

Perth And Kinross Council

Executive Sub-Committee of Learning and Families Committee

3 June 2024

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

Report by Strategic Lead – Education and Learning (Report No. 24/173)

1. PURPOSE

- 1.1 This report sets out the key findings following inspections of schools and nurseries by Education Scotland/ His Majesty's Inspectorate of Education (HMIE) and of early learning and childcare (ELC) settings undertaken by the Care Inspectorate in the day care of children. Reporting is of inspections reported since the Executive Sub-Committee of Learning and Families Committee on 22 April 2024.

2. RECOMMENDATION

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

3. STRUCTURE OF REPORT

- 3.1 This report is structured over the following sections:
- Section 4: Background
 - Section 5: Recently Published Reports
 - Section 6: Performance Summary
 - Section 7: Conclusion
 - Appendices

4. BACKGROUND

4.1 Education Scotland/HMIE Inspections

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

- QI 1.3 – leadership of change
- QI 2.3 – learning, teaching and assessment
- QI 3.1 – ensuring wellbeing, equality and inclusion; and
- QI 3.2 – raising attainment and achievement

Short model inspections focus on QIs 2.3 and 3.2.

4.2 ELC Inspections

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

4.2.2 An updated [quality framework for day care of children, childminding and school aged childcare, February 2022](#) was published by the Care Inspectorate in July 2021 and was used in test inspections, without published grades, before full implementation. This framework is now in place for inspections carried out since 1 June 2022.

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

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

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

4.2.4 Each QI is graded on a 6-point scale in which 1 = unsatisfactory, 2 = weak, 3 = adequate, 4 = good, 5 = very good and 6 = excellent, and the overall key question evaluation is based on the lowest QI rating if more than one is completed.

Following the publication of [Funding Follows the Child and the National Standard for Early Learning and Childcare Providers: Principles and Practice](#), all ELC settings must gain evaluations of good or better to be able to provide funded ELC in partnership with the local authority.

4.2.5 Recommendations and requirements may follow an inspection.

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

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

5. RECENTLY PUBLISHED REPORTS

5.1 Education Scotland/HMIE Inspections

5.1.1 Since the Executive Sub-Committee of Learning and Families Committee on 22 April 2024, the following report has been published by Education Scotland¹:

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

St Ninian's Episcopal Primary School was inspected in February 2023 by Education Scotland. On 23 April 2024, Education Scotland published a follow-up report on the progress made on areas for improvement identified in the original inspection. This report is available as Appendix 1.

5.2 Care Inspectorate Inspections - Day Care of Children

5.2.1 A total of 6 inspections have been undertaken and published² by the Care Inspectorate since the Executive Sub-Committee of Learning and Families Committee on 22 April 2024.

5.2.2 Of these reports, 1 required to be reported as an exception (where any grading has been awarded an evaluation of unsatisfactory, weak, or excellent). ABC Day Nursery was inspected in February 2024 and awarded 2 'weak' and 2 'unsatisfactory' quality gradings. A follow up inspection will be carried out during 2024. The inspection report is included as Appendix 2.

5.2.3 For the 6 published inspections; of the 24 indicators inspected; 2 received 'unsatisfactory', 2 received 'weak', 10 received 'good' and 10 received 'very good'.

5.3 Care Inspectorate Inspections – Kids Clubs

5.3.1 In addition to the 6 inspections above, 1 Kids Club inspection has been undertaken and published³ by the Care Inspectorate since the Executive Sub-Committee of Learning and Families Committee on 22 April 2024.

5.3.2 For this inspection; of the 4 indicators inspected; 2 received 'good' and 2 received 'very good'.

5.4 Care Inspectorate Inspections - Childminding Services

5.4.1 From academic year 2019/20, childminders commenced providing funded hours within the Councils ELC expansion plan for 1140 hours. All registered childminders are inspected by the Care Inspectorate using the updated [quality framework for day care of children, childminding and school aged childcare, February 2022](#).

¹ As at 31 Mar 2024

² As at 8 Apr 2024

³ As at 8 Apr 2024

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

Since the Executive Sub-Committee of Learning and Families Committee on 22 April 2024, there have been no more childminding inspections published by the Care Inspectorate.

6. PERFORMANCE SUMMARY

6.1 Inspections: Education Scotland/HMIE

- 6.1.1 This section provides a summary of the performance of ELC settings and schools since August 2016 in inspections undertaken by Education Scotland. Since August 2016, the inspection model has changed with QI 1.1 Self-evaluation for self-improvement no longer being evaluated.
- 6.1.2 28 ELC providers and 35 primary schools have been inspected since the beginning of academic session 2016/17. There have been 4 secondary school inspections carried out in the same period.
- 6.1.3 Table 1 below gives a summary of the evaluations for each QI for all ELC, primary & secondary school inspections.

Table 1: Number of QI Evaluations - 2016/17 to date.

ELC						
QI Grading	1.3 Leadership of change	2.3 Learning, teaching & assessment	3.2 Securing children's progress	3.1 Ensuring wellbeing, equality & inclusion	1.1 Self-evaluation for self-improvement	All QIs
Excellent	-	-	-	-	-	-
Very Good	5	6	7	7	-	25
Good	8	10	13	10	1	42
Satisfactory	5	7	3	1	1	17
Weak	-	1	3	-	-	4
Unsatisfactory	-	-	-	-	-	-
Total	18	24	26	18	2	88

Primary Schools						
QI Grading	1.3 Leadership of change	2.3 Learning, teaching & assessment	3.2 Raising attainment & achievement	3.1 Ensuring wellbeing, equality & inclusion	1.1 Self-evaluation for self-improvement	All QIs
Excellent	1	-	-	1	-	2
Very Good	8	7	11	8	3	37
Good	6	13	13	10	-	42
Satisfactory	4	7	6	-	1	18
Weak	-	1	2	-	-	3
Unsatisfactory	-	-	-	-	-	-
Total	19	28	32	19	4	102

Secondary Schools						
QI Grading	1.3 Leadership of change	2.3 Learning, teaching & assessment	3.2 Raising attainment & achievement	3.1 Ensuring wellbeing, equality & inclusion	1.1 Self-evaluation for self-improvement	All QIs
Excellent	-	-	-	-	-	-
Very Good	-	-	-	-	-	-
Good	-	-	1	1	-	2
Satisfactory	3	3	2	1	-	9
Weak	-	1	1	1	-	3
Unsatisfactory	-	-	-	-	-	-
Total	3	4	4	3	0	14

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

6.1.5 Benchmarking data for ELC, primary and secondary inspections up to March 2024, using national and comparator authority information, is shown in Appendix 3.

- 6.1.6 For all ELC QIs evaluated from 2016/17 to date, 76% were graded as ‘good’ or better.
- 6.1.7 For all primary school QIs evaluated from 2016/17 to date, 79% were graded as ‘good’ or better.
- 6.1.8 For all secondary school QIs evaluated from 2016/17 to date, 14% were graded as ‘good’ or better.

6.2 Inspections: Day Care of Children

- 6.2.1 This section provides a summary of the performance of ELC settings in inspections carried out by the Care Inspectorate. A total of 37 Day Care services across Perth and Kinross have been inspected by the Care Inspectorate since the beginning of the financial year 2023/24.
- 6.2.2 Table 2 below gives a summary of the evaluations for each Key Question. A summary list of inspections as well as benchmarking over a longer time period (since financial year 2021/22) against national and comparator data can be found in Appendix 4. This also includes an analysis of overall evaluation statistics to give the current position of inspections.

Table 2: Number of Day Care of Children Evaluations Received in PKC 2023/24 to Date.

QI Grading	How good is our care, play and learning	How good is our setting	How good is our staff team	How good is our leadership	All QIs
Excellent	0	0	0	0	0
Very Good	13	15	22	16	66
Good	18	18	8	11	55
Satisfactory	4	3	6	7	20
Weak	2	1	0	2	5
Unsatisfactory	0	0	1	1	2
Total	37	37	37	37	148

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

7. CONCLUSION

- 7.1 Inspection reports provide further information on the standards and quality in PKC schools, nurseries and funded partners providing ELC. This report sets out the outcomes of Education Scotland and Care Inspectorate reports of schools and ELC settings inspected and published since 22 April 2024. The overall performance of schools and ELC settings in inspections is strong, and where necessary, action plans put in place provide evidence of continuous improvement.

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

1. Strategic Implications

Community Plan/Single Outcome Agreement

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

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

This report relates to Objective No. (i).

Corporate Plan

1.2 This section sets out how the proposals relate to the achievement of the Council's Corporate Plan Objectives:

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

This report relates to Objective No. (i).

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

- Best Start

2. Resource Implications

Financial

2.1 N/A.

Workforce

2.2 N/A.

Asset Management (land, property, IT)

2.3 N/A.

3. Assessments

Equality Impact Assessment

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

The proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (i) Assessed as **not relevant** for the purposes of EqIA.

Strategic Environmental Assessment

3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

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

Sustainability

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

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

3.3.1 N/A.

Legal and Governance

3.4 N/A.

3.5 N/A.

Risk

3.6 N/A.

4. Consultation

Internal

4.1 Service Managers within Education and Learning.

External

4.2 N/A.

5. Communication

5.1 N/A.

6. BACKGROUND PAPERS

6.1 No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report.

7. APPENDICES

7.1 Appendix 1 – St Ninian's Episcopal Primary School
Appendix 2 – ABC Day Nursery Inspection Report
Appendix 3 – Summary of Care Inspectorate Day Care of Children Inspections
Appendix 4 – Summary of Education Scotland HMIE Inspections
