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The  
Annual  
Estyn  
Remit

2015-16

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This document sets out the Minister for Education and Skills' annual remit to Estyn for 2015-16. The annual remit is additional to Estyn's core business of inspections.

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## **The Annual Estyn Remit 2015-16**

This document sets out:

1. the specific advice required by the Department for Education and Skills (DfES) in 2015-16 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) review of consortia .
2. an indicative forward look at advice likely to be required by DfES in 2016-17. The provisional forward look for 2016–17 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 2015 - 2016**

#### **a) Detailed reports drawing on evidence from thematic inspections**

The thematic reviews to be included in the remit to Estyn for 2015-16 are listed in the table overleaf.

The list includes fifteen items in total, seven ongoing items from previous remits (items 1-7) and eight new items, proposed by policy officials and further developed through discussions between senior Estyn and DfES officials (items 8-15).

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

	<b><u>Title</u></b>	<b><u>Purpose</u></b>	<b><u>Year/ Duration</u></b>
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.	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 looked 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 2 of 3.
4.	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 looked 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 2 of 3.
5.	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	Year 2 of 2

		improved teaching and learning. Year 1 is looking 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 management of headteachers.	
6.	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 2 of 2
7.	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 2 of 3
8.	The implementation of Welsh in Education Strategic Plans (WESPs).	This review will measure the appropriateness of the content of Local Authority WESPs and the effectiveness of the detailed actions in improving planning for Welsh medium education and the standard of the teaching of Welsh, Welsh Second Language and the teaching of subjects through the medium of Welsh.	Year 1 of 1
9.	Raising the ambitions and educational attainment of looked after children in Welsh schools.	This study will review current guidance and identify effective support and interventions.	Year 1 of 1
10.	Education other than at school.	This review will help map EOTAS provision across Wales and review the effectiveness of Local Authorities' management of provision.	Year 1 of 1
11.	Measuring learner progress and transition arrangements for specialist colleges and Further Education.	This study will review the arrangements for measuring learner progress and transition arrangements in specialist colleges (year 1) and further education institutions (year 2).	Year 1 of 2
12.	Implementation and	This study will assess the new	Year 1 of 3

	delivery of the new Welsh Bacculaureate within schools and colleges at Key Stage 4 and post-16 (Advanced and post-16 National Foundation Welsh Bacculaureate.)	Welsh Bacculaureate. [ <i>This is a large study and may be counted as 2 items in year 2 and 3.</i> ]	
13.	Implementation and delivery of the new GCSE English language, GCSE Welsh language.	To help improve deliver and development of functional literacy at high level and identify good practice and areas for improvement.	Year 1 of 3
14.	Implementation and delivery of new GCSE Mathematics and GCSE Mathematics-numeracy.	To help improve deliver and development of functional numeracy at high level and identify good practice and areas for improvement.	Year 1 of 3
15.	Teaching of Modern Foreign Languages at key stages 3 and 4	To help inform the development of Welsh Government policies and initiatives which aim to increase the take-up of modern foreign languages at key stage 4.	Year 1 of 1
<p>Estyn will also complete the study of the capability and capacity of schools to engage in effective school to school support begun in 2014/15 and produce a final report. The work will inform the continued development of the new National Model for School Improvement and strengthen the Regional Education Consortia in Wales.</p>			

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, presentation of written evidence or discussions with senior DfES officials.

In 2015-16 it is anticipated that advice will be required in the following areas:

Early Years Development and Assessment Framework (EYDAF) Practitioners Task and Finish Group  
Foundation Phase Profile Working Group (*invitation to be issued shortly*)  
Early Years Partnership Board  
Foundation Phase Expert Group  
Foundation Phase Expert Group - Task and Finish Group on Workforce and Governance  
Foundation Phase Expert Group - Task and Finish Group on Practice  
10 Year Early Years Workforce Plan Group (*to be set up in 2015-16*)  
Physical Literacy Programme for Schools Steering Group  
Creative Learning Steering Group  
Music Services Task and Finish Group  
Phase 1 Review implementation group  
Curriculum assessment group  
Delivering Donaldson subject groups ('potential'/ 'subject to Ministerial decisions in relation to recommendations')  
Delivering Donaldson workforce development group ('potential'/ 'subject to Ministerial decisions in relation to recommendations')  
Delivering Donaldson stakeholder group ('potential'/ 'subject to Ministerial decisions in relation to recommendations')  
Teacher assessment steering group  
Mathematics Task and Finish Group  
Offender Learning Advisory Group  
Consistent Performance Measures Steering Group  
Learner Voice Wales Steering Group  
Review of Qualifications Stakeholder Reference Group  
Qualifications Wales Advisory Board  
Qualifications Development Strategy Group  
GCSE Subject Groups  
National Digital Learning Council  
Minority Ethnic Achievement Local Authorities Forum  
All Wales Forum of Gypsy Traveller Education Practitioners  
National Leadership Development Board  
Wales Strategic Forum for Careers Development  
National Youth Work Reference Group  
Review of Teachers' Professional Standards  
Lead and Emerging Practitioner Schools Project Board.

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.

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.

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 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) Review of Consortia

In 2014/15 Estyn drew on advice and guidance from an Advisory Forum which included representation from the 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) to develop the criteria and methodology to undertake inspection of the four regional education consortia.

Inspections are planned to begin in late autumn 2015 and will continue through to autumn 2016. They are expected to include the impact of consortia on standards, the quality of service provision and on the leadership and management of consortia.

This year, 2014-2015, in preparation for the inspection of consortia as outlined above, Estyn are undertaking a remit review looking in further detail at the development of their inspection framework, and how consortia are currently working. The fieldwork for this review is currently underway, and is occurring concurrently with a value for money study which is being undertaken by the Wales Audit Office (WAO). WAO and Estyn are undertaking the fieldwork element of the review jointly where possible.

## **2. An indicative forward look at possible items required by the Department for Education and Skills in 2016-17**

This is a provisional forward look only and is provided to help Estyn plan for 2016 – 2017. The list has been drawn up from a number of sources and includes both continuing and deferred items from 2015 – 2016. Further detailed discussions will take place with policy officials and with Estyn before items are agreed.

### **a) Items agreed in 2015-16 and continuing in 2016-17**

1. Best Practice in the Arts.
2. The impact of Teach First Wales.
3. Measuring learner progress and transition arrangements for specialist colleges and Further Education.
4. Implementation and delivery of the new Welsh Baccalaureate (x2).
5. Implementation and delivery of the new GCSEs in English language and Welsh language.
6. Implementation and delivery of the new GCSEs in mathematics and mathematics-numeracy.

### **b) Suggested items brought forward for consideration in 2016-17**

Suggestions from previous years:

A thematic review of Financial Education in schools.

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 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.

Identify the impact of guidance, to be published in December 2014, on the effective management of school staff absence.

Best practice in schools' strategic planning for improvement.

A review of e-safety provision in primary, special and secondary schools.

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

Wales Union Learning Fund.

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

Rolling programme of subject reviews: Welsh (schools)