

# PERTH AND KINROSS COUNCIL

## Executive Sub-Committee of Lifelong Learning Committee

2 November 2020

### STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN - REPORT 1

Report by Executive Director (Education and Children's Services)  
(Report No. 20/205)

#### PURPOSE OF REPORT

This report sets out the key findings following inspections of early learning and childcare settings and schools undertaken by Education Scotland and, by exception, Care Inspectorate inspections on the day care of children since the Executive Sub-Committee of Lifelong Learning Committee on 27 January 2020 ([Report No. 20/21 refers](#)) and up to March 2020.

#### 1. BACKGROUND/MAIN ISSUES

- 1.1 This report sets out the key findings and areas for improvement following inspections of Perth and Kinross Councils Early Learning and Childcare (ELC) settings (including partner providers), schools and learning communities by Education Scotland and/or the Care Inspectorate. This includes the findings of follow-through inspections where appropriate.
- 1.2 Specifically, the report sets out the findings of inspections which have been published by Education Scotland and/or Care Inspectorate since the Executive Sub-Committee of Lifelong Learning Committee on 27 January 2020 ([Report No. 20/21 refers](#)), and up to March 2020. The Sub-Committee intended to be held at that time was cancelled due to the Coronavirus pandemic.
- 1.3 **ELC Inspections**
  - 1.3.1 ELC settings are subject to more regular scrutiny. All funded providers will experience inspections from the Care Inspectorate and Education Scotland and can experience joint inspections where both scrutiny bodies evaluate the quality of the provision.
  - 1.3.2 For ELC inspections conducted by Education Scotland, the following How Good Is Our Early Learning and Childcare (HGIOELC) Quality Indicators (QI) are evaluated on a 6-point scale as follows:

How Good is Our Early Learning and Childcare (HGIOELC) Quality Indicators (QI)	ELC Full Model	ELC Short Model	Evaluated
1.3 Leadership of change	√		√
2.3 Learning, teaching and assessment	√	√	√
3.2 Securing children's progress	√	√	√
3.1 Ensuring wellbeing, equality and inclusion	√		√
2.2 Curriculum	√		
2.7 Partnerships	√		
Additional QI chosen by ELC setting	√		

- 1.3.3 For Care Inspectorate inspections, regulated care services in Scotland have been inspected using a framework of quality themes and quality statements, the Health and Social Care Standards. Services are visited on an unannounced basis at least every 3 years. Services are given evaluations based on the findings at each inspection and the written reports and evaluations are made public via the Care Inspectorate's website.
- 1.3.4 Services are measured against the [National Care Standards](#) and quality themes:
- Quality of Care and Support;
  - Quality of Environment or Information;
  - Quality of Staffing; and
  - Quality of Management and Leadership.
- 1.3.5 Each quality theme is graded on a 6-point scale in which 1 = unsatisfactory, 2 = weak, 3 = adequate, 4 = good, 5 = very good and 6 = excellent.
- 1.3.6 Where a joint inspection takes place, two reports will be published for the ELC setting evaluated against using the How Good Is Our Early Learning and Childcare (HGIOELC) and the Health and Care Standards.
- 1.3.7 Following the publication of Funding Follows the Child and the National Standard for Early Learning and Childcare providers: principles and practice, all ELC setting must gain evaluations of good or better to be able to provide funded ELC in partnership with the Local Authority.

## 1.4 School Inspections

- 1.4.1 During inspections, the team undertake inspection activity to gather a range of evidence to support their judgements.
- 1.4.2 For school inspections, the following How Good Is Our School 4 (HGIOS4) QI's are referred to. Up to four of these are evaluated on a 6-point scale. Where a QI has no evaluation, there is a school level discussion in this area and a summary is included as part of the final inspection findings:

How Good is Our School 4 (HGIOS 4) Quality Indicators (QI)	Schools Full Model	Schools Short Model	Evaluated
1.3 Leadership of change	√		√
2.3 Learning, teaching and assessment	√	√	√
3.2 Raising attainment and achievement	√	√	√
3.1 Ensuring wellbeing, equality and inclusion	√		√
2.2 Curriculum	√		
2.7 Partnerships	√		
1.3 Leadership of change: Empowerment (School choice of aspect of empowerment)	√		

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

## 2 INSPECTION PROCESS

- 2.1 The inspection report format is a short letter highlighting strengths and areas for development, and includes a table indicating the QI grades against the 6-point scale. The inspection evidence gathered during the inspection is published online as a document called the Summarised Inspection Findings (SIF).
- 2.2 Following publication of the inspection report of a school, there is engagement with parents and carers, either through questionnaires, focus groups, or a meeting involving parents, the local elected members and members of the Lifelong Learning Committee. These engagements 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.
- 2.3 Where further inspection activity is carried out, Education Scotland will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Education and Children's Services (ECS) are reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits and follow-up reports on the school's website and on each school's page on [www.pkc.gov.uk](http://www.pkc.gov.uk)
- 2.4 In addition to formal inspections, a range of support, development and quality assurance activities are undertaken by ECS in relation to continuous improvement. Quality improvement staff work with Headteachers to determine the nature and frequency of support/challenge visits that will be appropriate for each school. These visits comprise the core of the School Improvement Framework and will take the form of one or more of the following over a planned four-year programme:
- Improvement Visit;
  - Learning and Achievement Visit; and
  - Extended Learning and Achievement Visit and follow up activity and visit.

- 2.5 During such visits, a range of improvement documentation, data and evidence are scrutinised and challenged. Quality Improvement Officers ensure appropriate account has been taken of any identified improvement actions and that work in these areas is having a positive impact on the quality of educational provision. Schools are required to submit an annual summary of this work which is also subject to scrutiny by the quality improvement team.
- 2.6 Where Education Scotland and/or the Care Inspectorate inspection evaluations are below the rating of 'good', the quality improvement team implement a range of measures to support improvement. Action plans are put in place with a range of improvement activity and measures which are regularly reviewed with quality improvement officers.

### **3 RECENTLY PUBLISHED REPORTS**

#### **3.1 Education Scotland Inspections**

- 3.1.1 Since the Executive Sub-Committee of Lifelong Learning Committee on 27 January 2020 ([Report No. 20/21 refers](#)) and up to March 2020, the following reports have been published by Education Scotland<sup>1</sup>:

- **Joint Inspection of Braco Primary School and Nursery Class**  
Braco Primary School and Nursery Class was jointly inspected in October 2019 by Education Scotland and the Care Inspectorate. Education Scotland will make no further visits in connection with this inspection, which was undertaken following the 'short' model. The evaluations against the QI's are shown in Appendix 1. At the time of the 2018 pupil census, Braco Primary School had 44 primary school children and 10 nursery children enrolled. The primary school had a staffing complement of 4.5 FTE teachers and 2 FTE non-teaching staff. The [Summary of Inspection Findings \(SIF\) for Braco Primary School](#) is available online.
- **Inspection of Perth Grammar School.**  
Perth Grammar School was inspected in November 2019. Education Scotland will make a further visit in connection with this inspection, which was undertaken following the 'short' model. The evaluations against the quality indicators are shown in Appendix 2. At the time of the 2018 pupil census, Perth Grammar School had 1049 pupils enrolled. The school had a staffing complement of 89.7 FTE teachers and 28.5 FTE non-teaching staff. The [Summary of Inspection Findings \(SIF\) for Perth Grammar School](#) is available online.

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<sup>1</sup> As at 29 June 2020

## 3.2 Care Inspectorate Inspections

- 3.2.1 A total of 6 inspections have been undertaken and published<sup>2</sup> by the Care Inspectorate since the Executive Sub-Committee of Lifelong Learning Committee on 27 January 2020 and up to March 2020 ([Report No. 20/21 refers](#)).
- 3.2.2 Of these reports, none require to be reported as an exception (where any grading has been awarded an evaluation of unsatisfactory, weak or excellent).
- 3.2.3 For the 6 inspections, of the 16 indicators inspected, 4 were deemed 'adequate', 7 received 'good' evaluations and 5 received 'very good' evaluations.

## 4. PERFORMANCE SUMMARY

### 4.1 ELC/Schools

- 4.1.1 This section provides a summary of the performance of ELC and schools since August 2016 with 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.
- 4.1.2 22 ELC providers and 25 primary schools have been inspected since the beginning of academic session 2016/17. There have been two secondary school inspections carried out in the same period.
- 4.1.3 Table 1 below gives a summary of the evaluations for each QI for all ELC, primary and secondary school inspections.

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

ELC						
QI Grading	1.3 Leadership of change	2.3 Learning, teaching & assessment	3.2 Securing children's progress	3.1 Ensuring wellbeing, equality & inclusion	1.1 Self-evaluation for self-improvement	All QIs
Excellent	-	-	-	-	-	-
Very Good	4	5	5	6	-	20
Good	7	8	11	8	1	35
Satisfactory	4	4	2	1	1	12
Weak	-	1	2	-	-	3
Unsatisfactory	-	-	-	-	-	-
<b>Total</b>	<b>15</b>	<b>18</b>	<b>20</b>	<b>15</b>	<b>2</b>	<b>70</b>

<sup>2</sup> As at 29 June 2020

<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>	4	5	9	6	3	<b>27</b>
<b>Good</b>	5	9	8	6	-	<b>28</b>
<b>Satisfactory</b>	3	4	4	-	1	<b>12</b>
<b>Weak</b>	-	1	2	-	-	<b>3</b>
<b>Unsatisfactory</b>	-	-	-	-	-	<b>-</b>
<b>Total</b>	<b>13</b>	<b>19</b>	<b>23</b>	<b>13</b>	<b>4</b>	<b>72</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>-</b>
<b>Very Good</b>	-	-	-	-	-	<b>-</b>
<b>Good</b>	-	-	-	-	-	<b>-</b>
<b>Satisfactory</b>	1	2	1	1	-	<b>5</b>
<b>Weak</b>	-	-	1	-	-	<b>1</b>
<b>Unsatisfactory</b>	-	-	-	-	-	<b>-</b>
<b>Total</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>6</b>

- 4.1.4 In Perth and Kinross, there is an expectation that ELC provision and schools meet “good” evaluations in all QI’s. 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.
- 4.1.5 Benchmarking data for ELC and primary school inspections up to 2018/19, using national and comparator authority information, is shown in Appendix 3. There is not currently sufficient data available on secondary school inspections to allow for useful benchmarking.
- 4.1.6 For all ELC QI’s evaluated from 2016/17 to 2018/19, 78% were graded as good or better. This compares with 49% for our comparator authorities and 60% nationally.
- 4.1.7 For all primary school QI’s evaluated from 2016/17 to 2018/19, 82% were graded as good, or better. This compares with 51% for our comparator authorities and 60% nationally.

## 4.2 Day Care of Children

### 4.2.1 This section provides a summary of the performance of ELC settings in inspections carried out by the Care Inspectorate

4.2.2 A total of 87 Day Care services have been inspected by the Care Inspectorate since the beginning of financial year 2018/19. Table 2 below gives a summary of the evaluations for each quality theme. A summary list of inspections, as well as benchmarking against national and comparator data, can be found in Appendix 4.

**Table 2: Number of Day Care of Children evaluations received from 2018/19 to date.**

QI Grading	Quality of Care & Support	Quality of Environment	Quality of Staffing	Quality of Management & Leadership	All QIs
Excellent	5	3	0	0	8
Very Good	42	21	16	9	88
Good	31	27	14	14	86
Satisfactory	8	7	5	11	31
Weak	0	0	0	1	1
Unsatisfactory	0	0	0	0	0
<b>Total</b>	<b>86</b>	<b>58</b>	<b>35</b>	<b>35</b>	<b>214</b>

4.2.3 In Perth and Kinross there is an expectation that ELC providers meet “good” evaluations in all QI’s. This is higher than the national “satisfactory” expectation. Therefore, where an ELC provider receives less than a “good” evaluation, the 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.

4.2.4 Benchmarking data for ELC inspections up to 2018/19, using national and comparator authority information, is shown in Appendix 4.

4.2.5 For all ELC QI’s evaluated from 2016/17 to 2018/19, 85% were graded as good, or better. This compares with 86% for our comparator authorities and 86% nationally.

4.2.6 In Perth and Kinross there is an expectation that ELC provision meets “good” evaluations in all QI’s. Therefore, where an ELC setting receives less than a “good” evaluation, the Early Years Team for the setting works with the Headteacher/manager to develop an action plan which will secure improvement in the areas identified.

4.2.7 Through the expansion of ELC, a number of initiatives have been developed to make improvement in the quality of ELC provision across Perth and Kinross Council (PKC), for example, many settings have upgraded environments including new furniture and new induction and bespoke training and development opportunities for all practitioners and managers.

## 5. CONCLUSION AND RECOMMENDATION

- 5.1 Inspection reports provide further information on the standards and quality in our services and set out a clear agenda for continuous improvement.
- 5.2 It is recommended that the Executive Sub-Committee of Lifelong Learning Committee:
- (i) Considers and comments as appropriate on the contents of the report.

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### Approved

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## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

### 1. Strategic Implications

#### Community Plan/Single Outcome Agreement

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

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

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

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

- Change and Improvement

## 2. Resource Implications

### Financial

2.1 Not applicable (n/a)

### Workforce

2.2 Not applicable (n/a)

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

2.3 Not applicable (n/a)

## 3. Assessments

### Equality Impact Assessment

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

This section reflects that the proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

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

### Strategic Environmental Assessment

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

This section reflects that the proposals have been considered under the Act and no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

### Sustainability

3.3 Not applicable (n/a)

### Legal and Governance

3.4 Not applicable (n/a)

### Risk

3.5 Not applicable (n/a)

## **4. Consultation**

### Internal

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

### External

4.2 Not applicable (n/a)

## **5. Communication**

5.1 In the case of an initial Education Scotland inspection of a school, a public meeting is held after the publication of the inspection report with invitations going to parents, the local elected members and members of the Lifelong Learning Committee. These meetings give parents, carers and other members of the community the opportunity to discuss the findings of the inspection and to be consulted on the areas for improvement to be taken forward.

5.2 Where further inspection activity is carried out, Education Scotland will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Perth and Kinross Council will also be reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits and follow-up reports on the school's website and on each school's page on [www.pkc.gov.uk](http://www.pkc.gov.uk)

## **2. BACKGROUND PAPERS**

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

- Education Scotland inspection reports, published by [Education Scotland](http://www.education.scot.nhs.uk)

### **3. APPENDICES**

Appendix 1: Braco Primary School and Nursery Class  
Education Scotland Inspection Letter

Appendix 2: Perth Grammar School  
Education Scotland Inspection Letter

Appendix 3: Summary of Education Scotland Inspections

Appendix 4: Summary of Care Inspectorate Day Care of Children Inspections