

## **Analysis of Estyn Inspection Reports**

### **Flintshire SACRE**

**October 6<sup>th</sup> 2022**

#### **Context:**

Prior to the pandemic, Estyn had already announced that during 2020-2021 they would pause their inspection work in maintained schools and pupil referral units (PRUs). Instead, they planned to visit providers in these sectors to find out how well they were planning and preparing for the rollout of the Curriculum for Wales and additional learning needs (ALN) reform. The pandemic meant that they could only visit a few providers during the year, mainly in the summer term.

As COVID-19 restrictions lifted, Estyn resumed face-to-face visits to a small number of providers. This included some engagement activity, pastoral visits to schools in statutory category, and a very few inspections and monitoring visits. Estyn piloted their inspection approaches in maintained schools and Pupil Referral Units during 2021/2022 to ensure that they support the development of Curriculum for Wales and encourage improvement.

Estyn has now introduced new inspection arrangements for schools and PRUs. These are being implemented from September 2022. The main changes are:

- Inspection reports will no longer include summative gradings (e.g. 'Excellent', 'Good' or 'Adequate'). Rather than focusing on a grading, reports will detail how well providers are helping a child to learn. A key overview of findings will be included in the report headline focussing on a school's strengths and areas for development.
- Estyn will produce a separate report summary for parents which will allow parents to access the key information they need about an inspection quickly.
- There is no change to the statutory categories of special measures and significant improvement. Estyn review will also be retained and Estyn will continue to share innovative or effective practice.
- The notice period for inspections has been reduced, following feedback, from 15 to 10 working days.

Over the next few years, Estyn will be working with partners and stakeholders to gather views as they look to further evolve their inspection framework, including moving towards more regular inspection across providers.

## Reports published in the summer term 2022

School	Inspection by Estyn
Northop Hall CP	May 2022
Ysgol Mynydd Isa	May 2022

### Inspection Area 3: Teaching and Learning Experiences

- The oldest pupils learn about diversity through their topic work, for example the treatment of Jews during the second world war, and compare the situation with the war in Ukraine. They write moving letters to the Home Secretary about the plight of refugees. (Northop Hall C.P.)

### Inspection Area 4: Care, Support and Guidance

- The daily acts of collective worship, where pupils and staff have time for reflection together, support pupils' spiritual development well. Pupils celebrate important days for themselves, their families and their community, including Remembrance Day and religious festivals. This contributes to deepening their sense of empathy, understanding and compassion for others. Increasingly, teachers provide real-life contexts for learning, and this helps to foster shared values, such as sustainability. (Northop Hall C.P.)
- Staff provide good opportunities for pupils to consider ethical issues such as fair trade and renewable sources of energy through the curriculum. They also provide opportunities for pupils to learn about different religions, including Islam and Christianity. Pupils' moral development is supported effectively by three clear school rules, 'ready, respectful and safe'. (Ysgol Mynydd Isa)
- The school provides regular opportunities to promote pupils' spiritual development through regular collective worship. Staff deal with issues sensitively during these sessions and encourage pupils to take part and to lead worship sessions. The school provides worthwhile opportunities for pupils to perform in celebrations including the annual Eisteddfodau. (Ysgol Mynydd Isa)

### IA5: Leadership and Management

- The headteacher, in partnership with the governing body, provides thoughtful, strategic leadership. She has consistently high expectations of herself, staff and pupils. The senior leadership team effectively model and promote important values

and behaviours, such as kindness and empathy in their daily interactions with pupils, staff and parents. Consequently, there is considerable professional respect among the staff team and morale is high. Staff and parents appreciate leaders' support, care and reassurance throughout the challenges of the past two years.  
(Northop Hall CP)

- The headteacher is a highly effective leader. He has a clear vision for the school based around the school moto, 'Learning Together, Succeeding Together', and promoting five agreed core values. He communicates this effectively to all staff and stakeholders. He has established a strong and effective leadership team who have clear roles and responsibilities and a positive influence on the work of the school.  
(Ysgol Mynydd Isa)