



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

September 2017

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
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- ⬆ adult community learning
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- ⬆ teacher education and training
- ⬆ 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's¹ inspection. The handbook has primarily been developed with the needs of school headteachers, deputy headteachers/assistant headteachers and senior managers in mind. It tries to provide answers to the 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.

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

The nominee handbook is in four parts.

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

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 after the inspection while part 4 explains in a little more detail about the online revision guide.

It will be helpful to have a copy of the Estyn 2017 inspection guidance handbook for your sector to refer to as you go through the handbook. It is very important that you are familiar with the inspection guidance handbook for your sector 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 at the start of the inspection.

The fact that you may have attended training in the previous inspection cycle does not make you eligible to be a nominee on inspections from September 2017.

Part 4 of this handbook will explain how you can access the online revision guide when you receive notification from Estyn of the date of your inspection. You should not complete the online revision guide until you receive this formal notification of the inspection.

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 **three sections**:

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

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

Section C 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, as the school's nominee, to:

- have a good understanding of the role
- know and understand the protocol that guides your work as the nominee

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 development.

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.

If the school decides not to identify a nominee, 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.

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. It 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, 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 judgement about the school's work.**

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

- become familiar with the inspection guidance handbook for the inspection
- become familiar with Estyn'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 be aware of the emerging questions provided by the RI immediately before the inspection
- make appropriate administrative arrangements for the inspection
- collate school documentation and evidence required for the inspection

In the core inspection model, the nominee has a particular role in making sure that all the evidence to support the findings within the school's self-evaluation report is readily available. If evidence is not available, the inspection team may not have time to search it out. This may affect the judgements of the inspection team, particularly where the lack of evidence is due to weak management of school-based information. In these cases, it may lead the inspection team to consider that inspection area 5 on leadership and management may be adequate and needs improvement.

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 brief parents, staff and governors fully about any changes to the inspection processes in general.

Section B: Self-evaluation

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

The school has the key responsibility for raising standards and the quality of its provision or maintaining those at a high level. Self-evaluation lies at the heart of this process. It feeds into improvement planning, identifying good features and areas for development, setting appropriate performance targets and measuring progress against them.

For self-evaluation to be fully effective it needs to be open and honest and fully understood by staff, governors and other relevant stakeholders. The school will be

disadvantaged if the inspection team identify significant issues that the school does not 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 to develop, but inspectors will also focus on what processes are in place to identify these areas and what is the school doing to address them. Over time, the school should review all aspects of its life and work, but the key emphasis should always be on the progress made by learners, the outcomes they achieve, and the quality of the school's provision and its impact on learners' progress and wellbeing.

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

Performance information of high quality, both quantitative and qualitative, is essential in making sure that the school can 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
- **corporate** – reflect the collective view of staff and other stakeholders

The 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 (SER). Inspectors will seek evidence during the inspection to validate the school's own judgements. If the evidence is not available, the team may decide that there are significant weaknesses in the school's leadership and management and a follow-up visit may be necessary at a later date. Please refer to details of [follow-up arrangements](#) on Estyn's website.

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 [supplementary guidance on self-evaluation](#) on Estyn's website.

Section C: Gathering evidence

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

- how inspectors judge the application of pupils' skills
- how inspectors identify and follow emerging questions
- 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?

Inspectors will report on pupils' standards in each of the skills of speaking and listening, reading and writing (in Welsh/English), numeracy and information communication technology (ICT) in the foundation phase and key stage 2 in primary schools and in key stages 3 and 4 in secondary schools.

In particular, inspectors will evaluate whether all pupils have the required skills in literacy (Welsh/English), numeracy and ICT needed to access the whole curriculum and how well the wider curriculum itself develops pupils' skills. Inspectors will consider pupils' progress in relation to the national frameworks for literacy and numeracy. Inspectors will also consider how well the school has taken account of the national frameworks when planning pupils' learning experiences.

Inspectors will judge how well pupils' skills give them access to the curriculum based on evidence from observations of lessons, learning walks, 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 show whether pupils can write clearly and read for understanding at the appropriate levels. Inspectors will consider the extent to which pupils' literacy skills support or hinder their progress in classroom interactions with teachers and other pupils. 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
- cope with the literacy, numeracy and ICT demands of everyday life

Inspectors will consider how well pupils 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 coming to their judgements.

How will inspectors gather evidence?

The inspection team will undertake learning walks and lesson observations during their time in school. They will also undertake interviews with a selection of pupils and talk to them about their work and their time in school. They will scrutinise a sample of pupils' books and their work in ICT.

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

Inspectors will not notify staff of the lessons they will observe. When observing lessons, inspectors will expect to see pupils using and applying their literacy, numeracy and ICT skills in ways appropriate to the lesson. There is no expectation that pupils should be using these skills in every lesson in a formulaic way.

Inspectors will be aware that learning activities can place a range of demands on pupils' application of their literacy, numeracy and ICT skills. As a result, in some activities, pupils may demonstrate skills at a basic level because the learning activity only requires that level of skill. Inspectors will also be aware that not all subjects will include opportunities for pupils to use and to 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?

Inspectors may focus a proportion of their time on inspecting the progress made by pupils who receive specific support to develop their literacy, numeracy and ICT skills. Observations of these pupils in class and during learning walks will provide inspectors with evidence of how well they achieve in day-to-day learning tasks and activities.

Will inspectors talk to pupils?

This is an important aspect of inspection activity. Inspectors will talk with groups of pupils and/or individual pupils about the recent work they have completed to see how well they are doing. Inspectors may sit with the pupils and ask them to show them their work and to talk about it. Inspectors will often choose pupils from lists that you supply so that they can select a broad cross-section of pupils of different abilities and backgrounds.

Will inspectors scrutinise samples of pupils' work?

Inspectors will scrutinise samples of pupils' work to meet the needs of any emerging questions and to cover the requirements of the Common Inspection Framework. It is often useful for inspectors to have a reference sample of pupils' books to refer to or they may make arrangements with you to gather more evidence of pupils' work. **You should try to make sure that these samples provide purposeful evidence of pupils' application of their literacy, numeracy and ICT skills.**

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

In **Inspection Area 1 (Standards)**, inspectors will report on whether all pupils have appropriate skills in literacy, numeracy and ICT needed to access the whole curriculum.

In **Inspection Area 3 (Teaching and learning experiences)**, inspectors will report on the provision for skills. In the overall judgement on teaching and learning

experiences, inspectors will take account of how well teaching and the planning of the curriculum, helps to meet pupils' needs, including the development of their skills.

In **Inspection Area 5 (Leadership and management)**, inspectors will consider how well leaders and managers develop, support, monitor and evaluate the school's strategies and policies for developing pupils' skills.

2 Emerging questions

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

The inspection guidance handbook for your 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.

At the pre-inspection stage, the RI will formulate emerging questions after scrutinising the self-evaluation report and other information provided by the school as well as any information already held by the inspectorate. The RI will plan the inspection so that the team can pursue the emerging questions that are specific to the school and cover the requirements of the common inspection framework that all inspections will address.

The RI will arrange to share the emerging questions with you just before the on-site inspection. The RI will discuss the emerging questions in the first briefing with the inspection team at the school.

The following case study shows how inspectors may plan to gather evidence in response to emerging questions.

An example of an emerging question and the activity that emerges from it

In Anytown School, the SER indicates that provision for pupils' skills is good 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 may establish an emerging question, such as 'How well do pupils apply their literacy, numeracy and ICT skills in their work across the curriculum?' As a result, the inspection team may choose to:

- observe a sample of lessons across different areas of learning/subjects where pupils are applying their skills
- ask inspectors to focus on the provision of skills across the curriculum during a learning walk
- examine samples of work that provide evidence of pupils' application of their literacy, numeracy and ICT skills
- scrutinise a sample of schemes of work in different areas of learning/subjects to see how well these provide contexts for developing and consolidating pupils' skills as they move through the school from year to year

- hold discussions with pupils to see how well they are doing and if pupils know what they must do to improve
- meet the leaders of departments/subject co-ordinators for Welsh/English, mathematics or ICT to discuss how they liaise with each other to develop pupils' skills in coherent ways
- hold discussions with other leaders/departments to see how well other staff develop pupils' skills
- 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
- meet senior managers to establish how well they drive forward policies to develop pupils' skills, how they co-ordinate the school's work in this area and how well they monitor and evaluate pupils' application of their skills

When you receive notification of your inspection, the Inspection Co-ordinator (IC) will explain the arrangements for the pre-inspection surveys. The surveys provide an opportunity for pupils, parents/carers, governors, teachers and support staff to give their views about the school. These surveys will form part of the pre-inspection evidence. The school will not receive any details about individual responses or comments. They remain confidential to the inspection team. This is to support the confidentiality of the individual survey responses.

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

Inspectors may use the pre-inspection surveys to establish emerging questions. The example below illustrates how the RI may plan to gather evidence that relates to an issue raised through the surveys.

Example A

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

As a result, inspectors may choose to:

- speak to groups of learners who are new/relatively new to the school about their experiences
- seek the views of parents/carers on induction arrangements during the meeting with parents
- talk with the nurse/reception staff about transition arrangements

- examine the school policy and procedures for induction
- scrutinise documentary evidence of links with other schools, including pastoral and curricular links

Inspectors may also use surveys 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 its assessment of learning, recording and reporting arrangements as very strong. The documentation provided supports the school's evaluation and the pre-inspection survey responses from parents compliment the school on the ways it ensures that they know how well their child is progressing. Discussions with pupils also shows that pupils have a good idea of the progress that they are making, know their personal learning targets and can explain what they need to do to improve further. In this situation, the inspectors may decide that this aspect of assessment is good and no further inspection activity in this area of the school's work is required.

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.

Documentation required before the inspection

Almost all of your contact before the inspection will be with the Inspection Co-ordinator (IC). The IC will contact you by telephone three weeks before the inspection to let you know 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 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 SER and school improvement or development plan
- a full plan of all the intended activities during the inspection week, including lesson timetables for all classes

Estyn will also ask you to complete a self-evaluation of the school's safeguarding arrangements. The IC will provide a copy of this self-evaluation through the virtual inspection room (VIR).

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.

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 emerging questions and the documentation that inspectors will request before the inspection.

You may wish to consider how you can share this information 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 on-site part of the inspection

Section C: explains how documentary evidence requested by the inspection team during the inspection supports any emerging questions

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.

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
- take no active part when the team are making judgements
- 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
- where appropriate, ask the inspection team to clarify its judgements

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 as nominee.

Section B: A walk through of the inspection period

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

- what the team will do during the inspection
- 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 should attend all team meetings, including the pre-inspection team meeting. Below is an example of an agenda for the pre-inspection team meeting. It is a good idea to familiarise yourself with this agenda beforehand as you may be asked your advice about where the team can obtain certain evidence or the best person to see on a specific emerging question.

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 program;
- team responsibilities – allocation of Inspection Areas and writing sections of the report and the supporting evidence within the inspection judgement forms
- emerging questions – hypotheses, including references to SER
- issues arising from the pre-inspection surveys
- arrangements for meeting with pupils
- interviews with staff and chair of governors
- identification of samples of pupils' work for scrutiny
- recording of evidence, including the use of the judgement forms and arrangements for collating the team's findings
- arrangements for the parents' meeting
- 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
- any other business

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. Do not be afraid to ask for clarification if there is something that you do not understand. After all, 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 judgements. 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.

You should note that inspectors will sample the evidence provided by the school as they seek to cover the requirements of the Common Inspection Framework and to answer any emerging questions. The following examples focus on the types of documentary evidence that inspectors may request to pursue an emerging question. 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 an emerging question 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 literacy, numeracy and ICT policies
- curriculum planning to determine how well pupils' experiences effect the development and application of their skills
- information about the monitoring of pupils' literacy, numeracy and ICT skills, curriculum plans and policies
- 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
- 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 an emerging question. 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 assures the quality of inspections.

All inspections will be Estyn-led, i.e. the RI will be a member of the inspectorate or, in primary schools and non-maintained nursery settings, they will be a Registered Inspector working under contract for Estyn.

A percentage of schools will be visited by one HMI for one day, who will monitor and evaluate the quality of the inspection. Inspection teams will receive 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.

The inspectorate will moderate and validate the findings of every inspection report prior to publication on its website. It will also evaluate the quality of all inspection reports. The validation and moderation process involves consideration of the report's findings and judgements, scrutiny of the evidence that supports the judgements, challenge to judgements and findings, where appropriate, and reflection on the findings in relation to previous inspection outcomes within the sector.

Monitoring inspections and inspection reports, allows the inspectorate to:

- assess the leadership of the reporting inspector and the management of the inspection team
- 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

- Identify any issues of inconsistency in practice from inspection to inspection
- challenge the inspection team
- use the information to determine the award of contracts for inspectors directly employed by the inspectorate
- 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 inspectorate 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 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 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, 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. However, you may want to ensure that the team has received any significant evidence relating to pupils' use of ICT in class, if it is available.

8 If I disagree with what the team says in the meeting about skills or inspection areas 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 judgement. The team will come to its own view.

9 Will the judgement for an inspection area be affected if I don't have statutory requirements in place?

Possibly. Failure to meet statutory requirements that have a significant impact on quality and standards will be reported in the text and may result in a judgement no higher than adequate and needs improvement for an inspection area. If you do not have an appropriate safeguarding policy and procedures in place, the judgement for inspection area 4 (care, support and guidance) may be unsatisfactory and needs urgent improvement.

10 Can I be asked to leave a team meeting?

It can be challenging to listen to an inspection team deliver judgements 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 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 the terms of the agreement.

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

No. The number of pupils who will have the opportunity to complete a survey will depend on the size of the school. The IC will discuss the survey arrangements with you.

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 to answer emerging questions.

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?

It is likely that the inspection team will ask for a sample of pupils' books to act as a reference sample during the inspection, for example to provide evidence in relation to an emerging question. The RI will discuss the exact nature of the sample when they contact you before the inspection.

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

Again, this will depend on the emerging questions and whether the team feel that it needs to explore issues further with the co-ordinators. It is unlikely that the inspection team will meet all the co-ordinators. They are far more likely to select a small sample to meet. In some instances, they may not meet any co-ordinators if the team have gathered sufficient evidence in other ways.

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

No, these are confidential to the inspection team.

Part 3: After the inspection

This section reviews, briefly, the role of the nominee after the on-site inspection is complete. .

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
- 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 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.

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 about an 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 when they arrive at the school.

Annex 1: A walk through the inspection week

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 around 12-12.30 time on Monday for a **team meeting**, which the nominee will also attend.

During the meeting, the reporting inspector will discuss the school's SER and any emerging questions. The reporting inspector will also explain how the team will gather evidence to support the common inspection requirements and any emerging questions that may arise during the on-site inspection. The reporting inspector will plan interviews with pupils and teachers and learning walks and lesson observations at least for the first full day of the inspection. Details of lesson observations **will not** be shared with the school. Inspectors can begin inspection activity, for example learning walks, from lunchtime on the first day, usually Monday lunchtime, if required.

After school, the reporting inspector and a team inspector will meet with parents/carers. It is likely that the reporting inspector will also usually 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, learning walks, interviews with pupils, reviews of pupils' work and documentary evidence and meetings with relevant staff.

The Lay Inspector (LI) will normally join the team on the first day of the on-site inspection. The lay inspector 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. The LI 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 judgements on standards and teaching.

Each day, there will be a team meeting after school 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

inspection areas. 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 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	• inspection team travels to the school
Monday pm	• inspection team meeting, attended by the nominee • meeting with the Chair of governors • meeting with parents/carers • inspection activity
Tuesday am and pm	• inspection activities – class observations, learning walks, interviews with staff and pupils and scrutiny of documentation and pupils' work • Lay Inspector in school • team meeting at the end of the day, attended by the nominee
Wednesday am and pm	• inspection activities – class observations, learning walks, 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

Secondary schools

Walk through the week

Each inspection will take place from Monday to Thursday. 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 around 12-12.30 time on Monday for a **team meeting**, which the nominee will also attend.

During the meeting, the reporting inspector will discuss the school's SER and any emerging questions. The reporting inspector will also explain how the team will gather evidence to support the common inspection requirements and any emerging questions that may arise during the on-site inspection. The reporting inspector will plan interviews with pupils and teachers and learning walks and lesson observations at least for the first full day of the inspection. Details of lesson observations **will not** be shared with the school. Inspectors can begin inspection activity, for example learning walks, from lunchtime on the first day, usually Monday lunchtime, if required.

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.

Inspection activity on Tuesday, Wednesday and Thursday

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 secondary schools, inspection will last three and a half days. During this time, the team will undertake classroom observations, learning walks, interviews with pupils, reviews of pupils' work and documentary evidence and meetings with relevant staff.

The Lay Inspector (LI) will normally join the team on the second day of the on-site inspection. The lay inspector 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. The LI 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 judgements on standards and teaching.

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 inspection areas. 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 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 leadership team, chair of governors and local authority representative.

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

Day	Activity
Monday am	• inspection team travels to the school
Monday pm	• inspection team meeting, attended by the nominee • possible, meeting with chair of governors • meeting with parents/carers • inspection activity
Tuesday am and pm	• Lay Inspector in school • inspection activities – class observations, learning walks, interviews with staff and pupils and 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	• inspection activities – class observations, learning walks, interviews with staff and pupils and 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	• • Team moderate their judgements • Team write their findings and agree on provisional text for their evaluations • 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

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.

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 around 12-12.30 time on Monday for a **team meeting**, which the nominee will also attend.

During the meeting, the reporting inspector will discuss the school's SER and any emerging questions. The reporting inspector will also explain how the team will gather evidence to support the common inspection requirements and any emerging questions that may arise during the on-site inspection. The reporting inspector will plan interviews with pupils and teachers and learning walks and lesson observations at least for the first full day of the inspection. Details of lesson observations **will not** be shared with the school. Inspectors can begin inspection activity, for example learning walks, from lunchtime on the first day, usually Monday lunchtime, if required.

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 meeting with parents/carers.

Inspection activity on Tuesday and Wednesday

The number of days actually spent inspecting the school will depend on its pupil numbers and the nature of its provision. During this time, the team will make classroom observations, learning walks, interviews with pupils, reviews of pupils' work and documentary evidence and meetings with relevant staff.

The Lay Inspector (LI) will normally join the team on the first day of the on-site inspection. The lay inspector 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. The LI 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 judgements on standards and teaching.

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 inspection areas. 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.

A possible overview of the organisation of inspection in a 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	- inspection team meeting, attended by the nominee - meeting with chair - meeting with parents/carers - inspection activity
Tuesday am and pm	- inspection activities – class observations, learning walks, interviews with staff and pupils and scrutiny of documentation and pupils' work - Lay Inspector in school - team meeting at the end of the day, attended by the nominee
Wednesday am and pm	- inspection activities -class observations, learning walks, 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 –class observations, learning walks, 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

Monday morning will usually be used for travelling. Normally, the reporting inspector, team inspector(s) and the peer inspector will arrive at the school around 12-12.30 time on Monday for a **team meeting**, which the nominee will also attend.

During the meeting, the reporting inspector will discuss the school's SER and any emerging questions. The reporting inspector will also explain how the team will gather evidence to support the common inspection requirements and any emerging questions that may arise during the on-site inspection. The reporting inspector will plan interviews with pupils and teachers and learning walks and lesson observations at least for the first full day of the inspection. Details of lesson observations **will not** be shared with the school. Inspectors can begin inspection activity, for example learning walks, from lunchtime on the first day, usually Monday lunchtime, if required.

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 actually spent inspecting the school will depend on its pupil numbers and the nature of its provision. During this time, the team will make classroom observations, learning walks, interviews with pupils, reviews of pupils' work and documentary evidence and meetings 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.

The Lay Inspector (LI) will normally join the team on the first day of the on-site inspection. The lay inspector 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. The LI 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 judgements on standards and teaching.

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 inspection areas. 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.

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

Day	Activity
Monday am	• inspection team travels to the school
Monday pm	• inspection team meeting, attended by the nominee • meeting with proprietor • meeting with parents/carers • inspection activity
Tuesday am and pm	• inspection activities – learning walks, lesson observations, interviews with pupils and staff, 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 – learning walks, lesson observations, interviews with staff and pupils, and 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 feed back judgements and findings to senior staff/proprietor and leave the school

Annex 2: Protocol and guidance for nominees

Background

Inspections will 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 will ensure greater involvement by the school and strengthen the partnership between the inspection team and school staff. It will also enable schools to gain a better insight into the inspection process as well as provide valuable opportunities for professional development. However, it is not a requirement that the school has to put forward a nominee.

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
- hear emerging findings of the team

The nominee

The nominee will be a sufficiently senior member of staff to act as a link between the school and the inspection team.

Before the inspection, the inspectorate will discuss:

- whether the school wishes to take up the invitation of having a nominee
- the training for nominees

If the school decides not to identify a nominee, the reporting inspector 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.

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.

In order to act as a nominee on an inspection, the member of staff must be familiar with the nominee handbook, completed the online revision guide and be in receipt of a certificate of completion. This ensures that they are aware of the confidentiality issues that may arise during an inspection and how they are expected to react to these. School staff already trained as peer or additional inspectors, and who are intending to take on the role of the nominee in inspection, still need to complete nominee training.

Reporting inspectors should ask nominees to show their certificate of nominee training as proof that the online revision guide has been undertaken. No-one may normally undertake the role of the nominee unless they are in possession of this certificate.

The rest of this annex sets out the:

- role of the nominee
- responsibilities of the nominee, the reporting inspector and the school
- activities to be undertaken in the different stages of the inspection

Role of the nominee

The role of the nominee is demanding and requires that person to exercise the objectivity essential to an external inspection process. The nominee will be required to respect the strict confidentiality of all inspection discussions. The role is not that of an advocate or defender of the school. In secondary schools, a deputy/assistant headteacher normally fulfils the role of nominee. The statement of agreement (see below) must be signed by all parties before the inspection. It should later be stored along with other inspection evidence.

Nominees will need to:

- liaise with the reporting inspector about administrative aspects of the inspection such as coverage, documents and meetings
- respond to team requests for additional information during the inspection
- assist in resolving any problems that arise throughout the inspection process
- participate in team meetings where good features and shortcomings are being discussed, but he or she must take no part in deciding judgements to be awarded or have access to the confidential Judgement Forms of the inspection team
- provide any additional evidence that is needed following the team meetings or scrutiny of pupils' work

Responsibilities

The nominee will:

- complete the online revision guide and gain the certificate of nominee training during the period of notification of their forthcoming inspection
- be familiar with the appropriate sector guidance
- be familiar with the nominee handbook
- be familiar with the inspectorate's guidance on the role of the nominee
- have a thorough understanding of the school's SER and action plan
- liaise with the reporting inspector about administrative aspects of the inspection such as coverage, documentation and meetings
- ensure that inspectors are fully informed about the context of the school's work
- respond to team requests for additional information
- respect the confidentiality of all information received during the course of the inspection
- assist in resolving any problems that arise
- contribute to meetings of the inspection team
- avoid being defensive or an advocate for the school
- hear emerging findings

The reporting inspector will:

- discuss with the school and the nominee his or her role
- ask to see the nominee's certificate as proof of completing the online revision guide
- keep the nominee fully briefed about the conduct of the inspection
- brief the inspection team about the role of the nominee
- make sure that the nominee feels fully involved with the inspection team
- plan the work of the nominee during the inspection week through negotiation with the school
- ensure that the nominee is aware of the arrangements for team meetings and for the scrutiny of pupils' work
- ensure that the nominee takes no active part in the awarding of judgements or have access to the confidential Judgement Forms of the inspection team

The school will:

- agree the role of the nominee with the nominee and with the reporting inspector
- normally channel any issues, concerns and further evidence through the nominee to the inspection team
- be sympathetic to the demands placed on the nominee
- provide support for the nominee in undertaking his or her task
- respect the confidentiality under which the nominee is working
- ensure that the nominee has played a key part in the school's self-evaluation procedures
- brief the Governing Body about the role of the nominee

Activities in the inspection process

Before the inspection

Nominee	• Become familiar with the sector guidance for inspection and the nominee handbook • Complete the online revision guide during the period of notification of their forthcoming inspection and gain the certificate of nominee training • Become familiar with 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 the all team meetings • Make administrative arrangements for the inspection • Collate school documentation required for the inspection
Reporting Inspector	• Discuss the role of the nominee during the first contact with the school • Ask to see the nominee's certificate as proof of training • Brief the nominee fully in the same way as the other team members about the arrangements for the inspection week • Plan the work of the nominee during the inspection week • Ensure that the nominee receives all key inspection documents • Fully brief the other team members about the role of the nominee
School	• Establish the role of the nominee during the first contact with the reporting inspector • Clarify the role of the nominee with the reporting inspector and the nominee • Brief the governing body about the role of the nominee

During the inspection

Nominee	• Liaise with the reporting 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 good features and shortcomings in team meetings • Be proactive in providing additional evidence following team meetings or the scrutiny of pupils' work • Where appropriate, ask the inspection team to clarify its judgements
Reporting Inspector	• Monitor the work of the nominee and provide support as appropriate • Ensure that the nominee is as fully involved in the inspection as possible • Normally, channel requests for additional information and evidence through the nominee • Ensure that the nominee takes no active part in the awarding of grades
School	• Use the nominee to liaise with the inspection team • Normally, channel any issues or concerns through the nominee • Provide support for the nominee in undertaking their task • Respect the confidentiality under which the nominee is working

After the inspection

Nominee	• Attend the feedback meeting at the end of the inspection • Contribute to the preparation of the school's response to the inspection • Contribute to checking the factual accuracy of the draft of report • Play a full part in devising the action plan following the inspection
School	• Senior staff, as agreed with the reporting inspector, to attend the feedback meeting at the end of the inspection • Contribute to the preparation of the school's response to the inspection • Contribute to checking the factual accuracy of the draft of report • Play a full part in devising the action plan following the inspection

I agree that I will undertake the role of nominee in accordance with my responsibilities as set out above. I have completed the online revision guide and fully understand my role.

Name of nominee:_____

Signature:_____ **Date:**_____

I agree to working with the nominee as outlined above.

Name of reporting inspector:_____

Signature:_____ **Date:**_____

(When the nominee is not the headteacher) I agree to facilitate the nominee in undertaking their role as outlined above.

Name of headteacher:_____

Signature:_____ **Date:**_____