

PERTH AND KINROSS COUNCIL

SCRUTINY COMMITTEE

17 April 2013

SUMMARY REPORT ON CARE INSPECTORATE AND HMI INSPECTIONS

Report by Executive Director (Education and Children's Services)

PURPOSE OF REPORT

This report provides an overview of the performance of Education and Children's Services inspected over the past year (2012/13) by the Care Inspectorate and Her Majesty's Inspectorate (HMI) and sets out the Service's approach to implementing improvement actions arising out of inspection.

1. BACKGROUND**1.1 Care Inspectorate**

- 1.1.1 The Care Inspectorate (also known as Social Care and Social Work Improvement Scotland - SCSWIS) is the unified independent scrutiny improvement body for care and children's services. The Care Inspectorate took over the work of the Care Commission in April 2011 and continues to award grades for services based on the findings of inspections.
- 1.1.2 The Care Inspectorate inspect services against the National Care Standards and most typically will grade services against some or all, of the following quality themes:
- Quality of Care and Support;
 - Quality of Environment;
 - Quality of Staffing; and
 - Quality of Management and Leadership.

Grades of 1 – 6 are awarded, 1 = unsatisfactory to 6 = excellent.

- 1.1.3 If the Care Inspectorate is concerned about any aspect of a service or think it could do more to improve they will make requirements or recommendations within the inspection report. The service must submit an appropriate action plan within the required timescale to the Care Inspectorate.
- 1.1.4 Table 1 below sets out the minimum frequency of inspection for day care, care home and care at home services (children and young people). A proportionate approach is taken in relation to the depth of evidence to be sampled and gathered in accordance with the current risk level.

Table 1: Minimum frequency of inspection for day care, care home and care at home services

Service Category & Type	Definition of Better Performing Services	Minimum Frequency for Better Performing Services	Minimum Frequency for Services not Meeting the Better Performing Definition
Day care of children (with under 3s)	Low risk level & Grades 4 or more	1 Inspection each 24 months	1 Inspection each 12 months
Day care of children (no under 3s)	Low risk level & Grades 4 or more	1 Inspection each 36 months	1 Inspection each 12 months
Care homes for children	Low risk level & Grades 4 or more	1 Inspection each 12 months	2 Inspections each 12 months
Support services – care at home	N/A	N/A	1 Inspection each 12 months

Source: Care Inspectorate, Frequency & Intensity of Inspection Summary Guide 2012-13, Publication code OPS-0512-159

1.2 Education Scotland, HMI

- 1.2.1 Each year Education Scotland's scrutiny body (Her Majesty's Inspectorate, HMI) inspects and reports on the quality of education in pre-school centres, primary schools, secondary schools, special schools and community learning.
- 1.2.2 Inspection reports provide an overall evaluation of the quality of the school's provision. In coming to a judgement, HMI will aim to answer three key questions:
 1. how well do children/young people learn and achieve?
 2. how well does the school support children/young people to develop and learn? and
 3. how does the school improve the quality of its work?
- 1.2.3 To help answer the first two questions, the report provides a summary sentence followed by text which explains the answers. For the third question, HMI provide text and express their confidence in the school's ability to continue to improve the quality of its work. Finally, HMI sum up the overall quality of education provided by the school.
- 1.2.4 Evaluation of each school's performance is assessed across five quality indicators, including three core quality indicators:
 - Core quality indicator Improvements in performance
 - Core quality indicator Learners' experiences/children's experiences
 - Core quality indicator Meeting learning needs
 - Quality indicator The curriculum
 - Quality indicator Improvement through self-evaluation
- 1.2.5 There are four broad continuing engagement activities that HMI may select following an inspection, not all of which are mutually exclusive.

They are: innovative practice, no further inspection activity, additional support for improvement and/or continued inspection.

- 1.2.6 HMI also undertake inspections of learning communities within the geographical areas surrounding secondary schools. A learning community inspection is an evaluation of the learning needs of a locality and partnership.
- 1.2.7 The Scottish Government expects local authorities to provide clear leadership and direction and to drive the action needed to ensure we maximise the contribution of Community Learning and Development (CLD) partners in the reform of public services. The Scottish Government's National Performance Framework sets out the strategic objectives for all public services, including those delivering CLD. The specific focus for CLD should be improved life chances for people of all ages through learning, personal development and active and stronger, more resilient, supportive, influential and inclusive communities.
- 1.2.8 Learning community inspections allow HMI to identify and report on how these objectives are being met. Local authorities are required to clearly identify how well partners are improving learning, increasing life-chances, promoting and securing wellbeing. They are also required to identify how well partners are working together to improve the quality of local services and provision. Learning community inspections also take a closer look at how well partners are taking forward public service reforms in their local context. This includes a shift towards prevention and early intervention; greater integration of public services at local level and enhanced workforce development; and improving performance through greater transparency, innovation and use of digital technology.

2. SERVICES PROVIDING DAY CARE FOR CHILDREN

- 2.1 This report presents an overview of the performance of services providing day care for children inspected over the past year (2012/13) where Perth and Kinross Council is the registered provider, including partner providers¹.
- 2.2 Table 2a below provides a summary of performance for the 38 services inspected and published between 1 April 2012 and 31 January 2013. Table 2b shows the same information for those services inspected during 2011/12 (between 1 April 2011 and 31 March 2012).
- 2.3 Out of the 38 services providing day care of children inspected in 2012/13, 29 (76%) were low intensity, 6 (16%) were medium intensity and 3 (8%) were high intensity. All the inspections were unannounced.
- 2.4 The proportion of grades awarded as good or better has improved since 2011/12. Most (83%) grades awarded in 2012/13 were good or

¹ At the time of writing, information available for services inspected and published between 1 April 2012 and 31 January 2013.

better compared to 73% in 2011/12. The proportion of excellent and very good grades awards has increased significantly, 57% over the past year compared to 31% in 2011/12, and is now above the national average (54%). Of particular note, Fairview School was inspected in November 2012 and was graded excellent across all four areas inspected.

- 2.5 We continue to monitor, support and challenge all centres through a planned programme of improvement visits – some announced and some unannounced. Further we are undertaking some joint training and development work with colleagues in the Care Inspectorate to ensure we develop consistent approaches to our respective scrutiny roles where this is possible.

Table 2a: Perth and Kinross summary of performance, services providing day care for children inspected by the Care Inspectorate, 1 April 2012 – 31 January 2013²

Number of services providing day care of children inspected = 38							
Quality Themes	6 Excellent	5 Very Good	4 Good	3 Adequate	2 Weak	1 Unsatisfactory	No of indicators inspected
Care and Support	2 (5%)	21 (55%)	8 (21%)	6 (16%)	0 (0%)	1 (3%)	38
Environment	2 (5%)	17 (45%)	13 (34%)	3 (8%)	2 (5%)	1 (3%)	38
Staffing	3 (8%)	20 (53%)	9 (24%)	5 (13%)	1 (3%)	0 (0%)	38
Management and Leadership	2 (5%)	19 (50%)	10 (26%)	5 (13%)	1 (3%)	1 (3%)	38
Total	9 (6%)	77 (51%)	40 (26%)	19 (12%)	4 (3%)	3 (2%)	152
<i>National Total</i>	751 (5%)	7,055 (49%)	5,482 (38%)	858 (6%)	191 (1%)	71 (<1%)	14,408

Table 2b: Perth and Kinross summary of performance, services providing day care for children inspected by the Care Inspectorate, 1 April 2011 – 31 March 2012³

Number of services providing day care of children inspected = 38							
Quality Themes	6 Excellent	5 Very Good	4 Good	3 Adequate	2 Weak	1 Unsatisfactory	No of indicators inspected
Care and Support	2 (5%)	12 (32%)	14 (37%)	4 (11%)	4 (11%)	2 (5%)	38
Environment	0 (0%)	4 (31%)	6 (46%)	2 (15%)	1 (8%)	0 (0%)	13
Staffing	1 (6%)	5 (29%)	7 (41%)	3 (18%)	1 (6%)	0 (0%)	17
Management and Leadership	1 (5%)	2 (10%)	10 (50%)	3 (15%)	3 (15%)	1 (5%)	20
Total	4 (5%)	23 (26%)	37 (42%)	12 (14%)	9 (10%)	3 (3%)	88
<i>National Total</i>	691 (5%)	6,792 (47%)	5,869 (41%)	793 (5%)	201 (1%)	109 (1%)	14,455

² Inspected and published by the 31 January 2013.

³ Table updated from previously published figures to include the whole year 1 April 2011 to 31 March 2012. Note: one establishment previously recorded in incorrect year.

- 2.6 Three centres received one or two of the overall number of grades evaluated as weak or unsatisfactory. One centre has fully overtaken the requirements and recommendations detailed in their Care Inspectorate Report. The other two have met most of the requirements and recommendations identified and continue to work towards overtaking the remaining few. It is important that recommendations and requirements are sustained once met. To this end, officers from Education and Children's Services regularly visit these services to monitor progress and both centres have received written notification that significant and sustainable improvement is required if they wish to continue in partnership with Perth and Kinross Council. Should they fail to demonstrate such improvement the protocol for termination of partner contract will be invoked.
- 2.7 Appendix A shows the grades awarded for those centres inspected in 2012/13 in comparison to those awarded in 2011/12.

3. CARE HOME/CARE AT HOME SERVICES

- 3.1 The services provided for young people and their families at Woodlea Cottage and by We Care Perthshire were inspected during 2012/13⁴.

3.2 Woodlea Cottage

- 3.2.1 Woodlea Cottage opened in June 2010. The service provides young people with complex, multiple and enduring needs planned residential respite care at weekends and planned programmes of living away from home to assist them gain independence skills and experiences.
- 3.2.2 An inspection of Woodlea Cottage was undertaken in February 2012. The Care Inspectorate carries out a more intense inspection programme for all newly registered services. The inspection was therefore unannounced and medium intensity. The Care Inspectorate undertook a further inspection of Woodlea Cottage in March 2012. The unannounced, low intensity inspection focused on how the service had made progress with the recommendations made following the comprehensive inspection completed in February 2012.
- 3.2.3 Both inspections found both the quality of care and support and the quality of staffing very good and there were no requirements. However, a number of recommendations were identified both by the team in their self evaluation and with the inspectors.
- 3.2.4 The findings of these inspections were reported to the Executive Sub Committee of Lifelong Learning Committee on 5 September 2012 (12/374) and 5 December 2012 (12/565) together with an update on progress made towards implementing the recommendations identified. All the recommendations have since been progressed. For example a participation statement is now included in Woodlea Functions and Objectives and Young Person's Handbook and a termly newsletter has

⁴ As published by 14 December 2012.

been re instated. Parents/carers are now informed of Council and the Care Inspectorate complaints procedures through the termly bulletin and Woodlea Functions and Objectives. New catering arrangements had been approved in principle.

- 3.2.5 Woodlea Cottage was first inspected in November 2010. The inspection and grading history since then is shown in Appendix B.
- 3.2.6 A further inspection of Woodlea Cottages has since been undertaken (November 2012) and published and will be reported to the Executive Sub Committee of Lifelong Learning Committee, on 24 April 2013.

3.3 We Care Perthshire

- 3.3.1 We Care Perthshire was opened on 18 March 2010. The service provides support to children under the age of 18 and their families in their own homes and the community. The service also provides support for families with children with learning disabilities and to give them a break from their caring role.
- 3.3.2 The Care Inspectorate completed an inspection of We Care Perthshire in September 2012. The inspection was announced and low intensity and focused on the quality of care and support; quality of staffing; and quality of management and leadership. The inspection found both the quality of care and support and the quality of staffing good. The quality of management and leadership was graded adequate.
- 3.3.3 The report highlighted a number of areas where the service does well including the flexible and caring service provided to children and families and very good communication between the service, social workers involved in the families and the volunteers to ensure the needs of the children and their families are met. Two recommendations and one requirement were identified by the Care Inspectorate. In addition a number of key areas were identified for improvement both by the team in their self evaluation and with the inspectors.
- 3.3.4 The findings of this inspection was reported to Executive Sub Committee of Lifelong Learning Committee on 6 February 2013 (13/66) together with an update on progress made towards implementing the requirement, recommendations and areas for improvement identified. All the requirements, recommendations and improvement actions have since been progressed. In response to the requirement to ensure that staff/volunteers receive training appropriate to the work they are to perform training provision has been reviewed and expanded at both induction and specialist level. It was recommended the service review the system to store information about the children and their families. Individual files are in place now for befrienders and children. Information will continue to be reviewed six monthly through either the Child Health Resource Panel, School Reviews or Looked After Children Reviews. It was also recommended that the service develop and implement a system to monitor all aspects of the service. Monitoring of

key objectives and other operational aspects of the service will be undertaken in a routine way. Full discussion of the service is already recorded fortnightly in We Care Perthshire manager's supervision and through Employee Review and Development and Continuing Professional Development. Further developments are already underway to amalgamate We Care Perthshire with the Groovy Gang, to ensure a consistent approach is undertaken to monitoring all aspects of these services.

- 3.3.5 We Care Perthshire was first inspected in December 2010. The inspection and grading history since then is shown in Appendix B.

4 PRE-SCHOOL CENTRES AND SCHOOLS

- 4.1 This report presents an overview of the performance of Perth and Kinross Council's pre-school centres, including partner providers, and schools inspected by HMI and reported to the Executive Sub Committee of Lifelong Learning Committee, 6 February 2013 (13/65).
- 4.2 During academic session 2011/12 five pre-school centres (including partner providers), five primary schools and two secondary schools were inspected by HMI within Perth and Kinross⁵. Inspections of a further two pre-school centres and one primary school have been published this session (2012/13)⁶.
- 4.3 A summary of achievement against the quality indicators for inspections of Perth and Kinross Council's pre-school centres (including partner providers) and schools undertaken since August 2008 is shown in Appendix C.
- **Nursery and pre-school centres (including partner providers):** A total of 180 quality indicators have been evaluated since 2008/09. Of these, 92% (almost all) have been satisfactory or better and 81% (most) have been good or better. Since 2010/11 there has been an improvement in the proportion of centres being evaluated as good or better in relation to improvements in performance, children's experiences and meeting learning needs (core quality indicators). Both pre school centres inspected this session have been evaluated as good or better in relation to these core quality indicators.
 - **Primary schools:** A total of 180 quality indicators have been evaluated since 2008/09. Of these, 95% (almost all) have been satisfactory or better and 73% (the majority) have been good or better. Following a dip in the proportion of inspected schools achieving an evaluation as good or better in 2010/11, there was an improvement last session. The only primary school which has been inspected this session has been evaluated as good or better in relation to all five quality indicators.

⁵ Excluding the independent sector.

⁶ As published by 14 December 2012.

- **Secondary schools:** Two secondary schools were inspected last session. Both inspections received good or better evaluations for the core quality indicators. However, the evaluation for self evaluation in the inspection of the Community School of Auchterarder indicated a need for significant progress to be made. The findings of this inspection were reported to the Executive Sub Committee of Lifelong Learning Committee on 5 September 2012 (12/373). As with all inspections, a school action plan is in place. A report on progress with this will be reported to the Executive Sub Committee of Lifelong Learning Committee in Autumn 2013.
- 4.4 A public meeting is held after the publication of the initial inspection report. Parents, the local elected members and members of the Lifelong Learning Committee are invited to the meeting providing them with the opportunity to discuss the findings of the report and to be consulted on the areas for improvement to be taken forward. Where further inspection activity is carried out HMI will report publicly to parents and stakeholders.
 - 4.5 Areas for improvement identified during an inspection are addressed through a school action plan. Progress against the plan is monitored and a report prepared for parents/carers (and is also shared with the Area Lead Officer) within one year of the report being published.
 - 4.6 Inspection reports are scrutinised by members of the Executive Sub Committee of the Lifelong Learning Committee. Twelve months after an inspection, a progress report on the key areas for improvement identified at the time of the inspection is provided to the Area Lead Officer and parents. Where a school has not been evaluated as good or better, the Executive Sub Committee of the Lifelong Learning Committee may choose to further scrutinise the progress made.
 - 4.7 In addition to HMI inspections, support for improvement is provided to pre-school centres and schools through the School Improvement Framework. A range of school specific information is submitted by all schools to Education Services in relation to performance management, planning for improvement and self evaluation leading to improvements. Education Services staff use this information to work with headteachers to determine the nature and frequency of support/challenge visits that will be appropriate for each school over the course of any session.
 - 4.8 School visits form the core of the school improvement framework and take the form of one or more of the following over planned four year programme: school improvement visit, learning and achievement visit and/or an extended learning and achievement visit. During such visits the School Improvement Plan, the Standards and Quality Report and the Self Evaluation Pro forma are scrutinised and challenged to ensure appropriate account has been taken of any identified improvement actions and that work in these areas is having a positive impact on the quality of educational provision provided by the school. In academic session 2012/2013 we have also used the Education Scotland Advice

Note, relating to the raised expectations of schools in relation to Curriculum for Excellence, against which to evaluate schools when undertaking any Extended Learning and Achievement visit.

- 4.9 Schools are also required to have robust processes of self evaluation embedded in their quality assurance approaches. They are required to submit an annual summary of this work which is also subject to scrutiny by Education Services.
- 4.10 Continuing engagement activities undertaken by Perth and Kinross Council are reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits and follow-up reports on the school's website and on each school's page on www.pkc.gov.uk

5 LEARNING COMMUNITIES

- 5.1 The quality indicators used by community learning and development providers and inspectors to judge what is good and what needs to be improved are set out in *How good is our community learning?*² and outlined in Table 3 below.
- 5.2 Table 3 shows an improving trend in performance, particularly in relation to the impact on adults and, the impact of capacity building on communities and improving services.

Table 3: Summary of Quality Indicators 2008-2012⁷

	Learning community surrounding...		
	Pitlochry High School 2008	Perth Academy 2010	Kinross High School 2011
Impact on young people	Very Good	Very Good	Very Good
Impact on adults	Satisfactory	Very Good	Very Good
Impact of capacity building on communities	Satisfactory	Good	Very Good
Improvements in performance	Good	Good	Good
Improving services	Good	Good	Very Good

- 5.3 We continue to support continuous improvement through Extended Learning and Achievement Visits identifying key areas of strength and areas for improvement. A key area for continued focus is youth employability, maximising existing resources through Curriculum for excellence and Opportunities for All.

6 CONCLUSION AND RECOMMENDATION(S)

- 6.1 The reports by the Care Inspectorate and HMI provide further information on the standards and quality in our services and set out a clear agenda for continuous improvement.


⁷ As published by 14 December 2012.

- 6.2 It is recommended that the Scrutiny Committee scrutinises and comments as appropriate on the contents of the report.

Author(s)

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Approved

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Date 4 April 2013		

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E-mail: ecsgeneralenquiries@pkc.gov.uk



Council Text Phone Number 01738 442573

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	No
Workforce	No
Asset Management (land, property, IST)	No
Assessments	
Equality Impact Assessment	No
Strategic Environmental Assessment	No
Sustainability (community, economic, environmental)	No
Legal and Governance	No
Risk	No
Consultation	
Internal	Yes
External	No
Communication	
Communications Plan	No

1. Strategic Implications

Community Plan

1.1 The draft Perth and Kinross Community Plan 2013-2023 sets out five strategic objectives. This report contributes to:

- Giving every child the best start in life
- Developing educated, responsible and informed citizens

Corporate Plan

1.2 Perth and Kinross Council Corporate Plan 2013 – 2018 sets out five strategic objectives:

- Giving every child the best start in life;
- Developing educated, responsible and informed citizens;
- Promoting a prosperous, inclusive and sustainable economy;
- Supporting people to lead independent, healthy and active lives;
and
- Creating a safe and sustainable place for future generations.

This report contributes to:

- Giving every child the best start in life
- Developing educated, responsible and informed citizens

- 1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area: Change and Improvement.

2. Assessments

Equality Impact Assessment

- 2.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.
- 2.2 The function, policy, procedure or strategy presented in this report was considered under the Corporate Equalities Impact Assessment process (Eq1A) with the following outcome: assessed as **not relevant** for the purposes of Eq1A.
- 2.3 It is anticipated that the work on the quality indicators in schools and services will promote equality of access to care and support and learning and achievement. It is anticipated that the work on the quality indicators will promote equality of access to the learning community. Where appropriate, improvement policies, procedures or strategies will require equalities assessments to ensure compliance with our duty to ensure there is no adverse impact on any community group.

Strategic Environmental Assessment

- 2.4 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.
- 2.5 No further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

3. Consultation

Internal

- 3.1 Relevant Heads of Service and Service Managers within Education and Children's Services have been consulted in the preparation of this report.

2. BACKGROUND PAPERS

HMI Inspection reports, published by Education Scotland

Care Inspectorate Inspection reports, published by the Care Inspectorate

Summary Report on Standards and Quality in Schools, Pre-School Centres and Community Learning and Development, Executive Sub Committee of Lifelong Learning Committee, 6 February 2013 (13/65) and 5 September 2012 (12/373).

Care Inspectorate Inspections of support and Residential Care Services for Children and Young People, Executive Sub Committee of Lifelong Learning Committee, 6 February 2013 (13/66), 5 December 2012 (12/565) and 5 September 2012 (12/374).

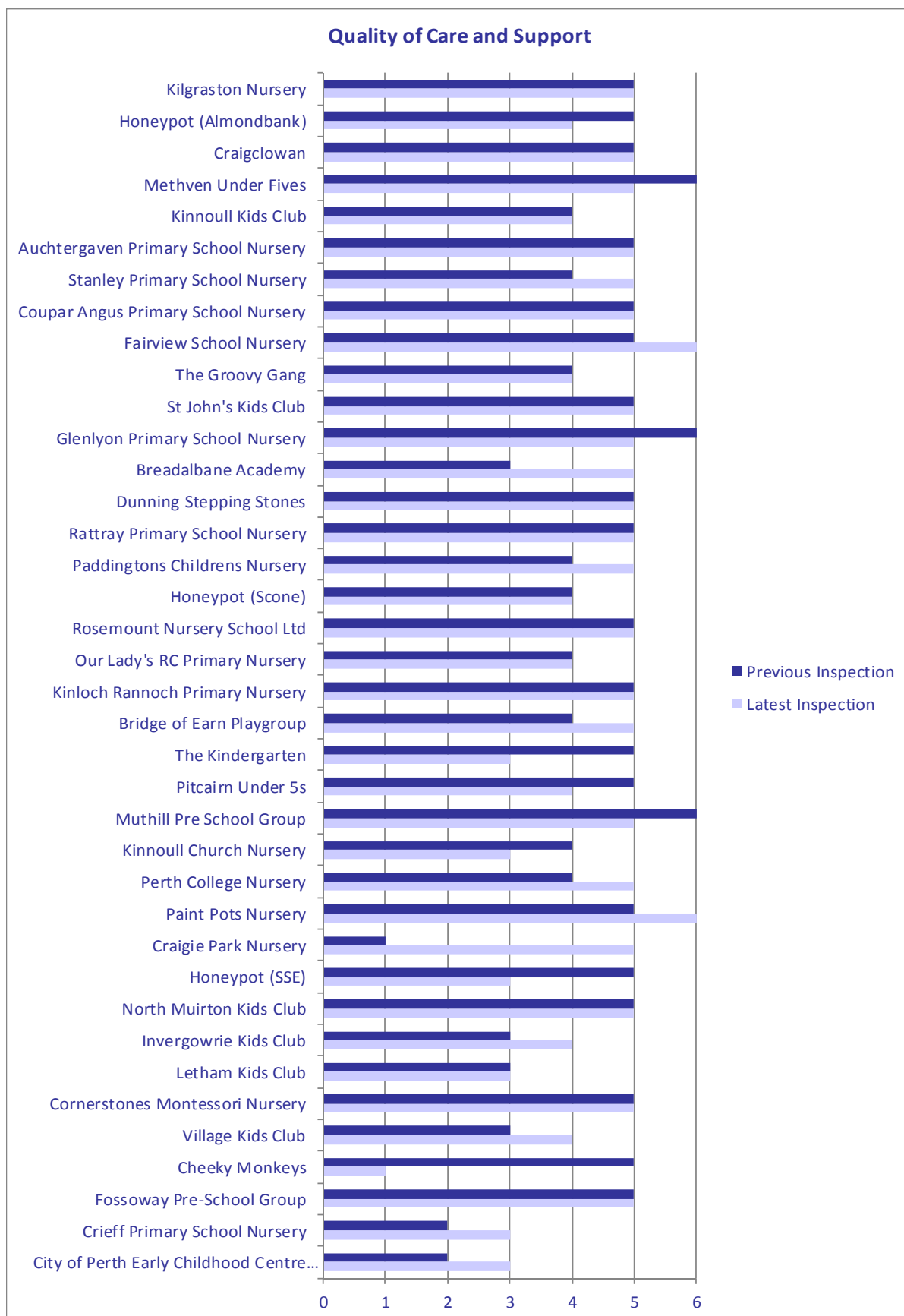
3. APPENDICES

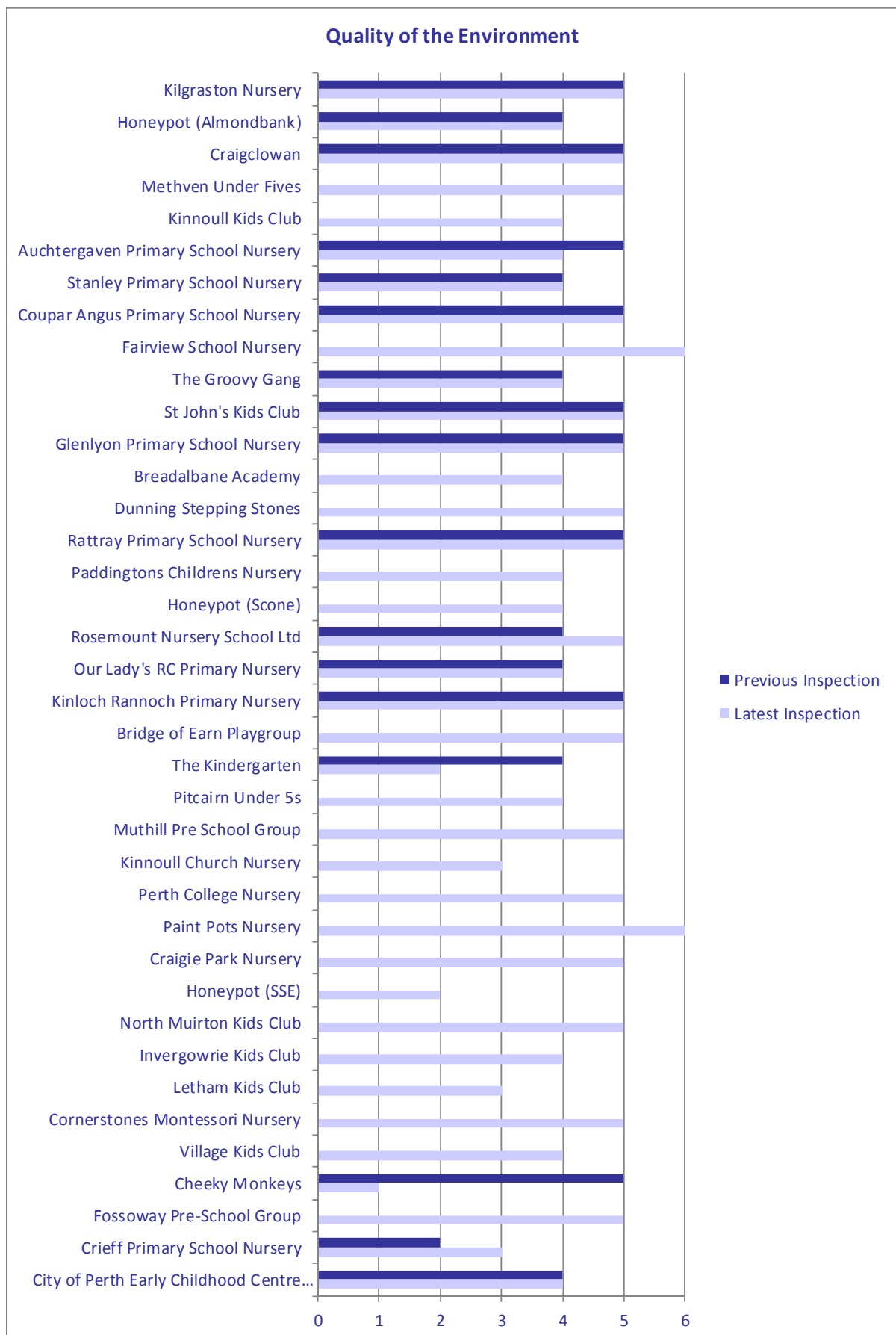
Appendix A: Grading History, services providing day care for children inspected and published by the Care Inspectorate, 1 April 2012 - 31 January 2013

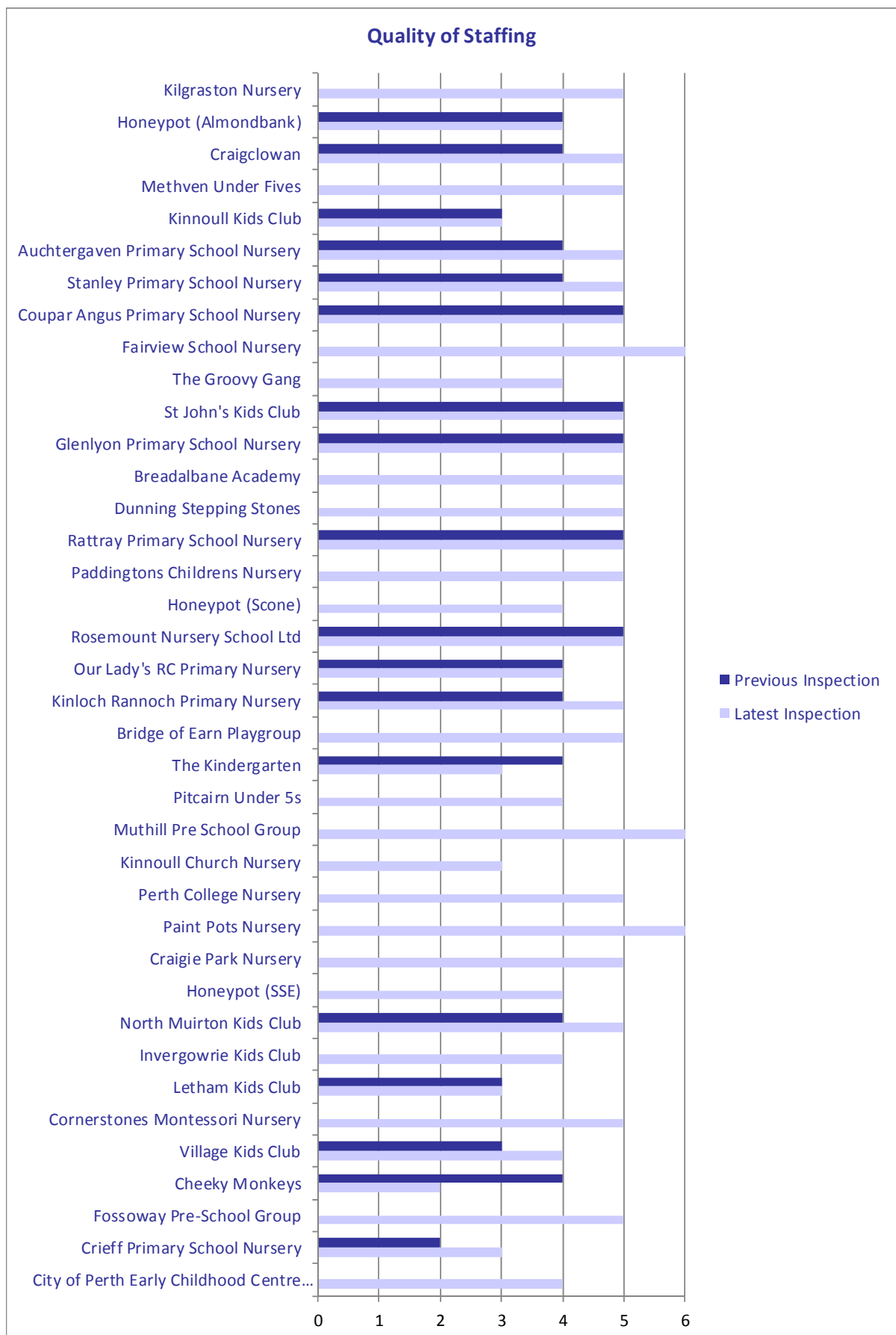
Appendix B: Grading History, Woodlea Cottage and We Care Perthshire

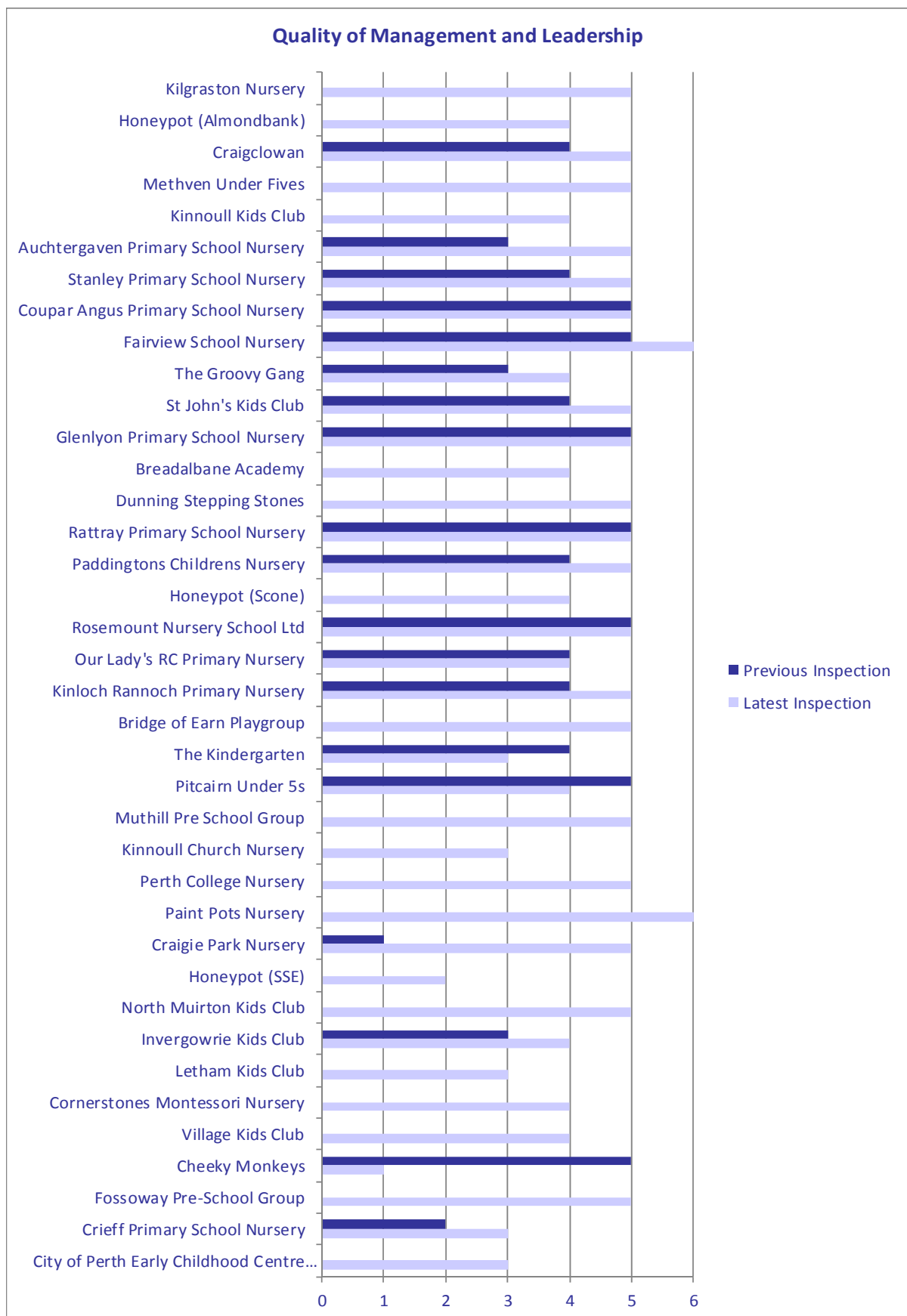
Appendix C: Overview of HMI Inspections (Pre-School Centres and Schools) by Performance Indicator

Appendix A: Grading History, services providing day care for children inspected and published by the Care Inspectorate, 1 April 2012 - 31 January 2013

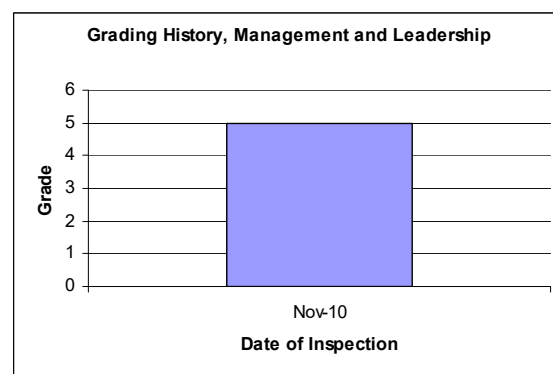
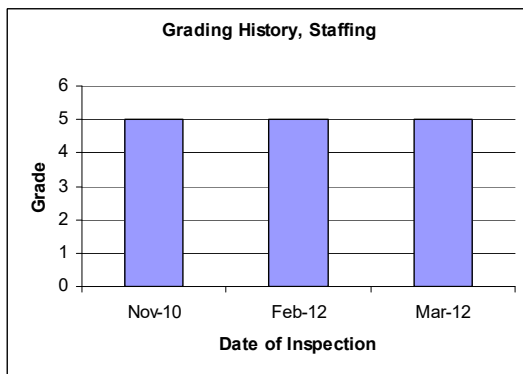
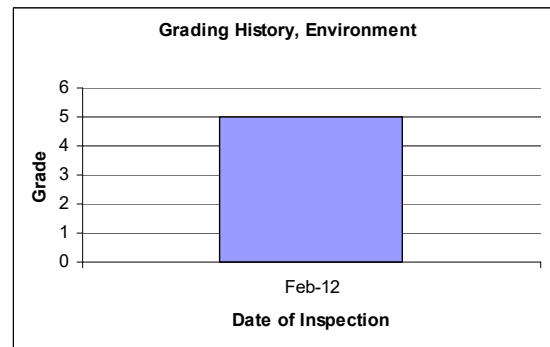
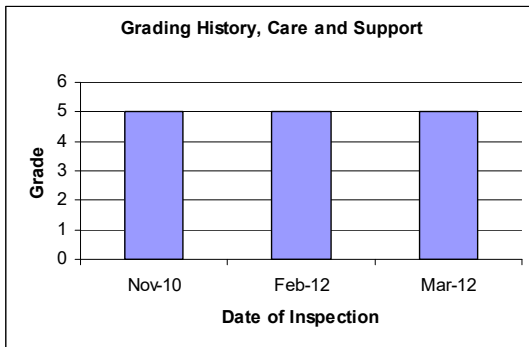




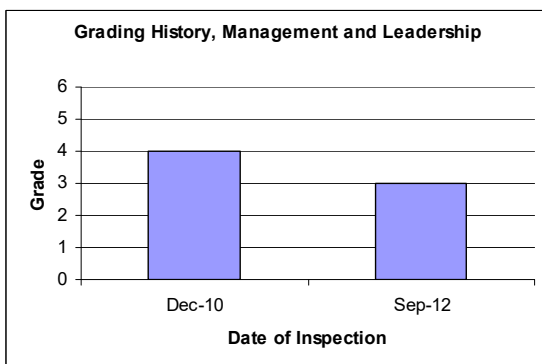
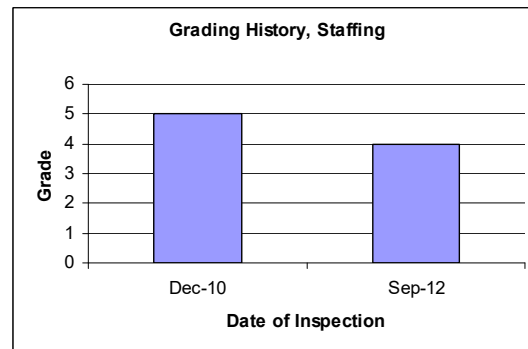
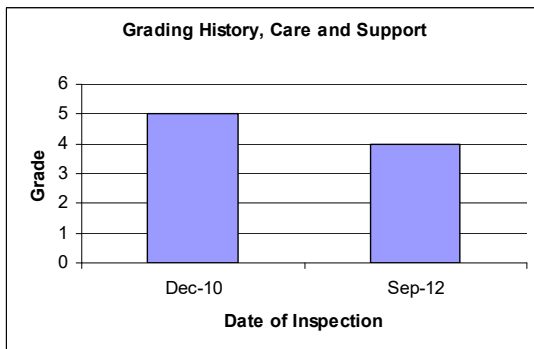




Appendix B: Grading History, Woodlea Cottage



Appendix B: Grading History, We Care Perthshire



Appendix C: Overview of HMI Inspections by Performance Indicator, Pre-School Centres**Table 1a: Overview by Performance Indicator: Satisfactory or Better**

Satisfactory or Better Pre-School	2008/09		2009/10		2010/11		2011/12		2012/13	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	6	86	11	92	10	100	5	100	2	100
Children's experiences	6	86	11	92	10	100	5	100	2	100
Meeting learning needs	6	86	11	92	10	100	5	100	2	100
Total <u>Core</u> QI's Satisfactory or Better	18	86	33	92	30	100	15	100	6	100
The curriculum	5	71	11	92	10	100	5	100	2	100
Improvement through self evaluation	6	86	10	83	9	90	4	80	1	50
Total QI's Satisfactory or Better	29	83	54	90	49	98	24	96	9	90
Total Number of Inspections	7	-	12	-	10	-	5	-	2	-
Total Number of Quality Indicators	35	-	60	-	50	-	25	-	10	-
Total pre-schools with positive evaluations**	6	86	11	92	10	100	5	100	2	100

** Positive evaluation - all three core QI's are satisfactory or better.

Table 1b: Overview by Performance Indicator: Good or Better

Good or Better Pre-School	2008/09		2009/10		2010/11		2011/12		2012/13	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	6	86	10	83	9	90	5	100	2	100
Children's experiences	6	86	11	92	9	90	5	100	2	100
Meeting learning needs	5	71	11	92	8	80	5	100	2	100
Total <u>Core</u> QI's Good or Better	17	81	32	89	26	87	15	100	6	100
The curriculum	5	71	10	83	7	70	4	80	1	50
Improvement through self evaluation	3	43	9	75	5	50	4	80	1	50
Total QI's Good or Better	25	71	51	85	38	76	23	92	8	80
Total Number of Inspections	7	-	12	-	10	-	5	-	2	-
Total Number of Quality Indicators	35	-	60	-	50	-	25	-	10	-
Total pre-schools with good or better evaluations in all three core QIs	5	71	10	83	8	80	5	100	2	100

Figure 1a: Summary of Grades Awarded
All Quality Indicators

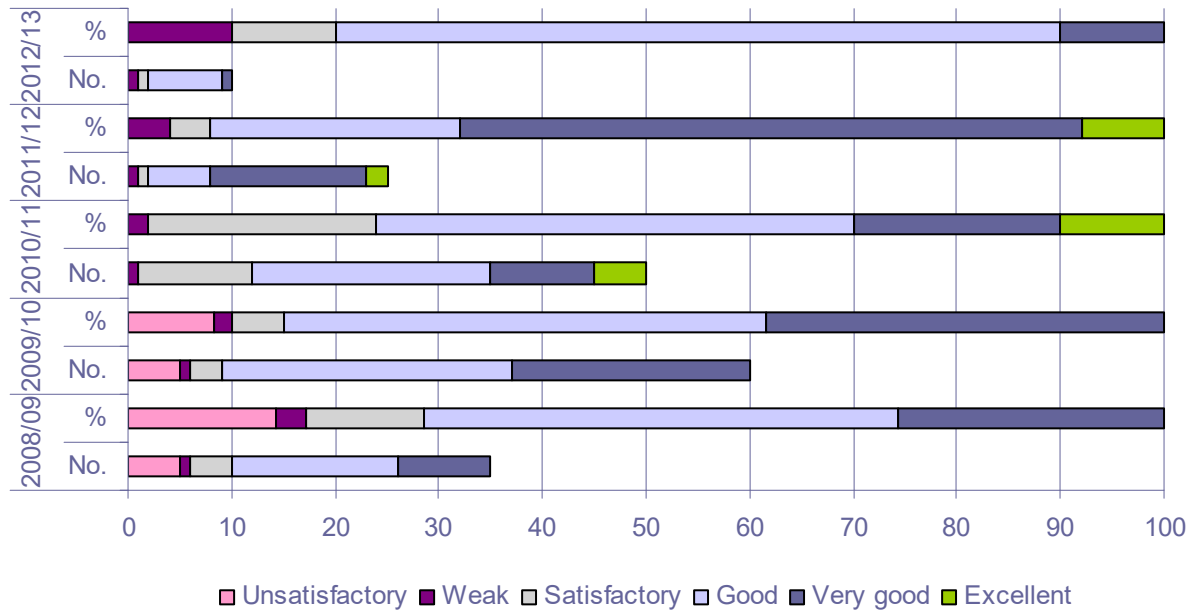
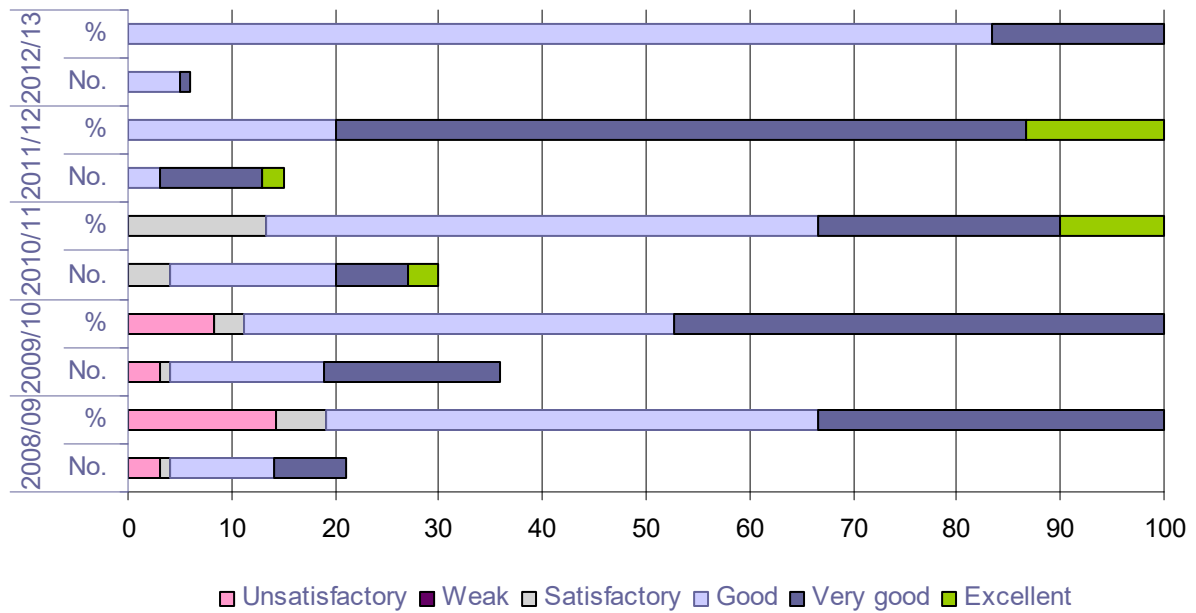


Figure 1b: Summary of Grades Awarded
Core Quality Indicators



Appendix C: Overview of HMI Inspections by Performance Indicator, Primary Schools

Table 2a: Overview by Performance Indicator: Satisfactory or Better

Satisfactory or Better Primary	2008/09		2009/10		2010/11		2011/12		2012/13	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	10	91	10	91	8	100	5	100	1	100
Learners' experiences	11	100	11	100	8	100	5	100	1	100
Meeting learning needs	9	82	11	100	8	100	5	100	1	100
Total <u>Core</u> QI's Satisfactory or Better	30	91	32	97	24	100	15	100	3	100
The curriculum	10	91	11	100	8	100	5	100	1	100
Improvement through self evaluation	9	82	10	91	8	100	4	80	1	100
Total QI's Satisfactory or Better	49	89	53	96	40	100	24	96	5	100
Total Number of Quality Indicators	55	-	55	-	40	-	25	-	5	-
Total Number of Inspections	11	-	11	-	8	-	5	-	1	-
Total schools with positive evaluations**	9	82	10	91	8	100	5	100	1	100

** Positive evaluation - all three core QI's are satisfactory or better.

Table 2b: Overview by Performance Indicator: Good or Better

Good or Better Primary	2008/09		2009/10		2010/11		2011/12		2012/13	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	8	73	9	82	4	50	5	100	1	100
Learners' experiences	8	73	10	91	6	75	5	100	1	100
Meeting learning needs	7	64	9	82	4	50	5	100	1	100
Total <u>Core</u> QI's Good or Better	23	70	28	85	14	58	15	100	3	100
The curriculum	8	73	9	82	3	38	4	80	1	100
Improvement through self evaluation	6	55	9	82	3	38	4	80	1	100
Total QI's Good or Better	37	67	46	84	20	50	23	92	5	100
Total Number of Quality Indicators	55	-	55	-	40	-	25	-	5	-
Total Number of Inspections	11	-	11	-	8	-	5	-	1	-
Total schools with good or better evaluations in all three core QIs	7	64	9	82	3	38	5	100	1	100

Figure2a: Summary of Grades Awarded
All Quality Indicators

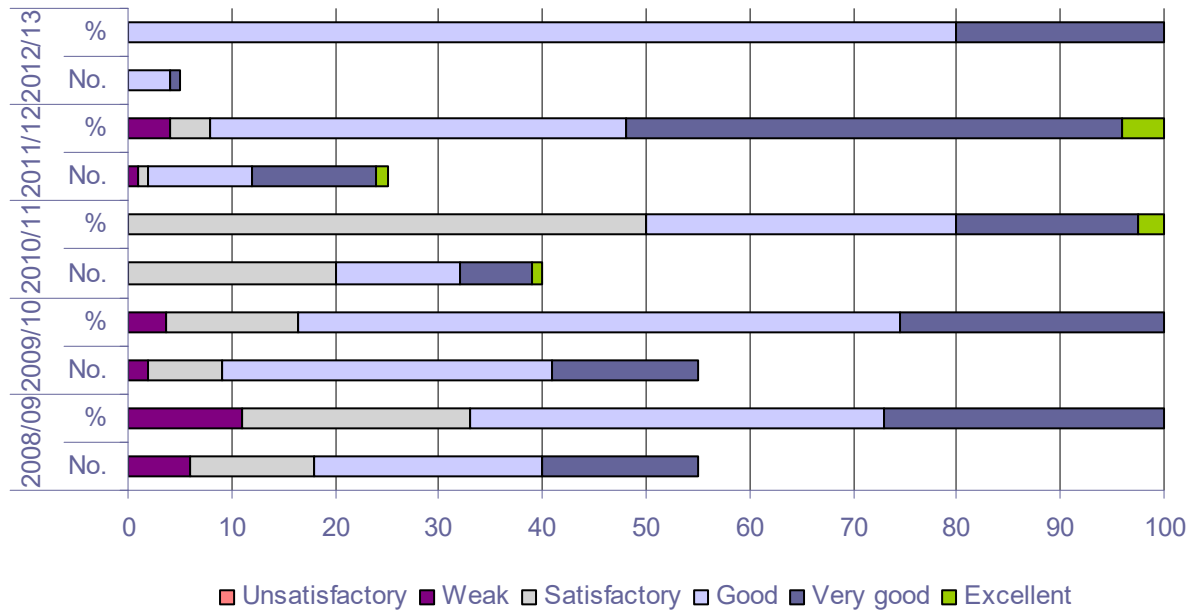
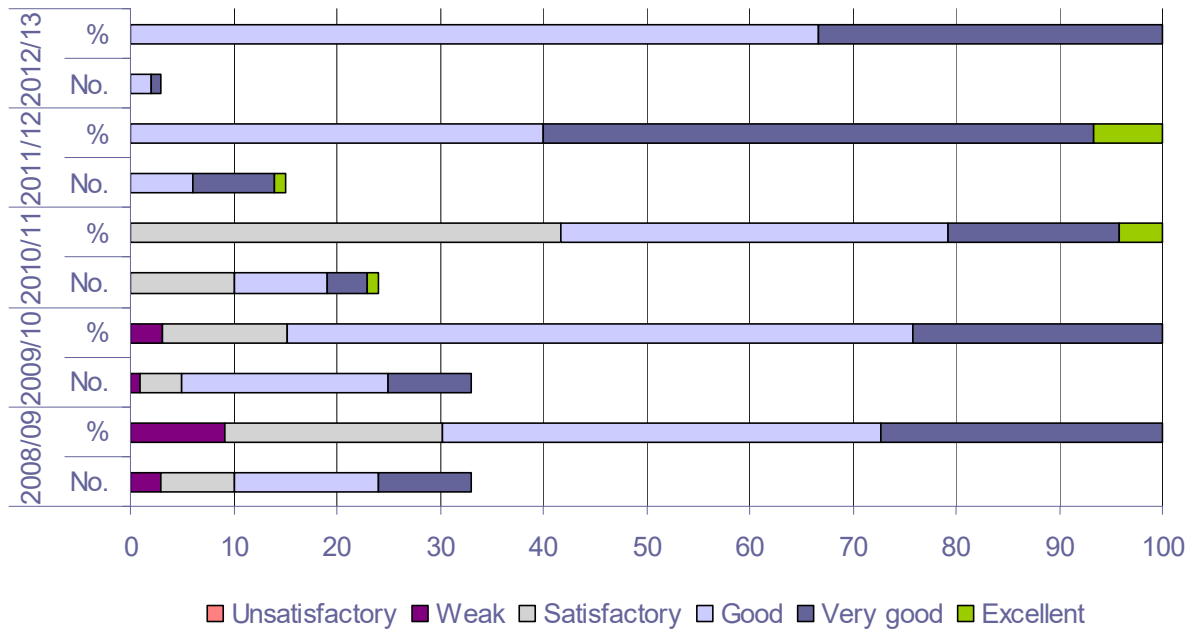


Figure 2b: Summary of Grades Awarded
Core Quality Indicators



Appendix C: Overview of HMI Inspections by Performance Indicator, Secondary Schools

Table 3a: Overview by Performance Indicator: Satisfactory or Better

Satisfactory or Better Secondary	2008/09		2009/10		2010/11		2011/12		2012/13	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	2	100	1	100	0	0	2	100	0	0
Learners' experiences	2	100	1	100	0	0	2	100	0	0
Meeting learning needs	2	100	1	100	0	0	2	100	0	0
Total Core QI's Satisfactory or Better	6	100	3	100	0	0	6	100	0	0
The curriculum	2	100	1	100	0	0	2	100	0	0
Improvement through self evaluation	2	100	1	100	0	0	1	50	0	0
Total QI's Satisfactory or Better	10	100	5	100	0	0	9	90	0	0
Total Number of Quality Indicators	10	-	5	-	0	-	10	-	0	-
Total Number of Inspections	2	-	1	-	0	-	2	-	0	-
Total schools with positive evaluations**	2	100	1	100	0	-	2	100	0	-

** Positive evaluation - all three core QI's are satisfactory or better.

Table 3b: Overview by Performance Indicator: Good or Better

Good or Better Secondary	2008/09		2009/10		2010/11		2011/12		2012/13	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	2	100	0	0	0	0	2	100	0	0
Learners' experiences	2	100	1	100	0	0	2	100	0	0
Meeting learning needs	2	100	1	100	0	0	2	100	0	0
Total Core QI's Good or Better	6	100	2	67	0	0	6	100	0	0
The curriculum	2	100	1	100	0	0	1	50	0	0
Improvement through self evaluation	2	100	0	0	0	0	1	50	0	0
Total QI's Good or Better	10	100	3	60	0	0	8	80	0	0
Total Number of Quality Indicators	10	-	5	-	0	-	10	-	0	-
Total Number of Inspections	2	-	1	-	0	-	2	-	0	-
Total schools with good or better evaluations	2	100	0	-	0	-	2	100	0	-

