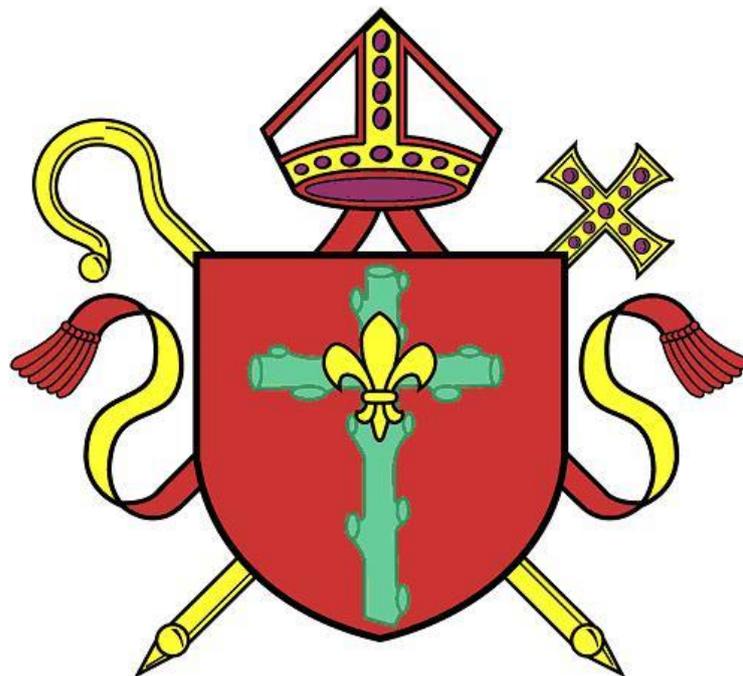


Nottingham Roman Catholic
Diocesan Education Service



Diocesan Canonical Inspection
Inspection Handbook

September 2015

Introduction

1. This handbook describes the main activities undertaken by inspectors conducting diocesan canonical inspections within the Diocese of Nottingham. It also sets out the judgements that inspectors will make and on which they will report. The handbook is intended to complement the existing diocesan *evaluation schedule*.
2. The content of this document draws heavily upon the *school inspection handbook* published by Ofsted (July 2014).

The purpose of diocesan canonical inspection

3. The purpose of inspection is to report to and advise the bishop of the diocese on the quality of classroom Religious Education, Collective Worship and the overall Catholic Life of a school. Inspection also provides an opportunity to inform parents and the wider Catholic community on the school's efficacy as a Catholic community.
4. The bishop's authority over Catholic schools and his right to inspect are explained in the Nottingham Roman Catholic Diocesan Education Service's (NRCDES) *diocesan canonical inspection policy*.
5. The *diocesan canonical inspection policy* also provides information for schools about the timing and frequency of inspections in normal circumstances.
6. Inspection provides an opportunity to support, challenge, evaluate and promote the work of Catholic schools. It assists schools in the work of self-evaluation and improvement. It also enables the diocese to celebrate with schools their sense of identity and their strengths as Catholic schools.

Code of conduct for inspectors

7. Inspectors are required to uphold the highest professional standards in their work and to ensure that everyone is treated fairly and with respect. These standards are assured through a code of conduct.
8. Inspectors will maintain the highest standards of confidentiality in relation to all information gained prior to, during or after the inspection, relating to the school and all members of the school community.
9. In conducting the inspection, the inspectors will observe the following standards:
 - honesty, clarity, consistency and objectivity in the framing and communication of judgements

- concern for accuracy and respect for evidence
- courtesy and fairness in dealing with all individuals and groups encountered in the course of an inspection
- sensitivity to the circumstances of the school and of all individuals or groups connected with it
- respect for the integrity of teachers, parents, governors and clergy
- recognition that the interests and welfare of pupils are the first priority in relation to anything inspectors observe or about which they are informed
- sensitivity to the impact of judgements on others

Expectations from schools

10. To ensure that inspection is productive and beneficial, it is important that inspectors and schools establish and maintain an appropriate working relationship based on courtesy and professional behaviour.

How schools will be inspected

Before the inspection: inspectors' planning and preparation

11. The inspection team will prepare for the inspection by gaining a broad overview of the school as a 'Catholic' school within the Diocese of Nottingham. This will include an overview of the school's assessment data in relation to Religious Education where available.
12. The inspection team must use all available evidence to develop an initial picture of the school. This may include:
 - the previous diocesan canonical inspection report
 - the findings of any recent monitoring letters in relation to diocesan canonical inspection
 - information on the school's website
 - assessment data provided to the NRCDES through the Annual Diocesan Data Return (ADDR)
 - records from the NRCDES on the school's level of involvement and engagement at diocesan events and with the relevant phase adviser

Relationship with Ofsted

13. The relationship between a section 5 (Ofsted inspection) and diocesan canonical inspection is governed by a protocol between Ofsted and signatory faith group inspectorates.

14. Section 5 (Ofsted) inspectors do not inspect the content of denominational Religious Education, but may visit lessons and Acts of Worship to evaluate teaching, spiritual, moral, social and cultural development etc. It is for diocesan canonical inspectors to inspect the denominational content of Religious Education, Collective Worship and the school's Catholic Life.

15. Inspectors may consult the school's latest Ofsted report to inform themselves of any key issues raised but should not use its evidence in their own inspection.

The views of parents

16. Whilst parents may be consulted during a diocesan canonical inspection, it must be stated that they are not the prime audience for the inspection report. During the inspection, inspectors may take account of the results of any surveys carried out or commissioned by the school. There may also be occasions when inspectors may consider it appropriate to meet with a small group of parents during the inspection.

Notification and introduction

17. A member of the inspection team will normally contact the school by telephone to announce the inspection before midday. This will then begin the formal period of notification which, in the case of diocesan canonical inspection, is three working days, (please see table below).

<i>Telephone call before midday</i>	<i>Day of inspection</i>
Monday	Friday
Tuesday	Monday
Wednesday	Tuesday
Thursday	Wednesday
Friday	Thursday

18. In announced inspections, members of the inspection team should bear in mind the fact that they may not be able to make contact with the school immediately or may not be able to speak to the headteacher. If the headteacher is unavailable when the call is made to the school, the inspector should ask to speak to the most senior member of staff available.

19. Once this telephone call is completed, the inspector must inform the NRCDES after which formal confirmation will be sent to the school by email.

20. Please note that in cases where the NRCDES may have specific concerns about a school, an inspection may be carried out without notice. In this case, the inspector will telephone the school about 15 minutes before arriving on site. In this situation, the inspector will use this initial call to inform the school that the inspection is about to commence and will leave all other arrangements until arrival at the school.
21. In the case of announced inspections, the telephone call is the first opportunity to initiate a professional relationship between the inspector and the headteacher. It should be short and focused on practical issues, (a suggested outline of this can be found in the *inspector's notebook*). Inspectors should not use this conversation to probe or investigate the school's self-evaluation.
22. The purpose of the telephone call is to:
- inform the school of the inspection and the date(s)
 - confirm the length of the inspection
 - inform the school of the name(s) of the inspector(s)
 - make arrangements for the inspection, this includes an invitation to the headteacher to participate in joint observations
 - make arrangements for discussions with key staff, governors and clergy
 - make arrangements for other inspection activities (sample timetables are available in the *inspector's notebook*)
 - request that relevant school documents including Part 1 of the NRCDES SEF are made available as soon as possible from the start of the inspection or that, in some cases, some documents are sent to the inspectors prior to the beginning of the inspection (see below)
 - provide an opportunity for the school to ask any questions
23. Inspectors should request to see a range of documentation in order to assist them in making judgements. Examples of the documents which may be requested can be found in the *documentation list* for both primary and secondary schools. In addition to these documents, inspectors will ask to see any evidence of the school's self-evaluation for all three areas of the diocesan canonical inspection *evaluation schedule*. As there is a longer notice period for diocesan canonical inspection, it is helpful for inspectors to receive the school's self-evaluation summary prior to the beginning of the on-site inspection.

Using the school's self-evaluation evidence

24. Inspectors will use the documentation to arrive at some pre-inspection hypotheses to be tested during the inspection. The school's self-evaluation is at the heart of the inspection process – it serves as the main piece of evidence when planning the inspection and provides crucial evidence in evaluating the quality of leadership and management and the school's capacity to improve.
25. When preparing for the inspection, inspectors will evaluate the school's view of itself as expressed in the self-evaluation under the headings of the *evaluation schedule* and explore the extent to which this is compatible with the other documentary evidence. Issues for inspection will arise from important inconsistencies between the school's self-evaluation conclusions and the evidence and also from significant matters that the self-evaluation seems to have omitted. This will generate a set of pre-inspection hypotheses.
26. Inspectors should also ask about the self-evaluation process and ascertain the extent of involvement of senior leaders and governors.
27. Pre-inspection preparation should be recorded in the *inspector's notebook* which will form a key part of the inspection evidence. The *notebook* should include analysis and evaluation of the school's self-evaluation and the other documents provided for the inspection. Inspectors should take care to ensure that evaluation at this stage leads to hypotheses and not judgements. The *notebook* is organised around the headings from the *evaluation schedule*.
28. The *notebook* should identify any significant issues that are to be explored during the inspection together with some analysis of why these are seen to be issues. The main issues and any hypotheses should be briefly listed and they should be shared with the headteacher at the start of the inspection.
29. The school's review process should be concerned with three areas of Catholic education:
 - Catholic Life
 - Collective Worship
 - Religious Education

From three different perspectives

- Pupil Outcomes
- Provision
- Leadership and Management

Inspectors need to ask a series of questions in using the school's self-evaluation during pre-inspection preparation and in pursuing its conclusions during the inspection:

- Is the school asking the right questions of itself?
- Is it supporting its judgements with relevant and specific evidence?
- What processes does the school have in place to evaluate its effectiveness in Catholic Life, Collective Worship and Religious Education?
- Does the evidence mean what the school thinks that it tells them?
- Is the school distinguishing between strong and weak evidence?
- Are there significant matters that are glossed over?
- Is the school identifying aids or barriers to improvement?

and then:

- Is the evidence shared amongst staff and with governors? Are governors taking final responsibility for the self-evaluation?
- Are governors demonstrating a strong commitment to the school as a Catholic community? (See points 70 – 74).
- Are the outcomes prioritised?
- Is the school identifying key priorities for improvement arising from the evaluation?
- Is there evidence of school action to make improvements?

Requests for deferral

30. Deferrals will only be granted in exceptional circumstances and this will be a decision taken by the Director of Education. If a school requests a deferral, the inspector should immediately contact the Deputy Director of Education who will then refer the matter to the Director of Education. A deferral will only be considered in these circumstances:

- the headteacher or a member of the school's senior leadership team is subject to a current police investigation which would be compromised by an inspection of the school
- the school has experienced a recent major incident, such as a fatal accident to a pupil or member of staff
- the school is closed to all pupils
- at least three quarters of the pupils will not be at school

During the inspection

The start of the on-site inspection

31. Inspectors must produce a form of identity if asked and should ensure that the headteacher (or senior member of staff) has been informed of their arrival.

32. The inspector(s) should meet briefly with the headteacher to:

- introduce themselves
- carry out a short tour of the school
- make arrangements for a longer meeting with the headteacher at a convenient time
- discuss arrangements for joint observations
- confirm arrangements for meetings with key staff, governors and clergy
- confirm arrangements for providing feedback after lesson observations
- request information about staff absence and other practical issues
- ascertain whether there are particular reasons why any teachers should not be observed, for example where they are subject to performance management procedures
- ensure that the headteacher is aware that evidence gathered during the diocesan canonical inspection should not be used as evidence in capability/disciplinary proceedings or for the purposes of performance management

Initial meeting with staff (briefing)

33. The inspection team will meet briefly with staff at the beginning of the day in order to give an overview of diocesan canonical inspection process.

Gathering and recording evidence

34. Inspectors will gather a range of evidence during the inspection. This evidence must be recorded clearly and legibly on evidence forms (EFs). EFs should also be used to summarise the main points of discussion when feeding back to leaders. Inspectors must be aware that EFs may be scrutinised in the case of a complaint. Where any evidence is provided 'in confidence', this should be highlighted on the EF.

Lesson observations

35. The key objectives of lesson observations are to inform the evaluation of the overall quality of teaching in Religious Education over time and its contribution to learning and achievement in Religious Education. When inspectors carry out observations in lessons, they should not grade the quality of teaching for that individual session or indeed the overall quality of the lesson. Inspectors may also make reference to other key aspects of the *evaluation schedule* such as Catholic Life and Collective Worship on lesson observation EFs.
36. Inspectors will not look for a preferred methodology but must record aspects of teaching and learning that they consider are effective and identify ways in which teaching and learning can be improved.
37. Through lesson observations and subsequent discussions with senior staff and teachers, inspectors should ensure that they:
- judge the accuracy of teachers' and leaders' evaluation of the quality of teaching and learning in Religious Education
 - gather evidence about how well individual pupils and groups of pupils are learning, gaining knowledge, understanding and making progress in Religious Education
 - collect sufficient evidence to support specific recommendations about any improvements needed
38. Inspectors will not expect teachers to prepare lesson plans for the inspection. However, they will use the evidence gathered from lesson observations to help judge the overall quality of the school's curriculum in Religious Education.
39. It will be for the inspection team to plan appropriate observations in Religious Education. For example, inspectors may engage in:
- short visits to a number of Religious Education lessons, spending a few minutes in each
 - lesson observations in Religious Education of more than 25 minutes, during which they may observe activities and talk with pupils about their work
40. In addition to observations of Religious Education lessons, inspectors may also visit lessons in other subjects. Whilst judgements will not be made in terms of quality of

teaching and learning, the observation may contribute to evidence for other areas of the diocesan canonical inspection *evaluation schedule*.

41. Joint observations carried out with the headteacher and/or senior staff may be part of lesson observation within any of these approaches. Not all teachers will necessarily be observed.

Feedback and discussion with teachers and other staff

42. With the exception of joint observations, where feedback may be given by the headteacher or senior member of staff, inspectors must offer feedback to teachers (see below). In many cases, it may be more effective for inspectors to provide an evaluation of strengths and areas for improvement to teachers at programmed times. Therefore, feedback may, at the discretion of the inspectors, take a variety of forms such as meeting with groups of observed teachers, whole staff groups or one to one discussions. It should be made clear to the headteacher that feedback will only be given when an inspector has been present in a lesson for 25 minutes or more.
43. When giving feedback to teachers following lesson observations, inspectors should not provide an overall grade for the lesson or for the quality of teaching (numerically or in words). If asked, inspectors should provide feedback on the pupils' learning and the teacher's contribution to it, the strengths and weaknesses of what they have observed. Inspectors must ensure that this feedback does not constitute a view about whether the teacher is a 'good' teacher or otherwise, or indeed whether the quality of teaching itself was 'good' or otherwise, as neither of these will be graded. The feedback given is provided in confidence and staff should be clearly advised that it may not be used by the school for performance management purposes.

Participation of the headteacher or senior staff in joint lesson observations

44. Inspectors should invite the headteacher or a senior member of staff to take part in joint lesson observations. After a joint observation, the inspector and headteacher or senior member of staff should discuss their views about the strengths and weaknesses of the teaching and learning that they have observed. This might include observing the headteacher or other senior member of staff feeding back to the observed teacher. The inspector should observe the feedback, as this may provide evidence about the standard of discussion about teacher practice in the school and the effectiveness of the school's arrangements for professional development. Any differences in the analysis of the lesson should be discussed. This will also enable the inspector to:

- assess the quality of the school’s evaluation of teaching
 - collect evidence in order to make specific recommendations about further improvements to teaching and learning
 - discuss the effectiveness of the school’s professional development programme for teaching staff
 - help the headteacher to understand the evaluations inspectors are making of the strengths and weaknesses of teaching and how teaching might be improved.
45. Inspectors should be mindful not to overload the headteacher and/or senior member of staff and should also be aware of the potential impact on pupils’ behaviour of the presence of an additional member of staff in the classroom.
46. The inspector should complete an EF on the lesson observed and the feedback provided by the headteacher or senior member of staff. Any notes taken by the headteacher or senior member of staff should remain in the school; they should not be included within the evidence base for the inspection.

The use of data on inspection

47. Inspectors should exercise great care when scrutinising the school’s analysis of assessment data for Religious Education. It must be made clear from the outset that the data gathered for Religious Education with the exception of externally marked public examinations will be very different to the data which schools have relating to subjects such as English and mathematics for example. National Curriculum levels (although now no longer used) are categorically not the same as *Levels of Attainment in Religious Education* published by the Bishops’ Conference of England and Wales.
48. Inspectors should make judgements regarding the school’s accuracy of assessment in Religious Education and how pupils’ progress is both tracked and monitored. Inspectors should examine the school’s processes for assessing pupils’ work in Religious Education, the impact of the school’s leadership and management in this, how staff are supported and how frequently pupils’ work is moderated at an external level to the school in order to ensure accuracy and consistency.
49. Inspectors should also evaluate the impact of the school’s actions following an analysis of assessment data in Religious Education.

50. In all cases, triangulation should be used in order to compare the school's assessment data for Religious Education with the quality of work found in pupils' books and the demonstration of pupils' knowledge and understanding in Religious Education exhibited through pupil discussion.
51. It may be helpful for inspectors to consult publications such as RAISEonline or the data dashboard, however whilst these may provide contextual information, direct comparisons should be avoided.
52. Each year, schools are required to submit their data for Religious Education to the NRCDES. This information is used to compile the ADDR. Reference should also be made to this.

Observation of Collective Worship

53. Wherever possible, inspectors should make arrangements to observe some Collective Worship during a diocesan canonical inspection. Collective Worship observed during an inspection will be used as one of the sources of evidence to confirm the school's own judgements for this area. If there is a Mass in a primary school for example, additional time for the inspection must be discussed with the headteacher. It is not an expectation that a Mass should be arranged for a diocesan canonical inspection.
54. The Collective Worship which is observed during an inspection is not the only basis for making judgements about this area of the school. However, it will be used to inform these judgements.
55. It is for the school to present additional evidence to support judgements made for Collective Worship, particularly information gathered during monitoring and evaluation activities. Inspectors should also seek to use other activities such as discussions with pupils, staff and clergy to reach a judgement on the outcomes, provision and impact of Collective Worship within the school.

The scrutiny of pupils' work in Religious Education during inspection

56. The purpose of work scrutiny is to inform judgements about the attainment and progress of the pupils in Religious Education within and between years and key stages. This judgement is then the basis for testing the school's own judgments about pupils' attainment, teachers' accuracy in assessing pupils' work and progress recorded in the school's self-evaluation.

57. Scrutiny of pupils' work in Religious Education is a critical activity for forming accurate judgements about attainment and progress of pupils of different abilities, about the quality of teaching and learning over time and about the taught curriculum in Religious Education and its relationship with that which is planned.
58. Inspectors should take every opportunity during lessons to look at pupils' work and, if appropriate, talk to them about it. They should also look at any year groups which they do not see being taught. Pupils' work should be scrutinised against the strands and levels - *Learning about Religion: Knowledge and Understanding of (AT1)* and *Learning from Religion: Reflection on Meaning (AT2)*.
59. Inspectors should investigate the school's own work scrutiny in Religious Education, the processes used and the outcomes of the sampling. They should also examine the school's portfolio of pupils' work (if available).
60. All evidence gathered from work scrutinies should be recorded on an EF. A work scrutiny grid exists to assist inspectors in forming judgements as a result of carrying out work scrutiny. This can be found in the *inspector's notebook*.

Inspecting curriculum provision for Religious Education

61. Inspectors should check that the school complies with the requirements of the Bishops' Conference that there should be 10% of classroom time allocated to Religious Education except in the sixth form where there should be 5% for general Religious Education for all registered students. Where this is not the case, it should be highlighted in the report.
62. The curriculum in Religious Education should be discussed with the subject leader for Religious Education/head of department to ensure consistency with diocesan requirements (*policy for Religious Education*) and how its effectiveness is monitored. In primary schools, there should be discussion of how the primary programme is used, whether tasks are selected to meet the needs of the pupils in the school, how progression is secured within and between years, and how it is resourced. In secondary schools, there should be a discussion about the development of schemes of work for Religious Education at key stage 3 and the choice of syllabus/examination board for GCSE and A Level. At sixth form, there should be a discussion about the school's arrangements for provision at post-16.

63. Inspectors may identify how the curriculum in Religious Education contributes to pupils' spiritual and moral development. The evidence for this should be in the curriculum plans but also derived from pupils' work, discussions and staff interviews.
64. Inspectors must determine whether or not Religious Education is given **core** subject status.

Conducting meetings and discussions during the inspection

65. Inspectors must take advantage of opportunities to gather evidence from a wide range of sources. This will include carrying out a range of meetings and discussions with key members of staff, governors and members of the clergy.

Meeting and discussions with the headteacher

66. In addition to informal meetings during the inspection, it is also an important part of the inspection process to hold a formal meeting with the headteacher. The role and responsibilities of the headteacher of a Catholic school include far more than being accountable to the governing body for aspects such as achievement and progress of pupils. The headteacher and governing body are also accountable to the bishop of the diocese to ensure that the school is conducted as a Catholic school.
67. The school's self-evaluation and the issues and hypotheses from the pre-inspection analysis should be discussed with the headteacher. The purpose should be to permit the headteacher to indicate where evidence relating to the issues may be found and to provide his/her own perspective on the issues.
68. The headteacher needs to know that the onus is on the school to provide inspectors with the evidence to justify the judgments made in the school's self-evaluation or suggest where the evidence may be found (on the day of inspection). If inspection evidence is not consistent with the judgments in the school's self-evaluation, this should also be raised with the headteacher. The headteacher and senior staff should be given the opportunity to provide further evidence to support their view. This evidence must be tested.
69. The discussions with the headteacher should address the evaluation processes which lie behind the school's self-evaluation:

- How are the Catholic Life of the school, Collective Worship and Religious Education evaluated?
- Who is involved?
- How often do processes such as lesson observations in Religious Education take place?
- Pupils' attainment and achievement in Religious Education.
- How does performance management contribute to evaluation of the Catholic Life of the school, Collective Worship and Religious Education?
- What kind of overall structure for evaluation is in place?
- How the outcomes are fed into the school improvement/development plan?
- How are governors involved?

Meeting and discussion with the chair of governors or governors

70. Governors in a Catholic school, specifically foundation governors play a very important role in ensuring that the Catholic nature of the school is preserved and enhanced. The Catholic Education Service has published guidance on this role in the document, *Governance of a Catholic School: A Clarification of Roles and Responsibilities for England and Wales* (September 2014).
<http://catholiceducation.org.uk/schools/guidance-for-schools/item/1000224-governance>
71. The chair of governors – or another governor if the chair is unavailable – should be invited to explain how the governors fulfill their responsibilities as leaders of a Catholic school. How far are governors aware of the strengths and development needs of the Catholic Life of the school, Collective Worship and Religious Education? How are they involved in monitoring these? This will often be achieved by discussing appropriate sections of the school's self-evaluation, particularly those about the leadership and management of the school. Final responsibility for the school's self-evaluation rests with governors.
72. Inspectors will need to establish whether governors are holding the headteacher to account for the leadership and management of the Catholic Life of the school and ensuring compliance with the requirements of the Bishops' Conference and the diocese. Inspectors may also ask governors about the arrangements in place for the headteacher's performance management.
73. The contribution of governors to the school is evaluated as part of the judgements on leadership and management in all three areas of the *evaluation schedule*. As with

meetings between inspectors and pupils and staff, meetings with governors should take place without the presence of the headteacher or senior staff.

74. Where inspectors feel that governance is not sufficiently strong or where governors are not fulfilling their canonical duties as stated in the 2014 document produced by the CES (see point 70 above), they may make one of two recommendations:

- that governors are required to undertake a training course delivered by NRCDES staff on the roles and responsibilities of foundation governors within the next three months
- that a full review of governance is carried out by the NRCDES within the next three months

Meeting and discussion with the parish priest or priest serving the school

75. This interview should seek to establish the quality of the partnership between the school and parish(es) it serves. In the case of secondary schools, this may be a priest from within the deanery in which the school is situated. Inspectors must remember that they are not inspecting the priest.

76. In cases where the priest is also a member of the school's governing body, the meeting will include greater detail and may be used as evidence to inform judgements on leadership and management of all areas of the evaluation schedule.

Meeting and discussion with the subject leader for Religious Education/head of department

77. The issues discussed with the headteacher should also be explored with the subject leader for Religious Education or the head of department. This will include the monitoring and evaluation of Religious Education, the processes involved, the extent of the subject leader's/head of department's involvement and development planning in the subject. The subject leader/head of department should have a firm grasp of attainment and achievement in Religious Education as well as the quality of teaching and learning and curriculum development in the subject.

Meeting and discussion with the chaplain (where appropriate)

78. It must be noted that not all schools will have a chaplain. Where there is a chaplain, inspectors should seek evidence of what the chaplain does, how s/he has access to the senior leadership team, what the impact of her/his work is on the Catholic Life of the school and particularly its Collective Worship and Liturgy. His/her judgements

must be clearly supported by evidence if they are to have significance for the inspection. Inspectors should also make judgements about the impact of leadership and management on provision particularly for the areas of Catholic Life and Collective Worship.

Meetings and discussions with pupils

79. Discussions with pupils will normally take place when inspectors are observing lessons. However, inspectors may also request to speak to groups of pupils at other times. The composition of these groups will be at the discretion of the inspection team. Those selected could have their exercise books or folders with them for the discussion.

80. During the discussions, inspectors should explore pupils' experience of Religious Education and worship in the school by direct reference to their work: How do they learn in Religious Education? Do they know how to improve their work? e.g. ask the pupils to choose a piece of work they were pleased with and tell you about it (what was good?) – others will have done the same piece of work and can contribute to the discussion; examples of work that could have been better (how?). Ask how the work was produced – what did the teacher do? This will be the longest part of the discussion, but potentially the most useful, as pupils will talk about specific pieces of work and reveal their knowledge and understanding as well as ability to talk about their work and think about it in response to inspectors' questions.

Meeting and discussion with head of sixth form (where appropriate)

81. This meeting will be a source of evidence for judgements about the Catholic Life of the school and opportunities for students in the sixth form. The meeting should seek further information about provision for sixth formers, how the Catholic Life of the school is evaluated and the recruitment for, and evaluation of, Religious Studies post-16.

Meeting and discussion with the member of senior leadership team responsible for spiritual development

82. As with the headteacher, discussions will be concerned with the ways in which the Catholic Life of the school is planned, developed and evaluated. Delegation of clear responsibility for spiritual development to a deputy in a secondary school can in itself often be a good indication of the high status accorded to the school's mission, though obviously not at the expense of the headteacher's involvement.

How the headteacher or representative is involved in the inspection

83. Inspectors should meet with the headteacher periodically throughout the inspection to:

- provide an update on emerging issues, including general findings about teaching and learning and to enable further evidence to be provided
- allow the headteacher to raise concerns, including those related to the conduct of the inspection or of individual inspectors
- alert the headteacher to any serious concerns

84. Meetings with the headteacher should be recorded on an EF.

85. The inspection team must ensure that the executive headteacher, where such arrangements exist, is invited to make a contribution to the inspection.

Reaching final judgements

86. There should be sufficient time planned for the inspection team to meet and consider the evidence available and make final judgements. Final judgement grades should be recorded and key points for feedback should be identified as the meeting progresses.

Providing feedback to the school

87. At the end of the inspection, there must be a feedback meeting that should include the headteacher and the chair of the governing body, where possible. It is for the inspection team to decide, following discussion with the headteacher, whether other senior staff should be present.

88. In exceptional circumstances, where the inspection team feels unable to provide feedback, arrangements will be made for the inspection to continue or for the feedback to take place at another time. Inspectors must have authorisation from the Deputy Director of Education prior to informing the school of this.

89. Inspectors should explain to those present that the purpose of the feedback session is to share the main findings of the inspection and recommendations for improvement. The inspectors must make clear that inspection outcomes are restricted and confidential to the relevant senior personnel (as determined by the school) and that they must remain so until the school receives the final report.

Where possible, an EF should be completed by an inspector summarising the key points raised at the feedback and how these were addressed.

90. Where the school is judged as requires improvement or inadequate or where a particular aspect or aspects may be judged to require improvement, inspectors should refer the school to the NRCDES *diocesan canonical inspection policy*.

91. Before leaving, inspectors must ensure that the school is clear:

- about the grades awarded for each area of the *evaluation schedule*
- that the grades are provisional and may be subject to change as a result of quality assurance procedures or moderation and must, therefore, be treated as restricted and confidential to the relevant senior personnel (as determined by the school); information about the inspection outcomes should only be shared when the school received a copy of the final inspection report
- that the main findings of the inspection and the main points provided orally in the feedback, subject to any change, will be referred to in the text of the report
- about the recommendations for improvement and the reasons for recommending an external review of governance (if appropriate)
- that on receipt of the draft report, it must ensure that the report remains restricted and confidential to the relevant senior personnel (as determined by the school) and that the information contained within it is not to be shared with any third party or published under any circumstances
- that it is invited and encouraged to complete the inspection evaluation form which will be sent by the NRCDES
- about the procedure for making a complaint about the inspection

After the inspection

Arrangements for publication of the report

92. The NRCDES will forward the report to the school for a factual accuracy check within fifteen working days of the inspection. The school will be given one working day to respond and provide any comment on the report.

93. The school will receive an electronic version of the final report as soon as possible after the factual check has been completed.
94. Once the school has received its final report, it may circulate it to relevant stakeholders including members of the school's governing body, staff and parents. After ten working days of publication, the report will be published on the NRCDES website.
95. Reports from diocesan canonical inspections carried out within the Diocese of Nottingham are sent termly to the Catholic Education Service. They are then also published on the CES national website.

Quality assurance and complaints

96. Responsibility for assuring the quality of the inspection and the subsequent report lies with the NRCDES. Inspectors must ensure that all judgements are supported by evidence and that the way in which the inspection is conducted meets the expected standard.
97. All inspections are subject to internal quality assurance procedures. Where a quality assurance visit is scheduled, the school will be notified by the NRCDES.

What happens if a school has a concern or complaint during the inspection?

98. If a school raises a concern or complaint during the course of an inspection, the inspection team should seek to resolve it. It is often easier to resolve issues on the spot and this helps to avoid formal complaints later. However, a formal complaints procedure is available from the NRCDES. The publication of an inspection report will only be delayed by a complaint where there are exceptional circumstances.