



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

Estyn's arrangements for assuring the quality of inspections

Policy and procedures

Updated for September 2024

This document is also available in Welsh.

Information sheet

Information box

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Version control

Document version	Author	Date of issue	Changes made
1.0	Dai Williams	January 2013	Outlining the management of CAI performance and impact of quality on tendering.
2.0	Dai Williams	January 2016	Look at C grades and complete IEF Re-format logo etc.
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6.0	Fiona Arnison	April 2019	Clarification to annex 2, training impact table for stage 3
7.0	Fiona Arnison	September 2021	Reflect the removal of summative judgements from the inspection process and subgrades from QAI/QAR forms
8.0	Fiona Arnison/Liz Barry	September 2024	Reflect tone of voice, and the changes in inspection from this date, including IVs

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Equality Impact Assessment

A business rationale assessment has been carried out and this policy contributes to Estyn's strategic objectives and delivery principles.

In accordance with Estyn's Equality Impact Assessment, an initial screening impact assessment has been carried out and this policy is not deemed to adversely impact on the grounds of the nine protected characteristics as laid out by the Equality Act 2010.

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Estyn's arrangements for assuring the quality of inspections

This document represents Estyn's policy and procedures for assuring the quality of inspections. Quality assurance helps us to maintain high standards in our work but also provides us with valuable feedback to help continually improve our approaches and practices.

This document also sets out the procedures that Estyn will use when dealing with any performance by Registered, Additional, Lay or Peer Inspectors during inspections that does not meet our requirements.

The general terms of this policy have been in place since September 2010. The document was updated for September 2017 to reflect changes to our inspection arrangements regarding contracted inspectors, and in 2021 to reflect the removal of summative judgements. We introduced web-based systems for completing quality assurance forms from October 2011 onwards and updated these from September 2021 and again from September 2024. The document has been further updated to reflect the changes in the non-maintained sector, interim visits and Estyn's role in quality assuring translations.

All of our inspection reports are quality assured by Estyn before they are published. In addition, assistant directors, strategic directors and other HMI visit a proportion of providers undergoing inspections each year, to quality assure the team's work.

Since September 2016, all inspections in the non-maintained nursery sector became Estyn-led or CIW-led. The quality assurance arrangements also changed to ensure that all inspections in the non-maintained sector were quality assured prior to their publication. This policy sets out the quality assurance arrangements for Estyn-led inspections in the -sector.¹

The role of our external inspector workforce is invaluable. These arrangements also help us to support them in their ongoing professional development for inspection.



Owen Evans
His Majesty's Chief Inspector of Education and Training in Wales

¹ For the purposes of this document:

- 'HMI-led' is an inspection led by an HMI or a secondee.
- 'CAI-led' means any inspection led by an Additional Inspector (AI) e.g. a Registered Inspector (RgI) under direct contract with Estyn.
- 'Estyn-led' includes both inspections led by an HMI (or secondee) or an Additional Inspector. 'Reporting Inspector' (RI) refers to the HMI, secondee, RgI or RgNI who leads the inspection team and is responsible for submitting the inspection report and evidence to Estyn.
- 'Contracted Additional Inspector' (CAI) is a generic term that includes Registered Inspectors, Additional Inspectors (acting as team members) and Lay Inspectors.
- 'Inspections' refers to core inspections and follow-up monitoring activity conducted under the Education Act 2005. 'Visits' refers to non-statutory interim visits, introduced in September 2024.

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1 Context

- 1.1 Estyn has a statutory duty to ensure that inspectors carry out inspections of good quality. The provisions of the Education Act 2005 and subsequent regulations enable us to monitor and to evaluate the work of contracted additional inspectors (CAI).
- 1.2 We have a range of activities and requirements that help to assure inspections of good quality and continually improve our practice. These include:
- 'What we inspect', 'How we inspect', the sector-specific inspection toolkits and supplementary guidance documents
 - the selection, initial training and assessment of CAIs
 - ongoing training and updating of inspectors about current inspection matters
 - the regular updating of inspection guidance
 - requirements for inspectors to work according to a code of conduct and inspection mindset, to the inspection guidance, in accordance with general conditions set by Her Majesty's Chief Inspector (HMCI)
 - procedures for assuring the quality of inspections and reports by monitoring the quality of a sample of inspections and all inspection reports
 - a process where the RI completes an Inspector Evaluation Form (IEF) evaluating the work of their Team, Lay and Peer Inspector
 - a process for receiving feedback from providers in the form of post-inspection questionnaires (PIQ) or post interim visit questionnaires (PIVQs)
 - a feedback and complaints procedure
 - our annual self-evaluation processes, which help to ensure that the evidence from all these activities supports our ongoing training, guidance updates and any changes to inspection approaches
- 1.3 Any failure by teams to carry out inspections of good quality could have a major, adverse impact on our reputation within schools and in education in Wales generally. This represents a significant risk to the validity and credibility of inspections. If HMCI is concerned with aspects of performance of any CAI, relating either to the conduct of the inspection or the written report, HMCI can require any such inspector to abide by additional conditions that may be applied or may remove them (deregister) from the Register/Enrolled List of inspectors, subject to an appeals process. The actions that we will take will be proportionate with the concerns or failings that come to our attention.
- 1.4 The following policy and procedures set out the role of the RI working under contract to Estyn, and our role in dealing with situations when the work of CAIs (Reporting, Team and Lay Inspectors) do not meet the required standards. Where such situations constitute a breach of contract, we may pursue its contractual remedies under the contract. However, under the 2005 Act (section 26 and schedule 4 refers), HMCI may also remove any inspector from the Register/Enrolled List where HMCI is satisfied that such inspector:
- is no longer a fit and proper person to act as a member of an inspection team
 - is no longer capable of assisting in an inspection competently and effectively
 - has significantly failed to comply with any condition imposed on them by HMCI or

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- has without reasonable explanation, produced a report of an inspection, which is, in whole or in part, seriously misleading (applicable to RIs only)

2 Role of Reporting Inspectors in assuring quality

Reporting Inspectors

- 2.1 The reporting inspector (RI) has the responsibility to manage and monitor all the work of team members and to feed back to leaders at Estyn should any difficulties arise. The RI must assure the quality of work of all team members, including their conduct at meetings and their completion of inspection evidence. The RI is also expected to deal with any issues that arise during the inspection itself, for example, concerns expressed by the school nominee. The RI should give feedback on the quality of the work of all relevant team members, using agreed criteria, and by completing the appropriate, web-based inspector evaluation forms.

Estyn's role in assuring quality

- 3.1 The programme of quality assuring inspections and reports contributes to the delivery of high quality education in Wales. We gather information about the quality of individual inspectors' work in a number of different ways, including:
- direct quality assuring of core inspections and interim visits (QAI) by HMI and assistant directors
 - quality assurance of reports and post-visit published letters (QAR) by HMI and assistant directors
 - Inspector Evaluation Forms (IEF) completed by the RI
 - procurement data on CAIs terminating their contracts
 - feedback, including concerns from providers and in the form of post-inspection questionnaires (PIQs) or post interim visit questionnaires (PIVQs)
 - upheld complaints
- 3.2 We use this information to inform our overall work on training and guidance, to consider any improvements to our inspection approaches and to help us support individual inspectors in improving their performance. This may include dealing with unsatisfactory performance.
- 3.3 The responsibility for assuring the quality of Estyn's translation services lies with our contractor (currently, Trosol). We undertake periodic audits of Welsh to English translations with the intention of gaining assurance on the quality of the translation work. If we identify issues, we provide feedback to the translation service contractor on how it might improve its work.
- 3.4 Where HMI monitor the quality of inspections and reports completed by CAIs, they will award grades for the quality of the work they see on Quality Assurance of Inspection (QAI) and Quality Assurance of Report (QAR) forms. Where RIs monitor and assess the work of Team, Lay and Peer Inspectors, they will record grades for the quality of the work on Inspector Evaluation Forms (IEF). Examples of these forms and guidance for their completion can be found within 'Estyn's guidance toolkit for assuring the quality of inspections'.

3.5 On IEF forms, RIs will use the following grades to judge the quality of inspection work they encounter:

- A** – meets requirements in all or nearly all respects
- B** – meets requirements, but a few minor shortcomings
- C** – meets requirements, but with a few significant shortcomings
- D** – does not meet requirements as a result of major shortcomings or very serious failings

HMI will use these gradings to provide an overall judgement to Rgls and RgNIs leading an inspection through the QAI and QAR forms

3.6 Furthermore, we will consider awarding a C or D grade to:

- those CAIs who terminate their contracts
- where a complaint against the CAI has been upheld

Direct quality assuring of inspections

3.7 Quality assuring inspections enables us to:

- have first-hand evidence of how the inspection system is operating in schools/providers to help us continually improve
- observe and evaluate the work of RIs and give them feedback on their performance
- learn lessons that will feed into our training programme to support those who inspect on our behalf
- demonstrate to stakeholders our undertaking to ensure consistency and fairness in the process

Quality assuring inspections (QAI)

3.8 We will normally quality assure around 10% of the inspectors who are contracted to lead an inspection within each year. This 10% applies both to school inspections and to Estyn-led non-maintained setting inspections. Assistant directors also quality assure a sample of HMI-led inspections each year.

3.9 QAI activity usually involves one HMI or assistant director visiting the school/provider to:

- talk to staff about the conduct and perceived mindset of the inspection
- evaluate the work of team members, particularly the RI, including how well the RI conducts meetings and manages the work of the team
- assess the quality of the evidence base including:
 - completion of electronic input forms and use of virtual inspection room (VIR)
 - notes of meetings, observations of classroom practice and other inspection activity, e.g. scrutiny of pupils' work and school improvement plans (all notes contained within individual team input form or TIF)
- challenge inspection findings where appropriate to check that evaluations are robust and secure

- 3.10 For CAI-led inspections where QAI takes place, the HMI who undertakes the QAI activity will complete a QAI form within the VIR and award an overall QAI grade to the work of the RI. The focus of the comments in the QAI form is on identifying any instances where RIs do not meet requirements. All inspectors are expected to meet Estyn's requirements so this in itself does not need to attract any specific comment on the form, but can be communicated sufficiently through the award of an A or B overall grade. Please refer to the 'Estyn's guidance toolkit for assuring the quality of inspections' for an example of the QAI form.

Quality assurance of reports (QAR)

- 3.11 We will assure the quality of all (100%) of the Reporting input forms (RIFs) submitted by RIs, whether by CAI or HMI, prior to publication. In the non-maintained sector, where inspections are completed jointly with Care Inspectorate Wales (CIW), this applies to all Estyn-led inspections.
- 3.12 The Reporting input form goes through our editing and quality process before the report is sent to the provider to check for factual accuracies. The RI is engaged throughout this process. RIs are expected to respond conscientiously and promptly to the comments and suggestions made by HMI through the edit and QAR process. This process is a key element in the moderation and validation of inspection findings. Where the edit and quality assurance process lead to a potential change to any inspection findings or outcome, the RI should respond appropriately, for example by agreeing to refocus the messages contained within the text in the light of the inspection evidence or by editing the report to better reflect the agreed outcome.
- 3.13 Where the RI is contracted to Estyn, HMI will award an overall QAR grade to the RI for the quality of writing, coverage of aspects of the inspection framework and accurate completion of the Reporting input form.

This reflects the fact that the RI is responsible for the overall quality of the published report. Please refer to the 'Estyn's guidance toolkit for assuring the quality of inspections' for an example of the QAR form.

Moderation of QA grades (QAI and QAR)

- 3.14 A member of the relevant sector network (usually the sector lead inspector or equivalent) has a role in moderating the quality assurance work of HMI within the sector. The Lead Officer for Inspection Policy and the Lead Officer for Quality Assurance also have a role in moderating QA forms that indicate that the work of a CAI is close to or below the standard required by Estyn (grades C and D). The Lead Officer for QA also considers a sample of forms with higher grades (grades A and B) to check for consistency across the QA work undertaken by inspectors. A sector lead inspector in the first instance and then the Lead Officer for IP or QA are available to address concerns from RIs who questions about the grades may have been awarded. If there are further concerns, the relevant Assistant Director may review the grade awarded.

Inspector Evaluation Forms (IEFs)

- 3.15 On all inspections, the RI will be required to use an Inspector Evaluation Form (IEF) to record an evaluation of the performance of each Team, Lay, Peer Inspector and School Improvement Partners , as appropriate.
- 3.16 The IEF contains a combination of inspector self-evaluation, inspector feedback and an evaluation of the inspector's performance by the RI. The inspector has the opportunity to complete the self-evaluation and feedback elements of the form within five days of the end of the inspection. After this time, it is not possible to complete the self-evaluation or feedback section as the form moves over to the RI for completion. The aim is for all IEFs to be fully complete within 10 days of the end of the inspection.
- 3.17 The IEF contains sub-grades and an overall grade on performance from the reporting inspector. The overall grade should not be more than one grade higher than the lowest sub-grade on the form. The overall grade should not be any lower than the lowest sub-grade awarded. The form also contains the opportunity for individual inspectors and the RI to identify potential areas for focus in future inspections. We expect all inspectors to be continually seeking ways to further improve their practice and approaches.
- 3.18 The Lead Officer for QA considers a sample of forms to check for consistency across the QA work undertaken by inspectors. A sector lead inspector in the first instance and then the Lead Officer for QA are available to address concerns from inspectors who may have questions about the grades awarded. If there are further concerns, the relevant Assistant Director may review the grades awarded.

Complaints

- 3.19 Complaints or concerns may come from school/setting staff, governors, local authority representatives, or others.
- 3.20 The RI must give the school/setting every opportunity to raise any concerns during the inspection. These must be dealt with sensitively and positively and, if possible, resolved at the time. If concerns cannot be settled, the complainant must be advised on how to make a complaint and be directed to our complaints procedures ('Complaints handling procedure 2021') on www.estyn.gov.wales. We keep a record of all complaints and review regularly the list of external inspectors who have been the subject of an upheld complaint. One upheld complaint will be considered a significant shortcoming equivalent to one C grade. If the complaint is considered a major shortcoming and is upheld, this will be equivalent to one D grade.

Feedback from post-inspection questionnaires

- 3.21 We may also receive feedback from schools/providers in the form of post inspection questionnaires (PIQs). These questionnaires give providers the opportunity to evaluate aspects of the inspection process, including:
- preparation for inspection
 - pre-inspection communications with the provider and stakeholders
 - conduct of the inspection
 - the quality of the evidence and evaluation

3.22 Analysis of each PIQ identifies whether the inspection is considered by the provider to be a positive or negative experience overall. If the provider considers that some key areas of the inspection were carried out inappropriately or have indicated a very negative response to their inspection, we will discuss any concerns with:

- the RI
 - the sector lead inspector and relevant Assistant Director
 - the Lead Officer for IP or the Lead Officer for QA
- 4 All forms of feedback, including concerns from providers in the form of PIQs, will be considered when evaluating the quality of individual inspector's work. We also use the feedback provided as part of our annual self-evaluation processes to identify further improvements we can make across all our work.

Serious failings

3.24 A serious failing is defined as:

- Any seriously misleading report identified following a review by HMI of an inspection report or the evidence base of an inspection
- Any seriously flawed inspection identified as a result of a visit to an inspection to assess its quality or through scrutiny of inspection team assignments or following a review by HMI of the evidence base of an inspection, for example as the result of a complaint
- Any unacceptable behaviour identified through quality assuring an inspection or as a result of a complaint

3.25 Where we find that an inspection report is seriously misleading or an inspection is seriously flawed, or that there has been unacceptable behaviour by an inspector, we will take immediate action relating to the inspector under stage 2 of responding to performance that does not meet requirements (see section 4).

4.1 Where we reach a judgement that an inspection is seriously misleading, whether or not we have accepted the explanation, we will write to the appropriate authority and the school's headteacher or the lead person in a setting or provider to set out our concerns. After consulting with the provider and considering any particular circumstances that prevail, we may offer the provider a further inspection. Such an inspection will take place at a time determined by us, after consultation with the provider.

Interim visits

4.2 Interim visits are a non-statutory addition to our approach to inspection, and initially are led and staffed by HMI. Assistant Directors will quality assure a sample of interim visits (IVQAI), and HMI will quality assure all published letters resulting from interim visits (IVQAR). We will gather providers' feedback through a post-interim visit questionnaire (PIVQ).

4 Responding to performance that does not meet requirements

- 4.1 The quality assurance process is designed to support the inspector to improve their performance and ensure inspection work of high quality.
- 4.2 We will work to improve individual performance by:
- issuing additional guidance to support inspection teams in their work
 - training all inspectors on a regular basis
 - suggesting areas for future focus on inspection
- 4.3 We aim to identify performance that does not meet requirements and to respond to it quickly, clearly and fairly. We regularly collate and review our QA information for this purpose. Different levels of unsatisfactory performance will elicit different actions on our part. For HMI, any underperformance is picked up through our performance management procedures. This policy relates to underperformance by external inspectors.

The monitoring period

- 4.4 We will record quality assurance grades throughout the inspection cycle. All QA grades (QAI and QAR) and IEF grades will be collected in a database for analysis purposes. In addition, records regarding complaints, termination of contract and feedback will be collected for analysis purposes. In coming to decisions about inspectors' work in relation to award of contracts, we will take into account the quality, by sector, of the last three inspections undertaken as Reporting, Team or Lay Inspector.
- 4.5 Overall, instances of failure to meet our requirements or our code of conduct will only remain active for monitoring purposes for a rolling period of 35 months.

Stage 1: Informal

- 4.6 If general concerns arise about any inspector, stage 1 of the procedure will be activated with the aim of securing improved performance. Such concerns may arise, within a sector, about any inspector in relation to repeated concerns/minor shortcomings or a pattern of low-quality grades (two grade C evaluations in their last three inspections). We may take the following information into account when evaluating performance:
- QAI grade
 - QAR grade
 - IEF grade
 - upheld complaints
 - termination of contracts
 - feedback, including concerns from providers in the form of PIQs, that will also contribute to information about the quality of individual inspector's work
- 4.7 These examples, taken individually, may not be serious. However, taken together, they may require action.

4.8 The process will initially involve an informal telephone discussion with the CAI at the earliest opportunity, usually led by an Assistant Director, sector lead inspector or the lead officer for IP or QA.

4.9 During the informal discussion, we will:

- explain our concerns
- give the CAI the opportunity to discuss their perception of their own performance
- discuss and agree the improvements necessary, how they might best be achieved and by when (utilising the action plan monitoring sheet within 'Estyn's guidance toolkit for assuring the quality of inspections') and what we will do to help the inspector to improve
- explain that the inspector's work will be closely monitored on future inspections
- explain that if performance does not improve, within the agreed timescale, it may be necessary to move to the stage 2: Formal procedure

4.10 Examples of actions that may be included within the above action plan:

- CAI to provide written explanation behind the identified shortcomings
- CAI to undertake further training at own expense and within reasonable distance to CAI's home
- CAI to reduce inspection activity
- Estyn to support required action to improve performance through, but not limited to, training or advice

4.11 After our intervention at stage 1, if the work of the CAI improves (grade A or B awarded within the relevant sector) and that there is no incident that merits a grade C or D, then no further action will be taken. However, if within their last five inspections within the relevant sector (including those inspections considered at stage 1), the inspector is awarded three grade C or one D grade, Stage 2 action will apply.

Stage 2: Formal

4.12 If there is a significant concern, for example non-compliance with the Expectations of Inspectors or a trend of C grades (three in their last five inspections), one D grade or a serious failing, then we will take immediate action and activate stage 2 of the procedure. An inspector may trigger stage 2:

- if awarded a grade D;
- by continually triggering stage one over a period of 18 months; or
- by showing no improvement in performance after stage 1 action.

4.13 The same information, as indicated above in stage 1, may be taken into account when evaluating performance at this stage.

4.14 In the first instance, we will write to the CAI at least ten working days beforehand inviting him/her to a meeting, including in the letter:

- details of the date, time and venue of the meeting
- sufficient information about the underperformance and its possible consequences (to include removal from our register/enrolled list) to enable the CAI to prepare to discuss the matter at a formal meeting and offer an

explanation. We will provide the CAI with any written evidence in advance of the meeting

- details of the CAI's right to be accompanied to the meeting
- the procedure to be followed to address the unsatisfactory performance
- explain that if performance does not improve, within the agreed timescale, it may be necessary to move to the stage 3 of the procedure – application of conditions or removal from the list of registered/enrolled inspectors

4.15 We will continue to provide advice and support and ensure that the CAI acts upon what is agreed. The Assistant Director should keep a file note on the content of the discussion and this should be marked Protect: Personal. An action plan monitoring sheet will be completed.

4.16 Examples of actions that may be included within the action plan:

- CAI to undertake further training at their own expense;
- CAI to reduce inspection activity; or
- Estyn to support required action to improve performance.

4.17 We will reach a judgement about the conditions that should be applied in the specific circumstances.

Conditions applied during Stage 2: Formal

4.18 We reserve the right to terminate contracts awarded to the CAI with immediate effect, at no cost to the organisation (Conditions of Contract: Termination; where the contractor is under investigation for any reason), and/or restrict future tendering, including suspension from the 'call-off' contract list.

4.19 The CAI will be excluded from tendering until the completion of the agreed action plan. The action plan may include a programme of appropriate training, coaching, shadowing of an inspection, (at the CAI's expense) and within a reasonable distance of travel. We will evaluate the inspector's work within a time period recorded and agreed within their action plan.

Review period

4.20 After the successful completion of their agreed action plan, the CAI will enter a review period. During the review, the CAI will be able to tender but we reserve the right to limit their award to a significantly reduced level, based on their previous pattern of inspections. The review period will encompass the next tendering round and up to three completed inspections.

4.21 During the review period of stage 2, if the work of the CAI improves (two grades A or B awarded within the relevant sector) and that there is no incident that merits a grade C or D, then no further action will be taken and the review period ceases. However, if (from the point of our intervention at stage 2) the inspector is awarded two grade C or one D grade within the three inspections in the relevant sector, then Stage 3 action will apply.

5 Removal from the list of registered/enrolled inspectors

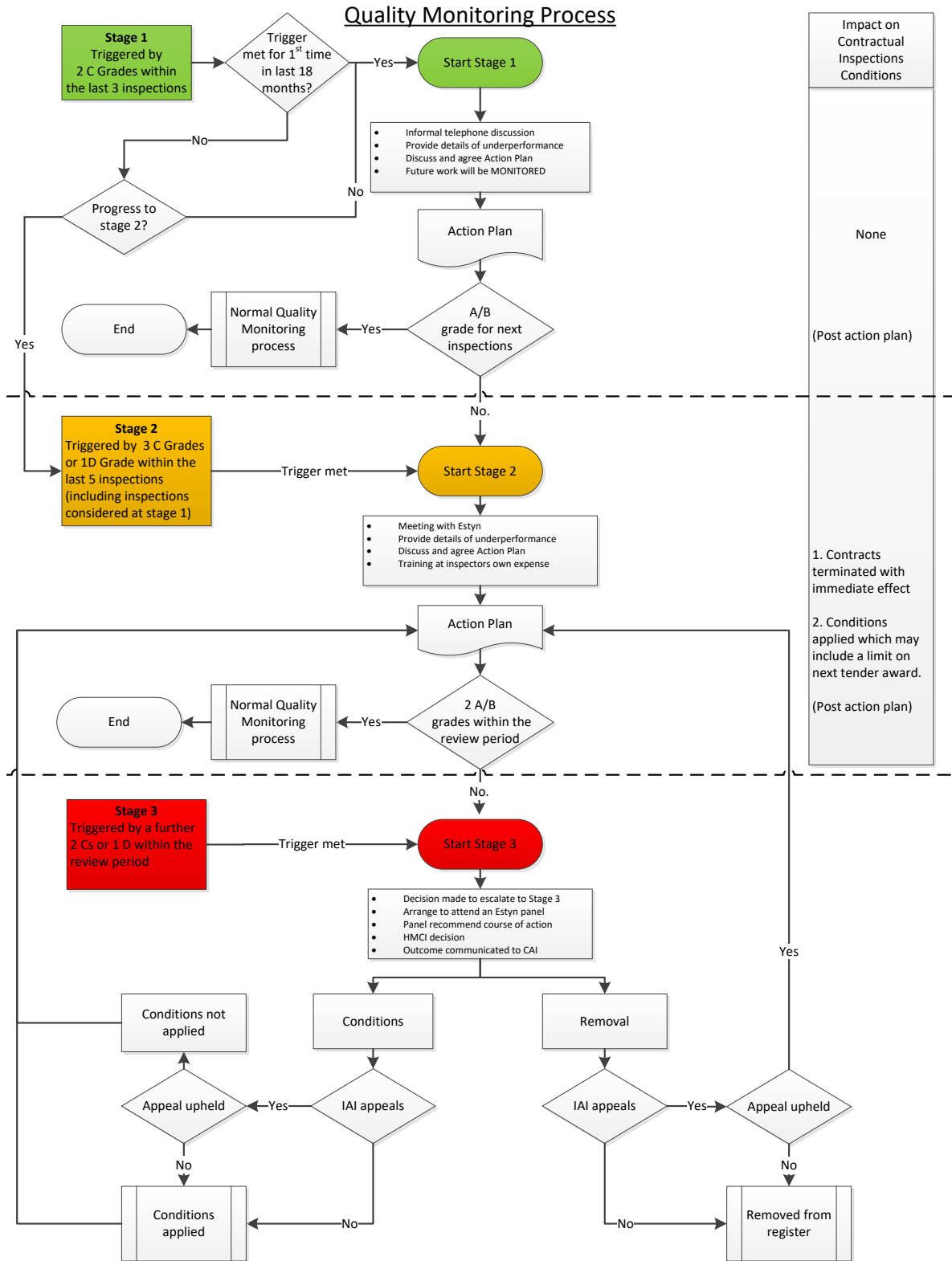
Stage 3

- 5.1 When stage 3 has been triggered, the CAI's inspection contract(s) will be terminated and they will be excluded from tendering for further inspections. An Estyn panel will then consider the status of and/or the additional conditions to be imposed upon any inspector. In determining whether to recommend to HMCI the removal of the inspector from the register/enrolled list or the imposition of additional conditions, we will take account of:
- the extent of any unacceptable conduct
 - the extent to which the inspection is seriously misleading or the report is seriously flawed
 - issues relating to continued underperformance
 - the inspector's explanations
 - the inspector's previous inspections and reports
 - any other relevant factors
- 5.2 This panel should consist of three people who have had no decision-making involvement in the preceding stages. Those eligible to sit on the panel are:
- Strategic Directors
 - Assistant Directors
 - the Lead Officer for IP
 - the Lead Officer for QA
 - sector lead inspectors
 - inspectors with experience of the particular sector
- 5.3 Each case involving removal from the register/enrolled list or the imposition of additional conditions will be considered on its individual merits. The combined weight of all factors will be taken into account in reaching a recommendation to remove from the list or otherwise. The panel will recommend to HMCI the course of action to be followed regarding an individual inspector.
- 5.4 In accordance with section 26 Education Act 2005, if action against an inspector is to be taken, HMCI will write to the inspector saying that they are minded to remove their name from the register/enrolled list or to impose conditions. There is right of appeal, which must normally be made within 28 days of receiving notification of the decision that is being disputed. The appeal will be to a Tribunal set up in accordance with section 27 and Schedule 3 of the Education Act 2005.
- 5.5 The CAI will continue to be barred from inspections, pending the outcome of any appeal.
- 5.6 Copies of the Acts and Statutory Instruments that underpin Estyn's work with CAIs and the relevant appeals process are available from the Office of Public Sector Information at www.opsi.gov.uk. The most relevant are:
- the Education Act 2005 and the School Standards and Framework Act 1998

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- the Education (Registered Inspectors of Schools Appeal Tribunal and Registered Nursery Education Inspectors Appeal Tribunal) Procedure Regulations 1999 (Statutory Instrument 1999 No.265)
- the Education (School Inspection) (Wales) Regulations 2006 (Statutory Instrument 2006 No. 1714)
- Education (Inspection of Nursery Education) (Wales) Regulations 1999 (Statutory Instrument 1999 No. 1441)
- the Tribunals and Inquiries Act 1992

Appendix 1: Monitoring the quality of inspectors' work



Appendix 2: Training impact table

	Training Impact	QAI/R
Stage 1	<ul style="list-style-type: none"> Action Plan May require CAI attending update training and/or inspections at own expense 	<p>Definitely</p> <p>Possible</p>
Stage 2	<ul style="list-style-type: none"> Action plan Will require shadowing or coaching on an inspection within reasonable distance from CAI home address and at own expense May require further training/support in respect of conditions applied May require attendance at training event at own expense 	<p>Definitely</p> <p>Definitely</p> <p>Possible</p>
Stage 3	<ul style="list-style-type: none"> Estyn panel recommends course of action 	

Appendix 3: Peer Inspectors and School Improvement Partners

For the purpose of this guidance, the term Peer Inspector (PI) applies equally to senior leaders in their role of PIs and to School improvement partners joining inspection teams.

While much of the general guidance set out above also relates to the work of Peer Inspectors (PI), the employment status of PIs and their contractual relationship with Estyn are very different from that of Registered, Additional and Lay Inspectors.

In the Memorandum of Understanding with PIs, it states that we will not use peer inspectors further if they do not perform effectively, as judged by the inspectorate.

As with other inspectors, information about performance of PIs may derive from any quality assurance activity that Estyn undertakes. This includes all quality assurance information (QAI and QAR), post-inspection questionnaires (PIQ), any other feedback and any upheld complaints, although the main source of information on PI performance will normally be IEF.

If concerns arise about the quality of a PI's work through the allocation of an overall C grade on an IEF, then we will look at each case on an individual basis, but will be likely to offer support to the PI, for example by allocating them to a larger team where their individual load will be less and they can receive support from more colleagues on site.

However, where a PI continues to perform at a low level (for example, two C grades in a row) then it is likely that we will not deploy them on further inspections.

Where a PI receives a D grade for their work on an inspection, we will immediately consider not deploying them on any further inspections, and will consider their removal from the list of PIs.

Quality assuring Estyn and CIW joint inspections

Around a half of non-maintained nursery inspections each year are led by Estyn and around a half by CIW. Information about the quality of individual contracted registered nursery inspector's (RgNI) work will be gathered in several ways:

- direct quality assuring of inspections (QAI) by HMI through visiting the setting
- quality assurance of reports (QAR) by HMI through the editing process
- Inspector Evaluation Forms (IEF) by HMI through the editing process
- procurement data on RgNIs terminating their contracts
- feedback, including concerns from providers and in the form of post-inspection questionnaires (PIQs)
- upheld complaints

The QAI process for joint inspections of non-maintained settings is the same as for the other sectors laid out in this document.

Quality assuring the written work carried out on HMI-led inspections is done in one of two ways. When an inspection is Estyn-led, the HMI editor completes a QAR. This process is the same as for the other sectors laid out in this document.

When an inspection is led by CIW and the deputy lead is an RgNI, the HMI editor completes an IEF, providing one overall grade for the RgNI. An IEF is not required when an HMI is a deputy lead.

The process for addressing concerns from inspectors about grades awarded, complaints from settings and the way in which Estyn responds to underperformance is the same as for the other providers laid out in this document.