

## SCRUTINY COMMITTEE

23 April 2014

## SUMMARY REPORT ON CARE INSPECTORATE AND HMI INSPECTIONS

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

**PURPOSE OF REPORT**

This report provides an overview of the performance of Education and Children's Services inspected over the past year (2013/14) by the Care Inspectorate and Her Majesty's Inspectorate (HMI) and sets out the Service's approach to implementing improvement actions arising out of inspection.

**1. BACKGROUND****1.1 Care Inspectorate**

1.1.1 The [Care Inspectorate](#) (also known as Social Care and Social Work Improvement Scotland - SCSWIS) is the unified independent scrutiny improvement body for care and children's services. Since April 2008 regulated care services in Scotland have been inspected using a framework of quality themes and quality statements. All inspections and grades before 1 April 2011 were those reported by the former regulator of care services, the Care Commission.

1.1.2 The Care Inspectorate inspect services against the [National Care Standards](#) and most typically will grade services against some or all, of the following quality themes:

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

Grades of 1 – 6 are awarded, 1 = unsatisfactory to 6 = excellent.

1.1.3 The Care Inspectorate conduct both announced and unannounced inspections which can be low, medium or high intensity. A low intensity inspection is one where the Care Inspectorate is satisfied that a service is working hard to provide consistently high standards of care. A medium or high intensity inspection is undertaken when there is more concern and the service receives a more intense inspection.

1.1.4 If the Care Inspectorate is concerned about any aspect of a service or think it could do more to improve they will make requirements and/or recommendations within the inspection report.

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

- 1.1.5 Care service providers must submit an action plan within the required timescale to the Care Inspectorate addressing any requirements and/or recommendations identified. Progress against the action plan is monitored by the Care Inspectorate through annual return and self-assessment forms submitted by the care service provider and through subsequent inspection.
- 1.1.6 Tables 1 and 2 below set out the frequency of inspection for different service types. The Care Inspectorate may inspect more often than shown on this table. A proportionate approach is taken in relation to the depth of evidence to be sampled and gathered in accordance with the current risk level.

**Table 1: Services subject to statutory minimum frequency**

Service Category & Type	Minimum Frequency for Better Performing Services	Minimum Frequency for Services not Meeting the Better Performing Definition
Care homes for children	1 inspection each 12 months	2 inspections each 12 months
Support services – Care at Home	n/a	1 inspection each 12 months
Housing Support Service combined with Care at Home	n/a	1 inspection each 12 months

**Table 2: Risk based minimum inspection frequency**

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

**Source:** Care Inspectorate, Inspection Plan Summary 2013/14, Frequency of inspection rules for regulated care services, Summary Guide 2013/14

- 1.1.7 From 1 April 2013, the Care Inspectorate moved away from annualised inspection planning to a rolling four year programme of inspection. Ensuring that resources are targeted efficiently and effectively to deliver the minimum inspection frequency required.

## 1.2 Education Scotland, HMI

- 1.2.1 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.

### Pre-School Centres/Schools

- 1.2.2 HMI changed the format of reporting about schools in August 2011 and inspection reports provide an overall evaluation of the quality of the school's provision. In coming to a judgement, HMI will aim to answer three key questions which are:

- How well do children/young people learn and achieve?
- How well does the school support children/young people to develop and learn?
- How does the school improve the quality of its work?

To help answer the first two questions, HMI provides a summary sentence followed by text which explains their findings. For the third question, HMI provide text and express their level of confidence in the school's ability to continue to improve the quality of its work. Finally, they sum up the overall quality of education provided by the school.

- 1.2.3 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

### Learning Communities

- 1.2.4 HMI also undertake inspections of learning communities within the geographical areas surrounding secondary schools. A learning community inspection is an evaluation of the learning needs of a locality and partnership.
- 1.2.5 The Scottish Government expects local authorities to provide clear leadership and direction and to drive the action needed to ensure we maximise the contribution of Community Learning and Development (CLD) partners in the reform of public services. The Scottish Government's National Performance Framework sets out the strategic objectives for all public services, including those delivering CLD. The specific focus for CLD should be improved life chances for people of all ages through learning, personal development and active and stronger, more resilient, supportive, influential and inclusive communities.
- 1.2.6 Learning community inspections allow HMI to identify and report on how these objectives are being met. Local authorities are required to clearly identify how well partners are improving learning, increasing life-chances, promoting and securing wellbeing. They are also required to identify how

well partners are working together to improve the quality of local services and provision. Learning community inspections also take a closer look at how well partners are taking forward public service reforms in their local context. This includes a shift towards prevention and early intervention; greater integration of public services at local level and enhanced workforce development; and improving performance through greater transparency, innovation and use of digital technology.

- 1.2.7 In consultation with partners, the Council is required to provide HMI with a summary self-evaluation including the key strengths of the learning community and areas for development and next steps.

### **1.3 Joint Inspections**

- 1.3.1 From August 2013 The Care Inspectorate and Education Scotland (HMI) began a programme of joint inspections of nursery classes and pre-school centres. The outcomes from such inspections are reported publically in one report produced jointly by both scrutiny bodies. In each report there will still be separate evaluations of both the Quality Indicators considered by HMI and the Care Standards considered by the Care Inspectorate.

## **2. SERVICES PROVIDING DAY CARE OF CHILDREN**

- 2.1 This report presents an overview of the performance of services providing day care for children inspected over the past year (2013/14) where Perth and Kinross Council is the registered provider, including partner providers<sup>1</sup>.
- 2.2 Table 2a below provides a summary of performance for the 26 services inspected and published between 1 April 2013 and 31 January 2014. Table 2b shows the same information for services inspected during 2012/13 (between 1 April 2012 and 31 March 2013).
- 2.3 Out of the 26 services providing day care of children inspected in 2013/14, 19 (73%) were low intensity, 4 (15%) were medium intensity and 3 (12%) were high intensity. All the inspections were unannounced.
- 2.4 The proportion of grades awarded as good or better has improved since 2012/13. Almost all (91%) grades awarded in 2013/14 were good or better compared to 88% in 2012/13. The proportion of excellent and very good grades awarded remains consistent at 64% in 2013/14, the same as in 2012/13, and remains above the national average (58 %).
- 2.5 Further to an amendment to the Scheme of Delegation by Perth and Kinross Council on 1 May 2013, the Executive Sub-Committee of Lifelong Learning Committee also consider Care Inspectorate Reports on the day care of children by exception, where any grading has been awarded an evaluation of unsatisfactory, weak or excellent.
- 2.6 We continue to monitor, support and challenge all centres through a planned programme of improvement visits – some announced and some unannounced. Further we are undertaking some joint training and development work with colleagues in the Care Inspectorate to ensure we develop consistent approaches to our respective scrutiny roles where this is possible.

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<sup>1</sup> At the time of writing, information available for services inspected and published between 1 April 2013 and 31 January 2014.

**Table 2a: Perth and Kinross summary of performance, services providing day care of children inspected by the Care Inspectorate, 1 April 2013 – 31 January 2014<sup>2</sup>**

Number of services providing day care of children inspected = 26							
Quality Themes	6 Excellent	5 Very Good	4 Good	3 Adequate	2 Weak	1 Unsatisfactory	No of indicators inspected
Care and Support	1 (4%)	18 (69%)	5 (19%)	2 (8%)	0 (0%)	0 (0%)	26
Environment	1 (4%)	14 (54%)	9 (35%)	2 (8%)	0 (0%)	0 (0%)	26
Staffing	1 (4%)	17 (65%)	6 (23%)	1 (4%)	1 (4%)	0 (0%)	26
Management and Leadership	1 (4%)	14 (54%)	8 (31%)	3 (12%)	0 (0%)	0 (0%)	26
<b>Total</b>	<b>4 (4%)</b>	<b>63 (61%)</b>	<b>28 (27%)</b>	<b>8 (8%)</b>	<b>1 (1%)</b>	<b>0 (0%)</b>	<b>104</b>
<i>National Total</i>	830 (6%)	7,649 (53%)	5,129 (35%)	664 (5%)	183 (1%)	52 (0%)	14,507

**Table 2b: Perth and Kinross summary of performance, services providing day care of children inspected by the Care Inspectorate, 1 April 2012 – 31 March 2013<sup>3</sup>**

Number of services providing day care of children inspected = 63							
Quality Themes	6 Excellent	5 Very Good	4 Good	3 Adequate	2 Weak	1 Unsatisfactory	No of indicators inspected
Care and Support	6 (10%)	37 (59%)	13 (21%)	6 (10%)	0 (0%)	1 (2%)	63
Environment	4 (6%)	31 (49%)	20 (32%)	3 (5%)	4 (6%)	1 (2%)	63
Staffing	4 (6%)	39 (62%)	14 (22%)	5 (8%)	1 (2%)	0 (0%)	63
Management and Leadership	2 (3%)	38 (60%)	14 (22%)	5 (8%)	3 (5%)	1 (2%)	63
<b>Total</b>	<b>16 (6%)</b>	<b>145 (58%)</b>	<b>61 (24%)</b>	<b>19 (8%)</b>	<b>8 (3%)</b>	<b>3 (1%)</b>	<b>252</b>
<i>National Total</i>	797 (5%)	7,320 (50%)	5,307 (37%)	830 (6%)	211 (1%)	72 (0%)	14,537

2.7 26 services have been inspected during 2013/14 and of the 104 indicators evaluated only one indicator (1%) has been graded as weak.

2.8 Appendix A shows the grades awarded for those centres inspected in 2013/14 in comparison to those awarded in the previous inspection.

### 3. SUPPORT AND RESIDENTIAL CARE SERVICES

3.1 The services provided for children and young people and their families at Woodlea Cottage, The Cottages, Wellbank House, Fostering Services and Adoption Services were inspected during 2013/14<sup>4</sup>. Fostering and Adoption Services were also inspected during 2013/14.

#### 3.2 Woodlea Cottage

3.2.1 The Care Inspectorate undertook an inspection of Woodlea Cottage in September 2013. The inspection was unannounced and low intensity.

<sup>2</sup> Inspected and published by the 31 January 2014.

<sup>3</sup> Table updated from previously published figures to include the whole year 1 April 2012 to 31 March 2013.

<sup>4</sup> As published by 5 February 2014.

- 3.2.2 The Care Inspectorate identified a number of key strengths and found the quality of care and support; quality of the environment; quality of staffing; and quality of management and leadership **very good**. One requirement and one recommendation were identified. In addition four areas for improvement were identified both by the team in their self-evaluation and with the inspectors.
- 3.2.3 The findings of this inspection and an update on progress made towards implementing the requirement, recommendation and areas for improvement were reported to the Executive Sub-Committee of Lifelong Learning Committee on 5 February 2014 (Report No. 14/43).
- 3.2.4 The previous inspection of Woodlea Cottage was completed in November 2012 and reported to the Executive Sub-Committee of Lifelong Learning Committee on 24 April 2013 (Report No. 13/118).
- 3.2.5 Woodlea Cottage was first inspected in November 2010. The inspection and grading history since then is shown in Appendix B.

### **3.3 The Cottages**

- 3.3.1 The Care Inspectorate undertook an inspection of The Cottages in October 2013. The inspection was unannounced and low intensity.
- 3.3.2 The Care Inspectorate identified a number of key strengths and found the quality of care and support and the quality of staffing **very good**; and evaluated the quality of the environment and the quality of management and leadership **good**. No requirements were identified, however, three recommendations and one area for improvement were identified.
- 3.3.3 The findings of this inspection and an update on progress made towards implementing the recommendations and area for improvement were reported to the Executive Sub-Committee of Lifelong Learning Committee on 5 February 2014 (Report No. 14/43).
- 3.3.4 The previous inspection of The Cottages was completed in December 2012 and reported to the Executive Sub-Committee of Lifelong Learning Committee on 24 April 2013 (Report No. 13/118).
- 3.3.5 The Cottages was first inspected in July 2008. The inspection and grading history since then is shown in Appendix B.

### **3.4 Wellbank House**

- 3.4.1 The Care Inspectorate undertook an inspection of Wellbank House in May 2013. The inspection was unannounced and low intensity.
- 3.4.2 The Care Inspectorate identified key strengths and found the quality of care and support, the quality of staffing and the quality of management and leadership were **very good**. No requirements and only one recommendation and area for improvement identified.
- 3.4.3 The findings of this inspection and an update on progress made towards implementing the recommendation and area for improvement were reported to the Executive Sub-Committee of Lifelong Learning Committee on 13 November 2013 (Report No. 13/537).

- 3.4.4 Wellbank House was first inspected in December 2008. The inspection and grading history since then is shown in Appendix B.

### **3.5 Fostering Service**

- 3.5.1 The Care Inspectorate undertook an inspection of Fostering Services in June 2013. The inspection was announced and low intensity.
- 3.5.2 The Care Inspectorate identified key strengths and found the quality of staffing and the quality of management and leadership **very good**; and evaluated the quality of care and support as **good**. No requirements and three recommendations were identified. In addition a number of areas for improvement were identified both by the team in their self-evaluation and with the inspectors.
- 3.5.3 The findings of this inspection and an update on progress made towards implementing the recommendations and areas for improvement were reported to the Executive Sub-Committee of Lifelong Learning Committee on 13 November 2013 (Report No. 13/537).
- 3.5.4 Fostering Services were first inspected in August 2010. The inspection and grading history since then is shown in Appendix B.

### **3.6 Adoption Services**

- 3.6.1 The Care Inspectorate undertook an inspection of the Adoption Service in June 2013. The inspection was announced and low intensity.
- 3.6.2 The Care Inspectorate identified a number of key strengths and found the quality of care and support, the quality of staffing and the quality of management and leadership were **good**. No requirements and two recommendations were identified. In addition a number of areas for improvement were identified both by the team in their self-evaluation and with the inspectors.
- 3.6.3 The findings of this inspection and an update on progress made towards implementing the recommendations and areas for improvement were reported to the Executive Sub-Committee of Lifelong Learning Committee on 13 November 2013 (Report No. 13/537).
- 3.6.4 Adoption Services were first inspected in September 2008. The inspection and grading history since then is shown in Appendix B.

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

- 4.1 This report presents an overview of the performance of Perth and Kinross Council's pre-school centres, including partner providers, and schools inspected by HMI and reported to the Executive Sub Committee of Lifelong Learning Committee, 5 February 2014 (Report No. 14/42).
- 4.2 During academic session 2012/13 seven pre-school centres (including partner providers), six primary schools and two secondary schools were inspected<sup>5</sup>. This session one pre-school centre and one primary school have been inspected by HMI within Perth and Kinross <sup>6</sup>.

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<sup>5</sup> Excluding the independent sector.

<sup>6</sup> As published by 4 March 2014.

- 4.3 A summary of achievement against the quality indicators for inspections of Perth and Kinross Council's pre-school centres (including partner providers) and schools undertaken since August 2009 is shown in Appendix C.
- **Nursery and pre-school centres (including partner providers):** A total of 175 quality indicators have been evaluated since 2009/10. Of these, 94% (almost all) have been satisfactory or better and 84% (most) have been good or better. Since 2010/11 we have maintained a high level of performance in the proportion of centres being evaluated as good or better in relation to improvements in performance, children's experiences and meeting learning needs (core quality indicators). The only pre school centre which has been inspected this session was evaluated as good or better in relation to all five quality indicators.
  - **Primary schools:** A total of 155 quality indicators have been evaluated since 2009/10. Of these, 97% (almost all) have been satisfactory or better and 75% (most) have been good or better. However, in session 2012/13 one primary school had a disappointing inspection report where evaluations for two of the quality indicators were 'weak'. This session one primary school has been inspected and was evaluated as good or better in relation to all five quality indicators. We continue to implement improvements within all primary schools which strive to raise performance of satisfactory to be good or better in all quality indicators.
  - **Secondary schools:** Two secondary schools were inspected last session. Both inspections received positive evaluations for the core quality indicators. However, the evaluations of the curriculum and improvement through self-evaluation in the inspection of a Secondary School indicated a need for significant progress to be made. The findings of this inspection were reported to the Executive Sub-Committee of Lifelong Learning Committee on 24 April 2013 (Report No. 13/187). As with all inspections, a school action plan is in place. A progress report has been reported to the Executive Sub-Committee of Lifelong Learning Committee in 2013 and another report will be provided in 2014.
- 4.4 A public meeting is held after the publication of the initial inspection report. Parents, the local elected members and members of the Lifelong Learning Committee are invited to the meeting providing them with the opportunity to discuss the findings of the report and to be consulted on the areas for improvement to be taken forward. Where further inspection activity is carried out HMI will report publicly to parents and stakeholders.
- 4.5 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.
- 4.6 Inspection reports are scrutinised by members of the [Executive Sub-Committee of the Lifelong Learning Committee](#). Twelve months after an inspection, a progress report on the key areas for improvement identified at the time of the inspection is provided to the Area Lead Officer (Education Scotland) and parents. Where a school has not been evaluated as good or better, the Executive Sub-Committee of the Lifelong Learning Committee may choose to further scrutinise the progress made.



- 4.7 In addition to HMI inspections, support for improvement is provided to pre-school centres and schools through the School Improvement Framework. A range of school specific information is submitted by all schools to Education Services in relation to performance management, planning for improvement and self evaluation leading to improvements. Education Services staff use this information to work with headteachers to determine the nature and frequency of support/challenge visits that will be appropriate for each school over the course of any session.
- 4.8 School visits form the core of the school improvement framework and take the form of one or more of the following over planned four year programme: school improvement visit, learning and achievement visit and/or an extended learning and achievement visit. During such visits the School Improvement Plan, the Standards and Quality Report and the Self Evaluation Pro forma are scrutinised and challenged to ensure appropriate account has been taken of any identified improvement actions and that work in these areas is having a positive impact on the quality of educational provision provided by the school. In academic session 2012/2013 we have also used the Education Scotland Advice Note, relating to the raised expectations of schools in relation to Curriculum for Excellence, against which to evaluate schools when undertaking any Extended Learning and Achievement visit.
- 4.9 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 Children's Services.
- 4.10 Continuing engagement activities undertaken by Perth and Kinross Council are reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits and follow-up reports on the school's website and on each school's page on [www.pkc.gov.uk](http://www.pkc.gov.uk)

## **5. LEARNING COMMUNITIES**

- 5.1 The quality indicators used by community learning and development providers, partners and inspectors to judge what is good and what needs to be improved in the learning community were updated in 2012 and are set out in *How good is Our Community Learning and Development?*2.
- 5.2 Since 2008 five inspections have taken place. Table 3 below summarises performance against the quality indicators for each inspection. Care should be taken in comparing the results for these quality indicators with previous inspections. Both the Blairgowrie and the Breadalbane Learning Community Inspections were new pilot inspections for Education Scotland. The pilot included new indicators related to the Strategic Guidance for Community Planning Partnerships (CLD) with a more focussed inspection of partnership working, planning and evaluation and local Community Planning. This related particularly to collection and analysis of data and joint planning of CLD and partners to meet outcomes.

**Table 3: Summary of Quality Indicators 2008-2013<sup>7</sup>**

	Learning community surrounding...				
	Pitlochry High School 2008	Perth Academy 2010	Kinross High School 2011	Blairgowrie High School 2012	Breadalbane Academy 2013
2012 QI: Improvements in performance	Good	Good	Good	Good	Satisfactory
2012 QI: Improving services	Good	Good	Very Good	Very Good	Satisfactory
2012 QI: Impact on participants				Very Good	Very Good
2012 QI: Impact on the local community				Very Good	Very Good
Impact on young people	Very Good	Very Good	Very Good		
Impact on adults	Satisfactory	Very Good	Very Good		
Impact of capacity building on communities	Satisfactory	Good	Very Good		

- 5.3 We continue to support continuous improvement through Extended Learning and Achievement Visits identifying key areas of strength and areas for improvement. A key area for continued focus is youth employability, maximising existing resources through Curriculum for Excellence and Opportunities for All.

## 6. CONCLUSION AND RECOMMENDATION

The reports by the Care Inspectorate and HMI provide further information on the standards and quality in our services and set out a clear agenda for continuous improvement.

- 6.1 It is recommended that the Scrutiny Committee scrutinises and comments as appropriate on the contents of the report.

### Author(s)

Name	Designation	Contact Details
Bill Atkinson	Depute Director (Education & Children's Services)	<a href="mailto:BAtkinson@pkc.gov.uk">BAtkinson@pkc.gov.uk</a> Ext No. 76204

### Approved

Name	Designation	Date
John Fyffe	Executive Director (Education and Children's Services)	20 March 2014

<sup>7</sup> As published by 4 March 2014.

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Council Text Phone Number 01738 442573

## 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>No</b>
Workforce	<b>No</b>
Asset Management (land, property, IST)	<b>No</b>
<b>Assessments</b>	
Equality Impact Assessment	<b>Yes</b>
Strategic Environmental Assessment	<b>Yes</b>
Sustainability (community, economic, environmental)	<b>No</b>
Legal and Governance	<b>No</b>
Risk	<b>No</b>
<b>Consultation</b>	
Internal	<b>Yes</b>
External	<b>No</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 / Single Outcome Agreement set out five strategic objectives:

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

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

#### Corporate Plan

#### 1.2 The Perth and Kinross Council Corporate Plan 2013/2018 sets out five strategic objectives:

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

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

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

## **2. Resource Implications**

### Financial

- 2.1 N/A

### Workforce

- 2.2 N/A

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

- 2.3 N/A

## **3. Assessments**

### Equality Impact Assessment

- 3.1 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 information presented in this report has been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome: Assessed as **not relevant** for the purposes of EqIA

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 N/A

### Legal and Governance

- 3.4 N/A

## Risk

3.5 N/A

## **4. Consultation**

### Internal

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

### External

4.2 N/A

## **5. Communication**

5.1 In the case of an initial 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. This includes the publication of reports to parents on Extended Learning and Achievement Visits and follow-up reports on the school's website and on each school's page on [www.pkc.gov.uk](http://www.pkc.gov.uk)

## **2. BACKGROUND PAPERS**

HMI Inspection reports, published by Education Scotland

Care Inspectorate Inspection reports, published by the Care Inspectorate

Standards and Quality in Schools, Learning Communities and Pre-School Centres/Day Care of Children, Executive Sub-Committee of Lifelong Learning Committee, 5 February 2014 (Report No. 14/42), 13 November 2013 (Report No. 13/538), 21 August 2013 (Report No. 13/402) and 24 April 2013 (Report No. 13/187).

Care Inspectorate Inspections of Support and Residential Care Services for Children and Young People, Executive Sub-Committee of Lifelong Learning Committee, 5 February 2014 (Report No. 14/43) 13 November 2013 (Report No. 13/537) and 24 April 2013 (Report No. 13/188).

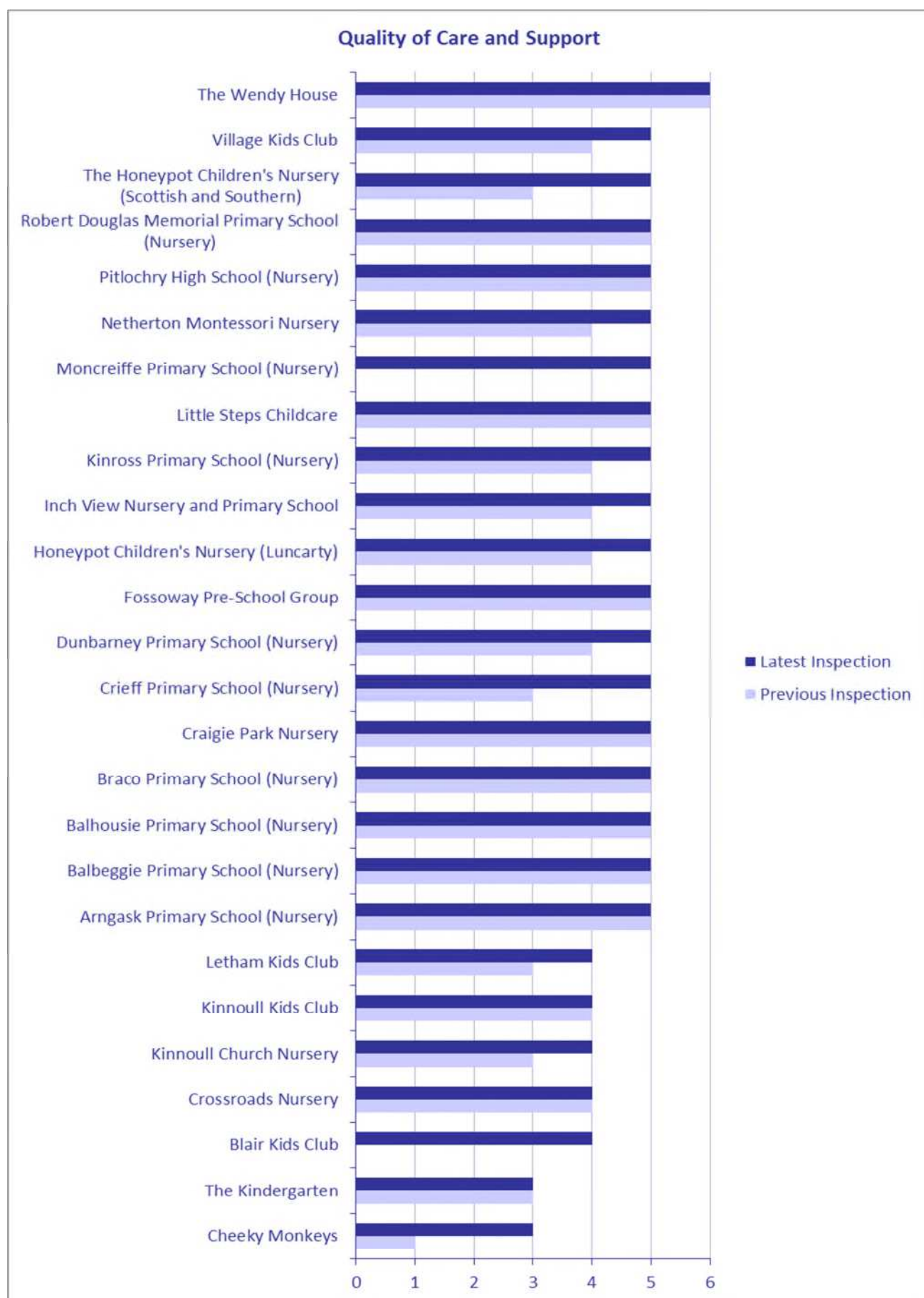
## **3. APPENDICES**

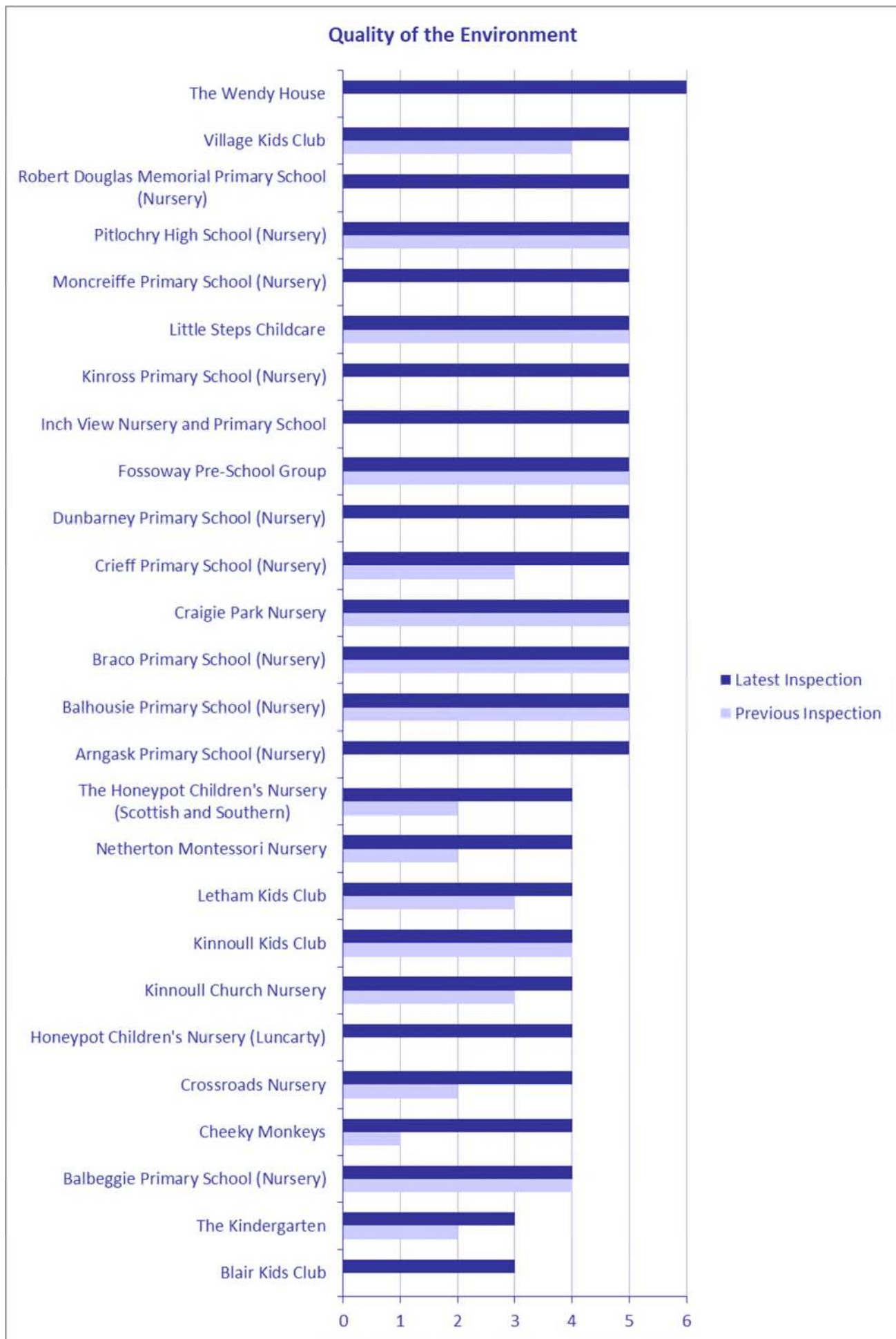
**Appendix A:** Grading History, services providing day care of children inspected and published by the Care Inspectorate, 1 April 2013- 31 January 2014

**Appendix B:** Grading History, Woodlea Cottage, The Cottages, Wellbank House, Fostering Services and Adoption Services.

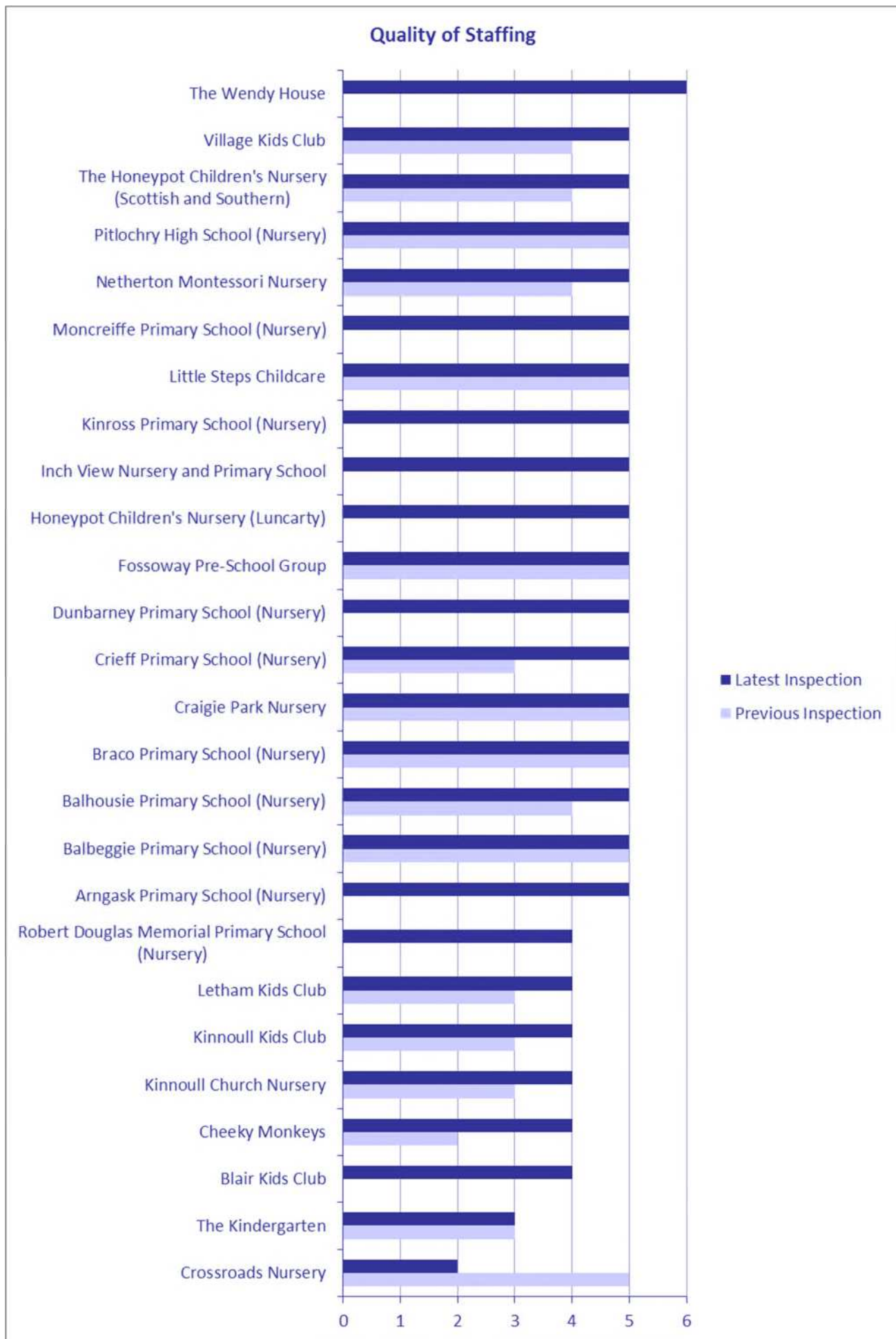
**Appendix C:** Overview of HMI Inspections (Pre-School Centres and Schools) by Performance Indicator

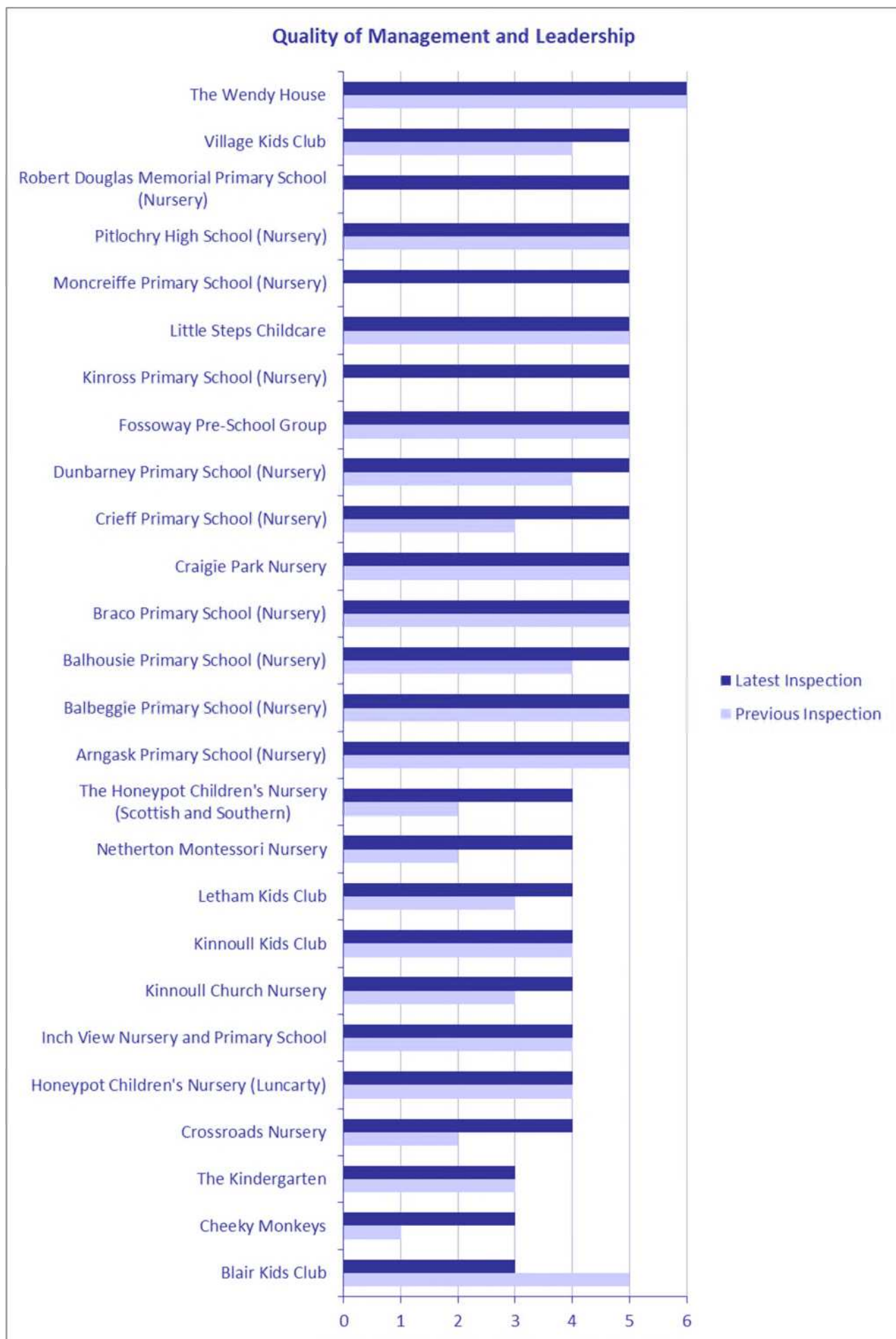
**Appendix A: Grading History, services providing day care of children inspected and published by the Care Inspectorate, 1 April 2013 - 31 January 2014**



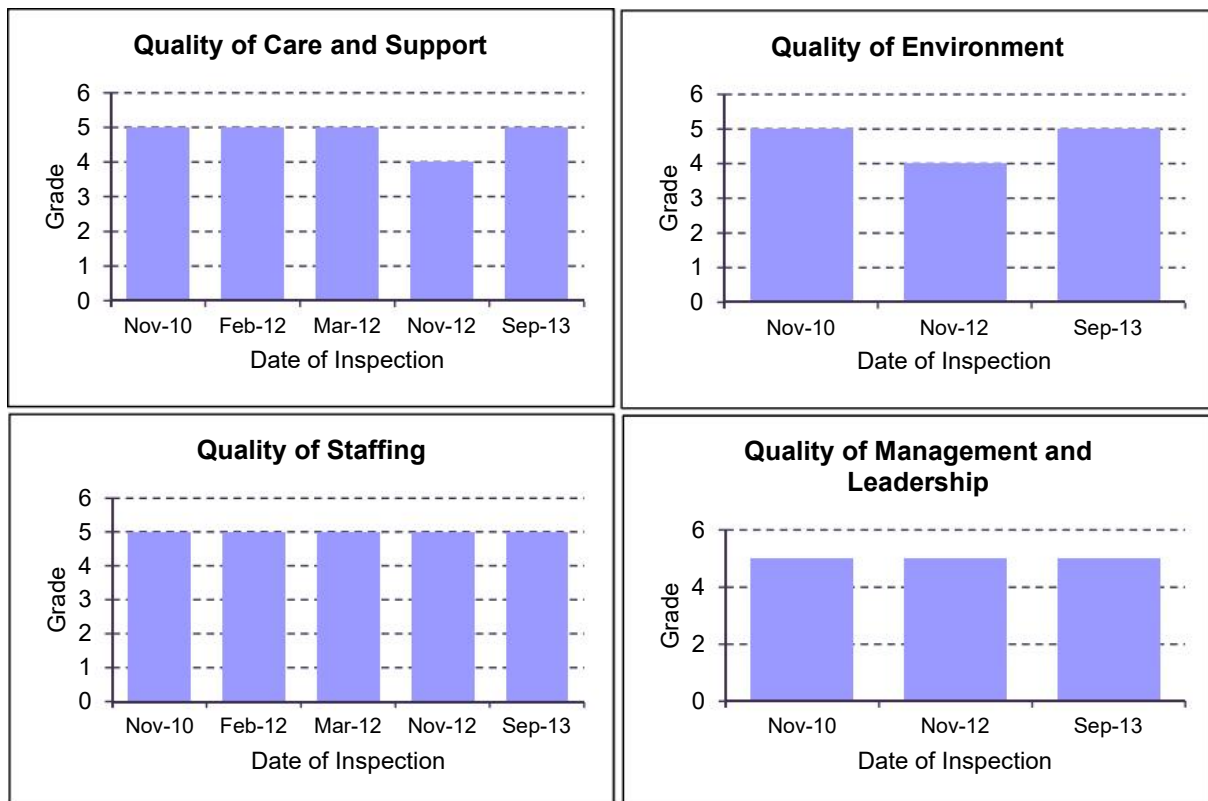




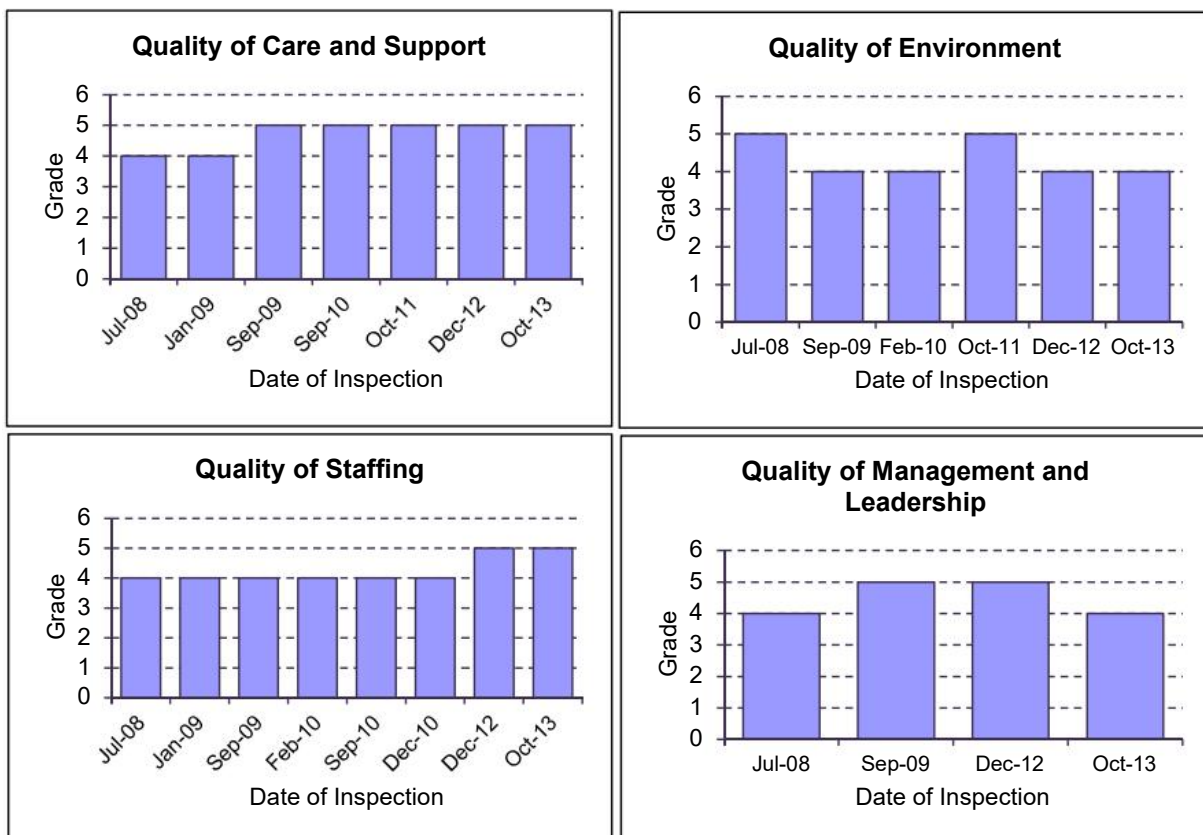




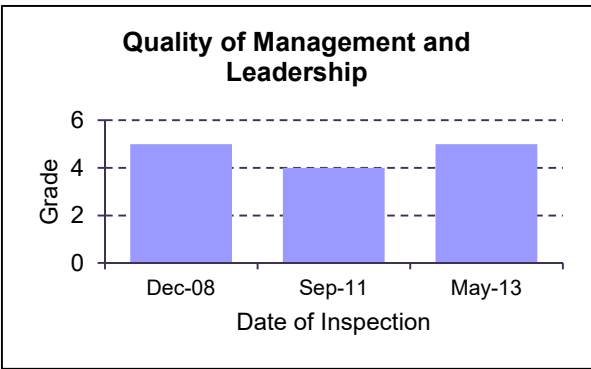
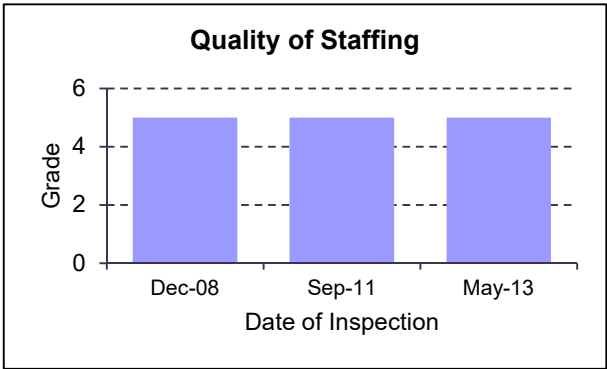
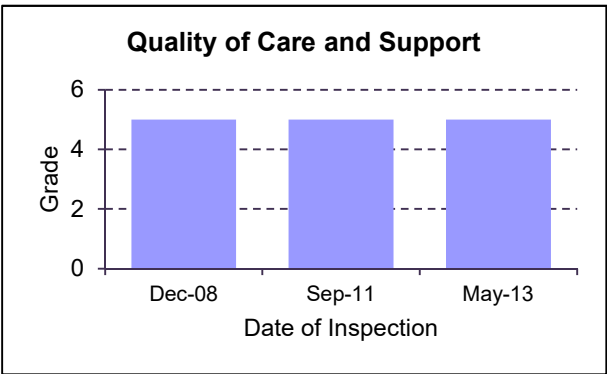
**Appendix B: Grading History, Woodlea Cottage**



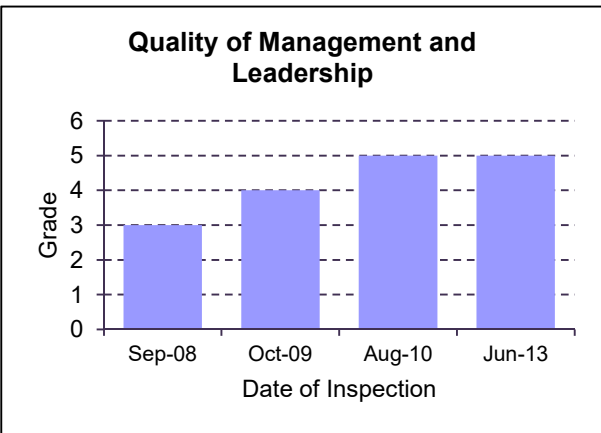
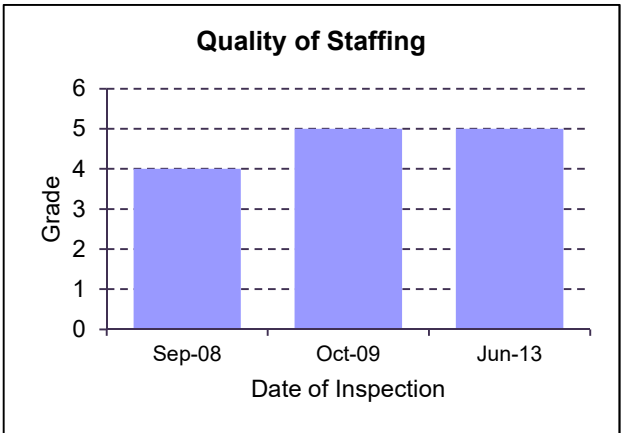
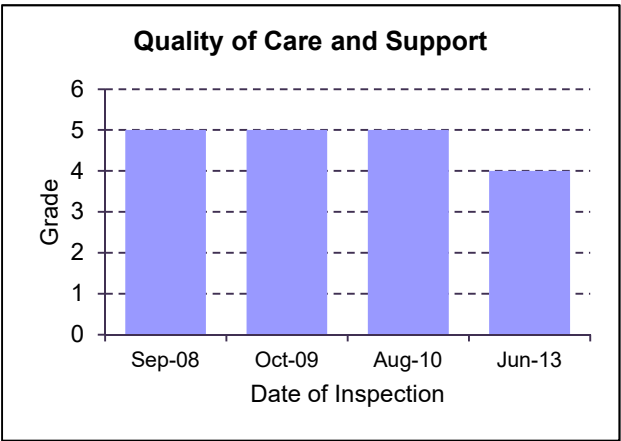
**Appendix B: Grading History, The Cottages**



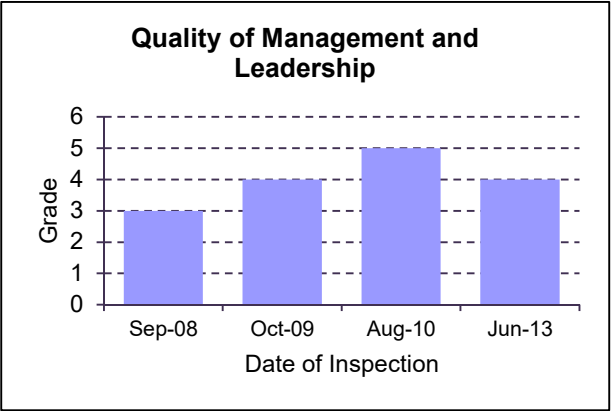
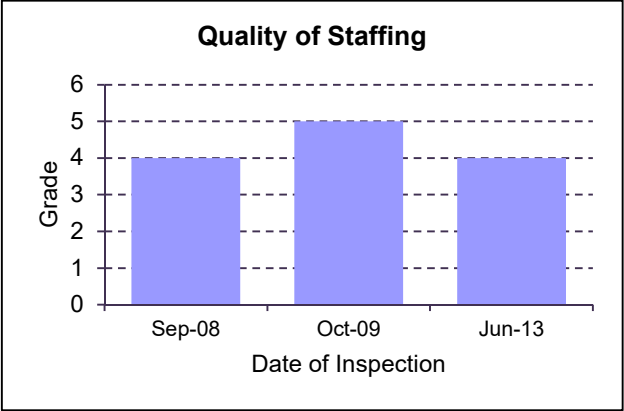
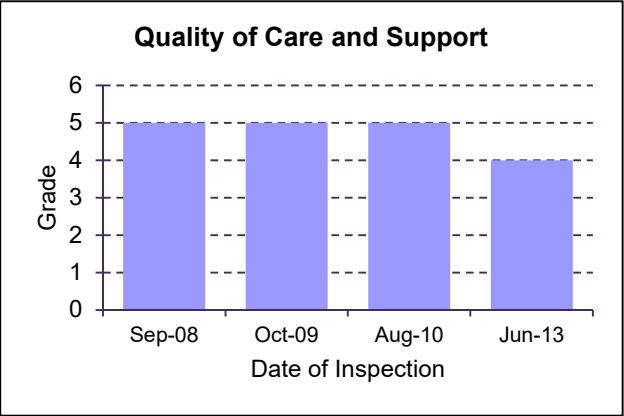
**Appendix B: Grading History, Wellbank House**



**Appendix B: Grading History, Fostering Services**



**Appendix B: Grading History, Adoption Services**





## Appendix C: Overview of HMI Inspections by Performance Indicator, Pre-School Centres

Table 1: Pre-School Overview by Performance Indicator

Pre School	Satisfactory or Better					Good or Better				
	09/10	10/11	11/12	12/13	13/14	09/10	10/11	11/12	12/13	13/14
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	11	10	5	7	1	10	9	5	7	1
Children's experiences	11	10	5	7	1	11	9	5	7	1
Meeting learning needs	11	10	5	7	1	11	8	5	7	1
<b>Core Quality Indicators</b>	<b>33</b>	<b>30</b>	<b>15</b>	<b>21</b>	<b>3</b>	<b>32</b>	<b>26</b>	<b>15</b>	<b>21</b>	<b>3</b>
The curriculum	11	10	5	6	1	10	7	4	5	1
Improvement through self-evaluation	10	9	4	5	1	9	5	4	4	1
<b>All Quality indicators</b>	<b>54</b>	<b>49</b>	<b>24</b>	<b>32</b>	<b>5</b>	<b>51</b>	<b>38</b>	<b>23</b>	<b>30</b>	<b>5</b>
Total Number of Quality Indicators	60	50	25	35	5					
Total Number of Inspections	12	10	5	7	1					
Total schools with positive evaluations*	11	10	5	7	1					

\* Positive evaluation - all three core QI's are satisfactory or better.

Figure 1a: Summary of Grades Awarded (All Quality Indicators)

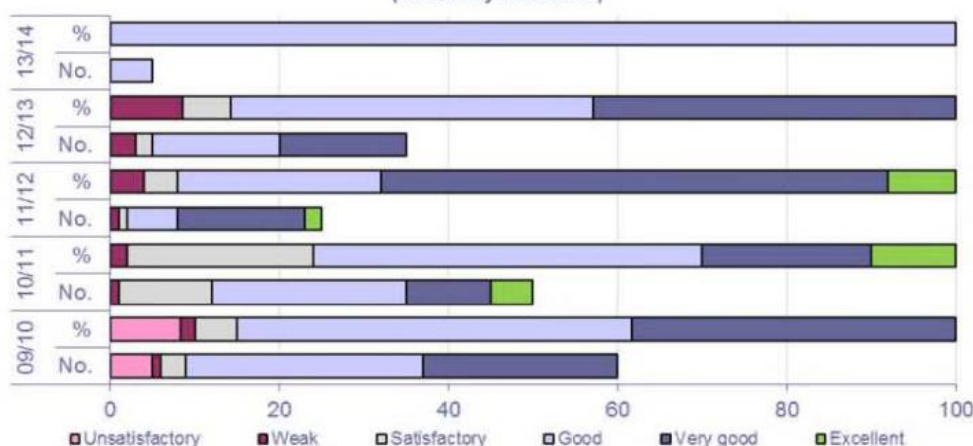
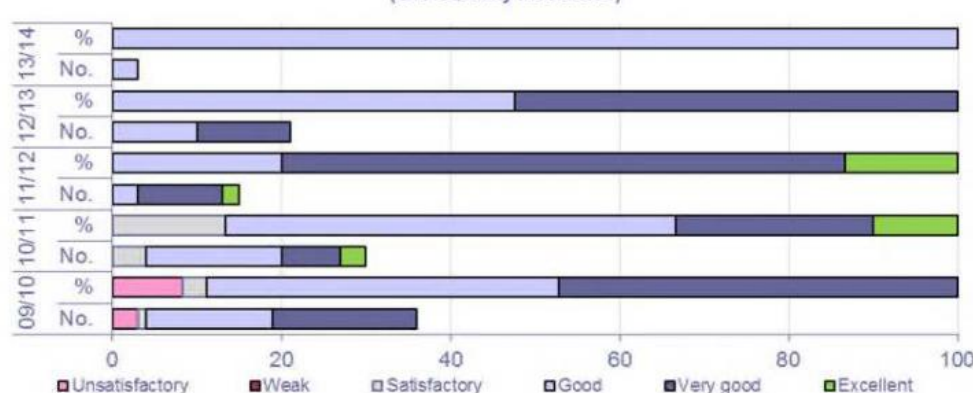


Figure 1b: Summary of Grades Awarded (Core Quality Indicators)





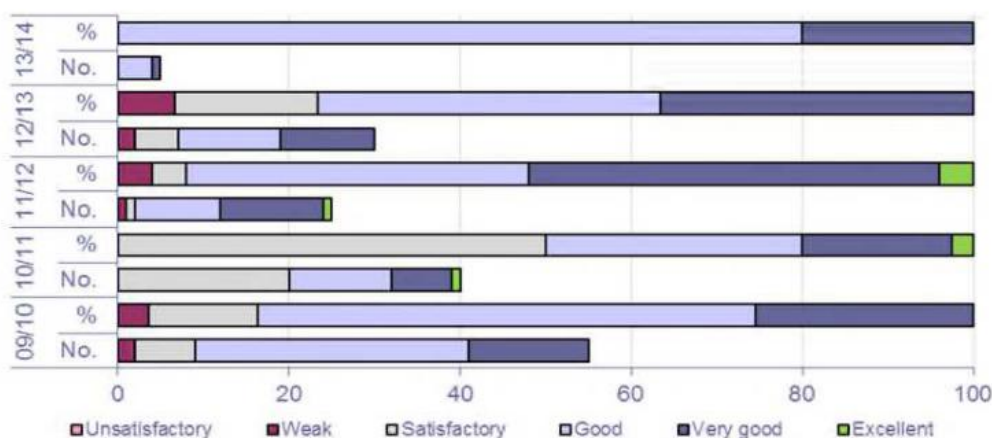
## Appendix C: Overview of HMI Inspections by Performance Indicator, Primary Schools

**Table 2: Primary Overview by Performance Indicator**

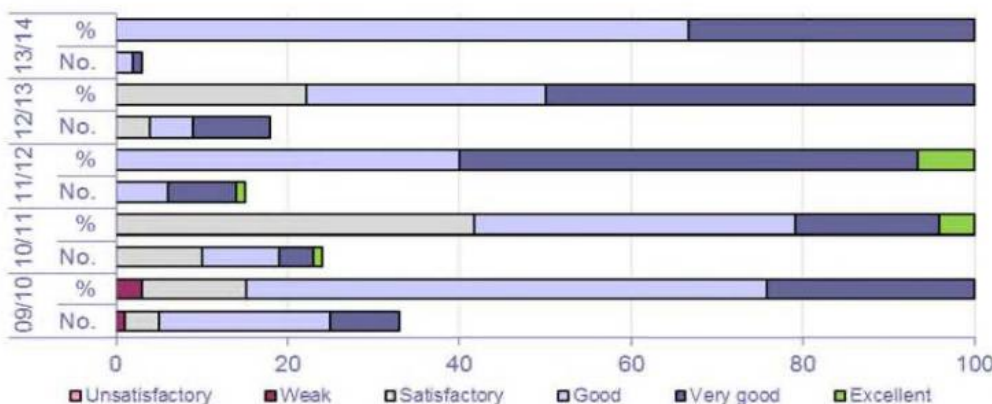
Primary	Satisfactory or Better					Good or Better				
	09/10	10/11	11/12	12/13	13/14	09/10	10/11	11/12	12/13	13/14
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	10	8	5	6	1	9	4	5	5	1
Learners' experiences	11	8	5	6	1	10	6	5	5	1
Meeting learning needs	11	8	5	6	1	9	4	5	4	1
<b>Core Quality Indicators</b>	<b>32</b>	<b>24</b>	<b>15</b>	<b>18</b>	<b>3</b>	<b>28</b>	<b>14</b>	<b>15</b>	<b>14</b>	<b>3</b>
The curriculum	11	8	5	5	1	9	3	4	5	1
Improvement through self-evaluation	10	8	4	5	1	9	3	4	4	1
<b>All Quality indicators</b>	<b>53</b>	<b>40</b>	<b>24</b>	<b>28</b>	<b>5</b>	<b>46</b>	<b>20</b>	<b>23</b>	<b>23</b>	<b>5</b>
Total Number of Quality Indicators	55	40	25	30	5					
Total Number of Inspections	11	8	5	6	1					
Total schools with positive evaluations*	10	8	5	6	1					

\* Positive evaluation - all three core QI's are satisfactory or better.

**Figure 2a: Summary of Grades Awarded  
(All Quality Indicators)**



**Figure 2b: Summary of Grades Awarded  
(Core Quality Indicators)**





## Appendix C: Overview of HMI Inspections by Performance Indicator, Secondary Schools

**Table 3: Secondary Overview by Performance Indicator**

Secondary	Satisfactory or Better					Good or Better				
	09/10	10/11	11/12	12/13	13/14	09/10	10/11	11/12	12/13	13/14
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	1	0	2	2		0	0	2	1	
Learners' experiences	1	0	2	2		1	0	2	1	
Meeting learning needs	1	0	2	2		1	0	2	1	
<b>Core Quality Indicators</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>6</b>		<b>2</b>	<b>0</b>	<b>6</b>	<b>3</b>	
The curriculum	1	0	2	1		1	0	1	1	
Improvement through self-evaluation	1	0	1	1		0	0	1	1	
<b>All Quality indicators</b>	<b>5</b>	<b>0</b>	<b>9</b>	<b>8</b>		<b>3</b>	<b>0</b>	<b>8</b>	<b>5</b>	
Total Number of Quality Indicators	5	0	10	10						
Total Number of Inspections	1	0	2	2						
Total schools with positive evaluations*	1	0	2	2						

