

Set up the timetable

- Invite the headteacher to draft the timetable using your requests but retain ownership
- Arrange to see a draft before you send the PIP
- Seek advice from the headteacher about who might join meetings to provide the best evidence
- Avoid unreasonable workload on staff

TIMETABLE

No one size fits all. However, for most inspections you are likely to meet with similar groups (see T3)
 Two factors determine the timetable

Context

Lines of enquiry

The timetable must:

- make sense in the context of the school
- enable you to find out what you need to know most
- make every minute count
- give you time to reflect

Decide elements of the timetable
 Ref: Template Timetable

1. Regular updates with the headteacher

Purpose:

- enable leaders to fully engage with the process
- invite further evidence where required

2. Meetings about ... LOE and with ... people

Purpose:

- pursue LOE from range of perspectives for efficient triangulation of evidence
- explore partnerships in different contexts

3. Observing the school in action

Purpose:

- evaluate how vision is implemented in policy and practice

Points to note:

- possible timetable amendments as the day progresses
- build in time for reflection and potential calls to the duty desk before all feedback.

Points to note:

- take a few minutes to complete PINK boxes
- scrutiny of additional documents requested to be explored if relevant to LOE.

Points to note:

- school not expected to change their timetable or planned events
- no expectation of observing full RE lessons.