
Ymateb i Ymgynghoriad / Consultation Response

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Background information about Estyn

Estyn is the Office of Her Majesty's Inspectorate for Education and Training in Wales. As a Crown body, Estyn is independent of the Welsh Government.

Estyn's principal aim is to raise the standards and quality education and training in Wales. This is primarily set out in the Learning and Skills Act 2000 and the Education Act 2005. In exercising its functions, Estyn must give regard to the:

- Quality of education and training in Wales;
- Extent to which education and training meets the needs of learners;
- Educational standards achieved by education and training providers in Wales;
- Quality of leadership and management of those education and training providers;
- Spiritual, moral, social and cultural development of learners; and,
- Contribution made to the well-being of learners.

Estyn's remit includes (but is not exclusive to) nurseries and non-maintained settings, primary schools, secondary schools, independent schools, pupil referrals units, further education, adult community learning, local government education services, work-based learning, and teacher education and training.

Estyn may give advice to the Assembly on any matter connected to education and training in Wales. To achieve excellence for learners, Estyn has set three strategic objectives:

- Provide accountability to service users on the quality and standards of education and training in Wales;
- Inform the development of national policy by the Welsh Government;
- Build capacity for improvement of the education and training system in Wales.

This response is not confidential.

INTRODUCTION

Education is a fundamental human right¹. Its primary purpose is to equip people with the skills, knowledge and understanding needed to make the most of their individual talents, interests and abilities to fulfil their potential^{2 3}. In addition to literacy and numeracy, education should help people to lead healthy, happy, prosperous and respectful lives⁴. Education is one of the cornerstones to achieving sustainable development and securing a sustainable future⁵.

Estyn has welcomed Welsh Government's plans to continue driving improvements in an education system founded on the principles of equality, equity and inclusion⁶. While there is much to be celebrated, there is still work to do. We know that not all learners enjoy the same access to quality education and achieve high attainment levels. Poorer education outcomes are disproportionately associated with children and young people affected by poverty, living with a disability, belonging to a black or minority ethnic community⁷, and who have been looked after by the local authorities. This early disadvantage is likely to flow through into later life, damaging their employment opportunities and their overall health and wellbeing prospects⁸.

The Well-being of Future Generations (Wales) Act 2015 has been a key driver of change for the public sector in Wales. It concentrates efforts to combine our strategic will and resources to improve the overall wellbeing of Wales. The Act's seven Well-being Goals and sustainable development principle provides a comprehensive framework that supports us to maximise Wales' contribution to meeting domestic and international obligations. These responsibilities are enshrined in international human rights treaties and the UN's Sustainable Development Goals.

Setting ambitious goals to improve the economic, social, cultural and environmental wellbeing of Wales is, by itself, a worthwhile exercise. However, effectively tracking the scale and pace of change is a key element of unlocking proactive sustainable development and to ensuring Wales achieves this aim. Therefore, Estyn supports using the national indicator

¹ Article 10 – United Nations (1948) *Universal Declaration of Human Rights*. [.pdf] Available online at:

https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf. Accessed on: 15/04/2019

² Article 13 – United Nations (1966) *International Covenant on Economic, Social and Cultural Rights*. [.pdf] Available online at:

<https://www.ohchr.org/Documents/ProfessionalInterest/cescr.pdf> Accessed on: 15/04/2019

³ Article 29 – United Nations (1989) *Convention on the Rights of the Child*. [.pdf] Available online at:

<https://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>. Accessed on: 15/04/2019

⁴ UN Committee on the Rights of the Child (2001) *General Comment No. 1: The Aims of Education*. [.doc] Available online at:

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=2ahUKEwjA8L63kdLhAhV1sXEKHSd1CQAQFjABeqQIABAC&url=https%3A%2F%2Fwww2.ohchr.org%2Fenglish%2Fbodies%2Fcrcc%2Fdocs%2FGC1_en.doc&usq=AOvVaw1XjvUbKtBPsMrK-LOJvnxR. Accessed on: 15/04/2019

⁵ UN Education, Scientific and Cultural Organisation (2016) *Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4 – Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all*. [.pdf] Available online at:

http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf. Accessed on: 15/04/2019

⁶ Welsh Government (2017) *Education in Wales: Our National Mission*. [.pdf] Available online at:

<https://gov.wales/sites/default/files/publications/2018-03/education-in-wales-our-national-mission.pdf>. Accessed on: 16/04/2019

⁷ Welsh Government (2019) *KS4 indicators by year and ethnic background 2016-18*. [.html] Available online at:

<https://stats.wales.gov.wales/v/FXM7>. Accessed on: 16/04/2019

⁸ EHRC (2018) *Is Wales Fairer?: The state of equality and human rights 2018*. [.pdf] Available online at:

<https://www.equalityhumanrights.com/sites/default/files/is-britain-fairer-2018-is-wales-fairer.pdf>. Accessed on: 16/04/2019

set⁹ to propose milestones that will help to monitor progress of national wellbeing. However, there is scope to improve the milestones proposed.

This consultation response focuses on:

- Adding milestones that will help measure progress on safety and a sense of belonging
- Broadening the dataset to include the perspectives of children and young people
- Being adaptive to new pupil performance measures as they emerge from the development of the new curriculum.

CONSULTATION QUESTIONS

A. Changes to the criteria to select national indicators against which national milestones will be developed

Question 1: Do you propose any changes to the criteria?

Yes	X
No	

Question 6: Do you propose removing any of the existing criterion?

Yes	
No	X

B. Changes to the small set of national indicators against which national milestones will be developed

Question 7: Do you propose any changes to the small set of national indicators against which we propose to set national milestones?

Yes	X
No	

Question 8: Do you propose to remove or add national indicators from the small set against which we propose to set national milestones? (Please tick one box)

Remove	
Add	X

Question 9: If you are proposing an additional national indicator against which a milestone should be set, which national indicator do you propose adding?

⁹ Welsh Government (2016) *How to measure a nation's progress?: National indicators for Wales*. [pdf] Available online at: <https://gweddill.gov.wales/docs/desh/publications/160316-national-indicators-to-be-laid-before-nafw-en.pdf> Accessed on: 16/04/2019

Add an additional set of milestones against:

National Indicator 27: Percentage of people agreeing that they belong to the area; that people from different backgrounds get on well together; and that people treat each other with respect.

Question 11: Please provide an explanation for your proposed changes and the contribution they make to a small, balanced set of milestones.

Estyn welcomes the intention to keep the proposed set of milestones small. This will help to public bodies concentrate on cross-cutting areas of social policy. The proposed milestones will provide a helpful framework to measure progress against most of the Well-being Goals. However, there is little to monitor developments within 'A More Equal Wales' and 'A Wales of cohesive communities', particularly in relation to securing a sense of safety and community belonging.

The Welsh Government's curriculum reform programme is an ambitious undertaking. The four purposes of the new school curriculum are solely focused on securing the progress of future generations by creating:

- ambitious, capable learners who...are ready to learn throughout their lives
- enterprising, creative contributors who...are ready to play a full part in life and work
- ethical, informed citizens who...are ready to be citizens of Wales and the world.
- healthy, confident individuals who...are ready to lead fulfilling lives as valued members of society¹⁰.

However, we know that not all learners enjoy the same access to quality education and achieve high attainment levels. The impact of adverse childhood experiences, poverty¹¹, disability¹² and being looked after¹³ can often hamper learners' abilities and readiness to learn. These inequalities are likely follow children and young people into adulthood and are likely to curtail their overall wellbeing prospects as they grow⁸.

Sustainable development starts and ends with safe, healthy and well-educated children¹⁴. Therefore, in addition to measuring the benefits of education, it is important to establish milestones that help us to determine how well we are tackling inequalities that prevent learners from fully engaging in or making the most of their educational experiences in and outside of school.

Indicators that fit or could act as a proxy for milestones created under **National Indicator 27** include:

- 18. Percentage of people living in households in income poverty relative to the UK median, measured for children, working age and those of pension age

¹⁰ Welsh Government (2018) *The four purposes of the curriculum for Wales*. [.pdf] Available online at: <https://gov.wales/sites/default/files/publications/2018-03/the-four-purposes-of-the-curriculum-for-wales.pdf> Accessed on: 16/04/2019

¹¹ Welsh Government (2019) *Key Stage 4 key indicators by Free School Meal entitlement and area 2017/18*. [.html] Available online at: <https://statswales.gov.wales/v/FW97>. Accessed on: 16/04/2019

¹² Welsh Government (2019) *KS4 indicators by year and SEN (Special educational need) type 2018*. [.html] Available online at: <https://statswales.gov.wales/v/FXM6>. Accessed on: 16/04/2019

¹³ Welsh Government (2019) *Children aged 16 and over ceasing to be looked after during year ending 31 March by local authority, qualifications and measure*. [.html] Available online at: <https://statswales.gov.wales/v/FXNA>. Accessed on: 16/04/2019

¹⁴ UNICEF (2015) *A post-2015 world fit for children*. [.pdf] Available online at: https://www.unicef.org/socialpolicy/files/Sustainable_Development_post_2015.pdf. Accessed on: 16/04/2019

- 19. Percentage of people living in households in material deprivation
- 23. Percentage who feel able to influence decisions affecting their local area
- 24. Percentage of people satisfied with their ability to get to/access the facilities and services they need
- 25. Percentage of people feeling safe at home, walking in the local, and when travelling
- 26. Percentage of people satisfied with local area as a place to live.
- 28. Percentage of people who volunteer
- 30. Percentage of people who are lonely
- 35. Percentage of people attending or participating in arts, culture or heritage activities at least 3 times a year
- 37. Percentage of people who can speak Welsh
- 38. Percentage of people participating in sporting activities three or more times a week.

Establishing milestones that apply to ‘A More Equal Wales’ and ‘A Wales of cohesive communities’ will help public bodies to consider the subjective elements of wellbeing more strongly in their strategic planning, resource allocation and evaluation. It could support the development of whole-school approaches and aid the collaboration of services designed to address inequalities in education.

Many of the data sources that sit underneath the indicators will enable analysis on range of subjective wellbeing issues (for example, how well people feel included in decision-making or their access to sporting activities) disaggregated against the protected characteristics. However, much of the data for these indicators are reliant on the results of the National Survey for Wales. While this will offer important information that may relate to adult learners and the wider population, the National Survey precludes the perspectives of school-aged children and young people (5 – 15 years old). The UN Committee on the Rights of the Child have set out expectations for sufficient, reliable data collection to identify discrimination and/or disparities in the implementation of children’s rights¹⁵. To close the data gap highlighted above the Welsh Government could re-open discussions to establish a national children’s survey or to, as a first step, consider how the forthcoming results of the Health Behaviours of School-aged Children (HBSC) survey could expand the dataset supporting the National Indicators.

C. Changes to the existing 46 national indicators

Question 13: Do you propose any changes to the existing 46 national indicators?

Yes	x
No	

Question 14: What type of change are you proposing to the existing 46 national indicators?

Removal of or change to an existing indicator	x
New	

¹⁵ UN Committee on the Rights of the Child (2003) *General Comment No. 5: General Measures of Implementation of the Convention on the Rights of the Child (arts. 4, 42 and 44, para. 6)*. [pdf] Available online at: <http://docstore.ohchr.org/SelfServices/FilesHandler.ashx?enc=6QkG1d%2fPPRiCAqhKb7yhsiQql8gX5Zxh0cQgSRzx6Zd2%2fQRsDnCTcaruSeZhPr2vUevjbn6t6Gsi1fheVp%2bj5Jer1JAcDCHPFrKeD69QI4JkGsjig4QeTW0QYyXSpJcw>
 Accessed on: 16/04/2019

Question 15: If you are proposing a change to an existing indicator/s or proposing a new indicator, please provide the version you propose.

We agree that the wording of **National Indicator 7** will need to be adapted in due course as noted in the consultation document and as we explain in our answer to Q17.

Question 17: If you are proposing removal of an existing national indicator, please identify that indicator.

There remains a need to retain an indicator of pupil performance towards the end of secondary school. Welsh Government bases the current national indicator on the current measure of secondary school performance. However, as noted by the consultation document, it is likely this will change as we move towards curriculum reform and the development of new GCSEs between 2020 and 2024.

From a long-term perspective, the current indicator may not be an appropriate measure for the milestones. However, it may act as an appropriate measure in the interim. Future changes to the national indicator set will need to take account of the emergence of any new pupil performance measures. However, consideration will also need to be given to ensuring that elevating the use of the performance indicators for this purpose does not have any unintended consequences on behaviours in the education system.

[END]