**Joining Instructions for Team Inspectors**

**School: Date:**

Dear XXXX

Welcome to this inspection and I look forward to working with you. I have organised the joining instructions into the sections below for clarity.

**School/ Contact Information**

|  |  |
| --- | --- |
| School name & address |  |
| URN |  |
| Headteacher |  |
| Telephone number |  |
| My contact details |  |

**Domestic Arrangements**

|  |  |
| --- | --- |
| **Arrival** |  |
| **Parking** |  |
| **Lunch** |  |
| **If you are delayed** |  |
| **Any events during the inspection** |  |
| **Deployment** |  |

**Quality Assurance and Inspection Protocols**

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| --- | --- |
| **Inspection protocols** | Smart professional dress.  Please ensure you have your badge.  Please ensure you have your **most recent** inspection handbook with you at all times and during all discussions and conversations.  Professional conversations at all times (especially within earshot of pupils/staff/parents/governors).  Please bring a good supply of EFs.  NO grades entered on EF (be aware, ***people watch what you are writing!)***  We will discuss emerging outcomes as a team, mid-morning and again in early afternoon. It may well be that we need to meet more often as issues emerge. |
| **Quality Assurance** | Please keep as much detail on EF as possible, e.g. actual examples observed which affect judgement, as these are gathered in at the end of the day. Also please note *any extra lines of enquiry needed*. They may also be subject to scrutiny, should a complaint and/or investigation be necessary |
| **Completing Evidence Forms** | Note ***cause and effect***: ‘T*his is good practice because…or this requires improvement because…’*  Noting actual incidences/examples of good and/or outstanding practice, or otherwise.  Noting how pupils react to adults and their attitudes to their learning*, particularly references to religious literacy, use of scripture –* **See above re ‘extra lines of enquiry’**  ***Evidence of spiritual and moral development throughout the day, including links to the common good, social justice.***  Role of other adults in the setting, e.g. passive, pro-active, role modelling.  **Significant interactions** MUST be noted onto the evidence forms, even if only ‘off the cuff ‘comments from different members of the school community. |

**Observations of Learning and Feedback to Teachers**

|  |  |
| --- | --- |
| **Observations of learning** | **Signal thank you as you exit** from class.  Enter as much detail as possible on EF, including time of beginning of observation, time of exit, number of adults in lesson and any significant factors identified by school e.g. high rate of SEND/new arrivals etc.  Be aware and note the quality of the ‘Catholic life and mission’ of the classroom, display, pupil input on display and status of the prayer areas. |
| **Feedback to teachers** | **NO feedback to teachers**, unless directed by lead inspector, just a nod or say thank you.  **Be careful** what you say to member of leadership co-observing with you!  They can provide the feedback on the quality of the observation to their colleagues, and if a concern from the observations, only discuss with Lead Inspector, who can have the conversation with school senior leader |

**Key Points from school’s self-evaluation, CSI data summary and School Website**

|  |  |
| --- | --- |
| **Context, in addition to what’s in CSED** |  |
| **Self-Evaluation Document** |  |
| **Data information** |  |
| **School Website** |  |

**Inspection lines of enquiry**

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| --- |
|  |

**Have a safe journey.**

**Best wishes,**

**Lead Inspector**