

Introduction

Estyn agreed with the Welsh Government to undertake a state of the nation thematic survey in response to two recommendations by the Culture, Welsh Language and Communications Committee on the teaching of Welsh history, culture and heritage.

The recommendations outline that Estyn should:

- review the teaching of Welsh history in schools and the evidence of the extent to which schools are meeting the requirements of the GCSE, AS and A level specifications on teaching Welsh content
- review how diversity is taught in schools and consider if the history taught in schools is representative of all of Wales' communities and their international connections (National Assembly for Wales, 2019).

Following the events of summer 2020 and the Black Lives Matter movement, Estyn agreed with the Welsh Government that the review take account of Welsh and wider Black, Asian and Minority Ethnic history, identity and culture.

The report includes evidence on the standards, provision and leadership of the teaching of Welsh and Black, Asian and Minority Ethnic history and culture in primary, secondary, special schools and pupil referral units. The review will also capture examples of best practice to exemplify where Welsh and Black, Asian and Minority Ethnic history and culture is developed effectively.

The intended audience for this report is the Welsh Government, headteachers and staff in schools, initial teacher education partnerships, local authority and regional consortia officers. The report's findings will also help to inform the development and implementation of Curriculum for Wales.

The activity planned for the thematic review was reviewed and adapted due to the disruption to education caused by the COVID-19 outbreak in 2020 and 2021. The report draws on findings from inspections undertaken before March 2020, virtual visits with primary schools, secondary schools, special schools and a pupil referral unit (PRU) and a small number of on-site visits to primary and secondary schools. Inspectors also consulted with a wide range of stakeholders including parents, representatives from higher education institutions, academics and regional consortia staff.