

Community learning and development (CLD) Arrangements for progress visits

Supplementary Guidance
August 2023

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Introduction

A team of HM Inspectors will be visiting your local authority area to undertake a progress visit (PV). The team is looking forward to working with you, your colleagues and your partners.

HM Inspectors evaluate and report on, the quality of Community Learning and Development (CLD) provision within local authorities, in line with [The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#) and associated guidance for local authorities.

PVs, beginning in September 2023, will support improvement and provide external assurance of the quality of CLD provision in Scotland. Through PVs, HM Inspectors will take account of the extent to which local authorities are fulfilling their statutory duties in relation to CLD. During PVs, HM Inspectors will evaluate the progress local authorities and their CLD partners are making to improve the quality of provision and services.

This supplementary guidance will support local authorities and CLD partnerships in preparing for a PV. It should be read in conjunction with the [arrangements document](#). For convenience, some of the information within the arrangements document is expanded upon in this guidance. If you require any further guidance or clarification, you should discuss this with the Managing Inspector (MI) for your PV.

This guidance and accompanying templates are designed to assist lead officers of CLD, together with their key partners, to plan and prepare for the PV. It outlines the kinds of activities which will take place during the PV and aims to answer some of the questions you may have. Templates are included at the end of this document for reference and the inspection administrator will send word versions for you to complete and return to us one week prior to the PV.

In carrying out these PVs, HM Inspectors will focus on the following high-level questions:

- How effective is the leadership of the local authority and their CLD partners in improving outcomes?
- How well does the performance of the local authority and their CLD partners demonstrate positive impact?

Preparing for the progress visit

Quality framework

In order to answer the two high-level questions, PVs will explore **five themes** across **four quality indicators** from [How good is our community learning and development?](#)

Leadership and Direction

- Governance (QI 6.1 Raising standards)
- Capacity for improvement (QI 6.2 Securing improvement)

Performance and Outcomes

- Analysis and use of data and other information (QI 1.1 Performance against aims and targets)
- Success for all (QI 2.3 Improving life chances)
- Skills for learning life and work (QI 2.3 Improving life chances)

For convenience, the illustrations for each of these themes are set out in [Appendix 1](#).

Pre-visit planning

You will receive written notification four weeks in advance of the PV.

The MI will then contact you to arrange a pre-visit meeting in advance of the PV. The purpose of this meeting will be to discuss:

- the visit process;
- completing the self-evaluation;
- preparing the draft timetable;
- completing the safeguarding form;
- key documentation to be provided; and
- practical arrangements, including inspection team base.

The pre-visit meeting should take place within two weeks of the written notification and may be held in-person or online.

Completing the self-evaluation template

The self-evaluation template asks for a summary response to the two high level questions. Please highlight key aspects of work as this will be used as a starting point for discussion at the initial meeting with the PV inspection team. Please ensure information provided is clear and concise, within the allocated word count, and using bullet points to indicate high level evaluative messages. It may also be helpful to refer to the indicators from [How good is community learning and development \(4th edition\)](#).

The self-evaluation summary paper should be developed with key CLD partners and then shared with stakeholders so that they are aware of what has been submitted.

[Template 3](#) is the self-evaluation summary. Please complete and return the word version provided to you by the inspection administrator.

Preparing the draft timetable

PVs will last up to three working days, which includes any evening activity, usually from Monday afternoon through to late Wednesday afternoon of the visit week to allow travel time within the working day. Actual days may be adjusted to suit particular circumstances such as local holidays or travel arrangements. Evenings can be programmed, if required. The team will normally comprise two HM Inspectors and one Associate Assessor.

The team will undertake a programme of activities including:

- review of key documentation, including performance data;
- professional dialogue with local authority CLD leaders, managers, staff and volunteers;
- professional dialogue with key CLD partners leaders, managers, staff and volunteers;
- focus group discussions with learners and community representatives; and
- a focused discussion on safeguarding.

PVs are designed to be short, focused, and proportionate. Timetables should clearly illustrate the areas highlighted in your self-evaluation. For this reason, the timetable should be a representative mix of individual meetings and focus groups. Please do not try to fit in everything that the local authority and CLD partners are doing. If you require further advice, please discuss with the MI.

Programming

A draft timetable is provided in [template 5](#).

- In drawing up the timetable, please assume team members are working a normal working day. Evening meetings should be kept to a minimum and where team members are working in the evening, please allow some space in the timetable during the day. You are not expected to fill every session.
- Please schedule two or three activities at any one time. However, please try to avoid scheduling three activities in every time slot to allow some flexibility for additional meetings.
- Where travel between locations is required, please allow sufficient time. For any hybrid or online meetings, please allow sufficient time for these to be set up.
- Build in breaks for lunch and dinner.
- Inspection activity also includes time for reading and writing. Please build these into the timetable.
- Sessions should be set up in advance of the PV for focus groups and interviews. The timetable will be agreed and finalised at the initial meeting. For every appointment scheduled on the inspection timetable, it is helpful if you can provide a brief description of its purpose linked to your self-evaluation. Please leave these in the base ready for the inspection team's arrival.
- Please include the address for the team base and an address, the lead contact person and their contact details for every entry.

Inspection activities

All activities should be relevant to the two high level questions and the five themes. Activities should include:

- Focus group(s) of learners and community members representing the range of work undertaken (such as, work with children and families, young people, adult learners, local community groups and organisations).
- Focus group(s) of staff and volunteers who work with learners and support community activists, leaders and groups.
- Individual interview(s) or focus group(s) with staff of key CLD partners (including other local authority services) responsible for delivery of CLD services.
- Individual interview(s) or focus group(s) of early learning and childcare, primary and secondary headteachers/managers/staff of establishments if appropriate.
- Individual interview(s) or focus group(s) with CLD strategic leaders who have not been part of the opening meeting such as the wider CLD partnership.

We recommend a maximum of eight people for a focus group or meeting whenever possible.

Completing the safeguarding form

The safeguarding template should be completed by the nominated Child Protection/ Safeguarding Coordinator/s. The nominated person may be within the local authority or organisation responsible for CLD. Through discussion, HM Inspectors will seek to understand how confident the CLD partnership is that partners have appropriate procedures and guidance in place in relation to safeguarding for children and vulnerable adults. The discussion will also focus on the effectiveness and impact of practices, any relevant issues they have been addressing and/or improvements being made.

Stakeholders will be aware that the National guidance for child protection in Scotland was updated in 2021. Organisations should be reviewing and updating their policies and procedures in line with the new guidance. Further information and guidance can be found on the Scottish Government's [website](#).

[Template 4](#) is the safeguarding / child protection pro forma. This should be completed and returned to the inspection administrator within the agreed timescale.

Key documentation to be provided

You will find a checklist of the documents required to be provided one week in advance of the visit ([template 1](#)) and the documents to be provided in the PV inspection team base ([template 2](#)).

You may be asked to provide additional evidence or documents during the PV. The PV inspection team will aim to keep such requests to a minimum. You are not asked to write anything additional except for your self-evaluation, draft timetable and safeguarding form.

During the progress visit

During PVs, HM Inspectors will evaluate the effectiveness of local authority CLD partnerships' approach to self-evaluation and planning for improvement, and consider progress made against identified priorities in their CLD plans. As with previous inspections, the starting point will be the CLD plan and the local authority and partners self-evaluation.

During the PV, HM Inspectors will undertake a programme of activities as outlined above.

HM Inspectors will identify what is working well, what needs to improve, and any next steps that may be required to secure improvement. This includes identifying highly effective practice.

At the end of the visit, the team will discuss their findings with the CLD leads.

After the progress visit

On completion of the PV, the MI will produce a written report summarising the visit findings and outcomes. The report will highlight areas of strength and any aspects for development. As part of quality assurance arrangements, the local authority will have the opportunity to review the draft report for accuracy. The final report will be issued to the CLD lead, shared with Scottish Government, and will be published on the Education Scotland website. Where the overall outcome of the PV identifies the need for improvement the report will identify next steps for the local authority and their CLD partners. For example, if a progress report or a further PV is needed, the report will set out what is required and when this should happen.

Appendices and templates

Appendix 1 - Level 5 illustrations extracted from HGIOCLD?

Leadership and Direction

Governance

QI 6.1 Raising standards

The leadership of CLD at all levels, is strong and effective with a clear drive and vision for improvement. Leaders demonstrate strong and effective governance which is informed by regular high quality reporting. This enables leaders responsible for CLD to demonstrate impact and progress towards meeting the requirements of CLD regulations. Stakeholders, including staff, volunteers and partners have a strong understanding of CLD priorities and plans. They make a valued contribution to informing priorities and co-producing in taking these forward. Community members are active participants in CLD planning and decision making processes. As leaders, we ensure duplication of effort is avoided and that shared resources are targeted well to meet priority needs.

Capacity for improvement

QI 6.2 Securing improvement

Our planning for improvement is evidence based and ambitious in its aspirations. Our leaders ensure we have robust and sustainable policies, processes and systems in place which are reviewed regularly and applied consistently to support and drive improvement. Our leaders ensure that staff and other stakeholders have a shared understanding of these ambitions and aspirations and how they inform their own practice. Staff at all levels are supported well and enabled to take responsibility for leading and implementing change. As a result, we have developed increased capacity to respond and adapt well to change. We have effective strategies and processes in place which monitor and evaluate the impact of changes on the outcomes for learners and communities.

Performance and Outcomes

Analysis and use of data and other information

QI 1.1 Performance against aims and targets

We systematically gather, analyse and use appropriate data and other relevant information very well to improve services and demonstrate positive impacts. We use key information efficiently to identify existing and emerging needs and to regularly set and review priorities and targets. We work very well with partners to share key data and other information to inform and support improvement. We have a strong, shared understanding of what data and other information we require and how we will gather and analyse it, to best understand our performance and assess need. This helps us to target our collective resources effectively to ensure the best outcomes for learners and communities. Qualitative feedback from partners, learners and communities is used very well alongside quantitative data to inform planning, monitoring and reporting progress.

Success for all

QI 2.3 Improving life chances

Community members' socio-economic circumstances are not a barrier to participation in CLD activities. We are proactive in working with partners, communities and learners to reduce or remove barriers to participation. As a result, the attainments and achievements of those living in the most disadvantaged communities and circumstances are rising. They are increasingly succeeding at a rate similar to those who face fewer barriers. We work effectively with partners to reduce persistent and systemic inequalities and disadvantage, including work to close the poverty-related achievement and attainment gap. Our programmes are targeted well and support successful community empowerment and regeneration in areas of disadvantage. This is strengthening communities and reducing negative impacts on individuals, families and communities.

Skills for learning life and work

QI 2.3 Improving life chances

Almost all participants in our programmes gain new knowledge and skills which meet their aspirations and needs. Almost all of those with specific needs, such as those seeking employment, are gaining the knowledge, skills and confidence that they require to progress. They are supported effectively to understand their skills and abilities and are increasing in confidence to apply them in different settings. Participants are better able to use their knowledge and skills to attain, achieve, succeed in their lives and contribute to and strengthen their communities. Learners move between providers easily, using well-developed learning pathways in order to access opportunities which best meet their learning goals. As a result, they progress well towards their ambitions.

Appendix 2 – Briefing note to share with CLD partners

A team of HM Inspectors will be visiting your local authority area to undertake a CLD Progress Visit (PV) within the next few weeks. All local authorities will be visited over the coming year. During these visits, HM Inspectors will evaluate the progress local authorities and their CLD partners are making towards improving the quality of provision. As with previous inspection models, the starting point will be the CLD plan and the local authority and CLD partners' self-evaluation. The PV will last for three days, normally Monday to Wednesday. A timetable for the three days will be agreed with the lead officer from the local authority who will discuss your role in the visit.

We hope that this briefing will be helpful in relation to your role in the Progress Visit.

During the PV we will focus on the following two high-level questions:

- How effective is the leadership of the local authority and their CLD partners in improving outcomes?
- How well does the performance of the local authority and their CLD partners demonstrate positive impact?

In order to answer these questions, HM Inspectors will undertake a programme of activities including:

- review of key documentation and performance data;
- professional dialogue with local authority CLD leaders, managers, staff, and volunteers;
- professional dialogue with key CLD partners;
- focus group discussions with learners and community representatives; and
- a focused discussion on safeguarding.

HM Inspectors will identify what is working well, what needs to improve, and any next steps that may be required to secure improvement.

Following the PV, HM Inspectors will produce a written report summarising the visit findings and outcomes. The report will highlight areas of strength and any aspects for development.

Further information can be found on the Education Scotland [website](#).

Template 1 - Documents to be provided one week in advance of the visit

Please send **ONLY** the following items (electronically if possible) to your inspection administrator one week prior to the progress visit.

	Item	✓
1	Completed self-evaluation summary (Template 3), including a link to your CLD plan and published progress reports	
2	Draft timetable (Template 5)	
3	Completed safeguarding/ child protection pro forma. (Template 4)	

Template 2 - Documents to be provided in the inspection team base

Please provide the following information in the PV inspection team base on first day of the PV. **THERE IS NO NEED TO SEND THE ADDITIONAL INFORMATION IN ADVANCE.**

	Item	✓
1	Three copies of the completed self-evaluation summary (Template 3)	
2	Three copies of the draft timetable (Template 5)	
3	One copy of the completed safeguarding/ child protection pro forma. (Template 4)	
4	One copy of your most recent published or working draft of your CLD plan	
5	One copy of relevant committee reports relating to progress with your CLD plan such as an annual report	
6	Information used to monitor and evaluate performance, including the quality of CLD provision and its impact on learning, development and achievements. Information about performance over time, including progress against CLD Plan. Authority wide attainment and achievement trends and any available benchmarking data that relate to CLD.	
7	Information relating to training and development for example, training records demonstrating that all staff and volunteers regularly undergo child protection and safeguarding training. (Please see safeguarding self-evaluation)	

Template 3 - Self-evaluation

Local Authority:
CLD Lead Contact:
Email:

How effective is the leadership of the local authority and their CLD partners in improving outcomes?

Theme: **Governance**
from QI 6.1 Raising standards

Theme: **Capacity for improvement**
from QI 6.2 Securing improvement

How well are you doing?
What is working well?

Suggested word count – 300 to 400 words

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

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

How well does the performance of the local authority and their CLD partners demonstrate positive impact?

Theme: **Analysis and use of data and other information**
from QI 1.1 Performance against aims and targets

Themes: **Success for all** and **Skills for learning, life and work**
from QI 2.3 Improving life chances

How well are you doing?
What is working well?

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

Suggested word count – 300 to 400 words

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

Supporting documents

Please provide links to any existing supporting documents, such as your CLD Plan and any progress reports.

1. Add link here
2. Add link here

Template 4 - Safeguarding / child protection pro forma

CLD Progress Visits - self-evaluation form for child protection and safeguarding

PART A: TO BE COMPLETED BY NOMINATED CHILD PROTECTION/SAFEGUARDING COORDINATOR

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.

Local Authority	
Name of designated person for child protection and safeguarding for the local authority CLD partnership	
Job Title	
Date	

Please arrange for the nominated Child Protection/Safeguarding Coordinator/s to provide self-evaluation evidence related to child protection and safeguarding. They should focus on the effectiveness and impact of practices, any relevant issues they have been addressing and/or improvements they have been making. Please email the completed Part A of the pro forma along with the other documentation required, prior to the start of the visit. Include key document/s or links to documents on child protection and safeguarding procedures as per the list below. This will inform safeguarding discussion with the nominated person during the visit.

During the inspection the CLD safeguarding lead co-ordinator/s should make the following documentation available to the inspection team:

- Child protection and safeguarding policy documents;
- Records or logs of incidents in relation to child protection and safeguarding;
- Information related to current or recent safeguarding related complaints; and
- Training records demonstrating that all staff and volunteers regularly undergo child protection and safeguarding training.

1. Child protection and safeguarding frameworks

- Please provide information on the child protection/safeguarding framework/s you and your partners follow. Please note below what these documents are and how they take account of the [National Guidance for Child Protection in Scotland \(2021\)](#)?

Evidence

2. Sharing Child Protection / Safeguarding Concerns

- State how you share child protection information to ensure children and young people are well supported following a child protection concern?
- If applicable, please provide information on how you share information in relation to safeguarding protected adults.

Evidence

2. b) Have there been any notable areas of concern or particularly strong practice you would want to discuss (maximum 100 words)?

Evidence

3. Workforce development

a) How effective are the arrangements to ensure that all staff (including volunteers and partners) are aware of and carry out their child protection and safeguarding responsibilities?

Briefly state what arrangements are in place to ensure that the workforce across the partnership (including all staff, volunteers and partners) are aware of their responsibilities. Include how effectively these arrangements ensure that the workforce is kept informed with new developments in child protection and/or adult support and protection.

Evidence

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4. How effectively are you developing learner’s understanding and awareness of safeguarding issues, including digital safety, and developing their resilience and skills to keep themselves safe? (maximum 100 words)

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

- **Curriculum:** developing children’s, young people’s and protected adults’ understanding and awareness of safeguarding issues and developing their resilience.
- **Digital technology:** ensuring children, young people and protected adults use the internet including social media and mobile technology safely.

Evidence (*Continue on further pages as required.*)

b) How many learners are currently recorded as being care experienced? How effectively do you monitor their wellbeing and progress? (maximum 100 words)

Complete only if applicable

Evidence

PART B: To be completed towards the end of the visit.

This form will be completed by the MI or a HM Inspector team member during discussion with a representative of the CLD partnership.

I have discussed with relevant staff the safeguarding and child protection return provided by the CLD partnership to the inspection team and met with those responsible for co-ordination of work relating to child protection and safeguarding. Based on the evidence provided by the CLD Partnership, as above, and by the inspection team's activities, we have agreed the following with the CLD partnership:

- Option 1. Inspectors have identified good practice in child protection and safeguarding procedures.
- Option 2. At the time of the inspection, there were no identified areas for development.
- Option 3. Areas for development have been agreed with the school/setting and the education authority.
- Option 4. Areas for development have been agreed with the school/setting and the local authority that need to be addressed as a matter for urgency.

Please use this section to note any areas for development or to highlight aspects of good practice. As well as choosing from the drop menu, please provide a brief description for each issue.

Area of CP/ safeguarding for development, or aspects of good practice	Description Please indicate clearly if any area requires urgent action
Choose an item.	
Choose an item.	
Choose an item.	

These issues have been drawn to the attention of appropriate senior staff and logged on the inspection ROV. Accountability for appropriate action that needs to be taken to address these issues now resides with the senior leaders within the CLD partnership including a representative of the education authority.

Delete the following statement unless areas need to be addressed urgently.

For those areas for development that need to be addressed as a matter of urgency, HM Inspectors will seek an assurance from the school/setting and local authority or proprietors that these matters have been resolved to a satisfactory conclusion, or reviewed and plans put in place to adequately address the issues, within a specified time.

Delete the following statement if there are no areas for development identified

We have agreed with the designated child protection co-ordinator 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

Return this form electronically to the child protection/safeguarding nominee and to scrutinysafeguarding@gov.scot, within one week of the inspection, marking it **CONFIDENTIAL** (and **URGENT** if appropriate).

Template 5 – Draft Progress Visits sample timetable and template timetable

Below is a sample of the activities and meetings that are expected. Timetables will be agreed in advance with the Managing Inspector (MI). A blank template that you may wish to use is included at the end of this document.

The PV inspection team will arrive late morning on the first day. It would be helpful to have a room set aside for the team. You should also provide supporting documentary evidence relating to the CLD partnerships' performance and self-evaluation as outlined in this guidance.

At the end of each day the MI will meet with the CLD lead on the progress of the visit and confirm any planning needs for the following day. We will provide verbal feedback on the overall findings at the end of the visit on the third day at around 14:30. This will usually be for the local authority CLD lead, other senior staff members and representatives of the CLD partnership as appropriate. You should set aside around an hour for this meeting.

	Morning	Afternoon
Monday	Travel time	<p>HM Inspection Team meeting – the team will discuss the brief for the visit and timetable. The MI will confirm meetings and focus group allocations.</p> <p>Initial meeting with CLD strategic lead – to discuss the self-evaluation. We will go over the timetable and discuss any changes.</p> <p>Safeguarding discussion - CLD lead or appropriate representative. Allow around 45 minutes.</p> <p>HM Inspection Team - Review documentation</p> <p>HM Inspection Team meeting (if required)</p> <p>Evening activities if appropriate</p>
Tuesday	<p>HM Inspection Team meeting (if required). Allow half an hour</p> <p>CLD Partnership Meeting – to discuss CLD planning and progress made. Focus on the two high-level questions:</p> <ul style="list-style-type: none"> • How effective is the leadership of the local authority and their CLD partners in improving outcomes? • How well does the performance of the local authority and their CLD partners demonstrate positive impact? 	

	<p>Meeting with strategic leaders – discussions around the governance theme (QI 6.1 Raising standards) and capacity for improvement theme (QI 6.2 securing improvement), Success for all, Skills for learning, life and work (QI 2.3 improving life chances).</p> <p>Meetings with key partners – This will be built around the themes, Success for all / Skills for learning life and work and capacity for improvement, as well as the LAs own self-evaluation. May be individual or grouped together.</p> <p>Staff focus groups – Focusing on management of change and views of the progress made. Looking at the extent to which they are involved in self-evaluation, including analysis and use of data (QI 1.1 performance against aims and targets) Success for all, capacity for improvement. These groups may include volunteers.</p> <p>Meeting with lead for analysis and use of data – focus on QI 1.1 Performance against aims and targets. Analysis and use of data and other information.</p> <p>Focus groups of learners, representatives of the communities. This will focus on outcomes and successes on the following themes Success for all and Skills for learning, life and work. (QI 2.3 improving life chances)</p> <p>HM Inspection team meeting at the end of the day.</p> <p>Evening meetings will be scheduled if necessary to meet with learners and community representatives.</p>	
Wednesday	Any additional meetings and writing time	<p>HM Inspection Team meeting</p> <p>Verbal Feedback to Local Authority CLD Partnership lead. (around mid-afternoon) - allow half an hour</p> <p>Travel</p>
Thursday	Travel (if required)	

Draft Timetable Template (to be returned one week prior to the visit)

Local Authority:

Date of visit:

CLD Lead Name:

Telephone number:

Activity Column – please provide the meeting/group titled, contact name, address and telephone number

Reason for Inclusion – please tell us briefly how this meeting relates to your self-evaluation,

Monday	AM	PM		Evening (if required)	
	Activity	Activity (include venue and contact details)	Reason for Inclusion	Activity (include venue and contact details)	Reason for Inclusion
Managing Inspector	Travel				
Team Member 1 HM Inspector	Travel				
Team Member 2 Associate Assessor	Travel				

Tuesday	AM		PM		Evening (if required)	
	Activity (include venue and contact details)	Reason for Inclusion	Activity (include venue and contact details)	Reason for Inclusion	Activity (include venue and contact details)	Reason for Inclusion
Managing Inspector	0900 HMI Team Meeting					
Team Member 1 HM Inspector	0900 HMI Team Meeting					

Team Member 2 Associate Assessor	0900 HMI Team Meeting					
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Wednesday	AM		PM	Late pm/Early Evening
	Activity (include venue and contact details)	Reason for Inclusion	Activity (include venue and contact details)	Activity
Managing Inspector	Writing time		1230 HMI Team Meeting 1430 – verbal feedback.	Travel
Team Member 1 HM Inspector	Writing time		1230 HMI Team Meeting 1430 verbal feedback	Travel
Team Member 2 Associate Assessor	Writing time		1230 HMI Team Meeting 1430 verbal feedback	Travel

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