

Arrangements to review the progress of primary and special schools and PRUs placed in Estyn review – information for school leaders, local authorities and the regional consortia, September 2017.

What is changing?

Estyn is trialling a termly desk-based review panel to review the progress made since the core inspection for all primary and special schools placed in Estyn monitoring or Estyn review.

Previously, only a few schools received a desk-based review, and a majority of schools received a monitoring visit. Under the new arrangements, Estyn will only visit schools to review progress where the desk-based review panel decides that a monitoring visit is necessary. From January 2018, Estyn will normally only visit schools where the desk-based review evidence suggests that progress is too slow, or has had too little impact on improving standards or the provision.

PRUs placed in Estyn monitoring or Estyn review will continue to receive a monitoring visit around 18 months after the publication of the report.

Which schools do these changes affect?

The new arrangements affect primary schools and special schools where the core inspection identified that the school was in need of Estyn monitoring or Estyn review, and the core inspection report has been published since October 2016. This includes schools inspected as part of the NIA pilots, and schools inspected under the existing 2010 inspection framework.

When will the desk-based review panels take place?

Estyn will review primary and special schools' progress during term 5, where term 1 is when the core inspection report was published. Review panels will take place during the first two weeks of each term. If a visit is required, it will take place later during the same term.

Estyn will use the date of publication, not the date of inspection, to determine when a school's review will take place. For example, schools whose reports were published during the autumn term 2016 will receive a desk-based review at the beginning of the spring term 2018. Schools whose reports were published during the spring term 2017 will be reviewed early in the summer term 2018.

Schools and local authorities will receive 10 working days' notice of the review panel. They should expect to receive notice at the end of previous term, as the review will take place early the following term. Once notified, schools and local authorities will have a short period of around 10 days to submit the required document.

What does the school/LA need to provide for the panel review?

The school will be required to submit a brief impact report, outlining evidence of the impact of leadership in improving standards, teaching and provision. In annex 1 of this document, Estyn has provided a template as a suggestion. This template is not mandatory and schools should decide for themselves how to present their evidence to demonstrate their improved capacity to bring about improvements.

The report should be **no longer than four sides of A4**. It should give the most prominence to how the school has addressed any shortcomings in leadership and management, identified in key question 3 or inspection area 5 of the core inspection report. For example, leaders may have improved their self-evaluation systems, or strengthened the procedures for the school improvement plan, so that it is more effective in improving outcomes and the provision. As a result of the improved sharper focus, specific outcomes may have improved, such as boys' reading in Years 3 and 4, or the attendance or achievement of pupils eligible for free school meals.

The school may wish to draw on evidence of impact from work it has done to address the other recommendations, in order to demonstrate how it has improved its capacity to respond to area of weakness and bring about improvements efficiently. There is no requirement for a detailed description of the individual actions the school has taken, or for the action plan itself. In compiling the summary, the school should bear in mind that the panel's focus will be on the improved impact of leaders' actions during the period since the inspection.

The local authority should submit either the most recent Challenge Advisor note of visit and/or categorisation report directly to Estyn. The reviewing panel will take suitable account of the way the school uses available teacher assessment or test data to gauge pupil progress and to identify ways to improve teaching and learning as a result.

What happens next?

Where the desk-based review panel decide that a school has made sufficient improvements and no longer requires monitoring, Estyn will inform the school and the local authority by letter, later in the term. This letter will also be published on the Estyn website.

Where the desk-based review panel decides that a visit is required, Estyn will arrange for the visit to take place later the same term. For these visits, and for PRUs placed in Estyn Monitoring or Estyn review, the school and local authority (and diocese, where appropriate) will be given 10 days' notice of the visit. Normally, two HMI will visit the school for one and a half days.

The focus of the visit will be whether the school has demonstrated sufficient progress in addressing the recommendations from the core inspection. It is likely that the monitoring team will want to visit classrooms, scrutinise pupils' work, interview leaders and consider any other evidence that the school provides of how leaders have made early improvements to the provision and outcomes. Inspectors will evaluate the progress that pupils make and the standards that they achieve against the recommendations of the core inspection. In addition, inspectors will consider any evidence of how leadership capacity has been strengthened, so that the school is well placed to continue its improvement journey.

Once a school receives notification of a visit, leaders will have the opportunity to re-submit their progress report, in order to update any actions and impact since the desk-based panel review. For PRUs, they will have the chance to submit their progress report, along with the latest challenge advisor report at this stage. The visiting team will also require a copy of the current school development plan, self-evaluation document, staffing lists and timetables in advance of the visit. The school may also present other evidence of progress against the recommendations.

Following the visit, the school and the local authority will receive written feedback. The outcome of the visit will be published on the Estyn website.

What happens if the monitoring team decide that progress is insufficient?

If the monitoring team judge that the school has made ineffective progress in addressing the recommendations of the core inspection, and does not demonstrate improved leadership capacity, they may decide that it requires more intensive monitoring. In this case, inspectors may judge that the school requires significant improvement or special measures. Inspectors will consider whether the school is performing significantly less well than it might in all circumstances reasonably be expected to perform. They will consider whether the school is failing to give its pupils an acceptable standard of education, and if the persons responsible for leading, managing or governing the school are demonstrating the capacity to secure the necessary improvement.

If the school requires a statutory category of follow-up (significant improvement or special measures), the report of the visit will be shared with the school and local authority, and published on Estyn's website. Subsequent monitoring will follow Estyn's usual procedures for schools placed in significant improvement or special measures.

Annex 1: Evidence of progress for the desk-based panel, for primary or special schools in Estyn review or for the monitoring visit for PRUs

Name of school:

Recommendation identified in the core inspection	<i>Example: Ensure that all teachers plan activities to meet the needs of all learners, particularly the more able</i>	
Brief, succinct notes of what the school has done to improve things	Clear evaluation of the impact of the actions leaders have taken. What difference have they made to pupils? What has improved? How do you know?	What are the next steps to embed and sustain the progress made so far? Are there any actions which need further work?
<ul style="list-style-type: none"> • <i>Whole school inset training on stretching the most able Nov 16</i> • <i>Regular whole staff work-scrutiny(staff mtg time) led by SLT, focusing on match of task and challenge with ability</i> • <i>Targeted teachers have observed best practice in AfL within school and at Ysgol y Dderwen</i> • <i>SLT half termly ‘book look’, planning scrutiny, regular lesson drop-ins, feedback to teachers and follow-up/action plans</i> 	<ul style="list-style-type: none"> • <i>SLT book and planning monitoring shows a better match of work to pupils’ abilities in nearly all classes</i> • <i>School tracking now highlights pupil progress by group more clearly. Recent data shows that progress is more rapid for all groups since the core inspection. Fastest progress is for the more able.</i> • <i>Teacher assessment shows an improving trend with a greater % of Y5 and Y6 on track to reach secure L5 in En, Ma and Sc by the end of KS2</i> • <i>Test data shows that all cohorts except Y4 have an increased % of pupils achieving 115+ in reading and</i> 	<p><i>Teacher assessment shows that although progress for MAT pupils in Y2, 3 and 4 is at least in line with other groups, it is not as rapid as in Y5 and 6.</i></p> <ul style="list-style-type: none"> • <i>SLT have recently started a triad system to coach improvements in these cohorts, but it is still too early to see improvements to pupils’ outcomes.</i> • <i>Some teachers are to move to different yeargroups from September, to embed consistency in improvements to pupil progress.</i>

<ul style="list-style-type: none">• <i>Termly pupil conferencing with pupils' work, focus on more able pupils' progress</i>	<i>procedural maths compared with last two years</i>	
---	--	--