

## Planned thematic report activity 2019-2020

The thematic reviews included in the remit to Estyn for 2019-2020 are listed in the table below.

### 1a) 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 2019/20 are listed in the table below.

The list includes 13 items: 2 large reviews that will provide practical supporting materials to the sector; 8 standard reviews; and 3 short reviews. There is also additional capacity for a further review.

The items included reflect a strategic remit that links to my stated priorities for education and training, and with emphasis on the outcome of Successful Futures.

Title	Purpose	Year/Duration
All-age schools	This report would review the leadership, provision and performance in 'all-age' schools (3-16, 3-19 and 4-19 schools). In particular, it would focus on the benefits and challenges of the all-age model.	Year 1 of 1 Large review
Secondary schools preparing for the new curriculum	This report would follow on from the innovation in primary schools report 2018 that looked at how primary schools were preparing for the new curriculum and offer case studies of emerging interesting practice. The report will be accompanied by a conference in 2020.	Year 1 of 1 Large review
Delivery of Essential Skills Wales qualifications in vocational learning programmes	This review will have a particular focus on good practice in integrating essential skills qualifications into learning delivery. This would build on findings in previous further education college and work-based learning inspections about shortcomings in the	Year 1 of 1 Standard review

	planning and delivery of essential skills qualifications in vocational learning programmes, as well as the outcomes of the recent Qualifications Wales review of the new Essential Skills Wales qualifications.	
Community schools	This review will focus on how well schools work with agencies and services as part of their local community to provide service hubs. In particular, it will look schools engagement with parents and the impact on the community including voluntary pre-school groups run by parents, after school clubs and community use of the school building and site out of school hours, at weekends and holidays.	Year 1 of 1 Standard review
Provision for disabled pupils	This review would form part of our annual focus on inclusion - looking at the impact of education provision on vulnerable groups of learners. Although this is a group of learners that have not had a particular spotlight on inspection, there would be some evidence from previous inspection findings on provision for this group through schools' access plans.	Year 1 of 1 Standard review
Partnerships and joint planning between schools and colleges	This review will to look at the delivery of 'mixed vocational' programmes (BTEC qualifications in different subjects) in sixth forms and further education colleges, how well these meet learners' needs, and whether better co-ordination of provision between schools and colleges can be achieved. This review would also build on the recent A level thematic review by looking at whether local education systems support learners to study the post-16 courses that best meet their needs and abilities, in environments which are appropriate for them.	Year 1 of 1 Standard review
A level Welsh Language	This review will be the second in a series of reports to provide a state of the nation overview of the challenges and good practice for standards,	Year 1 of 1 Standard review

	provision and leadership in A level. The report will focus on Welsh language in school sixth forms and colleges.	
Youth and community training	This review will follow up on the valuing youth work report in 2018, by focusing on youth and community training. The review would also consider progress against the recommendations of Estyn's 2010 report on professional qualification training for youth workers in Wales.	Year 1 of 1 Standard review
Emotional wellbeing and mental health	The review will follow on from the 2018-2019 thematic survey of the health and wellbeing area of learning and experience by focusing on provision for emotional wellbeing and mental health. It will consider how schools are supporting learners to build resilience, by adopting a range of tools including nurture. In addition, it the report will look at the impact of nurturing at key transition points, including schools' work with colleges and other post-16 providers to prepare learners for the challenges this may pose for their mental well-being, including the 'step up' to higher level study and to more independent ways of learning.	Year 1 of 1 Standard review
Language acquisition	This report will focus on how well primary schools help pupils to acquire language and extend their vocabulary to support the development of their reading and writing skills.	Year 1 of 1 Standard review
Safeguarding	This will be a pilot of joint targeted area inspections of a safeguarding topic working jointly with Care Inspectorate Wales, Healthcare Inspectorate Wales and Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services.	Year 1 of 1 Short review
Effective interventions to support disadvantaged and vulnerable learners	This review will focus on identifying effective practice through case studies of 'what works' in the effective use of strategies, including grants such as the Pupil Development Grant to support disadvantaged and vulnerable learners.	Year 1 of 1 Short review

The prevalence and impact of schools 'off-rolling' pupils	This report will focus on establishing how common is the practice of 'off-rolling' pupils from schools and what local authorities are doing to tackle the practice. It will consider what happens to the pupils who are taken off their school roll and where they are receiving their education.	Year 1 of 1 Short review
Additional capacity for a further thematic review.		

**1b) Continuation of the work with OECD on the national self-evaluation and improvement planning toolkit**

Estyn will continue to work with OECD to lead and facilitate a working group to develop a common understanding of what good self-evaluation and development planning entails in a toolkit.

**1c) Estyn will pilot conducting area- based thematic inspections**

The theme of the pilot will be agreed in due course.