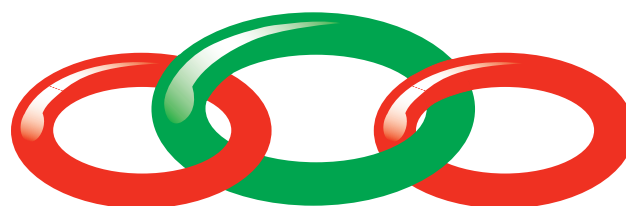


CADWYN



ALL WALES CENTRE *for* GOVERNOR TRAINING AND RESEARCH
and
GOVERNORS WALES

CONVERSATIONS

“Conversations” has moved to the front page of this edition of “Cadwyn” and is longer than usual. The reason for this is that our interview with Mike Maguire, HMI considers the new inspection framework which will come into operation in September of this year and we felt an extended article was required to cover this important topic adequately.

S.G. First of all, Mike, what are the main differences between the old and new inspection frameworks?

M.M. Well, put simply, inspections from September will be shorter, sharper and all schools will get a “core inspection”.

S.G. Can you explain what those terms mean?

M.M. Well, “shorter” means just that. The length of an inspection will vary according to the size of the school, but for all schools, inspections will be shorter than they are under the present framework. I suppose “sharper” has two meanings. First of all, schools will have four weeks notice of an inspection, unlike the present cycle of inspections where there is a term’s notice. Secondly, there will be a far greater emphasis on looking at the outcomes of the self-evaluation undertaken by the school. Inspectors will use this to determine their lines of enquiry for the inspection. In other words, inspectors will evaluate how accurate a school’s self-evaluation is. As you can see, this focus on school self-evaluation is very much in line with the School Effectiveness Framework’s way of working.



Finally, under the new inspection framework, the emphasis will be far less on subjects and curriculum areas and more on pupil outcomes and progress in learning, pupil well-being and the skills of literacy, numeracy and ICT, with a particular emphasis on literacy and well-being. We’ll also still report on standards in the Welsh language.

S.G. And are those the only differences?

M.M. Oh no, there are quite a few more significant differences. The seven key questions upon which the present inspections are based, for example, are being reduced to three:

- | | |
|-----------------|---|
| Key Question 1: | How good are outcomes? |
| Key Question 2: | How good is provision? |
| Key Question 3: | How good are leadership and management? |

Inspectors will also use words rather than numerical gradings in their reports and these are:

- Excellent
- Good
- Adequate
- Unsatisfactory

Descriptions of what is meant exactly by each of these judgements are a little long for this article but they can be found in the inspection guidance handbook at www.estyn.gov.uk.

Inspection reports will also be much shorter - about five pages - which we hope will make them more accessible, and at the start of the report, there will be two summary judgements. The first will focus on the school’s current performance and is linked to the judgement for Key Question 1 (see above) which looks at standards. The second will record the inspector’s judgment on the



school's prospects for improvement and this will draw largely on the findings for Key Question 3 including the school's track record in managing change and also its priorities and targets for improvement.

S.G. How will inspectors judge this?

M.M. They'll look at the school's development plan and the school's record of addressing priorities, especially any recommendations highlighted in the previous inspection report.

S.G. I've heard that the make-up of inspection teams will be different under the new framework.

M.M. Yes, that's right. Estyn - led inspections are being phased in to replace contracted - out inspections over time. Also, the role of the peer assessor has now been widened and developed into peer inspector. These peer inspectors are serving practitioners who have recent and relevant school experience and have received training from Estyn on the new inspection arrangements.

S.G. You mentioned that an important area inspections will look at is pupil well-being. What exactly do you mean by that term?

M.M. "Well-being" means the extent to which pupils participate in and enjoy learning, whether they have a clear understanding of how they can be healthy, what part they play in school and community life and how well they show respect and care for others. We'll also consider how well pupils take on responsibility for their actions and their work.

S.G. How will you get the information to help you judge these things?

M.M. In part it will come from a questionnaire, which will be given to a random sample of about 25% of the pupils at the school where the pupil numbers on roll are above 100. The survey will look at general school issues and will be given to pupils in Key Stage 2 and above. Inspectors will speak to younger pupils about the same issues as those in the survey. Responses in the survey will help determine possible lines of enquiry in the inspection so if, for example, a large number of pupils said they felt unsafe at break times, inspectors would follow up that issue during the inspection.

S.G. What happens after an inspection? Is there any follow-up?

M.M. Oh yes. The first type of follow-up is if a school receives an excellent judgement for at least one of the two overall judgements. This means that the inspection team will have identified examples of what we call "sector leading practice" at the school. Where this happens we will ask the school to produce a case study explaining the practice and this will be disseminated across schools in Wales in the hope that they will use this information to help them improve standards in their own schools.

For schools which might have a small number of specific areas for development, the follow-up will be carried out by the local authority, about a year later, and they'll send a report to Estyn explaining how the school has progressed.

The remaining three types of follow-up involve visits from Estyn inspectors, the fourth and fifth type of follow-up being formal visits to schools which are either in need of significant improvement or are in special measures.

Schools which receive these last three types of follow-ups will have opportunities to engage in a greater ongoing professional dialogue with Estyn inspectors.

S.G. Finally, Mike, what part do governors play in this whole inspection process?

M.M. An important one. Inspectors will be making judgments on the work of governing bodies when they consider Key Question 2, "How good are leadership and management?"

There won't be a meeting with the full governing body before inspections anymore, but the reporting inspector (the new name for the registered inspector or lead inspector) will arrange to meet the Chair during the course of the inspection. Discussion during this meeting will revolve around such areas as the involvement of governors in strategic planning and self-evaluation and what the governors see as the strengths of the school and areas for development.

This means that it is important for governors to be actively involved in school self-evaluation, especially focussing on the standards achieved by their school. In many ways, the driver of the new inspection framework is standards so governors really must use the information in the new All Wales Core Data Set and consider such questions as:

- How well is our school doing when compared with other schools in our 'family'?
- Are standards improving or declining?
- What needs to be improved?; and
- How is the school going to maintain improvements or reverse a decline?

S.G. Well, Mike, you have outlined the new inspection framework in some detail. How would you sum it up in a paragraph?

M.M. Inspections should be less of a burden and schools have welcomed the shorter notice of the inspection they will receive. Schools that are working well and are clear about what they have to do as a result of good self-evaluation will find the external check provided by inspection to be reassuring, and schools with shortcomings will be identified and helped to address their difficulties.



ALL WALES CORE DATA SET

In the second of our features on understanding and using data for school improvement, Miranda Morton of the Welsh Assembly Government, looks at the collection of information for the 2010 All Wales Core Data Set.

Data is a vital tool in the Governor's toolbox – it gives a clear starting point for discussing your school's progress, strengths and weaknesses.

The 2010 National Data Collection

This term schools are busy completing their returns for the National Data Collection (NDC). The NDC is a statutory return - a requirement – for schools to provide the Welsh Assembly Government and the local authority with a record of the teacher assessments awarded to pupils at the end of Key Stages 1, 2 and 3 of the National Curriculum. At Key Stage 1, pupils are assessed on their progress in Welsh first language or English, maths and science – the core subjects. At Key Stage 2, Welsh second language is added (if appropriate) and at key stage 3 a range of 'non-core' subjects is added.

The teacher assessment outcomes are all uploaded onto DEWi, a secure internet site where sensitive information can be securely transferred and held. Your local authority will review the data uploaded in the first instance and raise any queries they might have. Once both school and local authority are happy the Welsh Assembly Government will be given access to the data. Your local education authority will set a local date for upload of results; this will be set early enough to ensure that WAG have access to all assessment data by mid-

June. Even after the assessments have been uploaded, your school will still have a chance to check that the information is correct before it is published.

When schools upload their assessment data to DEWi they are able to access comparative reports to show how the results compare between boys and girls, this year and last year and so on. The DEWi report in summer term compares your school's results for this year to the average for your local authority and Wales last year. By the end of August, the comparative reports are updated with this year's LA and Wales averages and your school's results are 'benchmarked' against those of other schools with similar numbers of pupils receiving free school meals. These reports give you the opportunity to ask questions and find out more about how your school is doing. Look for the story behind the figures in the reports. Whether a particular result is more encouraging or more disappointing than last year, what are the factors at your school that led to that particular outcome? What can you do to improve the outcomes? This is the discussion you should have, based on your school's results.

Looking Ahead...

From September the Welsh Assembly Government is introducing new codes for the recording of absence by schools. Local Authorities will be helping schools to coordinate the transition. The new codes will give greater consistency to how absence is recorded across schools in Wales. You can get further details of the new codes at the link below:

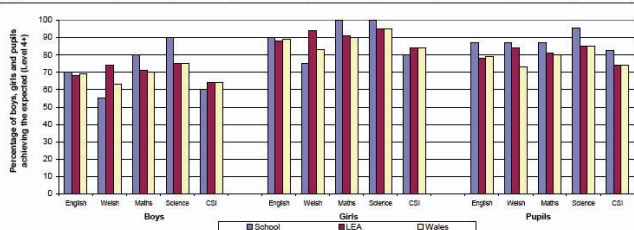
<http://cymru.gov.uk/consultations/childrenandyoungpeople/schoolattendancecodes/?lang=en&ts=1&status=closed>

All of the data above plus much more will be available in the All-Wales Core Data Set for your school which will be available in September. This data set puts your school in a family of about ten schools, all of which are facing similar challenges and issues. This will give you the opportunity to learn from other schools and share best practice at your own school.

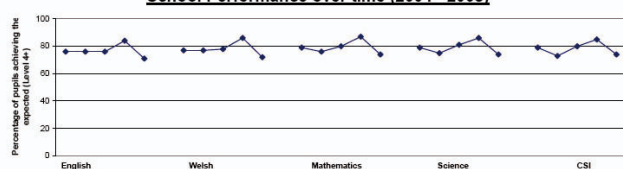
**School comparative information: National Curriculum Assessments 2007
Key Stage 2**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4*):

| | Boys | | | Girls | | | Pupils | | |
|---------|-------------|----------|------------|-------------|----------|------------|-------------|----------|------------|
| | School 2008 | LEA 2008 | Wales 2008 | School 2008 | LEA 2008 | Wales 2008 | School 2008 | LEA 2008 | Wales 2008 |
| English | 70 | 68 | 69 | 90 | 88 | 89 | 87 | 78 | 79 |
| Welsh | 55 | 74 | 63 | 75 | 94 | 83 | 87 | 84 | 73 |
| Maths | 80 | 71 | 70 | 100 | 91 | 90 | 87 | 81 | 80 |
| Science | 90 | 75 | 75 | 100 | 95 | 95 | 96 | 85 | 85 |
| CSI | 60 | 64 | 64 | 80 | 84 | 84 | 83 | 74 | 74 |



School Performance over time (2004 - 2008)



The DEWi comparative report (see left for an example) allows you to see how your school's results compare across time, across subjects, to averages for your LA and Wales and between girls and boys.



CHANGE? WHAT CHANGE?

How much have the challenges faced by school governors and local authorities changed over the last 110 years? Quite a lot, you'd probably think, but you might be surprised. Kim Brookes, Governor Support Officer for Flintshire sent me a copy of the Education Department's 1898 "Special Reports on Educational Subjects" and it seems that the problems we're grappling with now are hardly new.

Let's look first at the narrowing of the primary school curriculum which many experts feel has come about as a result of the pressures of the National Curriculum. It would seem, from the Special Report that this was something of a problem for Welsh governors and local authorities in 1898 as well. It says, "In many ... Primary School a little elementary Geography and Drawing are the only subjects taken in addition to Reading, Writing and Arithmetic, and a child who leaves such a school for the Secondary School has to start upon History, Latin, French and Natural Science from the very beginning." Not much change, it would seem.

What about the importance of a smooth transition of pupils from the primary to the secondary sector; isn't that something we've only recognized relatively recently? Let's hear what the 1898 report has to say about this particular issue. "The cooperation of the Authorities on either side must be of vital importance, and that on the Secondary Authorities, in particular, rests the grave responsibility of seeing that their system is so worked as to help to elevate and strengthen the Primary Schools it is essential that the Primary School Teachers should be consulted frequently on a matter so closely affecting their own work." Once again, not very different at all.

And what about inspections? Very few schools and governors in 2010 actually welcome the arrival of the brown envelope saying that their school is about to be inspected, but at least it's not an annual event. This certainly wasn't the case 110 years ago. The Welsh Intermediate Education Act laid down that intermediate schools (roughly equivalent to our secondary schools) should be inspected every year according to the following criteria:

- "The school must be efficient as regards instruction.
- The School premises must be healthy and suitable for the purposes of an Intermediate School.
- The School must provide sufficient accommodation for the scholars attending the school.
- The School must be supplied with suitable furniture and apparatus."

It would be interesting to see how a modern school would fare under this inspection framework and also how well

an intermediate school from the 1890s would deal with a 2010 inspection which looks at outcomes, provision and leadership.

A comparison of funding for school is also very interesting. Primary or elementary education, like now, was free 110 years ago, and many pupils remained in elementary education until they left school. However, for those pupils, who transferred to intermediate schools at the age of 10 or 11, education was not free. Tuition fees in Wales varied from school to school but in the school year 1896-97 the highest tuition fee was £9 and the lowest £2. Interestingly, schools also often charged in some cases 15 shillings (75p) a year for stationery. These fees covered only a relatively small part of the school's financial needs, the rest being covered by a grant from the county just like schools are funded today.

Finally, did Welsh educationalist in the last decade of the 19th century have to deal with what we see as a decidedly modern and particularly difficult challenge – the closure of small schools? They most certainly did. This is what the 1889 report has to say about the problem with regards to intermediate i.e. secondary school provision.

"The question of whether schools should be brought to the children or the children to the schools was discussed during the period of organisation and the working of the system adopted, which is one of small schools, is watched with corresponding attention. To take a particular example, the County of _____ maintains nine intermediate schools.

It is obvious that from the point of view of economy this proportion of schools must be costly ... and consequently it has often been urged that this County would have achieved better educational results if it had concentrated its efforts on schools say in _____ (Town X) and _____ (Town Y) (four schools in total) (However), it is argued that even if the direct educational results in the larger schools are superior, yet the indirect benefits of the small schools to the districts which they serve must not be overlooked. It is no small boon to many a remote district to have in its midst such a stimulus to interest in education and culture as is supplied by the Secondary School."

Ah, well! As the title of this article says "Change? What Change?"



CONFERENCES & FUTURE EVENTS



GREATER GWENT REGIONAL CONFERENCE

Governors Wales, in partnership with Blaenau Gwent, Monmouthshire, Newport and Torfaen Local Education Authorities, arranged a conference on the effectiveness of governing bodies on Friday 14th May 2010 at the Christchurch Centre in Newport.

GOVERNORS WALES' AGM AND NATIONAL CONFERENCE

This year, the theme of the national conference focused on looking at the wider educational initiatives for governors, concentrating on collaborative and partnership working, the School Effectiveness Framework and the new inspection process. It was held on 10th July 2010 at Powys County Hall, Llandrindod Wells.

The reports of both conferences are available to download on www.governorswales.org.uk/publications/conference-reports/

SOUTH WEST WALES REGIONAL CONFERENCE

Governors Wales, in partnership with Carmarthenshire, Neath Port Talbot, Pembrokeshire and Swansea Local Authorities, will be holding a regional conference on "The Effective Governing Body" on Friday 15th October 2010 at the Dylan Thomas Centre, Swansea.

There will be presentations on the "School Effectiveness Framework" and "Inspection and the Development of a Quality Culture in Welsh Education" and governors will have the opportunity to attend workshops during the day, for example "Performance Data Analysis" and "Safeguarding and the ISA".

NORTH WALES REGIONAL CONFERENCE

A conference for governors in North Wales on "Collaboration and Partnership Working" will be held on Thursday 4th November 2010 and will take place at Glyndwr University, Wrexham.

The Minister for Children, Education and Lifelong Learning, Mr Leighton Andrews will provide the keynote address. Workshops on the day will include:

- The School Effectiveness Framework
- Estyn Inspections
- 8-14 Curriculum
- Pupil Participation
- Federation and Working with Further Education institutions.

Further details of both conferences are available from Governors Wales on 029 2073 1546 and www.governorswales.org.uk, or from your local authority governor support office.

PUBLICATIONS

HANDBOOK UPDATES

In this edition of Cadwyn you will find the latest update for the "Handbook for School Governors in Wales". The update focuses on the policies and documents that governing bodies are required to have in place. It replaces the policy and document section of the handbook (part 1, section 6 - number 2, pages 19-21). The update is also available to download on the Governors Wales website <http://www.governorswales.org.uk/handbook/>

Future handbook updates, available in due course, will include revised information on the Common Inspection Framework.

Future publications to look out for include:

Fact File on: Update on legislation for governors

Governor Guides on: The Role of the Chair / Self-Evaluation

Llywodraethwyr Cymru Governors Wales
GOVERNORS HELPLINE

0845 6020100 is the helpline for governors of schools in Wales.

Operated by Governors Wales the helpline will provide advice on a range of issues to governors in all parts of Wales.

2. Agree policies relating to the aims, purposes and practices of the school.

Below is a list of statutory policies and documents required, as well as recommended policies and documents:

| STATUTORY POLICIES (Required by law to be determined, adopted and implemented by governing bodies) | STATUTORY DOCUMENTS (Required by law that the governing body has a duty to produce, adopt and publish) |
|---|--|
| ADMISSIONS POLICY Voluntary Aided and Foundation Schools (Community and Controlled Schools if the LA transfers the responsibility to them) - <i>Schools Standards and Framework Act (SSFA) 1998 as amended by the Education Act 2002</i> - <i>School Admissions Code (Statutory Code No: 002/2009)</i> - <i>School Admission Appeals Code (Statutory Code No: 003/2009)</i> | ACCESSIBILITY PLAN - <i>Disability Discrimination Act 1995 (as amended by the Special Needs and Disability Act 2001)</i> - <i>DDA, Part IV. DDA, Part III.</i> - <i>Planning to Increase Access to Schools for Disabled Pupils – NAFW Circular 15/2004</i> |
| CHARGING POLICY All schools (Community Schools and Voluntary Schools should consult their LA) <i>Guidance for Governing Bodies on Charging for School Activities, Welsh Assembly Government</i> http://new.wales.gov.uk/topics/educationandskills/learning/providers/schools/schoolfunding/chargingforschoolactivities/?lang=en | ACTION PLAN FOLLOWING SCHOOL INSPECTION All schools - <i>Education Act 2005 (Chapter 4, Sections 39 and 43)</i> - <i>The Education (School Inspection) (Wales) Regulations 2006</i> |
| CHILD PROTECTION POLICY All schools - <i>The Education Act 2002, Section 175</i> - <i>Preventing unsuitable people from working with children and young people – Circular No: 34/2002</i> - <i>Safeguarding Children in Education – Circular No: 005/2008</i> | DISABILITY EQUALITY SCHEME <i>Disability Equality Duty, Dec 2006</i> <i>Guidance on Promoting Disability Equality in Schools, Welsh Assembly Government, December 2007</i> <i>Inclusion and Pupil Support – Circular No: 47/2006 (Paragraphs 2.8-2.12)</i> |
| COMPLAINTS PROCEDURES All schools - <i>Section 29 of the Education Act 2002.</i> - <i>School Governing Bodies Complaints Procedures - Circular No 03/2004</i> - <i>Guidance for School Governing Bodies on Procedures for Complaints Involving Pupils - Circular No: 39/2006</i> | FREEDOM OF INFORMATION PUBLICATION SCHEME All schools - <i>Section 19 of the Freedom of Information Act 2000</i> - <i>Freedom of Information Act – Model Publication Scheme for Schools – Circular No: 09/2004</i> |
| CURRICULUM POLICY All schools - <i>School Government (Terms of Reference) (Wales) Regulations 2000</i> - <i>School Government (Terms of Reference) (Amendment) (Wales) Regulations 2002</i> - <i>Making the most of learning – implementing the revised curriculum, Welsh Assembly Government</i> http://new.wales.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/nationalcurriculum/?lang=en | GOVERNORS' ALLOWANCES (SCHEMES FOR PAYMENT) All schools (where a governing body agrees to pay expenses) - <i>Section 19 (3) of the Education Act 2002</i> - <i>Governor Allowances (Wales) Regulations 2005</i> |
| HEALTH AND SAFETY POLICY For Voluntary Aided and Foundation Schools <i>See the School Governors Guide to the Law for relevant legislative listings (Chapter 25)</i> | GOVERNORS' ANNUAL REPORT TO PARENTS All schools - <i>Education Act 2002, Section 30</i> - <i>School Governors Annual Reports (Wales) Regulations 2001</i> - <i>Governors Annual Reports – Circular No: 15/2001</i> |



| | |
|--|--|
| <p>PAY POLICY All schools <i>School Teachers' Pay and Conditions Document 2009</i></p> | <p>HOME-SCHOOL AGREEMENTS All schools - Sections 110 and 111 of the SSFA 1998 - Home School Agreements: Guidance for Schools: Welsh Office Circular 27/99 http://new.wales.gov.uk/topics/educationandskills/publications/circularsindex/1999/homeschoolarrangements2799?lang=en</p> |
| <p>PERFORMANCE MANAGEMENT All schools - <i>School Government (Terms of Reference) (Amendment) (Wales) Regulations 2002</i> - <i>School Teacher Appraisal (Wales) Regulations 2002</i> - <i>School Teacher Appraisal (Amendment No. 2) (Wales) Regulations 2009</i></p> | <p>INSTRUMENT OF GOVERNMENT All schools - Section 20 of the Education Act 2002 - <i>The Government of Maintained Schools (Wales) Regulations 2005</i> - <i>The Federation of Maintained Schools and Miscellaneous Amendments (Wales) Regulations 2010</i> - <i>The New Maintained Schools (Wales) Regulations 2005</i></p> |
| <p>PUPIL DISCIPLINE (INCLUDING ANTI-BULLYING) POLICY All schools - <i>School Standards and Framework Act 1998</i> - <i>Respecting Others: Anti-Bullying Guidance – Circular No: 23/2003</i> - <i>Inclusion and Pupil Support – Circular No: 47/2006 (Section 3)</i></p> | <p>MINUTES OF AND PAPERS CONSIDERED AT MEETINGS OF THE GOVERNING BODY AND ITS COMMITTEES All schools <i>The Government of Maintained Schools (Wales) Regulations 2005</i> N.B. With the exception of references to business a governing body deems to be confidential.</p> |
| <p>RACE EQUALITY POLICY/EQUAL OPPORTUNITIES POLICY All schools <i>Race Relations (Amendment) Act 2000</i> See the School Governors Guide to the Law for relevant legislative listings (Chapter 9)</p> | <p>PROSPECTUS All schools - <i>Education School Information (Wales) Regulations 1999</i> - <i>School Prospectuses – Circular No: 14/2001</i></p> |
| <p>SCHOOL SESSION TIMES <i>Changing of School Session Times (Wales) Regulations 2009</i></p> | <p>REGISTER OF PUPILS All schools - <i>The Education (Pupil Registration) Regulations 1995</i> - <i>The Education (Pupil Registration) Regulations 1997</i> - <i>The Education (Pupil Registration) Regulations 2001</i></p> |
| <p>SEX EDUCATION POLICY All secondary schools must provide sex education and keep a written record Primary schools are not required but can decide whether to include sex education in the school's curriculum and keep a written record <i>Section 352 (1) (c) of Education Act 1996</i></p> | <p>REGISTER OF BUSINESS INTERESTS OF HEAD TEACHER AND GOVERNORS All schools - <i>Education (LEA Financial Schemes) (Wales) Regulations 2004</i> - <i>The School Funding (Wales) Regulations 2010 (from 1 September 2010)</i></p> |
| <p>SPECIAL EDUCATIONAL NEEDS POLICY All schools - <i>The Special Educational Needs (Wales) Regulations 1999</i> - <i>The Special Educational Needs (Provision of Information by LEAs) (Wales) Regulations 2002</i> - <i>Special Educational Needs Code of Practice for Wales</i></p> | <p>TARGET-SETTING FOR SCHOOLS All schools - <i>The Education (School Performance and Unauthorised Absence Targets) (Wales) Regulations 1999</i> - <i>The Education (School Performance and Unauthorised Absence Targets) (Amendment) (Wales) Regulations 2006</i></p> |
| <p>STAFF DISCIPLINE, CONDUCT, CAPABILITY AND GRIEVANCE PROCEDURES All schools - <i>Section 35 and 37 of the Education Act 2002</i> - <i>The Staffing of Maintained Schools (Wales) Regulations 2006</i> - <i>The Staffing of Maintained Schools (Miscellaneous Amendments) (Wales) Regulations 2007</i></p> | <p>TRANSITION PLANS All maintained secondary schools and their feeder primary schools - <i>The Education Act 2002</i> - <i>Guidance on the Preparation of Key Stage 2 to Key Stage 3 Transition Plans – Circular No: 30/2006</i></p> |

*N.B. The policies listed are those that the governing bodies of schools have a duty to produce and adopt for their schools. Those are not to be confused with other policies determined nationally and for which governing bodies have a **statutory duty** to implement for example, nutritional standards, acts of collective worship, etc.



LIST OF NON-STATUTORY RECOMMENDED POLICES AND DOCUMENTS

| NON-STATUTORY RECOMMENDED POLICES | NON-STATUTORY RECOMMENDED DOCUMENTS |
|--|---|
| <p>HEALTH AND SAFETY The LA is responsible for setting the policy in Community, Community Special and Controlled Schools (<i>refer to the Governors Guide to the Law for legislative position and listings</i>)</p> | <p>SCHOOL DEVELOPMENT PLAN All schools (Considered to be an essential document contributing towards the task of raising standards)</p> |
| <p>SCHOOL UNIFORM POLICY <i>Guidance for governing bodies on school uniform and appearance policies, Welsh Assembly Government</i></p> | <p>GOVERNOR DEVELOPMENT PLAN All schools</p> |
| <p>SUSTAINABLE DEVELOPMENT All schools <i>The Inspection Framework for Education and Training in Wales</i></p> | |
| <p>WHISTLEBLOWING POLICY <i>Procedures for Whistleblowing in Schools and Model Policy – Circular No: 036/2007</i></p> | |
| <p>WHOLE-SCHOOL FOOD AND FITNESS POLICY Recommended by September 2008 <i>Appetite for Life Action Plan – Welsh Assembly Government Information document No: 026/2007</i></p> | |

