

## **SCRUTINY COMMITTEE REPORT**

Date Written	15 <sup>th</sup> May 2018
Report Author	Joe Colsey
Service Area	LAESCYP
Committee Date	4 <sup>th</sup> June 2018

*To: Chair, Ladies and Gentlemen*

# **New Estyn Inspection Framework for Schools**

## **Fframwaith Arolygu Newydd Estyn ar gyfer Ysgolion**

### **1.0 SUMMARY OF THE REPORT**

1.1 The purpose of the report is to update LAESCYP Scrutiny members on the changes in the Estyn inspection reporting framework for schools.

### **2.0 RECOMMENDATION(S)**

2.1 This report is discussed and noted

### **3.0 INTRODUCTION AND BACKGROUND**

3.1 In September 2017, Estyn implemented new arrangements for inspecting all schools, independent specialist colleges, pupil referral units and work-based learning providers. Schools within Merthyr Tydfil County Borough Council will be inspected using this new framework. Learners and their progress continue to be at the heart of all Estyn inspections. Estyn will focus more strongly on what is working well and what needs to improve. Inspections will reflect the transformation that is happening in learning and teaching.

### **4.0 WHERE WE WERE**

4.1 Schools received 20 days' notice of inspection.

- 4.2 The inspection team looked at three key questions (KQ):
- KQ1: How good are outcomes?
    - Standards
    - Wellbeing
  - KQ2: How good is provision?
    - Learning experiences
    - Teaching
    - Care, support and guidance
    - Learning environments
  - KQ3: How good are leadership and management?
    - Leadership
    - Improving quality
    - Partnership working
    - Resource management
- 4.3 An overall judgment was provided for current performance and prospects for improvement.
- 4.4 There were four judgements for each inspection area:
- Excellent: Many strengths including significant examples of sector leading practice.
  - Good: Many strengths and no important areas requiring significant improvement.
  - Adequate: Strengths outweigh areas for improvement.
  - Unsatisfactory: Important areas for improvement outweigh strengths.
- 4.5 There were four levels of follow-up activity:
- Local authority monitoring
  - Estyn monitoring
  - Significant improvement
  - Special Measures
- 4.6 If sector leading practice is identified by the inspection team, the school leaders will be asked to produce a case study in relation to the sector leading aspect. This case study will be published on the Estyn website as a means of sharing best practice.

## **5.0 WHERE WE ARE NOW**

- 5.1 Schools will receive 15 days' notice of inspection. The school's self-evaluation report will be the starting point of the inspection. The inspection team will look at how well the provider knows its own strengths and areas to improve.
- 5.2 Inspection reports will be shorter; they will focus on the most relevant and important aspects of the school.
- 5.3 Many aspects will only be included by exception, which means they will only be included if they are particularly strong or particularly weak.

- 5.4 The inspection team will look at five inspection areas (IA):
- IA1: Standards
  - IA2: Wellbeing and attitudes to learning
  - IA3: Teaching and learning experiences
  - IA4: Care, support and guidance
  - IA5: Leadership and management
- 5.5 There will not be any overall judgements for current performance or prospects for improvement, but a judgement for each of the five inspection areas.
- 5.6 There still remain four judgements for each inspection area:
- Excellent: Very strong, sustained performance and practice
  - Good: Strong features, although minor aspects may require improvement.
  - Adequate and needs improvement: Strengths outweigh weakness, but important aspects require improvement.
  - Unsatisfactory and needs urgent improvement: Important weaknesses outweigh any strength.
- 5.7 There will be three levels of follow-up activity:
- Estyn review – this has replaced Estyn monitoring
  - Significant improvement
  - Special Measures
- Monitoring visits will continue to take place at broadly similar intervals following the core inspection, i.e. 12 – 18 months later for Estyn review and significant improvement, and regular monitoring visits for schools requiring special measures. Schools and the local authority will be given 10 working days' notice of follow-up monitoring visits.
- 5.8 If the inspection team identify an area of the school's work that is considered to be interesting or innovative, the school will be asked to provide a case study in relation to this aspect(s) of its work. This case study will be published on the Estyn website as a means of sharing best practice.

## **6.0 WHERE WE WANT TO BE**

- 6.1 The Local authority's ambition is to be ranked in the top ten performing local authorities in Wales by 2020 and to improve the capacity of leadership teams to bring about improvement so that no schools are placed in an Estyn follow up category.

## **7.0 WHAT WE NEED TO DO NEXT**

- 7.1 In order to achieve our ambition the local authority will:
- Ensure schools are appropriately supported and challenged by the challenge advisers who are deployed by the Central South Consortium;
  - Continue to promote and facilitate the self-improving and self-regulating school led system, so that school-to-school working results in high standards for all pupils and robust peer evaluations that inform judgements and plans;

- Continue to use statutory powers through the issuing of notices of concern and warning letters when necessary;
- Work in partnership with school leaders to undertake actions that will bring about accelerated school improvement.

## **8.0 CONTRIBUTION TO WELLBEING OBJECTIVES**

**8.1** The contents of this report relate to the following Wellbeing Objectives:

- Best start to life: Children and young people are equipped with the skills they need to be successful learners and confident individuals.
- Through the combined work of school leaders, the local authority and the Central South Consortium ensures that effective school-to-school working results in high standards for all pupils. We will work towards children and young people being equipped with the skills they need to be successful learners at each stage of their educational journey as well as being confident individuals.

***Sue Walker, Chief Education Officer***

***Councillor Lisa Mytton  
Portfolio Lead for Education***