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Council Building  
2 High Street  
Perth  
PH1 5PH

22 October 2020

A meeting of the **Executive Sub-Committee of Lifelong Learning Committee** will be held virtually on **Monday, 02 November 2020 at 09:30**.

If you have any queries please contact Committee Services - [Committee@pkc.gov.uk](mailto:Committee@pkc.gov.uk).

**KAREN REID**  
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 Caroline Shiers (Convener)

Councillor John Duff (Vice-Convener)

Councillor Xander McDade

Councillor John Rebbeck

Councillor Fiona Sarwar



**Executive Sub-Committee of Lifelong Learning Committee**

**Monday, 02 November 2020**

**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/SUBSTITUTES**
- 2 DECLARATIONS OF INTEREST**
- 3 MINUTE OF MEETING OF THE EXECUTIVE SUB-COMMITTEE OF THE LIFELONG LEARNING COMMITTEE OF 27 JANUARY 2020** **5 - 6**  
(copy herewith)
- 4 STANDARDS AND QUALITY IN SCHOOLS, LEARNING COMMUNITIES AND PRE-SCHOOL CENTRES/DAY CARE OF CHILDREN - REPORT 1** **7 - 18**  
Report by Executive Director (Education and Children's Services)  
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**APPENDIX 1 - BRACO PRIMARY SCHOOL AND NURSERY CLASS** **19 - 22**  
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## **EXECUTIVE SUB-COMMITTEE OF THE LIFELONG LEARNING COMMITTEE**

Minute of Meeting of the Executive Sub-Committee of the Lifelong Learning Committee held in the Council Chamber, Council Building, 2 High Street, Perth on Monday 27 January 2020 at 10.00am.

Present: Councillors C Shiers, J Duff, X McDade, J Rebbeck and F Sarwar.

In Attendance: S Johnston, Interim Head of Education, A Carr, J Chiles, G Doogan S Haxton, A Lemon and B Scott; S Kellie, Head Teacher, Methven Primary School and Nursery Class and J Menzies, Head Teacher, Glendelvine Primary School (all Education and Children's Services); and C Irons, Corporate and Democratic Services.

Councillor C Shiers, 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 October 2019 was submitted, approved as a correct record and authorised for signature.

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

There was submitted a report by the Executive Director (Education and Children's Services) (20/21), setting out the key findings following inspections of pre-school centres 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 28 October 2019.

#### **Resolved:**

- (i) The key findings of the inspection reports as appended to Report 20/21 be noted as follows:
  - (a) Methven Primary School and Nursery Class (Appendix 1)
  - (b) Glendelvine Primary School (Appendix 2)
  - (c) Rattray Primary School (Appendix 3)
  - (d) Summary of Education Scotland Inspections 2016/17 to date (Appendix 4)

- (e) Education Scotland Inspections: National and Comparator Authority Benchmarking 2016/17 to 2018/19 (Appendix 5)
  - (f) Summary of Care Inspectorate Day Care of Children Inspections Financial Year 2018/19 to 2019/20 (Appendix 6)
  - (g) Care Inspectorate Day Care of Children Inspections: National and Comparator Authority Benchmarking 2016/17 to date (Appendix 7)
- (ii) Education Scotland be invited to attend a future meeting of the sub-committee to give a presentation on the new inspection evaluations.

DRAFT

## 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:



<b>How Good is Our School 4 (HGIOS 4) Quality Indicators (QI)</b>	<b>Schools Full Model</b>	<b>Schools Short Model</b>	<b>Evaluated</b>
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	-	-	-	-	-	-
Total	15	18	20	15	2	70

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

Primary Schools						
QI Grading	1.3 Leadership of change	2.3 Learning, teaching & assessment	3.2 Raising attainment & achievement	3.1 Ensuring wellbeing, equality & inclusion	1.1 Self-evaluation for self-improvement	All QIs
Excellent	1	-	-	1	-	2
Very Good	4	5	9	6	3	27
Good	5	9	8	6	-	28
Satisfactory	3	4	4	-	1	12
Weak	-	1	2	-	-	3
Unsatisfactory	-	-	-	-	-	-
<b>Total</b>	<b>13</b>	<b>19</b>	<b>23</b>	<b>13</b>	<b>4</b>	<b>72</b>

Secondary Schools						
QI Grading	1.3 Leadership of change	2.3 Learning, teaching & assessment	3.2 Raising attainment & achievement	3.1 Ensuring wellbeing, equality & inclusion	1.1 Self-evaluation for self-improvement	All QIs
Excellent	-	-	-	-	-	-
Very Good	-	-	-	-	-	-
Good	-	-	-	-	-	-
Satisfactory	1	2	1	1	-	5
Weak	-	-	1	-	-	1
Unsatisfactory	-	-	-	-	-	-
<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
Total	86	58	35	35	214

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.

### Author

Name	Designation	Contact Details
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### Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children Services)	19 October 2020

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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

17 December 2019

Dear Parent/Carer

In October 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Braco Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the acting headteacher and staff.

The inspection team found the following strengths in the school's work.

- The acting headteacher, staff, nursery practitioners and children work well together across the nursery and primary classes to create a productive and welcoming learning environment. Children have positive learning experiences and are friendly, polite, and enthusiastic to learn.
- Together with nursery practitioners and school staff, the acting headteacher has established engaging and effective working relationships with the local community and partners, which enhance children's learning experiences.
- Young children in the nursery have high-quality learning experiences. Nursery practitioners deliver interesting and interacting experiences which ensure children progress in their learning.

The following areas for improvement were identified and discussed with the acting headteacher and a representative from Perth and Kinross Council.

- Continue to engage children and staff across the primary stages in developing consistent, high-quality approaches to learning and teaching. Staff should provide more opportunities for children to lead their own learning, evaluate their own progress and identify next steps in learning.
- Continue to improve children's attainment and achievement further across the primary classes. This should include the effective use and understanding of assessment, and monitoring and tracking of children's wider achievements and progress across all curriculum areas.
- Maintain children's progress and achievement in the nursery.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) and [How good is our early learning and childcare?](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for Braco Primary School and Nursery Class

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	very good
Securing children's progress	very good
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

## Here are the Care Inspectorate's gradings for the nursery class

Care Inspectorate standards	Grade
Quality of care and support	very good
Quality of management and leadership	good

## Requirements/recommendations made by Care Inspectorate for the nursery class

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection, there are no requirements and no recommendations.

This letter and a more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=1710>

### What happens next?

We are confident that the school has 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/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Dennise Sommerville  
HM Inspector

Claire Moir  
Care Inspector



28 January 2020

Dear Parent/Carer

In November 2019, a team of inspectors from Education Scotland visited Perth Grammar School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- Most relationships are respectful across the school. Young people value their positive relationships with staff.
- An increasing range of courses and partners is supporting the different needs of young people. As a result, almost all young people go on to a positive destination such as higher education, college or employment.
- The enhanced provision is providing high levels of targeted support for young people with more significant additional support needs.

The following areas for improvement were identified and discussed with the headteacher and a representative from Perth and Kinross Council.

- Improve approaches to ensuring equity for all learners. To support this, senior leaders should make better use of data to target interventions appropriately. This includes monitoring planned interventions regularly to ensure they have the desired impact.
- Raise attainment and achievement for all young people. To support this, improve approaches to assessing and monitoring young people's progress, particularly in S1-S3.
- Further develop a shared understanding of high-quality learning and teaching to improve the motivation and engagement of young people. Ensure appropriate challenge for all young people to maximise progress in their learning.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for Perth Grammar School

Quality indicators	Evaluation
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Raising attainment and achievement</b>	<b>weak</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale.</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=4024>

### What happens next?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. We will liaise with Perth and Kinross Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within twelve months of the publication of this letter. We will discuss with Perth and Kinross Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

Stuart Cathro  
HM Inspector

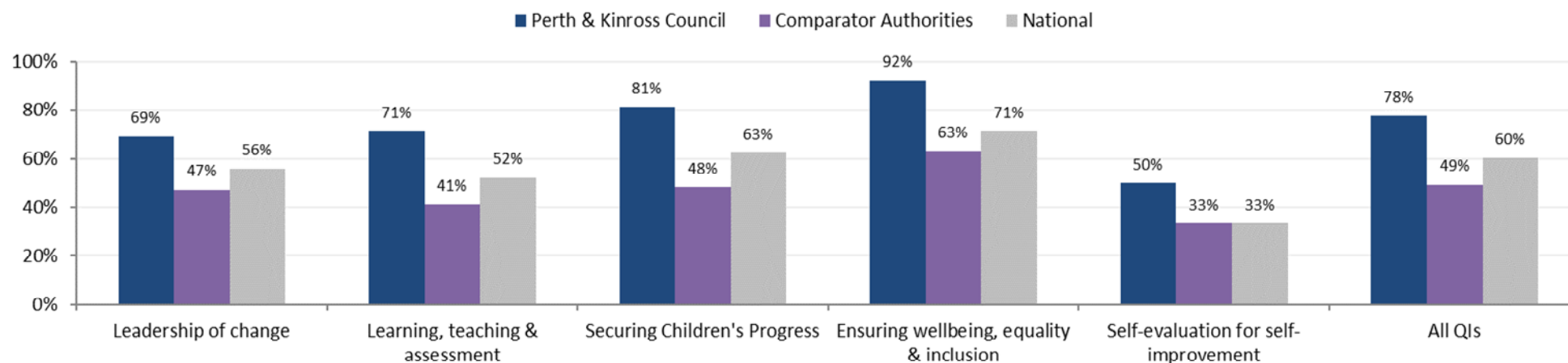


## Appendix 3: Summary of Education Scotland Inspections

### National and Comparator Authority Benchmarking 2016/17 to 2018/19

Early Learning and Childcare Inspections<sup>1</sup>

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

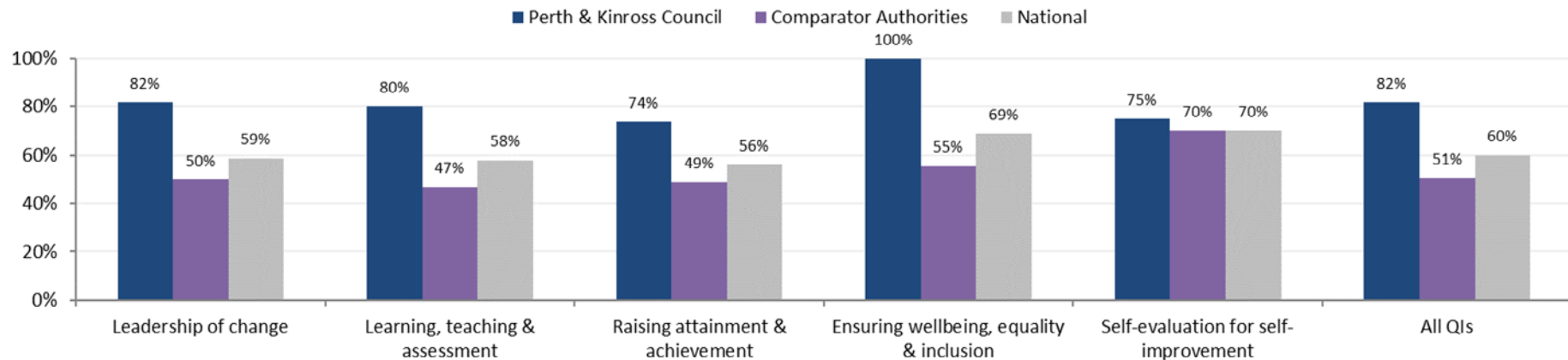


PKC perform consistently better than comparator authorities and at national level when inspected by Education Scotland. Most inspections show that we are strong in ensuring wellbeing, equality and inclusion and securing children's progress. The majority of inspections show that ELC settings perform well, analysis indicates that improvements are required in some settings in the areas of learning, teaching and assessment, leadership of change and self-evaluation. A number of interventions are in place to improve performance in those areas.

<sup>1</sup> Comparator Local Authorities are Aberdeenshire, Argyll & Bute, Highland, Scottish Borders and Stirling.

## Primary Inspections

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



Data shows that schools in Perth and Kinross continue to perform better than those in their comparator authorities. Inspection data for primary schools from 2019 - 2020 includes 4 evaluations of satisfactory or below, with 8 evaluations of good or above. Inspection data for secondary schools from 2019-2020; there were 6 evaluations of satisfactory or below. Inspection data for special schools from 2019-2020; all evaluations were good or above. Where evaluations are satisfactory or weak, the quality improvement team take a 'team around the school' approach in order to secure improvements. Action plans are put in place which are supported by relevant education officers. These are regularly monitored and reviewed with a final report on improvements being presented to parents. Quality Improvement Officers are currently working with Headteachers and staff within 2 Primary and 2 Secondary schools to take forward action plans to address the outcomes of these inspections.

## Inspections from 2016/17 to date

### Early Learning and Childcare 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	St Dominic's RC Primary School	Full	Sep-16	Nov-16	Good	Good	Good	Very Good	-
2017/18	Fossoway 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 Pots 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	Inchture Primary School*	Full	Dec-19	Feb-20	Good	Good	Good	Good	-
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	-

## 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
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	-

## 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	-	-

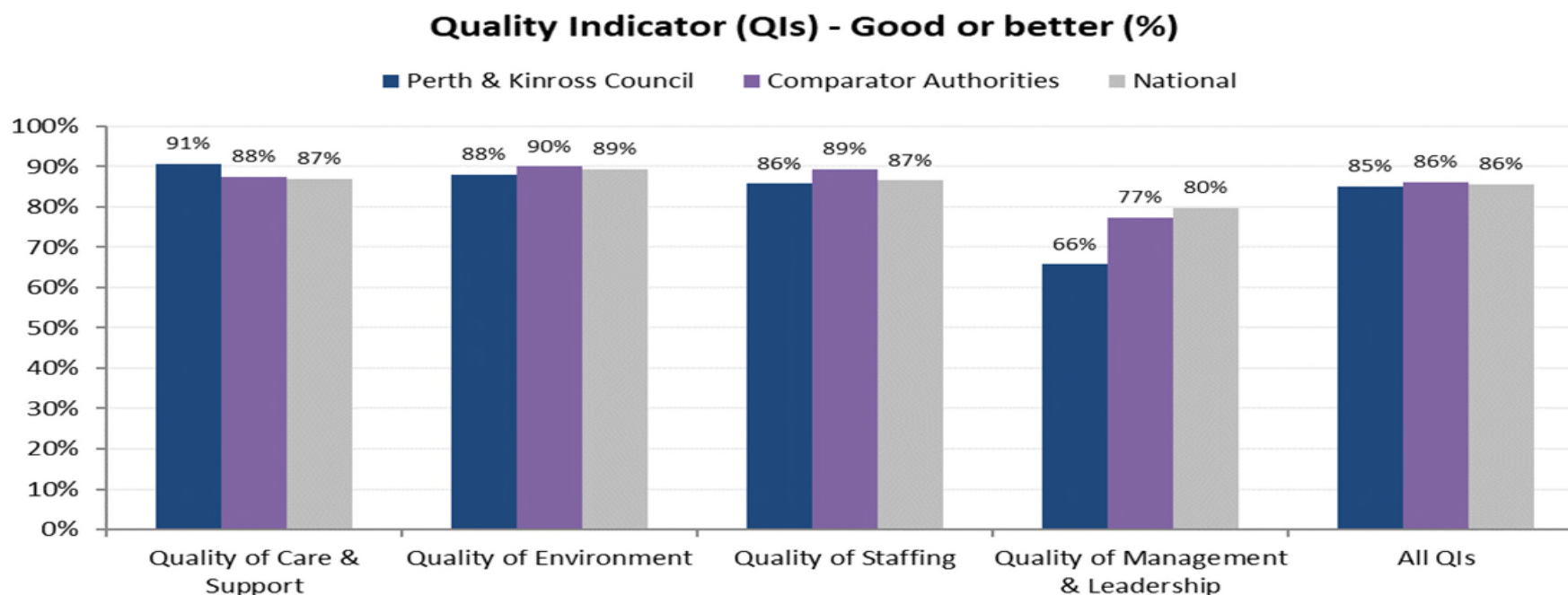
## Special Inspections

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
2019/20	Fairview School	Short	Feb-20	Jun-20	-	Good	Very Good	-	-
2019/20	Fairview School – Nursery Class	Short	Feb-20	Jun-20	-	Good	Very Good	-	-



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

National and Comparator Authority Benchmarking 2016/17 to date (Comparator and National Data as of 31 December 2019)



Overall, most ELC settings perform well. PKC perform consistently better than comparator authorities and at national level when inspected by Care Inspectorate for the Quality of Care and Support. Almost all inspections show that settings are strong in ensuring wellbeing, equality and inclusion. Most inspections are good or better for the quality of environment and staffing. These have fallen slightly below our comparators and national level, and a result of the changes to staffing due to the expansion of early learning and childcare, a number of initiatives are in place to improve this, for example a new induction programme for staff. The majority of inspections are good or better for the quality of management and leadership, however, due to staff changes, these indicators fall below our comparators and national level. A new ELC leadership programme has been developed to address this.

Overall, whilst most ELC settings perform well, analysis indicates that improvements are required in some settings in three areas: quality of environment, quality of staffing and quality of management and leadership. 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 satisfactory 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 2018/19 and 2019/20

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

### Local Authority

Service Name	Inspection Date	Quality of Care & Support	Quality of Environment	Quality of Staffing	Quality of Management & Leadership
Abernethy Primary School	21/08/2018	Very Good	-	Very Good	-
Arngask Primary School	10/12/2019	Very Good	Very Good	-	-
Auchtergaven Primary School	15/06/2018	Good	Good	-	-
*Balbeggie Primary School	05/02/2020	Good	-	Good	-
Balhousie Primary School	27/08/2019	Very Good	Good	-	-
Blair Atholl Primary School	16/09/2019	Very Good	Very Good	-	-
Blair Kids Club	22/01/2019	Good	-	-	Good
Braco Primary School	30/10/2019	Very Good	-	-	Good
Breadalbane Academy	29/10/2019	Good	Good	-	-
City of Perth Early Childhood Centre	11/11/2019	Adequate	Good	Adequate	Adequate
Comrie Primary School	08/05/2018	Good	Good	-	-
Coupar Angus Primary School	28/01/2019	Very Good	Very Good	Good	Good
Crieff Primary School	24/04/2018	Good	Very Good	-	-
*Dunbarney Primary School	11/02/2020	Good	Good	-	-
Errol Primary School	25/02/2019	Very Good	-	Very Good	-
Fairview School Nursery	25/03/2019	Excellent	Excellent	-	-
Fossoway Primary School	05/06/2019	Very Good	Very Good	-	-
Glenlyon Primary School	08/05/2018	Good	-	Very Good	-
Goodlyburn Primary School	02/05/2019	Good	-	-	Good



Service Name	Inspection Date	Quality of Care & Support	Quality of Environment	Quality of Staffing	Quality of Management & Leadership
Inch View Primary School Nursery and Wrap Around Care Service	25/09/2018	Good	Good	Good	Good
Inchtute Primary School	29/10/2018	Very Good	-	Very Good	-
Invergowrie Kids Club	14/09/2018	Very Good	-	-	Very Good
Invergowrie Primary School	08/02/2019	Very Good	Very Good	-	-
Kinloch Rannoch Primary School	01/05/2018	Very Good	Very Good	-	-
*Kinnoull Kids Club	19/12/2019	Good	-	-	Good
Kinross Primary School	25/11/2019	Very Good	Very Good	-	-
Kirkmichael Primary School	15/05/2018	Very Good	Good	-	-
Letham Kids Club	14/05/2019	Good	-	-	Good
Letham Primary School	06/09/2018	Good	Adequate	Good	Adequate
Longforgan Primary School	29/05/2018	Very Good	Very Good	-	-
Methven Primary School Nursery	24/10/2018	Excellent	Very Good	Good	Good
Milnathort Primary School	09/05/2019	Very Good	Good	-	-
*Moncreiffe Primary School	21/01/2020	Good	Good	-	-
Murthly Primary School Nursery	07/02/2019	Very Good	Very Good	-	-
North Muirton Kids Club	01/05/2019	Very Good	-	-	Good
*North Muirton Primary School	24/03/2020	Good	Good	Adequate	Adequate
Oakbank Kids Club	11/01/2019	Excellent	Excellent	-	-
*Oakbank Primary School	20/11/2019	Very Good	-	-	Very Good
Our Lady's Primary School	05/03/2019	Very Good	Good	-	-
*Pitlochry High School	31/01/2020	Very Good	-	Very Good	-
*Rattray Primary School	09/12/2019	-	-	-	-
Rattray Primary School	24/06/2019	Good	Good	Good	Weak
Stanley Primary School	06/09/2019	Good	Good	-	-
St. Dominic's Nursery Class and Wrap Around Care	19/06/2018	Very Good	Very Good	-	-
St. John's Academy (Primary) Nursery Class	06/12/2018	Good	-	-	Very Good
St. John's Kids Club	02/11/2018	Very Good	-	Very Good	-

Service Name	Inspection Date	Quality of Care & Support	Quality of Environment	Quality of Staffing	Quality of Management & Leadership
St. Madoes Primary School	06/11/2018	Good	Good	-	-
The Community School of Auchterarder	02/10/2018	Very Good	Very Good	-	-
Tulloch Primary School	09/11/2018	Good	Good	-	-
Viewlands Primary School	29/11/2018	Good	Good	-	-
Village Kids Club	07/05/2019	Good	Good	-	-

## Partner Providers

Service Name	Inspection Date	Quality of Care & Support	Quality of Environment	Quality of Staffing	Quality of Management & Leadership
ABC Nursery, Above & Beyond Childcare	24/07/2018	Very Good	Very Good	-	-
Apple Tree Nursery	23/07/2019	Good	Good	-	-
Auchlone Nature Kindergarten	27/07/2018	Excellent	-	Very Good	-
Bridge of Earn Nursery	22/11/2018	Excellent	Very Good	-	-
Cheeky Monkeys	05/04/2019	Very Good	-	Very Good	-
Cornerstones Nursery	30/07/2019	Adequate	Good	Good	Adequate
Cornerstones Nursery	31/07/2018	Good	Very Good	Very Good	Good
Craigclowan Preparatory School Pre School	24/01/2019	Good	Good	-	-
Craigie Park Nursery	17/04/2019	Good	Adequate	Good	Adequate
Doodlebugs Day Nursery (Aberuthven)	06/08/2018	Very Good	Very Good	-	-
Doodlebugs Day Nursery (Bridge of Earn)	19/02/2019	Very Good	-	-	Very Good
Dunning Stepping Stones	05/09/2018	Good	Good	Very Good	Good
*Dunning Stepping Stones	24/02/2020	Very Good	-	-	Very Good
*Fair City Munchkins	06/03/2020	Very Good	-	Very Good	-

Service Name	Inspection Date	Quality of Care & Support	Quality of Environment	Quality of Staffing	Quality of Management & Leadership
Four Seasons Nursery	10/07/2018	Adequate	Adequate	Adequate	Good
Four Seasons Nursery	30/08/2019	Adequate	Adequate	Adequate	Adequate
Honeypot Children's Nursery - Almondbank	22/01/2019	Very Good	Excellent	-	-
Honeypot Children's Nursery - Scone	15/08/2018	Very Good	-	Very Good	-
Humpty Dumpty Community Nursery - Scone	12/09/2019	Very Good	-	-	Very Good
Just 4 Kidz	11/07/2018	Very Good	Very Good	-	-
Kinnoull Church Nursery	26/02/2019	Adequate	Adequate	Good	Adequate
Little Scallywags Nursery	31/05/2018	Very Good	-	Very Good	-
Little Scallywags Nursery	24/10/2019	Adequate	Good	Good	Good
Little Steps Childcare	01/08/2018	Adequate	Good	Good	Good
Little Steps Childcare	08/08/2019	Good	Very Good	Good	Adequate
Morrison's Academy Nursery	20/06/2018	Very Good	Very Good	-	-
Muirton Community Nursery	04/09/2019	Adequate	Adequate	Adequate	Adequate
Netherton Montessori Nursery	31/01/2019	Very Good	Very Good	-	-
Paddingtons Nursery	03/07/2018	Very Good	-	Very Good	-
Perth College Nursery	18/12/2018	Good	Adequate	Good	Adequate
Puddleduck Nursery	09/10/2018	Good	Good	-	-
Rosemount Nursery School Ltd	16/08/2019	Good	Good	Good	Adequate
Teddy Bear Care Nursery Ltd	05/02/2019	Very Good	Good	Very Good	Very Good
The Honeypot Children's Nursery - Scottish and Southern	11/10/2018	Very Good	-	-	Very Good
The Red Squirrel Children's Nursery	20/06/2019	Very Good	-	-	Very Good
The Wendy House	24/09/2019	Very Good	-	Very Good	-



## 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 2

Report by Executive Director (Education and Children's Services)  
(Report No. 20/206)

#### PURPOSE OF REPORT

This report sets out the key findings following inspections of early learning and childcare (ELC) settings and schools undertaken by Education Scotland and, by exception, Care Inspectorate inspections on the day care of children since the previous report (report 1 at this meeting), which covered inspections 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 Council 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 the Care Inspectorate since the previous Report 1, which covered inspections up to March 2020.
- 1.3 **ELC Inspections**
  - 1.3.1 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.
  - 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 these 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, evaluated against 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) QIs 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 improvement activity and measures which are regularly reviewed.

### **3. RECENTLY PUBLISHED REPORTS**

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

- 3.1.1 Since the previous report (Report 1), which covered inspections up to March 2020, the following reports have been published by Education Scotland<sup>1</sup>:

- **Follow Through Inspection of Letham Primary School and Nursery Class.**

Letham Primary School and Nursery Class was inspected in September 2018 and reported to the Executive Sub-Committee of Lifelong Learning Committee on 25 March 2019 ([Report No 19/91 refers](#)). A Follow Through Inspection took place in March 2020 and Education Scotland will make no more visits in connection with it. The inspection letter can be found in Appendix 1. At the time of the 2019 pupil census in September 2019, Letham Primary School had 214 primary school children and 62 nursery children enrolled. The primary school had a staffing complement of 16.1 FTE teachers and 9.39 FTE non-teaching staff. The [Summary of Inspection Findings \(SIF\) for Letham Primary School](#) and Nursery Class is available online.

- **Fairview School and Nursery Class**

Fairview School and Nursery Class was inspected in February 2020 by Education Scotland. Education Scotland will make no further visits in connection with this inspection, which was undertaken following the 'short' model. The evaluations against the QIs are shown in Appendix 2. At the time of the 2019 pupil census in September 2019, the school had 67 school children (P1 to S6) and 8 nursery children enrolled. The school had a staffing complement of 17.9 FTE teachers and 37.6 FTE non-teaching staff. The [Summary of Inspection Findings \(SIF\) for Fairview School and Nursery Class](#) is available online.

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



- Joint Inspection of North Muirton Primary School and Nursery Class**  
 North Muirton Primary School and Nursery Class was jointly inspected in November 2019 by Education Scotland and the Care Inspectorate. Education Scotland will carry out a further visit in connection with this inspection, which was undertaken following the 'short' model. The evaluations against the QIs are shown in Appendix 3. At the time of the 2019 pupil census in September 2019, North Muirton Primary School had 232 primary school children and 47 nursery children enrolled. The primary school had a staffing complement of 18 FTE teachers and 11 FTE non-teaching staff. The [Summary of Inspection Findings \(SIF\) for North Muirton Primary School and Nursery Class](#) is available online.
- St Madoes Primary School and Nursery Class**  
 St Madoes Primary School and Nursery Class was inspected in February 2020 by Education Scotland. Education Scotland will make no further visits in connection with this inspection, which was undertaken following the 'full' model. The evaluations against the QIs are shown in Appendix 4. At the time of the 2019 pupil census in September 2019, St Madoes Primary School had 127 primary school children and 26 nursery children enrolled. The primary school had a staffing complement of 8 FTE teachers and 3.1 FTE non-teaching staff. The [Summary of Inspection Findings \(SIF\) for St Madoes Primary School and Nursery Class](#) is available online.
- Inchtute Primary School and Nursery Class**  
 Inchtute Primary School and Nursery Class was inspected in December 2019 by Education Scotland. Education Scotland will make no further visits in connection with this inspection, which was undertaken following the 'full' model. The evaluations against the QIs are shown in Appendix 5. At the time of the 2019 pupil census in September 2019, the school had 221 primary school children and 58 nursery children enrolled. Inchtute Primary School had a staffing complement of 12.4 FTE teachers and 4.7 FTE non-teaching staff. The [Summary of Inspection Findings \(SIF\) for Inchtute Primary School and Nursery Class](#) is available online.

## 3.2 Care Inspectorate Inspections

- 3.2.1 A total of 10 inspections have been undertaken and published<sup>2</sup> by the Care Inspectorate since the previous report, which covered inspections up to March 2020.
- 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 10 inspections, of the 20 indicators inspected, 2 were deemed 'adequate', 10 received 'good' evaluations and 8 received 'very good' evaluations.

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

## 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 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.
- 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>

Primary Schools						
QI Grading	1.3 Leadership of change	2.3 Learning, teaching & assessment	3.2 Raising attainment & achievement	3.1 Ensuring wellbeing, equality & inclusion	1.1 Self-evaluation for self-improvement	All QIs
Excellent	1	-	-	1	-	2
Very Good	4	5	9	6	3	27
Good	5	9	8	6	-	28
Satisfactory	3	4	4	-	1	12
Weak	-	1	2	-	-	3
Unsatisfactory	-	-	-	-	-	-
<b>Total</b>	<b>13</b>	<b>19</b>	<b>23</b>	<b>13</b>	<b>4</b>	<b>72</b>

Secondary Schools						
QI Grading	1.3 Leadership of change	2.3 Learning, teaching & assessment	3.2 Raising attainment & achievement	3.1 Ensuring wellbeing, equality & inclusion	1.1 Self- evaluation for self- improvement	All QIs
Excellent	-	-	-	-	-	-
Very Good	-	-	-	-	-	-
Good	-	-	-	-	-	-
Satisfactory	1	2	1	1	-	5
Weak	-	-	1	-	-	1
Unsatisfactory	-	-	-	-	-	-
Total	1	2	2	1	0	6

- 4.1.4 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.
- 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 6. There is not currently sufficient data available on secondary school inspections to allow for useful benchmarking.
- 4.1.6 For all ELC QIs 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 QIs 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 7.

**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 QIs. 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 7.
- 4.2.5 For all ELC QIs 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 QIs. 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 of 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.

**Author**

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**Approved**

<b>Name</b>	<b>Designation</b>	<b>Date</b>
Sheena Devlin	<b>Executive Director (Education and Children Services)</b>	<b>19 October 2020</b>

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

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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](#)

## **3. APPENDICES**

Appendix 1	Letham Primary School and Nursery Class Education Scotland Inspection Letter
Appendix 2	Fairview School Education Scotland Inspection Letter
Appendix 3	North Muirton Primary School Care Inspectorate Inspection Report on the Day Care of Children



Appendix 4	St Madoes Primary School Care Inspectorate Inspection Report on the Day Care of Children
Appendix 5	Inchture Primary School Care Inspectorate Inspection Report on the Day Care of Children
Appendix 6	Summary of Education Scotland Inspections
Appendix 7	Summary of Care Inspectorate Day Care of Children Inspections



23 June 2020

Dear Parent/Carer

In October 2018, HM Inspectors published a letter on Letham Primary School and Nursery Class (known as the Early Childhood Centre). 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 headteacher and staff. We heard from the 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. The Care Inspectorate inspected the nursery class at the same time and that report will be available at [www.careinspectorate.com](http://www.careinspectorate.com).

Since the initial inspection, there have been significant changes to the senior leadership teams in the school and early childhood centre (ECC). Following the original inspection, the deputy headteacher took up the post of acting headteacher until April 2019, when a new permanent headteacher was appointed. During this period, the acting headteacher led the whole staff team through a brisk and successful period of very positive change. She provided strong and strategic leadership and created detailed and well-considered action plans to address the main areas for improvement as outlined in the initial inspection. The new headteacher continued and supported very effectively the school's improvement journey. The headteacher and deputy headteacher work very well together and are now supported by a new acting deputy headteacher and new ECC lead to enable further improvements within the school and ECC.

**The school leadership team should work with the staff team to ensure consistently high quality learning and teaching at all stages. In doing so, ensure there is appropriate pace and challenge in all lessons.**

The ECC and school have made very good progress in addressing this area for improvement.

Senior leaders have taken very positive steps to improve the quality of learning and teaching in the ECC. As a result of professional learning opportunities and supportive school frameworks, practitioners now interact with children in a more skilful way. As a result, there has been a significant improvement in most children's levels of engagement. Children are happy, settled and motivated in their learning and respond to the positive ethos in the ECC. Importantly, children are becoming more independent and making choices and decisions about their learning in meaningful ways.

In the last 18 months, senior leaders and teachers have maintained a relentless focus on ensuring high quality learning and teaching consistently, at all primary stages. They have taken positive action to achieve this. The whole school community worked well together to refresh the school's vision, values and aims and to develop high expectations to promote positive relationships. The new vision, values and aims are promoting high aspirations for children across the whole school community. Senior leaders, in collaboration with the staff team have developed a helpful learning and teaching framework which ensures all teaching

staff have a shared understanding of the main features of high-quality learning and teaching. This detailed framework, along with robust approaches to improve children's experiences, has led to greater consistency in learning and teaching and experiences that are better matched to children's needs. Children are now clearer on the purpose of their learning and contribute effectively to their steps for success. Importantly, senior leaders and staff have developed effective supports to help children self-regulate. This approach has improved significantly children's behaviour across the school. There is now a calm, purposeful environment which is helping to promote effective learning. Senior leaders encourage and support staff to work together more effectively. Teachers now plan with their stage partners and identify ways of assessing children's progress at the start of the learning blocks. Across the school, children are now involved effectively in the planning and reviewing of their learning.

### **Raise attainment and achievement for children to ensure children are achieving appropriate standards in literacy and numeracy.**

The ECC and school have made very good progress in addressing this area for improvement.

Across all aspects of the work of the primary school and ECC, there is a strengthened focus on raising the attainment and achievement of all children. Overall, children in the EEC are making much better progress in literacy and numeracy. The EEC lead has supported practitioners to develop literacy and numeracy rich learning environments. This work is having a very positive impact on children's progress in literacy and numeracy. A significant number of children are making better progress as a result of their participation in dedicated group work for literacy, numeracy and social communication. The ECC lead has taken positive action with teachers and practitioners to check the progress of children in line with the rest of the school.

Children's attainment and achievement is improving at all stages in the primary school. Overall, most children are now expected to achieve appropriate levels in listening and talking and the majority are expected to achieve appropriate levels in reading, writing and numeracy. This is a considerable improvement since the original inspection. Of particular note, is children's increased attainment at the early stages. Senior leaders have developed a rigorous approach to capturing and analysing assessment data. They now have a clear picture of children's attainment at all stages. Teachers meet regularly with senior leaders to discuss children's progress. Using these meetings, they are able to identify effectively where targeted interventions are required. Since the original inspection, senior leaders have established a more streamlined approach to providing targeted support for specific children. Senior leaders and teachers measure carefully the impact of any interventions on children's attainment and achievement.

Teachers now deliver a consistent approach to the teaching and assessment of writing and make effective use of their expectations for listening and talking. As planned, teachers should continue to embed new approaches to teaching writing in order to ensure children make the best possible progress. They have also engaged well in visits to other schools to identify highly-effective practice in, for example, raising attainment in numeracy. As a result, children are making better progress in numeracy and mathematics.

**Continue to make improvements to the curriculum to ensure all children make continuous progress across the broad general education.**

The ECC and school have made very good progress in addressing this area for improvement.

Senior leaders have worked well with children, staff and parents to refresh and update the ECC's and school's curriculum rationale. They have also created a helpful, detailed curriculum and assessment framework. This outlines clearly what and how children will learn during their time at Letham Primary School and ECC. Staff have worked very well together to take on leadership roles to develop the school's curriculum. This is having a significant impact on the pace of change. Staff are now making better use of learning pathways for reading, writing and numeracy and mathematics. Teachers use these to plan progressive learning experiences which take good account of children's prior knowledge and skills. In a positive way, staff consult children more regularly about their learning which helps to inform what they will learn. Following the initial inspection, the acting headteacher and staff took prompt steps to improve play-based approaches to learning in P1. This has continued to be an area of focus and practice continues to improve.

**Improve children's learning experiences at the early level to ensure a stronger focus on developing children's literacy and numeracy skills.**

The ECC and school have made very good progress in addressing this area for improvement.

Senior leaders and staff have taken very positive steps to provide children with greater opportunities to develop their literacy and numeracy skills across the early level. As a result, children now benefit from higher quality learning experiences which help them to make better progress in literacy and numeracy. For example, practitioners and teachers make effective use of digital technology to develop children's literacy and numeracy skills. Children benefit from skilled interventions by practitioners and teachers which help to develop well their early language and communication skills. Senior leaders and practitioners have established successfully a well-resourced, rich learning environment, which promotes very well children's literacy and numeracy skills. Children in P1 experience a range of literacy and numeracy activities during each day with different adults, including child-led opportunities, which extend their learning and encourages purposeful, independent play.

### What happens next?

The school has made very good progress since the original inspection. We are confident that the school has 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.

Jackie Maley  
HM Inspector

9 June 2020

Dear Parent/Carer

In February 2020, a team of inspectors from Education Scotland visited Fairview School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The senior leadership team and staff who have created a caring and supportive school and nursery. Children and young people are happy and enthusiastic about their learning.
- Opportunities for children and young people to develop their communication skills and apply these skills in a range of relevant contexts.
- Approaches to planning and tracking progress for individual learners and how this supports children and young people to attain and achieve very well.

The following areas for improvement were identified and discussed with the headteacher and a representative from Perth and Kinross Council.

- Continue to develop high quality learning and teaching across the school and nursery, ensuring all children and young people are appropriately challenged.
- Develop leadership across the school and nursery and support all staff to undertake leadership roles which focus on leading learning.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) and [How good is our early learning and childcare?](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for Fairview School and Nursery Class

Quality indicators for the primary school	Evaluation
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>very good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

Quality indicators for the nursery class	Evaluation
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Securing children's progress</b>	<b>very good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=2551>

### What happens next?

We are confident that the school has 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/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Monica Reilly  
HM Inspector



24 March 2020

Dear Parent/Carer

In November 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited North Muirton Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The positive relationships between staff, children and their families across the school and nursery.
- Collegiate and collaborative working between staff and partner agencies to create a supportive learning environment across the school and nursery.
- The steps taken by senior leaders in identifying improvement priorities which relate directly to learning, teaching and assessment.

The following areas for improvement were identified and discussed with the headteacher and a representative from Perth and Kinross Council.

- Improve the quality and consistency of learning and teaching across the school and nursery to ensure that all children are fully engaged in their learning.
- Continue to develop effective approaches to assessment, moderation and the use of data across the school to inform next steps for learners. In doing so, improve professional judgements of children's progress and achievement.
- Improve children's progress and attainment across the nursery and school.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) and [How good is our early learning and childcare?](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for North Muirton Primary School and Nursery Class

Quality indicators for the primary school	Evaluation
<b>Learning, teaching and assessment</b>	<b>weak</b>
<b>Raising attainment and achievement</b>	<b>weak</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

Quality indicators for the nursery class	Evaluation
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Securing children's progress</b>	<b>weak</b>
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

## Here are the Care Inspectorate's gradings for the nursery class

Care Inspectorate standards	Grade
<b>Quality of care and support</b>	<b>good</b>
<b>Quality of environment</b>	<b>good</b>
<b>Quality of staffing</b>	<b>adequate</b>
<b>Quality of management and leadership</b>	<b>adequate</b>

## Requirements/recommendations made by Care Inspectorate for the nursery class

During the previous Care Inspectorate inspection, the setting had no requirements and no recommendations. As a result of this inspection, there are no requirements and three recommendations.

### Recommendations

- Children should experience care that meets their individual needs in a way that is right for them. Staff interactions should be improved to ensure children's care is consistently delivered in a nurturing and inclusive way.  
This is in line with the Health and Social Care Standard, I experience a high quality of care and support based on relevant evidence, guidance and best practice (4.11).
- Children should have confidence in the people who support and care for them. The manager should improve the induction process to ensure staff are appropriately supported to develop and reflect on their practice.  
This is in line with the Health and Social Care Standard, I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes (3.14).
- Children should have confidence in the people who support and care for them. The manager should improve the induction process to ensure that the service further develops and continues to improve through reflective practices.  
This is to ensure that care and support is consistent with the Health and Social Care Standard which states I benefit from a culture of continuous improvement with the organisation having robust and transparent quality assurance processes (4.19).

This letter and a more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=3880>

### What happens next?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. We will liaise with Perth and Kinross Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within 12 months of the publication of this letter. We will discuss with Perth and Kinross Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

Susan Smith  
HM Inspector

Karen Hay  
Care Inspector



24 March 2020

Dear Parent/Carer

In February 2020, a team of inspectors from Education Scotland visited St Madoes Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The welcoming, caring and inclusive ethos, which is built upon positive relationships, reflecting the school's vision and values.
- In the nursery and school, children are articulate, well-behaved and respectful of each other and adults. They are proud of their school and eager to learn.
- The headteacher involves all staff in leading developments and encourages them to participate in relevant professional learning.
- Practitioners' recent and on-going changes to the nursery indoor and outdoor environment are supporting children to be creative and highly engaged in their learning.

The following areas for improvement were identified and discussed with the headteacher and a representative from Perth and Kinross Council.

- The senior leadership team should continue to increase the pace of change to ensure that well-planned improvement priorities, with appropriate timescales, result in improved outcomes for children.
- The senior leadership team and staff need to continue to raise attainment by increasing challenge and pace of learning. Children should have more opportunities to apply their learning in real life contexts and to explore relevance and depth in their learning. They should be encouraged to lead their learning and become independent learners.
- Continue to develop progressive learning pathways across all curricular areas to enrich children's learning and improve their progress. Teachers need to continue to moderate standards across all levels and in line with national standards and expectations.
- In the nursery, practitioners need to continue to review and refine systems for observing, planning, tracking and recording children's learning to indicate the progress children are making.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) and [How good is our early learning and childcare?](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for St Madoes Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
<b>Leadership of change</b>	<b>satisfactory</b>
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Raising attainment and achievement</b>	<b>good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

Quality indicators for the nursery class	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Securing children's progress</b>	<b>good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=4624>

### What happens next?

We are confident that the school has 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/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Lorraine Fisher  
HM Inspector





11 February 2020

Dear Parent/Carer

In December 2019, a team of inspectors from Education Scotland visited Inchtute Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- Children who are articulate, kind and take pride in their school. Older children are particularly confident taking responsibilities to lead improvements in school. This includes supporting health and wellbeing for younger children through the "Feel Good Friday" sessions.
- The highly effective headteacher, who is passionate about leading an inclusive and welcoming school. She ensures that wellbeing is at the heart of the school and a child-centred approach is taken to all aspects of school life. As a result of senior leaders and staff, successful approaches to inclusion, equality and respect are evident. There is a caring and sensitive focus on individual needs.
- The strong teamwork of enthusiastic staff, supported by parents and partners from the Inchtute community and beyond. Staff embrace professional learning and are empowered to take forward leadership of change and improvements in children's experiences. Parents and partners enhance experiences for children, which supports improved outcomes for learners.
- Changes to the nursery learning environment are helping children make choices and become more independent in their learning. Practitioners implement approaches from professional learning positively, to support children's different types of play. Their understanding of how young children learn and develop enhances support for all, including those under three years.

The following areas for improvement were identified and discussed with the headteacher and a representative from Perth and Kinross Council.

- Continue to raise attainment, through increasing challenge in learning. This includes providing further opportunities for children to deepen their understanding of learning and apply their skills in relevant contexts.
- Continue to develop the curriculum to extend progressive pathways across all curricular areas, to support children's learning and progress. This includes extending moderation across the early level and beyond the school, in line with national standards and expectations.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) and [How good is our early learning and childcare?](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for Inchtute Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
<b>Leadership of change</b>	<b>very good</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>very good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

Quality indicators for the nursery class	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Securing children's progress</b>	<b>good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=3033>

### What happens next?

We are confident that the school has 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/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Sally Stewart  
HM Inspector

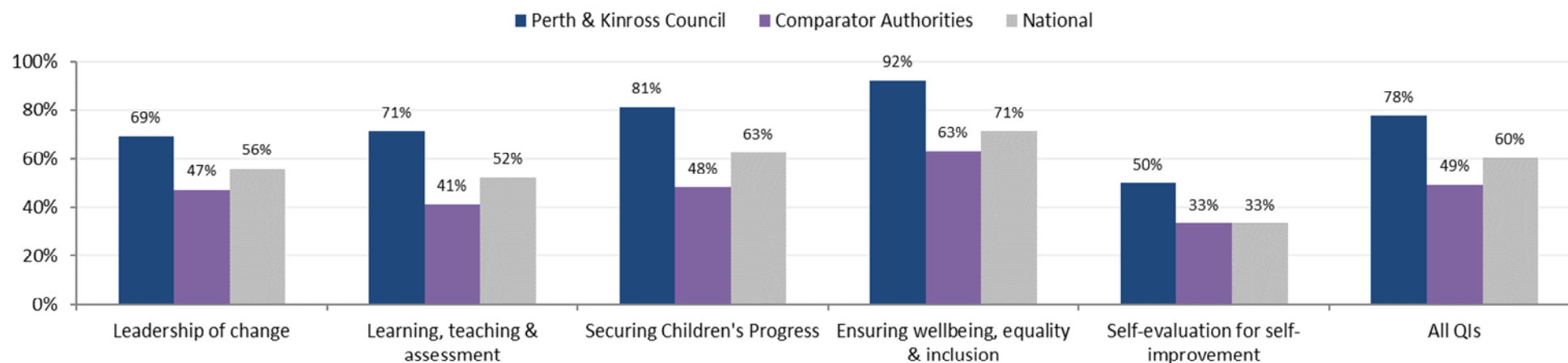


## Appendix 6: Summary of Education Scotland Inspections

### National and Comparator Authority Benchmarking 2016/17 to 2018/19

Early Learning and Childcare Inspections<sup>1</sup>

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

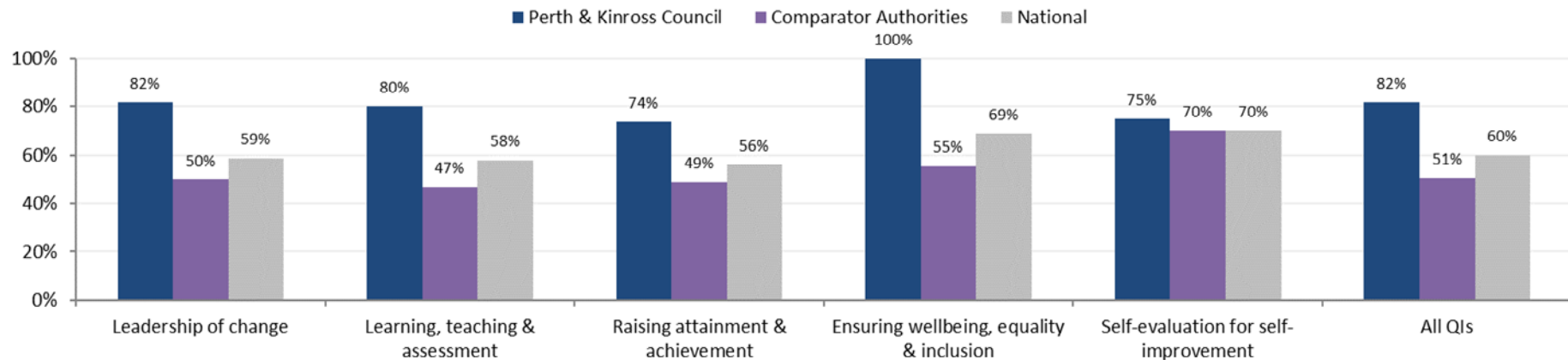


PKC perform consistently better than comparator authorities and at national level when inspected by Education Scotland. Most inspections show that we are strong in ensuring wellbeing, equality and inclusion and securing children's progress. The majority of inspections show that ELC settings perform well, analysis indicates that improvements are required in some settings in the areas of learning, teaching and assessment, leadership of change and self-evaluation. A number of interventions are in place to improve performance in those areas.

<sup>1</sup> Comparator Local Authorities are Aberdeenshire, Argyll & Bute, Highland, Scottish Borders and Stirling.

## Primary Inspections

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



Data shows that schools in Perth and Kinross continue to perform better than those in their comparator authorities. Inspection data for primary schools from 2019 - 2020 includes 4 evaluations of satisfactory or below, with 8 evaluations of good or above. Inspection data for secondary schools from 2019-2020; there were 6 evaluations of satisfactory or below. Inspection data for special schools from 2019-2020; all evaluations were good or above. Where evaluations are satisfactory or weak, the quality improvement team take a 'team around the school' approach in order to secure improvements. Action plans are put in place which are supported by relevant education officers. These are regularly monitored and reviewed with a final report on improvements being presented to parents. Quality Improvement Officers are currently working with Headteachers and staff within 2 Primary and 2 Secondary schools to take forward action plans to address the outcomes of these inspections.

## Inspections from 2016/17 to date

### Early Learning and Childcare 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	St Dominic's RC Primary School	Full	Sep-16	Nov-16	Good	Good	Good	Very Good	-
2017/18	Fossoway 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 Pots 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	Inchture Primary School*	Full	Dec-19	Feb-20	Good	Good	Good	Good	-
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	-

## 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
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	Inchtute 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	-



## 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	-	-

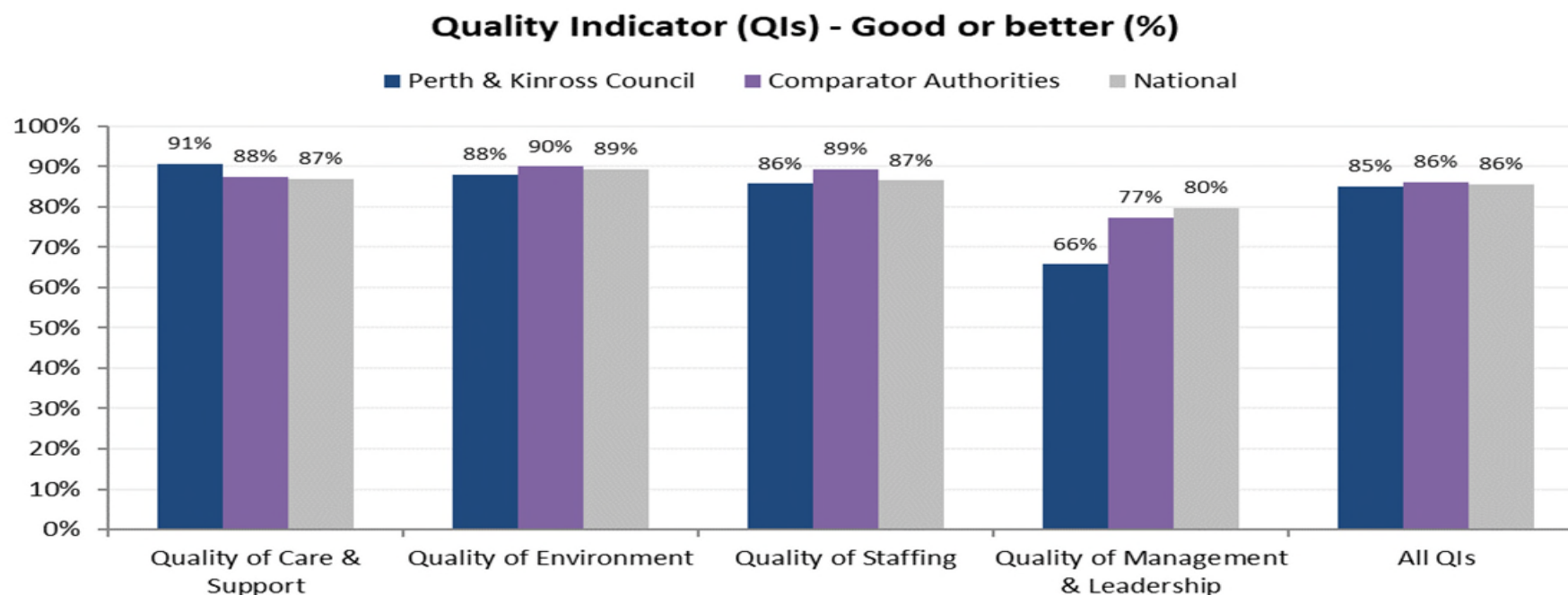
## Special Inspections

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
2019/20	Fairview School	Short	Feb-20	Jun-20	-	Good	Very Good	-	-
2019/20	Fairview School – Nursery Class	Short	Feb-20	Jun-20	-	Good	Very Good	-	-



## Appendix 7: Summary of Care Inspectorate Day Care of Children Inspections

National and Comparator Authority Benchmarking 2016/17 to date (Comparator and National Data as of 31 December 2019)



Overall, most ELC settings perform well. PKC perform consistently better than comparator authorities and at national level when inspected by Care Inspectorate for the Quality of Care and Support. Almost all inspections show that settings are strong in ensuring wellbeing, equality and inclusion. Most inspections are good or better for the quality of environment and staffing. These have fallen slightly below our comparators and national level, and a result of the changes to staffing due to the expansion of early learning and childcare, a number of initiatives are in place to improve this, for example a new induction programme for staff. The majority of inspections are good or better for the quality of management and leadership, however, due to staff changes, these indicators fall below our comparators and national level. A new ELC leadership programme has been developed to address this.

Overall, whilst most ELC settings perform well, analysis indicates that improvements are required in some settings in three areas: quality of environment, quality of staffing and quality of management and leadership. 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 satisfactory 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 2018/19 and 2019/20

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

### Local Authority

Service Name	Inspection Date	Quality of Care & Support	Quality of Environment	Quality of Staffing	Quality of Management & Leadership
Abernethy Primary School	21/08/2018	Very Good	-	Very Good	-
Arngask Primary School	10/12/2019	Very Good	Very Good	-	-
Auchtergaven Primary School	15/06/2018	Good	Good	-	-
*Balbeggie Primary School	05/02/2020	Good	-	Good	-
Balhousie Primary School	27/08/2019	Very Good	Good	-	-
Blair Atholl Primary School	16/09/2019	Very Good	Very Good	-	-
Blair Kids Club	22/01/2019	Good	-	-	Good
Braco Primary School	30/10/2019	Very Good	-	-	Good
Breadalbane Academy	29/10/2019	Good	Good	-	-
City of Perth Early Childhood Centre	11/11/2019	Adequate	Good	Adequate	Adequate
Comrie Primary School	08/05/2018	Good	Good	-	-
Coupar Angus Primary School	28/01/2019	Very Good	Very Good	Good	Good
Crieff Primary School	24/04/2018	Good	Very Good	-	-
*Dunbarney Primary School	11/02/2020	Good	Good	-	-
Errol Primary School	25/02/2019	Very Good	-	Very Good	-
Fairview School Nursery	25/03/2019	Excellent	Excellent	-	-
Fossoway Primary School	05/06/2019	Very Good	Very Good	-	-
Glenlyon Primary School	08/05/2018	Good	-	Very Good	-
Goodlyburn Primary School	02/05/2019	Good	-	-	Good

Service Name	Inspection Date	Quality of Care & Support	Quality of Environment	Quality of Staffing	Quality of Management & Leadership
Inch View Primary School Nursery and Wrap Around Care Service	25/09/2018	Good	Good	Good	Good
Inchtute Primary School	29/10/2018	Very Good	-	Very Good	-
Invergowrie Kids Club	14/09/2018	Very Good	-	-	Very Good
Invergowrie Primary School	08/02/2019	Very Good	Very Good	-	-
Kinloch Rannoch Primary School	01/05/2018	Very Good	Very Good	-	-
*Kinnoull Kids Club	19/12/2019	Good	-	-	Good
Kinross Primary School	25/11/2019	Very Good	Very Good	-	-
Kirkmichael Primary School	15/05/2018	Very Good	Good	-	-
Letham Kids Club	14/05/2019	Good	-	-	Good
Letham Primary School	06/09/2018	Good	Adequate	Good	Adequate
Longforgan Primary School	29/05/2018	Very Good	Very Good	-	-
Methven Primary School Nursery	24/10/2018	Excellent	Very Good	Good	Good
Milnathort Primary School	09/05/2019	Very Good	Good	-	-
*Moncreiffe Primary School	21/01/2020	Good	Good	-	-
Murthly Primary School Nursery	07/02/2019	Very Good	Very Good	-	-
North Muirton Kids Club	01/05/2019	Very Good	-	-	Good
*North Muirton Primary School	24/03/2020	Good	Good	Adequate	Adequate
Oakbank Kids Club	11/01/2019	Excellent	Excellent	-	-
*Oakbank Primary School	20/11/2019	Very Good	-	-	Very Good
Our Lady's Primary School	05/03/2019	Very Good	Good	-	-
*Pitlochry High School	31/01/2020	Very Good	-	Very Good	-
*Ratray Primary School	09/12/2019	-	-	-	-
Ratray Primary School	24/06/2019	Good	Good	Good	Weak
Stanley Primary School	06/09/2019	Good	Good	-	-
St. Dominic's Nursery Class and Wrap Around Care	19/06/2018	Very Good	Very Good	-	-
St. John's Academy (Primary) Nursery Class	06/12/2018	Good	-	-	Very Good
St. John's Kids Club	02/11/2018	Very Good	-	Very Good	-

Service Name	Inspection Date	Quality of Care & Support	Quality of Environment	Quality of Staffing	Quality of Management & Leadership
St. Madoes Primary School	06/11/2018	Good	Good	-	-
The Community School of Auchterarder	02/10/2018	Very Good	Very Good	-	-
Tulloch Primary School	09/11/2018	Good	Good	-	-
Viewlands Primary School	29/11/2018	Good	Good	-	-
Village Kids Club	07/05/2019	Good	Good	-	-

## Partner Providers

Service Name	Inspection Date	Quality of Care & Support	Quality of Environment	Quality of Staffing	Quality of Management & Leadership
ABC Nursery, Above & Beyond Childcare	24/07/2018	Very Good	Very Good	-	-
Apple Tree Nursery	23/07/2019	Good	Good	-	-
Auchlone Nature Kindergarten	27/07/2018	Excellent	-	Very Good	-
Bridge of Earn Nursery	22/11/2018	Excellent	Very Good	-	-
Cheeky Monkeys	05/04/2019	Very Good	-	Very Good	-
Cornerstones Nursery	30/07/2019	Adequate	Good	Good	Adequate
Cornerstones Nursery	31/07/2018	Good	Very Good	Very Good	Good
Craigclowan Preparatory School Pre School	24/01/2019	Good	Good	-	-
Craigie Park Nursery	17/04/2019	Good	Adequate	Good	Adequate
Doodlebugs Day Nursery (Aberuthven)	06/08/2018	Very Good	Very Good	-	-
Doodlebugs Day Nursery (Bridge of Earn)	19/02/2019	Very Good	-	-	Very Good
Dunning Stepping Stones	05/09/2018	Good	Good	Very Good	Good
*Dunning Stepping Stones	24/02/2020	Very Good	-	-	Very Good
*Fair City Munchkins	06/03/2020	Very Good	-	Very Good	-

Service Name	Inspection Date	Quality of Care & Support	Quality of Environment	Quality of Staffing	Quality of Management & Leadership
Four Seasons Nursery	10/07/2018	Adequate	Adequate	Adequate	Good
Four Seasons Nursery	30/08/2019	Adequate	Adequate	Adequate	Adequate
Honeypot Children's Nursery - Almondbank	22/01/2019	Very Good	Excellent	-	-
Honeypot Children's Nursery - Scone	15/08/2018	Very Good	-	Very Good	-
Humpty Dumpty Community Nursery - Scone	12/09/2019	Very Good	-	-	Very Good
Just 4 Kidz	11/07/2018	Very Good	Very Good	-	-
Kinnoull Church Nursery	26/02/2019	Adequate	Adequate	Good	Adequate
Little Scallywags Nursery	31/05/2018	Very Good	-	Very Good	-
Little Scallywags Nursery	24/10/2019	Adequate	Good	Good	Good
Little Steps Childcare	01/08/2018	Adequate	Good	Good	Good
Little Steps Childcare	08/08/2019	Good	Very Good	Good	Adequate
Morrison's Academy Nursery	20/06/2018	Very Good	Very Good	-	-
Muirton Community Nursery	04/09/2019	Adequate	Adequate	Adequate	Adequate
Netherton Montessori Nursery	31/01/2019	Very Good	Very Good	-	-
Paddingtons Nursery	03/07/2018	Very Good	-	Very Good	-
Perth College Nursery	18/12/2018	Good	Adequate	Good	Adequate
Puddleduck Nursery	09/10/2018	Good	Good	-	-
Rosemount Nursery School Ltd	16/08/2019	Good	Good	Good	Adequate
Teddy Bear Care Nursery Ltd	05/02/2019	Very Good	Good	Very Good	Very Good
The Honeypot Children's Nursery - Scottish and Southern	11/10/2018	Very Good	-	-	Very Good
The Red Squirrel Children's Nursery	20/06/2019	Very Good	-	-	Very Good
The Wendy House	24/09/2019	Very Good	-	Very Good	-





## PERTH AND KINROSS COUNCIL

### Executive Sub-Committee of Lifelong Learning Committee

2 November 2020

### INSPECTIONS OF SERVICES FOR CHILDREN AND YOUNG PEOPLE BY THE CARE INSPECTORATE

Report by Executive Director (Education and Children's Services)  
(Report No. 20/207)

#### PURPOSE OF REPORT

This report sets out the key findings following the unannounced inspection of Perth & Kinross Council's Woodlea Cottage. This inspection was carried out and published in March 2020 by the Care Inspectorate.

#### 1. BACKGROUND

- 1.1 The Care Inspectorate (also known as Social Care and Social Work Improvement Scotland (SCSWIS)) was created by the [Public Services Reform \(Scotland\) Act 2010](#). The Act sets out general principles for the Care Inspectorate's inspection and improvement functions. These are:
  - The safety and wellbeing of all persons who use, or are eligible to use, any social service are to be protected and enhanced;
  - The independence of those persons is to be promoted;
  - Diversity in the provision of social services is to be promoted with a view to those persons being afforded choice; and
  - Good practice in the provision of social services is to be identified, promulgated and promoted.
- 1.2 The Act places duties on the Care Inspectorate to make arrangements which will secure continuous improvement, to ensure user focus and to co-operate with other specified scrutiny bodies.
- 1.3 Since April 2008, regulated care services in Scotland have been inspected using a framework of quality themes and quality statements. Services have been given grades based on the findings at each inspection and the written reports and grades are made public via the Care Inspectorate's website.
- 1.4 Services are measured against the [National Care Standards](#) and quality themes:
  - Quality of Care and Support;

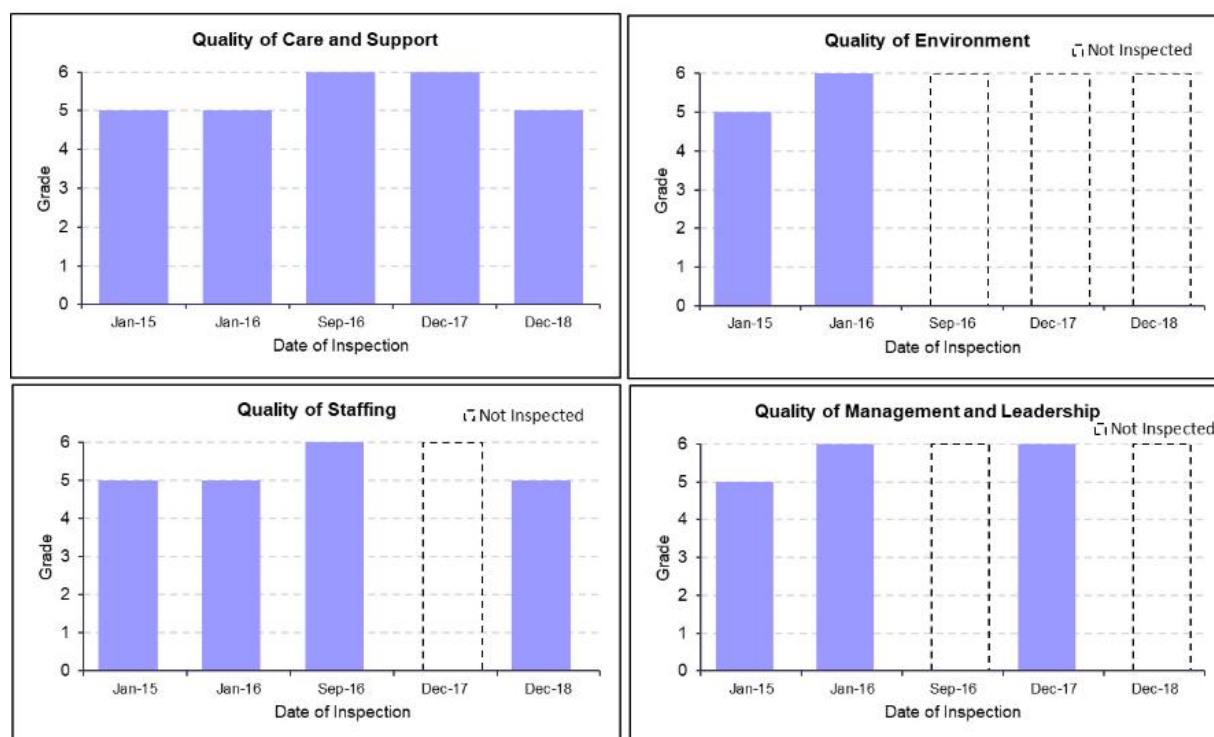
- Quality of Environment or Information;
  - Quality of Staffing; and
  - Quality of Management and Leadership.
- 1.5 Each quality theme is graded on a 6-point scale in which 1 = unsatisfactory, 2 = weak, 3 = adequate, 4 = good, 5 = very good and 6 = excellent.
- 1.6 In addition to a visit to each service, inspectors consider evidence from a range of sources when judging a service's performance since it was last graded, including:
- Upheld complaints and whether identified issues have been resolved;
  - Notifiable incidents and how the service has dealt with them;
  - Feedback from people who use the service and carers;
  - Evidence that previous action plans have been implemented; and
  - Information in the annual return.
- 1.7 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.
- 1.8 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.
- 1.9 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.

## 2. RECENTLY PUBLISHED REPORTS

- 2.1 This report presents the findings of the inspection of Woodlea Cottage by the Care Inspectorate.
- 2.2 **Woodlea Cottage**
- 2.2.1 The Care Inspectorate carried out an inspection of the Council's Woodlea Cottage in March 2020. The inspection was unannounced.

- 2.2.2 Woodlea Cottage is a care home service providing programmes and short breaks for up to five children aged from 7 to 18 with severe, complex and enduring needs arising from learning and physical disabilities. Children using the service can do so for up to 28 consecutive days and their plans are reviewed independently through the Looked After Children's Review process. Staff also provide an outreach service to children and their families, though this is not part of the registered care service.
- 2.2.3 The inspection found that the service was (5) **Very Good** in relation to "How well do we support people's wellbeing?" quality indicator and (5) **Very Good** in relation to the "How well is care and support planned?" quality indicator. The other quality indicators were not inspected.
- 2.2.4 The inspection report does not set out any requirements or recommendations. A copy of the inspection report is provided in Appendix 1.
- 2.2.5 The last inspection of Woodlea Cottage was completed in December 2019 and reported to the Executive Sub-Committee of Lifelong Learning Committee on 20 May 2019 ([Report No. 19/148 refers](#)). Woodlea Cottage was first inspected in November 2010 and Figure 1 below shows the inspection and grading history for the latest 5 inspections **under the previous inspection model**.

**Figure 1: Grading History, Woodlea Cottage**



### 3. CONCLUSION AND RECOMMENDATION

3.1 The report by the Care Inspectorate provides further information on the standards and quality in our services and maintains a clear agenda for continuous improvement.

3.2 It is recommended that the Committee:

- (i) Considers and comments as appropriate on the contents of the report.

#### Author

Name	Designation	Contact Details
Linda Richards	Service Manager	<a href="mailto:ECSCCommittee@pkc.gov.uk">ECSCCommittee@pkc.gov.uk</a> 01738 475000

#### Approved

Name	Designation	Date
Sheena Devlin	Executive Director (Education and Children's Services)	19 October 2020

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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).

#### 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 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.

The function, policy, procedure or strategy presented in this report was considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

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

However, it is anticipated that the work on the quality indicators will promote equality of access to care and support. Where appropriate, improvement policies, procedures or strategies will require equalities assessments to ensure compliance with our duty to ensure there is no adverse impact on any community group.

### 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. No further action is required as it does not qualify as a Plan Programmes and Strategies (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)  
3.6 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 Not applicable (n/a)

## **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:

- Care Inspectorate inspection reports, published by the [Care Inspectorate](#)

## **3. APPENDICES**

Appendix 1 – Woodlea Cottage







## Woodlea Cottage Care Home Service

Woodlea Cottage  
Muirend Road  
Burghmuir  
Perth  
PH1 1JU

Telephone: 01738 474700

**Type of inspection:**

Unannounced

**Completed on:**

5 March 2020

**Service provided by:**

Perth & Kinross Council

**Service provider number:**

SP2003003370

**Service no:**

CS2009236865



## About the service

Woodlea Cottage is a service providing short break care for up to five children aged from seven to 18 years, with severe, complex and enduring needs arising from physical and learning disabilities. Children using the service can do so for up to 28 consecutive days. The service is provided by Perth and Kinross Council. The service registered with the Care Inspectorate in April 2011.

Woodlea Cottage was purpose built in 2010 and is situated in a residential area of Perth, about a mile and half west of the city centre. All areas accessed by children using the service are on the ground floor. They include an open plan living room and dining room, kitchen and five bedrooms, each with an adjacent shower or bathroom. Two of the bedrooms have built in ceiling hoist. The premises also has a sensory/art room, staff offices, a laundry and a medical room. At the rear of the building is a fenced garden leading directly from the living room. The premises can be accessed by wheelchair.

The service's aims and objectives include:

- Enabling all children and young people to realise their potential and become as independent as possible.
- Supporting young people to become effective contributors, responsible citizens, confident individuals and successful learners.
- Working with children/carers in respect of all planning and decision-making. Actively seeking the views of parents and other key agencies in making decisions to improve the quality of service and to ensure decisions are communicated.
- Providing a warm, welcoming and stimulating environment.
- Ensuring children and young people are safe and protected.
- Using a quality assurance framework to evaluate and review the quality of the work and to make improvements as needed.
- Recognising and celebrating achievement of all children and young people.

## What people told us

We observed and interacted with all children who had attended Woodlea Cottage for short break care during this inspection.

We spoke with one child directly who had shown us around the building with the help of a staff member; she was very excited to do so and was clearly happy and relaxed with all staff. She told us that she "loved everything and everyone" and commented on how much she loved her bedroom at Woodlea.

We spoke to seven parents. All told us that they knew their child's care plan well and spoke of the of regular and helpful communication from staff at the service.

We heard that food, activities and personalised bedrooms were tailored to meet the needs of their child to make sure they were happy and safe at Woodlea Cottage.

Comments included:

"The service has been invaluable to our family. They are always on hand to help out when they can if we have additional or unforeseen needs in relation to visits. Staff have also helped with sleep issues that my child had; things are much improved. Great service".

"We were a little anxious at first but staff have been amazing. The service works really closely with the school our child attends. There is instant communication, via diaries from home to school to the service and then back again! This is really good and reassuring"..

"My child loves to go (to Woodlea) she really looks forward to it and is always happy when she comes back".

"Staff at Woodlea have been fantastic, from the initial stages to help our whole family get to know the service, to the regular reviews where we all get round the table and share information. Very good service, great team".

"Staff really know my child now. He is very happy and comfy there".

"Dates are given to us well in advance. The cottage has a great homely atmosphere. My child asks to go there all the time! Staff make sure that he is given opportunities to "help around the house" as this is what he likes to do and he gets lots of praise for doing tasks. He also loves their great outside garden; it is huge, safe and he loves the trampoline and the jacuzzi especially".

"They (the service) keep us involved all the time through regular newsletters, texts, and reviews. There are also events such as Christmas parties and open days and these are really good because it gives us a chance to get to know other parents".

### 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 well do we support children and young people's wellbeing?	5 - Very Good
How good is our leadership?	not assessed
How good is our staffing?	not assessed
How good is our setting?	not assessed
How well is our care and support planned?	5 - Very Good

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

## How well do we support children and young people's wellbeing?

5 - Very Good

From our observations of staff interaction with children and young people at Woodlea Cottage, it was clear that all enjoyed loving and compassionate care from staff who had ensured that they experienced a nurturing environment where they could have fun and learn in a safe and secure environment.

The majority of children and young people observed at Woodlea had significant and complex learning and physical disabilities and almost all required a one to one ratio of staff and constant supervision to ensure their physical safety and emotional wellbeing.

We saw that throughout their interactions with the children, staff had maintained relaxed and sensitive care practices and had shown utmost respect for the dignity and personal care needs of all children observed. For example, we saw that children who had become emotionally distressed when the activity chosen had not met their sensory or intimate needs, were gently guided by staff to more suitable areas within the house such as safe spaces and sensory bedrooms.

We felt that the above approach promoted respect for the dignity and privacy needs of the young person while supporting others within the service to continue their activities in a calm and happy environment.

We found that children of a different ethnicity and culture were well integrated within the house and their specific needs and culture was recognised and celebrated. Staff had a good understanding of diversity and were well informed and able to advocate for children through their close working relationships with social work and children's rights services within the local authority area.

We found that children and young people had a variety of ways of expressing their views. These had included the use of extensive resources to assist communication such as Makaton and pictorial aids to ensure that all children were able to make choices of food and activities and to express their moods and particular likes and dislikes on each visit, for example. Child friendly 'questionnaires' on their stay at Woodlea Cottage allowed children and young people to express their opinions and had also noted their achievements during each visit. We felt that these communication aids supported each child or young person to maximise his or her participation in the service and where possible to enhance or influence the care they experienced.

We evaluated this quality indicator as very good.

We found that children and young people at Woodlea had experienced a wide range of activities purposefully chosen to ensure that each child had fun while learning and achieving their goals and maximising their potential. For example we saw that children had enjoyed outdoor play in the services large, secure garden which was fully equipped with a range of sensory equipment and a trampoline. Other children enjoyed outings to the local park and to local shops and leisure facilities in small groups.

A wide array of appropriate toys and games were enjoyed and we saw that some children had their own personal items which they kept in the service or brought in to the service with them.

We felt that the above nurturing and individualised approach supported children to experience a wide variety of in and outdoor experiences which promoted all aspects of their health and wellbeing.

We saw that the service had particularly close liaison, planning and information sharing with a local specialist primary school attended by children with disabilities. We felt that this process had promoted positive outcomes for children who attended the service. For example one child had continued to practice his skill in walking unaided for a short period by venturing out with staff in to the service's garden area, another had been further supported to eat a full meal at dinner time. These achievements were shared by all services and parents of the children and young people.

Since the last inspection we found that four young people had left the service and had made the transition to adult service, two of whom had moved to supported accommodation having met at the Woodlea service. Support from all four parents, communicated through exit questionnaires was consistently positive. One parent wrote: "The service was brilliant with my son. They helped him to be so independent and do things we never thought he could do". Another commented: "Staff (at Woodlea) were pivotal in turning my son's life around when things seemed bleak".

We noted that all children and young people were kept safe at Woodlea. We found that a high number of staff, including those in management positions, were very experienced within the service. Staff had training in child protection and safe guarding which had been regularly updated and all of those spoken to had undertaken a range of specialist training which further helped them to support children with learning and physical disabilities. We felt that this provision assured that children and young people were well supported by staff who were appropriately skilled and knowledgeable about their role.

We evaluated this quality indicator as very good.

We saw that children and young people's health and wellbeing had benefited from the care and support received at Woodlea Cottage.

We saw that the service had a robust medication system in place which had been audited in triple by staff who were very knowledgeable about the skills and protocols used in the preparation and administration of medication to children and young people, many of whom had complex medical conditions. We were able to observe this system in practice with one young person and noted that safe use of the system in place was adhered to by staff.

We saw that when supply staff were required these roles were very often undertaken by staff from the local specialist school who work directly with many of the children who had attended the service, or those who were in roles as personal support assistants within other local schools.

We felt that this approach had supported children and young people to experience continuity of care from staff skilled, experienced and confident in meeting their needs in respect of their mental and emotional health and wellbeing.

A number of children and young people who attended Woodlea for short break care could tolerate only limited food types and textures and some had specific dietary requirements. We saw that the promotion of a healthy varied diet was encouraged. For example, we saw that the service's cook had discussed their dietary needs with parents when their child was first introduced and had ensured that children were given choices in relation to the menu when they visited.

We observed that staff employed soothing and reassuring techniques such as singing and rhythmic voice tones with children who required help with feeding and this had encouraged them to relax and enjoy their meals. We thought that this nurturing and highly personalised approach helped to promote health and wellbeing for children and young people at Woodlea Cottage.

We saw that staff at Woodlea had assumed a respectful and calm approach with children whose behaviour could reach an emotionally heightened state within a short period of time, and whose distress could be expressed in an overtly aggressive manner. We observed staff's consistent use of positive behaviour and de-escalation techniques based on the detailed knowledge of the young person. Physical intervention was used only to prevent harm and as a last resort and this, we felt, further supported positive outcomes for the children and young people who had visited Woodlea for a short break.

We evaluated this quality indicator as very good.

## How good is our leadership?

This key question was not assessed.

## How good is our staff team?

This key question was not assessed.

## How good is our setting?

This key question was not assessed.

## How well is our care and support planned?

**5 - Very Good**

Overall, we saw that there was a culture of inclusiveness and continuous learning within the staff group at Woodlea Cottage. The external manager, who visited in his role as improvement officer, knew the children as did the cook and domestic assistant; all were considered to be valuable members of the team. We felt that this approach allowed for a breadth of views to be incorporated in to children's personal care plans to help ensure that positive outcomes were consistently met.

We saw that robust, child centred care planning documentation had been completed in respect of each child who had received a service at Woodlea Cottage. Based on the SHANARRI indicators: (safe, healthy, active, nurtured, achieving, respected, responsible and included) all plans examined had used extensive communication tools to help children to contribute as fully as possible and to make active choices in relation to all aspects of their care.

From our file reading we could see that well planned and updated risk assessments and behaviour management plans had been completed in respect of each child. These documents provided both a thorough overview of each child's plan and a clear understanding of the support each child required in relation to their specific disabilities.

We saw that internal reviews, attended by relevant professionals, had taken place on a regular basis and that staff from the service had attended school and, where appropriate, social work reviews. We felt that this collaborative approach further ensured positive outcomes for children and young people who had attended the service.

We noted that the team had made good use of the health and social care standards as a basis for reflective discussion at team meetings; individual members of staff had contributed examples of the way in which they had applied the standards. We felt that this had promoted peer learning and would further serve to ensure positive outcomes for the children and young people in relation to care planning.

While all staff had completed documentation in the child's care plan and daily logs in a detailed manner, we felt that further improvements could be made in respect of achieving greater consistency in the style and reflective content of records. We discussed this with the external manager and senior staff within the service who acknowledged the potential for improvement in this area. We look forward to seeing progress in this at the next inspection.

At the last inspection it was suggested that managers put in to place opportunities for those in senior positions within the team to progress to leadership roles. At this inspection we were pleased to note that this had been progressed with staff having been given additional or delegated responsibilities for which there is recognised training and certification.

We assessed this quality indicator as very good.

## 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 well do we support children and young people's wellbeing?	5 - Very Good
1.1 Children and young people experience compassion, dignity and respect	5 - Very Good
1.2 Children and young people get the most out of life	5 - Very Good
1.3 Children and young people's health benefits from their care and support they experience	5 - Very Good

How well is our care and support planned?	5 - Very Good
5.1 Assessment and care planning reflects children and young people's needs and wishes	5 - Very Good



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