



Securing the future... • *Improving services*
• *Enhancing quality of life* • *Making the best use of public resources*

Council Building
2 High Street
Perth
PH1 5PH

09/05/2023

A hybrid meeting of the **Executive Sub-Committee of the Learning and Families Committee** will be held in the **Council Chamber** on **Monday, 15 May 2023** at **13:00**.

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

THOMAS GLEN
Chief Executive

Those attending the meeting are requested to ensure that all notifications are silent on their device and other devices are in silent mode.

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

Members:

Councillor John Rebbeck (Convener)
Councillor Steven Carr (Vice-Convener)
Councillor Michelle Frampton (Vice-Convener)
Councillor Liz Barrett
Councillor Noah Khogali
Provost Xander McDade
Councillor Caroline Shiers

Executive Sub-Committee of the Learning and Families Committee

Monday, 15 May 2023

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 LEARNING AND FAMILIES COMMITTEE OF 20 MARCH 2023 FOR APPROVAL** **5 - 6**
(copy herewith)
- 4 EDUCATION REFORM IN SCOTLAND - CONSULTATIONS UPDATE**
Report by Executive Director (Education and Children's Services)
(copy to follow)
- 5 SUMMARY REPORT ON CARE INSPECTORATE AND EDUCATION SCOTLAND INSPECTIONS** **7 - 32**
Report by Executive Director (Education and Children's Services)
(copy herewith 23/117)
- 6 STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN** **33 - 54**
Report by Executive Director (Education and Children's Services)
(copy herewith 23/141)

If you or someone you know would like a copy of this document in another language or format, (on occasion, only a summary of the document will be provided in translation), this can be arranged by contacting the Customer Service Centre on 01738 475000.

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

EXECUTIVE SUB-COMMITTEE OF THE LEARNING AND FAMILIES COMMITTEE

Minute of Meeting of the Executive Sub-Committee of the Learning and Families Committee held virtually on Monday 20 March 2023 at 1.00pm.

Present: Councillors J Rebbeck, S Carr, M Frampton, Bailie C Ahern (substituting for Councillor N Khogali), Councillor L Barrett, Provost X McDade and Councillor C Shiers.

In Attendance: S Johnston, Head of Education and Learning, J Chiles, G Doogan, G Knox, D McCluskey, B Martin-Scott, S McKenzie and F Robertson (all Education and Children's Services) and D Williams, A Brown, M Pasternak and R Ramsay (Corporate and Democratic Services).

Apologies: Councillor N Khogali

Councillor J Rebbeck, Convener, Presiding.

1. WELCOME AND APOLOGIES

The Convener welcomed all those present to the meeting. An apology for absence was noted above.

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 1 November 2021 was submitted, approved as a correct record and authorised for signature.

4. PRESENTATION BY EDUCATION SCOTLAND

P Adamson, Education Scotland, delivered a slide-based presentation regarding approaches to inspection, and answered members' questions therein.

The Convener thanked P Adamson for their presentation, and they left the meeting at this point.

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

There was submitted a report by the Executive Director (Education and Children's Services) (23/97) setting out the key findings following inspections of nurseries by Education Scotland/HM Inspections of Education (HMIE) and of early

learning and childcare (ELC) settings undertaken by the Care Inspectorate in the day care of children. Reporting is of inspections reported since the Executive Sub-Committee of Learning and Families Committee on 29 August 2022.

Resolved:

Having heard from the relevant officers on the key findings of the inspection reports and following consideration and questions from the sub-committee, the contents of Report 22/194 and its appendices, be noted.

PERTH AND KINROSS COUNCIL

Scrutiny and Performance Committee 26 April 2023

Executive Sub-Committee of Learning & Families Committee 15 May 2023

SUMMARY REPORT ON CARE INSPECTORATE AND EDUCATION SCOTLAND INSPECTIONS

Report by Executive Director (Education and Children's Services) (Report No. 23/117)

1. PURPOSE

- 1.1 This report provides an overview of the performance of Education and Children's Services inspected and reported over the past year by the Care Inspectorate and Education Scotland, since the previous report of this type in 2022, and sets out the Service's approach to implementing improvement actions arising out of inspections, as well as the wider school improvement framework.

2. RECOMMENDATION

- 2.1 It is recommended that the Committee:
- Scrutinises and comments as appropriate on the contents of the report.

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:

- Section 4: Background
- Section 5: Summary of Inspections
- Section 6: Conclusion
- Appendices

4. BACKGROUND

4.1 Care Inspectorate

- 4.1.1 Regulated care services in Scotland are inspected by the [Care Inspectorate](#) using a range of quality frameworks, each with Key Questions and Quality Indicators (QIs). Services are measured against the National Health and Social Care Standards.

Where inspected, each Key Question and contributing QI is graded on a 6-point scale in which 1 = unsatisfactory, 2 = weak, 3 = adequate, 4 = good, 5 = very good and 6 = excellent.

An updated [A quality framework for day care of children, childminding and school aged childcare](#) was published by the Care Inspectorate and was used

in test inspections, without published grades, before full implementation. This framework is now in place for inspections carried out since 1 June 2022.

4.1.2 The framework is framed around four key questions. Each of these include a number of QIs for actual inspection.

- How good is our care, play and learning?
- How good is our setting?
- How good is our leadership?
- How good is our staff team?

The final key question is:

- What is our overall capacity for improvement?

This requires a global judgement based on evidence and evaluations from all the other key areas but is not evaluated specifically.

4.1.3 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.

4.1.4 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.

4.1.5 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.

4.2 Education Scotland

4.2.1 Education Scotland inspects and reports on the quality of education in Early Learning and Childcare (ELC) settings, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision.

4.2.2 Education Scotland's programme of routine inspections was paused in March 2020 in response to COVID-19. From December 2021, Education Scotland invited schools and ELC settings to take part in 'Recovery Visits'.

In Perth and Kinross, three primary schools completed the self-selection process to put their schools forward to take part and four ELC settings were

also visited. No specific grades for QIs were reported from these visits. In November 2021, Education Scotland carried out three thematic reviews nationally. These were on the themes of outdoor learning, approaches to supporting young people's wellbeing and local approaches to recovery. Three Perth and Kinross Council schools and one funded partner ELC setting participated in this process.

- 4.2.3 Inspections resumed post COVID-19 pandemic in September 2022 across all local authorities, selecting early years settings and schools for inspection on a proportionate basis as previously, using a sampling approach.
- 4.2.4 The inspection advice note from Education Scotland has been updated to reflect the challenges faced by schools and education settings as a result of the COVID-19 pandemic. The process aims to be more proportionate and responsive and takes into account the unique circumstances of each setting. HM Inspectors continue to use the quality improvement frameworks 'How Good Is Our School?' (4th Edition) and 'How Good Is Our Early Learning and Childcare?' as the focus for inspections. However, they will also focus on the experiences of learners and how their learning and wellbeing needs are being met. They are first and foremost interested in the learning experiences and achievements of children and young people, and how schools and settings are ensuring these are of the highest quality.

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

Full inspection Model

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

Short inspection Model

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

- 4.2.5 A short letter is provided to report the inspection, highlighting strengths and aspects for development, and includes a table indicating the QI evaluations against the six-point scale. The inspection evidence gathered during the inspection is published online as a document called the Summarised Inspection Findings (SIF).
- 4.2.6 A meeting is held after the publication of the initial inspection letter. Parents, local elected members and members of the Learning and Families Committee are invited to the meeting providing them with the opportunity to discuss the findings of the report and to be consulted on the areas for improvement to be taken forward. Where further inspection activity is carried out, Education Scotland will report publicly to parents and stakeholders.

- 4.2.7 Areas for improvement, identified during an inspection, are addressed through a School Action Plan. Progress against the Plan is monitored, and a report prepared for parents/carers (and is also shared with the Area Lead Officer) within one year of the report being published.

4.3 Local Authority Quality Improvement Framework

- 4.3.1 Beyond these formal inspections, there is a well-established quality improvement process in Perth and Kinross schools. The Quality Improvement Framework supports effective self-evaluation, improvement planning and reporting at establishment and department level.

There is a structured model of quality assurance activity which includes data analysis, self-evaluation, professional discussion and a planned programme of school visits by central officers. Schools and settings receive either universal, tailored or more intensive targeted support depending on the level of challenge and support required. Learning and Achievement Visits (LAV) are carried out by central officers for specific schools and settings following careful analysis of the school and settings needs. Improvement methodology approaches have been introduced to support effective planning and to measure the impact of improvements. Each school and ELC setting prepared and published their individual School or Centre Improvement Plan for 2022/2023, in collaboration with children and young people, parents/carers, and partners. These school and establishment-level plans inform the Annual [Education Improvement Plan](#). All schools and settings produce an annual Standards and Quality Report (SQR), which outlines progress against improvement plan priorities, attainment, wider achievement and next steps.

4.4 Analysis of Inspection Outcomes

- 4.4.1 There are a number of factors which make the analysis of the inspection gradings complex over this reporting period. These factors include:
- Changes to the inspection models and quality frameworks from 2016 are such that it is not possible to make direct comparisons across prior years;
 - The number of inspections carried out within the local authority area varies from year to year; and
 - The selection of QIs and themes can vary from inspection to inspection.

5. SUMMARY OF INSPECTIONS

5.1. Care Inspectorate Inspections of Services Providing Day Care for Children

- 5.1.1 This section presents an overview of the performance of services providing day care for children inspected over the past year where Perth and Kinross Council is the registered provider, and for services registered as funded partners. This includes childminders with funded childcare places. The Care Inspectorate Inspection Reports are reported to the Executive Sub-Committee of Learning and Families Committee by exception where any

grading has been awarded an evaluation of unsatisfactory, weak, or excellent. In the past year, one service has been reported for receiving excellent gradings. One service was graded as unsatisfactory or weak.

- 5.1.2 All 23 inspections of services providing day care for children in 2022/23 were unannounced.
- 5.1.3 To date, in 2022/23, 86% of grades awarded were good or better, similar to the previous year and above national and comparator benchmarks. The proportion of excellent and very good grades awarded is 48%, a similar figure to the 46% in the previous report of this type. Appendix A provides further details and interpretation of the overall figures. The current inspection position of all settings indicates a positive picture relative to national and comparator benchmarks, across all Quality Themes.
- 5.1.4 Appendix B shows performance from 1 April 2016 to 7 February 2023 by Quality Theme for all inspected services providing day care. Overall, every theme shows consistently high performance. The Quality of Staffing and Leadership and Management shows improvement in the latest year's inspection.
- 5.1.5 It is common for only certain Key Questions to be assessed during an inspection. When looking at individual indicators, care must be used in interpretation as some may be evaluated less frequently than others and therefore subject to greater change from year to year.
- 5.1.6 Education and Children's Services continues to monitor, support, and challenge all centres through a planned programme of improvement visits. Any setting which achieves a grading of lower than 'Good' will be provided with targeted support to secure improvement in that area.

5.2 **Care Inspectorate Inspections of Support and Residential Care Services**

Fostering Service

- 5.2.1 The Care Inspectorate carried out an inspection of the Council's Fostering Services on 31 May 2022. The inspection was announced (short notice). This level of inspection is carried out when the Care Inspectorate is satisfied that services are working hard to provide consistently high standards of care.
- 5.2.2 The inspection evaluated the Key Questions "How well do we support people's wellbeing?" to be **Good** and "How well is our care and support planned?" to be **Good**. The "How good is our leadership?", "How good is our staff team?" and "How good is our setting" Key Questions were not evaluated. The Care Inspectorate identified a number of important key strengths.

Adoption Service

- 5.2.3 The Care Inspectorate carried out an inspection of the Adoption Service on 31 May 2022. The inspection was announced (short notice).

This level of inspection is carried out when the Care Inspectorate is satisfied that services are working hard to provide consistently high standards of care.

- 5.2.4 The inspection found the “How well do we support people's wellbeing?” to be **Very Good** and the “How well is our care and support planned?” to be **Good**. The “How good is our leadership?”, “How good is our staff team?” and “How good is our setting?” were not inspected. The inspection report does not set out any Areas for Improvement. The Care Inspectorate identified a number of important key strengths.

Adult Placement Service

- 5.2.5 The Adult Placement service offers supported lodgings to young people aged 16-26 years. It recruits and supports carers to provide adult placements for young people who are leaving the care of the local authority and for Children Alone Seeking Asylum (CASA). The service also supports carers providing Continuing Care to young people who have been previously looked after on a fostering basis. The Care Inspectorate carried out an inspection of the Adult Placement Service on 31 May 2022. The inspection was announced (short notice) and was the first time it was inspected. This level of inspection is carried out when the Care Inspectorate is satisfied that services are working hard to provide consistently high standards of care.
- 5.2.6 The inspection found the “How well do we support people's wellbeing?” to be **Very Good**, “How good is our leadership?” to be **Good**, “How good is our staff team” to be **Very Good** and the “How well is our care and support planned?” to be **Good**. The “How good is our setting?” question was not inspected. The Care Inspectorate identified a number of important key strengths. The inspection report also sets out four Areas for Improvement which relate to further enhancing the quality of performance and practice within the service.
- 5.2.7 The findings of these three inspections, and an update on progress made towards implementing the areas for improvement, were reported to the Executive Sub-Committee of Lifelong Learning Committee on 29 August 2022 ([Report No. 22/196 refers](#)). The grading history for the latest inspections are shown in Appendix C, indicating a change to new QIs.

5.3 Education Scotland Inspections of ELC Settings and Schools

- 5.3.1 This section presents an overview of the performance of Perth and Kinross Council's ELC settings, including partner providers, and schools inspected by Education Scotland and reported to the Executive Sub Committee of Lifelong Learning Committee/Executive Sub Committee of Learning and Families Committee up to 20 March 2023.
- 5.3.2 During academic session 2022/23, since the last report of this type, two co-located ELC settings/primary schools were inspected, and reports published. Of the 6 ELC QIs, four were graded ‘Good’, one ‘Satisfactory’ and one ‘Weak’. Of the 6 primary school QIs inspected, one was graded ‘Very Good’, three ‘Good’ and two were rated ‘Satisfactory’.

A combined summary of performance (2016/17 to date) is shown in Appendix D. Where a setting or school received a grade of less than 'Good', an action plan is developed with the school to secure improvement in that area.

- 5.3.3 Performance against comparator local authorities, and Scotland as a whole, is shown in Appendix E. Perth and Kinross Council consistently outperforms both the comparator group of local authorities and the Scotland average across both the primary school and ELC sectors, particularly when looking only at indicators graded as "Very Good" or better. There are currently insufficient secondary school inspections to allow for full comparison (6 QIs across 2 school inspections), but limited benchmarking information is also provided in Appendix E.
- 5.3.4 Areas for improvement identified during an inspection are addressed through a School Action Plan. Progress against the Plan is monitored, and a report prepared for parents/carers (and is also shared with the Area Lead Officer) within one year of the report being published.
- 5.3.5 Individual inspection reports are scrutinised by members of the Executive Sub-Committee of the Learning and Families Committee.

6. CONCLUSION

- 6.1 The analysis of the gradings and reports by the Care Inspectorate and Education Scotland provides further information on the standards and quality in our services and sets a clear agenda for continuous improvement.

Author

Name	Designation	Contact Details
Paul Davison	Corporate Research and Information Manager	ECSCCommittee@pkc.gov.uk 01738 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	17 April 2023

If you or someone you know would like a copy of this document in another language or format, (on occasion, only a summary of the document will be provided in translation), this can be arranged by contacting the Customer Service Centre on 01738 475000.

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

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	None

1. Strategic Implications

Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (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) and (ii).

Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan 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) and (ii).

- 1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority areas:

- Best Start
- Learning and Achievement

2. Resource Implications

Financial

- 2.1 N/A

Workforce

- 2.2 N/A

Asset Management (land, property, IT)

- 2.3 N/A

3. Assessments

Equality Impact Assessment

- 3.1 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:

- (i) 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.

The proposals have been considered under the Act; however, no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt or agree to an action or to set the framework for future decisions.

Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003, the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. Under the Climate Change

(Scotland) Act 2009 the Council also has a duty relating to climate change and, in exercising its functions must act:

- In the way best calculated to delivery of the Act's emissions reduction targets.
- In the way best calculated to deliver any statutory adaption programmes.
- In a way that it considers most sustainable.

3.3.1 The proposals have been considered but are not applicable for this report.

Legal and Governance

3.4 N/A

Risk

3.5 N/A

4. Consultation

Internal

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

External

4.2 N/A

5. Communication

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

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

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).

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

3. APPENDICES

3.1 Appendix A: Summary of performance, services providing day care of children inspected by the Care Inspectorate

Appendix B: Grading History, services providing day care of children inspected and published by the Care Inspectorate, 2016/17 onwards

Appendix C: Grading History – Fostering and Adoption and Adult Placement Services

Appendix D: Cumulative Overview of Education Scotland Inspections in 2016/17 - 2022/23 by Performance Indicator

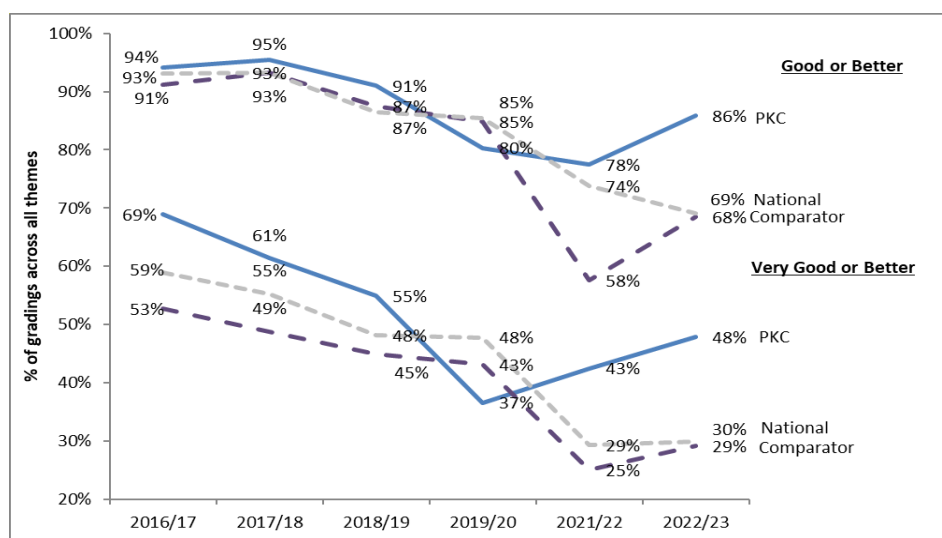
Appendix E: Cumulative ELC Settings and Primary School Inspection Performance relative to Comparator Authorities, by Education Scotland Quality Indicator, Academic Years 2016/17 – 2022/23

Summary of performance¹, services providing day care of children inspected by the Care Inspectorate^{2 3}

Table A1: Summary of performance – 2022/23(to date)⁴

Number of services inspected = 23							Indicators inspected
Quality Themes	Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory	
Care and Support/ Care, Play and Learning	1	10	8	4	0	0	23
Environment/ Setting	0	15	6	2	0	0	23
Staffing/ Staff Team	0	14	5	4	0	0	23
Management and Leadership/ Leadership	0	5	14	3	1	0	23
Total	1	44	33	13	1	0	92
	1%	48%	36%	14%	1%	-	

CHART A1: Performance 2016/17 to 2022/23*: PKC, Comparator Authorities and Scotland



Commentary: The national trend down is linked to higher expectations from Care Inspectorate inspections and introduction of the National Standard for ELC. National and comparator figures are now available for 2022/23 which show PKC out-performing comparator and national benchmarks.

Note: Vertical axis adjusted to emphasise differences

* Quality Indicators changed 01/06/2022 by Care Inspectorate.

¹ Note that rounding of percentage figures may mean totals reported elsewhere do differ.

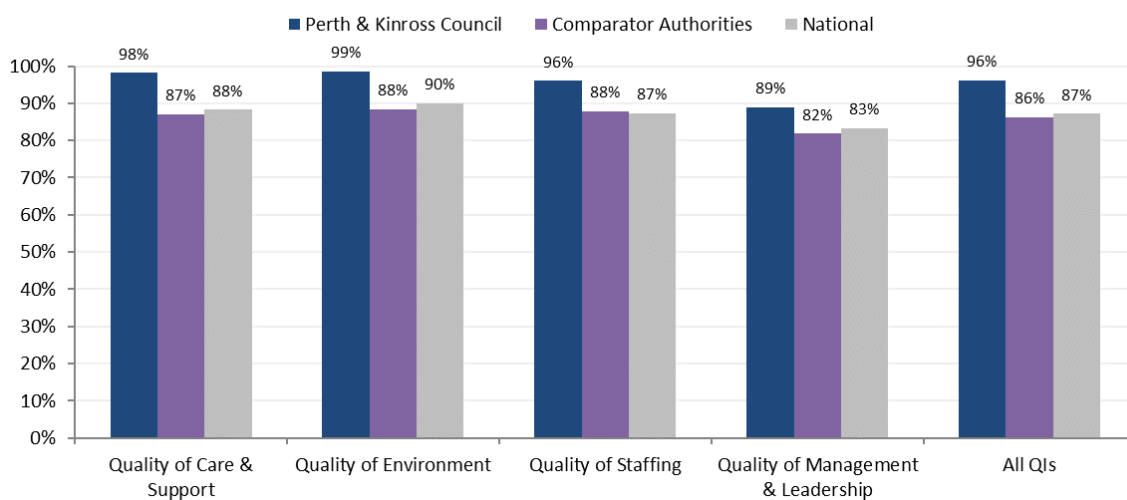
² Note that comparator and national proportions include all services for day care of children whereas Perth and Kinross figures only represent local authority and partner provider services (it is not possible to distinguish in national statistics). It also restates previous gradings when quality themes are not assessed.

³ Comparator local authorities are Argyll and Bute, Aberdeenshire, Stirling, Scottish Borders and Highland Council.

Comparator and national proportions currently available until January 2023.

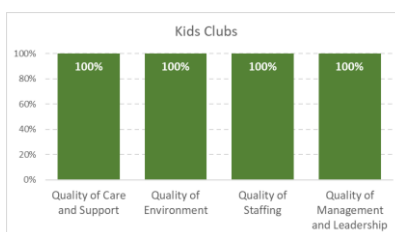
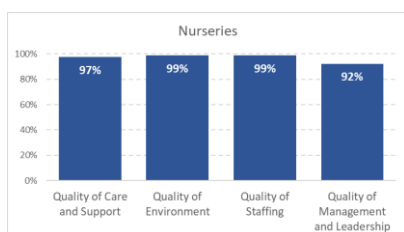
⁴ Inspected, published and reported to Learning and Families Executive Sub Committee by 20 March 2023.

Quality Indicator (QIs) - Good or better (%)

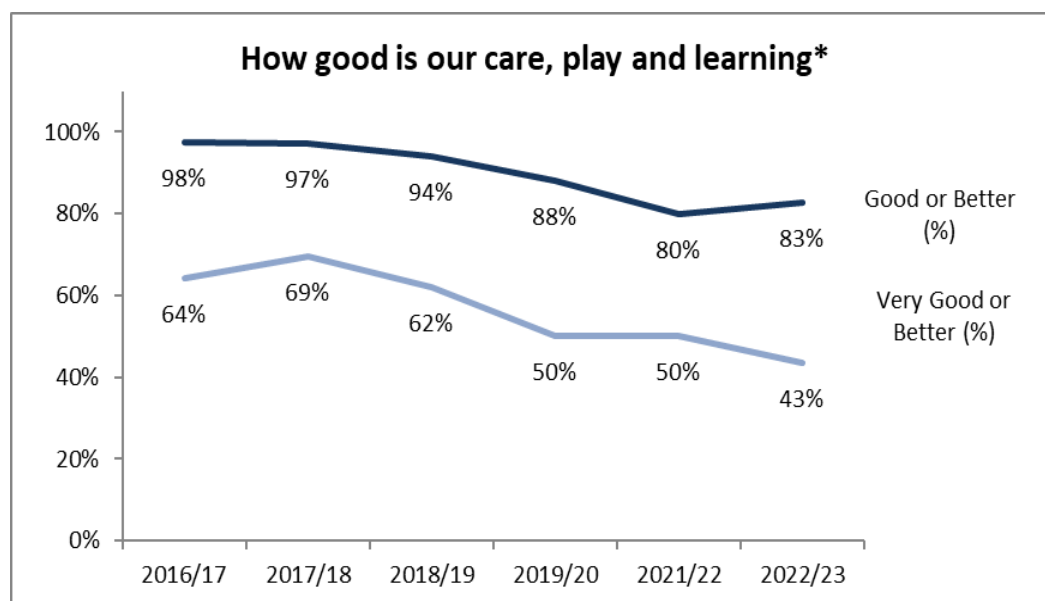


Current Position

The charts above illustrates the aggregated individual results of inspections over a five year period. Some settings will be inspected more than once during this period, and some Quality Indicators are not covered in every inspection. The accumulated result of all these inspections is the current position of all Early Learning and Childcare services in Perth & Kinross - shown in these charts. This summarises the proportion of settings that currently have a Good or better rating, based on the latest inspection for each indicator.



Grading History, services providing day care of children inspected and published by the Care Inspectorate, 2016/17 onwards¹



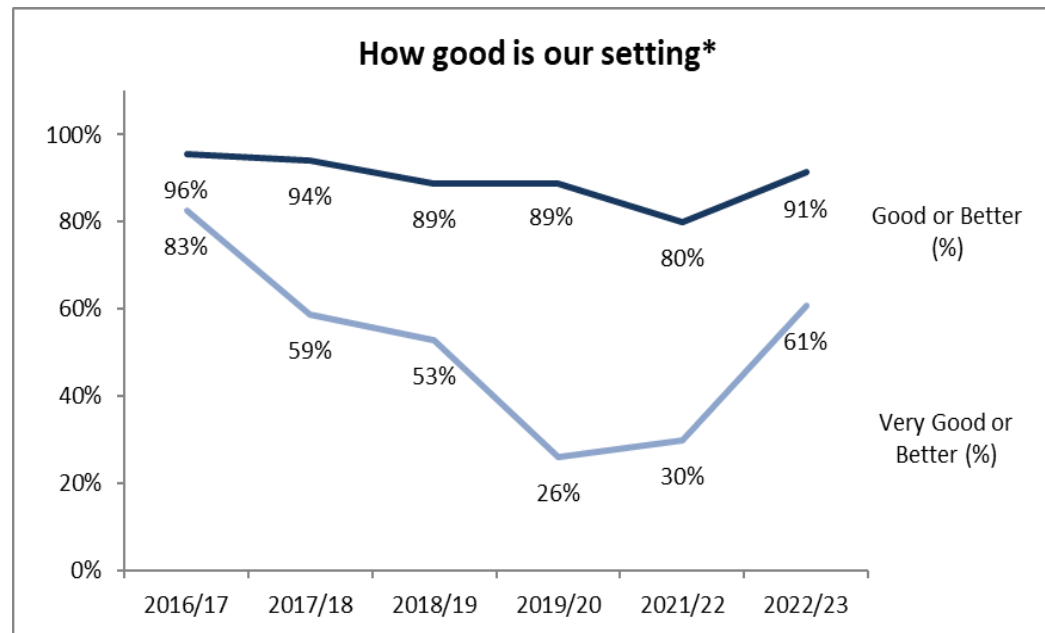
Commentary:

Performance over 6 years has been generally high when looking at both 'Good or better' and 'Very good or better' ratings.

A recent decrease is linked to higher expectations from Care Inspectorate inspections and introduction of the National Standard for ELC.

* Known as "Quality of care and support" prior to 01/06/2022

	2016/17	2017/18	2018/19	2019/20	2021/22	2022/23
Number of Inspections	42	36	50	36	12	23



Commentary:

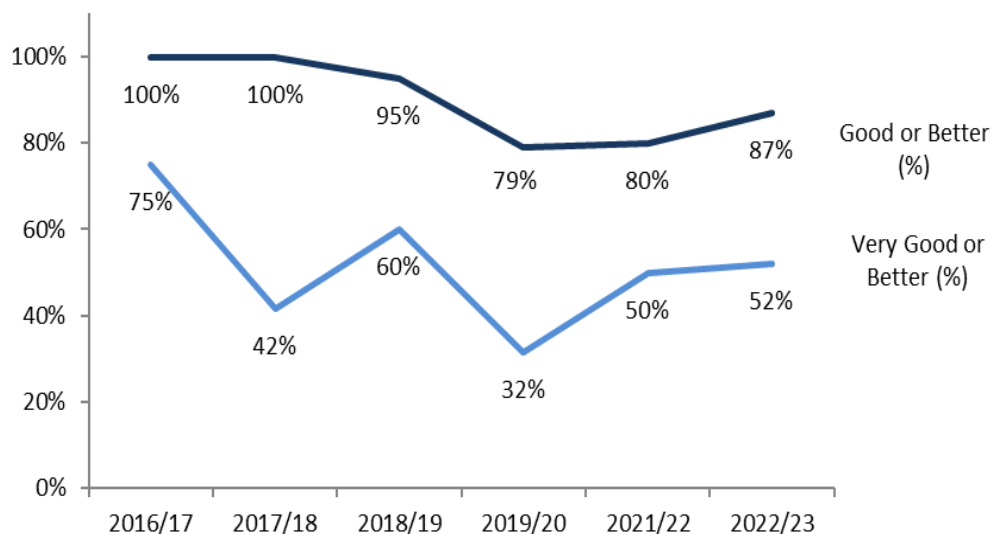
Performance over 6 years has been high and steady when looking at 'Good or better' ratings. This indicator has been recognised in the Service's own quality assurance of establishments, with the intention of improving performance in this area, which is now visible.

* Known as "Quality of environment" prior to 01/06/2022

	2016/17	2017/18	2018/19	2019/20	2021/22	2022/23
Number of Inspections	23	17	36	22	12	23

¹ Inspected, published and reported to Lifelong Learning / Learning & Families Executive Sub Committee by 20 March 2023. Note the smaller number of inspections reported in 2021/22 (and none in 2020/21)

How good is our staff team*



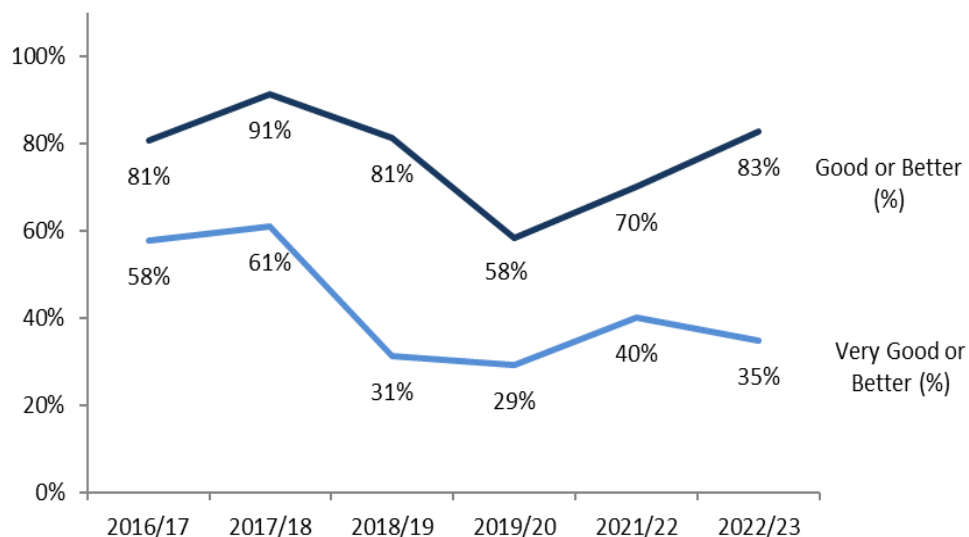
Commentary:

Performance over 6 years has been high and steady when looking at 'Good or better' ratings. When tightening to 'Very good or better' the overall trend is similar. As a result of the expansion of ELC, there has been a marked increase in the ELC workforce. Workforce development initiatives to ensure a high quality staffing are now showing impact.

* Known as "Quality of staffing" prior to 01/06/2022

	2016/17	2017/18	2018/19	2019/20	2021/22	2022/23
Number of Inspections	28	12	20	15	12	23

How good is our leadership*



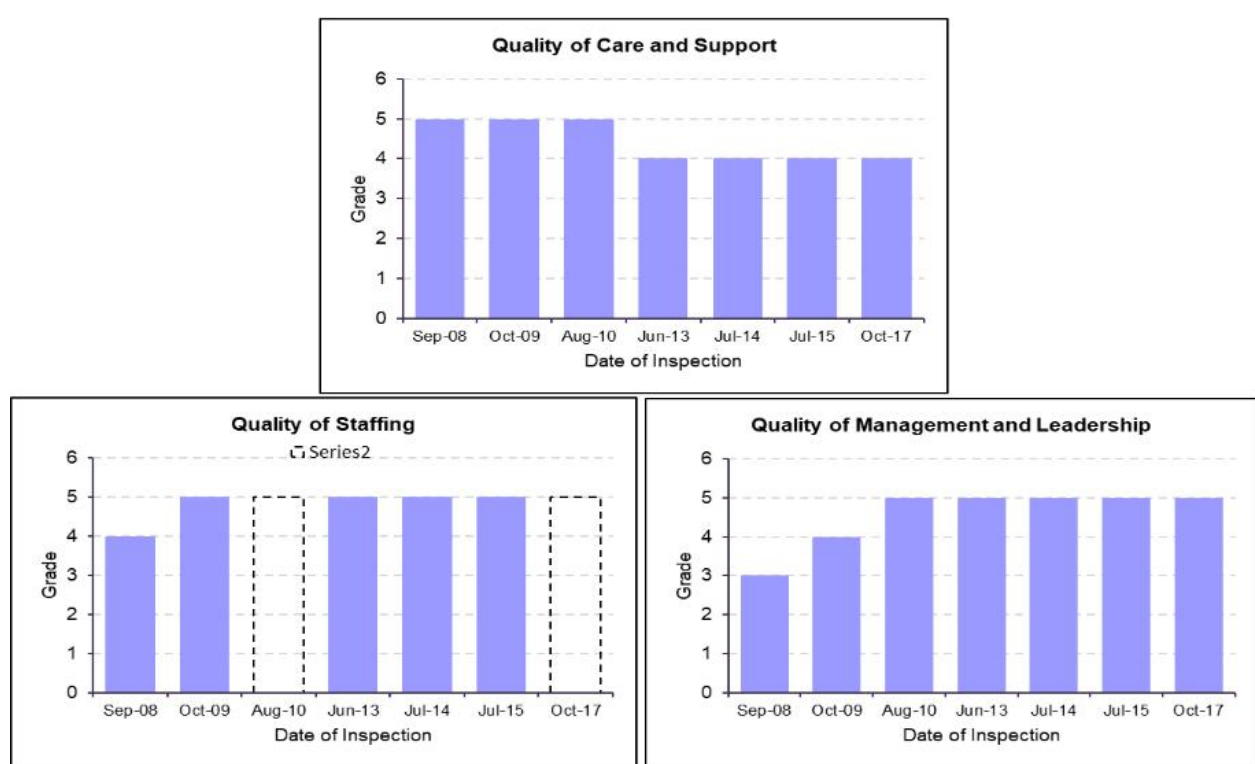
Commentary:

Performance over 6 years has been generally high when looking at Good or better ratings. The Service has a development programme to upskill existing Early Childhood Practitioners (ECPs) to undertake management posts as well as a new Leadership Programme for those in existing leadership positions. A recent decrease is linked to higher expectations from Care Inspectorate inspections and introduction of the National Standard for ELC.

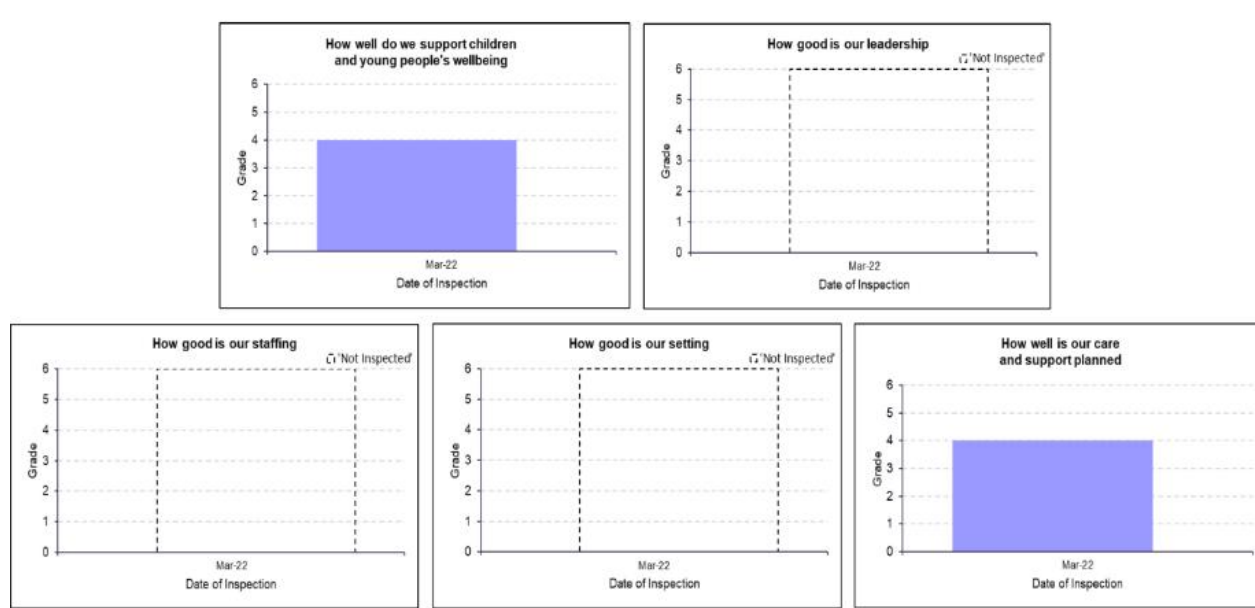
* Known as "Quality of leadership and management" prior to 01/06/2022

	2016/17	2017/18	2018/19	2019/20	2021/22	2022/23
Number of Inspections	26	23	16	19	12	23

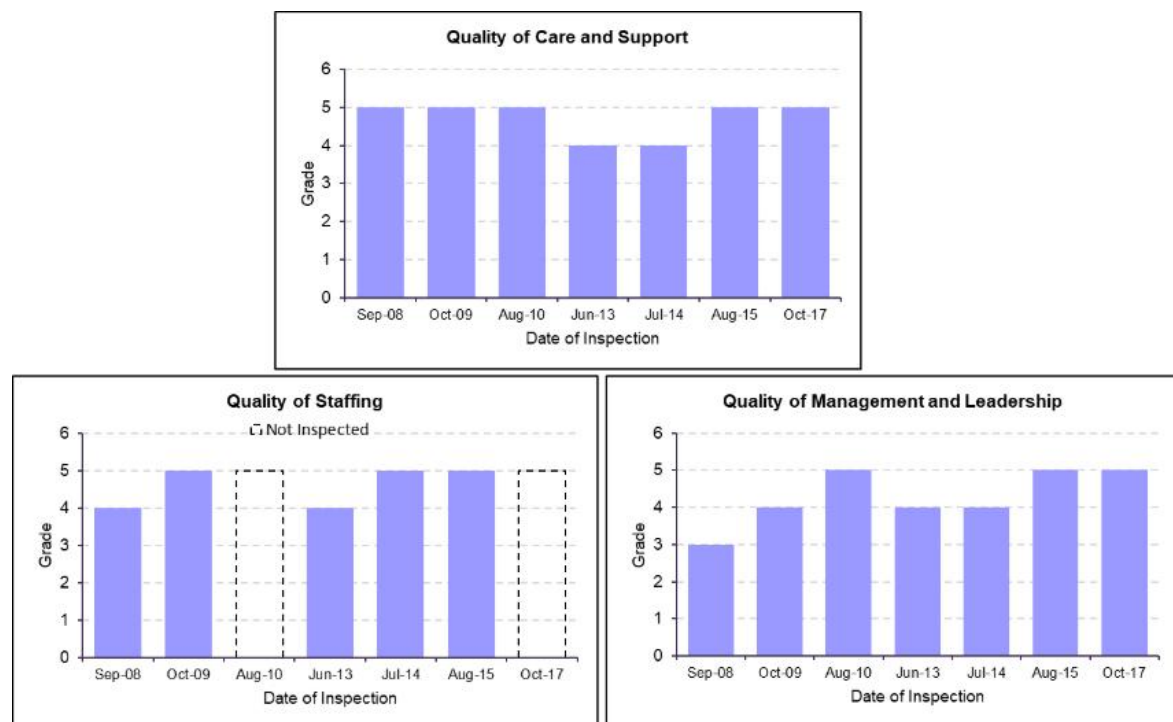
Grading History, Fostering – Previous Quality Framework



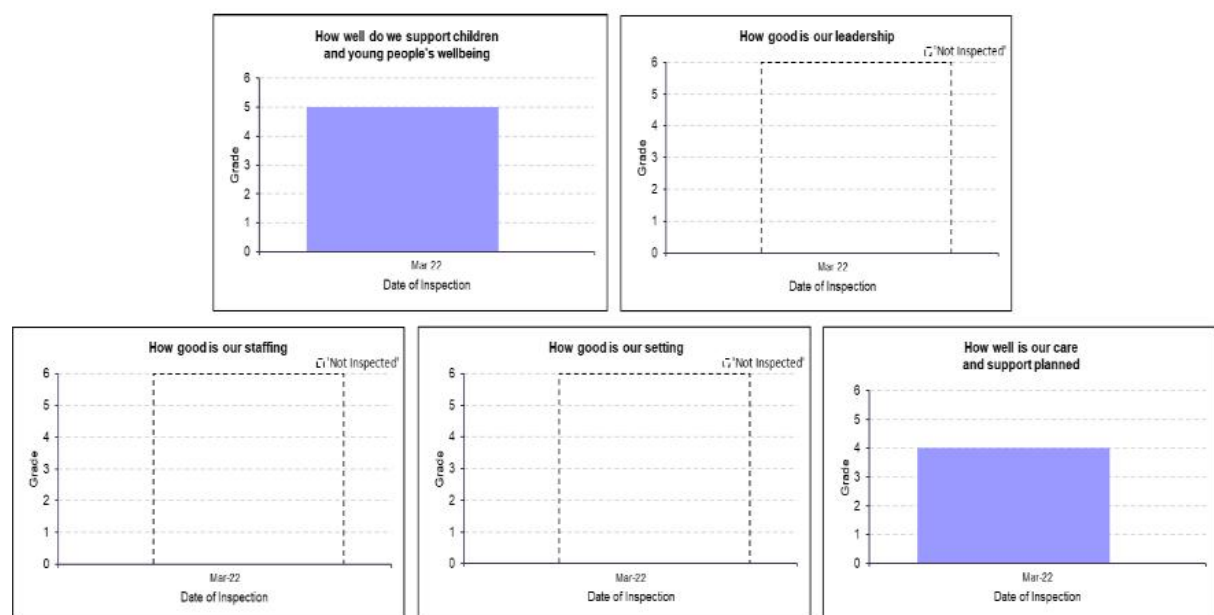
Grading History, Fostering – New Quality Framework



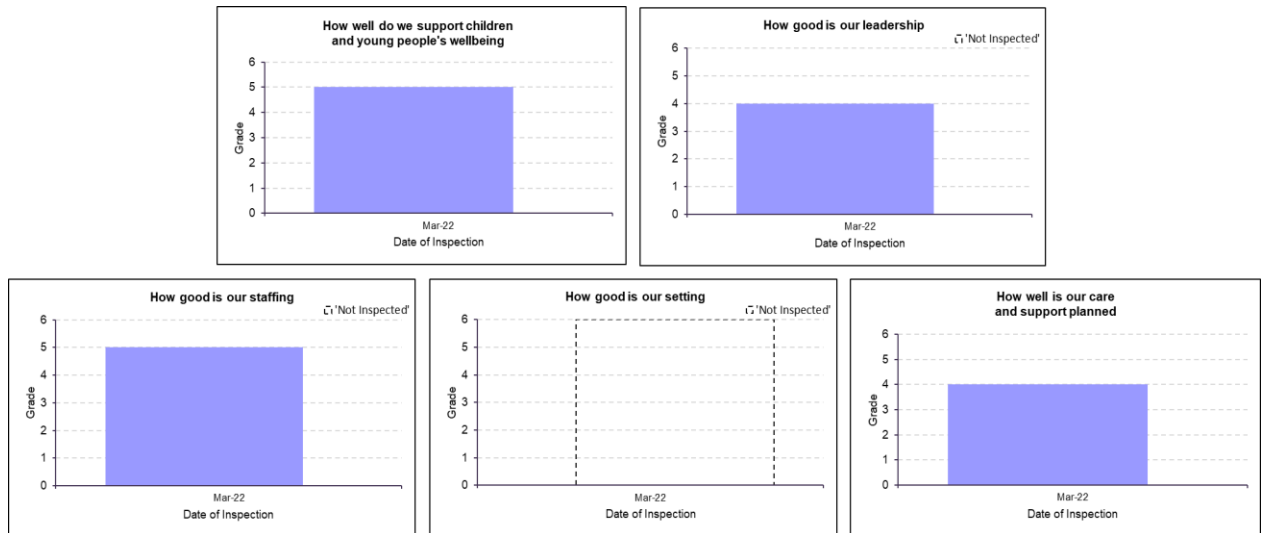
Grading History, Adoption – Previous Quality Framework



Grading History, Adoption – New Quality Framework



Grading History, Adult Placement – New Quality Framework



Cumulative Overview of Education Scotland Inspections in 2016/17 – 2022/23 by Performance Indicator

Table D1: ELC Settings Overview by Performance Indicator

Number of Pre-Schools inspected = 18 (1 Follow Through, 13 Full and 4 Short Inspections)						
QI Grading	Leadership of change	Learning, teaching & assessment	Securing Children's Progress	Ensuring wellbeing, equality & inclusion	Self-evaluation for self-improvement	All Quality Indicators
Excellent	-	-	-	-	-	-
Very Good	4	5	5	6	-	20
Good	8	9	12	9	1	39
Satisfactory	4	5	2	1	1	13
Weak	-	1	3	-	-	4
Unsatisfactory	-	-	-	-	-	-

Table D2: Primary Overview by Performance Indicator

Number of Primary Schools inspected = 21 (1 Follow Through, 11 Full and 9 Short Inspections)						
QI Grading	Leadership of change	Learning, teaching & assessment	Raising attainment & achievement	Ensuring wellbeing, equality & inclusion	Self-evaluation for self-improvement	All Quality Indicators
Excellent	1	-	-	1	-	2
Very Good	5	5	9	6	3	28
Good	5	10	9	7	-	31
Satisfactory	3	5	5	-	1	14
Weak	-	1	2	-	-	3
Unsatisfactory	-	-	-	-	-	-

Table D3: Secondary Overview by Performance Indicator

Number of Secondary Schools inspected = 2 (1 Full and 1 Short Inspection)						
QI Grading	Leadership of change	Learning, teaching & assessment	Raising attainment & achievement	Ensuring wellbeing, equality & inclusion	Self-evaluation for self-improvement	All Quality Indicators
Excellent	-	-	-	-	-	-
Very Good	-	-	-	-	-	-
Good	-	-	-	-	-	-
Satisfactory	1	2	1	1	-	5
Weak	-	-	1	-	-	1
Unsatisfactory	-	-	-	-	-	-

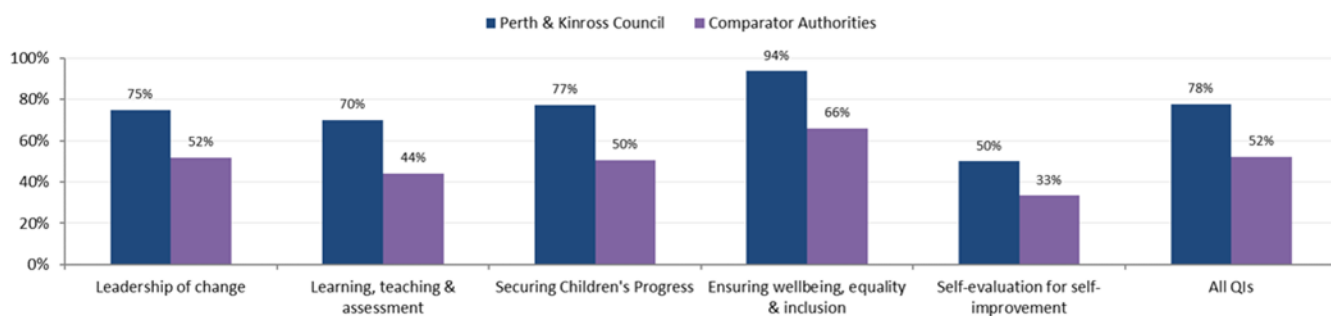
Cumulative ELC Settings, Primary and Secondary School Inspection Performance relative to Comparator Authorities¹, by Education Scotland Quality Indicator, Academic Years 2016/17 – 2022/23

Note: Full national data is not yet available for comparison, but is being sought from Education Scotland and will be included in future reporting where possible.

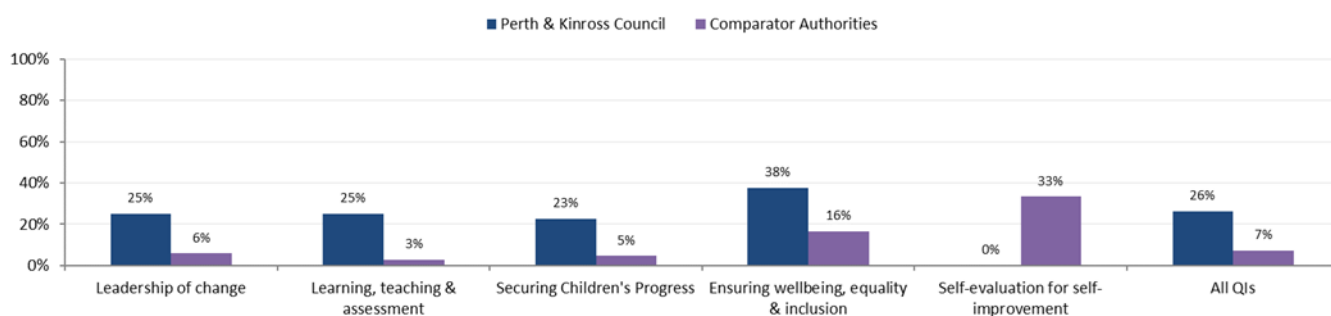
Commentary: Performance is consistently good across all quality indicators and well above comparators averages, especially at the higher end of 'very good or better'.

ELC Settings

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



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

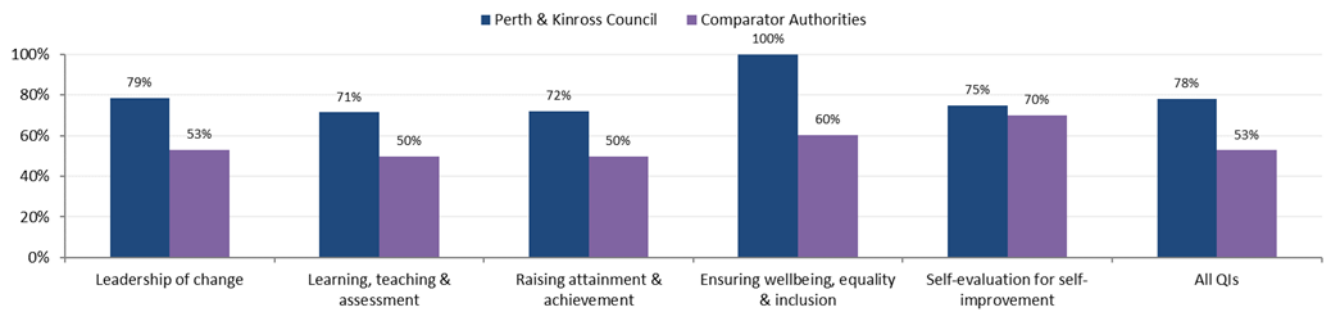


Quality Indicator	Leadership of Change	Learning, teaching & assessment	Securing Children's Progress	Ensuring wellbeing, equality & inclusion	Self-evaluation for self-improvement	All Quality Indicators
No. of Inspections in PKC	16	20	22	16	2	76

¹ Argyll and Bute, Aberdeenshire, Stirling, Scottish Borders and Highland Council. Comparator data up to Feb 23.

Primary Schools

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



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

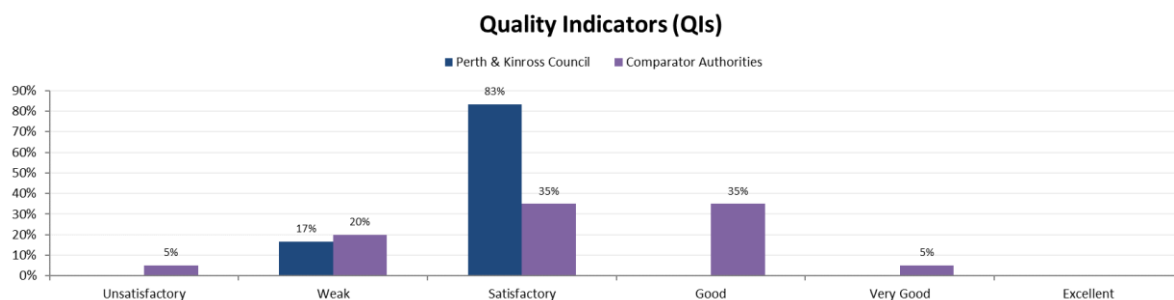


Quality Indicator	Leadership of Change	Learning, teaching & assessment	Raising attainment & achievement	Ensuring wellbeing, equality & inclusion	Self-evaluation for self-improvement ²	All Quality Indicators
No. of Inspections in PKC	14	21	25	14	4	78

² This indicator is only inspected in the previous 'Short' inspection model.

Secondary Schools

Note: Secondary inspections do not provide sufficient data to provide analysis at individual Quality Indicator (QI) level, so has been shown got information only as an aggregated figure across all QIs for the Academic Years 2016/17 – 2022/23. These are not considered to be representative and fuller benchmarking will be included once greater number of secondary inspections are completed.



	Perth & Kinross	Comparator Authorities
Quality Indictors Inspected	6	20

PERTH AND KINROSS COUNCIL

EXECUTIVE SUB-COMMITTEE OF LEARNING & FAMILIES COMMITTEE

15 MAY 2023

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

**Report by Executive Director (Education and Children's Services)
(Report No. 23/141)**

1. PURPOSE

- 1.1 This report sets out the key findings following inspections of schools and nurseries by Education Scotland/HM Inspectors of Education (HMIE) and of early learning and childcare (ELC) settings undertaken by the Care Inspectorate in the day care of children. Reporting is of inspections reported since the Executive Sub-Committee of Learning & Families Committee on 20 March 2023.

2. RECOMMENDATION

- 2.1 It is recommended that the Committee:
- Considers and comments as appropriate on the contents of the report.

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:

- Section 4: Background
- Section 5: Recently Published Reports
- Section 6: Performance Summary
- Section 7: Conclusion
- Appendices

4. BACKGROUND

4.1 Education Scotland/HMIE Inspections

- 4.1.1 Education Scotland's programme of routine inspections was paused in March 2020 in response to COVID-19. Inspections resumed in September 2022 across all local authorities, selecting early years settings and schools for inspection on a proportionate basis as previously, using a sampling approach.

- 4.1.2 As required for the National Improvement Framework, HMIE will report on and provide grades for the following Quality Indicators (Qis) as part of full model inspections:

- QI 1.3 – leadership of change;

- QI 2.3 – learning, teaching and assessment;
- QI 3.1 – ensuring wellbeing, equality and inclusion; and
- QI 3.2 – raising attainment and achievement.

Short model inspections focus on QIs 2.3 and 3.2.

4.2 ELC Inspections

4.2.1 ELC settings are subject to inspections from the Care Inspectorate and Education Scotland and can experience joint inspections where both scrutiny bodies evaluate the quality of the provision.

4.2.2 An updated [Quality Framework for Day Care of Children, Childminding and School aged Childcare](#) was published by the Care Inspectorate in July 2021 and was used in test inspections, without published grades, before full implementation. This framework is now in place for inspections carried out since 1 June 2022.

4.2.3 The framework is framed around four key questions. Each of these include a number of QIs for actual inspection which are:

- How good is our care, play and learning?
- How good is our setting?
- How good is our leadership?
- How good is our staff team?

The final key question is: What is our overall capacity for improvement? This requires a global judgement based on evidence and evaluations from all the other key areas but is not evaluated specifically.

4.2.4 Each QI is graded on a 6-point scale in which 1 = Unsatisfactory, 2 = Weak, 3 = Adequate, 4 = Good, 5 = Very Good and 6 = Excellent, and the overall key question evaluation is based on the lowest QI rating if more than one is completed. Following the publication of Funding Follows the Child and the National Standard for Early Learning and Childcare Providers: Principles and Practice, all ELC settings must gain evaluations of good or better to be able to provide funded ELC in partnership with the local authority.

4.2.5 Recommendations and requirements may follow an inspection.

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

4.2.6 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.

5. RECENTLY PUBLISHED REPORTS

5.1 Education Scotland/HMIE Inspections

5.1.1 Since the Executive Sub-Committee of Learning & Families Committee on 20 March 2023, the following reports have been published by Education Scotland¹:

- **St Ninian's Episcopal Primary School and Nursery**

St Ninian's Episcopal Primary School and Nursery was inspected in February 2023 by Education Scotland. Education Scotland will make no further visits in connection with this inspection. The evaluations against the QIs are shown in Appendix 1. At the time of the 2023 pupil census, the school had 58 primary school children and 10 nursery children enrolled. The primary school had a staffing complement of 4.4 full-time equivalent (FTE) teachers. The [summarised inspection findings for St Ninian's Episcopal Primary School and Nursery](#) is available online.

5.2 Care Inspectorate Inspections - Day Care of Children

5.2.1 No inspections have been undertaken and published² by the Care Inspectorate since the Executive Sub-Committee of Learning & Families Committee on 20 March 2023.

5.3 Care Inspectorate Inspections - Childminding Services

5.3.1 From academic year 2019/20, childminders commenced providing funded hours within the Perth and Kinross Council (PKC) ELC expansion plan for 1140 hours. All registered childminders are inspected by the Care Inspectorate using the updated [Quality Framework for Daycare of Children, Childminding and School-aged Childcare](#).

5.3.2 Inspections of those childminders that have funded places in partnership with the Council will be included in this report by exception, as for other childcare settings. No inspections require reporting in this way to date. Performance/benchmarking information will be developed as numbers of these increase.

6. PERFORMANCE SUMMARY

6.1 Inspections: Education Scotland/HMIE

6.1.1 This section provides a summary of the performance of ELC settings and schools since August 2016 in inspections undertaken by Education Scotland.

¹ As at 16 March 2023

² As at 16 March 2023

Since August 2016, the inspection model has changed with QI 1.1 'Self-evaluation for self-improvement' no longer being evaluated.

6.1.2 24 ELC providers and 27 primary schools have been inspected since the beginning of academic session 2016/17. There have been two secondary school inspections carried out in the same period.

6.1.3 Tables 1a and 1b below gives a summary of the evaluations for each QI for all ELC and primary school inspections.

Table 1a: Number of QI Evaluations - 2016/2017 to date - ELC

ELC						
QI Grading	1.3 Leadership of change	2.3 Learning, teaching & assessment	3.2 Securing children's progress	3.1 Ensuring wellbeing, equality & inclusion	1.1 Self-evaluation for self-improvement	All QIs
Excellent	-	-	-	-	-	-
Very Good	4	5	5	6	-	20
Good	8	9	12	9	1	39
Satisfactory	4	4	2	1	1	12
Weak	-	1	2	-	-	3
Unsatisfactory	-	-	-	-	-	-
Total	16	19	21	16	2	74

Table 1b: Number of QI Evaluations - 2016/2017 to date - Primary Schools

Primary Schools						
QI Grading	1.3 Leadership of change	2.3 Learning, teaching & assessment	3.2 Raising attainment & achievement	3.1 Ensuring wellbeing, equality & inclusion	1.1 Self-evaluation for self-improvement	All QIs
Excellent	1	-	-	1	-	2
Very Good	5	5	9	6	3	28
Good	5	10	9	7	-	31
Satisfactory	3	4	4	-	1	12
Weak	-	1	2	-	-	3
Unsatisfactory	-	-	-	-	-	-
Total	14	20	24	14	4	76

6.1.4 In Perth and Kinross, there is an expectation that ELC provision and schools meet "good" evaluations in all QIs. This is higher than the national "satisfactory" expectation. Therefore, where a school or ELC setting receives less than a "good" evaluation, the Quality Improvement Officer for the school/setting works with the Headteacher/Manager to develop an action plan which will secure improvement in the areas of identified need.

6.1.5 Benchmarking data for ELC and primary inspections up to November 2022, using national and comparator authority information, is shown in Appendix 2.

There is not currently sufficient data available on secondary inspections to allow for useful benchmarking.

- 6.1.6 For all ELC QIs evaluated from 2016/17, to date, 80% were graded as Good or better. This compares with 52% for our comparator authorities and 63% nationally.
- 6.1.7 For all primary school QIs evaluated from 2016/17, to date, 80% were graded as Good or better. This compares with 53% for our comparator authorities and 62% nationally.

6.2 Inspections: Day Care of Children

- 6.2.1 This section provides a summary of the performance of ELC settings in inspections carried out by the Care Inspectorate. A total of 19 day care services across Perth and Kinross have been inspected by the Care Inspectorate since the beginning of the financial year 2022/23.
- 6.2.2 Table 2 below gives a summary of the evaluations for each Key Question. A summary list of inspections, as well as benchmarking over a longer time period (since financial year 2022/23) against national and comparator data, can be found in Appendix 3. This also includes an analysis of overall evaluation statistics to give the current position of inspections.

Table 2: Number of Day Care of Children evaluations received in PKC from 2022/23 to date.

QI Grading	How good is our care, play and learning	How good is our setting	How good is our staff team	How good is our leadership	All QIs
Excellent	0	0	1	0	1
Very Good	10	16	9	10	44
Good	9	5	10	9	34
Satisfactory	4	2	2	4	12
Weak	0	0	1	0	1
Unsatisfactory	0	0	0	0	0
Total	23	23	23	23	92

- 6.2.3 There is an expectation that ELC providers meet “good” evaluations in all QIs. Therefore, where an ELC provider receives less than a “good” evaluation, the Service Manager and Quality Improvement Officer for the ELC establishment works with the Headteacher/Manager/Leader to develop an action plan which will secure improvement in the areas of identified need.

7. Conclusion

- 7.1 Inspection reports provide further information on the standards and quality in PKC schools, nurseries and funded partners providing ELC. This report sets out the outcomes of Education Scotland and Care Inspectorate reports of schools and ELC settings inspected and published since 20 March 2023.

The overall performance of schools and ELC settings in inspections is strong, and where necessary, action plans put in place provide evidence of continuous improvement.

Author

Name	Designation	Contact Details
Sharon Johnston	Head of Education and Learning	ECSCCommittee@pkc.gov.uk 01738 475000

Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	31 March 2023

If you or someone you know would like a copy of this document in another language or format, (on occasion, only a summary of the document will be provided in translation), this can be arranged by contacting the Customer Service Centre on 01738 475000.

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes/None
Community Plan/Single Outcome Agreement	None
Corporate Plan	None
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	None
External	None
Communication	
Communications Plan	None

1. Strategic Implications

Community Plan/Single Outcome Agreement

- 1.1 This section sets out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (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).

Corporate Plan

- 1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan 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).

- 1.3 The report also links to the Education & Children's Services Vision, Values and Priorities in respect of the following key Priority area:

- Best Start

2. Resource Implications

Financial

- 2.1 N/A

Workforce

- 2.2 N/A

Asset Management (land, property, IT)

- 2.3 N/A

3. Assessments

Equality Impact Assessment

3.1 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:

- (i) 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. However, no action is required as the Act does not apply to the matters presented in this report. This is because the Committee are requested to note the contents of the report only and the Committee are not being requested to approve, adopt or agree to an action or to set the framework for future decisions.

Sustainability

- 3.3 Under the provisions of the Local Government in Scotland Act 2003, the Council has to discharge its duties in a way which contributes to the achievement of sustainable development. Under the Climate Change (Scotland) Act 2009 the Council also has a duty relating to climate change and, in exercising its functions must act:

- In the way best calculated to delivery of the Act's emissions reduction targets.
- In the way best calculated to deliver any statutory adaption programmes.
- In a way that it considers most sustainable.

3.3.1 N/A

Legal and Governance

3.4 N/A

3.5 N/A

Risk

3.6 N/A

4. Consultation

Internal

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

External

4.2 N/A

5. Communication

5.1 N/A

2. BACKGROUND PAPERS

2.1 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.

3. APPENDICES

3.1 Appendix 1 – St Ninian's Episcopal Primary School and Nursery Class
Inspection Report
Appendix 2 – Summary of Education Scotland Inspections
Appendix 3 – Summary of Care Inspectorate Day Care of Children Inspections

14 February 2023

Dear Parent/Carer

In December 2022, a team of inspectors from Education Scotland visited St Ninian's Episcopal Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- Nurturing and inclusive relationships between the staff and the children that are based on mutual respect, understanding and kindness. This results in a positive and warm learning environment where children feel safe and happy.
- The effective teamwork amongst the staff and their capacity for improvement. Staff are keen to develop their individual and collective skills to help improve outcomes for children.
- Supported by staff, children are taking ownership of their own learning. Teachers and practitioners are responsive to children's interests when planning learning.
- The opportunities for children to participate in wider experiences within the local community. Staff work effectively with their partners to enrich children's learning across a range of contexts.

The following areas for improvement were identified and discussed with the headteacher and representatives from Perth and Kinross Council.

- To support all children to make progress in their learning, teachers and practitioners should improve approaches to planning, assessment and moderation in the school and nursery. They should ensure that learning is progressive and clearly based on Curriculum for Excellence (CfE) experiences and outcomes. There is a need to develop a shared understanding of what children's progress looks like within and across CfE levels.
- Continue to develop approaches to tracking and monitoring of children's progress. Teachers and practitioners should improve how observations, assessment data and other key information is used to help raise attainment and achievement for all learners.
- Ensure that the nursery team benefits from strong leadership and direction. The nursery class should be included in whole school strategic planning for continuous improvement.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for St Ninian's Episcopal Primary School and Nursery Class

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	satisfactory
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	satisfactory
Securing children's progress	weak
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Reports page | Inspection reports | Education Scotland](#).

What happens next?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. We will liaise with Perth and Kinross Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within one year of the publication of this letter. We will discuss with Perth and Kinross Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

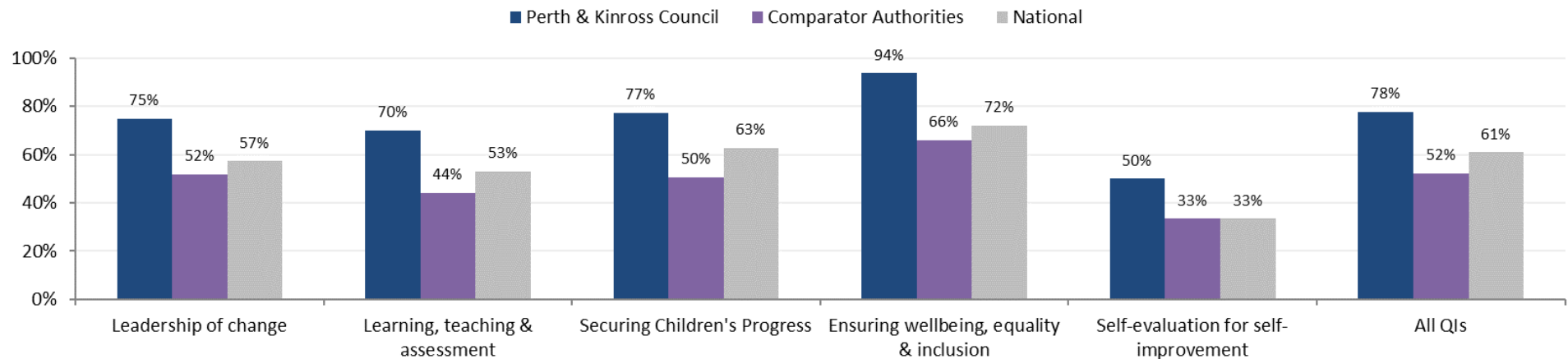
Maria A Speirs
HM Inspector

Appendix 2: Summary of Education Scotland Inspections

National and Comparator Authority¹ Benchmarking 2016/17 to 2022/23

Pre-School Inspections

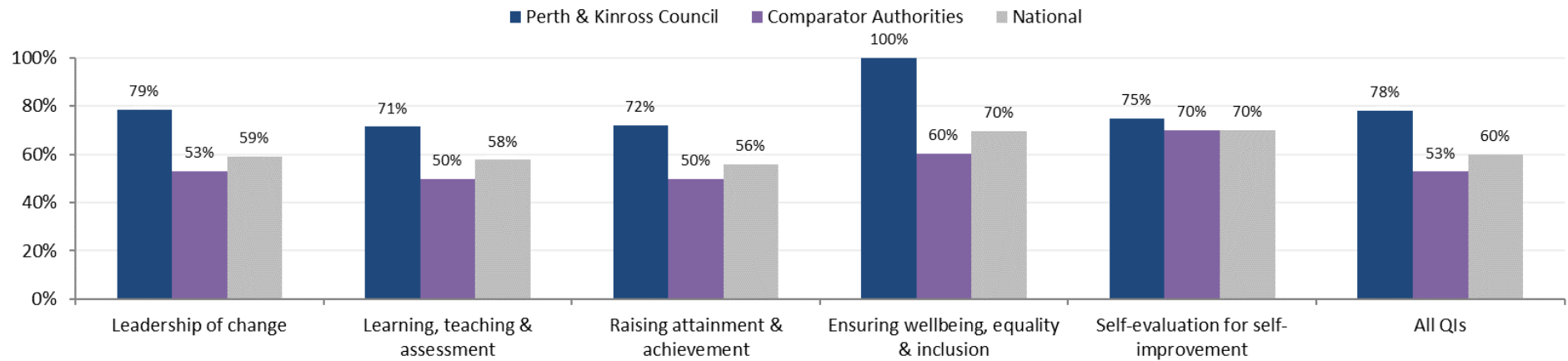
Quality Indicators (QIs) - Good or better (%)



¹ Comparator local authorities are Aberdeenshire, Argyll & Bute, Highland, Scottish Borders and Stirling.

Primary Inspections

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



Inspections from 2016/17 to date

Pre-School Inspections

Academic Year	Name of School/Partner Provider	Type	Inspection Date	Publication Date	Leadership of change	Learning, teaching and assessment	Securing children's progress	Ensuring wellbeing, equality and inclusion	Self-evaluation for self-improvement
2016/17	Dunning Stepping Stones	Full	Feb-17	Mar-17	Good	Good	Good	Good	-
2016/17	Glenlyon Primary School	Full	Mar-17	May-17	Very Good	Very Good	Very Good	Very Good	-
2016/17	St Dominic's RC Primary School	Full	Sep-16	Nov-16	Good	Good	Good	Very Good	-
2017/18	Fossoway Pre-School Group	Full	May-17	Aug-17	Satisfactory	Satisfactory	Good	Satisfactory	-
2017/18	Alyth Primary School	Short	Jan-18	Apr-18	-	-	Good	-	Satisfactory
2017/18	Robert Douglas Memorial School	Full	Feb-18	Apr-18	Very Good	Very Good	Very Good	Very Good	-
2017/18	Honeypot Children's Nursery - Luncarty	Full	Feb-18	May-18	Good	Good	Good	Good	-
2017/18	The Wendy House	Full	May-18	Jul-18	Very Good	Good	Good	Very Good	-
2017/18	Balbeggie Primary School	Full	May-18	Aug-18	Satisfactory	Satisfactory	Satisfactory	Good	-
2017/18	Paint Pots Nursery	Full	Mar-18	Aug-18	Satisfactory	Good	Good	Good	-
2017/18	Arngask Primary School	Short	Jun-18	Sep-18	-	-	Good	-	Good
2018/19	Letham Primary School	Full	Sep-18	Oct-18	Satisfactory	Weak	Weak	Good	-
2018/19	Kinross Primary School	Full	Oct-18	Jan-19	Very Good	Very Good	Very Good	Very Good	-
2018/19	Newhill Primary School	Full	Jan-19	Mar-19	Good	Good	Good	Very Good	-
2018/19	Goodlyburn Primary School	Full	Apr-19	Jun-19	Good	Satisfactory	Satisfactory	Good	-
2018/19	Methven Primary School	Short	May-19	Sep-19	-	Very Good	Very Good	-	-
2019/20	Braco Primary School	Short	Oct-19	Dec-19	-	Very Good	Very Good	-	-
2019/20	Inchtore Primary School	Full	Dec-19	Feb-20	Good	Good	Good	Good	
2019/20	North Muirton Primary School	Short	Nov-19	Mar-20		Satisfactory	Weak		

Academic Year	Name of School/Partner Provider	Type	Inspection Date	Publication Date	Leadership of change	Learning, teaching and assessment	Securing children's progress	Ensuring wellbeing, equality and inclusion	Self-evaluation for self-improvement
2019/20	St Madoes Primary School	Full	Feb-20	Mar-20	Good	Good	Good	Good	
2022/23	Crieff Primary School	Short	Nov-22	Jan-23	Good	Good	Good	Good	-
2022/23	St Ninian's Episcopal Primary School	Full	Dec-22	Jan-23	-	Satisfactory	Weak	-	-

Primary Inspections

Academic Year	Name of School	Type	Inspection Date	Publication Date	Leadership of change	Learning, teaching and assessment	Raising attainment and achievement	Ensuring wellbeing, equality and inclusion	Self-evaluation for self-improvement
2016/17	Glenlyon Primary School	Full	Mar-17	May-17	Very Good	Very Good	Very Good	Very Good	-
2016/17	Muthill Primary School	Short	Feb-17	Apr-17	-	-	Very Good	-	Very Good
2016/17	Ruthvenfield Primary School	Full	Oct-16	Dec-16	Very Good	Very Good	Very Good	Good	-
2016/17	St Dominic's RC Primary School	Full	Sep-16	Nov-16	Good	Good	Good	Very Good	-
2017/18	Grandtully Primary School	Short	Sep-17	Oct-17	-	-	Very Good	-	Very Good
2017/18	Portmoak Primary School	Full	Sep-17	Nov-17	Excellent	Very Good	Very Good	Excellent	-
2017/18	Alyth Primary School	Short	Jan-18	Apr-18	-	-	Satisfactory	-	Satisfactory
2017/18	Robert Douglas Memorial School	Full	Feb-18	Apr-18	Good	Good	Good	Very Good	-
2017/18	Balbeggie Primary School	Full	May-18	Aug-18	Satisfactory	Satisfactory	Satisfactory	Good	-
2017/18	Arngask Primary School	Short	Jun-18	Sep-18	-	-	Very Good	-	Very Good
2018/19	Letham Primary School	Full	Sep-18	Oct-18	Satisfactory	Satisfactory	Weak	Good	-
2018/19	Kinross Primary School	Full	Oct-18	Jan-19	Very Good	Very Good	Very Good	Very Good	-
2018/19	Newhill Primary School	Full	Jan-19	Mar-19	Good	Good	Good	Good	-
2018/19	Cleish Primary School	Short	Mar-19	May-19	-	Good	Very Good	-	-

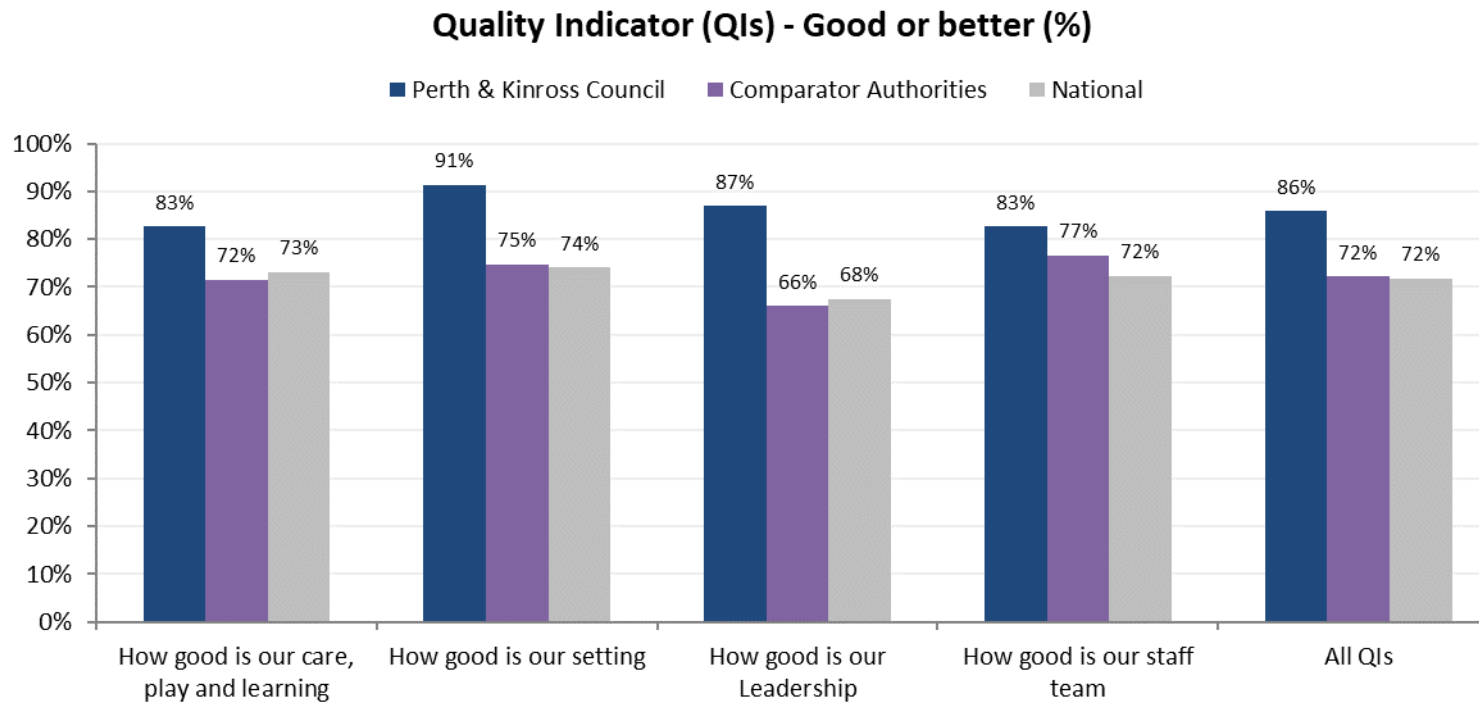
Academic Year	Name of School	Type	Inspection Date	Publication Date	Leadership of change	Learning, teaching and assessment	Raising attainment and achievement	Ensuring wellbeing, equality and inclusion	Self-evaluation for self-improvement
2018/19	Goodlyburn Primary School	Full	Apr-19	Jun-19	Good	Good	Satisfactory	Very Good	-
2018/19	Burrelton Primary School	Short	May-19	Jun-19	-	Very Good	Very Good	-	-
2018/19	Logiealmond Primary School	Full	May-19	Sep-19	Good	Good	Good	Good	-
2018/19	Glendelvine Primary School	Short	Jun-19	Sep-19	-	Good	Good	-	-
2018/19	Methven Primary School	Short	May-19	Sep-19	-	Satisfactory	Satisfactory	-	-
2019/20	Braco Primary School	Short	Oct-19	Dec-19	-	Good	Good	-	-
2019/20	Inchture Primary School	Full	Dec-19	Feb-20	Very Good	Good	Good	Very Good	
2019/20	North Muirton Primary School	Short	Nov-19	Mar-20		Weak	Weak		
2019/20	St Madoes Primary School	Full	Feb-20	Mar-20	Satisfactory	Satisfactory	Good	Good	
2022/23	Crieff Primary School	Short	Nov-22	Jan-23	Very Good	Good	Good	Good	-
2022/23	St Ninian's Episcopal Primary School	Full	Dec-22	Jan-23	-	Satisfactory	Satisfactory	-	-

Secondary Inspections

Academic Year	Name of School	Type	Inspection Date	Publication Date	Leadership of change	Learning, teaching and assessment	Raising attainment and achievement	Ensuring wellbeing, equality and inclusion	Self-evaluation for self-improvement
2018/19	Perth High School	Full	Nov-18	Jan-19	Satisfactory	Satisfactory	Satisfactory	Satisfactory	-
2019/20	Perth Grammar School	Short	Nov-19	Jan-20	-	Satisfactory	Weak	-	-

Appendix 3: Summary of Care Inspectorate Day Care of Children Inspections

National and Comparator Authority Benchmarking 2022/23 to date (Comparator and National Data as of 31 December 2022*)



*All data supplied by Care Inspectorate Data Store and covers published inspections from 05/01/2022 to 09/03/2023. This includes PKC Partner Provider settings for PKC and non-local authority supplied settings for Comparator Authorities/ National.

Overall, most ELC settings perform well. PKC perform consistently better than comparator authorities, and at national level when inspected by Care Inspectorate. Almost all inspections show that ELC settings provide high quality provision for the children under 'How good is our setting'. Most inspections are good or better for the 'How good is our care, play and learning', 'How good is our staff team' and 'How good is our leadership'.

Under the previous grading system, the 'Quality of Environment' had fallen slightly below our comparators and at national level and as a result there was a renewed focus on staff learning and development regarding quality environments and this has had a positive impact on performance which is now graded as 'How good is our setting'. In addition, the initiatives put in place to address the rapid increase of staff to meet the demands of the expansion of ELC, such as a new induction programme for staff are now showing a positive impact in evaluations. The new ELC leadership programme has been offered over the last three years to address previous lower scores and we are now above our comparator authorities and at national level.

It should be noted that the Early Years Team are currently working with a number of settings to take forward action plans to address the outcomes of these inspections. Where evaluations are adequate or weak, a 'team around the setting' approach is taken in order to secure improvements. Currently, action plans are in for 4 settings which are supported by relevant officers. These are regularly monitored and reviewed with a final report on improvements being presented to parents.

Inspections in Financial Year 2021/22 and Later under the new grading system

*New inspections since the last Executive Sub-Committee of Learning & Families Committee

Local Authority

Service Name	Inspection Date	How good is our care, play and learning	How good is our setting	How good is our staff team	How good is our Leadership
*Longforgan Primary School Nursery	09/06/2022	Very Good	Very Good	Very Good	Good
*Oakbank Primary School Nursery	16/06/2022	Very Good	Very Good	Very Good	Good
*Newhill Primary School Nursery	12/05/2022	Very Good	Very Good	Very Good	Good
*Logierait Primary School Nursery	06/05/2022	Very Good	Very Good	Very Good	Good
*Errol Primary School Nursery	27/09/2022	Good	Very Good	Very Good	Good
*Coupar Angus Primary School Nursery	13/09/2022	Good	Very Good	Very Good	Good

Service Name	Inspection Date	How good is our care, play and learning	How good is our setting	How good is our staff team	How good is our Leadership
*Dunbarney Primary School Nursery	25/05/2022	Good	Good	Good	Very Good
Balhousie and North Muirton ELC	04/03/2022	Very Good	Very Good	Very Good	Excellent
Milnathort Primary School Nursery	26/04/2022	Very Good	Very Good	Good	Very Good
Luncarty Nursery Class and Wrap Around Care	04/11/2021	Very Good	Very Good	Very Good	Good
Guildtown Primary School Nursery	22/11/2021	Very Good	Very Good	Good	Very Good
*Robert Douglas Memorial Primary School Nursery	18/11/2022	Very Good	Very Good	Very Good	Very Good
*Ratray Early Childhood Centre	09/12/2022	Good	Very Good	Good	Very Good
*Pitlochry High	17/11/2022	Good	Very Good	Good	Very Good
*Royal School of Dunkeld Primary School Nursery	25/11/2022	Very Good	Good	Very Good	Very Good

Partner Providers

Service Name	Inspection Date	How good is our care, play and learning	How good is our setting	How good is our staff team	How good is our Leadership
*Lauriston Nursery @ Kinross	06/10/2022	Good	Very Good	Very Good	Very Good
*Daisy Chain Nursery School Perth LTD	23/09/2022	Adequate	Adequate	Adequate	Weak
*Fair City Munchkins Day Nursery	05/08/2022	Adequate	Good	Good	Good
*Thrive Childcare and Education Corner House Perth **	23/06/2022	Adequate	Adequate	Adequate	Adequate
*Bright Starts Nursery	20/05/2022	Adequate	Good	Adequate	Adequate
*FossoPLAY Outdoor Nursery	03/05/2022	Very Good	Very Good	Very Good	Good
*Morrison's Academy Nursery	01/06/2022	Good	Good	Good	Good
*Ardvreck Nursery	23/08/2022	Good	Very Good	Good	Good

** - Paint Pots Nursery now operating as Thrive Childcare and Education.

Current Position

The chart shown is an illustration of the individual results of the most recent inspection for each setting. Some settings will be inspected more than once during this period, and some Quality Indicators are not covered in every inspection.

The accumulated result of all these inspections is the position of all Early Learning and Childcare services in Perth & Kinross.

This chart summarises the proportion of settings that have a **Good or better rating**, based on the latest inspection for each indicator, and therefore reflects the current gradings of Early Learning and Childcare services in PKC.

