PERTH AND KINROSS COUNCIL

Executive Sub-Committee of Lifelong Learning Committee

17 August 2016

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

Report by Director (Education and Children's Services)

PURPOSE OF REPORT

This report sets out the key findings following inspections of pre-school centres and schools undertaken by Education Scotland (formerly known as HMI) and, by exception, Care Inspectorate inspections on the day care of children since the Executive Sub-Committee of Lifelong Learning Committee on 27 April 2016.

1. BACKGROUND

1.1 Education Scotland Inspections

1.1.1 Each year Education Scotland's scrutiny body (Her Majesty's Inspectorate, HMI) inspects and reports on the quality of education in pre-school centres, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision. HMI also inspects the education functions of local authorities and carries out joint inspections of services for children.

1.1.2 This report sets out the key findings and areas for improvement following inspections of Perth and Kinross Council pre-school centres (including partner providers), schools and learning communities by Education Scotland. This includes the findings of follow-through inspections where appropriate.

1.1.3 Specifically the report sets out the findings of inspections which have been published by Education Scotland since the Executive Sub-Committee of Lifelong Learning Committee on 27 April 2016 (Report No: 16/191 refers).

Pre-School Centres/Schools

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

- Progression in learning and evaluating achievement from 3-18
- Supporting improvement

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

1.1.5 There are four broad continuing engagement activities that HMI may select following an inspection, not all of which are mutually exclusive. They are:

- Innovative practice
- No further inspection activity
- Additional support for improvement
- Continued inspection

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

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

1.1.8 In addition to HMI inspections, a range of school specific information is submitted by all schools to Education Services in relation to performance management, planning for improvement and self-evaluation leading to improvements. Education Services staff use this information to work with headteachers to determine the nature and frequency of support/challenge visits that will be appropriate for each school over the course of any session. The school visits form the core of the School Improvement Framework and will take the form of one or more of the following over a planned four year programme:

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

1.1.9 During such visits, the School Improvement Plan, the Standards and Quality Report and the Self-Evaluation pro-forma are scrutinised and challenged, to ensure appropriate account has been taken of any identified improvement actions and that work in these areas is having a positive impact on the quality of educational provision provided by the school. In most cases, an HMI

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

Changes to Education Scotland inspections in August 2016

1.1.10 During 2015/16 Education Scotland tested a range of new approaches to inspection. Following evaluation, four new inspection models will be introduced in a phased manner from August 2016: full Inspection model, short inspection model, localised thematic model and neighbourhood model. Further information on these models will be shared as they are taken forward with our schools.

1.1.11 These new models will use How Good is Our School 4th edition (HGIOS4) quality indicators (QIs), which have been aligned with the National Improvement Framework for Scottish Education and the Scottish Attainment Challenge:

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

1.1.12 In addition, inspections will incorporate themes from other QIs and a further QI will also be negotiated with the school being inspected, enabling staff and inspectors to focus on a particularly challenging issue or new initiative with the aim of bringing about improvement through professional dialogue.

1.1.13 Changes are also being made to improve communication of findings to parents, with a new report format which will indicate strengths, areas for development and QI grades.

1.1.14 Note that changes to QIs will have implications for the continuity of reporting of performance over time and benchmarking with other authorities that has been developed to date.

2. RECENTLY PUBLISHED REPORTS

2.1 Care Inspectorate Inspections

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

[1] As at 14 June 2016

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

2.1.2 The Care Inspectorate is currently investigating a new approach that is proportionate for highly performing services. These validation inspections do not use quality statements or award grades. The purpose of the validation inspection is to ensure that previous high standards are being maintained. Four validation inspections within Perth and Kinross have been undertaken and published[2] by the Care Inspectorate. All 4 inspections were positive and the services have maintained standards since their last inspection.

2.2 Education Scotland Inspections

2.2.1 Since the Executive Sub-Committee of Lifelong Learning Committee on 27 April 2016 (Report No: 16/191 refers), the following reports have been published by Education Scotland[3]:

- **Inspection of Teddy Bear Care Nursery Ltd**. HMI will make no further visits in connection with this inspection. The evaluations against the quality indicators are shown in Appendix 4a, together with a copy of the inspection letter in Appendix 4b. An Extended Learning and Achievement Visit Report from November 2015 is included as Appendix 4c. At the time of the September 2015 Census, Teddy Bear Care Nursery had 12 funded children.

- **Inspection of Kenmore Primary School.** HMI will make no further visits in connection with this inspection. The evaluations against the quality indicators are shown in Appendix 5a, together with a copy of the inspection letter in Appendix 5b. An Extended Learning and Achievement Visit Report from November 2014 is included as Appendix 5c. At the time of the 2015 census, Kenmore Primary School had 42 pupils enrolled. The school has a staffing complement of 4.2 FTE teachers and 2.1 FTE non-teaching staff.

- **Inspection of Coupar Angus Primary School and Nursery Class.** HMI will carry out a further visit in connection with this inspection. The evaluations against the quality indicators are shown in Appendix 6a, together with a copy of the inspection letter in Appendix 6b. An Extended Learning and Achievement Visit Report from 2010/11 is included as Appendix 6c. At the time of the 2015 census, Coupar Angus Primary School had 179 primary school children and 56 nursery children enrolled. The primary school has a staffing complement of 14.9 FTE teachers and 7. 9 FTE non-teaching staff, and the nursery has 5.98 FTE non-teaching staff.

3. PERFORMANCE SUMMARY

[2] As at 14 June 2016
[3] As at 14 June 2016

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

Pre-School Centres/Schools

Evaluation of each school's performance is assessed across five quality indicators, including three core quality indicators:

- Core quality indicator Improvements in performance
- Core quality indicator Learners' experiences/children's experiences
- Core quality indicator Meeting learning needs
- Quality indicator The curriculum
- Quality indicator Improvement through self-evaluation

3.1 Prior to August 2011, these were published as part of the inspection report. Although post August 2011 these evaluations no longer feature in the reports published by HMI, they are published on Education Scotland's website and will continue to be reported to the Executive Sub-Committee of Lifelong Learning Committee. Follow-through inspections do not include an evaluation against quality indicators.

3.2 Table 1 provides an overview of the number of indicators evaluated as good or better and satisfactory or better in the pre-school sector, including partner providers. Six pre-school centres have been inspected during academic session 2015/16. Annual performance relative to our comparator authorities and also Scotland is shown.

Table 1: Pre-School Overview by Performance Indicator[4]

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

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

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

Primary Schools

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

Table 2: Primary Overview by Performance Indicator[5]

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

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

Secondary Schools

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

Table 3: Secondary Overview by Performance Indicator

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

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

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

4. CONCLUSION AND RECOMMENDATION

4.1 Inspection reports provide further information on the standards and quality in our services and set out a clear agenda for continuous improvement.

4.2 It is recommended that the Executive Sub-Committee of Lifelong Learning Committee considers and comments as appropriate on the contents of the report.

Author(s)

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Approved

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ANNEX

1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

1. Strategic Implications

Community Plan / Single Outcome Agreement

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

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

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

Corporate Plan

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

2. Resource Implications

Financial

2.1 Not applicable (n/a)

Workforce

2.2 Not applicable (n/a)

Asset Management (land, property, IT)

2.3 Not applicable (n/a)

3. Assessments

Equality Impact Assessment

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

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

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

Strategic Environmental Assessment

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

Sustainability

3.3 Not applicable (n/a)

Legal and Governance

3.4 Not applicable (n/a)

Risk

3.5 Not applicable (n/a)

4. Consultation

Internal

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

External

4.2 Not applicable (n/a)

5. Communication

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

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

2. BACKGROUND PAPERS

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

- Education Scotland inspection reports, published by Education Scotland

3. APPENDICES

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

Teddy Bear Care Nursery Ltd

Appendix 4a	Education Scotland Inspection Summary
Appendix 4b	Education Scotland Inspection Letter
Appendix 4c	Extended Learning and Achievement Visit Report, November 2015

Kenmore Primary School

Appendix 5a	Education Scotland Inspection Summary
Appendix 5b	Education Scotland Inspection Letter
Appendix 5c	Extended Learning and Achievement Visit Report, November 2014

Coupar Angus Primary School and Nursery Class

Appendix 6a	Education Scotland Inspection Summary
Appendix 6b	Education Scotland Inspection Letter
Appendix 6c	Extended Learning and Achievement Visit Report, October 2010 and February 2011