

# QUALITY STANDARDS AND THE ESTYN INSPECTION FRAMEWORK

## KEY QUESTION 1 HOW GOOD ARE OUTCOMES?

### **Standards**

Do more able and talented learners achieve what is expected of them from baseline and prior attainment data?

**QS3** A target for improvement of the schools provision and the performance of More Able and Talented pupils

Are the standards reached by more able and talented learners appropriate to their abilities?

**QS3** A target for improvement of the schools provision and the performance of More Able and Talented pupils

**QS5** Regular reviews to identify underachievement and support individual pupils

**QS7** The school has programmes to support exceptionally able pupils

What are the trends in performance at the higher levels in National Curriculum assessments on the separate core subjects and at the higher grades in external examinations?

**QS 3** A target for improvement of the schools provision and the performance of More Able and Talented pupils

### **Wellbeing**

What are the attitudes to learning of more able and talented, are they interested in their work and how well do they engage in tasks?

**QS4a** The school uses a range of learning styles, teaching approaches and organisational strategies to meet the needs of More Able and Talented pupils

**QS4c** The provision addresses the pastoral care of More Able and Talented pupils as well as their learning needs

**QS9a** Listening to and taking account of the views of More Able and Talented young people and encouraging them to take responsibility for their own learning

## KEY QUESTION 2 HOW GOOD IS PROVISION ?

### **Provision**

How does the school organise its provision for more able and talented learners? Is the provision flexible and challenging enough to meet the needs of more able and talented learners?

**QS4a** The school uses a range of learning styles, teaching approaches and organisational strategies to meet the needs of More Able and Talented pupils

**QS4b** The curriculum offers breadth, depth and flexibility to meet the needs of More Able and Talented pupils.

Does the school give enough attention to all groups of more able and talented learners, including those who are disadvantaged, have disabilities and from minority ethnic groups?  
**QS3** A target for improvement of the schools provision and the performance of More Able and Talented pupils.

**QS5** Regular reviews to identify underachievement and support individual pupils

**QS9a** Listening to and taking account of the views of More Able and Talented young people and encouraging them to take responsibility for their own learning

Is the identification of more able and talented learners a flexible and continuous process involving a range of strategies?

**QS2** Identification strategies and criteria

Does the provision include enrichment and extension in class as well as opportunities for out of school learning?

**QS4b** The curriculum offers breadth, depth and flexibility to meet the needs of More Able and Talented pupils

**QS9b** Listening to and taking account of the views of parents/carers of more able and talented young people, keeping them informed and encouraging them to take responsibility for supporting their child's learning outside school

**QS9c** Working with partners and stakeholders to enhance the provision for More Able and Talented pupils

## Teaching

How well do teachers take account of learners' differing abilities and learning needs?

**QS4a** The school uses a range of learning styles, teaching approaches and organisational strategies to meet the needs of More Able and Talented pupils

**QS4b** The curriculum offers breadth, depth and flexibility to meet the needs of More Able and Talented pupils.

**QS7** The school has programmes to support exceptionally able pupils

Do teachers provide opportunities to develop higher-order learning skills, problem-solving and thinking skills in their planning and teaching?

**QS4a** The school uses a range of learning styles, teaching approaches and organisational strategies to meet the needs of More Able and Talented pupils

**QS4b** The curriculum offers breadth, depth and flexibility to meet the needs of More Able and Talented pupils.

Do teachers avoid approaches that rely on these learners being required to do more of the same work or low level extension work such as puzzles and quizzes?

**QS4a** The school uses arrange of learning styles, teaching approaches and organisational strategies to meet the needs of More Able and Talented pupils

**QS4b** The curriculum offers breadth, depth and flexibility to meet the needs of More Able and Talented pupils.

Are teachers aware that issues such as disaffection may mask high ability and that a learner's particular strengths can lie in unconventional area of development?

**QS4c** The provision addresses the pastoral care of More Able and Talented pupils as well as their learning needs

**QS5** Regular reviews to identify underachievement and support individual pupils

**QS7** The school has programmes to support exceptionally able pupils

How well does the school collect and analyse a range of attainment data, including performance data in sport, music and the creative arts?

**QS3** A target for improvement of the school's provision and the performance of More Able and Talented pupils.

How well does the school use a range of data to monitor the progress of more able and talented learners?

**QS3** A target for improvement of the schools provision and the performance of More Able and Talented pupils.

### **Care, support and guidance**

Is there an ethos which sets high expectations for all learners and encourages emotional, social, physical and intellectual development?

**QS1** A whole school strategy, including an action plan, to support more Able and Talented pupils

**QS3** A target for improvement of the school's provision and the performance of More Able and Talented pupils

**QS4c** The provision addresses the pastoral care of More Able and Talented pupils as well as their learning needs

Does the school identify individual needs when the learners join them and ensure these needs are met?

**QS2** Identification strategies and criteria

**QS4c** The provision addresses the pastoral care of More Able and Talented pupils as well as their learning needs

### **Learning environment**

Do learners have access to suitable resources, including information and communications technology, research and information sources, which interest, challenge and extend their learning and enable them to achieve their full potential?

**QS8** The school has a range of appropriate resources including ICT

## **KEY QUESTION 3 HOW GOOD ARE LEADERSHIP AND MANAGEMENT?**

### **Leadership**

Do the school's policies support consistent and effective practice for more able and talented learners?

**QS1** A whole school strategy, including an action plan, to support more Able and Talented pupils

**QS10** An effective procedure for monitoring the action plan and assessing the effectiveness of the school's policy for More Able and Talented pupils

Are governors involved in securing appropriate provision for more able and talented learners?

**QS9c** Working with partners and stakeholders to enhance the provision for More Able and Talented pupils.

**QS10** An effective procedure for monitoring the action plan and assessing the effectiveness of the school's policy for More Able and Talented pupils

### **Improving quality**

Is there systematic monitoring and rigorous evaluation to ensure that all learners achieve full potential?

**QS10** An effective procedure for monitoring the action plan and assessing the effectiveness of the school's policy for More Able and Talented pupils

### **Partnership working**

Does the school have links with other schools, colleges, the local authority, outside agencies and other organisations that help to further extend and enrich learners' experiences?

**QS9c** Working with partners and stakeholders to enhance the provision for More Able and Talented pupils.

### **Resource Management**

Is there staff development to help practitioners develop their own expertise in identifying and meeting the needs of more able and talented learners?

**QS6** A commitment to improve the skills of all staff in the school to meet the needs of More Able and Talented pupils