

# Draft evaluation and improvement arrangements for Wales



These arrangements are about driving significant system and cultural change in order to underpin and safeguard reform. At its heart is continuous improvement for all tiers of the system. The framework gives priority to effective self-evaluation which informs priorities to support learning and improvement, embed collaboration, build trust, and raise standards for all our learners.

## Principles

The reformed evaluation and improvement system will be:

### Fair

To promote equity, inclusion, choice, individual pathways to learning and never losing sight of the learner.

### Coherent

Each part of the system works together without overlapping, with clear roles and responsibilities.

### Proportionate

Ensuring that the implementation of the new system and process is manageable and makes a difference, promoting a culture in which the responsibility for school level accountability is increasingly led by local, self-aware schools themselves.

### Transparent

Recognising the breadth of learning experiences across schools and the value added by teachers in class.

Its delivery will be focussed on:

- self-evaluation
- learning
- collaboration
- improvement
- peer review and support
- evaluation indicators
- action planning.

	Schools	Local authorities and Regional consortia	Welsh Government	
Evidence, data and wider intelligence	A range of quality indicators to inform evaluation and improvement, linked to <i>Our national mission</i> and Curriculum for Wales. These may include: qualifications-based measures; indicators of well-being and deprivation; assessment information; National Reading and Numeracy Test information; progress or value added information. Should include EOTAS and learners following alternative curriculum where appropriate; longitudinal data trends.	Range of quality indicators to inform evaluation and improvement. Linked to <i>Our national mission</i> , additional learning needs reform, and grant terms and conditions. These may include: track EOTAS progress/provision; success criteria linked to grant conditions; impact of interventions with schools causing concern; longitudinal data trends.	Range of indicators to inform evaluation and improvement. Linked to <i>Our national mission</i> , Curriculum for Wales, and grant terms and conditions. These may include: success criteria linked to grant conditions; impact of work supporting schools and supporting schools to self-improve; longitudinal data trends.	Range of indicators to inform evaluation, engagement and improvement and shape policy making. Linked to <i>Our national mission</i> priorities. These may include: national sampling in key curriculum areas; national qualifications information; PISA (3-yearly); Estyn Annual Report; Annual Workforce Census; National Survey for Wales, deprivation information.
Self-evaluation for continuous improvement	Effective self-evaluation arrangements in place to identify strengths and priorities for improvement, using a range of qualitative and quantitative data. Using schools as learning organisations and national evaluation and improvement resource principles. Aim is implementation of <i>Our national mission</i> .	Effective self-evaluation arrangements in place to identify strengths and priorities for improvement, using a range of qualitative and quantitative data. Corporate and strategic school improvement objectives, the delivery and quality of education, and agreed grant funding success criteria. Aim is implementation of <i>Our national mission</i> .	Effective self-evaluation arrangements in place to identify strengths and priorities for improvement, using a range of qualitative and quantitative data. Regionally agreed school improvement objectives, and agreed grant funding success criteria. Aim is implementation of <i>Our national mission</i> .	Effective self-evaluation against <i>Our national mission</i> priorities, Welsh Government strategy and education reform.
Summary of improvement priorities and implementation plan	Outcomes of the self-evaluation arrangements to inform the school development plan. The improvement priorities shared with stakeholders over three years with contextual narrative. School development plan priorities used for setting targets, which would therefore be unique to every school.	Outcome of the self-evaluation arrangements to inform the local authority corporate planning arrangements. Improvement priorities and actions shared as part of corporate planning arrangements.	Outcome of the self-evaluation arrangements to inform business plan and regional improvement arrangements. Improvement priorities and actions shared as part of planning arrangements.	Key findings and actions published. Implementation taken forward with key stakeholders and middle tier organisations. Outcome of the self-evaluation process to inform policy development and improvement planning arrangements.
Support, collaboration and improvement	Level of support for schools agreed between school and the regional consortium. Aim will be for schools to strengthen their ability to self-improve. For schools in need of the most support a joint support plan will be agreed between the governing body, the local authority, regional consortia, Estyn and Welsh Government. Improvement and support taken forward with peer engagement as appropriate.	Regional evaluation and improvement with Welsh Government. Effective use of peer engagement when appropriate. Full support for schools in need of the most support and joint support plan agreed between the governing body, the local authority, regional consortia, Estyn and Welsh Government. Council internal arrangements for engagement and governance.	Regional evaluation and improvement with Welsh Government. Effective use of peer engagement when appropriate. Joint regional plans and collaboration arrangements in place to support improvement and consistency. Full support for schools in need of the most support and joint support plan agreed between the governing body, the local authority, regional consortia, Estyn and Welsh Government. Joint Committee engagement as part of effective governance.	Feedback from stakeholders. National and international peer review. Full support for schools in need of the most support and joint support plan agreed between the governing body, the local authority, regional consortia, Estyn and Welsh Government.
Democratic accountability	Governing body statutory functions for school governance.	Democratic scrutiny. Effective use of statutory powers.	Democratic scrutiny through Joint Committee/Joint Executive Group and local scrutiny.	Democratic scrutiny from the National Assembly for Wales, and supporting committees.
Inspection and advice	Accountability through effective, consistent, contextualised inspection and regulation, including Section 50 for Faith Schools.	Accountability through effective, consistent, contextualised inspection and regulation. Wales Audit Office – annual audit function.	Accountability through effective, consistent, contextualised inspection and regulation. Wales Audit Office – annual audit function.	Welsh Audit Office – annual audit function. Estyn remit recommendations, e.g. thematic inspections and reviews.