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Council Building  
2 High Street  
Perth  
PH1 5PH

Tuesday, 24 January 2017

A Meeting of the **Lifelong Learning Executive Sub-Committee** will be held in the **Council Chambers, Ground Floor, Council Building, 2 High Street, Perth, PH1 5PH** on **Wednesday, 01 February 2017 at 10:00**.

If you have any queries please contact Committee Services on (01738) 475000 or email [Committee@pkc.gov.uk](mailto: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, 01 February 2017**

**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 WEDNESDAY 26 OCTOBER 2016 5 - 6**
- 4 CHANGES TO MODELS OF INSPECTION**  
Joint Presentation by Ken McAra, Area Lead Officer for Perth and Kinross, Education Scotland and Arlene Cattigan, Early Years Link for Perth and Kinross, The Care Inspectorate
- 5 INSPECTIONS OF SERVICES FOR CHILDREN AND YOUNG PEOPLE BY THE CARE INSPECTORATE 7 - 14**  
Report by Director (Education and Children's Services) (copy herewith 17/43)  
**WOODLEA COTTAGE**  
  
**APPENDIX 1 - WOODLEA COTTAGE 15 - 20**
- 6 STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN 21 - 28**  
Report by Director (Education and Children's Services) (copy herewith 17/44)  
**DOODLEBUGS DAY NURSERY (ABERUTHVEN)**  
  
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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 26 October 2016 at 2.00pm.

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

In Attendance: R Hill, Head of Education – Secondary and Inclusion, S Johnston, Head of Education – Early Years and Primary, P Davison and B Scott (all Education and Children's Services); L Brown ( Corporate and Democratic Services); F Allen Headteacher, Forgandenny Primary School

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 17 August 2016 was submitted, approved as a correct record and authorised for signature.

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

There was submitted a report by the Director (Education and Children's Services) (16/459), 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 17 August 2016.

S Johnston, Head of Early Years and Primary, advised that Education Scotland had tested a number of new approaches to inspection and following evaluation 4 new inspection models had been introduced using the "How Good is Our School" 4<sup>th</sup> edition quality indicators. These new models of inspection are aligned with the National Improvement Framework for Scottish Education and the Scottish Attainment Challenge. The Standards and Quality in Schools, Learning Communities and Pre-School Centres/Day Care of Children, Report 16/459, was the

last report to be presented to the Sub-Committee using the previous quality indicators. However, the inspection of Forgandenny Primary School as detailed in Appendices 1A and 1B to Report 16/459 had followed a trial approach to inspections involving a two day period of notice rather than the usual two working weeks.

B Scott, Quality Improvement Officer, reported that the inspection report for Forgandenny Primary School had contained 1 action point, namely, staff at the school should continue to strengthen assessment and moderation and continue to use data to ensure all children experienced appropriate pace and challenge across the curriculum. B Scott advised that the Headteacher and her team had already identified this action through their planning for improvement and self-evaluation process prior to inspector's visit to the school. Mrs Allen, Headteacher, added that the action was being addressed through the School Improvement Plan process and through working collaboratively with the children at the school.

The Sub-Committee congratulated the Headteacher and her team for the excellent work being undertaken at Forgandenny Primary School as detailed within the inspection report.

**Resolved:**

- (i) Having heard the relevant officers on the key findings of the inspection, and following consideration from the Sub-Committee, it was agreed that the following report, attached as Appendices 1a to 1c of report 16/459, be noted:
  - Education Scotland Inspection Summary, Forgandenny Primary School (Appendix 1a)
  - Education Scotland and Care Inspectorate Inspection Letter, Forgandenny Primary School (Appendix 1b)
  - Education Scotland and Care Inspectorate Extended Learning and Achievement Visit Report November 2013, Forgandenny Primary School (Appendix 1c)
- (ii) Education Scotland and the Care Inspectorate be invited to attend a future meeting of the Sub-Committee to give a presentation on their new models of inspection.

## PERTH AND KINROSS COUNCIL

## Executive Sub-Committee of Lifelong Learning Committee

1 February 2017

## Inspections of services for Children and Young People by the Care Inspectorate

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

**PURPOSE OF REPORT**

This report sets out the key findings following an unannounced inspection of Woodlea Cottage in September 2016 by the Care Inspectorate.

**1 BACKGROUND**

- 1.1 The Care Inspectorate (also known as Social Care and Social Work Improvement Scotland - SCSWIS) was created by the [Public Services Reform \(Scotland\) Act 2010](#). The Act sets out general principles for the Care Inspectorate's inspection and improvement functions. These are:
- The safety and wellbeing of all persons who use, or are eligible to use, any social service are to be protected and enhanced;
  - The independence of those persons is to be promoted;
  - Diversity in the provision of social services is to be promoted with a view to those persons being afforded choice; and
  - Good practice in the provision of social services is to be identified, promulgated and promoted.
- 1.2 The Act places duties on the Care Inspectorate to make arrangements which will secure continuous improvement, to ensure user focus, and to co-operate with other specified scrutiny bodies.
- 1.3 Since April 2008, regulated care services in Scotland have been inspected using a framework of quality themes and quality statements. Services have been given grades based on the findings at each inspection and the written reports and grades are made public via the Care Inspectorate's website.
- 1.4 Services are measured against the [National Care Standards](#) and quality themes:
- Quality of Care and Support;
  - Quality of Environment or Information;
  - Quality of Staffing; and
  - Quality of Management and Leadership.
- 1.5 Each quality theme is graded on a 6-point scale in which 1 = unsatisfactory, 2 = weak, 3 = adequate, 4 = good, 5 = very good and 6 = excellent.
- 1.6 In addition to a visit to each service, inspectors consider evidence from a range of sources when judging a service's performance since it was last graded, including:

- Upheld complaints and whether identified issues have been resolved;
- Notifiable incidents and how the service has dealt with them;
- Feedback from people who use the service and carers;
- Evidence that previous action plans have been implemented; and
- Information in the annual return.

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

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

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

1.9 Care service providers must submit an action plan to the Care Inspectorate addressing any requirements and recommendations identified. Progress against the action plan is monitored by the Care Inspectorate through annual return and self-assessment forms submitted by the care service provider, and through subsequent inspection.

## 2 RECENTLY PUBLISHED REPORTS

2.1 This report presents the findings of the inspection of Woodlea Cottage in September 2016 by the Care Inspectorate.

### 2.2 Woodlea Cottage

2.2.1 The Care Inspectorate carried out an inspection of Woodlea Cottage in September 2016. The inspection was unannounced.

2.2.2 Woodlea Cottage is a care home service providing respite and short breaks for up to five children aged from seven to 18 with severe, complex and enduring needs arising from learning and physical disabilities. Children using the service can do so for up to 28 consecutive days and their plans reviewed independently as children receiving respite care through the Looked After Children's Review process. Staff also provide an outreach service to children and their families, though this is not part of the registered care service.

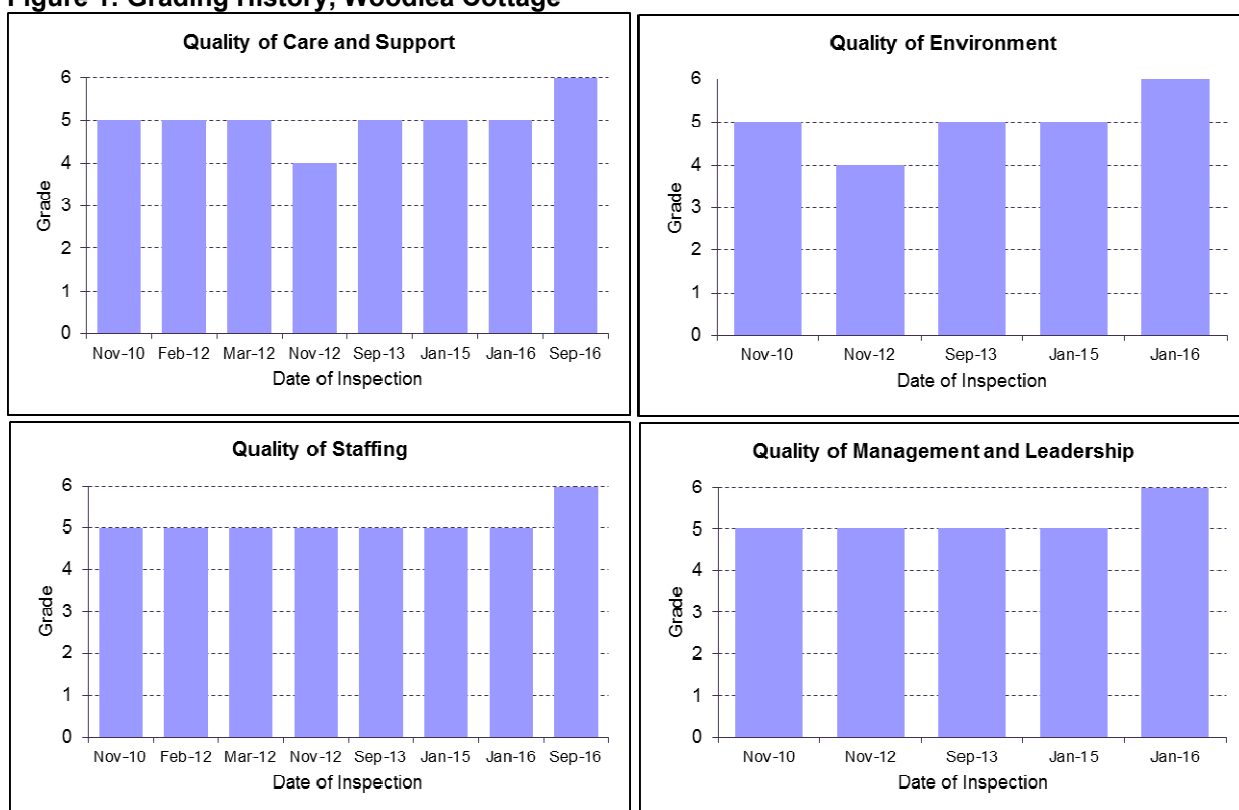
2.2.3 The inspection found the Quality of Care and Support and the Quality of Staffing to be excellent. The Quality of Environment and Quality of Management and Leadership were not inspected.



2.2.4 The inspection report does not set out any requirements or recommendations. A copy of the inspection report is provided in Appendix 1.

2.2.5 The last inspection of Woodlea Cottage was completed in January 2016 and reported to the Executive Sub-Committee of Lifelong Learning Committee on 27 April 2016 (Report No. [16/192](#) refers). The last inspection received excellent gradings for Quality of Environment and Quality of Management and Leadership. Quality of Care and Support and Quality of Staffing received very good gradings in January 2016 and improvements have led to a judgement of excellent at the most recent inspection. Therefore all four quality indicators, at the most recent inspection point, have received excellent gradings in the past 9 months. Woodlea Cottage was first inspected in November 2010 and Figure 1 below shows the inspection and grading history since then.

**Figure 1: Grading History, Woodlea Cottage**



### 3 CONCLUSION AND RECOMMENDATION

- 3.1 The report by the Care Inspectorate provides further information on the standards and quality in our services and maintains a clear agenda for continuous improvement.
- 3.2 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)	

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## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

### 1. Strategic Implications

#### Community Plan / Single Outcome Agreement

- 1.1 This report relates to Objective No (i) Giving every child the best start in life.

#### Corporate Plan

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

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

This report relates to Objective No (i) Giving every child the best start in life.

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

## 2. Resource Implications

### Financial

2.1 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. 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 Not applicable (n/a)

## **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:

- Care Inspectorate inspection reports, published by the [Care Inspectorate](#)

## **3. APPENDICES**

Appendix 1: Woodlea Cottage  
Care Service Inspection Report



## Woodlea Cottage Care Home Service

Woodlea Cottage  
Muirend Road  
Burghmuir  
Perth  
PH1 1JU

Telephone: 01738 474700

Type of inspection: Unannounced  
Inspection completed on: 28 September 2016

**Service provided by:**  
Perth & Kinross Council

**Service provider number:**  
SP2003003370

**Care service number:**  
CS2009236865

## About the service

Woodlea Cottage is a care home service providing respite and short breaks for up to five children aged from seven to 18 with severe, complex and enduring needs arising from learning and physical disabilities. Children using the service can do so for up to 28 consecutive days. The service is provided by Perth and Kinross Council. The service registered with the Care Inspectorate in April 2011.

The home was purpose-built in 2010 and is situated in a residential area in Perth, about a mile and a half west of the city centre. All areas accessed by children using the service are on the ground floor. They include an open-plan living and dining room, kitchen and seven bedrooms, each with an adjacent shower or bathroom. The 'annexe' has two of these bedrooms and its own living, dining and kitchen area. The premises also have a sensory room, staff offices, a laundry and medical room. At the rear of the building is a fenced garden leading directly from the living room. The premises can be accessed by wheelchair.

The service's aims and objectives include:

- enabling all children and young people to realise their potential and become as independent as possible. In developing skills for the service will enable them to be effective contributors, responsible citizens, confident individuals and successful learners
- working closely with parents/carers and children in respect of all planning and decision-making
- providing a warm, welcoming, stimulating environment
- ensuring children and young people are safe and protected.

## What people told us

During our visits we spent time chatting to some of the six or so children present, joined them at the tea table and observed staff working with them. One told us he enjoyed coming to Woodlea but could not say why. However he told us about some of the activities he took part in. He had earlier been relaxing in his room after the school day. All seemed to be enjoying their meals and were at ease with staff, with some smiling and laughing. They were looking forward to a walk later.

We did not have the opportunity to speak with any parents and carers of children using the service.

We also received comments on behalf of social workers. These indicated a high level of satisfaction with the care service. The quality of communication by staff was very high and staff interactions with children demonstrated a high level of competence. They had no doubt that children attending Woodlea were making progress.

## Self assessment

We received a fully completed, good quality self-assessment from the service. This identified the service's strengths, achievements and outcomes for young people as well as areas for further development.



## From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	6 - Excellent
Quality of management and leadership	not assessed

## What the service does well

Note: in the 2016/17 inspecting year the Care Inspectorate is scoping child sexual exploitation (CSE) practice in children and young people's services. This is part of our contribution to 'Scotland's National Action Plan to tackle Child Sexual Exploitation' and focuses on frameworks of CSE practice, staff understanding and care planning outcomes. In this service all aspects of child protection and CSE practice were sufficient to safeguard children from harm and abuse.

This service provided excellent care and support, demonstrating a highly impressive capacity for improvement and innovation. This allowed staff to support children to achieve very positive outcomes and have enjoyable experiences. There was a strong emphasis on the provision of child-centred care by a team of well-trained, skilful and motivated staff with a clear vision for maintaining Woodlea as a model of its type. The foundation for this was that 'all children can learn'.

Plans were strongly individualised and demonstrated the service's outcome-focused approach. Targets were small in number and proportionate for the type of service. They were also achievable, but crucially, stretched children's abilities and recognised their potential. Parents contributed to choosing goals that mattered to them and effective partnership with schools also meant greater continuity and consistency. Staff made very good use of different methods for obtaining children's views, including information and communication technology. All plans contained some goals for developing independence skills, an area in which many had made measurable progress.

A wide range of activities, fresh air and exercise provided appropriate stimulation alongside predictable, nurturing and beneficial routines. There were regular opportunities for children to exercise choice. Staff provided firm boundaries and supported children as far as possible to learn how to regulate their behaviour and show consideration for others. The service's risk management processes were largely very effective and keeping children safe had a high priority. The new catering arrangements had already begun to make a difference and ensured a more individual approach to meeting nutritional needs and preferences.

Staff developed warm relationships with children, knew them well and were therefore in a position to be highly effective. This was strengthened by a wide range of high quality, relevant training and development as well as a strong culture of learning and reflective practice. There were high expectations of staff conduct and performance and effective systems to monitor and address any shortfalls. Team relationships were positive and supportive. Staff played a meaningful role in self-evaluation and quality assurance and were valued for the contribution they made to the service. They had all taken on designated responsibilities, including contributing to training and mentoring others. Regular team meetings and supervision (the frequency of which had much improved) provided the necessary opportunities for team building, communication and support. Staff welfare initiatives included Healthy Working Lives, with the team now aiming to add a silver award to the bronze.

## What the service could do better

The areas for improvement we identified were mainly about building on existing strengths so there was no need for any significant adjustment. As usual managers were very open to taking suggestions on board.

We suggested that staff record a brief evaluation of the use of the sensory room as a means of making the most effective and targeted use of this valuable resource for individual children's development.

There was still some scope for developing the quality and overall consistency of periodic evaluation and review records, though these had already improved. We suggested how this could be done.

The medication audit form should include the name of the child for more effective tracking.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings	
12 Jan 2016	Unannounced	Care and support	5 - Very good
		Environment	6 - Excellent
		Staffing	5 - Very good
		Management and leadership	6 - Excellent
9 Jan 2015	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

Date	Type	Gradings	
20 Sep 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
21 Nov 2012	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
14 Mar 2012	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
3 Feb 2012	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
11 Nov 2010	Announced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

## To find out more

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## PERTH AND KINROSS COUNCIL

## Executive Sub-Committee of Lifelong Learning Committee

1 February 2017

## Standards and Quality In Schools, Learning Communities And Pre-School Centres/Day Care Of Children

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

**PURPOSE OF REPORT**

This report sets out the key findings following inspections of pre-school centres and schools undertaken by Education Scotland and, by exception, Care Inspectorate inspections on the day care of children since the Executive Sub-Committee of Lifelong Learning Committee on 26 October 2016.

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

- 1.1.1 Each year Education Scotland inspects and reports on the quality of education in pre-school centres, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision. Education Scotland also inspects the education functions of local authorities and carries out joint inspections of services for children.
- 1.1.2 This report sets out the key findings and areas for improvement following inspections of Perth and Kinross Council pre-school centres (including partner providers), schools and learning communities by Education Scotland. This includes the findings of follow-through inspections where appropriate.
- 1.1.3 Specifically the report sets out the findings of inspections which have been published by Education Scotland since the Executive Sub-Committee of Lifelong Learning Committee on 26 October 2016 (Report No: [16/459](#) refers).

**Pre-School Centres and Schools**

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

- 1.1.5 For full school inspections, the following HGIOS4 Quality Indicators (QI) will be evaluated on a six point scale:
- 1.3 Leadership of Change
  - 2.3 Learning, Teaching and Assessment
  - 3.2 Raising Attainment and Achievement
  - 3.1 Ensuring Wellbeing, Equality and Inclusion
- 1.1.6 A further QI will be negotiated with the school which will enable school staff and inspectors to focus on a particularly challenging issue or new initiative, with the aim of bringing about improvement through professional dialogue. This QI will not be evaluated on the six-point scale. In addition, inspections will incorporate themes from other QIs and these themes will be reviewed regularly to ensure they remain relevant.
- 1.1.7 A new format of report has also been introduced. This is a short letter highlighting strengths and aspects for development, and includes a table indicating the QI grades against the six-point scale. The inspection evidence gathered during the inspection will be published online as a document called the Summarised Inspection Findings (SIF).
- 1.1.8 In the case of an initial inspection of a school, a public meeting is held after the publication of the inspection report with invitations going to parents, the local elected members and members of the Lifelong Learning Committee. These meetings give parents, carers and other members of the community the opportunity to discuss the findings of the inspection and to be consulted on the areas for improvement to be taken forward.
- 1.1.9 Where further inspection activity is carried out, Education Scotland will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Perth and Kinross Council will also be reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits, and follow-up reports, on the school's website and on each school's page on [www.pkc.gov.uk](http://www.pkc.gov.uk).
- 1.1.10 In addition to formal inspections, a range of school specific information is submitted by all schools to Education Services in relation to performance management, planning for improvement and self-evaluation leading to improvements. Education Services staff use this information to work with headteachers to determine the nature and frequency of support/challenge visits that will be appropriate for each school over the course of any session. The school visits comprise the core of the School Improvement Framework and will take the form of one or more of the following over a planned four year programme:
- School Improvement Visit;
  - Learning and Achievement Visit; and
  - Extended Learning and Achievement Visit and follow up activity and visit.
- 1.1.11 During such visits, the School Improvement Plan, the Standards and Quality Report and the Self-Evaluation pro-forma are scrutinised and challenged, to ensure appropriate account has been taken of any identified improvement actions and that work in these areas is having a positive impact on the quality

of educational provision provided by the school. In most cases, an inspection has confirmed the view of the school improvement team. Schools are also required to have robust processes of self-evaluation embedded in their quality assurance approaches. They are required to submit an annual summary of this work which is also subject to scrutiny by Education Services.

## **2. RECENTLY PUBLISHED REPORTS**

### **2.1 Care Inspectorate Inspections**

- 2.1.1 A total of 13 inspections have been undertaken and published<sup>1</sup> by the Care Inspectorate since the Executive Sub-Committee of Lifelong Learning Committee on 26 October 2016 (Report No [16/459](#) 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). Doodlebugs Day Nursery (Aberuthven) was awarded one excellent evaluation and a copy of this report is included in Appendix 1. Netherton Montessori Nursery School was awarded one excellent evaluation and a copy of this report is included in Appendix 2. Bridge of Earn Nursery was awarded two excellent evaluations and a copy of this report is included in Appendix 3.

### **2.2 Education Scotland Inspections**

- 2.2.1 Since the Executive Sub-Committee of Lifelong Learning Committee on 26 October 2016 (Report No: [16/459](#) refers), the following report has been published by Education Scotland<sup>2</sup>:

- **Joint Inspection of St Dominic's RC Primary School and Nursery Class.** Education Scotland and the Care Inspectorate will make no further visits in connection with this inspection, which was undertaken following the 'full' model. The evaluations against the quality indicators are shown in Appendix 4a. At the time of the 2016 Census, St Dominic's RC Primary School had 142 primary school children and 48 nursery children enrolled. The primary school has a staffing complement of 8.8 FTE teachers and 5.0 FTE non-teaching staff and the nursery has 5.2 FTE non-teaching staff.

## **3. PERFORMANCE SUMMARY**

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

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<sup>1</sup> As at 28 November 2016

<sup>2</sup> As at 28 November 2016

## Pre-School Centres/Schools

- 3.2 To date one pre-school centre and one primary school has been inspected and published during academic session 2016/17. There have been no inspections of secondary schools carried out in 2016/17.

## 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)

Name	Designation	Contact Details
Sharon Johnston	Head of Education: Early Years and Primary	<a href="mailto:ECSCCommittee@pkc.gov.uk">ECSCCommittee@pkc.gov.uk</a> 01738 475000

### Approved

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

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## ANNEX

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

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

#### 1. Strategic Implications

##### Community Plan / Single Outcome Agreement

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

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

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

##### Corporate Plan

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

#### 2. Resource Implications

##### Financial

- 2.1 Not applicable (n/a)

### Workforce

- 2.2 Not applicable (n/a)

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

- 2.3 Not applicable (n/a)

## **3. Assessments**

### Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The function, policy, procedure or strategy presented in this report was considered under the Corporate Equalities Impact Assessment process (Eq1A) with the following outcome: assessed as **not relevant** for the purposes of Eq1A.

However, it is anticipated that the work on the quality indicators will promote equality of access to care and support, learning and achievement and equality of access to the learning community. Where appropriate, improvement policies, procedures or strategies will require equalities assessments to ensure compliance with our duty to ensure there is no adverse impact on any community group.

### Strategic Environmental Assessment

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

### Sustainability

- 3.3 Not applicable (n/a)

### Legal and Governance

- 3.4 Not applicable (n/a)

### Risk

- 3.5 Not applicable (n/a)

## 4. Consultation

### Internal

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

### External

- 4.2 Not applicable (n/a)

## 5. Communication

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

Where further inspection activity is carried out, Education Scotland will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Perth and Kinross Council will also be reported to parents and stakeholders. includes the publication of reports to parents on Extended Learning and Achievement Visits and follow-up reports on the school's website and on each school's page on [www.pkc.gov.uk](http://www.pkc.gov.uk)

## 2. BACKGROUND PAPERS

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

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

## 3. APPENDICES

Appendix 1	<u>Doodlebugs Day Nursery (Aberuthven)</u> Care Inspectorate Inspection Report on the Day Care of Children
Appendix 2	<u>Netherton Montessori Nursery</u> Care Inspectorate Inspection Report on the Day Care of Children
Appendix 3	<u>Bridge of Earn Nursery</u> Care Inspectorate Inspection Report on the Day Care of Children
Appendix 4a Appendix 4b	<u>St Dominic's RC Primary School</u> Education Scotland and Care Inspectorate Inspection Letter Extended Learning and Achievement Visit Report, May 2014



## Doodlebugs Day Nursery (Aberuthven) Day Care of Children

Main Street  
Aberuthven  
Auchterarder  
PH3 1HE

Telephone: 01764 662266

Type of inspection: Unannounced  
Inspection completed on: 26 July 2016

**Service provided by:**  
Doodlebugs Day Nurseries Ltd

**Service provider number:**  
SP2013012143

**Care service number:**  
CS2013319773

## About the service

Doodlebugs Day Nursery (Aberuthven) is one of two privately owned daycare of children services operated by Doodlebugs Day Nurseries Ltd.

The service works in partnership with Perth and Kinross Council.

The nursery is located on the edge of the village of Aberuthven in a purpose-built, two-storey building. Playrooms for the oldest and youngest children were located on the upper floor with children aged between one and three being cared for in two rooms on the ground floor. Children on the ground floor have direct access to a well resourced, enclosed nursery garden.

The nursery is registered to provide a care service to a maximum of 74 children up to the age of eight years at any one time which includes a maximum of 19 children under two years, 21 children aged two to three years and 34 children aged three to those not yet attending primary school of whom there can be a maximum of 10 children on primary school age up to the age of eight years.

The provider has a comprehensive list of nursery aims which includes their commitment to treating each child as an individual, recognising each child's rights to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (the SHANARRI wellbeing indicators) and to work in partnership with parents and professionals to ensure that all learners grow and develop educationally, socially, emotionally and spiritually.

## What people told us

On the day of inspection 41 children were in attendance across the service.

During the inspection we spoke to seven parents who all had a very positive view of the nursery. They confirmed that the staff were friendly and approachable and supported their children's learning and development. They told us that the nursery enjoyed a very good reputation within the local area and that the staff were "fantastic". Parents we spoke to were very happy with the level of communication between home and nursery and shared with us the different ways in which they were or could be involved.

During the inspection we observed the children at play and found them to be happy and confident, enjoying their activities, snacks and lunches. The children were happy to tell us about the nursery and the things they enjoyed doing there and were keen to involve us in their play. They told us:

"I'm squishing the playdoh, look at my nails, they're green!"

"We're sticking hens on. There's four, we're going to draw circles."

"We have to take these cookies to Grandma's, I'm making them."

"We're going to play parachute games in the garden outside."

"I'm having soup and bread, I have that at home. Can I have more bread? I like it."

## Self assessment

As requested by us a completed self-assessment was received prior to the inspection.

Information from this was used in the writing of this report. The service had highlighted their good practice and had identified the improvements that they were working on. These improvements included updating the staff welcome packs and playroom induction to better support new staff, increasing parental awareness of the developmental milestones and continuing to develop the involvement of parents in the recruitment of new staff.

## From this inspection we graded this service as:

Quality of care and support	5 – Very Good
Quality of environment	not assessed
Quality of staffing	6 – Excellent
Quality of management and leadership	not assessed

## What the service does well

During the inspection we considered the quality of care and support, from the evidence gathered during our inspection we evaluated this theme as very good. We also looked at the quality of staffing which we evaluated as excellent, the service had worked hard to maintain this grade from their previous inspection.

We looked at the child protection policy and spoke with staff. We were satisfied that they had a good working knowledge of their responsibilities and the procedures to ensure that service users were protected.

Parents confirmed that they felt fully involved in the induction and transition process. The youngest children were well supported in the move from home to nursery through visits and the service's 'Preparing for Nursery Life' sheets. The children's care plans were revisited regularly to ensure that children were nurtured and parents views were respected. Moves between the rooms were not always dictated by age. Staff considered children's achievements and readiness to move. Staff consult with parents and where possible, children ensuring that they are included in the process. Transitions to a range of local primary schools were well-managed and the service was proactive in creating a transition program.

We saw that the staff knew the children and their parents well, they enjoyed excellent positive nurturing relationships. Staff gave children choices and the opportunities to be included in all activities on offer.

Staff were recruited safely following a robust selection and interview process. We particularly liked the involvement of parents on the interview panel and in the writing of questions. Children and parents were asked to consider what they would like to see in a member of staff. This told us that the service respected the views of all service users.

A comprehensive induction program was in place for successful candidates. Staff told us that they felt well supported by the management team and by their peers. We observed staff working very well together. Staff had undertaken a variety of core training, and their knowledge and skills were found to be very good. Staff were aware of and operated to current best practice, local and national documentation. We found staff to be reflective practitioners, and children's experiences were continually improved as a result.

Staff were required to participate in innovative quizzes. These quizzes tested staff understanding of policies and procedures and were also used as a fun way in getting to know each other and the nursery setting.

The nursery food and menu was of a very high standard. The cook had an excellent understanding of the Setting the Table document and had embraced its message across all age ranges. She spent time with parents to discuss children's diet, respecting their ideas as well as sharing tips and ideas on the introduction of new foods at home. The cook was responsible for delivering training on food hygiene and snack preparation to all new starts, this contributed to keeping the children safe and healthy.

## What the service could do better

We looked at the children's individual folders across all ages and stages. The service was in the process of updating the files for older children. We particularly liked the style of journal used with the younger age group where children's learning and achievements were personalised. We felt that this style should be adopted throughout the service, putting more focus on children's individual learning and next steps. Some observations noted in folders were descriptions of activities undertaken, we would ask staff to work together to ensure these reflect and record children's significant learning.

A wealth of information was held on individual children in many different places, staff should consider how this information could be streamlined to be included in one journal. The staff were very good at involving parents in discussions about their child's transitions and this was held in a transition floorbook. We felt that this personal information should be held in children's individual folders.

We saw evidence of staff training through the manager's record. Staff who had attended training were encouraged to disseminate new ideas and best practice during staff meetings. Previously staff had been required to complete evaluation sheets and consider the impact the training would have on the service. We felt that this should be reinstated as it kept a valuable record of honest and reflective evaluations by staff.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0



## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings	
21 Aug 2014	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and leadership	6 - Excellent

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## Netherton Montessori Nursery School Day Care of Children

Drummalzeoch  
Netherton  
Alyth  
Blairgowrie  
PH11 8LT

Telephone: 01828 640722

Type of inspection: Unannounced  
Inspection completed on: 6 October 2016

**Service provided by:**  
Margaret Anne Saunders trading as  
Netherton Montessori Nursery School

**Service provider number:**  
SP2003002189

**Care service number:**  
CS2003010143

## About the service

Netherton Montessori Nursery School a day care of children service that has been registered since 1 April 2011. The service is registered to provide care for a maximum of 14 children aged 2 years to those not yet attending primary school.

The service operates from a residential property located in a rural area in Perthshire close to Coupar Angus, Meigle and Alyth. Children have use of a classroom, reception room/art room, kitchen/ cloak area and toilet. There are extensive grounds for the children to access.

The aims of the nursery include:

- to foster in the children holistic self development through freedom of choice in a prepared environment.
- to provide a constantly stimulating environment which challenges and motivates children across all areas of the Montessori curriculum; practical life, sensorial, mathematics, language, cultural subjects (biology, geography, history and science), creative subjects (art, music and drama) and physical education.

## What people told us

There were twelve children present at the time of the inspection. We observed the children enjoying their play, they were fully engaged in play experiences which sustained their focus, encouraged effective communication and collaboration. We talked to four children and all of them told us that they enjoyed coming to the nursery. They told us that they particularly enjoyed outdoor play, painting, building, stories and 'just being with my friends'. Children interacted with staff, resources and environment very confidently.

We received feedback from five parents of children using the service. They told us that they were very happy with the level of care and support their children received.

Comments from parents included:

"The nursery provides a very unique environment that I feel privileged for my child to attend. It is a home from home with extra education added in. The staff provide the enormous love and support for not just the children that attend but the families also."

"The staff at Netherton are exceptional. My children have attended other nurseries to help cover the hours I need for my work, my children loved their days at Netherton by far the best. Staff have an amazing way with the children who listen, love and respect them. Netherton is much more than childcare - it is a fun learning experience and it gives them wonderful independence."

## Self assessment

The Care Inspectorate received a fully completed self-assessment from the manager.

The manager identified what she thought the service did well and gave examples of what the service had improved, for example with regards the introduction of digital records and completion of staff qualifications. The self-assessment identified some key areas the manager believed can be improved and showed how the service intended to do this.

Children and parents were involved in the evaluation of the service and this information was used to help evidence the impact the service has made on children's learning and care experiences.

## From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

## What the service does well

Children were confident in their own abilities, helped each other, were inquisitive and had great knowledge of themselves within the world around them. They enjoyed different kinds of play that facilitated scope for challenge, perseverance and patience as well as creativity and imagination. Children were observed using the resources available to them with skill, co-ordination and ability. They negotiated with their peers, took turns and played with each other respectfully and collaboratively.

Staff knew the children very well and had developed strong nurturing relationships with them and with their families. Staff modelled caring, encouraging behaviours and dialogue, they shared their thought processes, feelings and suggestions with children with patience, humour and respect. We observed children using similar words and actions amongst themselves.

The importance placed on parental participation resulted in close partnership working between the staff and the parents to support children throughout their time at the nursery school and more so when managing changes such as settling-in periods.

Records of children's experiences told us how children were learning, they captured children's progress and children's involvement in their learning. Children were actively involved in developing their own learning plans. Their involvement was well recorded and used to enable children to recognise their progress and to identify their own learning goals. As well as monitoring children's learning, staff had captured children's social and emotional development too. This gave insight into children's knowledge of their own feelings, their compassion for others, their patience, determination and resilience.

Choice, access to exciting and energetic outdoor play and to more 'risky' activities such as tree climbing gave children further opportunity to develop their skills and their sense of responsibility. The planting of vegetables to later harvest and of wild flowers for the bees and insects was one example we observed of how the children learned about the balance of nature, the environment and their role within it.

The recruitment and induction of staff was managed very well. Staff were selected to support the on-going development of the service and vision for children attending the service. Systems used to check on staff suitability to work with children ensured they were safe to do so. Induction prioritised children's safety, health and wellbeing and was organised to reflect the needs of the individual staff member and their role within the service.

Staff learning and development included daily reflection of observations about children's experiences and behaviours. This enabled them to consider approaches in more detail, with greater objectivity and collaboration. This resulted in a person centred approach to meeting children's needs, identifying their interests and empowering them to feel confident.

The service development plan identified areas for development which the team had begun to take forward. Feedback from all stakeholders including parents, children and the local authority were valued and used to form plans for the service. Staff training was regularly updated including first aid and child protection. Training specific to the needs of individual children had been undertaken to ensure children's health needs could be met.

## What the service could do better

Medication records were very well completed and communication with parents was very good. Records of children's health needs could be expanded upon within children's registration documents or care plans to ensure plans for children's health and actions the service is expected to undertake have been recorded and reviewed on a regular, planned basis.

The names and contact details of person's who can and cannot collect children when parents are unable to do so could be recorded within the children's registration details. This would help to avoid any potential confusion should a parent forget or be unable to inform the service of changes to normal collection.

We received notifications about the closure of the service due to flooding in the area. After reviewing the accident forms we reminded the manager that we must also receive notifications about any accidents within the service that have resulted in medical treatment. It was evident that the manager had not realised the service was required to do this and we were confident that this would now be done when needed. To ensure all required notifications are made, the manager should revisit our document "Records that all registered care services (except childminding) must keep and guidance on notification reporting V3" Publication code: OPS-0212-119 which can be found on our website [www.hub.careinspectorate.com](http://www.hub.careinspectorate.com).

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings	
6 Nov 2014	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
15 Nov 2013	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	4 - Good
15 Feb 2013	Unannounced	Care and support	4 - Good
		Environment	2 - Weak
		Staffing	4 - Good
		Management and leadership	2 - Weak
11 Nov 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
19 Jan 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
12 Mar 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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## Bridge of Earn Nursery Day Care of Children

The Institute  
Station Road  
Bridge of Earn  
Perth  
PH2 9EA

Telephone: 07759 786218

Type of inspection: Unannounced  
Inspection completed on: 4 October 2016

**Service provided by:**  
Bridge of Earn Playgroup and Preschool

**Service provider number:**  
SP2003002148

**Care service number:**  
CS2003010092

## About the service

Bridge of Earn Nursery offers daycare for up to 24 children from the age of two and a half to those not yet attending school. The nursery operates every day between 9.00. and 12.00. The service is run from a community building close to the edge of the village. The nursery occupies a large playroom which is shared with other groups who use it at different times of the day. They have the use of a large, well equipped garden and the occasional use of a large hall space.

The aims of the nursery are:

- to provide a safe, secure and healthy environment
- to be a place where children are nurtured and supported
- to offer quality learning experiences for all
- to be vibrant and successful.

The service registered with the Care Inspectorate in April 2004.

## What people told us

We received nine completed questionnaires from parents in advance of our inspection. During the inspection we spoke to a further five parents.

All of these parents were overwhelmingly positive about the quality of the service. They told us,

"Children bloom and thrive here."

"The staff are not only professional and caring, they are innovative leaders in their field."

"Excellent setting. Cannot recommend it enough."

"I am extremely happy with every aspect of the nursery, especially the staff."

"My child has made great progress in the time that she has spent here."

"Dedicated and helpful staff, building confidence in our children. High quality learning, teaching and pastoral care."

"I feel the staff really tailor the sessions for our children."

"Staff are brilliant. They really stand out."

"Really compassionate. The staff have a great connection with the children."

"The communication is great. Very good consultation."

On the day of the inspection there were 10 children using the service with two staff.

The children were happy and were very confident when telling us about what they liked to do. They said,

"When we go outside we can play with the tree house. There were pine cones too."

"I like stories. The best one is the Gruffalo with the noises."

"When the snack music is on you have to find your name tag. The best snack is breadsticks and dip."

"I don't like cheese. I'm just having wraps and fruit."

## Self assessment

The Care Inspectorate received a full completed self-assessment in advance of the inspection.

The service had given very well thought out examples of what it did well and described how these resulted in very good outcomes for the children. They clearly identified areas for improvement and the reasons why they had been identified. There was a very high level of involvement from stakeholders and their ideas and suggestions were used to inform the self evaluation of the service.

## From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	6 - Excellent

## What the service does well

Bridge of Earn nursery was an excellent service. It was led by a skilled and knowledgeable manager. The staff team were well trained, reflective and fully committed to the service and the families who used them. We saw that individual members of staff were happy to take on the responsibility for developing areas of the curriculum and the playroom. The manager encouraged them to follow their interests and strengths.

The manager and the staff team regularly consulted with all stakeholders and used the information gained to identify clear, manageable improvement targets for the service. Self assessment, evaluation and children were at the heart of everything they did. They used an excellent range of methods to communicate with parents and keep them involved in development of the service. This was confirmed by all of the parents we spoke to and those who returned our questionnaires.

Throughout the inspection we noted the respectful interactions between the staff and the children. Children were consistently praised for their efforts and their learning. They were continually asked for their ideas and suggestions of what they wanted to do. They were invited to take part in group activities but if they preferred not to then this was fully accepted by the staff and they could continue with their own choice.

The older children were given the responsibility for being buddies to the new, younger children. This was supportive to the younger children and was a popular activity for the older children. They took their responsibility seriously and were clearly proud of themselves. They were asked to reflect on what being a good buddy meant. They told us,

"I had to teach my buddy not to bump into anyone."

"I had to help my buddy when they needed someone to help them"

The focus on children's learning and development was very clear. The staff knew the children well. They were knowledgeable about the different curriculum stages to be followed for each age group. The children saw themselves as learners and the staff referred to this constantly. They children were confident and able to talk about what they had learned.

The staff and children contributed to learning journals. Staff completed observations of learning with an evaluation and next steps. Children were encouraged to identify next steps for themselves. These were tracked and revisited by staff.

Planning of activities and topics was responsive to the needs and interests of the children.

## What the service could do better

During the inspection we looked at the improvement plan for the service. We agreed that the areas for development identified would further improve the quality of experience for the children. They had begun to extend the digital learning opportunities, particularly for the pre-school children. We would encourage them to continue with this.

The children had some very good experiences for outdoor play. This was an area for development identified in the service improvement plan. During the inspection we discussed how the children might be able to have more opportunities to choose for themselves when they wanted to go outdoors. We appreciated the practical difficulties for the staff and the children due to the restrictions of the building. We encouraged them to continue to look into possible solutions to this.

The service had a commitment to self evaluation. They had already made a very positive start to using Building the Ambition - National Practice Guidance on Early Learning and Childcare. (The Scottish Government). They were beginning to use 'How good is our early learning and childcare?' (Education Scotland). We would encourage the manager and staff to continue to quality assure their own work and to continue to improve the experiences and outcomes for the children attending.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings	
15 Sep 2014	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
23 Oct 2012	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
22 Nov 2010	Unannounced	Care and support	4 - Good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
9 Feb 2010		Care and support	Not assessed
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
30 May 2008	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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22 November 2016

Dear Parent/Carer

In September 2016 a team of inspectors from Education Scotland and the Care Inspectorate visited St Dominic's RC Primary School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff. We gathered evidence to evaluate indicators of the quality of leadership and management, learning provision and young people's success and achievements.

The inspection team found the following strengths in the school's work:

- The effective leadership of the headteacher and support of the principal teachers. They successfully lead and encourage teamwork amongst staff resulting in an inclusive and welcoming learning environment for all.
- The headteacher and staff place high value on and actively encourage and involve parents/carers as partners. The school is rightly held in high regard by its wider community.
- Staff deliver interesting and motivating lessons that cater well for the mixed stages in classes and the nursery. The emphasis on learning outdoors is well established and engages learners very well in their school and local environment.
- All children benefit from a strong focus on healthy lifestyles which is having a positive impact on their fitness and wellbeing. Staff in the nursery have made a very positive start providing opportunities for families to learn together.
- Children, including those who have English as an additional language are making good progress overall. Most are attaining the appropriate Curriculum for Excellence levels in literacy and English and numeracy and mathematics. A particular strength is how well children are developing skills in talking and listening. They are polite and courteous and enjoy talking about their learning.

The following areas for improvement were identified and discussed with the headteacher and a representative from Perth and Kinross Council:

- Refresh the school's and nursery's vision with staff, parents/carers, children and partners to ensure an on-going focus on continuous improvement and raise attainment further.
- Continue to develop the effective use of assessment and ensure progression in all aspects of the curriculum.

**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? for the primary stages and for the nursery class, How good is our Early Learning and Childcare?*<sup>1</sup>. 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 Education Scotland's evaluations for St Dominic's RC Primary School.

### Primary stages

<b>Leadership of change</b>	<b>Good</b>
<b>Learning, teaching and assessment</b>	<b>Good</b>
<b>Raising attainment and achievement</b>	<b>Good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>Very good</b>

### Nursery class

<b>Leadership of change</b>	<b>Good</b>
<b>Learning, teaching and assessment</b>	<b>Good</b>
<b>Securing children's progress</b>	<b>Good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>Very good</b>

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<sup>1</sup> *How good is our school? (4<sup>th</sup> Edition) 2015; How good is our Early Learning and Childcare? 2016* – [How Good Is Our School?](#) [How good is our early learning and childcare?](#)



## Here are the Care Inspectorate gradings for the nursery class

Quality of care and support	Good
Quality of environment	Good
Quality of staffing	Good
Quality of management and leadership	Good

### Recommendation made by Care Inspectorate for the nursery class:

- The service should further develop their quality assurance systems to record actions taken, and the resulting impact of this within the service.  
National Care Standards for Early Education and Childcare up to the age of 16,  
Standard 13 - Improving the service. Standard 14 – Well-managed service.

The letter is available on the Education Scotland and Care Inspectorate websites at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StDominicsRCPrimaryPerthandKinross.asp> and

<http://www.scswis.com/>

### What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Perth and Kinross Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

A notification from the Care Inspectorate will be sent to the Provider to complete an action plan to address any Requirements and Recommendations made as a result of this inspection.

Susan Gow  
HM Inspector

Vicky Lamb  
Care Inspector

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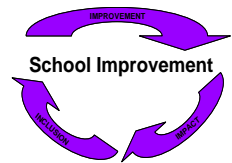
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**Perth and Kinross Council  
Education and Children's Services**

**Extended Learning and Achievement Visit Report  
St Dominic's RC Primary School  
28 and 29 May 2014**



## **BACKGROUND**

The purpose of this visit was to support the school in the process of self-evaluation. Two Quality Improvement Officers from Education and Children's Services were involved over two days. The themes subject to scrutiny were based on core Quality Indicators from 'How good is our school?' and reflected the most recent advice note from Education Scotland which outlines raised expectations in relation to schools' implementation of all aspects of Curriculum for Excellence.

St Dominic's RC Primary School currently has 142 primary pupils in six classes, P1, P2, P3/4, P4/5, P5/6, P6/7 and a nursery class of 40 children over two sessions. The headteacher is supported by a principal teacher post which is filled on a job share basis by two staff. The school also offers a wraparound care service for children aged five and under which combines with an after school club for older children from both St Dominic's and Crieff Primary School.

During the visit, the team gathered information from observing learning and teaching during class visits; scrutiny of data; documentation and examples of children's learning; discussions with the Senior Management Team (SMT) and groups of staff, pupils and parents/carers.

## **ACHIEVEMENT**

Using information provided by the school in terms of individual teachers' assessments, most children are making appropriate progress from their prior level of attainment. The school knows its learners well. Using assessment data for Mathematics and English staff analyse the information, look to identify trends and plan for appropriate action to secure improvement. For example an identified dip in attainment in Mathematics has resulted in the development of a clear, progressive pathway for learners taking account of increased expectations to ensure steady progression across levels. The school has continued to develop these approaches to ensure progression in Language and Literacy and Social Subjects. There are plans for next session to similarly develop approaches to learning in Science and Technology.

Parents consulted spoke very positively of the broad range of experiences children in St Dominic's have access to during the school day, through

educational visits, at after school clubs and through special events. All children have the opportunity to engage in and achieve through a very broad range of experiences such as Scottish Gymnastics, Perth Festival of the Arts, Scottish Opera and the Living Communities Glass project. All children are members of committees which give them opportunities to take responsibility and develop organisational and interpersonal skills. These committees include ECO, Rights Respecting Schools, Ethos and Health where all children are involved in planning events throughout the year.

Strong community partnerships have been established, within and beyond the school, with a clear purpose and mutual benefit, as evidenced in the community engagement across the life of the school. The school hosts a number of social events each year that are organised by parents and children. These are very well supported as valued local community events and the impact for children in terms of personal achievement and community involvement is significant. For example during the visit, the local baker demonstrated his skills during a very well attended after-school event that saw an impressive range of home baking on display and also provided opportunities for children and staff to demonstrate their culinary skills.

Parents consulted identified strong and effective partnership working as a feature at St Dominic's. All spoke about the extent of community involvement and placed high value on the richness of experiences for children when parents and visitors worked with the school to enhance learning. For example during the visit a member of the community visited the school to talk to the children about how to support those with hearing impairments. On another occasion St Dominic's children visited the local care home when children and residents benefited from sharing golfing skills. Parents regularly support the children to take part in Forest School and many share their skills on a regular basis to enhance learning.

The entire school community is to be commended for its fundraising to support charities both local and global. Children's achievements are recognised in the weekly newsletter.

As a denominational school St Dominic's received very positive feedback from Education Scotland during a curriculum impact visit to review the impact of *This is our Faith* with some effective practice being used as an example of good practice in the national report.

#### Areas for development

- For session 2014-15 the school should further develop methods to consistently track significant learning to provide more robust evidence of each child's progress in their learning journey.

## LEARNING

Staff plan for children to develop core skills in literacy, numeracy and health and wellbeing within levels that are appropriate to their age and stage of development. Learning experiences are planned to support children make connections in and between learning in various curriculum areas.

During the visit, in most classes across the school, children were observed to engage enthusiastically in carefully planned lessons which clearly identified the intended learning. Most teachers use questioning well to check for understanding, provide clear explanations and deliver learning experiences that are well planned and capture children's interests whilst enhancing their knowledge and skills. Children confidently take part in learning sessions displaying their understanding and using their general knowledge and recall of previous learning to add richness to lessons. Whilst there were well-presented examples of children's work in each classroom, most would benefit from a review of the organisation and presentation in terms of layout and resources with a view to providing more opportunities for children to engage independently in more creative, stimulating learning environments.

In the nursery class children focus very well on the wide range of activities that are planned to enrich learning across the curriculum. Almost all children confidently engage with adults and their friends and are very happy to share their learning. They talked about why they were painting flags for the Royal visit and listened very well to the visitor who was talking about how to support the hearing impaired.

There is evidence that planned contexts for learning are memorable, stimulating, and enjoyable. For example, children in P3/4 were very enthusiastic to be learning about life in Edinburgh in the 1830s which included the story of Greyfriars Bobby. A day in Edinburgh was planned, with parents and children looking forward to a variety of interesting experiences. In other classes there was a focus on the Commonwealth Games and their importance to Scotland. Whilst there are progressive pathways for learning in some subjects, themes are identified to take account of children's needs and interests.

Support staff across the school work very effectively to support learning and ensure that every child is included. Those consulted evidence a strong teamwork ethic which sees them involved flexibly and effectively with children in a range of experiences. The school carefully plans to meet the needs of those learners who require additional support and there are effective processes in place to review additional support needs and to prepare children to move from one teacher to another each year.

Children who require additional support to help them achieve receive specialised programmes such as *Wave 3* to support them in learning to read. As a result of self-evaluation the school identified that the phonological

awareness of some children could be improved and took steps to improve methodology and resources.

There are effective arrangements for welcoming children into the school through regular visits to the nursery and on to P1. Staff from all external nurseries are welcome to visit to support their children have a happy start at St Dominic's. P7s moving on to Crieff High School and St John's Academy have opportunities to join their fellow cohorts at transition days which are arranged through the receiving schools.

#### Areas for development

- Throughout session 2014-15, staff should continue as planned to develop approaches to ensure progression pathways in learning through and across the curriculum whilst ensuring a focus on the needs and interests of learners.
- From August 2014, Perth and Kinross indicators should be used consistently across the school to inform the teacher's view of the child as a learner and to also inform future planned learning for all children including those who are more able.
- From August 2014 staff should further develop opportunities for children to learn more independently within rich, motivating and stimulating learning environments.

### **LEADERSHIP**

The school's statement of vision, values and aims sets out the aspirations of the school's pupils and staff and the Parent Council in terms of what they want St Dominic's Primary School to be; an environment for learning, that is inclusive and harmonious where Christian values flourish. Parents and staff consulted believe the school achieves its aim of everyone feeling valued knowing the school will work in partnership to ensure all learners grow and develop educationally, socially, emotionally and spiritually.

The effective leadership of the headteacher reflects the principles and values which are established in St Dominic's; that of a welcoming, inclusive environment that welcomes parents and visitors to the school and instils an empathy in children through a myriad of fund raising activities such as providing a kitchen for the Mary's Meals project in Malawi. Parents consulted spoke extremely positively about the welcoming, nurturing ethos in the school and feel confident the headteacher and staff are aware of any concerns and respond positively to solve any problems as they occur.

Several staff have taken on leadership roles within the committees system and at after school clubs. The headteacher encourages teaching staff to lead an aspect of curriculum development. Commendably, all support staff take responsibility for leading some of the wide range of activities on offer to enhance children's experiences and to support the smooth running of the school.

Children's leadership skills are developed through the committee system, sporting activities and the significant fundraising opportunities. They lead their own learning when planning with teachers as they take their interests forward.

Parents and children support the school in the process of self-evaluation. This includes questionnaires to gather views on a range of areas. These are analysed by staff with the involvement of either parents or children to identify points for action, evidencing that opinions and comments are valued by the school.

Monitoring of teaching and learning by the leadership team supports some improvement, however this now needs to be more rigorous and systematic ensuring clear goals are set and progress towards meeting them evaluated more carefully to ensure continuous, necessary improvement.

#### Area for development

- From September 2014 the Senior Management Team should plan and engage in a more focused, rigorous monitoring programme across the school to ensure continuous improvement based on identified areas for development.

#### Summary

In planning to take the school forward on its journey of improvement the staff should take cognisance of the comments within the report as follows:

- For session 2014-15, in working towards raising achievement and attainment, the school needs to continue to consistently track each child's learning journey to illustrate progress in learning based on robust evidence. This will help in planning appropriate support and challenge to ensure all children reach their potential.
- For session 2014-15, to ensure consistency and recognition of progress as children move through the school. Perth and Kinross Indicators should now be used consistently across the school to support teachers' professional judgment and to inform planned learning.
- For session 2014-15, continue as planned to develop approaches to ensure progression in learning through and across the curriculum whilst ensuring a focus on the needs and interests of learners.
- From August 2014 staff should further develop opportunities for children to learn more independently within rich, motivating, stimulating learning environments.
- From September 2014 the Senior Management Team should plan and engage in regular, focused, rigorous monitoring across the school to ensure continuous improvement based on identified areas for development.

## **Conclusion**

St Dominic's RC Primary is a happy, nurturing school with a strong staff team who have a clear focus on the care, welfare and spiritual development of children. The partnerships established between the school, parents, the Catholic Church and the wider community impact positively on the quality of learning experiences across the school. All children are very well behaved and are a credit to their school and their families. This was particularly evident during the visit to McCrosty Park to greet The Earl and Countess of Strathearn when the behaviour of St Dominic's pupils was exemplary to the extent they were complimented by members of the public. The ethos of care and respect amongst the entire school community is tangible and this together with the positive, inclusive environment for learning makes St Dominic's a safe, happy school in which all children thrive.

The school is well placed to take forward the areas for development identified in this report, which will further strengthen the learning and development of all children.

## **[HMI Report](#)**

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