

The
Annual
Estyn
Remit

2014-15

This document sets out the Minister for Education and Skills' annual remit to Estyn for 2014-15. The annual remit is additional to Estyn's core business of inspections.

The Annual Estyn Remit 2014-15

This document sets out:

1. the specific advice required by the Department for Education and Skills (DfES) in 2014-15 which includes:
 - a) issues where Estyn is asked to provide detailed reports drawing on evidence from thematic inspections;
 - b) working groups that Estyn is asked to support through attendance; and contributions to proceedings; and
 - c) other on-going areas on which ad-hoc advice and support are required;
 - d) scoping the inspection of consortia;
2. an indicative forward look at advice likely to be required by DfES in 2015-16. The provisional forward look for 2015–16 is provided to inform the Inspectorate's planning only. The programme will be subject to further discussion and review before being finalised.

1. The specific advice required by the Department for Education and Skills in 2014 - 2015

a) Detailed reports drawing on evidence from thematic inspections

The thematic reviews to be included in the remit to Estyn for 2014-15 are listed in the table overleaf.

The list includes fifteen items in total, six ongoing items from previous remits (items 1-6) and nine new items, proposed by policy officials and further developed through discussions between senior Estyn and DfES officials (items 7-15).

The items included reflect a continuing move toward a more strategic remit that links to my Department's stated priorities for education and training.

	<u>Title</u>	<u>Purpose</u>	<u>Year/ Duration</u>
1	Standards in literacy in Key Stage 3 and the impact of the National Literacy Framework.	This is the third and final review in this series and will consider the impact to date of the National Literacy Framework.	Year 3 of 3.
2	The effectiveness of the numeracy intervention programmes at Key Stage 2 and Key Stage 3, tracking the progress and implementation of additional support necessary.	This is the third and final review in this series. It will build on evidence of what constitutes most effective support for those falling behind in numeracy learning and will provide a basis for future planning and delivery of training.	Year 3 of 3.
3	What are schools and local authorities doing to improve attendance?	This is the second year of this review which will identify good practice in primary schools to be disseminated and shared through the Learning Wales and Estyn websites.	Year 2 of 2.
4	How effective and coherent is the support package for learners aged 14-19?	This ongoing review will continue the evaluation of the quality and extent of the impartial information guidance and support being provided to 14 – 19 learners across Wales, drawing on evidence from colleges and work based learning providers in its second year.	Year 2 of 2.
5	Review the engagement and participation barriers facing black, ethnic and disabled groups entering the apprenticeship programme and simultaneously pinpoint good practice models and approaches.	This study is helping to identify changes in provider policies following the publication of the Equality and Diversity Guidance for work based learning and to establish the level of provider engagement. It will also inform future apprenticeship policy development. This is the second and final year of this study.	Year 2 of 2.

6	Best practice in the use of classroom observation to raise standards of teaching and learning.	This is the second and final year of this study which is intended to help support improved teaching and learning through better monitoring, mutual support and the sharing of effective practise. The second year will focus on Further Education.	Year 2 of 2.
7	The capability and capacity of schools in Wales to engage in effective school to school support.	The study will inform the continued development of the new National Model for School Improvement and strengthen the Regional Education Consortia in Wales. The scope of the study will be further refined through discussion with Estyn.	Year 1 of 2
8	The impact of the 10% advisory teachers.	This thematic review will be used to inform future discussions on the Foundation Phase grant and the role of the advisory teacher.	Year 1 of 1
9	Best Practice in the Arts.	This review is in response to an independent report to the Welsh Government into Arts in Education in the Schools of Wales. This review would be a first step in providing evidence of the ongoing arts experience and its impact on literacy and numeracy outcomes. Year 1 will look at Key Stage 2; Year 2 will look at Key Stages 3 and 4 and will count as 2 reviews in 2015/16 and Year 3 will look at embedding creative learning.	Year 1 of 3.
10	Dealing with complaints in further education and work based learning.	The outcome from this review will help improve the quality of post-16 learning and bring greater transparency to providers' systems.	Year 1 of 1
11	Professional Standards for Teachers.	This review will assess the extent to which the revised Practising Teacher Standards (PTS) and Leadership Standards are being used in schools to support improved teaching and learning. Year 1 will look at statutory use of Professional Teaching Standards in the performance management process and year 2 will look at statutory use of Leadership Standards in the performance	Year 1 of 2

		management of headteachers.	
12	Models and Methods at Further Education colleges to teach subjects through the medium of Welsh and bilingually.	The outcomes from this study will be used to develop best practice guidance for the Further Education and Work Based Learning sector to develop training programmes and strategies, and to inform the review of the Welsh medium Education Strategy in 2015.	Year 1 of 1
13	Education other than at school (EOTAS).	This study will seek to identify examples of successful early intervention to prevent children from being EOTAS as well as examples of good practice in EOTAS provision.	Year 1 of 1
14	Identifying and highlighting good practice on leadership development within schools.	This review will help support delivery of the recommendations from the Hill Report and key elements of the Improving Schools Plan. As such it will contribute to securing a culture change around leadership with significant improvements in pupil outcomes.	Year 1 of 2
15	The impact of Teach First Wales.	This study will help inform future decisions on whether to extend the pilot programme beyond cohort 2015/16.	Year 1 of 3

b) Policy areas on which DfES may require advice or support through contributions to working groups

Estyn provides advice and support for decision making in a range of areas. Estyn may be asked to provide support to various working groups through representation and/or through presentation of written evidence.

In 2014-15 it is anticipated that advice will be required in the following areas:

Foundation Phase Evaluation Group.
Early Years Development and Assessment Framework (EYDAF).
Practitioners Task and Finish Group.
Developing Thinking and Assessment for Learning Advisory Group.
Offender Learning Advisory Group.
Consistent Performance Measures Steering Group.
Learner Voice Wales Steering Group.
Wales Employment and Skills Stakeholder Forum.
Modern Foreign Languages Key Stage 2 Pilot Steering Group.
Review of Qualifications Stakeholder Reference Group.
Welsh Baccalaureate Steering Group.
Qualifications Wales Advisory Board.
Qualifications Development Strategy Group.
GCSE Subject Groups.
Review of Qualifications Workforce subgroup.
National Digital Learning Council.
National Leadership Development Board.
Quality Assurance group to support the high quality resources.
Strategic group to support induction and the Masters in Education Practice.
All Wales Forum of Gypsy Traveller Education Practitioners.
Minority Ethnic Achievement Local Authorities Forum.

c) Other areas on which DfES may require advice and support

Estyn also provides ongoing support in the following areas:

School closure and reorganisation proposals.

School effectiveness grant and pupil deprivation grant.

Placements for pupils with a statement of special educational need where specific Welsh Minister consent is required under section 347(5)(b) of the Education Act 1996.

Annual monitoring of independent schools who have been approved under section 347(1) of the Education Act 1996, to admit pupils with statements of special educational needs generally and has pupils with SEN on roll; or an independent school that has registered to admit pupils with SEN under section 158 of the Education Act 2002 and has SEN pupils on roll.

Inspection and annual monitoring of all independent specialist colleges in Wales, and provision of an inspector as part of a team on the inspections or annual monitoring visits of independent specialist colleges in England where 10 or more learners from Wales are funded to attend.

Registration of section 163 independent schools.

Development of qualifications and inspection arrangements for any proposed new initial teacher training and continuing professional development requirements for teachers, tutors and trainers in the lifelong learning sector.

Schools causing concern.

Follow up work on any Local Education Authorities found to be failing including Ministerial intervention and support.

Honours nominations.

Background information for Ministerial visits to schools.

Assembly Questions.

d) Inspection of Consortia

Estyn is asked to scope the inspection criteria, evidence and methodology required to undertake inspection of the four regional education consortia. Inspections of consortia are expected to include the impact of consortia on standards, the quality of service provision and on the leadership and management of consortia.

In determining the scope of the inspections it is understood that Estyn will draw on advice and guidance from the Advisory Forum being set up which will include representation from Society of Local Authority Chief Executives (SOLACE), Association of Directors of Education Wales (ADEW), the four consortia, the Department of Education and Skills (DfES) and Wales Audit Office (WAO).

The scoping exercise will begin in Autumn 2014 and be completed in Spring 2015. The findings from that exercise will inform the inspection of consortia. Those inspections will begin in late autumn 2015 and will continue through to autumn 2016. Further details will be included in the remit letter for 2015-16.

2. An indicative forward look at possible items required by the Department for Education and Skills in 2015-16

This is a provisional forward look only and is provided to help Estyn plan for 2015 – 2016. The list has been drawn up from a number of sources and includes both continuing and deferred items from 2014 – 2015. Further detailed discussions will take place with policy officials and with Estyn before items are agreed.

a) Items agreed in 2014-15 and continuing in 2015-16

1. Subject review Schools: KS4 English [agreed in 2013-14].
2. The capability and capacity of schools to engage in effective school to school support.
3. Best Practice in the Arts (to be counted as 2 items).
4. Best Practice in the Arts (to be counted as 2 items).
5. Professional Standards for Teachers.
6. Identifying and highlighting good practice on leadership development in schools.
7. The impact of Teach First Wales.

b) Items to be considered for 2015-16

Suggestions from 2014-15:

How effectively schools have embedded the literacy and numeracy framework across all the Foundation Phase Areas of Learning.

A practical handbook and toolkit on Healthy Relationships – aimed at both primary and secondary schools in Wales.

Review of transition arrangements from mainstream and special schools into FE institutions/specialist providers for young people with special educational needs.

Conduct a review on Welsh language and bilingual apprenticeships and simultaneously pinpoint good practise models and approaches.

Review the impact of Youth Work in Wales.

Early views on the introduction of the Early Years Development and Assessment Framework.

How well and useful have practitioners found the Child-initiated/adult led learning guidance.

Other suggestions:

Unlocking the potential of special schools (UPOSS) in Wales.

What support and provision is made in school settings (Primary and Secondary over 2 years) for learners with a specific learning difficulty (SpLD).

School hygiene practices.

Wales Union Learning Fund.

Use of essential skills qualifications in FE colleges (not until 2016).

Subject Review: Welsh.