

Nominee handbook for schools and PRUs

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Her Majesty's Inspectorate
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- secondary schools;
- special schools;
- pupil referral units;
- independent schools;
- further education;
- adult community learning;
- youth and community work training;
- local authority education services for children and young people;
- teacher education and training;
- work-based learning;
- careers companies;
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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

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Contents	Page
Introduction	1
Part 1: Before the inspection	2
Section A: Role and responsibilities	2
Section B: Putting the school in context	3
Section C: Self-evaluation	5
Section D: Gathering evidence	6
Part 2: During the inspection	12
Section A: Role and responsibilities	12
Section B: A walk through the inspection period	13
Section C: Documentation required during the inspection	14
Section D: The inspectorate's quality assurance processes	15
Section E: Frequently asked questions	16
Part 3: After the inspection	18
Part 4 : Completing the online revision guide	19
Annex 1: A walk through the inspection week	
Primary schools	
Secondary schools	
Special schools and pupil referral units	
Independent schools	

Introduction

This handbook is designed for nominees who will be the school representative on the inspection team during their school's¹ inspection. The handbook has primarily been developed with the needs of school headteachers, deputy headteachers and senior managers in mind and has a strong emphasis on practical application responding to the key question - "What do I have to know to be an effective nominee?". Taking time to read through the handbook will provide you with the information you need to prepare for your inspection and to understand your role as the school's nominee.

The nominee handbook is organised into four parts.

- Part 1: Before the inspection
- Part 2: During inspection
- Part 3: After the inspection
- Part 4: Completing the online revision guide

We hope that you find the handbook informative and most of all, easy to use in preparing for your inspection.

Part 1 and part 2 contain the critical information and actions needed at different times throughout the period of the inspection. Part 3 briefly touches on the role of the nominee post inspection while part 4 explains in a little more detail about the online revision guide.

It will be helpful to have your copy of the Estyn 2010 sector inspection guidance to refer to as you go through the handbook. It is very important that you are familiar with your sector inspection guidance before the inspection.

In order to act as a nominee on an inspection, you **must** have read the nominee handbook, completed the online revision guide and be in receipt of an up-to-date certificate of completion of the online revision guide. Please keep the certificate safe as the reporting inspector (RI) will ask to see this before the inspection begins. The fact that you may have attended training on the 2004 inspection framework does not make you eligible to be a nominee on inspections from September 2010. Part 4 will explain how you can access the online revision guide when you are notified of the date of your inspection. You should not complete the online revision guide until such time as you are notified of your inspection date.

This handbook and the online revision guide will be reviewed midway through the inspection cycle.

¹ Throughout the handbook the term school is used to include maintained nurseries, primary and secondary schools, and pupil referral units (PRUs).

Part 1: Before the inspection

This part is in **four sections**.

Section A will help familiarise you with your role and responsibilities.

Section B provides guidance on working with the reporting inspector (RI) to put your school in context.

Section C allows you to explore briefly the key aspects of effective self-evaluation.

Section D provides guidance on gathering evidence for the team.

Section A: Roles and responsibilities

This section will explain your role and responsibilities as the school nominee.

This section should enable you to:

- have a good understanding of the role of the school's nominee; and
- know and understand the protocol that guides the work of the school's nominee.

Background

Inspections provide an opportunity to involve schools actively in the inspection process by enabling a nominee from the school to work with the inspection team. This is to provide greater involvement by the school and strengthen the partnership between the inspection team and school staff. It will also give schools a better insight into the inspection process as well as providing valuable opportunities for professional development.

Schools are invited to select a nominee who will:

- ensure that inspectors are fully informed about the context of the school's work;
- contribute to meetings of the inspection team; and
- hear emerging findings of the team.

The nominee

As nominee, you should be a sufficiently senior member of staff to act as a link between the school and the inspection team. The role of the nominee is valued highly by inspectors as the nominee contributes significantly to ensuring that the inspection runs smoothly.

If the school decides not to identify a nominee, the lead inspector will still need to establish a climate in which the school values the inspection and maintains a good working relationship with the senior staff.

If the school decides not to take up the offer of having a nominee, this should not prejudice the inspection. The fact that a school does not have a nominee will have no impact on the judgements made by the inspection team.

An effective nominee

The role of the nominee is demanding and requires you to exercise the objectivity essential to an external inspection process. You will also be required to respect the strict confidentiality of all inspection discussions. Your role is not that of an advocate or defender of the school.

Guidance in the sector handbook tells you that **before** the inspection you should:

- become familiar with the sector guidance for inspection;
- become familiar with the inspectorate's guidance on the role of the nominee;
- play a key role in the school's self-evaluation procedures;
- become familiar with the inspection documentation;
- attend all team meetings and receive a copy of the PIC (pre-inspection commentary);
- make administrative arrangements for the inspection; and
- collate school documentation and evidence required for the inspection.

In the new core inspection model, the nominee has a particular role in making sure that all the evidence to support the school's self-evaluation is readily available and to hand. If evidence isn't available the inspection team will not have time to search it out. This may mean that aspects, quality indicators and key questions, particularly Key Question 3 may be judged adequate.

Please see the Estyn website for the nominee protocol and agreement.

Summary

In this section, you have read about your role and responsibilities as the school's nominee. It will be useful for you now to share your understanding of your role with staff and governors.

It is also a good idea to fully brief parents, staff and governors about changes to the inspection processes in general. which you may wish to adapt for your school.

Section B: Putting the school in context

This section provides you with guidance on working with the RI to put your school in context.

Each school operates in widely different circumstances with different challenges. As the nominee you have a key role in helping the inspection team to understand the context in which you work. If you are unfamiliar with the sort of evidence that the inspection team will look for in writing the context section of the report then it may be useful for you to complete additional work using the online revision guide. The lead inspector will normally write the context section and agree this with you.

Please refer to the guidance in your sector handbook

About the school

The information that you provide about the school will inform inspectors' judgements about pupils' standards of achievement and attainment as well as possibly providing them with lines of enquiry.

The 'About the school' section should contain brief information on:

- 1 size, nature and location of school;
- 2 the background and circumstances of the learners, including socio-economic disadvantage, ethnicity, SEN or pupil mobility;
- 3 the linguistic background of the pupils;
- 4 the features of the area served by the school;
- 5 any other relevant factors; and
- 6 any significant changes since the last inspection.

For maintained schools, the 'About the school' section will also contain a reference to the school's budget per pupil and compares it with the minimum and maximum budget per pupil for other schools² in the authority.

The following examples illustrate how inspectors use the school context to inform judgements.

Example A

The RI is reviewing the school's end of key stage data and notes that the school has not compared favourably with similar schools over the last two years. The nominee produced information to show that during the period, seven pupils with English as an Additional Language joined the end of phase class in the first year, while six such pupils joined the class in the following year. These pupils adversely affected results although each of these pupils had made good and in some instances very good progress. The additional information provided by the nominee, together with evidence from classes, discussions with pupils and scrutiny of pupils work, allowed the RI to judge standards as good despite issues with the data.

Example B

The self-evaluation report produced by the Pupil Referral Unit (PRU) refers to pupils' very good attendance particularly as almost all pupils have been persistent non-attenders in previous schools. The average attendance for the three previous terms is 79%. The nominee produced information to show that close to 90% of current pupils had attendance records of below 25% in their last placements. This additional information allowed the RI to judge attendance as excellent despite the relatively low figure.

² Comparisons are made between schools in the same phase such as other secondary schools in the local authority or other primary schools.

Remember it is very important to have the **evidence available** to **support** what you say about the school and the context that it operates in as well as evidence to **support** your **self-evaluation**.

Summary

In this section you have read about the sort of information that is needed to put your school in context. There will be an opportunity to complete additional work on this aspect of the inspection when you complete the online revision guide.

Section C: Self-evaluation

This section on self-evaluation revisits what makes effective self-evaluation and its importance in the new inspection arrangements.

The school has prime responsibility for raising standards and quality. Self-evaluation lies at the heart of this process. It feeds into improvement planning, identifying good features and areas for development, setting performance targets and measuring progress against them.

For self-evaluation to be truly effective it needs to be open and honest and fully understood by staff, governors and other relevant stakeholders. The school will be disadvantaged if something is noted by the inspection team that the school doesn't seem to know about or if the school's self-evaluation does not accurately reflect its current performance. All schools will have areas that they wish to improve or develop – the issue is what processes are in place to identify these areas and what is the school doing to address them? Over time, all aspects of the life and work of the school should be reviewed but the emphasis should always be on how good are outcomes and the quality of provision.

The link between self-evaluation and school improvement planning is crucial. Detailed and comprehensive processes for self-evaluation are of little worth unless self-evaluation outcomes are clearly linked to school improvement targets.

High-quality data, both quantitative and qualitative, are essential in making sure that the school has the necessary information to make secure judgements about its performance and to prioritise its future actions. Set out below are criteria that you should use when gathering information to support your self-evaluation judgements.

Self-evaluation judgements should be:

- **secure** – based on sufficiently robust, reliable and accessible evidence;
- **first-hand** – based on direct observation;
- **reliable** – based on common, well-understood criteria;
- **valid** – accurately reflecting what is achieved and provided;
- **free of bias** – valuing equality of opportunity and diversity;
- **comprehensive** – covering all aspects of the Common Inspection Framework; and
- **corporate** – reflect the collective view of staff and other stakeholders.

The new 2010 inspection framework places great importance on the school's **self-evaluation** as the **starting point** for inspection. As the school's nominee you are expected to play a key role in writing the school's self-evaluation report. Inspectors will seek evidence during the inspection to validate the school's own judgements. If the evidence isn't available the team may decide that a follow-up visit is necessary at a later date. Please refer to details of follow-up inspections in your sector handbook.

Summary

In this section you have read about the key features and purpose of self-evaluation in the new Common Inspection Framework. If you want to learn more about self-evaluation please see the Estyn website for the schools' self-evaluation manual.

Section D: Gathering evidence

This section on gathering evidence for inspection will enable you to:

- understand how inspectors judge the application of pupils' skills;
- understand how inspectors identify and follow lines of enquiry; and
- be aware of the types of documentation that inspectors may request before the on-site part of inspection.

1 Judging the application of pupils' skills

This part of the handbook will provide you with information about the skills that inspectors will judge and the sources of evidence they will use to make their judgements. It will help you to know which evidence you should provide and how inspectors will make their judgements.

How will inspectors judge pupils' skills?

In particular, inspectors will evaluate whether all pupils have the skills in communication, numeracy and ICT needed to access the whole curriculum and how well the wider curriculum itself develops pupils' skills.

Inspectors will give the most weight to pupils' literacy skills, particularly reading and writing, as these are likely to have the greatest impact on improving access to all areas of the curriculum. Inspectors will also report on pupils' number and ICT skills where these areas are particularly good or are underdeveloped and have a detrimental effect on their progress in subjects across the curriculum.

Inspectors will judge how well pupils' skills give them access to the curriculum based on evidence from observations of lessons, scrutiny of pupils' work and by talking to pupils. For example, talking to learners will provide evidence of pupils' speaking and listening skills as well as their understanding of their work. Scrutiny of work will demonstrate whether pupils can write clearly and read for understanding at the appropriate levels. Inspectors will consider the extent to which pupils' communication skills support or hinder progress in classroom interaction, with teachers and with peers. Inspectors will also consider outcomes from the results of relevant assessments, such as those of pupils' reading ability, where available.

Inspectors will seek evidence to determine whether pupils have the skills to:

- cope with the demands of their learning;
- make good progress across the curriculum/areas of learning or learning pathway; and
- cope with the communication, numeracy and ICT demands of everyday life.

Inspectors will consider pupils' preparedness to develop and use the skills they have acquired in different, new or unfamiliar situations, as well as how well they apply their skills without support.

Inspectors will take account of pupils' ages and level of ability when considering evidence and determining judgements.

Which lessons will inspectors observe?

The inspection team will spend between 30% and 50% of their time during the inspection observing teaching. Inspectors will observe a sample of lessons across the school to obtain evidence of how well pupils apply their skills.

Inspectors will use the timetables provided by the school before the inspection to identify the lessons they will observe.

Inspectors will **not** notify staff of the lessons they will observe. When observing lessons, inspectors will expect to see **pupils using and applying their communication, numeracy and ICT skills** and you and your staff should make certain that this evidence is available for inspectors.

Inspectors will be aware that pupils' application of communication, numeracy skills and ICT can be linked to the complexity and demands of the learning activity. So, in some lessons, pupils may demonstrate skills at a basic level because this is what is required by the learning task. Inspectors will also be aware that not all subjects will include opportunities for pupils to use and develop all of these skills. Nevertheless, you and your staff should make certain that inspectors are able to gather the evidence they will need to make judgements about how well pupils' skills give them access to the curriculum.

Will inspectors observe support programmes, such as basic skills and literacy and numeracy support sessions?

Pupils who receive specific support to develop their communication, numeracy and ICT skills, such as basic skills programmes, may be a focus for inspectors to judge how well they are doing. Observations of these pupils in class will provide inspectors with evidence of how well these pupils achieve in day-to-day learning tasks and activities.

Will inspectors talk to pupils?

Inspectors will determine pupils' views of how well they are doing in terms of developing and applying communication, numeracy and ICT skills and will find out if pupils know what they must do to improve. Inspectors will choose pupils from lists that you supply in order to follow lines of enquiry and gain evidence for the common inspection framework requirements.

Will inspectors scrutinise samples of pupils' work?

Inspectors will choose samples of pupils' work to meet the needs of the lines of enquiry identified by the inspection team. As inspectors will be following lines of enquiry, they are not likely to need a representative sample of pupils' work. Inspectors will tell you which samples of evidence they will need. **You should make certain that these samples provide evidence of pupils' application of communication, numeracy and ICT skills.** The following examples illustrate how inspectors may focus on specific groups of pupils.

Example A

In school A, inspectors have identified a line of enquiry that focuses on how well the school meets the needs of more able and talented pupils. In this situation, inspectors may ask for samples of work of these pupils from a range of subjects or areas of learning to judge how well these pupils are stretched and challenged in their learning and how well they apply their skills.

Example B

In school B, a line of enquiry focuses on the work of groups of pupils who are learning English as an additional language. In order to judge the progress these pupils are making in developing their skills, inspectors may choose specific lessons to observe and request samples of these pupils' work.

Where will inspectors report on pupils' skills in the Inspection Framework?

In **Key Question 1**, inspectors will report on whether all pupils have the skills in communication, numeracy and ICT needed to access the whole curriculum.

In **Key Question 2**, inspectors will report on the provision for skills. In the overall judgement on teaching, inspectors will take account of how well teaching meets pupils' needs, including the development of their skills.

In **Key Question 3**, as part of their judgements about leadership and quality assurance, inspectors will consider how well leaders and managers develop, support, monitor and evaluate the school's strategies and policies for developing pupils' skills.

2 Lines of enquiry

This part of the section will provide you with information about how inspectors identify and follow lines of enquiry.

The guidance handbook for your school sector explains that the starting point for inspection is the school's evaluation of its own performance, supported by relevant performance information. You should be aware that inspectors will **not inspect all aspects of work in depth** during a core inspection. They will sample evidence to test the school's own judgements about its work.

The lead inspector will formulate lines of enquiry after scrutinising the self-evaluation report and other information provided by the school as well as any information

already held by the inspectorate. The inspection will be planned so that the team can pursue the identified lines of enquiry that are specific to the school and cover the requirements of the common inspection framework that all inspections will address in each school sector.

Hypotheses and lines of enquiry will be recorded in a pre-inspection commentary (PIC), which will be shared with you just before the on-site inspection. The PIC will be discussed in detail by the RI in the briefing with the inspection team before the on-site part of the inspection.

The following case study shows how inspectors form hypotheses and identify lines of enquiry.

An example of a line of enquiry

In Anytown School, the evidence indicates that there is good provision for pupils' skills and pupils apply these skills well in areas of learning and subjects across the curriculum. In order to confirm this judgement and to fulfil the common inspection framework requirements, inspectors will establish a line of enquiry. They may choose to:

- observe a sample of teaching sessions across different subjects where pupils are applying their skills;
- examine samples of work that provide evidence of pupils' application of communication, numeracy and ICT skills;
- scrutinise a sample of subject schemes of work to determine how well these subjects provide contexts for developing and consolidating pupils' skills and how well they are planned to ensure that pupils have the skills they need when they are required to apply them;
- hold discussions with pupils to determine their views of how well they are doing and if pupils know what they must do to improve;
- hold discussions with the Welsh/English, mathematics or ICT leaders/departments about how they liaise with other subjects;
- hold discussions with other leaders/departments to establish if staff view it as their role to help pupils apply the skills learned in Welsh/English, mathematics and ICT lessons;
- scrutinise the school improvement plan, subject/department action plans and the agendas of middle and senior managers' meetings;
- examine the range of staff training that has occurred;
- enquire about the way that staff gain the views of learners when gathering evidence; and
- meet with senior managers to establish how they develop whole school communication, numeracy and ICT policies, co-ordinate work and monitor and evaluate pupils' application of communication, numeracy and ICT skills.

When you are notified of inspection, you will be sent questionnaires for pupils and parents/carers. These questionnaires will form part of the pre-inspection evidence. The survey of learners' views is a new feature of the inspection framework. In Estyn-led inspections, the Inspection Co-ordinator (IC) will send out, receive and

collate the questionnaires. In contracted-out inspections the contractor will facilitate the gathering of this information.

Please refer to your sector handbook for more information about questionnaires. You, as nominee, have an important role in organising and co-ordinating pupil questionnaires. Please make sure that you discuss the arrangements you need to put in place with the IC or contractor.

Inspectors will also carry out oral surveys during the inspection with specific groups of pupils, to follow identified lines of enquiry. Your sector handbook contains more information about oral surveys.

Inspectors may use the questionnaires to pursue a line of enquiry. The example below illustrates the link between evidence from questionnaires and lines of enquiry.

Example A

Inspectors have identified a line of enquiry that focuses on the quality of induction programmes that help pupils settle quickly and understand their rights and responsibilities. This has emerged as a result of some critical comments from parents in response to this statement in the parents' questionnaire, "My child was helped to settle in well when he or she started at the school".

Inspectors may choose to:

- speak to groups of learners who are new/relatively new to the school about their experiences;
- examine the school policy and procedures for induction; and
- scrutinise documentary evidence of links with other schools, including pastoral and curricular links.

Inspectors may also use questionnaires as an additional source of evidence to support the school's judgements. Example B illustrates this.

Example B

The school in its SER has evaluated 'assessment of learning, recording and reporting outcomes' as very strong. The documentation provided supports the school's evaluation and crucially the questionnaires from parents compliment the school on the ways it ensures that they know how their child is progressing. Pupils also report that they are kept well informed about their progress and how to improve their work. In this situation the inspectors may decide that this aspect of assessment is good and no further enquiry is necessary.

3 Documentation

This final part of this section will provide you with information about the documentation that inspectors will request **before** the inspection to help them inform their judgements. Part 2 of the handbook will provide you with information about

which documentation may be required **during** the inspection. You will find full details of the sources of evidence in Annex 2 of the guidance handbook.

Documentation required before the inspection

Almost all of your contact before the inspection will be with the Inspection Co-ordinator (IC) if your inspection is Estyn-led, or with the contractor if your inspection is a contracted-out inspection. The IC or contractor will contact you by telephone about four weeks before the inspection to let you know the date of the inspection. During this telephone call he/she will provide you with details of your inspection team and discuss arrangements for the inspection. The IC or contractor will send you a data appendix form, pre-populated with information taken from your last PLASC data return. It is important that you check the accuracy of this information as soon as possible and let the IC or contractor know of any changes. You should note that contracted-out inspections may vary slightly from these arrangements and you may deal directly with the RI.

Once you have been notified that an inspection is to take place, you will be asked to provide the following information for the lead inspector:

- key background information on the school, such as that contained in your school prospectus and any change in the nature of the school since the last inspection;
- a copy of your school's most recent self-evaluation report and improvement plan; and
- a full plan of all the intended activities during the inspection week.

If the inspection is to take place early in the school year, you will be reminded that samples of pupils' work from the previous year may be needed during the inspection. You should make these samples available to inspectors during the on-site part of the inspection at their request.

The inspectorate will ask you to inform other partners and stakeholders about the inspection so that inspectors may gain their views.

Summary

In this section, you read about how inspectors judge skills, the sources of evidence they will use to make their judgements and how they will report on skills. In this section you also read about how inspectors may identify a line of enquiry and the documentation that inspectors will request before the inspection. You may wish to consider how this information can be shared with staff so that they gain an understanding of the inspection process.

You will have an opportunity to review what you have learned by completing the online revision guide at a later date.

Part 2: During the inspection

This part is in five sections:

Section A: will familiarise you with your role during the inspection

Section B: provides information about what happens during the onsite part of the inspection

Section C: explains how documentary evidence requested by the inspection team during the inspection supports lines of enquiry

Section D: clarifies the inspectorate's quality assurance processes

Section E: contains a series of frequently asked questions

Section A: Role and responsibilities

This section will provide you with information about your role and responsibilities during the inspection.

Guidance in the sector handbook tells you that **during** the inspection you should:

- liaise with the lead inspector about administrative arrangements;
- respond to team requests for additional information;
- assist in resolving any problems that arise;
- take no active part when judgements are being awarded;
- contribute to discussions about excellent and unsatisfactory features in team meetings;
- be proactive in providing additional evidence following team meetings or the scrutiny of pupils' work; and
- where appropriate, ask the inspection team to clarify its judgements.

During the inspection, you may also wish to take the opportunity to review examples of pupils' work with an inspector. If you wish to do this, you should discuss this at the pre-inspection meeting with the lead inspector.

Summary

In this section you read about your role and responsibilities during the onsite inspection. It will be useful to share this with staff so that they have a better understanding of what you will be expected to do.

Section B: A walk through the inspection period

This section will enable you to have a better understanding of:

- what the team will do during the inspection week; and
- your role in team meetings.

Annex 1 provides a possible model of how inspectors may use their time during the on-site inspection period in the different sectors. Please read through the information relevant to your type of school. It will be useful to share this information with staff and governors before the inspection.

A very important feature of the inspection process is the **team meetings**. As a nominee and part of the inspection team, you can and should attend, all team meetings, including the pre-inspection team meeting. Below is an example of an agenda for the pre-inspection team meeting. You will receive this alongside the pre-inspection commentary and the reporting inspector's briefing note, normally, by the Friday before inspection. It is a good idea to familiarise yourself with this agenda beforehand as you may well be asked your advice about where certain evidence can be obtained or who to speak to confirm lines of enquiry.

Pre-inspection team meeting sample agenda

Welcome and introductions

- domestic arrangements, health and safety issues, and safeguarding arrangements;
- where appropriate, specific issues/activities during the week that will affect the inspection programme;
- team responsibilities – allocation of key questions and quality indicators, and writing sections of Judgements Forms;
- pre-inspection commentary – hypotheses, issues and lines of enquiry (including references to SER);
- issues arising from any completed questionnaires;
- lesson observation timetable for Tuesday – allocation of team members to lessons;
- arrangements for listening to learners;
- interviews with staff and chair of governors;
- identification of samples of pupils' work for scrutiny;
- completion of session observation forms and Judgement Evaluation Forms;
- arrangements for parents' meeting on Monday evening;
- timetable and arrangements for after-school team meetings for the rest of the inspection;
- arrangements for reporting /feeding back on the last day of the inspection; and
- AOB.

It is important that, as the nominee, you pay due regard to the nominee protocol. This is particularly the case in team meetings where discussions will cover the strengths and weaknesses of the school. A good nominee is well prepared, well

briefed and contributes positively to team discussions. Don't be afraid to ask for clarification if something is said that you don't understand. After all, you are the person who is likely to be the key to helping move the school forward following the inspection so it is important that you know why things are being said. The online revision guide will provide you with examples of how to prepare for your role in team meetings.

Summary

In this section, you read about the inspection week. You may wish to consider how this information can be shared with staff so that they gain a better understanding of the inspection process.

Section C: Documentation required during the inspection

This section will provide you with information about the range of documentation that inspectors may request to help them judge the work of the school in relation to the Common Inspection Framework. In the case of independent schools, they will also determine how well the school meets the Independent School Standards (Wales) Regulations 2003.

Annex 2 in your sector handbook contains details of the main sources of documentary evidence. Please read the information in this annex before continuing.

Now that you have read about the main sources of documentary evidence, you will be aware of the type of information inspectors may request. You should note that inspectors may not request all of this information but will choose the evidence they need to support their lines of enquiry. The following examples focus on the types of documentary evidence that inspectors may request to pursue a line of enquiry. In addition to documentary evidence, they may observe the implementation of policies and procedures in practice and seek the views of learners, parents and staff.

Example A

In school A, inspectors have identified a line of enquiry that focuses on how well subjects provide contexts for developing and consolidating pupils' communication, numeracy and ICT skills. Inspectors may choose to examine:

- whole school communication, numeracy and ICT policies;
- curriculum planning to determine how well subjects contribute to the development and application of pupils' communication, numeracy and ICT skills;
- information about the monitoring of pupils' communication, numeracy and ICT skills, curriculum plans and policies;
- subject/department action plans; and
- the school improvement plan.

Example B

In school B, inspectors have identified a line of enquiry that focuses on how well the residential provision supports pupils with additional learning needs. Inspectors may choose to examine:

- information that shows how well the school encourages parents/carers and corporate parents to become actively involved with their children;
- documentation that shows the extent of the liaison between the school and the residence;
- evidence of programmes, for example, to boost independence or self-care skills or physical skills; and
- documentation that illustrates the provision for ensuring all key staff are aware of the contents of pupils' statements and care plans as well as evidence of the arrangements for staff to contribute to any review that takes place.

Summary

In this section, you have read about how documentary evidence may be requested in order to support a line of enquiry. It will be useful to share this information with staff so that they have a better understanding of the inspection process.

Section D: The inspectorate's quality assurance processes

This section will provide you with information about how the inspectorate quality assures inspections.

From September 2010, inspections will either be inspectorate-led or contracted inspections. In either case, a percentage of schools will be visited by one HMI for one day, who will monitor and evaluate the quality of the inspection. In the case of inspectorate-led inspections, this monitoring sample will be small. Inspection teams will be given 24 hours notice of such a visit. The monitoring inspector will not make any classroom observations but may well attend any meetings planned during the inspection. In addition, the inspectorate will evaluate the quality of inspection reports written by members of the inspectorate and a sample of reports from independent inspectors. All inspections will be inspectorate-led from September 2012.

Monitoring inspections and inspection reports, allows the inspectorate to:

- assess the work of team inspectors on inspection visits, as well as that of the reporting inspector;
- check how well the nominee understands his/her role and the nominee protocol;
- ensure that all inspectors comply with the requirements of the relevant inspection framework and guidance;
- raise issues of consistency in practice from inspection to inspection;
- challenge the inspection team;
- use the information to determine the quantity of future work for inspectors directly employed by the inspectorate; and
- use all quality assurance information to inform training and further guidance.

Summary

In this section, you have read about how the inspectorate monitors the quality of work of its own inspectors and contracted inspectors. It will be useful to share this information with staff and governors so that they are well prepared if the inspection is quality assured.

Section E: Frequently asked questions

This section will provide you with details of a few frequently asked questions and replies. You may find it useful to read these through before continuing to read the handbook.

Frequently asked questions

1. Do we have to change our timetables if the RI asks?

The RI may need to negotiate changes with the school in order to gather information about a certain skill or line of enquiry. It would be helpful if the school is able to accommodate these requests.

2. Do I stop the PPA teacher coming to school during the inspection days?

Inspectors will need to see the school operating as it normally does, which includes how teachers' PPA time is covered. Normally, it would not be appropriate to make staff changes just for inspection.

3. If I am a member of the team, can I go to the parents' meeting?

As the nominee you cannot attend the parents' meeting unless you are a parent and in these cases you should attend in this capacity only.

4. As I am head of a very small school/deputy headteacher with a full-time teaching commitment, and want to attend the team meeting first thing in the morning, can I ask the RI not to observe my teaching until after first play?

It is important that these issues are discussed early on with the RI. RIs are sympathetic in such circumstances and would normally try and accommodate this request or alternatively agree to use morning meetings for administrative work only so that you need not attend.

5. If I think the team has not seen something important what do I do?

It is very important that you bring any evidence to the team's attention. This does not have to be confrontational. "I know that you have been very busy but have you had chance to look at yet?"

6. If we have something special on in school during the on-site inspection should I let the lead inspector know?

Of course and make sure that this is obvious in the timetables you send to the IC or contractor before inspection. Although inspectors cannot guarantee that they will be able to make time for this, most will.

7. If the team mention that they have not seen pupils using any ICT in classes can I go and tell the staff this?

No. Team discussions are confidential.

8. If I disagree with what the team says in the meeting about skills, indicators, aspects or key question what can I do?

You may bring any additional information/ evidence to the attention of the team. While they will consider this information, this may not be reflected in a change of judgement.

9. Will the judgement for a key question be affected if I don't have statutory requirements in place?

Possibly. Failure to meet statutory requirements that affect quality and standards will be reported in the text and may result in a judgement no higher than adequate for a key question. If you don't have appropriate safeguarding policy and procedures in place the judgement for 2.3 (care, support and guidance) will be unsatisfactory.

10. Can I be asked to leave a team meeting?

While this situation is rare, if your behaviour is such that it is disrupting the inspection, such as constantly challenging the team's judgements, then the RI may ask you to leave the meeting. Before this occurs, the RI will remind you about the protocol that was agreed and explain that you are stepping outside this role.

11. Do all the pupils in the school have to complete a pupil questionnaire?

No. The number of questionnaires that are distributed will depend on the size of the school. The IC or contractor will discuss this with you as well as the arrangements for collecting them.

12. Can I choose the pupils for the inspection team to meet?

No. The team will choose pupils from lists that you supply in order to provide evidence for the Common Inspection Framework requirements and/or their lines of enquiry.

13. Do I need to make sure that the team have a selection of pupils' books from all classes/subjects for able, average and less able pupils?

This is very unlikely as the inspection team will be looking for specific evidence to support early hypotheses/lines of enquiry. For instance, if data showed that pupils from ethnic minorities did not do as well as other pupils, then the work of these pupils would be scrutinised by the inspection team.

14. Will the inspectors meet with all my subject co-ordinators?

Again, it will depend on early hypotheses/ lines of enquiry but certainly one or more of the core subject co-ordinators, the ICT co-ordinator and/or the skills co-ordinator may be interviewed. It is also likely that inspectors will wish to meet with teachers with TLRs.

Part 3: After the inspection

This section reviews, briefly, the role of the nominee after the onsite inspection is complete. One important change to your role from the previous cycle is that you are no longer required to prepare a school response to the inspection for inclusion in the inspection report. With this one exception, your role, post inspection has not changed.

Guidance in the sector handbook tells you that **after** the inspection you should:

- attend the feedback meeting at the end of the inspection;
- contribute to checking the factual accuracy of the draft of report; and
- play a full part in devising the action plan following the inspection.

The online revision guide will explore a few issues relating to your role post inspection.

You have now read through the handbook and can begin to prepare for your inspection. You may now find it useful to read Estyn's guidance on preparing for inspection. Please see the Estyn website for the Arrangements for Core Inspections handbooks .

Part 4: Completing the online revision guide

When you receive the date of your inspection you **must** complete the online revision guide. The revision guide should take approximately one hour to complete and is designed to consolidate your understanding of your role as the school's nominee. The revision guide consists of a series of activities to check your understanding of your role and the new inspection framework. All activities are accompanied by answers to allow you to judge how well prepared you are to take on the nominee's role. After completion of the revision guide you will automatically be issued with a certificate. Please keep this safe as the RI will ask to see it.

Annex 1: A walk through the inspection week

The following information is intended to provide detail about the model of inspection for Estyn-led inspections. Nominees should note that contracted-out inspections may vary slightly although reporting inspectors (RI) and contractors managing contracted-out inspections are advised to adopt the same model, where possible. Nominees should also note that model outlined below will vary slightly according to the size of the school.

Primary schools

Walk through the week

Each inspection will take place from Monday either to Wednesday or Thursday, depending on the size of the school. The size of the team will also vary according to the size of the school.

Monday afternoon

Monday morning will usually be used for travelling. Normally, the reporting inspector, team inspector(s) and the peer inspector will arrive at the school late morning or around lunch time on Monday, for a **pre-inspection team meeting**, which will also be attended by the nominee.

During the meeting, the reporting inspector will discuss in detail with the team the school's self-evaluation report (SER) and the pre-inspection commentary (PIC). (The school will have received a copy of the PIC towards the end of the previous week). The reporting inspector will also explain how evidence will be gathered to support the common inspection requirements and any lines of enquiry. The reporting inspector will have planned interviews with senior managers for the period of the inspection activities. The team will plan provisional lesson observations and interviews for the inspection period. Details of lesson observations **will not** be shared with the school.

During the evening, the reporting inspector and a team inspector will meet with parents/carers. It is likely that the reporting inspector will also arrange to meet with the school's chair of governors during Monday afternoon/evening.

Inspection activity on Tuesday and Wednesday

The number of days actually spent inspecting a school will depend on its pupil numbers, whether the school is on a split site and whether it has specialist provision such as special education needs classes. For primary schools, inspection will last two to three days. During this time, the team will make classroom observations, talk to pupils, review pupils' work and documentary evidence and meet with relevant staff. Normally, it is most useful for inspectors to review pupils' work on Tuesday morning, at the beginning of the on-site part of the inspection, or possibly Monday evening if the team meeting finishes early enough.

The Lay Inspector will normally join the team on Tuesday, the first day of the on-site inspection and will take responsibility for gathering information to support key question judgements, such as collating information about pupils' attendance. The

Lay Inspector will not make any lesson observations but may well meet with groups of pupils, such as the school council, as well as observe pupils at break times etc.

Each evening there will be a team meeting, where aspects of the inspection are discussed. These meetings are an opportunity for you to contribute to team discussions but not to take an active part in the team's judgements. The focus in the meetings will be on weighing up the strengths and areas for improvement under quality indicators. There will also be daily discussions with you to agree any new arrangements, discuss matters of concern, clarify inspection issues and discuss emerging findings.

Feedback on Thursday

The morning will be used for the team to discuss and moderate their judgements and to complete their judgement form. Oral feedback will take place in the early afternoon to the headteacher and possibly deputy headteacher, chair of governors and local authority representative.

An overview of the organisation of inspection in a medium-sized to large-sized primary school³

The table below outlines the main details in the organisation of an inspection.

Day	Activity
Monday am	• inspection team travels to the school
Monday pm	• pre-inspection team meeting, attended by the nominee • meeting with the Chair of governors • meeting with parents/carers
Tuesday am and pm	• inspection activities - observations, interviews, listening to learners and scrutiny of documentation and pupils' work • Lay Inspector meets the school council • team meeting at the end of the day, attended by the nominee
Wednesday am and pm	• inspection activities - observations, interviews, listening to learners, scrutiny of documentation and pupils' work • team meeting at the end of the day, attended by the nominee
Thursday am	• inspection team meet to agree and moderate findings
Thursday pm	• inspection team report to the headteacher, possibly deputy headteacher, the Chair of governors and a representative of the local authority before leaving the school

³ In small schools, the on-site inspection is likely to finish at lunchtime on the Wednesday with feedback at the end of the day.

Secondary schools

Walk through the week

Each inspection will take place from Monday to Friday. The size of the team will vary according to the size of the school.

Monday afternoon

Monday morning will usually be used for travelling. Normally, the reporting inspector, team inspector(s) and the peer inspector will arrive at the school late morning or around lunch time on Monday, for a **pre-inspection team meeting**, which will also be attended by the nominee. If the team arrive earlier, then the meeting can start earlier.

During the meeting, the reporting inspector will discuss in detail with the team the school's self-evaluation report (SER) and the pre-inspection commentary (PIC). The school will have received a copy of the PIC towards the end of the previous week. The reporting inspector will also explain how evidence will be gathered to support the common inspection requirements and any lines of enquiry. The reporting inspector will have planned interviews with senior managers for the period of the inspection activities. The team will plan their provisional lesson observations and interviews for the inspection period. Details of lesson observations **will not** be shared with the school.

During the evening, the reporting inspector and a team inspector will meet with parents/carers. It is likely that the reporting inspector will also arrange to meet with the school's chair of governors during Monday afternoon/evening.

Inspection activity on Tuesday, Wednesday and Thursday

During this time, the team will make between 25 and 35 classroom observations, talk to pupils, review pupils' work and documentary evidence and meet with relevant staff.

The Lay Inspector will normally join the team on the Wednesday and will take responsibility for a quality indicator. The Lay Inspector will not make any lesson observations but may well meet with groups of pupils, such as the School Council as well as observe break times etc.

Each evening there will be a team meeting, where aspects of the inspection are discussed. These meetings are an opportunity for you to contribute to team discussions but not to take an active part in the team's judgements. The focus in the meetings will be on weighing up the strengths and areas for improvement under quality indicators. There will also be a daily discussion with you to agree any new arrangements, discuss matters of concern, clarify inspection issues and discuss emerging findings.

If enough evidence has been gathered by Thursday lunchtime, the team meeting can start earlier.

Feedback on Friday

The morning will be used for the team to discuss and moderate their judgements and to complete their judgement form. Oral feedback will take place in the early afternoon to the headteacher and senior managers, chair of governors and local authority representative.

An overview of the organisation of inspection in a medium-sized to large-sized secondary school

Day	Activity
Monday am	• inspection team travels to the school
Monday pm	• pre-inspection team meeting, attended by the nominee • possible, meeting with Chair of governors • meeting with parents/carers
Tuesday am and pm	• inspection activities - observations, interviews, listening to learners, scrutiny of documentation and pupils' work • meeting with groups of pupils • team meeting at the end of the day, attended by the nominee
Wednesday am and pm	• Lay Inspector in school • inspection activities - observations, interviews, listening to learners, scrutiny of documentation and pupils' work • meeting with groups of pupils • team meeting at the end of the day, attended by the nominee
Thursday am and pm	• inspection activities - observations, interviews, listening to learners, scrutiny of documentation and pupils' work • team meeting at the end of the day, but could start earlier and attended by the nominee
Friday am	• inspection team meet to agree and moderate findings
Friday pm	• oral feedback to senior staff, Chair of governors and local authority representative and leave the school

Special schools and pupil referral units

Walk through the week

Monday afternoon

The reporting inspector, team inspector/s and peer inspector will arrive at the school at lunch time on the Monday prior to the on-site inspection for a **pre- team meeting**. This meeting is an important part of the inspection and you should try if at all possible to be available for this.

The reporting inspector will discuss in detail with the team your self-evaluation report (SER) and the pre-inspection commentary (PIC). The school will have received a copy of the PIC towards the end of the previous week. The reporting inspector will also explain how evidence will be gathered to support the common inspection requirements and any lines of enquiry. The team will plan their provisional lesson observations and interviews for the inspection period. You will have opportunities to ask questions if you are unsure of anything. Details of lesson observations **will not** be shared with the school.

During the evening, the reporting inspector and team inspector will meet with parents/carers.

It is likely that the reporting inspector will also arrange to meet with your chair of the governing body or management committee at the end of the meeting and before the parents'/carers' meeting.

Inspection activity Tuesday and Wednesday

The number of days actually inspecting the school will depend on the size of the school. For most special schools and pupil referral units this will be two and a half days where the team will make classroom observations, talk to pupils, review pupils' work, documentary evidence and meet with relevant staff.

The Lay Inspector will be joining the team on the first day of the on-site inspection and will be involved in gathering information to support key question judgements, such as, information about pupils' attendance. The Lay Inspector will not make any lesson observations but may well meet with groups of pupils such as the School Council.

Each evening there will be a team meeting, where aspects of the inspection are discussed. These meetings are an opportunity for you to contribute to team discussions but not to take an active part in the team's judgements. The focus in the meetings will be on weighing up the strengths and areas for improvement under quality indicators. There will also be daily discussions with you to agree any new arrangements, discuss matters of concern, clarify inspection issues and discuss emerging findings.

Feedback on Thursday

The morning will be used for the team to discuss and moderate their judgements and to complete their judgement form. Oral feedback will take place in the early afternoon to the headteacher and senior managers, chair of governors and local authority representative. In pupil referral units, feedback will usually be to the teacher-in-charge or centre manager and a local authority representative.

An overview of the organisation of inspection in a medium-sized to large-sized special school or PRU

For smaller special schools and pupil referral units, the inspection activities are likely to be completed by the end of Wednesday. The inspection team will report back on Thursday morning.

Day	Activity
Monday am	inspection team travels to the school
Monday pm	- pre-inspection team meeting, attended by the nominee - meeting with Chair - meeting with parents/carers
Tuesday am and pm	- inspection activities - observations, interviews, listening to learners, scrutiny of documentation and pupils' work - Lay Inspector meets the school council - team meeting at the end of the day, attended by the nominee
Wednesday am and pm	- inspection activities - observations, interviews, listening to learners, scrutiny of documentation and pupils' work - meeting with focus groups of pupils - team meeting at the end of the day, attended by the nominee
Thursday am	- inspection activities - observations, interviews, listening to learners, scrutiny of documentation and pupils' work, if necessary - inspection team meeting to agree and moderate findings
Thursday pm	inspection team report to senior staff, chair of governors or the management committee and local authority representative and leave the school/PRU

Independent school

A walk through the inspection programme

Monday afternoon

The reporting inspector, team inspector(s) and peer inspector will arrive at the school at lunch time on Monday prior to the start of the on-site inspection. They will hold a **pre-inspection team meeting** in the afternoon. This meeting is an important part of the inspection and as nominee, you should try to attend.

At the pre-inspection team meeting, the reporting inspector will discuss in detail with the team the school's self-evaluation report (SER) and the pre-inspection commentary (PIC) that he/she has prepared. (The school will have received a copy of the PIC towards the end of the previous week). The reporting inspector will also explain how evidence will be gathered to support the common inspection requirements and any lines of enquiry. The team will plan their provisional lesson observations and interviews for the inspection period. You will have opportunities to ask questions if you are unsure of anything. Details of lesson observations **will not** be shared with the school.

During the evening, the reporting inspector and team inspector will meet with parents/carers. It is likely that the reporting inspector will also arrange to meet with the proprietor at the end of the meeting and before the parents/carers meeting.

Inspection activity Tuesday to Thursday – the on-site inspection and reporting of findings

The number of days that inspectors will spend in the school will depend on the number of pupils on roll. During on-site inspection, the inspection team will make classroom observations, talk to pupils and review their current and previous work, scrutinise documentary evidence and meet with relevant staff.

The surveyor will join the team on the first day of the on-site inspection and will be involved in gathering information to evaluate compliance with the Regulations for Registration.

Each evening there will be a team meeting, where aspects of the inspection are discussed. These meetings are an opportunity for you to contribute to team discussions but not to take an active part in the team's judgements. The focus in the meetings will be on weighing up the strengths and areas for improvement under quality indicators. There will also be daily discussions with you to agree any new arrangements, discuss matters of concern, clarify inspection issues and discuss emerging findings.

Feedback will take place at the end of the on-site inspection to the headteacher and senior staff as well as the proprietor, where appropriate.

An overview of the organisation of inspection in an independent school

Day	Activity
Monday am	• inspection team travels to the school
Monday pm	• pre-inspection team meeting, attended by the nominee • meeting with proprietor • meeting with parents/carers
Tuesday am and pm	• inspection activities - observations, interviews, listening to learners, scrutiny of documentation and pupils' work • inspection team joined by surveyor who inspects Standard 5 • team meeting at the end of the day, attended by the nominee
Wednesday am and pm	• inspection activities - observations, interviews, listening to learners, scrutiny of documentation and pupils' work • team meeting at the end of the day, attended by the nominee
Thursday am	• inspection activities, if necessary • inspection team meet to agree and moderate findings
Thursday pm	• inspection team report to senior staff/proprietor and leave the school