



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Guidance on sector-leading practice

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Guidance on sector-leading practice

If a provider gains an 'excellent' judgement for at least one of the two overall judgements, then the inspection team will have identified examples of sector-leading practice at the provider that warrant wider dissemination.

Inspection teams will discuss this possibility during team meetings, when sector-leading practice will have been a key consideration in reaching any such judgement.

Where there is 'sector-leading practice', the reporting inspector will invite the provider to prepare a written case study of no more than 600 words, accompanied by any relevant illustrative material if appropriate, describing the excellent practice.

The Reporting Inspector will provide a proforma to help providers to prepare their case study. The case study should describe the context and background of the excellent practice, the exact nature of the strategy or activity and what the impact has been on outcomes for the learners. The case study must be one that can be held up as an example of sector-leading practice for the scrutiny of other providers in the same or other sectors.

The case study should be sent to Estyn within four weeks of the end of the on-site part of the inspection. The case study should be accompanied by a letter or email showing that it has been approved for use by the inspectorate and signed off by the senior leader of the provider.

Guidance on what 'sector-leading practice' means:

- 1 'Sector-leading' means that the quality of the provision is at the forefront of the sector. So, inspectors need to ask themselves if the practice they have seen is among the best they have observed in the sector.
- 2 'Sector-leading' also means that the provider should use such practice to offer leadership to the sector so that the practice can be influential as an exemplar of work that is of high quality. It is difficult for provision to be leading the sector if the sector knows nothing about it. So, inspectors need to ask whether the provider has already shared the practice they have seen with others, in networks of professional practice, both internally and externally.
- 3 'Sector-leading practice' is innovative and cutting edge work that pushes at the boundaries, but it does not have to be unique. If it is being shared with others and emulated then clearly it will not be unique.

- 4 'Sector-leading practice' must be highly effective, and the effectiveness should be seen in terms of its clear impact on learners' progress and achievement.
- 5 There is no pre-set quota on the number or proportion of 'excellent' judgements inspectors can make.
- 6 When considering a judgement of 'excellent', inspectors need to make sure that there are 'many strengths' before moving to a consideration of 'sector-leading practice'.
- 7 'Sector-leading practice' on its own – without 'many strengths' – should not secure an 'excellent' judgement.
- 8 What constitutes excellence and sector-leading practice may change as the inspection cycle moves on and providers improve.