

PERTH AND KINROSS COUNCIL**Lifelong Learning Executive Sub-Committee – 6 February 2013****SUMMARY REPORTS ON STANDARDS AND QUALITY IN SCHOOLS, PRE-SCHOOL CENTRES AND COMMUNITY LEARNING AND DEVELOPMENT****Report by Executive Director (Education and Children's Services)****ABSTRACT**

This report sets out the key findings and areas for improvement following the inspection of Cheeky Monkeys Nursery and Milnathort Primary School and Nursery Class by Her Majesty's Inspectorate (HMI).

1 RECOMMENDATIONS

It is recommended that the Committee scrutinises and comments upon the following reports:

- 1.1 Summary and Education Scotland inspection letter for Cheeky Monkeys Nursery (Appendix 1a); and
- 1.2 Summary and Education Scotland inspection letter for Milnathort Primary School and Nursery Class (Appendix 2a).

2 BACKGROUND

- 2.1 Each year Education Scotland's scrutiny body (Her Majesty's Inspectorate, HMI) inspects and reports on the quality of education in pre-school centres, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision. HMI also inspects the education functions of local authorities and carries out joint inspections of services for children.
- 2.2 This report sets out the key findings and areas for improvement following inspections of Perth and Kinross Council schools, pre-school centres (including partner providers) and learning communities by Education Scotland. This includes the findings of follow-through inspections where appropriate.
- 2.3 Specifically the report sets out the findings of the following inspections which have been published by Education Scotland since the Lifelong Learning Executive Sub Committee on 5 December 2012:
 - Inspection of Cheeky Monkeys Nursery.
 - Inspection of Milnathort Primary School and Nursery Class.

- 2.4 HMI changed the format of reporting about schools in August 2011 and inspection reports provide an overall evaluation of the quality of the school's provision. In coming to a judgement, HMI will aim to answer three key questions which are:
- How well do children/young people learn and achieve?
 - How well does the school support children/young people to develop and learn?
 - How does the school improve the quality of its work?
- 2.5 To help answer the first two questions, the report provides a summary sentence followed by text which explains the answers. For the third question, HMI provide text and express their confidence in the school's ability to continue to improve the quality of its work. Finally, they sum up the overall quality of education provided by the school.
- 2.6 There are four broad continuing engagement activities that HMI may select following an inspection, not all of which are mutually exclusive. They are:
- Innovative practice
 - Continued inspection
 - Additional support for improvement
 - No further inspection activity
- 2.7 In the case of an initial HMI inspection of a school, a public meeting is held after the publication of the inspection report with invitations going to parents, the local elected members and members of the Lifelong Learning Committee. These meetings give parents, carers and other members of the community the opportunity to discuss the findings of the inspection and to be consulted on the areas for improvement to be taken forward.
- 2.8 Where further inspection activity is carried out HMI will report publicly to parents and stakeholders. Other continuing engagement activities undertaken by Perth and Kinross Council will also be reported to parents and stakeholders. This includes the publication of reports to parents on Extended Learning and Achievement Visits and follow-up reports on the school's website and on each school's page on www.pkc.gov.uk
- 2.9 In addition to HMI inspections, 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. The school visits form 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:
- School Improvement Visit
 - Learning and Achievement Visit
 - Extended Learning and Achievement Visit and follow up activity and visit
- 2.10 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. In almost all cases, an HMI inspection has

confirmed the view of the school improvement team. 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.

3 EDUCATION SCOTLAND - RECENTLY PUBLISHED REPORTS

3.1 Since the Lifelong Learning Executive Sub Committee on 5 December 2012 the following reports have been published by Education Scotland:

- **Inspection of Cheeky Monkeys Nursery.** Whilst HMI are satisfied with the overall quality of provision, additional support for improvement will be provided by HMI and Education and Children's Services in connection with the inspection report of October 2012. A summary of the key strengths, areas for improvement and evaluations against the quality indicators is shown in Appendix 1a together with a copy of the full inspection letter and a copy of the Extended Learning and Achievement Visit, March 2012, Appendix 1b.
- **Inspection of Milnathort Primary School and Nursery Class.** HMI will make no further visits in connection with the inspection report of November 2012. A summary of the key strengths, areas for improvement and evaluations against the quality indicators is shown in Appendix 2a together with a copy of the full inspection letter and a copy of the Extended Learning and Achievement Visit, September 2010, Appendix 1b.

4 PERFORMANCE SUMMARY 2008/09-2011/12

4.1 Evaluation of each school's performance is assessed across five quality indicators, including three core quality indicators:

- Core quality indicator Improvements in performance
- Core quality indicator Learners' experiences/children's experiences
- Core quality indicator Meeting learning needs
- Quality indicator The curriculum
- Quality indicator Improvement through self-evaluation

4.2 Prior to August 2011, these were published as part of the inspection report. Although post August 2011 these evaluations no longer feature in the reports published by HMI, they are published on Education Scotland's website and will continue to be reported to the Executive Sub Committee of the Lifelong Learning Committee. Follow-through inspections do not include an evaluation against quality indicators.

4.3 Tables 1a – 3b present a summary of achievement against the quality indicators for inspections of Perth and Kinross Council's pre-school centres (including partner providers) and schools undertaken since August 2008. All tables show the quality indicators by date of inspection¹. At present no schools are required by the HMI to have a follow-through inspection.

4.4 Pre-School Centres

¹ This analysis is by date of inspection as published by 14 December 2012

4.4.1 In nursery and pre-school centres, including partner providers, a total of 180 quality indicators have been evaluated since 2008/09. Of these, 92% (almost all) have been satisfactory or better and 81% (most) have been good or better.

4.4.2 Table 1b shows that since 2010/11 there has been an improvement in the proportion of schools being evaluated as good or better in relation to improvements in performance, children's experiences and meeting learning needs (core quality indicators). Both pre school centres inspected this session (2012/13) have been evaluated as good or better in relation to these core quality indicators.

Table 1a: Overview by Performance Indicator: Satisfactory or Better

Satisfactory or Better Pre-School	2008/09		2009/10		2010/11		2011/12		2012/13	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	6	86	11	92	10	100	5	100	2	100
Children's experiences	6	86	11	92	10	100	5	100	2	100
Meeting learning needs	6	86	11	92	10	100	5	100	2	100
Total <u>Core</u> QI's Satisfactory or Better	18	86	33	92	30	100	15	100	6	100
The curriculum	5	71	11	92	10	100	5	100	2	100
Improvement through self evaluation	6	86	10	83	9	90	4	80	1	50
Total QI's Satisfactory or Better	29	83	54	90	49	98	24	96	9	90
Total Number of Inspections	7	-	12	-	10	-	5	-	2	-
Total Number of Quality Indicators	35	-	60	-	50	-	25	-	10	-
Total pre-schools with positive evaluations**	6	86	11	92	10	100	5	100	2	100

** Positive evaluation - all three core QI's are satisfactory or better.

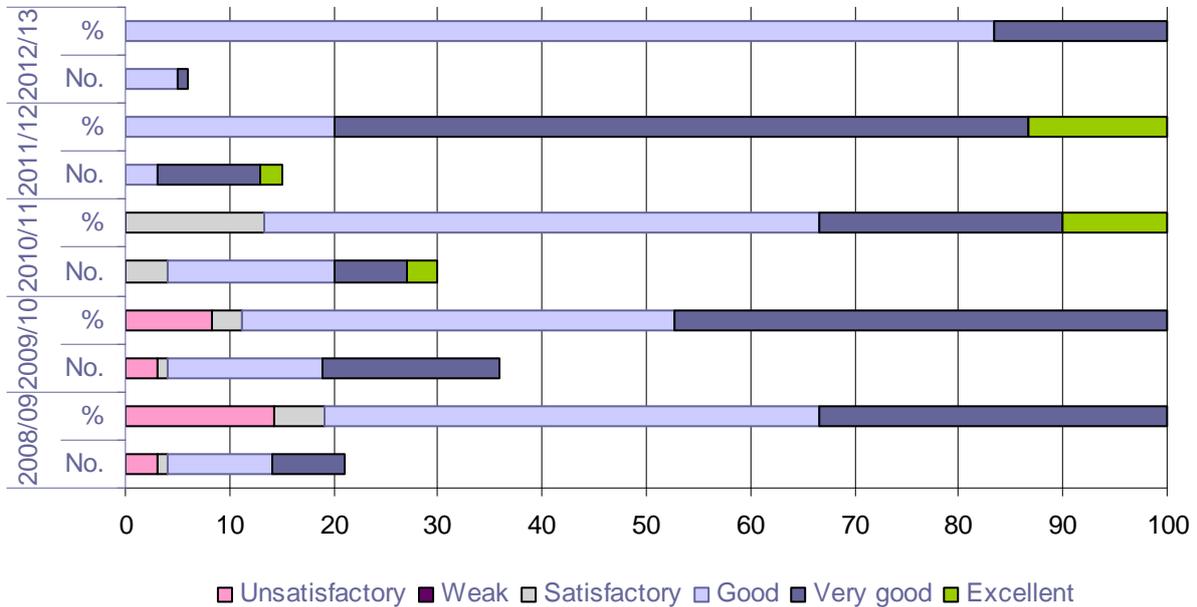
Table 1b: Overview by Performance Indicator: Good or Better

Good or Better Pre-School	2008/09		2009/10		2010/11		2011/12		2012/13	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	6	86	10	83	9	90	5	100	2	100
Children's experiences	6	86	11	92	9	90	5	100	2	100
Meeting learning needs	5	71	11	92	8	80	5	100	2	100
Total <u>Core</u> QI's Good or Better	17	81	32	89	26	87	15	100	6	100
The curriculum	5	71	10	83	7	70	4	80	1	50
Improvement through self evaluation	3	43	9	75	5	50	4	80	1	50
Total QI's Good or Better	25	71	51	85	38	76	23	92	8	80
Total Number of Inspections	7	-	12	-	10	-	5	-	2	-
Total Number of Quality Indicators	35	-	60	-	50	-	25	-	10	-
Total pre-schools with good or better evaluations in all three core QIs	5	71	10	83	8	80	5	100	2	100

Figure 1a: Summary of Grades Awarded
All Quality Indicators



Figure 1b: Summary of Grades Awarded
Core Quality Indicators



4.5 Primary Schools

4.5.1 In primary schools, a total of 180 quality indicators have been evaluated since 2008/09. Of these, 95% (almost all) have been satisfactory or better and 73% (the majority) have been good or better.

4.5.2 Table 2b shows that, following a dip in the proportion of inspected schools achieving an evaluation as good or better in 2010/11, there was an improvement last session (2011/12). The only primary school which has been inspected this session has been evaluated as good or better in relation to all five quality indicators.

Table 2a: Overview by Performance Indicator: Satisfactory or Better

Satisfactory or Better Primary	2008/09		2009/10		2010/11		2011/12		2012/13	
	No.	%								
Improvements in performance	10	91	10	91	8	100	5	100	1	100
Learners' experiences	11	100	11	100	8	100	5	100	1	100
Meeting learning needs	9	82	11	100	8	100	5	100	1	100
Total <u>Core</u> QI's Satisfactory or Better	30	91	32	97	24	100	15	100	3	100
The curriculum	10	91	11	100	8	100	5	100	1	100
Improvement through self evaluation	9	82	10	91	8	100	4	80	1	100
Total QI's Satisfactory or Better	49	89	53	96	40	100	24	96	5	100
Total Number of Quality Indicators	55	-	55	-	40	-	25	-	5	-
Total Number of Inspections	11	-	11	-	8	-	5	-	1	-
Total schools with positive evaluations**	9	82	10	91	8	100	5	100	1	100

** Positive evaluation - all three core QI's are satisfactory or better.

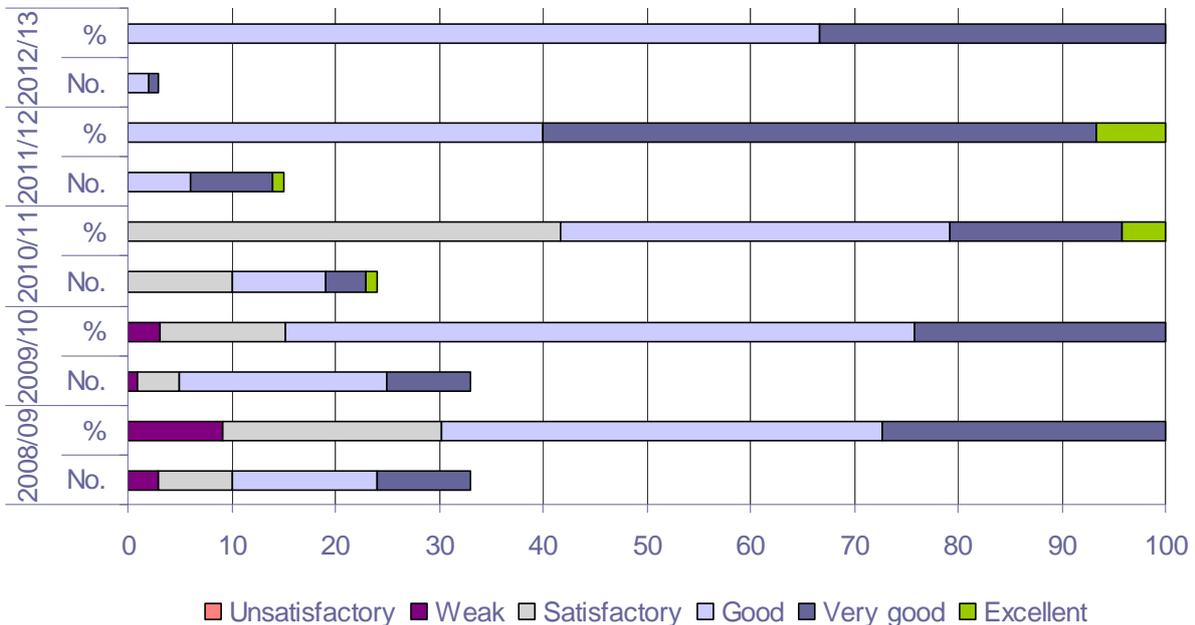
Table 2b: Overview by Performance Indicator: Good or Better

Good or Better Primary	2008/09		2009/10		2010/11		2011/12		2012/13	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	8	73	9	82	4	50	5	100	1	100
Learners' experiences	8	73	10	91	6	75	5	100	1	100
Meeting learning needs	7	64	9	82	4	50	5	100	1	100
Total <u>Core</u> QI's Good or Better	23	70	28	85	14	58	15	100	3	100
The curriculum	8	73	9	82	3	38	4	80	1	100
Improvement through self evaluation	6	55	9	82	3	38	4	80	1	100
Total QI's Good or Better	37	67	46	84	20	50	23	92	5	100
Total Number of Quality Indicators	55	-	55	-	40	-	25	-	5	-
Total Number of Inspections	11	-	11	-	8	-	5	-	1	-
Total schools with good or better evaluations in all three core QIs	7	64	9	82	3	38	5	100	1	100

Figure2a: Summary of Grades Awarded
All Quality Indicators



Figure 2b: Summary of Grades Awarded
Core Quality Indicators



4.6 Secondary Schools

4.6.1 Last session (2011/12), two secondary schools were inspected. Of the ten quality indicators evaluated, 80% (most) were good or better. Both inspections last session received good or better evaluations for the core quality indicators.

Table 3a: Overview by Performance Indicator: Satisfactory or Better

Satisfactory or Better Secondary	2008/09		2009/10		2010/11		2011/12		2012/13	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	2	100	1	100	0	0	2	100	0	0
Learners' experiences	2	100	1	100	0	0	2	100	0	0
Meeting learning needs	2	100	1	100	0	0	2	100	0	0
Total Core QI's Satisfactory or Better	6	100	3	100	0	0	6	100	0	0
The curriculum	2	100	1	100	0	0	2	100	0	0
Improvement through self evaluation	2	100	1	100	0	0	1	50	0	0
Total QI's Satisfactory or Better	10	100	5	100	0	0	9	90	0	0
Total Number of Quality Indicators	10	-	5	-	0	-	10	-	0	-
Total Number of Inspections	2	-	1	-	0	-	2	-	0	-
Total schools with positive evaluations**	2	100	1	100	0	-	2	100	0	-

** Positive evaluation - all three core QI's are satisfactory or better.

Table 3b: Overview by Performance Indicator: Good or Better

Good or Better Secondary	2008/09		2009/10		2010/11		2011/12		2012/13	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improvements in performance	2	100	0	0	0	0	2	100	0	0
Learners' experiences	2	100	1	100	0	0	2	100	0	0
Meeting learning needs	2	100	1	100	0	0	2	100	0	0
Total Core QI's Good or Better	6	100	2	67	0	0	6	100	0	0
The curriculum	2	100	1	100	0	0	1	50	0	0
Improvement through self evaluation	2	100	0	0	0	0	1	50	0	0
Total QI's Good or Better	10	100	3	60	0	0	8	80	0	0
Total Number of Quality Indicators	10	-	5	-	0	-	10	-	0	-
Total Number of Inspections	2	-	1	-	0	-	2	-	0	-
Total schools with good or better evaluations	2	100	0	-	0	-	2	100	0	-

5 CONSULTATION

The Head of Democratic Services and Head of Legal Services have been consulted in the preparation of this report.

6 RESOURCE IMPLICATIONS

There are no resource implications arising from this report.

7 COUNCIL CORPORATE PLAN OBJECTIVES 2009-2012

7.1 The Council's Corporate Plan 2009-2012 lays out five objectives which provide clear strategic direction, inform decisions at a corporate and service level and shape resources allocation. They are as follows:-

- (i) A Safe, Secure and Welcoming Environment
- (ii) Healthy, Caring Communities
- (iii) A Prosperous, Sustainable and Inclusive Economy
- (iv) Educated, Responsible and Informed Citizens

(v) Confident, Active and Inclusive Communities

This report relates to objective (iv) Educated, Responsible and Informed Citizens.

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

- Change and Improvement.

8 EQUALITIES IMPACT ASSESSMENT (EqIA)

An equality impact assessment needs to be carried out for functions, policies, procedures or strategies in relation to race, gender and disability and other relevant protected characteristics. This supports the Council's legal requirement to comply with the duty to assess and consult on relevant new and existing policies.

The function, policy, procedure or strategy presented in this report was considered under the Corporate Equalities Impact Assessment process (Eq1A) with the following outcome: assessed as **not relevant** for the purposes of Eq1A.

9 STRATEGIC ENVIRONMENTAL ASSESSMENT

Strategic Environmental Assessment (SEA) is a legal requirement under the Environmental Assessment (Scotland) Act 2005 that applies to all qualifying plans, programmes and strategies, including policies (PPS).

The matters presented in this report were considered under the Environmental Assessment (Scotland) Act 2005 and no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

10 CONCLUSION

The reports by HMI across schools, pre-school centres and learning communities provide further information on the standards and quality in our establishments. The report sets out a clear agenda for continuous improvement in the standards and quality of services provided in Perth and Kinross.

JOHN FYFFE

Executive Director (Education and Children's Services)

Note: No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

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Email JGilchrist@pkc.gov.uk

Address of Service: Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD

Date: 13 December 2012

Appendices:

- Appendix 1a Summary and Education Scotland inspection letter of Cheeky Monkeys Nursery.
- Appendix 1b Cheeky Monkeys Nursery Extended Learning and Achievement Visit, March 2012.
- Appendix 2a Summary and Education Scotland inspection letter of Milnathort Primary School and Nursery Class.
- Appendix 2b Milnathort Primary School and Nursery Class Extended Learning and Achievement Visit, September 2010.

If you or someone you know would like a copy of this document in another language or format, (on occasion only, a summary of the document will be provided in translation), this can be arranged by contacting *The Communications Manager*
E-mail: ecsgeneralenquiries@pkc.gov.uk



Council Text Phone Number 01738 442573

PERTH AND KINROSS COUNCIL

Lifelong Learning Executive Sub-Committee – 6 February 2013

SUMMARY OF THE EDUCATION SCOTLAND INSPECTION REPORT
CHEEKY MONKEYS NURSERY**1 INTRODUCTION**

This paper provides a summary of the key strengths, areas for improvement and evaluations against the quality indicators following the inspection of Cheeky Monkeys Nursery by Her Majesty's Inspectorate (HMI) in September 2012.

2 PARTICULAR STRENGTHS OF THE PRE-SCHOOL CENTRE

HMI identified the following key strengths of the pre-school centre:

- Confident and articulate children who enjoy nursery.
- Children's involvement in planning their learning and their recall of prior learning.
- Children's learning experiences in science, outdoors and within the community.
- Staff's partnerships with parents which enhances child and family learning.

3 AREAS FOR IMPROVEMENT

The school, Education and Children's Services and HMI have agreed action in the following key areas to ensure continued improvement in the work of the pre-school centre:

- All staff need to be trained and knowledgeable about child protection procedures.
- With staff, develop systems to review and improve children's experiences.
- Improve the provision for children aged under three, using national guidance.
- Provide clearer leadership of learning.

4 QUALITY INDICATORS

Evaluations for Cheeky Monkeys Nursery:

Improvements in performance	good
Children's experiences	good
Meeting learning needs	good

Evaluations for work of the pre school centre:

The curriculum	satisfactory
Improvement through self-evaluation	weak

5 CONCLUSION

Whilst HMI are satisfied with the overall quality of provision, additional support for improvement will be provided by HMI and Education and Children's Services in connection with the inspection report of October 2012.

For further information contact:

Kathleen Robertson, Quality Improvement Officer, Education Services (ext 76342).

31 October 2012

Dear Parent/Carer

**Cheeky Monkeys Nursery
Auchterarder**

Recently, as you may know, my colleagues and I visited and inspected your child's pre-school centre. During our visit, we talked to parents and children and we worked closely with the depute manager and staff. We wanted to find out how well children are learning and achieving and how well the pre-school centre supports children to do their best. The depute manager shared with us the pre-school centre's successes and priorities for improvement. We looked at some particular aspects of the pre-school centre's recent work, including self-evaluation, partnerships with parents, use of the local community and how managers led learning. As a result, we were able to find out how good the pre-school centre is at improving children's education, self-evaluation, including arrangements for monitoring and tracking children's progress.

How well do children learn and achieve?

Across the nursery, children enjoy learning and, overall, achieve well. Babies and toddlers enjoy music and exploring outdoors. They need to learn more through investigating using their senses. Children, aged three to five years, concentrate well. They play well together in pairs and trios. They enjoy reviewing and planning their learning through 'talking and thinking books', 'learning bubbles' and individual 'special books'. Throughout our visit, children talked enthusiastically about their learning. They particularly enjoy science and recalling facts about mini-beasts. Children are proud of their achievements and enjoy sharing photographs which show their successes. Parents contribute well to this. Older children take responsibility, make choices and decisions about their learning. They are developing independence. Children who are under three need to continue developing these skills. Children aged three to five years are making good progress in their learning. Most are developing effective early reading and early writing skills. Most children aged three to five years listen well. They enjoy sharing their hobbies, for example horse-riding with adults and each other. They enjoy visiting the local library. Children are developing well their understanding of early mathematics. They apply correct mathematical language when measuring and weighing their 'babies' or directing the 'bee-bot'. Others learn well through using different technologies, including the digital cameras.

How well does the pre-school centre support children to develop and learn?

Overall, children aged three to five years have their needs well met. Most staff support children well using Curriculum for Excellence. A few children need greater challenge to support further progress. Staff, working with children aged under three, need to plan more suitable learning experiences using national guidelines to better meet their needs. Across the nursery, most staff provide effective daily, outdoor experiences which meet most children's needs. Staff have identified correctly the need to improve how they plan ensuring that individual children progress. The majority are confident using Curriculum for Excellence. Others need to plan further learning in different curricular areas. The visiting teacher from the education authority is helping staff well to better meet children's needs. Staff who work with younger children would also benefit from additional support. Across the nursery, staff use the local area very well to enhance children's learning. Parents speak highly of the nursery provision. They enjoy learning with their children at home, for example through story and science sacks. The nursery has carefully planned approaches which support children when they start nursery and move between stages. There are also well-planned arrangements in place to support children when they move to P1. Not all staff are aware of the arrangements for keeping children safe.

How well does the pre-school centre improve the quality of its work?

In recent months and with effective support from the depute manager, most staff are improving children's experiences. Staff are involved in monthly meetings to review aspects of practice. Parents' views are sought, for example through surveys and the 'improvement tree'. Children are consulted about nursery provision. However, we are not confident that the nursery has suitable arrangements for reviewing and improving the quality of its work. Staff need to make more use of national guidance to help them evaluate the quality of the nursery. With staff, the manager and depute manager need to implement more effective arrangements for monitoring and evaluating all aspects of the nursery, including tracking children's progress. These systems will help staff to be clearer about areas for improving. Further training will also help increase staff's skills. The manager needs to continue to engage with staff, helping them to become more reflective and involved in centre improvement. More effective use of self-evaluation procedures will help staff know what is expected of them in terms of children's learning, particularly when there has been a high turnover of staff.

Our inspection of your pre-school centre found the following key strengths.

- Confident and articulate children who enjoy nursery.
- Children's involvement in planning their learning and their recall of prior learning.
- Children's learning experiences in science, outdoors and within the community.
- Staff's partnerships with parents which enhances child and family learning.

We discussed with staff and the education authority how they might continue to improve the pre-school centre. This is what we agreed with them.

- All staff need to be trained and knowledgeable about child protection procedures.
- With staff, develop systems to review and improve children's experiences.
- Improve the provision for children aged under three, using national guidance.
- Provide clearer leadership of learning.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. However, we are not confident that the pre-school centre's self-evaluation processes are leading to improvements. With support from the local authority and Education Scotland the pre-school centre will be helped to make the necessary improvements. Our Area Lead Officer and Lead Officer Early Education along with the local authority will discuss the most appropriate support in order to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the pre-school centre has improved.

Moira Cummings
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/CheekyMonkeysNurserySchoolAuchterarderPerthandKinross.asp>.

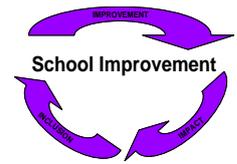
Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you want to give us feedback or make a complaint about our work, please contact 01506 600200, or write to us at the above address or e-mail: feedback@educationseotland.gsi.gov.uk.



**Perth and Kinross Council
Education and Children's Services**

**Extended Learning and Achievement Visit
Cheeky Monkeys Nursery Auchterarder
6th and 8th March 2012**



BACKGROUND

To support the centre in the process of self-evaluation, a team of one Quality Improvement Officer and one Education Development Officer (School Improvement) visited Cheeky Monkeys Nursery on the 6th and 8th of March 2012. The themes for the review were Achievement, Learning and Leadership. These themes were subject to scrutiny through core Quality Indicators from the *Child at the Centre 2*. Prior to the visit the centre manager submitted a self-evaluation undertaken by the centre. This, together with the Centre Report for 2010-11 and the Centre Improvement Plan formed the core documentation for the visit.

During the Extended Learning and Achievement Visit, the team carried out discussions with the manager, discussions with staff, playroom observations, reviewed documentation and spoke with children and parents.

The strengths and areas for development identified as a result of the visit and the centre's own evaluations are recorded below under the three main themes of Achievement, Learning and Leadership.

ACHIEVEMENT

Strengths

- Almost all children aged three to five years are confident in their learning and are developing skills appropriate to their age and stage of development.
- Most children are making good progress in developing skills in early numeracy and mathematics. Most children can sort, match, count and they are beginning to recognise numerals. Most children can identify shapes and colours. They are beginning to make comparisons and are developing mathematical language.
- Most children are developing very good skills in listening and talking. They participate in story telling sessions and almost all pre school children are beginning to recognise initial sounds. Almost all children are very keen to write. They express themselves by mark making and many are beginning to write letters and sometimes words with adult support.
- The behaviour of all children is very good. Children are confident and respectful of each other; they play together well and are making friendships.
- The centre focuses on promoting healthy lifestyles by providing well balanced, nutritious snacks and lunches.
- Children's achievements are celebrated and displayed for parents. Parents are encouraged to share children's achievements outwith the centre.

Areas for development

- Continue to develop tracking to monitor each child's progress.
- Continue to develop planning to include a clear focus on the role of the adult and what children are expected to learn.
- Develop further opportunities to provide appropriate pace and challenge for all children.

LEARNING

Strengths

- Staff plan and provide a good variety of learning opportunities for children, taking account of appropriate guidance.
- Almost all children choose confidently and play together in small and larger groups. They are engaged in their learning and sustain interest for significant periods of time. They work well independently and during adult led activities.
- Staff know children well and are sensitive to their emotional, personal and social needs. They have created a warm, friendly environment where children are treated fairly and respectfully.
- Appropriate staff training is impacting positively on the quality of staff/child interactions to promote children's language development.
- Staff fully involve children in planning their learning taking account of their needs and interests. They use mind maps and floorbooks to record thinking and plan learning.
- Good use is made of Information and Communication Technology (ICT) to support learning. Staff regularly help children to research current interests using the internet.
- There are good opportunities for parents/carers to be involved in the life of the centre. Parents/carers share their experiences to support learning. For example one father shared his photographs and stories of life in Africa to support the current interest in wild animals.
- Staff make good use of the local community to enhance children's learning. Trips to the library, shops, church, police station and the nearby burn provide meaningful experiences to raise children's awareness of the world around them.
- There are very good strategies in place to support children's transition to the local primary school. Through the Play Pals project, children regularly visit the nursery and P1 classes to meet their future teachers, classmates and buddies. Staff and children moving to other schools receive reciprocal visits to become familiar with new settings.
- Staff work closely with external agencies to provide additional support for children where this is required.

Areas for development

- Revisit assessment strategies including the use of learning intentions to ensure staff and children are aware of the learning taking place and how to evaluate its success.
- Provide regular opportunities for children to talk about their learning.
- Ensure tasks and activities provide sufficient challenge to meet the needs of all children by being more alert to opportunities to encourage more learning in depth.
- Further develop outdoor learning to include meaningful opportunities for literacy and numeracy.
- Continue to review and develop the learning environment ensuring all areas are thoughtfully resourced to support learning across the curriculum and include a range of natural materials.

- Provide more opportunities for staff to strengthen their understanding of Curriculum for Excellence by engaging in continuous professional development including good practice visits, training and professional reading.

LEADERSHIP

Strengths

- The owner has developed a good quality service with a focus on bringing about continuous improvement.
- The manager and staff work very well together and make a good staff team.
- The manager uses a range of strategies to work with children, staff and parents to continually improve the centre.
- The manager ensures all staff are aware of the centre's policies and procedures with regard to children's care and welfare and staff ensure children's care and welfare needs are met.
- The centre values the input of the visiting support teacher which is impacting positively on their practice.

Areas for development

- Continue to strengthen the involvement of all staff, children and parents in evaluating and improving the centre for example by posing relevant questions for parents to respond to on the Improvement Tree.
- Develop a more rigorous approach to monitoring activities to ensure they have a greater impact on learning and teaching.
- Provide further opportunities for children and staff to take leadership roles within the centre.

CONCLUSION

Cheeky Monkeys is a centre where children are happy and well cared for. The owner, manager and staff are focused on providing a quality service for children and their families.

Staff provide a stimulating learning environment and plan a variety of experiences across morning and afternoon sessions. Children are motivated and they are making good progress in their learning.

The view of parents sampled is that parents are very pleased with their children's care and educational experience. They find the management and staff very approachable and appreciate the care taken to meet their children's individual needs.

The centre should take account of the areas for improvement in this report when developing the Centre Improvement Plan for 2012-13.

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PERTH AND KINROSS COUNCIL

Lifelong Learning Executive Sub-Committee – 6 February 2013

SUMMARY OF THE EDUCATION SCOTLAND INSPECTION REPORT
MILNATHORT PRIMARY SCHOOL AND NURSERY CLASS**1 INTRODUCTION**

This paper provides a summary of the key strengths, areas for improvement and evaluations against the quality indicators following the inspection of Milnathort Primary School and Nursery Class by Her Majesty's Inspectorate (HMI) in October 2012.

2 PARTICULAR STRENGTHS OF THE SCHOOL

HMI identified the following particular strengths of the school and nursery class:

- Confident children who make a significant contribution to the life of the school.
- Children's learning experiences across the school and nursery.
- The supportive ethos for learning.
- Teamwork of a reflective staff.

3 AREAS FOR IMPROVEMENT

The school, Education and Children's Services and HMI have agreed action in the following key areas to ensure continued improvement in the work of the school and nursery class:

- Continue to develop the curriculum.
- Ensure that pace and challenge of learning are matched consistently well to the needs of all children.
- Continue to develop procedures to track children's attainment and progress.

4 QUALITY INDICATORS

Evaluations for Milnathort Primary School and Nursery Class:

Nursery class:

Improvements in performance	good
Children's experiences	very good
Meeting learning needs	good

Milnathort Primary School:

Improvements in performance	good
Learners' experiences	very good
Meeting learning needs	good

Evaluations of the following aspects of the work of the school and nursery class:

The curriculum	good
Improvement through self-evaluation	good

5 CONCLUSION

HMI will make no further visits in connection with this inspection.

For further information contact:

Anne Dalziel, Quality Improvement Officer, Education Services (ext 76376).

27 November 2012

Dear Parent/Carer

**Milnathort Primary School and Nursery Class
Perth and Kinross Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including children's involvement in the life of the school, aspects of self-evaluation and celebrating achievement. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Across the school and nursery, children learn and achieve very well. In the nursery class, almost all children are engaged and interested in their chosen activities. They are motivated and are building confidence as they share their learning with others. For example, parents were invited into the nursery for a successful baking session and 'Boogie Fit' event. Children are becoming more involved in their learning as they initiate, plan and develop their ideas of what they want to find out. In the primary classes, children are active in their learning. Almost all work very well together as a class and in small groups. Children are involved in planning and evaluating aspects of their own learning. In almost all classes, children engage well with 'learning walls' which help them understand what they are learning and how to improve. Children are able to influence the work of the school. All children are involved in responsibility groups including, for example, the International and the 'Front of House' groups. Commendably, children have raised a considerable amount of money for charity. They have developed a positive international awareness through their links with Top Ride Academy in Kenya. The achievements of children are celebrated very well through, for example, the school's 'Achievement Alley' and at assemblies.

In the nursery, almost all children listen attentively during group times and for simple instructions. Most are developing their early writing skills as they take 'notes' and 'write' captions and stories. Across the primary classes, almost all children are making very good progress in reading and most in writing. At the upper stages, they prepared and took part in a debate about Scottish independence. Across the school, children are developing well as readers and read regularly for enjoyment. At P7,

children worked well together in groups to research specific health conditions such as asthma to make information posters. Across the school, children write well in a range of contexts and would benefit from writing more often for an increased range of purposes. Most children are confident in number work and by the upper stages are accurate in their mental and written calculation. In solving mathematical problems, most are able to explain how they reached their answers. Children are confident in using information and communications technology to support their learning in mathematics including using software to create graphs, and, by P7, calculate time, distance and speed. Staff should now ensure that the presentation of children's work is of a consistently high standard. Children achieve well in the expressive arts and enjoy participating in music, dance and art. They are successful in a range of sporting activities, such as rugby and football. The school has achieved 'bird-friendly' status and, at the early years, children are becoming confident in identifying birds through their 'Robbie Robin' theme.

How well does the school support children to develop and learn?

Staff know children well and provide a high level of pastoral care and support. In most lessons, tasks and activities are set at an appropriate level of difficulty for children. However, in a few cases, the pace of lessons could be increased to create more challenge for all children. The support for learning teacher and support assistants work closely with the headteacher to provide targeted support for identified individuals and groups. Across the school and nursery, staff assess children's learning in a range of ways. They should now collate this information better to track children's progress more effectively from stage to stage. In the nursery and primary classes, staff provide children with a suitably broad curriculum. The curriculum has important strengths and is improving as staff use guidance relating to Curriculum for Excellence with increasing confidence. Staff make meaningful links across children's learning. They should now continue with their plans to develop the curriculum further. Children have access to a number of out-of-class activities such as a gardening club. A range of visiting specialist teachers support children's learning successfully in the primary classes. Transitions into P1 and into secondary school are supportive. Young people from Kinross High School support children with activities such as sport. Staff should continue with plans to improve further, links between the nursery and P1.

How well does the school improve the quality of its work?

The headteacher provides effective leadership and has been successful in leading the staff team in improving children's learning experiences. She is well supported by staff and parents. As a result, there is an extremely positive ethos for learning in the school which supports children's learning very well. The school uses the views of children and parents well to inform school improvements. The headteacher has put in place a number of strategies to monitor the work of the school which through time will become fully embedded and have even more impact. These include learning visits to classes, monitoring teachers' forward plans and 'learning lunches' with children. All of this is having a positive impact on the work of the school. The headteacher, supported by the depute headteacher, should now extend these approaches to include tracking more fully all areas of children's learning. With the

reflective teamwork of staff, and the continuation of planned developments as outlined in the school improvement plan, the school is well-placed to keep improving.

This inspection of your school and nursery class found the following key strengths.

- Confident children who make a significant contribution to the life of the school.
- Children's learning experiences across the school and nursery.
- The supportive ethos for learning.
- Teamwork of a reflective staff.

We discussed with staff and the education authority how they might continue to improve the school and nursery class. This is what we agreed with them.

- Continue to develop the curriculum.
- Ensure that pace and challenge of learning are matched consistently well to the needs of all children.
- Continue to develop procedures to track children's attainment and progress.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. The local authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

Alan Urquhart
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/MilnathortPrimarySchoolPerthandKinross.asp>.

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you want to give us feedback or make a complaint about our work, please contact 01506 600200, or write to us at the above address or e-mail: feedback@educationscotland.gsi.gov.uk.



**Perth and Kinross Council
Education and Children's Services
Milnathort Primary School
22, 23 September 2010
Extended Learning and Achievement Visit**



BACKGROUND

To support the school in the process of self-evaluation, a team of four service managers from the Primary and Early Years team and a service manager and a quality improvement officer from the Inclusion team, visited Milnathort Primary School over 22 & 23 September 2010. The themes for the review were Achievement, Learning and Leadership. These themes were subject to scrutiny through core quality indicators from How Good is Our School? (3).

The school's self-evaluation pro forma and annual report for session 2009-10, the updated self-evaluation form completed in September 2010 and the school plan for 2010-11 formed the core documentation for scrutiny and discussion during the visit. Evidence of the on-going, routine work of the school was also made available to the team.

During the Extended Learning and Achievement Visit, the team carried out discussions with the acting headteacher, depute headteacher and support and teaching staff teams, made classroom observations, reviewed documentation including children's work, and met with groups of learners and parents.

The strengths and areas for development identified as a result of this visit and the school's self-evaluation process are recorded below under the three main themes of Achievement, Learning and Leadership.

ACHIEVEMENT

Strengths:

- At June 2010 almost all children were achieving in line with national standards in reading [93%] and mathematics [98%], as were most children in writing [85%] with some children at all levels exceeding these standards.
- Levels of attainment in mathematics and reading have been consistently high over the past three years with writing and mathematics showing a rising trend during this time.
- In the early and upper stages of the school almost all learners are making good progress from their prior levels of attainment, as are most learners in the middle stages.

- Across the school many children are attaining nationally expected levels of attainment earlier than would be expected.
- Overall children at Milnathort present as happy and are polite, confident and welcoming to visitors. They demonstrate respect for others and are very well behaved.
- P7 children have good opportunities to demonstrate their role as responsible citizens by being Helping Hands, Buddies and lunch monitors; each class has two representatives on the Pupil Council which meets monthly under the direction of the Senior Management Team.
- Children are encouraged to participate in a range of cultural and sporting activities both within the school and as part of authority led events.
- Parents are keen to be involved in the life of the school. Parent helpers run the Healthy Tuckshop, the gardening club, a multi-sports club and the football club and support in the school library. The Milnathort Parent Council and the Milnathort School Association serve the school well, engaging with issues that arise, promoting partnership and raising substantial additional funds.

Areas for improvement:

- Develop discussions about learning and teaching between the Senior Management Team and class teachers using the Perth & Kinross Standard for Learning. There should be a clear focus on understanding and demonstrating depth, pace and challenge.
- Ensure that high expectations of pupils' learning and standards of attainment transfer to Curriculum for Excellence through careful tracking and robust monitoring.
- Teachers should capitalise on the overall early gains made in learning by providing children with opportunities to develop depth and challenge in learning and to apply their learning in new situations.

LEARNING

Strengths:

- In all classes classroom organisation and management is exemplary.
- Teachers plan a broad range of learning experiences taking account of local and national advice.
- Lessons are very well planned and prepared.
- In most classes there is evidence of good use of ICT to support learning.
- In almost all lessons observed the climate was positive as were the interactions between staff and learners. Children are treated fairly and respectfully.
- In almost all classes learners are motivated; they worked well, independently and in groups, and remained on task.

- The school takes part in all local management group activities, participating fully in the Growing Up With Loch Leven project.
- Close links with the associated secondary school and effective partnerships with neighbouring schools support effective transitions P7 to S1.

Areas for improvement:

- Involving all stakeholders, review and revise the school's vision, values and aims to re-establish a shared focus on learning and teaching as the core business of the school.
- Continue to develop the principles of Curriculum for Excellence through approaches to curriculum planning which focus on progression and depth in learning.
- Develop active and experiential learning as a regular feature in each classroom - including the appropriate use of Cooperative Learning approaches.
- Revisit Assessment is for Learning (AifL) and embed in practice to impact positively on learners, developing pupil voice and feedback to learners.
- Review Additional Support for Learning (ASL) procedures across the school and agree a strategic approach to meeting learning needs:
 - Establish a whole school team approach, including management, teachers, support staff and visiting specialists; define roles and responsibilities, the referral system, timetables, meeting times, Employee Review and Development (ERD) and evaluation processes.
 - Develop across the staff team understanding of ASL principles and revise the Milnathort Primary School Additional Support for Learning policy.
 - Develop integrated working approaches with appropriate colleagues in Speech and Language Therapy and Educational Psychology.
 - Review the levels and numbers of Individual Education Plans (IEPs) and Coordinated Support Plans (CSPs) and develop a model of provision which reflects the needs of the children e.g. motor skills groups, social communication groups.
 - Use the Perth & Kinross Council Additional Support Needs Manual, "Towards Excellent Support" to help in planning to address the identified development needs.
 - Access and engage with support and training from the Inclusion Team, including assistance with the development of an Additional Support Needs action plan.

LEADERSHIP

Strengths

- Milnathort Primary School staff form a strong and cohesive team committed to a collegiate approach in taking the school forward.
- The current acting headteacher is approachable and willing to listen to, and act on, the concerns of staff, learners and parents. Staff feel supported by the depute headteacher.
- At the time of this visit, teachers had been given clear guidance on planning for learning and teaching.
- In the Pupil Council children speak very positively about their school and the new approaches to learning implemented recently.
- The parents sampled during the visit were very supportive of class teachers. They demonstrated a real commitment to the school and a strong desire that it continue to improve. They particularly appreciate recent improvements in communication.

Areas for improvement

- Further opportunities for parents to be involved in the life of the school, to engage with their child's learning and to understand Curriculum for Excellence principles and practices.
- With support from the local authority the headteacher should take forward the leadership agenda:
 - Set regular meetings of Senior Management Team (SMT), agree and produce remits which specify their areas of responsibilities and share these with all staff.
 - Ensure SMT engage regularly with teaching staff in evaluation of planned learning and assessment, tracking of attainment and achievement and progress in meeting learners' needs.
 - Put in place a professional support programme of monitoring in line with Perth & Kinross Council protocol for class observations, focused on aspects of learning and teaching and which includes feedback which impacts on outcomes for children.
 - Through the collegiate calendar promote the engagement and involvement of all staff in the school improvement process.
 - Engage all staff, parents, partners and learners in the school's self-evaluation process.
 - Consult with Parent Council, Pupil Council, Staff Consultative Committee and all staff members as appropriate in relation to curriculum developments, budget issues and school priorities.

- Set up a schedule of ERD meetings, offering all staff the opportunity of supported self-evaluation and review of development targets.
- Ensure that school communications systems appropriately respond to, inform and include all staff and parents.
- Deliver the priorities identified in the School Improvement Plan and evaluate their impact.
- Ensure that the collegiate and INSET calendars support the continuing professional development of staff.

CONCLUSION

Milnathort Primary School is held in high regard by children, parents and staff. The significant strengths of each of these groups, and the quality of the relationships within and between them, mean that the school, with the involvement and guidance of central support staff, is well placed to address the areas for development identified above.

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