

# Briefing note for headteachers of independent special schools and grant-aided schools using a short inspection model

**Please share this information with all staff**

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

You will be aware that an inspection team will visit your school soon. The team is looking forward to working with you and your colleagues.

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:

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

Our inspections and reviews are always proportionate. This means that we only seek the evidence that we need. As with all inspection models it also means that teams will observe a sample of lessons; and meet with a sample of children, parents and stakeholders. The inspection team will not cover all aspects of your school's work. It is important that your staff are aware of this.

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 always proportionate. This means that we only seek the evidence that we need to provide robust evaluation.

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. This headteacher's briefing note, advice and guidance for the chair of the Parent Council and blank self-evaluation and safeguarding papers for you to complete in advance of the inspection will have been attached to the notification email. Your notification email will also have contained links to an online pre-inspection questionnaire and helpful tips on sharing the survey links with your stakeholders. The closing date for completing the pre-inspection questionnaire will have been shared with you also 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.

Your inspection will involve a visit lasting for a total of two days.

The inspection team may consist of a combination of HM Inspectors (HMI), associate assessors (AA) and/or assistant inspectors (AI) and care inspectors (CI), if appropriate. 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 his/her first phone call.

The MI will discuss with you the meetings that require to be planned across the two days. The MI will also ask you to compose a draft activities schedule in advance of the inspection. For example, the MI will require a meeting between one of the inspection team and the school's child protection coordinator.

Inspectors will focus on two selected quality indicators (QIs) from [How good is our school? \(4th edition\)](#) (HGIOS4).

These are:

- QI 2.3 Learning, teaching and assessment and
- QI 3.2 Raising attainment and achievement

Inspectors will also feedback on one selected theme:

- QI 3.1 Ensuring wellbeing, equality and inclusion theme 1 - Wellbeing

This theme will be evaluated but will **not** be graded using the six-point scale.

As with all inspections, we will also have a focus on safeguarding.

At the end of the inspection, we will produce our Summarised Inspection Findings (SIF). This document will summarise our findings from all the evidence gathered during the inspection visit. The main messages from this will form the basis for our sharing of findings meeting at the end of the two days. After the inspection, we will send a draft of our SIF(s) to the school and the chair of the Board of Governors to provide an opportunity to check for accuracy.

At the end of the inspection we will produce a letter to parents and carers. This will indicate key strengths of the school and aspects which need to be improved after the inspection. We shall 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 two 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 chair of the Board of Governors to provide an opportunity to check for accuracy.

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.

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

After discussing the context of your school with your MI and how best to arrange the inspection over the two days, we ask that you formulate a draft activities schedule and send it electronically as soon as you possibly can to the MI, copying in the IA. In this way the MI can work with you to try and plan as much activity as appropriate, taking account of our principles of proportionality in the time that we have available to us. The IA will send you an exemplar activities schedule. This is a guide only to give you an idea of how the two days could look in a special school. Your visit could look very different in your context so please do not be concerned if your draft activity schedule deviates somewhat from the exemplar.

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

<a href="#">Appendix 2</a>	Completing the self-evaluation summary paper
<a href="#">Appendix 3</a>	Guidance on completing the child protection and safeguarding form
<a href="#">Appendix 4a</a>	Documents to be provided in advance of inspection
<a href="#">Appendix 4b</a>	Relevant key documents which can be provided during the inspection

Please contact the IA 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 questionnaire which holds the pre-inspection questionnaires. You will receive links for the following groups of stakeholders as 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 the questionnaire 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 questionnaire. You should reassure young people that once they have completed the questionnaire, 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 can 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 HGIOS? (4<sup>th</sup> edition) to include all individuals or organisations that deliver learning and contribute to the life and work of the school. They may include associated primary schools, 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 your existing digital channels to inform stakeholders of the inspection, the information that is available from our website and the appropriate link to the pre-inspection questionnaires. 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 questionnaire will close.

Methods for sharing the links include: using internal email for staff; adding the links to your website (remember to remove when the questionnaire 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 provided opportunities to parents to use the school's devices to complete the pre-inspection questionnaires in addition to sending the links digitally.

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?**

Please note that the following is just a guide and the MI may arrange a visit which differs from this so that we can take account of your context.

The team will arrive between noon and 12.30 pm on the first day (usually Monday) of the inspection visit. Before any inspection activity begins, the MI will meet briefly with staff at some point during lunchtime if possible to introduce members of the inspection team, describe the inspection and answer any questions they may have. Attendance at this meeting is voluntary for all 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 and a half hours. Please invite a representative from the Board of Governors 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 grade 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 making progress in closing the equity gap.

The MI will discuss with you the best way the inspection team can build on the information you send us in your completed self-evaluation summary paper and points raised at the introductory discussion. The MI will join you for the introductory discussion whilst the other team member(s) may begin inspection activities such as visiting classes or learning walks around the school exploring learning on walls, and talking with children they meet in and around classes.

The MI and yourself can review the draft activities schedule at the end of the introductory discussion and plan further activities for the rest of the visit as appropriate drawing on what has been discussed and responding to key features of the school and its context. The MI will discuss with you any meetings that require to be added or arrangements that need to be made for the rest of the visit, and will agree a final activities schedule with you. Your help with these arrangements is greatly appreciated.

Activities may include visits to classes, working with groups of children, and discussion of specific aspects of the school's work with groups of children or staff. Activities will be planned to reflect the range of practice highlighted in the introductory discussion which the school may want to demonstrate has had an impact. Members of the inspection team will wish to engage with learning across, in and beyond classrooms. The MI may ask you to choose a sample of lesson observations for inspection team members to visit during the inspection.

Discussions around planning activities might also include:

- a focus on particular groups of learners (for example children with additional support needs such as care-experienced children);
- a focus on features of learning and teaching which are having a major impact on children's 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.

## 4. What happens from the second day onwards?

Inspectors will undertake a wide range of activities over the rest of the visit as agreed on the first afternoon. Inspection activities will typically include visits to classes, working with groups of children, reading key documentation and discussing specific aspects of the school's work with groups of children, staff and parents.

The inspection team often includes a LM. If your inspection team includes one, s/he will be in the school on the second day and will meet with the chair of the Parent Council, focus groups of parents and carers, children, and support staff.

We have found discussion to be most effective when focus groups involve no more than eight people and last for a maximum of 45 minutes. LMs require a gap of at least fifteen minutes between meetings to write up their notes and prepare for meeting their next group.

We will meet with you at the end of the inspection visit (which will usually be just prior to lunchtime on the Wednesday) to share our findings and evaluations, outline the strengths and aspects for improvement 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 a representative from the Board of Governors to this sharing of findings.

## 5. What engagement will staff and children have with the team?

**Inspectors will meet with children and staff for discussions throughout the inspection.**

The team will meet groups of children for different purposes. For example, we may discuss with them any areas raised through the pre-inspection questionnaire, or listen to how their views are sought and acted upon.

For senior staff, engagement will usually start with the introductory discussion on the first afternoon. For other staff, it may begin on the first afternoon with a classroom/playroom visit. However, all staff (teaching and non-teaching) will have the opportunity, if they wish, at some point on the first afternoon 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 during the visit. For example, during class visits, in focus groups, during voluntary discussion sessions and at the final sharing of findings. At the end of the first or second school day, inspectors would like to meet with groups of staff for professional dialogue. The focus of the dialogue will be learning, teaching and assessment and raising attainment and achievement. This professional dialogue session is voluntary for staff.

Meetings will be arranged throughout the course of the inspection with selected members of the school staff to discuss aspects of school improvement. During the period of the inspection, 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.

## 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.

The LM will explore the role parents have in self-evaluation and school improvement. The LM usually meets the chair of the Parent Council whilst s/he is in school. Topics for discussion include the Parent Council's impact on supporting and improving the school.

When parents complete the pre-inspection 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. Alternatively it may be possible to arrange a telephone call between a parent and one of the team members. Please discuss this with the MI if you believe it would add to the value or effectiveness of the inspection.

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

## 7. What happens after the inspection?

The inspection team will share their QI evaluations with you before they leave the school. These evaluations 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 Board of Governors and your senior team. The MI will share-high level messages from the inspection with staff.

We aim to provide you with a 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. It will highlight key strengths and aspects for improvement and outline the evaluations for the two focus QIs. It will also inform parents and carers of what Education Scotland will do as a result of the inspection, for example, any intended continuing engagement. In addition to yourself, the chair of the Board of Governors and chair of the Parent Council receive the draft letter. You, the chair of the Parent Council and the chair of the Board of Governors 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 evaluations, 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 Board of Governors any proposal for further inspection with the school.

You, and the Board of Governors will also subsequently receive the draft SIF after it has been through our quality assurance process. We ask that you check this for accuracy and return your response within one working week to the MI. It will then be published on the Education Scotland website alongside the letter to parents. If there is no plan or commitment to 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: Self-evaluation summary for special schools using the short inspection model

**Please return the completed form within six working days before the inspection.**

**Click here to enter text.  
Choose an item.**

Please use this document to highlight key aspects of the school's work as a starting point for the scoping discussion on the first afternoon with the inspection team.

For each of the quality indicators (QIs) you are asked to focus on the three key self-evaluation questions from [How good is our school? \(4<sup>th</sup> edition\)](#) to consider how you triangulate your evidence to ensure your evaluative judgments are robust.

Please ensure information provided is clear and concise, using bullet points to indicate high level evaluative messages. This can then be the focus of the discussion at the scoping meeting. The word count will help you complete the form and support you in providing high level messages.

Stakeholders should know the school's strengths and areas for development from the school's arrangements for self-evaluation. The self-evaluation summary paper should be shared with relevant stakeholders so that they are aware of what the school has submitted.

## Special school self-evaluation summary

### QI 2.3 Learning, teaching and assessment

#### Themes

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

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

#### Question 1

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

- Insert text
- Insert text
- Insert text

#### Question 2

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

- Insert text
- Insert text
- Insert text

#### Question 3

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

- Insert text
- Insert text
- Insert text

What is your current evaluation of this QI using the How good is our school? (4th edition) six-point scale?

**Choose an item.**

## QI 3.2

### Raising attainment and achievement

#### Themes

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

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

#### Question 1

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

- Insert text
- Insert text
- Insert text

#### Question 2

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

- Insert text
- Insert text
- Insert text

#### Question 3

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

- Insert text
- Insert text
- Insert text

What is your current evaluation of this QI using the How good is our school? (4th edition) six-point scale?

Choose an item.

**QI 3.1**  
**Ensuring wellbeing, equality  
and inclusion**

**Theme 1**  
• Wellbeing

Suggested word count 400 maximum for all three questions below when taken together.

**Question 1**  
**How well are you doing? What's working well for your learners?**

- Insert text
- Insert text
- Insert text

**Question 2**  
**How do you know? What evidence do you have of positive impact on learners?**

- Insert text
- Insert text
- Insert text

**Question 3**  
**What are you going to do now? What are your improvement priorities in this area?**

- Insert text
- Insert text
- Insert text

## Appendix 3: Guidance on completing the self-evaluation form for child protection and safeguarding

### Child protection and safeguarding: self-evaluation (part A)

#### Introduction

Please arrange for the nominated child protection coordinator to provide self-evaluation evidence related to child protection and safeguarding. You should focus on the effectiveness and impact of your practices, any relevant issues you have been addressing and/or improvements you have been making. During the inspection the child protection coordinator or headteacher/head of setting should make the following documentation available to the inspection team:

- child protection policy documents
- records or logs of incidents of bullying
- information related to current or recent complaints
- samples of files, including those who are on the child protection register and care experienced learners
- records of administration of medicines
- accidents and injuries log
- attendance, late coming and exclusion statistics
- complaints log

**1. We are asking for names for the purpose of contacting the relevant individuals during the course of the inspection and any subsequent further inspection activity. Your responses will be handled, processed and stored in accordance with the General Data Protection Regulations and the Data Protection Act 2018. Responses will be stored securely in a restricted access file on our document management system and deleted after two years. You must agree to the following before completing the rest of the questions.**

- I consent to my responses being used for the purposes explained above.
- I understand any information I give will be treated confidentially and securely, in accordance with the terms of the General Data Protection Regulations.

#### 2. Name of your establishment

### 3. Local authority

- Aberdeen City Council
- Aberdeenshire Council
- Angus Council
- Argyll and Bute Council
- Clackmannanshire Council
- Dumfries and Galloway Council
- Dundee City Council
- East Ayrshire Council
- East Dunbartonshire Council
- East Lothian Council
- East Renfrewshire Council
- The City of Edinburgh Council
- Comhairle nan Eilean Siar (Western Isles Council)
- Falkirk Council
- Fife Council
- Glasgow City Council
- The Highland Council
- Inverclyde Council
- Midlothian Council
- The Moray Council
- North Ayrshire Council
- North Lanarkshire Council
- Orkney Islands Council
- Perth and Kinross Council
- Renfrewshire Council
- Scottish Borders Council
- Shetland Islands Council
- South Ayrshire Council
- South Lanarkshire Council
- Stirling Council
- West Dunbartonshire Council
- West Lothian Council
- Independent
- Grant-aided/grant-maintained

**4. Establishment sector(s) (please select all that apply)**

- Early learning and childcare setting
- Primary school
- Secondary school
- Special school
- All through

**5. Designated child protection co-ordinator(s)**

Name

Job title

Name

Job title

## Child protection

### Recognising child protection concerns

**6. Do current arrangements for protecting children and young people take account of the [National Guidance for Child Protection in Scotland | 2014](#)?**

- Yes
- No

**7. What arrangements are in place to ensure that all staff (including volunteers and partners) are aware of their responsibilities in line with the [National Framework for Child Protection learning and development in Scotland 2012](#)?**

**8. How effectively do these arrangements ensure staff, including the child protection coordinator, are kept informed of new developments in child protection such as Prevent, child sexual exploitation (CSE) and female genital mutilation (FGM)?**



**9. How many children/young people in the school/setting are currently on the child protection register?**

**10. How effectively do you share child protection information to ensure children and young people are well supported following a child protection concern?**

**11. How do you monitor the progress of children and young people, currently and previously, on the child protection register?**

### **Corporate parenting responsibilities**

**12. How do you ensure the learning and wellbeing needs of care experienced children and young people are being appropriately met?**

**13. How many learners are currently recorded as being care experienced?**

**14. In what way have you taken action to improve the way in which you exercise your responsibility in relation to care experienced learners?**

## Safeguarding

Please provide self-evaluation evidence related to the following areas of safeguarding focusing on any relevant issues you have been addressing and/or improvements you have been making.

**15. Curriculum: developing children's and young people's understanding and awareness of safeguarding issues and developing their resilience.**

**16. Digital technology: ensuring children and young people use the internet, including social media and mobile technology, safely.**

**17. Equalities policy/framework: which takes account of key equalities and all protected characteristics.**

**18. Policies and practices related to physical intervention and restraint.**

**19. Bullying and recording of violent incidents.**

**20. Attendance and exclusions.**

**21. Complaints: please provide brief details of any recent or current complaints, concerns or allegations which should be drawn to the attention of the inspection team.**

**22. Arrangements for first aid and administration of medicines.**

**23. How do you ensure the safety and security of pupils, staff and visitors whilst they are present in the school building and grounds?**

## Child protection and safeguarding: outcome of inspection (part B)

To be completed by the Managing Inspector or member of the inspection team who led on safeguarding

### 1. Inspection team members:

Managing Inspector \_\_\_\_\_

Team member who led on safeguarding \_\_\_\_\_

**2. Date of inspection:** Click or tap to enter a date.

### Outcome of inspection

**3. At the time of the inspection, are there any identified areas for development?**

Yes (move to Q4)

No (move to Q6)

**4. I have discussed with relevant staff the child protection and safeguarding self-evaluation return provided by the establishment. Based on the evidence provided by the establishment we have agreed the following.**

### 5. I agree that

the issues raised will be drawn to the attention of appropriate senior staff

accountability for appropriate action that needs to be taken to address the issues now resides with the headteacher/head of setting and a representative of the education authority/Board of Governors/Management/Proprietor

### 6. Designated child protection co-ordinator

Name \_\_\_\_\_

Job title \_\_\_\_\_

## Appendix 4a: Documents to be provided in advance of inspection

Please email only the following items to the Administrator prior to the inspection. Unless otherwise 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.	
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	School, class and visiting teachers' timetables and those of support agencies such as educational psychologist, speech therapist, EAL teacher.	
5	Times when partner agencies (educational psychologist, EAL teachers, music VIs, others) are in school.	
6	Information about how children's achievements (including attainment) are gathered and tracked.	
7	A draft activities schedule agreed after initial discussion with MI.	
8	Completed self-evaluation summary paper (see <a href="#">Appendix 3</a> )	
9	You should complete the safeguarding proforma but it must be handed to the MI at the beginning of the inspection in hard copy format. <b>Please do not return the safeguarding proforma by email.</b> (see instructions in <a href="#">Appendix 4</a> )	

Please create item 7 after pre-inspection discussion with MI. An exemplar is shared in [Appendix 2](#) to support you in preparing this.

Items 8 and 9 will be sent to you by the IA as attachments to the notification email for you to complete.

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

If available, please provide the following information in the room where the inspectors will be based on the first afternoon of the inspection visit. There is no requirement to share these items in advance.

Item	✓
Information used by the school to monitor and evaluate the school's performance and children's attainment and wider achievements.	
Information about children's progress/performance over time and any available benchmarking data.	
Samples of children's work in literacy and numeracy, across learning, from each class.	
Information used by the school to monitor and evaluate the quality of learning and teaching.	
Any evidence of strategies or innovative practices which are having a positive impact on learning, teaching, raising attainment to close the gap.	
Information about your curriculum, for example curriculum overview, and examples of how it has evolved as a result of self-evaluation.	
The school's safeguarding policy.	
Access to pupils' progress records (PPRs).*	
List of children with additional support needs and brief details of support provided. *	
Details of children with regular/long-term absence.*	
List of children who are looked-after at home and away from home.*	
Access to CSPs and IEPs.*	
Sample agendas and minutes of pupil council meetings, staff meetings and Parent Council meetings.	
List of professional learning activities carried out during last session and planned for this session.	
Samples of moderation activities and resultant impact on progress/overall attainment.	
A sample from different year groups of reports to parents and carers on children's progress/learning.	
Brief details of any out-of-class activities, after-school care and supported study initiatives.	

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