

**PERTH AND KINROSS COUNCIL****Executive Sub-Committee of Lifelong Learning Committee****22 March 2017****Standards and Quality In Schools, Learning Communities and Pre-School Centres/Day Care Of Children****Report by Director (Education and Children's Services)****PURPOSE OF REPORT**

This report sets out the key findings following inspections of pre-school centres and schools undertaken by Education Scotland and, by exception, Care Inspectorate inspections on the day care of children since the Executive Sub-Committee of Lifelong Learning Committee on 1 February 2017.

**1. BACKGROUND****1.1 Education Scotland Inspections**

- 1.1.1 Each year Education Scotland inspects and reports on the quality of education in pre-school centres, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision. Education Scotland also inspects the education functions of local authorities and carries out joint inspections of services for children.
- 1.1.2 This report sets out the key findings and areas for improvement following inspections of Perth and Kinross Council pre-school centres (including partner providers), schools and learning communities by Education Scotland. This includes the findings of follow-through inspections where appropriate.
- 1.1.3 Specifically the report sets out the findings of inspections which have been published by Education Scotland since the Executive Sub-Committee of Lifelong Learning Committee on 1 February 2017 ([Report No: 17/44](#) refers).

**Pre-School Centres and Schools**

- 1.1.4 From August 2016 new approaches of inspection are being introduced in a phased manner. The new inspection models are:
  - Full inspection model
  - Short inspection model
  - Localised thematic model
  - Neighbourhood model

1.1.5 For full school inspections, the following HGIOS4 Quality Indicators (QI) will be evaluated on a six point scale:

- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement
- 3.1 Ensuring Wellbeing, Equality and Inclusion

1.1.6 A further QI will be negotiated with the school which will enable school staff and inspectors to focus on a particularly challenging issue or new initiative, with the aim of bringing about improvement through professional dialogue. This QI will not be evaluated on the six-point scale. In addition, inspections will incorporate themes from other QIs and these themes will be reviewed regularly to ensure they remain relevant.

1.1.7 A new format of report has also been introduced. This is a short letter highlighting strengths and aspects for development, and includes a table indicating the QI grades against the six-point scale. The inspection evidence gathered during the inspection is published online as a document called the Summarised Inspection Findings (SIF).

1.1.8 In the case of an initial inspection of a school, a public meeting is held after the publication of the inspection report with invitations going to parents, the local elected members and members of the Lifelong Learning Committee. These meetings give parents, carers and other members of the community the opportunity to discuss the findings of the inspection and to be consulted on the areas for improvement to be taken forward.

1.1.9 Where further inspection activity is carried out, Education Scotland will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Perth and Kinross Council will also be 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](http://www.pkc.gov.uk).

1.1.10 In addition to formal inspections, 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. The school visits comprise the core of the School Improvement Framework and will take the form of one or more of the following over a planned four year programme:

- School Improvement Visit;
- Learning and Achievement Visit; and
- Extended Learning and Achievement Visit and follow up activity and visit.

1.1.11 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 most cases, an inspection has confirmed the view of the school improvement team. 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.

## 2. RECENTLY PUBLISHED REPORTS

### 2.1 Care Inspectorate Inspections

- 2.1.1 A total of 6 inspections have been undertaken and published<sup>1</sup> by the Care Inspectorate since the Executive Sub-Committee of Lifelong Learning Committee on 1 February 2017 ([Report No: 17/44](#) refers). No reports require to be reported as an exception (where any grading has been awarded an evaluation of unsatisfactory, weak or excellent).

### 2.2 Education Scotland Inspections

- 2.2.1 Since the Executive Sub-Committee of Lifelong Learning Committee on 1 February 2017 ([Report No: 17/44](#) refers), the following report has been published by Education Scotland<sup>2</sup>:

- **Inspection of Ruthvenfield Primary School.** Education Scotland will make no further visits in connection with this inspection, which was undertaken following the 'full' model. The evaluations against the quality indicators are shown in Appendix 1a. At the time of the 2016 Census, Ruthvenfield Primary School had 60 primary school children enrolled. The school has a staffing complement of 4.6 FTE teachers and 1.97 FTE non-teaching staff. The summary of inspection findings (SIF) is [available online](#).
- **Follow Through Visit of Errol Primary School.** Errol Primary School was inspected in January 2016 and reported to the Executive Sub-Committee of Lifelong Learning Committee on 27 April 2016 ([Report No 16/191](#) refers). An Education and Children's Services Follow Through Visit took place in February 2017. As requested by the Executive Sub-Committee, a summary of progress made in the Areas for Improvement, and the impact of the planned developments is shown in Appendix 2. This report has also been distributed to parents.

## 3. PERFORMANCE SUMMARY

- 3.1 A full picture of inspection results will be built up over time as the new inspection regime is implemented. Benchmarking data will also be gathered and included once a number of inspections have been completed and national data becomes available.

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<sup>1</sup> As at 25 January 2017

<sup>2</sup> As at 25 January 2017

## Pre-School Centres/Schools

- 3.2 To date one pre-school centre and 2 primary schools have been inspected and published during academic session 2016/17. There have been no inspections of secondary schools carried out in 2016/17.
- 3.3 Of the 8 primary school quality indicators inspected so far (St Dominic's RC Primary School and Ruthvenfield Primary School), four have received 'good' evaluations and four were deemed 'very good'.

## 4. CONCLUSION AND RECOMMENDATION

- 4.1 Inspection reports provide further information on the standards and quality in our services and set out a clear agenda for continuous improvement.
- 4.2 It is recommended that the Executive Sub-Committee of Lifelong Learning Committee considers and comments as appropriate on the contents of the report.

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## ANNEX

### 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

<b>Strategic Implications</b>	
Community Plan / Single Outcome Agreement	<b>Yes</b>
Corporate Plan	<b>Yes</b>
<b>Resource Implications</b>	
Financial	<b>None</b>
Workforce	<b>None</b>
Asset Management (land, property, IST)	<b>None</b>
<b>Assessments</b>	
Equality Impact Assessment	<b>None</b>
Strategic Environmental Assessment	<b>None</b>
Sustainability (community, economic, environmental)	<b>None</b>
Legal and Governance	<b>None</b>
Risk	<b>None</b>
<b>Consultation</b>	
Internal	<b>Yes</b>
External	<b>None</b>
<b>Communication</b>	
Communications Plan	<b>Yes</b>

#### 1. Strategic Implications

##### Community Plan / Single Outcome Agreement

- 1.1 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:

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

This report relates to Objective No (ii) Developing educated, responsible and informed citizens.

##### Corporate Plan

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

#### 2. Resource Implications

##### Financial

- 2.1 Not applicable (n/a)

Workforce

- 2.2 Not applicable (n/a)

Asset Management (land, property, IT)

- 2.3 Not applicable (n/a)

**3. Assessments**Equality Impact Assessment

- 3.1 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.

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.

However, it is anticipated that the work on the quality indicators will promote equality of access to care and support, learning and achievement and 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

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

Sustainability

- 3.3 Not applicable (n/a)

Legal and Governance

- 3.4 Not applicable (n/a)

Risk

- 3.5 Not applicable (n/a)

#### **4. Consultation**

##### Internal

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

##### External

- 4.2 Not applicable (n/a)

#### **5. Communication**

- 5.1 In the case of an initial Education Scotland inspection of a school, a public meeting is held after the publication of the inspection report with invitations going to parents, the local elected members and members of the Lifelong Learning Committee. These meetings give parents, carers and other members of the community the opportunity to discuss the findings of the inspection and to be consulted on the areas for improvement to be taken forward.

Where further inspection activity is carried out, Education Scotland will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Perth and Kinross Council will also be 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](http://www.pkc.gov.uk)

#### **2. BACKGROUND PAPERS**

The following background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report:

- Education Scotland inspection reports, published by [Education Scotland](#)

#### **3. APPENDICES**

	<u>Ruthvenfield Primary School</u>
Appendix 1a	Education Scotland Inspection Letter
Appendix 1b	Extended Learning and Achievement Visit Report, October 2013
	<u>Errol Primary School</u>
Appendix 2	Follow Through Procedures: Progress Report to Parents