

PERTH AND KINROSS COUNCIL

Scrutiny Committee

20 April 2016

Summary Report on Care Inspectorate and HMI Inspections

Report by Director (Education and Children's Services)

PURPOSE OF REPORT

This report provides an overview of the performance of Education and Children's Services inspected and reported over the past year, since the previous report of this type, by the Care Inspectorate and Her Majesty's Inspectorate (HMI), and sets out the Service's approach to implementing improvement actions arising out of inspection.

1 BACKGROUND**1.1 Care Inspectorate**

1.1.1 The [Care Inspectorate](#) (also known as Social Care and Social Work Improvement Scotland - SCSWIS) is the unified independent scrutiny improvement body for care and children's services. Since April 2008, regulated care services in Scotland have been inspected using a framework of quality themes and quality statements. All inspections and grades before 1 April 2011 were those reported by the former regulator of care services, the Care Commission.

1.1.2 Services are measured against the [National Care Standards](#) and quality themes:

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

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

1.1.3 The Care Inspectorate conducts unannounced inspections for all regulated services as the main inspection method unless there are practical reasons that this is not appropriate. There are longer intervals between inspections for better performing services and a greater focus on risk-based inspections for poorly performing and high-risk services such as those which provide 24 hour residential care.

1.1.4 Following an inspection, the Care Inspectorate may set out a series of:

- **Recommendations:** statements that set out actions the care service provider should take to improve or develop the quality of the service.

- **Requirements:** statements which set out what is required of the care service provider to comply with relevant legislation.

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

1.1.6 Tables 1 and 2 below set out the frequency of inspection for different service types. The Care Inspectorate may inspect more often than shown on this table. A proportionate approach is taken in relation to the depth of evidence to be sampled and gathered in accordance with the current risk level.

Table 1: Services Subject to Statutory Minimum Frequency

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

Table 2: Risk Based Minimum Inspection Frequency

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

Source: Care Inspectorate, Inspection Plan Summary 2015/16, Frequency of inspection rules for regulated care services, Summary Guide 2015/16

1.2 Education Scotland, HMI

1.2.1 Each year [Education Scotland's](#) scrutiny body (Her Majesty's Inspectorate, HMI) inspects and reports on the quality of education in pre-school centres, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision.

¹ RAD - Regulatory Assessment Document

HMI also inspects the education functions of local authorities and carries out joint inspections of services for children.

Pre-School Centres/Schools

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

- How well do children/young people learn and achieve?
- How well does the school support children/young people to develop and learn?
- How does the school improve the quality of its work?

To help answer the first two questions, HMI provides a summary sentence followed by text which explains their findings. For the third question, HMI provide text and express their level of confidence in the school's ability to continue to improve the quality of its work. Finally, they sum up the overall quality of education provided by the school.

1.2.3 As indicated by [Education Scotland](#) in June 2015, inspections carried out from August 2015 onwards will take account of national expectations of progress in implementing Curriculum for Excellence (CfE). The key priorities will focus on raising attainment for all, and on using the curriculum to close the gap in attainment between the most and least advantaged children and young people. The priorities are:

- Progression in learning and evaluating achievement from 3-18
- Supporting improvement
- Literacy and numeracy including Scottish Survey of Literacy and Numeracy
- Career-Long Professional Learning (CLPL)
- Support for engaging parents and carers
- Senior phase pathways
- Developing the Young Workforce (DYW) – employability and skills
- Using data to support improvement
- Tackling bureaucracy
- Supporting the new National Qualifications

Education Scotland outline updated expectations in relation to QI 5.1 (the curriculum) and QI 5.9 (improvement through self-evaluation), to reflect developing best practice and national expectations of progress in implementing aspects of CfE.

1.2.4 There are four broad continuing engagement activities that HMI may select following an inspection, not all of which are mutually exclusive. They are:

- Innovative practice
- No further inspection activity
- Additional support for improvement
- Continued inspection

Learning Communities

- 1.2.5 HMI also undertake inspections of learning communities within the geographical areas surrounding secondary schools. A learning community inspection is an evaluation of the learning needs of a locality and partnership.
- 1.2.6 There were no inspections of learning communities in this period to be reported.

1.3 Joint Inspections

- 1.3.1 From August 2013, the Care Inspectorate and Education Scotland (HMI) began a programme of joint inspections of nursery classes and pre-school centres. The outcomes from such inspections are reported publicly in one report produced jointly by both scrutiny bodies. In each report there will still be separate evaluations of both the Quality Indicators considered by HMI and the Care Standards considered by the Care Inspectorate.
- 1.3.2 For completeness, The Honeypot Children's Nursery – Scottish and Southern was inspected in the previous reporting year but after the deadline for the previous version of this report. This inspection received a rating of **very good** in Improvements in Performance and Children's Experiences and **good** in Meeting Learning Needs, The Curriculum and Improvement through Self-Evaluation. The Care Inspectorate found all four of the quality themes to be **very good**.
- 1.3.3 No joint inspections have taken place in 2015/16.

2 SERVICES PROVIDING DAY CARE FOR CHILDREN

- 2.1 This section presents an overview of the performance of services providing day care for children inspected over the past year (2015/16) where Perth and Kinross Council is the registered provider and for services registered as partner providers². The Care Inspectorate Inspection Reports are only required to be reported to the [Executive Sub-Committee of Lifelong Learning Committee](#) by exception (where any grading has been awarded an evaluation of unsatisfactory, weak or excellent).
- 2.2 Table 2a below provides a summary of performance for the 9 services inspected and published between 1 April 2015 and 25 November 2015. Table 2b shows the same information for services inspected during 2014/15 (between 1 April 2014 and 31 March 2015).
- 2.3 Out of the 9 services providing day care for children inspected in 2015/16, 8 were low intensity and one was medium intensity. All the inspections were unannounced.
- 2.4 To date in 2015/16, 94% of grades awarded were good or better compared to 99% in 2014/15. The proportion of excellent and very good grades awarded has improved at 64% in 2015/16 compared to 58% 2014/15, and is slightly

² At the time of writing, information available for services inspected and published between 1 April 2015 and 25 November 2015.

higher than national (59%) and comparator averages³ (57%) in the latest year.

- 2.5 We continue to monitor, support and challenge all centres through a planned programme of improvement visits – some announced and some unannounced. Furthermore we are undertaking joint training and development work with colleagues in the Care Inspectorate to ensure we develop consistent approaches to our respective scrutiny roles where this is possible.

Table 2a: Perth and Kinross summary of performance⁴, services providing day care of children inspected by the Care Inspectorate, 1 April 2015 – 30 November 2015⁵

Number of services providing day care of children inspected = 9							
Quality Themes	6 Excellent	5 Very Good	4 Good	3 Adequate	2 Weak	1 Unsatisfactory	No of indicators inspected
Care and Support	0 (0%)	7 (78%)	1 (11%)	1 (11%)	0 (0%)	0 (0%)	9
Environment	0 (0%)	5 (56%)	4 (44%)	0 (0%)	0 (0%)	0 (0%)	9
Staffing	1 (11%)	5 (56%)	2 (22%)	1 (11%)	0 (0%)	0 (0%)	9
Management and Leadership	0 (0%)	5 (56%)	4 (44%)	0 (0%)	0 (0%)	0 (0%)	9
Total	1 (3%)	22 (61%)	11 (31%)	2 (6%)	0 (0%)	0 (0%)	36
<i>Comparator Proportions</i>	3%	54%	37%	5%	1%	<1%	2,779
<i>National Proportions</i>	5%	54%	35%	5%	1%	<1%	14,388

Table 2b: Perth and Kinross summary of performance, services providing day care of children inspected by the Care Inspectorate, 1 April 2014 – 31 March 2015⁶

Number of services providing day care of children inspected = 39							
Quality Themes	6 Excellent	5 Very Good	4 Good	3 Adequate	2 Weak	1 Unsatisfactory	No of indicators inspected
Care and Support	4 (10%)	19 (49%)	16 (41%)	0 (0%)	0 (0%)	0 (0%)	39
Environment	4 (10%)	22 (56%)	13 (33%)	0 (0%)	0 (0%)	0 (0%)	39
Staffing	4 (10%)	18 (46%)	16 (41%)	0 (0%)	1 (3%)	0 (0%)	39
Management and Leadership	3 (8%)	17 (44%)	19 (49%)	0 (0%)	0 (0%)	0 (0%)	39
Total	15 (10%)	76 (49%)	64 (41%)	0 (0%)	1 (1%)	0 (0%)	156
<i>Comparator Proportions</i>	3%	57%	35%	4%	1%	<1%	2,793
<i>National Proportions</i>	5%	55%	35%	5%	1%	<1%	14,353

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

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

⁵ Inspected and published by 30 November 2015.

⁶ Table updated from previously published figures to include the whole year 1 April 2014 to 31 March 2015.

- 2.6 Appendix A1 shows the grades awarded for those centres inspected in 2015/16, in comparison to those awarded in previous inspections. For completeness, Appendix A2 shows details of grades awarded in the previous reporting year but after the deadline for the previous version of this report.

3 SUPPORT AND RESIDENTIAL CARE SERVICES

- 3.1 The services provided for children and young people and their families at Wellbank House, Woodlea Cottage, Fostering Services and Adoption Services were inspected during 2015/16⁷. Fostering Services and Adoption Services were also inspected during 2014/15.

3.2 Wellbank House

- 3.2.1 The Care Inspectorate undertook an inspection of Wellbank House in May 2015. This facility provides a short term period of proactive residential work which supports a move to independence for homeless young people between the ages of 16 and 24. The service can accommodate 10 young people. The inspection was unannounced and low intensity.
- 3.2.2 The Care Inspectorate identified a number of key strengths and found the Quality of Care and Support to be **excellent** and found the Quality of Staffing and Quality of Management and Leadership to be **very good**. It should be noted that across the 6 Quality Statements that have been considered as part of this inspection, four received grades of **excellent**, with the remaining two graded **very good**. No requirements or recommendations were identified.
- 3.2.3 The findings of this inspection was reported to the Executive Sub-Committee of Lifelong Learning Committee on 25 November 2015 (Report No: [15/547](#) refers).
- 3.2.4 Wellbank House was first inspected in December 2008. The inspection and grading history since then is shown in Appendix B.

3.3 Fostering Service

- 3.3.1 The Care Inspectorate undertook an inspection of Fostering Services in July 2015. The inspection was announced (short notice) and low intensity.
- 3.3.2 The Care Inspectorate identified key strengths and found the Quality of Staffing and the Quality of Management and leadership **very good**; and evaluated the Quality of Care and Support as **good**. The inspection report does not set out any requirements, although two recommendations were identified and progress on responding to these is good.
- 3.3.3 The findings of this inspection and an update on progress made towards implementing the recommendations were reported to the Executive Sub-Committee of Lifelong Learning Committee on 25 November 2015 (Report No: [15/547](#) refers).
- 3.3.4 Fostering Services were first inspected in September 2008. The inspection and grading history since then is shown in Appendix B.

⁷ As published by 25 November 2015

3.4 Adoption Services

- 3.4.1 The Care Inspectorate undertook an inspection of the Adoption Service in July 2015. The inspection was announced (short notice) and low intensity.
- 3.4.2 The Care Inspectorate identified a number of key strengths and found the Quality of Care and Support, Quality of Staffing and the Quality of Management and Leadership **very good**. No requirements or recommendations were identified.
- 3.4.3 The findings of this inspection were reported to the Executive Sub-Committee of Lifelong Learning Committee on 25 November 2015 (Report No: [15/547](#) refers).
- 3.4.4 Adoption Services were first inspected in September 2008. The inspection and grading history since then is shown in Appendix B.

3.5 Woodlea Cottage

- 3.5.1 This inspection took place in the previous reporting year but after the deadline for the previous version of this report and therefore has been included for completeness.
- 3.5.2 The Care Inspectorate undertook an inspection of Woodlea Cottage in January 2015. Woodlea Cottage is a care home service providing respite and short breaks for up to seven children aged from seven to 18 with severe, complex and enduring needs arising from learning and physical disabilities. Children using the service can do so for up to 28 consecutive days. Staff also provide an outreach service to children and their families, though this is not part of the registered care service. The inspection was unannounced and low intensity.
- 3.5.3 The Care Inspectorate identified a number of key strengths and found all four of the quality themes to be **very good**. No requirements or recommendations were identified.
- 3.5.4 The findings of this inspection and an update on progress made towards implementing the areas for improvement were reported to the Executive Sub-Committee of Lifelong Learning Committee on 4 May 2015 (Report No: [15/170](#) refers).
- 3.5.5 Woodlea Cottage was first inspected in November 2010. The inspection and grading history since then is shown in Appendix B.

4 PRE-SCHOOL CENTRES AND SCHOOLS

- 4.1 This report presents an overview of the performance of Perth and Kinross Council's pre-school centres, including partner providers, and schools inspected by Education Scotland (HMI) and reported to the Executive Sub Committee of Lifelong Learning Committee up to 25 November 2015.

- 4.2 During academic session 2014/15 3 pre-school centres (including partner providers) and 4 primary schools were inspected⁸. To date no pre-school centres or schools have been inspected and reported in the academic year 2015/16.
- 4.3 A summary of achievement against the quality indicators for inspections of Perth and Kinross Council's pre-school centres (including partner providers) and schools undertaken since August 2009 is shown in Appendix C.
- **Nursery and pre-school centres (including partner providers):** A total of 210 quality indicators have been evaluated between 2009/10 and 2014/15. Of these, 95% have been satisfactory or better and 86% have been good or better. Since 2010/11, we have maintained a high level of performance in the proportion of centres being evaluated as good or better in relation to improvements in performance, children's experiences and meeting learning needs (core quality indicators).
 - **Primary schools:** A total of 185 quality indicators have been evaluated between 2009/10 and 2014/15. Of these, 97% (almost all) have been satisfactory or better and 79% have been good or better. Four primary schools were inspected last session. All four inspections received gradings of satisfactory or better for all of the quality indicators.
- 4.4 Nationally available data enables benchmarking of inspection performance with our comparator authorities⁹ and this is shown for primaries in 2014/15 in Appendix D. With a relatively small number of inspections having taken place in the last academic year, care is needed in interpretation, but Perth and Kinross outperforms all its comparators in almost all indicators.
- 4.5 A public meeting is held after the publication of the initial inspection report. Parents, the local elected members and members of the Lifelong Learning Committee are invited to the meeting providing them with the opportunity to discuss the findings of the report and to be consulted on the areas for improvement to be taken forward. Where further inspection activity is carried out HMI will report publicly to parents and stakeholders.
- 4.6 Areas for improvement identified during an inspection are addressed through a school action plan. Progress against the plan is monitored and a report prepared for parents/carers (and is also shared with the Area Lead Officer) within one year of the report being published.
- 4.7 Inspection reports are scrutinised by members of the [Executive Sub-Committee of the Lifelong Learning Committee](#). Twelve months after an inspection, a progress report on the key areas for improvement identified at the time of the inspection is provided to the Area Lead Officer (Education Scotland) and parents. Where a school has not been evaluated as good or better, the Executive Sub-Committee of the Lifelong Learning Committee may choose to further scrutinise the progress made.
- 4.8 In addition to HMI inspections, support for improvement is provided to pre-school centres and schools through the School Improvement Framework. A range of school specific information is submitted by all schools to Education

⁸ Excluding the independent sector.

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

Services in relation to performance management, planning for improvement and self-evaluation leading to improvements. Education Services staff use this information to work with headteachers to determine the nature and frequency of support/challenge visits that will be appropriate for each school over the course of any session.

4.9 School visits form the core of the school improvement framework and take the form of one or more of the following over a planned four year programme:

- school improvement visit;
- learning and achievement visit and/or;
- an extended learning and achievement visit.

During such visits the School Improvement Plan, the Standards and Quality Report and the Self-Evaluation Pro-forma are scrutinised and challenged to ensure appropriate account has been taken of any identified improvement actions and that work in these areas is having a positive impact on the quality of educational provision provided by the school.

4.10 Schools are also required to have robust processes of self-evaluation embedded in their quality assurance approaches. They are required to submit an annual summary of this work which is also subject to scrutiny by Education Services.

4.11 Continuing engagement activities undertaken by Perth and Kinross Council are reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits and follow-up reports on the school's website and on each school's page on www.pkc.gov.uk

5 CONCLUSION AND RECOMMENDATION

5.1 The reports by the Care Inspectorate and HMI provide further information on the standards and quality in our services and set out a clear agenda for continuous improvement.

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

Author

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Approved

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

1. Strategic Implications

Community Plan / Single Outcome Agreement

- 1.1 The Perth and Kinross Community Plan 2013-2023 / Single Outcome Agreement set out five strategic objectives:

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

This report relates to Objective No (i) Giving every child the best start in life and (ii) Developing educated, responsible and informed citizens.

Corporate Plan

- 1.2 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:

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

This report relates to Objective No (i) Giving every child the best start in life and (ii) Developing educated, responsible and informed citizens.

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

2. Resource Implications

Financial

- 2.1 N/A

Workforce

- 2.2 N/A

Asset Management (land, property, IT)

- 2.3 N/A

3. Assessments

Equality Impact Assessment

- 3.1 Assessed as **not relevant** for the purposes of EqIA

Strategic Environmental Assessment

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

Sustainability

- 3.3 N/A

Legal and Governance

- 3.4 N/A

Risk

- 3.5 N/A

4. Consultation

Internal

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

External

- 4.2 N/A

5. Communication

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

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

2. BACKGROUND PAPERS

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:

- HMI Inspection reports, published by [Education Scotland](#).
- Care Inspectorate Inspection reports, published by the [Care Inspectorate](#).
- Standards and Quality in Schools, Learning Communities and Pre-School Centres/Day Care of Children, Executive Sub-Committee of Lifelong Learning Committee, 25 November 2015 ([Report No: 15/546](#)), 2 September 2015 ([Report No: 15/347](#)) and 4 May 2015 ([Report No: 15/171](#)).
- Care Inspectorate Inspections of Support and Residential Care Services for Children and Young People, Executive Sub-Committee of Lifelong Learning Committee, 25 November 2015 ([Report No: 15/547](#)) and 4 May 2015 ([Report No: 15/170](#)).

3. APPENDICES

Appendix A1: Grading History, services providing day care of children inspected and published by the Care Inspectorate, 1 April 2015 – 25 November 2015.

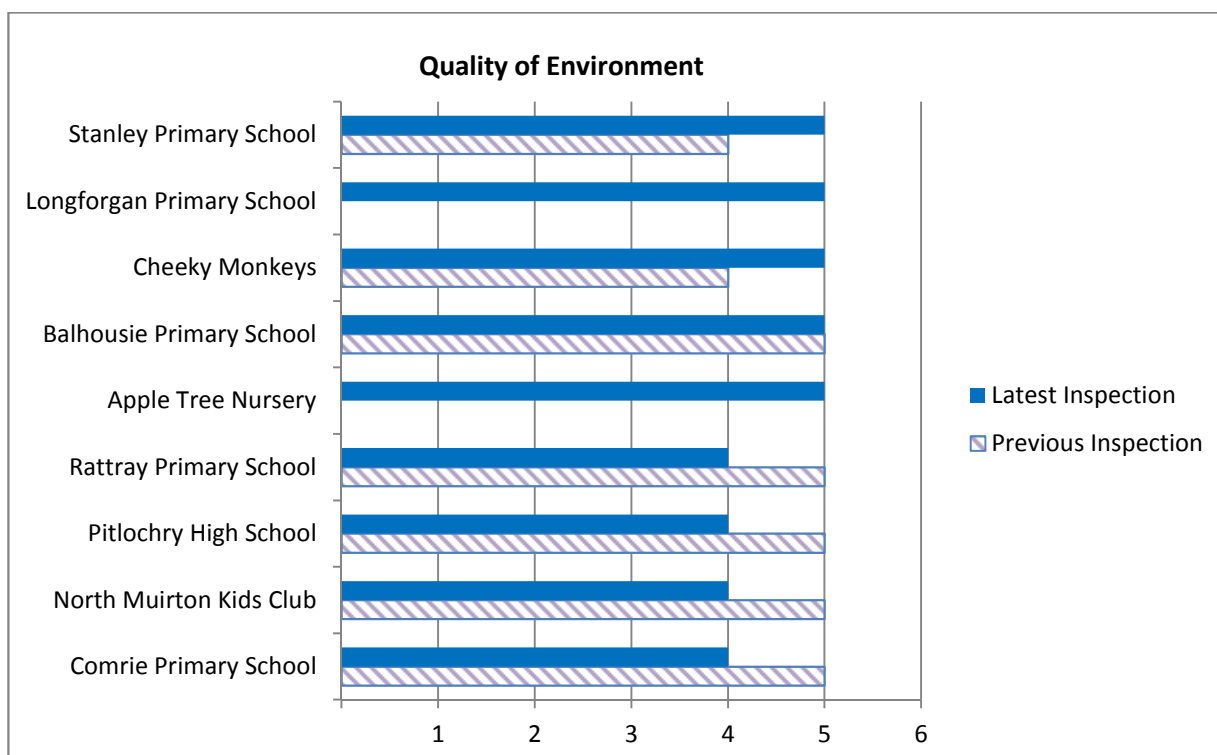
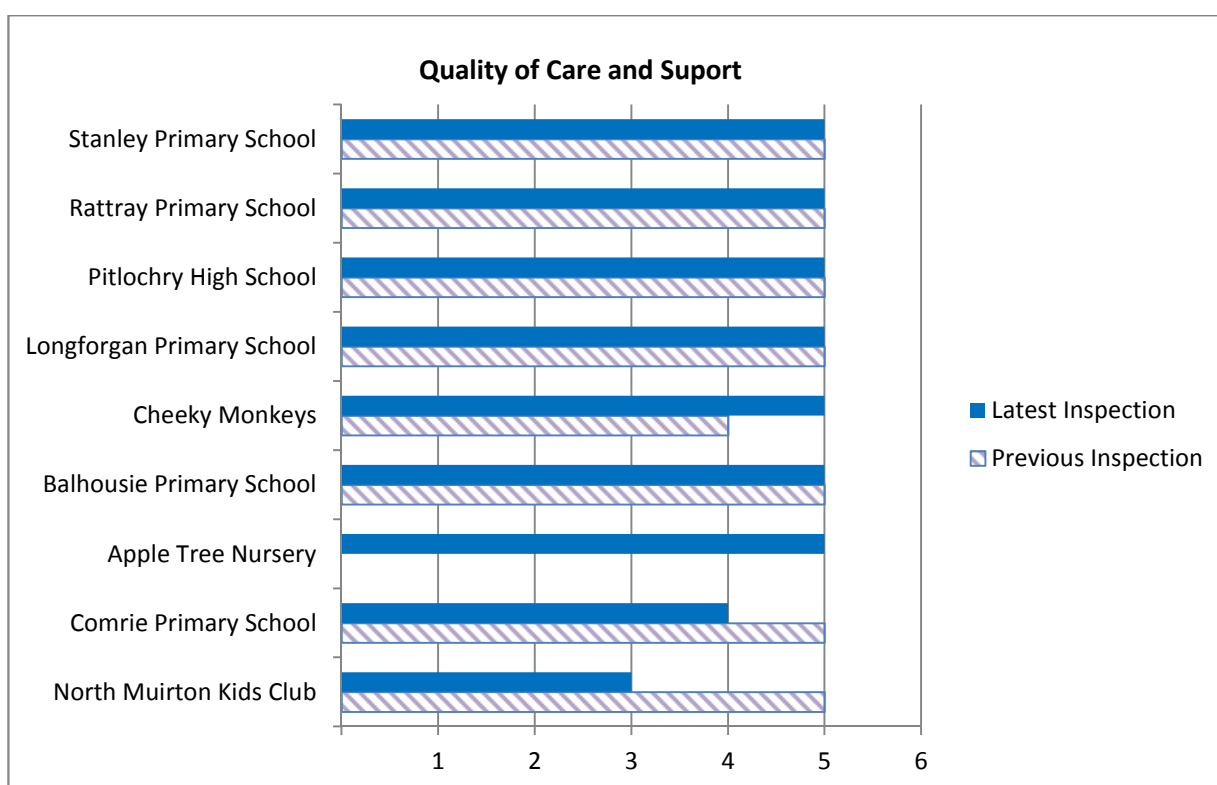
Appendix A2: Grading History, services providing day care of children inspected and published by the Care Inspectorate, 1 February 2014 – 31 March 2015.

Appendix B: Grading History, Wellbank House, Fostering Services, Adoption Services and Woodlea Cottage

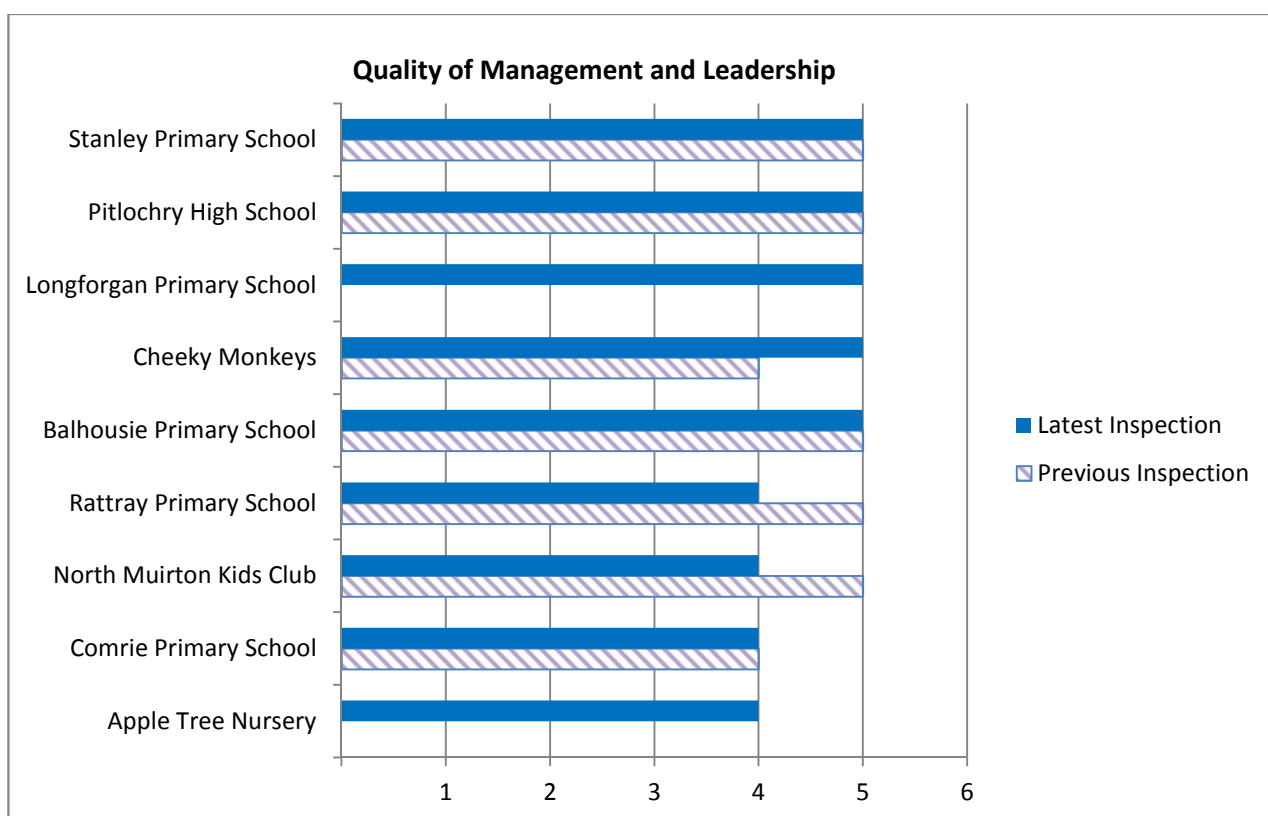
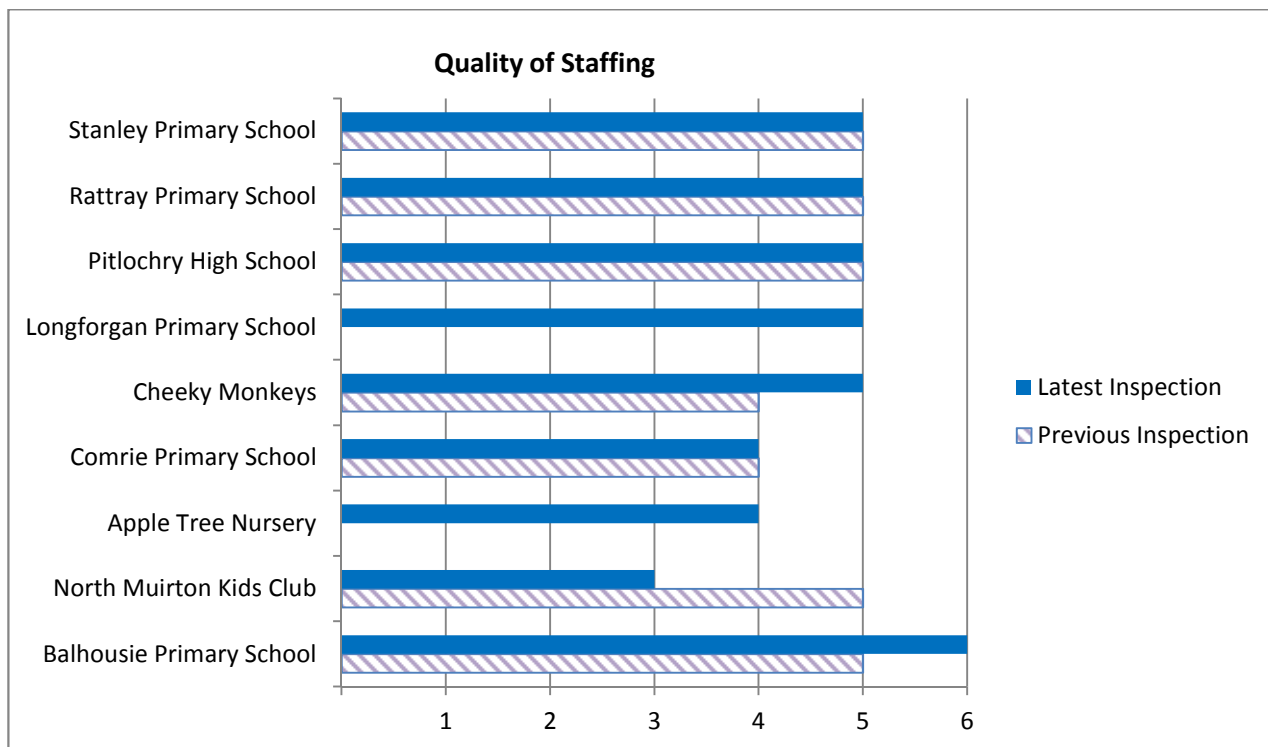
Appendix C: Overview of HMI Inspections (Pre-School Centres and Schools) by Performance Indicator.

Appendix D: Primary School Inspection Performance relative to Comparator Authorities, by Quality Indicator, Academic Year 2014/15.

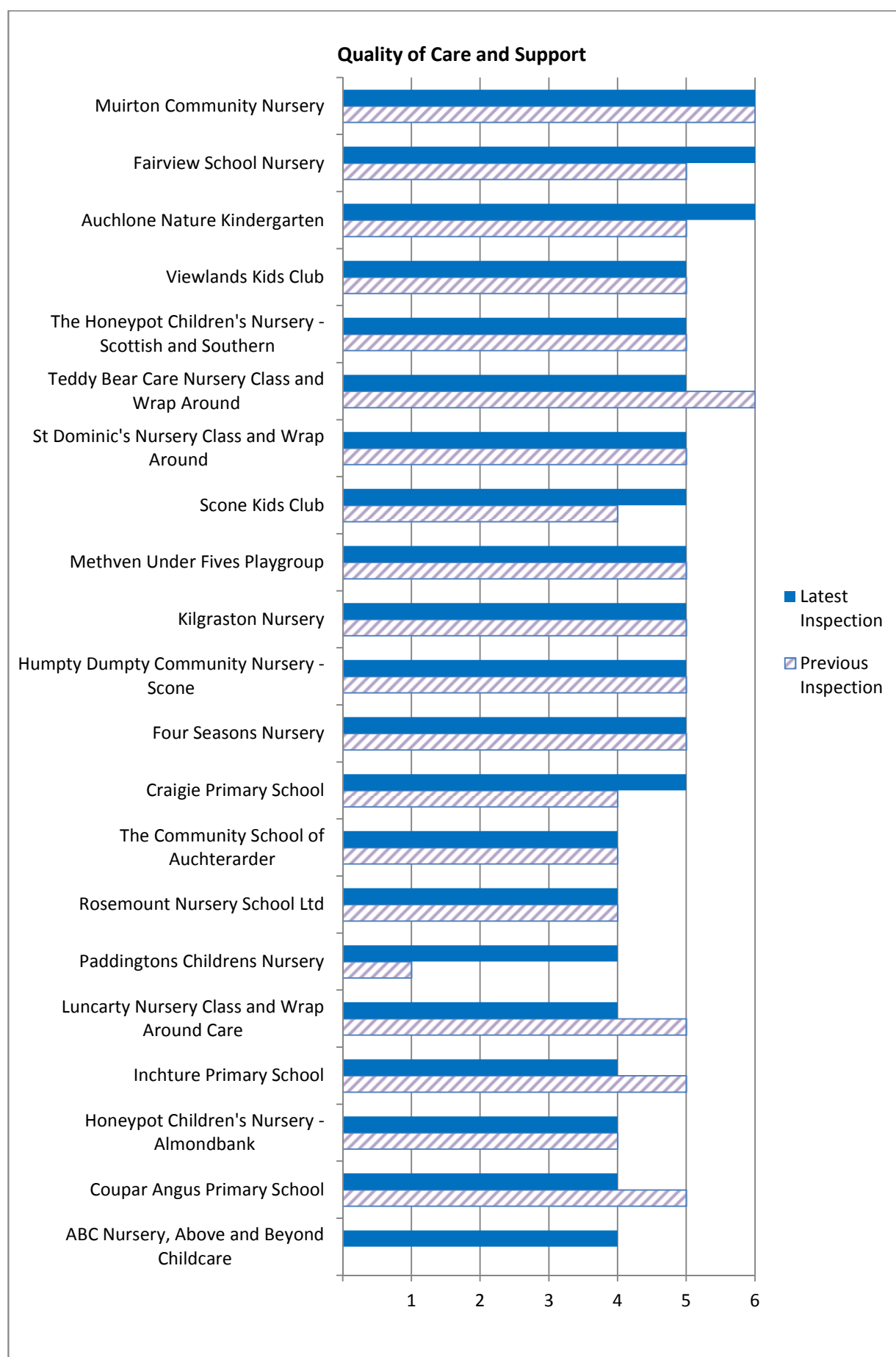
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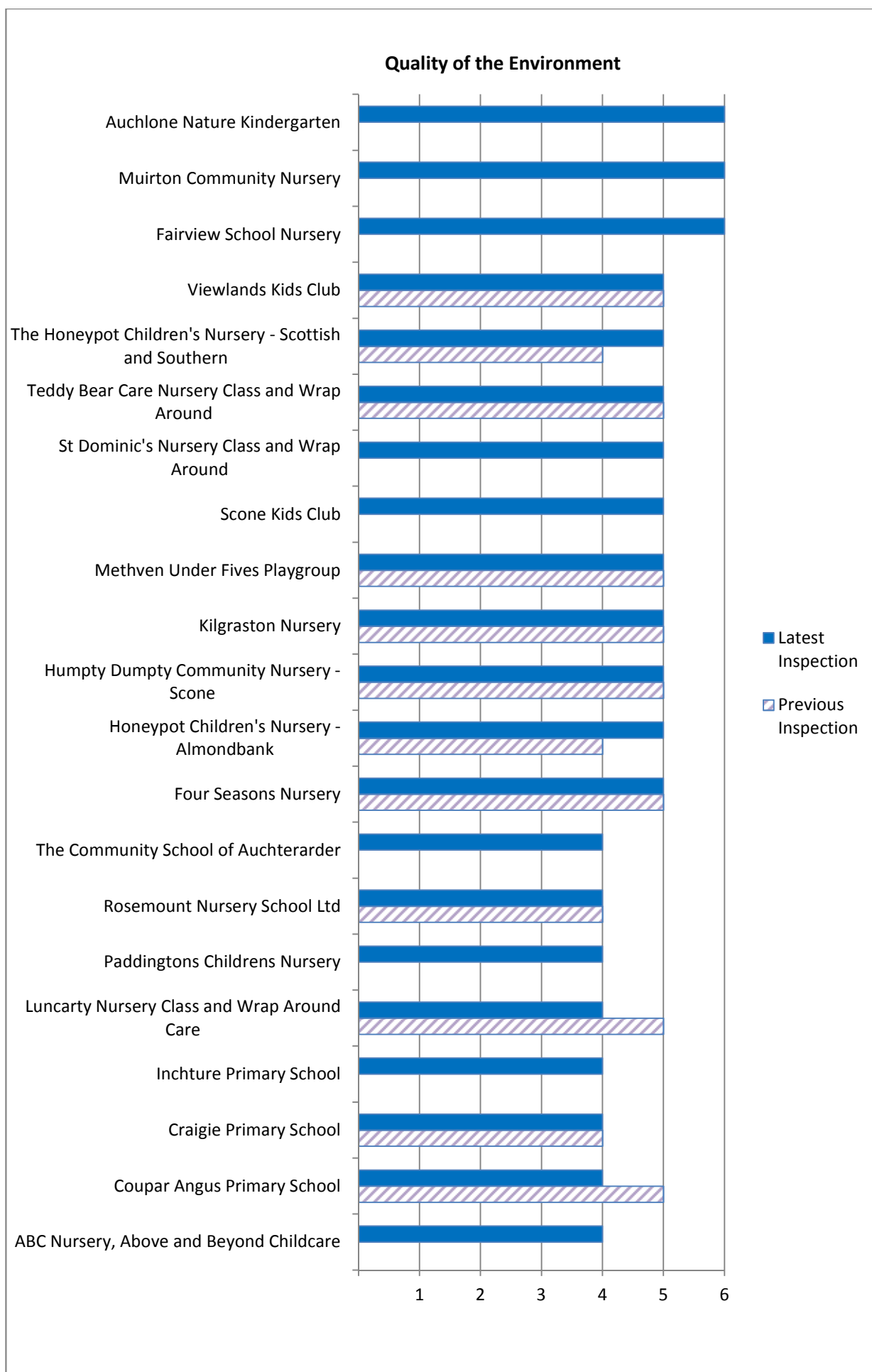


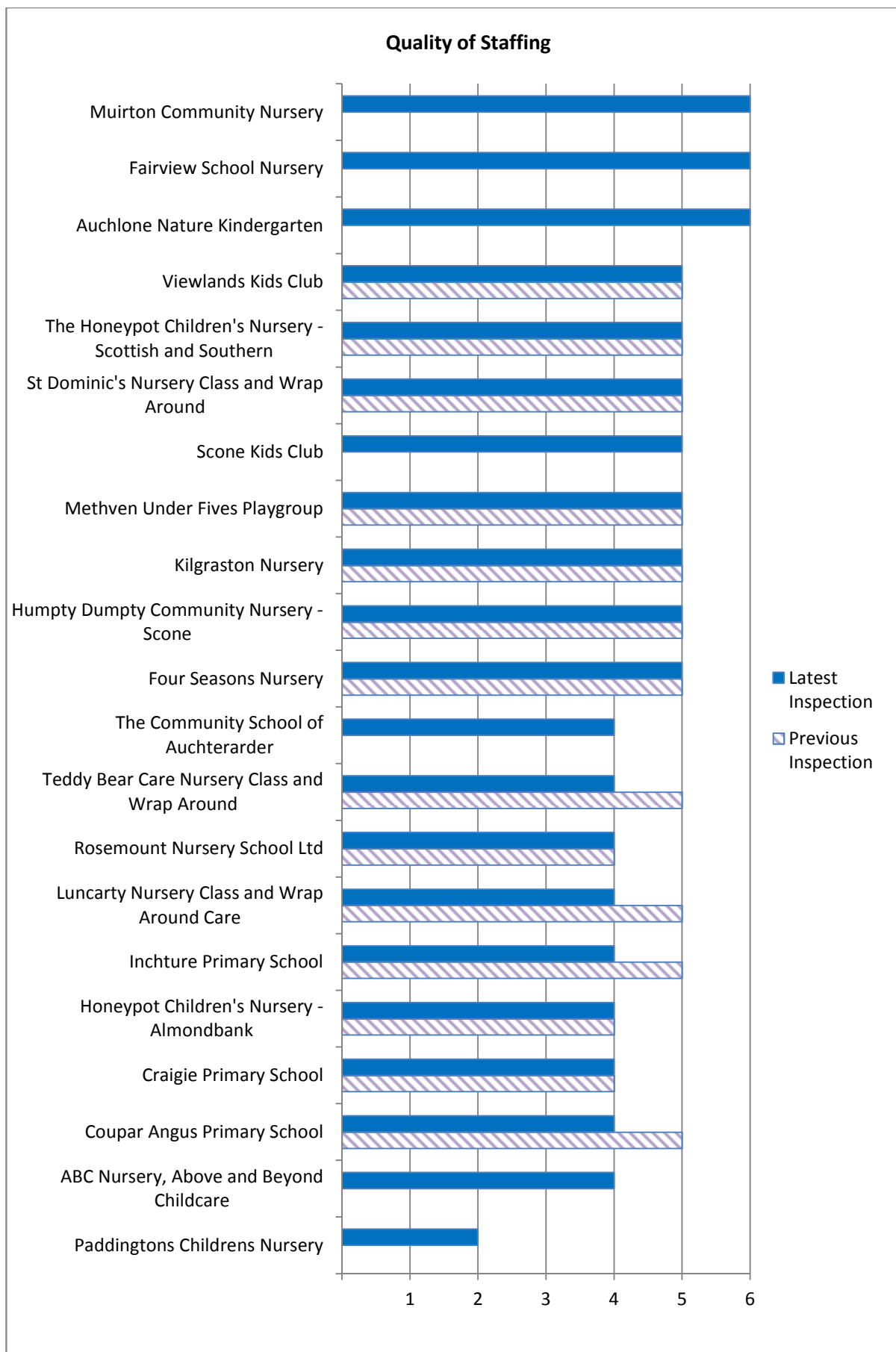
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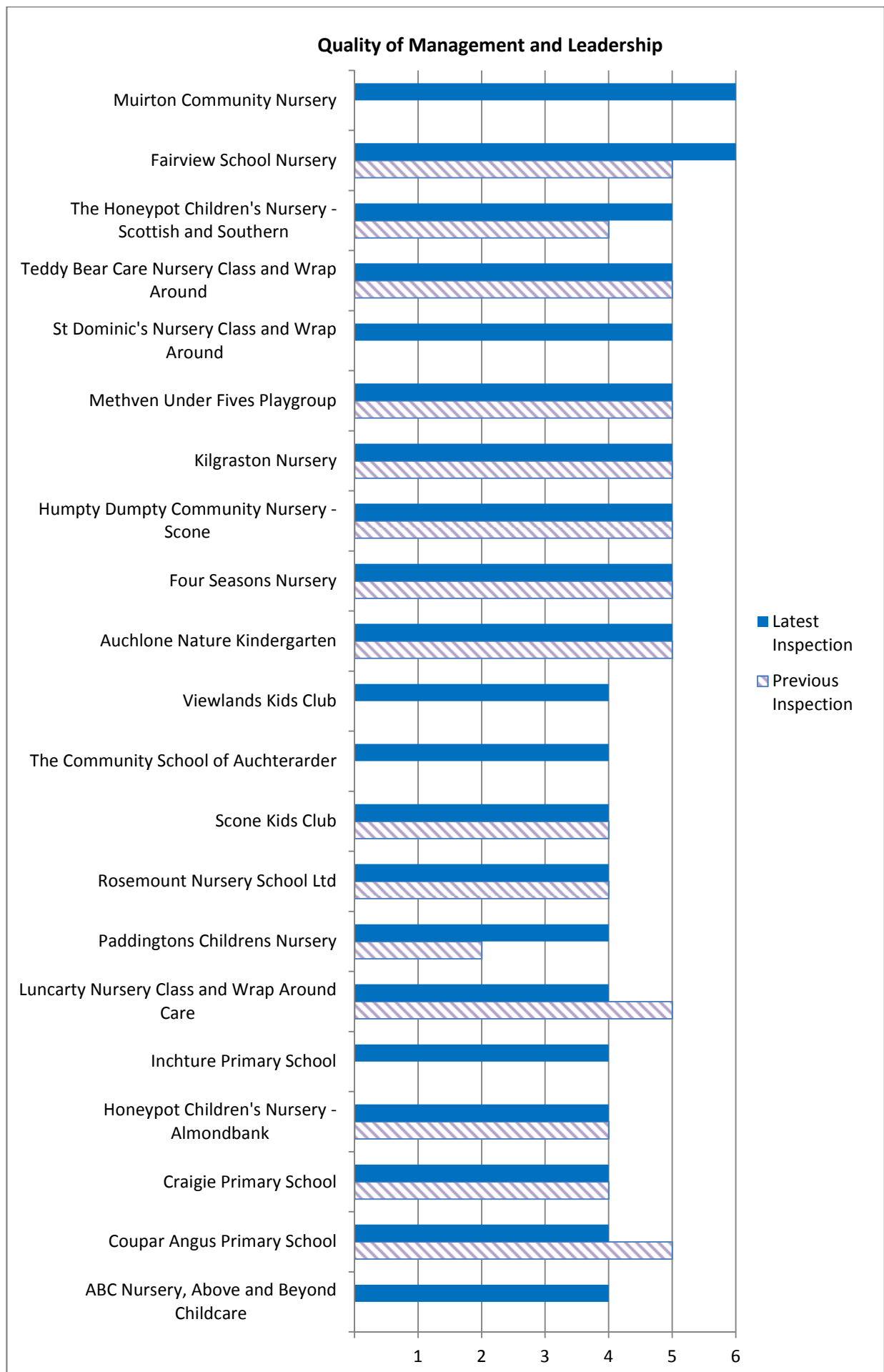


Appendix A2: Grading History, services providing day care of children inspected and published by the Care Inspectorate, 1 February 2014 – 31 March 2015

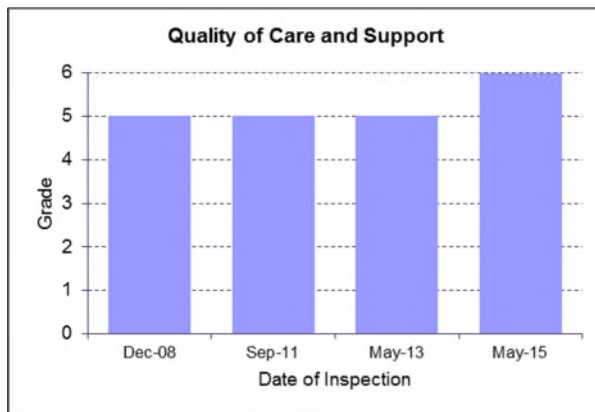




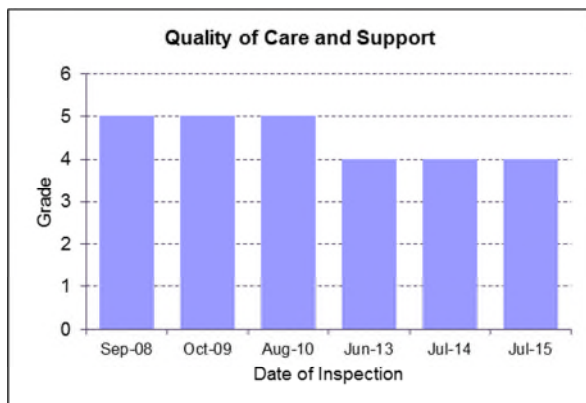




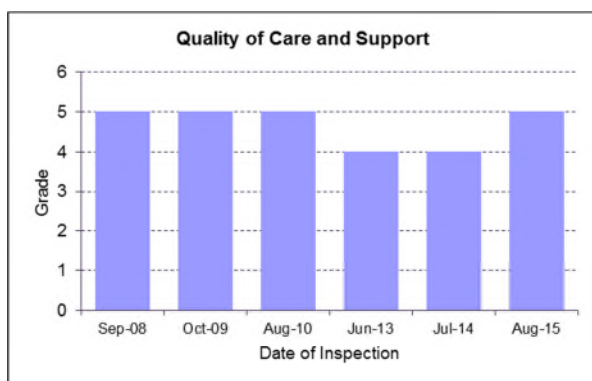
Appendix B: Grading History, Wellbank House



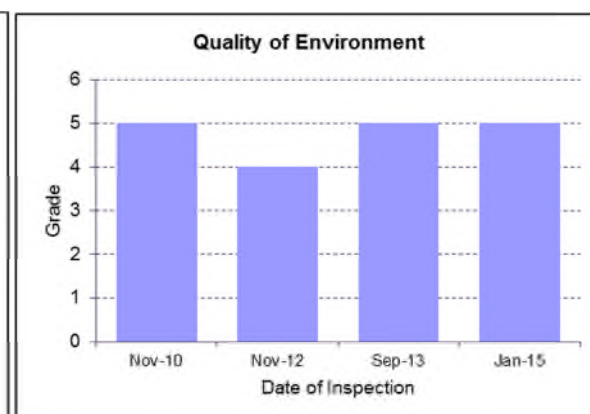
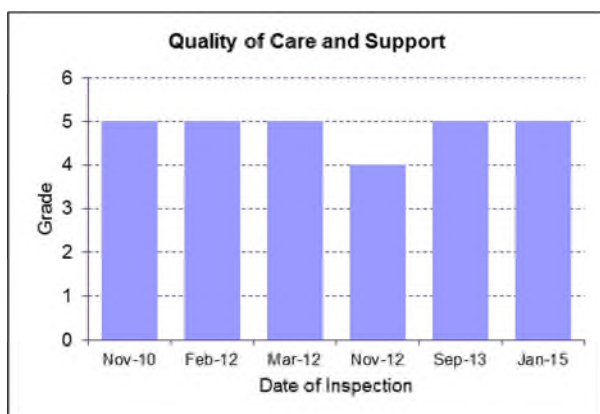
Appendix B: Grading History, Fostering Services



Appendix B: Grading History, Adoption Services



Appendix B: Grading History, Woodlea Cottage



Appendix C: Overview of HMI Inspections by Performance Indicator, Pre-School Centres

Table 1: Pre-School Overview by Performance Indicator

Pre-School	Satisfactory or Better						Good or Better					
	09/10	10/11	11/12	12/13	13/14	14/15	09/10	10/11	11/12	12/13	13/14	14/15
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	11	10	5	7	5	3	10	9	5	7	5	3
Childrens' experiences	11	10	5	7	5	3	11	9	5	7	5	3
Meeting learning needs	11	10	5	7	5	3	11	8	5	7	5	3
Core Quality Indicators	33 (100%)	30 (100%)	15 (100%)	21 (100%)	15 (100%)	9 (100%)	32 (97%)	26 (87%)	15 (100%)	21 (100%)	15 (100%)	9 (100%)
The curriculum	11	10	5	6	5	3	10	7	4	5	4	3
Improvement through self evaluation	10	9	4	5	5	3	9	5	4	4	4	3
All Quality indicators	54 (90%)	49 (98%)	24 (96%)	32 (91%)	25 (100%)	15 (100%)	51 (85%)	38 (76%)	23 (92%)	30 (86%)	23 (92%)	15 (100%)
<i>Comparator Proportions</i>	91%	92%	95%	93%	89%	94%	66%	68%	73%	71%	65%	70%
<i>National Proportions</i>	94%	93%	94%	94%	90%	92%	74%	73%	74%	73%	67%	65%
Total Number of PKC Quality Indicators	60	50	25	35	25	15						
Total Number of PKC Inspections	12	10	5	7	5	3						

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

Table 2: Primary Overview by Performance Indicator

Primary	Satisfactory or Better						Good or Better					
	09/10	10/11	11/12	12/13	13/14	14/15	09/10	10/11	11/12	12/13	13/14	14/15
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	10	8	5	6	3	4	9	4	5	5	3	3
Learners' experiences	11	8	5	6	3	4	10	6	5	5	3	4
Meeting learning needs	11	8	5	6	3	4	9	4	5	4	3	4
Core Quality Indicators	32 (97%)	24 (100%)	15 (100%)	18 (100%)	9 (100%)	12 (100%)	28 (85%)	14 (58%)	15 (100%)	14 (78%)	9 (100%)	11 (92%)
The curriculum	11	8	5	5	3	4	9	3	4	5	3	4
Improvement through self evaluation	10	8	4	5	3	4	9	3	4	4	3	4
All Quality indicators	53 (96%)	40 (100%)	24 (96%)	39 (93%)	15 (100%)	20 (100%)	46 (84%)	20 (50%)	23 (92%)	23 (77%)	15 (100%)	19 (95%)
<i>Comparator Proportions</i>	94%	95%	94%	93%	76%	89%	73%	72%	75%	61%	46%	60%
<i>National Proportions</i>	95%	95%	94%	95%	87%	92%	81%	78%	77%	72%	63%	67%
Total Number of PKC Quality Indicators	55	40	25	30	15	20						
Total Number of PKC Inspections	11	8	5	6	3	4						

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

Table 3: Secondary Overview by Performance Indicator

Secondary	Satisfactory or Better						Good or Better					
	09/10	10/11	11/12	12/13	13/14	14/15	09/10	10/11	11/12	12/13	13/14	14/15
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	1	0	2	2	2	0	0	0	2	1	2	0
Learners' experiences	1	0	2	2	2	0	1	0	2	1	2	0
Meeting learning needs	1	0	2	2	2	0	1	0	2	1	2	0
Core Quality Indicators	3	0	6	6	6	0	2	0	6	3	6	0
The curriculum	1	0	2	1	2	0	1	0	1	1	2	0
Improvement through self evaluation	1	0	1	1	2	0	0	0	1	1	2	0
All Quality indicators	5	0	9	8	10	0	3	0	8	5	10	0
Total Number of PKC Quality Indicators	5	0	10	10	10	0						
Total Number of PKC Inspections	1	0	2	2	2	0						

Appendix D: Primary School Inspection Performance relative to Comparator Authorities¹⁰, by Quality Indicator, Academic Year 2014/15

Improvement In Performance		
• satisfactory or better	1= out of 6 authorities	The proportion of primary schools achieving satisfactory or better in 2014/15 was above the comparator average (100% compared to 90%).
• good or better	3 out of 6 authorities	The proportion of primary schools achieving good or better in 2014/15 was above the comparator average (75% compared to 67%, Stirling and Highland = 100%).
• very good and excellent	2 out of 6 authorities	The proportion of primary schools achieving very good or excellent in 2014/15 was above the comparator average (25% compared to 14%, Highland = 33%)

Learners' Experiences		
• satisfactory or better	1= out of 6 authorities	The proportion of primary schools achieving satisfactory or better in 2014/15 was above the comparator average (100% compared to 95%)
• good or better	1= out of 6 authorities	The proportion of primary schools achieving good or better in 2014/15 was above the comparator average (100% compared to 86%).
• very good and excellent	2 out of 6 authorities	The proportion of primary schools achieving very good or excellent in 2014/15 was above the comparator average (50% compared to 29%, Stirling = 100%).

Meeting Learning Needs		
• satisfactory or better	1= out of 6 authorities	The proportion of primary schools achieving satisfactory or better in 2014/15 was above comparator average (100% compared to 90%).
• good or better	1= out of 6 authorities	The proportion of primary schools achieving good or better in 2014/15 was above the comparator average (100% compared to 67%).
• very good and excellent	4= out of 6 authorities	The proportion of primary schools achieving very good or excellent in 2014/15 was below the comparator average (0% compared to 24%, Stirling = 67%, Highland = 33% and Aberdeenshire = 20%).

The Curriculum		
• satisfactory or better	1= out of 6 authorities	The proportion of primary schools achieving satisfactory or better in 2014/15 was above the comparator average (100% compared to 81%).
• good or better	1= out of 6 authorities	The proportion of primary schools achieving good or better in 2014/15 was above the comparator average (100% compared to 52%).
• very good and excellent	1 out of 6 authorities	The proportion of primary schools achieving very good or excellent in 2014/15 was above the comparator average (25% compared to 5%).

Improvement Through Self Evaluation		
• satisfactory or better	1= out of 6 authorities	The proportion of primary schools achieving satisfactory or better in 2014/15 was above the comparator average (100% compared to 90%).
• good or better	1 out of 6 authorities	The proportion of primary schools achieving good or better in 2014/15 was above the comparator average (100% compared to 38%).
• very good and excellent	1 out of 6 authorities	The proportion of primary schools achieving very good or excellent in 2014/15 was above the comparator average (50% compared to 14%).

¹⁰ Argyll and Bute, Aberdeenshire, Stirling, the Scottish Borders and Highland Councils

