



What we inspect

Welsh for Adults from September 2024



This guidance is also available in Welsh.

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Introduction to ‘What we inspect’

This handbook sets out what inspectors need to consider when evaluating the three inspection areas in a full inspection of Welsh for Adults (Learn Welsh) providers. 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 provider’s provision and its impact on 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 provider. Inspectors may report ‘by exception’. This means that they may report on some aspects only where there are particular strengths or areas for improvement.

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, we will check on the progress made against the recommendations in the inspection of the National Centre for Learning Welsh.

The inspection report

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

About the provider

This section of the report will be brief and contain only factual background information about the provider; it will not contain any evaluation of the provision. The reporting inspector normally agrees the content of this section with the nominee during the inspection and again, 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 size, nature and location of the provider
- the National Centre for Learning Welsh contract value
- the number of learners on courses and the range of provision offered
- the number of staff (part-time and full time)
- any significant changes since the last inspection
- the month/year of the provider's previous inspection
- any other relevant factors

Summary

This section provides a summary overview of the main evaluations of the report. The summary will include the main strengths and the main areas for improvement.

Recommendations

Recommendations should come directly from the content of the report, identify what needs to improve and will 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. The progress against recommendations will be monitored in the subsequent inspection of the National Centre for Learning Welsh.

This section will also identify any interesting or innovative practice spotlights that we have included in the report.

Main evaluation

We will report on each inspection area:

IA1: Teaching and learning

IA2: Well-being, care, support and guidance

IA3: Leading and improving

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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 provider 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.

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.

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The inspection report will not cover all the aspects in this handbook but 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

Focus

How effectively does teaching and assessment support all learners to:

- make progress that is appropriate to their ability and/or aspirations
- recall previous learning effectively, acquire knowledge, understanding and new skills and apply these to new situations
- encourage and facilitate opportunities to become increasingly active Welsh speakers, both inside and outside formal sessions

How effectively do learners:

- develop positive attitudes to learning, and become aware of the advantages of learning Welsh and becoming bilingual
- learn and make progress in their Welsh language skills, particularly oracy
- develop their knowledge, understanding and linguistic skills and become increasingly active Welsh speakers

2. Well-being, care, support and guidance

Focus

How effective is support and guidance in ensuring that all learners:

- enjoy their learning and feel safe
- experience the positive effects of engagement in learning on their well-being
- are respected and treated fairly
- receive useful and impartial advice and guidance before, during and as they progress from their courses
- are supported to overcome barriers to learning and well-being
- have access to effective personal and specialist support where appropriate
- can switch between non-intensive and intensive provision, according to their changing needs and aspirations
- views about what and how they learn are taken seriously and acted upon
- are communicated with effectively and meaningfully
- understand issues relating to equality and diversity, and develop tolerance and respect
- are kept safe and secure by the provider's safeguarding arrangements

3. Leading and improving

Focus

How effectively do leaders:

- establish and convey a clear vision and aims, consistent with those of the National Centre for Learning Welsh
- develop a culture, inclusive ethos and strategic direction that supports the progress and well-being of all learners
- develop policies that focus on meeting learners' needs and their progression towards fluency
- deliver provision that meets the needs of learners, employers and the local community and responds to national, regional and local priorities
- provide opportunities for learners to use their language skills in a variety of contexts, including with fluent Welsh speakers and ensure that learners take advantage of these opportunities
- identify and address areas for improvement, including addressing previous recommendations, through self-evaluation and improvement planning
- ensure that professional learning and performance management supports improvement and equips all staff to carry out their roles effectively
- manage the provider's resources, including appropriate levels of staffing and learning resources and settings effectively

The inspection team will consider all of the inspection areas. They will make connections between the areas to tell the unique story of the provider and its context.

Details of each inspection area

1. Teaching and learning

Focus

How effectively does teaching and assessment support all learners to:

- make progress that is appropriate to their ability and/or aspirations
- recall previous learning effectively, acquire knowledge, understanding and new skills and apply these to new situations
- encourage and facilitate opportunities to become increasingly active Welsh speakers, both inside and outside formal sessions

How effectively do learners:

- develop positive attitudes to learning, and become aware of the advantages of learning Welsh and becoming bilingual
- learn and make progress in their Welsh language skills, particularly oracy
- develop their knowledge, understanding and linguistic skills and become increasingly active Welsh speakers

Inspectors should consider the aspects below in light of the difference they make to how learners learn and make progress.

They should consider how well tutors and other practitioners:

- have high expectations of all learners
- have clear objectives for learners' learning and use a range of methods and resources to engage learners' interest
- support and challenge all learners to make strong progress, and the extent to which they challenge more able learners
- differentiate teaching for learners who are above and below the level of the main session
- use various questioning techniques to highlight and develop learners' responses and ideas further, where appropriate
- manage learners' behaviour and forge productive working relationships with their learners
- make their sessions stimulating and fun where learners across the range of ability can learn productively
- ensure that learners develop and apply a wide range of language skills that are appropriate to their level
- provide oral and written feedback that helps learners to know how well they are doing and what they need to do to improve
- give learners opportunities to assess their own and other learners' performance, where appropriate
- track each learner's progress and use this information to inform future planning

Inspectors should evaluate how well teaching develops learners' knowledge, skills and understanding during sessions and over time, so that learners:

- make progress that is appropriate to their ability, particularly their progress towards gaining their qualifications or achieving their personal aims
- recall previous learning effectively, acquire knowledge, understanding and new skills and apply these to new situations
- become increasingly active and independent Welsh speakers, both inside and outside formal sessions

Inspectors should evaluate how well learners develop positive attitudes to learning, including how well learners:

- develop to become ambitious, confident and independent learners
- use their time productively outside of the classroom to complete their work
- engage well with new and unfamiliar experiences, ideas and people
- show interest in their work and maintain concentration, avoiding distractions
- undertake and complete tasks, and persevere or look for new solutions when they face difficulties
- work effectively in a variety of ways, for example, independently, in small groups and in whole class settings
- treat other people's contributions with respect, for example by allowing other learners to speak or remaining calm when other learners disagree with them
- foster positive working relationships with their peers and others
- respond positively and purposefully to feedback
- participate in activities outside of formal sessions, including during break times; for example, the extent to which learners use the Welsh language through learner support programmes or in the wider community to develop and practise their linguistic skills
- develop positive attitudes to learning, and become aware of the advantages of learning Welsh and becoming bilingual

Inspectors should place the **most weight on learners' speaking and listening skills**. and evaluate the following:

- the progress of specific groups of learners, for example learners at different levels and types of courses e.g. intensive courses, distance learning, workplace courses, self-study etc., in addition to learners from disadvantaged backgrounds and those from ethnic minority groups
- the progress of learners with additional learning needs (ALN) considering their individual needs and abilities and the rate of progress made by these learners in relation to their individual targets and starting points
- whether learners make as much progress as they are able, considering their starting points; for example, how well learners with developed skills achieve, and the extent to which the work that they do stretches them to achieve as well as they are able.
- the extent to which learners have the skills that are needed to take advantage of progression opportunities, where appropriate
- the extent to which learners use the language with each other and the tutor

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- how well learners make progress in their ability to use what they have learnt in classes in other situations and contexts
- learners progress in speaking Welsh with increasing confidence and fluency in a range of situations outside the classroom, and/or spontaneously with other adults, considering how long learners have been learning Welsh, and the level and nature of the course that they are following at present

2. Well-being, care, support and guidance

Focus

How effective is support and guidance in ensuring that all learners:

- enjoy their learning and feel safe
- experience the positive effects of engagement in learning on their well-being
- are respected and treated fairly
- receive useful and impartial advice and guidance before, during and as they progress from their courses
- are supported to overcome barriers to learning and well-being
- have access to effective personal and specialist support where appropriate
- can switch between non-intensive and intensive provision, according to their changing needs and aspirations
- views about what and how they learn are taken seriously and acted upon
- are communicated with effectively and meaningfully
- understand issues relating to equality and diversity, and develop tolerance and respect
- are kept safe and secure by the provider's safeguarding arrangements

Inspectors should evaluate how the partnership's provision, support and guidance services, and arrangements for safeguarding impact on learners' well-being.

Inspectors should consider the extent to which:

- learners enjoy their learning
- learners feel respected and fairly treated
- feel safe and secure, and free from physical and verbal abuse
- know how to keep safe online

Inspectors should evaluate:

- the effectiveness of impartial guidance and advice provided to learners before the start of their course
- the effectiveness of sources of information, such as prospectuses, course leaflets and the provider's website and other electronic media
- the effectiveness of the provision for personal and specialist support for learners, including the services of specialist agencies that are available at the provider and from external agencies, particularly for learners who face significant barriers to learning, including personal, financial, domestic, transport, health and family care responsibilities
- how well the provider assists learners to switch between non-intensive and

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- intensive provision, according to their changing needs and aspirations
- how well the provider considers learners' views about what and how they learn, and communicates with learners effectively and meaningfully

Inspectors should consider how well the provider helps learners:

- understand issues relating to equality and diversity, and develop tolerance and respect
- challenge stereotypes in learners' attitudes, choices and expectations
- develop knowledge and understanding of harassment, discrimination and the dangers of radicalisation
- develop their knowledge and understanding of their culture, the local community and the wider world
- (including those from different groups) to take on responsibilities and play a full part in their learning community

Inspectors will report on whether the provider's arrangements for safeguarding learners meet requirements and give no cause for concern. Inspectors should consider if learners are kept safe and secure by the provider's safeguarding arrangements and evaluate:

- the arrangements to identify learners who are in need or at risk of significant harm
- whether the provider has conducted risk assessments on Welsh for Adults classes, including health and safety checks on external teaching locations
- how the provider promotes safe practices and a culture of safety
- whether the provider's arrangements are for preventing and addressing bullying, harassment, and discrimination are effective

Inspectors should:

- consider whether the provider has robust procedures for recruiting and checking the suitability of staff
- check that all staff know what to do to respond to safeguarding issues and have received appropriate training
- evaluate the appropriateness of the provider's safeguarding policies, procedures and reporting arrangements

3. Leading and improving

Focus

How effectively do leaders:

- establish and convey a clear vision and aims, consistent with those of the National Centre for Learning Welsh develop a culture, inclusive ethos and strategic direction that supports the progress and well-being of all learners
- develop policies that focus on meeting learners' needs and their progression towards fluency
- deliver provision that meets the needs of learners, employers and the local community and responds to national, regional and local priorities

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- provide opportunities for learners to use their language skills in a variety of contexts, including with fluent Welsh speakers and ensure that learners take advantage of these opportunities
- identify and address areas for improvement, including addressing previous recommendations, through self-evaluation and improvement planning
- ensure that professional learning and performance management supports improvement and equips all staff to carry out their roles effectively
- manage the provider's resources, including appropriate levels of staffing and learning resources and settings effectively

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

- establish and convey a clear vision and aims, strategic objectives and plans, consistent with the aims of the National Centre for Learning Welsh
- develop policies that focus on meeting learners' needs and their progression on the language continuum, ensuring that learners acquire the necessary oracy and literacy skills to support their linguistic development
- set high expectations for staff, learners and themselves
- develop an effective and engaged team of support staff
- model and promote professional values and behaviours that contribute positively to improving the provision and effective co-operation between staff and other providers
- ensure that staff at all levels understand and fulfil their responsibilities, and how well they work together when developing strategic and improvement priorities
- succeed in achieving sector-specific national and local priorities that are set by the National Centre for Learning Welsh
- deliver provision that meets the needs of learners, employers and the local community and responds to national, regional and local priorities

Inspectors should evaluate:

- the pattern and trends of learner enrolment, including intensive courses and progression to higher level courses
- how well the provision caters for specific groups of learners
- the way in which the provider offers fair opportunities for learning to meet the needs of a range of learners, for example those who are underrepresented, those who are returning to learning and those who live in disadvantaged areas
- the breadth of provision and the way in which providers identify and meet the needs of learners, employers and the local community
- the nature and extent of additional learning opportunities outside the classroom, for example programmes and activities to support learners, which provide opportunities for learners to use their language skills in a variety of contexts, including with fluent Welsh speakers
- whether an adequate proportion of learners take advantage of these opportunities

Inspectors should evaluate how well leaders and managers identify and address areas for improvement. They should consider how effectively leaders and managers:

- understand the provision's strengths and areas for improvement, and the extent to which they inform the provider's strategic priorities
- maintain high quality provision or improve weak aspects of provision
- gather and analyse first-hand evidence of the provision's standards including teaching and assessment
- analyse information about learners' performance and use it appropriately during improvement planning
- seek the views of a wide range of partners and stakeholders, such as other Learn Welsh providers, professional learning networks and the National Centre for Learning Welsh
- whether there is an appropriate balance between support and challenge in the way in which the management or governing body, for example within host institutions, holds senior leaders to account
- the quality of planning for improvement and well the priorities for improvement that have been identified link with the provider's self-evaluation outcomes
- define relevant and measurable actions for improvement within specific and realistic timescales and allocate responsibilities for achieving them
- use data internally, with other providers and the National Centre for Learning Welsh to compare learners' outcomes locally and nationally through qualitative and benchmarking activities
- have a record of making improvements and the extent to which they have led to a positive effect on learners' learning and well-being, for example through improvement to the quality of teaching and training
- identify good practice within the provider and ensure that other staff are able to benefit from it; for example, through sharing positive features of provision with staff and work with other providers and partners in the sector to achieve improvements locally, regionally and nationally.
- have responded, where appropriate, to recommendations from previous Estyn inspections or recommendations from strategic partners, host institutions or the National Centre, and whether the provider's actions have led to improvements

Inspectors should evaluate how effectively leaders and managers ensure that professional learning and performance management supports improvement and equips all staff to carry out their roles effectively. They should consider how effectively leaders and managers:

- create a culture and ethos which supports professional learning of all staff, including arrangements to support all staff to apply themselves actively to increase their knowledge, understanding and professional skills
- ensure that staff participate effectively in professional learning experiences, evaluation and performance management
- manage staff performance to help staff improve their practice
- address issues of underperformance rigorously and immediately, where necessary
- consider the effect of professional learning on practice, including the impact on learners' progress and well-being

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- share professional development outcomes with staff
- ensure that staff take part in professional learning activities led by the National Centre for Learning Welsh, for example professional development fora, training programmes and national teaching qualifications

Inspectors should consider how well leaders and managers manage the provider's resources, including appropriate levels of staffing and learning resources and settings effectively. Inspectors should determine how leaders and managers:

- ensure that decisions on expenditure and broad financial planning link appropriately with strategic priorities and the provider's planning for improvement
- balance short-term needs with learners' long-term needs and national priorities set by the National Centre for Learning Welsh
- know the costs of current activities, review them and question whether they are cost-effective

Inspectors should also consider:

- the size of any surplus or deficit in comparison with the provider's budget
- whether there is a consistent trend of expenditure that is significantly higher or lower than the annual delegated budget and investigate the reasons for this, where it occurs
- the effectiveness of processes to monitor expenditure and that the provider limits expenditure to no more than 15% of the total allocated expenditure as determined by the National Centre for Learning Welsh
- if there are appropriate levels of staffing and learning resources to deliver the proposed provision effectively
- whether the provider uses settings effectively and efficiently, and the extent to which the accommodation and equipment, in internal and external settings, support or hinder teaching and learning of high quality