



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**Nominee handbook**  
**for schools and PRUs**  
**for inspections from September 2021**

**This handbook is also available in Welsh.**

**The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:**

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities
- ▲ primary schools
- ▲ secondary schools
- ▲ all-age schools
- ▲ special schools
- ▲ pupil referral units
- ▲ independent schools
- ▲ further education
- ▲ independent specialist colleges
- ▲ adult learning in the community
- ▲ local authority education services for children and young people
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- ▲ Welsh for adults
- ▲ work-based learning
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- ▲ makes public good practice based on inspection evidence

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## Introduction

This handbook is for nominees who will be the school representative on the inspection team during their school's<sup>1</sup> inspection. It aims to provide guidance for headteachers and senior leaders that will enable them to understand and carry out the role of nominee effectively.

The handbook is in three parts.

- Part 1: Before the inspection
- Part 2: During inspection
- Part 3: After the inspection

It will be helpful for you to have a copy of the Estyn 2021 '[What We Inspect](#)' and '[How We Inspect](#)' documents 'to refer to as you go through the nominee handbook. These documents are available on our website. It is very important that you are familiar with them before the inspection.

**In order to act as a nominee on an inspection, you must have read the nominee handbook and completed the declaration in the initial contact form (ICF) in the virtual inspection room (VIR).**

The inspection co-ordinator (IC) will check to see that the declaration has been completed before the start of the inspection.

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

## **Part 1: Role 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
- understand the protocol that guides your work as the nominee
- know the nominee's responsibilities prior to the inspection

### **Background**

By inviting schools to choose a nominee for the inspection to work closely alongside the inspection team, we aim to involve schools actively in the inspection process. The presence of a nominee helps to strengthen the partnership between the inspection team and the school. It will also give schools a better insight into the inspection process and provide valuable opportunities for professional learning. However, it is not a requirement that the school put forward a nominee.

We invite schools 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
- hear the 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. Inspectors value the role and contribution of the nominee highly, as the nominee contributes significantly to ensuring that the inspection runs smoothly. Normally, the nominee is the Headteacher, but on occasions schools prefer to nominate a deputy Headteacher or other senior leader.

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 of the evaluations made by the inspection team
- the reporting inspector (RI) will still need to establish a climate in which the school values the inspection and to maintain a good working relationship with the senior staff

### **An effective nominee**

The role of the nominee is demanding. It requires you to exercise the objectivity essential to an external inspection process. Your role is not that of an advocate or defender of the school, but to facilitate the inspection process, for example by ensuring that the team has access to the evidence and information it requires to

come to a valid and reliable evaluation of the school's work. **You will also be required to respect the strict confidentiality of all inspection discussions.**

**Before the inspection** you should:

- become familiar with the two documents '[What We Inspect](#)' and '[How We Inspect](#)'
- become familiar with Estyn's guidance on the role of the nominee
- make appropriate administrative arrangements for the inspection
- ensure that the evidence required for the inspection is available for the inspection team

As a senior leader in the school, you should play a substantial role in the school's self-evaluation and improvement processes and have a good working knowledge of the school's strengths and improvement priorities. The inspection team will not expect you to know the answer to every single question about the school instantly, but they will expect you to know who or where to go to get the relevant evidence.

### **Gathering evidence**

Almost all of your contact before the inspection will be with the IC. The IC will contact the school by telephone two weeks before the inspection to give you notice of the date of the inspection. During this telephone call, the IC will give you details of the inspection team and discuss the detailed arrangements for the inspection. The IC will send you a form 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 know of any changes.

Once you have been notified that an inspection is to take place, you will be asked to provide the following five pieces of information for the RI:

- a copy of your school's most recent improvement or development plan
- a full timetable for all classes during the inspection week
- a labelled plan of the school's teaching rooms or areas
- a list of members of staff, including their roles and responsibilities
- a copy of the DBS information for staff and any governors or volunteers who have had a DBS check, in line with the school's policy

This information should be uploaded to the VIR no later than five working days after notification. The IC will explain to you how the VIR system works.

Estyn will also ask you to upload a self-evaluation of the school's safeguarding arrangements. There is no specified format for this self-evaluation. You may upload your most recent safeguarding self-evaluation, for example your local authority form or the national model, if this is available. If required, the IC will provide a copy of a self-evaluation template for you to use, through the VIR.

The RI will contact the headteacher by telephone shortly after the school has been notified of its inspection. The RI will discuss with the headteacher any other evidence that the RI requests to be available for the team when they arrive.

## Summary

In this section, you have read about the roles and responsibilities of the nominee and the work that the nominee is required to carry out in advance of the inspection.

It will be useful for you to share your understanding of the role with staff and governors.

## Part 2: During the inspection

### Section A: Roles and responsibilities

**During** the inspection you should:

- liaise with the RI about administrative arrangements
- respond to team requests for additional information
- assist in resolving any problems that arise
- contribute to discussions in team meetings regarding the school's strengths and areas for improvement

Your role is not to act as an advocate for the school, but you may, where appropriate, suggest further evidence for inspectors to consider that may be relevant to the inspection.

As nominee, you should provide a line of communication between the school and the inspection team. If staff have any concerns, for example about the conduct of the inspection, they should raise them with you and you should pass these concerns on to the RI. If for any reason you feel unable to discuss the matter with the RI, you should contact Estyn and ask to speak to the relevant assistant director for your sector.

### Section B: Inspection activities

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

- what the team will do during the inspection
- your role in team meetings

The size of the team and the length of the inspection will depend the sector and size of the school. **Annex 1** provides a possible model of how inspectors may use their time during the inspection 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.

Monday morning will usually be used for travelling. Normally, the inspection team will arrive at the school around 12 o'clock (the RI will arrange the exact time with the headteacher in the initial telephone call).

The first activity will be the pre-inspection team meeting. A typical agenda for this meeting may include:

- 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 program



- Team responsibilities – allocation of Inspection Areas and writing sections of the report
- Key features of the responses to the pupil, parent, staff and governor questionnaires
- Arrangements for meetings with pupils, parents, staff and governors
- Recording of evidence, including the use of the judgement forms and arrangements for collating the team's findings
- Arrangements for feeding back on the last day of the inspection

This meeting will also provide an early opportunity for the headteacher to draw any context-related issues to the team's attention, for example the impact of the pandemic on the school community.

**Daily team meetings** are a very important part of the inspection process. As nominee, you should attend all team meetings, including the pre-inspection team meeting.

On the Monday, this team meeting will take the form of a professional dialogue with the headteacher (and, in some instances, with other senior leaders). This discussion will be led by the RI, who will have read the school's development or improvement plan as part of their pre-inspection work.

In secondary and all age schools, the team may hold more than one of these professional dialogue meetings; for example, the inspectors(s) responsible for inspection area 4 may hold a discussion with the senior leader(s) responsible for care, support and guidance. The RI will explain the arrangements for these discussions with the headteacher in their initial telephone call.

In other sectors, there will usually only be one professional dialogue meeting, involving the inspection team and the headteacher only.

In all of the professional dialogue meetings, the focus of the discussion will be:

- the processes by which the school selected its improvement priorities
- how the school is monitoring and evaluating its progress towards its improvement targets
- the impact that the school's improvement work is having on pupil outcomes

The after-school team meetings on the remaining days of the inspection will focus on considering the emerging strengths and areas for improvement under each of the inspection areas.

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. You may be asked your advice about where the team can obtain certain evidence or the best person with whom inspectors can discuss a specific aspect of the school's work.

Do not be afraid to ask for clarification if there is something that you do not understand. You are the person who is most likely to be asked to explain the inspection findings to other staff and to help move the school forward following the inspection so it is important that you know why inspectors have come to their evaluations.

Please read the following examples of three very different nominees and their role in team meetings

### **Example A**

Context: the first afternoon initial team meeting

*During the team meeting, I was able to take notes of things I wished the team to be aware of and additional information that I felt may be useful to them. This was very helpful. I felt confident to contribute to the discussions and was able to use my knowledge of the school to provide useful context for the team. While I didn't challenge anything that the team said, I did direct them to where more information could be found. For example, the RI mentioned that the school didn't appear to be involved much with other schools in sharing good practice. I was able to point the inspectors to a cluster initiative that the school had led.*

The nominee in example A is well-prepared and knows where evidence can be found and is engaging positively with the inspection process.

### **Example B**

Context: the team meeting at the end of the first full day of the inspection.

*One of the team inspectors and the lay inspector had met with groups of children during the day and fed this back to the team. The lay inspector said that the pupils he'd talked to felt that behaviour was an issue in the school. The RI said that the team should look for further evidence about behaviour to identify if it was an area for improvement. I didn't say anything but felt angry that one small group of pupils could impact so negatively. I should have asked whether anyone had seen any evidence of bad behaviour in classes and around the school but didn't. I wish that I had told the team more about the successful work we do in encouraging positive behaviour.*

The nominee in example B is far too passive. The nominee is overwhelmed by the whole experience and too afraid to ask for clarification. This nominee has additional evidence and information but is uncomfortable in bringing this to the attention of the team and thinks that this may appear 'too pushy' and may reflect badly on the nominee or the school. The nominee's reticence is not helpful for the inspection team.

### **Example C**

Context: the second after-school team meeting. The team are discussing the Inspection Area 3 and are focusing on teaching. The peer inspector says that the majority of the teaching she has observed so far has been ineffective. The RI asks her to elaborate, and she goes on to say that the questioning was limited to closed

questions and that the work wasn't challenging enough. As a result, pupils become bored and started to display off-task behaviour.

*I asked the RI if had he checked the peer inspector's work as in my opinion she was totally wrong. I know the PI has been in Humanities this week – I'm their line manager and I know for a fact that all of the staff there are excellent teachers. I asked the peer inspector what her experience was of observing teaching. I'm going to pop down to Humanities tomorrow morning to give them my support, tell them that that PI's criticisms are nonsense.*

This defensive and argumentative approach is inappropriate and unhelpful. The protocol makes clear that the role is not that of an advocate or defender of the school. If you share the details of the team's discussions with staff, you will breach the confidentiality of the team.

It would have been more helpful for the nominee to comment at the team meeting that they are surprised by inspectors' findings, but accept that this is what was observed. They could provide inspectors with records of the school's own monitoring and scrutiny of pupils' work over time, for example in humanities. Listening to the team discussion will provide the nominee and the school with a helpful understanding of why the classroom provision is less effective than the school's leaders believe it to be.

## **Gathering evidence**

The inspection team will undertake a range of activities to gather evidence during the inspection, including learning walks, lesson observations, scrutiny of pupils' work and meetings with pupils, staff, parents and governors. As well as lessons, inspectors may visit assemblies, registration periods or support programmes.

Inspectors will also look at a range of documentation, for example minutes of governing body meetings. They will use this documentation to find information about the school's work and identify areas for further discussion. They will not, however, evaluate the quality of the documentation itself.

Maintained schools and PRUs are not required to provide inspectors with a self-evaluation report either before or during the inspection. However, schools are welcome to provide inspectors with any documentation regarding their evaluation and improvement work that they feel might be useful or relevant.

All independent and independent special schools are required to provide inspectors with a self-evaluation report before the inspection and are also welcome to provide any other documentation regarding their evaluation and improvement work that they feel might be useful or relevant.

Inspectors will take every opportunity to **talk to pupils**. They will ask pupils to show them their work and discuss it with them. The RI will schedule timetabled meetings with pupils, but inspectors will also talk to pupils during lessons and around the school where appropriate.

When evaluating **pupils' work**, inspectors will focus on the progress that pupils make over time. They will consider how well the curriculum provides pupils with worthwhile

and meaningful opportunities to develop their knowledge, understanding and skills. Inspectors may ask the school to provide further examples of pupils' work if necessary, for example their work completed digitally.

When **visiting lessons**, inspectors may carry out a lesson observation of part or a full session (usually between 20-30 minutes) or they may visit part of a session as part of a learning walk. Where there has been a full lesson observation, the inspector will hold a brief professional dialogue with the teacher observed, either at the end of the lesson or later in the week. Inspectors do not 'grade' individual lessons.

When evaluating the impact of teaching and assessment, inspectors will focus on the **impact** of the school's provision on pupils' progress and the standards they achieve. Estyn does not have any 'preferred approach' regarding teaching and assessment practices. There are no approaches that inspectors 'expect' to see in lessons, such as the sharing of learning objectives or the use of a plenary session. Inspectors do not expect to see the full range of skills being developed in every lesson. When considering teachers' feedback, inspectors will focus on the impact that it has on pupils' progress.

**The Lay Inspector (LI)** will normally join the team on the first full day of the on-site inspection. The LI will focus on gathering evidence on the experience of school for pupils and the contribution that the relationships and environment make to their safety, attitudes to learning and wellbeing. They will gather information through learning walks, meeting with staff and pupils as well as observing pupils at break and lunch times to support inspection area judgements. The LI will not undertake formal lesson observations or contribute to evaluations on standards and teaching.

It may be helpful to ensure that all staff are fully aware of the [Reducing Workload](#) guidance endorsed by Estyn, regional education consortia, local authorities, Education Workforce Council, unions representing the education workforce and the Welsh Government.

## **Section C: Frequently asked questions**

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

Estyn is keen for schools to continue as normal during an inspection. It is best for teachers and pupils to undertake their usual activities at the usual times. Therefore, the RI should not normally ask for any changes to the normal school timetable.

### **2. Do I stop PPA teachers coming to school during the inspection days?**

Inspectors will need to see the school operating as it normally does, which includes how the school covers teachers' PPA time. Normally, it would not be appropriate to make alterations to normal staff practice just for the 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. If you are a parent, you may attend the parents' meeting as a parent and should make your contributions to the meeting in that role.

**4 . As I am head/deputy headteacher of a very small school 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 you discuss these issues with the RI. RIs are sympathetic in such circumstances and would normally try and accommodate this request. RIs recognise the specific challenges that face leaders and managers in very small schools.

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

It is very important that you bring any significant evidence to the team's attention. This does not have to be confrontational, but you should ensure that the RI knows the significance that you place on this particular evidence.

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

Of course, and please make sure that you mention this to the Inspection Co-ordinator when they announce the inspection. Also, please make this 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, many 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. However, you may want to ensure that the team has received any significant evidence relating to pupils' digital skills and use of ICT in class, if it is available.

**8 . If I disagree with what the team says in their meeting, what can I do?**

You may bring any additional information and evidence to the attention of the team. While they will consider this information, this may not be reflected in a change of evaluation of that area. The team will come to its own view.

**9 . Can I be asked to leave a team meeting?**

It can be challenging to listen to an inspection team discuss and reach evaluations on your school, especially where those are not in line with your own views, and you may often feel the urge to interject. However, you need to remember that the nominee's role is not to defend the school, but to direct the team to relevant evidence and to facilitate the inspection.

It is rare for the RI to ask a nominee to leave a team meeting. However, if you behave in a way that disrupts the smooth running of the inspection, for example constantly challenging the team's findings, 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 the terms of the agreement.

**10. 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?**

It is likely that the inspection team will ask for a sample of pupils' books to act as a reference sample during the inspection. The RI will discuss the exact nature of the sample when they contact you before the inspection.

**11. Will the inspectors meet with all my co-ordinators / middle leaders?**

It is unlikely that inspectors will meet with all of them, especially in larger schools. They are more likely to select a sample to meet, if and as required.

**12. As nominee, can I see the Judgement Forms completed by members of the inspection team?**

No, these are confidential to the inspection team.

**Summary**

In this section, you read about the types of activities that inspectors undertake and how they go about gathering evidence.

You may wish to consider how you can share this information with staff so that they gain an understanding of the inspection process.

### **Part 3: After the inspection**

**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
- contribute to the completion of the post-inspection questionnaire (PIQ), which the IC will send to you after the inspection
- play a full part in devising the action plan following the inspection

You have now read through the handbook and can begin to prepare for your inspection. You may now find it useful to look at Estyn's website to see if there is any further guidance that may prove useful to you. On the website, there is a range of documents that may prove helpful, including supplementary guidance on a range of inspection issues and guidance on follow-up arrangements.

## Annex 1: A ‘walk through’ the inspection week

### Primary schools

Each inspection will take place from Monday to Thursday (occasionally from Tuesday to Friday). The size of the team will vary according to the size of the school.

#### Monday

The inspection team will travel to the school on Monday morning, arriving at around 12 o'clock. After the pre-inspection meeting, inspectors may begin inspection activity, for example learning walks.

After school, the RI and a team inspector will meet with parents/carers. It is likely that the RI will also arrange a meeting with representatives from the school's governing body during Monday afternoon.

#### 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 normally last three days.

During this time, the team will carry out classroom observations, learning walks, interviews with pupils, reviews of pupils' work and other evidence and meetings with relevant staff. There will be a team meeting at the end of each day (see part 2, section B above).

The Lay Inspector (LI) will normally join the team on the first full day of the on-site inspection (see part 2, section B above).

#### Feedback on Thursday

The morning will be used for the team to discuss and moderate their evaluations and to complete their evidence form. Verbal feedback will take place in the early afternoon to the headteacher (and the deputy headteacher in certain circumstances), chair of governors and local authority representative.

#### A possible overview of the organisation of inspection in a primary school

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

Day	Activity
Monday am	<ul style="list-style-type: none"> <li>inspection team travels to the school</li> </ul>
Monday pm	<ul style="list-style-type: none"> <li>pre-inspection team meeting, attended by the nominee, including professional dialogue meeting between team and headteacher</li> <li>inspection activities</li> <li>meeting with governors</li> <li>meeting with parents/carers</li> </ul>



Tuesday am and pm	<ul style="list-style-type: none"> <li>inspection activities – class observations, learning walks, interviews with staff and pupils, and scrutiny of pupils’ work and other evidence</li> <li>lay inspector in school</li> <li>team meeting at the end of the day, attended by the nominee</li> </ul>
Wednesday am and pm	<ul style="list-style-type: none"> <li>inspection activities – class observations, learning walks, interviews, listening to learners, scrutiny of documentation and pupils’ work</li> <li>team meeting at the end of the day, attended by the nominee</li> </ul>
Thursday am / early pm	<ul style="list-style-type: none"> <li>inspection team meet to agree and moderate findings</li> <li>inspection team report to the headteacher (and deputy headteacher where appropriate), the Chair of governors and a representative of the local authority before leaving the school</li> </ul>

## Secondary schools

Each inspection will take place from Monday to Friday. The size of the team will vary according to the size of the school. For secondary schools, inspection will last four days.

### Monday

The inspection team will travel to the school on Monday morning, arriving at around 12 o’clock. Between the pre-inspection meeting and the professional dialogue with the headteacher (see part 2, section B above), inspectors may begin inspection activity, for example learning walks.

After school, the RI and a team inspector will meet with parents/carers. It is likely that the RI will also arrange a meeting with representatives from the school’s governing body during Monday afternoon.

### Inspection activity on Tuesday, Wednesday and Thursday

During this time, the team will carry out classroom observations, learning walks, interviews with pupils, reviews of pupils’ work and other evidence and meetings with relevant staff. There will be a team meeting at the end of each day (see part 2, section B above). During the Thursday team meeting, the inspection team will discuss and moderate their evaluations.

The Lay Inspector (LI) will normally join the team on the first full day of the on-site inspection (see part 2, section B above).

### Feedback on Friday

In the morning, the team will complete their judgement forms and, if necessary, further discuss and moderate their evaluations. In the afternoon, the team will complete a first draft of the inspection report ready for feedback.

Verbal feedback will usually take place at around eleven o'clock. The headteacher and senior leadership team, chair of governors and local authority and/or regional consortium representative will normally attend.

### **A possible overview of the organisation of inspection in a secondary school**

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

<b>Day</b>	<b>Activity</b>
Monday am	<ul style="list-style-type: none"> <li>inspection team travels to the school</li> </ul>
Monday pm	<ul style="list-style-type: none"> <li>pre-inspection team meeting, attended by the nominee</li> <li>inspection activities</li> <li>professional dialogue meeting between team and headteacher/senior leaders</li> <li>meeting with governors</li> <li>meeting with parents/carers</li> </ul>
Tuesday am and pm	<ul style="list-style-type: none"> <li>inspection activities – class observations, learning walks, interviews with staff and pupils, and scrutiny of pupils' work and other evidence</li> <li>lay inspector in school</li> <li>team meeting at the end of the day, attended by the nominee</li> </ul>
Wednesday am and pm	<ul style="list-style-type: none"> <li>inspection activities – class observations, learning walks, interviews, listening to learners, scrutiny of documentation and pupils' work</li> <li>team meeting at the end of the day, attended by the nominee – team discuss and moderate judgements</li> </ul>
Thursday am	<ul style="list-style-type: none"> <li>inspection activities – class observations, learning walks, interviews, listening to learners, scrutiny of documentation and pupils' work</li> </ul>
Thursday pm	<ul style="list-style-type: none"> <li>inspection team complete judgement forms – discuss and moderate evaluations further if required</li> </ul>
Friday am	<ul style="list-style-type: none"> <li>inspection team complete draft inspection report</li> <li>inspection team report to the headteacher and senior leadership team, the Chair of governors and a representative of the local authority and/or regional consortium before leaving the school</li> </ul>

### **Special schools and pupil referral units**

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 three days.

#### **Monday**

The inspection team will travel to the school on Monday morning, arriving at around 12 o'clock. Between the pre-inspection meeting and the professional dialogue with the headteacher (see part 2, section B above), inspectors may begin inspection activity, for example learning walks.

After school, the RI and a team inspector will meet with parents/carers. It is likely that the RI will also arrange a meeting with representatives from the school's governing body during Monday afternoon.

### **Inspection activity on Tuesday and Wednesday**

During this time, the team will carry out classroom observations, learning walks, interviews with pupils, reviews of pupils' work and other evidence and meetings with relevant staff. There will be a team meeting at the end of each day (see part 2, section B above).

The Lay Inspector (LI) will normally join the team on the first full day of the on-site inspection (see part 2, section B above).

### **Feedback on Thursday**

The morning will be used for the team to discuss and moderate their evaluations and to complete their judgement form. Verbal feedback will take place in the early afternoon to the headteacher and senior leadership teamchair 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.

### **A possible overview of the organisation of inspection in a special school or PRU**

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

<b>Day</b>	<b>Activity</b>
Monday am	<ul style="list-style-type: none"> <li>inspection team travels to the school</li> </ul>
Monday pm	<ul style="list-style-type: none"> <li>pre-inspection team meeting, attended by the nominee</li> <li>professional dialogue meeting between team and headteacher</li> <li>inspection activities</li> <li>meeting with governors</li> <li>meeting with parents/carers</li> </ul>
Tuesday am and pm	<ul style="list-style-type: none"> <li>inspection activities – class observations, learning walks, interviews with staff and pupils, and scrutiny of pupils' work and other evidence</li> <li>lay inspector in school</li> <li>team meeting at the end of the day, attended by the nominee</li> </ul>
Wednesday am and pm	<ul style="list-style-type: none"> <li>inspection activities – class observations, learning walks, interviews, listening to learners, scrutiny of documentation and pupils' work</li> <li>team meeting at the end of the day, attended by the nominee</li> </ul>
Thursday am / early pm	<ul style="list-style-type: none"> <li>inspection team meet to agree and moderate findings</li> <li>inspection team report to the headteacher (and deputy headteacher where appropriate), the Chair of governors and a representative of the local authority before leaving the school</li> </ul>

## Independent schools

The length of the inspection and the size of the team will vary according to the size of the school and the nature of its provision.

### Monday

The inspection team will travel to the school on Monday morning, arriving at around 12 o'clock. Between the pre-inspection meeting and the professional dialogue with the headteacher (see part 2, section B above), inspectors may begin inspection activity, for example learning walks.

After school, the RI and a team inspector will meet with parents/carers. It is likely that the RI will also arrange a meeting with the proprietor during Monday afternoon.

### Inspection activity on Tuesday and Wednesday

During this time, the team will carry out classroom observations, learning walks, interviews with pupils, reviews of pupils' work and other evidence and meetings with relevant staff. There will be a team meeting at the end of each day (see part 2, section B above).

The Lay Inspector (LI) will normally join the team on the first day of the on-site inspection (see part 2, section B above). The surveyor will also 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.

### Feedback on Thursday

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

### A possible overview of the organisation of inspection in an independent school

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

Day	Activity
Monday am	<ul style="list-style-type: none"> <li>inspection team travels to the school</li> </ul>
Monday pm	<ul style="list-style-type: none"> <li>pre-inspection team meeting, attended by the nominee</li> <li>professional dialogue meeting between team and headteacher/nominee</li> <li>inspection activities</li> <li>meeting with governors</li> <li>meeting with parents/carers</li> </ul>
Tuesday am and pm	<ul style="list-style-type: none"> <li>inspection activities – class observations, learning walks, interviews with staff and pupils, and scrutiny of pupils' work and other evidence</li> <li>site surveyor in school</li> <li>team meeting at the end of the day, attended by the nominee</li> </ul>

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Wednesday am and pm	<ul style="list-style-type: none"><li>• inspection activities – class observations, learning walks, interviews, listening to learners, scrutiny of documentation and pupils' work</li><li>• team meeting at the end of the day, attended by the nominee – team discuss and moderate findings</li></ul>
Thursday am	<ul style="list-style-type: none"><li>• inspection team complete judgement forms – discuss and moderate judgements findings if required</li></ul>
Thursday pm	<ul style="list-style-type: none"><li>• inspection team complete draft inspection report</li><li>• inspection team feed back findings to senior staff/proprietor and leave the school</li></ul>