

**PERTH AND KINROSS COUNCIL****Scrutiny Committee****9 September 2020****Executive Sub-Committee of Lifelong Learning Committee****2 November 2020****SUMMARY REPORT ON CARE INSPECTORATE AND  
EDUCATION SCOTLAND INSPECTIONS****Report by Executive Director (Education and Children's Services) (Report No.  
20/160)****PURPOSE OF REPORT**

This report provides an overview of the performance of Education and Children's Services inspected and reported over the past year by the Care Inspectorate and Education Scotland, since the previous report of this type, 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](#) 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. 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.

1.1.2 The Care Inspectorate conducts unannounced inspections for all regulated services as the usual 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.

1.1.3 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.

1.1.4 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.

1.1.5 Tables 1a and 1b 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 1a: Services Subject to Statutory Minimum Frequency**

Service Category & Type	Statutory inspection frequency	For services with high or medium RAD <sup>1</sup> or grades of unsatisfactory, weak, adequate
Care Homes for children	1 inspection each 12 months	1 inspection each 12 months plus follow-up inspection and/or additional scrutiny or improvement intervention(s) according to risk & intelligence
Housing Support Service combined with Care at Home	1 inspection each 12 months	1 inspection each 12 months plus additional scrutiny or improvement intervention(s) according to risk & intelligence

**Table 1b: Services Subject to Risk Based Inspection Frequency Guidelines**

Service Category & Type	Definition of Better Performing Services	Frequency for Better Performing Services	Frequency for Services not Meeting the Better Performing Definition
Adoption services	Low RAD & Grades 4 or more	1 inspection each 24 months	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	Low RAD & Grades 4 or more	1 inspection each 24 months	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, Scrutiny and Inspection Plan Summary 2016/17, Frequency of inspection rules for regulated care services, Summary Guide 2016/17.

## 1.2 Education Scotland

- 1.2.1 Each year, Education Scotland 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.
- 1.2.2 Education Scotland also inspects the education functions of local authorities and carries out joint inspections of services for children. Independent sector inspections are outwith the scope of this report.

### Pre-School Centres/Schools

- 1.2.3 From August 2016 new approaches to inspection were introduced in a phased manner, including full and short inspection models. For school inspections, the following HGIOS4 Quality Indicators (QI) are evaluated on a six point scale:

#### Full inspection Model

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

#### Short inspection Model

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

- 1.2.4 A further QI is negotiated with the school which will enable school staff and inspectors to focus on a particularly challenging issue or new initiative. From October 2019, inspections instead look at elements of school empowerment.
- 1.2.5 A short letter is provided to report the inspection, highlighting strengths and aspects for development, and includes a table indicating the QI evaluations against the six-point scale. The inspection evidence gathered during the inspection is published online as a document called the Summarised Inspection Findings (SIF).

## 1.3 Joint Inspections

- 1.3.1 From August 2013, the Care Inspectorate and Education Scotland began a programme of joint inspections of nursery classes and pre-school centres. The outcomes from these 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 Education Scotland and the Care Standards considered by the Care Inspectorate. Two joint inspections (Goodlyburn Primary School and Braco Primary School) have been published since the previous version of this report.

## 1.4 Analysis of inspection outcomes

- 1.4.1 There are a number of factors which make the analysis of the inspection gradings complex over this reporting period.

#### 1.4.2 These factors include:

- Improvements and changes to the inspection models and quality frameworks mean that it is more difficult to make direct comparisons between years; specifically, it is recognised that the Care Inspectorate have higher expectations of providers when undertaking inspections, in parallel with the introduction of the National Standard for Early Learning and Childcare;
- The number of inspections carried out within the local authority area varies from year to year; and
- The selection of Quality Indicators and themes can vary from inspection to inspection.

## 2. SERVICES PROVIDING DAY CARE FOR CHILDREN

2.1 This section presents an overview of the performance of services providing day care for children inspected over the past year (2019/20) where Perth and Kinross Council is the registered provider, and for services registered as partner providers<sup>2</sup>. The Care Inspectorate Inspection Reports are 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**. In the past year, no services have been reported for receiving **excellent** gradings and one service was graded as **weak**.

2.2 All 27 inspections of services providing day care for children in 2019/20 were unannounced.

2.3 To date in 2019/20, 74% of grades awarded were **good** or better, which is a decrease from 2018/19 (91%). The proportion of **excellent** and **very good** grades awarded is 29% in 2019/20, a decrease from 2018/19 (55%). Appendix A provides further details and some interpretation of the figures. When looking at individual indicators, care must be used in interpretation as some may be evaluated much less than others and therefore subject to greater change from year to year.

2.4 Appendix B shows performance from 1 April 2013 to 23 March 2020 by Quality Theme for all inspected services providing day care. It is common for only certain Quality Indicators to be assessed during an inspection; therefore, each quality indicator will likely have a different total number of assessments during a given time period.

### Analysis and Improvements

2.5 Overall, the Quality of Care and Support, and the Quality of Staffing show good performance. The Quality of Environment measure has seen some reduction in the latest two years. This has been recognised in the Service's own quality assurance of establishments, with the intention of improving performance in this area. The Quality of Leadership and Management has seen similar reductions. Turnover of management staff from partner providers to other positions has partly contributed to this trend.

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At the time of writing, information available for services inspected and published between 1 April 2019 and 14 February 2020.

This measure is also affected by the small number of inspections involved, with only 11 of the 38 inspections including the Leadership and Management theme.

- 2.6 Some recent decreases in evaluations for Early Years services can be linked to higher expectations from Care Inspectorate inspections and the introduction of the National Standard for Early Learning and Childcare. This has been recognised in the Service's own quality assurance of establishments, with the intention of improving performance in this area.
- 2.7 A range of improvement projects are underway. Focusing on the quality of environment, a new learning and development resource, available to all Early Years settings across the Local Authority and Partner Providers, focuses on practitioner reflection on quality of environment and experiences offered to children. Grants have been provided to partners to improve outdoor provision and IT, and new furniture has improved the indoor environment at a number of local authority settings.
- 2.8 Focusing on leadership and management, a range of training and development sessions for staff in leadership roles across Early Years settings are underway. Senior Early Childhood Practitioner (ECP) training is now in its fourth round and covers pedagogical leadership. A 3-year programme of improvement, using established methodologies, will involve all Early Years teachers and Principal ECPs.
- 2.9 We continue to monitor, support and challenge all centres through a planned programme of improvement visits. 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.

### 3. SUPPORT AND RESIDENTIAL CARE SERVICES

#### 3.1 Woodlea Cottage

- 3.1.1 The Care Inspectorate undertook an unannounced inspection of Woodlea Cottage in December 2018. Woodlea Cottage is a care home service providing respite and short breaks for up to five children aged from 7 to 18 with severe, complex and enduring needs arising from learning and physical disabilities. Children using the service can do so for up to 28 consecutive days. Staff also provide an outreach service to children and their families, although this is not part of the registered care service.
- 3.1.2 The Care Inspectorate identified a number of key strengths and the inspection found the Quality of Care and Support and the Quality of Staffing to be **Very Good**. The Quality of Environment and Quality of Management and Leadership were not inspected.
- 3.1.3 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 20 May 2019 ([Report No: 19/148 refers](#)). Woodlea Cottage was first inspected in November 2010. The grading history for the 5 latest inspections are shown in Appendix C, Table C1.

This service has received consistently high gradings over this period and is operating at a highly effective level of quality for children and families with complex care and support needs.

### 3.2 Wellbank House

3.2.1 The Care Inspectorate undertook an unannounced inspection of Wellbank House in May 2019. Wellbank House provides housing support to vulnerable young people aged between 16-24 yrs in order that they gain the skills necessary for independent living. The service can accommodate 10 young people. Staff also provide support to young people in satellite flats based in the community.

3.2.2 The Care Inspectorate identified a number of key strengths and the inspection found the Quality of Care and Support and the Quality of Management and Leadership to be **Very Good**. The Quality of Environment and Quality of Staffing were not inspected.

3.2.3 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 20 May 2019 ([Report No: 19/148 refers](#)). Wellbank House was first inspected in September 2008. The grading history for the 5 latest inspections are shown in Appendix C, Table C2. This service has received consistently high gradings over this period and is operating at a highly effective level of quality for children and families with complex care and support needs.

## 4. PRE-SCHOOL CENTRES AND SCHOOLS

4.1 This section presents an overview of the performance of Perth and Kinross Council's pre-school centres, including partner providers, and schools inspected by Education Scotland and reported to the Executive Sub Committee of Lifelong Learning Committee up to 23 March 2020.

4.2 For 2018/19 and the part of 2019/20 reported, 6 pre-school centres (including partner providers), 10 primary schools and 2 secondary schools were inspected.

4.3 Of the 20 pre-school quality indicators inspected during the above period, 2 received '**Weak**' gradings, 3 were graded as '**Satisfactory**', 6 were deemed '**Good**' and 9 received '**Very Good**'. A combined summary of achievement (2016/17 to date) is shown in Appendix D.

4.4 Of the 30 primary school quality indicators inspected during the above period, 1 received a '**Weak**' grading, 5 were graded as '**Satisfactory**', 16 were deemed '**Good**' and 8 received '**Very Good**'. A combined summary of achievement (2016/17 to date) is shown in Appendix D.

4.5 Of the 6 secondary school quality indicators inspected during the above period, 1 received a '**Weak**' grading and 5 were graded as '**Satisfactory**'. A combined summary of achievement (2016/17 to date) is shown in Appendix D.

- 4.6 Performance against comparator Local Authorities, and Scotland, is shown in Appendix E. Perth and Kinross consistently outperforms both the comparator group of local authorities and the Scotland average across both the primary and pre-school sectors, particularly when looking only at indicators graded as **Very Good** or better. However, these figures do represent relatively small numbers of inspections and should be viewed with some caution. There is not currently sufficient data available on secondary inspections to allow for benchmarking.
- 4.7 A public meeting is held after the publication of the initial inspection letter. 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, Education Scotland will report publicly to parents and stakeholders.
- 4.8 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.
- 4.9 Inspection reports are scrutinised by members of the Executive Sub-Committee of the Lifelong Learning Committee. Where a school has not been evaluated as good or better, members may choose to further scrutinise the progress made.
- 4.10 In addition to Education Scotland 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.
- 4.11 School visits form the core of the school improvement framework and take the form of one or more of the following over a planned four-year programme:
- School improvement visit;
  - Learning and achievement visit; and
  - 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.

- 4.12 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.

- 4.13 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. CONCLUSION AND RECOMMENDATION

- 5.1 The analysis of the gradings and reports by the Care Inspectorate and Education Scotland provide positive confirmation that the standards and quality in our services remain high and set a clear agenda for continuous improvement.
- 5.2 It is recommended that the Scrutiny Committee:
- (i) Scrutinises and comments as appropriate on the contents of the report.
- 5.3 It is recommended that the Executive Sub-Committee of Lifelong Learning Committee:
- (i) Comments as appropriate on the contents of the report.

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### Approved

Name	Designation	Date
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## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

### 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
- (v) Creating a safe and sustainable place for future generations

This report relates to Objective No (i) and (ii).

#### Corporate Plan

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

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

This report relates to Objective No (i) and (ii).

1.3 The report also links to the Education & Children's Services 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.

This section should reflect that 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.

This proposals have been considered under the Act and Assessed as **not relevant** for the purposes of Strategic Environmental Assessment.

### Sustainability

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 N/A

#### Legal and Governance

3.4 N/A

3.5 N/A

#### Risk

3.6 N/A

### **4. Consultation**

#### Internal

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

#### External

4.2 N/A

### **5. Communication**

5.1 In the case of an initial Education Scotland inspection of a school, a public meeting is held after the publication of the inspection report with invitations going to parents, the local elected members and members of the 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 Education Scotland will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Perth and Kinross Council will also be reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits and follow-up reports on the school's website and on each school's page on [www.pkc.gov.uk](http://www.pkc.gov.uk).

## **2. BACKGROUND PAPERS**

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

- Education Scotland Inspection reports, published by [Education Scotland](#).
- 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, 19 August 2019 ([Report No: 19/216 refers](#)) and

28 October 2019 ([Report No: 19/294 refers](#)) and 27 January 2020 ([Report No: 20/21 refers](#)).

- Care Inspectorate Inspections of Support and Residential Care Services for Children and Young People, Executive Sub-Committee of Lifelong Learning Committee, 20 May 2019 ([Report No: 19/148 refers](#)).

### **3. APPENDICES**

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

Appendix B: Grading History, services providing day care of children inspected and published by the Care Inspectorate, 2013/14 onwards

Appendix C: Grading History for Woodlea Cottage and Wellbank House

Appendix D: Cumulative Overview of Education Scotland Inspections in 2016/17 - 2019/20 by Performance Indicator

Appendix E: Cumulative Pre School and Primary School Inspection Performance relative to Comparator Authorities, by Quality Indicator, Academic Years 2016/17 – 2019/20