



Securing the future... • *Improving services*  
• *Enhancing quality of life* • *Making the best use of public resources*

Council Building  
2 High Street  
Perth  
PH1 5PH

27/05/2024

A hybrid meeting of the **Executive Sub-Committee of the Learning and Families Committee** will be held in **the Council Chamber** on **Monday, 03 June 2024** at **13:00**.

If you have any queries please contact Committee Services on (01738) 475000 or email [Committee@pkc.gov.uk](mailto:Committee@pkc.gov.uk).

**THOMAS GLEN**  
Chief Executive

***Those attending the meeting are requested to ensure that all notifications are silent on their device and other devices are in silent mode.***

***Please note that the meeting will be broadcast online and recorded. The recording will be publicly available on the Council's website following the meeting.***

**Members:**

Councillor John Rebbeck (Convener)  
Councillor Steven Carr (Vice-Convener)  
Councillor Michelle Frampton (Vice-Convener)  
Bailie Chris Ahern  
Councillor Liz Barrett  
Councillor Dave Cuthbert  
Councillor Caroline Shiers



**Executive Sub-Committee of the Learning and Families Committee**

**Monday, 03 June 2024**

**AGENDA**

***MEMBERS ARE REMINDED OF THEIR OBLIGATION TO DECLARE ANY FINANCIAL OR NON-FINANCIAL INTEREST WHICH THEY MAY HAVE IN ANY ITEM ON THIS AGENDA IN ACCORDANCE WITH THE COUNCILLORS' CODE OF CONDUCT.***

- 1 WELCOME AND APOLOGIES**
- 2 DECLARATIONS OF INTEREST**
- 3 MINUTE OF MEETING OF THE EXECUTIVE SUB-COMMITTEE OF LEARNING AND FAMILIES COMMITTEE OF 22 APRIL 2024 FOR APPROVAL** **5 - 6**  
(copy herewith)
- 4 STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND PRE-SCHOOL CENTRES/ DAY CARE OF CHILDREN** **7 - 48**  
Report by Strategic Lead - Education and Learning (copy herewith 24/173)
- 5 SUMMARY REPORT ON CARE INSPECTORATE AND EDUCATION SCOTLAND INSPECTIONS** **49 - 64**  
Report by Strategic Lead - Education and Learning (copy herewith 24/126)

If you or someone you know would like a copy of this document in another language or format, (on occasion, only a summary of the document will be provided in translation), this can be arranged by contacting the Customer Service Centre on 01738 475000.

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.



## **EXECUTIVE SUB-COMMITTEE OF THE LEARNING AND FAMILIES COMMITTEE**

Minute of Hybrid Meeting of the Executive Sub-Committee of the Learning and Families Committee held on Monday 22 April 2024 at 1.00pm.

Present: Councillors J Rebbeck, S Carr, Bailie C Ahern, M Frampton, L Barrett, D Cuthbert and C Shiers.

In Attendance: S Devlin, G Doogan, D Macluskey, E Paul, J Clark, V Donaldson, H Freeland and J Chiles (all Education and Learning) and S Hendry, W Hacuma, A Brown and M Pasternak (all Legal and Governance).

Councillor J Rebbeck, Convener, Presiding.

### **1. WELCOME AND APOLOGIES**

The Convener welcomed all those present to the meeting. There were no apologies for absence.

### **2. DECLARATIONS OF INTEREST**

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

### **3. MINUTE OF PREVIOUS MEETING**

The minute of meeting of the Executive Sub-Committee of the Lifelong Learning Committee of 28 August 2023 was submitted, approved as a correct record.

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

There was submitted a report by the Strategic Lead – Education and Learning (24/119 Revised) setting out the key findings following inspections of schools and nurseries by Education Scotland/HM Inspections 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 28 August 2023.

#### **Resolved:**

Having heard from the relevant officers on the key findings of the inspection reports and following consideration and questions from the Sub-Committee, the contents of Report 24/119 (Revised) and its appendices, be noted.



**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 Scotland<sup>1</sup>:

- **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 published<sup>2</sup> 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 published<sup>3</sup> 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](#).

---

<sup>1</sup> As at 31 Mar 2024

<sup>2</sup> As at 8 Apr 2024

<sup>3</sup> 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.**

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

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

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

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
<b>Excellent</b>	0	0	0	0	0
<b>Very Good</b>	13	15	22	16	66
<b>Good</b>	18	18	8	11	55
<b>Satisfactory</b>	4	3	6	7	20
<b>Weak</b>	2	1	0	2	5
<b>Unsatisfactory</b>	0	0	1	1	2
<b>Total</b>	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.

**Author**

Name	Designation	Contact Details
James Chiles	Performance Officer	<a href="mailto:ECSCcommittee@pkc.gov.uk">ECSCcommittee@pkc.gov.uk</a> 01738 475000

**Approved**

Name	Designation	Date
Sheena Devlin	Strategic Lead – Education and Learning	23 May 2024

If you or someone you know would like a copy of this document in another language or format, (on occasion, only a summary of the document will be provided in translation), this can be arranged by contacting the Customer Service Centre on 01738 475000.

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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



23 April 2024

Dear Parent/Carer

In February 2023, HM Inspectors published a letter on St Ninian's Episcopal Primary School and Nursery Class. The letter set out a number of areas for improvement which we agreed with the school and Perth and Kinross Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the new headteacher and staff. We heard from the new headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

**To support all children to make progress in their learning, teachers and practitioners should improve approaches to planning, assessment and moderation in the school and nursery. They should ensure that learning is progressive and clearly based on Curriculum for Excellence (CfE) experiences and outcomes. There is a need to develop a shared understanding of what children's progress looks like within and across CfE levels.**

Supported well by the new headteacher, the staff team has taken positive steps in improving these aspects of their work. Staff are now more confident in planning children's learning linked to Curriculum for Excellence experiences and outcomes. As a result, children now experience a broader curriculum. Teachers now plan effectively to meet the needs of all children and include assessment as part of their planning process. This includes working more effectively with support assistants and support for learning teachers to plan appropriately for children who require additional support with their learning. As a result, all children are now making appropriate progress in their learning.

Teachers now use a wider range of approaches to assess children's learning and monitor their progress. This enables teachers to identify gaps in learning promptly and provide additional help where it is required. Practitioners in the nursery now observe more closely children's learning and the specific skills they are developing. They make good use of these observations to make judgements about children's progress and identify appropriate next steps in learning. As a result of these new approaches, children's needs across the nursery and the school are better met and they are making better progress in their learning.

Staff work well together as a team to ensure consistency in their planning and tracking progress in children's learning. Working together, staff have developed approaches to ensure their shared understanding of national standards and expectations. This is ensuring that teacher judgements of children's progress and attainment are now more robust and reliable. Moving forward, staff should engage with teachers across the local area group and beyond to strengthen their understanding of national standards, particularly across the early level.

**Continue to develop approaches to tracking and monitoring of children's progress. Teachers and practitioners should improve how observations, assessment data and other key information is used to help raise attainment and achievement for all learners.**

The staff team has worked well together to make strong progress in this area for improvement since the original inspection.

The staff team are now planning more effectively for children to ensure that they make appropriate progress and experience the right level of challenge. They are now more focussed on what support children need to achieve their expected levels and use a range of assessments and observations to identify any gaps in learning.

Teachers and senior leaders meet regularly to review children's progress. They are now more clearly focussed on what support children need to achieve well. The support for learning teacher works very closely with class teachers to identify and support children's needs through a range of interventions. These inputs are evaluated regularly to ensure they are making the appropriate impact on individual children.

Teachers and practitioners now use tracking data more robustly to assess the progress and attainment of children across the year. They are using this data to ensure that identified gaps in learning, these are addressed and supported well in classes. All of this work supports children to make progress in their learning.

To support effective communication further, senior leaders should include the support for learning teacher and pupil support assistants where possible, at attainment meetings.

**Ensure that the nursery team benefits from strong leadership and direction. The nursery class should be included in whole school strategic planning for continuous improvement.**

The new headteacher provides strong strategic leadership and direction which is leading to significant improvement across the nursery setting. As a result, staff have made very strong progress in this area for improvement. The staff team values greatly the support they now receive from the new headteacher.

The new headteacher supports the staff team effectively to identify what is working well in the setting and areas still requiring improvement. This is supporting the new headteacher and staff team together to take forward areas for improvement successfully. The new headteacher ensures that the nursery is now included in the whole school's plan for continuous improvement.

The new headteacher is a visible leader and ensures she spends time in the nursery setting. She supports practitioners well to continue to improve their practice. Practitioners meet with the new headteacher termly to discuss children's individual progress and plan next steps in learning. This is supporting the staff team to have a better understanding of children's individual progress and next steps in learning.

There is a strong sense of teamwork across the team. All practitioners demonstrate an aspiration to improve outcomes for children and their families. Practitioners are keen to take

forward new developments. For example, a few practitioners are leading targeted intervention support groups. These groups are helping children new to the setting, to develop key early communication skills. Practitioners along with the new headteacher monitor the impact of these targeted interventions.

Practitioners now make more effective use of national guidance and self-evaluation tools to audit their practice. They appreciate the opportunities they have to share good practice with colleagues from other settings. Practitioners access a range of relevant professional learning opportunities which they embrace and put into practice to support children to make better progress in their learning. Practitioners are proud of the improvements they have made since the original inspection. As recognised by the new headteacher, it will be important that senior leaders maintain robust quality assurance approaches to ensure new developments are sustained and delivered in a consistent way.

### What happens next?

The school and nursery class have made good progress since the original inspection. We are confident that the school and nursery class have the capacity to continue to improve and so we will make no more visits in connection with this inspection. Perth and Kinross Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Teri McIntosh  
HM Inspector





## ABC Day Nursery Day Care of Children

12 Rose Terrace  
Perth  
PH1 5HA

Telephone: 01738 623 291

**Type of inspection:**  
Unannounced

**Completed on:**  
13 February 2024

**Service provided by:**  
ABC Children's Services Limited

**Service provider number:**  
SP2010011116

**Service no:**  
CS2003010080



## About the service

ABC Day Nursery is a day care of children service registered to provide a care service to a maximum of 70 children at any one time.

The service is provided from a terraced two storey Victorian building in the city centre of Perth. The upper floor consists of one playroom for babies (0-2 years), one playroom for younger children (2-3 years), toilet and nappy changing facilities, a kitchen and a staff room. The lower floor had one playroom for older children (3-5 years), toilets, and an office space. Direct access to the nursery garden to the rear of the property is available from the playroom on the lower floor. The building overlooks a large green space and is close to shops and parks.

## About the inspection

This was an unannounced follow up inspection, however, due to significant concerns identified we carried out a full inspection. The inspection took place on 12 February 2024 between 08:45 and 15:00 and 13 February 2024 between 08:55 and 15:50. The inspection was carried out by two inspectors and a team manager was present undertaking quality assurance from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with children using the service
- received feedback from 15 families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

**Key messages**

- Most children experienced kind, caring and warm interactions. However, some children spent significant amounts of time without adult interaction or support.
- Children continued to be at risk as child protection and absent child procedures were not effective.
- Children's play opportunities were inconsistent across the service. Most children had fun. However, they did not always experience high quality play, learning and development opportunities which enabled them to achieve their potential.
- Significant concerns were identified around infection, prevention and control measures. The service was not well maintained with basic provisions such as toilet paper and paper towels not always available for children.
- Children had some developmentally appropriate resources. However, younger children played with resources which were unsafe for their stage of development.
- Staff members were not effectively deployed, and children were not always well supervised.
- The pace of change was too slow to ensure positive outcomes for children.

**From this inspection we evaluated this service as:**

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	2 - Weak
How good is our setting?	2 - Weak
How good is our leadership?	1 - Unsatisfactory
How good is our staff team?	1 - Unsatisfactory

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

2 - Weak

We made an evaluation of weak for this key question. Whilst we identified some strengths, these were compromised by significant weaknesses.

### Quality Indicator 1.1: Nurturing care and support

Most children experienced kind, caring and warm interactions. They were offered cuddles and physical comfort which supported them to settle. Families commented positively on the staff who cared for their children. Their comments included, "Staff who are usually in my child's room are friendly and welcoming", "My child loves being there, has a great time, loves all the staff" and "The staff work hard, are always welcoming and always have a smile on their face".

Children did not always get the right support. Whilst babies and older children were cared for by staff who knew them well, several staff supporting younger children were new to the service or did not know children's individual needs well. They were not attuned to children and did not always recognise and respond to their cues. For example, younger children frequently stood at the playroom doorway or looked out the window. Some children spent significant amounts of time without adult interaction or support. As a result, they became disengaged and withdrawn. A significant lack of information in younger children's personal plans about their care, preferences and strategies of support meant that staff did not have the right information to meet their needs (**see requirement 1**).

Babies experienced nurturing, gentle interactions when receiving support with feeding. As a result, they experienced a cosy, relaxed environment. Children had some involvement in snack preparation which supported them to develop life skills. However, opportunities for younger children to develop independence could be increased, for example through self-serving. Mealtimes were generally positive and sociable experiences for children as staff sat with them and chatted.

Babies were supported through sensitive sleep arrangements. Their preferences were followed, for example, being comforted and rocked to sleep. However, staff were not responsive to younger children's cues. When children were tired, they were not always offered a safe and comfortable space to sleep. This did not support their safety and emotional wellbeing.

Staff who were familiar and known to children were knowledgeable about their medical needs. However, these staff were not always available. This meant that children's medical needs may not be consistently met as some children were cared for by staff who did not know them. There were ineffective procedures in place to ensure medical equipment was always available when needed. As a result, children may not receive the medical care they need at the right time.

Children continued to be put at risk as child protection procedures were not effective. For example, not all staff were clear who the child protection officer was and there was not always a competent and well-trained designated person for child protection available. Whilst some progress had been made to the recording of concerns, there continued to be gaps in the information, including actions taken. As a result, children may not receive the right support at the right time or concerns may not be acted on effectively. In addition to this, management lacked an understanding of how to use chronologies effectively to support children, resulting in potentially ineffective responses to child protection and wellbeing concerns (**see requirement 2**).



Children were not kept safe as ineffective procedures were in place to monitor and report their absences. The necessary steps were not taken by management to uphold the rights of children to be safe and protected from harm. Whilst immediate action was taken, when prompted by inspectors, to ensure children were safe, the lack of understanding and robust procedure had the potential to cause harm to children (**see requirement 3**).

### Quality Indicator 1.3: Play and learning

Children's play opportunities were inconsistent across the service. Babies and older children were engaged and having fun during their play experiences. Staff were responsive to their requests to play and joined in with them. Younger children had some opportunities to engage in imaginative and sensory play. However, at times, some younger children were disengaged and spent significant periods of time wandering around the playroom. A lack of attention to detail in the resources and materials provided meant that play experiences were not sufficiently stimulating or challenging for some children. For example, whilst older children were able to freely access a range of mark making materials, younger children were not. This meant that younger children had limited opportunities to be creative and develop fine motor skills (**see area for improvement 1**).

Children's opportunities to develop language and literacy skills were inconsistent. Staff read stories with children and sang songs, for example, babies enjoyed using props to choose songs. Children across all playrooms experienced warmth and enjoyment when sharing a story with staff. This supported their interest in books and helped create nurturing relationships. However, interactions to support children's engagement were inconsistent across the rooms. Some staff used effective questioning and were beginning to support children's learning through discussion. However, language was not always meaningful and did not always promote age-appropriate vocabulary or understanding.

Children had some opportunities to develop their numeracy skills. For example, staff supported children to count when preparing snack. Planned numeracy opportunities for older children had been considered to support their development. However, there was a lack of rich spaces and experiences to enhance children's learning. Overall, children did not experience high quality play, learning and development opportunities which enabled them to achieve their potential.

Families did not feel well informed about their children's play and learning experiences. Their comments included, "Unsure what activities take place every day, sometimes I am told but most days not" and "There has also been no parents evenings arranged in a long time or regular photo updates".

### Requirements

1. By 10 April 2024, the provider must ensure children's care, welfare and development needs are met by developing children's personal plans and ensuring staff use this information effectively. To do this, the provider must, at a minimum, ensure:

- a) personal plans set out children's current needs and how they will be met.
- b) all staff are aware of and understand the information within the personal plans, including support strategies, and use this to effectively meet each child's needs.
- c) personal plans are regularly reviewed and updated in partnership with parents.

This is to comply with Regulation 5(2)(a) and (b) (Personal plans) of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010)

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15) and 'My care and support meets my needs and is right for me' (HSCS 1.19).

2. By 30 April 2024, the provider must ensure that children are safeguarded and protected from harm. To do this, the provider must, at a minimum ensure:

- a) staff are competent, skilled and knowledgeable in relation to local and national child protection guidance relevant to their role
- b) staff apply their learning into practice.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

3. By 12 March 2024, the provider must ensure that children are safe and protected. To do this, the provider must, at a minimum ensure:

- a) a clear and robust absent child procedure is developed
- b) staff, including the management team are competent, skilled and knowledgeable in relation to the absent child procedure
- c) staff, including the management team, apply their learning to practice.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

## Areas for improvement

1. To enable all children to be cared for in an environment that meets their needs and supports them to reach their full potential, the manager and staff should as a minimum ensure play spaces offer a range of resources and materials to effectively challenge and stimulate children and reflect their current interests and curiosities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

## How good is our setting?

### 2 - Weak

We made an evaluation of weak for this key question. Whilst we identified some strengths, these were compromised by significant weaknesses.

#### Quality Indicator 2.2: Children experience high quality facilities

Children and families experienced an environment which had some homely features. For example, the baby room had soft furnishings which helped to create a cosy environment. The service was not well maintained with basic provisions, such as toilet paper and paper towels not always available for children. This was unacceptable and did not give children the message that they mattered. Action was taken during the inspection, when prompted by inspectors, to ensure children had access to basic provisions (**see requirement 1**).

Children had some developmentally appropriate resources. Since the last inspection, they had increased the provision of loose parts and natural materials which promoted children's curiosity and creativity. However, younger children played with resources which were unsafe for their stage of development and were not effectively supervised. The resources were potential choking hazards and had the potential to cause serious health implications if swallowed. Whilst these serious issues were addressed during the inspection, when raised by inspectors, the manager and staff's lack of ability to identify risks had the potential to cause significant harm to children (**see requirement 1**).

Significant concerns were identified around infection, prevention and control measures. For example, overflowing bins had not been emptied from the previous week, incorrect disposal of waste and inconsistent handwashing. We observed the door to the nappy changing area and toilets was frequently left open throughout the day. These facilities were located opposite the kitchen where food was prepared. The poor practice observed had the potential to cause significant harm in the event of an outbreak of infection (**see requirement 2**).

The garden was in the early stages of being developed. Children had more space to move freely, access water play and shelter in cosy spaces to read stories. Children's access to outdoors varied due to the layout of the building and ineffective staff deployment. Several families disagreed that their child had the opportunity to play outdoors every day. One family told us, "Until moving downstairs (3-5 room) the children were rarely outside. I'm glad this has improved since being downstairs in the older room". Older children had free flow access which enabled them to make independent choices about where they played and provided opportunities for fun, energetic play. However, younger children did not experience outdoor play until late in the afternoon and babies did not get outside. This limited their opportunities for physical, active play and fresh air.

## Requirements

1. By 5 March 2024, the provider must ensure that children experience an environment which is safe and meets their basic needs. To do this, they must, as a minimum:

- a) ensure resources are safe for children's stage of development
- b) ensure children are effectively supervised
- c) ensure that basic provisions such as toilet paper and hand towels are easily accessible
- d) implement an effective system to audit the environment and ensure actions identified are appropriately and timeously addressed

This is to comply with Regulation 4(1)(a) (Welfare of users) of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'My environment is safe and secure' (HSCS 5.17).

2. By 12 March 2024, the provider must ensure the health and safety of children through effective infection prevention and control measures. To do this the provider must, at a minimum, ensure:

- a) staff are knowledgeable and competent in infection prevention and control guidance and procedures;
- b) staff follow infection prevention and control guidance and procedures; and
- c) quality assurance processes are in place to monitor the effectiveness of infection prevention and control practices.

This is to comply with Regulation 4 (a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

## How good is our leadership?

**1 - Unsatisfactory**

We were very concerned about aspects of the care being provided and we evaluated the service as delivering an unsatisfactory level of care for this key question.

### Quality Indicator 3.1: Quality assurance and improvement are led well

Two requirements and two areas for improvement made in May 2023 remained unmet. Where improvements had been identified at the last inspection, some of these had not been sustained. We recognised that there had been a number of staff changes and significant flood damage which impacted upon the service delivery. However, the pace of change was too slow to ensure positive outcomes for children.

Several families told us that they did not feel communication was effective and that they were not kept up to date with changes. Their comments included, "Better communication from management, especially on staff/nursery plans moving forward", "Since the flood, I feel that it's severely compromised the environment for the older 3-5 children and reduced the space they have for play and learning. There has been no communication of an update on this" and "I would have expected faster/quicker changes for the nursery since the last review".

Staff were in the very early stages of evaluating the service. They had reflected on different outdoor environments and begun to make changes to the garden. We were beginning to see the positive impact this had on older children's outdoor play experiences.

Quality assurance processes were ineffective (**see requirement 1**). Some monitoring and auditing had been carried out however, it did not have a positive impact on improving the quality of experiences for children and ensuring their basic health, safety and welfare needs were met. There were significant gaps in the areas covered by the quality assurance systems. For example, appropriate infection prevention and control measures, gaps in safer recruitment and ensuring staff were effectively deployed. As a result, we highlighted significant concerns in areas which had not been identified by the manager. The manager's lack of awareness was highly concerning and compromised children's safety and wellbeing.

## Requirements

1. By 21 May 2024, the provider must ensure improved outcomes for children by implementing effective and robust quality assurance processes.

To do this the provider must, at a minimum, ensure:

- a) regular, effective, and focused monitoring is carried out across the setting
- b) robust audits are developed and implemented, and any actions are addressed promptly
- c) clear and effective plans are developed to maintain and improve the service
- d) the management team effectively monitors the work of each member of staff and the service as a whole.

This is to comply with Regulation 3 Principles and Regulation 15 (a) and (b) Staffing of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

## How good is our staff team?

1 - Unsatisfactory

We were very concerned about aspects of the care being provided and we evaluated the service as delivering an unsatisfactory level of care for this key question.

### Quality Indicator 4.3: Staff deployment

Staff within some rooms communicated well together. The use of walkie talkies in the 3-5 playroom supported transitions and teamwork. Some staff had relevant knowledge and skills to support positive outcomes for children. However, this was not consistent across the staff team and ineffective planning by the manager meant that those with the right skills were not always deployed effectively. The approach to staffing across the setting was not outcome focused (**see requirement 1**).

There were ineffective induction processes. As a result, this put children at risk. New and unfamiliar staff were left alone with children for periods of time and had not been given relevant information about children's needs. For example, information such as fire evacuation plans and children's medical needs had not been shared with them.

Children and families were not always advised when staff were absent or introduced to new or temporary staff. This meant children and families did not experience continuity of care. Families told us they would like "Better communication from management, especially on all the recent long term staff leaving", "More information on who the keyworker is" and "to be informed if there are other staff covering in rooms as I dropped my child off this week to two completely different people than normal".

Supervision of children was not effective across the service. Whilst minimum adult:child ratios were met, this did not provide sufficient support to effectively meet all children's needs. Some staff told us they felt understaffed, and this was challenging at key times of the day. Some families agreed with this and told us, "There is usually only one staff member available at the end of the day in my child's room and sometimes it is not even someone who has been in the room that day. It is often difficult to get much information about how my child's day has been".

Arrangements for planned absence and staff breaks were poorly managed. This meant that children experienced several different staff caring for them throughout the day, including some staff who did not know them well (**see requirement 1**).

### Requirements

1. By 20 March 2024, the provider must ensure that children are effectively supported and supervised in order to keep them safe. To do this, the provider must, at a minimum:
  - a) ensure staffing is well planned to support continuity of care for children;
  - b) ensure staff communicate and work together effectively;
  - c) ensure staff are flexible in their approach to meet children's requests for help and attention; and
  - d) monitor staff practice and deployment and, where necessary, make improvements.

This is to comply with Regulation 4 (a) and (b) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I use a service and organisation that are well led and managed' (HSCS 4.23) and 'My care and support meets my needs and is right for me' (HSCS 1.19).

## What the service has done to meet any requirements we made at or since the last inspection

### Requirements

#### Requirement 1

By 30 November 2023, the provider must ensure that children are safeguarded and protected from harm. To do this, the provider must, at a minimum ensure:

- a) staff are competent, skilled and knowledgeable in relation to local and national child protection guidance relevant to their role
- b) staff apply their learning into practice.

This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/210) 4(1)(a) - Requirements to make proper provision for the health and welfare of service users.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities (HSCS 3.20).

**This requirement was made on 12 May 2023.**

#### Action taken on previous requirement

A lack of progress had been made to ensure that children were safeguarded and protected from harm. Staff and management did not fully demonstrate they were competent, skilled and knowledgeable in relation to child protection guidance. Further information can be found under key question one.

**This requirement has not been met. The timescale has been extended to 30 April 2024.**

**Not met**

#### Requirement 2

By 8 December 2023, the provider must ensure improved outcomes for children by implementing effective and robust quality assurance processes.

To do this the provider must, at a minimum, ensure:

- a) regular, effective, and focused monitoring is carried out across the setting
- b) robust audits are developed and implemented, and any actions are addressed promptly
- c) clear and effective plans are developed to maintain and improve the service
- d) the management team effectively monitors the work of each member of staff and the service as a whole.

This is to comply with Regulation 3 Principles and Regulation 15 (a) and (b) Staffing of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

**This requirement was made on 12 May 2023.**

### Action taken on previous requirement

Quality assurance processes were ineffective. Whilst some monitoring and auditing had been carried out, they did not have a positive impact on improving outcomes for children. Further information can be found under key question three.

**This requirement has not been met. The timescale has been extended to 21 May 2024.**

**Not met**

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

To effectively meet children's individual needs and support their wellbeing, development and progress, children's personal plans should be further developed. This should include but is not limited to, ensuring all staff are knowledgeable about each child's tailored care and support strategies and use this information effectively to meet those needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15) and 'My care and support meets my needs and is right for me' (HSCS 1.19).

**This area for improvement was made on 12 May 2023.**

#### Action taken since then

Significant concerns were identified as staff did not have the right information to meet children's individual needs.



This area for improvement is no longer in place and has been incorporated into a new requirement under key question one.

### Previous area for improvement 2

To enable all children to be cared for in an environment that meets their needs and supports them to reach their full potential, the manager and staff should as a minimum ensure play spaces offer a range of resources and materials to effectively challenge and stimulate children and reflect their current interests and curiosities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

**This area for improvement was made on 12 May 2023.**

#### Action taken since then

Play spaces were not challenging and stimulating for all children. See key questions one and two for further information.

**This area for improvement has not been met and remains in place.**

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	2 - Weak
1.1 Nurturing care and support	2 - Weak
1.3 Play and learning	2 - Weak
How good is our setting?	2 - Weak
2.2 Children experience high quality facilities	2 - Weak
How good is our leadership?	1 - Unsatisfactory
3.1 Quality assurance and improvement are led well	1 - Unsatisfactory
How good is our staff team?	1 - Unsatisfactory
4.3 Staff deployment	1 - Unsatisfactory

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

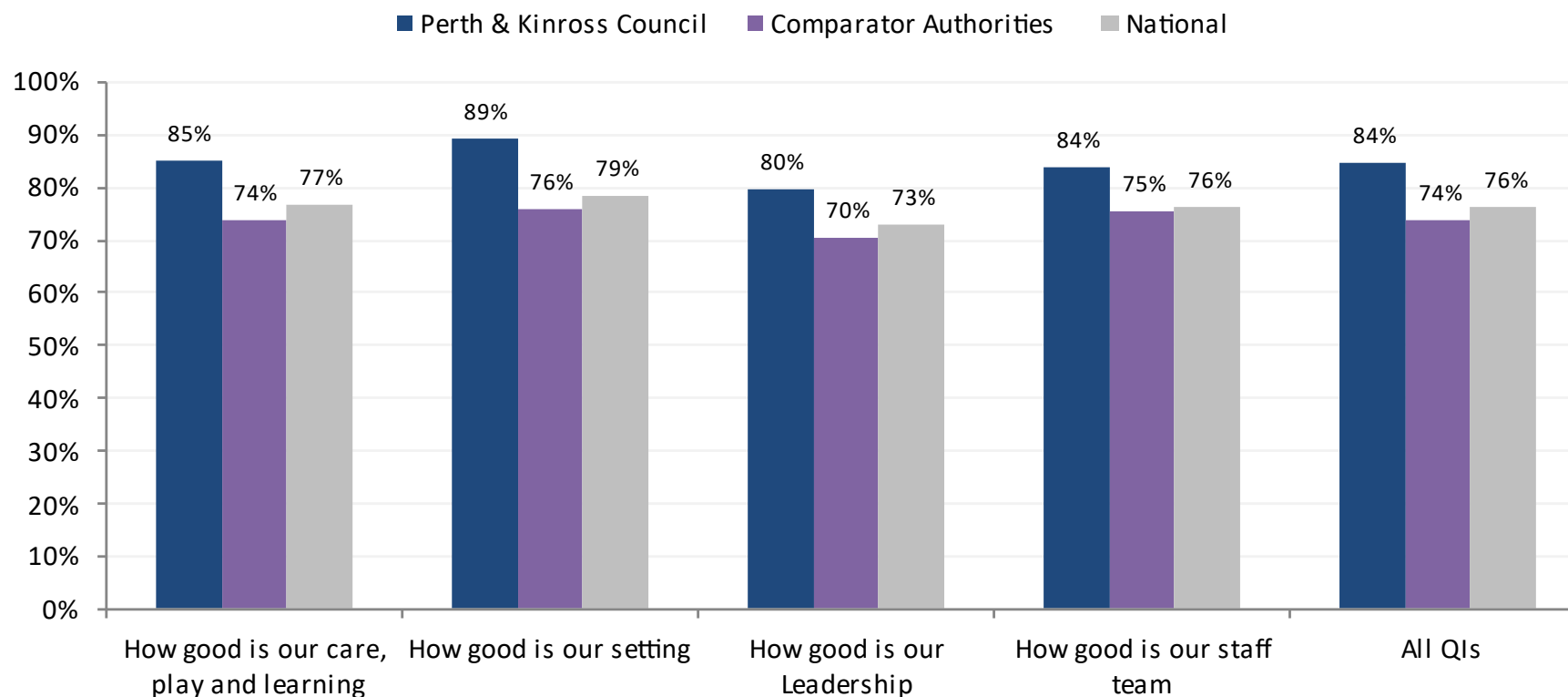
Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.



## Summary of Care Inspectorate Day Care of Children Inspections

### National and Comparator Authority Benchmarking 2021/22 to date (Comparator and National Data as of 08 April 2024\*)

#### Quality Indicator (QIs)- Good or better (%)



\*All data supplied by Care Inspectorate Data Store and covers published inspections to 08/04/2024. This includes PKC Partner Provider settings for PKC and non Local Authority supplied settings for Comparator Authorities/ National.

Overall, most ELC settings perform well. PKC perform consistently better than comparator authorities, and at national level when inspected by Care Inspectorate. Almost all inspections show that ELC settings provide high quality provision for the children under 'How good is our setting'. Most inspections are good or better for the 'How good is our care, play and learning', 'How good is our staff team' and 'How good is our leadership'.

Under the new grading system, we are now scoring above our comparator authorities and at national level. A continued focus on embedding the Experiences and Spaces Document and Family Mealtime Experience audit are both having a very positive impact on the grading for How good is our setting. The ELC Leadership programme continues to support the How good is our Leadership grading with a focus on the high standard of Quality Assurance, robust Self Evaluation and Improvement Planning.

It should be noted that the Early Years Team are currently working with a number of settings to take forward action plans to address the outcomes of these inspections. Where evaluations are adequate or weak, a 'team around the setting' approach is taken in order to secure improvements. Currently, action plans are in for 4 settings which are supported by relevant officers. These are regularly monitored and reviewed with a final report on improvements being presented to parents.

## Inspections in Financial Year 2021/22 and Later under the new grading system

\*New inspections since the last Executive Sub-Committee of Learning & Families Committee

### Local Authority

Service Name	Inspection Date	How good is our care, play and learning	How good is our setting	How good is our staff team	How good is our Leadership
Alyth Primary School Nursery	26/06/2023	Very Good	Very Good	Very Good	Good
Balhousesie and North Muirton ELC	04/03/2022	Excellent	Very Good	Very Good	Very Good
Blair Atholl Primary School Nursery	29/09/2023	Very Good	Good	Very Good	Very Good
*Breadalbane Academy	20/02/2024	Good	Good	Very Good	Very Good
Comrie Primary School Nursery	02/05/2023	Good	Very Good	Very Good	Very Good
Coupar Angus Primary School Nursery	13/09/2022	Good	Very Good	Good	Very Good
Dunbarney Primary School Nursery	25/05/2022	Good	Good	Very Good	Good
Errol Primary School Nursery	27/09/2022	Good	Very Good	Good	Very Good
Errol Primary School Nursery	23/11/2023	Good	Very Good	Very Good	Good
Fossway Primary School Nursery	09/03/2023	Good	Good	Very Good	Very Good
Glenlyon Primary School Nursery	29/09/2023	Very Good	Very Good	Very Good	Very Good

Goodlyburn and City of Perth Early Childhood Centre	06/03/2023	Very Good	<b>Weak</b>	Good	Adequate
*Goodlyburn and City of Perth Early Childhood Centre	07/02/2024	Very Good	Good	Very Good	Very Good
Guildtown Primary School Nursery	22/11/2021	Very Good	Very Good	Good	Very Good
Inch View Primary School Nursery and Wrap Around Care Service	22/03/2023	Good	Good	Good	Good
Inchtute Primary School Nursery	20/03/2023	Very Good	Very Good	<b>Excellent</b>	Very Good
Kirkmichael Primary School Nursery	09/09/2023	Good	Good	Very Good	Very Good
Letham Primary School Early Childhood Centre	21/02/2023	Very Good	Very Good	Very Good	Very Good
Logierait Primary School Nursery	06/05/2022	Very Good	Very Good	Good	Very Good
Longforgan Primary School Nursery	09/06/2022	Very Good	Very Good	Good	Very Good
Luncarty Nursery Class and Wrap Around Care	28/02/2022	Good	Good	Adequate	Good
Luncarty Nursery Class and Wrap Around Care	04/11/2022	Very Good	Very Good	Good	Very Good
Milnathort Primary School Nursery	26/04/2022	Very Good	Very Good	Good	Very Good
Murthly Primary School Nursery	15/05/2023	Very Good	Very Good	Very Good	Very Good
Newhill Primary School Nursery	12/05/2022	Very Good	Very Good	Good	Very Good
Oakbank Primary School Nursery	16/06/2022	Very Good	Very Good	Good	Very Good
Pitlochry High	17/11/2022	Good	Very Good	Good	Very Good
Ratray Early Childhood Centre	09/12/2022	Good	Very Good	Good	Very Good
Riverside Primary School	22/04/2022	<b>Excellent</b>	Very Good	Very Good	Very Good
Robert Douglas Memorial Primary School Nursery	18/11/2022	Very Good	Very Good	Very Good	Very Good
Royal School Of Dunkeld Primary School Nursery	25/11/2022	Very Good	Good	Very Good	Very Good
*St. John's Academy Nursery Class	14/03/2024	Very Good	Very Good	Good	Good
St. Ninian's Episcopal Primary School Nursery	15/12/2021	Very Good	Good	Very Good	Good
The Community School of Auchterarder	31/05/2023	Good	Good	Good	Very Good
Tulloch Primary School Nursery	07/11/2023	Good	Good	Good	Good

## Local Authority Kid's Clubs

Service Name	Inspection Date	How good is our care, play and learning	How good is our setting	How good is our staff team	How good is our Leadership
Kinnoull Kids Club	08/12/2023	Very Good	Good	Very Good	Good
Milnathort Kids Club	09/11/2023	Good	Good	Very Good	Adequate
*St John's Kids Club	18/03/2024	Good	Very Good	Good	Good

## Partner Providers

Service Name	Inspection Date	How good is our care, play and learning	How good is our setting	How good is our staff team	How good is our Leadership
ABC Day Nursery	12/05/2023	<b>Weak</b>	Adequate	Adequate	<b>Unsatisfactory</b>
ABC Day Nursery	13/09/2023	Adequate	Adequate	Adequate	Adequate
*ABC Day Nursery	12/02/2024	<b>Weak</b>	<b>Weak</b>	<b>Unsatisfactory</b>	<b>Unsatisfactory</b>
Ardvreck Nursery	23/08/2022	Good	Very Good	Good	Good
Auchlone Nature Kindergarten	25/04/2023	Very Good	Very Good	Very Good	Very Good
*Bridge of Earn Nursery	05/03/2024	Good	Good	Very Good	Very Good
Bright Starts Nursery	20/05/2022	Adequate	Good	Adequate	Adequate
Bright Starts Nursery	23/05/2023	Good	Good	Good	Good
Busy Bees Nursery	22/11/2021	Very Good	Good	Very Good	Good
Cheeky Monkeys	23/05/2023	Good	Good	Good	Good
Cornerstones Nursery	26/04/2021	Good	Good	Good	Good
Country Bumpkins	17/10/2023	Very Good	Very Good	Very Good	Very Good
Daisy Chain Nursery School Perth LTD	23/09/2022	Adequate	Adequate	Adequate	<b>Weak</b>
Daisy Chain Nursery School Perth LTD	26/05/2023	Good	Good	Good	Good
Doodlebugs Day Nursery (Aberuthven)	26/05/2023	Good	Good	Very Good	Adequate
*Doodlebugs Day Nursery (Bridge of Earn)	26/01/2024	Good	Good	Good	Very Good
Fair City Munchkins Day Nursery	05/08/2022	Adequate	Good	Good	Good
Fair City Munchkins Day Nursery	713/09/2023	Good	Very Good	Very Good	Very Good
FossoPLAY Outdoor Nursery	03/05/2022	Very Good	Very Good	Good	Very Good



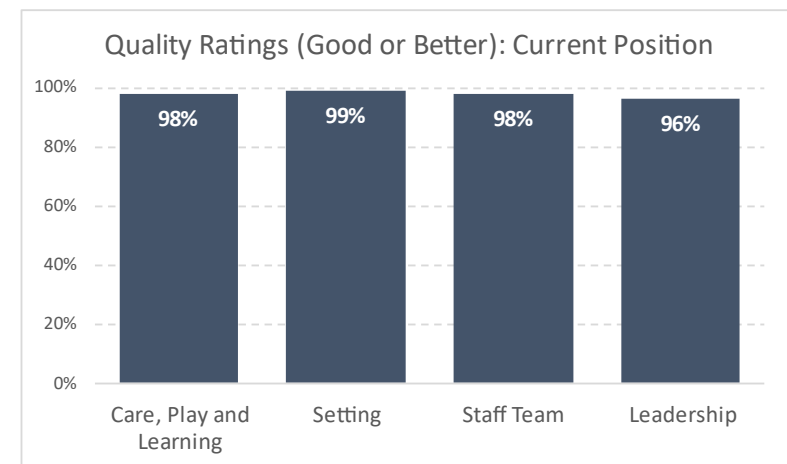
Here4you Childminding	12/09/2023	Very Good	Very Good	Very Good	Very Good
Honeypot Children's Nursery – Almondbank	06/07/2023	Good	Good	Very Good	Good
Honeypot Children's Nursery - Luncarty	24/08/2023	Good	Very Good	Good	Good
Just 4 Kidz	02/07/2021	Very Good	Very Good	Very Good	Very Good
Lauriston Nursery @ Kinross	06/10/2022	Good	Very Good	Very Good	Very Good
Linda Anderson	10/11/2023	Very Good	Very Good	Very Good	Very Good
Little Scallywags Nursery	14/12/2021	Very Good	Very Good	Very Good	Very Good
Little Steps Childcare	21/09/2021	Very Good	Very Good	Very Good	Very Good
Maria's Childminding Service	22/06/2023	Very Good	Very Good	Very Good	Very Good
Morag Fielding	14/12/2023	Good	Very Good	Very Good	Very Good
Morrison's Academy Nursery	01/06/2022	Good	Good	Good	Good
Muirton Community Nursery	09/11/2023	Good	Very Good	Very Good	Good
Perth College Nursery	08/11/2021	Very Good	Good	Very Good	Good
Rosemount Nursery School Ltd	13/09/2021	Very Good	Good	Very Good	Very Good
Swansacre Playgroup	06/02/2023	Good	Good	Good	Very Good
Thrive Childcare and Education Corner House Perth	23/06/2022	Adequate	Adequate	Adequate	Adequate
Thrive Childcare and Education Corner House Perth	02/08/2023	Adequate	Good	Adequate	Adequate

## Current Position

The chart shown is an illustration of the individual results of the most recent inspection for each setting. Some settings will be inspected more than once during this period, and some Quality Indicators are not covered in every inspection.

The accumulated result of all these inspections is the position of all Early Learning and Childcare services in Perth & Kinross.

This chart summarises the proportion of settings that have a **Good or better rating**, based on the latest inspection for each indicator, and therefore reflects the current gradings of Early Learning and Childcare services in PKC.



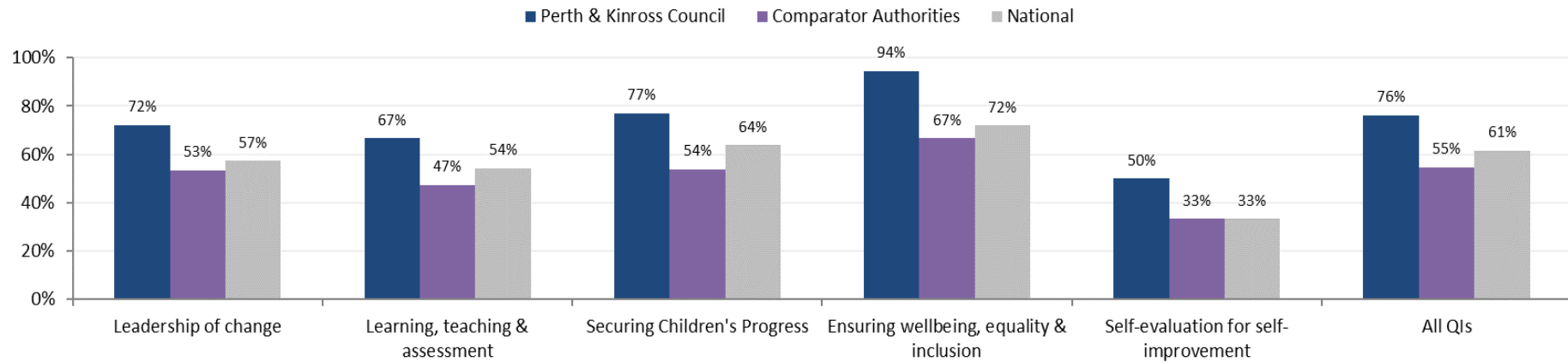


# Summary of Education Scotland Inspections

## National and Comparator Authority<sup>1</sup> Benchmarking 2016/17 to 2023/24

### Pre-School Inspections

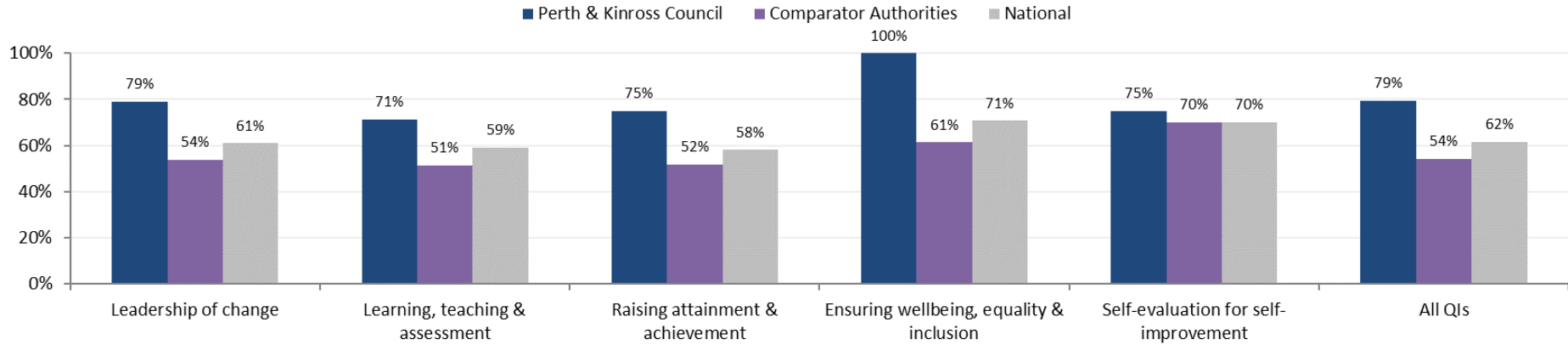
#### Quality Indicators (QIs) - Good or better (%)



<sup>1</sup> Comparator Local Authorities are Aberdeenshire, Argyll & Bute, Highland, Scottish Borders and Stirling. – No data available for 2023/24.

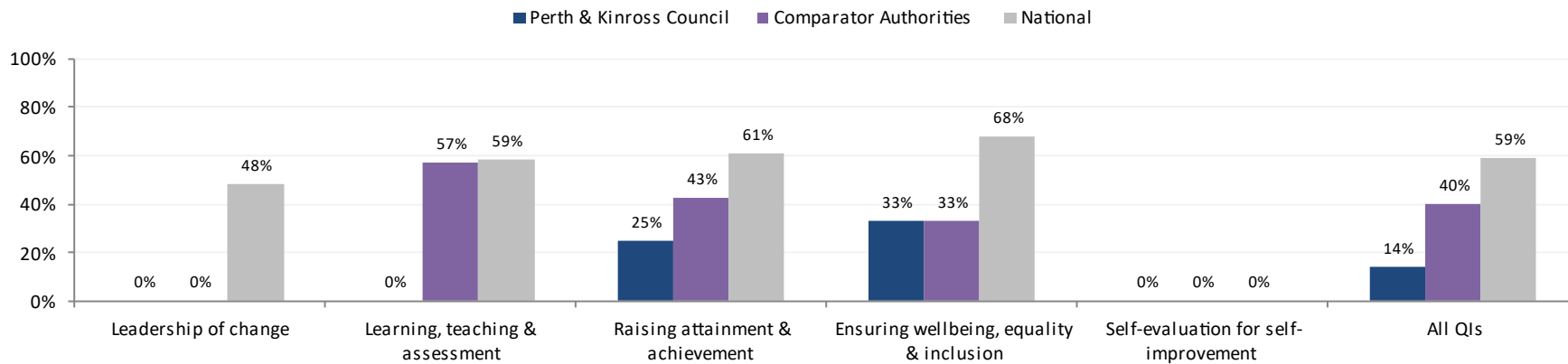
## Primary Inspections

### Quality Indicators (QIs) - Good or better (%)



## Secondary Inspections

### Quality Indicators (QIs) - Good or better (%)



## Inspections from 2016/17 to date

### Pre-School Inspections

Academic Year	Name of School/Partner Provider	Type	Inspection Date	Publication Date	Leadership of change	Learning, teaching and assessment	Securing children's progress	Ensuring wellbeing, equality and inclusion	Self-evaluation for self-improvement
2016/17	Dunning Stepping Stones	Full	Feb-17	Mar-17	Good	Good	Good	Good	-
2016/17	Glenlyon Primary School	Full	Mar-17	May-17	Very Good	Very Good	Very Good	Very Good	-
2016/17	Coupar Angus Primary School	Follow Through	Mar-17	Jun-17	-	-	-	-	-
2016/17	St Dominic's RC Primary School	Full	Sep-16	Nov-16	Good	Good	Good	Very Good	-
2017/18	Fossway Pre-School Group	Full	May-17	Aug-17	Satisfactory	Satisfactory	Good	Satisfactory	-
2017/18	Alyth Primary School	Short	Jan-18	Apr-18	-	-	Good	-	Satisfactory
2017/18	Robert Douglas Memorial School	Full	Feb-18	Apr-18	Very Good	Very Good	Very Good	Very Good	-
2017/18	Honeypot Children's Nursery – Luncarty	Full	Feb-18	May-18	Good	Good	Good	Good	-
2017/18	The Wendy House	Full	May-18	Jul-18	Very Good	Good	Good	Very Good	-
2017/18	Balbeggie Primary School	Full	May-18	Aug-18	Satisfactory	Satisfactory	Satisfactory	Good	-
2017/18	Paint Popts Nursery	Full	Mar-18	Aug-18	Satisfactory	Good	Good	Good	-
2017/18	Arngask Primary School	Short	Jun-18	Sep-18	-	-	Good	-	Good
2018/19	Letham Primary School	Full	Sep-18	Oct-18	Satisfactory	Weak	Weak	Good	-
2018/19	Kinross Primary School	Full	Oct-18	Jan-19	Very Good	Very Good	Very Good	Very Good	-
2018/19	Newhill Primary School	Full	Jan-19	Mar-19	Good	Good	Good	Very Good	-
2018/19	Goodlyburn Primary School	Full	Apr-19	Jun-19	Good	Satisfactory	Satisfactory	Good	-
2018/19	Methven Primary School	Short	May-19	Sep-19	-	Very Good	Very Good	-	-
2019/20	Braco Primary School	Short	Oct-19	Dec-19	-	Very Good	Very Good	-	-
2019/20	Inchtute Primary School	Full	Dec-19	Feb-20	Good	Good	Good	Good	-

Academic Year	Name of School/Partner Provider	Type	Inspection Date	Publication Date	Leadership of change	Learning, teaching and assessment	Securing children's progress	Ensuring wellbeing, equality and inclusion	Self-evaluation for self-improvement
2019/20	North Muirton Primary School	Short	Nov-19	Mar-20	-	Satisfactory	Weak	-	-
2019/20	St Madoes Primary School	Full	Feb-20	Mar-20	Good	Good	Good	Good	-
2019/20	Letham Primary School	Follow Through	Mar-20	Jun-20	-	-	-	-	-
2021/22	North Muirton Primary School	Follow Through		Jan-22	-	-	-	-	-
2022/23	Crieff Primary School	Short	Nov-22	Jan-23	Good	Good	Good	Good	-
2022/23	St Ninian's Episcopal Primary School	Full	Dec-22	Jan-23	-	Satisfactory	Weak	-	-
2022/23	Auchtergaven Primary School	Full	Apr-23	Jun-23	-	Satisfactory	Satisfactory	-	-
2022/23	Invergowrie Primary School	Full	Mar-23	May-23	Very Good	Very Good	Very Good	Very Good	-
2022/23	Craigclowan Preparatory School and Pre-School	Full	Jan-23	Mar-23	Very Good	Good	Very Good	Very Good	-
2023/24	Craigie Primary School	Short	Jun-23	Sep-23	-	Very Good	Very Good	-	-

## Primary Inspections

Academic Year	Name of School	Type	Inspection Date	Publication Date	Leadership of change	Learning, teaching and assessment	Raising attainment and achievement	Ensuring wellbeing, equality and inclusion	Self-evaluation for self-improvement
2016/17	Glenlyon Primary School	Full	Mar-17	May-17	Very Good	Very Good	Very Good	Very Good	-
2016/17	Muthill Primary School	Short	Feb-17	Apr-17	-	-	Very Good	-	Very Good
2016/17	Ruthvenfield Primary School	Full	Oct-16	Dec-16	Very Good	Very Good	Very Good	Good	-
2016/17	St Dominic's RC Primary School	Full	Sep-16	Nov-16	Good	Good	Good	Very Good	-
2017/18	Grandtully Primary School	Short	Sep-17	Oct-17	-	-	Very Good	-	Very Good

Academic Year	Name of School	Type	Inspection Date	Publication Date	Leadership of change	Learning, teaching and assessment	Raising attainment and achievement	Ensuring wellbeing, equality and inclusion	Self-evaluation for self-improvement
2017/18	Portmoak Primary School	Full	Sep-17	Nov-17	Excellent	Very Good	Very Good	Excellent	-
2017/18	Alyth Primary School	Short	Jan-18	Apr-18	-	-	Satisfactory	-	Satisfactory
2017/18	Robert Douglas Memorial School	Full	Feb-18	Apr-18	Good	Good	Good	Very Good	-
2017/18	Balbeggie Primary School	Full	May-18	Aug-18	Satisfactory	Satisfactory	Satisfactory	Good	-
2017/18	Arngask Primary School	Short	Jun-18	Sep-18	-	-	Very Good	-	Very Good
2018/19	Letham Primary School	Full	Sep-18	Oct-18	Satisfactory	Satisfactory	Weak	Good	-
2018/19	Kinross Primary School	Full	Oct-18	Jan-19	Very Good	Very Good	Very Good	Very Good	-
2018/19	Newhill Primary School	Full	Jan-19	Mar-19	Good	Good	Good	Good	-
2018/19	Cleish Primary School	Short	Mar-19	May-19	-	Good	Very Good	-	-
2018/19	Goodlyburn Primary School	Full	Apr-19	Jun-19	Good	Good	Satisfactory	Very Good	-
2018/19	Burrelton Primary School	Short	May-19	Jun-19	-	Very Good	Very Good	-	-
2018/19	Logiealmond Primary School	Full	May-19	Sep-19	Good	Good	Good	Good	-
2018/19	Glendelvine Primary School	Short	Jun-19	Sep-19	-	Good	Good	-	-
2018/19	Methven Primary School	Short	May-19	Sep-19	-	Satisfactory	Satisfactory	-	-
2019/20	Braco Primary School	Short	Oct-19	Dec-19	-	Good	Good	-	-
2019/20	Inchture Primary School	Full	Dec-19	Feb-20	Very Good	Good	Good	Very Good	-
2019/20	North Muirton Primary School	Short	Nov-19	Mar-20	-	Weak	Weak	-	-
2019/20	St Madoes Primary School	Full	Feb-20	Mar-20	Satisfactory	Satisfactory	Good	Good	-
2022/23	Crieff Primary School	Full	Nov-22	Jan-23	Very Good	Good	Good	Good	-
2022/23	St Ninian's Episcopal Primary School	Short	Dec-22	Jan-23	-	Satisfactory	Satisfactory	-	-
2022/23	Auchtergaven Primary School	Full	Apr-23	Jun-23	-	Satisfactory	Satisfactory	-	-
2022/23	Invergowrie Primary School	Full	Mar-23	May-23	Satisfactory	Satisfactory	Good	Good	-

Academic Year	Name of School	Type	Inspection Date	Publication Date	Leadership of change	Learning, teaching and assessment	Raising attainment and achievement	Ensuring wellbeing, equality and inclusion	Self-evaluation for self-improvement
2022/23	Pitlochry High School <sup>2</sup>	Full	Apr-23	Jun-23	Satisfactory	Satisfactory	Good	Good	-
2022/23	Ratray Primary School	Full	Feb-23	Apr-23	Very Good	Good	Good	Good	-
2023/24	Craigie Primary School	Short	Jun-23	Sep-23	-	Good	Good	-	-
2023/24	Abernyte Primary School	Full	Oct-23	Dec-23	Very Good	Very Good	Very Good	Very Good	-
2023/24	Collace Primary School	Full	Nov-23	Jan-24	Good	Good	Good	Good	-
2023/24	St Ninian's Episcopal Primary School	Follow Through	Jan-24	Apr-24	-	-	-	-	-

## Secondary Inspections

Academic Year	Name of School	Type	Inspection Date	Publication Date	Leadership of change	Learning, teaching and assessment	Raising attainment and achievement	Ensuring wellbeing, equality and inclusion	Self-evaluation for self-improvement
2018/19	Perth High School	Full	Nov-18	Jan-19	Satisfactory	Satisfactory	Satisfactory	Satisfactory	-
2019/20	Perth Grammar School	Short	Nov-19	Jan-20	-	Satisfactory	Weak	-	-
2021/22	Perth Grammar School	Follow Through		Dec-21	-	-	-	-	-
2022/23	Pitlochry High School <sup>3</sup>	Full	Apr-23	Jun-23	Satisfactory	Satisfactory	Good	Good	-
2023/24	Perth Academy	Full	Nov-23	Mar-24	Satisfactory	Weak	Satisfactory	Weak	-

<sup>2</sup> Graded as All Through school – results are the same for Primary & Secondary.

<sup>3</sup> Graded as All Through school – results are the same for Primary & Secondary.



**Perth And Kinross Council**

**Scrutiny And Performance Committee - 24 April 2024**

**Executive Sub-Committee of The Learning And Families Committee - 3 June 2024**

**SUMMARY REPORT ON CARE INSPECTORATE AND EDUCATION SCOTLAND INSPECTIONS**

**Report by Strategic Lead - Education and Learning  
(Report No. 24/126)**

**1. PURPOSE**

- 1.1 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 in 2023, and sets out the Service's approach to implementing improvement actions arising out of inspection.

**2. RECOMMENDATIONS**

- 2.1 It is recommended that the Scrutiny & Performance Committee:

- Scrutinises and comments as appropriate on the contents of the report.

It is recommended that the Executive Sub-Committee of the Learning and Families Committee:

- Scrutinises 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: Summary of Inspections
- Section 6: Conclusion
- Appendices

**4. BACKGROUND**

**4.1 Care Inspectorate**

- 4.1.1 Regulated care services in Scotland are inspected by the [Care Inspectorate](#) using a range of quality frameworks, each with key questions and quality indicators. Services are measured against the National Health and Social Care Standards.

- 4.1.2 Where inspected, each key question and contributing quality indicator is graded on a six-point scale in which 1 = unsatisfactory, 2 = weak, 3 = adequate, 4 = good, 5 = very good and 6 = excellent.
- 4.1.3 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.
- 4.1.4 The framework is framed around four key questions. Each of these include a number of quality indicators 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.

- 4.1.5 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.
- 4.1.6 Following an inspection, the Care Inspectorate publishes a report that 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; and
  - **Requirements:** statements which set out what is required of the care service provider to comply with relevant legislation.
- 4.1.7 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.

## 4.2 Education Scotland

- 4.2.1 Education Scotland inspects and reports on the quality of education in Early Learning and Childcare (ELC) settings, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision.

- 4.2.2. Inspections resumed post COVID-19 pandemic in September 2022 across all local authorities, selecting early years settings and schools for inspection on a proportionate basis as previously, using a sampling approach.
- 4.2.3 For ELC inspections, the [How good is our early learning and childcare \(HGIOELC\)](#) framework is used. For school inspections, a selection of the [How good is our school \(HGIOS4\)](#) quality indicators are evaluated on a six-point scale.
- 4.2.4 A short letter is provided to report the inspection, highlighting strengths and aspects for development, and includes a table indicating the quality indicator evaluations against the six-point scale. The inspection evidence gathered during the inspection is published online as a document called the Summarised Inspection Findings.

### 4.3 Analysis of Inspection Outcomes

- 4.3.1 There are a number of factors which can make the analysis of the inspection gradings complex over long reporting periods. These factors include:
- Improvements and changes to the inspection models and quality frameworks such that it is not possible to make direct comparisons across years;
  - 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.

## 5. SUMMARY OF INSPECTIONS

### 5.1 Services Providing Day Care for Children

- 5.1.1 This section presents an overview of the performance of services providing day care for children inspected over the past year where Perth and Kinross Council (PKC) is the registered provider, and for services registered as funded partners; this includes childminders with funded childcare places. The Care Inspectorate Inspection Reports are reported to the Executive Sub-Committee of the Learning and Families Committee by exception, where any grading has been awarded an evaluation of unsatisfactory, weak, or excellent. In the past year, one service has been reported for receiving excellent gradings. One service was graded as unsatisfactory or weak.
- 5.1.2 All 28 inspections of services providing day care for children in 2023/24 were unannounced.
- 5.1.3 To date, in 2023/24, 88% of grades awarded were good or better, similar to the previous year and above national and comparator benchmarks. The

proportion of excellent and very good grades awarded is at 50%, a similar figure to the 52% in the previous year.

5.1.4 Appendix A (Summary of performance, services providing day care of children inspected by the Care Inspectorate) provides further details and interpretation of the overall figures as well as comparator and national benchmarks. The current inspection position of all settings indicates a positive picture relative to national and comparator benchmarks, across all Quality Themes.

5.1.5 Overall, every theme shows consistently high performance and improvement over the previous year, with only Quality of Leadership and Management showing a slight decrease compared to last year.

5.1.6 It is common for only certain key questions to be assessed during an inspection. When looking at individual indicators, care must be used in interpretation as some may be evaluated less frequently than others and therefore subject to greater change from year to year.

5.1.7 Education and Learning continue to monitor, support, and challenge all centres through a planned programme of improvement visits.

## 5.2 **Support and Residential Care Services**

### **Fostering Service**

5.2.1 There were no fostering service inspections carried out by the care inspectorate in the year 2023/24.

### **Adoption Service**

5.2.2 There were no adoption service inspections carried out by the care inspectorate in the year 2023/24.

### **Adult Placement Service**

5.2.3 There were no adult placement service inspections carried out by the care inspectorate in the year 2023/24.

## 5.3 **ELC Settings and Schools – Education Scotland Inspections**

5.3.1 This section presents an overview of the performance of PKC ELC settings, including partner providers, and schools inspected by Education Scotland and reported to the Executive Sub-Committee of Learning and Families Committee.

5.3.2 A combined summary of achievement (2016/17 to date) as well as performance against comparator local authorities and Scotland as a whole, is shown in Appendix B (Overview and Comparison of Education Scotland Inspections 2016/17 - 2023/24 by Performance Indicator. PKC consistently

outperforms both the comparator group of local authorities and the Scotland average across both the primary school and ELC sectors. Performance for secondary inspections is generally lower than both our comparator authorities and the Scotland average. Only four secondary school inspections have been carried out since 2016/17, these are Perth High School (Nov 2018), Perth Grammar School (Nov 2019), Pitlochry High School (April 2023) and Perth Academy (Nov 2023).

- 5.3.3 Areas for improvement identified during an inspection are addressed through a School Action Plan. Progress against the plan is monitored and a report is prepared for parents/carers within one year of the inspection report being published.
- 5.3.4 Broad themes for improvement are considered across all inspections and feed into the overall Education Quality Improvement Framework. They influence the development of the annual [Education Improvement Plan](#) and the [Raising Attainment Strategy](#).
- 5.3.5 Inspection reports are scrutinised by members of the Executive Sub-Committee of the Learning and Families Committee.

## 6. CONCLUSION

- 6.1 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.

### Author

Name	Designation	Contact Details
James Chiles	Performance Officer	<a href="mailto:ECSCCommittee@pkc.gov.uk">ECSCCommittee@pkc.gov.uk</a> 01738 475000

### Approved

Name	Designation	Date
Sheena Devlin	Strategic Lead – Education and Learning	15 April 2024

If you or someone you know would like a copy of this document in another language or format, (on occasion, only a summary of the document will be provided in translation), this can be arranged by contacting the Customer Service Centre on 01738 475000.

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

## 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; and
- (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 Vision, Values and Priorities in respect of the following key Priority areas:

- Best Start
- Learning and Achievement

## 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.

3.1.1 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 The proposals have been considered but are not applicable for this report.

### 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 Learning 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 Learning and Families 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.

- 5.2 Where further inspection activity is carried out, Education Scotland will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by PKC 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 the Council's website ([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](#).

## **3. APPENDICES**

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

Appendix B: Overview and Comparison of Education Scotland Inspections 2016/17 - 2023/24 (to date) by Performance Indicator

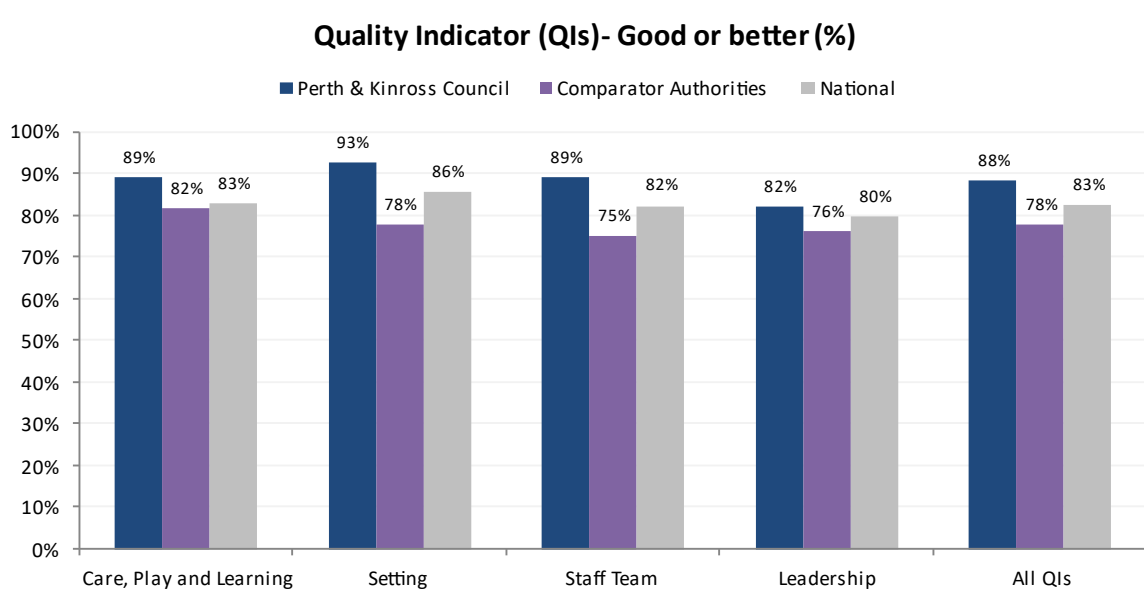


Summary of performance<sup>1</sup>, services providing day care of children inspected by the Care Inspectorate<sup>2,3</sup>

Table A1: Summary of performance – 2023/24 (to date)<sup>4</sup>

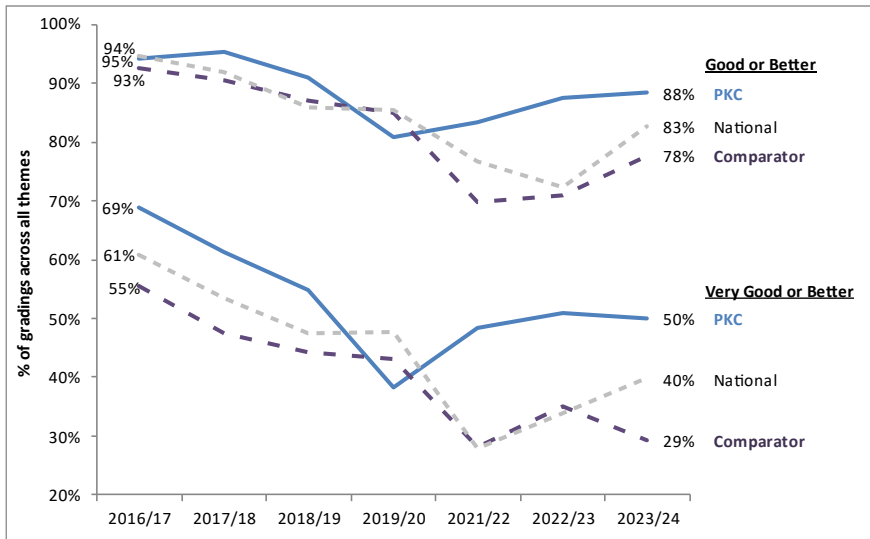
Number of services inspected = 28					
Previous Themes	Care and Support	Environment	Staffing	Management and Leadership	
Quality Themes	Care, Play and Learning	Setting	Staff Team	Leadership	Total
Excellent	0	0	0	0	0 0%
Very Good	10	14	19	13	56 50%
Good	15	12	6	10	43 38%
Adequate	2	2	3	4	11 10%
Weak	1	0	0	0	1 1%
Unsatisfactory	0	0	0	1	1 1%
<b>Total</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>112</b>

CHART A1: Performance 2023/24: PKC, Comparator Authorities and Scotland



<sup>1</sup> Note that rounding of percentage figures may mean totals reported elsewhere differ slightly.  
<sup>2</sup> Note that comparator and national proportions include all services for day care of children whereas Perth and Kinross figures only represent local authority and partner provider services (it is not possible to distinguish these in national statistics). It also restates previous gradings when quality themes are not assessed in every inspection.  
<sup>3</sup> Comparator local authorities are Argyll and Bute, Aberdeenshire, Stirling, Scottish Borders and Highland Council. Comparator and national proportions currently available until January 2024.  
<sup>4</sup> Inspected, published and reported to Learning and Families Executive Sub-Committee

## CHART A2: Performance 2016/17 to 2023/24: PKC, Comparator Authorities and Scotland



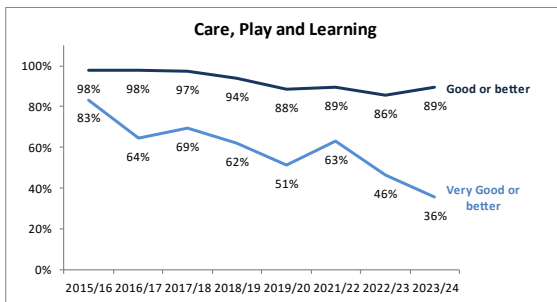
### Commentary:

National and comparator figures show PKC out-performing comparator and national benchmarks at both *Good and Better* and *Very Good or Better* levels.

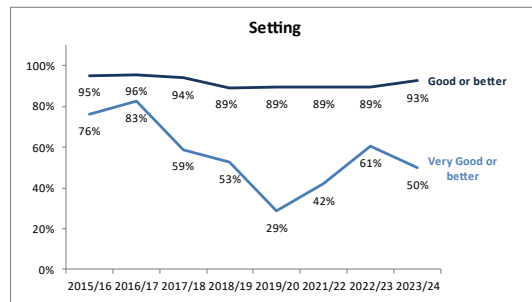
Note: Vertical axis adjusted to emphasise differences  
 \* Quality Indicators changed on 01/06/2022 by Care Inspectorate.

## CHARTS A3-6: Performance 2016/17 to 2023/24\*: PKC

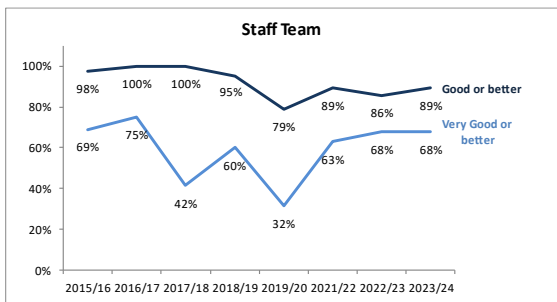
### CHART A3



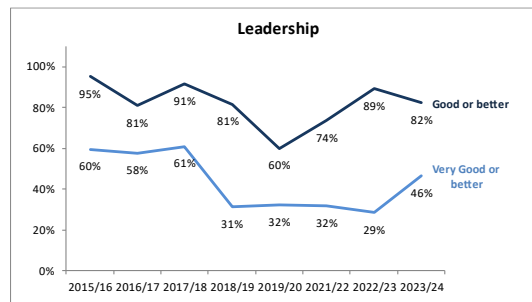
### CHART A4



### CHART A5



### CHART A6



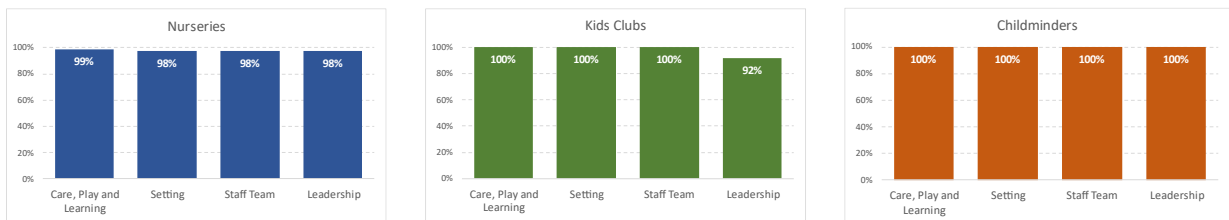
## Current Position

The charts above illustrate the aggregated individual results of inspections over several years. Some settings will be inspected more than once during this period, and some Quality Indicators are not covered in every inspection.

The accumulated result of all these inspections is the current position of all Early Learning and Childcare services in Perth & Kinross - shown in the charts below.

These summarise the proportion of settings that currently have a *Good or better* rating, based on the latest inspection for each indicator.

### CHART A7: Current Quality Ratings - PKC



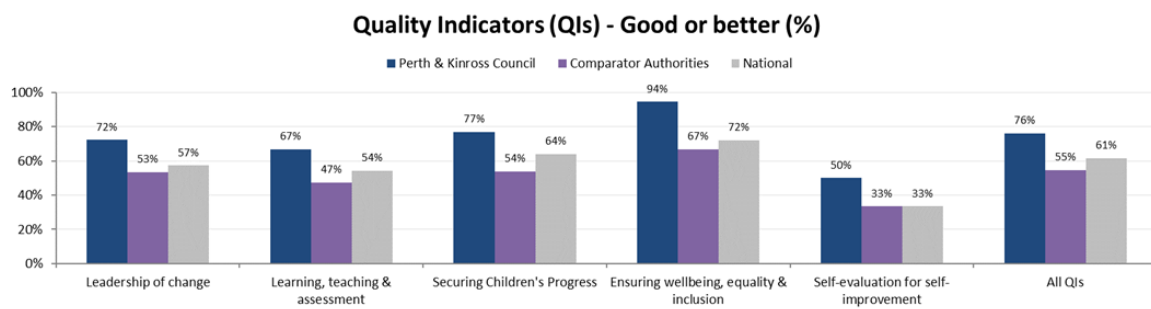


## Overview and Comparison of Education Scotland Inspections<sup>12</sup> 2016/17 – 2023/24 (to date) by Performance Indicator

**Table B1: ELC Settings Overview by Performance Indicator**

Number of Pre-Schools inspected = 28 (2 Follow Through, 20 Full and 6 Short Inspections)						
QI Grading	Leadership of change	Learning, teaching & assessment	Securing Children's Progress	Ensuring wellbeing, equality & inclusion	Self-evaluation for self-improvement	All Quality Indicators
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	-	-	-	-	-	-
<b>Total</b>	<b>18</b>	<b>24</b>	<b>26</b>	<b>18</b>	<b>2</b>	<b>88</b>

**Chart B1: ELC Settings Comparison by Performance Indicator**



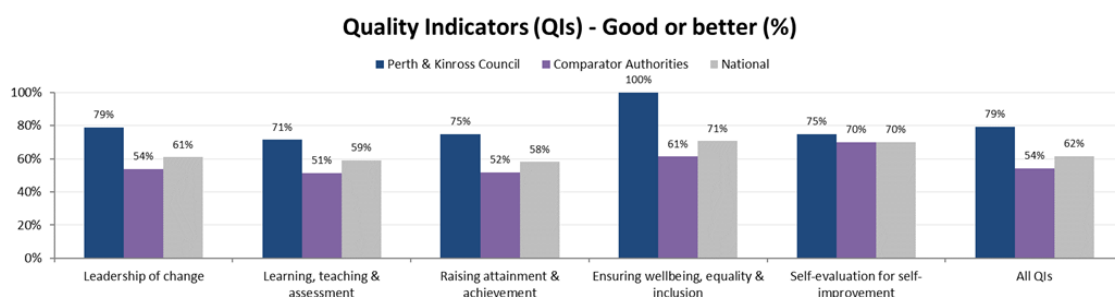
<sup>1</sup> Inspected, published and reported to Learning and Families Executive Sub-Committee

<sup>2</sup> Comparator Authorities are Argyll and Bute, Aberdeenshire, Stirling, Scottish Borders and Highland Council.

**Table B2: Primary Overview by Performance Indicator**

Number of Primary Schools inspected = 35 (3 Follow Through, 21 Full and 11 Short Inspections)						
QI Grading	Leadership of change	Learning, teaching & assessment	Raising attainment & achievement	Ensuring wellbeing, equality & inclusion	Self-evaluation for self-improvement	All Quality Indicators
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	-	-	-	-	-	-
<b>Total</b>	<b>19</b>	<b>28</b>	<b>32</b>	<b>19</b>	<b>4</b>	<b>102</b>

**Chart B2: Primary Comparison by Performance Indicator**



**Table B3: Secondary Overview by Performance Indicator**

Number of Secondary Schools inspected = 5 (1 Follow Through, 3 Full and 1 Short Inspection)						
QI Grading	Leadership of change	Learning, teaching & assessment	Raising attainment & achievement	Ensuring wellbeing, equality & inclusion	Self-evaluation for self-improvement	All Quality Indicators
Excellent	-	-	-	-	-	-
Very Good	-	-	-	-	-	-
Good	-	-	1	1	-	2
Satisfactory	3	3	2	1	-	9
Weak	-	1	1	1	-	3
Unsatisfactory	-	-	-	-	-	-
<b>Total</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>-</b>	<b>14</b>

**Chart B3: Secondary Comparison by Performance Indicator**

