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Council Building
The Atrium
137 Glover Street
Perth
PH2 0LQ

Tuesday, 09 August 2016

A Meeting of the **Lifelong Learning Executive Sub-Committee** will be held in the **Hay Room, Dewars Centre, Glover Street, Perth, PH2 0TH** on **Wednesday, 17 August 2016** at **14:00**.

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

BERNADETTE MALONE
Chief Executive

Those attending the meeting are requested to ensure that all mobile phones and other communication devices are in silent mode.

Members:

Councillor Bob Band (Convener)
Councillor Gordon Walker (Vice-Convener)
Mrs Hilary Bridge
Councillor Callum Gillies
Councillor Barbara Vaughan
Councillor Willie Wilson

Lifelong Learning Executive Sub-Committee

Wednesday, 17 August 2016

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/SUBSTITUTES**
 - 2 DECLARATIONS OF INTEREST**
 - 3 MINUTE OF MEETING OF THE EXECUTIVE SUB-COMMITTEE OF THE LIFELONG LEARNING COMMITTEE OF 27 APRIL 2016 7 - 12**
 - 4 STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN 13 - 24**
Report by Director (Education and Children's Services) (copy herewith 16/342)
- OAKBANK KIDS CLUB**
- APPENDIX 1 - CARE INSPECTORATE INSPECTION REPORT ON THE DAY CARE OF CHILDREN 25 - 50**
- ST JOHN'S ACADEMY NURSERY CLASS**
- APPENDIX 2 - CARE INSPECTORATE INSPECTION REPORT ON THE DAY CARE OF CHILDREN 51 - 88**
- TULLOCH PRIMARY SCHOOL NURSERY**
- APPENDIX 3 - CARE INSPECTORATE INSPECTION REPORT ON THE DAY CARE OF CHILDREN 89 - 116**

TEDDY BEAR CARE NURSERY

APPENDIX 4A - EDUCATION SCOTLAND AND CARE INSPECTORATE INSPECTION SUMMARY	117 - 118
--	------------------

APPENDIX 4B - EDUCATION SCOTLAND AND CARE INSPECTORATE INSPECTION LETTER	119 - 122
---	------------------

APPENDIX 4C - EXTENDED LEARNING AND ACHIEVEMENT VISIT REPORT, NOVEMBER 2015	123 - 128
--	------------------

KENMORE PRIMARY SCHOOL

APPENDIX 5A - EDUCATION SCOTLAND AND CARE INSPECTORATE INSPECTION SUMMARY	129 - 130
--	------------------

APPENDIX 5B - EDUCATION SCOTLAND AND CARE INSPECTORATE INSPECTION LETTER	131 - 134
---	------------------

APPENDIX 5C - EXTENDED LEARNING AND ACHIEVEMENT VISIT REPORT, NOVEMBER 2014	135 - 138
--	------------------

COUPAR ANGUS PRIMARY SCHOOL AND NURSERY CLASS

APPENDIX 6A - EDUCATION SCOTLAND AND CARE INSPECTORATE INSPECTION SUMMARY	139 - 140
--	------------------

APPENDIX 6B - EDUCATION SCOTLAND AND CARE INSPECTORATE INSPECTION LETTER	141 - 146
---	------------------

APPENDIX 6C - EXTENDED LEARNING AND ACHIEVEMENT VISIT REPORT, OCTOBER 2010 AND FEBRUARY 2011	147 - 150
---	------------------

5 EDUCATIONAL PSYCHOLOGY SERVICE - VALIDATED SELF-EVALUATION	151 - 170
Report by Director (Education and Children's Services) (copy herewith 16/343)	

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EXECUTIVE SUB-COMMITTEE OF THE LIFELONG LEARNING COMMITTEE

Minute of Meeting of the Executive Sub-Committee of the Lifelong Learning Committee held in the Hay Room, Dewar's Centre, Glover Street, Perth on Wednesday 27 April 2016 at 2.00pm.

Present: Councillors B Band, G Walker, C Gillies, B Vaughan, W Wilson and Mrs H Bridge.

In Attendance: P McAvoy, J Chiles, R Jay, S Johnston, D Macleod, J Pepper, L Richards, K Robertson and C Williamson (all Education and Children's Services); N Wilson, Acting Headteacher, Viewlands Primary School; S Hendry and L Brown (both Chief Executive's Service).

Councillor B Band, Convener, Presiding.

1. WELCOME AND APOLOGIES

The Convener welcomed all those present to the meeting.

2. DECLARATIONS OF INTEREST

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

3. MINUTE OF PREVIOUS MEETING

The minute of meeting of the Executive Sub-Committee of the Lifelong Learning Committee of 25 November 2015 was submitted, approved as a correct record and authorised for signature.

4. STANDARDS AND QUALITY AND SCHOOLS, LEARNING COMMUNITIES AND PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN

There was submitted a report by the Director (Education and Children's Services) (16/191), setting out the key findings following inspections of pre-school centres and schools undertaken by Education Scotland (formerly known as HMI) and, by exception, Care Inspectorate inspections on the day care of children since the meeting of the Executive Sub-Committee of the Lifelong Learning Committee on 25 November 2015.

In referring to Report 16/191 Councillor Vaughan noted only 2 inspections of Perth and Kinross Primary schools had been undertaken and reported on during academic session 2015/16 and that no secondary schools had been inspected during the same period. She asked if consideration had been given to new ways of presenting statistical performance information in future reports. In responding J Chiles advised that he would review how this data is presented to see what other information might be included within the Overviews in future reports.

Councillors Band and Vaughan found the in depth analysis which had been provided on “meeting learners needs” in relation to Errol Primary School and Nursery Class report very helpful, Appendix 3a to Report 16/191 refers . Councillor Vaughan suggested that the Sub-Committee receive a report back on that aspect of the school’s work in 12 months’ time.

In referring to the joint inspection report on the ABC Day Nursery in Appendix 2a to Report 16/191, Councillor Vaughan enquired if Education and Children’s Services (ECS) had a responsibility to ensure that any private nursery who had entered into a contract with the Council complied with recruitment procedures and practice guidance. In responding the Head of Education – Early Years and Primary confirmed that ECS monitored arrangements to ensure recruitment procedures did comply with best practice and appropriate regulations. Joint inspection reports formed part of the monitoring process together with the monitoring of contracts.

In referring to the joint follow-up report by Education Scotland and Perth and Kinross Council in relation to Blairgowrie High School, Appendix 5a to Report 16/191 refers, Councillor Vaughan expressed disappointment that the Learning, Leadership and Achievement weaknesses which had been identified within an earlier inspection report on the school had not been challenged at an earlier date and asked what was being done to improve matters and ensure this was not repeated in another Perth and Kinross Council school.

In responding the Head of Education – Secondary and Inclusion reported that the concerns raised in the original inspection report had related to a lack of engagement and implementation by the school of Curriculum for Excellence and meeting learners needs. The follow-up report on the school had been prepared to show a pathway of improvement. Attainment results for S4 pupils at the school were the best ever. The Headteacher and her team showed a commitment to improving the school to ensure that young people achieved to the best of their ability. The curriculum had been broadened and provided more opportunities for young people to achieve accreditation not only through the curriculum but also through wider achievement and vocational education. An increasingly extensive set of data is now used to enable staff to monitor and track progress of young people within the school.

Councillors Band and Wilson asked for more information on what was being done to support under-achievers in the school. In responding the Head of Education – Secondary and Inclusion reported that targeted mentor support was offered to young people who had been identified as under-achievers.

Mrs Bridge welcomed the significant progress reported within the joint follow-up report on the School.

Resolved:

- (i) Having heard the relevant officers on the key findings of the inspections, and following consideration and questions from the Sub-Committee, it was agreed that the following reports, attached in Appendices 1 to 7 of Report 16/191, be noted:

- Education Scotland and Care Inspectorate Inspection Summary, Kinnoull Church Nursery (Appendix 1a)
 - Education Scotland and Care Inspectorate Inspection Letter, Kinnoull Church Nursery (Appendix 1b)
 - Education Scotland and Care Inspectorate Extended Learning and Achievement Visit Report June 2012, Kinnoull Church Nursery (Appendix 1c)
 - Education Scotland and Care Inspectorate Inspection Summary, ABC Day Nursery (Appendix 2a)
 - Education Scotland and Care Inspectorate Inspection Letter, ABC Day Nursery (Appendix 2b)
 - Education Scotland and Care Inspectorate Extended Learning and Achievement Visit Report November 2010, ABC Day Nursery (Appendix 2c)
 - Education Scotland and Care Inspectorate Inspection Summary, Errol Primary School and Nursery Class (Appendix 3a)
 - Education Scotland and Care Inspectorate Inspection Letter, Errol Primary School and Nursery Class (Appendix 3b)
 - Education Scotland and Care Inspectorate Extended Learning and Achievement Visit Report January 2014, Errol Primary School and Nursery Class (Appendix 3c)
 - Education Scotland and Care Inspectorate Inspection Summary, Abernethy Primary School and Nursery Class (Appendix 4a)
 - Education Scotland and Care Inspectorate Inspection Letter, Abernethy Primary School and Nursery Class (Appendix 4b)
 - Education Scotland and Care Inspectorate Extended Learning and Achievement Visit Report June 2011, Abernethy Primary School and Nursery Class (Appendix 4c)
 - Perth and Kinross Council and Education Scotland Follow-up Report, Blairgowrie High School (Appendix 5a)
 - Education Scotland Inspection Letter, Blairgowrie High School (Appendix 5b)
 - Follow Through Procedures: Progress Report to Parents, Viewlands Primary School (Appendix 6)
 - Care Inspectorate Inspection Report, The Wendy House (Appendix 7)
- (ii) The Director (Education and Children's Services) be requested to submit an update report on meeting learners needs at Errol Primary School to the Executive Sub-Committee in 12 months' time.

5. INSPECTIONS OF SERVICES FOR CHILDREN AND YOUNG PEOPLE BY THE CARE INSPECTORATE

There was submitted a report by the Director (Education and Children's Services) (16/192), setting out the key findings following an unannounced inspection of The Cottages in September 2015 and an unannounced inspection of Woodlea Cottage in January 2016, both carried out by the Care Inspectorate.

Resolved:

Having heard the relevant officers on the key findings of the inspections, and following consideration and questions from the Sub-Committee, it was agreed that the following reports, attached in Appendices 1 and 2 of Report 16/192, be noted:

- Care Service Inspection Report, The Cottages (Appendix 1)
- Care Service Inspection Report, Woodlea Cottage (Appendix 2)
-

R JAY, K ROBERTSON, C WILLIAMSON AND N WILSON LEFT THE MEETING AT THIS POINT

6. DEVELOPING THE LITERACY AND NUMERACY SKILLS OF CHILDREN AND YOUNG PEOPLE

There was submitted a report by the Director (Education and Children's Services) (16/193), (1) highlighting the continuous improvement priorities of literacy and numeracy in schools and how Perth and Kinross Council is striving to achieve this; (2) presenting the support structures that have been developed creating the conditions for a collaborative approach to the continued development of literacy and numeracy, and sharing case studies of effective practice that are enabling this; (3) considering the levels of attainment achieved in literacy and numeracy by children and young people in Perth and Kinross schools; and (4) presenting data gathered locally, and also through the mechanisms of the Scottish Qualifications Authority (SQA).

In responding to a request from Councillor Band for an example of Level 4 attainment in literacy and numeracy the Head of Education – Secondary and Inclusion reported that the SQA deemed achieving Level 4 as being ready to go to work. In relation to Levels 5 or 6 these levels of attainment were required for further study and a vocational qualification.

Councillor Vaughan welcomed the case studies detailed in Appendix 2 to Report 16/193 mentioning in particular Grandtully Primary School's use of digital technology to engage pupils with new books and authors and asked if Education and Children's Services had any plans to roll out these examples of good practice in

other Perth and Kinross Council schools. The Head of Education – Secondary and Inclusion advised that examples of good practice are shared at Local Management Group meetings by the numeracy and literacy co-ordinator. In addition the sharing of information and experience regularly takes place at Headteacher meetings.

Resolved:

The contents of Report 16/193, be noted.

DRAFT

DRAFT

PERTH AND KINROSS COUNCIL**Executive Sub-Committee of Lifelong Learning Committee****17 August 2016****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 (formerly known as HMI) and, by exception, Care Inspectorate inspections on the day care of children since the Executive Sub-Committee of Lifelong Learning Committee on 27 April 2016.

1. BACKGROUND**1.1 Education Scotland Inspections**

- 1.1.1 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, community learning and development services, colleges, and residential educational provision. HMI 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 27 April 2016 (Report No: [16/191](#) refers).

Pre-School Centres/Schools

- 1.1.4 As indicated by [Education Scotland](#) in June 2015, inspections carried out from August 2015 onwards take account of national expectations of progress in implementing Curriculum for Excellence (CfE). The key priorities will focus on raising attainment for all, and on using the curriculum to close the gap in attainment between the most and least advantaged children and young people. The priorities are:
- Progression in learning and evaluating achievement from 3-18
 - Supporting improvement

- Literacy and numeracy including Scottish Survey of Literacy and Numeracy
- Career-Long Professional Learning (CLPL)
- Support for engaging parents and carers
- Senior phase pathways
- Developing the Young Workforce (DYW) – employability and skills
- Using data to support improvement
- Tackling bureaucracy
- Supporting the new National Qualifications

1.1.5 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
- Continued inspection

1.1.6 In the case of an initial HMI 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.

1.1.7 Where further inspection activity is carried out, HMI 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.

1.1.8 In addition to HMI 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 form 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;
- Extended Learning and Achievement Visit and follow up activity and visit.

1.1.9 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 HMI

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.

Changes to Education Scotland inspections in August 2016

- 1.1.10 During 2015/16 Education Scotland tested a range of new approaches to inspection. Following evaluation, four new inspection models will be introduced in a phased manner from August 2016: full Inspection model, short inspection model, localised thematic model and neighbourhood model. Further information on these models will be shared as they are taken forward with our schools.
- 1.1.11 These new models will use How Good is Our School 4th edition (HGIOS4) quality indicators (QIs), which have been aligned with the National Improvement Framework for Scottish Education and the Scottish Attainment Challenge:
- 1.3 Leadership of Change
 - 2.3 Learning, Teaching and Assessment
 - 3.2 Raising Attainment and Achievement
 - 3.1 Ensuring Wellbeing, Equality and Inclusion
- 1.1.12 In addition, inspections will incorporate themes from other QIs and a further QI will also be negotiated with the school being inspected, enabling staff and inspectors to focus on a particularly challenging issue or new initiative with the aim of bringing about improvement through professional dialogue.
- 1.1.13 Changes are also being made to improve communication of findings to parents, with a new report format which will indicate strengths, areas for development and QI grades.
- 1.1.14 Note that changes to QIs will have implications for the continuity of reporting of performance over time and benchmarking with other authorities that has been developed to date.

2. RECENTLY PUBLISHED REPORTS

2.1 Care Inspectorate Inspections

- 2.1.1 A total of 18 full inspections have been undertaken and published¹ by the Care Inspectorate since the Executive Sub-Committee of Lifelong Learning Committee on 27 April 2016 (Report No [16/191](#) refers). Of these reports, three require to be reported as an exception (where any grading has been awarded an evaluation of unsatisfactory, weak or excellent). Oakbank Kids Club was awarded one excellent evaluation and a copy of this report is included in Appendix 1. St John's Academy Nursery Class was awarded one

¹ As at 14 June 2016

excellent evaluation and a copy of this report is included in Appendix 2. Tulloch Primary School Nursery was also awarded one excellent evaluation and a copy of this report is included in Appendix 3.

- 2.1.2 The Care Inspectorate is currently investigating a new approach that is proportionate for highly performing services. These validation inspections do not use quality statements or award grades. The purpose of the validation inspection is to ensure that previous high standards are being maintained. Four validation inspections within Perth and Kinross have been undertaken and published² by the Care Inspectorate. All 4 inspections were positive and the services have maintained standards since their last inspection.

2.2 Education Scotland Inspections

- 2.2.1 Since the Executive Sub-Committee of Lifelong Learning Committee on 27 April 2016 (Report No: [16/191](#) refers), the following reports have been published by Education Scotland³:

- **Inspection of Teddy Bear Care Nursery Ltd.** HMI will make no further visits in connection with this inspection. The evaluations against the quality indicators are shown in Appendix 4a, together with a copy of the inspection letter in Appendix 4b. An Extended Learning and Achievement Visit Report from November 2015 is included as Appendix 4c. At the time of the September 2015 Census, Teddy Bear Care Nursery had 12 funded children.
- **Inspection of Kenmore Primary School.** HMI will make no further visits in connection with this inspection. The evaluations against the quality indicators are shown in Appendix 5a, together with a copy of the inspection letter in Appendix 5b. An Extended Learning and Achievement Visit Report from November 2014 is included as Appendix 5c. At the time of the 2015 census, Kenmore Primary School had 42 pupils enrolled. The school has a staffing complement of 4.2 FTE teachers and 2.1 FTE non-teaching staff.
- **Inspection of Coupar Angus Primary School and Nursery Class.** HMI will carry out a further visit in connection with this inspection. The evaluations against the quality indicators are shown in Appendix 6a, together with a copy of the inspection letter in Appendix 6b. An Extended Learning and Achievement Visit Report from 2010/11 is included as Appendix 6c. At the time of the 2015 census, Coupar Angus Primary School had 179 primary school children and 56 nursery children enrolled. The primary school has a staffing complement of 14.9 FTE teachers and 7.9 FTE non-teaching staff, and the nursery has 5.98 FTE non-teaching staff.

3. PERFORMANCE SUMMARY

² As at 14 June 2016

³ As at 14 June 2016

This section provides a summary of inspection performance over the last five academic years.

Pre-School Centres/Schools

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

- 3.1 Prior to August 2011, these were published as part of the inspection report. Although post August 2011 these evaluations no longer feature in the reports published by HMI, they are published on Education Scotland's website and will continue to be reported to the Executive Sub-Committee of Lifelong Learning Committee. Follow-through inspections do not include an evaluation against quality indicators.
- 3.2 Table 1 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the pre-school sector, including partner providers. Six pre-school centres have been inspected during academic session 2015/16. Annual performance relative to our comparator authorities and also Scotland is shown.

Table 1: Pre-School Overview by Performance Indicator⁴

Pre-School	Satisfactory or Better					Good or Better				
	11/12	12/13	13/14	14/15	15/16	11/12	12/13	13/14	14/15	15/16
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	5	7	5	3	5	5	7	5	3	5
Childrens' experiences	5	7	5	3	6	5	7	5	3	5
Meeting learning needs	5	7	5	3	6	5	7	5	3	5
Core Quality Indicators	15 (100%)	21 (100%)	15 (100%)	9 (100%)	17 (94%)	15 (100%)	21 (100%)	15 (100%)	9 (100%)	15 (83%)
The curriculum	5	6	5	3	6	4	5	4	3	5
Improvement through self evaluation	4	5	5	3	6	4	4	4	3	5
All Quality indicators	24 (96%)	32 (91%)	25 (100%)	15 (100%)	29 (97%)	23 (92%)	30 (86%)	23 (92%)	15 (100%)	25 (83%)
<i>Comparator Proportions</i>	95%	93%	89%	94%	-	73%	71%	65%	70%	-
<i>National Proportions</i>	94%	94%	90%	92%	-	74%	73%	67%	65%	-

Total Number of PKC Quality Indicators	25	35	25	15	30
Total Number of PKC Inspections	5	7	5	3	6

⁴ Comparator Authorities Aberdeenshire, Argyll & Bute, Highland, Scottish Borders and Stirling. Comparator Data for 2015/16 not available at the time of publication.

Primary Schools

3.3 Table 2 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the primary sector. Four primary schools have been inspected and reported during academic session 2015/16 to date.

Table 2: Primary Overview by Performance Indicator⁵

Primary	Satisfactory or Better					Good or Better				
	11/12	12/13	13/14	14/15	15/16	11/12	12/13	13/14	14/15	15/16
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	5	6	3	4	3	5	5	3	3	3
Learners' experiences	5	6	3	4	4	5	5	3	4	3
Meeting learning needs	5	6	3	4	4	5	4	3	4	2
Core Quality Indicators	15 (100%)	18 (100%)	9 (100%)	12 (100%)	11 (92%)	15 (100%)	14 (78%)	9 (100%)	11 (92%)	8 (89%)
The curriculum	5	5	3	4	4	4	5	3	4	3
Improvement through self evaluation	4	5	3	4	4	4	4	3	4	3
All Quality indicators	24 (96%)	39 (93%)	15 (100%)	20 (100%)	19 (95%)	23 (92%)	23 (77%)	15 (100%)	19 (95%)	14 (70%)
<i>Comparator Proportions</i>	94%	93%	76%	89%	-	75%	61%	46%	60%	-
<i>National Proportions</i>	94%	95%	87%	92%	-	77%	72%	63%	67%	-

Total Number of PKC Quality Indicators	25	30	15	20	20
Total Number of PKC Inspections	5	6	3	4	4

Secondary Schools

3.4 Table 3 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the secondary sector. There have been no inspections in 2015/16 to date.

Table 3: Secondary Overview by Performance Indicator

Secondary	Satisfactory or Better					Good or Better				
	11/12	12/13	13/14	14/15	15/16	11/12	12/13	13/14	14/15	15/16
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	2	2	2	0	0	2	1	2	0	0
Learners' experiences	2	2	2	0	0	2	1	2	0	0
Meeting learning needs	2	2	2	0	0	2	1	2	0	0
Core Quality Indicators	6	6	6	0	0	6	3	6	0	0
The curriculum	2	1	2	0	0	1	1	2	0	0
Improvement through self evaluation	1	1	2	0	0	1	1	2	0	0
All Quality indicators	9	8	10	0	0	8	5	10	0	0

Total Number of PKC Quality Indicators	10	10	10	0	0
Total Number of PKC Inspections	2	2	2	0	0

⁵ Comparator Authorities Aberdeenshire, Argyll & Bute, Highland, Scottish Borders and Stirling. Comparator Data for 2015/16 not available at the time of publication.

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.

Author(s)

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Approved

Name	Designation	Date
Sheena Devlin	Director (Education and Children's Services)	1 August 2016

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

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 HMI 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, HMI 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. 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

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](http://www.education.scot.nhs.uk)

3. APPENDICES

Appendix 1	<u>Oakbank Kids Club</u> Care Inspectorate Inspection Report on the Day Care of Children
Appendix 2	<u>St John's Academy Nursery Class</u> Care Inspectorate Inspection Report on the Day Care of Children
Appendix 3	<u>Tulloch Primary School Nursery</u> Care Inspectorate Inspection Report on the Day Care of Children

Appendix 4a	<u>Teddy Bear Care Nursery Ltd</u>
Appendix 4b	Education Scotland Inspection Summary
Appendix 4c	Education Scotland Inspection Letter
	Extended Learning and Achievement Visit Report, November 2015

Appendix 5a	<u>Kenmore Primary School</u>
Appendix 5b	Education Scotland Inspection Summary
Appendix 5c	Education Scotland Inspection Letter
	Extended Learning and Achievement Visit Report, November 2014

Appendix 6a	<u>Coupar Angus Primary School and Nursery Class</u>
Appendix 6b	Education Scotland Inspection Summary
Appendix 6c	Education Scotland Inspection Letter
	Extended Learning and Achievement Visit Report, October 2010 and February 2011



Care service inspection report

Full inspection

Oakbank Kids Club Day Care of Children

Oakbank Primary School
Viewlands Road West
Perth



Service provided by: Perth & Kinross Council

Service provider number: SP2003003370

Care service number: CS2003051103

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

Quality of care and support	6	Excellent
Quality of environment	5	Very Good
Quality of staffing	5	Very Good
Quality of management and leadership	5	Very Good

What the service does well

Oakbank Kids Club employs an enthusiastic team of staff each of whom bring a variety of experiences which complement each other to provide a rich, stimulating, welcoming service for the children. Staff know each child well and work hard to ensure that individual needs are met. Staff interact well with the children and with each other, ensuring that each child feels happy and included during their time at the club.

What the service could do better

The management team must ensure that protocols for the administration of medication are clearly logged and that accidents are detailed enough to give a clear record of what has happened. Care plans should be reviewed six monthly with parents and a record of this should be maintained.

What the service has done since the last inspection

The service had moved into new premises since the last inspection. Much work had been undertaken by staff and children to ensure that the children felt safe, healthy, achieving, nurtured, active, respected, responsible and included.

We saw that much had been done with the children on Floor books to evidence this and they were available for the parents to enjoy and to help them see what had been happening in the Kids Club.

Conclusion

The service provides a happy, welcoming atmosphere where the staff team works well together, interacts well with children and communicates well with their families and the school. Very good methods are in place to monitor and evaluate the service to ensure that the activities are meeting the children's needs. Management and staff are committed to the further development of the service and are open to new ideas and to further improvement of the service.

1 About the service we inspected

The club can provide care to a maximum of 40 children, at any one time, from an age to attend primary school to 14 years.

The club is managed by Perth and Kinross Council, Childcare Strategy Team, which operate a network of childcare facilities throughout Perth and Kinross.

There were 23 children present during the inspection. They were being cared for by three staff. These staff were the manager who was a childcare supervisor, a play assistant and a supply play assistant. They were joined during the inspection by the senior childcare supervisor who supports this club and three other clubs in the cluster.

Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

Based on the findings of this inspection this service has been awarded the following grades:

Quality of care and support - Grade 6 - Excellent

Quality of environment - Grade 5 - Very Good

Quality of staffing - Grade 5 - Very Good

Quality of management and leadership - Grade 5 - Very Good

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0345 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection

We wrote this report after an unannounced inspection which took place on 22 January 2016 between 2.45pm and 5.45pm. We gave feedback on findings from the inspection at the end of the inspection visit, to the manager and the senior childcare supervisor.

As requested by us, the service completed and sent us an annual return. The service also sent us a completed self-assessment form highlighting what they identified as their strengths and what they felt they could do better.

In this inspection, we gathered evidence from various sources, including the relevant sections of policies, procedures, records and other documents, including:

- newsletters
- displayed information on noticeboards, photographs and children's artwork
- floor books
- certificate of registration
- medication records
- children's care plans
- SHANARRI board
- Early Education and Childcare Strategy Strategic Improvement Plan 2015-2016
- Annual Development Action Plan April 2015.

We spoke with all staff on duty and approximately twelve children who told us what they enjoyed about the club. We also observed the children at play and we observed each one to be confident and happy within the service. We also observed how the staff interacted with the children and saw that the children were happy in their care. We examined the equipment and the environment indoors and outside.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firescotland.gov.uk

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate. We received a completed self assessment document from the service prior to the inspection. In this the service indicated where they thought they were doing well, and where they thought they could make some improvements.

Taking the views of people using the care service into account

"There's a sheet over there that we get to write on what we want for snack. No one likes fruit."

"Yes, lots of us like fruit."

"I love everything about Kids Club"

"I wish we could come every day."

"We loved sledging best."

"I love going to the gym best, gymnastics."

"Hamma beads are best."

"I get to play with my friends."

"The staff are the best ever."

Taking carers' views into account

We sent out twenty questionnaires and received back seven questionnaires before the writing of this report.

Most were very positive. Comments included:

"I particularly appreciate that at the end of the day the staff always find the time for a quick chat to let me know any news - and give me the opportunity to make enquiries or pass on information."

"The holiday programme is very imaginative for the budget!"

"It's a shame it's a bit pricey compared with non registered holiday clubs / camps."

"Not enough information, if any, about what my child has been up to all day at the club."

"Staff are excellent and put a lot of thought into activities."

Comments to the inspector during the inspection included:

"There's a lovely partnership going on between us and the club. It supports us and more importantly it supports the children."

"Very good. They're excited to come and don't want to go home."

"My child is allergic and they are very careful."

"It is a very good place and I can recommend it."

"Everything is good. She has no fuss coming. She loves coming."

"I'm very pleased with the staff."

"It's all fun. He'd come here every day if he could, even Saturday and Sunday."

"Staff are great. He has a good bond with lots of friends here and that relaxes me."

"The things they make like the Hamma beads are great."

"The kids love it. It's flexible. I work shifts so if I have to change shifts it's a godsend if I need to change my hours."

"Staff are super. She loves to come. They've never ending patience. I've no concerns at all. I know she's safe here."

3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 6 - Excellent

Statement 3

"We ensure that service users' health and wellbeing needs are met."

Service Strengths

We found that the Kids Club was performing to an excellent standard in the area we looked at under this Quality statement. We concluded this after talking to the children, all staff on duty during the inspection and talking to the manager and the senior childcare supervisor.

We saw staff interacting very well with the children throughout the inspection. They chatted to them and they had fun and took time to listen to what the children had to say. This meant that staff were very approachable and available to the children at all times.

The records we reviewed included children's care plans and a range of records associated with health and safety, including medication records. We examined the protocols for medication as well as reviewing its storage.

We saw that care plans included a small snapshot about each child including their interests and what was important to them. As a result staff could refer back to this information at any time, seeing how they could include the children in what they were doing, how they could encourage them to be responsible and how they could keep them active and safe.

We saw that photographs were used within the children's care plans and these provided a useful reflective tool for children. We saw that the care plans were linked to the SHANARRI Indicators in line with GIRFEC (Getting it Right for Every Child). We found a wealth of evidence to demonstrate that the service was working hard to keep children safe, healthy, achieving, nurtured, active, respected, responsible and included.

We saw evidence of all of this happening within the club during the inspection which showed that children's rights were being respected and that their health and wellbeing was of paramount importance to staff.

Children were involved in the running of the club. One child chose to call out the names at registration and we heard that children could help take in the fees and write the receipts with adult supervision. This had followed on from a suggestion from a parent who felt that the older children wanted to be more involved in activities appropriate for their age group. This helped provide opportunities to develop office skills, responsibility and interpersonal skills with adults. We saw many opportunities for children to exercise free choice throughout the afternoon and staff were respectful of this.

During registration we heard that staff had listened to the children. As a result they knew that some children wanted to do an experiment and some wanted to do paper mache. Staff wanted to meet the children's needs so suggested combining both ideas and asked if they would like to make a "paper mache exploding volcano". The roar of excitement from the children made it very clear to us all that they were thrilled with this idea and they planned together how they would achieve this, involving all who wanted to take part.

We heard of the children's involvement in the wider community, which helped improve their confidence and self esteem, contributing to their overall health and well-being. Examples of this included geocaching on Kinnoull Hill. Children's comments in the floor books included "I enjoyed finding jeochashis" and "We had fun building dens in the woods." Other trips into the community had included Elcho Castle and the ice rink.

We saw good evidence that the service was committed to promoting healthy eating. We saw staff prepared a nutritious snack which contributed towards a balanced diet.

Snack menus contained items such as a selection of fruit and we saw that children selected items of their choice. Staff had all undertaken elementary food hygiene training and as a result knew to follow good practice guidelines.

All regular staff were trained in first aid so the parents could be reassured that staff should know how to deal with minor accidents.

Through speaking with the manager and one of the teachers we saw that there were excellent professional relationships and links with the school. This meant that individual children were provided with excellent support which contributed to their health and wellbeing in the kids club. As a result we saw staff encouraging children and meeting their individual needs. A parent said to us, "The teachers, head teacher and deputy and all the staff here are like one big team which is great."

We also saw that there were very good links with other agencies such as speech and language and that discussions were recorded in order to help ensure that everyone used the same strategies to help the children within the club.

The service had a real focus on active lifestyles. We saw, from photographs, that the children had fun as they got fresh air outside. In addition, we saw that they liked to play in the sun as staff had recorded in the floor book, "We had fun in the sun playing with water but we were responsible and wore sun cream."

During the inspection we saw the children make good use of the gym hall. They kept safe with the use of safety mats and enjoyed gymnastics and football. We saw that the older children had had opportunities to keep active, for example, when they had gone ice skating in town. The Crazy Sports Day provided the children with opportunities to enjoy active play on wheels using bikes and scooters.

We saw that the floor books included children's own written comments about their favourite ways to keep active such as:

"I liked when I did dodge ball."

"I loved the curling but I missed every time."

Staff also ensured that children could enjoy spontaneous opportunities for active play and children told us:

"We got outside in the snow on the big sledge. It was great fun."

We saw that the service celebrated the children's achievements with regular praise given throughout the session as the children attempted or completed tasks, and when they scored goals playing football or did well at gymnastics. We saw "My Achievement" certificates which children had been awarded. Such encouragement helped children's self esteem and show that they were succeeding and achieving well.

The children told us that they wanted to put on a show at Christmas. One child told us, "We done a performance to all of the teachers, the head teacher and all of that and we did Chrismassy songs." We heard that one child was responsible for the music and one for the jokes throughout which meant that all children could be involved. Teachers were asked for their views afterwards and they included:

"I liked the show so much."

"Thoroughly enjoyed the energy, talent and fantastic entertainment. Utterly awesome."

"I was so impressed by your confidence and your talents."

"Your enthusiasm, smiles and huge effort showed the real spirit of Christmas."

We saw that the children were helped to feel nurtured by having a "take me home buddy" such as Fredward, Winnie or Fern the Frog. Children took them home then shared news of what they had been doing with the buddies at registration to promote language, literacy, self confidence and socialisation. This helped the younger children feel included and the older ones to feel responsible when they also acted as buddies to the younger children.

We found that the service had very clear and practical guidance in relation to child protection. All staff had been involved in training on child protection and in regular updates. As a result we found that the staff we spoke to were clear about what was expected of them in relation to these matters which reflected the policy and procedures.

Areas for improvement

We saw that if staff ensured that parents and children were more involved in regular updates of the care plans they could log more clearly what the children would like to do and learn in the next few months.

Management were aware of the medication needs of each child in their care and during the inspection procedures were tightened to give further details on the protocols to help ensure everyone else was equally alert.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 2

"We make sure that the environment is safe and service users are protected."

Service Strengths

We found that the Kids Club was performing very well in the area we looked at under this Quality statement. We concluded this after talking to the children, all staff on duty during the inspection and talking to the manager and the senior childcare supervisor and examining the environment. We saw some elements of excellent practice.

We heard that one of the parents had been involved in the architecture of the new school and she had ensured that the after school club's needs had been considered and incorporated into the new building.

We saw that the building was in an excellent state of repair and decorative order and that the rooms were clean, attractive, spacious and the environment was calm but fun throughout the inspection.

The kids club was located within the newly built Oakbank Primary School. The premises were all on one level, the entrances being securely locked with a buzzer and entry phone system for the safety of those attending the service. Children and staff had access to the dining area where they could eat and play as well as to the gym throughout the inspection. The facility was very well equipped with a variety of equipment, electronic devices and equipment for active play. The children also made regular use of the outdoor area.

We saw that risk assessments were in place for outings, the indoor and for the outdoor environment. As a result staff aimed to ensure that the environment was safe for the children on an ongoing basis.

The children were encouraged to move around freely and to undertake their own risk assessments to ensure the environment was safe. We saw from the floor books that children's comments about toasting marshmallows included, "Don't get too close to the fire and have the fire away from the trees."

We saw that the environment was well set out prior to the children's arrival with an attractive selection of activities for the children to choose from. The children benefitted from additional resources stored within a huge store room which doubled up as an office to provide space for staff to have a quiet or confidential conversation with parents or children if necessary. The additional resources meant that staff could change the environment for the children if children wanted and to meet their ever changing needs.

We saw the parents' noticeboard gave a very good range of information to ensure that parents were kept well informed. They were also kept informed with displays of children's work which we saw on the store cupboard door and children's notice boards and it was noticeable that it involved many of the children who attended. Parents were also kept up to date with the additional use of photographs on the Parent's Information Board.

We saw examples of the children's work on the SHANARRI board. For example, Achieving:

"Staff help you do things that you can't do but they don't help you fly to the moon."

"They encourage people to do things they can't do."

Healthy:

"You are allowed as much fruit as you want."

"They take you to the gym and do some activities."

Included:

"If someone is left out go and play with them."

We saw a range of floor books which the children had made, with staff depicting many of the fun activities which they had enjoyed at the Kids Club. These included comments from the children and were laid out for parents to enjoy when they came to collect their children.

We looked at photographs of the children taking part in Diwali and they told us how they had celebrated the Festival of Light. Then they explained about the photographs showing their friends visiting from other clubs when they had a "Stay and Play" day. They told us that they had been responsible for looking after their visitors and how they had included them all in the arts and crafts activities which were available that day.

We saw that parents and carers were encouraged to spend time in the club watching their children in the play environment and hearing about their progress.

We saw from the annual survey that the staff were keen to improve the environment for the children. One parent stated:

"My 10 year old would like a new board game. All that are there are old."

The club responded by saying:

"We will consult the children and purchase new board games in the near future."

Areas for improvement

The children would benefit from a quiet, cosy area to chill out, chat and enjoy a range of books and reading materials.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 3

"We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice."

Service Strengths

We found that the Kids Club was performing very well in the area we looked at under this Quality statement. We concluded this after talking to the children, all staff on duty during the inspection and talking to the manager and the senior childcare supervisor and examining the environment.

We discussed or observed a range of records to support our findings, including staff annual reviews, staff meetings, management meetings and staff training. We saw that all staff shared their learning from courses at quarterly network meetings when they met with staff from the other clubs.

All staff held appropriate qualifications for the work they were doing or were working towards a qualification. The Manager and all practitioners were registered with the Scottish Social Services Council (SSSC). We saw evidence that they had attended a variety of relevant training demonstrating a commitment to ongoing professional development in line with their obligation to the SSSC. We saw that there were good training opportunities for staff reflecting their needs and the needs of the organisation. All staff had participated in first aid, food hygiene, child protection, infection control and several had selected further training on issues which interested them.

We found that staff were clear about what was expected of them and that management were helpful and provided guidance and direction to the team. We saw staff following the policies and procedures during the inspection.

We found the staff who worked at Oakbank Kids Club to be committed and enthusiastic. We realised that they were very clear about what was expected of them and how they needed to work together to achieve this. We saw that staff were motivated and cheerful throughout the inspection as they interacted with the children. We saw that they provided good role models to the children and treated them with respect.

Regular staff and management meetings were held which provided staff with opportunities to undertake planning, discuss operational matters, share best practice and receive training updates. We heard that there were sufficient opportunities for information to be shared with members of the staff. Meetings provided a forum for issues and concerns to be raised and discussed.

Staff received supervision/reviews annually which supported them to identify any practice issues in relation to their job role.

Areas for improvement

The service should continue to encourage a range of training opportunities to support staff in their work to further improve learning outcomes for the children in their care.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 4

"We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide."

Service Strengths

We found that the Kids Club was performing very well in the area we looked at under this Quality Statement. We concluded this after talking to the children, all staff on duty during the inspection and talking to the manager and the senior childcare supervisor and examining the environment. We looked at a sample of records and documents associated with the service's auditing and evaluation systems. We saw some elements of excellent practice.

Staff consultation included their participation at meetings which meant that there was very good communication and the integrated approach encouraged good outcomes for the children.

During the inspection it became clear that everyone working in the kids club was clearly committed to the ongoing improvement of the service for the benefit of the children and their families. The manager, senior childcare supervisor and staff demonstrated a commitment to working with the children and parents to achieve ongoing improvements. Discussion throughout inspection and at feedback showed that they were keen to seek new opportunities and ways to further develop the service and take on board new ideas for improvement.

The manager showed us the latest annual questionnaires which were undertaken in order to evaluate the effectiveness of what the staff had been offering. These were included in the newsletter and had been emailed to parents along with the responses from the club as to how staff were responding to make improvements. Comments included:

"Always friendly when dropping/collecting. Always happy to discuss anything I would like to. My son loves spending time there."

"I have just started using Oakbank Kids Club but my child loves going. Staff are friendly and approachable and my child has the activities to keep her occupied and having fun whilst she is there."

We saw that additional questionnaires were sent out after the holiday sessions and feedback used to help create or alter how the next holiday sessions were run.

We saw that an extensive audit had been recorded termly by the senior childcare supervisor. This followed on from her weekly visits. At that time she completed a site visit form on most occasions. This provided a record showing which areas needed improvements.

In addition, we saw that the area childcare co ordinator visited regularly and that termly she completed a Quality Assurance audit. This provided a further opportunity for the service to review where it was doing well and which areas needed further developing.

We saw from the self assessment that Perth and Kinross Council employed a mystery shopper to phone the Kids Club to look for information on the service. This was to ensure that the questions were answered fully and competently to provide a good level of service to the public. We also read that the Finance department visited sporadically to ensure that the correct procedures were being followed with regard to financial payments and accounting procedures. This contributed to the quality assurance procedures.

We saw that the club were working towards their yearly Improvement Action Plan and we could see that improvements were being made.

In addition to the quality assurance measures stated the Area Childcare Coordinators met with the Care Inspectorate quarterly to ensure good communication and this contributed to the quality assurance processes.

Areas for improvement

The kids club should continue to review the processes in place particularly for the children to contribute to the quality assurance of the service.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

4 What the service has done to meet any requirements we made at our last inspection

Previous requirements

There are no outstanding requirements.

5 What the service has done to meet any recommendations we made at our last inspection

Previous recommendations

There are no outstanding recommendations.

6 Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

7 Enforcements

We have taken no enforcement action against this care service since the last inspection.

8 Additional Information

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings
12 Feb 2013	Unannounced	Care and support 5 - Very Good
		Environment 5 - Very Good
		Staffing 5 - Very Good
		Management and Leadership 5 - Very Good
8 Jul 2010	Unannounced	Care and support 5 - Very Good

		Environment Staffing Management and Leadership	Not Assessed 5 - Very Good Not Assessed
1 Aug 2008	Announced (short notice)	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good

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یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

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Care service inspection report

Full inspection

St. John's Academy Nursery Class Day Care of Children

North Inch Community Campus
Gowans Terrace
Perth



Inspection report for St. John's Academy Nursery Class
Inspection completed on 05 February 2016

Service provided by: Perth & Kinross Council

Service provider number: SP2003003370

Care service number: CS2003016072

Inspection Visit Type: Unannounced

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Summary

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Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

Quality of care and support	5	Very Good
Quality of environment	6	Excellent
Quality of staffing	5	Very Good
Quality of management and leadership	5	Very Good

What the service does well

The service makes excellent use of the environment both within the nursery and around the rest of the school providing opportunities for stimulating play using areas such as the gym, drama studio, sensory room, noisy/quiet room, wee room, outdoor classroom and library.

Staff ensure that children are provided with a variety of experiences which interest and challenge them.

Staff are experienced, skilled, enthusiastic and motivated.

Parents and carers are kept well informed verbally on a daily basis and in written format with the use of termly newsletters, notices, groupcall and the website. Formal and informal meetings as well as questionnaires help ensure that parents' voices are heard and that their ideas contribute to the development of the nursery. The nursery also consults very well with the children ensuring that their views are used to influence the service. A monitoring programme is embedded in practice ensuring that an effective quality assurance system is in place.

What the service could do better

Accident and incident forms should be completed more fully and the service should ensure that parents or carers are always asked to sign a copy as evidence that they have been informed about the accident or incident. The risk assessment for the outdoors should be further developed to ensure staff are aware of all potential risks.

What the service has done since the last inspection

We saw that the service had improved parental engagement and the integration of parents from different cultures had increased greatly. The service had begun to accept two year olds and was providing a stimulating environment for these young children. The nursery was now offering fluidity between indoors and outdoors for much of each session.

Conclusion

Children have fun as they choose what to play with within their learning environment enjoying a range of positive experiences. During the inspection parents spoke highly of the nursery, being happy with every aspect of their children's nursery life. Staff are well qualified and committed to ongoing training, always working hard to improve the nursery and the outcomes for the children attending.

1 About the service we inspected

The nursery operates from St John's Academy Nursery Class, North Inch Community Campus.

Children have access to the following:

- large open plan area with kitchen area and lunch club room
- family/noisy/quiet room
- drama studio
- sensory room
- resource room
- cloakroom area
- an outdoor play area which opens directly off the nursery.

The nursery also has access to the school facilities including the gym , sensory room, dance studio, outdoor classroom and the adjoining community library.

There are also two sets of toilet facilities off the nursery rooms.

The nursery is part of St John's RC Academy which is at the heart of the North Inch Community Campus. St. John's Academy is an all-through (2-18) school. The school handbook states:

"In November 2011, Nursery and Primary classes moved into the campus and are now enjoying 'state of the art' facilities. Our youngest learners are now experiencing the opportunities provided by our outstanding learning environment."

The nursery aims are displayed on the wall in the entrance area and include ensuring each child's unique needs and interests are at the centre of the curriculum.

The nursery is registered to provide care to a maximum of 66 children at any one time. The age range of children will be from two years to those not yet attending primary school of whom a maximum of 10 children are aged two to under three years.

Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

Based on the findings of this inspection this service has been awarded the following grades:

Quality of care and support - Grade 5 - Very Good

Quality of environment - Grade 6 - Excellent

Quality of staffing - Grade 5 - Very Good

Quality of management and leadership - Grade 5 - Very Good

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0345 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection

We wrote this report following an unannounced inspection on 1 February 2016 between 8.30am and 2.15pm. There were 36 children in attendance on the first morning of the inspection. Feedback was given on 5 February 2016 to the head teacher, hereafter referred to as the manager and to the two depute head teachers who job shared.

During the inspection we gathered evidence from various sources, including relevant sections of policies, procedures, records and other documents including:

- children's portfolios
- newsletters
- parent questionnaires, evaluations and audits
- minutes of team meetings
- improvement plan
- certificate of registration
- questionnaires
- floor books.

We also gathered evidence through:

- discussion with the manager
- the two depute head teachers who job shared
- the nursery teacher
- the early years development teacher
- community link worker
- the early childcare practitioners
- a play assistant
- approximately twelve of the children using the service
- discussions with approximately twelve parents and carers
- observation of the premises outside and inside
- observation of the equipment used within the service
- observation of staff interaction with children and parents and carers
- discussion with two secondary three schoolgirls undertaking a qualification in early learning and childcare.

We sent out 20 questionnaires and received back 11 completed questionnaires prior to writing the report. Some of the comments are included in the report.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firescotland.gov.uk

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

We received a self assessment document. We saw that it had been completed with information about the areas which the service thought that they did well and highlighting the areas which they felt they could do better.

Taking the views of people using the care service into account

Children's comments to the inspector during the inspection included:

"I'm making a playdough pear."

"I had banana and toast and milk."

"A frog came in our garden."

"There's a mud kitchen and we make mud."

"I'm making a chocolate birthday cake and a wee bit blue icing."

"I've made an alien birthday cake with scary blue eyes. It needs a tail."

"This is all about cooking on our computer. We need to share. I'll get a turn soon."

"I had pancakes and honey and fruit."

"I'm going to play with dinosaurs outside."

"I want to go on the red bike with my helmet on so I don't hurt my head. I want to go fast."

"I've got macaroni and broccoli."

Taking carers' views into account

The following representative comments were included from discussions with the parents during the inspection:

"He wouldn't be here if it wasn't good."

"They communicate from his dietary issues to potty training. I never feel left out of the loop."

"There's opportunities to get involved as a parent - art and craft day, singing and so on."

"we don't let her get any nuts to eat and you know you can trust them."

"They get outside when the weather's decent. Even outside for snack."

"Sometimes I worry if it's too big but he's in his own small group and they deal with that really well."

"When you come in for Stay and Play you see what they do. One was Touch and Play and at Christmas we made reindeer food. It's a novelty for her to have me come in."

"There's nothing I'd like done differently. I'm quite happy."

"I think it's OK. What I needed to know I was told. It's very big. I see on the notice boards and I was introduced to staff. The first two weeks was hard for him but he's happy now. I've no complaints."

"I think the variety of facilities and activities are very extensive and the way they go to the library and gym are unusual and very good."

"I'm a childminder and I certainly get enough information to pass on when I pick up from this nursery."

"He had a lot of problems settling in and the teacher was very patient and very approachable."

"I'd like more focus on nature and the eco schools programme. I know they planted the willow tunnel but they could develop this more."

Comments on the Care Inspectorate questionnaires included:

"I am very happy with all services the nursery provides. Professional and can speak so very easily. This nursery is the best and I've never felt more at ease. I would highly recommend them. Staff are amazing in what they do in every part of their job. I couldn't be happier."

"This is a great nursery. All of my children have attended it over the past few years. The staff are all great, friendly and very approachable."

"Fantastic nursery. Staff are very supportive and friendly."

"Staff are supportive and helpful. Making me feel very relaxed to leave my child in a safe and caring environment. Staff have worked with me to support my child with additional support and referral to speech and language. Fantastic support."

"The staff are excellent and really helpful when needed. They have helped my son immensely and adapted their snack menus to suit his dietary needs."

"The staff have always appeared patient and kind towards my child. They make sure to say 'hello' to every child by name as they come into nursery."

"I have always found it easy to communicate with my child's teachers about all matters and issues. I am very satisfied with the nursery."

"The nursery is an excellent facility. It has friendly staff who treat my child with care and respect. My child loves coming to nursery and has never not wanted to go."

3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

Statement 3

"We ensure that service users' health and wellbeing needs are met."

Service Strengths

We found that the service provided very good evidence of how they met this Quality Statement. We also saw elements of excellent practice within this statement. We concluded this through discussion with the manager, the two deputy head teachers who job shared, the nursery teacher, the early years development teacher, community link worker, most early childhood practitioners on duty, a play assistant and discussions with parents and carers, through observations throughout the inspection and through observation of relevant documentation.

We saw that children's health and wellbeing was seen as the responsibility of everyone at the nursery and was a main focus within the provision. There were many opportunities to support children developing confidence, independence and self esteem as they played. Children had access to a wide range of experiences to support their development and learning. We saw that they were encouraged to care for one another, to share and to develop friendships.

We observed very good relationships between children and staff. Staff interacted well with the children throughout the inspection. We saw confident children approaching staff members throughout the morning, there were many examples of staff's kindly, gentle and nurturing manner with them. We saw that staff took time to listen to the children and answer their many questions. The nursery promoted the development of positive and open relationships between staff, children and parents. We saw very good examples of the staff talking gently with individual children and staff took time to chat about the children's experiences. We particularly saw a nurturing experience when staff worked with the two year olds and this helped promote attachment within the nursery setting.

Staff worked hard to ensure good transitions for children aged two, three and four into the nursery, within the nursery for the youngest children moving up to the older age range, and for children moving from nursery into the primary school.

We saw that all children were offered a tasty, nutritious, healthy snack, which reflected nutritional guidance for early years and Setting the Table with fruit and a choice of milk or water during the morning. We saw that children's independence was encouraged and that snack provided a good learning experience for the children. Staff enhanced children's social learning during snack by engaging them in conversation and encouraging good manners. We saw that two children were 'snack helpers' daily and they helped prepare and set out the snack. We saw that the staff were alert to children's food allergies and food preferences.

We saw that children had grown potatoes and herbs in the nursery garden. As a result the children learned about the seasons and what plants needed to grow well. Thereafter, the children had fun cooking with the potatoes which they had grown.

The nursery staff helped the children to learn about healthy lifestyles. They enjoyed a range of activities encouraging them to be active whilst at nursery. We saw photographs in the children's floor books showing the children enjoying balancing, climbing and playing with balls in the gym. We went with a group of children to the drama studio and saw that they enjoyed expressive arts and group games. We heard that children also enjoyed activities such as yoga and Scottish Country Dancing to keep them active.

We saw that the quiet room was used for quiet activities in small groups where children could learn to socialise with other children and for active play such as dancing to Sticky Kids.

In addition, children had the advantage of playing in the Wee Room. We saw that staff within this room provided a nurturing environment. It was quiet and cosy with a baking area, a smart board and small groups could enjoy stories, music, songs and free play.

We saw that staff had been thoughtful to the needs of the children who stayed for lunch. The lunch club met within a separate room from the nursery, the noisy/quiet room, and it was welcoming for the children when they went in for lunch. This enabled children to have a different environment from the nursery over the lunch time period and to return to the nursery refreshed thereafter. This room opened onto a courtyard area where the children could enjoy free play or group time with, for example, parachute games.

We saw that staff provided the children with regular choices, whether to play outside or inside, which games to play and what to choose for snack. Staff responded to the children's requests such as for help when required whilst also encouraging their independence. This demonstrated an ongoing responsive relationship and contributed to the overall ethos of respect within the service.

The nursery had direct access to the outdoor area and we saw that the children were encouraged to choose to play indoors or out throughout most of the session. We saw that the many opportunities for children to be active promoted their health and wellbeing.

We saw that there was a good balance between active pursuits and quieter activities within the nursery throughout the day. Staff were responsive to the children's needs, ensuring that they had opportunities to rest with quieter activities such as stories to allow them to rest between more strenuous activities.

We heard from parents and staff of a range of outings the children had undertaken with staff and some parents to enhance children's learning. Outings had included walks around the school grounds which provided a useful addition to children's active play and for them to learn about the changing seasons, use their senses, make their own risk assessments and as a result learn to play safely. Regular trips to the library (within the school campus) enhanced the children's interest in literacy and stories. Rhyme Time and Story Time were popular with the children and parents alike. Children had recently enjoyed singing to the elderly residents of a local care home and through these trips children had been given opportunities to enjoy themselves and to begin to exercise their responsibilities as members of the local community. The children were very proud of their achievements.

We saw staff encourage children as they played, praising children for their achievements at nursery and outwith. Throughout the morning staff praised the children. We saw that children were encouraged to have their achievements recognised and this helped their self esteem and for the children to learn to respect one another. Within the children's folders we saw that the staff also celebrated the children's successes showing that they were valued as individuals. "Our Stars" showed photographs and stories of children's achievements such as "Well done for eating all your lunch up". We saw that sticker charts were used at lunch club to encourage children and reward them for their successes.

On speaking to parents they told us that they felt that communication was very good and that they appreciated the very good relationships they had with both staff and management.

Parents met for bi annual parents' meetings with staff to share their children's progress and discuss their portfolios. These provided the family with an ongoing record of the child's development throughout their time at nursery. The folders provided written and pictorial evidence of what the children had been learning and achieving. These were easily accessible to both the parents and the children. Some children enjoyed showing us their folders. We saw that they included observations by staff and that they were regularly updated.

Following on from the success of last year's parents' sessions covering topics such as christmas crafts, many parents were looking forward to baking and outdoor learning with the early years development teacher so that they could be more involved in their children's learning.

Staff told us that they had all undertaken child protection training which had included basic training on Getting it Right for Every Child (GIRFEC). There was evidence that staff had considered the SHANARRI well being indicators to keep children safe, healthy, achieving, nurtured, active, respected, responsible and included. Each staff member who we spoke to was clear about their responsibilities in the unlikely event of the service not taking forward their concerns.

We saw that the nursery provided very good support links for children with additional support needs. Staff received helpful guidance and advice from specialists to support their work in meeting children's learning needs. We saw that the nursery had strong links with outside agencies such as the psychologist and speech and language therapists to support children attending the nursery who had been identified as requiring additional support. We saw that good work was being done with the Inclusion team to take forward the needs of individual children who attended the nursery. Parents and carers confirmed that very good communication was in place with the nursery and the specialists.

The community link worker described to us how she worked with families to ensure that they did not feel disadvantaged if English was not their primary language. We saw that invitations were handed out in a variety of languages to ensure the inclusion of everyone who attended. To ensure improved engagement with parents the community link worker had designated time each week for discussion with them. We heard at feedback that she was also instrumental in developing story sacks specifically with English as a second language. As a result the children and families could feel well supported by the nursery.

We saw that the Incredible Years Programme was being offered to parents to strengthen their parenting skills and promote children's optimal social, emotional, physical and learning development.

We saw that this was the first all through school in the UK to be awarded a level 2 Rights Respecting School Award by Unicef. The children had made finger print peace doves and discussed the book *The Peace Book* by Todd Parr. The topic had helped the children to understand that all children have the right to a roof over their heads and they looked at the plight of children in Syria and the Philippines.

Areas for improvement

We saw that accidents were logged but that parents had not always been asked to sign to confirm that they had been told of the accidents. Some accidents did not record which part of the head, for example, had been hurt or which arm had been hurt. There was insufficient detail about the accidents recorded. See requirement 1 statement 1.3 which is carried forward from the last inspection.

We saw that the garden risk assessment was lacking in detail and as a result some areas of potential danger were missed. The service agreed to review this to help ensure the safety of the children.

Grade

5 - Very Good

Requirements

Number of requirements - 1

1. The provider must ensure that all accidents and incidents are recorded and signed by the parents/carers and an accurate record maintained.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011

SSI 2011/210 Regulation 4(1)(a) Welfare of users.

Timescale for implementation: with immediate effect on receipt of this report.

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 6 - Excellent

Statement 2

"We make sure that the environment is safe and service users are protected."

Service Strengths

We found that the service provided excellent evidence of how they met this Quality Statement. We concluded this through discussion with the manager, the two deputy head teachers who job shared, the nursery teacher, the early years development teacher, community link worker, most early childhood practitioners on duty, a play assistant and discussions with parents and carers, through observations throughout the inspection and through observation of relevant documentation.

This purpose built nursery was bright and clean and we saw many examples of children's work and photographs decorating the walls. The nursery was well laid out to allow children of all ages to easily access a range of equipment and resources within their room. This meant that they could select freely to meet their changing needs and interests as they played and learned. The room was very well equipped with resources suitable for the age and stage of development of the children attending the nursery. There was ample space and resources were inviting to stimulate the children's curiosity.

We saw that the children were involved in the planning for their learning and that this was based around their interests. Staff took into account the children's developmental needs and curricular outcomes. We saw many large Floor books which involved the children's contributions and showed the development of their interests and their learning. Staff routinely evaluated the plans and used the information to see what they could do to further enhance the children's experiences. We saw that children were being cared for within a positive environment.

Excellent use was made of the many different areas available to the children. We saw one group enjoy the gym whilst another played traditional games such as Duck Duck Goose within the Drama studio. On our tour of the areas of the school accessed by the nursery children we saw the Sensory Room which gave the children opportunities to chill out quietly after a busy session in nursery. We learned that many young children loved the Dance studio with its mirrored walls. Others preferred the apparatus for balance and the balls, steps and opportunities for yoga.

We heard that the nursery will make good use of Dotty's Room at Perth Grammar Community Wing. With its variety of resources it provides the children with a different environment and alternative experiences as well as a large outdoor space for play. We heard that arrangements had been made to walk there with groups of parents in the near future to extend the opportunities for the children and enhance engagement with parents.

The environment had been enhanced by visits from Fire officers, the police, Royal Society of the Protection of Birds (RSPB), and Party Animals who provided animal handling opportunities for the children.

The outdoor area of the nursery provided the children with opportunities to keep healthy and active. We saw that a free flow system had been developed since the last inspection where children could choose to go outside or inside throughout most of the session. As a result, they could choose their own learning environment.

Children's coat hooks were wheeled through into the room where they were playing during the session to encourage the children's independence as they went out to play.

We saw that the children had made a mini beast hotel and that there was a mud kitchen within the garden. On the day of the inspection it was too muddy and slippery for the children to access this area of the garden. The staff were encouraging the children to stay safe by making some simple rules for them to follow about which areas of the garden they could access safely. One area of the garden was covered enabling children to play with a range of resources outside even in inclement weather. It provided an interesting area which encouraged the children's imagination and language and enabled children to develop co operative skills with their friends and their communication skills.

With a designated area for flowers and plants this helped give children a sense of responsibility as they learned to tend them and learn about the cycle of life. As the nursery had acquired all weather suits for the children they could still enjoy outings and free play in the rain and snow. Children told us that they had enjoyed the school grounds. There they had picked apples, made crumble, apple prints and talked about the growing cycle. An outdoor classroom in the school grounds allowed the children to enjoy song time and stories outside even in poor weather. Children enjoyed the grassy area/field and going a little further to enjoy the North Inch.

Throughout the nursery we saw notices and labels displayed for the children along with their pictures and examples of their early attempts at writing. This promoted literacy and raised children's and parents' awareness of printed text within the environment around the children. The environment was also rich in numeracy through rhymes, songs, counting and matching games and activities for the children such as setting the table for snack.

We saw that each term the nursery issued a Learning Tree to parents which included information about planned learning including Literacy and English, Numeracy and Maths and Health and Wellbeing. Having information about what the children would be learning in school enabled parents and carers to further extend their children's learning at home.

We saw that staff members had been identified to take responsibility for specific areas within the nursery environment and this had helped contribute towards a range of stimulating learning areas being available for the children.

Throughout the nursery environment we saw examples of children's Next Steps recorded "What do I need help with and what do I need to learn?" This meant that all staff, not only keyworkers, had a chance to know all children very well and to work with them to help them with their learning.

At feedback we heard that the nursery playground was opened up to the Saturday Polish School for children of all ages who benefitted from the resources on offer. This helped promote community links and included some of the nursery children who attended during the week.

We saw that Outdoor Learning Sessions and Baking Sessions were planned with the parents for later in the year. This helped ensure that they were involved in their children's learning experiences.

Areas for improvement

The service should continue to look for ways to develop their existing excellent practice in relation to this Quality Statement.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 3

"We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice."

Service Strengths

We found that the service provided very good evidence of how they met this Quality Statement. We concluded this through discussion with the manager, the two deputy head teachers who job shared, the nursery teacher, the early years development teacher, community link worker, most early childhood practitioners on duty, discussions with parents and carers and, a play assistant, through observations throughout the inspection and through observation of relevant documentation.

We saw that all practitioners were registered with the Scottish Social Services Council (SSSC) and we were told that the teachers were registered with the General Teaching Council. The experienced and caring staff and very good collaborative working within the nursery team and across the school helped ensure positive outcomes for the children.

We saw that staff took advantage of a variety of training opportunities which meant that a learning culture was being promoted. We saw that the recent training which staff had attended included child protection, CALMS (Crisis, Aggression, Limitation and Management) theory and small holds, risk assessment, Childsmile and Building the Ambition. We saw that staff had incorporated what they had learned about Building the Ambition into their daily practice improving literacy and communication.

After attending training we saw that staff were encouraged to reflect upon their training and evaluate the benefits of the training and how it could be used within the workplace to improve the outcomes for the children. Management told us that five staff members were trained in first aid and all had elementary food hygiene training. This should reassure parents that staff should know how to deal with minor injuries and how to maintain good hygiene standards within the nursery.

We saw that staff were motivated, enthusiastic and cheerful throughout the inspection. They were attentive and caring with the children, providing a nurturing atmosphere with reassurance and praise. There was a positive atmosphere throughout the inspection and staff encouraged and supported the children ensuring that they had opportunities to play and learn together.

Staff had very good relationships with the families and parents told us that the strong staff team were popular with adults and the children alike. Parents' comments to us during the inspection included:

"Great nursery. I like the staff. They keep you informed."
They're very approachable and open."

We saw that annual appraisals (one to ones) had not yet been undertaken with all staff but management said that they were keen to support the development of their staff. We were told that they were about to take place and that management encouraged staff to take the lead wherever possible. Staff told us that they felt valued and as a result we saw that they were committed, creative and focussed on doing what was best for each individual in their care. We noted an ethos where staff were keen to embrace change whenever it was for the benefit of the children in their care.

We saw from minutes that staff held regular team, management and planning meetings in order to plan and move the service forward. As a result staff shared a sense of ownership and responsibility for the continuous improvement of the service.

Staff told us that they had opportunities to visit other nurseries and that these Good Practice Visits had enabled them to focus on particular areas and bring back their ideas to share with their team to further improve their service.

Areas for improvement

We agreed with the service's own identified area for improvement that it should continue to provide staff with information and opportunities to participate in appropriate training/courses. This will continue to help improve their current very good practice in relation to this Quality Statement.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 4

"We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide."

Service Strengths

We found that the service provided very good evidence of how they met this Quality Statement. We concluded this through discussion with the manager, the two deputy head teachers who job shared, the nursery teacher a play assistant and the early years development teacher, community link worker, most early childhood practitioners on duty, discussions with parents' and carers', a play assistant and through observations throughout the inspection and through observation of relevant documentation.

The nursery was managed by the head teacher who had devolved day to day responsibility to both deputy head teachers who job shared. The head teacher worked closely with his strong management team and aligned the vision and values of the whole school with those of the nursery. He was involved through the whole self evaluation process and had a clear strategic overview. We saw that this system worked well and had driven much of the recent improvement. The head teacher had a high level of confidence in management and trust in his staff. Together they gave self evaluation high priority within the nursery and involved all staff in the quality assurance process.

The nursery was further supported by an early years support teacher and development teacher provided by the local authority. She provided the management team and staff with advice and support and contributed positively to the quality assurance and self evaluation processes.

The management and staff team were committed to the ongoing improvement of the nursery and discussion throughout the inspection and feedback demonstrated that the management team were continuously seeking new opportunities to further develop the service. We saw that each member of the nursery team were reflective practitioners, aware of the importance of self evaluation to identify strengths and areas for development. They had a clear vision of the high quality education they were aiming to provide for the children in their care.

The nursery teacher was chair of a Teacher Learning Community for primary and secondary colleagues. There staff supported one another, provided ideas and encouraged professional dialogue. We saw that in line with the Learning Trios management and staff aimed to maximise the learning of the children and this was at the heart of all they provided.

The nursery had drawn up an Improvement Plan which linked closely to the whole school improvement planning processes. Staff were committed to ongoing evaluation and monitoring of the Improvement Plan priorities to ensure that the nursery was always moving forward. The impact of the Improvement Plan was discussed regularly and staff kept abreast of their progress throughout the year. This meant that they could monitor the progress of the nursery towards the priorities it had set and agreed.

The service used a variety of systems to monitor and audit the progress of the nursery and we saw that these covered most areas of the provision. We saw evidence of audits and evaluations being undertaken on a regular basis. As a result self evaluation was embedded into the practice of the nursery. Their systematic use had resulted in continuous improvements in practice and improved standards throughout the nursery. For example, we saw that Building the Ambition was used to audit the nursery and that all staff were fully involved. This helped them identify what they felt they were doing well and what remained as areas for further development.

The nursery staff took regular opportunities at meetings to share good practice and join in discussions which encouraged exchange of thoughts and ideas leading to improved outcomes for children.

We saw that the service had provided parents with regular opportunities to share their views about the nursery. This meant that parents knew that their views were respected, seen as important and used to help make improvements within the setting. Through the use of regular questions after specific events staff were able to evaluate the events to improve outcomes for the children.

We saw that the service had provided the children with regular opportunities for consultation. One of the teachers told us how the staff regularly involved children in planning and evaluating. Staff helped the children to extend on their knowledge and build on their interests. We saw children were heavily involved in the use of Floor books which evidenced staff consulting with them about their learning.

Areas for improvement

The nursery should continue to embed its systems for monitoring and evaluating to ensure consistency of practice and continuing very high standards.

Grade

5 – Very Good

Number of requirements – 0

Number of recommendations – 0

4 What the service has done to meet any requirements we made at our last inspection

Previous requirements

1. The provider must update the procedure for the recording and administering of medication and ensure that it is followed at all times in order to make proper provision for the health and wellbeing of the children.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011

SSI 2011/210 Regulation 4(1)(a) Welfare of users.

Timescale for implementation: within 24 hours of this report.

Reference should also be made to the Care Inspectorate's best practice health guidance document 'The Management of Medication in Daycare and Childminding Services' which can be found on our website at www.careinspectorate.com

This requirement was made on 01 March 2013

Procedures for recording and administering medication had been updated in line with current guidance.

Met - Within Timescales

2. The provider must ensure that all accidents and incidents are recorded fully and signed by the parents/carers and an accurate record maintained.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011

SSI 2011/210 Regulation 4(1)(a) Welfare of users.

Timescale for implementation: with immediate effect on receipt of this report.

This requirement was made on 01 March 2013

An improved system was in place but accidents were still not being recorded with sufficient detail and some did not include children's full names. The requirement is carried forward within this report.

Not Met

5 What the service has done to meet any recommendations we made at our last inspection

Previous recommendations

There are no outstanding recommendations.

6 Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

7 Enforcements

We have taken no enforcement action against this care service since the last inspection.

8 Additional Information

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings	
1 Mar 2013	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
17 May 2010	Unannounced	Care and support	5 - Very Good
		Environment	Not Assessed
		Staffing	4 - Good
		Management and Leadership	Not Assessed
18 Mar 2009	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	4 - Good
		Management and Leadership	4 - Good

To find out more

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Care service inspection report

Full inspection

Tulloch Primary School Nursery Day Care of Children

Gillespie Place
Perth



Inspection report for Tulloch Primary School Nursery
Inspection completed on 11 March 2016

Service provided by: Perth & Kinross Council

Service provider number: SP2003003370

Care service number: CS2003016067

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

Quality of care and support	6	Excellent
Quality of environment	5	Very Good
Quality of staffing	5	Very Good
Quality of management and leadership	5	Very Good

What the service does well

Children were polite, friendly and confident. The children were seen to enjoy their time within this nurturing environment. There was a wide range of age appropriate resources available to them. Children's individual needs were very well met. Staff knew the children and their parents well and responded to the children's individual care and support needs in a caring manner.

What the service could do better

The service should continue with their systems of review and take forwards improvements as identified.

What the service has done since the last inspection

The head teacher told us that a key area of development had been the implementation of the 600 hours and the development of the staff team in line with this change.

Conclusion

Management and staff were committed to providing a quality service which supports children to achieve their potential. They worked well with parents and carers to take forward the children's interests and areas for progress.

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com.

Tulloch Primary School Nursery is provided by Perth and Kinross Council and operates from a designated classroom within Tulloch primary school. The service is registered to provide a day care to a maximum of 25 children at any one time. The age range of the children will be from three years to those not yet attending primary school.

Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

Based on the findings of this inspection this service has been awarded the following grades:

Quality of care and support - Grade 6 - Excellent

Quality of environment - Grade 5 - Very Good

Quality of staffing - Grade 5 - Very Good

Quality of management and leadership - Grade 5 - Very Good

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0345 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection

This report was written following an unannounced inspection visit to the service on 11 March 2016. The inspection was carried out by one inspector from the Care Inspectorate. Feedback was given to the head teacher following the inspection.

As part of the inspection process, evidence was gathered from a number of sources.

We sent care standards questionnaires (CSQs) to the service for distribution.

We examined policies, procedures, records and other documentation, including the following:

- supporting evidence sampled from the up to date self-assessment that we asked the provider to complete and submit to us
- records maintained for individual children that told us how their health and well-being needs were being met
- certificate of registration
- certificate of public liability insurance
- we spoke with the head teacher and staff
- we spoke with children and parents
- we inspected the general environment and equipment used in the provision of the service
- we observed the interaction between staff and children.

To assess how well the service had been providing care to the children using the service we gathered evidence from a range of sources. The Getting It Right For Every Child (GIRFEC) quality indicators were used to ensure a holistic approach. More information about the GIRFEC approach can be found at www.hub.careinspectorate.com.

The Inspector sampled areas evidence taking the above into account and reported on how the service was meeting specific statements under the Quality Themes of Care and Support, Quality of Environment and Quality of Staffing and Quality of Management.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firescotland.gov.uk

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

We received a fully completed self assessment document from the service provider. We were satisfied with the way the service provider had completed this and with the relevant information they had given us for each of the headings that we grade them under.

The service provider identified what they thought they did well, some areas for development and any changes they planned. The service provider told us how the people who used the care service had taken part in the self assessment process.

Taking the views of people using the care service into account

The children were very happy and confident. They were all extremely busy throughout the time of inspection.

Taking carers' views into account

Eleven of the twenty-one Care Inspectorate parent/carer questionnaires sent to the nursery for distribution were completed and returned for inclusion in the inspection process.

An audit of these indicated that parents/carers were very happy with the service provision. Parents/carers included the comments detailed below. Other comments have been included within the body of this report.

- "We are really happy with the care our child receives and we have seen his confidence grow. The staff always encourage parents and carers to take part in various activities and there is always a good turnout."
- "I could not fault the nursery. The staff are lovely and work very well with the children. My child loves going and has a good relationship with all the staff. They are always there if you have any concerns and nothing is any bother to them. "
- "Could not ask for a better nursery for the children. The garden is enjoyed by all of the children as they love the different areas."
- " I am very happy with the care my child is given."
- "We as a family agree that Tulloch nursery has been an excellent place for both our children. My child loves all of the staff and I feel confident in leaving her knowing that they will look after her and treat her fairly. The staff are very approachable and I feel I could speak to them about any issues. They really have provided a fantastic start to our children's education."

3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 6 – Excellent

Statement 2

“We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.”

Service Strengths

We found the service to be performing at a strong level in the areas covered by this statement. Staff demonstrated that they met the children's needs, shared information with parents and link professionals to ensure each child's health and wellbeing was promoted. We concluded that the service promoted many opportunities for children and their families to be involved in the assessment and improvement process. We concluded this through discussion with the head teacher, nursery staff, parents and children and through observation of practice. We also reviewed written documentation and the submitted self-assessment.

Throughout the day it was clear that the children were very involved in making decisions about the programme for the day. Throughout the visit staff responded to suggestions made by children in activities and incorporated them within the activities offered. This meant the children were achieving and developing using ideas and activities they were interested in, making their day fun.

Children were cared for by staff who were kind and caring. They nurtured all children to achieve their potential. Children with additional support needs were well supported through strong relationships with parents and effective links with health care professionals were established. We saw that planning supported the children's health and well-being. A sensory area had been created which meant that children had space where they could go to with a staff member and feel safe away from the busyness of the nursery environment.

Parents told us that a key strength of the service was the way that they ensured that children were praised and recognised for their achievements. One parent told us that staff were very good at building the children's confidence. Praise and recognition of achievements were embedded in to the daily life of the service. An example of this excellent practice was when a child was awarded a sticker for his work in model making. This was then recognised with the others in the surrounding groups and the child was freely offered 'high fives' by the other children.

Children were very aware of their emotions and the feelings of others. We saw one child saying to her friend, "What's the matter? You look sad." This was followed by a cuddle before both children joined their friends in the outdoor area. We noted excellent practice in the use of a 'feelings tree' when a staff member asked a crying child if she wanted to put her feelings onto the tree. Staff then sat with the child in the cosy corner and encouraged the child to express the reasons why she was upset. After a short story the child was happy to re-join her group of friends.

The service used a range of communication tools such as Makaton signing, pictorial signs and cards to support the needs of the children. We observed that these worked effectively with one of the children whose concentration skills were not as great as the rest of the children. One of the children also used a timeline to help him take responsibility for the planning of his day. Such tools helped children to feel safe, respected and included.

Children's physical wellbeing and health was promoted as children were able to freely access outdoors and enjoyed a variety of resources which provided children with active and fun outdoor experiences.

We spoke with the EAL (English as an additional language) teacher. She told us that she worked to support individual children in planning their learning through play. Further areas of her work meant that she supported parents through translation and explanations at meetings such as parent contact times. This role enabled parents to be fully inclusive during discussions and increased the link of continuity of care between home and the nursery.

Management and staff used a variety of methods to ensure that parents and children could contribute to the development of the service. These included:

- parent's questionnaires
- parent/carer groups
- group time with children
- informal and formal contact time with parents
- stay and play sessions.

Observation, discussion and use of floor books with children, informed staff of the children's ideas and interests and helped staff plan future developments. One example was the transformation of the pirate ship into a shop as that was what the children wanted to do. This showed staff respected and included children's ideas, giving them a sense of ownership.

Parents told us:

"They always involve parents and have a great variety of activities in which parents can visit the nursery to take part in with their child."

"They do a great range of activities and I like that they have a lot of days for parents to go in and join your child to do an activity afternoon, and see what progress my child is making. They also ask for feedback of these to see if they need to change or make any adjustments. In all the sessions I have been to, I have never found any faults."

These comments evidenced to us that the service valued the role of parents. Parent/carer groups have been actively involved in the creation of a sea life themed collage and fund raising towards the nursery outing and their work, together with staff and children, had contributed to the nursery being proud winners of a Silver award in the Perthshire in Bloom contest.

Based on the findings of this inspection the service has been awarded the following grade: Quality Statement 1.2 - Excellent

Areas for improvement

The service should continue to develop the excellent practice evidenced within this quality statement ensuring the continued outcomes for the children.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 2

"We make sure that the environment is safe and service users are protected."

Service Strengths

We found the service to be performing at a strong level in the areas covered by this statement. We decided this following discussion with the head teacher, nursery staff, parents and children and through observation of practice. We observed the nursery environment and how this promoted the health and safety of the children. We also looked at some of the policies and procedures and considered the completed self-assessment document.

One parent we spoke with told us that the size and limitations of the environment were not great but that the service "make absolutely the best use of what they have."

An area of particular strength was the way that the staff included the children in considering safety and risk assessing their environment. Children clearly enjoyed when they were selected to take 'Safety Sam' and use him in looking at the safety related to the outdoor areas. They took their role very seriously and wore the designated jackets carried their work boards with them. We noted that comments had been added from the children to their safety check lists such as "still icy" and "a bit slippery so we are not going onto the grass today."

The service had a SHANARRI floor book and we noted that the children were actively involved in considering the safety of the environment. We noted for example that children had said that to keep safe they should not sit on tables and that they should wash their hands. We saw that this information was used on cards throughout the nursery which reminded children about health and safety and also informed parents of where the different SHANARRI indicators were used within the nursery setting. We noted that the safety theme had been linked to home safety and that the children had been able to reflect on issues such as "my mummy and daddy tell me to keep away from the kettle." These types of activities support the children's learning of safety and assessment and promote life skills of risk taking.

We noted that a staff member took time during the session to check the cleanliness of the children's toilet area. She told us that staff cleaned the toilets each lunch time saying that the least that the staff could do was to ensure that the toilets and sinks were clean for the afternoon session children arriving. She told us that they encouraged all children to respect and take responsibility for the area by flushing the toilets and putting their paper towels in the bins.

We spoke with one parent who told us that staff had an excellent awareness of the her child's health and safety in relation to the child's health care needs. She told us that staff were 'brilliant with her allergies.' We spoke to staff about the management of cross infection relating to dietary requirements. They explained the clear and detailed procedures and we were satisfied that these were appropriate to reduce the risk of cross contamination.

We looked at the storage and recording systems in relation to medication. Staff were aware of what was expected of them in relation to the storage and administration of medication and had appropriate systems in place for parental permissions and the recording of medication administered.

The service had comprehensive child protection policies and procedures in place. Staff were confident that they could keep children safe as they knew what to look out for and were committed to taking forward any concerns.

Based on the findings of this inspection the service has been awarded the following grade: Quality Statement 2.2 - Very Good

Areas for improvement

The service should continue develop this standard by addressing areas for improvement as identified within their own self-assessment document taking into account local and national good practice guidance.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 4

"We ensure that everyone working in the service has an ethos of respect towards service users and each other."

Service Strengths

We looked at this statement to determine the ethos of the service and to identify if staff had the necessary knowledge and skills to carry out their roles effectively. We found the service to be performing at a high level in the areas covered by this statement. We decided this following discussion with the head teacher, nursery staff, parents and children and through observation of practice. We also looked at some of the policies and procedures and considered the completed self -assessment document.

Parents told us:

- "We feel that staff are very approachable and have helped us whenever we have asked."
- "Tulloch nursery is a wonderful facility with nursery teachers who really love their job and have a passion for helping the children to learn in a variety of ways."

We noted that staff took time in discussion with parents to find out how the child had been before entering the service and responded to parents comments such as the child needing support to settle due to circumstances outwith the nursery environment. This showed us that staff valued the role of the parents and acted upon parents requests.

Children were included because staff were good at using their observations of them to assess, evaluate and improve the service they provided. For example we were told by staff and children how areas of the service had been developed to take forward the children's interests such as the formation of the pirate ship.

Children were cared for by knowledgeable staff who provided a warm and nurturing environment. They supported the children extremely well which meant that the children felt safe and secure. We found the staff to be caring, enthusiastic and encouraging. They listened to the children and acted on their wishes such as the provision of further resources. Staff were very good at acknowledging the children's achievements

The head teacher and nursery staff readily acknowledged the skills and experience of other staff members which were utilised to develop a varied, interesting day for the children. The senior Early Childhood Practitioner led the team well through her cheerful leadership skills.

Staff were also registered with the Scottish Social Services Council. This confirmed that the applicants has been found fit to work in social services, and had met the necessary qualifications determined for the role they undertook. This further protected children and contributed to children being cared for by people who had the necessary skills.

The head teacher fully supported the staff with their continued personal development. A number of training courses attended directly supported the needs of individual children as well as the service as a whole. The Talk, Listen, Communicate (TLC) training for example, supported the children's language skills and had been further progressed through the home link programme to promote increased outcomes in this area of development.

Based on the findings of this inspection the service has been awarded the following grade: Quality Statement 3.4 -Very good.

Areas for improvement

The service should continue to develop the high quality practice evidenced within this quality statement ensuring the continued outcomes for the children.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 2

"We involve our workforce in determining the direction and future objectives of the service."

Service Strengths

We looked at this statement because we wanted to see how staff developed and implemented their leadership skills within the service. We sampled documentation and observed practice. Following discussion with the head teacher, nursery staff, parents and children we found that there were strong outcomes for the children.

The head teacher and the nursery staff team were very committed to providing a quality service for children and their families. The head teacher told us that the culture across the whole school was that everyone should improve and develop. She led the staff team well and was keen for staff to access training to extend their knowledge and skills.

A regular, robust system for monitoring practice was in place by the senior management team which, linked with peer observations, supported the development of the service and the staff team. Supervision sessions were held regularly and provided staff with opportunity to reflect on their own practice and identify training. The promotion for staff to take forward their personal areas of interest led to an increase in their knowledge and skills and impacted positively on the outcomes for the children and families using the service.

Staff told us their views and ideas were valued and that the head teacher was very approachable and supported them well. Regular meetings were organised where they met as a staff team to discuss developments, plans and share learning. These times gave staff the opportunity reflect and plan the direction in which the service would develop, as well as being able to contribute to and influence any development within the service as a whole. The reflectiveness of the team meant that the service provided to the children continued to develop in line with what the children needed and wanted.

Based on the findings of this inspection the service has been awarded the following grade:

Quality Statement 4.2 - Very Good

Areas for improvement

The service should continue to develop the very good practice within this standard statement by putting into action the areas for improvement they had identified within the self-assessment document and their school development plan.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

4 What the service has done to meet any requirements we made at our last inspection

Previous requirements

1. The provider must ensure that the medication policy is reviewed and developed in line with best practice and that staff have clear a clear policy and accompanying procedures to follow in relation to the administration of medication.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011. SSI 2011/210 Regulation 4(1)(a) Health and Wellbeing.

Timescale: To be completed by 31st June 2013.

This requirement was made on 14 March 2013

Appropriate action had been taken to address this requirement.

Met - Within Timescales

2. The service must ensure that the children's toilet area is cleared of anything that may be exposed to air-borne infection.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011. SSI 2011/210 Regulation 4(1)(a) Health and Wellbeing.

Timescale: Immediately upon receipt of this report.

This requirement was made on 14 March 2013

Appropriate action had been taken to address this requirement.

Met - Within Timescales

5 What the service has done to meet any recommendations we made at our last inspection

Previous recommendations

There are no outstanding recommendations.

6 Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

7 Enforcements

We have taken no enforcement action against this care service since the last inspection.

8 Additional Information

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings	
14 Mar 2013	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	5 - Very Good
		Management and Leadership	4 - Good
11 Dec 2008	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and Leadership	4 - Good

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本出版品有其他格式和其他語言備索。

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Quality indicators help early learning and childcare settings, education authorities and inspectors to judge what is good and what needs to be improved in the work of the early learning and childcare setting. You can find these quality indicators in the publication *Child at the Centre*(2)¹. Following our inspection of each early learning and childcare setting, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish early learning and childcare settings are doing.

Here are the evaluations for **Teddy Bear Care Nursery Ltd**

Improvements in performance	good
Children's experiences	good
Meeting learning needs	good

We also evaluated the following aspects of the work of the early learning and childcare setting

The curriculum	good
Improvement through self-evaluation	good

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/TeddyBearCareNurseryCreiffPerthandKinross.asp>.

¹ *The Child at the Centre, Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, : http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf



5 April 2016

Dear Parent/Carer

**Teddy Bear Care Nursery Ltd
Perth and Kinross Council**

Recently, as you may know, I visited and inspected your child's early learning and childcare (ELC) setting. Throughout my visit I talked to parents and children and I worked closely with the manager, owner and staff. I wanted to find out how well children were learning and achieving and how well the ELC setting supported children to do their best. The manager and owner shared with us the ELC setting's successes and priorities for improvement. I looked at some particular aspects of the ELC setting's recent work including how the needs of all children are met in the playroom for children aged two to five years and the range of outdoor learning opportunities. As a result, I was able to find out how good the ELC setting was at improving children's education. I would now like to tell you what I found.

How well do children learn and achieve?

Across the setting babies, toddlers and young children learn and achieve well. Babies and toddlers are content and respond positively to the staff who care for them. They are curious and show great excitement as they join in with action songs and rhymes, requesting 'again, again' to their favourites. Toddlers become absorbed in exploring how different items move down a slope. They enjoy being outdoors in the garden and also exploring the local environment during regular walks. Older children are enthusiastic and motivated as they engage in activities both indoors and outside. They are learning to take turns and share with others. This is well supported through helping children to develop ways they can resolve situations for themselves. In both playrooms, children are shown a high level of respect. They are consulted about aspects that affect them such as developing the lunch menu. Staff respond to children's interests, for example, recent extreme weather, to plan a range of interesting learning experiences. Recently staff have begun to involve children more in discussing what they would like to learn. This is a positive development and staff recognise that this could be developed even further. There is a strong commitment to using the local community and natural environment to enrich and extend children's learning. Older children particularly enjoy trips to a local woodland. They explore the natural environment enthusiastically and show a sense of wonder

when spotting a red squirrel pausing to feed. Younger children visit the local fruit shop to buy a range of produce for snack.

Children are making good progress in early literacy and language and numeracy and mathematics. They listen well and enjoy a range of texts. Building on their exploration of high winds and floods in the area they enjoyed exploring a story about a storm. They enthusiastically recreated the story using props and costumes and explored it further during trips to woodland. There is a particularly nurturing and respectful approach to developing both English and other languages. Staff work hard to ensure that children experience a range of language that best reflects their background. The majority of children show interest in mark making with a few enjoying the challenge of writing new words. Most children count well, for example, at snack time. They use their understanding of number to help them weigh ingredients and predict how long their pizzas will take to cook. Real-life experiences such as trips to the shops help children to develop an awareness of money. A few children confidently recognise the value of different coins and that a bank card is another way of paying for goods. They use a simple tally mark system to record how many times they have exercised across the week and count their heart beats before and after exercise.

How well does the early learning and childcare setting support children to develop and learn?

Staff planning for babies and toddlers have used national guidance to help them develop and consolidate their understanding of how young children learn. As a result they plan a range of stimulating experiences that encourage children to be curious, explore and investigate. Staff working with the older children are very aware of the different learning needs of children aged two to five years. They are careful to blend curriculum guidance for the different age groups to ensure children have positive experiences. We have asked staff to keep reviewing this as the needs of the children change over time. Good account is taken of Curriculum for Excellence with children experiencing a broad range of learning. We have asked staff to now revisit the curriculum to ensure that there is enough depth in children's learning. This will also help provide the right amount of challenge across all areas of learning. Staff recognise that they now need to have a clearer focus on what children are going to learn rather than what the activity will be. This will help them to more accurately measure progress children make in their learning. Staff provide good opportunities for learning in early language and mathematics. Health and wellbeing is also a strong feature and reflects the nurturing and supportive ethos of the setting. Partnerships with parents are positive. You, as parents, told us that you appreciate the support and flexibility that the setting gives you. You also told us that staff work very well with you to support your child's learning and development. Staff work closely with professionals from other agencies to support children and families. Transitions into the setting are planned individually and sensitively. There are positive links with local settings and schools. This is well supported by the visiting development teacher.

How well does the early learning and childcare setting improve the quality of its work?

Together, the owner and manager have a clear and shared vision for the future development of the setting. They are committed to providing the very best quality service to children and families and are well respected by children, families and staff. Management lead a staff team who are enthusiastic, proud of their setting and keen to further improve. They clearly benefit from regular input from the local authority including a development teacher and a support teacher. Staff are becoming increasingly reflective and are thriving in their developing leadership roles. They have made a positive start to monitoring each other's practice which is leading to improvements in areas like storytelling. We have asked management to build on processes they use to measure the quality of the setting. This will ensure they are rigorous and lead to maximum improvement. Management also need to develop a clearer overview of the progress children are making in their learning. This will allow them to support and challenge staff to ensure children make the very best progress. With the continued commitment and enthusiasm of management and staff the setting is very well placed to continue to develop and improve.

Our inspection of your ELC setting found the following key strengths.

- Children who are motivated, excited and positive about learning.
- Respectful and nurturing approach to supporting the different languages spoken by children and families.
- Use of the local environment and community to support and extend learning.
- Caring staff that provide a supportive and inclusive environment for children and families.
- Vision of the management and staff for continued development.

I discussed with staff and the education authority how they might continue to improve the ELC setting. This is what I agreed with them.

- Develop the curriculum and provide children with increased challenge and depth across all areas of learning.
- Continue to develop approaches to assessing and tracking children's progress to plan for next steps in learning.
- Build on approaches to evaluating the work of the setting to ensure continued improvement.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the ELC setting's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of the arrangements for reporting to parents on the quality of the ELC, the local authority will inform parents about the setting's progress.

Barbara Daly
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations for your setting can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/TeddyBearCareNurseryCreiffPerthandKinross.asp>.

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

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**Perth and Kinross Council
Education and Children's Services**



**Extended Learning and Achievement Visit Report
Teddy Bear Care Nursery
10 and 11 November 2015**

Perth and Kinross Education and Children's Services (ECS) is in partnership with Teddy Bear Care Nursery to provide Early Learning and Childcare for children aged three to five years old.

The centre is subject to external scrutiny by Education Scotland (HMI) with evaluations awarded for national quality indicators based on the provision for three to five year olds. The Care Inspectorate regulates the service measuring against the National Care Standards. These inspections take account of the entire service and are carried out on a risk assessed basis but are normally no longer than two years apart.

The centre is subject to support and challenge from ECS through the Centre Improvement Framework with regular quality assurance and support visits. Each visit has a clear focus on aspects of the centre's work which is based on improvement planning and self-evaluation. An Early Years Support Teacher regularly visits the centre to provide children with access to a teacher and to support staff in developing learning and teaching. An Early Years Development Teacher supports work with children aged 0-3 years old.

The purpose of this visit was to support the centre in the process of self-evaluation and was conducted by a team of two officers from across Education and Children's Services. The themes subject to scrutiny were based on core Quality Indicators from The Child at the Centre and reflected the most recent Education Scotland Advice Note which outlines the raised expectations in relation to the centre's implementation of all aspects of Curriculum for Excellence particularly focusing on curriculum and self-evaluation.

At the time of the Extended Learning and Achievement Visit Teddy Bear Care Nursery had 50 children registered of which 14 children were aged between 0 and 2 years, 20 were aged between 2 and 3 years and 16 were aged 3 to 5 years. The nursery accommodation consists of a separate baby room and a suite of three playrooms for children aged 2 to 5 years.

There is a small garden which provides a variety of opportunities for children to develop their physical skills and to learn across the curriculum whilst benefitting from fresh air and exercise.

Evidence was gathered from: observations in the learning environment, discussions with management, staff, children and parents, children's portfolios, evidence displayed throughout the nursery, feedback from previous

ECS monitoring visits, the Centre's Standards and Quality Report, Centre Self- evaluation and the Centre Improvement Plan.

The focus of the visit to the 2 to 5 year olds was achievement, learning and leadership. During the visit most children were 2 years old, 7 children were in their ante pre-school year and 9 were in their pre-school year.

ACHIEVEMENT

Strengths

Overall, children at Teddy Bear Care Nursery are making good progress in their learning across the Early Level of Curriculum for Excellence. They are given very good opportunities to develop their skills and knowledge within the context of play. Literacy and numeracy are embedded in play contexts and children demonstrate their knowledge and skills both inside and outside.

Almost all children listen well and talk about their experiences and interests; particularly during snack and lunch times when adults provide high quality focused attention to support conversations. All children enjoy stories that staff read to them and some independently choose books to 'read' by themselves. Storytelling is a feature of the Improvement Plan and children are developing skills in making up their own stories using 'story stones' as a stimulus. Most children are becoming aware of words in the environment and the majority recognise their own name.

Children have a very good range of opportunities to develop fine motor skills through activities such as snack preparation, playdough, weaving and construction. Most children are beginning to write as they mark make using writing tools, and a few attempt to write their own names when they sign in at snack.

Most children are showing increasing awareness of shape, measurement, comparison, counting and number recognition. Staff plan opportunities for children to use these skills in real life contexts; for example when they count tally marks to create a bar graph indicating the types of features on a dinosaur, and by ensuring there are numbers throughout the environment. Baking activities support the development of children's understanding of weight and volume.

Children are very well supported to feel safe and secure within the nurturing ethos of the nursery. In line with the centre's commitment to restorative approaches children are encouraged, and given time, to resolve problems independently. They are very well behaved, polite and courteous to adults and other children.

Singing is a strong feature of life in the nursery which benefits the children's development of early literacy skills. Music and movement also supports physical skills and awareness of rhythm and rhyme.

Children's physical development is well supported through dedicated time for daily activity in the physical room and in the garden. Regular walks to the nearby woods and on transition visits to Crieff Primary School when the focus is on Physical Education provide enhanced opportunities for fresh air and exercise.

Children are inquisitive and engage in many opportunities to investigate and solve problems. The focus on natural resources such as stones, sticks and leaves, the mud kitchen and imaginative play helps them to explore their world both inside and outside.

Children's achievements in nursery are recognised and praised. Achievements within nursery and from home are displayed on the 'Tree of Success' and indicate children's growing confidence and developing life skills.

Areas for improvement

Staff should build on the current good practice to plan further pace and challenge to reflect children's age and stage of development such as exploring areas of interest in more depth.

Continue to revisit Talk, Listen, Communicate (TLC) strategies to ensure all staff have a sound knowledge and understanding of the development of children's early communication skills.

Ensure consistency of approach to support children's understanding of spoken language for example using Makaton signing.

LEARNING

Strengths

The learning environment is very well presented and organised to provide a wide range of learning opportunities both inside and outside. Staff have thoughtfully planned the rooms to provide a stimulating learning environment. Across the nursery, creative use of soft furnishings and lighting ensures a warm, calm, nurturing ethos where children are comfortable and engaged in their learning through play which is relaxed and joyful. The garden area is well organised and used daily to support physical play and outdoor learning.

Very good use is made of the local community to extend learning opportunities across the curriculum. Children regularly visit the shops, local parks, other nurseries and schools. Parents and businesses have enhanced children's understanding of the world of work by visiting the nursery to talk about what they do. Children helped the local residential home to enhance their garden through painting garden gnomes to the benefit of both generations.

Staff sensitively respond to children's interests and help them to think about what they already know and what they would like to learn. Most children,

including some 2 year olds, focus very well on chosen activities for extended periods of time. They play well together and older children are developing empathy by helping younger children as they play. Staff identify children's next steps and support them to make progress during group time and in other planned activities.

Staff in the team speak several languages including Polish, French and Afrikaans which helps support children for whom English is an additional language. Commendably, English speaking staff are also learning Polish to further enhance communication. Parents also complete 'All about Me' books in Polish should they prefer. These are then translated by staff.

Staff know children well and are aware of specific needs. They engage positively with parents and support agencies as needs arise. Two children have Individual Education Plans and are supported through the Early Years Inclusion Service. Speech and Language and Occupational Health Services are also advising staff on strategies to support children.

Staff plan learning based on Curriculum for Excellence experiences and outcomes. There is good evidence in the 'Talking and Thinking Books' and wall displays that children are involved in planning learning that reflects their interests and prior knowledge. Staff record learning and progress in folders which children and parents can access freely.

Personalised transition from home to nursery and room to room supports children move comfortably into and through the nursery. With support from the Early Years Development Teacher the centre is developing an enhanced transition experience which involves the children visiting one of the local school regularly throughout the year. This provides all children with the opportunity to experience school life no matter which school they will move on to.

Areas for improvement

With children aged 2 to 5 years working together; Curriculum for Excellence and Pre-Birth to Three guidance needs to be carefully blended to ensure children experience learning that fully reflects their age and stage of development.

Planning should focus on expected outcomes of planned learning rather than the current emphasis on activities to ensure that staff and children are aware of the learning that is taking place.

Children require further support to talk about their past and current learning. They should also be aware of their identified next steps and how they are progressing.

LEADERSHIP

Strengths

The centre manager is fully involved in the day to day life of the centre and provides valuable support and direction to her staff. With almost a year in post the manager is well established in her role and provides positive leadership based on a clear improvement agenda. The nursery owner maintains a close interest in and is fully supportive of the nursery. Both the owner and the manager are positive role models for staff and have a clear vision for the centre.

All staff have opportunities for training and development to support them in their work. They take responsibility for key groups of children and plan within their areas of responsibility. Staff have been allocated specific areas of responsibility which encourages them to take leadership roles within the centre.

Parents report that they feel welcome and included in the life of the centre. They are confident their children are safe, happy and nurtured. Parents are encouraged to share their views about their children's learning and at any time are welcome to discuss this with staff.

Progress with the Centre Improvement Plan is evident and is impacting positively on learning opportunities for children. For example the enhancement of heuristic play is supporting the development of young children's curiosity, inquiry and creativity.

Areas for Improvement

The centre promotes an ethos where staff and children are becoming more reflective however staff now need to become more familiar with the use of national documents such as the Child at the Centre and the National Practice Guidance (Building the Ambition) to support the centre on its journey of continuous improvement.

Continue to develop staff opportunities for shared leadership to ensure their knowledge and involvement in the improvement agenda secures positive outcomes for children and their families.

Children aged 0-2

Staff responsible for children under 2 work well as a team to ensure all babies and toddlers are secure and safe in the nurturing environment. There is a very good range of natural resources and messy play activities are planned daily.

Staff have established daily routines which reflect the wishes of parents and allow for flexibility to encourage individual development and respond to need. Planning takes account of children's schemas, interests and next steps in development. Songs are used in small group time and spontaneously to stimulate babies and toddlers in their language development.

Parents are provided with daily sheets of information relating to their child as a method of ongoing communication.

Areas for improvement

Staff should review planning approaches to be entirely flexible and responsive in order to take account of this very young age group and their individual needs.

Conclusion

This extended learning and achievement visit confirms that Teddy Bear Care Nursery is moving forward positively on its improvement journey. Management and staff have created a calm, nurturing environment where children aged 2 to 5 years work well together as they learn through play. Staff team members work well together to provide a valued service for children and their families. The centre works well in partnership with ECS and takes account of all available advice and support.

In going forward key strengths and recommendations for improvement are summarised below:

Key strengths

The warm, caring ethos created by management and staff that ensures all children are welcomed and comfortable.

The attractive, stimulating environment that supports children's development and learning across the curriculum.

The strong links with the community and the use of the local environment as a valuable learning resource.

The support of the owner and manager in ensuring a high quality service for children and their families.

Key recommendations for improvement

All staff need to continue to increase their knowledge of national and local guidance to ensure the Early Learning and Childcare they provide is current, relevant and the best it can be.

Staff should ensure a stronger focus on learning and plan appropriate pace and challenge to meet the needs of all children.

Management and staff should use the areas for improvement in this report together with self-evaluation to inform future priorities for development.

Teddy Bear Care Nursery HMI Report

Responsible Officer: Kathleen Robertson, QIO

Email: KRobertson@pkc.gov.uk

Telephone no: 01738 476342

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Kenmore Primary School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school.

The curriculum	very good
Improvement through self-evaluation	very good

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/KenmorePrimarySchoolPerthandKinross.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf
Please note that the term "adequate" in the document has been replaced with "satisfactory".

7 June 2016

Dear Parent/Carer

**Kenmore Primary School
Perth & Kinross Council**

Recently, as you may know, my colleague and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including developments in literacy and the impact of teachers' professional learning on securing improvements for children. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Children are lively and enthusiastic learners who are very proud of their school and local community. They respond very well to the school's active approaches to learning. At the upper stages, children demonstrate a responsible and independent attitude to learning. Children really appreciate the range and quality of learning experiences at school, especially the frequent opportunities to learn outdoors. Across the school, almost all children demonstrate their independence well and can organise themselves efficiently and quickly during their individual or group tasks. Children take responsibility for their own learning and help to maintain individual profiles that document and exemplify their progress in learning. Teachers should continue to develop this approach which empowers children to celebrate their own achievements. In doing so they should consider how digital technology can enhance and add value to this process. Teachers talk to children on a daily basis about their learning, including providing them with helpful feedback on how they can improve their work. The purpose of lessons is shared and reviewed routinely as part of learning. As a result, almost all children can talk about how well they are doing, what sorts of things they want to know and be able to do, and can identify their next steps in learning.

Children feel that their ideas and opinions are taken seriously by staff and they talk proudly about the work of the pupil council, eco committee and health and wellbeing group. In particular, they are very proud of their recent input in refreshing the school library. All children benefit from a range of educational visits and from visitors to the school. Older children develop confidence and resilience, and demonstrate their organisational skills very well by planning all aspects of their residential skiing trip to Glenshee.

The school has maintained high standards of attainment in recent years. Across the school, most children are currently making very good progress, in line with their levels of ability, in mathematics, reading and writing. A few children at each stage are making very strong progress in their learning and exceed national expectations. Children requiring additional support are making steady progress in their learning, through the active approaches to learning and teaching and well-judged assistance from teachers and support staff. This year the school has taken effective steps to improve approaches to literacy learning and teaching. As a result, children talk very positively about their 'literacy journey' and are now reading more often and more widely for pleasure. As part of their 'literacy journey', children across the school have engaged in a variety of motivating and stimulating experiences. For example, they visited the Edinburgh Book Festival to participate in author sessions; read their own poetry in the Grand Library of neighbouring Taymouth Castle; used digital technology to create their own stories and movie trailers for books; and organised a book fair. Staff should continue to build on these successful approaches to literacy by now focusing on extending further children's listening and talking skills.

Children say they enjoy mathematics. They appreciate the active and varied approaches that teachers use to introduce and consolidate different aspects of mathematics work. As a result, children are developing an appropriate awareness of how mathematical and numeracy skills are used across their learning and in real life. For example, as part of the work of the eco group, younger children enjoy applying their counting skills by taking part in the Big Schools' Bird Watch initiative, and go on to use the information they gather to produce a graph of the types of birds they spot in the school grounds. Children at P3 and P4 have grasped the concept of the link between multiplication and division very well. As a result, they can quickly answer division sums by using their knowledge of times tables. Children at P5 and P6 use their knowledge about time well to produce a timetable of the school day, incorporating digital and analogue formats. We have asked staff to review the programme for mathematics to ensure that children benefit from learning about financial education.

Across the school, children's knowledge about their own health and wellbeing is very well developed. Children really enjoy and benefit from participating in challenging physical activities such as skiing, orienteering, kayaking and mountain-biking. Children are particularly proud of participating in their annual 'Wee Robbie' challenge that includes running, cycling and kayaking. Children and all staff are enjoying participating in running and walking a 'daily mile'. Older children say they feel fitter and are more alert for learning as a result of this regular exercise.

How well does the school support children to develop and learn?

The headteacher and staff are very clear that the curriculum at Kenmore Primary School enables children to develop a sense of identity and should equip them with skills for their future lives. This appropriate vision has been developed and shared successfully with the whole school community. Staff and children make the most of the rural location and historical setting of the school. They use the school grounds, woodland and nearby River Tay as important contexts for learning. As a result, there are frequent opportunities for children to learn outdoors and to foster a deep connection with their local community and environment. Staff have developed helpful approaches to planning using Curriculum for Excellence guidance that builds on children's learning as they move

through the school. Whole-school themes, such as learning about the local history of crannogs, provide exciting contexts for children to learn together across age groups, which adds to the 'family' ethos of the school.

Relationships between adults and children are caring and highly supportive. This helps to create a nurturing environment for learning where all children can achieve and feel valued. Classroom assistants and administrative staff play a key role in supporting children and in the wider life of the school. Teachers effectively identify children's individual needs and any barriers to learning. Where appropriate, the school liaises closely with partners and support agencies to ensure that the needs of children are met effectively. A few children require an individualised educational programme (IEP) to help them to overcome specific challenges in their learning. These IEPs are written in a child-friendly format and contain clear targets which are both focused and measurable. Overall, there is a well-considered balance of ways for children to learn in lessons, such as individually or in pairs and groups, which helps all children find a variety of ways to succeed. We have asked staff to continue to share effective practice in learning and teaching to ensure that tasks and activities within lessons are pitched at the correct level to challenge and support all learners. As the school and Perth & Kinross Council are aware, and are trying to resolve, the lack of reliable internet connectivity presents a significant challenge for staff and children. This diminishes the school's appropriate aim to prepare children for life and the world of work.

Almost all parents are very positive about almost all aspects of the school. Parents feel that the school communicates well with them. They are provided with regular updates on school events as well as information on what their children will be learning in class. Parents themselves provide valuable support and expertise to the school in a range of ways. For example by running after-school clubs; assisting with developing the school grounds; and teaching kayaking.

How well does the school improve the quality of its work?

Kenmore Primary School demonstrates strong capacity to continuously improve. Together, the headteacher and principal teacher successfully promote a culture of teamwork which is clearly leading to improvements for children. Staff are developing robust systems to predict, track and monitor children's progress as they move through the school. The headteacher uses a number of important and helpful monitoring activities throughout the year to check on standards. These monitoring activities include observing lessons, holding individual discussions with all children about their learning, and ensuring there are frequent opportunities for professional dialogue amongst staff. A programme of coaching and mentoring, which is effectively carried out by the principal teacher, further enhances the school's approaches to staffs' professional learning. As a result, teachers are reflective about their own classroom practice and keen to research good practice out with their school. The impact of these successful approaches to self-evaluation are leading to improvements in literacy and in the development of curriculum planning and assessment. The school actively seeks the views of children, parents, staff and community partners as a core part of its work. Recent areas for consultation have included the school's vision, values and aims and approaches to improving literacy and health and wellbeing.

This inspection found the following key strengths.

- Children's genuine involvement in decision-making and in the life of their school and community.
- Rich learning experiences that enable children to make the most of the history, geography and culture of their local area.
- Strong partnerships with parents and community partners, which enhance the curriculum and children's experiences.
- Staffs' commitment to professional learning which results in improved outcomes for children.
- The leadership of the headteacher and principal teacher, and the dedication of all staff to providing a caring and motivating ethos for learning.

We discussed with staff and Perth & Kinross Council how they might continue to improve the school. This is what we agreed with them.

- Continue to share the best practice in learning and teaching across the school to ensure that tasks and activities are at the right level to challenge and support all learners.
- Continue to develop successful approaches to developing children's skills for learning, life and work.

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, Perth & Kinross Council will inform parents about the school's progress.

Lesley A Johnstone
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/KenmorePrimarySchoolPerthandKinross.asp>

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Extended Learning and Achievement Visit Report Kenmore Primary School 5,6 November 2014



BACKGROUND

To support the school in the process of self-evaluation, a team of officers from across Education and Children's Services visited Kenmore Primary School on 5 and 6 November 2014. The themes for the review were Achievement, Learning and Leadership. These themes were subject to scrutiny through core Quality Indicators from *How good is our school?* and by using the most recent Education Scotland Advice Note. It outlines the raised expectations in relation to all schools' implementation of all aspects of Curriculum for Excellence.

At the time of the visit to Kenmore Primary School it had a pupil roll of 43 organised in 3 composite classes. The headteacher leads and manages both Kenmore and Grandtully Primary Schools as a Shared Headship supported by a principal teacher currently based in Grandtully.

ACHIEVEMENT

Children are making good progress in their learning. In literacy and numeracy most children are attaining nationally expected milestones. The school has increased the range of assessment strategies used to track children's progress and are using this information to scrutinise areas of strength and to identify any areas for further improvement at individual, stage and whole school level.

Children and parents consulted commented on the range of activities and events in school that bring the school and the community together. The Parent Council and wider Parent Forum have established highly effective links with the local Community Council. Together they have supported the school well financially in a number of areas. Examples of the impact of this partnership working include securing new sports equipment, a climbing wall, an outdoor shelter and a block of Forest School activates each year for the P3/4 pupils.

Throughout the school year children are able to access a range of events and activities including orienteering, Highland Safari trips, the Day of Dance and the Aberfeldy MOD. Pupils learn to ski, kayak and mountain bike as part of the PE curriculum and several pupils have represented the school for skiing and kayaking at national level.

Children present as settled and happy at school. They talked confidently about how all adults in the school help to make them feel safe and secure.

Children feel that all adults know them well, listen to them and are interested in them.

There continues to be a very positive ethos within the school; recent child led consultation provided useful feedback about the school's work and partnership with parents and community.

Parents are recognising the school's commitment to getting provision right for all children and using the contributions of staff, pupils and children to affect change for improvement. Children and staff work and learn well together via the "heads together" groups which plan and implement ECO, health and wellbeing initiatives and take forward Pupil Council ideas.

Areas for development

Children know that they come to school to learn and have the capacity to respond to higher levels of challenge.

Further develop tracking approaches to provide greater clarity about both the levels of attainment and the pace of progress made by each pupil.

Staff and pupils should work together to increase the children's pride in their school and their ability to lead and organise e.g. to create displays of their work in shared areas.

LEARNING

In all classes observed children are motivated and engaged in their learning. Teachers use appropriate resources from a range of sources effectively. Contexts for learning are relevant and enable children to use their existing knowledge and build on their prior learning.

Lessons are structured to provide clarity and support to help children learn well collaboratively and independently. There were some examples of very effective practice where teachers used children's contributions to extend thinking and the level of challenge in discussions.

Children across the school are getting better at describing things they have done well. They can also articulate what strategies best help them achieve their next steps.

Across the school there is improved provision for children with identified additional needs. The school is making effective use of the nurture provision in Breadalbane when needed which has a clear impact on the individuals involved.

Teachers, support staff and the headteacher discuss the progress and needs of each class. Individuals and small groups are identified for further support.

The pupil support team work alongside the headteacher to target learning for these individuals and groups for concentrated blocks of time. This is proving to be a more efficient and effective use of time.

Areas for development

Continue to use learning intentions, success criteria and profile folders to focus children's thinking on what they are learning, the specific skills they are developing and to highlight the relevance of what they are learning across the curriculum.

All staff should ensure children understand how their learning is progressing over time and extend the use of the Perth & Kinross Indicators with children in all classes.

Review the impact the revised planning approaches have had on the quality of the learners' experiences and also in terms of how involved children and parents are in the process. This should be undertaken by May 2015.

All staff must ensure they support, and expect, children to produce the highest standards of written work across the curriculum.

LEADERSHIP

The headteacher and principal teacher work effectively together and are supportive of all staff. They place high value on developing the school team's capacity to continuously improve standards of achievement and attainment. They are successfully developing a culture of self-evaluation and reflection.

Staff continue to be involved in improving the curriculum and the quality of learning and teaching across the school. Examples of where this has had a positive impact include their involvement in taking forward the development of a more progressive approach to health and wellbeing, positive behaviour approaches and most recently being members of the Tapestry Teacher Learning Communities.

The staff team are currently engaged in a range of individual and collegiate professional learning activities including recent work with Alan McLean, author of *The Motivated School* to explore further developing pupils and staff energy and enthusiasm for learning.

Collegiate sessions and tracking meetings now focus teachers on the impact of their classroom practice and children's progress against national and local standards, e.g. using the Perth & Kinross Indicators. Pupils in P6/7 are using the Indicators as part of their self-reflection and profiling work.

The school team have taken forward recommendations from previous evaluation visits well and the impact can be seen in terms of improved learning experiences for children. Recent consultation with parents, which

was led by children, has provided useful and positive feedback from parents about the work of the school, its successes and suggestions for improvement.

Areas for development

Enhance the existing programme for staff professional learning by linking planned activities to relevant professional literature and providing clear direction and focus for staff contributions and discussions.

Continue to build on the current range of strategies to share the work and achievements of the school with parents, partners and the wider community and involve them in evaluating the impact their suggestions have made.

Conclusion

Kenmore Primary is a well led school which continues to demonstrate progress and improvement. Children impress as happy, polite and articulate. They are confident to welcome visitors and talk with adults. All were very well behaved and engaged well in the tasks set for them. Children consulted were able to offer reasoned opinions about their learning and their school.

There are strong and productive relationships with parents and the wider community and a shared desire to work together to enhance the school environment and experiences for children.

The headteacher and the staff team should work together to address the areas for development identified in this report within the relevant timescales.

Authority officers will visit the school in November 2015 to review the progress made in the areas for development identified in this report

[HM Inspection Report 2005](#)

Responsible Officer: Rhona Jay

Email: rjay@pkc.gov.uk

Telephone no: 01738 476360

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Quality indicators for the nursery class can be found in the publication *Child at the Centre*². Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Coupar Angus Primary School and Nursery Class.

Primary Stages

Improvements in performance	weak
Learners' experiences	satisfactory
Meeting learning needs	satisfactory

Nursery class

Improvements in performance	weak
Children's experiences	satisfactory
Meeting learning needs	satisfactory

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	satisfactory
Improvement through self-evaluation	satisfactory

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CouparAngusPrimarySchoolPerthandKinross.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf

² *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf

Please note that the term "adequate" in these documents has been replaced with "satisfactory".

22 March 2016

Dear Parent/Carer

**Coupar Angus Primary School and Nursery Class
Perth and Kinross Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including partnership working and the place of the school in the local community. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Children enjoy satisfactory experiences in a range of settings across the school. In the nursery class and Strong Starts, in the Thinking Rooms and the Garden Room and the primary stages. In the nursery most children are happy and settled and display confidence in the setting. Positive relationships with most staff members support children to feel safe and secure and most children demonstrate a readiness to learn. The majority of children show commitment to staying on task and a few persevere, with a little support, to complete tasks such as more challenging puzzles. Achievements in and out of nursery are recognised through the WOW wall. Parents are also invited to share children's achievements through Caterpillar Books. We have asked the nursery staff to use observations of learning to ensure the activities reflect children's interests. All children aged three to seven regularly experience high-quality learning in the local woodland. They are developing and applying a range of skills including collaboration, an awareness of safety and listening skills. In the Thinking Rooms and Garden Room children are motivated and engaged in learning. Relationships between staff and children are very positive. Teachers use the rooms well to provide stimulating learning environments which are calm and purposeful. Children in the Garden Room are experiencing learning in a variety of settings including their work in the community poly-tunnel. They enjoy inviting their classmates to share their learning experiences, for example when working in the garden or having breakfast. Children across the school are achieving success through the Award Scheme Development and Accreditation Network (ASDAN) New Horizons award. Children in the Garden Room, in addition to this, achieve success in the John Muir Conserver Award. These awards demonstrate the development of their personal and social skills. Across the primary stages almost all children are well behaved and eager to learn. In most lessons, children are interested in what they are learning. They work well in groups, pairs and individually, and help each other to complete activities when

they are given the opportunity. Children are more motivated when involved in making decisions about how and what they learn. For example, children in P7 were able to assess each other's performance in gymnastics and suggest ways in which performance could be improved. Children develop their confidence by leading class assemblies and performing at cultural celebrations and events such as Burns Day or at the school Nativity play. The school provides a range of opportunities for children to extend their learning experiences in and out of school. These include, for example, the Electricity Challenge for children in P4, the visit of children in P2 to Rosemount Farm, and the visit of children in P6 and P7 to the Edinburgh Book Festival. We have asked staff to develop a range of relevant experiences which motivate all children and enable them to make connections in their learning. These should be more clearly focused on which skills are being developed and how well they are developing. Across the school the majority of children attend a wide range of out of school clubs offered by school staff and the Coupar Angus Cycle Hub, Pride of Place and Coupar Angus Food Focus.

Across the school the majority of children are making progress in literacy and numeracy. However, although some children meet national expectations, there is limited evidence on the progress of individuals and groups over time. We have asked the school to take steps to ensure that the attainment of all children is improved. Staff do not yet have a clear picture of children's attainment across the curriculum. They are aware of this and are currently reviewing how learning is planned across the curriculum. In the early years children could be making more positive attempts at mark making and early writing through drawing or play. We have asked the nursery to review how children are introduced to rhyming words and simple phonics in order to improve early progress in language. We have asked the nursery staff to increase their use of assessment information to record children's progress in learning in more detail. Across the primary stages a good standard of reading is evident in most classes. The majority of children can read aloud confidently with appropriate expression. There is scope to raise the level of challenge in reading to ensure children develop advanced literacy skills. Writing skills are developed regularly across all stages but presentation of work across the school is variable. We have asked staff to agree acceptable levels of presentation and encourage children to take more pride in their work. Staff should also ensure that there is a clear progression of skills being taught across the school in listening and talking.

The school has begun to address the need to raise expectations about what children can achieve in mathematics. While the majority of children are making progress in numeracy, there is significant scope to raise expectations about what children can achieve in numeracy and maths. We have asked the school to develop a clear progression of skills and a clear understanding of assessing children's progress in learning in this area. The school needs to ensure that it gathers robust data around learners; progress in numeracy. Children require to develop more robust mental agility in numeracy across the school. Teachers should develop the range of data handling experiences for children and provide more real-life contexts for the application of mathematical skills. Teachers are aware of this and are putting in place clear and agreed approaches to improve learning and to assess children's progress in numeracy and mathematics. We have asked that this work also be developed in the nursery.

How well does the school support children to develop and learn?

Across all the learning settings in the school staff provide caring and nurturing learning environments. Children's additional support needs are identified effectively across the school. The school maintains an overview of the needs of children who require additional support. This supports the staff's knowledge of what children's needs are and what support they are currently receiving. However in the nursery, activities and resources are not always well matched to the needs of children. In the Thinking and Garden Rooms teachers plan tasks and activities well to meet the needs of children. Children in the Thinking Rooms are developing their confidence when learning alongside their peers in mainstream classes and can, for example, express their voice through choice in lessons and through representation on the Pupil Council. In almost all classes across the primary stages teachers plan appropriate learning. In best practice, lessons are differentiated to meet the needs of individual children. However tasks and activities too often lack challenge and do not always meet the needs of children. We have asked staff to ensure that they plan learning experiences that more effectively meet the needs of all children. In particular teachers should raise their expectations of children's abilities and design tasks and activities with more pace and challenge. We have also asked that teachers make more effective use of digital technologies in learning.

The school is currently reviewing aspects of the curriculum in order to ensure that children experience appropriate breadth in their learning across all curriculum areas. We have asked the school to develop a curriculum rationale and use this to review the curriculum as a whole. Foundations for this have been laid through effective work with partners and the recent development of school aims with parents and children. The up-cycling project, for example, is providing stimulating and relevant learning experiences for children. However, at present the school is at the early stages of developing more effective ways to engage partners to provide more coherent learning for children. Staff are aware of the need to develop a clear framework for interdisciplinary learning and for more robust assessment of progress in learning across all curriculum areas. This will ensure that children receive a balance in topics which will help them to make links in their learning

How well does the school improve the quality of its work?

The new headteacher has made a positive impact in a very short time in the school. She and depute head have the capacity to form an effective team. They have a clear idea of how they would like to improve the work of the school. They now need to share this view and agree priorities with all stakeholders. Teachers demonstrate commitment to developing more effective self-evaluation, for example, through professional learning and taking leadership roles in the school. In the nursery staff reflect on their practice and are keen to develop the setting. The views of parents and carers are gathered both informally and through recently established 'nursery natter' sessions. In the Thinking and Garden Rooms staff reflect effectively on their practice. They note how well children respond to lessons and adapt their practice to improve children's learning. Across the school we have asked that staff further extend the new tracking system to monitor children's progress in learning more effectively across the whole curriculum. At present staff do not have a clear picture of children's attainment.

We have asked the school to ensure they develop more rigorous and robust ways to evaluate children's progress across all areas of the curriculum. Through this staff should develop more robust approaches to self-evaluation which take account of data on children's progress in learning and use this information to ensure improvement.

This inspection found the following key strengths.

- High-quality partnership working which is embedded in the work of the school and which supports effective and productive links with the local community.
- Very effective practice in forest schools education in the early years.
- The work of all staff in providing a high level of pastoral care and nurturing ethos across the school.

We discussed with staff and Perth and Kinross Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Develop and agree a curriculum rationale and review the curriculum, including inter-disciplinary learning.
- Improve the use of tracking and monitoring by all staff to better inform self-evaluation and increase rates of progress in children's learning.
- Increase pace and challenge across learning to maximise progress for all children with learning experiences that are motivating, sustain interest and ensure active participation in the learning process.

What happens at the end of the inspection?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. Our Area Lead Officer will work with Perth and Kinross Council to build capacity for improvement, and will maintain contact to monitor progress. We will return to carry out a further inspection within 12 months of publication of this letter. We will then issue another letter to parents on the extent to which the school has improved.

David Drysdale
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/CouparAngusPrimarySchoolPerthandKinross.asp>

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Perth and Kinross Council Education and Children's Services

**Extended Learning and Achievement Visit
Coupar Angus Primary School
27/28 October 2010 and 25 February 2011**



BACKGROUND

To support the school in the process of self-evaluation, a team of three service managers (school improvement) and an Early Years Quality Improvement Officer visited Coupar Angus Primary School in October 2010 with a follow up day in February 2011. The themes for the review were Achievement, Learning and Leadership. These themes were subject to scrutiny through core quality indicators from How Good is Our School? (3).

The school Standards and Quality Report for 2009-2010, the School Improvement Plan for 2010-2011 and the school's own self evaluation pro-forma formed the core documentation for the visit.

During the extended learning and achievement visit, the team carried out discussions with the headteacher and other staff, observed learning and teaching in classrooms, reviewed documentation, and met with groups of children and parents.

The strengths and areas for development identified as a result of this visit and the school's self-evaluation process are recorded below under the three main themes of Achievement, Learning and Leadership

ACHIEVEMENT

Attainment information

- There was a significant downward trend for mathematics in June 2009 and 2010. In writing there was a downward trend between 2007 and 2009. In 2009 / 2010 the majority of children were attaining in line with national expected levels of attainment in reading, writing and mathematics
- Against a falling trend, in June 2010 across the school, a few children exceeded nationally expected levels of attainment.

Strengths

- Across the curriculum most learners experience success and are confident in their learning.
- The I CAN accreditation has had a significant impact on developing talking and listening in the early years.

- Within vertical groupings, all pupils in P4-7 are encouraged to take responsibility within the school through a wide range of opportunities, for example the Children's Council, the Eco Committee, Junior Road Safety Officers, Peacemakers, Health and Enterprise Groups. The children were able to articulate the positive impact of the Children's Council, vertical groups and House and Vice Captains.
- Children participate in a wide range of cultural and sporting activities both within school and as part of Authority led events. This has had positive impact on pupils' confidence and enjoyment of learning.
- The children in P7 have opportunities to participate in a residential trip to York and Primary 5 children have a residential outdoor learning experience at Dalguise.
- Achievements are celebrated through assemblies, displays and newsletters. Children's wider achievements are recognised and recorded through a recently introduced award scheme.
- The School Improvement Plan sets out clear priorities for development, with a focus on learning and learners. Account is taken of local and national advice.
- Priorities indicated in the current School Improvement Plan have had a positive impact on learning particularly in the areas of writing and science.
- Commendably, the school has achieved both Health Promoting Schools Status and an Eco Schools Award (Green Flag).
- Most pupils are well behaved, co-operative and interact well with adults. Initiatives within the school e.g. Bounce Back and Rights Respecting Schools continue to support this.

Areas for development

- Continue to implement strategies to raise attainment in reading, writing and mathematics.
- Continue to target support as appropriate to raise attainment with a particular focus on the middle stages.
- Continue to focus on moderation of writing.
- Continue to develop systems to track attainment and achievements to ensure continuity, progression and pace of learning for all learners.

LEARNING

Strengths

- Teachers plan a broad range of learning experiences, taking account of national advice.
- Across the school, interactions between pupils and staff are positive.
- In the nursery class children are motivated and engage well in a wide range of high quality learning experiences to develop their learning across the curriculum.
- Staff in the early years are working together effectively as a team to provide a rich learning environment and experiences for the children.

- Most pupils in P1-7 are well motivated and actively engaged in their learning.
- In most classes, learners are clear about their learning goals and can articulate what they need to do to improve as a result of effective feedback from teachers.
- The revised Personal Learning Plan (PLP) process gives an opportunity for parents to be more aware of their children's learning targets.
- Children are involved in planning their class theme and identifying areas for exploration.
- A range of assessment materials and strategies are used for assessment purposes. This has led to a strategic and targeted approach for supporting identified children.
- There are good examples of collaborative planning for interdisciplinary learning e.g. Forest Schools in the early years and an Inventors topic across the school.
- In co-operative learning activities children have good opportunities to develop listening and talking skills.
- Pupils feel that they are listened to and their views are sought and taken into account.
- Support staff are used effectively and contribute well in supporting children across the school in attainment, achievement and life skills.

Areas for development

- Develop use of the shared area to encourage children at the early stages to work and play together.
- Continue to plan across curriculum areas to ensure continuity and progression in core skills.
- Ensure that tasks and activities are differentiated to take account of the needs of all learners.
- Monitor the impact of the revised reading and writing programmes to ensure appropriate learning experiences and progression for all children.
- Consider further development of the curriculum beyond literacy, numeracy, health and wellbeing that helps build resilience in learners.
- Revise the remits for the DHT(s) and SfL teacher which are guided by the good practice outlined in the new ASN Support Manual.
- Work with the ASN team to implement the advice within the Authority's new ASN Support Manual.

LEADERSHIP

Strengths

- The headteacher has a clear vision for the school and this is shared with all staff.
- Teachers take a leading role in the development of aspects of the curriculum.

- A clear programme for monitoring with an identified focus for each term is being implemented in order to support school improvement and inform self evaluation.
- The views of parents and pupils are sought about the quality of the work of the school. These are used in evaluation and to inform future development.
- There is evidence of increased collegiality, providing opportunities for effective professional discussion and joint planning.

Areas for development

- Through the monitoring programme, maintain a focus on the impact of development priorities on pupils' learning and experiences.
- Further develop collegiality amongst staff to take account of the changes in staffing and to ensure a shared understanding of new developments.
- Review the roles and responsibilities of the senior management team to ensure a focused, manageable approach to developing and supporting staff.
- Extend the range of information and opportunities for parents to become involved in their children's learning.

CONCLUSION

Coupar Angus Primary School is a school with a committed staff where pupils are happy and have a positive educational experience. The parents sampled consider Coupar Angus to be a good school where the teachers are friendly and know their children well. They appreciated the range of opportunities that were planned for their children.

The headteacher, staff and parents should continue to develop their partnership, build on the work already begun and take forward the recommendations in this report in order to enable every child to develop and achieve their full potential.

PERTH AND KINROSS COUNCIL

Executive Sub-Committee of Lifelong Learning Committee

17 August 2016

Educational Psychology Service – Validated Self-evaluation

Report by Director (Education and Children's Services)

PURPOSE OF REPORT

This report sets out a description of, and the key findings following, a validated self-evaluation carried out by Educational Psychology Services in partnership with the wider education authority and facilitators from HM Inspectors, Education Scotland. The resulting Education Scotland report is appended.

1. BACKGROUND

- 1.1 Educational Psychology Services (EPS) were last inspected in [2010](#) as part of a full cycle of all 32 services across Scotland. Having taken consideration of the need to reduce the burden of scrutiny and the need to align inspection with the Shared Risk Assessment (SRA) process, Education Scotland decided to include EPS within the SRA approach. In 2015, Validated Self Evaluation (VSE) was subsequently proposed as the model to support self-evaluation within EPS.
- 1.2 VSE is a collaborative, evaluative process that forms part of a scrutiny approach. It aims to improve the quality of provision and outcomes for learners by providing support and challenge to the work of EPS.
- 1.3 It is led by the EPS and involves a partnership in which Education Scotland works alongside the service and applies its knowledge of education, in addition to expertise in evaluation. The purpose of the VSE process is to support, extend and challenge the service's own self-evaluation, to affirm, or otherwise, their evaluation of strengths and areas for improvement, thereby strengthening outcomes for learners and other stakeholders.
- 1.4 At the self-evaluation stage of the VSE, the role of HM Inspectors from Education Scotland is as facilitators to support and challenge the service, along with multi-agency partners, in its approaches to self-evaluation and help develop an action plan for improvement.

2. ACTIVITY

- 2.1 In March 2016, after 8 weeks formal notification, Education Scotland facilitators visited for one week to observe and challenge self-evaluation activities and subsequent reflection and planning discussions.

- 2.2 VSE asks services to demonstrate self-evaluation processes in relation to two nationally agreed themes. Based on the service's self-evaluation, these were refined to focus on the following local priorities:

National Theme	Local driving questions for self-evaluation
Learning and Teaching	How effective is EPS contribution to learning and teaching and how can we improve this? - with a sub question of 'How effectively are we using information and data in this process?'
Partnership working/ Impact on the wider community	How effective is our service delivery to small schools and how can we work with partners to improve it?

- 2.3 A critical aspect of the VSE process is that it should be a collaborative process. Key partners from schools, the Service more widely, partner professionals from other organisations and EPs from other authorities helped to shape, support and indeed join in the self-evaluation activities.
- 2.4 The EPS found the VSE process to be a highly effective and useful process. Specific, concrete and achievable actions were agreed as a result. Importantly, the process supported honest feedback, authentic dialogue, solution-focused thinking and relationship building with key stakeholders. There was a greater understanding among partners of the work of the EPS as a result and helpful discussions on ways of working, beyond content-based discussions.
- 2.5 The Education Scotland validation report (attached as Appendix 1) sets out clearly the conclusions agreed between the facilitators and the Service. The EPS has prepared an action plan, which will be incorporated into Service Improvement Plans. A full report setting out the EPS reflections on the self-evaluation process and the action plan is attached as Appendix 2.
- 2.6 Education Scotland validated the service's self-evaluation, and noted that the service, "has a very comprehensive and rigorous self-evaluation process which is used very effectively to inform practice and ensure continuous improvement. It has the management capacity to continue to make significant contributions to improving learning and teaching and reducing inequality. There is a strong culture of effective self-evaluation within the Council leading to transformational change."

3. CONCLUSION AND RECOMMENDATION

- 3.1 It is recommended that the Committee considers and comments as appropriate on the contents of the report.

Author(s)

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Approved

Name	Designation	Date
Sheena Devlin	Director (Education and Children Services)	1 August 2016

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes / None
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	None
Workforce	None
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	None
Strategic Environmental Assessment	None
Sustainability (community, economic, environmental)	None
Legal and Governance	None
Risk	None
Consultation	
Internal	Yes
External	None
Communication	
Communications Plan	No

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
- (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 proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome: assessed as **not relevant** for the purposes of EqIA.

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 Not applicable (n/a)

6. BACKGROUND PAPERS

No 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:

7. APPENDICES

Appendix 1: Education Scotland Validated Self-Evaluation Report – Perth and Kinross Educational Psychology Service, June 2016

Appendix 2: Perth and Kinross Educational Psychology Service: Validated Self-Evaluation and Action Plan, March 2016



Validated self-evaluation

**Perth and Kinross Council
Educational Psychology Service**

June 2016

Contents	Page
1. What is validated self-evaluation in Educational Psychology Services?	1
2. What was validated self-evaluation in Perth and Kinross Council's Educational Psychology Service?	1
3. What did HM Inspectors learn about the quality of self-evaluation in Perth and Kinross Council's Educational Psychology Service?	2
4. What does the Educational Psychology Service plan to do next?	4
5. What is Perth and Kinross Council's Educational Psychology Service's capacity for improvement?	4

1. What is validated self-evaluation in Educational Psychology Services?

Validated self-evaluation (VSE) is an evaluative activity which supports and challenges the work of Educational Psychology Services (EPS) by working collaboratively. It involves a partnership between the education authority, EPS and HM Inspectors, Education Scotland. In EPS the VSE focuses on two key themes.

- Learning and Teaching.
- Partnership Working.

The themes reflect the Scottish Government's national priorities and relate to the contributions made by EPS to raising attainment, addressing disadvantage and supporting and implementing, *Getting it right for every child*. Both themes also allow EPS to evidence the impact and outcomes of early intervention and prevention across the full range of their service delivery.

In addition to the core themes, services can choose an additional one to reflect their own context. An additional area may relate to the core themes or reflect other quality indicators which impact on the service's ability to improve outcomes for its stakeholders. For example, leadership, or the delivery of the five Currie (2002)¹ functions of consultation and advice, assessment, intervention, professional development and research and development.

2. What was validated self-evaluation in Perth and Kinross Council's Educational Psychology Service?

Perth and Kinross Council's Educational Psychology Service (PKCEPS) used the VSE to build on their strengths and areas for improvement identified in their HM Inspection in 2009 and subsequent ongoing self-evaluation. The 2009 inspection recommended that the EPS 'develop a better understanding of how its research function can contribute to better outcomes for children'. The learning and teaching theme therefore focused on how effectively the EPS has contributed to learning and teaching in Perth and Kinross Council (PKC) through research and professional learning. The core questions investigated during the VSE were:

1. How effective are the service's contributions to authority wide learning and teaching interventions?
2. How effectively is the service in using data to measure effectiveness?
3. How can the service use the outcomes from 1 and 2 above, to increase the impact of EPS in learning and teaching?

The service chose to look at their impact in ten core areas of learning and teaching.

- School engagement action research (SEAR).
- Self-regulation.
- Wave 3 literacy programme.
- Nurture.

¹ Currie (2002), Review of Provision of Educational Psychology Services in Scotland. Scottish Executive.

- Developmental Milestones.
- Bounceback.
- Restorative Approaches.
- Promoting positive mental health at the secondary school stage.
- Curriculum for Excellence research.
- Part-time timetables research.

The interventions chosen represented an effective range of programmes, some of which were very well embedded, such as Bounceback, and others which were relatively new and small scale, such as self-regulation training.

In the partnership theme the service focused on their impact in small schools. The driving question which resulted from their recent stakeholder evaluations was: How effective is our service delivery to small schools? and how can we work with partners to improve? During the VSE, activities were designed to answer the following subsidiary questions.

- Is small school feedback representative of the views of all small schools within Perth and Kinross?
- Do the needs of small schools differ from others?

Both themes built very well on existing self-evaluation data and standards and quality reports. The activities were very well designed and used a project management approach to help collate information from the self-evaluation activities. This provided clarity for partners as they engaged in focus groups, observations of practice, analysis of existing data, and interventions such as consultation with a group of small school headteachers. All of the activities were very well planned and allowed the service to gather important evaluative data to inform next steps in both themes. The range of partners participating in the themed areas was appropriate and provided an effective group to help support and challenge. The learning and teaching theme used the organising structure of looking inwards, outwards and forwards very effectively.

3. What did HM Inspectors learn about the quality of self-evaluation in Perth and Kinross Council's Educational Psychology Service?

PKCEPS provided a very strong self-evaluation report to support the activities undertaken during the VSE. This allowed them to interrogate existing data forensically, and to use the outcomes from the VSE activities to inform next steps with confidence and rigor.

The leadership of the Chief Executive and senior managers in Education and Children's Service (ECS) is very strong and they demonstrated a clear understanding of the role of the EPS and what value it can add to Council and ECS priorities. The Director of Education and Children's Services and Head of Secondary and Inclusion provide strong leadership with appropriate support and challenge to help facilitate transformational change. In this context the EPS is well placed to deliver high quality educational psychology. The Principal Educational Psychologist (PEP) provides very clear direction for staff about the role of EPS in supporting teaching and learning and improving outcomes for children and young people. 'The aim is always to impact upon the

educational context and support improvements in teaching and learning'. She has identified very well the core areas for improvement which will make the greatest impact in the context of PKC. The leadership of the PEP and Depute Principal Educational Psychologist and direction is central to a continuously improving service with a high priority placed on building capacity for shared leadership. Almost all interventions delivered by EPS link well with ECS objectives as set out in the Education and Children's Services Business Management and Improvement Plan and reported in the Education and Children's Services Standards and Quality report. During the VSE it was recognised that the EPS and ECS should continue to strengthen joint planning at strategic levels even further and within the context of reduced staffing to ensure sustained impact. Consideration should also be made as to how other agencies can be involved more in planning with the EPS at strategic and school levels. For example, health, social work and other agencies involved in improving learning and teaching. The service's self-evaluation framework provides very good guidance to staff and was being used well. Self-evaluation is a well-integrated process which the service uses very effectively to inform improvements. For example, the evaluation of consultation and casework has resulted in changes to service structures and is continuing to inform areas of improvement such as the small school service delivery that was investigated during the VSE. EPS staff involved in the VSE demonstrated strengths in the interrogation of data to inform future practice and to engage in highly effective self-regulatory behaviour to improve their self-evaluation systems and processes. The service is aware that they now need to build on their very strong self-evaluation systems and use of data to enable them to link impact data with outcomes. For example, many of the authority initiatives report on the impact of training and delivery by Educational Psychologists (EPs) on their skills. However, there is more limited evaluation of how an increase in skills is leading to improvements in practice, which would ultimately lead to improving outcomes for children and young people.

The quality of the psychology used in interventions and drawn from a robust evidence base, was very well demonstrated during the VSE. Senior managers and partners recognised the value added by the EPS in developing practitioner enquiry and supporting teachers to have a better understanding of their practice as outlined in the General Teaching Council for Scotland Standards and Education policy.

The service was very well engaged in key strategic objectives and making significant systemic impacts. For example, through the Wave 3 literacy intervention, Restorative Approaches and SEAR.

During the VSE EPS staff and partners engaged in very high quality professional dialogue. All team members helped to provide clarity about the key areas for improvement and how these could be linked more strategically through existing structures. The depth of thinking around EPS service delivery, how they could plan more effectively using existing ECS processes such as that for schools, and the contributions which EPs could add to the key National Improvement Framework drivers was very good. The service is aware of the need to ensure that sustainability planning is built into interventions at the outset so that they can determine appropriate exit and re-entry points for engagement.

The range of self-evaluation activities struck the right balance between direct observation of practice, the use of focus groups, and analysis of existing data.

Self-evaluation methodologies were highly effective and implemented very effectively. For example, the café approach, data plan, and the Myers 2012 framework as an organiser for improvement. The self-evaluation taking place during the week was iterative, building on knowledge gained from activity to activity, which resulted in a dynamic and organic process which was honest and meaningful. Core teams demonstrated very well-developed skills in the synthesis and analysis of intelligence gathered during the week, helping to provide depth to the process.

Overall, the service's self-evaluation, impact on learning and teaching and service delivery to schools is very effective. The use of robust and rigorous research methods to inform future improvements is very well developed.

4. What does the Educational Psychology Service plan to do next?

PKCEPS has developed a comprehensive Action Plan from the VSE findings which can be seen on their website <http://www.pkc.gov.uk/eps>. The service agreed that they now need to build on their very strong self-evaluation systems and use of data to enable them to:

- integrate their data with existing data systems such as CHIRP and A Classification of Residential Neighbourhoods, to help measure effectiveness efficiently and to enable outcome data to be collected more;
- refine joint planning and ensure that sustainability planning is built into interventions at the outset so that they can determine appropriate exit and re-entry points for engagement;
- consider how they can use data more overtly to demonstrate year-on-year improvements in core areas of service delivery;
- build on their partnership working;
- continue to focus on key priorities whilst scanning for the future; and
- continue to develop capacity within the EPS team to ensure continuous improvement.

5. What is Perth and Kinross Council's Educational Psychology Service's capacity for improvement?

PKCEPS has a very comprehensive and rigorous self-evaluation process which is used very effectively to inform practice and ensure continuous improvement. There is a strong culture of effective self-evaluation within the council leading to transformational change. As such, Education Scotland validated the service's self-evaluation. The PEP

and her management team have a clear vision for the service and have the capacity to continue to make significant contributions to improving learning and teaching and reducing inequality for children and young people in PKC.

Dr Laura-Ann Currie
Lead Facilitator
3 June 2016

Further information about the EPS VSE reports and self-evaluation can be found on the service's website <http://www.pkc.gov.uk/eps>

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Perth and Kinross Council Educational Psychology Service

Validated Self-Evaluation March 2016

Context

The EPS has 9.8 FTE EPs, including the PEP. The PEP has a joint role as part of the management of the Inclusion Service. The EPS has a DPEP who is 0.8 FTE; the DPEP allocation has reduced over time. The staffing complement has remained stable over recent years and the Service currently has a probationer EP. In 16/17 there is to be a reduction of 1.0 FTE, which will occur through a retirement. This has arisen from council wide budgetary decisions.

The Service is part of the Inclusion Service with aspects of joint working. It is located within Education and Children's Services, with the PEP part of one divisional management team, with access to the Senior Management Team. Recently the EPS has worked on ensuring a clear focus for service delivery in schools on removing barriers to learning. This has been approached by adopting enhanced self-evaluation as a learning organisation with a systematic review of effectiveness from the individual level up. Based on its self-evaluation, the Service has clear strengths as a consultation based Service, in the breadth and quality of its Authority-wide interventions and in respect of collaborative working.

Aims

The goal for the Service was that VSE would be an opportunity to review and plan for service delivery under reduced capacity. The Service aimed to be seen as an open team, willing for feedback to aid improvement. It recognised the rare chance of concentrated time and focus to work alongside partners to gain their views on defined areas. It aimed to achieve concrete and specific actions around data collection and service delivery processes that could quickly be taken forward.

Theme Development

Partnership working

Feedback from the schools survey (2015) seemed to indicate less satisfaction with service delivery from small/rural schools. The EPS needed to gather some further information to indicate whether this feedback was representative of the views of small/rural schools more generally within Perth and Kinross. It needed to explore how the effectiveness of working in partnership with others to deliver services to small schools could be improved, and whether some processes used in other areas of partnership work, such as group consultation, might be beneficial. The EPS also needed to consider whether small/rural schools differed in their needs from larger schools, and whether this had any implication for service delivery. This work is continuing alongside agency- specific discussions to clarify EP role and effective joint working.

The driving question for this theme was: *How effective is our service delivery to small schools and how can we work with partners to improve it?*

Learning and teaching

Since an inspection in 2009 the EPS has continued to develop its strategic inputs and, as a consequence, has a breadth of Authority-wide initiatives aimed at supporting staff skills, knowledge and practice, to impact positively upon teaching and learning. Most recently there has been a focus upon action research and project implementation methods to support practitioner enquiry, adult learning and sustainable projects designed for schools to co-design and lead on their own development needs. The EPS has used interventions with a robust evidence base and has built in evaluation methods. It was also recognised there was potential to use more data available within ECS, particularly for those initiatives where the EP input is more removed from classroom practice.

The driving question for this theme, with a focus on Authority-wide initiatives was *'How effective is EPS contribution to learning and teaching and how can we improve this?'* with a sub question of *'How effectively are we using information and data in this process?'*

VSE Activities

Partnership working

The first activity during VSE was a data analysis activity, scrutinising the data available about the pupil population and support staff in small schools, as well as EPS service delivery to small schools. The emerging theme was that, although small schools have a similar pupil profile to larger schools, they have fewer support staff hours, and difficulties feel magnified in a small school due to environmental and personnel factors. The second activity was a focus group with small school Headteachers and partners, to further explore the themes emerging from the data analysis and to discuss how to improve partnership working to small schools. Through this process, the flexible EPS model of negotiating service delivery with each school (as opposed to a time allocation model), each school having a link EP, and the cluster model, were valued as promoting effective practice. A theme emerged across the day about the questions asked as part of self-evaluation, and whether the framing of the questions in the school survey led staff to think about casework rather than the wider range of services, thus skewing reports in relation to feedback about the value of, and difference made by, EPS.

Day 2 began with a demonstration of group consultation as a potential way of delivering a more effective service to small primary schools, followed by an evaluation of the methodology and further exploration of the themes from Day 1. Headteachers involved indicated that the process was helpful and were keen to use the group consultation model again as an aspect of service delivery to small schools.

Learning and teaching

The first activity during VSE was the analysis of an overview of self-evaluation data held for each of the Authority-wide projects. The concept of EPs working in a chain of impact was explained. The overview analysis sheet was explained as one imperfect way of presenting an overview. The importance of the 'engagement' or 'project negotiation' phase emerged as a theme from this initial activity. On Day 2 there was a focus group activity of past and present participants in the 'School Engagement Action Research' projects. From this, a theme emerged to highlight the potential of longer-term outcomes data collection to simultaneously support project sustainability. There was then a small focus group meeting

with key senior personnel from ECS. Themes noted here related to the impact EPS has had, through action research, on the culture of staff development. The EPS use of implementation factors in negotiation and planning was also viewed as valuable. On Day 3 there was a wide group activity involving past and present participants of Self Regulation projects. The group, including an academic from the University of Edinburgh, were given a clear steer to focus on future improvements for such projects. Themes that emerged included positive and helpful methodology for staff development, the importance of being clear and transparent about readiness factors prior to school involvement, which school managers can find helpful, how best to target self-regulation, and discussion about appropriate tools to measure direct impact. A need to bring coherence for schools around the different agendas was also highlighted. The final activity was a 'world café' review with key stakeholders focussed upon clarification of achievable actions. Working EPS prioritisation and engagement into existing ECS planning mechanisms was a strong theme here, as was working with others within ECS to aid outcome evaluation. The methods for this should be agreed at the outset and include collaboration with those involved in supporting sustainable outcomes.

Reflections

The EPS found the VSE process to be highly effective and useful. Specific, concrete and achievable actions were agreed as a result. Importantly, the process supported honest feedback, authentic dialogue, solution-focused thinking and relationship building with key stakeholders. There was a greater understanding among partners of the work of the EPS as a result and helpful discussion on ways of working, beyond content-based discussions. The EPS felt very well supported by ECS colleagues and wider partners, which promoted an ability to be honest about development needs. VSE took place at a very useful period for the EPS, coming as it did at a time of planning for changes to service delivery due to a forthcoming reduction in capacity. The amount of time given, however, was felt to be more than sufficient. Participating partners fed back that the EPS had embraced the spirit of VSE, being welcoming of challenge and flexibly responding to themes as they arose, as well as noting the distributed leadership across the team. Partners found the process to be professionally valuable.

Action Plan

Area	Outcome	Actions – Term 4 15/16	Actions - 16/17
Continued refinement of self-evaluation	Self-evaluation and improvement framework that supports effective negotiation for year on year improvements	Adjust formative interview questions for educational establishments	Adjust educational establishment questionnaire Monitor small school data for trends
		Review prompt	Produce clear, concise

		questions for engagement with Authority-wide project work	guidance on implementation factors for participant readiness for project engagement
			Adjust project evaluation proforma to match engagement criteria and needs analysis, and take account of NIF outcome data collection
Continued review of service delivery	<p>Small schools evaluation of impact and value is consistent with larger schools</p> <p>Effective service delivery maintained under reduced capacity</p>	<p>Adjust formative interview questions for educational establishments</p> <p>Clear communication to HTs over service delivery strategy in relation to reduction and need for feedback</p>	<p>Pilot group consultation. Contact EP given in cases of absence. Piloting of Facetime. Review opportunities to deliver some aspects of delivery through ITMs.</p> <p>Stakeholder group established to help evaluate impact of change.</p>
Planning for development contributions to ECS priorities	Self-sustaining project plans with clearly defined outcome measures	Team-based discussion for HoS agreement prior to ECS planning day	Agree ECS-based planning timeline to ensure requests are agreed with sufficient time for needs analysis and to plan for coming Session
Collaborative and effective use of data	Service evaluation and improvement framework that details range of outcome measures and demonstrates year on year improvements	Seek QIOs and EPS meeting to explore more collaborative ways of working to support schools	Proceed with agreed ways to monitor and review work with schools and jointly held data
		Team based discussion on CHRP data use in relation to school planning and allocations	Agreed methods in use for formative planning with schools, clear expectations for outcomes, data for SIP discussions, and link with QIOs.

Continued EPS professional development	EPS continues to bring intervention suggestions for ECS priorities. EPs contributing to Service developments and demonstrating positive wellbeing at work.	Discussion and planning for moving forward under reduced capacity. Clear communications to HTs in respect of priorities.	Stakeholder group established to help monitor impact of change.
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