



Llywodraeth Cymru  
Welsh Government

# The Estyn Annual Remit 2017/18

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.  
This document is also available in Welsh.



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# **The Annual Estyn Remit 2017/18**

This document sets out the Cabinet Secretary for Education's annual remit to Estyn for 2017/18. The annual remit is additional to Estyn's core business of inspections.

It sets out:

1. the specific advice required by the Welsh Government in 2017/18 which includes:
  - a) issues where Estyn is asked to provide detailed reports and, where appropriate, other resources drawing on evidence from thematic inspections;
  - b) working groups that Estyn is asked to support;
  - c) other areas where the Welsh Government may request advice and support; and
  - d) follow up activity on the inspection of the regional education consortia for school improvement which took place in 2016.
2. An indicative forward look at advice likely to be required by the Welsh Government in 2018/19.

# **1. The specific advice required by the Welsh Government in 2017/18**

## **1a) Detailed reports and, where appropriate, other resources drawing on evidence from thematic inspections**

The thematic reviews to be included in the remit to Estyn for 2017/18 are listed in the table below.

The list includes 13 items: 2 large reviews that will provide practical supporting materials to the sector; 9 standard reviews; and 2 short reviews. There is also additional capacity for one short, rapid-response review.

The items included reflect a strategic remit that links to my stated priorities for education and training, and with emphasis on the outcome of *Successful Futures*.

	<b>Title</b>	<b>Purpose</b>	<b>Year/Duration</b>
1.	Best practice in schools and colleges in teaching the new GCSEs and Welsh Baccalaureate.	This report will focus on curriculum planning and implementation of the new GCSEs in English and Welsh languages and in mathematics and numeracy, and of the new Welsh Baccalaureate. It will include a look at approaches to examination entries. The review will facilitate the sharing of effective practice through training materials and a conference.	Year 1 of 1 Large review
2.	Improving teaching and building capacity: a good practice guide and toolkit for schools.	This review will evaluate the impact on learners of programmes such as peer observations, coaching and mentoring and feedback in primary, special and secondary schools. The report will be accompanied by resources for schools.	Year 1 of 1 Large review

3.	Preparing for the new curriculum: year 2.	This review will be the second in a series of three reports on planning for the new curriculum. It will focus on specific aspects of curriculum reform, particularly leadership capacity, professional learning and the Digital Competence Framework.	Year 2 of 3 Standard review
4.	Religious and moral education at key stage 2 and key stage 3.	This report is part of a series of reports on curriculum subject areas. It will build on the 2013 report on Religious Education in key stage 4.	Year 1 of 1 Standard review
5.	Welsh at key stage 2 and key stage 3: subject report.	This report is part of a series of reports on curriculum subject areas. It will focus on Welsh as a subject from key stage 2 to stage 3 and link to early developments with the new area of learning and experience.	Year 1 of 1 Standard review
6.	A levels in sixth forms and colleges.	This review will provide an overview of standards, provision and leadership regarding A level provision for 16 - 19 year old learners in sixth forms and colleges.	Year 1 of 1 Standard review
7.	Initial teacher education and professional learning in schools.	This review will provide a baseline study of the interrelation of initial teacher training practices and professional learning in schools. It will help inform providers of initial teacher education in preparing for the newly accredited ITE courses. It will focus on coaching and mentoring,	Year 1 of 1 Standard review

		which are an important elements in initial teacher education and in professional learning.	
8.	Higher apprenticeships.	This review will provide a national baseline report on higher apprenticeships.	Year 1 of 1 Standard review
9.	Education and training opportunities for young offenders.	This review will focus on the education and training of young offenders in Wales, who are a particularly vulnerable group of learners.	Year 1 of 1 Standard review
10.	Managed moves - how well are these used by LAs and schools	This review will provide an overview of the frequency and use of managed moves: following messages from Estyn's Education Other Than At School (EOTAS) report in 2016.	Year 1 of 1 Standard review
11.	Services for Young People in Wales.	This report will provide an overview of youth services in Wales. It will contribute to a joint evaluation by Inspection Wales (Estyn, HIW, WAO and CSSIW).	Year 1 of 1 Standard review
12.	Local authority and school readiness to meet the demands of the new Additional Learning Needs (ALN) Bill.	This review will provide a baseline to help policy makers judge the impact of the ALN Bill in future years.	Year 1 of 1 Short review
13.	Communication with and information for parents of school pupils.	This report will focus on the preferred communication routes of parents. It will consider how schools are trying to improve their existing lines of communication. Sources of evidence will include responses to Estyn questionnaires, which show	Year 1 of 1 Short review

		that the weakest responses on the parent questionnaire are around communication: knowing how to make a complaint and being kept informed about their child's progress.	
Additional capacity for one short, rapid-response review.			

## **1b) Policy areas on which the Education Directorate 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, presentation of written evidence or discussions with senior Education Directorate officials.

For 2017/18 it is anticipated that Estyn will contribute to the following working groups but this will be reviewed going forward:

- 10 Year Early Years Workforce Plan Group
- Accountability Task & Finish Group (Successful Futures)
- A level Improvement Working Group
- All Wales Forum of Gypsy Traveller Education Practitioners
- Childcare Offer Stakeholder Group
- Creative Learning Steering Group
- Consistent Performance Measures Steering Group
- Curriculum & Assessment Expert Group
- Curriculum for Wales Communications Group
- Curriculum Reform Programme Board
- Curriculum Review Implementation: Change Board Delivering Donaldson Stakeholder Group
- Delivering Donaldson Subject Groups
- Delivering Donaldson Workforce Development Group
- Education Other Than at School (EOTAS) Task & Finish Group
- Foundation Phase Expert Group
- GCSE Subject Groups
- Global Futures Steering Group
- Initial Teacher Education Expert Forum
- Initial Teacher Education Transition Group
- Lead and Emerging Practitioner Schools Project Board
- Minority Ethnic Achievement Local Authorities Forum
- National Digital Learning Council
- National Network of Excellence for Mathematics (observer status)
- National Network of Excellence for Science & Technology (observer status)

- National Youth Work Reference Group (observer status)
- Offender Learning Advisory Group
- Phase 1 Review Implementation Group
- Pioneers Working Group
- Physical Literacy Programme for Schools Steering Group
- Safeguarding in Education group (SEG)
- Keep in Touch Meeting (Youth Justice Board, Welsh Government and Inspectorates)
- Shadow Board for the National Academy of Educational Leadership

Curriculum Strategic Design (strand 1) groups:

- Assessment and progression
- Wider Skills, Welsh Dimension and International Perspective
- Cross Curriculum Responsibilities
- Enrichment, Experiences and Inclusion

Area of Learning and Experience working groups:

- Expressive arts
- Health and well-being
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology.

### **1c) Other areas on which the Education Directorate may require advice and support**

Estyn also provides ongoing support in the following areas:

- School closure and reorganisation proposals.
- 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 which have been approved under section 347(1) of the Education Act 1996, to admit pupils with statements of special educational needs (SEN) 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.

- Pupil deprivation grant.
- Education improvement grant for 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 in respect of Local Education Authorities.
- Honours nominations.
- Background information for Ministerial visits to schools.
- Assembly questions.

#### **1d) Follow up activity on the inspection of the Regional Education Consortia for School Improvement**

All four consortium regions were inspected by Estyn in 2016. It has been agreed that follow up activity for each regional consortium will take place in Autumn 2017 and Spring 2018.

## **2. An indicative forward look at possible items required by the Welsh Government in 2018/19 (subject to change)**

- Effective self-evaluation and strategic planning for primary, special and secondary schools.
- Preparing for the new curriculum: Year 3.
- How well do all schools support newly qualified teachers?
- Additional Learning Needs provision in mainstream schools: a good practice guide.
- English as a Second or Other Language in Further Education.
- Young carers.
- Federated schools: a case study approach to common features of effective collaboration.
- How well is initial teacher education responding to curriculum reform?
- Update on the secondary school improvement journey: focusing on getting to good and sustaining excellence.
- Starting a series of A level subject reviews.