



Listening, Learning and Changing  
Together: Our Stakeholder  
Engagement Strategy  
2024-2027

September 2024

## Information sheet

### Information box

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## Foreword

Over the last two years, we have worked extensively with our stakeholders to develop our work including our new approach to inspecting education and training from 2024 and beyond. Incorporating feedback from a wide range of discussions, consultations and pilot inspections, we have developed a new set of inspection arrangements for most of the sectors we inspect. These developments are ongoing and will continue to evolve as we support reform in Welsh education.

We firmly believe in making inspection a positive experience for everyone working in education and training. Just like every teacher, staff member, and leader in education, learners matter most to us. As we roll out our new inspection arrangements, we'll continue to focus on what's best for the learner – making sure that they get the education they deserve.

We already engage with a wide range of stakeholders across the education landscape. We meet regularly with leaders, such as through our headteacher reference groups, and hold conferences and webinars to encourage discussion. Earlier this year, we established our Parent and Carers Community to support us in better understanding a wider range of views and experiences of education. We are constantly looking to build our stakeholder engagement activity and establish channels which enable two-way communication. We are currently looking at ways to further involve learners and engage with more people working in education across Wales. This updated strategy reflects how we've adapted and continue to grow, helping us to listen to, inform and involve all our stakeholders.

My best wishes and thanks go to all of you, staff working in education and training, parents and carers, and learners and everyone involved in delivering our national mission to improve education and training for all learners in Wales.

**Owen Evans, HMCI, October 2024**

## Introduction

We worked closely with learners, parents, education professionals and inspectors to develop our new inspection framework, *Inspecting for the Future (2024-2030)*. The valuable and honest discussions we had with you helped us to adapt how we work with education and training providers.

We now want to build on these closer relationships to make sure our work continues to support improvement. We need to have a flexible strategy to engage with you, our stakeholders, and make sure our work fits your needs in education and training.

As our new approach to inspection is rolled out in most sectors, we will continue to work with you to refine our plans. We will consult widely, using different methods of communication to reach new and different groups of stakeholders and use your views to help plan our activities and improve our work.

Throughout, we will continue to ensure that learners are at the heart of inspection and our work reflects your expectations. Your confidence and trust in our work is a high priority for us. Building this confidence and trust relies on our clear strategic vision about how our work helps to improve education and training in Wales.

While we work in partnership with others, we will always be an independent voice. This stakeholder engagement strategy helps us to nurture our relationship with you and to listen to your ideas. We use your feedback and insights to improve the way we communicate and deliver our strategic objectives. Read on to see how we **listen to**, **involve** and **inform** you in our work.

## Our strategic overview

We've aligned our communication and engagement activities with our strategic objectives and delivery principles.

Our **vision** is to improve the quality of education and training, and outcomes for all learners in Wales.

## Making it happen

Our **mission** is to support education and training providers to develop a self-improving and learning culture through our advice, inspection and capacity building.

Our strategic objectives are to:

- Provide public accountability to service users on the quality and standards of education and training
- Inform the development of national policy by the Welsh Government
- Build capacity for improvement of the education and training system

Our delivery principle is:

- Delivery of our work: Building a better organisation - living our values

Our **values** are to:

- Place learners at the heart of our work
- Listen, learn and work with others
- Act openly, fairly and with integrity
- Show effective leadership and teamwork
- Promote health, well-being and equality in all we do
- Value and respect people and their work
- Encourage responsibility, initiative and innovation

Through listening to and learning from our stakeholders we shape how and what we do to deliver each of our strategic objectives.

We will:

- **Listen to you:** make best use of your time by seeking your views, engage you in decisions and sharing information; encourage feedback through compliments and concerns to help inform our decision-making processes; and help us build better relationships.
- **Involve you:** involve providers in planning their inspection; involve stakeholders directly in our inspections; work together on shared projects; and encourage conversation through different communication channels.
- **Inform you:** provide you with clear, coherent and consistent messages; keep you up to date with developments in inspection, the latest effective practice and recommendations from our thematic and inspection work.

### **Strategic objective 1: Providing public accountability**

It's important that you trust our work and see it as transparent. That's why we use a wide range of communication channels to involve you. We provide public accountability through these key areas:

#### **Listen**

- **Feedback channels** – pre and post inspection questionnaires, local government education services pre-inspection surveys, meetings with parents, governors, staff and learners, management committees for PRUs.
- **Stakeholder perceptions survey** – In September 2024 we introduced our first stakeholder perceptions survey to better understand the views and understanding of Estyn's work. This survey will be run annually and will give us a better insight into the impact of our work and identify any areas where we can focus on driving improvement. By understanding who responds to the survey, we will seek to engage better with any groups of stakeholders whose views were not captured strongly.

#### **Involve**

- **Consultation** – to share proposals and invite stakeholders to shape the future of our work
- **Forums and reference groups** – both sector-specific and project-based groups to involve education professions and inform what we do
- **Parents and carers community** – seek the views of parents and carers on our work and other important aspects of education in Wales

## Inform

- **Inspection findings** – individual reports on our website. Inspection reports are e mailed to local politicians and the Welsh Government to keep them up to date.
- **The Chief Inspector’s Annual Report on education and training** – wide dissemination amongst all key stakeholders, both online and offline, through the media and through events and stakeholder presentations. Each year we aim to develop new approaches to make these messages more relevant and engaging.
- **National thematic reviews** – reports on our website, supported by a range of resources to communicate findings widely – author videos, presentations, media; blogs.
- **Effective practice** – online written case studies and videos including spotlights within inspection reports; advice and guidance to providers during inspection.
- **Corporate publications** – our Annual Plan and Annual Report and Accounts together outline our direction and highlight our performance.

## Strategic objective 2: Informing the development of national policy

The Minister for Education asks us for advice and guidance about specific areas of education and training, through an annual remit letter. This work helps the Welsh Government to develop and review national education policy.

## Listen

- Parents and carers’ views of children’s experiences of education are very important to us. Listening to their perspective away from the inspection process will give us a better understanding of their views on educational issues. Our new Parents and Carers’ Community enables us to hear views and ideas that influence our decisions and help us shape the way forward.

## Involve

Our support to develop and embed curriculum and educational reform continues through:

- Conversations with schools and PRUs. Being flexible and sensitive to providers’ individual circumstance is important to us. This will help us to see the progress schools are making with national priorities, including evaluation and improvement processes and curriculum development. This work will build a national picture of what’s working well and identify the challenges.
- School Improvement Services and Local Authorities: sharing the main messages from our work about early developments in schools.

- Representation at steering groups and committees
- Sharing effective practice and interesting approaches as they emerge in schools

### **Inform**

- Publishing and promoting thematic reports containing broad recommendations for providers, policy officials and government.

### **Strategic objective 3: Building capacity**

Our stakeholder engagement supports our strategic objective to build capacity in education and training.

### **Listen**

- Supporting education and training providers in the improvement process. During an inspection and interim visits, our professional conversations and recommendations help to inspire and support improvement.
- Dedicated Link Inspectors informally visit each further education and work-based learning provider annually. Link Inspectors develop our relationship with these sectors, monitor performance and progress, evaluate against agreed common themes, and identify and share effective practice.
- Local Authority Link Inspectors (LALIs) monitor and challenge local authorities about the performance and progress of their schools and education services. LALIs work constructively with the authority and share effective practice where relevant. Audit Wales are involved in all our LGES inspections.

### **Involve**

- We train Peer Inspectors annually and involve them in our inspection work, enabling senior leaders to gain experience from other providers. Peer Inspectors are invaluable to us – they help create shared understanding and expectations across education. With around 1,000 Peer Inspectors across all providers, they have an opportunity to see practice different from their own – honing their analytical skills and understanding to help them build capacity across their sector. We also train them to take part in our thematic inspection reviews.
- We will continue to work with school improvement partners and will continue to deploy on certain primary and secondary inspections.
- We will work with current practitioners (senior leaders) as nominees on inspections. They are the link between the provider and the inspection team. Our headteacher reference group allows us to engage with senior leaders regularly and gather feedback and valuable insights about various elements of our work.
- We want to work with more education professionals from ethnic minority backgrounds and introduced our Ethnic Minority Leaders Development Programme in 2023, providing experience of inspection to help develop their critical skills in evaluation and improvement.

### **Inform**

- Identifying effective practice from our inspection and thematic work - sharing this



on our website, in the HMCI's annual report and at external events.

- Publishing questionnaire response summaries to allow providers to analyse and benchmark their own performance.
- Inspection Wales – a commitment of joint working between us and the other three main inspection, audit and regulatory bodies in Wales. Our shared aim is to support better outcomes for people, protecting their interests by reporting impartially on public services.
- SICI – We engage regularly with the UK and Irish Inspectorates and with national and regional inspectors of education in Europe who are members of the Standing International Conference of Inspectorates (SICI). We feed into discussions sharing and discussing practice and current challenges from the education and training sector in Wales.

## Our plan of action

Clear communication is central to our stakeholder engagement. We aim to share information that is useful and accessible to all, from learners and parents/carers to education professionals and government officials. Our Welsh language policy ensures that we approach everything bilingually and our communication meets stakeholders' language preferences.

The action plan below is being reshaped continually as we continue to consider how to best engage with stakeholders to deliver our objectives.

- Communicate and implement our revised inspection arrangements from September 2024.
- Evolve the joint inspection process of non-maintained settings alongside Care Inspectorate Wales (CIW) following a review of the inspection arrangements.
- Develop and evolve the inspection arrangements for the ITE, Justice and work-based learning sector in collaboration with key stakeholders.
- Build on the methods of communication we use to reach new and different groups of stakeholders and use their views to help plan our activities and improve our work.
- Continue to strengthen how we inspect providers based on feedback from our stakeholders.
- Before an inspection, continue to survey parents, learners, governors, teachers and other education professionals, as well as the wider community for inspections of local government education services.
- Introduce demographic questions to our pre-inspection surveys to help us understand differences in views for particular groups of learners at a national level.
- Engage annually with all sectors through our stakeholder forums and regular meetings, steering groups and committees.
- Continue to inform local and regional stakeholders about the publication of our

inspection reports.

- Continually develop our new website and respond to user feedback and analytics to ensure content is accessible and engaging.
- Continue to evolve our content creation strategy to effectively share insights about our work to support improvement in learning.
- Continue to share thematic reports and effective practice, in particular in relation to the new curriculum.
- Share spotlights on interesting practice within our inspection reports.
- Continue to evolve the presentation of our digital HMCI's Annual Report outlining the state of the nation view on the performance of education and training in Wales.
- Use our Parents and Carers' Community to engage more deeply with parents on specific issues.
- Launch a Teacher and Support Staff Community to enable us to engage with a wider range of educational professionals on specific issues.
- Continue to strengthen our relationships in the post-16 sectors through our link inspector work and through our evolving relationship with the recently established body Medr.
- Harness opportunities to work jointly with other inspectorates.
- Explore options to strengthen our links with learners – both to consider how we can communicate inspection findings to them but also to hear their voice more regularly and away from the inspection process.

## Our channels

### Listen

- Regular sector-specific Stakeholder forums, held at least once a year. These are run by a Sector Lead Inspector, with membership from senior leaders, such as headteachers, practitioners, principals, advisory teachers and relevant national bodies. Each sector approaches membership differently but aims to achieve the best engagement possible. The role of forum representatives is to:
  - share feedback with us about inspection issues from their sector or organisation
  - share and advocate with their own network's information about our revised approach and key issues in inspection

### Involve

- Based on the model of our National Headteacher Conference in February 2024, we will aim to provide an opportunity on an annual basis for representatives from a selected sector to meet and collaborate. We will share information, ideas and views about improving education and training and will involve providers in showcasing best practice.
- We will continue to engage with the Standing Conference of International Inspectorates and will host international partners in Spring 2026.

## Inform

- Inspectors, Assistant Directors and Strategic Directors attend and speak at a range of conferences, workshops and other events held across Wales and beyond.
- We run an annual programme of recruitment, training and updates for external inspectors, such as peer Inspectors, additional Inspectors and school improvement partners.
- We hold regular meetings with Welsh Government and Medr to provide advice as set out in the annual Remit from the Minister for Education to the Chief Inspector.
- Our website is our main online communication channel. We launched a new website in September 2024 which has been developed following a programme of user experience testing and feedback sessions. We will evaluate its performance regularly to ensure that users can find what they need and that our key messages, inspection reports, effective practice, thematic reports and corporate publications are accessible to all.
- Our communications team focus on developing engaging content to update on developments in relation to our work and to offer insights into topical matters about education and training.
- Our half termly stakeholder e-shot (*'Datgan'*) rounds up recent campaigns, effective practice and thematic reports. It keeps stakeholders up to date on new developments. We send it to:
  - Additional Inspectors
  - Peer Inspectors
  - Lay Inspectors
  - All education and training providers
  - Stakeholders registered through our website
- Our social media channels, Facebook, X, LinkedIn and Youtube to help to amplify our messages and facilitate informal feedback.

## Monitoring and evaluation

We will evaluate regularly how good we are at engaging with you by:

- Running an annual stakeholder perceptions survey
- Proactively seeking your feedback from our events and training
- Reviewing response rates to our consultations
- Analysing user behaviour and preferences through our digital channels
- Our formal feedback and complaints process
- User surveys

More generally, we evaluate and deliver feedback on inspection:

- Reporting Inspectors will monitor and evaluate the work of each inspector (Additional Inspector, Peer Inspector, Lay Inspector), feedback to them and

record this in our quality assurance database.

- At the end of every inspection, we offer the head of the provision the chance to share their views in a questionnaire. We ask them to evaluate and comment on the quality of our inspection and the report which we record in our quality assurance database. This feedback helps us to identify concerns and to inform our training and development plan.

## Annex 1: External stakeholder analysis

This analysis broadly groups stakeholders which share a similar interest in education and/or training. This helps us to target and prioritise our messages.

<b>Interest</b>	<b>Type of stakeholder (a few examples)</b>
Directly influenced by our work	Headteachers, principals, directors of education, teachers, lecturers, support staff, practitioners
Directly benefits from our work	Schools and non-maintained settings, post-16 providers, local authorities, school improvement partners, education services in prisons, adult learning, Welsh Government, Medr, Education Workforce Council (EWC)
Indirectly benefits from our work	Learners, parents/carers, general public, Quality Assurance Agency for Higher Education (QAA), Higher Education Funding Council for Wales (HEFCW) and Qualifications Wales
Directly contributes to our work	Inspectors, Audit Wales, Care Inspectorate Wales, Healthcare Inspectorate Wales, HM Inspectorate Probation, HM Inspectorate Constabulary, HM Inspectorate Prisons, Welsh Government, Medr
Indirectly contributes to our work	The Standing International Conference of Inspectorates (SICI), Organisation for Economic Co-operation and Development. Education Scotland, The Education and Training Inspectorate (Northern Ireland) and Ofsted, Cwllwm
Interested in our work but is not directly or indirectly affected	The media, education commentators, research companies, education consultants and academic bodies

## **Annex 2: Stakeholder groups**

We regularly review the organisations and people that we engage with.

### **Individuals**

- Headteachers
- Principals
- Senior leaders
- Practitioners in non-maintained settings
- Newly qualified teachers
- Learners (all ages)
- Lecturers
- Teachers
- Classroom assistants
- Inspectors – peer, additional, school improvement partners, lay, Rgl, RgNI
- Parents and carers
- Governors

### **Providers**

- Nursery schools and settings that are maintained by, or receive funding from, local authorities;
- Primary schools
- Secondary schools
- All age schools
- Special schools
- Pupil referral units
- Independent schools
- Further education
- Independent specialist colleges
- Adult learning in the community
- Local government education services
- Initial teacher education
- Welsh for adults
- Work-based learning
- Learning in the justice sector
- Welsh language arrangements in local authorities
- Youth Work Services

### **Organisations**

- Atebol
- Action for Children
- Adult learning in the community partnerships network
- Agored Cymru

- Association of Directors of Education in Wales (ADEW)
- Association of School and College Leaders (ASCL)
- Boys and Girls Clubs of Wales
- Cabinet Secretary for Education
- Cabinet Secretary for Economy, Energy & Welsh language
  
- Canolfan Dysgu Cymraeg Genedlaethol
- Care Inspectorate Wales (CIW)
- Careers Wales
- Central South Consortium
- Children, young people and education committee
- Children in Wales
- Children's Commissioner for Wales
- The Catholic Education Service
- Church in Wales Advisory Council for Education
- Church in Wales and Catholic Diocesan Directors of Education in Wales
- Chwarae Teg
- Coleg Cymraeg Cenedlaethol
- Colegau Cymru
- Confederation for British Industry (CBI)
- Council for Wales of Voluntary Youth Services (CWVYS)
- CYDAG
- Cyngor Castell-nedd Port Talbot
- Cwlwm
- Early Years Wales
- Education Scotland
- Education Workforce Council (EWC)
- Educational Achievement Service (EAS)
- English as an Additional Language Association of Wales (EALAW)
- Equality and Human Rights Commission (EHRC)
- Federation of Small Businesses
- Field Studies Council
- Future Generations Commissioner for Wales
- Girlguiding Cymru
- GwE
- Healthcare Inspectorate Wales (HIW)
- Her Majesty's Inspectorate of Constabulary Fire and Rescue Services
- Her Majesty's Prison and Probation Service
- Higher Education Funding Council for Wales (HEFCW)
- HMI Prisons
- HMI Probation
- Learning and Work Institute
- The Learned Society of Wales
- Mid Wales Education Partnership
- Medr
- Mudiad Meithrin
- National Association for Able Children in Education

- National Society of Apprentices
- National Academy of Educational Leadership
- National Association of Schoolmasters and Union of Women Teachers (NASUWT)
- National Association of Head Teachers (NAHT)
- National Day Nurseries Association (NDNA)
- National Training Federation for Wales (NTfW)
- National Education Union
- Neath Port Talbot Council
- NUS Cymru
- North Wales Association of Special Schools Headteachers
- Ofsted
- Older People's Commissioner for Wales
- PACEY
- Partneriaeth
- Principal Youth Officers (PYO)
- Professional Association for Childcare and Early Years Cymru (PACEY)
- Prospect
- Parentkind
- Qualifications Wales
- Regional Skills Partnerships
- Rhieni Dros Addysg Gymraeg (RhAG)
- Scouts Cymru
- Senedd Research
- Sector Skills Council
- SNAP Cymru
- Social Care Wales
- South West Wales Education Partnership
- The Society of Local Authority Chief Executives and Senior Managers (SOLACE Wales)
- South Wales Association of Special Schools Headteachers
- The Standing International Conference of Inspectorates
- Stonewall Cymru
- Quality Assurance Agency for Higher Education (QAA)
- UK Ministry of Justice Inspectorates
- Undeb Cenedlaethol Athrawon Cymru (UCAC)
- Universities Council for the Education of Teachers (UCET)
- University and College Union (UCU)
- Urdd Gobaith Cymru
- Voice Cymru
- Audit Wales
- Wales Centre for Public Policy
- Wales Primary Schools Association
- Welsh Independent Schools Council (WISC)
- Welsh Joint Education Committee (WJEC)
- Welsh Language Commissioner
- Welsh Local Government Association (WLGA)



## Stakeholder Engagement Strategy 2024-2027

- Wiserd
- Young Men's Christian Association (YMCA)
- Young Women's Trust
- Youth Justice Board
- Youth Work Strategy Implementation Board

<b>Annex 3: Stakeholder forums, frequency across sectors</b>
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Sector	Frequency
Primary	<ul style="list-style-type: none"> <li>• Termly</li> </ul>
Secondary	<ul style="list-style-type: none"> <li>• Termly</li> </ul>
Non-maintained settings	<ul style="list-style-type: none"> <li>• Termly</li> </ul>
Independent – including independent mainstream schools, independent special schools and independent specialist colleges	<ul style="list-style-type: none"> <li>• Termly</li> </ul>
Special & PRU	<ul style="list-style-type: none"> <li>• Termly</li> </ul>
All-age schools	<ul style="list-style-type: none"> <li>• Termly</li> </ul>
Federated schools	<ul style="list-style-type: none"> <li>• Termly</li> </ul>
Further Education	<ul style="list-style-type: none"> <li>• Termly</li> </ul>
Work-based Learning	<ul style="list-style-type: none"> <li>• Termly</li> </ul>
Adult Learning in the Community	<ul style="list-style-type: none"> <li>• Termly</li> </ul>
Welsh for Adults	<ul style="list-style-type: none"> <li>• Termly</li> </ul>
Initial Teacher Education	<ul style="list-style-type: none"> <li>• Termly</li> </ul>
Youth Work Services	<ul style="list-style-type: none"> <li>• Termly</li> </ul>
Welsh Language Immersion Provision	<ul style="list-style-type: none"> <li>• Termly</li> </ul>