

PERTH AND KINROSS COUNCIL

Scrutiny Committee

22 April 2015

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 from 1 April 2014 to 4 February 2015 (2014/15) 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 Services are measured against the [National Care Standards](#) and quality themes:

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

Each quality theme is graded on a 6-point scale in which 1 = unsatisfactory, 2 = weak, 3 = adequate, 4 = good, 5 = very good and 6 = excellent.

1.1.3 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.

1.1.4 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.

- 1.1.5 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.
- 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	Definition of Better Performing Services	Minimum Frequency for Better Performing Services	Minimum Frequency for Services not Meeting the Better Performing Definition
Care homes for children	Low RAD ¹ & Grades 4 or more	1 inspection each 12 months	2 inspections each 12 months
Support services – Care at Home	n/a	n/a	1 inspection each 12 months
Housing Support Service combined with Care at Home	n/a	n/a	1 inspection each 12 months

Table 2: Risk Based Minimum Inspection Frequency

Service Category & Type	Definition of Better Performing Services	Minimum Frequency for Better Performing Services	Minimum Frequency for Services not Meeting the Better Performing Definition
Adoption services	n/a	n/a	1 inspection each 12 months
Day care of children (Registered for 0-16 years ie under 3s)	Low RAD & Grades 4 or more	1 inspection each 24 months	1 inspection each 12 months
Day care of children (registered for 3-16 years ie no under 3s)	Low RAD & Grades 4 or more	1 inspection each 36 months	1 inspection each 12 months
Fostering services	n/a	n/a	1 inspection each 12 months
Housing support (not combined with Care at Home)	Low RAD & Grades 4 or more	1 inspection each 24 months	1 inspection each 12 months

Source: Care Inspectorate, Inspection Plan Summary 2014/15, Frequency of inspection rules for regulated care services, Summary Guide 2014/15

- 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 RAD - Regulatory Assessment Document

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 Inspection reports provide an overall evaluation of the quality of the school's provision, and in coming to a judgement HMI will aim to answer three key questions:

- 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 publicly 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.
- 1.3.2 One school (Royal School of Dunkeld) was jointly inspected by The Care Inspectorate and Education Scotland (HMI) and published between 1 April 2014 and 4 February 2015. This inspection received a rating of **very good** in all of the core quality indicators for both the school and nursery classes and they both received a **very good** and an **excellent** for the other quality indicators. The Care Inspectorate found all four of the quality themes to be **very good**.

2. SERVICES PROVIDING DAY CARE OF CHILDREN

- 2.1 This section presents an overview of the performance of services providing day care for children inspected over the past year (2014/15) where Perth and Kinross Council is the registered provider, including partner providers². The Care Inspectorate Inspection Reports are only required to be reported to the Executive Sub-Committee of Lifelong Learning Committee by exception (where any grading has been awarded an evaluation of unsatisfactory, weak or excellent).
- 2.2 Table 2a below provides a summary of performance for the 18 services inspected and published between 1 April 2014 and 4 February 2015. Table 2b shows the same information for services inspected during 2013/14 (between 1 April 2013 and 31 March 2014).
- 2.3 Out of the 17 services providing day care of children inspected in 2014/15 (not including the joint inspection of Royal School of Dunkeld), 12 (71%) were low intensity, 4 (24%) were medium intensity and one (6%) was high intensity. All the inspections were unannounced.
- 2.4 The proportion of grades awarded as good or better has improved since 2013/14. All grades awarded in 2014/15 were good or better compared to 93% in 2013/14. The proportion of excellent and very good grades awarded remains relatively consistent at 61% in 2014/15 compared to 62% 2013/14, and is consistent with national (60%) and comparator averages³ (62%) in the latest year.

² At the time of writing, information available for services inspected and published between 1 April 2014 and 4 February 2015.

³ For the purposes, our established education authority comparators are reported: Argyll and Bute, Aberdeenshire, Stirling, the Scottish Borders and Highland Council.

- 2.5 We continue to monitor, support and challenge all centres through a planned programme of improvement visits – some announced and some unannounced. Furthermore we are undertaking 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.

Table 2a: Perth and Kinross summary of performance⁴, services providing day care of children inspected by the Care Inspectorate, 1 April 2014 – 4 February 2015⁵

Number of services providing day care of children inspected = 18							
Quality Themes	6 Excellent	5 Very Good	4 Good	3 Adequate	2 Weak	1 Unsatisfactory	No of indicators inspected
Care and Support	1 (6%)	9 (50%)	8 (44%)	0 (0%)	0 (0%)	0 (0%)	18
Environment	1 (6%)	12 (67%)	5 (28%)	0 (0%)	0 (0%)	0 (0%)	18
Staffing	1 (6%)	10 (56%)	7 (39%)	0 (0%)	0 (0%)	0 (0%)	18
Management and Leadership	1 (6%)	9 (50%)	8 (44%)	0 (0%)	0 (0%)	0 (0%)	18
Total	4 (6%)	40 (56%)	28 (39%)	0 (0%)	0 (0%)	0 (0%)	72
<i>Comparator Proportions</i>	4%	58%	34%	4%	1%	<1%	2,793
<i>National Proportions</i>	5%	55%	34%	5%	1%	<1%	14,405

Table 2b: Perth and Kinross summary of performance, services providing day care of children inspected by the Care Inspectorate, 1 April 2013 – 31 March 2014⁶

Number of services providing day care of children inspected = 35							
Quality Themes	6 Excellent	5 Very Good	4 Good	3 Adequate	2 Weak	1 Unsatisfactory	No of indicators inspected
Care and Support	2 (6%)	22 (63%)	9 (26%)	2 (6%)	0 (0%)	0 (0%)	35
Environment	2 (6%)	18 (51%)	13 (37%)	2 (6%)	0 (0%)	0 (0%)	35
Staffing	2 (6%)	21 (60%)	10 (29%)	1 (3%)	1 (3%)	0 (0%)	35
Management and Leadership	2 (6%)	18 (51%)	12 (34%)	3 (9%)	0 (0%)	0 (0%)	35
Total	8 (6%)	79 (56%)	44 (31%)	8 (6%)	1 (1%)	0 (0%)	140
<i>Comparator Proportions</i>	5%	57%	34%	3%	1%	<1%	2,830
<i>National Proportions</i>	6%	53%	35%	5%	1%	<1%	14,467

- 2.6 Appendix A1 shows the grades awarded for those centres inspected in 2014/15, in comparison to those awarded in previous inspections. For completeness, Appendix A2 shows details of grades awarded in the previous reporting year but after the deadline for the previous version of this report.

⁴ Note that rounding of percentage figures may mean totals reported elsewhere do differ.

⁵ Inspected and published by 4 February 2015.

⁶ Table updated from previously published figures to include the whole year 1 April 2013 to 31 March 2014.

3. SUPPORT AND RESIDENTIAL CARE SERVICES

- 3.1 The services provided for children and young people and their families at The Cottages, We Care Perthshire, Fostering Services and Adoption Services were inspected during 2014/15⁷. The Cottages, Fostering Services and Adoption Services were also inspected during 2013/14.

3.2 The Cottages

- 3.2.1 The Care Inspectorate undertook an inspection of The Cottages in September 2014. This facility provides care for children/young people on a short-term, emergency or respite basis. The inspection was unannounced and low intensity.
- 3.2.2 The Care Inspectorate identified a number of key strengths and found all four of the quality themes, Quality of Care and Support, Quality of Environment, Quality of Staffing and Quality of Management and Leadership to be **very good**. No requirements were identified, however, one recommendation was identified which has now been implemented.
- 3.2.3 The findings of this inspection and an update on progress made towards implementing the recommendation was reported to the Executive Sub-Committee of Lifelong Learning Committee on 4 February 2015 (Report No: [15/63](#) refers).
- 3.2.4 The Cottages was first inspected in July 2008. The inspection and grading history since then is shown in Appendix B.

3.3 We Care Perthshire

- 3.3.1 The Care Inspectorate undertook an inspection of We Care Perthshire in February 2014. We Care Perthshire offer a community service for children and young people affected by disability or experiencing difficulties at home who receive a service from the Social Work Child Health Team. The inspection was announced and low intensity.
- 3.3.2 The Care Inspectorate identified a number of key strengths and found the Quality of Care and Support, Quality of Staffing and Quality of Management and Leadership **good**. No requirements or recommendations were identified however, three areas for improvement were identified and progress on these is good, including user-friendly engagement techniques for service users and parents.
- 3.3.3 The findings of this inspection and an update on progress made towards implementing the areas for improvement were reported to the Executive Sub-Committee of Lifelong Learning Committee on 17 September 2014 (Report No: [14/405](#) refers).
- 3.3.4 We Care Perthshire was first inspected in December 2010. The inspection and grading history since then is shown in Appendix B.

⁷ As published by 4 February 2015

3.4 Fostering Service

- 3.4.1 The Care Inspectorate undertook an inspection of Fostering Services in July 2014. The inspection was announced and low intensity.
- 3.4.2 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**. The inspection report does not set out any requirements, although five recommendations were identified and progress on responding to these is good.
- 3.4.3 The findings of this inspection and an update on progress made towards implementing the recommendations were reported to the Executive Sub-Committee of Lifelong Learning Committee on 26 November 2014 (Report No: [14/508](#) refers).
- 3.4.4 Fostering Services were first inspected in September 2008. The inspection and grading history since then is shown in Appendix B.

3.5 Adoption Services

- 3.5.1 The Care Inspectorate undertook an inspection of the Adoption Service in July 2014. The inspection was announced and low intensity.
- 3.5.2 The Care Inspectorate identified a number of key strengths and found the Quality of Staffing to be **very good** and the Quality of Care and Support and the Quality of Management and Leadership **good**. No requirements were identified, however two recommendations were identified and actions to respond to these have been completed.
- 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 26 November 2014 (Report No: [14/508](#) refers).
- 3.5.4 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 up to 4 February 2015.
- 4.2 During academic session 2013/14 five pre-school centres (including partner providers), three primary schools and two secondary schools were inspected⁸. To date no pre-school centres or schools have been inspected and reported in the academic year 2014/15.
- 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.

⁸ Excluding the independent sector.

- **Nursery and pre-school centres (including partner providers):** A total of 195 quality indicators have been evaluated between 2009/10 and 2013/14. Of these, 94% have been satisfactory or better and 85% 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).
 - **Primary schools:** A total of 165 quality indicators have been evaluated between 2009/10 and 2013/14. Of these, 97% (almost all) have been satisfactory or better and 77% have been good or better. Three primary schools were inspected last session. All three inspections received positive evaluations for the core quality indicators.
 - **Secondary schools:** Two secondary schools were inspected last session. Both inspections received positive evaluations for the core quality indicators.
- 4.3 Nationally available data enables benchmarking of inspection performance with our comparator authorities⁹ and this is shown for primaries in 2013/14 in Appendix D. With a relatively small number of inspections having taken place in the last academic year, care is needed in interpretation, but Perth and Kinross outperforms all its comparators in almost all indicators. When analysis is extended to the 3 years from 2011/12 to 2013/14 to increase the sample, a very good relative performance is seen over this period, with a first or second ranking for Perth and Kinross within the 6 authorities.
- 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.

⁹ Argyll and Bute, Aberdeenshire, Stirling, the Scottish Borders and Highland Councils

- 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.

- 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 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

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 six inspections have taken place. Table 3 below summarises performance against the quality indicators for each inspection.

Table 3: Summary of Quality Indicators 2008-2014¹⁰

Learning community surrounding.....	Pitlochry High School 2008	Perth Academy 2010	Kinross High School 2011	Blairgowrie High School 2012	Breadalbane Academy 2013	Crieff High School 2014 ¹¹
<u>2012 QI:</u> Improvements in performance	Good	Good	Good	Good	Satisfactory	Good
<u>2012 QI:</u> Improving services	Good	Good	Very Good	Very Good	Satisfactory	Good
<u>2012 QI:</u> Impact on participants				Very Good	Very Good	Very Good
<u>2012 QI:</u> Impact on the local community				Very Good	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

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

¹⁰ As published by 4 February 2015

¹¹ http://www.educationscotland.gov.uk/Images/LCCrieffHighSchoolIns060514_tcm4-829958.pdf

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes / None
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	None
Workforce	None
Asset Management (land, property, IST)	None
Assessments	
Equality Impact Assessment	Yes
Strategic Environmental Assessment	Yes
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 / 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 Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:

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

This report relates to Objective No (i) Giving every child the best start in life 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 Assessed as **not relevant** for the purposes of EqIA

Strategic Environmental Assessment

- 3.2 Assessed as **not relevant** for the purposes of SEA

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

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, 4 February 2015 ([Report No: 15/64](#)), 26 November 2014 ([Report No: 14/509](#)) and 17 September 2014 ([Report No: 14/404](#)).
- Care Inspectorate Inspections of Support and Residential Care Services for Children and Young People, Executive Sub-Committee of Lifelong Learning Committee, 4 February 2015 ([Report No: 15/63](#)), 26 November 2014 ([Report No: 14/508](#)) and 17 September 2014 ([Report No: 14/405](#)).

3. APPENDICES

Appendix A1: Grading History, services providing day care of children inspected and published by the Care Inspectorate, 1 April 2014 – 4 February 2015.

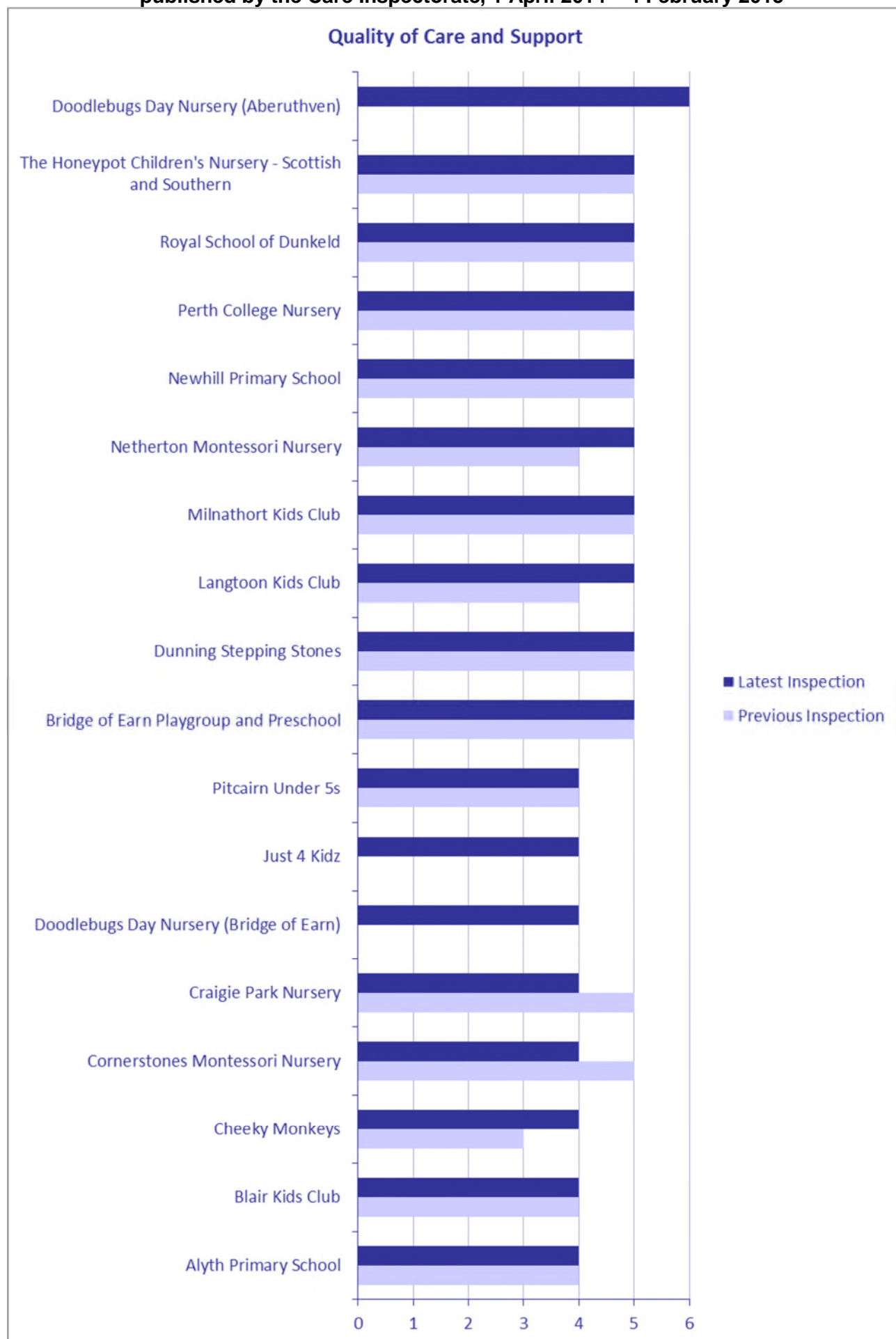
Appendix A2: Grading History, services providing day care of children inspected and published by the Care Inspectorate, 1 February 2013 – 31 March 2014.

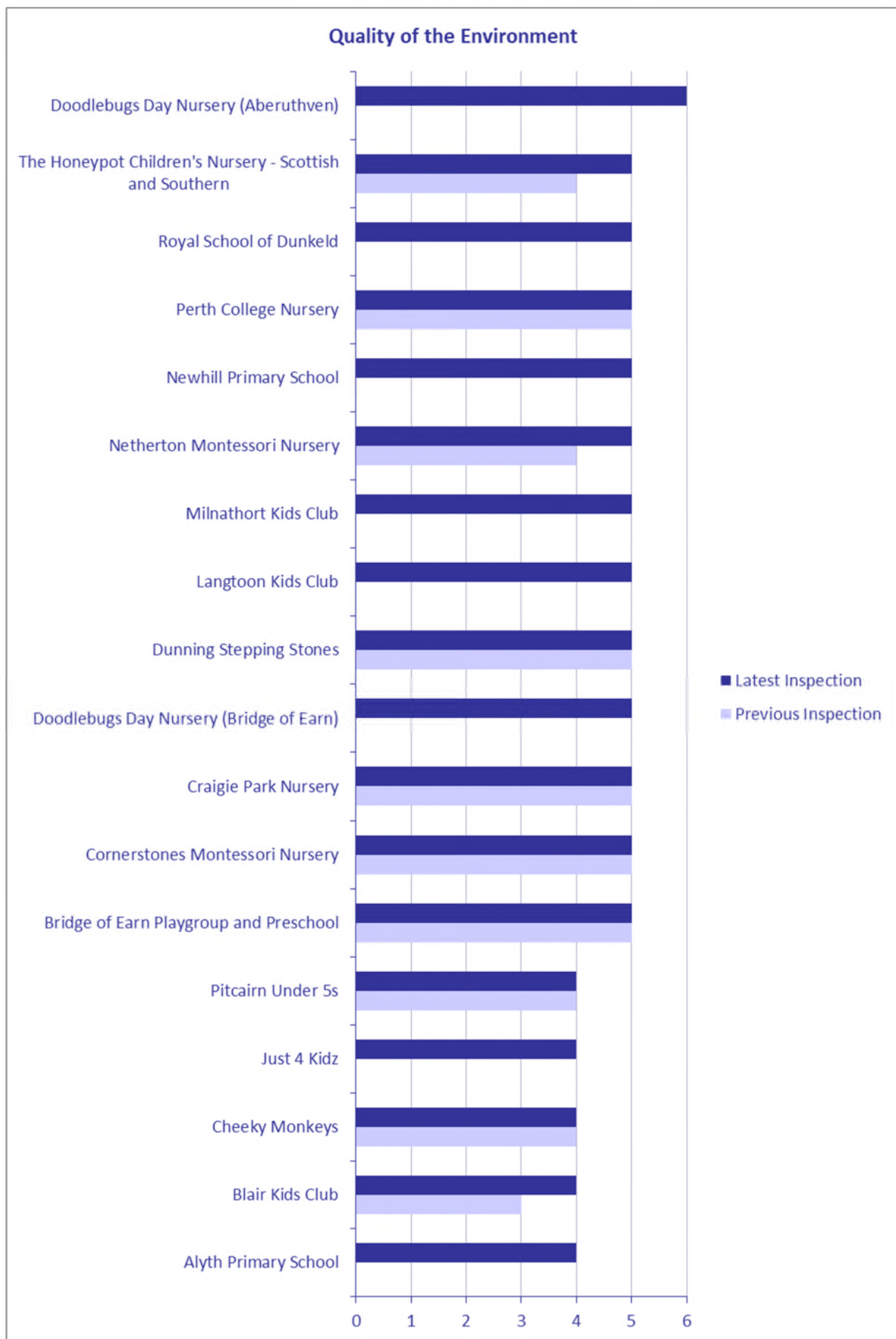
Appendix B: Grading History, The Cottages, We Care Perthshire, Fostering Services and Adoption Services.

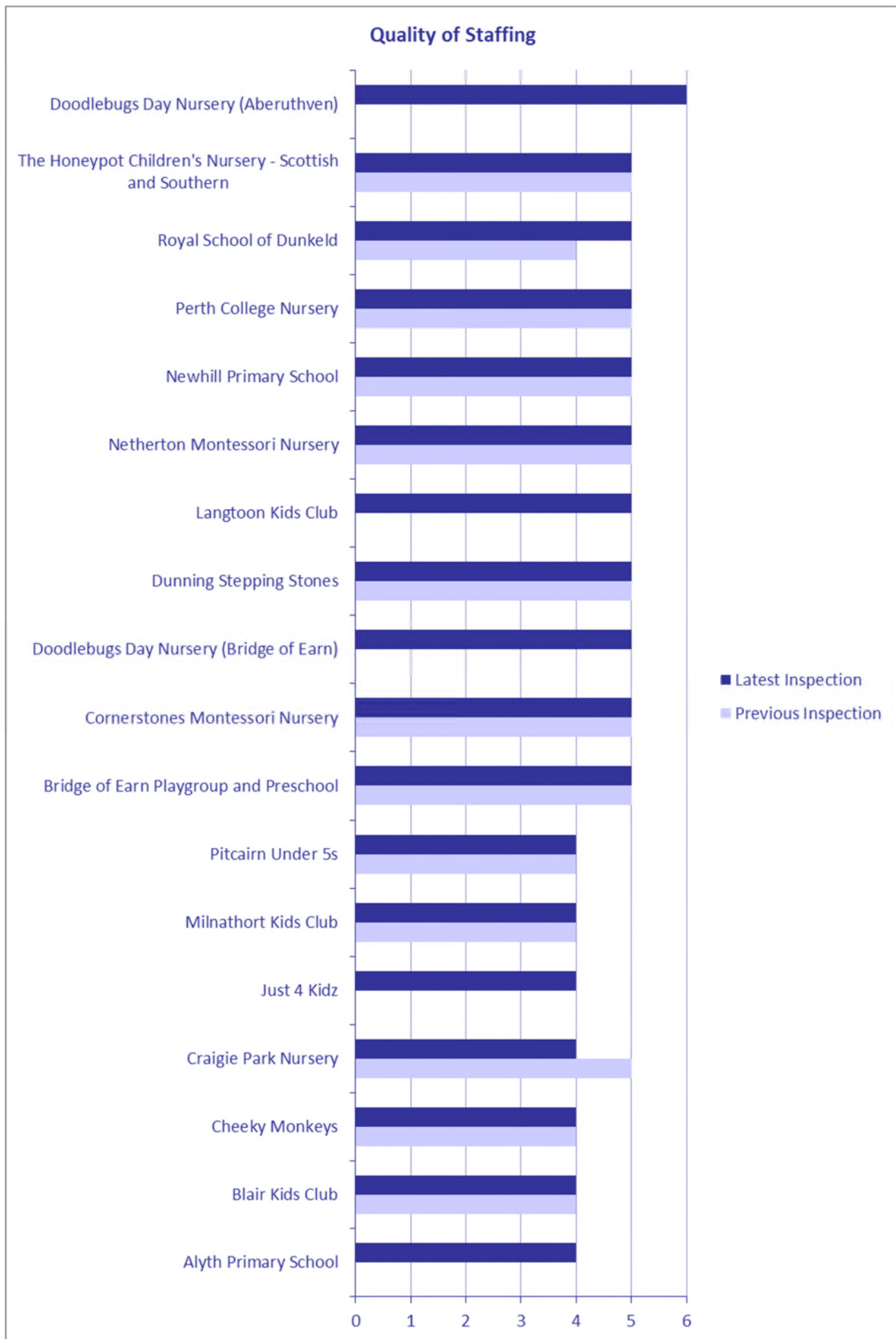
Appendix C: Overview of HMI Inspections (Pre-School Centres and Schools) by Performance Indicator.

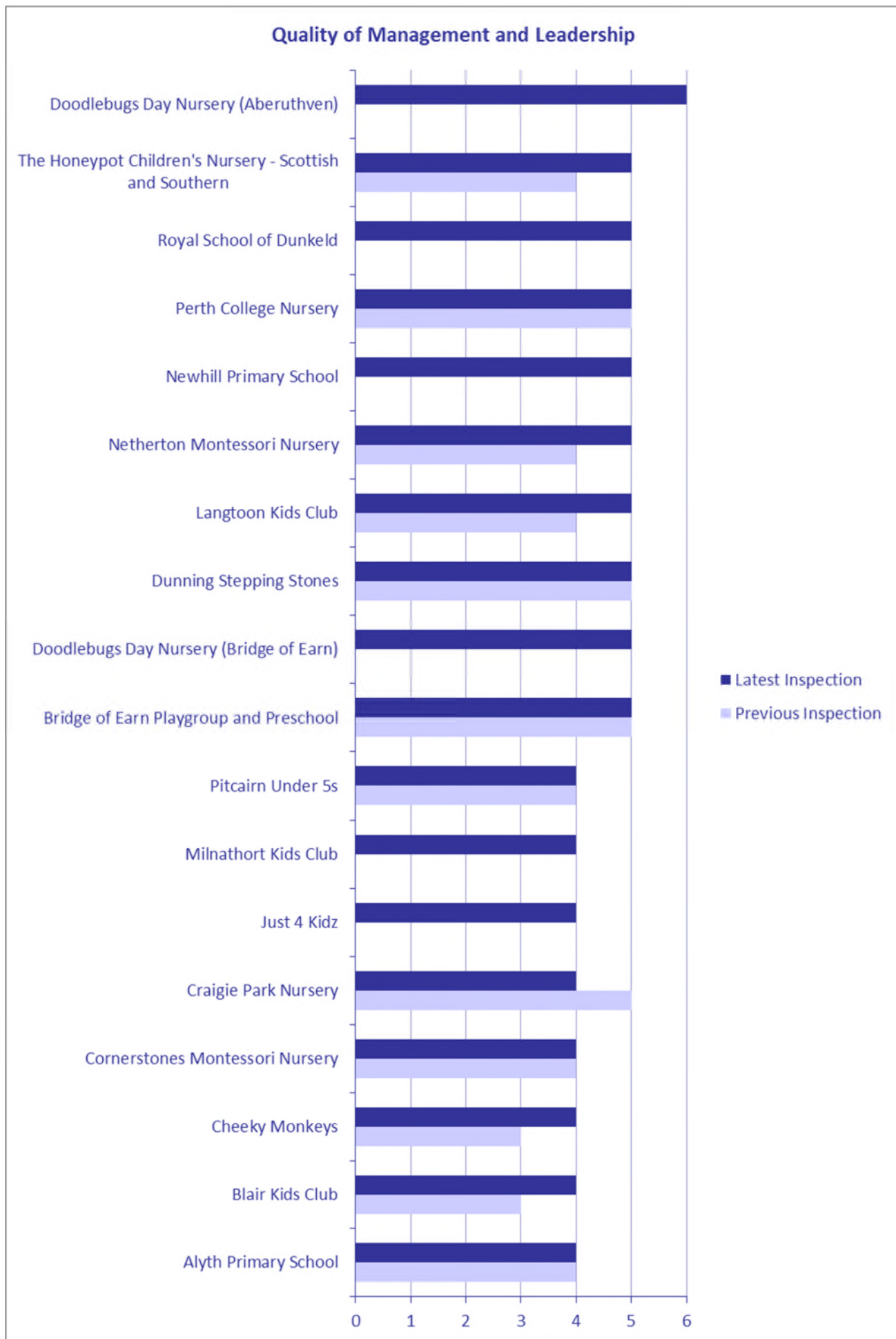
Appendix D: Primary School Inspection Performance relative to Comparator Authorities, by Quality Indicator, Academic Year 2013/14.

Appendix A1: Grading History, services providing day care of children inspected and published by the Care Inspectorate, 1 April 2014 – 4 February 2015

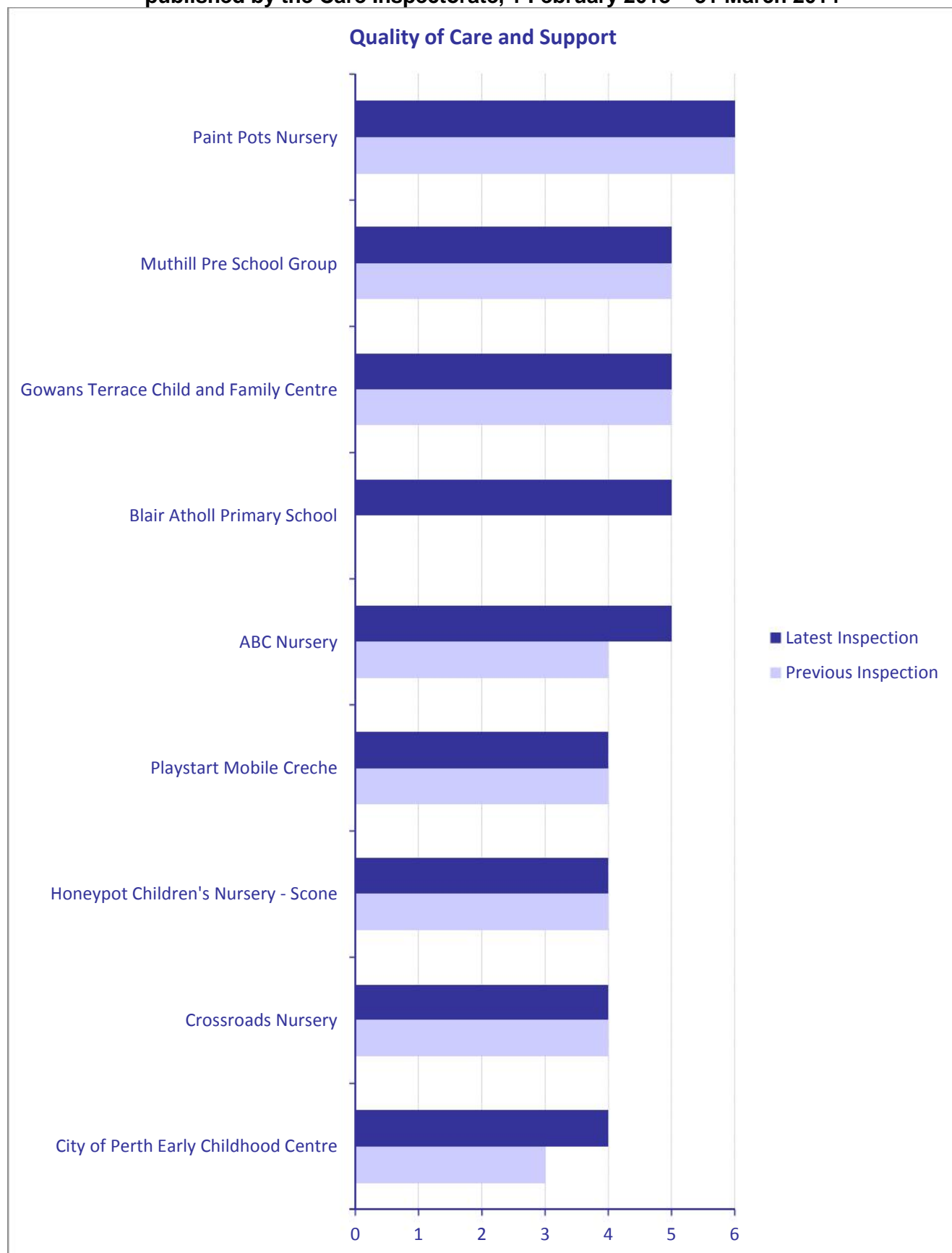


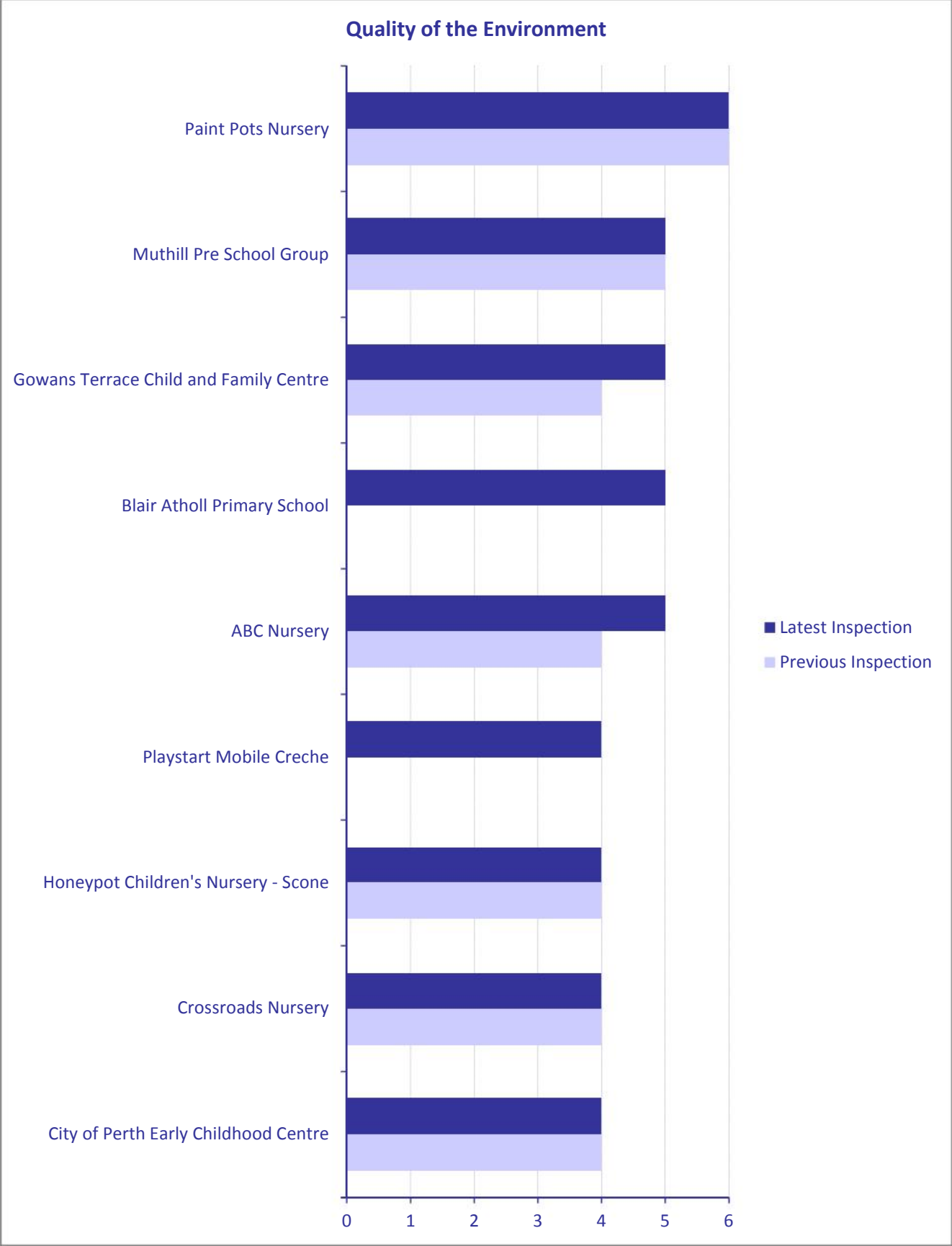


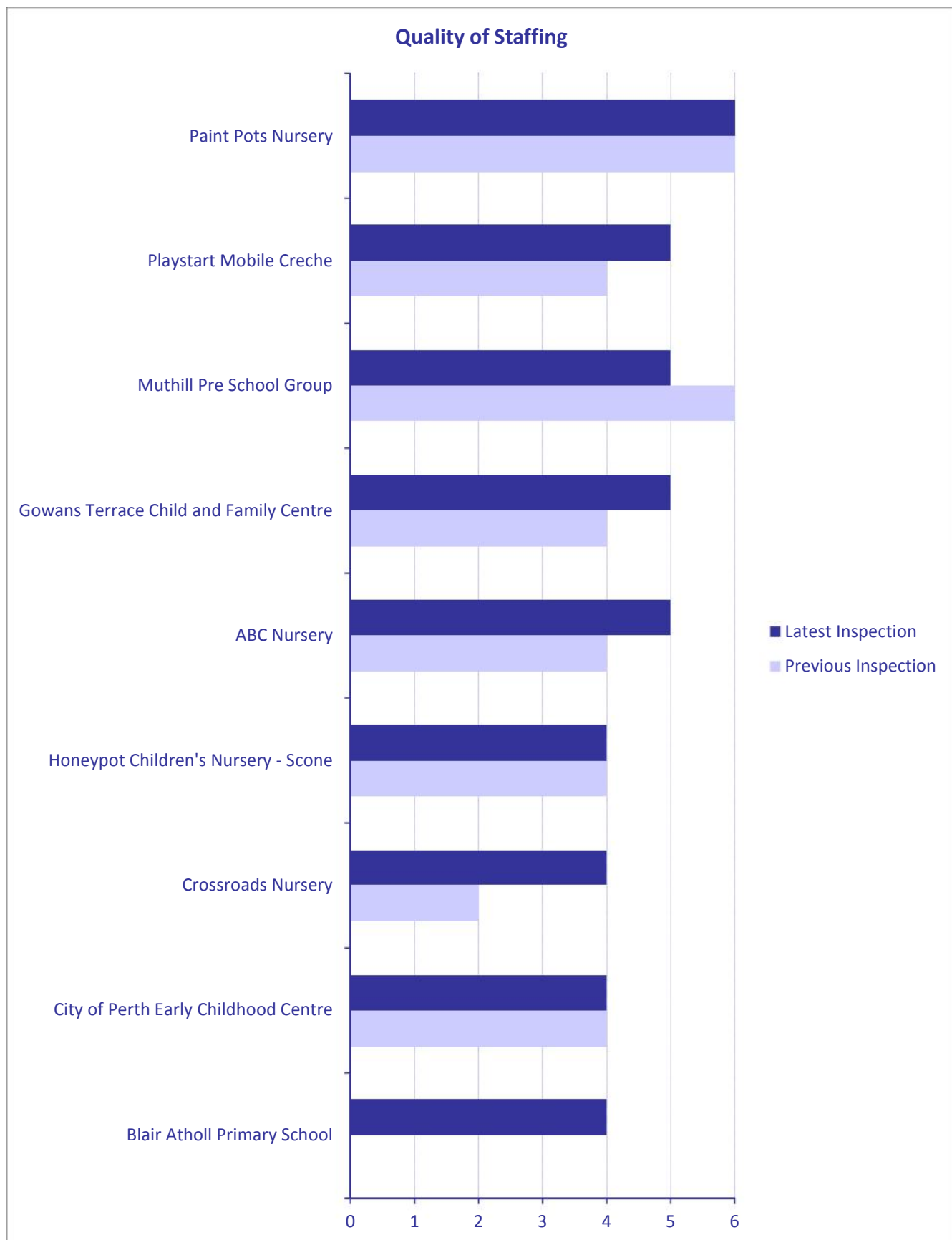


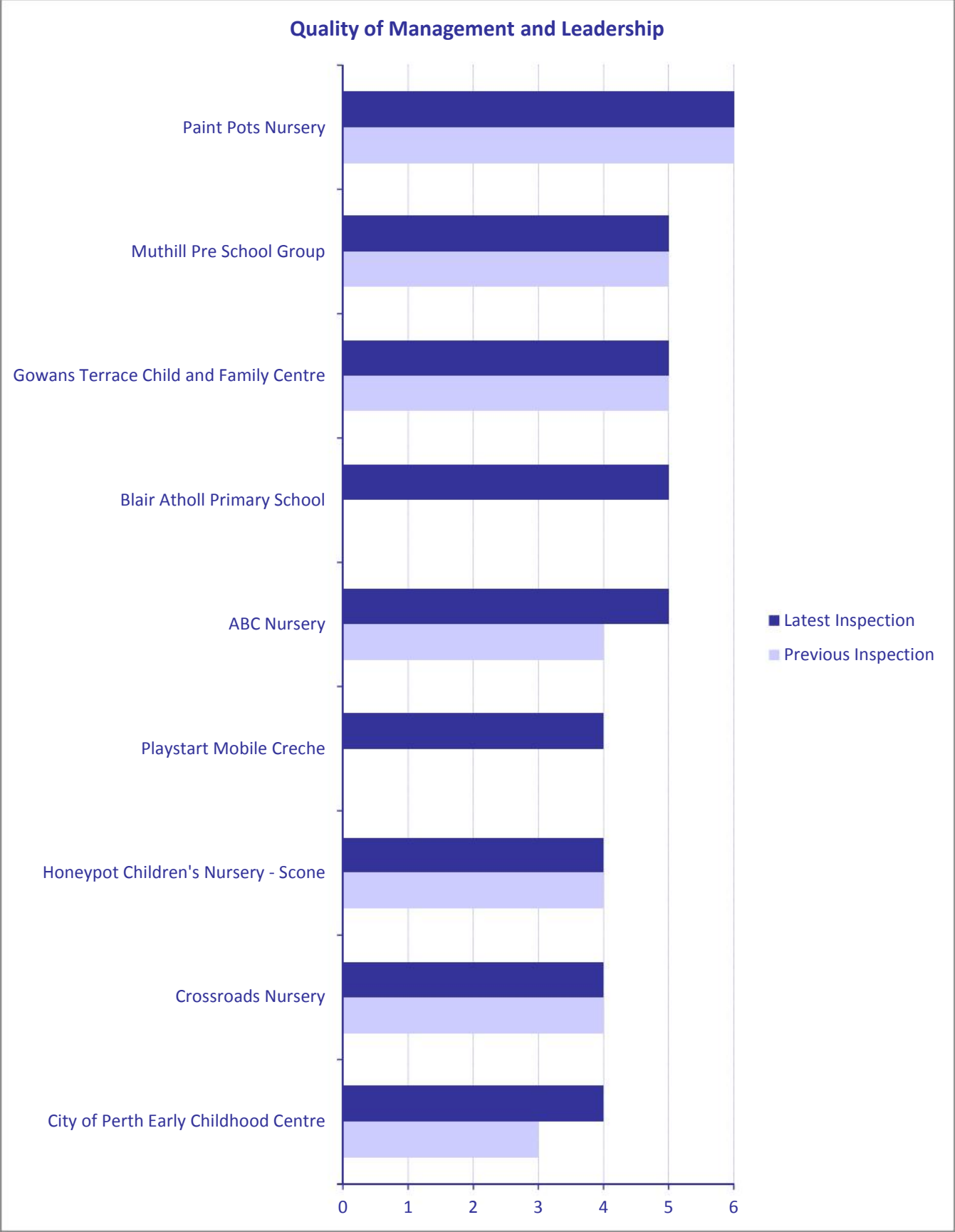


Appendix A2: Grading History, services providing day care of children inspected and published by the Care Inspectorate, 1 February 2013 – 31 March 2014

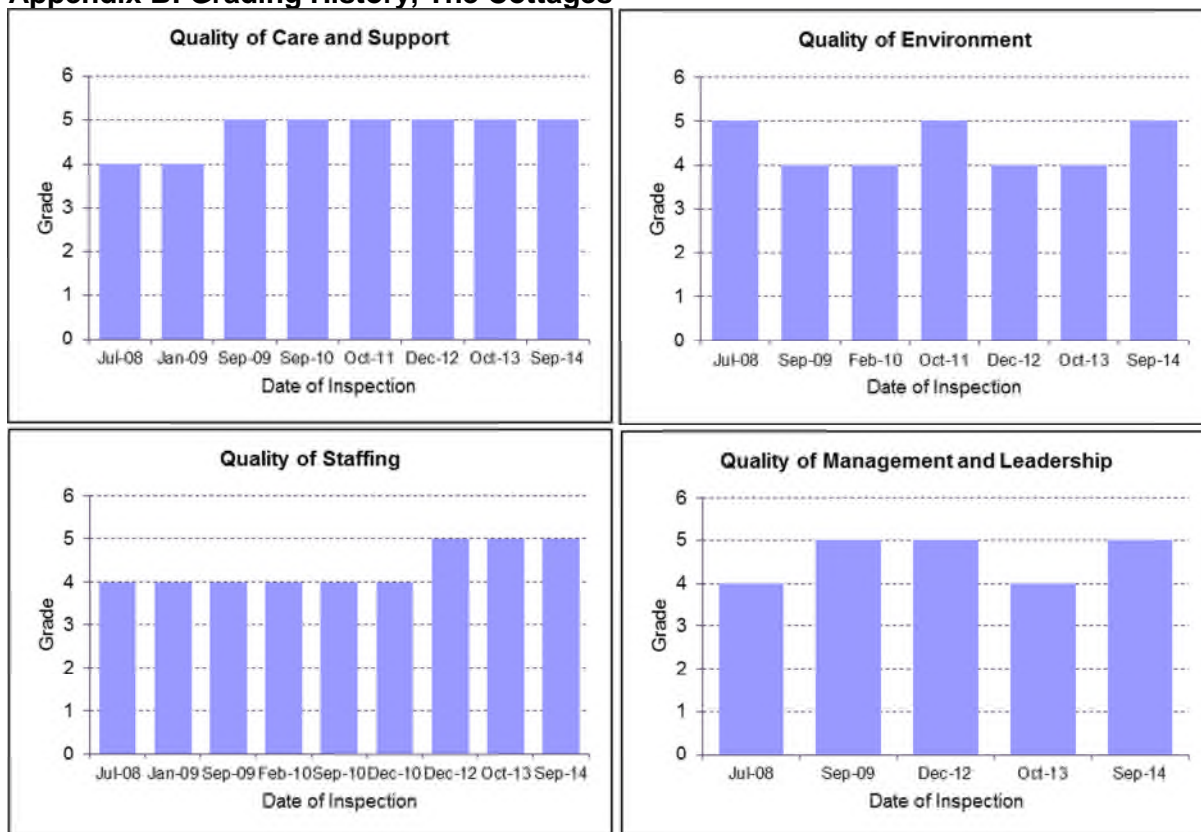




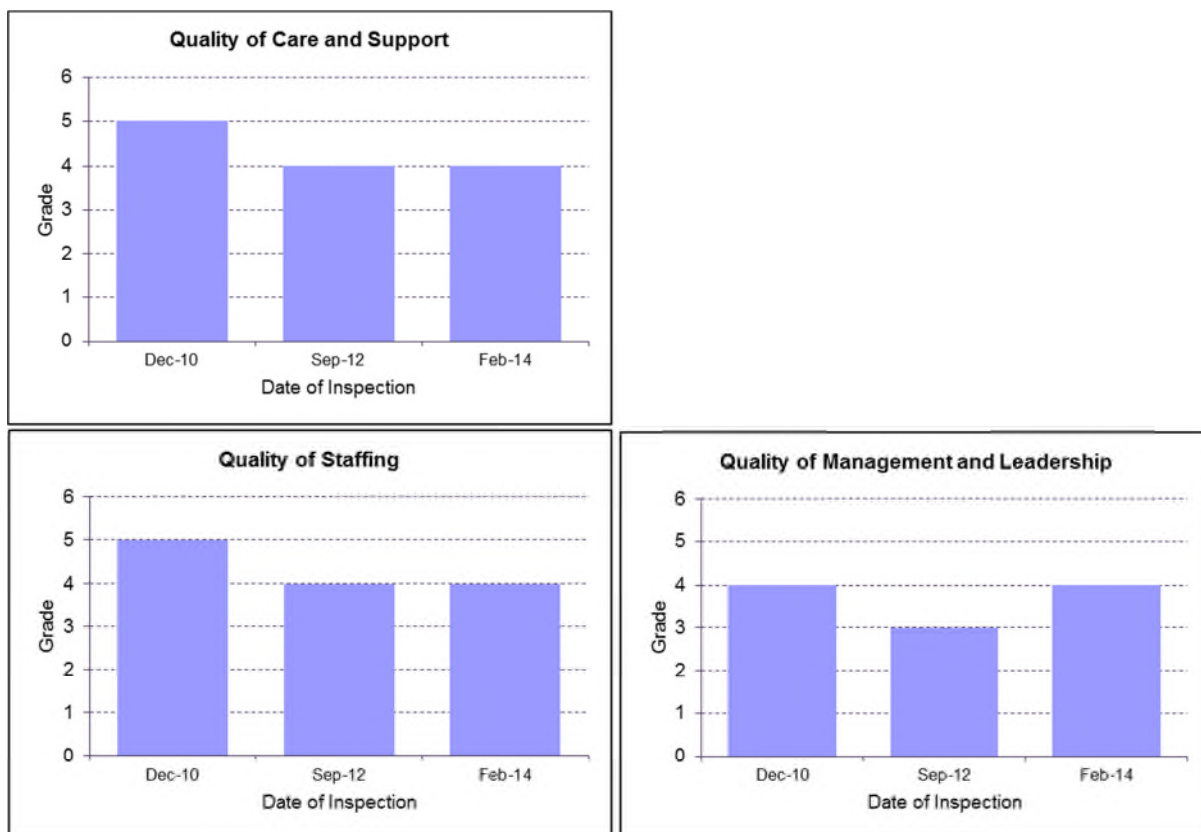




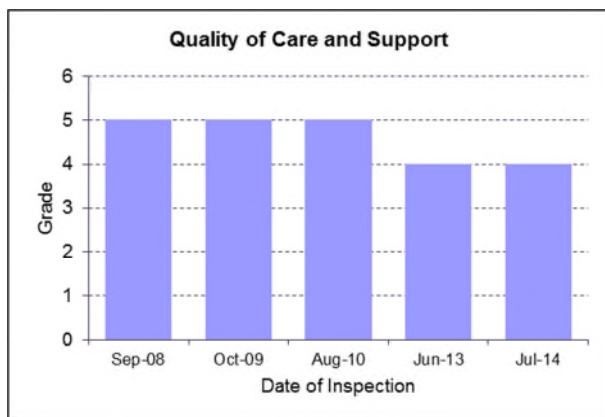
Appendix B: Grading History, The Cottages



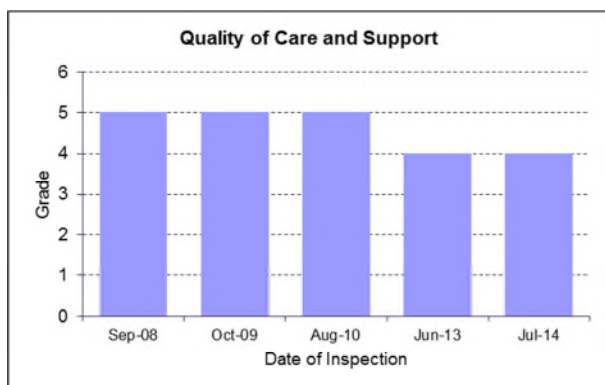
Appendix B: Grading History, We Care Perthshire



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	5	10	9	5	7	5
Children's experiences	11	10	5	7	5	11	9	5	7	5
Meeting learning needs	11	10	5	7	5	11	8	5	7	5
Core Quality Indicators	33	30	15	21	15	32	26	15	21	15
The curriculum	11	10	5	6	5	10	7	4	5	4
Improvement through self-evaluation	10	9	4	5	5	9	5	4	4	4
All Quality indicators	54	49	24	32	25	51	38	23	30	23
Total Number of Quality Indicators	60	50	25	35	25					
Total Number of Inspections	12	10	5	7	5					
Total schools with positive evaluations*	11	10	5	7	5					

* Positive evaluation - all three core QIs are satisfactory or better.

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

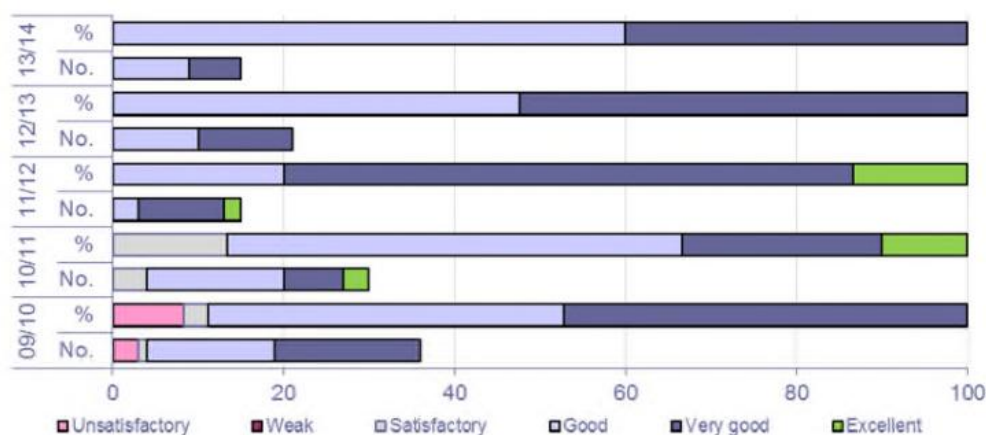
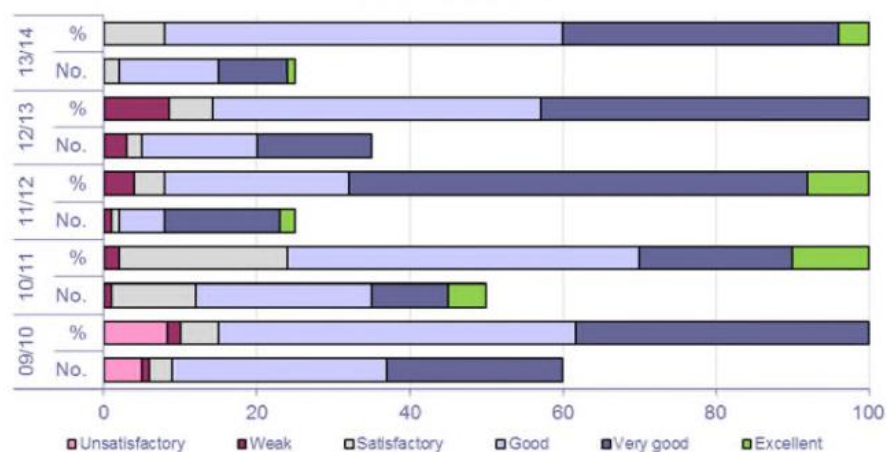


Figure 1b: Summary of Grades Awarded (All Quality Indicators)



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	3	9	4	5	5	3
Learners' experiences	11	8	5	6	3	10	6	5	5	3
Meeting learning needs	11	8	5	6	3	9	4	5	4	3
Core Quality Indicators	32	24	15	18	9	28	14	15	14	9
The curriculum	11	8	5	5	3	9	3	4	5	3
Improvement through self-evaluation	10	8	4	5	3	9	3	4	4	3
All Quality indicators	53	40	24	28	15	46	20	23	23	15
Total Number of Quality Indicators	55	40	25	30	15					
Total Number of Inspections	11	8	5	6	3					
Total schools with positive evaluations*	10	8	5	6	3					

* Positive evaluation - all three core QIs are satisfactory or better.

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

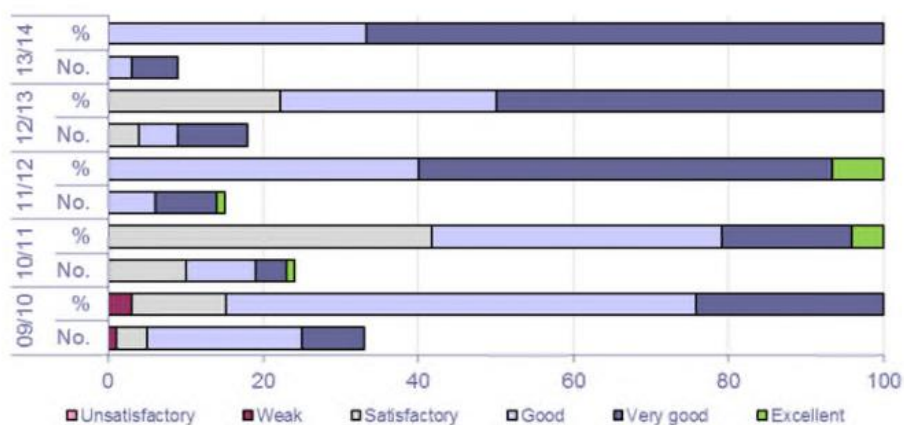
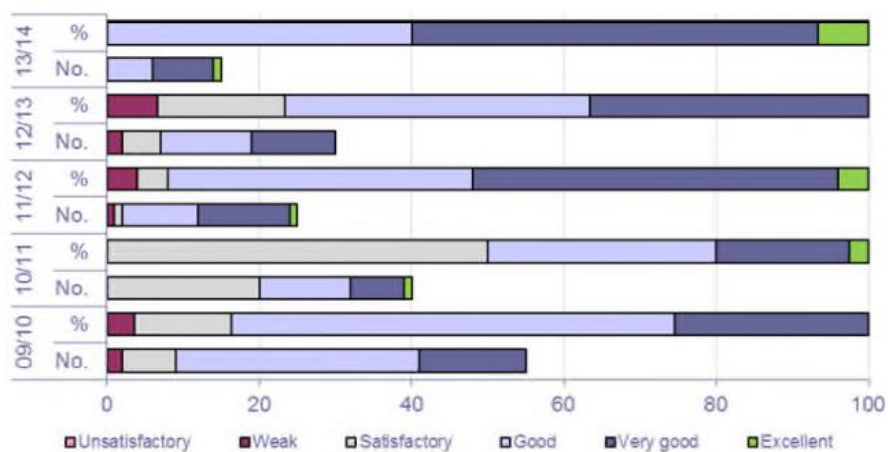


Figure 2b: Summary of Grades Awarded (All Quality Indicators)



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

Table 3: Secondary 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	1	0	2	2	2	0	0	2	1	2
Learners' experiences	1	0	2	2	2	1	0	2	1	2
Meeting learning needs	1	0	2	2	2	1	0	2	1	2
Core Quality Indicators	3	0	6	6	6	2	0	6	3	6
The curriculum	1	0	2	1	2	1	0	1	1	2
Improvement through self-evaluation	1	0	1	1	2	0	0	1	1	2
All Quality indicators	5	0	9	8	10	3	0	8	5	10
Total Number of Quality Indicators	5	0	10	10	10					
Total Number of Inspections	1	0	2	2	2					
Total schools with positive evaluations*	1	0	2	2	2					

Appendix D: Primary School Inspection Performance relative to Comparator Authorities¹², by Quality Indicator, Academic Year 2013/14

In Performance		
<ul style="list-style-type: none"> • satisfactory or better 	1= out of 6 authorities	proportion of primary schools achieving satisfactory or better in 2013/14 was above the comparator average (100% compared to 85%).
<ul style="list-style-type: none"> • good or better 	1 out of 6 authorities	proportion of primary schools achieving good or better in 2013/14 was above the comparator average (100% compared to 44%).
<ul style="list-style-type: none"> • very good and excellent 	2 out of 6 authorities	proportion of primary schools achieving very good or excellent in 2013/14 was above the comparator average (50% compared to 26%, Argyll & Bute = 60%)

Experiences		
<ul style="list-style-type: none"> • satisfactory or better 	1= out of 6 authorities	proportion of primary schools achieving satisfactory or better in 2013/14 was above the comparator average (100% compared to 94%)
<ul style="list-style-type: none"> • good or better 	1 out of 6 authorities	proportion of primary schools achieving good or better in 2013/14 was above the comparator average (100% compared to 56%).
<ul style="list-style-type: none"> • very good and excellent 	1 out of 6 authorities	proportion of primary schools achieving very good or excellent in 2013/14 was above the comparator average (100% compared to 26%).

Learning Needs		
<ul style="list-style-type: none"> • satisfactory or better 	1= out of 6 authorities	proportion of primary schools achieving satisfactory or better in 2013/14 was above the comparator average (100% compared to 85%).
<ul style="list-style-type: none"> • good or better 	1 out of 6 authorities	proportion of primary schools achieving good or better in 2013/14 was above the comparator average (100% compared to 53%).
<ul style="list-style-type: none"> • very good and excellent 	2 out of 6 authorities	proportion of primary schools achieving very good or excellent in 2013/14 was above the comparator average (50% compared to 29%, Stirling = 67%).

Curriculum		
<ul style="list-style-type: none"> • satisfactory or better 	1 out of 6 authorities	proportion of primary schools achieving satisfactory or better in 2013/14 was above the comparator average (100% compared to 79%).
<ul style="list-style-type: none"> • good or better 	1 out of 6 authorities	proportion of primary schools achieving good or better in 2013/14 was above the comparator average (100% compared to 47%).
<ul style="list-style-type: none"> • very good and excellent 	1 out of 6 authorities	proportion of primary schools achieving very good or excellent in 2013/14 was above the comparator average (50% compared to 12%).

Through Self Evaluation		
<ul style="list-style-type: none"> • satisfactory or better 	1 out of 6 authorities	proportion of primary schools achieving satisfactory or better in 2013/14 was above the comparator average (100% compared to 65%).
<ul style="list-style-type: none"> • good or better 	1 out of 6 authorities	proportion of primary schools achieving good or better in 2013/14 was above the comparator average (100% compared to 32%).
<ul style="list-style-type: none"> • very good and excellent 	1 out of 6 authorities	proportion of primary schools achieving very good or excellent in 2013/14 was above the comparator average (50% compared to 15%).

¹² Argyll and Bute, Aberdeenshire, Stirling, the Scottish Borders and Highland Councils