



Llywodraeth Cymru
Welsh Government

The Estyn Annual Remit 2018/19

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.



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The Annual Estyn Remit 2018/19

This document sets out the Cabinet Secretary for Education's annual remit to Estyn for 2018/19. The annual remit is additional to Estyn's core business of inspections.

It sets out:

1. the specific advice required by the Welsh Government in 2018/19 which includes:
 - a) assist with the production of a national self evaluation and improvement planning toolkit through joint working with OECD to support our proposed new accountability system;
 - b) issues where Estyn is asked to provide detailed reports and, where appropriate, other resources drawing on evidence from thematic inspections;
 - c) working groups that Estyn is asked to support; and
 - d) other areas where the Welsh Government may request advice and support.

1. The specific advice required by the Welsh Government in 2018/19

1a) Assist with the production of a national self evaluation and improvement planning toolkit for schools

Estyn will work with OECD to lead and facilitate a working group tasked with developing a common understanding of what good self evaluation and development planning entails in Wales in one toolkit.

1b) Detailed reports and, where appropriate, other resources drawing on evidence from thematic inspections

The thematic reviews to be included in the remit to Estyn for 2018/19 are listed in the table below.

The list includes 12 items: 8 standard reviews and 4 short reviews.

The items included reflect a strategic remit that links to my stated priorities for education and training, with emphasis on the outcome of *Successful Futures* and my action plan *Education in Wales: Our National Mission 2017-2021*.

	Title	Purpose	Year/Duration
1.	Preparing for the new curriculum: year 3	This review will be a state of the nation report evaluating professional learning across the regional consortia, how resources are used and would capture good practice.	Year 3 of 3 Standard review
2	Health and wellbeing area of learning and experience	This report is part of a series of reports on curriculum subject areas. The review will focus on the health and wellbeing area of learning and experience in primary and secondary schools in a holistic approach.	Year 1 of 1 Standard review
3.	ALN provision in mainstream schools - a good practice guide	This review will follow on from the short thematic report in 2017-2018 focusing on schools' readiness to meet the demands of the new ALN bill. It will capture case studies of good practice.	Year 1 of 1 Standard review
4.	Federated schools - common features of effective collaboration	This review will look at different approaches taken for federated schools, including all-age schools and amalgamations. The report will consider the common features of effective collaboration in the organisation of these schools, what has been successful or not successful and the reasons why. It will capture case studies of good practice.	Year 1 of 1 Standard review
5.	Young carers		Year 1 of 1 Standard

		This review will focus on the education and training provided for this group of vulnerable learners in schools and colleges.	review
6.	A level review - social studies	This review will be the first in a series of reports to provide an overview of the challenges and good practice for standards, provision and leadership in supporting learners in school sixth forms and colleges. Social Studies refer to subjects such as law, psychology, sociology, philosophy, government and politics, citizenship and critical thinking.	Year 1 of 1 Standard review
7.	Partnerships with employers.	This review will focus on the range and quality of engagement for partnerships between educational sectors (particularly secondary schools, further education colleges and work-based learning providers) and employers. It would cover impartial advice and guidance, work-related experiences and entrepreneurial activities, as well as local market information and skills for the economy. It would also consider the role of Careers Wales in facilitating the provider/employer links and in providing impartial careers information advice	Year 1 of 1 Standard review

		and guidance.	
8.	Provision for Gypsy, Roma and Traveller, and Minority Ethnic learners	The review will focus on progress on provision for gypsy, Roma, traveller and minority ethnic learners since Estyn's 2011 report. It will consider the impact of the new funding arrangements on current educational services and support for the educational outcomes of these learners. In preparation for this work, Estyn will to gather evidence during link inspector visits to local authorities.	Year 1 of 1 Short review
9.	Apprenticeships - focusing on Engineering	This review will follow up on Estyn's previous report in 2013 on engineering by considering the picture currently, with the emphasis on higher apprenticeships and the need for STEM-related skills. It will follow up on findings from the higher apprenticeships thematic report in 2017-2018.	Year 1 of 1 Short review
10.	Support for learners with Adverse Childhood Experiences (ACEs)	This report will focus on schools' awareness about pupils whose backgrounds have adverse childhood experiences. It will also look at the support that schools give for learners with adverse childhood experiences. The report will highlight case studies of schools providing effective support.	Year 1 of 1 Short review

11.	PREVENT	This review will consider how the PREVENT agenda is being embedded in schools and to highlight best practice case studies to be shared across Wales.	Year 1 of 1 Short review
12.	Effectiveness of Pupil Referral Unit (PRU) management committees	Regulations introduced in 2015 required all PRUs to have a management committee. The review will consider the effectiveness of the management committees since their introduction.	Year 1 of 1 Standard review

1c) Policy areas on which the Education Directorate 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 Education Directorate officials.

For 2018/19 it is anticipated that Estyn will contribute to the following working groups but this will be reviewed going forward:

- Additional Learning Needs Reform
- All Wales Forum of Gypsy Traveller Education Practitioners
- Creative Learning Steering Group
- Consistent Performance Measures Steering Group
- Curriculum for Wales Curriculum & Assessment Expert Group
- Curriculum for Wales Communications Group
- Curriculum for Wales DCF Steering Group
- Curriculum for Wales Programme Board
- Curriculum for Wales Review Implementation: Change Board
- DCF Steering Group
- DCF Working group
- Digital Operations Group
- Digital Standards Working Group
- Digital Standards Group
- Education Other Than at School (EOTAS) Delivery Group
- Education Reform Strategic Stakeholder Group
- Elective Home Education Stakeholder Working Group
- Foundation Phase Expert Group

- GCSE Subject Groups
- Global Futures Steering Group
- Healthy Relationships Expert Panel
- Initial Teacher Education Expert Forum
- Initial Teacher Education Recruitment and Retention Board
- Initial Teacher Education Transition Group
- Keep in Touch Meeting (Youth Justice Board, Welsh Government and Inspectorates)
- Lead and Emerging Practitioner Schools Project Board
- Minority Ethnic Achievement Local Authorities Forum
- National Digital Learning Council
- National Network of Excellence for Mathematics
- National Network of Excellence for Science & Technology
- National Strategic Group for Children who are looked after
- National Youth Work Reference Group
- Post Compulsory Education and Training (PCET) Stakeholder Reference Group
- Post-16 Digital Strategy Steering Group
- Professional Teaching Standards for Further Education and Work-Based Learning Practitioners Group
- Review of Teachers' Professional Standards
- Safeguarding in Education Steering Group
- Shadow Board for the National Academy of Educational Leadership
- The Childcare Offer for Wales: Stakeholder Reference Group
- Wales Strategic Forum for Careers Development
- Welsh Government's Improvement and Support Conference

Curriculum for Wales Area of Learning and Experience working groups:

- Expressive arts
- Health and well-being
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology.

1d) Other areas on which the Education Directorate 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 which have been approved under section 347(1) of the Education Act 1996, to admit pupils with statements of special educational needs (SEN) 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 independent schools.
- Pupil development 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 in respect of Local Education Authorities.
- Honours nominations.
- Background information for Ministerial visits to schools.
- Assembly questions.