



Guidance for inspectors

**What we inspect:
Welsh language immersion arrangements in
local authorities**

For inspections from 2024



This guidance is also available in Welsh.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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Introduction to 'What we inspect'

This handbook sets out what inspectors need to consider when evaluating the three inspection areas for Welsh language immersion arrangements in local authorities. It explains 'What we inspect'. The guidance is essential reading for reporting inspectors and all other members of the inspection team, including the nominee. It may also be useful for providers to support their understanding of the inspection guidance. There is a separate handbook that explains the inspection process and methodology, '[How we inspect](#)'.

The three inspection areas are set out below:

IA1: Teaching and learning

IA2: Well-being, care, support and guidance

IA3: Leading and improving

There is further information about inspections on our website www.estyn.gov.wales

Evaluating each inspection area (IA)

Inspection teams will not give overall grades for each inspection area. However, they will make a robust and thorough evaluation of the Welsh language immersion arrangements of the local authority and its impact on pupils' learning and well-being.

Inspectors will always include clear evaluations in relation to the main foci in each inspection area, as exemplified. However, what inspectors report on within each inspection area may differ depending on the context and relative significance of what they find in each local authority. Inspectors may report 'by exception'. This means that they may report on some aspects only where there are particular strengths or weaknesses.

Where inspectors identify any interesting or innovative practice that is worthy of sharing more widely, they will include a short 'spotlight on...' within the report (a short paragraph). We will showcase a range of these spotlights on our website. Where inspectors identify serious shortcomings in one or more inspection areas, the local authority will require a level of follow up in relation to its arrangements for Welsh language immersion. There is further guidance about follow-up activity in 'How we inspect'.

The inspection reports

Following an inspection, each provider will receive a report. The reports will be published on the Estyn website. Publication dates can be found on the website. The following outlines what is included in each section of the report.

About the Welsh language immersion arrangements in the local authority

This section of the report will be brief and contain only factual background information about arrangements for Welsh language immersion in the local authority and will not contain any evaluation of the provision. The reporting inspector normally

agrees the content of this section with the local authority during the inspection and during the factual check of the draft report prior to publication. If there is disagreement about the content of this section, the reporting inspector will make the final decision about what to include in the report. This section will contain brief information on:

- the nature and locations of Welsh language immersion providers in the local authority
- the background and circumstances of the pupils, any other relevant factors, such as the proportion of pupils with additional learning needs or the degree to which pupils leave or join the provider during the academic year (depending on numbers)
- the date of opening of the Welsh language immersion provider within the local authority
- the month/year of the local authority's previous Welsh language immersion inspection

Summary

The summary of an inspection report will summarise the main points of the inspection report. The summary will include the main strengths, the main areas for improvement and the recommendations.

Recommendations

Recommendations should come directly from the content of the report, identify what needs to improve and be written in priority order.

What happens next

The 'What happens next' section will set out what the provider needs to do following the inspection. In all cases, leaders will need to respond to the recommendations by putting in place the actions needed to make the improvements identified by the inspection team.

It should identify any interesting or innovative practice spotlights that we have included in the report.

This section will explain if the Welsh language immersion arrangements of the local authority requires follow-up. The reasons for the follow-up should be clear in the main body of the report.

Main evaluation

The main evaluation will report on:

- (a) the quality of the education provided in the centre
- (b) how far the education provided in the centre meets the needs of the range of pupils
- (c) the educational standards achieved in the centre
- (d) the quality of the leadership in and management of the Welsh immersion arrangements of the local authority, including whether the financial resources

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are managed effectively

(e) the contribution made by the centre to the well-being of those pupils

Spotlights on interesting and innovative practice will also be included in this section. It will include a brief heading, which captures the theme of the spotlight followed by the narrative. The heading and narrative will be contained in a separate box. In addition, we may invite the local authority to contribute a more in-depth case study when appropriate.

Evidence base of the report

Inspectors use a wide range of evidence to make sure that their findings are valid, accurate and reliable. This section of the report will explain the sources of evidence that they used as well as the range of activities that they carried out during their visit.

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Inspection areas

The following section explains what each inspection area covers and what inspectors need to keep in mind when evaluating each one. The inspection areas are numbered 1 – 3, but they are all equally important.

The inspection report will cover all three inspection areas. It will always report on all the main foci but not necessarily in the order of this handbook. The main foci for each inspection area are:

1. Teaching and learning	2. Well-being, care, support and guidance	3. Leading and improving
<p>Focus How effectively does the curriculum, teaching and assessment support all pupils, including those at risk of adverse outcomes, for example those pupils affected by poverty, with ALN or other identified barriers to progress to:</p> <ul style="list-style-type: none"> • learn and make progress in their Welsh language skills? • develop their knowledge, skills and understanding of the Welsh language in a variety of contexts? • develop positive attitudes to learning? 	<p>Focus How effective are the care and support arrangements in ensuring that all pupils, including those at risk of adverse outcomes, for example those pupils affected by poverty, with ALN or other identified barriers to progress:</p> <ul style="list-style-type: none"> • are safe and secure? • attend regularly? • are respected and fairly treated? • develop leadership skills and take on responsibility? • receive the guidance and support they require for the next steps in their development, including support whilst in their registered schools? 	<p>Focus How effectively do leaders:</p> <ul style="list-style-type: none"> • manage the organisation of the providers across the local authority including admission arrangements? • manage the resources for Welsh language immersion across the local authority? • ensure that all pupils learn and make progress in their acquisition of the Welsh language? (This includes those at risk of adverse outcomes, for example those pupils affected by poverty, with ALN or other identified barriers to learning.) • develop a culture, inclusive ethos and strategic direction that support the progress and well-being of all pupils? • identify and address areas for improvement and management? • ensure that professional learning supports improvement and equips all staff to carry out their roles?

The inspection team will consider all of the inspection areas. The team may not report on each one separately and not necessarily in the order above. They will make connections between the areas to tell the unique story of the provider and its context.

There is a series of supplementary guidance documents available on our website. These provide further information about our approaches to inspecting specific aspects of this framework.

2024 Draft framework

Across the inspection framework, inspectors will consider the focus areas in relation to the impact they have on all pupils' learning and well-being.

1 Teaching and learning

Focus

How effectively does the curriculum, teaching and assessment support all pupils, including those at risk of adverse outcomes, for example those pupils affected by poverty, with ALN or other identified barriers to progress to:

- learn and make progress in their Welsh language skills
- develop their knowledge, skills and understanding of the Welsh language in a variety of contexts
- develop positive attitudes to learning

Inspectors should consider the aspects below in light of the difference they make to pupils' learning. They should consider how well teachers and other practitioners:

- ensure that their **teaching**:
 - enables pupils to acquire and develop their Welsh language skills in a range of contexts
 - moves learning along at the right pace and presents all pupils, including those pupils with ALN and pupils who are adversely affected by poverty and disadvantage, with the appropriate level of challenge and support
 - demonstrates high expectations of all pupils
 - uses questioning and feedback to support pupils' progress
 - responds to pupils' learning during lessons and over time, and adapts accordingly
 - helps pupils to understand their own strengths and areas for improvement and to develop as effective learners
 - makes the learning environment stimulating and engaging
 - makes provision that is well matched for pupils with additional learning needs and based on a secure understanding of their needs
 - provides pupils with opportunities to work independently and collaboratively
 - provides pupils with opportunities to influence how and what they learn where appropriate
 - includes provision for teachers to deploy additional staff to support pupils' learning where appropriate
- understand what they want pupils to learn and why by **delivering a curriculum** that:
 - provides pupils with opportunities to develop their Welsh language skills within a suitable breadth and depth of learning across areas of learning and experience
 - reflects the cultural, linguistic, and diverse nature of the local community, Wales, and the wider world

- **develop pupils' skills** systematically and progressively during lessons and over time so that they:
 - acquire the necessary Welsh language skills in speaking and listening, and reading and writing, where appropriate
 - apply their skills at an appropriate level across the curriculum
- support pupils to develop positive **attitudes towards learning**, so that they:
 - behave well and participate positively in learning activities
 - persevere or look for new solutions when they face difficulties
 - foster positive working relationships with adults and their peers
 - respond positively and purposefully to feedback

2 Well-being, care, support and guidance

Focus

How effective are the care and support arrangements in ensuring that all pupils, including those at risk of adverse outcomes, for example pupils affected by poverty, with ALN or other identified barrier to progress:

- are safe and secure
- attend regularly
- are respected and fairly treated
- develop leadership skills and take on responsibility
- receive the guidance and support they require for the next steps in their development, including support whilst in their registered schools

Inspectors should consider the aspects below in light of the difference they make to pupils' well-being and development. They should consider how well teachers and other practitioners:

- create and maintain a **culture of safeguarding** including following child protection procedures so that pupils are:
 - safe and secure
 - respected and treated fairly
 - free from bullying and harassment
 - free from physical, emotional, and verbal abuse
- ensure that pupils **attend regularly**, for example by:
 - promoting and monitoring attendance including that of specific groups
 - challenging persistent absenteeism
 - working in partnership, for example with partner schools, educational welfare services, social services, police, and other agencies
- co-ordinate suitable support for pupils with **additional learning needs**, including working in partnership with external agencies when appropriate

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- support positive behaviour
- ensure that pupils with a history of exclusion demonstrate improved behaviour and attitudes to learning
- encourage pupils to influence the life and work of the centre and to develop leadership skills and take on responsibility
- provide pupils with effective and impartial advice relating to the next steps in their development, for example in relation to their transition to the next phase of learning

3 Leading and improving

Focus

How effectively do leaders:

- manage the organisation of the providers across the local authority including admission arrangements
- manage the resources for Welsh language immersion across the local authority
- ensure that all pupils, including those at risk of adverse outcomes, for example pupils affected by poverty, with ALN or other identified barriers to progress, learn and make progress in their acquisition of the Welsh language
- develop a culture, inclusive ethos and strategic direction that support the progress and well-being of all pupils
- identify and address areas for improvement, management and governance
- ensure that professional learning supports improvement and equips all staff to carry out their roles

Inspectors should consider the aspects below in light of the difference they make to pupils' progress, well-being and development. They should consider how well leaders:

- establish a vision for Welsh language arrangements in their local authority
- develop and sustain provision for Welsh language immersion in line with the Welsh in Education Strategic Plan (WESP)
- develop a culture, inclusive ethos and strategic direction that are suitably focused on improving pupils' learning of the Welsh language and well-being
- set and communicate **high expectations** for staff, pupils and themselves
- have clear admission procedures
- **evaluate** the provider's strengths and areas that require improvement, and bring about improvement
- have established a track record of making and sustaining improvements and the extent to which they have led to a positive impact on pupils' learning and well-being
- plan and deliver **professional learning opportunities** for staff that have a positive impact on pupils' learning and well-being
- manage the **performance** of staff to improve their practice and address underperformance where necessary

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- promote the **Welsh language**, and take actions to address other national priorities, where appropriate (for example, equity, ALN reform, Curriculum for Wales)
- provide effective **governance** that offers support and challenge
- distribute **roles and responsibilities** to meet pupils' needs and bring about improvement in the provision for Welsh language immersion:
- consider staff workload and well-being
- develop productive relationships with parents, partner schools/PRUs, external bodies and the wider community
- deploy **resources** to ensure high quality teaching and learning and support for pupils' well-being
- use grant funding to improve outcomes