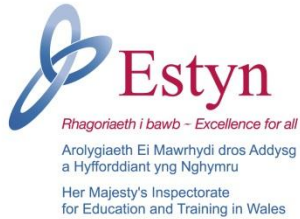




Using videos to improve the skills of inspectors

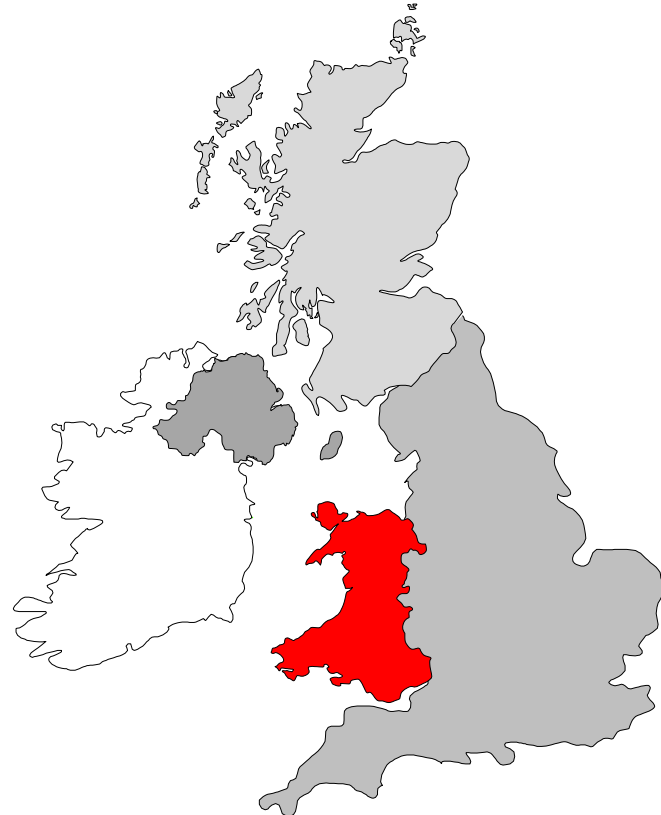
Steve Bell and Alwyn Thomas – November 2014

What is Estyn?



Estyn is the office of **Her Majesty's Chief Inspector of Education and Training in Wales**

Estyn yw swyddfa
Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru



What is Estyn?

An **independent education inspectorate for Wales** was first established in **1907**.



Owen Morgan Edwards
First Chief Inspector of Schools for Wales



It is **independent of**, but **funded by**, the
National Assembly for Wales under Section
104 of the Government of Wales Act 1998.

We have **70 inspectors** (including secondees), **45 support staff, two senior managers** and **one HMCI** (FTEs)

Wales in numbers

- 3.1 million people
- The main urban areas are Cardiff (346,100), Swansea (239,000) and Newport (145,700)
- About 1 in 20 of the UK population live in Wales
- Total land area nearly 2.1 million hectares – 80 per cent agriculture
- Life expectancy from birth in Wales is 78.2 years for males and 82.2 years for females
- Gross Value Added (GVA) estimates the economic activity of an area. GVA in Wales is 72 per cent of UK average
- 9.5 million sheep and lambs - about one quarter of the UK total
- There were around 35,200 babies born in 2012
- Overall greenhouse gas emissions have fallen by 21 per cent between the base year 1990 and 2011
- Around one fifth of the population of Wales say they can speak Welsh
- There were 9.6 million domestic UK tourist trips to Wales annually

Wales education in numbers

Stage	Schools	Learners	Teachers
Primary (Welsh/Bilingual)	1,374 (461)	264,000 (76,000)	12,100
Secondary (Welsh/Bilingual)	216 (56)	191,000 (44,000)	11,700
Special	42	4,300	600
Independent	68	8,900	1,100
Further education colleges	13	191,000	
Work-based-learning		68,000	
Higher education institutions	9	153,000	9,600 (FT & PT)

Sectors we inspect

- **non-maintained nursery settings**
- primary schools
- **secondary schools**
- special schools
- **pupil referral units**
- independent schools
- **further education**
- independent specialist colleges
- **adult community learning**
- local authority education services for children and young people and regional consortia school improvement services
- **teacher education and training**
- work-based learning
- **learning in the justice sector**

Inspection - Building capacity towards a self-improving system

- **Stronger role for self-evaluation**
- Greater peer involvement through deployment of peer inspectors
- **Role of nominee**
- Professional dialogue
- **Core inspections and follow-up**
- Local authority involvement in follow-up

Building capacity

- Case studies of sector-leading practice on the Estyn website
- **Estyn's Annual Report**
- Share best practice through other government bodies
- **Use of Peer Inspectors**
- Use of Nominees
- **Inspection skills training for all local authority school improvement staff (Challenge Advisers)**
- Training materials linked to Best Practice case studies reviews
- **Best practice events and conferences – eg tackling poverty and disadvantage**


[Inspection report search](#) ▶

[Inspection schedule](#) ▶

[Inspection explained](#) ▶

[Inspection guidance](#) ▶

- ▶ Non-maintained settings
- ▶ [Primary schools](#)
- ▶ Secondary schools
- ▶ Independent schools
- ▶ Special schools
- ▶ Pupil Referral Units
- ▶ Further Education
- ▶ Independent specialist colleges
- ▶ Work-based Learning
- ▶ Adult Community Learning
- ▶ Local Authority Education Services for Children and Young People
- ▶ Initial Teacher Education and Training
- ▶ Area inspections
- ▶ Welsh for adults

[Supplementary guidance](#) ▶

[Questionnaires](#) ▶

[Questionnaires in additional languages](#) ▶

[Feedback and complaints](#) ▶

 [Register for updates](#)

Primary schools

This guidance also applies to maintained nurseries, infants and junior schools.



[A self-evaluation manual for primary schools 2014](#)

Guidance to support self-evaluation activities and improvement planning.



[Guidance for the inspection of primary schools from September 2010](#)

Guidance on carrying out inspections and making judgements.



[Arrangements for core inspections in primary schools - September 2010](#)

Information about what happens before, during and after inspections.



[Nominee handbook for schools and PRUs from September 2010](#)

Related documents

[A-Z](#) | [Date](#)


[Common Inspection Framework from September 2010](#)

▶ [English version](#) ▶ [Fersiwn Cymraeg](#)



[Self-evaluation report template schools](#)

▶ [English version](#) ▶ [Fersiwn Cymraeg](#)

[Signposts to best practice](#) ►

- Case studies: Non-maintained settings
- [Case studies: Primary schools](#)
- Case studies: Secondary schools
- Case studies: Independent schools
- Case studies: Special schools
- Case studies: Pupil Referral Units
- Case studies: Further education, training and lifelong learning
- Case studies: Local authority education services for children and young people
- Case studies: Learning in the justice sector

[Films](#) ►

[Search](#) ►

[Tackling deprivation and raising standards](#) ►

 [Register for updates](#)

Case studies: Primary schools



Partnership with parents

[Ysgol y Foryd](#), Conwy, uses a number of strategies to involve parents in school life in order to raise standards, provide early intervention and tackle disadvantage. The school works closely with families and both the self esteem and attainment of pupils has improved.

► [Read more](#)



Creating a learning culture

Teachers at [High Cross Primary School](#), Newport, are encouraged to use professional development to improve the quality of learning for pupils. The school has worked hard to establish a learning culture amongst staff. Teachers are given the opportunity to further their own knowledge, share information and refine processes as a result of learning.

► [Read more](#)



Early intervention addresses children's needs and improves standards

[High Cross Primary School](#), Newport, uses early intervention to address the growing diversity of needs presented by the children. The school has developed a range of processes and specially trained staff in order to provide targeted interventions based on the needs of the pupils.

► [Read more](#)



Family learning

[Miskin Primary School](#), Rhondda Cynon Taff, focussed on improving the wellbeing of pupils by involving parents in learning. The school introduced a range of activities and initiatives with partners to bring the family into the centre of learning and has succeeded in enhancing the quality of provision for pupils and parents.

► [Read more](#)

Secondary schools – INSET materials

Promoting good practice in tackling poverty and disadvantage

Guidance and participant materials to help schools deliver In-Service Training.



Promoting good practice in tackling poverty and disadvantage

May 2014



[Guidance for planning and delivering INSET](#)



Promoting good practice in tackling poverty and disadvantage



[Presentation template for delivering training](#)

Best practice films

Hear how other secondary schools approached tackling disadvantage and learn from the case studies.



[Tackling poverty through improving attendance](#)



[Tackling poverty through a multi-agency approach](#)



How does Estyn use videos?



Using videos in peer inspector training

- What are peer inspectors?
- Typically deployed:
 - on a primary and secondary school inspection, between one and two peer inspectors
 - Further education college, up to fifteen peer inspectors

Activity one – standardising recording and judging of a session in primary

- Peer inspector training – part of a two day blended learning programme
- [Video](#) – observation of a primary science lesson for Yr 6 (10-year-olds)
- Training focus:
 - Observing and accurately recording
 - Correct identification of strengths and areas for improvement
 - Correct judgement of the lesson for both Standards and Teaching (from Excellent, Good, Adequate, Unsatisfactory)
 - Completion of the observation form using Estyn style and formatting (quantity words, evaluative terms)
 - Use of the written record to engage in professional dialogue

Activity two – standardising recording and judging of a session in further education

- Peer inspector training – part of a four day programme
- [Video](#) – observation of an ICT lesson for 17-year-olds
- Training focus:
 - Observing and accurately recording
 - Correct identification of strengths and areas for improvement
 - Correct judgement of the lesson for both Standards and Teaching (from Excellent, Good, Adequate, Unsatisfactory)
 - Completion of the observation form using Estyn style and formatting (quantity words, evaluative terms)

Considerations for using videos

- Rapidly become outdated as policy and practice develop
- Needs careful directorial input – original videos tended to focus strongly on what the teacher is doing, not what the learners are doing
- Legislation about using images of pupils
- How to show ‘Unsatisfactory’ or ‘Excellent’ lessons (convincingly)
- In future, use of ‘coaching classrooms’

Replicating this approach

- Most effective as a complement to a suite of training (writing, use of house style, being evaluative, identifying strength and areas for improvement)
- Retain directorial control of the process and remember camera angles
- Consider how to use the resources you have available

Promoting good practice

Promoting good practice in [tackling poverty and disadvantage](#)

Guidance and participant materials to help schools deliver in-service training



**Tackling poverty through
improving attendance**

Cefn Hengoed Community School

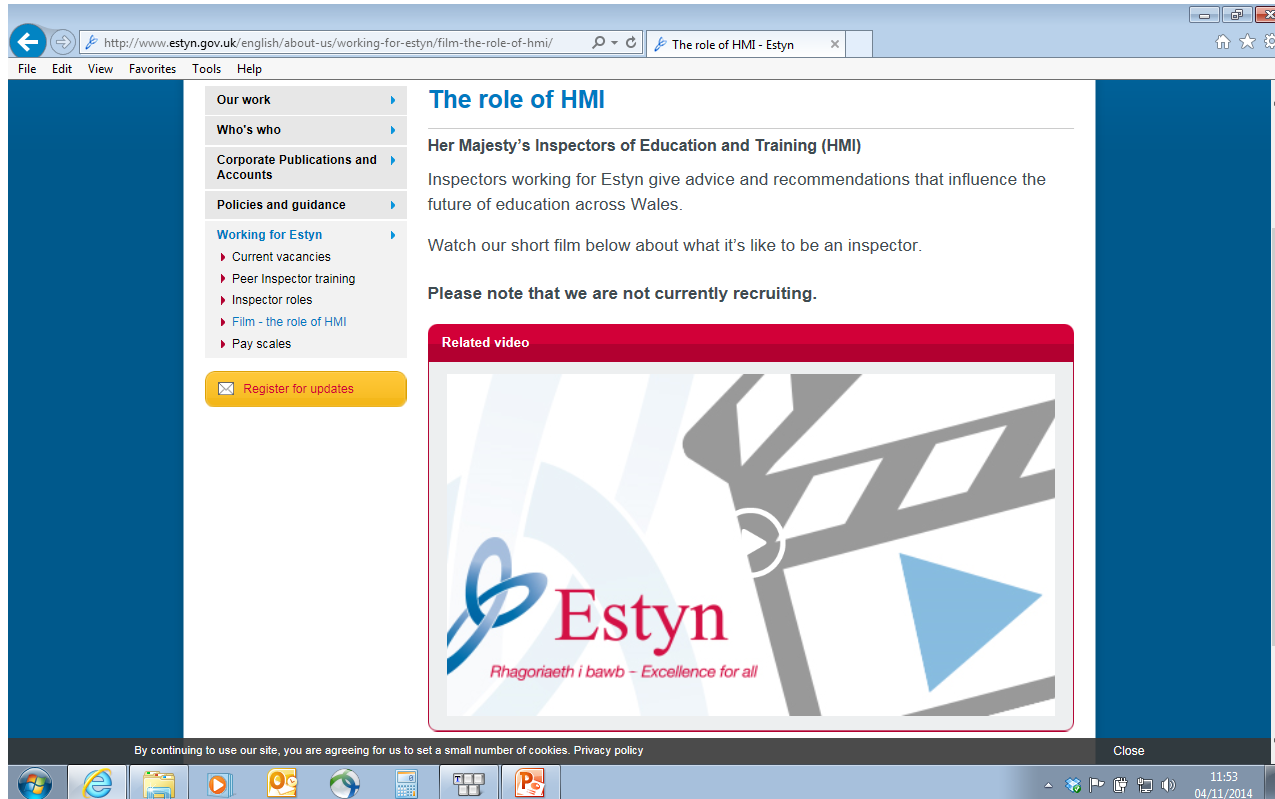


**Tackling poverty through a
multi-agency approach**

Coedcae School

Recruiting inspectors

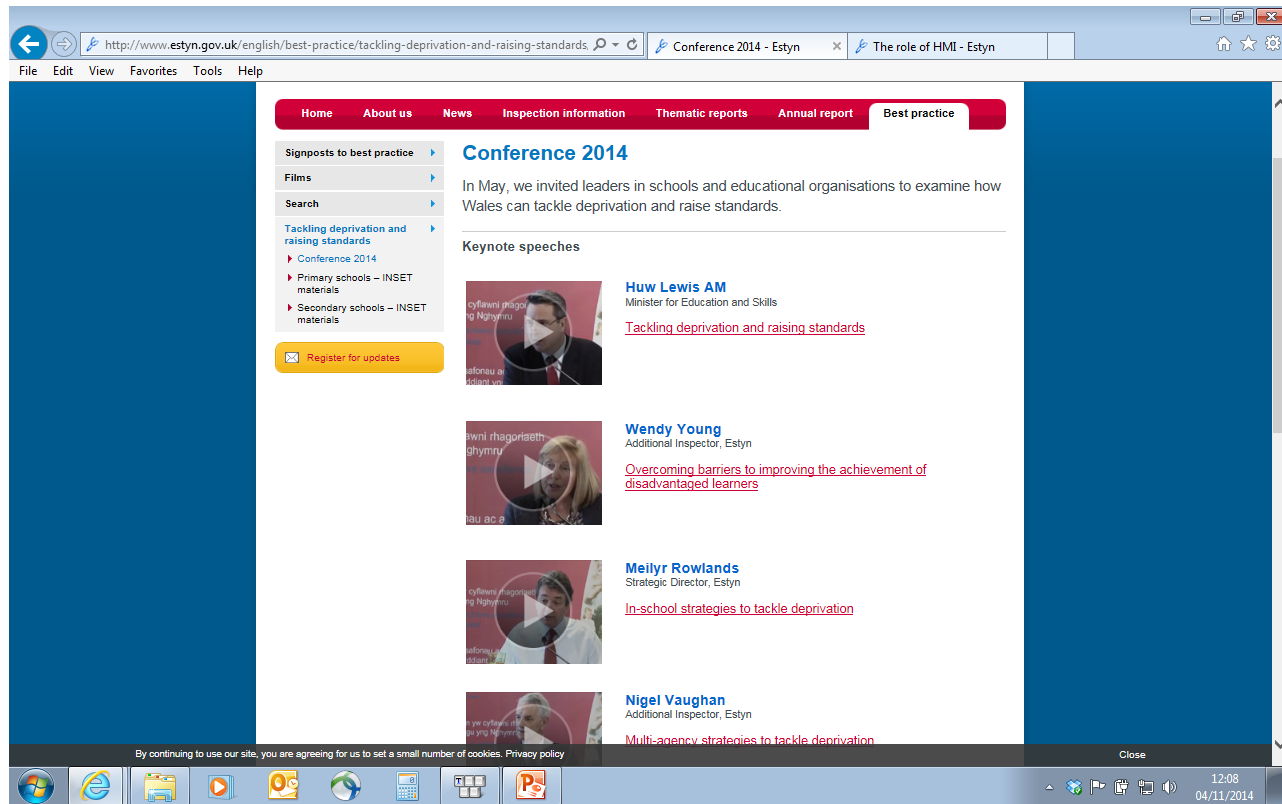
What is it like to be an Estyn inspector?



The screenshot shows a web browser window with the URL <http://www.estyn.gov.uk/english/about-us/working-for-estyn/film-the-role-of-hmi/>. The page title is "The role of HMI - Estyn". The left sidebar contains a navigation menu with the following items: "Our work", "Who's who", "Corporate Publications and Accounts", "Policies and guidance", "Working for Estyn" (which is expanded to show "Current vacancies", "Peer Inspector training", "Inspector roles", "Film - the role of HMI", and "Pay scales"), and a "Register for updates" button. The main content area is titled "The role of HMI" and contains the following text: "Her Majesty's Inspectors of Education and Training (HMI)", "Inspectors working for Estyn give advice and recommendations that influence the future of education across Wales.", "Watch our short film below about what it's like to be an inspector.", and "Please note that we are not currently recruiting." Below this text is a "Related video" section featuring a video player with the Estyn logo and the text "Estyn Rhagoriaeth i bawb - Excellence for all". The video player has a play button icon. At the bottom of the page, there is a cookie notice: "By continuing to use our site, you are agreeing for us to set a small number of cookies. Privacy policy" and a "Close" button. The Windows taskbar at the bottom shows the time as 11:53 on 04/11/2014.

Conferences and events

In May 2014, we invited leaders in schools and educational organisations to examine how Wales can tackle deprivation and raise standards



Practical help for inspectors

Range of user guides to common technical questions





Diolch
Thank you