

About this guidance

Overview

Our inspection guidance explains **What** we inspect and **How** we inspect. However, we also produce **supplementary guidance** to help inspectors to consider specific aspects of education and training further.

The supplementary guidance documents set out some key principles, considerations and resources for inspectors. They relate to all sectors that Estyn inspects, unless they state that they are for a specific sector or sectors. They expand on certain aspects of education/training (for example the inspection of literacy) or on ways of conducting inspections (for example, the use of learning walks) or specific inspection arrangements (for example, guidance on inspecting church schools).

The supplementary guidance documents do not aim to be comprehensive. Inspectors are not required to work through them exhaustively when covering any specific aspect on an inspection. However, inspectors may find them useful when responding to specific emerging questions that arise during inspections or when they wish to reflect or investigate further.

The supplementary guidance documents may help providers gain an understanding of Estyn's inspection arrangements. They may also be helpful to providers in evaluating specific aspects of their own provision.

Inspection teams work according to several key principles. These include that inspection teams:

- take a learner-focused approach to inspection.
- always focus strongly on the quality and effectiveness of teaching and learning
- ensure that inspection is responsive to the needs of all learners.
- focus each inspection on the specific provider and adapt their approaches accordingly.
- adopt a constructive approach that makes the interaction with the provider a professional learning experience for their staff and the inspection team as a whole.
- consider everything in the inspection framework but will only report on the key strengths and weaknesses.
- will seek out well-considered innovative practice.
- ensure that evaluations are secure, reliable, valid and based on first-hand evidence.
- keep to a minimum any requirements for documentation and preparation by the provider.

- gain the perspective of learners and other stakeholders.