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Council Building
2 High Street
Perth
PH1 5PH

8 April 2019

A Meeting of the **Scrutiny Committee** will be held in the **Council Chamber, 2 High Street, Perth, PH1 5PH** on **Wednesday, 17 April 2019** at **13:00** .

If you have any queries please contact Committee Services on (01738) 475000 or email Committee@pkc.gov.uk.

KAREN REID
Chief Executive

Those attending the meeting are requested to ensure that all electronic equipment is in silent mode.

Please note that the meeting will be recorded and will be publicly available on the Council's website following the meeting.

Members:

Councillor Grant Laing (Convener)
Councillor Andrew Parrott (Vice-Convener)
Councillor Chris Ahern
Councillor Michael Barnacle
Councillor Harry Coates
Councillor Dave Doogan
Councillor David Illingworth
Councillor Sheila McCole
Councillor Tom McEwan
Councillor Callum Purves
Councillor Colin Stewart

Scrutiny Committee

Wednesday, 17 April 2019

AGENDA

MEMBERS ARE REMINDED OF THEIR OBLIGATION TO DECLARE ANY FINANCIAL OR NON-FINANCIAL INTEREST WHICH THEY MAY HAVE IN ANY ITEM ON THIS AGENDA IN ACCORDANCE WITH THE COUNCILLORS' CODE OF CONDUCT.

- 1 WELCOME AND APOLOGIES**
- 2 DECLARATIONS OF INTEREST**
- 3 MINUTE OF MEETING OF THE SCRUTINY COMMITTEE OF 6 FEBRUARY 2019 FOR APPROVAL AND SIGNATURE** **5 - 6**
(copy herewith)
- 4 UPDATE BY ARMS-LENGTH EXTERNAL ORGANISATIONS**
 - (i) Culture Perth and Kinross
 - (ii) Live Active Leisure Ltd
 - (iii) Horsecross Arts Ltd
- 5 SUMMARY REPORT ON CARE INSPECTORATE AND EDUCATION SCOTLAND INSPECTIONS** **7 - 26**
Report by Executive Director (Education and Children's Services)
(copy herewith 19/119)
- 6 BUSINESS GATEWAY**
Verbal Update by Depute Director (Housing and Environment)

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All Council Services can offer a telephone translation facility.

PERTH AND KINROSS COUNCIL
 SCRUTINY COMMITTEE
 6 FEBRUARY 2019

SCRUTINY COMMITTEE

Minute of meeting of the Scrutiny Committee held in the Council Chamber, 2 High Street, Perth on Wednesday 6 February 2019 at 2.25pm.

Present: Councillors G Laing, A Parrott, H Coates, M Barnacle, D Doogan, D Illingworth, R McCall (substituting for Councillor C Ahern), T McEwan, C Purves and C Stewart.

In Attendance: K McNamara, Depute Director (Housing and Environment); J Pepper, Depute Director (Education and Children's Services); R Hill and J Chiles (both Education and Children's Services); L Simpson, L Gowans, D McPhee, S Munro and D Williams (all Corporate and Democratic Services).

Apologies: Councillor C Ahern.

Councillor G Laing, Convener, Presiding.

66. WELCOME AND APOLOGIES

The Convener welcomed all those present to the meeting and apologies were noted as above.

67. DECLARATIONS OF INTEREST

There were no Declarations of Interest in terms of the Councillors' Code of Conduct.

68. MINUTE OF THE MEETING OF THE SCRUTINY COMMITTEE OF 28 NOVEMBER 2018

The minute of meeting of the Scrutiny Committee of 28 November 2018 (Arts. 688-698) was submitted, approved as a correct record and authorised for signature.

69. EDUCATION AND CHILDREN'S SERVICES SIX MONTH PERFORMANCE SUMMARY 2018

There was submitted a report by the Executive Director (Education and Children's Services) (19/32) reviewing the performance of the Education and Children's Services against its Business Management and Improvement Plan (BMIP) for the period 1 April 2018 to 30 September 2018.

In response to queries from Councillors Illingworth and McCole, J Pepper advised that performance in relation to meeting the locally agreed timescales for child protection case conferences, adding that, whilst there had been incremental improvement over the last three years, there had been a drop in the last three months. J Pepper further informed members that the primary issue for the reduction in performance was that case conferences had not been quorate, advising members

PERTH AND KINROSS COUNCIL
SCRUTINY COMMITTEE
6 FEBRUARY 2019

of the required participation of the core agencies. J Pepper indicated to members that the matter had been referred to the Child Protection Committee for closer examination and to ensure that there was remedial action taken to address performance.

In response to a query from Councillor Stewart regarding the number of subjects available to students in S4 and S5, R Hill, Education and Children's Services, informed members that a wide range of subjects were available to students, but was dependent upon the school. In response to a further query from Councillor Stewart, R Hill advised that digital learning was in process.

In response to a query from Councillor Laing regarding resources of adult volunteers for the Duke of Edinburgh Awards, R Hill informed members that there was room for more participants in the Duke of Edinburgh Awards, and that the issue of recruiting adult volunteers would be addressed.

Resolved:

The contents of Report 19/32, be noted.

J PEPPER, R HILL AND J CHILES ALL LEFT THE MEETING AT THIS POINT.

70. EQUALITIES PERFORMANCE REPORT 2017/18

There was submitted a report by the Depute Chief Executive, Chief Operating Officer (18/414) seeking scrutiny and comment on the Equalities Report 2017/18.

In response to a query from Councillor Illingworth regarding Interpreting services in Perth and Kinross, D McPhee, Corporate and Democratic Services, advised that close work was being undertaken with Partners to provide Interpreting services.

In response to a query from Councillor McCall regarding Sign Language provision, D McPhee informed members that a Sign Language programme is being rolled out and emphasised the importance of maintaining positive progress in this regard.

Resolved:

The contents of Report 18/253, be noted.

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# PERTH AND KINROSS COUNCIL

## Scrutiny Committee

17 April 2019

### Summary Report on Care Inspectorate and Education Scotland Inspections

Report by Executive Director (Education and Children's Services)  
(Report No. 19/119)

#### PURPOSE OF REPORT

This report provides an overview of the performance of Education and Children's Services inspected and reported over the past year by the Care Inspectorate and Education Scotland, since the previous report of this type, 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](#) is the unified independent scrutiny improvement body for care and children's services. Since April 2008, regulated care services in Scotland have been inspected using a framework of quality themes and quality statements. Services are measured against the National Care Standards and quality themes:

- Quality of Care and Support;
- Quality of Environment or Information;
- Quality of Staffing; and
- Quality of Management and Leadership.

Each quality theme is graded on a 6-point scale in which 1 = unsatisfactory, 2 = weak, 3 = adequate, 4 = good, 5 = very good and 6 = excellent.

1.1.2 The Care Inspectorate conducts unannounced inspections for all regulated services as the main inspection method unless there are practical reasons that this is not appropriate. There are longer intervals between inspections for better performing services and a greater focus on risk-based inspections for poorly performing and high-risk services such as those which provide 24 hour residential care.

1.1.3 Following an inspection, the Care Inspectorate may set out a series of:

- Recommendations: statements that set out actions the care service provider should take to improve or develop the quality of the service.
- Requirements: statements which set out what is required of the care service provider to comply with relevant legislation.

- 1.1.4 Care service providers must submit an action plan to the Care Inspectorate addressing any requirements and recommendations identified. Progress against the action plan is monitored by the Care Inspectorate through annual return and self-assessment forms submitted by the care service provider and through subsequent inspection.
- 1.1.5 Tables 1a and 1b below set out the frequency of inspection for different service types. The Care Inspectorate may inspect more often than shown on this table. 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 1a: Services Subject to Statutory Minimum Frequency**

| Service Category & Type                            | Statutory inspection frequency | For services with high or medium RAD <sup>1</sup> or grades of unsatisfactory, weak, adequate                                                    |
|----------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Care homes for children                            | 1 inspection each 12 months    | 1 inspection each 12 months plus follow-up inspection and/or additional scrutiny or improvement intervention(s) according to risk & intelligence |
| Housing Support Service combined with Care at Home | 1 inspection each 12 months    | 1 inspection each 12 months plus additional scrutiny or improvement intervention(s) according to risk & intelligence                             |

**Table 1b: Services Subject to Risk Based Inspection Frequency Guidelines**

| Service Category & Type                                           | Definition of Better Performing Services | Frequency for Better Performing Services | Frequency for Services not Meeting the Better Performing Definition |
|-------------------------------------------------------------------|------------------------------------------|------------------------------------------|---------------------------------------------------------------------|
| Adoption services                                                 | Low RAD & Grades 4 or more               | 1 inspection each 24 months              | 1 inspection each 12 months                                         |
| Day care of children (Registered for 0-16 years i.e. under 3s)    | Low RAD & Grades 4 or more               | 1 inspection each 24 months              | 1 inspection each 12 months                                         |
| Day care of children (registered for 3-16 years i.e. no under 3s) | Low RAD & Grades 4 or more               | 1 inspection each 36 months              | 1 inspection each 12 months                                         |
| Fostering services                                                | Low RAD & Grades 4 or more               | 1 inspection each 24 months              | 1 inspection each 12 months                                         |
| Housing support (not combined with Care at Home)                  | Low RAD & Grades 4 or more               | 1 inspection each 24 months              | 1 inspection each 12 months                                         |

**Source:** Care Inspectorate, Scrutiny and Inspection Plan Summary 2016/17, Frequency of inspection rules for regulated care services, Summary Guide 2016/17

## 1.2 Education Scotland

- 1.2.1 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. Independent sector inspections are outwith the scope of this report.

<sup>1</sup> More information on the Risk Assessment Document, the Care Inspectorate's risk assessment tool, can be found in the [Care Inspectorate's Risk Assessment publication](#).



## **Pre-School Centres/Schools**

1.2.2 From August 2016 new approaches to inspection have been introduced in a phased manner. The new inspection models are:

- Full inspection model
- Short inspection model
- Localised thematic model
- Neighbourhood model

1.2.3 For school inspections, the following HGIOS4 Quality Indicators (QI) are evaluated on a six point scale:

### **Full inspection Model**

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

### **Short inspection Model**

- 1.1 Self-evaluation for self-improvement
- 3.2 Raising Attainment and Achievement

1.2.4 A further QI is 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.

1.2.5 A short letter is provided to report the inspection, highlighting strengths and aspects for development, and includes a table indicating the QI evaluations against the six-point scale. The inspection evidence gathered during the inspection is published online as a document called the Summarised Inspection Findings (SIF).

## **1.3 Joint Inspections**

1.3.1 From August 2013, the Care Inspectorate and Education Scotland began a programme of joint inspections of nursery classes and pre-school centres. The outcomes from these inspections are reported publicly in one report produced jointly by both scrutiny bodies. In each report there will still be separate evaluations of both the Quality Indicators considered by Education Scotland and the Care Standards considered by the Care Inspectorate. Two joint inspections (Honeypot Children's Nursery – Luncarty and Letham Primary School) have been published since the previous version of this report.

## 1.4 Analysis of inspection outcomes

- 1.4.1 There are a number of factors which make the analysis of the inspection gradings complex over this reporting period. These factors include:
- Improvements and changes to the inspection models and quality frameworks and this had meant that it is not possible to make direct comparisons across each year;
  - The number of inspections carried out within the local authority area varies from year to year; and
  - The selection of quality indicators and themes can vary from inspection to inspection.

## 2 SERVICES PROVIDING DAY CARE FOR CHILDREN

- 2.1 This section presents an overview of the performance of services providing day care for children inspected over the past year (2018/19) where Perth and Kinross Council is the registered provider, and for services registered as partner providers<sup>2</sup>. The Care Inspectorate Inspection Reports are reported to the Executive Sub-Committee of Lifelong Learning Committee by exception - where any grading has been awarded an evaluation of **unsatisfactory**, **weak** or **excellent**. In the past year, 5 services have been reported for receiving **excellent** gradings. No services were graded as **unsatisfactory** or **weak**.
- 2.2 All 38 inspections of services providing day care for children in 2018/19 were unannounced.
- 2.3 To date in 2018/19, 91% of grades awarded were **good** or better, which is a slight decrease from 2017/18 (96%). The proportion of **excellent** and **very good** grades awarded is 53% in 2018/19, a decrease from 2017/18 (63%). Appendix A provides further details and some interpretation of the figures. When looking at individual indicators, care must be used in interpretation as some may be evaluated much less than others and therefore subject to greater change from year to year.
- 2.4 We continue to monitor, support and challenge all centres through a planned programme of improvement visits. Furthermore we are undertaking 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.
- 2.5 Appendix B shows performance from 1 April 2013 to 26 February 2019 by Quality Theme for all inspected services providing day care. It is common for only certain quality indicators to be assessed during an inspection, therefore each quality indicator will likely have a different total number of assessments during a given time period.
- 2.6 Overall, the Quality of Care and Support, and the Quality of Staffing show consistently high performance. The Quality of Environment measure has seen some reduction in the latest two years. This has been recognised in the Service's own quality assurance of establishments, with the intention of improving performance in this area. The Quality of Leadership and

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<sup>2</sup> At the time of writing, information available for services inspected and published between 1 April 2018 and 26 February 2019.

Management has seen similar reductions. Turnover of management staff from partner providers to other positions has partly contributed to this trend, and the Service has a development programme to upskill existing Early Childhood Practitioners (ECPs) to undertake management posts. This measure is also affected by the small number of inspections involved, with only 11 of 38 inspections including the Leadership and Management theme.

### **3 SUPPORT AND RESIDENTIAL CARE SERVICES**

#### **3.1 Woodlea Cottage**

- 3.1.1 The Care Inspectorate undertook an unannounced inspection of Woodlea Cottage in December 2017. Woodlea Cottage is a care home service providing respite and short breaks for up to five children aged from 7 to 18 with severe, complex and enduring needs arising from learning and physical disabilities. Children using the service can do so for up to 28 consecutive days. Staff also provide an outreach service to children and their families, although this is not part of the registered care service.
- 3.1.2 The Care Inspectorate identified a number of key strengths and the inspection found the Quality of Care and Support and the Quality of Management and Leadership to be **Excellent**. The Quality of Environment and Quality of Staffing were not inspected.
- 3.1.3 The findings of this inspection and an update on progress made towards implementing the areas for improvement were reported to the Executive Sub-Committee of Lifelong Learning Committee on 21 May 2018 ([Report No: 18/164 refers](#)). Woodlea Cottage was first inspected in November 2010. The grading history for the 4 latest inspections are shown in Appendix C. This service has received consistently high gradings over this period and is operating at an outstanding level of quality for children and families with complex care and support needs.

### **4 PRE-SCHOOL CENTRES AND SCHOOLS**

- 4.1. This section presents an overview of the performance of Perth and Kinross Council's pre-school centres, including partner providers, and schools inspected by Education Scotland and reported to the Executive Sub Committee of Lifelong Learning Committee up to 25 March 2019.
- 4.2. For the 2017/18 and the part of 2018/19 reported, 10 pre-school centres (including partner providers), 8 primary schools and one secondary school were inspected.
- 4.3. Of the 36 pre-school quality indicators inspected during the above period, 2 received '**Weak**' grading, 9 were graded as '**Satisfactory**', 15 were deemed '**Good**' and 10 received '**Very Good**'. A combined summary of achievement (2016/17 to date) is shown in Appendix D.
- 4.4. Of the 26 primary school quality indicators inspected during the above period, 1 received '**Weak**' grading, 7 were graded as '**Satisfactory**', 5 were deemed '**Good**', 11 received '**Very Good**' and 2 were rated '**Excellent**'. A combined summary of achievement (2016/17 to date) is shown in Appendix D.

- 4.5. Performance against comparator Local Authorities and Scotland is shown in Appendix E. A fuller benchmarking of inspection results from August 2016 will be built up over time as the new inspection regime is implemented. Perth and Kinross consistently outperforms both the comparator group of local authorities and the Scotland average across both the Primary and pre-school sectors, particularly when looking only at indicators graded as **Very Good** or better. However these figures do represent relatively small numbers of inspections and should be viewed with some caution.
- 4.6. A public meeting is held after the publication of the initial inspection letter. 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, Education Scotland will report publicly to parents and stakeholders.
- 4.7. 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.
- 4.8. Inspection reports are scrutinised by members of the Executive Sub-Committee of the Lifelong Learning Committee. Where a school has not been evaluated as good or better, members may choose to further scrutinise the progress made.
- 4.9. In addition to Education Scotland 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.
- 4.10. School visits form the core of the school improvement framework and take the form of one or more of the following over a planned four year programme:
- School improvement visit;
  - Learning and achievement visit; and
  - 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.

- 4.11. 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.

- 4.12. 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](http://www.pkc.gov.uk).

## 5 CONCLUSION AND RECOMMENDATION

- 5.1 The analysis of the gradings and reports by the Care Inspectorate and Education Scotland provide positive confirmation that the standards and quality in our services remain high and set a clear agenda for continuous improvement.
- 5.2 It is recommended that the Scrutiny Committee scrutinises and comments as appropriate on the contents of the report.

### Author(s)

| Name         | Designation                                | Contact Details                                                                        |
|--------------|--------------------------------------------|----------------------------------------------------------------------------------------|
| Paul Davison | Corporate Research and Information Manager | <a href="mailto:ECSCCommittee@pkc.gov.uk">ECSCCommittee@pkc.gov.uk</a><br>01738 475000 |

### Approved

| Name          | Designation                                               | Date          |
|---------------|-----------------------------------------------------------|---------------|
| Sheena Devlin | Executive Director<br>(Education and Children's Services) | 03 April 2019 |

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## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

|                                                     |                   |
|-----------------------------------------------------|-------------------|
| <b>Strategic Implications</b>                       | <b>Yes / None</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>None</b>       |

### 1. Strategic Implications

#### Community Plan / Single Outcome Agreement

#### 1.1 The Perth and Kinross Community Plan 2013-2023 / Single Outcome Agreement 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
- (v) Creating a safe and sustainable place for future generations

This report relates to Objective No (i) Giving every child the best start in life and (ii) Developing educated, responsible and informed citizens.

#### Corporate Plan

#### 1.2 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 (i) Giving every child the best start in life and (ii) 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. Resource Implications**

### Financial

- 2.1 N/A

### Workforce

- 2.2 N/A

### Asset Management (land, property, IT)

- 2.3 N/A

## **3. Assessments**

### Equality Impact Assessment

- 3.1 Assessed as **not relevant** for the purposes of EqIA

### Strategic Environmental Assessment

- 3.2 Assessed as **not relevant** for the purposes of SEA

### Sustainability

- 3.3 N/A

### Legal and Governance

- 3.4 N/A

### Risk

- 3.5 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 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](#).
- Care Inspectorate Inspection reports, published by the [Care Inspectorate](#).
- Standards and Quality in Schools, Learning Communities and Pre-School Centres/Day Care of Children, Executive Sub-Committee of Lifelong Learning Committee, 25 March 2019 ([Report No: 19/91 refers](#)) and 29 October 2018 ([Report No: 18/341 refers](#)) and 21 May 2018 ([Report No: 18/165 refers](#)).
- Care Inspectorate Inspections of Support and Residential Care Services for Children and Young People, Executive Sub-Committee of Lifelong Learning Committee, 21 May 2018 ([Report No: 18/164 refers](#)).

## 3. APPENDICES

**Appendix A:** Summary of performance, services providing day care of children

**Appendix B:** Grading History, services providing day care of children inspected and published by the Care Inspectorate, 1 April 2013 – 26 February 2019.

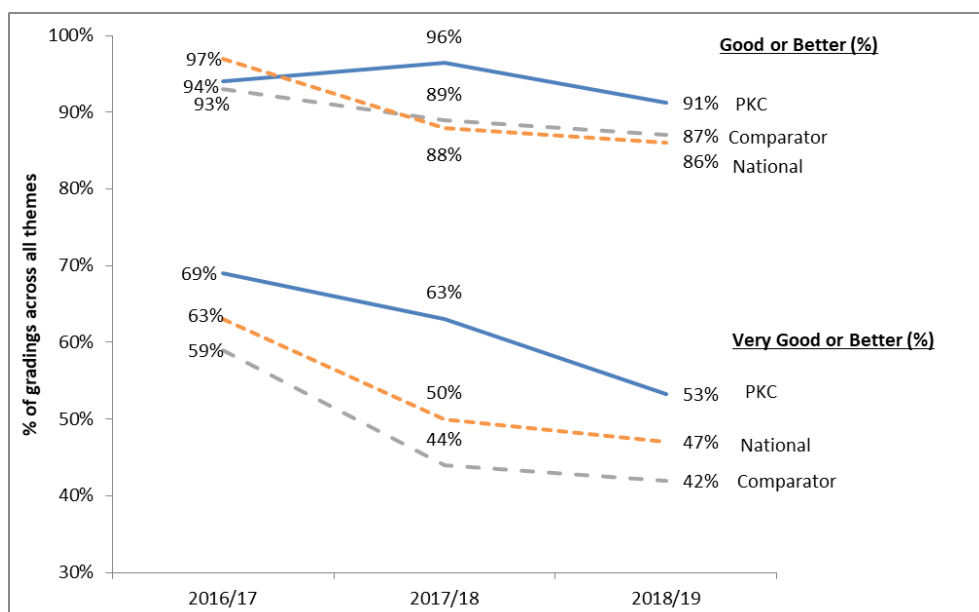
**Appendix C:** Grading History Woodlea Cottage

**Appendix D:** Cumulative Overview of Education Scotland Inspections (Pre-School Centres, Primary Schools and Secondary Schools) in 2016/17 - 2018/19 by Performance Indicator.

**Appendix E:** Primary School and Pre School Cumulative Inspection Performance relative to Comparator Authorities, by Quality Indicator, Academic Year 2016/17 - 2018/19.



## Appendix A: Summary of performance<sup>1</sup>, services providing day care of children inspected by the Care Inspectorate<sup>2,3</sup>



**Commentary:** Performance over the last 3 years has been steady and above comparators when looking at 'Good or better' ratings. At 'Very good or better' there is a slight downward trend but which remains well above comparators. The national trend down is linked to higher expectations from Care Inspectorate inspections and preparation for introduction of the National Standard for FLC.

Note: Axis adjusted to emphasise differences

**Table A1: Summary of performance - 1 April 2018 – 26 February 2019<sup>4</sup>**

| Number of services inspected = 38 |             |           |           |            |          |                  | No of indicators inspected |
|-----------------------------------|-------------|-----------|-----------|------------|----------|------------------|----------------------------|
| Quality Themes                    | Excell -ent | Very Good | Good      | Adequ -ate | Weak     | Unsatis -factory |                            |
| Care and Support                  | 4           | 18        | 14        | 2          | 0        | 0                | 38                         |
| Environment                       | 2           | 12        | 10        | 3          | 0        | 0                | 27                         |
| Staffing                          | 0           | 10        | 5         | 1          | 0        | 0                | 16                         |
| Management and Leadership         | 0           | 3         | 6         | 2          | 0        | 0                | 11                         |
| <b>Total</b>                      | <b>6</b>    | <b>43</b> | <b>35</b> | <b>8</b>   | <b>0</b> | <b>0</b>         | <b>92</b>                  |

**Table A2: Summary of performance - 1 April 2017 – 31 March 2018<sup>5</sup>**

| Number of services inspected = 35 |             |           |           |            |          |                  | No of indicators inspected |
|-----------------------------------|-------------|-----------|-----------|------------|----------|------------------|----------------------------|
| Quality Themes                    | Excell -ent | Very Good | Good      | Adequ -ate | Weak     | Unsatis -factory |                            |
| Care and Support                  | 2           | 23        | 9         | 1          | 0        | 0                | 35                         |
| Environment                       | 1           | 8         | 6         | 1          | 0        | 0                | 16                         |
| Staffing                          | 0           | 5         | 6         | 0          | 0        | 0                | 11                         |
| Management and Leadership         | 0           | 14        | 7         | 1          | 0        | 0                | 22                         |
| <b>Total</b>                      | <b>3</b>    | <b>50</b> | <b>28</b> | <b>3</b>   | <b>0</b> | <b>0</b>         | <b>84</b>                  |

<sup>1</sup> Note that rounding of percentage figures may mean totals reported elsewhere do differ.

<sup>2</sup> Note that comparator and national proportions include all services for day care of children whereas Perth and Kinross figures only represent local authority and partner provider services. It also restates previous gradings when quality themes are not assessed.

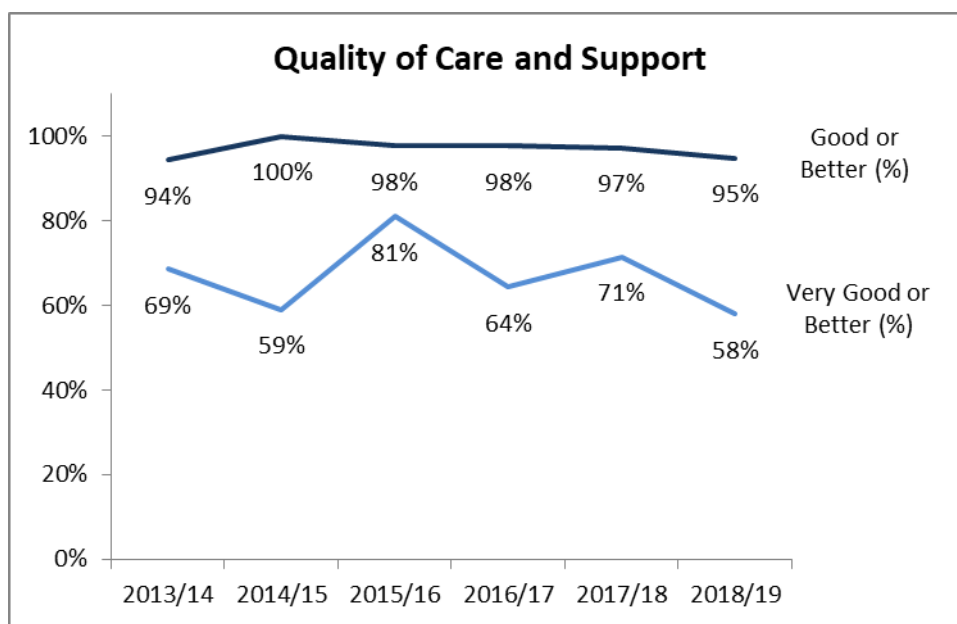
<sup>3</sup> Comparator local authorities are Argyll and Bute, Aberdeenshire, Stirling, Scottish Borders and Highland Council. Comparator and national proportions only available until 31 January 2019

<sup>4</sup> Inspected, published and reported to Lifelong Learning Executive Sub Committee by 5 February 2019.

<sup>5</sup> Table updated from previously published figures to include the whole year 1 April 2017 to 31 March 2018.



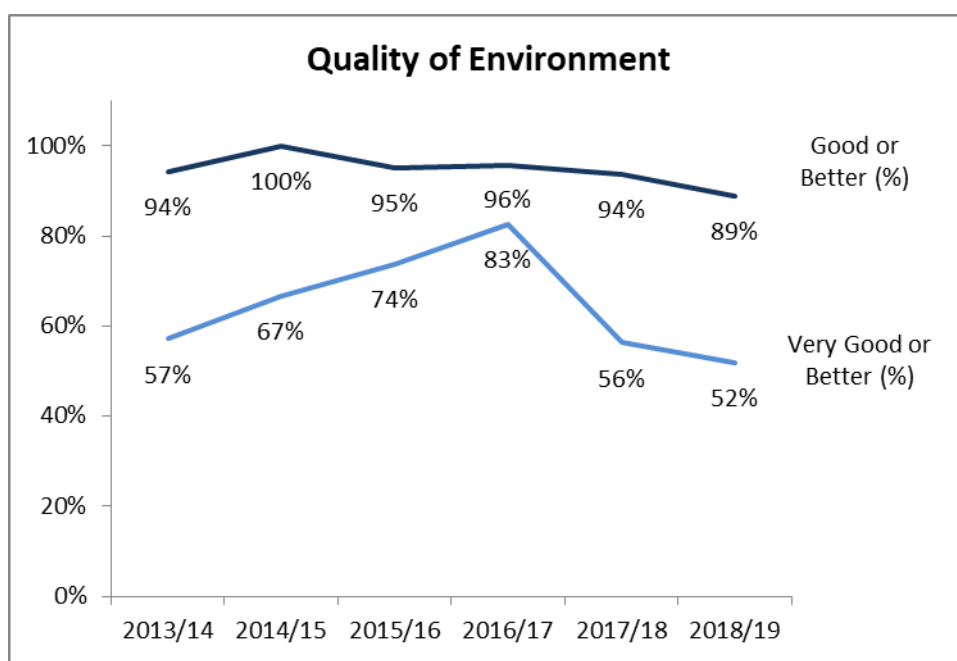
**Appendix B: Grading History, services providing day care of children inspected and published by the Care Inspectorate, 1 April 2013 – 26 February 2019<sup>1</sup>**



**Commentary:**

Performance over 6 years has been high and steady when looking at 'Good or better' ratings. When tightening to 'Very good or better' there is a similar trend within a certain range of performance.

|                              | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|------------------------------|---------|---------|---------|---------|---------|---------|
| <b>Number of Inspections</b> | 35      | 39      | 42      | 42      | 35      | 38      |

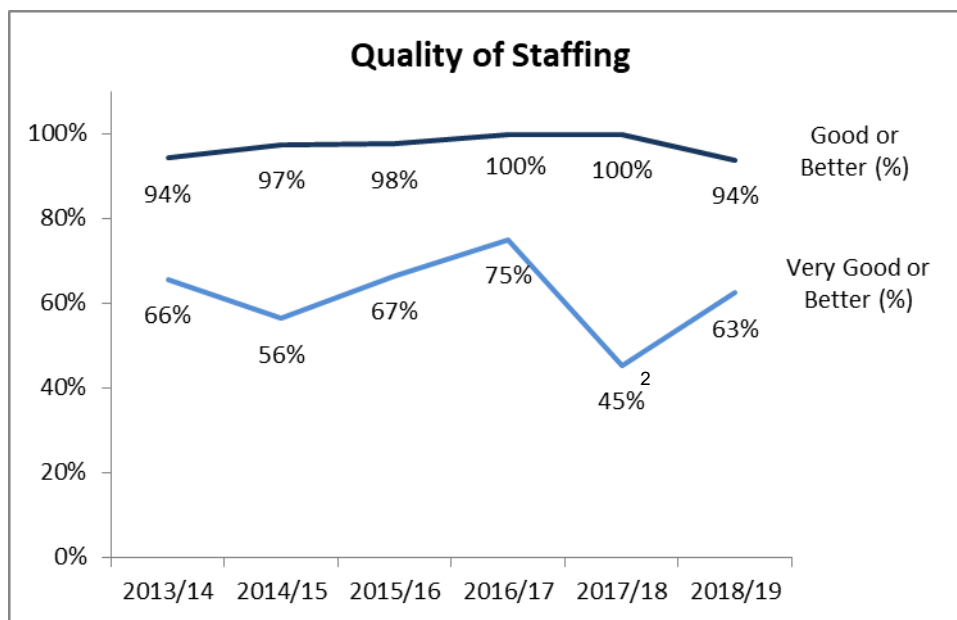


**Commentary:**

Performance over 6 years has been high and steady when looking at 'Good or better' ratings. When tightening to 'Very good or better' the latest two years show a somewhat lower performance. This has been recognised in the Service's own quality assurance of establishments, with the intention of improving performance in this area.

|                              | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
|------------------------------|---------|---------|---------|---------|---------|---------|
| <b>Number of Inspections</b> | 35      | 39      | 42      | 23      | 16      | 27      |

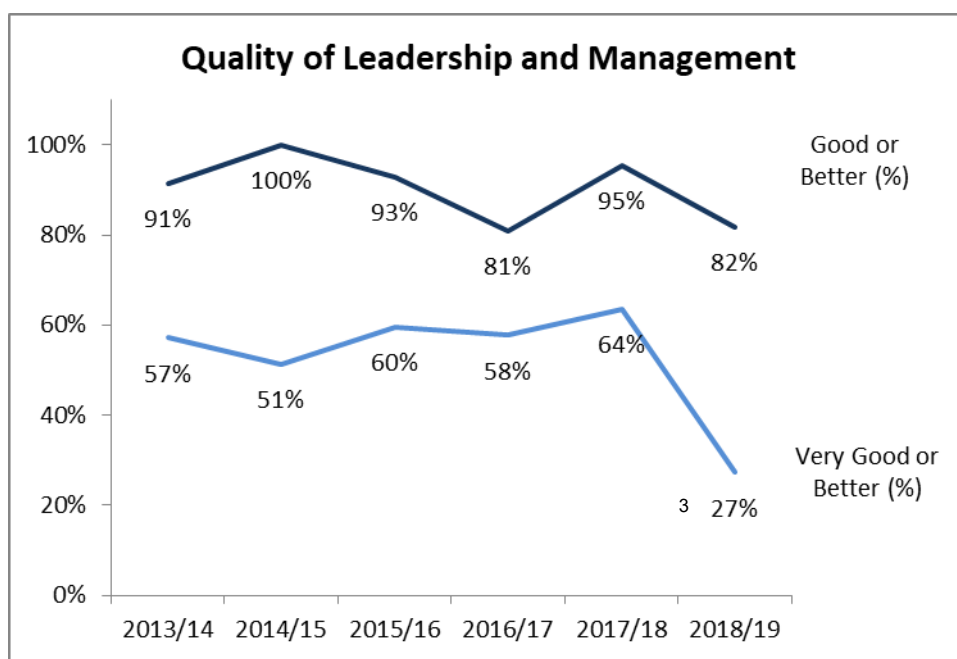
<sup>1</sup> Inspected, published and reported to Lifelong Learning Executive Sub Committee by 26 February 2019.



#### Commentary:

Performance over 6 years has been high and steady when looking at 'Good or better' ratings. When tightening to 'Very good or better' the overall trend is similar. Some years (as indicated) have fewer inspections of this quality indicator which can mean larger variations year on year.

|                       | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 <sup>2</sup> | 2018/19 |
|-----------------------|---------|---------|---------|---------|----------------------|---------|
| Number of Inspections | 35      | 39      | 42      | 28      | 11                   | 16      |



#### Commentary:

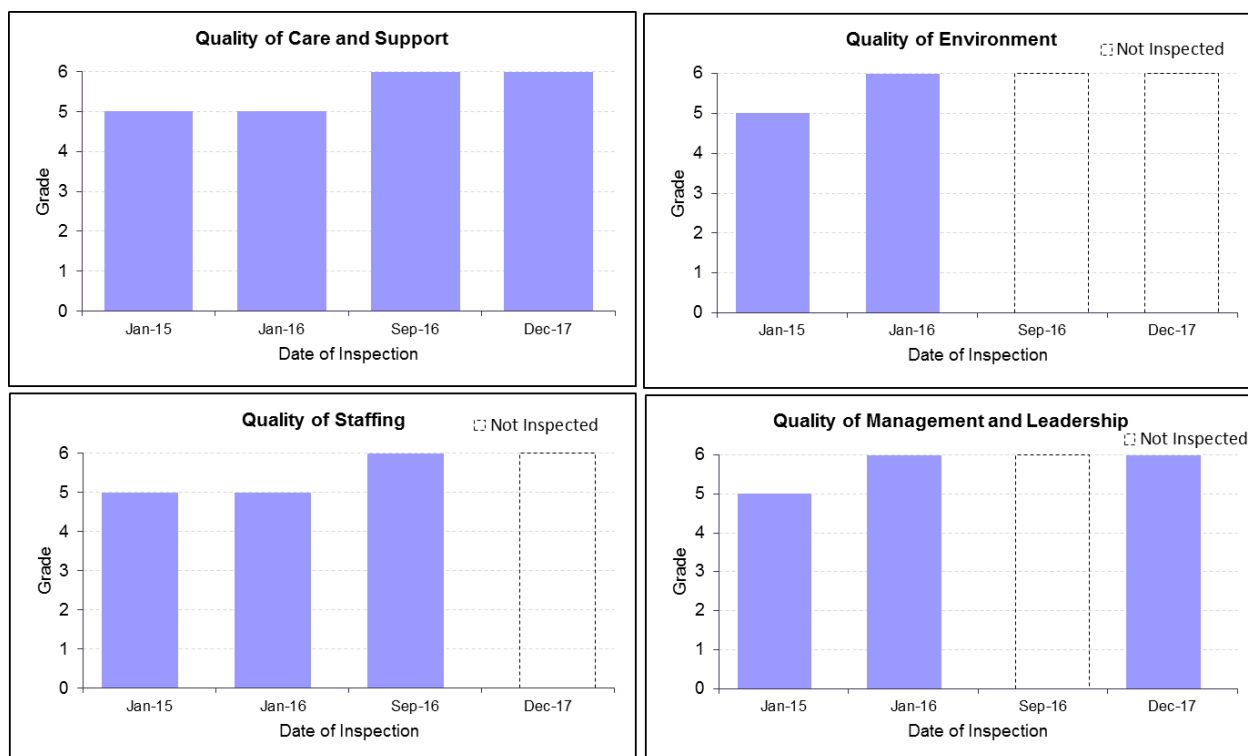
Performance over 6 years has been high and steady when looking at Good or better ratings. Turnover of management staff from partner providers to other positions has partly contributed to a small reduction from 'Very Good'. The Service has a development programme to upskill existing Early Childhood Practitioners (ECPs) to undertake management posts.

|                       | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 <sup>3</sup> |
|-----------------------|---------|---------|---------|---------|---------|----------------------|
| Number of Inspections | 35      | 39      | 42      | 26      | 22      | 11                   |

<sup>2</sup> Care must be taken when analysing the Quality of Staffing in 2017/18 as this was only assessed in 6 of the 21 inspections, giving a much smaller sample size than in previous years. For perspective, of those 6 gradings, 1 was Very Good and 5 were Good.

<sup>3</sup> Similar care must be applied to the 2018/19 percentage for Quality of Leadership and Management. This indicator was only accessed in 11 of the 38 inspections, giving a much smaller sample size than in previous years. Of the 11 gradings, 3 were Very Good, 6 were Good and 2 were Adequate

## Appendix C: Grading History, Woodlea Cottage





## Appendix D: Cumulative Overview of Education Scotland Inspections in 2016/17 - 2018/19 by Performance Indicator

**Table D1: Pre-School Overview by Performance Indicator**

| Number of Pre-Schools inspected = 14 (1 Follow Through, 11 Full Inspections and 2 Short Inspections) |           |           |      |              |      |                |
|------------------------------------------------------------------------------------------------------|-----------|-----------|------|--------------|------|----------------|
| Quality Indicator                                                                                    | Excellent | Very Good | Good | Satisfactory | Weak | Unsatisfactory |
| Leadership of change                                                                                 | 0         | 4         | 3    | 4            | 0    | 0              |
| Learning, teaching and assessment                                                                    | 0         | 3         | 4    | 2            | 1    | 0              |
| Securing children's progress                                                                         | 0         | 3         | 8    | 1            | 1    | 0              |
| Ensuring wellbeing, equality and inclusion                                                           | 0         | 5         | 5    | 1            | 0    | 0              |
| Self-evaluation for self-improvement                                                                 | 0         | 0         | 1    | 1            | 0    | 0              |
| All Quality Indicators                                                                               | 0         | 15        | 22   | 9            | 2    | 0              |

**Table D2: Primary Overview by Performance Indicator**

| Number of Primary Schools inspected = 13 (1 Follow Through, 8 Full and 4 Short Inspections) |           |           |      |              |      |                |
|---------------------------------------------------------------------------------------------|-----------|-----------|------|--------------|------|----------------|
| Quality Indicator                                                                           | Excellent | Very Good | Good | Satisfactory | Weak | Unsatisfactory |
| Leadership of change                                                                        | 1         | 3         | 2    | 2            | 0    | 0              |
| Learning, teaching and assessment                                                           | 0         | 4         | 2    | 2            | 0    | 0              |
| Raising attainment and achievement                                                          | 0         | 7         | 2    | 2            | 1    | 0              |
| Ensuring wellbeing, equality and inclusion                                                  | 1         | 4         | 3    | 0            | 0    | 0              |
| Self-evaluation for self-improvement                                                        | 0         | 3         | 0    | 1            | 0    | 0              |
| All Quality Indicators                                                                      | 2         | 21        | 9    | 7            | 1    | 0              |

**Table D3: Secondary Overview by Performance Indicator**

| Number of Secondary Schools inspected = 1 (1 Full Inspections) |           |           |      |              |      |                |
|----------------------------------------------------------------|-----------|-----------|------|--------------|------|----------------|
| Quality Indicator                                              | Excellent | Very Good | Good | Satisfactory | Weak | Unsatisfactory |
| Leadership of change                                           | 0         | 0         | 0    | 1            | 0    | 0              |
| Learning, teaching and assessment                              | 0         | 0         | 0    | 1            | 0    | 0              |
| Raising attainment and achievement                             | 0         | 0         | 0    | 1            | 0    | 0              |
| Ensuring wellbeing, equality and inclusion                     | 0         | 0         | 0    | 1            | 0    | 0              |
| Self-evaluation for self-improvement                           | 0         | 0         | 0    | 1            | 0    | 0              |
| All Quality Indicators                                         | 0         | 0         | 0    | 4            | 0    | 0              |



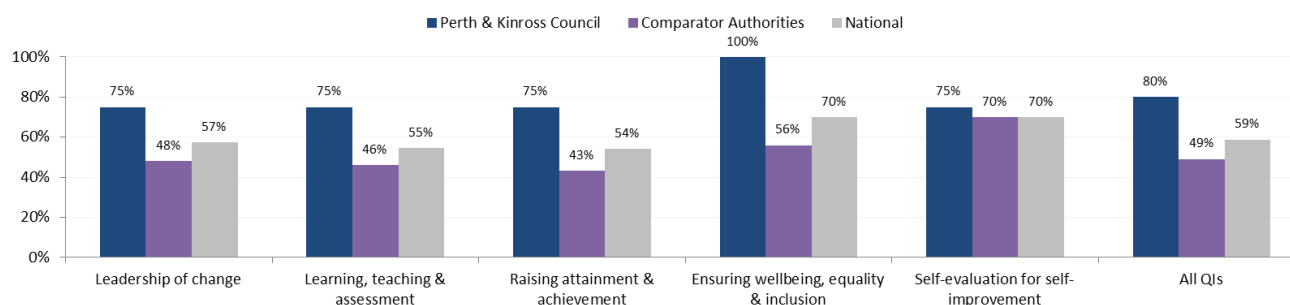


## Appendix E: Cumulative Primary School and Pre School Inspection Performance relative to Comparator Authorities<sup>1</sup>, by Quality Indicator, Academic Years 2016/17 – 2018/19

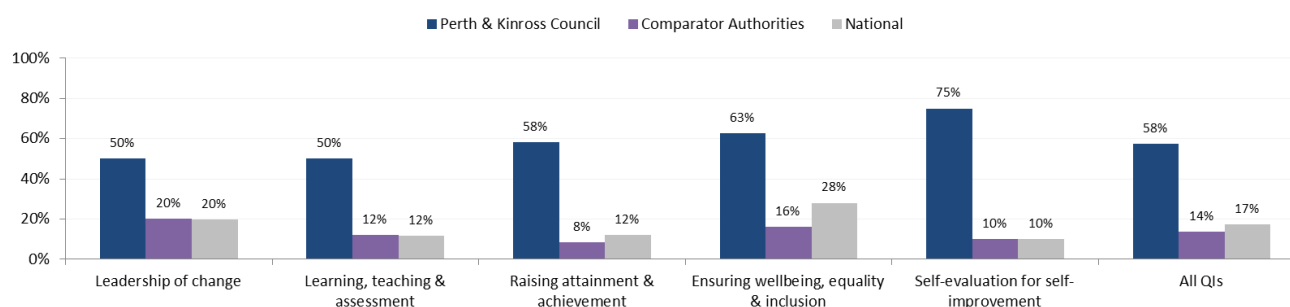
**Commentary:** Although inspection numbers are still relatively low within the new model, performance is consistently good across all quality indicators and well above comparators averages, especially at the higher end of 'very good or better'.

### Primary Schools

#### Quality Indicators (QIs) - Good or better (%)



#### Quality Indicators (QIs) - Very Good or better (%)



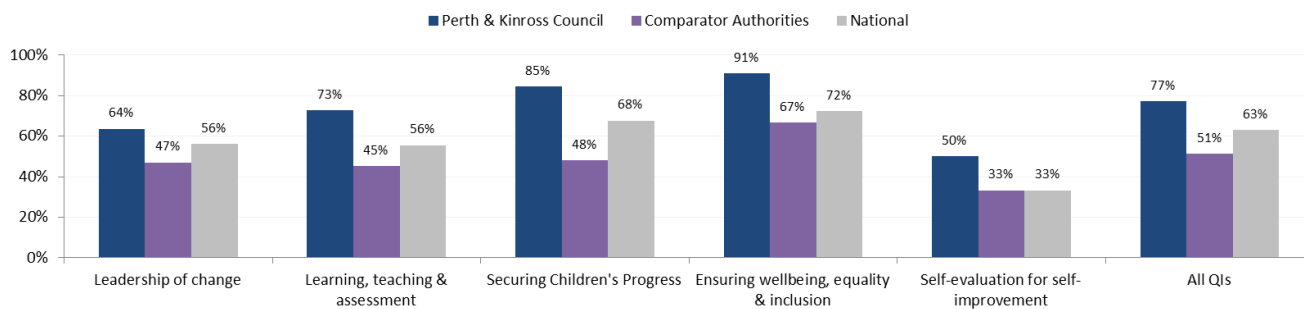
| Quality Indicator         | Leadership of Change | Learning, teaching & assessment | Raising attainment & achievement | Ensuring wellbeing, equality & inclusion | Self-evaluation for self-improvement <sup>2</sup> | All Quality Indicators |
|---------------------------|----------------------|---------------------------------|----------------------------------|------------------------------------------|---------------------------------------------------|------------------------|
| No. of Inspections in PKC | 8                    | 8                               | 12                               | 8                                        | 4                                                 | 40                     |

<sup>1</sup> Argyll and Bute, Aberdeenshire, Stirling, Scottish Borders and Highland Council. Comparator data up to July 2018 only.

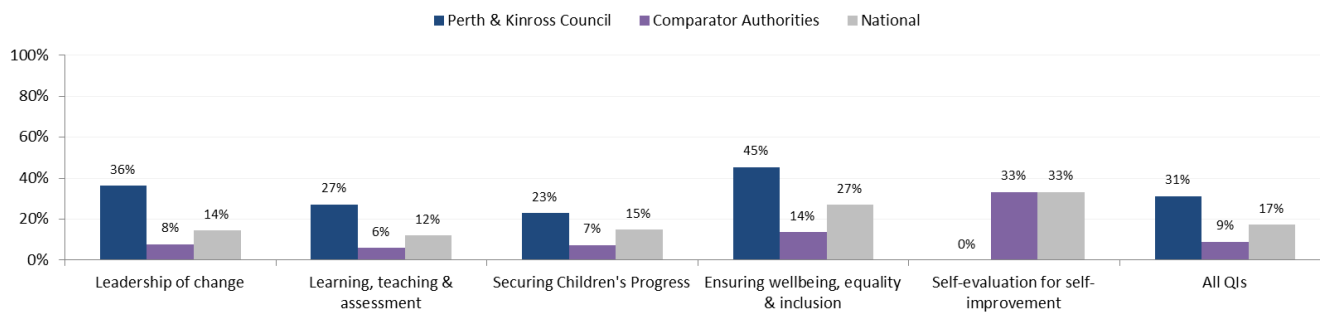
<sup>2</sup> This indicator is only inspected in the 'Short' inspection model.

## Pre School Centres

### Quality Indicators (QIs) - Good or better (%)



### Quality Indicators (QIs) - Very Good or better (%)



| Quality Indicator         | Leadership of Change | Learning, teaching & assessment | Securing Children's Progress | Ensuring wellbeing, equality & inclusion | Self-evaluation for self-improvement | All Quality Indicators |
|---------------------------|----------------------|---------------------------------|------------------------------|------------------------------------------|--------------------------------------|------------------------|
| No. of Inspections in PKC | 11                   | 11                              | 13                           | 11                                       | 2                                    | 48                     |