

Briefing note for headteachers of secondary schools being inspected

Please share this information with all staff

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1. What are the key features of the inspection of my school?

This briefing note has been designed to help you to prepare for the inspection. It describes the kinds of activities which will take place during our time in your school. The note provides answers for some of the questions you may have about the inspection.

Through inspection, Education Scotland aims to:

- provide assurance and public accountability;
- promote improvement; and
- inform the development of educational policy and practice.

We take close account of the context and nature of the school. We undertake inspection activities only as far as necessary to provide a robust evaluation.

Inspections are informed by the PRAISE framework (Appendix 1), which we use to help us establish and maintain positive relationships with all involved. We intend that all our discussions and engagements with you and your school are opportunities to share and develop thinking, and to learn from each other. Throughout the inspection, team members will involve you and your staff in professional dialogue, with the aim of supporting improvement.

Your own self-evaluation document is important. We will use this as the starting point of our inspection. This helps the inspection team to take account of the context and nature of the school. Our inspections are proportionate. We undertake inspection activities that are necessary to provide evidence for robust evaluations. The inspection team will not cover all aspects of the work of your school.

Further information about our work is available from our [standards and evaluation framework](#).

You have been notified of the inspection in an email from the inspection administrator (IA) who is supporting the inspection. It will have informed you of the date of inspection and details of where to find further information from our website. Your notification email will also have contained links to an online pre-inspection questionnaire and helpful tips on sharing the questionnaire links with your stakeholders. The closing date for completing the pre-inspection questionnaire will also have been shared with you in this email. The IA will follow up the notification email with a telephone call to you to discuss the administrative arrangements, confirm you have the necessary information and respond to any immediate enquiries. The Managing Inspector (MI) will telephone you soon after this to arrange the inspection visit with you. It is important to highlight to the MI during this initial conversation any additional provision in your setting such as a special unit, and/or Gaelic provision.

Your inspection will involve a visit lasting from late morning Monday until Friday lunchtime. The team may consist of a combination of HM Inspectors (HMI), a health and nutrition inspector (HNI), associate assessors (AA) and/or assistant inspectors (AI). A lay member (LM) may join the team for a day. The MI will outline the inspection team to you and the exact dates that the team propose to visit your school during the first phone call. The MI will discuss with you the meetings that require to be planned across the week and ask you to compose a draft activities schedule in advance of the inspection.

Inspectors will use selected quality indicators (QIs) from [How good is our school? \(4th edition\)](#) (HGIOS? 4). These are:

- QI 1.3 Leadership of change
- QI 2.3 Learning, teaching and assessment
- QI 3.2 Raising attainment and achievement
- QI 3.1 Ensuring wellbeing, equality and inclusion

These QIs will feed directly into the evidence base for the [National Improvement Framework](#).

- In addition, inspections will incorporate themes from other QIs to ensure we continue to capture the evidence we need to promote improvement and provide evidence to inform national policy development. These themes will be reviewed regularly to ensure they remain relevant.
- The themes we will explore during the inspection are **Learning pathways** theme from **QI 2.2 Curriculum** and we will refer to **QI 2.7 Partnerships in evaluating the impact of parental engagement**.
- We will gather evidence on empowerment under the evaluation of QI 1.3 Leadership of change. This QI focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community; planning for continuous improvement should be evidence-based and linked to effective self-evaluation; and senior leaders ensuring the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. Inspection teams will have discussions with the school around aspects of empowerment, including:
 - curriculum;
 - improvement activities;
 - parental and community engagement; and
 - pupil participation**as they relate to the themes in QI 1.3 Leadership of change.** We are not increasing expectations in relation to grading this QI and HM Inspectors will continue to evaluate the QI as in previous years. Empowerment evidence will permeate throughout the text.
- We will not be asking schools to choose another QI. Instead we are asking schools to choose an aspect of school empowerment to discuss further with the inspection team. This will enable school staff and inspectors to explore in more depth a particular aspect of school empowerment. The school's chosen aspect of school empowerment will not be graded using the six-point scale. A short summary of the on school empowerment as part of the inspection progress will be included within the Summarised Inspection Findings (SIF).
- We will also continue to have a focus on safeguarding in every inspection.

At the end of the inspection we will produce our SIF. This document will summarise our findings from all the evidence gathered during the week of the inspection. The main messages from this will form the basis for our sharing of findings meeting at the end of the week of the inspection. Sometime after the inspection we will return a draft of our SIF to the school and the local authority to provide an opportunity to check for accuracy. We will then publish the SIF on our website.

At the end of the inspection we will also produce a letter to parents and carers. This will indicate key strengths of the school and aspects which need to be improved. We will provide a

statement of the confidence we have in the school's capacity to improve the quality of its own work and share evaluation grades for the four QIs. If we plan to undertake any further inspection activities this will also be outlined in the letter. After the inspection, we will return a draft of our letter to the school and the local authority to provide an opportunity for comment.

We aim to publish the letter to parent and carers and the SIF on our website within ten weeks of the end of the inspection.

Inspectors will engage in discussions about how you are using **Insight** to support school improvement. Inspectors will also have a statistical summary report (SSR), based on data from Insight, to support professional dialogue. We aim to share this with you during the week prior to inspection.

Education Scotland has a data sharing agreement with Scottish Government in order to access the data contained within the SSR. As a result of this agreement, we are required to follow appropriate procedures to share the SSR with establishments. We require a signed inspection protocol prior to sharing the SSR and the Director of Education for your local authority will have signed this in advance of the inspection. This protocol will be forwarded to you.

Please note that the SSR can only be sent to a gsx secure address or in a secure zipped file. If you do not have a gsx account, you will require a software download to access. The MI will explain this to you further in the introductory telephone call and our statistics team will provide support should it be required to ensure that you can access the SSR. The SSR should be held in accordance with the conditions outlined in the inspection protocol and destroyed within a year of the completion of the inspection.

2. What should I do in advance of the inspection?

For advice on what to do in advance of the inspection, please read:

Appendix 2	Completing the self-evaluation summary paper
Appendix 3	Documents to be provided in advance of inspection
Appendix 4	Relevant key documents which can be provided during the inspection
Appendix 5	Meetings required during the inspection week

Please contact the administrator should you require any clarification.

Pre-inspection questionnaire

An important aspect of the inspection is for key stakeholders to be given the opportunity to provide their views of the school. To gather the views of young people, parents, staff and partners we ask you to direct stakeholders to a pre-inspection questionnaire.

Within the email notifying you of the inspection, you will find a number of links to an online survey which holds the pre-inspection questionnaires. The links you will receive are set out below.

Learners

All learners in your school should be sent the survey link.

If you don't already have existing arrangements in place for learners to complete questionnaires digitally you should consider how best this can be achieved in the context of your school. Please make sure that learners have privacy to complete the questionnaires. You should reassure young people that once they have completed the survey, no-one in the school will see

their answers. Inspection team members will not discuss learners written responses unless there are health and wellbeing, safeguarding or child protection concerns. In such instances inspectors will discuss concerns with senior leaders as appropriate. Where required, those learners with additional support needs should be helped to complete the questionnaire.

Parents

All parents should receive the link to the pre-inspection questionnaire. Parents may complete a pre-inspection questionnaire for each of their children attending the school being inspected. The pre-inspection questionnaire asks parents to indicate if they shall be providing one response only or if they are providing one response for each of their children who attend the school.

As part of the inspection, members of the inspection team will meet with a range of stakeholders. Parents are asked within the pre-inspection questionnaire to indicate if they would like to meet with a member of the inspection team and, if so, to provide their contact details. The IA will contact a random sample of parents to invite them to the meeting.

Staff

All staff should receive the link to the pre-inspection questionnaire. We have created pre-inspection questionnaires for the following broad groupings: teachers, pupil support staff and school support staff. A questionnaire link will be provided for each staffing group:

Partners

We define partners within *How good is our school?* (4th edition) to include all individuals or organisations that deliver learning and contribute to the life and work of the school. They may include community learning and development services, colleges, universities, employers, third sector, community organisations and libraries. All those who work in partnership with your school should be sent the link to the pre-inspection questionnaire.

Distributing the links

You should use the existing digital channels to inform these stakeholders of the inspection, the information that is available from our website and the appropriate link to the pre-inspection questionnaire. When sharing the links it is important to include the date which all responses must be completed by. We usually refer to this as the date the survey will close.

Methods for sharing the links include: using internal email for staff/practitioners; adding the links to your website (remember to remove when the survey has closed) for parents and partners; include the information within a group call or newsletters for parents, staff/practitioners and partners; connect with learners through Glow.

You are best placed to know the most effective ways of communicating and engaging with your stakeholders to ensure that as many as possible have the opportunity to provide their views about your school. We have found that some schools have, in addition to sending the links digitally, provided opportunities to parents to use the school's devices to complete the pre-inspection questionnaires. For example, schools invited parents to use the library and ICT suite facilities and another invited parents to complete the pre-inspection questionnaire during the Parents' Evening.

We recognise that schools will want to encourage as many of their stakeholders as possible to complete the pre-inspection questionnaire. To support this, the IA can provide you with a regular update on responses rates. Where, for example, the response levels are lower for a particular stakeholder group you may wish send another communication which reminds and encourages more responses.

3. What should I expect on the first afternoon?

The team will arrive between noon and 12.30 pm on the Monday of the inspection week. The inspection team will gather together and have a brief team meeting. Before any inspection activity begins, the MI will meet staff at the end of lunchtime if possible to introduce members of the inspection team, brief them on the inspection and answer any questions they may have. Attendance at this meeting is voluntary for staff. The MI will discuss this with you during an introductory phone call.

An introductory discussion, based on your completed self-evaluation summary, will take place at a convenient time in the afternoon and should last approximately one hour. Please invite your quality improvement officer (QIO) or equivalent colleague from your local authority to take part in the introductory discussion. Please do not prepare a presentation. The MI will chair this introductory discussion. The MI will invite you and your senior leadership team to outline your priorities for improvement, the progress you have made with them, along with the evidence of impact on learners so far and your justification for reaching the grades using the six point scale. You should think in advance about the main points you wish to make in relation to these areas of focus. You should include information on how well your school is raising attainment and achievement and your progress in closing the equity gap.

The MI and some members of the team will join the introductory meeting and other team members will begin inspection activities. Prior to the inspection the MI will discuss possible approaches with you to use the Monday afternoon as productively as possible. This may involve inspectors starting to visit classes. After the introductory discussion, we may break into smaller groups for more focused professional dialogue. For example, inspection team members may meet individual members of your management team who are leading on aspects of your work such as raising attainment, learning and teaching or ensuring young people's wellbeing at a strategic level. The MI will discuss the options with you prior to the inspection. **Please remember that proportionality is one of our key principles of inspection and the inspection team cannot and does not aim to cover all aspects of your school's work.**

The introductory discussion is likely to involve planning further for activities on Tuesday, Wednesday and Thursday morning. This may include visits to classes and discussion of specific aspects of the school's work with groups of young people or staff. Activities will be planned to reflect the range of practice highlighted in the introductory discussion. Members of the inspection team will wish to engage with learning across, in and beyond classrooms.

Discussions around planning activities might also include:

- a focus on particular groups of learners (for example young people with additional support needs such as care-experienced young people);
- a focus on features of learning and teaching which are having a major impact on young peoples' experiences and achievements;
- areas of the curriculum which are attempting to meet a range of needs; and
- aspects which link to priorities in the improvement plan.

We usually invite the Chair of your Parent Council, as the parental nominee, to talk to an inspector and/or the LM. The inspection team will consider his/her views as we plan our inspection activities. This meeting will usually take place on Monday afternoon or Tuesday. The administrator will inform you of the day(s) the LM will be in school.

4. What happens from Tuesday onwards?

Inspectors will undertake a wide range of activities over Tuesday, Wednesday and Thursday morning, building on discussion at the introductory meeting on the Monday. Inspection activities will typically include visits to classes, reading key documentation and discussing specific aspects of the school's work with groups of young people and/or staff.

We shall meet with you at the end of the inspection on Friday morning to share our findings and evaluations, outline the strengths and aspects for development we have identified, and discuss possible next steps with you. We suggest you involve one or more of your colleagues at the meeting, typically promoted members from your team. You should also invite your associated QIO or equivalent colleague from your local authority to this sharing of findings.

5. What engagement will staff and young people have with the team?

Inspectors will meet with young people and staff for discussions throughout the week.

The team will meet groups of young people for different purposes throughout the week. For example, we may discuss any issues raised through the pre-inspection questionnaire or listen to their thoughts on how their views are sought and acted upon. In all lesson visits inspectors will aim to engage with young people.

For senior staff, engagement with inspectors will usually start with the introductory discussions after lunch on Monday. For some staff, this may begin on Monday afternoon with a classroom visit. However, all staff (teaching and non-teaching) will usually have the opportunity, at some point on Monday, to meet the inspection team, hear a short briefing, and ask questions about the inspection process.

Professional dialogue takes place in a range of situations over the week, for example, during class visits, in focus groups, during voluntary discussion sessions and at the final discussion of findings. Meetings will be arranged with selected members of the school staff to discuss aspects of school improvement. During the period of the visit, members of the inspection team, including the LM, may also meet with individuals and/or particular groups of support staff or members of the local community. Please take the opportunity to discuss potential individuals and/or groups with the MI. It is important that all engagement is seen as an opportunity to develop thinking further and to learn from each other.

The MI will invite you, or a nominated colleague (promoted or non-promoted), to accompany an inspector on one or more learning visits, to support professional dialogue about key features of learning and teaching. However, this is entirely voluntary.

There can be various **voluntary opportunities for staff to meet with the inspection team**. The MI will discuss with you the most appropriate format for professional engagement sessions at the end of Tuesday. This could be, for example, working groups taking forward aspects of the school improvement plan or staff leading on aspects identified in the opening discussion on Monday. Some members of the inspection team will be available at the end of Tuesday for a drop-in session for individual members (or small groups of staff) to meet with members of the inspection team. The purpose of these sessions is to talk on an individual basis to a member of the team about features of their work that they wish to share with us.

6. What engagement will parents and carers have with the team?

Our inspections take the views of parents and carers into close account, and seek to engage with them in a number of ways.

We will explore the quality and impact of the school's work in engaging parents and carers in their child's learning. The LM usually meets the Chairperson of the Parent Council. Areas explored by the LM are likely to include the Parent Council's impact on supporting and improving the school, and communication with the school. An inspector may meet with the chairperson just before or just after the LM and may discuss issues that have arisen from the pre-inspection questionnaire, whilst strictly safeguarding the confidentiality of individual questionnaires.

When parents complete the questionnaire, they are asked to indicate if they would be willing to meet a member of the inspection team, usually the LM. The IA will then contact parents who have said they would be willing to meet the inspection team and confirm those who are able to attend. The IA will then arrange for the LM to meet the group at the agreed time(s) during the inspection. It may be appropriate to have meetings with individual parents and carers. Please discuss this with the MI if you believe it would add to the value or effectiveness of the inspection.

Following the inspection, the Chairperson of the Parent Council will receive a confidential draft of the letter for parents and carers. S/he is asked to confirm receipt of the letter, and is invited to provide feedback, either through yourself, or through a direct response to the administrator.

7. What happens after the inspection?

The inspection team will share their gradings of the Q.I.s with you before they leave the school. These gradings will subsequently be quality assured. As they will not have been through the quality assurance process at the point inspectors leave the school, we ask that you do not share them out-with the education authority and your senior team until you receive the draft letter. You should however, share the high level messages with your school community and share the key strengths and aspects for development with your staff.

We aim to provide you with a confidential draft of the letter for parents and carers, usually within ten working days of the end of the inspection. This draft letter will provide a statement of the confidence we have in the school's ability to improve the quality of its work, and will highlight key strengths and aspects for improvement. It will also inform parents and carers of what Education Scotland will do as a result of the inspection, for example, any intended further inspection. You, the Chairperson of the Parent Council and the education authority will be asked to provide any comments or suggested amendments to the draft letter within one working week of its receipt. When finalised, the letter, including gradings of the QIs, will be published online as part of a range of information which includes analyses of questionnaire returns. We aim to publish the letter within ten working weeks from the end of the inspection. Where relevant, the MI will discuss with you and the local authority any proposal for continuing engagement with the school.

You and the local authority will receive a copy of the draft SIF, usually along with the draft letter. We ask that you check it for accuracy and make a return within one working week to the MI if possible. It will then be published on the Education Scotland website alongside the letter to parents. If there is no plan or commitment to a further inspection the inspection is complete.

Appendix 1 The PRAISE Framework

Best Practice Framework for Education Scotland inspections and reviews

The Framework is based on data gathered from: representative samples of experienced inspectors from Education Scotland and heads of organisations that have been inspected; and feedback from post-inspection questionnaires.

The following principles were identified as underpinning best practice.

Purpose – being clear about the overall purpose of the inspection and retaining this throughout. Creating a shared agenda with staff in the organisation and amongst members of the scrutiny team.

Relationships – building and maintaining constructive relationships throughout the process as the basis of a high quality inspection/review.

Awareness – maintaining a high level of awareness of the context in which staff are operating, of their feelings and reactions to the process and of the inspector's own approach and its impact.

Information gathering – careful inquiry to gather and analyse evidence. Retaining an objective stance, testing assumptions and assimilating data before evaluating.

Sharing information – communicating thoroughly throughout the process to prepare and inform staff. Encouraging staff to be open in providing their perspective and providing appropriate feedback as the inspection/review progresses.

Enabling – treating people with respect, engaging them in professional dialogue, recognising their efforts and providing feedback in a constructive way to encourage ownership and learning to take place.

Appendix 2 Completing the self-evaluation summary paper

Please return the completed paper within six working days before the inspection

Please use this document to highlight key aspects of the school's work as a starting point for discussion with the inspection team. You are asked to focus on the three key self-evaluation questions from [How good is our school? \(4th edition\)](#) p.9 and consider how you triangulate your evidence to ensure your evaluative judgments are robust. Please keep the information as clear and concise as possible using bullet points to indicate high level evaluative messages which can then be teased out during discussion at the start of the inspection. Your staff will know the school's strengths and areas for development. However, you may wish to share the self-evaluation summary paper with staff so that they are aware of what the school has submitted.

Click here to enter text.

Click here to enter text.

QI 1.3 Leadership of change

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

This QI also focuses on the following aspects of empowerment:

- curriculum;
- improvement activities;
- parental and community engagement; and
- pupil participation

Suggested word count 800 maximum for all questions below when taken together

How well are you doing? What's working well for your learners?

Insert text

How do you know? What evidence do you have of positive impact on learners?

Insert text

What are you going to do now? What are your improvement priorities in this area?

Insert text

How would you evaluate this QI using the HGIOS?4 six-point scale?

Choose a QI evaluation

QI 2.3 Learning, teaching and assessment

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Suggested word count 1000 maximum for all questions below when taken together

How well are you doing? What's working well for your learners?

Insert text

How do you know? What evidence do you have of positive impact on learners?

Insert text

What are you going to do now? What are your improvement priorities in this area?

Insert text

How would you evaluate this QI using the HGIOS?4 six-point scale?

Choose a QI evaluation

QI 3.1 Ensuring wellbeing, equality and inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Suggested word count 800 maximum for all questions below when taken together

How well are you doing? What's working well for your learners?

Insert text

How do you know? What evidence do you have of positive impact on learners?

Insert text

What are you going to do now? What are your improvement priorities in this area?

Insert text

How would you evaluate this QI using the HGIOS?4 six-point scale?

Choose a QI evaluation

QI 3.2 Raising attainment and achievement

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Suggested word count 1200 maximum for all questions below when taken together

How well are you doing? What's working well for your learners?

Insert text

How do you know? What evidence do you have of positive impact on learners?

Insert text

What are you going to do now? What are your improvement priorities in this area?

Insert text

How would you evaluate this QI using the HGIOS?4 six-point scale?

Choose a QI evaluation

Empowerment: What aspect of school empowerment would you like to discuss further with the inspection team?

Insert text

QI 2.2 Curriculum: Learning pathways theme

Suggested word count 500 maximum for all questions below when taken together

How well are you doing? What's working well for your learners?

Insert text

How do you know? What evidence do you have of positive impact on learners?

Insert text

What are you going to do now? What are your improvement priorities in this area?

Insert text

QI 2.7 Partnerships: Impact of parental engagement

Suggested word count 300 maximum for all questions below when taken together

How well are you doing? What's working well for your learners?

Insert text

How do you know? What evidence do you have of positive impact on learners?

Insert text

What are you going to do now? What are your improvement priorities in this area?

Insert text

Appendix 3 Documents to be provided in advance of inspection

Please email **only** the following items to the administrator prior to the inspection. Unless specified, please return them at least **six working days** before the inspection.

	Item	✓
1.	The most recent and previous annual reports which you issued to parents and carers, on the standards and quality of the school's work. Return as soon as possible please after the initial email notification.	
2.	The current and previous school improvement plans.	
3.	Names of all teaching and other staff, and details of their responsibilities. Please indicate any job-sharing arrangements.	
4.	Names of any partners involved in supporting young people, including times when they may be in the school. Examples could include support agencies such as educational psychologist, speech therapist, EAL teacher, business partners supporting the curriculum, staff closely involved in health and wellbeing.	
5.	Whole school timetables.	
6.	Your completed self-evaluation summary paper (Appendix 2)	
7.	Completed meetings pro forma.	
8.	Attendance and exclusion figures for recent years that we do not have data for in the SSR.	

Appendix 4 Relevant key documents which can be provided during the inspection

If available, please provide the following information in the HMI base on Monday of the inspection week. There is no requirement to share in advance.

Item	✓
Location plan/map of the layout of the school (one for each member of the team please).	
Year group lists of learners.	
Competed safeguarding child protection form (to be handed to MI on the first day of the inspection week).	
Information used by the school to monitor and track young people's performance, including wider achievements.	
Information about school performance over time. <ul style="list-style-type: none"> • performance in national examinations and any available benchmarking data. • performance in the broad general education across the curriculum, including performance in literacy and numeracy. 	
Information about current moderation work and moderation activities over the last two years.	
Access to pupils' progress records (PPRs)*	
Outline of arrangements for contacts, visits and sharing information on young people's achievements and learning needs at points of transfer.	
List of all young people requiring additional support and brief details of support provided.	
List of young people who are looked-after at home and away from home*.	
Details of young people with regular/long-term absence*.	
Any available details from SDS about sustainability of young people's destinations on leaving school.	
Access to records of complaints, bullying and racial incidents, accidents, administration of medicine*.	
Brief details of any established/regular contacts with individuals or organisations in the local community.	
Information about the learning pathways in your curriculum e.g. curriculum overview, choice information, details of partnerships supporting the curriculum and examples of how your curriculum has evolved as a result of self-evaluation.	
Any evidence of strategies or innovative practices which are having a positive impact on learning, teaching, raising attainment to close the gap.	
Any guidance for teachers and/or staff handbook (if available).	
List of professional learning activities carried out during the last session and planned for this session.	
Sample of agendas and minutes of Parent Council meetings, pupil council meetings and staff meetings.	
Information used by the school to monitor and evaluate the quality of learning and teaching.	

<p>If your school inspection team includes a Health and Nutrition Inspector (HNI), please provide: nutritional analysis of the school lunch menu cycle (your catering staff will know how to access this), name and post of senior member of catering staff on site Your catering service provider will have this.</p>	
<p>A sample from different year groups of reports for parents regarding young people's progress/learning.</p>	
<p>Examples of school communications with parents and the wider community e.g. newsletters, prospectus, parent handbook.</p>	

* Please note that confidential documents should only be made available at times when the inspection team is in school.

Appendix 5 Meetings required during the inspection week

The MI will discuss with you the composition of the inspection team, the days each of the team members will be in attendance and the meetings that will be required during the inspection week. S/he will send you a template to complete in advance of the inspection week, asking you to add details of the meetings, attendees and allocated rooms. As the team respond to findings during the week and work with you to gather evidence, there are likely to be on-going adjustments.

The meetings that will be needed include*:

Monday

- Whole staff briefing (voluntary for staff).
- Introductory meeting to discuss self-evaluation.
- Meeting with senior member of catering staff (if a Health and Nutrition Inspector (HNI) is present in the inspection team).
- Possible one-to-one meetings to start discussions with **members of the senior team** responsible for particular aspects of the work of the school.

Tuesday

- Meetings with parent groups (administrator will identify parents from pre-inspection survey returns).
- Possible meeting(s) with Chairperson of the Parent Council (depending on day LM is present).
- End of day: professional dialogue groups, drop-in session for staff.

Tuesday or Wednesday

- Meetings with groups of young people (can be agreed at the start of the inspection week)
- One-to-one meetings with **members of the senior team** (timings can be agreed at the start of the inspection week). This will include meetings with the relevant person responsible for, attainment and achievement, monitoring and tracking, closing the poverty related gap, learning and teaching, assessment, improvement planning and leadership.
- One-to-one meeting with child protection coordinator to sign off the completed safeguarding form.
- One-to-one meetings with literacy, numeracy, and health and wellbeing coordinators (or member of staff responsible for these aspects) (timings can be agreed at the start of the inspection week).
- Meetings with partners.
 - Employability for example relevant person from SDS, college, local businesses, local or school Opportunities for All team
 - Health and well-being partners, for example school counsellor, school nurse, school sports coordinator.
 - Meeting(s) with group of class teachers.
 - Meeting(s) with group of faculty heads/principal teachers.

Please note that for the meetings to be effective, there should be no more than eight people invited to any one meeting. Meetings should be planned for around one hour or the length of a school period. Where it is likely to involve the same member of the inspection team (e.g. LM) please leave around 15 minutes between meetings to allow the writing up of notes.

Tuesday afternoon or Wednesday morning

Meetings with community partners. This will be dependent on your school's local community and how you engage and involve them in delivering your curriculum.

For example:

- Community learning and development staff, such as youth workers and family learning/home link workers
- Third sector organisations, such as local charities, community council/local community planning representatives, and any relevant local youth groups/uniformed organisations engaging with young people
- Public sector partners, such as police and fire services who engage with young people in youth work, community safety or young ambassador programmes

Please note that the CLD HMI will meet separately with the strategic CLD lead/locality planning manager or equivalent outwith the school, prior to joining the school team on Tuesday lunchtime.

Friday

Discussion of findings (timing to be agreed with MI).

* Please note that this is provided as a guide only and the MI may wish to make changes to this depending on circumstances.