3 | 17% | 71% | 6% | 6% |
| Quality Indicator 2.4 | 11% | 83% | 3% | 3% |
| Quality Indicator 3.1 | 26% | 49% | 23% | 3% |
| Quality Indicator 3.2 | 17% | 23% | 57% | 3% |
| Quality Indicator 3.3 | 11% | 77% | 11% | 0% |
| Quality Indicator 3.4 | 14% | 31% | 37% | 17% |



Distribution of inspection outcomes : Secondary schools , 2010-11 and 2011-12 combined

Number of inspections: 66

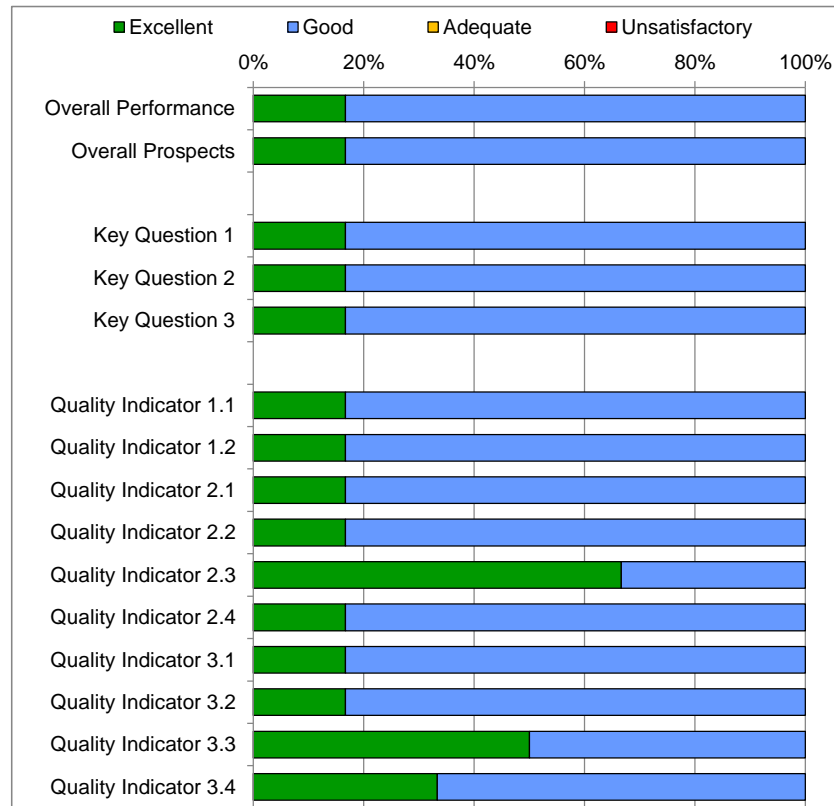
| | Excellent | Good | Adequate | Unsatisfactory |
|------------------------------|-----------|------|----------|----------------|
| Overall Performance | 14% | 41% | 36% | 9% |
| Overall Prospects | 23% | 47% | 29% | 2% |
| Key Question 1 | 14% | 39% | 38% | 9% |
| Key Question 2 | 11% | 65% | 24% | 0% |
| Key Question 3 | 15% | 56% | 27% | 2% |
| Quality Indicator 1.1 | 14% | 39% | 38% | 9% |
| Quality Indicator 1.2 | 17% | 74% | 9% | 0% |
| Quality Indicator 2.1 | 11% | 65% | 24% | 0% |
| Quality Indicator 2.2 | 11% | 45% | 44% | 0% |
| Quality Indicator 2.3 | 24% | 68% | 5% | 3% |
| Quality Indicator 2.4 | 11% | 80% | 6% | 3% |
| Quality Indicator 3.1 | 21% | 59% | 18% | 2% |
| Quality Indicator 3.2 | 18% | 41% | 39% | 2% |
| Quality Indicator 3.3 | 11% | 82% | 8% | 0% |
| Quality Indicator 3.4 | 14% | 39% | 36% | 11% |



Distribution of inspection outcomes : Maintained special schools, 2011-12

Number of inspections: 6

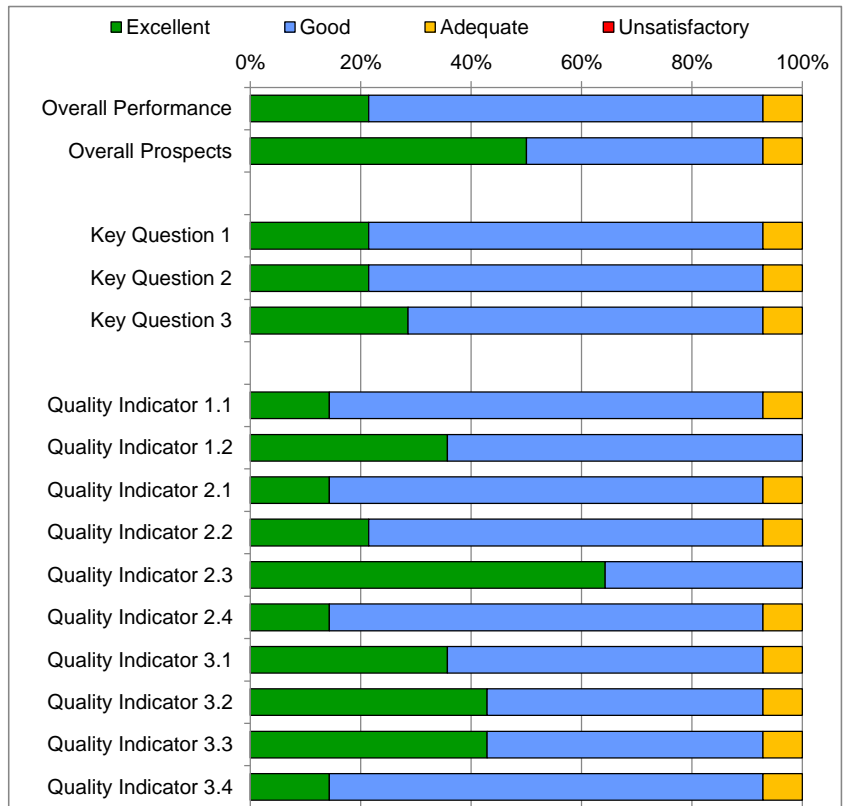
| | Excellent | Good | Adequate | Unsatisfactory |
|-----------------------|-----------|------|----------|----------------|
| Overall Performance | 1 | 5 | 0 | 0 |
| Overall Prospects | 1 | 5 | 0 | 0 |
| Key Question 1 | 1 | 5 | 0 | 0 |
| Key Question 2 | 1 | 5 | 0 | 0 |
| Key Question 3 | 1 | 5 | 0 | 0 |
| Quality Indicator 1.1 | 1 | 5 | 0 | 0 |
| Quality Indicator 1.2 | 1 | 5 | 0 | 0 |
| Quality Indicator 2.1 | 1 | 5 | 0 | 0 |
| Quality Indicator 2.2 | 1 | 5 | 0 | 0 |
| Quality Indicator 2.3 | 4 | 2 | 0 | 0 |
| Quality Indicator 2.4 | 1 | 5 | 0 | 0 |
| Quality Indicator 3.1 | 1 | 5 | 0 | 0 |
| Quality Indicator 3.2 | 1 | 5 | 0 | 0 |
| Quality Indicator 3.3 | 3 | 3 | 0 | 0 |
| Quality Indicator 3.4 | 2 | 4 | 0 | 0 |



Distribution of inspection outcomes : Maintained special schools, 2010-11 and 2011-12 combined

Number of inspections: 14

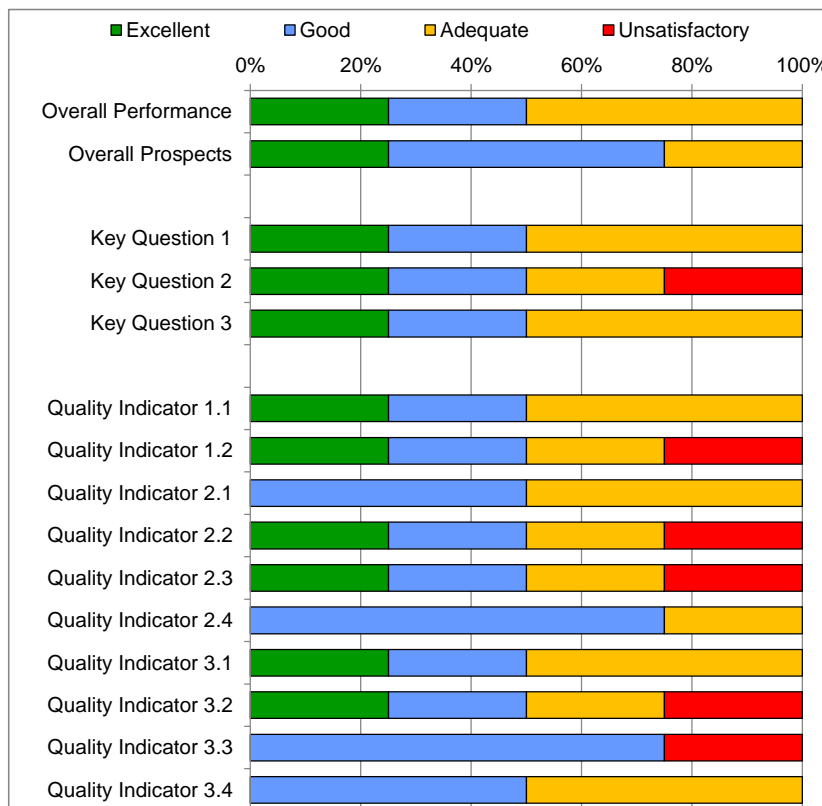
| | Excellent | Good | Adequate | Unsatisfactory |
|-----------------------|-----------|------|----------|----------------|
| Overall Performance | 3 | 10 | 1 | 0 |
| Overall Prospects | 7 | 6 | 1 | 0 |
| Key Question 1 | 3 | 10 | 1 | 0 |
| Key Question 2 | 3 | 10 | 1 | 0 |
| Key Question 3 | 4 | 9 | 1 | 0 |
| Quality Indicator 1.1 | 2 | 11 | 1 | 0 |
| Quality Indicator 1.2 | 5 | 9 | 0 | 0 |
| Quality Indicator 2.1 | 2 | 11 | 1 | 0 |
| Quality Indicator 2.2 | 3 | 10 | 1 | 0 |
| Quality Indicator 2.3 | 9 | 5 | 0 | 0 |
| Quality Indicator 2.4 | 2 | 11 | 1 | 0 |
| Quality Indicator 3.1 | 5 | 8 | 1 | 0 |
| Quality Indicator 3.2 | 6 | 7 | 1 | 0 |
| Quality Indicator 3.3 | 6 | 7 | 1 | 0 |
| Quality Indicator 3.4 | 2 | 11 | 1 | 0 |



Distribution of inspection outcomes : Independent special schools, 2011-12

Number of inspections: 4

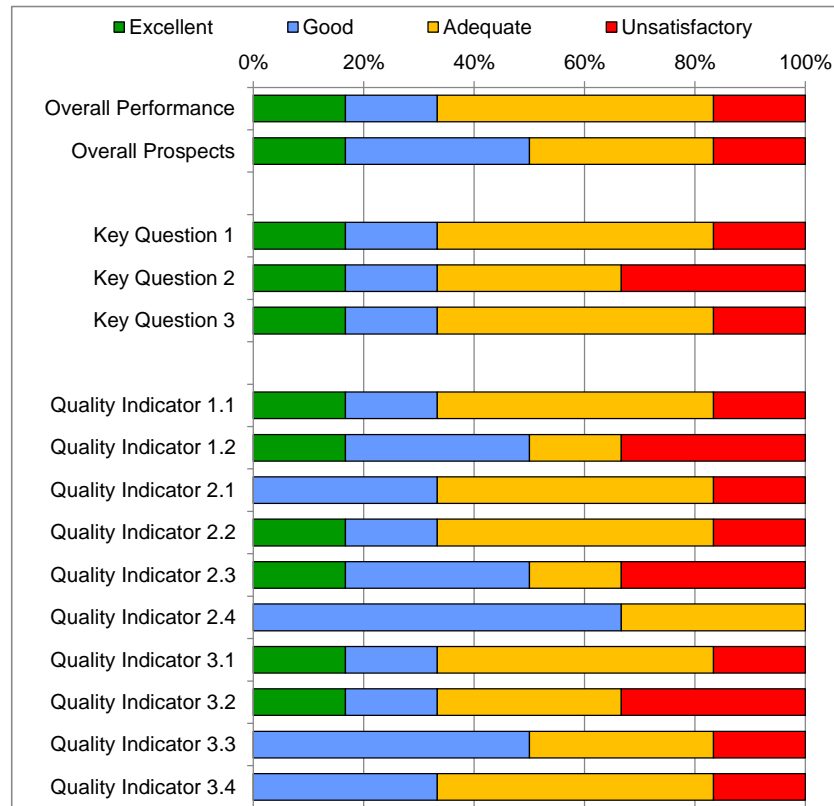
| | Excellent | Good | Adequate | Unsatisfactory |
|-----------------------|-----------|------|----------|----------------|
| Overall Performance | 1 | 1 | 2 | 0 |
| Overall Prospects | 1 | 2 | 1 | 0 |
| Key Question 1 | 1 | 1 | 2 | 0 |
| Key Question 2 | 1 | 1 | 1 | 1 |
| Key Question 3 | 1 | 1 | 2 | 0 |
| Quality Indicator 1.1 | 1 | 1 | 2 | 0 |
| Quality Indicator 1.2 | 1 | 1 | 1 | 1 |
| Quality Indicator 2.1 | 0 | 2 | 2 | 0 |
| Quality Indicator 2.2 | 1 | 1 | 1 | 1 |
| Quality Indicator 2.3 | 1 | 1 | 1 | 1 |
| Quality Indicator 2.4 | 0 | 3 | 1 | 0 |
| Quality Indicator 3.1 | 1 | 1 | 2 | 0 |
| Quality Indicator 3.2 | 1 | 1 | 1 | 1 |
| Quality Indicator 3.3 | 0 | 3 | 0 | 1 |
| Quality Indicator 3.4 | 0 | 2 | 2 | 0 |



Distribution of inspection outcomes : Independent special schools, 2010-11 and 2011-12 combined

Number of inspections: 6

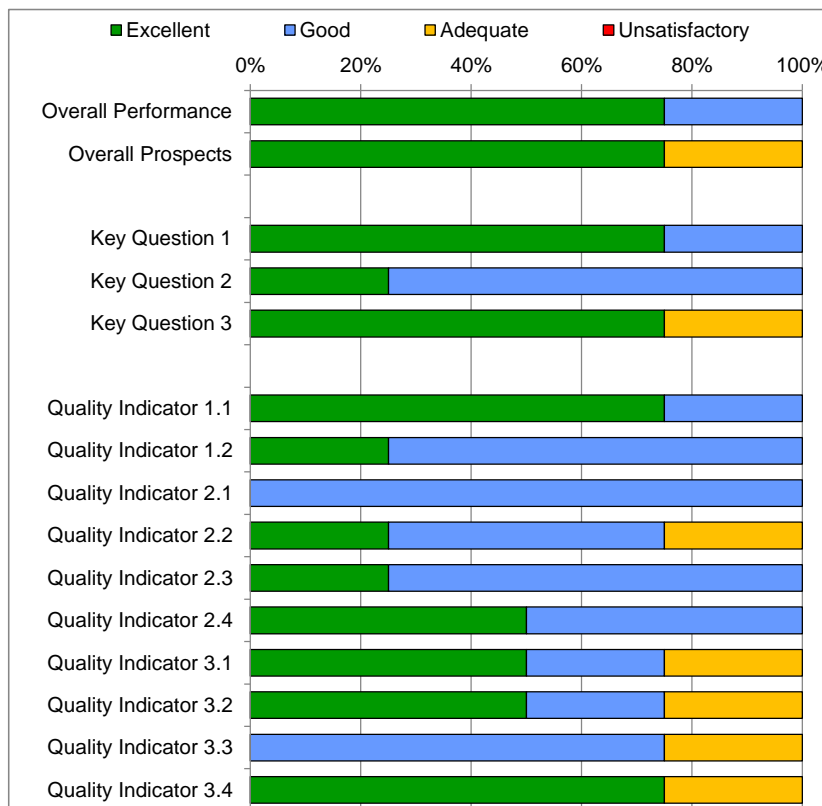
| | Excellent | Good | Adequate | Unsatisfactory |
|-----------------------|-----------|------|----------|----------------|
| Overall Performance | 1 | 1 | 3 | 1 |
| Overall Prospects | 1 | 2 | 2 | 1 |
| Key Question 1 | 1 | 1 | 3 | 1 |
| Key Question 2 | 1 | 1 | 2 | 2 |
| Key Question 3 | 1 | 1 | 3 | 1 |
| Quality Indicator 1.1 | 1 | 1 | 3 | 1 |
| Quality Indicator 1.2 | 1 | 2 | 1 | 2 |
| Quality Indicator 2.1 | 0 | 2 | 3 | 1 |
| Quality Indicator 2.2 | 1 | 1 | 3 | 1 |
| Quality Indicator 2.3 | 1 | 2 | 1 | 2 |
| Quality Indicator 2.4 | 0 | 4 | 2 | 0 |
| Quality Indicator 3.1 | 1 | 1 | 3 | 1 |
| Quality Indicator 3.2 | 1 | 1 | 2 | 2 |
| Quality Indicator 3.3 | 0 | 3 | 2 | 1 |
| Quality Indicator 3.4 | 0 | 2 | 3 | 1 |



Distribution of inspection outcomes : Independent schools, 2011-12

Number of inspections: 4

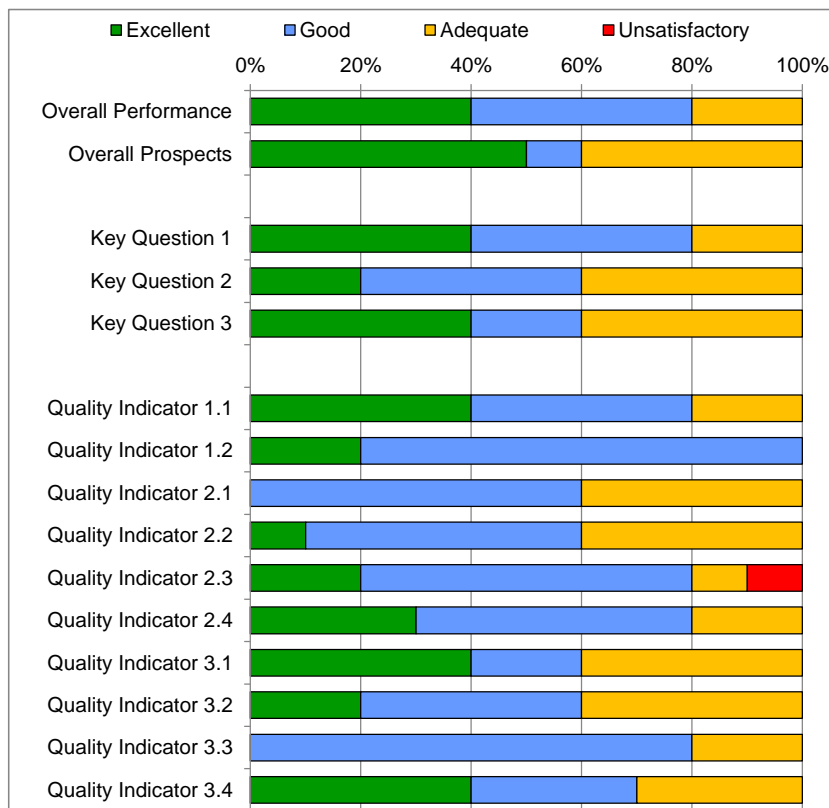
| | Excellent | Good | Adequate | Unsatisfactory |
|-----------------------|-----------|------|----------|----------------|
| Overall Performance | 3 | 1 | 0 | 0 |
| Overall Prospects | 3 | 0 | 1 | 0 |
| Key Question 1 | 3 | 1 | 0 | 0 |
| Key Question 2 | 1 | 3 | 0 | 0 |
| Key Question 3 | 3 | 0 | 1 | 0 |
| Quality Indicator 1.1 | 3 | 1 | 0 | 0 |
| Quality Indicator 1.2 | 1 | 3 | 0 | 0 |
| Quality Indicator 2.1 | 0 | 4 | 0 | 0 |
| Quality Indicator 2.2 | 1 | 2 | 1 | 0 |
| Quality Indicator 2.3 | 1 | 3 | 0 | 0 |
| Quality Indicator 2.4 | 2 | 2 | 0 | 0 |
| Quality Indicator 3.1 | 2 | 1 | 1 | 0 |
| Quality Indicator 3.2 | 2 | 1 | 1 | 0 |
| Quality Indicator 3.3 | 0 | 3 | 1 | 0 |
| Quality Indicator 3.4 | 3 | 0 | 1 | 0 |



Distribution of inspection outcomes : Independent schools, 2010-11 and 2011-12 combined

Number of inspections: 10

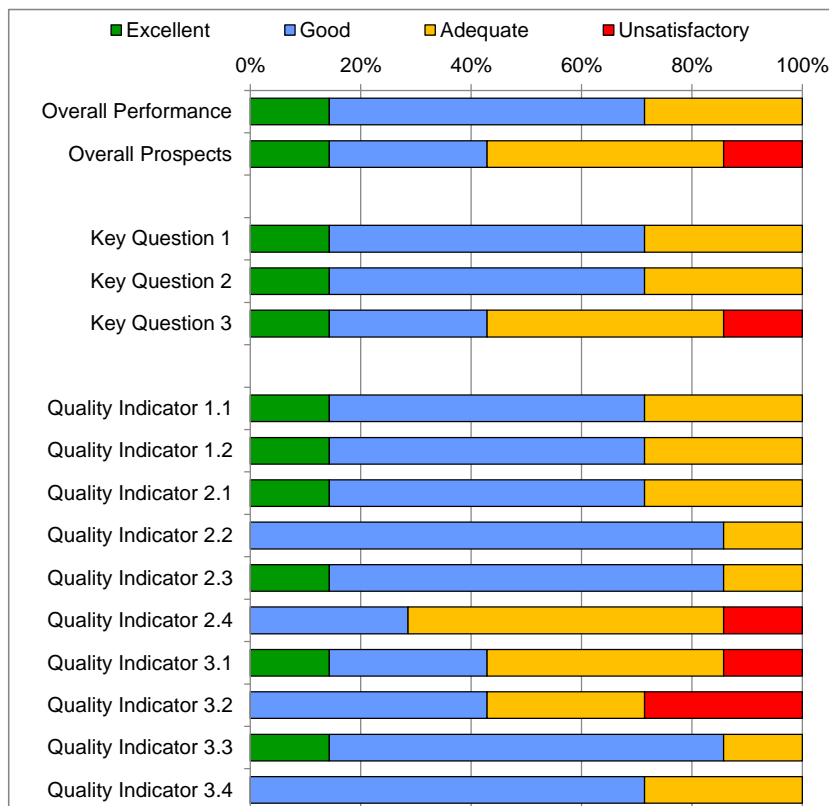
| | Excellent | Good | Adequate | Unsatisfactory |
|-----------------------|-----------|------|----------|----------------|
| Overall Performance | 4 | 4 | 2 | 0 |
| Overall Prospects | 5 | 1 | 4 | 0 |
| Key Question 1 | 4 | 4 | 2 | 0 |
| Key Question 2 | 2 | 4 | 4 | 0 |
| Key Question 3 | 4 | 2 | 4 | 0 |
| Quality Indicator 1.1 | 4 | 4 | 2 | 0 |
| Quality Indicator 1.2 | 2 | 8 | 0 | 0 |
| Quality Indicator 2.1 | 0 | 6 | 4 | 0 |
| Quality Indicator 2.2 | 1 | 5 | 4 | 0 |
| Quality Indicator 2.3 | 2 | 6 | 1 | 1 |
| Quality Indicator 2.4 | 3 | 5 | 2 | 0 |
| Quality Indicator 3.1 | 4 | 2 | 4 | 0 |
| Quality Indicator 3.2 | 2 | 4 | 4 | 0 |
| Quality Indicator 3.3 | 0 | 8 | 2 | 0 |
| Quality Indicator 3.4 | 4 | 3 | 3 | 0 |



Distribution of inspection outcomes : Pupil referral units, 2011-12

Number of inspections: 7

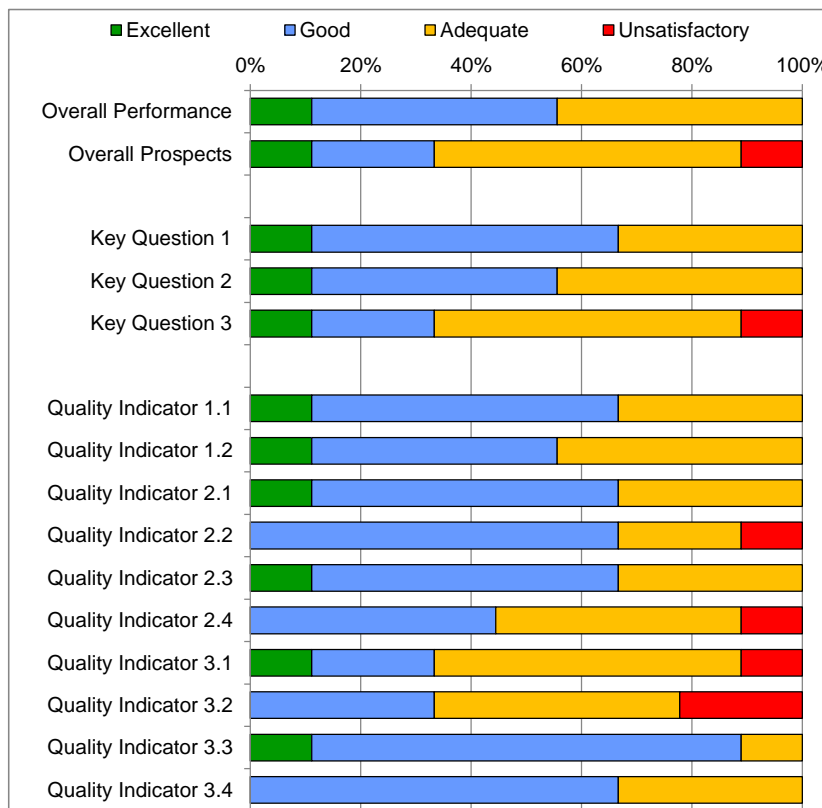
| | Excellent | Good | Adequate | Unsatisfactory |
|-----------------------|-----------|------|----------|----------------|
| Overall Performance | 1 | 4 | 2 | 0 |
| Overall Prospects | 1 | 2 | 3 | 1 |
| Key Question 1 | 1 | 4 | 2 | 0 |
| Key Question 2 | 1 | 4 | 2 | 0 |
| Key Question 3 | 1 | 2 | 3 | 1 |
| Quality Indicator 1.1 | 1 | 4 | 2 | 0 |
| Quality Indicator 1.2 | 1 | 4 | 2 | 0 |
| Quality Indicator 2.1 | 1 | 4 | 2 | 0 |
| Quality Indicator 2.2 | 0 | 6 | 1 | 0 |
| Quality Indicator 2.3 | 1 | 5 | 1 | 0 |
| Quality Indicator 2.4 | 0 | 2 | 4 | 1 |
| Quality Indicator 3.1 | 1 | 2 | 3 | 1 |
| Quality Indicator 3.2 | 0 | 3 | 2 | 2 |
| Quality Indicator 3.3 | 1 | 5 | 1 | 0 |
| Quality Indicator 3.4 | 0 | 5 | 2 | 0 |



Distribution of inspection outcomes : Pupil referral units, 2010-11 and 2011-12 combined

Number of inspections: 9

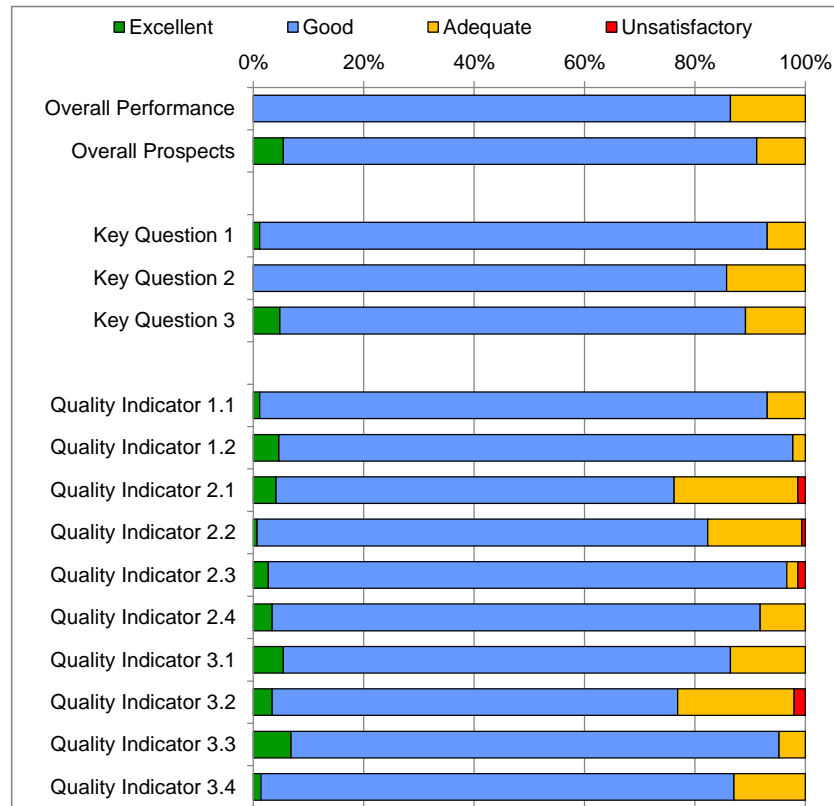
| | Excellent | Good | Adequate | Unsatisfactory |
|-----------------------|-----------|------|----------|----------------|
| Overall Performance | 1 | 4 | 4 | 0 |
| Overall Prospects | 1 | 2 | 5 | 1 |
| Key Question 1 | 1 | 5 | 3 | 0 |
| Key Question 2 | 1 | 4 | 4 | 0 |
| Key Question 3 | 1 | 2 | 5 | 1 |
| Quality Indicator 1.1 | 1 | 5 | 3 | 0 |
| Quality Indicator 1.2 | 1 | 4 | 4 | 0 |
| Quality Indicator 2.1 | 1 | 5 | 3 | 0 |
| Quality Indicator 2.2 | 0 | 6 | 2 | 1 |
| Quality Indicator 2.3 | 1 | 5 | 3 | 0 |
| Quality Indicator 2.4 | 0 | 4 | 4 | 1 |
| Quality Indicator 3.1 | 1 | 2 | 5 | 1 |
| Quality Indicator 3.2 | 0 | 3 | 4 | 2 |
| Quality Indicator 3.3 | 1 | 7 | 1 | 0 |
| Quality Indicator 3.4 | 0 | 6 | 3 | 0 |



Distribution of inspection outcomes : Settings for children under 5, 2011-12

Number of inspections: 147

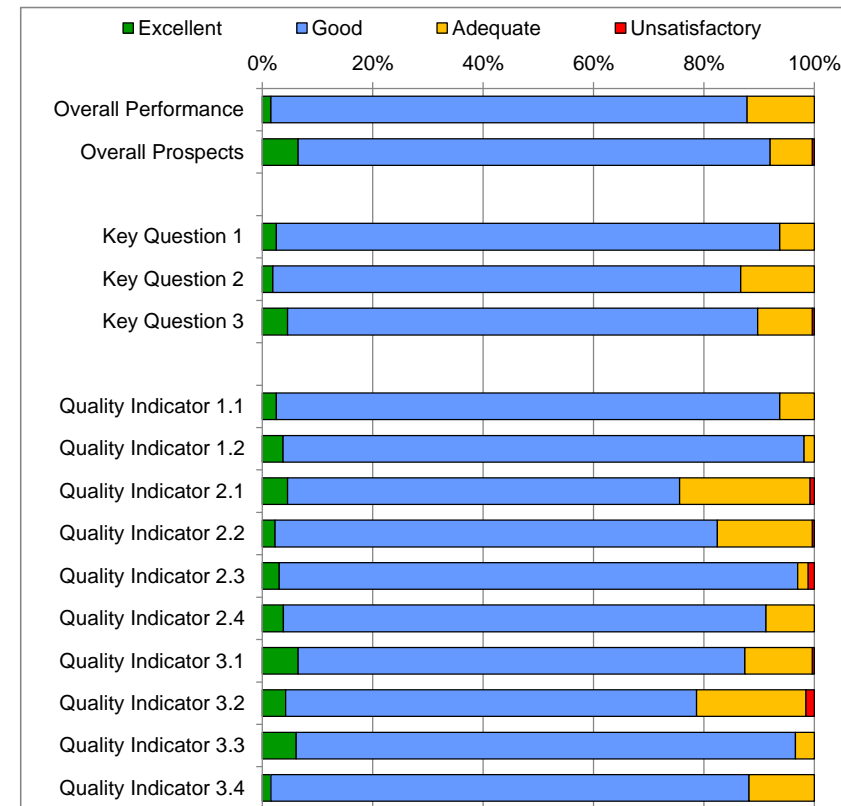
| | Excellent | Good | Adequate | Unsatisfactory |
|------------------------------|-----------|------|----------|----------------|
| Overall Performance | 0% | 86% | 14% | 0% |
| Overall Prospects | 5% | 86% | 9% | 0% |
| Key Question 1 | 1% | 92% | 7% | 0% |
| Key Question 2 | 0% | 86% | 14% | 0% |
| Key Question 3 | 5% | 84% | 11% | 0% |
| Quality Indicator 1.1 | 1% | 92% | 7% | 0% |
| Quality Indicator 1.2 | 5% | 93% | 2% | 0% |
| Quality Indicator 2.1 | 4% | 72% | 22% | 1% |
| Quality Indicator 2.2 | 1% | 82% | 17% | 1% |
| Quality Indicator 2.3 | 3% | 94% | 2% | 1% |
| Quality Indicator 2.4 | 3% | 88% | 8% | 0% |
| Quality Indicator 3.1 | 5% | 81% | 14% | 0% |
| Quality Indicator 3.2 | 3% | 73% | 21% | 2% |
| Quality Indicator 3.3 | 7% | 88% | 5% | 0% |
| Quality Indicator 3.4 | 1% | 86% | 13% | 0% |



Distribution of inspection outcomes : Settings for children under 5, 2010-11 and 2011-12 combined

Number of inspections: 262

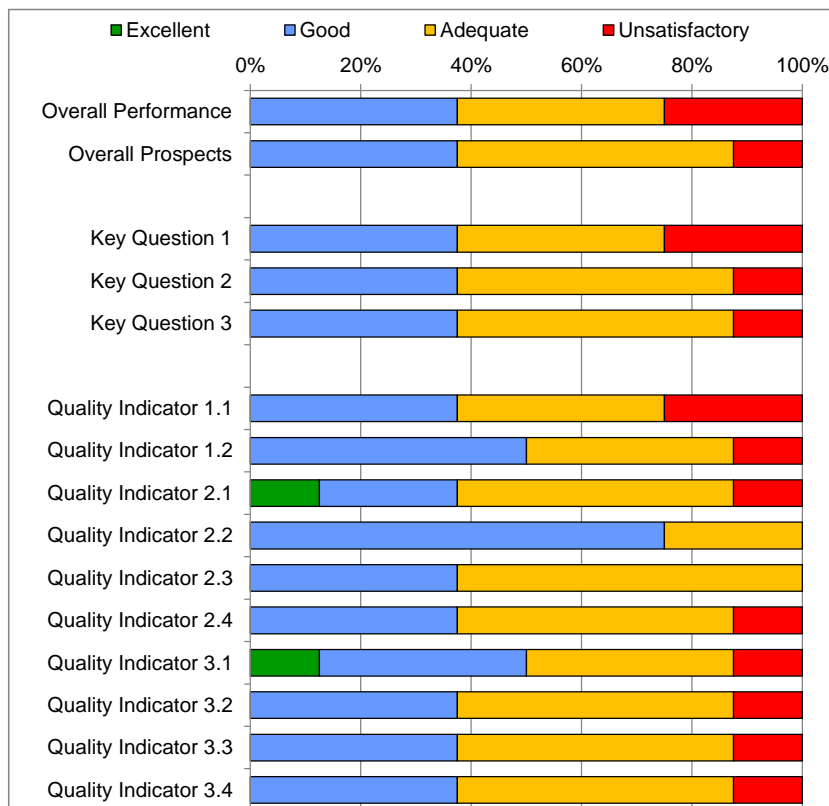
| | Excellent | Good | Adequate | Unsatisfactory |
|------------------------------|-----------|------|----------|----------------|
| Overall Performance | 2% | 86% | 12% | 0% |
| Overall Prospects | 6% | 85% | 8% | 0% |
| Key Question 1 | 3% | 91% | 6% | 0% |
| Key Question 2 | 2% | 85% | 13% | 0% |
| Key Question 3 | 5% | 85% | 10% | 0% |
| Quality Indicator 1.1 | 3% | 91% | 6% | 0% |
| Quality Indicator 1.2 | 4% | 94% | 2% | 0% |
| Quality Indicator 2.1 | 5% | 71% | 24% | 1% |
| Quality Indicator 2.2 | 2% | 80% | 17% | 0% |
| Quality Indicator 2.3 | 3% | 94% | 2% | 1% |
| Quality Indicator 2.4 | 4% | 87% | 9% | 0% |
| Quality Indicator 3.1 | 6% | 81% | 12% | 0% |
| Quality Indicator 3.2 | 4% | 74% | 20% | 2% |
| Quality Indicator 3.3 | 6% | 90% | 3% | 0% |
| Quality Indicator 3.4 | 2% | 87% | 12% | 0% |



Distribution of inspection outcomes : Local authority education services for children and young people, 2011-12

Number of inspections: 8

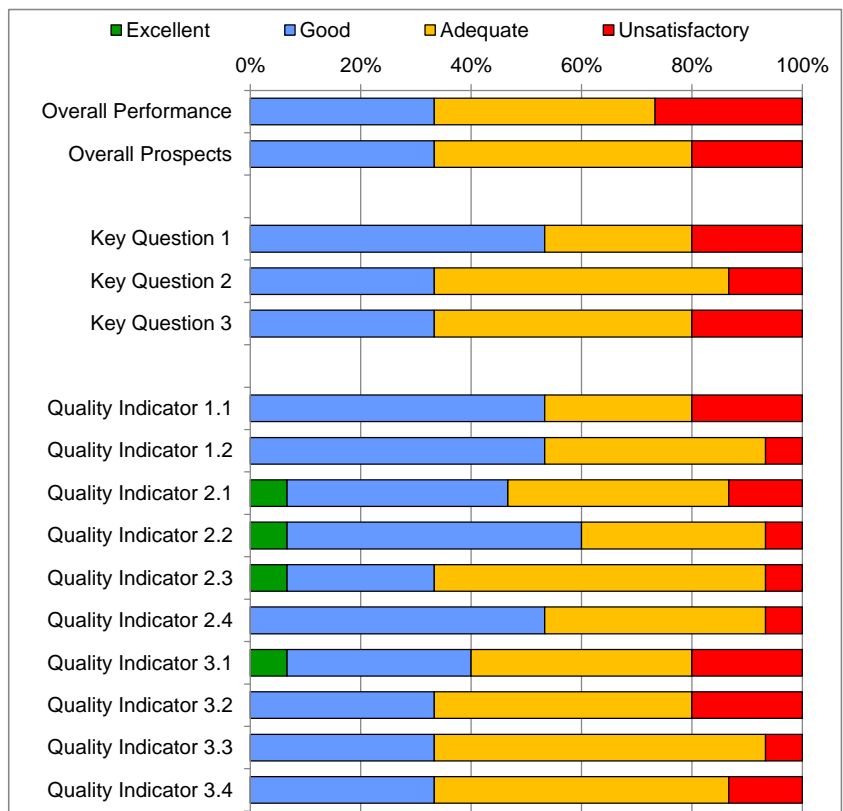
| | Excellent | Good | Adequate | Unsatisfactory |
|-----------------------|-----------|------|----------|----------------|
| Overall Performance | 0 | 3 | 3 | 2 |
| Overall Prospects | 0 | 3 | 4 | 1 |
| Key Question 1 | 0 | 3 | 3 | 2 |
| Key Question 2 | 0 | 3 | 4 | 1 |
| Key Question 3 | 0 | 3 | 4 | 1 |
| Quality Indicator 1.1 | 0 | 3 | 3 | 2 |
| Quality Indicator 1.2 | 0 | 4 | 3 | 1 |
| Quality Indicator 2.1 | 1 | 2 | 4 | 1 |
| Quality Indicator 2.2 | 0 | 6 | 2 | 0 |
| Quality Indicator 2.3 | 0 | 3 | 5 | 0 |
| Quality Indicator 2.4 | 0 | 3 | 4 | 1 |
| Quality Indicator 3.1 | 1 | 3 | 3 | 1 |
| Quality Indicator 3.2 | 0 | 3 | 4 | 1 |
| Quality Indicator 3.3 | 0 | 3 | 4 | 1 |
| Quality Indicator 3.4 | 0 | 3 | 4 | 1 |



Distribution of inspection outcomes : Local authority education services for children and young people, 2010-11 and 2011-12 combined

Number of inspections: 15

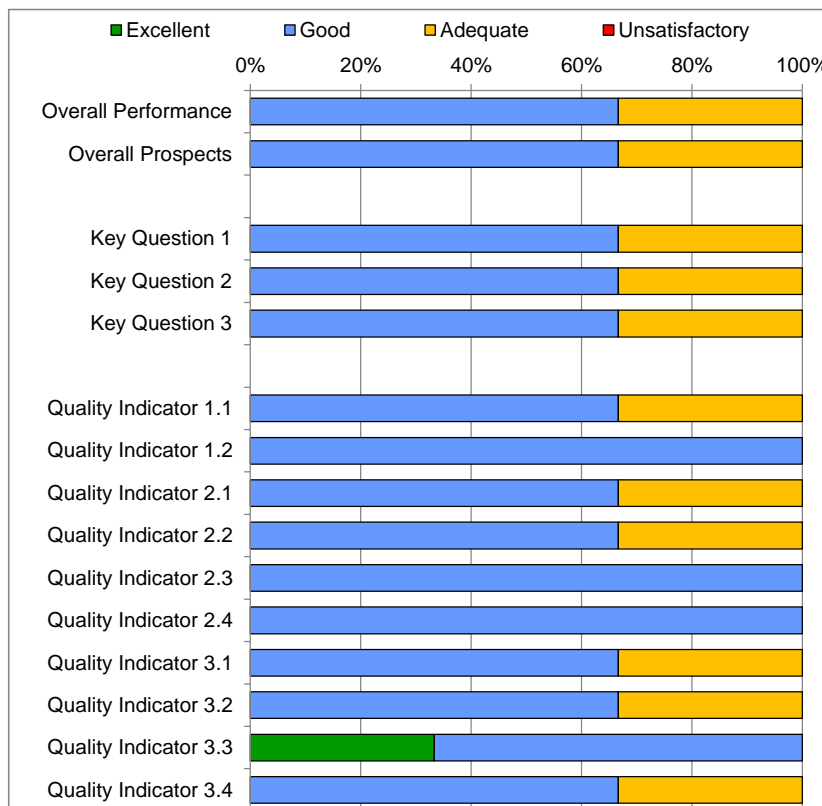
| | Excellent | Good | Adequate | Unsatisfactory |
|-----------------------|-----------|------|----------|----------------|
| Overall Performance | 0 | 5 | 6 | 4 |
| Overall Prospects | 0 | 5 | 7 | 3 |
| Key Question 1 | 0 | 8 | 4 | 3 |
| Key Question 2 | 0 | 5 | 8 | 2 |
| Key Question 3 | 0 | 5 | 7 | 3 |
| Quality Indicator 1.1 | 0 | 8 | 4 | 3 |
| Quality Indicator 1.2 | 0 | 8 | 6 | 1 |
| Quality Indicator 2.1 | 1 | 6 | 6 | 2 |
| Quality Indicator 2.2 | 1 | 8 | 5 | 1 |
| Quality Indicator 2.3 | 1 | 4 | 9 | 1 |
| Quality Indicator 2.4 | 0 | 8 | 6 | 1 |
| Quality Indicator 3.1 | 1 | 5 | 6 | 3 |
| Quality Indicator 3.2 | 0 | 5 | 7 | 3 |
| Quality Indicator 3.3 | 0 | 5 | 9 | 1 |
| Quality Indicator 3.4 | 0 | 5 | 8 | 2 |



Distribution of inspection outcomes : Further education institutions, 2011-12

Number of inspections: 3

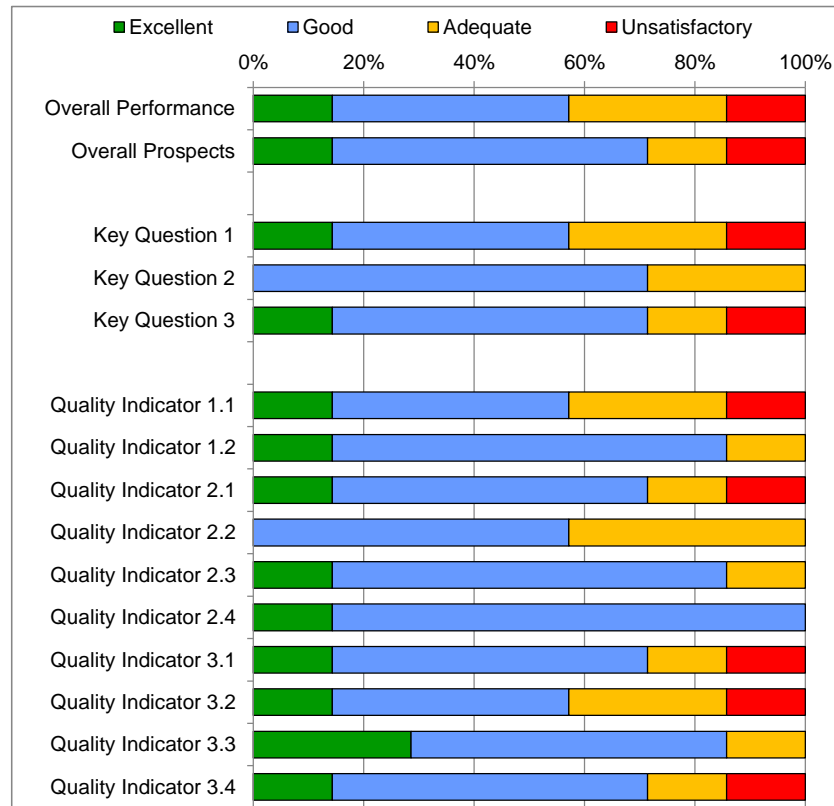
| | Excellent | Good | Adequate | Unsatisfactory |
|-----------------------|-----------|------|----------|----------------|
| Overall Performance | 0 | 2 | 1 | 0 |
| Overall Prospects | 0 | 2 | 1 | 0 |
| Key Question 1 | 0 | 2 | 1 | 0 |
| Key Question 2 | 0 | 2 | 1 | 0 |
| Key Question 3 | 0 | 2 | 1 | 0 |
| Quality Indicator 1.1 | 0 | 2 | 1 | 0 |
| Quality Indicator 1.2 | 0 | 3 | 0 | 0 |
| Quality Indicator 2.1 | 0 | 2 | 1 | 0 |
| Quality Indicator 2.2 | 0 | 2 | 1 | 0 |
| Quality Indicator 2.3 | 0 | 3 | 0 | 0 |
| Quality Indicator 2.4 | 0 | 3 | 0 | 0 |
| Quality Indicator 3.1 | 0 | 2 | 1 | 0 |
| Quality Indicator 3.2 | 0 | 2 | 1 | 0 |
| Quality Indicator 3.3 | 1 | 2 | 0 | 0 |
| Quality Indicator 3.4 | 0 | 2 | 1 | 0 |



Distribution of inspection outcomes : Further education institutions, 2010-11 and 2011-12 combined

Number of inspections: 7

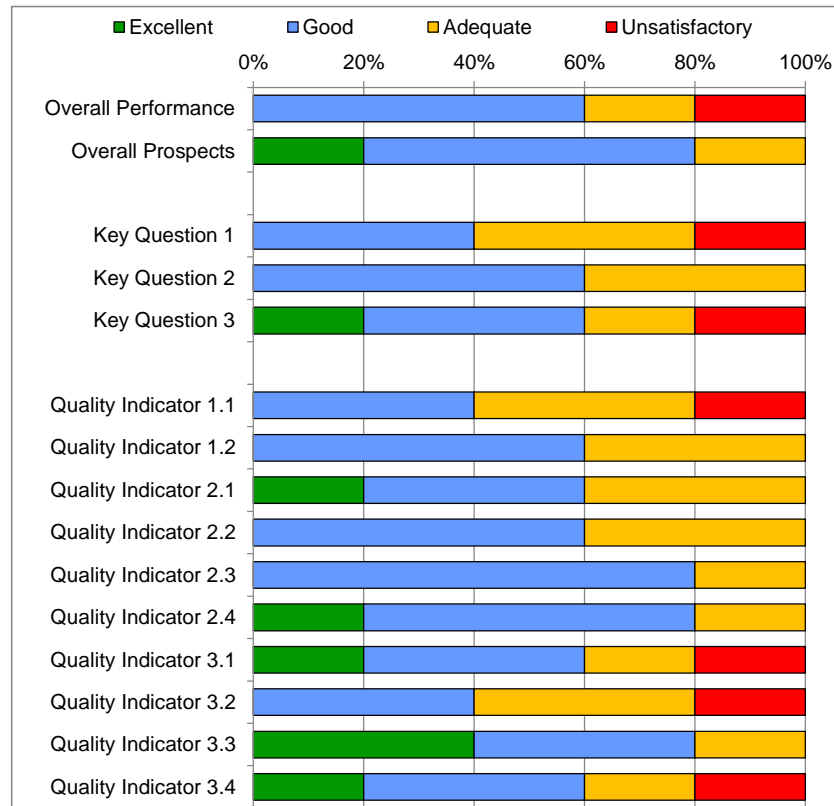
| | Excellent | Good | Adequate | Unsatisfactory |
|-----------------------|-----------|------|----------|----------------|
| Overall Performance | 1 | 3 | 2 | 1 |
| Overall Prospects | 1 | 4 | 1 | 1 |
| Key Question 1 | 1 | 3 | 2 | 1 |
| Key Question 2 | 0 | 5 | 2 | 0 |
| Key Question 3 | 1 | 4 | 1 | 1 |
| Quality Indicator 1.1 | 1 | 3 | 2 | 1 |
| Quality Indicator 1.2 | 1 | 5 | 1 | 0 |
| Quality Indicator 2.1 | 1 | 4 | 1 | 1 |
| Quality Indicator 2.2 | 0 | 4 | 3 | 0 |
| Quality Indicator 2.3 | 1 | 5 | 1 | 0 |
| Quality Indicator 2.4 | 1 | 6 | 0 | 0 |
| Quality Indicator 3.1 | 1 | 4 | 1 | 1 |
| Quality Indicator 3.2 | 1 | 3 | 2 | 1 |
| Quality Indicator 3.3 | 2 | 4 | 1 | 0 |
| Quality Indicator 3.4 | 1 | 4 | 1 | 1 |



Distribution of inspection outcomes : Work-based learning providers, 2011-12

Number of inspections: 5

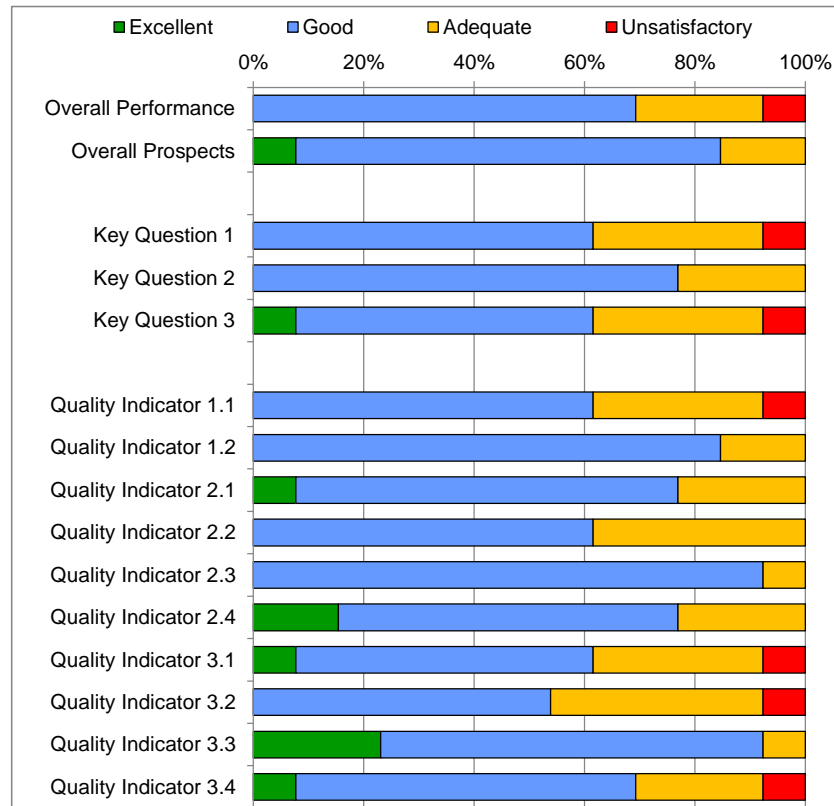
| | Excellent | Good | Adequate | Unsatisfactory |
|-----------------------|-----------|------|----------|----------------|
| Overall Performance | 0 | 3 | 1 | 1 |
| Overall Prospects | 1 | 3 | 1 | 0 |
| Key Question 1 | 0 | 2 | 2 | 1 |
| Key Question 2 | 0 | 3 | 2 | 0 |
| Key Question 3 | 1 | 2 | 1 | 1 |
| Quality Indicator 1.1 | 0 | 2 | 2 | 1 |
| Quality Indicator 1.2 | 0 | 3 | 2 | 0 |
| Quality Indicator 2.1 | 1 | 2 | 2 | 0 |
| Quality Indicator 2.2 | 0 | 3 | 2 | 0 |
| Quality Indicator 2.3 | 0 | 4 | 1 | 0 |
| Quality Indicator 2.4 | 1 | 3 | 1 | 0 |
| Quality Indicator 3.1 | 1 | 2 | 1 | 1 |
| Quality Indicator 3.2 | 0 | 2 | 2 | 1 |
| Quality Indicator 3.3 | 2 | 2 | 1 | 0 |
| Quality Indicator 3.4 | 1 | 2 | 1 | 1 |



Distribution of inspection outcomes : Work-based learning providers, 2010-11 and 2011-12 combined

Number of inspections: 13

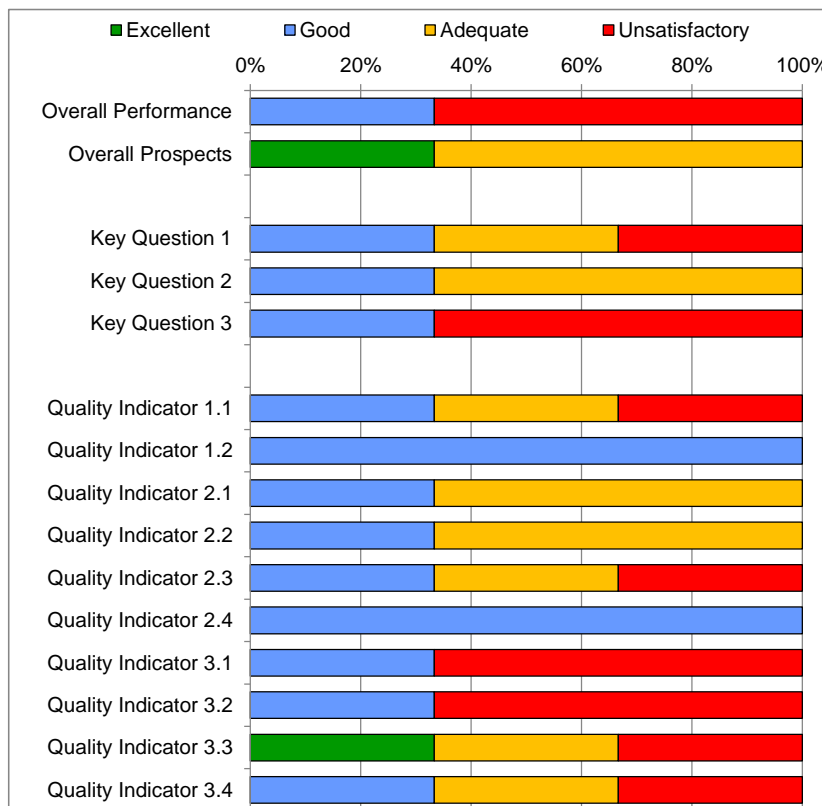
| | Excellent | Good | Adequate | Unsatisfactory |
|-----------------------|-----------|------|----------|----------------|
| Overall Performance | 0 | 9 | 3 | 1 |
| Overall Prospects | 1 | 10 | 2 | 0 |
| Key Question 1 | 0 | 8 | 4 | 1 |
| Key Question 2 | 0 | 10 | 3 | 0 |
| Key Question 3 | 1 | 7 | 4 | 1 |
| Quality Indicator 1.1 | 0 | 8 | 4 | 1 |
| Quality Indicator 1.2 | 0 | 11 | 2 | 0 |
| Quality Indicator 2.1 | 1 | 9 | 3 | 0 |
| Quality Indicator 2.2 | 0 | 8 | 5 | 0 |
| Quality Indicator 2.3 | 0 | 12 | 1 | 0 |
| Quality Indicator 2.4 | 2 | 8 | 3 | 0 |
| Quality Indicator 3.1 | 1 | 7 | 4 | 1 |
| Quality Indicator 3.2 | 0 | 7 | 5 | 1 |
| Quality Indicator 3.3 | 3 | 9 | 1 | 0 |
| Quality Indicator 3.4 | 1 | 8 | 3 | 1 |



Distribution of inspection outcomes : Adult community learning providers, 2011-12

Number of inspections: 3

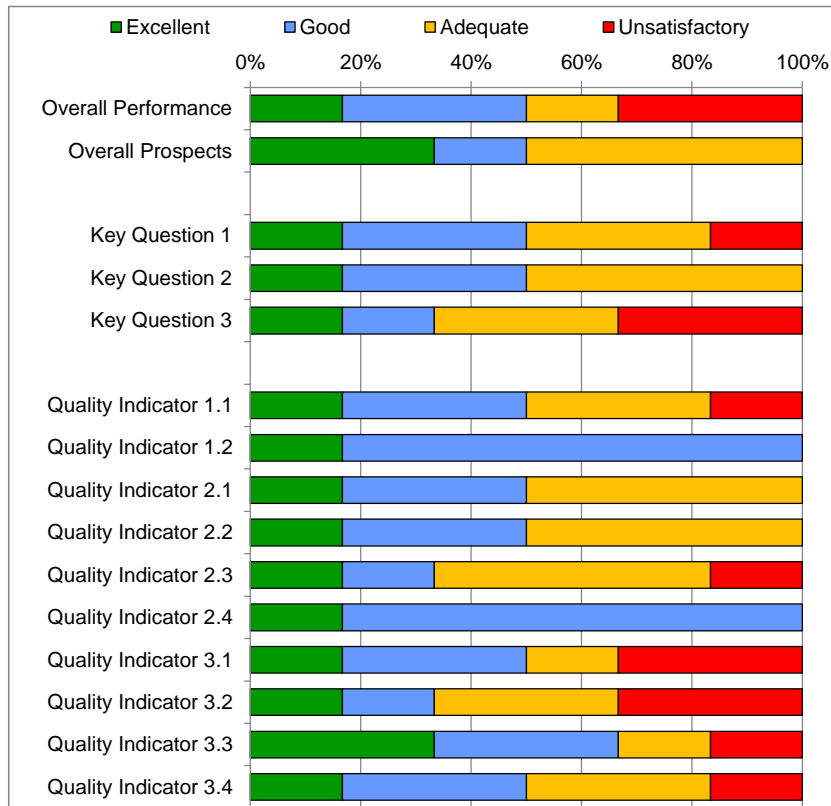
| | Excellent | Good | Adequate | Unsatisfactory |
|-----------------------|-----------|------|----------|----------------|
| Overall Performance | 0 | 1 | 0 | 2 |
| Overall Prospects | 1 | 0 | 2 | 0 |
| Key Question 1 | 0 | 1 | 1 | 1 |
| Key Question 2 | 0 | 1 | 2 | 0 |
| Key Question 3 | 0 | 1 | 0 | 2 |
| Quality Indicator 1.1 | 0 | 1 | 1 | 1 |
| Quality Indicator 1.2 | 0 | 3 | 0 | 0 |
| Quality Indicator 2.1 | 0 | 1 | 2 | 0 |
| Quality Indicator 2.2 | 0 | 1 | 2 | 0 |
| Quality Indicator 2.3 | 0 | 1 | 1 | 1 |
| Quality Indicator 2.4 | 0 | 3 | 0 | 0 |
| Quality Indicator 3.1 | 0 | 1 | 0 | 2 |
| Quality Indicator 3.2 | 0 | 1 | 0 | 2 |
| Quality Indicator 3.3 | 1 | 0 | 1 | 1 |
| Quality Indicator 3.4 | 0 | 1 | 1 | 1 |



Distribution of inspection outcomes : Adult community learning providers, 2010-11 and 2011-12 combined

Number of inspections: 6

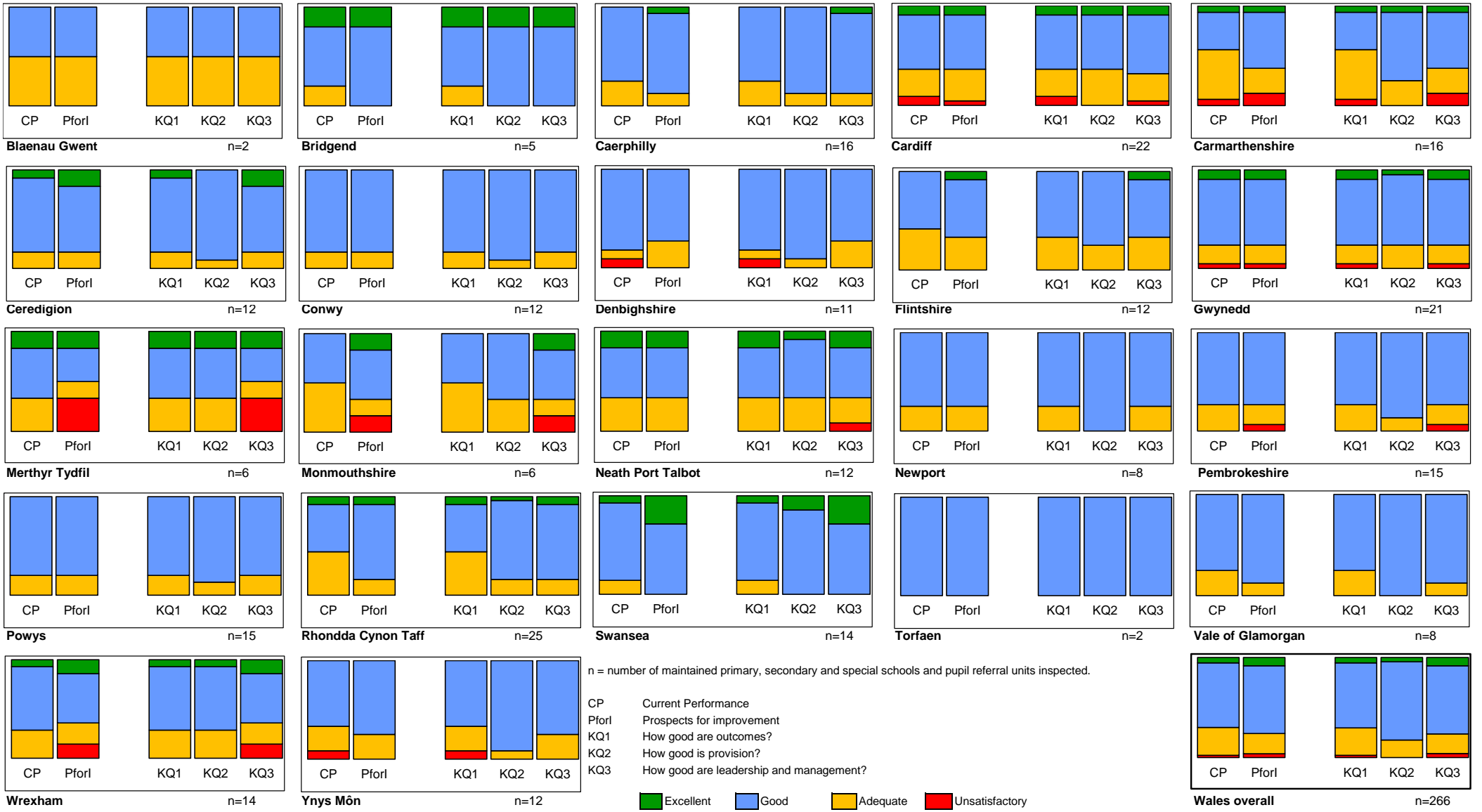
| | Excellent | Good | Adequate | Unsatisfactory |
|-----------------------|-----------|------|----------|----------------|
| Overall Performance | 1 | 2 | 1 | 2 |
| Overall Prospects | 2 | 1 | 3 | 0 |
| Key Question 1 | 1 | 2 | 2 | 1 |
| Key Question 2 | 1 | 2 | 3 | 0 |
| Key Question 3 | 1 | 1 | 2 | 2 |
| Quality Indicator 1.1 | 1 | 2 | 2 | 1 |
| Quality Indicator 1.2 | 1 | 5 | 0 | 0 |
| Quality Indicator 2.1 | 1 | 2 | 3 | 0 |
| Quality Indicator 2.2 | 1 | 2 | 3 | 0 |
| Quality Indicator 2.3 | 1 | 1 | 3 | 1 |
| Quality Indicator 2.4 | 1 | 5 | 0 | 0 |
| Quality Indicator 3.1 | 1 | 2 | 1 | 2 |
| Quality Indicator 3.2 | 1 | 1 | 2 | 2 |
| Quality Indicator 3.3 | 2 | 2 | 1 | 1 |
| Quality Indicator 3.4 | 1 | 2 | 2 | 1 |



Performance of schools across all local authorities

The distribution of inspection grades awarded to schools for each key question in each local authority

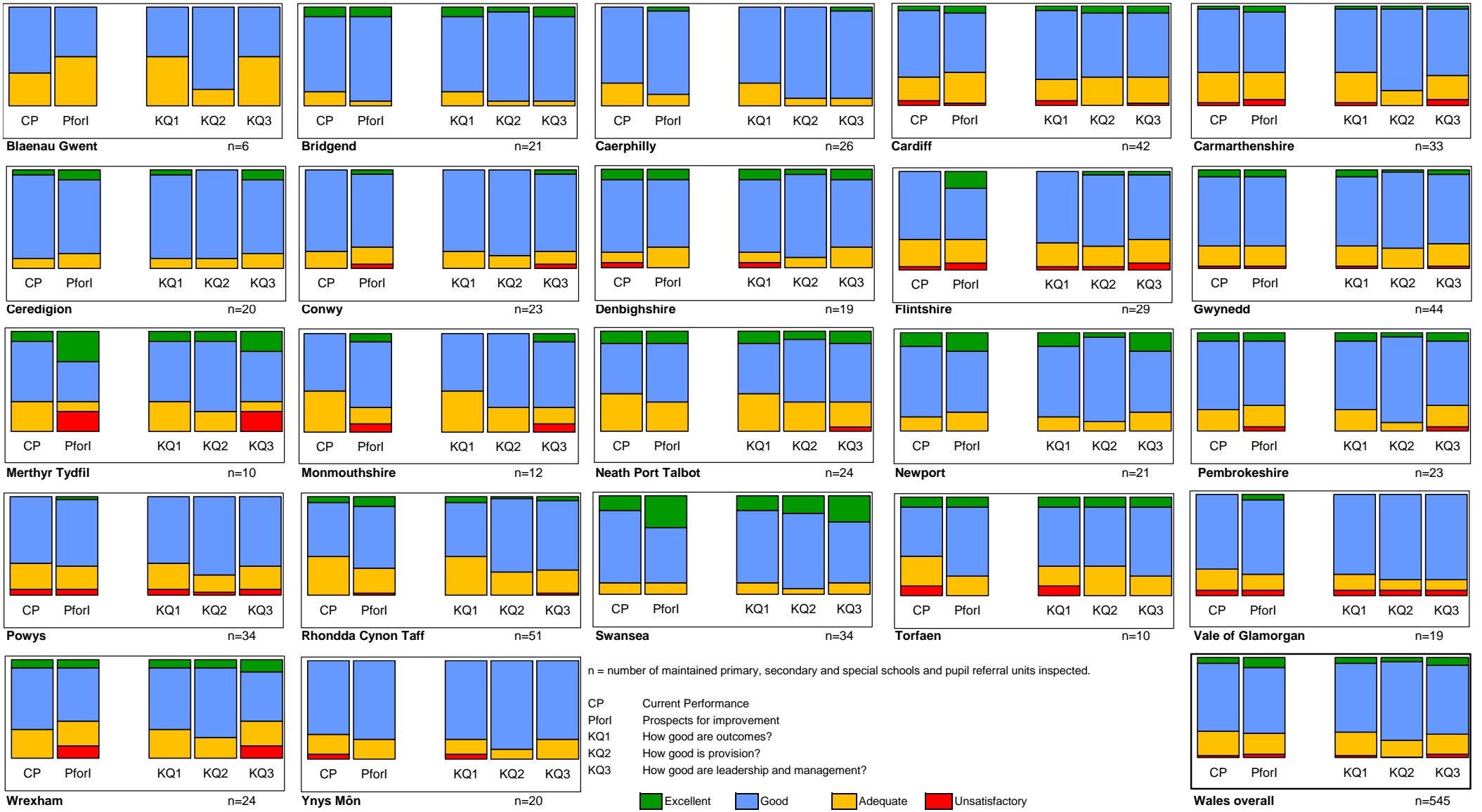
2011-12



Performance of schools across all local authorities

The distribution of inspection grades awarded to schools for each key question in each local authority

2010-11 and 2011-12 combined



Outcomes of Estyn inspections 2011-2012

Local authority maintained schools

* Inspection report published in English only

E Excellent
G Good
A Adequate
U Unsatisfactory

| Local Authority | 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 | * Deighton Primary School | A | A | A | A | A | A | A | A | A | U | G | A | A | A | A | |
| Blaenau Gwent | Primary | * St Illtyd's Primary | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Bridgend | Primary | * Penybont Primary School | G | G | G | G | G | G | E | G | G | G | G | G | G | G | G | |
| Bridgend | Primary | * Pil Primary School | A | G | A | G | G | A | G | A | G | G | G | G | G | G | G | A |
| Bridgend | Primary | * Ysgol Y Ferch O'r Sgêr | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G |
| Bridgend | Secondary | * Cynffig Comprehensive School | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E |
| Bridgend | PRU | * Bridgend Pupil Referral Unit | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G |
| Caerphilly | Primary | * Abercarn Primary School | A | G | A | A | G | A | G | A | A | G | G | G | A | G | A | |
| Caerphilly | Primary | * Cwmaber Infant School | G | G | G | G | G | G | G | A | G | G | G | G | A | G | G | |
| Caerphilly | Primary | * Cwmaber Junior School | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Caerphilly | Primary | * Deri Primary School | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Caerphilly | Primary | * Graig-Y-Rhacca Primary and Nursery Community School | A | G | A | G | G | A | G | G | G | G | G | G | G | G | G | |
| Caerphilly | Primary | * Maesycwmmwr Primary School | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Caerphilly | Primary | * Pantside Primary School | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Caerphilly | Primary | * Phillipstown Primary School | G | G | G | G | G | G | A | G | G | G | G | G | G | G | G | |
| Caerphilly | Primary | * Waunfawr Primary School | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Caerphilly | Primary | * White Rose Primary | A | G | A | G | G | A | A | G | G | E | G | E | G | G | A | |
| Caerphilly | Primary | * Ynysdu Primary School | G | E | G | G | F | G | G | G | G | G | G | E | F | G | G | |
| Caerphilly | Primary | Ysgol Bro Sannan | G | G | G | G | G | G | G | G | G | G | G | G | A | G | G | |
| Caerphilly | Primary | Ysgol Gymraeg Gilfach Fargod | G | G | G | G | G | G | A | G | G | G | G | A | G | G | G | |
| Caerphilly | Secondary | * Cwmcarn High School | G | A | G | G | A | G | A | A | G | G | G | A | A | A | A | |
| Caerphilly | Secondary | * Heolddu Comprehensive School | A | A | A | A | A | A | G | A | A | G | A | A | A | G | A | |
| Caerphilly | Secondary | * Lewis School Pengam | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Cardiff | Primary | Bishop Childs Church in Wales Primary School | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Cardiff | Primary | * Bryn Celyn Primary School | A | A | A | A | A | A | A | A | A | U | G | A | A | G | A | |
| Cardiff | Primary | * Grangetown Primary | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Cardiff | Primary | * Oakfield Primary School | A | A | A | A | A | A | G | A | A | G | G | A | A | G | A | |
| Cardiff | Primary | * Pencaerau Primary School | G | G | G | G | G | G | G | G | G | E | G | G | G | G | G | |
| Cardiff | Primary | * Rhydypenau Primary School | G | G | G | G | G | G | E | G | G | G | G | G | G | G | G | |
| Cardiff | Primary | * St Alban's R.C. Primary School | U | U | U | A | U | U | A | U | A | A | A | U | U | U | U | |
| Cardiff | Primary | * St John Lloyd R.C. Primary School | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Cardiff | Primary | * St Monica's C.I.W. Primary School | G | G | G | A | G | G | G | G | G | U | G | G | G | G | G | |
| Cardiff | Primary | * St Paul's C.I.W. Primary School | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Cardiff | Primary | * Stacey Primary School | A | A | A | G | A | A | A | G | A | G | A | G | A | G | A | |
| Cardiff | Primary | * Tongwynlais Primary School | E | E | E | E | E | E | E | E | E | E | E | E | E | E | E | |
| Cardiff | Primary | * Trowbridge Primary School | A | A | A | A | A | A | G | A | A | G | G | A | A | G | A | |
| Cardiff | Primary | Ysgol Gymraeg Nant Caerau | G | G | G | G | G | G | G | G | G | G | G | G | A | G | G | |
| Cardiff | Primary | Ysgol Gymraeg Tan-Yr-Eos | G | G | G | G | G | G | G | G | E | G | E | G | G | G | G | |
| Cardiff | Primary | Ysgol Gymraeg Treganna | G | G | G | G | G | G | G | E | G | E | G | G | G | G | G | |
| Cardiff | Primary | Ysgol Pen y Pîl | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Cardiff | Secondary | * Glyn Derw High School | U | A | U | A | A | U | A | A | A | A | A | U | A | A | A | U |
| Cardiff | Secondary | * Llanedevrn High School | A | G | A | A | G | A | G | A | A | G | G | A | A | G | A | |
| Cardiff | Secondary | * Michaelston Community College | A | A | A | A | A | A | A | A | A | G | G | G | A | G | A | |
| Cardiff | Secondary | * The Bishop Of Llandaff Church in Wales High School | G | A | G | G | G | G | G | A | G | G | G | A | G | G | G | |
| Cardiff | Special | * Tŷ Gwyn School | E | E | E | E | E | E | G | E | E | E | E | E | E | E | E | |
| Cardiff | Primary | Bryn C.P. School | A | G | A | G | G | A | G | G | G | G | G | G | G | G | A | |
| Cardiff | Primary | Cilycwm Church in Wales Voluntary Controlled Primary School | A | A | A | G | A | A | A | G | G | A | A | A | A | G | A | |
| Cardiff | Primary | Hendy C.P. School | G | U | G | A | U | G | G | A | G | U | A | U | U | G | A | |
| Cardiff | Primary | Myrddin C.P. School | A | A | A | A | A | A | G | A | A | U | A | A | A | G | A | |
| Cardiff | Primary | Pembrey C.P. School | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Cardiff | Primary | St Mary's Catholic Primary School | A | A | A | A | A | A | G | A | A | G | G | A | U | G | A | |
| Cardiff | Primary | Ysgol Bro Brynach | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Cardiff | Primary | Ysgol Gwynfrwn | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Cardiff | Primary | Ysgol Gymraeg Ffwrnes | A | G | A | G | G | A | G | G | A | G | G | A | A | G | A | |
| Cardiff | Primary | Ysgol Gynradd Bancffosfelen | A | G | A | G | G | A | G | G | G | G | G | G | G | G | A | |
| Cardiff | Primary | Ysgol Gynradd Drefach | A | G | A | G | G | A | G | G | G | G | G | G | G | G | G | |
| Cardiff | Primary | Ysgol Gynradd Gymunedol Trimsaran | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Cardiff | Primary | Ysgol Parc y Tywyn | A | A | A | G | A | A | G | A | G | A | G | A | A | G | A | |
| Cardiff | Primary | Ysgol y Bedol | G | G | G | G | G | G | G | G | G | G | G | G | A | G | G | |
| Cardiff | Primary | Brynwgwyn School | E | E | E | E | E | E | G | E | E | E | E | E | E | E | E | |
| Cardiff | Secondary | Ysgol Gyfun Emlyn | U | U | U | A | U | U | G | A | A | U | G | U | U | A | U | |
| Ceredigion | Primary | Comins Coch CP School | E | E | E | E | E | E | G | G | G | G | G | E | E | G | G | |
| Ceredigion | Primary | Cwmpadam C.P. School | G | G | G | G | G | G | G | A | G | G | G | G | G | G | G | |
| Ceredigion | Primary | Llanwnnen C.P. School | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Ceredigion | Primary | Plascrug C.P. School | G | E | G | G | E | G | E | G | G | E | E | E | E | E | G | |
| Ceredigion | Primary | Ysgol Ciliau Parc | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Ceredigion | Primary | Ysgol Gymunedol Llangynfelyn | G | G | G | G | G | G | G | A | G | G | G | G | G | G | G | |
| Ceredigion | Primary | Ysgol Gynradd Aberaeron | A | A | A | A | A | A | G | A | A | G | G | A | A | G | A | |
| Ceredigion | Primary | Ysgol Gynradd Blaenporth | A | G | A | G | G | A | G | A | G | G | G | G | G | A | A | |
| Ceredigion | Primary | Ysgol Gynradd Pontrhydfendigaid | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Ceredigion | Primary | Ysgol Gynradd Tregaron | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Ceredigion | Primary | Ysgol Penrhyn Coch | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | |
| Ceredigion | Secondary | Ysgol Penweddig | G | A | G | G | A | G | G | A | G | A | G | A | A | G | G | |
| Conwy | Primary | * Blessed William Davies School | G | G | G | G | G | G | G | G | A | G | G | G | A | G | G | |

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| Conwy | Primary | St George Controlled Primary School | <table border="1"><tr><td>A</td><td>A</td></tr><tr><td>G</td><td>G</td></tr></table> | A | A | G | G | <table border="1"><tr><td>A</td><td>A</td><td>A</td></tr><tr><td>G</td><td>G</td><td>G</td></tr></table> | A | A | A | G | G | G | <table border="1"><tr><td>A</td><td>G</td><td>A</td><td>A</td><td>A</td><td>G</td><td>A</td><td>A</td><td>G</td><td>A</td></tr><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> | A | G | A | A | A | G | A | A | G | A | G | G | G | G | G | G | G | G | G | G | | |
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| Conwy | Primary | St Joseph's Catholic Primary School | <table border="1"><tr><td>G</td><td>G</td></tr><tr><td>G</td><td>G</td></tr></table> | G | G | G | G | <table border="1"><tr><td>G</td><td>G</td><td>G</td></tr><tr><td>G</td><td>G</td><td>G</td></tr></table> | G | G | G | 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><tr><td>G</td><td>G</td><td>E</td><td>G</td><td>G</td><td>G</td><td>G</td><td>G</td><td>E</td><td>G</td></tr></table> | G | G | G | G | G | G | G | G | G | G | G | G | E | G | G | G | G | G | E | G | | |
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| Conwy | Primary | Ysgol Bro Gwydir | <table border="1"><tr><td>G</td><td>G</td></tr><tr><td>G</td><td>G</td></tr></table> | G | G | G | G | <table border="1"><tr><td>G</td><td>G</td><td>G</td></tr><tr><td>G</td><td>G</td><td>G</td></tr></table> | G | G | G | 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><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 | G | G | G | G | G | G | G | G | G | G | | |
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| Conwy | Primary | Ysgol Capelulo | <table border="1"><tr><td>G</td><td>G</td></tr><tr><td>G</td><td>G</td></tr></table> | G | G | G | G | <table border="1"><tr><td>G</td><td>G</td><td>G</td></tr><tr><td>G</td><td>G</td><td>G</td></tr></table> | G | G | G | 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><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 | G | G | G | G | G | G | G | G | G | G | | |
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| Conwy | Primary | Ysgol Gynradd Betws yn Rhos | <table border="1"><tr><td>G</td><td>G</td></tr><tr><td>G</td><td>G</td></tr></table> | G | G | G | G | <table border="1"><tr><td>G</td><td>G</td><td>G</td></tr><tr><td>G</td><td>G</td><td>G</td></tr></table> | G | G | G | 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>A</td><td>G</td><td>G</td></tr><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>A</td><td>G</td><td>G</td></tr></table> | G | G | G | G | G | G | G | G | A | G | G | G | G | G | G | G | G | G | G | A | G | G |
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| Conwy | Primary | Ysgol Llanddodog | <table border="1"><tr><td>G</td><td>G</td></tr><tr><td>G</td><td>G</td></tr></table> | G | G | G | G | <table border="1"><tr><td>G</td><td>G</td><td>G</td></tr><tr><td>G</td><td>G</td><td>G</td></tr></table> | G | G | G | 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>A</td><td>G</td><td>G</td></tr><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>A</td><td>G</td><td>G</td></tr></table> | G | G | G | G | G | G | G | G | A | G | G | G | G | G | G | G | G | G | G | A | G | G |
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| Conwy | Primary | Ysgol Llangelynnin | <table border="1"><tr><td>G</td><td>G</td></tr><tr><td>G</td><td>G</td></tr></table> | G | G | G | G | <table border="1"><tr><td>G</td><td>G</td><td>G</td></tr><tr><td>G</td><td>G</td><td>G</td></tr></table> | G | G | G | 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>A</td><td>G</td><td>G</td></tr><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>A</td><td>G</td><td>G</td></tr></table> | G | G | G | G | G | G | G | G | A | G | G | G | G | G | G | G | G | G | G | A | G | G |
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| Gwynedd | Primary | Ysgol Gynradd Felinwnda | <table border="1"><tr><td>G</td><td>G</td></tr><tr><td>G</td><td>G</td></tr></table> | G | G | G | G | <table border="1"><tr><td>G</td><td>G</td><td>G</td></tr><tr><td>G</td><td>G</td><td>G</td></tr></table> | G | G | G | 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><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 | G | G | G | G | G | G | G | G | G | G | E | G | G | G | G | G | G | G | G | | |
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| E | E | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| G | G | G | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| E | E | E | E | E | E | E | E | E | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| G | G | E | G | G | G | E | G | E | G | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gwynedd | Primary | Ysgol Pen-y-bryn | <table border="1"><tr><td>G</td><td>G</td></tr><tr><td>A</td><td>U</td></tr></table> | G | G | A | U | <table border="1"><tr><td>G</td><td>G</td><td>G</td></tr><tr><td>A</td><td>A</td><td>U</td></tr></table> | G | G | G | A | A | U | <table border="1"><tr><td>G</td><td>G</td><td>E</td><td>G</td><td>G</td><td>G</td><td>E</td><td>G</td><td>G</td></tr><tr><td>A</td><td>A</td><td>A</td><td>A</td><</tr></table> | G | G | E | G | G | G | E | G | G | A | A | A | A | | | | | | | | | |
| G | G | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | U | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| G | G | G | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | A | U | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| G | G | E | G | G | G | E | G | G | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | A | A | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | |
|-------------------|-----------|--|-----|-------|-----------------------|
| Newport | Primary | * St Patrick's R.C. Primary School | G G | G G G | G G G G G G G G G G G |
| Pembrokeshire | Primary | * Brynconin Primary School | G G | G G G | G G G G G G G A G G |
| Pembrokeshire | Primary | * Hakin Community Primary School | G G | G G G | G G G G G G G G G G G |
| Pembrokeshire | Primary | * Lamphey Community Primary School | G G | G G G | G G G G G G G G G G G |
| Pembrokeshire | Primary | * Solva C.P. School | G G | G G G | G G G G G G G G G G G |
| Pembrokeshire | Primary | * St Mark's V.A.P. School | G G | G G G | G G G G G E G E G G G |
| Pembrokeshire | Primary | * St Mary's V.R.C. School | A A | A A A | A A A A G G A A G A |
| Pembrokeshire | Primary | * Stepaside C.P. School | G G | G G G | G G G G G G G G G G G |
| Pembrokeshire | Primary | * Tavernspite C.P. School | G G | G G G | G E G G E E G G E G |
| Pembrokeshire | Primary | Ysgol Ger y Llan Voluntary Controlled Primary School | A G | A G G | A G A G G G G G G G A |
| Pembrokeshire | Primary | Ysgol Glannau Gwaun | A U | A A U | A A A A G G U U G A |
| Pembrokeshire | Primary | Ysgol Gymunedol Croesgoch | G G | G G G | G G G G G G G G G G G |
| Pembrokeshire | Primary | Ysgol Gymunedol Maenclochog | G G | G G G | G G G G G G G G G G G |
| Pembrokeshire | Primary | Ysgol y Frenni | G G | G G G | G G G G G G G G G G G |
| Pembrokeshire | Secondary | Ysgol Bro Gwaun | A A | A G A | A G G G G G G A G A |
| Pembrokeshire | PRU | * Pembrokeshire Pupil Referral Unit | G A | G G A | G G G G G A A A A G |
| Powys | Primary | * Arddleen C.P. School | G G | G G G | G G G G G G G G G G G |
| Powys | Primary | * Carreghafa County Primary School | G G | G G G | G G G A G G G A G G |
| Powys | Primary | * Churchstoke C.P. School | G G | G G G | G G G G G G G G G A G |
| Powys | Primary | * Clyro C.I.W. School | G G | G G G | G G G G G G G G G G G |
| Powys | Primary | * Cradoc C.P. School | G G | G G G | G G G G G G G G G G G |
| Powys | Primary | * Llanbister Primary School | G A | G G A | G G G G U G A A A G |
| Powys | Primary | * Llanfaes C.P. School | G G | G G G | G G G G G G G G G G G |
| Powys | Primary | * Llanfihangel Rhydython C.P. School | A A | A A A | A G A A G G A A G A |
| Powys | Primary | * Llanigon C.P. School | G G | G G G | G G G G G G G G G G G |
| Powys | Primary | * Montgomery C.I.W. School | G G | G G G | G G G A G G G G G G |
| Powys | Primary | * Nantmel C.I.W. School | G G | G G G | G G A G G G G G G G |
| Powys | Primary | * Pennant Primary School | G G | G G G | G G G G G G G G G G G |
| Powys | Primary | * St Mary's R.C. (A) School | A G | A G G | A G G G G G G G G A |
| Powys | Secondary | Brecon High School | A A | A A A | A A A A A G A A G U |
| Powys | Special | * Brynllywarch Hall School | G G | G G G | G G G G G G G G G G G |
| Rhondda Cynon Taf | Primary | * Abernant Primary School | A A | A A A | A G A A U A A A A A |
| Rhondda Cynon Taf | Primary | * Bodringallt Primary School | G G | G G G | G G G G G G G G G G G |
| Rhondda Cynon Taf | Primary | * Coedpenmaen County Primary School | A A | A G A | A G A G G G A G A A |
| Rhondda Cynon Taf | Primary | * Cwmdar County Primary School | G G | G G G | G G G G G G G G G G G |
| Rhondda Cynon Taf | Primary | * Dolau County Primary School | G G | G G G | G G E G G G G G G G |
| Rhondda Cynon Taf | Primary | * Ferndale Infants School | G G | G G G | G G G G G G G G G G G |
| Rhondda Cynon Taf | Primary | * Glenboi Primary School | A G | A G G | A G G A G G G G G A |
| Rhondda Cynon Taf | Primary | * Hawthorn Primary School | A G | A G G | A G A G G G G G G A |
| Rhondda Cynon Taf | Primary | * Hirwaun Primary School | G A | G A A | G G G G U A A A G G |
| Rhondda Cynon Taf | Primary | * Maerdy Community Primary School | A G | A G G | A G A G G G G A G G |
| Rhondda Cynon Taf | Primary | * Penderyn Primary School | A A | A A A | A G A A A G A A G A |
| Rhondda Cynon Taf | Primary | * Pontrhondda Primary School | G G | G G G | G G G G G G G G G G |
| Rhondda Cynon Taf | Primary | * St Gabriel & Raphael R.C.P. School | A G | A G G | A G A G G G G G G A |
| Rhondda Cynon Taf | Primary | * St Michael's R.C. Primary School | G G | G G G | G G G G G G G G G G G |
| Rhondda Cynon Taf | Primary | * Trealaw Primary School | G G | G G G | G A G G G G G G G G |
| Rhondda Cynon Taf | Primary | * Trehopcyn Primary School | G G | G G G | G G G G G G A G G G |
| Rhondda Cynon Taf | Primary | Ysgol Gynradd Gymraeg Abercynon | A G | A G G | A G A G G G G G G A |
| Rhondda Cynon Taf | Primary | Ysgol Gynradd Gymraeg Tonyrefail | G G | G G G | G G G G G G G G G G G |
| Rhondda Cynon Taf | Primary | Ysgol Llyn Y Forwyn | A G | A A G | A G A A G G G A G A |
| Rhondda Cynon Taf | Secondary | * Aberdare High School | A G | A G G | A G G A G G G A G A |
| Rhondda Cynon Taf | Secondary | * Cardinal Newman Catholic Comprehensive School | G G | G G G | G G G A G G G A G G |
| Rhondda Cynon Taf | Secondary | Mountain Ash Comprehensive School | A G | A G G | A G G A G G G A G A |
| Rhondda Cynon Taf | Secondary | * Treorchy Comprehensive School | E E | E E E | E E E E E E E E E E |
| Rhondda Cynon Taf | Secondary | * Y Pant Comprehensive School | E E | E G E | E G G E G G E E E E |
| Rhondda Cynon Taf | Special | * Park Lane Special School | G G | G G G | G G G G G E G G G G |
| Swansea | Primary | * Bishopston Primary School | A G | A G G | A G G G G G A G G G A |
| Swansea | Primary | * Brynhafryd Junior School | G G | G G G | G G G G G G G G G G G |
| Swansea | Primary | * Clydach Junior School | G G | G G G | G G G A G G G A G G |
| Swansea | Primary | * Crwys Primary School | G G | G G G | G G G G G G G G G G G |
| Swansea | Primary | * Gorseinon Junior School | A G | A G G | A G G A G G G G G G |
| Swansea | Primary | * Gowerton Primary School | G G | G G G | G G G G G G G E G G |
| Swansea | Primary | * Penllergaer Primary School | G E | G G E | G E G G E G E E G G |
| Swansea | Primary | * Penyrheol Primary School | G G | G G G | G G G G G G G G G G G |
| Swansea | Primary | * Townhill Community Primary School | G G | G G G | G E G G E E E G E G |
| Swansea | Primary | Ysgol Gynradd Gymraeg Felindre | G G | G G E | G G E G G G E E E G |
| Swansea | Primary | Ysgol Gynradd Gymraeg Lôn Las | E E | E E E | E E E E E E E E E E |
| Swansea | Secondary | * Bishop Vaughan Catholic School | G E | G G G | G E G G G E G E E E |
| Swansea | Secondary | * Cefn Hengoed Community School | G E | G E E | G E E G E G E E E G |
| Swansea | PRU | * Step Ahead Education Centre | G G | G G G | G G G G G A G G G G |
| Torfaen | Primary | Brynteg Nursery School | G G | G G G | G G G G G G G G G G G |
| Torfaen | Primary | Ysgol Gymraeg Cwmbrân | G G | G G G | G G G G G G G G G G G |
| Vale of Glamorgan | Primary | * Cogan Primary School | G G | G G G | G G G G G G E G G G |
| Vale of Glamorgan | Primary | * High Street Primary School | G G | G G G | G G G G G G G G G G G |
| Vale of Glamorgan | Primary | * Llangan C.P. School | G G | G G G | G G G G G G G G G G G |
| Vale of Glamorgan | Primary | * St David's C.I.W. Primary School | A A | A G A | A G G A G G A A G A |
| Vale of Glamorgan | Primary | * St Illtyd Primary School | G G | G G G | G G G G G G G A G G |
| Vale of Glamorgan | Primary | * St Nicholas C.I.W. Primary School | G G | G G G | G G G G G G G G G G |
| Vale of Glamorgan | Secondary | * Bryn Hafren Comprehensive School | A G | A G G | A G G G G G G A G A |
| Vale of Glamorgan | Special | * Ysgol Maes Dyfan | G G | G G G | G G G G G E G G G E |
| Wrexham | Primary | * Alexandra School | G E | G G E | G E G G E G E E G G |
| Wrexham | Primary | * Bronington Voluntary Aided Primary School | G G | G G G | G G G G G G G A G G |
| Wrexham | Primary | * Eyton CIW Voluntary Controlled Primary School | G G | G G G | G G A G G A G A G G |
| Wrexham | Primary | * Rhosdu Primary School | G G | G G G | G G G G G G G G G G |
| Wrexham | Primary | * St Mary's Aided Primary School | G G | G G G | G G G G G G G G G G |
| Wrexham | Primary | * St Peter's CIW Voluntary Controlled Primary School | G G | G G G | G G G G G G G G G G |

Wrexham Primary * [Victoria Primary School](#)
Wrexham Primary * [Ysgol Maes y Llan](#)
Wrexham Primary [Ysgol Min Y Ddol](#)
Wrexham Primary * [Ysgol Penrhyn New Broughton Primary](#)
Wrexham Secondary * [Ysgol Bryn Alyn](#)
Wrexham PRU * [Cyfle Young Mothers Unit](#)
Wrexham PRU * [Gwersyllt Support Centre](#)
Wrexham PRU * [Ymlaen](#)

Ynys Môn Primary [Ysgol Gymuned Bryngwran](#)
Ynys Môn Primary [Ysgol Gymuned Fali](#)
Ynys Môn Primary [Ysgol Gymuned Garreglefn](#)
Ynys Môn Primary [Ysgol Gymuned Rhosybol](#)
Ynys Môn Primary [Ysgol Gymuned y Ffridd](#)
Ynys Môn Primary [Ysgol Gymunedol Pentraeth](#)
Ynys Môn Primary [Ysgol Gynradd Brynsiencyn](#)
Ynys Môn Primary [Ysgol Gynradd Llanddona](#)
Ynys Môn Primary [Ysgol Gynradd Penysarn](#)
Ynys Môn Secondary [Ysgol David Hughes](#)
Ynys Môn Secondary [Ysgol Syr Thomas Jones](#)
Ynys Môn Secondary [Ysgol Uwchradd Caerdybi](#)

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 | U | A | A | U | A | G | A | A | G | G | U | U | G | A |
| A | U | A | A | U | A | A | U | A | U | G | U | U | G | A |
| A | A | A | A | A | A | G | A | A | G | G | A | A | G | A |
| E | E | E | E | E | E | E | E | G | E | G | E | G | E | G |
| G | A | G | G | A | G | G | G | G | A | A | U | G | G | G |
| A | A | A | A | A | A | A | A | G | G | A | A | A | G | A |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| G | G | G | G | G | G | G | G | G | G | G | G | G | G | G |
| A | G | A | G | G | A | G | A | G | G | G | G | A | G | A |
| G | G | G | G | G | G | A | 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 | A | G | G | G |
| G | A | G | G | A | G | G | A | G | G | A | A | G | G | G |
| G | G | G | G | G | G | A | G | A | G | G | A | G | G | G |
| A | A | A | G | A | A | G | A | G | G | A | A | G | A | A |
| G | G | G | G | G | G | G | G | G | G | G | G | G | G | G |
| A | G | A | G | G | A | G | G | G | E | G | E | G | G | A |
| U | A | U | A | A | U | A | G | A | U | G | A | A | G | U |

Independent schools 2011-2012

| | | | |
|---|-----------|---|----------------|
| E | Excellent | A | Adequate |
| G | Good | U | Unsatisfactory |

* Inspection report published in English only

| 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

| | | | | | | | | | | | | | | | | |
|--|---------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| * St John's College | Cardiff | E | E | E | E | E | G | G | E | G | E | E | G | G | E | E |
| * The Cathedral School | Cardiff | E | E | E | G | E | E | G | G | G | G | G | E | G | E | E |
| * Rougemont School | Newport | E | E | E | G | E | E | E | G | E | E | E | E | E | G | E |
| * Keystone Education Trust | Swansea | G | A | G | G | A | G | G | G | A | G | G | A | A | A | A |

Independent special schools

| | | | | | | | | | | | | | | | | |
|------------------------------------|------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| * Kinsale School | Flintshire | E | E | E | E | E | E | G | E | E | G | E | E | G | G | G |
| * Bettws Lifehouse | Powys | G | G | G | G | G | G | G | G | G | G | G | A | G | G | G |
| * Ty Orbis | Powys | A | G | A | U | A | A | A | U | A | A | A | G | U | A | A |
| * Prospects School | Wrexham | A | A | A | A | A | A | U | A | A | U | G | A | U | G | A |

Other providers 2011-2012

* 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 | Bridgend Adult Community Learning Partnership | U | A | U | A | U | U | G | A | A | A | G | U | U | A | U |
| Adult community learning | Conwy and Denbighshire ACLP | G | E | G | G | G | G | G | G | G | G | G | G | G | E | G |
| Adult community learning | Wrexham Adult Community Learning Partnership | U | A | A | A | U | A | G | A | A | U | G | U | U | U | A |
| Further education | Coleg Gwent | G | G | G | G | G | G | G | G | G | G | G | G | G | E | G |
| Further education | Gower College Swansea | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G |
| Further education | * Ystrad Mynach College | A | A | A | A | A | A | G | A | A | G | G | A | A | G | A |
| Initial teacher education and training | South West Wales Centre of Teacher Education | A | G | A | G | G | A | G | G | A | G | G | G | A | G | A |
| Work-based learning | Associated Community Training Ltd | G | G | A | G | G | A | G | G | G | G | G | G | A | G | G |
| Work-based learning | Cambrian Training Company | A | G | A | A | A | A | A | A | A | A | G | A | A | A | A |
| Work-based learning | City & County of Swansea Employment Training | U | A | U | A | U | U | A | A | A | G | A | U | U | G | U |
| Work-based learning | Deeside College | G | E | G | G | E | G | G | E | G | G | E | E | G | E | E |
| Work-based learning | * Torfaen Training | G | G | G | G | G | G | G | G | G | G | G | G | G | E | G |
| Welsh for Adults | North Wales Welsh for Adults Centre | E | E | E | G | E | E | E | E | G | G | G | E | E | E | E |

Local authority education services for children and young people (LAESCYP) 2011-2012

* Inspection report published in English only

| | |
|--------------------|-------------------------|
| E Excellent | A Adequate |
| G Good | 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 |
|---------------|---------------------|-------------------|----------------|----------------|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|---------------|---------------------|-------------------|----------------|----------------|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

| | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| * Caerphilly County Borough Council | A | A | A | A | A | A | G | A | G | A | A | A | A | A | A |
| Carmarthenshire County Council | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G |
| Cyngor Sir Ynys Môn | U | U | U | U | U | U | U | U | A | A | U | U | U | A | U |
| Denbighshire County Council | G | G | G | G | G | G | G | G | G | G | G | E | G | G | G |
| Flintshire County Council | A | A | A | A | A | A | A | A | G | G | A | A | A | G | A |
| * Newport City Council | G | G | G | G | G | G | G | E | G | A | G | G | G | A | G |
| Rhondda Cynon Taf County Borough Council | A | A | A | A | A | A | A | A | G | A | A | G | A | A | A |
| Torfaen County Borough Council | U | A | U | A | A | U | A | A | A | A | A | A | A | U | A |

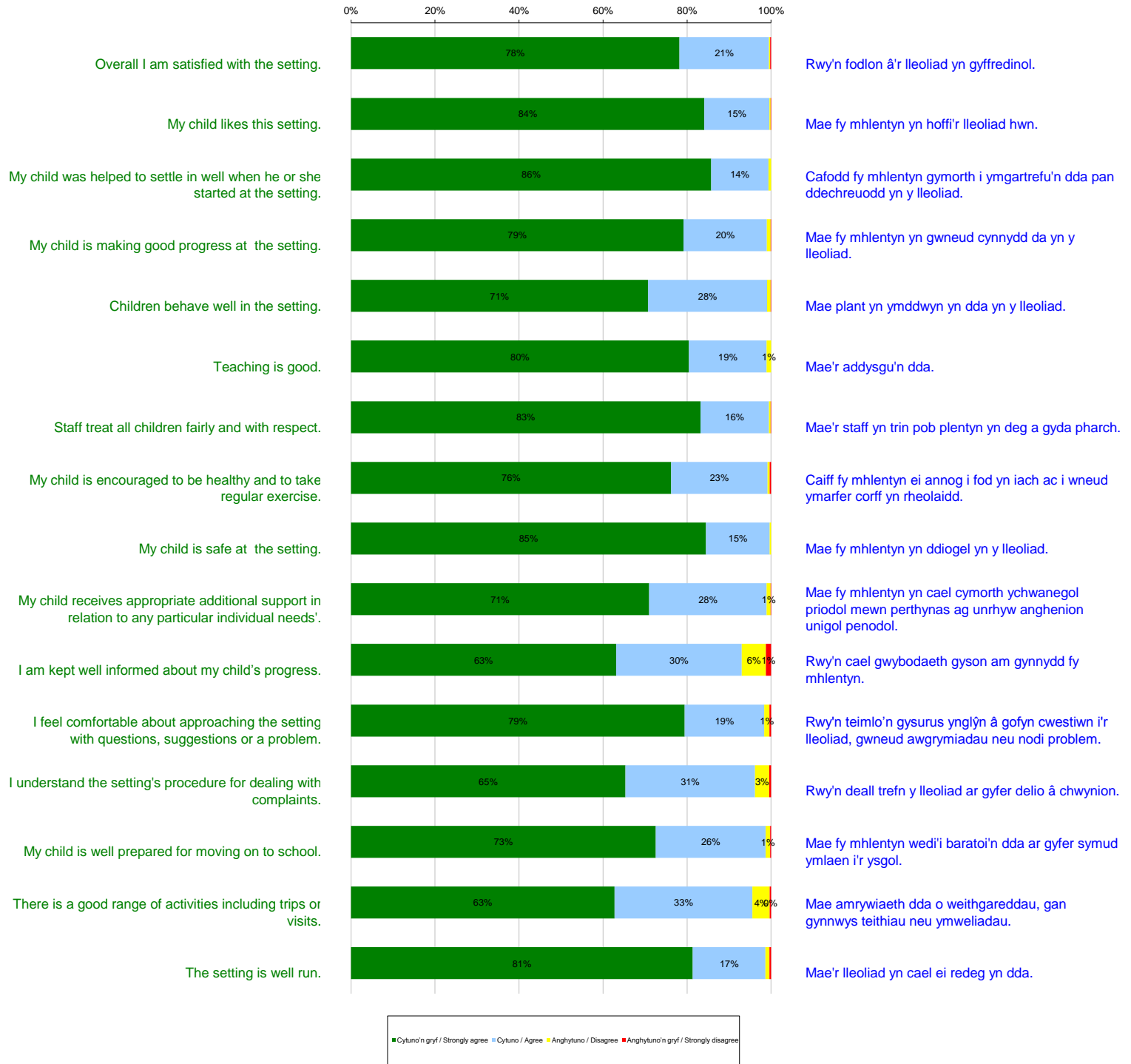
Quality Indicator 2.1 - Support for school improvement
 Quality Indicator 2.2 - Support for additional learning needs and educational inclusion
 Quality Indicator 2.3 - Promoting social inclusion and wellbeing
 Quality Indicator 2.4 - Access and school places

Non-maintained nursery settings/ Lleoliadau meithrin nad ydyn nhw'n cael eu cynnal

Parent Questionnaire / Arolwg Rhieni

Number of responses/ Nifer o ymatebion

992



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

All Pupils / Pob Disgybl

Number of responses/ Nifer o ymatebion

14,226



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.

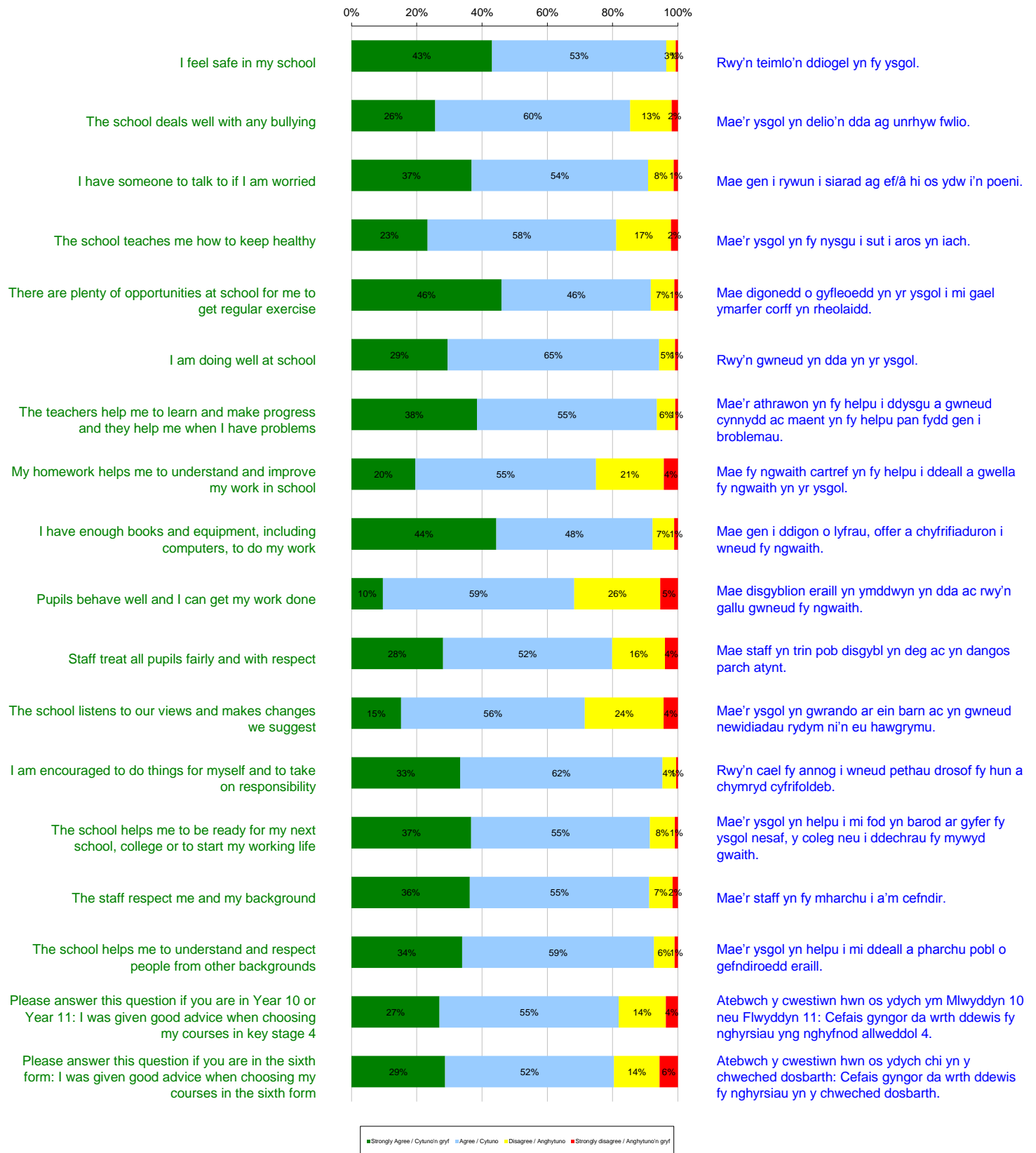
Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

Secondary/ Uwchradd
Learner Questionnaire / Arolwg Disgyblion

All Pupils / Pob Disgybl

Number of responses/ Nifer o ymatebion

7,326



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.

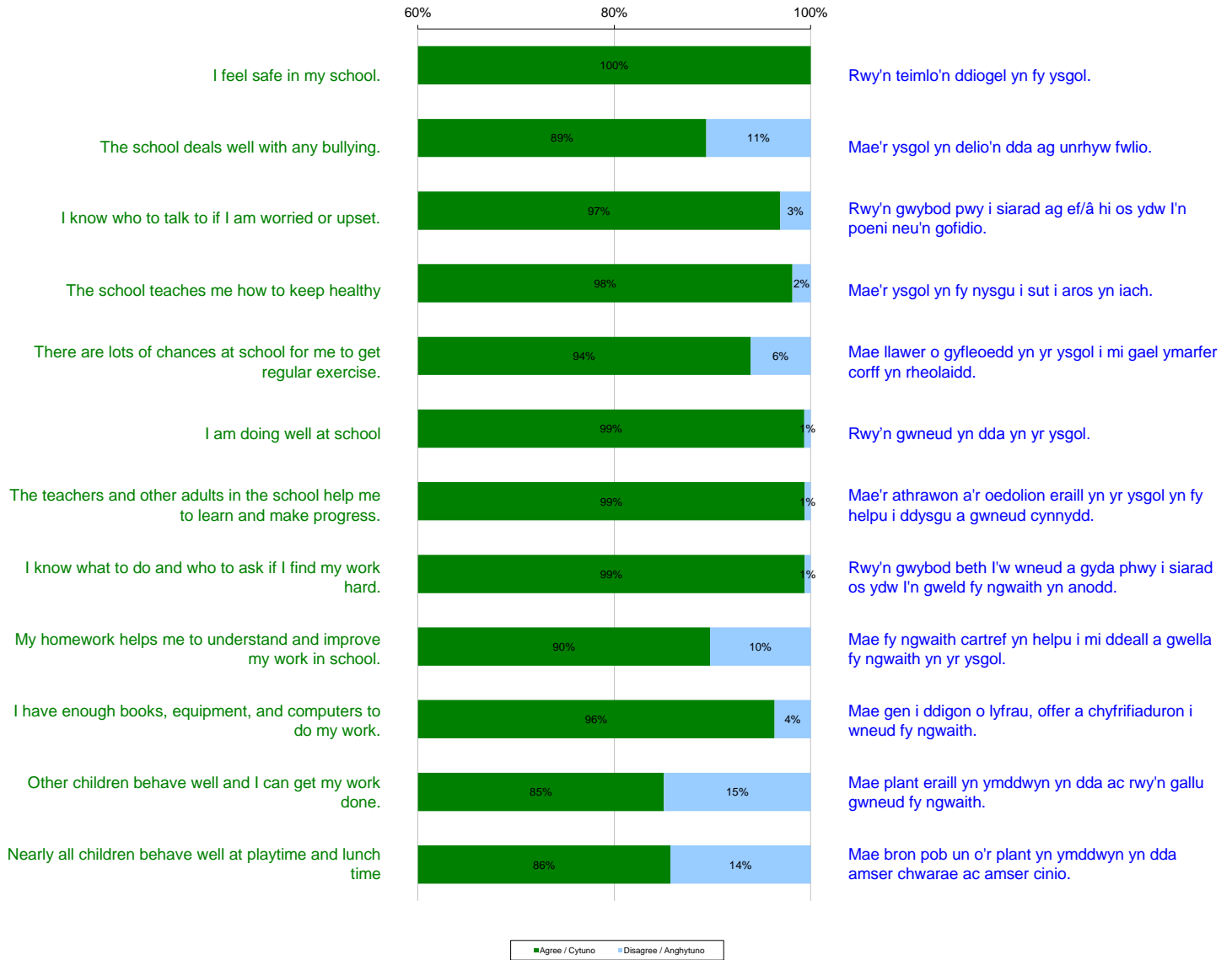
Sylwer y gallai nifer yr ymatebion i bob cwestiwn fod ychydig yn is na nifer gyffredinol yr ymatebion am na chafwyd ateb i bob cwestiwn gan bawb a ymatebodd.

Independent School/ Ysgolion annibynnol
Learner Questionnaire (Primary) / Arolwg Disgyblion (Cynradd)

All Pupils / Pob Disgybl

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.

Special/ Arbennig

Learner Questionnaire (Primary) / Arolwg Disgyblion (Cynradd)

All Pupils / Pob Disgybl

Number of responses/ Nifer o ymatebion

204



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.

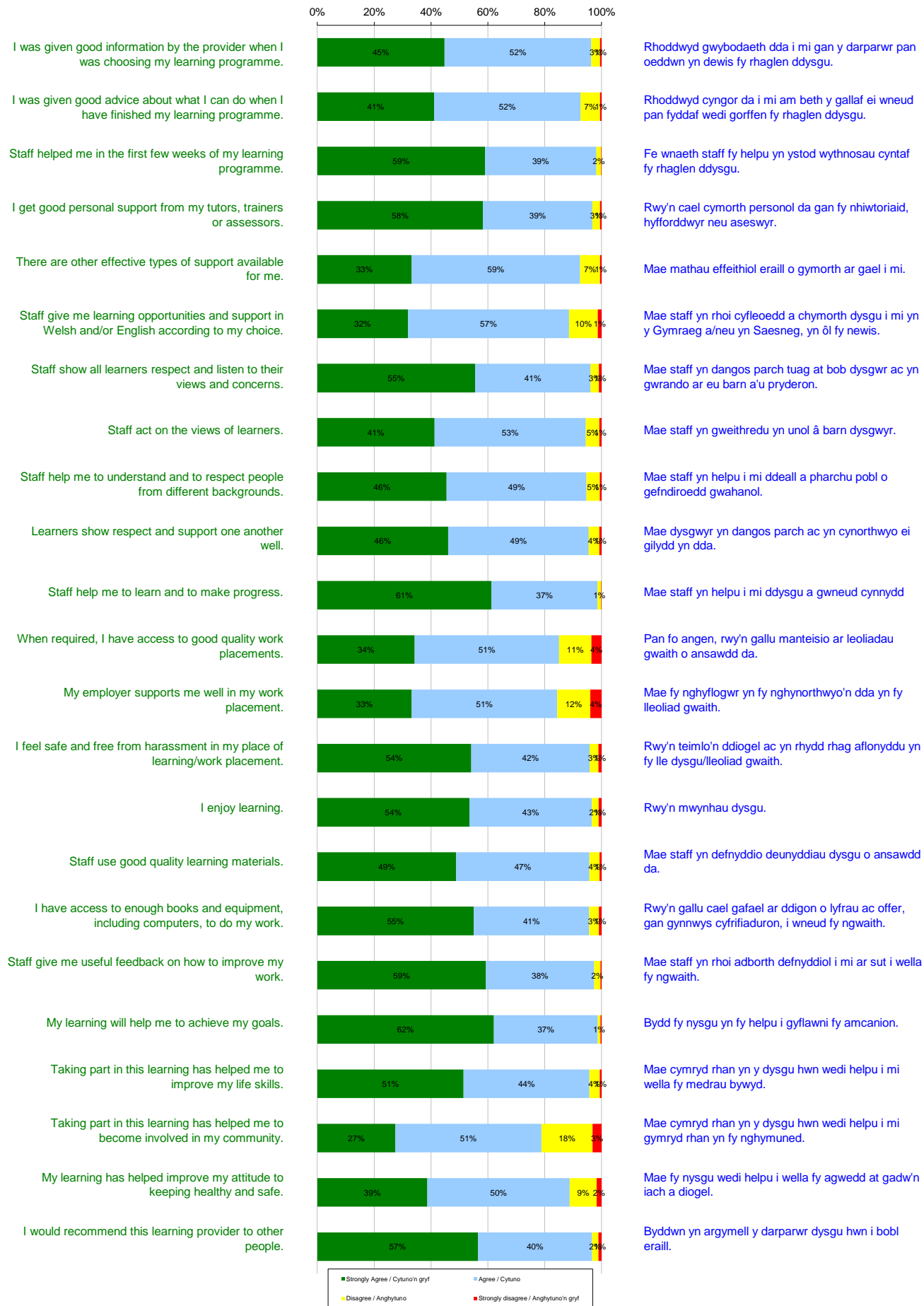
Further Education/ Addysg Bellach

Learner Questionnaire / Holiadur Dysgwyr

All Learners / Pob Dysgwr

Number of responses/ Nifer o ymatebion

1,770



Rhodddwyd gwybodaeth dda i mi gan y darparwr pan oeddwn yn dewis fy rhaglen ddysgu.

Rhodddwyd cyngor da i mi am beth y gallaf ei wneud pan fyddaf wedi gorffen fy rhaglen ddysgu.

Fe wnaeth staff fy helpu yn ystod wythnosau cyntaf fy rhaglen ddysgu.

Rwy'n cael cymorth personol da gan fy nhwtoriaid, hyfforddwr neu aseswyr.

Mae mathau effeithiol eraill o gymorth ar gael i mi.

Mae staff yn rhoi cyfleoedd a chymorth dysgu i mi yn y Gymraeg a/neu yn Saesneg, yn ôl fy newis.

Mae staff yn dangos parch tuag at bob dysgwr ac yn gwrando ar eu barn a'u pryderon.

Mae staff yn gweithredu yn unol â barn dysgwyr.

Mae staff yn helpu i mi ddeall a pharchu pobl o gefndiroedd gwahanol.

Mae dysgwyr yn dangos parch ac yn cynorthwyo ei gilydd yn dda.

Mae staff yn helpu i mi ddysgu a gwneud cynnydd

Pan fo angen, rwy'n gallu manteisio ar leoliadau gwaith o ansawdd da.

Mae fy nghyflogwr yn fy nghynorthwyo'n dda yn fy lleoliad gwaith.

Rwy'n teimlo'n ddiogel ac yn rhydd rhag aflonyddu yn fy lle dysgu/leoliad gwaith.

Rwy'n mwynhau dysgu.

Mae staff yn defnyddio deunyddiau dysgu o ansawdd da.

Rwy'n gallu cael gafael ar ddigon o lyfrau ac offer, gan gynnwys cyfrifiaduron, i wneud fy ngwaith.

Mae staff yn rhoi adborth defnyddiol i mi ar sut i wella fy ngwaith.

Bydd fy nysgu yn fy helpu i gyflawni fy amcanion.

Mae cymryd rhan yn y dysgu hwn wedi helpu i mi wella fy medrau bywyd.

Mae cymryd rhan yn y dysgu hwn wedi helpu i mi gymryd rhan yn fy nghymuned.

Mae fy nysgu wedi helpu i wella fy agwedd at gadw'n iach a diogel.

Byddwn yn argymhell y darparwr dysgu hwn i bobl eraill.

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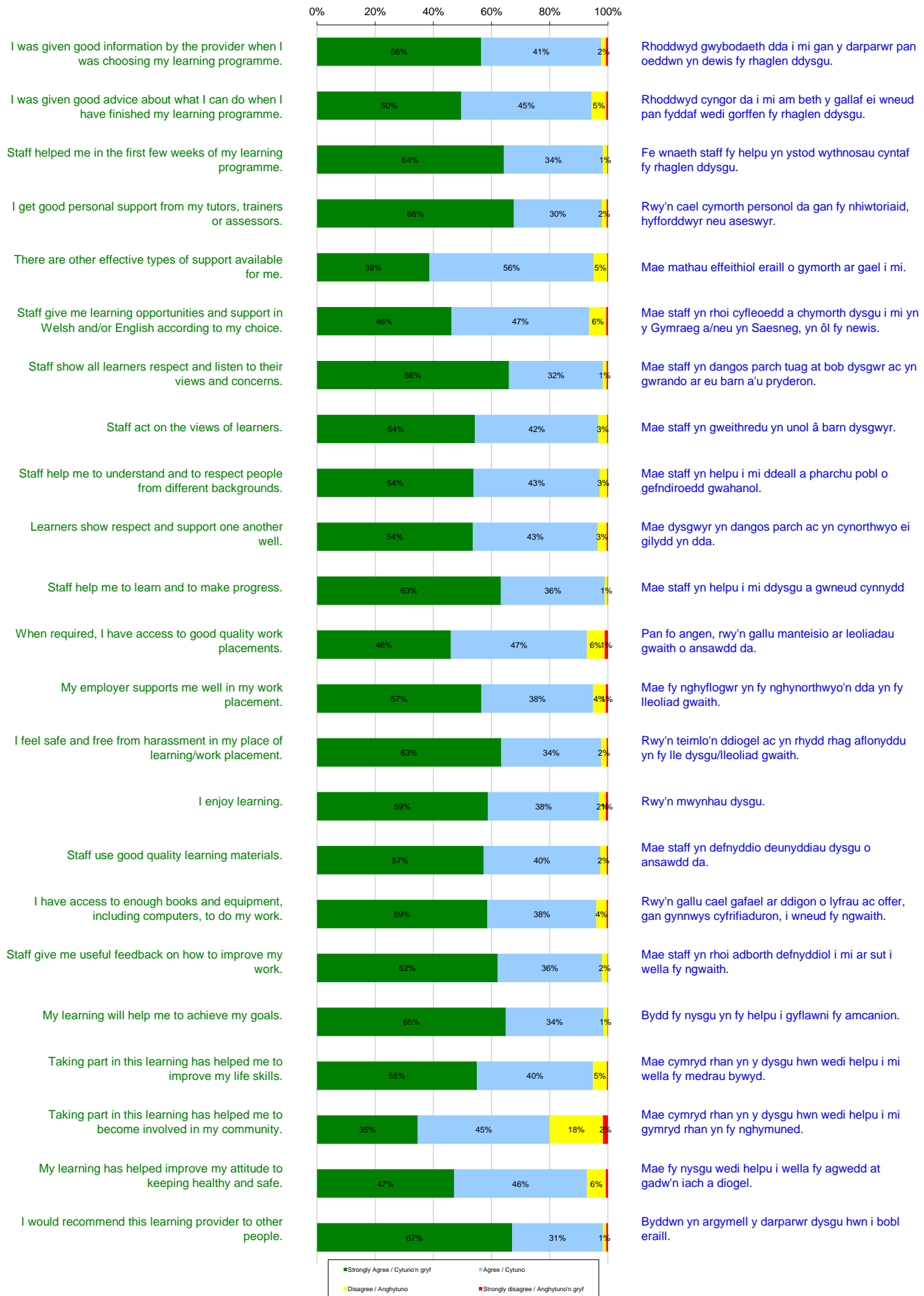
Work Based Learning/ Dysgu yn y gwaith

Learner Questionnaire / Holiadur Dysgwyr

All Learners / Pob Dysgwr

Number of responses/ Nifer o ymatebion

1,968



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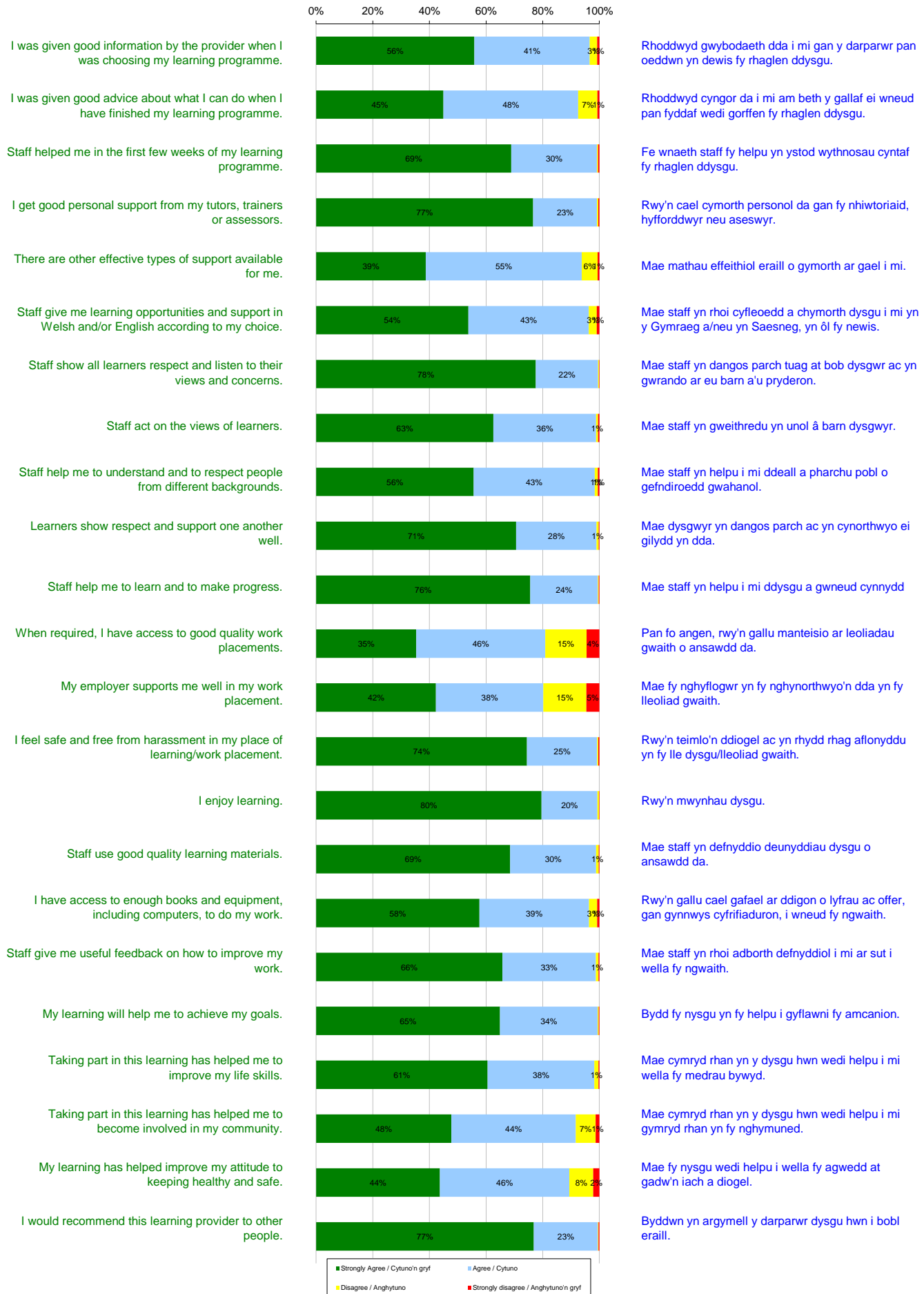
Adult Community Learning/ Dysgu yn y gwaith

Learner Questionnaire / Holiadur Dysgwyr

All Learners / Pob Dysgwr

Number of responses/ Nifer o ymatebion

1,657



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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.