

PERTH AND KINROSS COUNCIL

Scrutiny Committee

19 April 2017

Summary Report on Care Inspectorate and Education Scotland Inspections

Report by Director (Education and Children's Services)

PURPOSE OF REPORT

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

1 BACKGROUND**1.1 Care Inspectorate**

1.1.1 The [Care Inspectorate](#) is the unified independent scrutiny improvement body for care and children's services. Since April 2008, regulated care services in Scotland have been inspected using a framework of quality themes and quality statements. Services are measured against the National Care Standards and quality themes:

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

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

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

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

- Recommendations: statements that set out actions the care service provider should take to improve or develop the quality of the service.
- Requirements: statements which set out what is required of the care service provider to comply with relevant legislation.

- 1.1.4 Care service providers must submit an action plan to the Care Inspectorate addressing any requirements and recommendations identified. Progress against the action plan is monitored by the Care Inspectorate through annual return and self-assessment forms submitted by the care service provider and through subsequent inspection.
- 1.1.5 Tables 1a and 1b below set out the frequency of inspection for different service types. The Care Inspectorate may inspect more often than shown on this table. A proportionate approach is taken in relation to the depth of evidence to be sampled and gathered in accordance with the current risk level.

Table 1a: Services Subject to Statutory Minimum Frequency

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

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

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

Source: Care Inspectorate, Scrutiny and Inspection Plan Summary 2016/17, Frequency of inspection rules for regulated care services, Summary Guide 2016/17

1.2 Education Scotland

- 1.2.1 Each year Education Scotland inspects and reports on the quality of education in pre-school centres, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision. Education Scotland also inspects the education functions of local authorities and carries out joint inspections of services for children.

Pre-School Centres/Schools

¹ Risk Assessment Document, the Care Inspectorate's risk assessment tool

1.2.2 From August 2016 new approaches of inspection started to be introduced in a phased manner. The new inspection models are:

- Full inspection model
- Short inspection model
- Localised thematic model
- Neighbourhood model

1.2.3 For full school inspections, the following HGIOS4 Quality Indicators (QI) will be evaluated on a six point scale:

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

1.2.4 A further QI will be negotiated with the school which will enable school staff and inspectors to focus on a particularly challenging issue or new initiative, with the aim of bringing about improvement through professional dialogue. This QI will not be evaluated on the six-point scale. In addition, inspections will incorporate themes from other QIs and these themes will be reviewed regularly to ensure they remain relevant.

1.2.5 A new format of report has also been introduced. This is a short letter highlighting strengths and aspects for development, and includes a table indicating the QI grades against the six-point scale. The inspection evidence gathered during the inspection is published online as a document called the Summarised Inspection Findings (SIF).

Learning Communities

1.2.6 In 2016, Education Scotland changed its model for inspections on this theme and now undertakes inspections of community learning and development within local authority areas. Prior to this, there were no inspections of learning communities in the period to be reported.

1.3 Joint Inspections

1.3.1 From August 2013, the Care Inspectorate and Education Scotland began a programme of joint inspections of nursery classes and pre-school centres. The outcomes from such inspections are reported publicly in one report produced jointly by both scrutiny bodies. In each report there will still be separate evaluations of both the Quality Indicators considered by Education Scotland and the Care Standards considered by the Care Inspectorate.

1.3.2 For completeness ABC Day Nursery, Abernethy Primary School Nursery Class, Errol Primary School Nursery Class and Kinnoull Church Nursery were inspected in the previous reporting year but after the deadline for the previous version of this report. Details of these inspections can be found in Appendix A. No joint inspections have taken place in 2016/17.

2 SERVICES PROVIDING DAY CARE FOR CHILDREN

- 2.1 This section presents an overview of the performance of services providing day care for children inspected over the past year (2016/17) where Perth and Kinross Council is the registered provider and for services registered as partner providers². The Care Inspectorate Inspection Reports are only required to be reported to the Executive Sub-Committee of Lifelong Learning Committee by exception - where any grading has been awarded an evaluation of unsatisfactory, weak or excellent.
- 2.2 Appendix B, Table B1 provides a summary of performance for the 29 services inspected and published between 1 April 2016 and 22 March 2017. Table B2 in Appendix B shows the same information for services inspected during 2015/16 (between 1 April 2015 and 31 March 2016).
- 2.3 Inspections for all 29 services providing day care for children in 2016/17 were unannounced.
- 2.4 To date in 2016/17, 96% of grades awarded were good or better - the same percentage as in 2015/16. The proportion of excellent and very good grades awarded has increased slightly to 71% in 2016/17 compared with 70% in 2015/16.
- 2.5 We continue to monitor, support and challenge all centres through a planned programme of improvement visits – some announced and some unannounced. Furthermore we are undertaking joint training and development work with colleagues in the Care Inspectorate to ensure we develop consistent approaches to our respective scrutiny roles where this is possible.
- 2.6 Appendix C1 shows the grades awarded for those centres inspected in 2016/17, in comparison to those awarded in previous inspections. For completeness, Appendix C2 shows details of grades awarded in the previous reporting year but after the deadline for the previous version of this report.
- 2.7 There were 4 validation inspections in 2015/16 which were completed after the deadline for the previous version of this report. All 4 inspections were positive and the services have maintained standards since their last inspection. These validation inspections do not use quality statements or award grades. The purpose of the validation inspection is to ensure that previous high standards are being maintained.

3 SUPPORT AND RESIDENTIAL CARE SERVICES

- 3.1 The services provided for children and young people and their families at Woodlea Cottage were inspected during 2016/17³. Woodlea Cottage was also inspected during 2015/16.

² At the time of writing, information available for services inspected and published between 1 April 2016 and 22 March 2017.

³ As published by 22 March 2017

3.2 Woodlea Cottage

- 3.2.1 The Care Inspectorate undertook an inspection of Woodlea Cottage in September 2016. Woodlea Cottage is a care home service providing respite and short breaks for up to five children aged from 7 to 18 with severe, complex and enduring needs arising from learning and physical disabilities. Children using the service can do so for up to 28 consecutive days. Staff also provide an outreach service to children and their families, though this is not part of the registered care service. The inspection was unannounced.
- 3.2.2 The Care Inspectorate identified a number of key strengths and the inspection found the Quality of Care and Support and the Quality of Staffing to be **excellent**. The Quality of Environment and Quality of Management and Leadership were not inspected.
- 3.2.3 The findings of this inspection was reported to the Executive Sub-Committee of Lifelong Learning Committee on 1 February 2017 (Report No: [17/43](#) refers).
- 3.2.4 Woodlea Cottage was also inspected in the previous reporting year, in January 2016, but after the deadline for the previous version of this report. It has therefore been included for completeness.
- 3.2.5 The inspection was unannounced and low intensity. The Care Inspectorate found the Quality of Environment and Quality of Management and Leadership to be **excellent** and Quality of Care and Support and Quality of Staffing and to be **very good**.
- 3.2.6 The findings of this inspection was reported to the Executive Sub-Committee of Lifelong Learning Committee on 27 April 2016 (Report No: [16/192](#) refers).
- 3.2.7 It should be noted that across the 6 Quality Statements that have been considered as part of this inspection, four received grades of **excellent**, with the remaining two graded **very good**. No requirements or recommendations were identified. Woodlea Cottage was first inspected in November 2010. The inspection and grading history since then is shown in Appendix D1.

3.3 The Cottages

- 3.3.1 This inspection took place in 2015/16 but after the deadline for the previous version of this report and therefore has been included for completeness.
- 3.3.2 The Care Inspectorate undertook an inspection of The Cottages in September 2015. The Cottages is a care home service that provides emergency or respite residential care and support for children and young people. The service aims to offer planned care by way of a structured support to children and young people. The inspection was unannounced and low intensity.
- 3.3.3 The Care Inspectorate identified a number of key strengths and found Quality of Care and Support, the Quality of Staffing and the Quality of Management and Leadership to be **very good**. The inspection found that the Quality of Environment is **good**.

- 3.3.4 The findings of this inspection and an update on progress made towards implementing the areas for improvement were reported to the Executive Sub-Committee of Lifelong Learning Committee on 27 April 2016 (Report No: [16/192](#) refers). The Cottages was first inspected in July 2008. The inspection and grading history since then is shown in Appendix D2.

4 PRE-SCHOOL CENTRES AND SCHOOLS

- 4.1. This section presents an overview of the performance of Perth and Kinross Council's pre-school centres, including partner providers, and schools inspected by Education Scotland and reported to the Executive Sub Committee of Lifelong Learning Committee up to 22 March 2017.
- 4.2. During academic session 2015/16 6 pre-school centres (including partner providers) and 5 primary schools were inspected.
- 4.3. A summary of achievement against the quality indicators for inspections of Perth and Kinross Council's pre-school centres (including partner providers) and schools undertaken between August 2009 and August 2016 is shown in Appendix E.
- 4.4. During academic session 2016/17 one pre-school centre (including partner providers) and two primary schools have been inspected⁴. To date no secondary schools have been inspected and reported in the academic year 2016/17.
- 4.5. A full picture of inspection results will be built up over time as the new inspection regime is implemented. Benchmarking data will also be gathered and included once a number of inspections have been completed and national data becomes available
- 4.6. The one pre-school inspected received 3 '**good**' evaluations and one '**very good**'. Of the 8 primary school quality indicators inspected so far, four have received '**good**' evaluations and four were deemed '**very good**'.
- 4.7. A public meeting is held after the publication of the initial inspection report. Parents, the local elected members and members of the Lifelong Learning Committee are invited to the meeting providing them with the opportunity to discuss the findings of the report and to be consulted on the areas for improvement to be taken forward. Where further inspection activity is carried out Education Scotland will report publicly to parents and stakeholders.
- 4.8. Areas for improvement identified during an inspection are addressed through a school action plan. Progress against the plan is monitored and a report prepared for parents/carers (and is also shared with the Area Lead Officer) within one year of the report being published.
- 4.9. Inspection reports are scrutinised by members of the Executive Sub-Committee of the Lifelong Learning Committee. Twelve months after an inspection, a progress report on the key areas for improvement identified at the time of the inspection is provided to the Area Lead Officer (Education Scotland) and parents. Where a school has not been evaluated as good or

⁴ Excluding the independent sector.

better, the Executive Sub-Committee of the Lifelong Learning Committee may choose to further scrutinise the progress made.

- 4.10. In addition to Education Scotland inspections, support for improvement is provided to pre-school centres and schools through the School Improvement Framework. A range of school specific information is submitted by all schools to Education Services in relation to performance management, planning for improvement and self-evaluation leading to improvements. Education Services staff use this information to work with headteachers to determine the nature and frequency of support/challenge visits that will be appropriate for each school over the course of any session.
- 4.11. School visits form the core of the school improvement framework and take the form of one or more of the following over a planned four year programme:
- School improvement visit;
 - Learning and achievement visit;
 - An extended learning and achievement visit.

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

- 4.12. Schools are also required to have robust processes of self-evaluation embedded in their quality assurance approaches. They are required to submit an annual summary of this work which is also subject to scrutiny by Education Services.
- 4.13. Continuing engagement activities undertaken by Perth and Kinross Council are reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits and follow-up reports on the school's website and on each school's page on www.pkc.gov.uk.

5 CONCLUSION AND RECOMMENDATION

- 5.1 The reports by the Care Inspectorate and Education Scotland provide further information on the standards and quality in our services and set out a clear agenda for continuous improvement.
- 5.2 It is recommended that the Scrutiny Committee scrutinises and comments as appropriate on the contents of the report.

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Approved

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

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

1. Strategic Implications

Community Plan / Single Outcome Agreement

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

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

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

Corporate Plan

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

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

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

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

2. Resource Implications

Financial

- 2.1 N/A

Workforce

- 2.2 N/A

Asset Management (land, property, IT)

- 2.3 N/A

3. Assessments

Equality Impact Assessment

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

Strategic Environmental Assessment

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

Sustainability

- 3.3 N/A

Legal and Governance

- 3.4 N/A

Risk

- 3.5 N/A

4. Consultation

Internal

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

External

- 4.2 N/A

5. Communication

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

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

2. BACKGROUND PAPERS

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

- Education Scotland Inspection reports, published by [Education Scotland](#).
- Care Inspectorate Inspection reports, published by the [Care Inspectorate](#).
- Standards and Quality in Schools, Learning Communities and Pre-School Centres/Day Care of Children, Executive Sub-Committee of Lifelong Learning Committee, 22 March 2017 ([Report No: 17/113](#)), 1 February 2017 ([Report No: 17/44](#)), 26 October 2016 ([Report No: 16/459](#)), 17 August 2016 ([Report No: 16/342](#)) and 27 April 2016 ([Report No: 16/191](#)).
- Care Inspectorate Inspections of Support and Residential Care Services for Children and Young People, Executive Sub-Committee of Lifelong Learning Committee, 1 February 2017 ([Report No: 17/43](#)) and 27 April 2016 ([Report No: 16/192](#)).

3. APPENDICES

Appendix A: Care Inspectorate and Education Scotland Joint Inspections 26 November 2015 – 31 March 2016

Appendix B: Summary of performance, services providing day care of children

Appendix C1: Grading History, services providing day care of children inspected and published by the Care Inspectorate, 1 April 2016 – 22 March 2017.

Appendix C2: Grading History, services providing day care of children inspected and published by the Care Inspectorate, 26 November 2015 – 31 March 2016.

Appendix D1: Grading History Woodlea Cottage

Appendix D2: Grading History The Cottages

Appendix E: Overview of Education Scotland Inspections (Pre-School Centres and Schools) by Performance Indicator.

Appendix F: Primary School Inspection Performance relative to Comparator Authorities, by Quality Indicator, Academic Year 2015/16.

Appendix A: Care Inspectorate and Education Scotland Joint Inspections 26 November 2015 – 31 March 2016

Table A1: Care Inspectorate Quality Indicators

	Care and Support	Environment	Staffing	Management and Leadership
ABC Day Nursery	Very Good	Very Good	Very Good	Good
Abernethy Primary School	Very Good	Very Good	Good	Very Good
Errol Primary School	Very Good	Very Good	Good	Good
Kinnoull Church Nursery	Good	Good	Good	Good

Table A2: Education Scotland Quality Indicators

	Improvements in Performance	Children's Experiences	Meeting Learning Needs	The Curriculum	Improvement through self-evaluation
ABC Day Nursery	Good	Good	Good	Good	Good
Abernethy Primary School	Good	Good	Good	Good	Very Good
Errol Primary School	Very Good	Very Good	Good	Good	Good
Kinnoull Church Nursery	Good	Good	Good	Good	Good

Appendix B: Summary of performance, services providing day care of children

Table B1: Summary of performance⁵, services providing day care of children inspected by the Care Inspectorate, 1 April 2016 – 22 March 2017⁶

Number of services providing day care of children inspected = 29							
Quality Themes	6 Excellent	5 Very Good	4 Good	3 Adequate	2 Weak	1 Unsatisfactory	No of indicators inspected
Care and Support	2 (7%)	16 (55%)	10 (34%)	1 (3%)	0 (0%)	0 (0%)	29
Environment	0 (0%)	15 (88%)	2 (12%)	0 (0%)	0 (0%)	0 (0%)	17
Staffing	1 (5%)	15 (79%)	3 (16%)	0 (0%)	0 (0%)	0 (0%)	19
Management and Leadership	1 (6%)	9 (50%)	6 (33%)	2 (11%)	0 (0%)	0 (0%)	18
Total	4 (5%)	55 (66%)	21 (25%)	3 (4%)	0 (0%)	0 (0%)	83
<i>Comparator Proportions⁷⁸</i>	3%	50%	39%	7%	1%	0%	
<i>National Proportions</i>	5%	53%	35%	6%	1%	0%	

Table B2: Perth and Kinross summary of performance, services providing day care of children inspected by the Care Inspectorate, 1 April 2015 – 31 March 2016⁹

Number of services providing day care of children inspected = 42							
Quality Themes	6 Excellent	5 Very Good	4 Good	3 Adequate	2 Weak	1 Unsatisfactory	No of indicators inspected
Care and Support	3 (7%)	31 (74%)	7 (17%)	1 (2%)	0 (0%)	0 (0%)	42
Environment	1 (2%)	30 (71%)	9 (21%)	2 (5%)	0 (0%)	0 (0%)	42
Staffing	1 (2%)	27 (64%)	13 (31%)	1 (2%)	0 (0%)	0 (0%)	42
Management and Leadership	0 (0%)	25 (60%)	14 (33%)	3 (7%)	0 (0%)	0 (0%)	42
Total	5 (3%)	113 (67%)	43 (26%)	7 (4%)	0 (0%)	0 (0%)	168
<i>Comparator Proportions</i>	3%	52%	38%	6%	1%	0%	
<i>National Proportions</i>	4%	53%	35%	6%	1%	0%	

⁵ Note that rounding of percentage figures may mean totals reported elsewhere do differ.

⁶ Inspected and published by 22 March 2017.

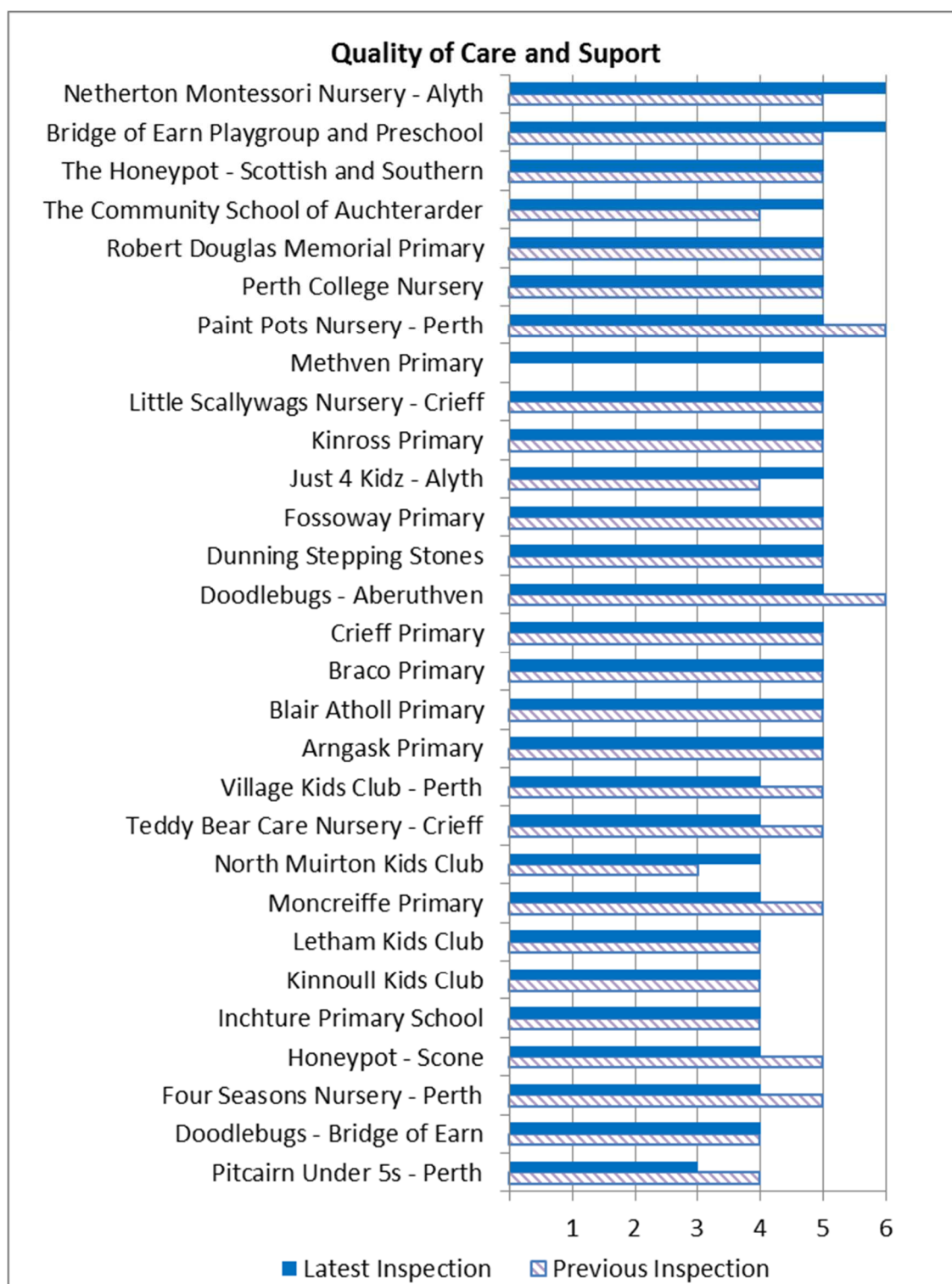
⁷ Comparator and national proportions only available until 31 January 2017

⁸ Note that comparator and national proportions include all services for day care of children whereas Perth and Kinross figures only represent local authority and partner provider services

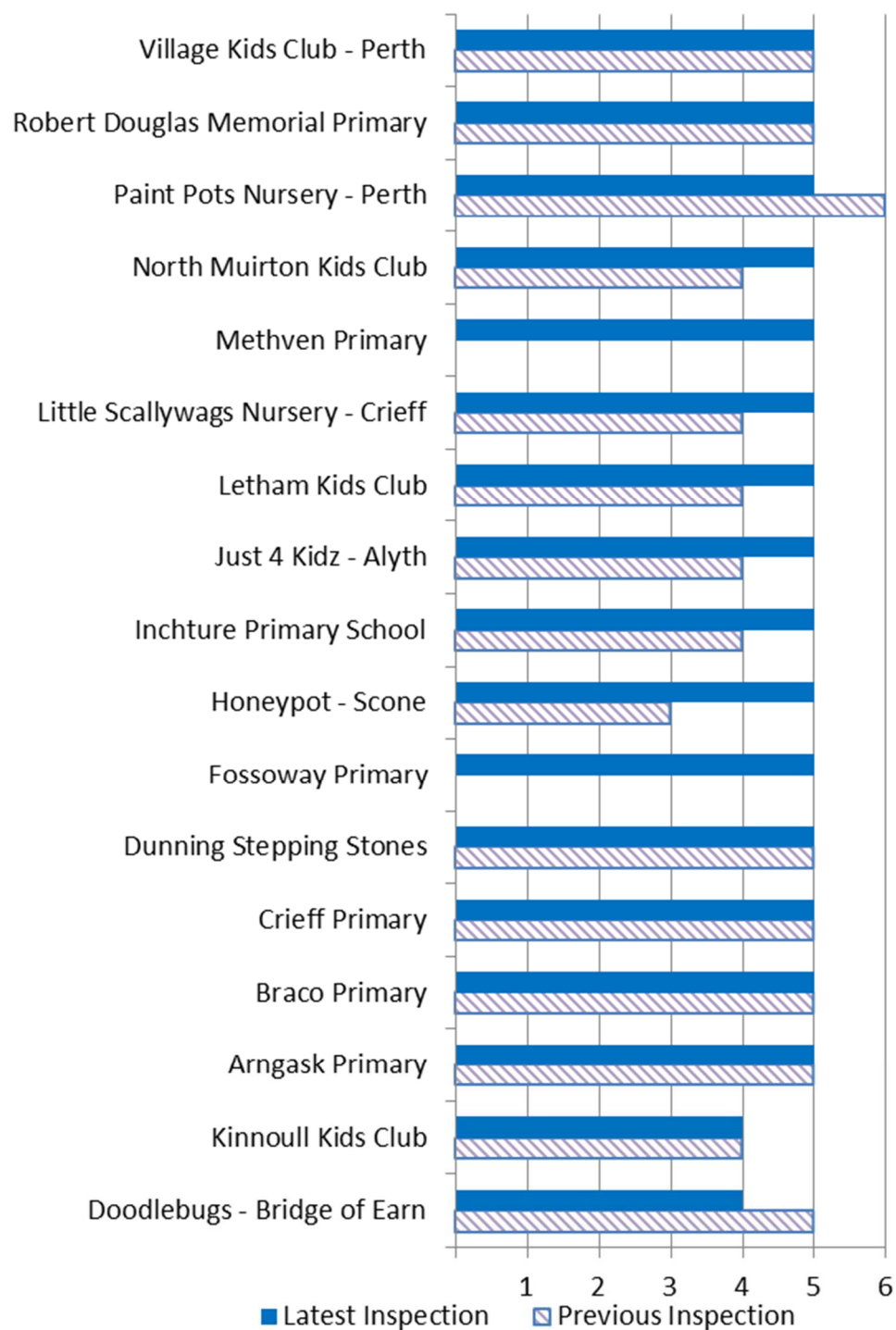
⁹ Table updated from previously published figures to include the whole year 1 April 2015 to 31 March 2016.

Appendix C1: Grading History, services providing day care of children inspected and published by the Care Inspectorate, 1 April 2016 – 22 March 2017

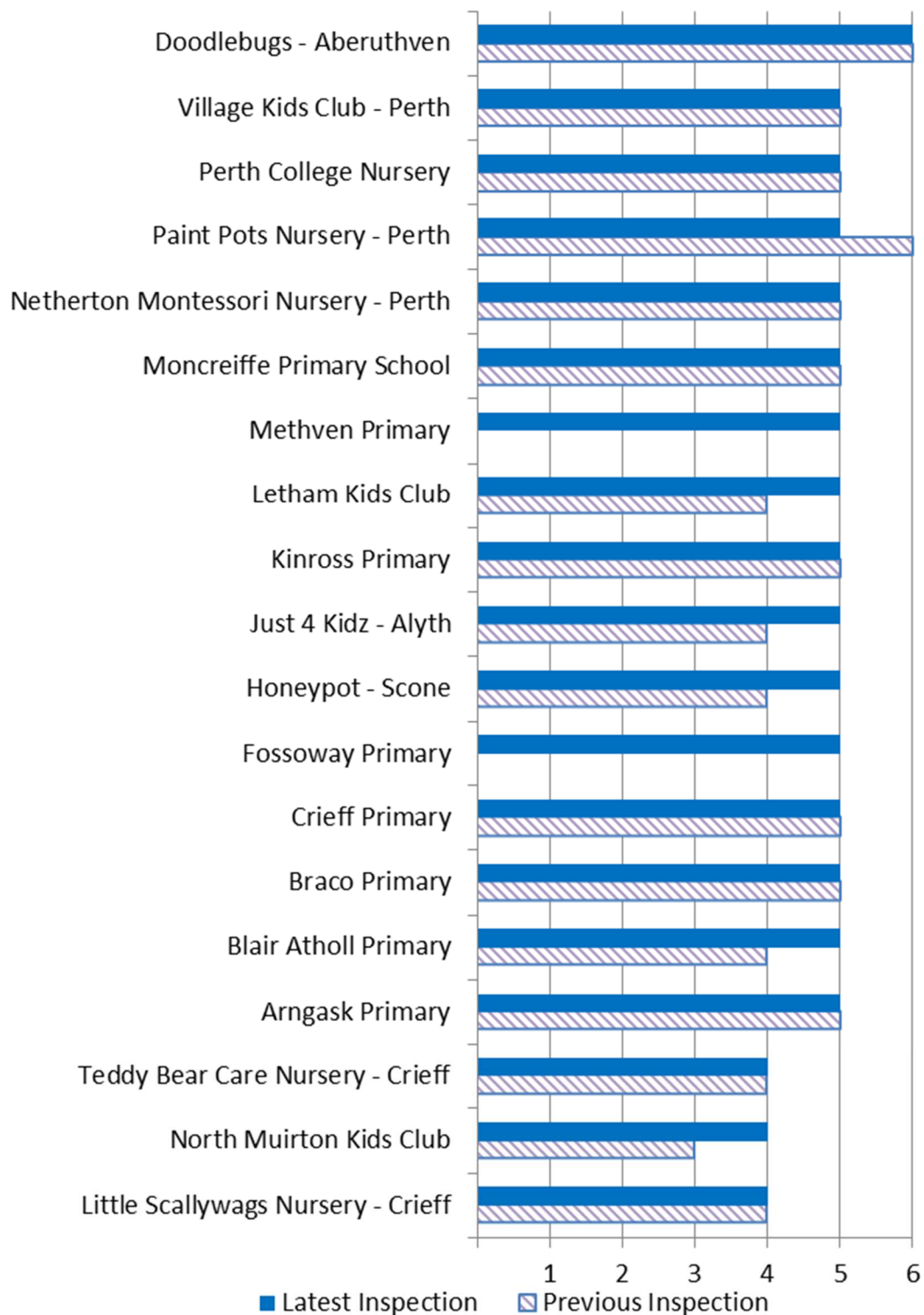
1 = unsatisfactory, 2 = weak, 3 = adequate, 4 = good, 5 = very good, 6 = excellent



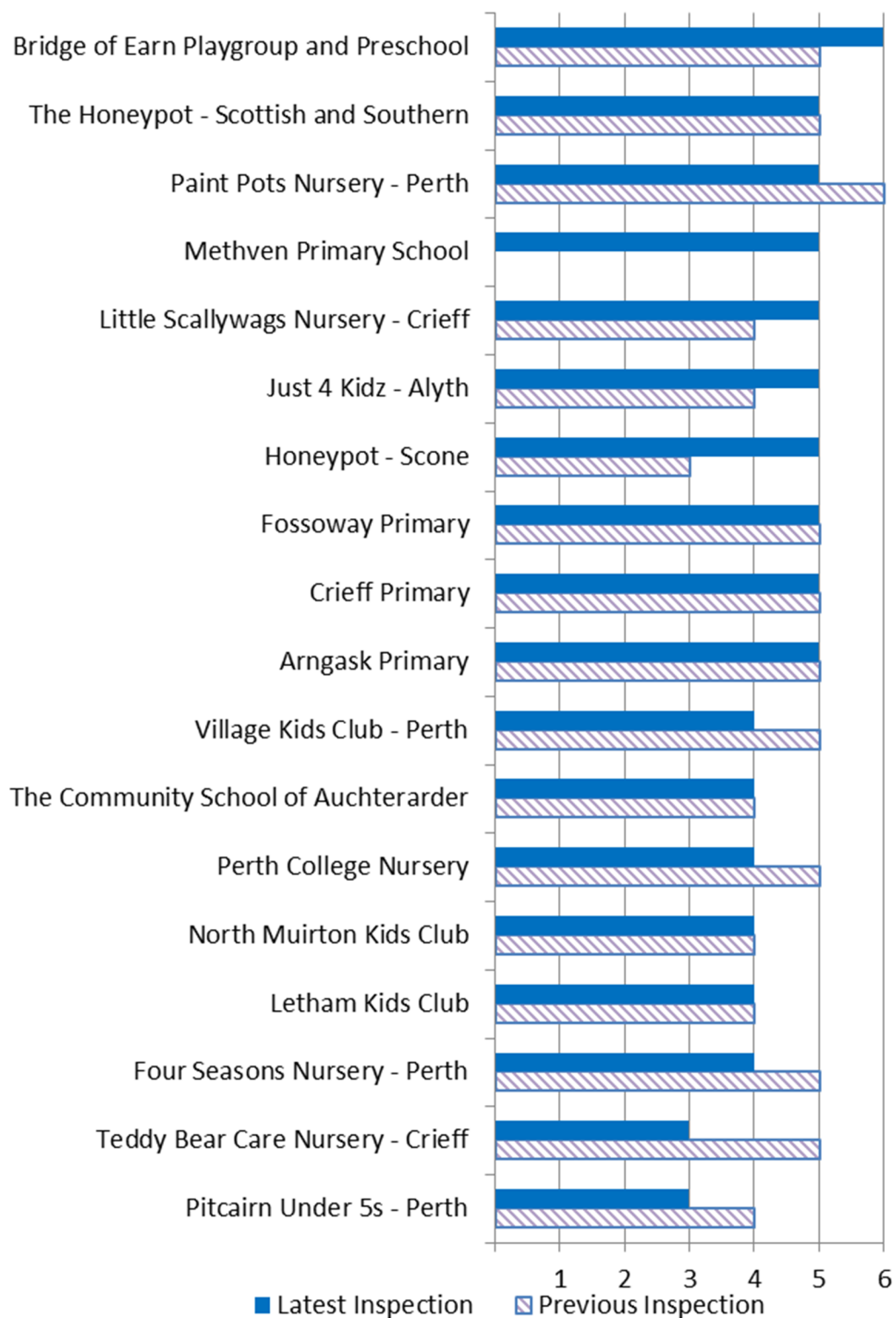
Quality of Environment



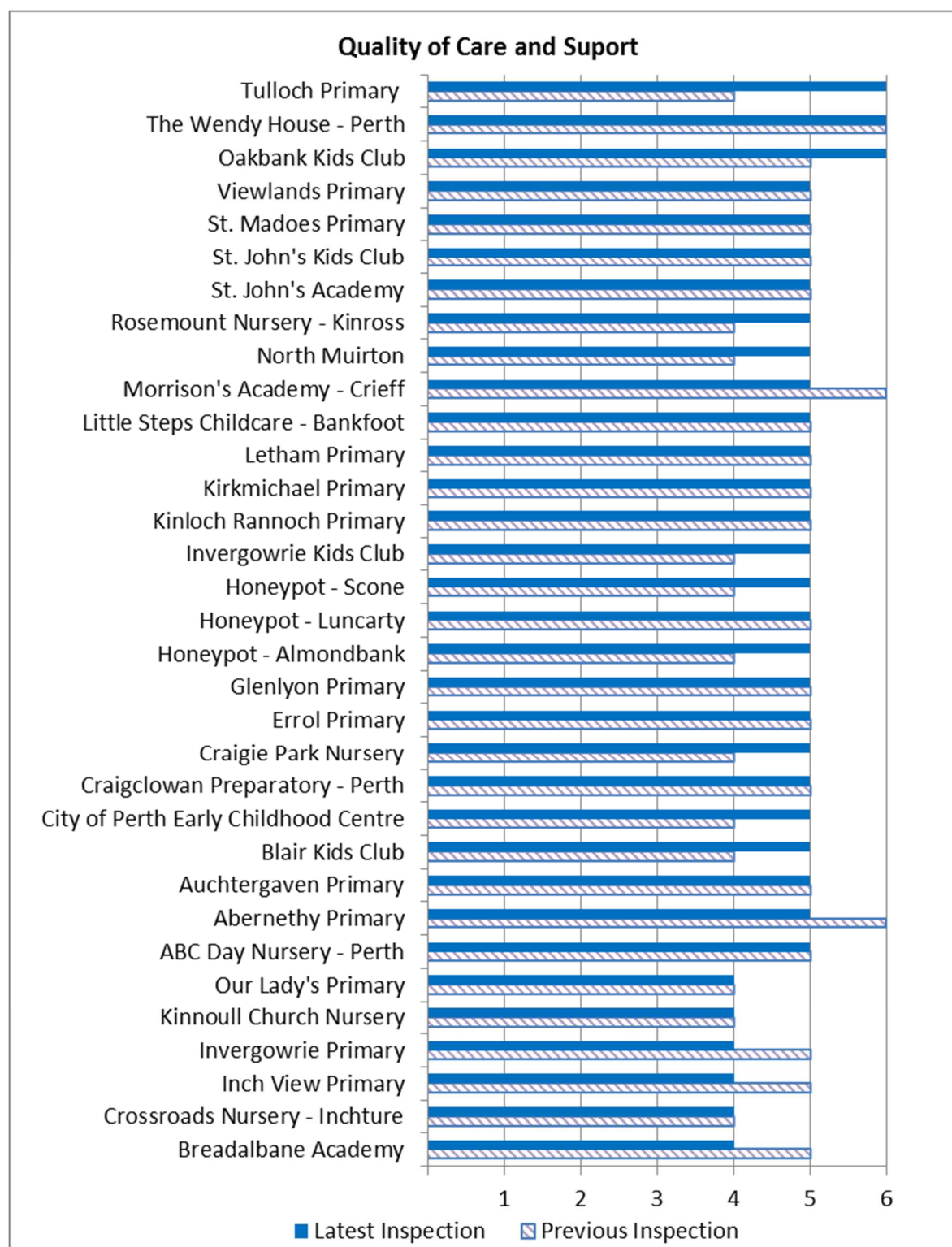
Quality of Staffing



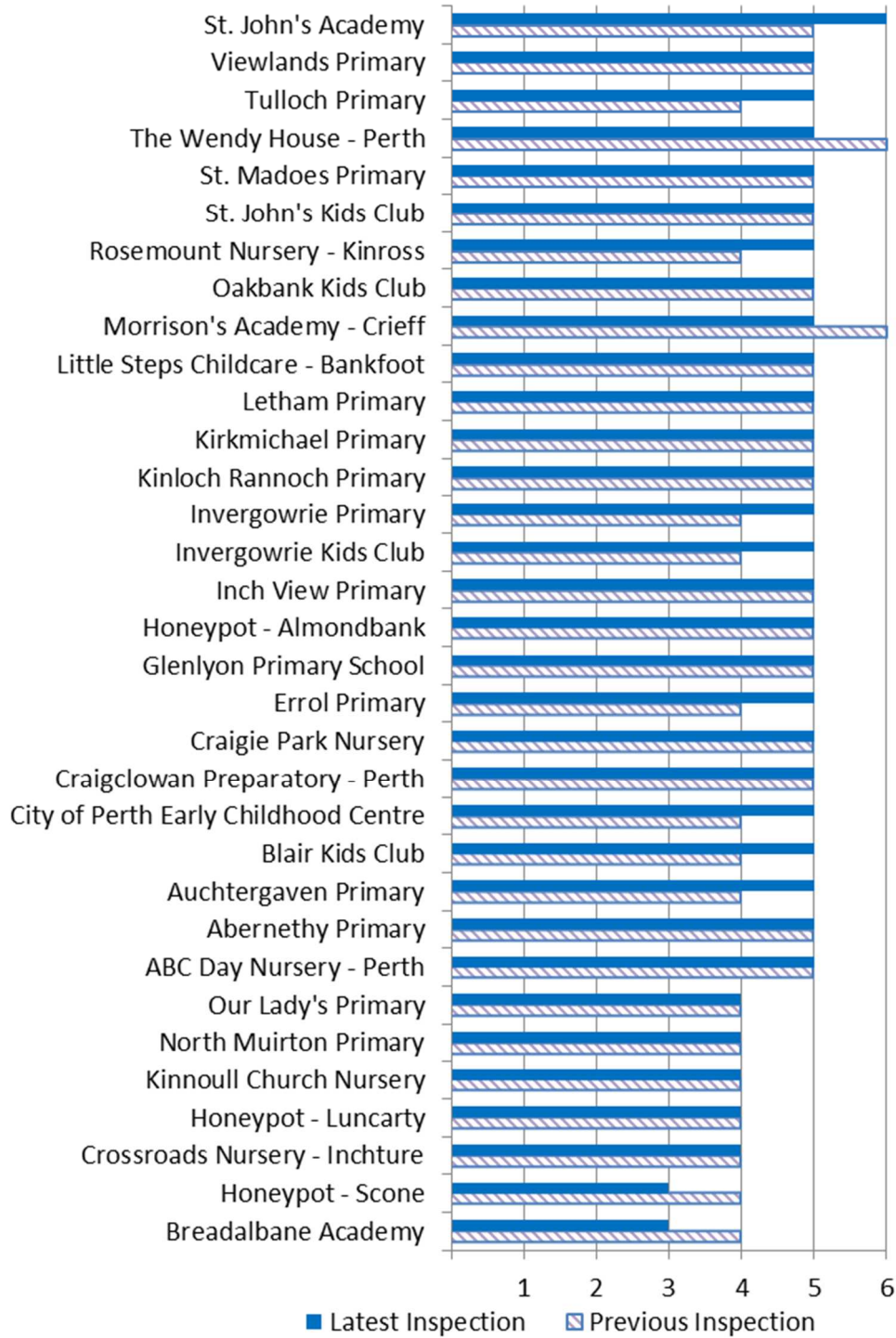
Quality of Management and Leadership



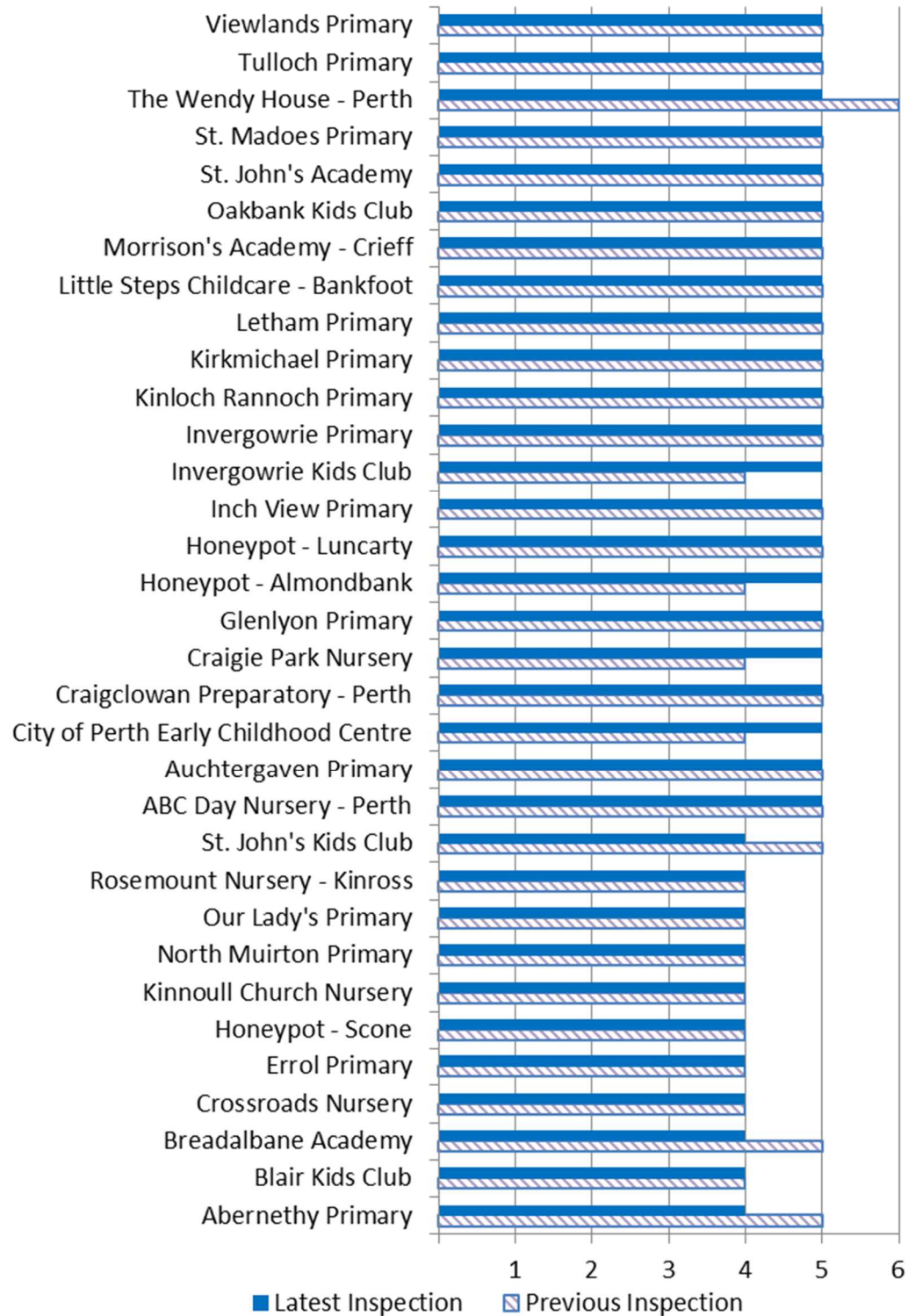
Appendix C2: Grading History, services providing day care of children inspected and published by the Care Inspectorate, 26 November 2015 – 31 March 2016



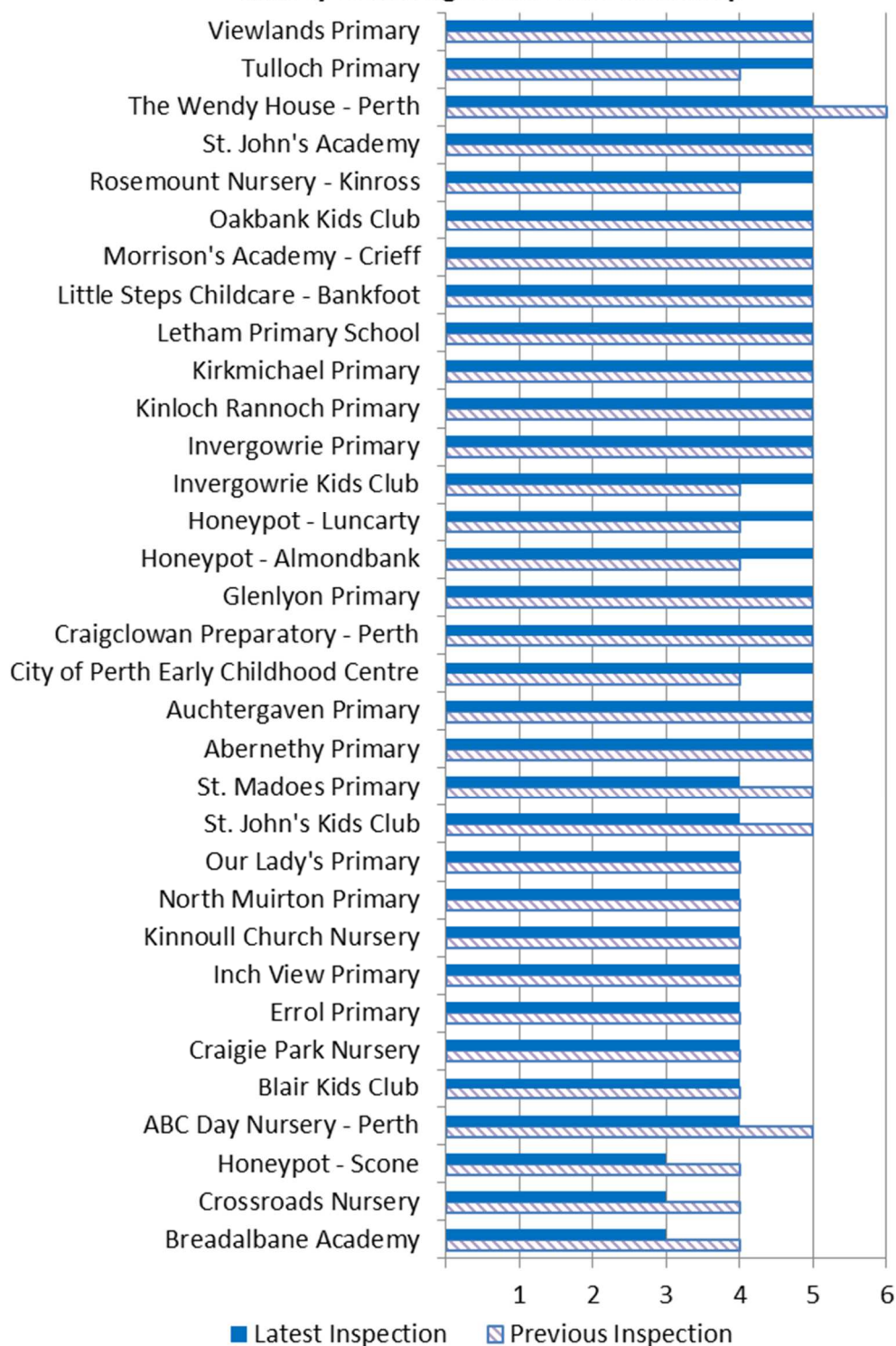
Quality of Environment



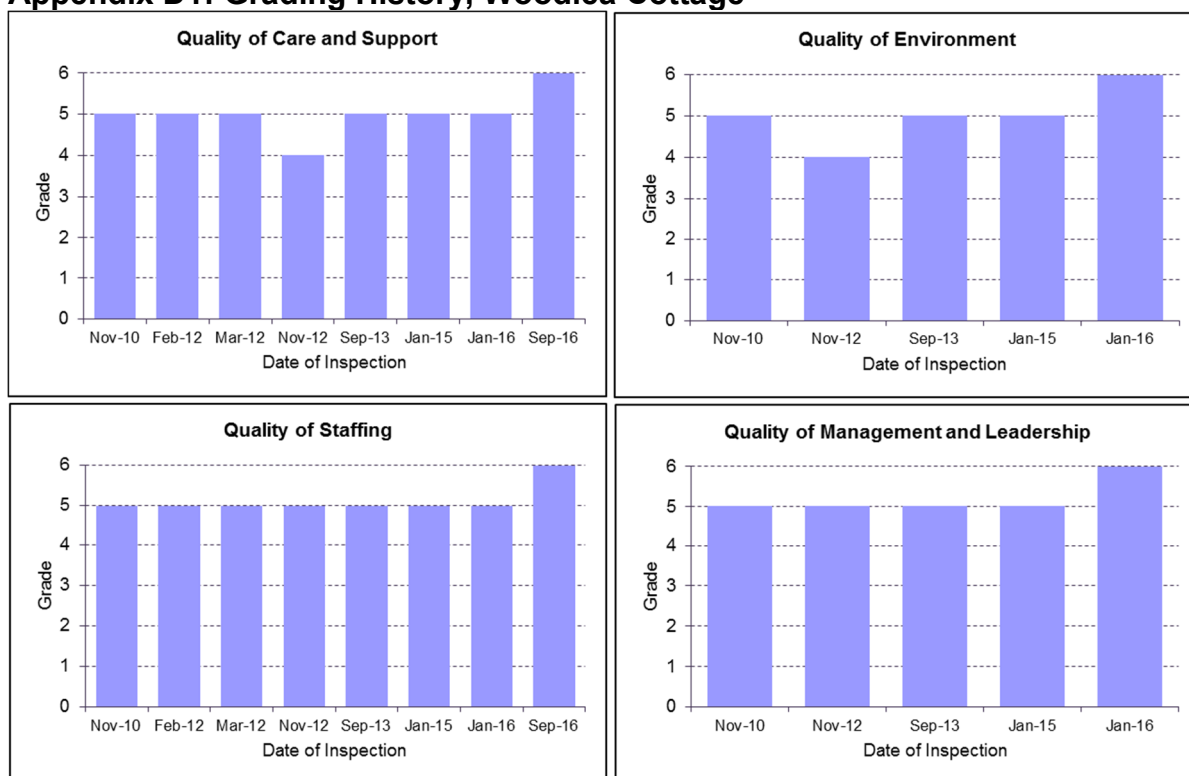
Quality of Staffing



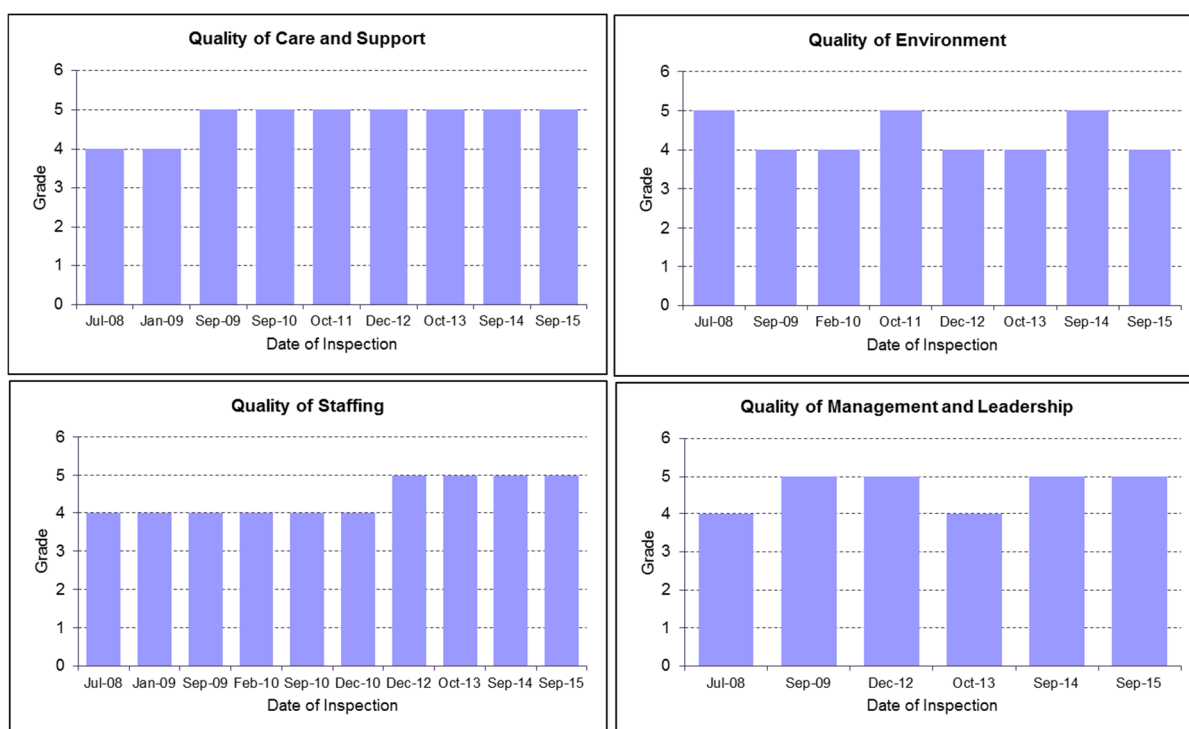
Quality of Management and Leadership



Appendix D1: Grading History, Woodlea Cottage



Appendix D2: Grading History, The Cottages



Appendix E: Overview of Education Scotland Inspections by Performance Indicator

Table E1: Pre-School Overview by Performance Indicator

Pre-School	Satisfactory or Better							Good or Better						
	09/10	10/11	11/12	12/13	13/14	14/15	15/16	09/10	10/11	11/12	12/13	13/14	14/15	15/16
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	11	10	5	7	5	3	5	10	9	5	7	5	3	5
Childrens' experiences	11	10	5	7	5	3	6	11	9	5	7	5	3	5
Meeting learning needs	11	10	5	7	5	3	6	11	8	5	7	5	3	5
Core Quality Indicators	33 (100%)	30 (100%)	15 (100%)	21 (100%)	15 (100%)	9 (100%)	17 (94%)	32 (97%)	26 (87%)	15 (100%)	21 (100%)	15 (100%)	9 (100%)	15 (83%)
The curriculum	11	10	5	6	5	3	6	10	7	4	5	4	3	5
Improvement through self evaluation	10	9	4	5	5	3	6	9	5	4	4	4	3	5
All Quality indicators	54 (90%)	49 (98%)	24 (96%)	32 (91%)	25 (100%)	15 (100%)	29 (97%)	51 (85%)	38 (76%)	23 (92%)	30 (86%)	23 (92%)	15 (100%)	25 (83%)
<i>Comparator Proportions</i>	91%	92%	95%	93%	89%	94%	68%	66%	68%	73%	71%	65%	70%	29%
<i>National Proportions</i>	94%	93%	94%	94%	90%	92%	90%	74%	73%	74%	73%	67%	65%	64%

Total Number of PKC Quality Indicators	60	50	25	35	25	15	30
Total Number of PKC Inspections	12	10	5	7	5	3	6

Table E2: Primary Overview by Performance Indicator

Primary	Satisfactory or Better							Good or Better						
	09/10	10/11	11/12	12/13	13/14	14/15	15/16	09/10	10/11	11/12	12/13	13/14	14/15	15/16
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	10	8	5	6	3	4	4	9	4	5	5	3	3	4
Learners' experiences	11	8	5	6	3	4	5	10	6	5	5	3	4	4
Meeting learning needs	11	8	5	6	3	4	5	9	4	5	4	3	4	3
Core Quality Indicators	32 (97%)	24 (100%)	15 (100%)	18 (100%)	9 (100%)	12 (100%)	14 (93%)	28 (85%)	14 (58%)	15 (100%)	14 (78%)	9 (100%)	11 (92%)	11 (73%)
The curriculum	11	8	5	5	3	4	5	9	3	4	5	3	4	4
Improvement through self evaluation	10	8	4	5	3	4	5	9	3	4	4	3	4	4
All Quality indicators	53 (96%)	40 (100%)	24 (96%)	39 (93%)	15 (100%)	20 (100%)	24 (96%)	46 (84%)	20 (50%)	23 (92%)	23 (77%)	15 (100%)	19 (95%)	19 (76%)
<i>Comparator Proportions</i>	94%	95%	94%	93%	76%	89%	88%	73%	72%	75%	61%	46%	60%	65%
<i>National Proportions</i>	95%	95%	94%	95%	87%	92%	89%	81%	78%	77%	72%	63%	67%	65%

Total Number of PKC Quality Indicators	55	40	25	30	15	20	25
Total Number of PKC Inspections	11	8	5	6	3	4	5

Table E3: Secondary Overview by Performance Indicator

Secondary	Satisfactory or Better						
	09/10	10/11	11/12	12/13	13/14	14/15	15/16
	No.	No.	No.	No.	No.	No.	No.
Improvements in performance	1	0	2	2	2	0	0
Learners' experiences	1	0	2	2	2	0	0
Meeting learning needs	1	0	2	2	2	0	0
Core Quality Indicators	3	0	6	6	6	0	0
The curriculum	1	0	2	1	2	0	0
Improvement through self evaluation	1	0	1	1	2	0	0
All Quality indicators	5	0	9	8	10	0	0

Good or Better						
09/10	10/11	11/12	12/13	13/14	14/15	15/16
No.	No.	No.	No.	No.	No.	No.
0	0	2	1	2	0	0
1	0	2	1	2	0	0
1	0	2	1	2	0	0
2	0	6	3	6	0	0
1	0	1	1	2	0	0
0	0	1	1	2	0	0
3	0	8	5	10	0	0

Total Number of PKC Quality Indicators	5	0	10	10	10	0	0
Total Number of PKC Inspections	1	0	2	2	2	0	0

Appendix F: Primary School Inspection Performance relative to Comparator Authorities¹⁰, by Quality Indicator, Academic Year 2015/16

Note that these rankings can be based on relatively small numbers of inspections.

Improvement In Performance		
• satisfactory or better	6 out of 6 authorities ¹¹	The proportion of primary schools achieving satisfactory or better in 2015/16 was below the comparator average (80% compared to 94%, Aberdeenshire = 100%, Argyll & Bute = 100%, Highland = 86%, Scottish Borders = 100% and Stirling = 100%).
• good or better	3 out of 6 authorities	The proportion of primary schools achieving good or better in 2015/16 was above the comparator average (80% compared to 57%).
• very good and excellent	1 out of 6 authorities	The proportion of primary schools achieving very good or excellent in 2015/16 was above the comparator average (40% compared to 18%).
Learners' Experiences		
• satisfactory or better	1= out of 6 authorities	The proportion of primary schools achieving satisfactory or better in 2015/16 was the same as the comparator average (100%)
• good or better	4 out of 6 authorities	The proportion of primary schools achieving good or better in 2015/16 was above the comparator average (80% compared to 76%).
• very good and excellent	2 out of 6 authorities	The proportion of primary schools achieving very good or excellent in 2015/16 was above the comparator average (60% compared to 47%).
Meeting Learning Needs		
• satisfactory or better	1= out of 6 authorities	The proportion of primary schools achieving satisfactory or better in 2015/16 was the same as the comparator average (100%).
• good or better	4= out of 6 authorities	The proportion of primary schools achieving good or better in 2015/16 was below the comparator average (60% compared to 71%, Highland 86% and Stirling 100%).
• very good and excellent	3= out of 6 authorities	The proportion of primary schools achieving very good or excellent in 2015/16 was below the comparator average (20% compared to 41%, Highland = 71% and Stirling = 100%).
The Curriculum		
• satisfactory or better	1= out of 6 authorities	The proportion of primary schools achieving satisfactory or better in 2015/16 was above the comparator average (100% compared to 71%).
• good or better	2 out of 6 authorities	The proportion of primary schools achieving good or better in 2015/16 was above the comparator average (80% compared to 53%).
• very good and excellent	1 out of 6 authorities	The proportion of primary schools achieving very good or excellent in 2015/16 was above the comparator average (40% compared to 18%).
Improvement Through Self Evaluation		
• satisfactory or better	1= out of 6 authorities	The proportion of primary schools achieving satisfactory or better in 2015/16 was above the comparator average (100% compared to 76%).
• good or better	3 out of 6 authorities	The proportion of primary schools achieving good or better in 2015/16 was above the comparator average (80% compared to 59%).
• very good and excellent	2 out of 6 authorities	The proportion of primary schools achieving very good or excellent in 2015/16 was above the comparator average (60% compared to 35%).

¹⁰ Argyll and Bute, Aberdeenshire, Stirling, Scottish Borders and Highland Council.

¹¹ Coupar Angus Primary School received a "weak" grading. This was discussed at the [Executive Sub-Committee of Lifelong Learning Committee](#) on 17 August 2016.