



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

Consultation document

Estyn's proposed transition year in 2020-2021

May 2019

Consultation on Estyn's proposed transition year in 2020–2021

Estyn - A Learning Inspectorate: listening, learning and changing together

This is the first in a series of consultations about how inspection can best support schools and other providers to manage the many changes taking place in education to achieve success for all their learners. Between 2020 and 2024, we plan to make changes to our work:

- in the transition year 2020–2021, we propose to partially suspend inspections in nursery, primary, secondary and special schools and pupil referral units (PRUs) so that inspectors can work with schools on the curriculum changes
- in September 2021 we will have new inspection arrangements in place
- during 2021–2024, we will pilot inspections that focus on validating schools' self-improvement processes. These inspections will provide schools and parents with more frequent, up-to-date feedback. From around 2024 we plan to roll-out these inspections to all schools.

At each stage we will work with stakeholders to shape our plans. This consultation seeks your views on our proposal for a transition year in 2020–2021.

To allow a partial suspension of inspection, the Welsh Government will consult on extending the current inspection period to finish in 2024.

1. Please indicate which group applies to you:

- Learner
- Parent / carer
- Education Professional
- Member of the public
- Other (please specify):

Education union

2. Which sector(s) are you interested in? (Please select all that apply).

- Adult community learning
- All-age and federated schools
- Early years settings
- Further education
- Independent schools and independent special schools and colleges
- Initial teacher education
- Local authorities/ regional consortia
- Primary schools
- Pupil referral units
- Secondary schools
- Special schools
- Work-based learning
- Other (please specify):

Our proposal to partially suspend inspections in 2020–2021

During the transition year 2020–2021, we plan to partially suspend inspections in nursery, primary, secondary and special schools and pupil referral units (PRUs) that are run by a local authority. We will continue to inspect providers in all other sectors.

We will also continue to monitor schools identified as needing follow-up. This will include schools in the categories of Estyn review, significant improvement and special measures. This means that if a school is due to be monitored, we will continue to visit during 2020–2021. We will reserve the right to inspect a school in exceptional circumstances.

3. Do you agree that we should partially suspend inspections for schools and PRUs during the academic year 2020–2021 so that inspectors support curriculum reform?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

4. Do you have any other comments about which inspection work should continue during the transition year?

We are keen that the inspection arrangements during the 'pause' year should be informal and that schools feel they have the opportunity for free and open dialog with the inspectorate.

Inspector engagement visits

We currently visit schools and PRUs as part of core inspections, follow-up work and thematic inspections. We plan to also carry out engagement visits to schools and PRUs to help support the changes that are happening in education. During the transition year, our aim is to visit all schools in Wales. These visits are likely to last one day. During the visit, the inspector will talk to pupils and staff. In some of our largest schools, two inspectors might visit to allow us to talk to more pupils and staff. For schools in follow-up, we will discuss the changes in education as part of the monitoring visit and not do a separate visit.

The evidence we collect during these visits will allow us to provide feedback on progress against national priorities such as curriculum reform to schools, local authorities, regional consortia and the Welsh Government. On an engagement visit, we will provide the school with brief feedback on national developments and what is working well.

We will use feedback from schools to decide how helpful the visits have been and to plan what role inspector engagement visits might play from 2021 onwards.

5. Do you agree that the information above explains the purpose of the engagement visits?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Focus of the engagement visits

Engagement visits during the transition year will focus on understanding how well schools are developing their practices in relation to the new curriculum, additional learning needs reform and the new resource for self-evaluation for improvement.

6. To what extent do you agree with these priorities?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The new curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes to support for children and young people with additional learning needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School improvement through self-evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. What else do you think we should consider during engagement visits?

We think it is critical that education professionals have the opportunities to engage in professional learning, which must underpin the recommendations from Estyn's work that year. We hope that rather than focus just on how ready the system is for Curriculum 2022, the reporting will look at how WG and other partners can provide learning and support. We also think it is critical Estyn help identify barriers, including external barriers, which are preventing education professionals from undertaking appropriate learning – be that workload, funding, time etc.

Outcome of the engagement visit for the school or PRU

We do not plan to publish a report or provide schools and PRUs with any written feedback on their strengths and priorities for improvement as part of the engagement visit. During the visit, inspectors' professional discussions with school staff will help us build a picture of how the school is developing its work and responding to national priorities. The discussions will help schools and PRUs to further develop. Not having a formal report will help to make the visits a professional learning opportunity and encourage open and reflective discussions.

8. Do you agree that we should NOT provide written feedback following a visit?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Do you have you any other comments relating to feedback?

We believe that more information is needed on how the information will be used, in order to ensure that education professionals can engage in a meaningful dialog. The reserving the right to inspect means there is a chance these visits will still be viewed with caution, which we would be keen to avoid.

9. Do you have any further feedback about the planned engagement visits?

Activities during the transition year 2020-2021

Partially suspending inspections during the transition year will allow inspectors to carry out a range of activities to support schools and PRUs in their improvement and to support education reform.

10. What type of activities do you think are important for us to do during the transition year?

	Very important	Fairly important	Not important
Carry out thematic inspections on education topics to support education reform	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Collect and publish case studies of good practice on how schools have improved	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contribute to national conferences for schools to share good practice and ways to improve	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliver training events to support curriculum reform in partnership with regions and local authorities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support through visits to regional and local authority school improvement services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. During the transition year, schools and PRUs will be preparing to introduce the new curriculum. How can we support and encourage them to take their next steps?

With regard to the transition year, it is key that Estyn publishes asap:

guidance (and shared good practice) on how heads will create strategic plans which focus on learning and assessment for learning;

How they plan to work with LAs and the Consortia to ensure there is no duplication and consistency of message;

How they will share learning needs with the Consortia so they can plan appropriately targeted training;

Set out how they will share with WG any extra support needed for implementation of the Curriculum and ALN Code;

How Estyn will assess the LAs and Consortia in terms of their support for schools.

12. Do you have any other suggestions for activities which it is important for us to carry out during the transition year?

With regard to important activity, we are concerned there is not a focus here on how the inspectorate will be rethinking their own approach. Inspections need to be carried out in line with the new Curriculum, be consistent and approached in an equitable manner, with a move away from a 'high stakes' accountability approach.

That is, we believe Estyn should be open to learning from schools and see education professionals in the system as equals, otherwise, the aspirations of The Learning Inspectorate will not be reached.

Follow up activity

During the transition year we will continue to monitor schools and PRUs causing concern.

13. In line with our current arrangements, we will continue to plan visits to schools causing concern during 2020–2021. In addition, how important are the further activities listed below to help us support these schools?

	Very important	Fairly important	Not important
Conferences to talk about improvement support to develop improvement plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support to improve teaching	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case study events to share good practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Do you have any further suggestions about how we can improve our support for schools causing concern?

The wording of the above is difficult to fully unpick.

We are concerned about the quality of some 'conferences' offered, and Heads are clear these need to be quality assured. So-called 'blue-sky thinking' can be unhelpful at this stage and it is difficult to plan for both the new Curriculum and the ALN Code without the regulations and guidance being in place. i.e. members are reluctant to spend time and resources on activities which will not be helpful to their settings, as the plans become clearer and are developed.

Keeping you up to date

15. Which of the following channels of communication would you prefer to keep you up-to-date with developments during the transition year?

Tick all that apply

- | | |
|---------------------|-------------------------------------|
| Our website | <input checked="" type="checkbox"/> |
| E-newsletters | <input checked="" type="checkbox"/> |
| Social media | <input checked="" type="checkbox"/> |
| Video | <input checked="" type="checkbox"/> |
| Blog | <input checked="" type="checkbox"/> |
| Face-to-face events | <input checked="" type="checkbox"/> |

16. Do you have any other suggestions for how we can keep stakeholders up-to-date?

Additional Information

17. If you are responding on behalf of an organisation, please use the box below to state the name of the organisation.

18. If you are happy for us to contact you again in relation to your comments please provide your contact details below:

mary.vandenheuvel@neu.org.uk"/>

Thank you for taking part in our consultation. The information received will be used to develop how our work can best support schools and other providers to manage the many changes taking place in education to achieve success for all their learners.

You will have an opportunity to share your ideas about the future of core inspections and our follow up work in autumn 2019. If you have any questions regarding the consultation, please email us at: consultation@estyn.gov.wales

Please send your response by e-mail to consultation@estyn.gov.wales or by post to Freepost Estyn