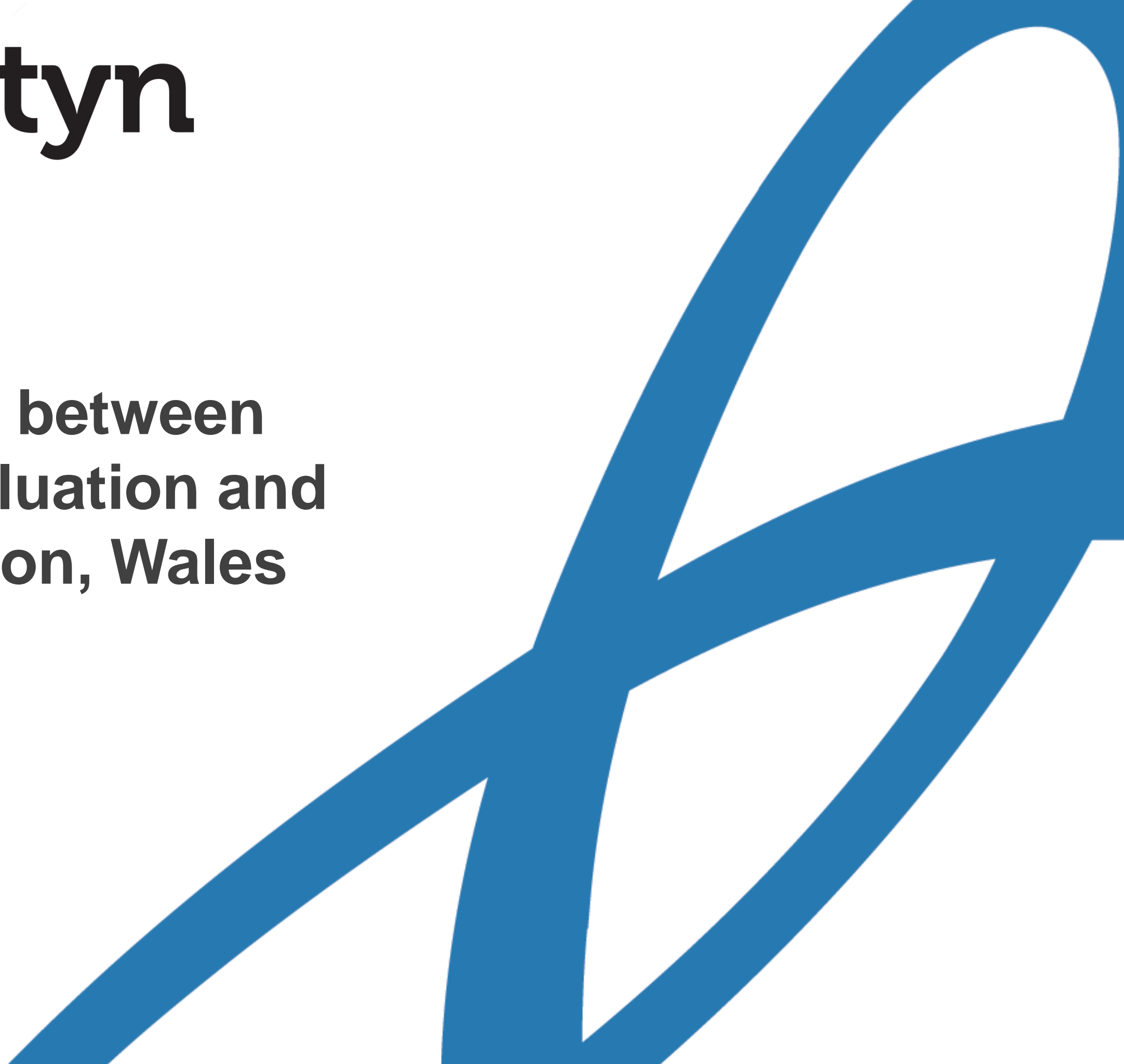


**The link between
self-evaluation and
inspection, Wales**



Objectives:

New inspection arrangements for Estyn from
September 2017

Role of self-evaluation in inspection

Wales' New Inspection Framework

- 1** Standards
- 2** Wellbeing and attitudes to learning
- 3** Teaching and learning experiences
- 4** Care, support and guidance
- 5** Leadership and management

Approach to inspection

Self-evaluation is the starting point for inspection.

Pre inspection – Reporting inspector reviews self-evaluation to identify **areas for investigation**; we call these “**emerging questions**”

Emerging questions help make inspection relevant to the provider

Inspectors **sample, test and validate** the school's evaluations

Examples of emerging questions

IA1 – Standards

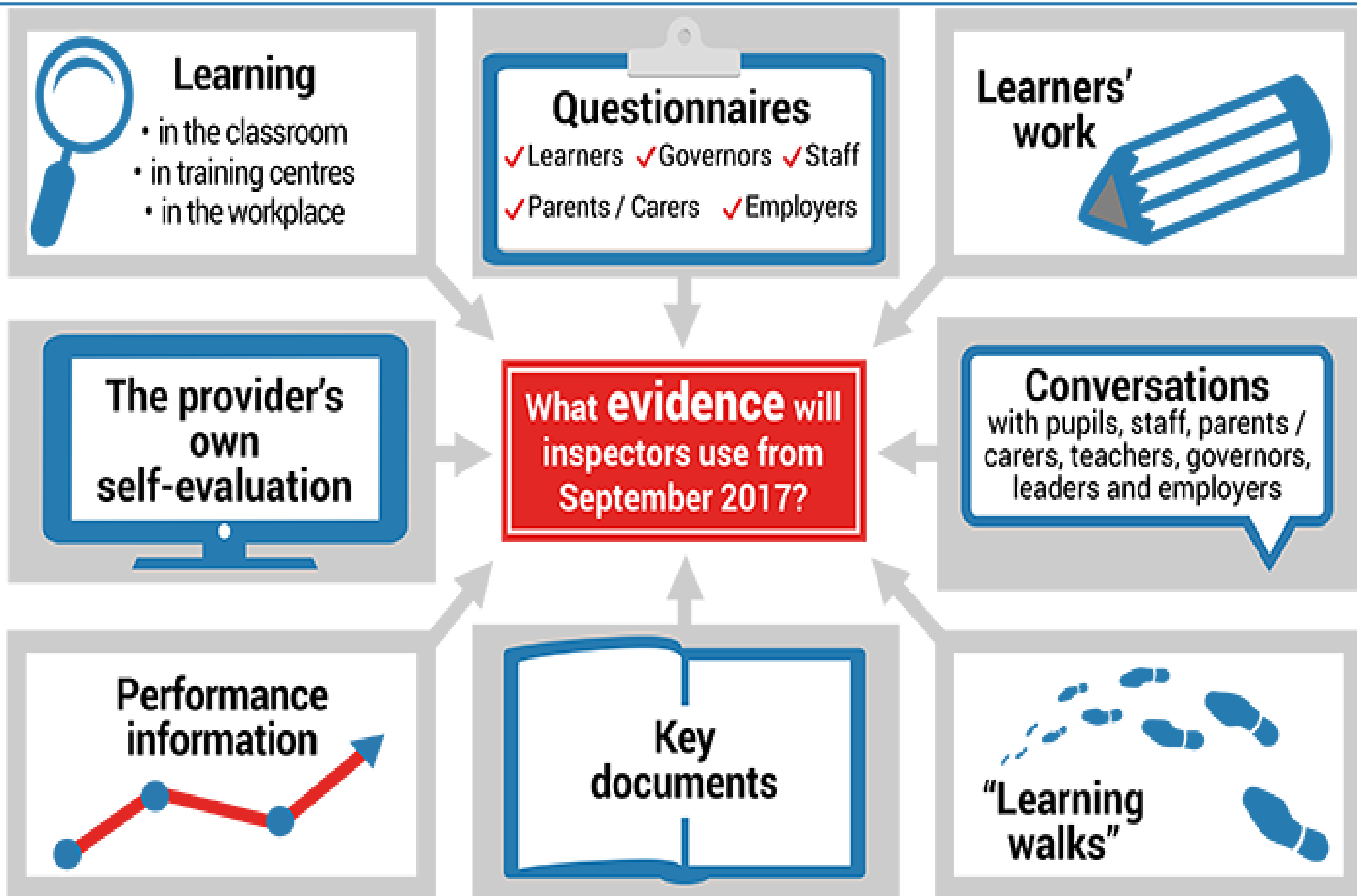
Performance of specific groups (girls, pupils with additional learning needs)

IA3 – Teaching and learning experiences

What are the main issues to teaching that result in weak standards?

IA5 – Leadership and management

Do leaders have the vision, purpose, capacity and systems to bring about improvements to impact on standards and wellbeing?



Inspection Area 5

Leadership and management

5.1 Quality and effectiveness of leaders and managers

5.2 Self-evaluation processes and improvement planning

5.3 Professional learning

5.4 Use of resources

5.2 Self-evaluation processes and improvement planning

How accurately do leaders and managers know the school's strengths and weaknesses?

How well do they gather and analyse first-hand evidence of standards, information on pupil performance and provision, including teaching?

How well does the school involve a wide range of partners, including pupils and parents, in identifying its strengths and weaknesses?

5.2 Self-evaluation processes and improvement planning

How well does the school's improvement plan link to the outcomes of self-evaluation processes?

How accurately has it identified its priorities? How well do leaders manage their priorities?

What is the quality of improvement planning? Is it likely to secure the desired improvements?

Annual report 2015-2016

Excellent leadership

- Reflects
- Evaluates successfully
- Identifies shortcomings
- Acts to improve successfully
- Is not bureaucratic
- Uses and shares data intelligently
- Focuses on the quality of [teaching and learning](#)

Annual report 2015-2016

Weaker schools have common shortcomings:

- Leaders do not hold staff to account rigorously
- Self-evaluation processes are not sufficiently robust
- They focus too much on the teacher and not enough on the progress made by pupils.
- Too often where teaching has shortcomings, leaders do not have a clear idea of what needs to be improved.



Reducing Workload

A Guide for Teachers & Headteachers