**School improvement guidance**

|  |  |
| --- | --- |
| **Consultation response form** | Your name:  Organisation (if applicable):  e-mail/telephone number:  Your address: |

Responses should be returned by **15 March 2021** to

School Effectiveness Division

The Education Directorate

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

or completed electronically and sent to:

e-mail: [SchoolImprovement@gov.wales](mailto:SchoolImprovement@gov.wales)

**Question 1** – Do you agree with the importance of robust self-evaluation and improvement planning by schools, which draws on a broad range of evidence, as set out in the *School improvement guidance*?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Agree |  | Disagree |  | Neither agree nor disagree |  |

**Comments** (no more than 250 words)

|  |
| --- |
|  |

**Question 2** – Do you agree that the national categorisation system should end, but be replaced by a similar process, led by regional consortia, in which consortia agree with schools the support they need to improve, as set out in the *School improvement guidance*?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Agree |  | Disagree |  | Neither agree nor disagree |  |

**Comments** (no more than 250 words)

|  |
| --- |
|  |

**Question 3** – Do you agree with the distinction between evaluation and improvement activities, and the accountability system, as set out in the *School improvement guidance*? Is this distinction made clear?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Agree |  | Disagree |  | Neither agree nor disagree |  |

**Comments** (no more than 250 words)

|  |
| --- |
|  |

**Question 4** – Do you agree that the accountability system set out in the *School improvement guidance* will align with the new Curriculum for Wales and its principles?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Agree |  | Disagree |  | Neither agree nor disagree |  |

**Comments** (no more than 250 words)

|  |
| --- |
|  |

**Question 5** – Do you agree with the roles and responsibilities assigned to different bodies within the education system as set out in the *School improvement guidance*?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Agree |  | Disagree |  | Neither agree nor disagree |  |

**Comments** (no more than 250 words)

|  |
| --- |
|  |

**Question 6** – We would like to know your views on the effects that the framework for evaluation, improvement and accountability, as set out in the *School improvement guidance*, will have on the diverse needs of individual learners, including those from disadvantaged backgrounds and those who share protected characteristics[[1]](#footnote-1).

**Comments** (no more than 250 words)

|  |
| --- |
|  |

**Question 7** – We would like to know your views on the effects that the *School improvement guidance* would have on the Welsh language, specifically on:

1. opportunities for people to use Welsh
2. treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

**Comments**

|  |
| --- |
|  |

**Question 8** – Please also explain how you believe the proposals contained in the guidance could be formulated or changed so as to have:

1. positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
2. no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

**Comments**

|  |
| --- |
|  |

**Question 9** – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

|  |  |
| --- | --- |
| Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: |  |

1. The Equality Act 2010 places a duty on governing bodies to ensure that their school meets the requirements of equality legislation. The Act protects pupils from discrimination and harassment based on ‘protected characteristics’. These protected characteristics are disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation. [↑](#footnote-ref-1)